

Strategic Plan 2024 - 2025

Vision

Inspired learners. Proud contributors.

Whakatauki

Whāia te pae tawhiti. Pursue your goals to the furthest horizon.

Mission

Waiheke High School will inspire pride. We are the waka that guides our rangatahi on their individual journey to success.

Core Values

Island Based:

Our character reflects that of our island; a unique place with a strong identity. We are proud of our connection with our environment and our diverse community.

Treaty Partners:

We understand and honour the principles of Te Tiriti o Waitangi and this bicultural foundation is evident in all of our actions and decision making.

Open and Diverse:

Our school culture is about embracing uniqueness, inclusiveness and diversity. We understand that success is different for every student.

Great performers, holistic educators:

We deliver great results through engaging and meaningful education to all students, not only curriculum based but also values and life-skills based.

Context

Established in 1986, Waiheke High School is the only island based high school in New Zealand and caters for students from Years 7-13. In a relatively short time, we have accomplished an enviable academic record, recognising the top overall scholar and top Maori student of New Zealand as just some of our students' outstanding successes.

The community of Waiheke includes a rich diversity of creative and entrepreneurial talent combining independent thinking with a strong sense of island identity. This spirited energy is also reflected in the sporting and cultural achievements of our students. It is within this thriving and vibrant community that Waiheke High School is building a strong tradition of providing enhanced and localised educational opportunities for our students.

We endeavour to provide the highest quality education for our students and provide a seamless education journey from year 7 to 13. Among the educational priorities of the school are a range of co-curricular and extra-curricular activities which give life to the curriculum and allow our students to learn in a meaningful and engaging way.

Values

Whanaungatanga - Caring for all

Independence - Managing Ourselves

School Culture - Pride in our values, environment and community

Excellence - Striving for success

Consultation which feeds into the strategic plan

Large scale full community consultation between 2018 and 2019

Ongoing relationship with Ngati Paoa

Ongoing relationship with Piritahi Marae

Community feedback at open evenings, events and to newsletters

Feedback from Board members, staff and students

Faculty reviews & Senior Leadership Team reviews

Education and Training Act 2020

The strategic plan is targeted to meet the primary objectives defined in the Education and Training Act 2020 and the statement of the National Educational and Learning Priorities (NELPs)

Section 127 of the Education and Training Act 2020 provides that a board's primary objectives are to ensure that:

- Every student at the school is able to attain their highest possible standard in education achievement
- The school:
 - is a physically and emotionally safe place for all students and staff
 - gives effect to relevant student rights
 - takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school
- The school is inclusive of and caters for students with differing needs
- The school gives effect to Te Tiriti o Waitangi, including by:
 - working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
 - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
 - achieving equitable outcomes for Māori students.

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES
OBJECTIVE
1
LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

OBJECTIVE
2
BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

OBJECTIVE
3
QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

OBJECTIVE
4
FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

OBJECTIVE
5
WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable

PRIORITIES

1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

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

3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

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

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

8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kohanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

Goals

1. Island Based: Waiheke High School is an inspiring island based school for tamariki, teachers, whānau and the community.

Strategic Goal	NELP	Expected Outcome	Actions	Measurement
Students are engaged in school wide opportunities that embrace the Waiheke WISE culture	1, 5	Students represent their houses across a range of disciplines	Develop new events to build belonging and participation	A minimum of 8 inter house events occur in 2024
		Students are recognised for living the WISE values	Increase WISE recognitions and celebrations of recognitions	Trends reflect increasing numbers of recognitions. Celebrate these twice a term in assemblies with certificates
SLT grow leadership opportunities for staff members across the school	6	All leaders understand their roles and how each of these works to contribute to the greater whole	Clarify responsibilities of leadership positions and support a focus on leadership over management and administration	All middle and senior leadership job descriptions have been reviewed and are fit for purpose by the end of 2024
		All leaders are continuously developing their ability to lead within their school context	Professional development opportunities are offered to develop leadership skills	Performance reviews document a focus on leadership behaviours by the end of 2024

2. Treaty Partners: Waiheke High School understands and honours the principles of Te Tiriti o Waitangi and this bicultural foundation is evident in all of our actions and decision making.

Strategic Goal	NELP	Expected Outcome	Actions	Measurement
Students are learning Te Ao Māori in bicultural classrooms	2, 3, 5	All students understand and apply basic tikanga Māori in their day to day school lives	Students will be offered support in learning karakia, waiata and associated customs around the use of these taonga	Students are able to readily take part in karakia and waiata in a culturally appropriate way
Teachers develop Aotearoa/New Zealand content across the curriculum	2, 5, 6	Localised content is evident in unit plans in every learning area throughout the school	Heads of Faculty will work with their teams to develop units of work at each year level dedicated to local curriculum	At least one unit plan is developed for each learning area at each year level with intentional use of localised learning contexts
Teachers are provided professional development opportunities to improve Te Reo Māori and Tikanga	5, 6	All teachers understand and apply basic tikanga Māori in their day to day school lives	Teachers will be offered support in learning karakia, waiata and associated customs around the use of these taonga	Staff are able to readily take part in karakia and waiata in a culturally appropriate way

3. Open and Diverse: Waiheke High School's culture embraces uniqueness, inclusiveness and diversity. We understand that success is different for every student.

Strategic Goal	NELP	Expected Outcome	Actions	Measurement
To develop student voice and agency	1, 3	Student leadership is evident within the school and student leaders have a voice in strategic decision making processes	Redevelop the roles of head students and prefects to be more active in leadership and student advocacy	Student leadership group is created and empowered to drive initiatives within the school. Student leaders assist with strategic planning
Students feel safe from racism, bullying and discrimination	1	All students at Waiheke High School feel gradually safer from racism, bullying and discrimination	Proactive measures are taken to mitigate bullying and to promote inclusiveness of all kinds	Student voice surveys show an improvement in safety from racism, bullying and discrimination
		Staff consistently document and manage situations which involve students being unsafe	Consistent management strategies are in effect schoolwide	Incidents of unsafe behaviour reduce across the year as consistent practice embeds
Staff develop practice to actively remove barriers to learning (especially for neurodiverse learners)	3, 4	All teachers know common strategies for helping neurodiverse learners and apply these in everyday practice	Support is given for staff to develop their knowledge of, and implementation of, pedagogies remove barriers to learning	Staff surveys show an increase in knowledge of and implementation of teaching strategies which remove barriers

4. Great performers, holistic educators: Waiheke High School will proudly have inspired learners and proud contributors who will connect with each other, their teachers, their whānau and their motu.

Strategic Goal	NELP	Expected Outcome	Actions	Measurement
Move assessment and reporting in the junior school to progression based reporting	2, 3, 4	Assessment and reporting in the junior school is aligned to the curriculum for all learning areas	Heads of Faculty will be supported to redevelop their processes to enable assessment for learning	Formal reporting is based around curriculum levels in years 7 to 10 by the end of 2024
Develop a shared pedagogy around learning progressions and driving student agency	2, 3, 4	Assessment in the junior school is used to inform pedagogy, differentiate learning, and empower students to use agency in decisions around their learning	All staff will be provided development opportunities to learn about and apply best practice in assessment for learning principles	Students are knowledgeable about their next learning steps and are provided appropriate differentiated material for their learning journey
Collaboratively create an overall property masterplan which envisions our ideal future and informs our resourcing moving forward	1, 2	Our buildings and grounds are fit for purpose, allow for high quality learning, and inspire pride in our school	Develop a masterplan for the grounds and buildings which will allow us to plan resourcing 10 years into the future to achieve our property goals	A 10 year master plan is create by the end of 2024
Enhance NCEA outcomes for students at Waiheke High School	1	Numbers of Excellence and Merit endorsements are above national averages and comparable school averages	Develop strategies with teachers to motivate students to push toward higher achievement	Overall endorsement rates exceed national averages and comparable school averages