

ANNUAL PLAN 2026. DRAFT

Key – N: Not Complete
 IP: In Progress
 C: Complete

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>	<p>1.1 Systems to collect and analyse student voice are embedded.</p> <p>1.2 E-learning/Google transition</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>Student council/student leadership feedback is continued and enhanced. E.g., Council meets fortnightly with Deputy Rector. Prefects meet weekly with Rector.</p> <p>Feedback and survey of 'Inspire' and whanau programme.</p> <p>NZCER well-being survey conducted (as per 2024). 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> <p>Classroom observation template – student feedback of the lesson observed.</p> <p>Appointment of an e-learning leader. Staff PD.</p> <p>Staff PLD on restorative practice. More afterschool restorative conversations.</p> <p>Continue to develop the use of de-escalation strategies. More rest</p> <p>More direct communication between teacher and home.</p> <p>Continue PGC.</p> <p>School wide – Entry and Exit Routines/LO and SC.</p> <p>Departmental 'best practice' Wednesday PD.</p> <p>Support from SCT and AR continues.</p>	<p>Throughout 2026.</p> <p>Term 3</p>	

	<p>1.5 Improved academic 'tracking'/mentoring.</p> <p>1.6 Systems to improve student attendance are embedded.</p> <p>1.7 Strategies to ensure the Fraser Farm becomes a point of difference for the school are embedded.</p> <p>1.8 Systems that support student transition from school are embedded.</p>	<p>Relevant PLD made available. Whānau teachers to monitor more closely. Departments to provide termly updates. AR to provide regular NCEA 'overview' updates.</p> <p>Engage with ERO attendance worksheet and Ministry 'attendance matters' data. Develop 'case management' approach by Deans. 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. Positive rewards scheme for excellent attendance etc Positive publicity re attendance.</p> <p>Community consultation and engagement continues. Continue and enhance cross curricular partnerships. Dept reporting to the Board. Ag department continues to diversify.</p> <p>Pathways co-ordinator (PC) to 'connect' with all Year 13 students/leavers. Whānau teachers to take an active role in careers advice. Departmental careers day/week. Old boys/external speakers share their vocational pathway. Increase cross curricular vocational pathways collaboration. School-wide career education plan continues (Tertiary visits/open days/Workbridge/Gateway/Careers expo etc)</p>	<p>Throughout 2026</p>	
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	<p>1.9 Literacy/Numeracy improvement – corequisites etc.</p> <p>Note – Annual Report will report on specific aspects of student progress academically and around engagement.</p>	<p>Appointment of literacy and numeracy co-ordinators. Level 1 Literacy class. Effective identification/‘tracking’ of ‘at risk’ students. Cross curricular focus on appropriate strategies.</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. Student engagement will be monitored against the following parameters – Academic achievement, Retention rates, Attendance, ‘Top’ weekly notes and Student well-being survey.</p>	<p>Throughout 2026</p>	
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	2.5 Rubbish – respect our environment etc	Positive reward system ala HAT. Publicity campaign. Weekly whanau group/class rota etc clean up. Introduce into the house system.	Throughout 2026	
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<p>Strategic Goal 3:</p> <p><u>Waitaki Boys' High School develops enriching and sustainable community connections.</u></p>	<p>3.1 The school's relationship with its 'sister' school (WGHS) is embedded.</p> <p>3.2 The school's relationship with its feeder schools is embedded.</p> <p>3.3 The school's relationship with runaka and iwi is embedded.</p> <p>3.5 Marketing the school locally, nationally, and internationally is embedded.</p>	<p>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; Staff PD; Curricular eg 'Ugly Shakespeare'</p> <p>Effective transition continues. WBHS students continue to help with co-curricular activities. Academic tutoring at OIS. Build on relationships with Kahui Ako kura. Use of our facilities by OIS and other 'feeder' schools i.e., Turf is continued and enhanced.</p> <p>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.</p> <p>Marketing subcommittee establishes a marketing plan. School engages with a professional marketing company to facilitate this plan. Local marketing focuses on a "home visit/personal" approach. Attendance at least one international fair. Rector to travel to Japan/Thailand in September. Development of an academic programme suitable for international students including a robust ESOL programme.</p>	<p>Throughout 2026</p>	
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	<p>3.6 Increase Don House numbers.</p> <p>3.6 Community engagement opportunities are embedded.</p>	<p>Walsh & Beck marketing campaign. Update promotional material. Re-establish Don House social media. International marketing/engage with incoming groups. Engage with current families for promotion etc. See 3.5 ie develop 'home visits'</p> <p>The school continues to use a variety of strategies to communicate effectively and consult with the whānau/community. Ie Facebook/Website/Kamar in particular. Update website. Parent/whanau evenings.</p>		
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