

ANNUAL PLAN 2025.

GOAL	OUTCOME	HOW (ACTIONS)	WHEN	PROGRESS REPORTING
<p>Strategic Goal 1:</p> <p><u>All Waitakians'/learners are fully engaged in their learning and teaching to achieve success</u></p>	1.1 Systems to collect and analyse student voice are embedded.	<p>Student council/student leadership feedback is continued and enhanced. E.g., Council meets fortnightly with Deputy Rector. Prefects meet weekly with Rector.</p> <p>Survey of Period 5 programme.</p> <p>NZCER well-being survey conducted.</p>	Throughout 2025.	
		<p>End of topic survey to be completed by students and analysed to help teachers improve teaching and learning. Student voices feed systems for teaching and learning:</p>	Throughout 2025.	
		<p>Classroom observation template – student feedback of the lesson observed.</p>	Throughout 2025.	
	1.2 A plan for all students to be able to access Digital NCEA assessment is embedded.	<p>All students who do not have their own device will have one supplied by the school. RO to facilitate. An analysis of departmental needs continues.</p> <p>Continue to monitor external exam requirements.</p> <p>Microsoft TEAMS – main platform for digital exams (Benchmark Exams)</p> <p>Continue to grow numbers for digital assessments and exams. The Numeracy and Literacy co-requisites online assessments have been a success. Every year there are more courses running digital exams (external exams).</p>	<p>Term 1</p> <p>Throughout 2025</p>	

	<p>1.3 Consistency in the implementation of behaviour management systems is embedded.</p> <p>1.4 Effective teaching practice is embedded.</p>	<p>Staff PLD on restorative practice. Continue to develop the use of de-escalation strategies. Referral forms to be edited to reflect change to voluntary afterschool meetings.</p> <p>Continue PGC. (at least 2 classroom observations throughout the year. Pld sessions MUST be completed) School wide – Entry and Exit Routines/LO and SC.</p> <p>Departmental ‘best practice’ Wednesday PD.</p> <p>Modification of the Period 5 programme. Reduction from 6 subjects to 5 for seniors. No study for non-vocational pathway students.</p> <p>Weekly classroom effort grades.</p> <p>Continue/Enhance KA ‘inquiry’ groups.</p> <p>Support from SCT and AR continues.</p> <p>Analysis/implementation of student feedback.</p> <p>Relevant PLD made available.</p>	<p>Throughout 2025</p> <p>Term 1</p> <p>Throughout 2025</p>	
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	<p>1.5 Systems to improve student attendance are embedded.</p>	<p>Engage with ERO attendance worksheet and Ministry 'attendance matters' data.</p> <p>Develop 'case management' approach by Deans.</p> <p>Engagement in the North Otago wide Attendance project.</p> <p>Whānau teachers to take 'lead' on tracking trends in non-attendance and contact home before referring to Deans. Thereafter Deans in conjunction with Senior Dean track students with low attendance. Community consultation and engagement continues.</p>	<p>Throughout 2025</p>	
	<p>1.6 Strategies to ensure the Fraser Farm becomes a point of difference for the school are embedded.</p>	<p>Continue and enhance cross curricular partnerships. Dept reporting to the Board.</p> <p>Ag department continues to diversify.</p> <p>Ag department new classroom and smartboard for enhanced learning opportunities.</p>	<p>Term 1 and 3.</p>	
	<p>1.7 Systems that support student transition from school are embedded.</p>	<p>Pathways co-ordinator to 'connect' with all Year 13 students/leavers.</p> <p>Whānau teachers to take an active role in careers advice.</p> <p>Departmental careers day/week.</p> <p>Old boys/external speakers share their vocational pathway.</p>	<p>Throughout the year.</p>	

	<p>Note – Annual Report will report on specific aspects of student progress academically and around engagement.</p>	<p>School-wide career education plan continues (Tertiary visits/open days/Workbridge/Gateway/Careers expo etc)</p> <p>Use of Wed 5 time to hold year group careers assemblies.</p> <p>Academic progress will be monitored and analysed against the following parameters – Junior curriculum progress; NCEA achievement; Literacy and Numeracy progress, including specifically Māori and Pasifika data.</p> <p>Student engagement will be monitored against the following parameters – Academic achievement, Retention rates, Attendance, ‘Top’ weekly notes and Student well-being survey.</p>		<p>Refer 2024 Annual report. (due May 1 2025)</p>
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<p>Strategic Goal 2:</p> <p><u>All Waitakians'/learners experience an enduring sense of belonging in a safe and supportive environment.</u></p>	<p>2.1 A values-based framework is embedded.</p>	<p>Well-being will be incorporated into Whānau time.</p> <p>Engagement with PB4L (He Ara Tika) / Restorative practices.</p> <p>Engagement with values-based programmes and school-wide events. i.e., school assemblies; Peer Support; Running 76 etc.</p>	<p>Throughout 2025.</p>	
	<p>2.2 Cultural awareness across the school community is fully embedded.</p>	<p>Use of te reo and tikanga is continued and enhanced in the classroom and around the school. Dept accountability. Staff PD.</p> <p>Development of a Pasifika/wharenuī space.</p> <p>Employment of a te reo teacher.</p> <p>Language weeks are celebrated and organised by the Māori and Pasifika dean</p>	<p>Throughout 2025</p>	
	<p>2.3 Recognition of our unique local cultures and traditions are fully embedded.</p>	<p>Hall of Memories renovation project to be completed by the end of 2025.</p> <p>Archives updated.</p> <p>Development of foyer/museum space.</p>	<p>Throughout 2025</p>	

	<p>2.4 Ways that Old Boys' can reconnect with the school are fully embedded.</p>	<p>Engagement with old boy speakers.</p> <p>Continue to broaden Old Boys' Facebook database.</p> <p>Function held at the Wanaka Show.</p> <p>Rector to meet with Old Boy groups around the country.</p> <p>HOM Centenary committee to build database, create HOM facebook page.</p>	<p>Throughout 2025</p>	
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Strategic Goal 3: <u>Waitaki Boys' High School develops enriching and sustainable community connections.</u>	3.1 The school's relationship with its 'sister' school (WGHS) is embedded.	Staff/SLT social function is continued. Increased use of our facilities by WGHS (Fraser Farm). Opportunities explored for closer collaboration into the future. E.g., WGHS Swimming Sports, Athletic Sports.	Term 1 Throughout 2025 Term 1	
	3.2 The school's relationship with its feeder schools is embedded.	Effective transition continues. WBHS students continue to help with co-curricular activities. Academic tutoring at OIS. Kahui Ako opportunities. Use of our facilities by OIS and other 'feeder' schools i.e., Turf is continued and enhanced.	Primarily Term 4 Throughout 2025	
	3.3 The school's relationship with runaka and iwi is embedded.	Staff TOD PD to begin year. Trustees take part in a cultural experience at Moeraki Marae. School consults regularly with runaka and iwi. Board enhances its connection with whānau. More students take part in a cultural experience at Moeraki Marae.	Term 1 Term 2 Throughout 2025	

