



Wakatipu
HIGH SCHOOL

WAKATIPU HIGH SCHOOL

CHARTER 2024

Welcome to Wakatipu High School's 2024 Charter. This document has three sections:

1. **Introduction**
2. **Strategic**
3. **Annual - which contains two important sub-sections:**
 - a. Analysis of Variance 2023 Review
 - i. Student Achievement- Academic Goals and Targets
 - ii. 2023 Strategic Priorities
 - b. 2024 Goals and Priorities
 - i. 2024 Academic Goals
 - ii. 2024 Strategic Priorities

1. INTRODUCTION

Wakatipu High School is Queenstown and the Wakatipu Basin's only public secondary school. We are a growing school, with 1436 students on our 1 March roll return, and while we have a high equity index, our community and students are ethnically and socio-economically diverse.

We moved into our new modern/innovative/flexible learning environment campus in 2018 but construction, including the final extension, was only completed at the start of 2023. The current site capacity is for 1625 students and we expect to reach that capacity as early as 2027.

Wakatipu High School's vision is to deliver Aotearoa New Zealand's best all-round education. This aspirational vision challenges us to strive to deliver the very best possible opportunities and outcomes for all of our students each and every day.

Our 'Ākonga Profile' outlines what we want for our students in their time at WHS, and encapsulates the all-round nature of our vision. The Ākonga Profile includes not only every student gaining their best possible qualification, but essential competencies and knowledge, and holistic development as a young person - underpinned by our school values of excellence, responsibility, resilience, inclusion and respect.

The Ākonga Profile drives our curriculum and it was recently reviewed and refreshed to ensure that it supports students for their future at a local, national and global level.

A key part of our all-round education is the wide range of extra and co-curricular opportunities that we offer, including sport, arts, music, culture, outdoors, community and leadership. Furthermore, the Wakatipu Basin and its unique environment enables us to offer great Outdoor Education programmes from the junior to the senior school.

Student engagement, wellbeing and resilience are very important at WHS, and we work hard to support our students to 'feel good and function well', to enjoy coming to school, but also to understand that sometimes things are hard and that we need to build strategies for working through times of challenge. We have a comprehensive pastoral system, central to which are our five Houses - Arthur, Duncan, Fox, Hay and Mackenzie. Additionally, we have a school-wide wellbeing programme and a bullying prevention programme.

Our students and staff strive to live the Wakatipu Way and we have a strong sense of pride in our school and our community.

WHS and its Board of Trustees are committed to the principles outlined in the Treaty of Waitangi. We have a strong connection with both mana whenua and tangata whenua and a growing whānau advisory group. We are committed to supporting our Māori students to achieve as Māori and also in developing the bicultural competencies of all of our students. Māori student achievement continues to be strong however, this continues to be an area of focus as outlined in our strategic plan, strategic priorities and annual plans.

2. STRATEGIC

This section contains our strategic plan which includes our vision, motto and values, as well as the strategic goals that we are working towards.

In 2021 we reviewed our strategic plan and engagement with our stakeholders yielded strong messages regarding us continuing to have high expectations and high levels of achievement. There was also a strong endorsement of our general strategic direction and vision for an all-round education, including a broad range of extracurricular opportunities.

The strat plan was intended to take us through 2024, but with the requirement to have a strat plan through to 2025, we provided an opportunity for feedback from staff, students and parents and ended up extending the current strat plan through 2025.

Our strategic priorities - both for last year (2023) and this year (2024), are in the annual section below.

WHS Strategic Plan 2025

Vision

Aotearoa New Zealand's best all-round education.

Motto

Ad Alta - Reach for Your Heights, Kā Mauka Whakatipu.

Values

- Excellence, *Panekiretanga* – striving to achieve our personal best, in everything we do
- Respect, *Te whakaute* – for self, others, WHS, and the environment
- Responsibility, *Takohanga* – choosing our responses, and being accountable for our decisions, actions and consequences
- Resilience, *Te manawanui me te ū* – being able to cope with and grow from challenge
- Inclusion, *Kotahitanga* – actively welcoming and including all, and creating a safe environment

Goals

1. Students

- a. Engagement, learning, progress and achievement which enables every student to gain their best possible qualification and the school to maintain high levels of student achievement.
- b. Extracurricular opportunities for all students.

2. Staff

- a. Recruit, develop and retain great staff.
- b. Deliver high quality teaching and learning.

3. School

- a. Ensure a safe and inclusive environment.
- b. Develop a great school culture.
- c. Embrace biculturalism and mātauranga Māori.

4. Community

- a. Engage with the community to enhance our all-round education.
- b. Communicate effectively with the WHS and wider community.

3. ANNUAL

This section has two sub-sections: analysis of variance, and our 2024 goals and priorities.

A. Analysis of Variance - 2023 Review

Overall, 2023 was another successful year at Wakatipu High School for students' learning, progress and achievement. We had very high levels of academic achievement and made significant progress with our strategic goals and priorities.

This did not come without focus and effort - many of our students work very hard to achieve their goals, supported by high quality teaching and excellent tracking, monitoring and mentoring. This included the continued development and use of the 'Power BI', which enables real-time tracking and monitoring of students' progress and predicted outcomes throughout the year.

As a school we are pleased with these results, primarily because they mean that large numbers of our students have gained their 'best possible qualification' that will support them on their pathways and give them options and opportunities for their futures.

In addition to our academic achievement goals and targets, we had a number of other strategic priorities last year and I will comment on these too.

i. Student Achievement - Academic Goals and Targets

As we have had for some time now, in 2023 we had a number of academic goals and targets - which are listed below, and followed by our result (in bold, at the time of writing):

- a. Target: 95% of Year 12 students achieve NCEA Level 2.**
Result = 90%

A solid result for overall Level 2 achievement. The result is well above the national (74%) and decile 8-10 (83%) averages. 241/269 students gained Level 2. This is an outcome that fell short of expectations and is a drop from 94% in 2022. This remains significantly above the national average of 72% (down 3% from 2022), and our equity band group of schools which had an average of 84% (down 3% from 2022).

Males slightly outperformed females (Females- 89%, Males - 90%). This is a common pattern in Level 2 where the males appear to be bolstered by vocational courses, including Trades Academy (which do not lead on to UE).

Māori achievement was at 85% (22/26), and Pasifika 80% (4/5). In these smaller groups of students one student makes a significant impact and the appointment of a Pou Whirinaki - Māori & Pasifika Academic Support teacher in 2024 should make a difference by working more closely with students whānau to raise achievement levels.

WHS had 17 new enrolments into year 12 in 2023. Only two of these students gained Level 2. Three of the new enrollments were NZ citizens. Five of these students had a very low English proficiency and

required language classes throughout 2023. Of the 28 students who did not achieve NCEA Level 2, 15 enrolled in the middle of 2023, including 14 from overseas, and so had no NCEA credits or achievement. 3 of the remaining 13 students who did not gain Level 2 left school during the year. If you were to exclude the 17 new enrollments from 2023, our Level 2 pass rate would have been 95%.

**b. Target: 80% of Year 13 students achieve University Entrance
Result: 70%**

144/206 students gained University Entrance (UE). While this result was below our target, it was in line with what the prediction data suggested throughout 2023. This is a significant drop from 2022 (80%) but equivalent to 2021. It is just above our equity band group of 68% (down 3% from 2022), and above the national average of 47% (down 3% from 2022).

A notable result was the difference by gender. 77% of females gained UE compared to 59% of males. The male UE percentage in the 50's is also what led to lower levels of UE achievement in 2021.

The UE rate for Māori students was 63%% (10/16). Two of the students who did not gain UE were awarded Level 3 NCEA, and three others were within 10 credits of Level 3. All year 13 Māori students had a UE capable course.

Pasifika students did not do as well as we would have liked with 25% gaining UE (2/ 8). However, six of the eight students gained Level 3.

There were 14 students who were within one standard of gaining UE ('near miss'). We did have a small group of these complete an extra standard, however numerous students declined completing an extra standard as their chosen university had granted them entry regardless (a change this year).

There were 10 year 13 students who enrolled at WHS in 2023. Of these three gained UE (30%). Four of the ten were NZ citizens with the remaining students having residency or time bound visas. Students coming from overseas schools needed to gain a further 20 credits as they cannot carry credits through from the previous year (meaning they need 80, compared to the 60 needed for students coming into Level 3 having previously completed Level 2 credits). For some there is also a language barrier.

Six year 13 students left during the year prior to NCEA exams on their chosen pathway (and attended for more than 70 days, meaning they are counted in our results).

**c. Target: 25% of Year 12 students achieve NCEA Level 2 with
Excellence Result: 20%**

As in previous years we have fallen short of our target for this metric.

Out of the 26 Māori students in year 12, only one gained Level 2 with Excellence. There were seven with Merit, and fourteen with Achieved (leaving four without Level 2).

For Pasifika students, one of the four gained Level 2 with Excellence (with one student currently completing a standard to lift their Merit to Excellence). The remaining two students did not gain Level 2.

The gap between male and female achievement has shrunk. 16% of males gained NCEA Level 2 with Excellence (up from 12% in 2022), and 22% of females (down from 29% in 2022).

Of the 17 new enrollments into Level 2, only 1 gained Level 2 with Excellence (6%).

Unfortunately, we continue to fall a little below where we would like to be for this goal, despite attempts last year to put in more robust tracking of students and more regular communication with students regarding their progress.

Achieving Level 2 with Excellence requires nearly half of a student's work to be at the Excellence level, and so it is crucial that students are able to perform to the Excellence level in the external examinations. This is an area of focus in the 2023 annual plan for academic achievement. Nationally the Level 2 Excellence rate is 12% and decile 8-10 is 22%.

Girls performed really well with 29% achieving Level 2 with Excellence, well above the national average of 16%. The gap we see between boys and girls in NCEA endorsement is mirrored nationally. The national average for boys was 8% and decile 8-10 was 13%. At Wakatipu High School, 12% of boys gained Level 2 with E.

d. Literacy and Numeracy - by the end of Year 10:

- a. **Target: 75% of Year 10 students achieve the Literacy Reading corequisite. Result 63%**
- b. **Target: 65% of Year 10 students achieve the Literacy Writing corequisite. Result 64%**
- c. **Target: 75% of Year 10 students achieve the Numeracy corequisite. Result 66%**

There was a considerable amount of effort and resource invested into schoolwide literacy in 2023. From additional staffing to PL release for teachers wanting to upskill in "Structured Literacy" as a response to intervention, and the roll out of the "Reading Plus" and "Power Up" platforms for junior students to support their reading.

The reading corequisite results were below target but in line with expectations. Based on e-asTTle reading data, 75% of the Y10 cohort were at 4A or higher and our pilot results from 2022 showed that students operating at 4A or higher have an 84% chance of achieving the reading corequisite. With an increasing percentage and number of students coming to WHS below the expected level, we need to continue to accelerate reading (and writing) progress, in order to successfully reach a level that will allow them to pass the corequisite exams. This has been the key driver for the upskilling of staff and

the increased number of English Enhancement (EET) classes focused on Structured Literacy.

The writing corequisite results were much more in line with the target. The English Learning Area delivered preparatory tutorials in Term 3 in the leadup to the second corequisite exams, and they worked effectively to give students guidance around how to tackle the questions. Moving forward, building explicit teaching of different writing techniques, taking into account purpose and audience, will feature in the junior English programme from the start of the year, with time for preparing prior to the corequisite exams built into the Y10 course. The English Learning Area has also recommitted to running e-asTTLe writing tests as a means of generating benchmark data from which progress can be measured.

When breaking down the results from 2023 by gender and ethnicity, there are some patterns that emerge, which mirror entrance data and in some cases is reflected in NCEA achievement. This inequity is something that we need to continue to address moving forward at the primary and secondary levels.

Corequisite	Total	Boys / Girls	Māori	Pasifika
Reading	63%	58% / 70%	20/37 = 54%	1/3 = 33%
Writing	64%	58% / 71%	19/37 = 51%	2/3 = 67%

Numeracy fell slightly short of our target with 201 out of 306 achieving the numeracy corequisite (66%).

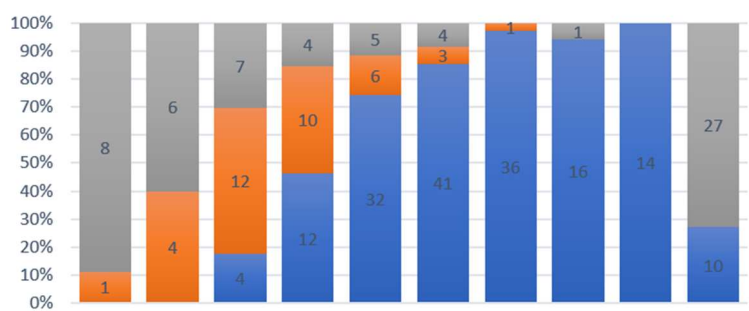
An attempt was made to enter all year 10 students in the Numeracy corequisite exam in 2023 with only 19 students not sitting the exam in 2023 (absent for exam or unable to sit), compared to 62 students in 2022. Nonetheless, 63% of the year 10 cohort achieved the standard in 2022 compared to 66% in 2023; an improvement of 3%.

Males did slightly better than females in 2023 (66% v 65%).

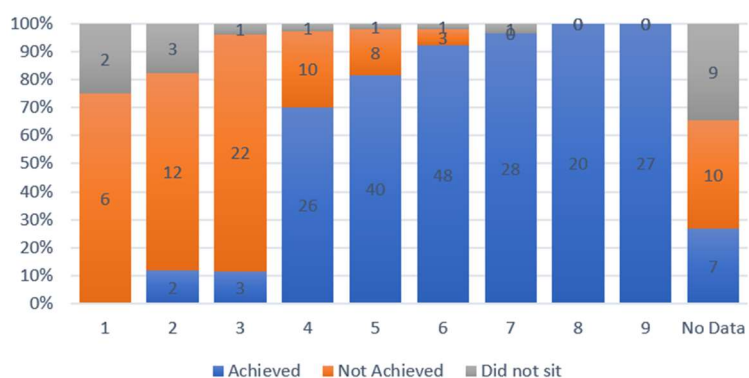
54% (20/37) of Māori students achieved the numeracy corequisite in 2023, compared to 50% in 2022. 33% (1/3) of Pasifika students gained the numeracy corequisite in 2023.

The best predictor of readiness to pass the numeracy corequisite seems to be the end of year 9 PAT testing. This is an online adaptive assessment tool which produces a stanine result from 1 - 9. The higher the stanine, the higher the probability of gaining the co-requisite. The graph below shows the biggest movement was with students that were at stanine four at the end of year 9. The pass rate for this group rose from 46% to 70%.

2022 Results by Year 9 PAT



2023 Results by Year 9 PAT



It is to be noted that students with a stanine of 3 or lower continued to have a low probability of passing. These students sat the corequisite to gain familiarity with the exam, but did so on the understanding that they would likely need to resit in year 11.

The Mathematics and Statistics learning area undertook a number of interventions including:

- Monday and Friday specifically designed online quizzes for students in the eight weeks leading up to the exam. Parental contact to encourage completion.
- Classes were rearranged in semester two to group students together who needed further preparation for the corequisite. These students continued with the regular mathematics programme, with the addition of specific numeracy corequisite preparation. This included specific workbooks for class and homework.

Overall WHS has a refined prediction mechanism for numeracy corequisite success and an intervention programme that does appear to make a difference. In 2024 the corequisites are earlier in the year which will make the shuffling of classes in semester 2 easier and less disruptive for the students.

Corequisites Combined

To gain any NCEA qualification, students will be required to have all three corequisites (reading, writing and numeracy). We are currently in the transition to this requirement so there are other ways to gain this for 2023. It is interesting to note that 51% of students (149/290) start year 11 in 2024 with Level 1 Literacy and Numeracy (the denominator differs due to departures and arrivals).

All year 11 students who did not pass one of the corequisites will be entered to sit the required corequisite again in 2024, as will any year 12 students who join WHS without any NCEA credits (ie from overseas).

e. Target: 60% of Year 11 students achieve NCEA Level 1 with Endorsement Result: 54%

There were 137 out of 266 students in year 11 who gained NCEA Level 1 with either Merit or Excellence endorsement.

Female students did better than males (64% versus 40%).

Māori and Pasifika students did not perform well on this metric - Māori at 33% (8/26), and Pasifika at 20% (1/4).

(f) Target: 22 Scholarships Result: 16 Scholarships

We were very pleased with students' scholarship results in 2021, as sixteen is an outstanding effort. Most of the success in scholarship was achieved in the Arts, where they gained a fantastic nine scholarships, including six in Photography. Two students were awarded scholarships in two subjects. One student achieved an Outstanding Scholarship (Photography) and one year 12 student gained a scholarship in Statistics.

ii. 2023 Strategic Priorities

In addition to the above, we had other strategic priorities in 2023 which support student engagement, learning, progress and achievement. They are outlined below and include our objectives, key results and a summary statement regarding the progress made in 2023.

Student Achievement

Objectives

- Students' engagement, learning and progress enables them to achieve their academic goals and gain their best possible qualification.
- Carry out research into both boys' achievement and all students' performance in external examinations to identify ways in which we can further improve on Wakatipu High School's high levels of student achievement.
- Further develop the evaluative capability of our middle managers.
- Increase kaiārahi confidence and competence around goal-setting, tracking and monitoring and course and academic counselling.

Key Results

- Reaching or surpassing our 2023 academic goals and targets.
- WHS performs better than national and decile 8-10 schools in all of our annual goals.
- Action Plans will have been developed for increasing boys' achievement and improving performance in external examinations, ready for implementation in 2024.

- All Learning Areas will evaluate achievement in their Learning Area and will have a strategic plan as to how they will improve academic achievement against key school or LA goals and will have.
- Students will feel supported by their kaiārahi with respect to their engagement, learning, progress and achievement.

Summary statement

Although we did not achieve many of our academic targets, we once again had a solid year with respect to student learning, progress and achievement and achieved and were in the top 10 of NZ for public, co-ed schools, for our key academic indicators, including UE, Level 2 and Level 2 endorsed with Excellence. We still have more work to do with respect to external exam achievement and goal-setting and student achievement continues to be a strategic priority in 2024.

Literacy

Objectives

- Implement each aspect of the WHS Literacy Strategy
- Ensure students have the necessary literacy knowledge and skills to access the curriculum and achieve their best qualification possible.
- Increase staff knowledge and understanding of effective literacy instruction and have clear expectations of practice.
- Increase community and whānau awareness of the importance of literacy - reading / writing / co-req's
- Complete ERO Evaluation process
- Pilot a Reading one-page report with all Y10 students with a view to making progress and next steps more transparent.

Key Results

- All LA's have developed and begun to execute a plan for explicit literacy instruction across the junior curriculum
- Proportion of Y10 students have passed the co-requisite assessment by the EOY
 - 75% - Reading
 - 65% - Writing
- 100% of students have made progress
 - In Reading
 - In Writing
- Students, teachers and parents know what an individual's next learning steps are re: Reading

Summary statement

Significant progress was made with Literacy achievement in 2023. Our evaluation of literacy has yielded good progress including shifts with middle leaders' understanding of delivering literacy across the curriculum. A school-wide literacy strategy has become more embedded and the resourcing of a full-time Literacy teacher enabled more students to be supported. An effective analysis of the level required to reach the standards in reading and writing corequisites has enabled us to intervene with students, as required.

Curriculum adaptations in English junior programmes and school-wide expectations for literacy have begun to be embedded. This continues to be a strategic priority in 2024

Numeracy

Objectives

- Ensure students have the necessary numeracy knowledge and skills to access the curriculum and achieve their best qualification possible.
- To increase staff knowledge and understanding of numeracy corequisite for NCEA.
- Investigate data from the numeracy pilot in 2022 and determine how effective we are in predicting preparedness for the numeracy corequisite and identifying gaps in learning.
- Students' and whanau know their progress in gaining the numeracy corequisite (including next steps)
- Determine a sustainable program of intervention/adjustments to classroom teaching and learning in order to best prepare students for the numeracy corequisite (both pre end of year 10, and post year 10)
- Continue to offer the new NCEA numeracy standard (transition year) and from this continue to determine and refine the numeracy skills our students need.

Key Results

- Achieve school-wide numeracy target of 75% of Year 10 students gaining the numeracy corequisite (and 100% of UE/Level 2 capable students having numeracy).
- Staff have an increased understanding of the numeracy corequisite and the challenges within it.
- Clearly presented sustainable program of intervention/adjustments to classroom teaching and learning in order to best prepare students for the numeracy corequisite (both pre end of year 10, and post year 10)
- Second year of offering the numeracy corequisite is completed, results evaluated, and adjustments made to 2024 plans.

Summary statement

Good progress has been made with Numeracy, particularly with the understanding of what is required to achieve the corequisite and accordingly, the interventions required to support students to achieve success.

High Quality Teaching and Learning

Objectives

- All students experience high quality teaching and learning (HQTL) leading to Engagement, Learning, Progress and Achievement (ELPA).
- Teachers understand all aspects of the Teaching and Learning model and can apply critical aspects with their classes.
- Teachers can explain areas of personal strength and areas for development in relation to the Teaching and Learning model.

Key Results

- Teachers know and can recall the three main guiding principles of the Teaching and Learning model - Whakawhanaungatanga, Wananga, and Kaitiakitanga.
- Teachers can provide examples of what each of the three main principles look like at WHS and in their specific Learning Areas.
- All staff set a Professional Growth Cycle goal based on the HQTL model.
- Teachers complete at least one lesson observation throughout the year and evidence of HQTL model is gathered in the observation.
- 100% of teaching staff complete the Professional Growth Cycle assignment posted in the staff classroom.
- HQTL is a regular agenda item on C&A meeting agenda.
- Good sorts - more nominations with a T&L focus (promoted with staff, possibility of HQTL nomination weeks)
- Add HQTL to all meetings with HOLAs and discuss how this can be included in Annual Reports.
- Complete Learning walks for all PCT's and HOLAs and offer this as an option for all staff throughout the year.

Summary statement

WHS' Teaching and Learning framework is continuing to be embedded in the school. Teachers adapted a school-wide survey using the framework for Learning Area and individual student feedback. Teacher feedback with respect to Professional Learning continued to be strong and improved with 80% of staffing finding it effective in 2023, as compared to 72% in 2022, 51% in 2021, 57% in 2020 and 39% in 2019. PGC's were completed and key areas of reflection and areas of improvement by staff were recorded. School-wide survey completed in Term 2. Areas of strength and areas of improvement analysed and presented to staff. Academic results were good. This continues to be a strategic priority for 2024 but has been renamed 'High Quality Teaching and Learning'.

NCEA Changes

Objectives

- Staff and Students are ready for NCEA changes for 2024
- Have oversight of all the NCEA changes and ensure that WHS executes the rollout of the NCEA changes successfully.
- Communicate the NCEA changes effectively to all key stakeholders - WHS Parents, Students, Staff. Include communications to Primary school Boards, Leadership teams and interested parents.
- Communicate effectively with teams leading Literacy, Numeracy and Mātauranga Māori workstreams of the NCEA changes
- Successful implementation of ANZ History

Key Results

- Level 1 changes are fully implemented by the start of 2024
- Decisions are made as to involvement in the Level 2 pilot for 2024
- Literacy and Numeracy co-requisites are completed and targets for 2023 achieved (Reading 75%, Writing 65%, Numeracy 75%)
- Communication is regular and informative using a range of mediums

Summary statement

While our staff and Learning Areas are broadly ready to implement NCEA Level 1, there has been significant frustration with the lack of communication, ever-changing standards and the slow pace in which information is produced. We were extraordinarily disappointed with the MOE/NZQA roll-out of the NCEA changes.

School Culture

Objectives

- Continue to improve WHS school-wide culture
- Advance and promote staff and student pride in WHS
- Continue to improve staff and student engagement at WHS
- Support high quality teaching and learning that continues to accelerate student learning, progress and achievement

Key Results

- Students and staff are becoming increasingly aware of the 'Wakatipu Way'
- A reduction in the number of students facing formal disciplinary action as the year progresses
- Improved attendance as compared to 2022
- Staff and Student engagement surveys (Me & My Schools) will show improvement on results from 2022
- An increase in the % of students getting key awards

Summary statement

Feedback from staff and student suggest a far greater awareness of the Wakatipu Way. Our Pastoral team have created an holistic framework to support our most complex Year 9-11 students. Overall, there has been some improvement in overall attendance rates this year. There have been incremental gains in the teacher engagement survey and our results from our most recent student voice survey suggest that student engagement is moving up incrementally.

Schoolwide Wellbeing and Resilience

Objectives

- Regularly provide opportunities for staff and students to:
 - practice mindfulness
 - exhibit gratitude
 - connect
- Create a psychologically safe environment for students and staff.
- Students and staff have a shared understanding of wellbeing and strategies to support their personal wellbeing and resilience.

Key Results

- Utilise year level assemblies and/or the Ako Curriculum to engage Year 9-11 students with topics connected to the principal aims of our wellbeing and resilience programme for two hours in total across Terms One-Three.

- Students and staff know and can recall our shared definition of wellbeing and resilience as well as the 5 ways to wellbeing.
- Communication is regular and informative using a range of mediums
- Student wellbeing will improve as compared to 2022.

Summary statement

We have put a lot of time, effort and energy into supporting staff and students with their wellbeing and our student wellbeing council has quickly become one of our most active and important councils. Good plans are in place for 2024 with the implementation of the GoodSpace survey across multiple year levels and to really activate our SASH group.

Bullying Prevention

Objectives

- Prevention - Ensure areas identified in monitoring along with nationally trending issues are addressed within WHS curriculum and wider community communication. Ensure all practicable steps are taken to make WHS as safe as possible. Put a spotlight on celebrating kindness.
- Intervention - Continue to refine and communicate bullying intervention including upskilling staff on best practice. Upskill deans and kaiarahi to consistently deal with bullying incidents.
- Monitoring - Understand changing prevalence and nature of bullying at WHS in order to inform prevention and intervention

Key Results

- Prevention
 - 4 articles in school newsletter
 - Year 9 Parent handbook produced and distributed by mid Feb
 - Analyse areas of lower supervision and implement best practice ways of increasing safety (eg buses, changing rooms, toilets)
 - Awareness events run for key groups
 - Pride week/s
 - Pink Shirt Day
 - Celebrating kindness, inclusion & upstanding
- Intervention
 - Deans upskilled to all consistently deal with bullying incidents in accordance with WHS best practice (dean's handbook updated, standard recording of incidents implemented and used).
 - Kaiarahi upskilled to better observe and identify bullying (3 sessions of PL - may occur in varying formats)
- Monitoring
 - Term 2 whole of school survey implemented
 - Term 1 - 4 targeted interviewing of students (30 in total)

Summary statement

Again, great work has been done in this space with students, parents and staff consistently commenting on how well WHS responds – both in terms of speed and with fairness.

Biculturalism and Mātauranga Māori

Objectives

- Create a schoolwide progressive [Māori Language Strategy Plan 2023](#) which reflects whānau Māori aspirations focused on developing the capability of staff, students and their whānau in te reo Māori.
- Uplift the mana of kaupapa Māori at the school.
- Refresh the [WHS Māori Partnership & Biculturalism Plan 2021](#)

Key Results

- Increase the number of Māori students participating in kapa haka and junior te reo Māori courses.
- Identify the systems and supports needing to be implemented at WHS in 2024 in order to achieve more equitable achievement outcomes for Māori & Pasifika students.
- Provide an opportunity for Learning Areas to mahi tahi with kaihāpai Māori once per term around their work on equal status for mātauranga Māori in NCEA.
- Engage with Māori students, whānau, and the hāpori once per term.

Summary statement

There has been progress with our goal to embracing biculturalism and mātauranga Māori, however it continues to be a strategic priority for the 2024 academic year. Our aim as a kura continues to be to promote and normalise the culture, language, knowledge, and traditions of Māori. Mātauranga Māori has become more widely understood by our staff and there continues to be enormous enthusiasm and appetite to weave mātauranga Māori into the curriculum. Interest in mātauranga Māori has been sparked by starting to heal history, foster identity, and creative possibilities associated with kaupapa Māori.

However, staffing is a pressing issue which needs to be addressed. By the latter half of 2023, staffing was positive in this space. We had a specialist teacher of Te Reo Māori, a teacher in charge of kapa haka, and a kaihāpai Māori. Unfortunately, our Kaiako Māori was employed by Kai Tahu and we have been searching for a new Kaiako Māori since September of 2023. Despite the challenges with staffing, we have made a positive start to 2024 there is growing momentum with this kaupapa. Our relationship with Mana Tāhuna Charitable Trust and our whānau Māori has never been stronger. For 2024, we have a class of 25 students learning Levels 1-3 Te Reo Māori (which is the largest cohort in a long time) and a number of staff have taken up the challenge of beginning to reach a level of proficiency which enables them to use te reo with a level of fluency. We also have an emerging and refreshed Whānau Advisory Group to support the school. Finally, as previously mentioned, there is no shortage of enthusiasm from staff to weave te reo Māori me ngā mātauranga Māori into teaching and learning.

WHS Foundation and Branches Trust Support

Objectives

- Support the WHS Foundation & Branches Trust so that they continue to support WHS to at least the same level in 2024.
- Help raise the profile of WHSF and Branches Trust with students and the WHS & wider communities.
- Increase the % of parents donating and the amount donated as part of the school fees.

Key Results

- Respond to WHSF & BT requests in a timely manner.
- Successful pitch with Hugo Foundation and Country Club.
- Amount donated by WHSF and BT to WHS for 2024 is equivalent or greater than 2023.
- School donations will increase per capita
- Ensure that the WHSF & BT feel valued by the WHS community

Summary statement

With respect to our key metrics above, the WHSF and BT have been thrilled with the support and engagement with the school. We had a successful pitch and partnership with the Hugo Charitable Trust and the support of WHSF and BT in 2024 is equivalent to the support from 2023. Our school donations and curriculum recovery was also up on 2022, per capita.

B. 2024 Goals and Priorities

The process of setting our annual academic goals and targets for 2024 was similar to previous years, which reflects the evolution of our process. The process begins with reviewing our previous year's results against our targets, we then review the goals themselves, which includes considering the strategic plan goals, and when setting targets we consider the cohorts. We continue to set ambitious goals and targets that will require significant focus and commitment from staff and students.

i. 2024 Academic & All-Round Goals and Targets (as confirmed at the Board Meeting on 19 February 2024)

2024 Annual Goals & Targets

93% of Year 12 students, including Māori and Pasifika, achieve NCEA Level 2
80% of Year 13 students, including Māori and Pasifika, achieve University Entrance
23% of Year 12 students, including Māori and Pasifika, achieve NCEA Level 2 with Excellence
Literacy - by the end of Year 10: A. 70% of students, including Māori and Pasifika, will have passed the co-requisite* for reading B. 70% of students, including Māori and Pasifika, will have passed the co-requisite* for writing
Numeracy - by the end of Year 10: C. 70% of students, including Māori and Pasifika, will have passed the co-requisite for numeracy
(A) Student Engagement and (B) Wellbeing will continue to be prioritised and improve
All students transitioning from WHS will be on a pathway for further education, vocational training or employment.
21 Scholarships
75% of junior students, including Māori and Pasifika, achieve Ākonga Passport Award (<i>100% on plinth</i>)
80% of senior students, including Māori and Pasifika, participate in extracurricular activities
85% of new students, including Māori and Pasifika, (and all Yr 9s) participate in extracurricular activities

In addition to the annual academic and all-round goals targets as set above, we also have a number of other strategic priorities for 2024. They are presented in a table below, with the ten strategic priorities underlined and their respective objectives bulleted below. Our Senior Leadership Team (SLT) have developed action plans and key results/metrics for each of the objectives.

ii. 2024 Strategic Priorities

WHS STRATEGIC PLAN 2025

2024 PRIORITIES

Our Vision Deliver Aotearoa New Zealand’s best all-round education

Our Motto Ad Alta - Reach for your heights, Kā Mauka Whakatipu

	 STUDENTS	 STAFF	 SCHOOL	 COMMUNITY	
GOALS	<ol style="list-style-type: none"> 1. Engagement, learning, progress and achievement which enables every student to gain their best possible qualification and the school to maintain high levels of student achievement 2. Extracurricular opportunities for all students 	<ol style="list-style-type: none"> 3. Recruit, develop and retain great staff 4. Deliver high quality teaching and learning 	<ol style="list-style-type: none"> 5. Ensure a safe and inclusive environment 6. Develop a great school culture 7. Embrace biculturalism and mātauranga Māori 	<ol style="list-style-type: none"> 8. Engage with the community to enhance our all-round education 9. Communicate effectively with the WHS and wider community 	
PRIORITIES	<ol style="list-style-type: none"> 1. Academic achievement 2. Literacy & Numeracy 	<ol style="list-style-type: none"> 3. High quality teaching & learning 4. NCEA changes & NZC Refresh 5. 2025 Staffing 	<ol style="list-style-type: none"> 6. Ensure a safe and inclusive environment 7. School culture 8. Biculturalism and mātauranga Māori 	<ol style="list-style-type: none"> 9. WHS Foundation and Branches Trust support 10. Community & Curriculum 	
VALUES	 EXCELLENCE HANAKIHE TANGA	 RESPONSIBILITY TAKOHANGA	 RESILIENCE TE MANAWANUI ME TE U	 RESPECT TE WHAKAUITE	 INCLUSION KOTAHITANGA

Academic Achievement

Objectives

- Students' engagement, learning and progress enables them to achieve their academic goals and gain their best possible qualification.
- Further develop the evaluative capability of our middle managers, including our Heads of Learning Areas (HoLA's) and Deans.
- Increase kaiārahi confidence and competence around goal-setting, tracking and monitoring and course and academic counselling.
- Wakatipu High School maintains high levels of student achievement

Key Results

- Achieve our 2024 academic goals and targets.
- Achieve better than national and equity band schools in all of our annual goals.
- All Learning Areas will regularly and consistently evaluate achievement in their Learning Area in order to take steps to improve achievement.
- Students will feel supported by their kaiārahi with respect to their engagement, learning, progress and achievement.
- Develop further consistency in how junior achievement is evaluated and progress is monitored across the different learning areas.

Literacy & Numeracy

Objectives

- Ensure students have the necessary literacy knowledge and skills to access the curriculum and achieve their best qualification possible.
- Embed each aspect of the WHS Literacy Strategy.
- Implement the Structured Literacy "Response to Intervention" programme via EET and ENF courses at Y9 and 10.
- Continue to increase staff knowledge and understanding of effective literacy instruction.
- Increase community and whānau awareness of the importance of literacy - reading / writing / co-req's
- Formalise the Reading one-page report with all junior students / whānau, with a view to making progress more transparent.
- Investigate how we can use e-asTTLe Data / PAT's / ORF's Testing etc to populate the Reading one-page report with "Next Steps". Pilot with Y9/10.

Key Results

- All LA's have begun to implement their plans for how they will reinforce school-wide literacy strategies as well as disciplinary literacy instruction across the junior curriculum.
- Proportion of Y10 students have passed the co-requisite assessment by the EOY
 - 70% - Reading
 - 70% - Writing
- 100% of junior students have made progress

- In Reading by EOY9 (as based on e-asTTLe reading / ORFS)
- In Writing by MY10 (as based on e-asTTLe writing)
- 100% of Y11 students who complete the full year in a Level One capable course achieve NCEA Level One Literacy.
- Students, teachers and parents know what an individual's next learning steps are re: Reading

Numeracy

Objectives

- Ensure students have the necessary numeracy knowledge and skills to access the curriculum and achieve their best qualification possible.
- Students and whanau know their progress in gaining the numeracy corequisite (including next steps).
- Determine a sustainable program of intervention/adjustments to classroom teaching and learning in order to best prepare students for the numeracy corequisite (both pre end of year 10, and post year 10).

Key Results

- Achieve school-wide numeracy target of 70% of Year 10 students gaining the numeracy corequisite (and 100% of UE/Level 2 capable students having numeracy).
- Staff feel confident preparing students at Y10 and Y11 to successfully complete the Numeracy corequisite.
- Continue with the 2023 program of intervention/adjustments to classroom teaching and learning in order to prepare students for the numeracy corequisite (both pre end of year 10, and post year 10).
- 100% of Y11 students who complete the full year in a Level One capable course achieve NCEA Level One Numeracy.
- Students, teachers and parents know what an individual's next learning steps are re: Numeracy

High Quality Teaching and Learning

Objectives

- Teachers have a consistent, shared understanding and language of high quality teaching and learning as represented in the HQTL Framework.
- Professional Learning supports teacher expertise in utilizing the HQTL framework.
- Professional Growth Cycles underpin the continuous improvement of HQTL and are completed and signed off by HoLAs on an annual basis.
- Professional Learning Conversations underpinned by a coaching framework
- Students experience high quality and consistent teaching and learning and can use HQTL language in their goal setting and class survey feedback
- Innovative Learning Environment (ILE) pedagogy refreshed and evident throughout learning areas

Key Results

- Teachers demonstrate knowledge, understanding, and application of HQTL through goal setting, observations, student voice, and professional conversation feedback with their line manager.

- Teachers report through the TWS survey that professional learning has been effective in their continuous improvement of high quality teaching.
- PGCs show that teachers are demonstrating reflective, collaborative practice linked to the HQTL framework and WHS HITS with all teachers having their PGC signed off by the end of the school year.
- GROW coaching adopted by Learning Areas for conversations around teaching and learning improvement and is evident in teacher reflections in their PGC end-of-year sign-offs.
- Student survey feedback (school-wide, learning area, and class) reflect that students are benefiting from high quality teaching and learning evidenced through feedback from the Teaching and Learning Student Survey and LA surveys.
- School-wide professional learning on ILE pedagogy delivered and ILE pedagogy evident through classroom observation.

NCEA changes & NZC Refresh

Objectives

- Ensure a successful rollout of the NCEA changes for Level 1.
- Maths and Statistics and English Learning Areas have successfully refreshed their curriculum for 2025
- Understanding of the Common Practice model in schools is established
- Teacher Only Days content from the Ministry delivered successfully to all staff
- Road map for implementation of the NZC and NCEA graphic is communicated to the community by end of Term 1 for 2024 - 2026

Key Results

- Level 1 changes are fully implemented by the start of 2024 and students are well prepared for Level 2 (old standards) measured by:
 - Learning Area courses are backwards mapped from Level 2 content to Level 1 content
 - Level 2 prerequisites are clearly communicated to Level 1 students by July 2024 through course option booklet.
- By November 2024 M&S and English present their learning progressions and resources for each year level to SLT.
- Objectives of TODs Term 2 (31 May) and Term 4 (8 November) are achieved (CPM & NZC).
- Communication is regular and informative using the following mediums
 - HoLA and staff meetings
 - Newsletters (once a term)
 - Community information evenings (Term 3)

2025 Staffing

Objectives

- Ensure we start the year fully staffed with high quality teachers.
- Recruit excellent teachers with high potential and a growth mindset.
- Support high and effective retention.
- Support and ensure ongoing teacher and leadership development.

Key Results

- Review our recruitment strategy, and develop and implement a plan for 2025 staffing which includes:
 - Professional development for key staff around best practice for recruitment and retention.
 - Understand where the possible future staff are coming from, and develop strategy for support
- Retention - review, and develop a strategy, including targets and a plan for implementation in 2025
- PCTs all retained for 2025.
- Run effective PL for middle managers on developing and supporting staff.
- Recruitment of a Kaiako Te Reo Māori
- Use of psychometric tests for all middle and senior leadership positions.

Ensure a safe and inclusive environment

Objectives

- Implementation of Goodspace to enhance student wellbeing
- Provide increased opportunities for staff and students to develop their wellbeing and resilience by:
 - practicing mindfulness
 - exhibiting gratitude
 - connecting
- Continue to promote a psychologically safe environment for students and staff.
- Bullying Prevention - Continue with the Anti-bullying work from 2023, with a focus on best practice
 - Prevention
 - Intervention
 - Monitoring
- Create a student culture that supports the reduction of sexual harm.

Key Results

- Goodspace Surveys are filled out by all students who have not “opted out”, and the Guidance Team’s “surge response” is able to adequately meet the need identified by:
 - Seeing all “critical / urgent” cases in a 1:1, face to face meeting within 48 hours.
 - Responding to all “high” cases within 2 school weeks on average.
- Staff Wellbeing survey to improve on 2023 results.
- LA / House meetings build WB into the planning
- Hold at least one evening per term to support parents and students with their wellbeing and resilience, with each having more than 100 people in attendance.
- SASH supported and successfully implemented
- SVS Survey - Proportion of students feeling included / “safe” returns to a level last seen in 2018.
- All Deans / Assistant Deans / SLT members involved in youth mental health first aid PL if they have not received prior training.
- Awareness events run for key groups:
 - Pride Week
 - Pink Shirt Day

- Mental Health Awareness Month
- Communication is regular and informative using a range of mediums

School culture

Objectives

- Advance and promote staff and student pride in WHS
- Continue to improve staff and student engagement at WHS
- Support high quality teaching and learning that continues to accelerate student engagement, learning, progress and achievement
- Consistent approach from staff towards HQTL expectations, ILE pedagogy, uniform and cellphones.

Key Results

- Staff TWS & Wellbeing will incrementally improve on 2023 in:
 - Pride & Promoter
 - Overall Wellbeing
- Staff survey re: culture will show improvement on 2023
 - Consistency features as an area that has improved significantly by staff, as per staff feedback.
- Student engagement survey (SVS) average will show improvement on 2023 (Target = 80%+).
- Increase % of students involved in extra and co-curricular activities, including Sports Census up to 60%.
- Increased participation rate with Junior Camps.
- Hui with Māori and fono with Pasifika students will establish baseline information for 2024.
- SASH supported and successfully implemented.
- Walkaround observation data will show greater consistency in class/Ako time with respect to cellphones, non-uniform items and students being focused in class.
- The Wakatipu Way will be increasingly referred to by students, staff and the community.
- A reduction in the number of students being referred over the course of the year (month by month).
- Improved attendance as compared to 2023.
- An increase in the % of students getting key awards, including Ākonga Passport, Ad Alta and Excellence awards.

Biculturalism and mātauranga Māori

Objectives

- Continue to develop the proficiency of and give staff the opportunity to practice te reo me ngā tikanga Māori.
- Begin to establish equal status for mātauranga Māori in NCEA Level One at Wakatipu High School.
- Whakamana Māori students.

Key Results

- Embed a schoolwide Māori language strategy plan based on the Poutama Reo framework which reflects whānau aspirations.

- Ensure there are ample opportunities for staff to upskill their understanding of te reo me ngā tikanga Māori.
- Connect HoLA's with local kaupapa Māori organisations and key whānau Māori in order to work together on NCEA changes and opportunities for connection.
- Increase the 'performance group' of kapa haka to 30 students
- Recruit a Kaiako Te Reo Māori for 2025 (or sooner).
- Regularly connect with Māori students and their whānau via:
 - One Whānau Advisory Group hui per term
 - One Whānau Hui per term
 - One Māori student meeting per term. During this hui, use the SVS questions and focus group feedback to ascertain whether our rangatahi Māori consistently feel well supported to achieve success with a strong, secure sense of their cultural identity.
 - One newsletter item per term related to kaupapa Māori

WHS Foundation and Branches Trust support

Objectives

- Support the WHS Foundation & Branches Trust so that they continue to support WHS to at least the same level in 2025.
- Help raise the profile of WHSF and Branches Trust with students and the WHS & wider communities.
- Develop and grow the WHSF Alumni Foundation.

Key Results

- Respond to WHSF & BT requests in a timely manner.
- Ongoing VIP tours that lead to an increase in BPP and donors.
- Continued support from key donors and trusts into 2025..
- Amount donated by WHSF and BT to WHS for 2025 is equivalent or greater than 2024.
- Ensure that the WHSF & BT feel valued by the WHS community.

Community & Curriculum

Objectives

- To improve student engagement with teaching and learning.
- To better localise our curriculum and provide authentic learning opportunities for students.
- To enhance the reciprocity of the community/school relationship.

Key Results

- Improved student engagement and satisfaction with teaching and learning as measured by SVS, T&L Survey, Learning Walks and student voice.
- Increase the number of opportunities for local and national experts to work with students at and outside of school.
- Increase the number of community events that WHS students are engaged with and contribute to.