



WAITAKI GIRLS' HIGH SCHOOL

ANNUAL PLAN 2026

Our Mission

Waitaki Girls' High School is an outstanding Boarding and Day School, where we inspire personal excellence in learning and life.

Our Motto

Dulcius Ex Arduis "satisfaction from hard work."

Our Values

Respectful	Kia Whakaute
Responsible	Kia Haepapa
Resilient	Kia kaha i ka katoa

"Together with our community, we nurture wellbeing and inspire learning so every ākonga can thrive in life and achieve personal excellence"

Strategic Goal I: To strengthen our partnerships and communication with our community

Outcome: Our community is empowered and connected, honouring Te Tiriti o Waitangi, celebrating bicultural identity, and working collectively for growth, innovation, and lasting success.

Hapori - actively working with and for the well-being of the people and groups that make up the school				
Strategic initiative	Stakeholders	Actions	Measures of Success / Outcomes	Impacts
<i>Name the initiative</i>	<i>Who?</i>	<i>What actions do we need to achieve this initiative: Review and refine processes for supporting and monitoring ākonga and in particular priority learners</i>	<i>How are you going to be able to tell?</i>	<i>What are the outcomes?</i>
STRENGTHEN OUR BICULTURAL IDENTITY AND VALUES				
SCHOOL-WIDE CULTURAL VISIBILITY	Ākonga, Staff, Mana Whenua, Whānau	Ensure culture is seen, felt, and lived across the campus. <ul style="list-style-type: none"> Display local iwi narratives, pūrākau, and artwork that reflect mana whenua identity. Use culturally meaningful symbols, whakairo, tukutuku or motifs in communal spaces (foyer, hall, library). Create rotating displays celebrating Pacific cultures, ethnic groups within the school, and student heritage and cultural events. Install flags or cultural panels that represent the diversity of our student body. 	<ul style="list-style-type: none"> Cultural identity visible across the campus Student voice reflects a sense of belonging Positive feedback from whānau and community Increased use of restorative approaches Reduced behavioural incidents. 	<ul style="list-style-type: none"> Stronger home–school partnership Ākonga feel seen, valued, and connected <ul style="list-style-type: none"> Strengthened bicultural and multicultural identity Inclusive school environment Positive school culture Increased student wellbeing and belonging.
PARTNERSHIPS AND PROFESSIONAL GROWTH	Staff, Whānau, SLT	Grow staff confidence, competence, and collective understanding. <ul style="list-style-type: none"> Annual PLD on culturally responsive pedagogy, unconscious bias, and restorative practice. Invite iwi representatives, Pacific leaders, and local cultural experts to kōrero with staff. 	<ul style="list-style-type: none"> Increased staff confidence and cultural capability PLD participation and reflection evidence Culturally responsive practices evident in classrooms. 	<ul style="list-style-type: none"> Improved teaching practice Consistent culturally safe learning environments Stronger relationships with community partners.

		<p>Build strong partnerships and shared ownership.</p> <ul style="list-style-type: none"> • Regular whānau hui, fono evenings, and cultural community events. • Co-design cultural priorities with mana whenua and Pacific communities. 	<ul style="list-style-type: none"> • Increased whānau engagement and attendance • Community voice evident in planning and review • Positive whānau feedback. 	<ul style="list-style-type: none"> • Shared responsibility for learner success. • Strengthened trust and collaboration.
COLLECTIVE EMPOWERMENT FOR LASTING SUCCESS				
GROWING ALUMNAE	Alumnae, Students, Staff, Community	<p>Strengthen Alumnae Data & Communication</p> <ul style="list-style-type: none"> • Establish a comprehensive alumnae database with updated contact details, career information, and areas of interest for engagement. • Introduce an alumnae registration portal on the school website for former students to update their details easily. • Showcase successful alumnae to strengthen pride, visibility, and ongoing connection. <p>Build a Vibrant Alumnae Events Programme</p> <ul style="list-style-type: none"> • Host an annual Old Girls’ sporting event (e.g., netball, hockey, rowing, touch, or even a multi-sport day). • Establish regular reunion events for milestone years (e.g., 10, 20, 30-year reunions). • Invite alumnae to key school functions such as Prizegiving, House competitions, Polyfest, or Theatrix & Dance. 	<ul style="list-style-type: none"> • Increased alumnae registrations and engagement • Regular communication with alumnae. <ul style="list-style-type: none"> • Increased attendance at alumnae events • Positive alumnae feedback. 	<ul style="list-style-type: none"> • Stronger lifelong connection to the school • Increased community advocacy. <ul style="list-style-type: none"> • Intergenerational connection • Strong role modelling for current students • Sustainable alumnae network.

Strategic Goal 2: To cultivate pathways to success for all

Outcome: Every learner achieves their personal best through rich, meaningful, and responsive pathways supported by strong relationships and high-quality teaching.

<i>Ako: Teaching and learning effectively together</i>				
Strategic initiative	Stakeholders	Actions	Measures of Success / Outcomes	Impacts
<i>Name the initiative</i>	<i>Who?</i>	<i>What actions do we need to achieve this initiative: Review and refine processes for supporting and monitoring ākonga and priority learners</i>	<i>How are you going to be able to tell?</i>	<i>What are the outcomes?</i>
RAISE ACHIEVEMENT				
TARGET THE “MIDDLE” STUDENTS	HoLAs Deans Teachers SENCO.	<p>1. Identify, Track & Mentor the Middle Band</p> <ul style="list-style-type: none"> Use data to clearly identify “middle students” in each subject. Monitor their progress termly. Academic mentoring where Whānau teachers set specific goals with each learner and check in regularly. <p>2. Stretch Their Learning Through Targeted Teaching</p> <ul style="list-style-type: none"> Provide deliberate challenge: extension tasks, deeper thinking questions, exemplars showing Achieved → Merit → Excellence. Use high-quality feedback that makes next steps explicit. Run short, focused booster workshops before major assessments. 	<ul style="list-style-type: none"> Improved NCEA achievement results Increased percentages of students achieving literacy and numeracy co-requisites Improved junior progress data Increased pass rates in CAA assessments 	<ul style="list-style-type: none"> Increased academic success Students take ownership of learning Improved confidence and aspiration

		<p>3. Strengthen Engagement Through Relationships & Whānau Connection</p> <ul style="list-style-type: none"> • Encourage attendance, participation, and confidence in class. • Use student voice to understand what support they need. 		
<p>WHOLE SCHOOL ALIGNMENT OF PEDAGOGICAL PRACTICES</p>	<p>Staff, HoLAs Deans Teachers SENCO, SLT.</p>	<p>1. Create One Coherent Schoolwide Teaching Framework</p> <ul style="list-style-type: none"> • Integrate PB4L expectations, the Effective Teacher Profile, and culturally responsive practice into one common model of “What great teaching looks like at our school.” • Ensure all teachers use the same shared language (e.g., routines, expectations, restorative conversations, learning intentions, feedback model). • Provide visual tools (posters, templates, walkthrough guides) so consistency is visible in every classroom. <p>2. Build Collective Teacher Capability Through PLD</p> <ul style="list-style-type: none"> • Deliver targeted PLD focused on the shared framework: positive behaviour practices, explicit teaching, relationships, feedback, and engagement. • Use peer observations, and learning walks to reinforce consistent pedagogy. 	<ul style="list-style-type: none"> • Consistent teaching practice across the school Learning walks and classroom observations show consistent use of the agreed schoolwide teaching framework, shared language, routines, and PB4L expectations. • Increased teacher capability and confidence PLD participation, and staff feedback demonstrate improved confidence and capability in effective and culturally responsive teaching practices. • Positive student experience and engagement Student voice indicates clear understanding of learning expectations, routines, and feedback, 	<ul style="list-style-type: none"> • Classroom observations and inquiry evidence • Student voice reflects improved learning experiences. • Improved engagement and achievement • Consistent teaching practice across the school.

		<p>3. Monitor, Review & Celebrate Consistency Across the School</p> <ul style="list-style-type: none"> • Use learning walks, student voice, and data to monitor how consistently PB4L and the teaching profile are embedded. • Celebrate staff who model best practice and highlight successful strategies at staff meetings and PLGs. 	<p>alongside improved engagement and behaviour data.</p> <ul style="list-style-type: none"> • Ongoing review and improvement of practice Schoolwide data, learning walk findings, and review cycles inform targeted PLD, with effective practice recognised and shared across staff. 	
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Strategic Goal 3: To strengthen wellbeing and pastoral care

Outcome: Our school is a safe, welcoming, and supportive environment that fosters positive behaviours, nurtures wellbeing, and builds confident ākonga.

Manaakitanga: Securing the strength of our whānau and community Hauora: Wellbeing				
Strategic initiative	Stakeholders	Actions	Measures of Success / Outcomes	Impacts
Name the initiative	Who?	What actions do we need to achieve this initiative: <i>Review and refine processes for supporting and monitoring ākonga and priority learners</i>	How are you going to be able to tell?	What are the outcomes?
Provide a safe, and welcoming learning environment				
IMPLEMENT STEP ATTENDANCE SYSTEM	DP Pastoral, Guidance Counsellor, All Staff	Establish Consistent Schoolwide Attendance Expectations <ul style="list-style-type: none"> Develop and communicate a clear set of expectations using the STEP model so staff, students, and whānau understand what each “STEP” means and what actions follow. Train all staff on definitions, codes, and processes to ensure attendance data is accurate and consistent across the school. Promote the message that 90%+ attendance is the minimum for success, using assemblies, posters, and newsletters. Use weekly data reviews to identify students moving through STEP levels and trigger timely interventions (mentor check-ins, whānau calls, attendance plans). 	<ul style="list-style-type: none"> Improved weekly attendance data Improved Termly Everyday Matters attendance reports Reduction in the number of students in the chronic absence category. 	<ul style="list-style-type: none"> Increased student engagement Improved learning continuity and achievement Stronger shared accountability for attendance.

		<ul style="list-style-type: none"> • Assign clear responsibilities - whānau teachers, Deans, SLT - so each STEP has a defined owner and action. • Track interventions and outcomes to ensure follow-through and prevent students from slipping through gaps. • Communicate with whānau early and proactively when attendance starts to decline, focusing on problem-solving rather than punishment. 		
STRENGTHEN PASTORAL CARE STRUCTURE	DP Pastoral, Guidance Counsellor, All Staff	<p>1. Embed PULSE as a Regular, Schoolwide Wellbeing Routine</p> <ul style="list-style-type: none"> • Establish a consistent check-in rhythm (whānau time) so students become familiar with reflecting on their wellbeing. • Ensure all staff know how to access, interpret, and respond to PULSE data. • Reinforce with students that PULSE is a safe, confidential tool used to support - not monitor - their wellbeing. <p>2. Strengthen Schoolwide Wellbeing Data</p> <ul style="list-style-type: none"> • Share anonymised trends with staff so they can adapt teaching approaches, reduce pressure points, or provide wellbeing boosts when needed. • Use data to inform schoolwide initiatives (wellbeing weeks, workload adjustments etc). 	<ul style="list-style-type: none"> • Reduction in pastoral and discipline incidents • Improved Tier 2 intervention outcomes • Positive staff and student feedback. 	<ul style="list-style-type: none"> • Consistent, mana-enhancing behaviour practices • Improved student wellbeing and engagement • Positive and predictable school culture • Students feel safe, supported, and connected • Improved readiness for learning.
BUILD A CONSISTENT, SCHOOLWIDE	DP- Pastoral,	<ul style="list-style-type: none"> • Use twice-termly PB4L assemblies to recognise excellence, positive behaviour, and students living the school values, reinforcing what “great 	<ul style="list-style-type: none"> ▪ PB4L expectations, language, and restorative processes are used consistently across the 	<ul style="list-style-type: none"> ▪ A positive, predictable, and mana-enhancing school culture is strengthened, resulting

<p>PB4L CULTURE</p>	<p>Guidance Counsellor, HOLA, Deans, All staff</p>	<p>behaviour” looks like at Waitaki. Celebrate gains - reduced incidents, improved attendance, value-based actions - at assemblies, staff meetings, and in newsletters.</p> <ul style="list-style-type: none"> • Secure commitment from all HOLAs and pastoral leaders to actively support and participate in restorative conversations. • Ensure every behaviour incident follows a clear restorative flow, with HOLAs involved for curriculum-linked issues and consistent follow-through across departments. • Regularly analyse PB4L data (patterns by time, location, student group) and act on trends. 	<p>school, with behaviour data showing improved trends and student voice reflecting clarity around expectations.</p>	<p>in improved behaviour, wellbeing, attendance, and engagement across the school.</p>
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