



**WHAKATĀNE
HIGH SCHOOL**

Strategic Plan **2025-2028**

Kia Whakatāne Au I Ahau!

Our vision is for our students to show leadership, determination, achievement and success.



Charter and Strategic review and consultation

Review of the previous Charter and Strategic Plan was undertaken throughout 2023-2024. This review included:

- An internal review based on the Educational Review Office (ERO) framework
- Range of student and whānau voice collected and analysed
- Partnership with ERO in developing a focus for evaluation in 2022-2024
- Literature review of the National Educational Learning Priorities (NELPS)
- Consultation with our Kahui Kaumatua group
- Review of the Kahui Ako (Community of Learning) goals

Consultation was undertaken in various ways including surveys, discussions, and workshops with a number of different stakeholders, including:

1. Leadership (Senior Leadership Team & Board of Trustees)
2. School Staff (teachers & support staff) throughout 2024 with regular surveys and strategic hui.
3. Students (all year levels), this has been ongoing from 2023-2024.
4. Parents (existing and new enrolments), this has been ongoing from 2023-2024.
5. Māori Community: Kahui Kaumatua meetings.

Information gained throughout the review has been used to consolidate the vision, strategic goals, values and touchstones contained within this document. It has shaped the foundations of the school's existing and developing pedagogy as well as identifying our key areas of focus for the next three years

review and consultation	2
about us.....	4-5
vision.....	6
mission	7
vision statement	8
strategic overview	9
four year roadmap.....	10-11
achievement.....	12
sport.....	13
school values	14
glossary	15





E ngā reo, e ngā mana, rau rangatira mā, ngā mātā Waka, tēnei te mihi maioha atu kia koutou katoa, piki mai rā, kake mai rā, nau mai haramai, ki te Kura Tuarua o Te Mānuka Tūtahi, ko te wawata me te tūmanako, ka tutuki pai ngā moemoeā, ā ia tauira, ā ia mātua. Kaua hoki tātau e wareware kia rātau, kua ngaro atu i te tirohanga kanohi, ki ō tātau mate, moe mai rā koutou. Arohamutungakore kia koutou, ngā whanau pani.

Ka tū ake ahau i te tihi tapu o Pūtauaki, māwhiti taku titiro ki te whenua tapu e hora nei, ngā wai kaukau o ōku Mātua Tīpuna e rere koropikopiko nei ki te moana nui ā Toi, ka hoki mai Ki raro i te marumaru o Ngāti Awa, te Pou Whenua o tenei rohe, te Turangawaewae, Te Hāweaewa o Taiwhakaea, Ko te Kura Tuarua o Te Mānuka Tūtahi.

Ko Ngāti Awa te iwi, te manawhenua, te reo karanga, koia nei te mana whakahaere i ngā akoranga Māori o te Kura nei. E mau tonu nei ki ngā kupu tuku iho a tō tātau Kuia a Wairaka, "KIA WHAKATĀNE AU I ĀHAU".

Whakatāne High School is guided by the tikanga of Mataatua.

Ngāti Awa is the iwi, the people, the manawhenua.

Ngāti Awa guide the teachings of Te Ao Māori within our school.

Whakatāne High School is a co-educational secondary school, located in the Whakatāne urban area. Students come to the School from across the Eastern Bay of Plenty with 30% travelling in from the surrounding rural area. Our history starts in 1920 with our establishment as a District High School and we became a full High School in 1950. The school has grown significantly over the last 5 years and the school roll is currently around 1110 with a teaching staff of over 80 teachers and 20 support staff.

Our school is over 100 years old and we celebrated our centennial in 2021 with over 600 ex-alumni. We have been the school of choice for generations in the Whakatāne District with many ex-students achieving locally, regionally, nationally and globally in a variety of ways.

We are focused on improving student outcomes and 'challenging students to achieve'. Our NCEA results have improved significantly and we are proud that our overall NCEA pass rates are significantly higher than national averages and averages for similar schools across NZ. We have a commitment to 'challenging ourselves to improve, being better than before', this means we relentlessly pursue ways to strengthen what we do as a school, as a staff member and as a student.

We value leadership and participation. We know that co-curricular activities like sport and student leadership support students to grow and thrive in life beyond school. We are proud of our participation in sports for staff and students which is higher than national averages.



Approximately 50% of our student population are of Māori descent. Students affiliate with Ngāti Awa, Ngāi Tūhoe, Te Whānau a Apanui, Te Arawa, Tūwharetoa and other iwi. This naturally leads to expressions of Māori culture being seen throughout our school and inside our learning programmes.

The quality of a school reflects the quality of its relationship with the community it serves. Whakatāne High School has always strived to have a genuine partnership with our families/whānau and community and has always recognised that this relationship is integral to improving the achievement outcomes of our students. The school has a strong relational culture. We believe that strengthening relationships and belonging at school is the cornerstone to successful outcomes. We know that when we have strong relationships, together we are strengthened individually and as a school. We are, as the Māori proverb below describes, like Kahikatea.

**E tu kahikatea, hei whakapae ururoa.
Awhi mai, awhi atu, tatou, tatou e.**

Kahikatea stand together, their roots intertwine, strengthening each other. We all help one another and together we will be strong.

Kia Whakatāne Au I Ahau!

Ko te tūruapō te Kura, kia whakapūāwai anamata I ngā Ākonga I roto I āna mahi I te Kura, kia tutuki pai, ngā Kaupapa katoa.

Tino waimaria tō tātau Waka a Mataatua I tō tātau Kuia ia Wairaka.

Ko ēnei whakapūāwaitanga, I roto I ngā akomanga, I te Kura, me ngā hononga ki te hāpori.

Ko te tikanga o tēnei korero, he whakaatu atu ki te marea, ngā kupu tuku iho ā tō tātau Kuia ē Wairaka, te tāmahine a tō tātau Koroua Rangatira ā Toroa, te Pou Matua ō te Tupuna Waka ā Mataatua, ko ngā korero tuku iho ā Ngāti Awa.

Nātemea I wehe atu ngā Tāne ki te tutaki atu ki te Hapū Oneone, ki te hau kainga, ki te tiro tiro haere ki te whenua.

Kātahi ka timata te nekeneke haere o te Waka, I ngā ngaru, me te ia o te Awa, I runga tonu a Wairaka, ngā wāhine me ngā tamariki I te Waka, I ērā wā, kāhore e whakaaetia ngā wāhine, kia mau hoe, nā te Tāne kē tērā mahi, he tapu kē mā te wāhine.

Ēngari, ngā te tino matakū ō Wairaka kei tino wāhine te Waka e ngā toka, ka tū ake ia, ka papoa atu te hoe, ka kī ake "KIA WHAKATĀNE AU I ĀHAU"

*Nāna I hoki mai te Waka ki uta!
Mai rāno I tērā, e mau nei ngā kupu whai mana o tēnei Kura, hei āki I ngā Ākonga, I ngā hautūtanga, whai mana, whai patae, me te angitūtanga.*



Our vision is for our students to show leadership, determination, achievement, and success. This is in class, at school, and in connecting and contributing to their community.

The essence of this statement is conveyed in Māori by the famous statement attributed to Wairaka, daughter of Toroa the chief of the ancestral Mataatua canoe, according to Ngāti Awa tradition. The canoe was anchored in the Whakatāne River while the men went ashore to assess the welcome they would be afforded by the tangata whenua. Meanwhile the changing tide dislodged the canoe from its moorings. The waka started to drift away with Wairaka, the other women and children aboard.

Women were not permitted to paddle the canoe under normal circumstances but rather than see the waka fall to the fate of the river's current and rocky outcrops, Wairaka called out "Kia Whakatāne Au I Ahau", which translates as "I will act as a man". She manoeuvred the canoe back to shore, therefore diverting a potential tragedy. Her famous saying has been the school's motto from its beginning and is now used to encapsulate the qualities of leadership, determination, achievement and success to which the vision alludes.

Our mission is centred around two important philosophies.

“Challenging students to Achieve!”

**“Te Aki i ngā tauira
kia kaha, kia maia, kia
manawanui”**

We believe in the potential of every student. With our strengths based approach we work to challenge our students to be their best, to strive for their personal best and work towards their personal excellence. Our school expectations for learning are taught and support quality relationships, belonging and participation. Our teachers through the WHS Effective Teacher Profile engage in deliberate acts which support all students and ensure quality teaching. Our Student Mentors care for learners and their learning, so that our students have aspirations for their learning at school and beyond and a vision for success.



*“Challenging ourselves
(leaders and teachers)
to improve, to be
better than before.”*

**“Te āki ia tātau kia kaha
ake, kia maia ake, kia
manawanui ake I ngā wā
katoa”**

We believe that as leaders and teachers at the school we are constantly striving to improve what we do, but, we have not arrived. Reflection through a critical lens of what is happening at WHS helps us learn not only what we are doing well, but the areas we need to strengthen. Ongoing improvement is an important aspect of our mission. We are committed to the needs of every learner, ensuring that every child matters and no child is left behind.

Vision Statement

Our vision is for our students to show leadership, determination, achievement, and success.
This is in class, at school, and in connecting and contributing to their community.

GOALS	INITIATIVES	SUCCESS OUTCOMES
Foster a supportive environment that promotes the mental, emotional, and physical wellbeing of all staff and students.	Establish a framework to promote wellbeing, using staff and student voice to be responsive to needs.	So that our staff and students are well, future focussed, heard and have a sense of belonging at school.
Enhance positive and respectful relationships by promoting open communication, diversity, and a sense of belonging.	Strengthen our frameworks for relationships. Develop a communication plan across the school for our community	So that great relationships between staff and students are supported by systems and processes with high levels of fidelity.
Strengthen our relationships and learning interactions with a common practice model across the school.	Embed consistent literacy practices. Implement a common practice model across the school Differentiate Professional Learning to support staff around the common practice model.	So that we empower students to actively participate in and engage in their learning and school environment. Supporting all our students to achieve and succeed.



STRATEGIC OVERVIEW

2025-2028

Vision

- For our students to show leadership, determination, achievement, and success.

Mission

- Challenging students to Achieve.
- Challenging ourselves to improve, to be better than before.

Values

- Achievement (*Whainga*)
- Respect (*Mana*)
- Responsibility (*Kawenga*)

Our Strategic Goals

- Foster a supportive environment that promotes the mental, emotional, and physical wellbeing of all staff and students.
- Enhance positive and respectful relationships by promoting open communication, diversity, and a sense of belonging.
- Strengthen our relationships and learning interactions with a common practice model across the school.

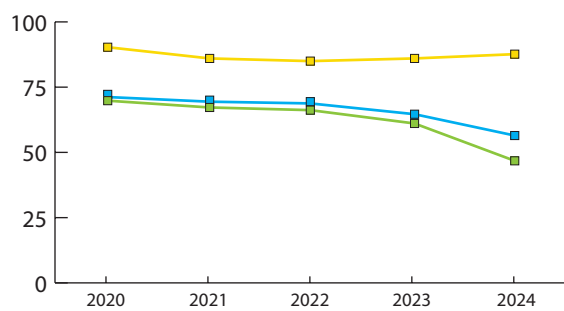


Four Year Roadmap

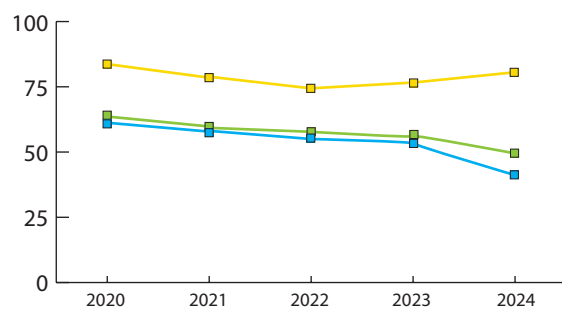
STRATEGIC INITIATIVE	2025				2026				2027				2028			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Co-construction of Common Practice Model																
Staff are able to unpack the model to determine what this looks like in their department																
We are able to share best practices within and across the school (co-con meetings)																
Professional Learning is differentiated. Departments and staff are able to identify gaps in practices and PLD will support staff to bridge these gaps																
Systems and practices help us gather and use evidence of performance formatively (student/ staff voice / PGC)																
Our relationship handbook is developed and shared with staff and students. Systems and processes are clearly defined. Including staff induction processes																
Staff and students are clear on minor and major behaviours																
Professional learning for all staff around managing minor and major behaviours and restorative processes																
Systems to monitor minor and major behaviours are developed and used to inform practice and foci within school. Including student, teacher and whānau voice																
Mentoring program is developed with year level progression and term-by-term mapping																
Student 'Check-in' program and templates are developed including 'learning (school values reports/ wellbeing/ attendance/ achievement and careers'																
Processes to monitor 'check-ins' are developed with clear expectations for all involved. So they are rewindable and support parent and student engagement in the school experience																
Processes for junior students' achievement and progress checking and tracking are developed and introduced for the junior school																
Processes for senior students' achievement and progress checking and tracking are strengthened for the Sr school																
Attendance roles and responsibilities unpacked / processes and expectations																
School based resourcing of intermittent attendance is created																
Develop staff / whānau communication expectations and timelines																
Clarify purposes and procedures for staff-to- staff, staff-to-students and staff-to-whānau communication																
Develop communication templates that can be sent via email to ensure consistency																
Professional learning for staff around using KAMAR for communications																
Resource departmental and school communication comms boxes																
Develop clear expectations about how to use Google Classroom for staff and whānau																
Support parents to navigate and understand Google Classroom and Portal																
Pastoral team engages with the Contentment Foundation to complete training																
Pastoral team train as 'experts' to deliver wellbeing programs in the school and train staff																
Staff can deliver wellbeing programs to students																
The Careers program is embedded in the Mentoring program																
Students have the opportunity to explore careers																
Staff are supported to deliver on these programs																
NZCER Wellbeing survey for staff and students. Using this data to inform the wellbeing plan																
Develop our school tikanga around Waiata, Karakia and Haka. We develop a 4 year plan																
Leadership opportunities are developed across year levels. Staff, students and whānau are aware of leadership opportunities																
House leader program is developed. Shared and developed with community																
Range of house competitions, clubs and activities developed to support schools spirit. Shared and developed with community																
Staff are supported to run lunchtime activities and co-curricular activities through resourcing of budgets for staff to run and be acknowledged																
School environment is enhanced to create additional areas for students. Budget for school projects																
Opportunities for students to give feedback around school that drives decision making at SLT / Dept / BOT levels																
Develop role of student council to drive student agency. Clear purpose established																

Whakatāne High School continues to make steady improvement across our overall academic measures. While results vary from cohort to cohort, the overall trend is positive. Whakatāne High School is performing above National and EQI averages. Our academic focus over the next three years will see an emphasis on increasing NCEA Level and University Entrance achievement for all learners ensuring equity of outcomes for all.

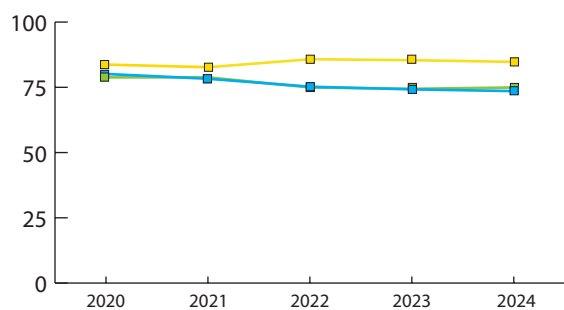
Year 11 - NCEA Level 1



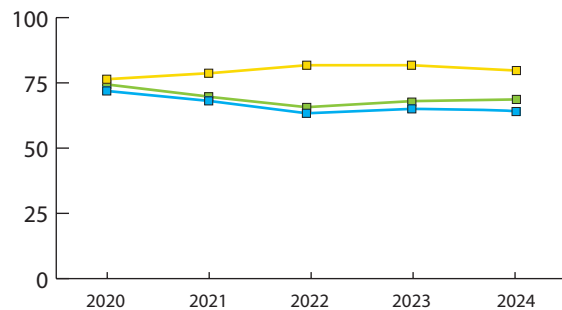
Year 11 - NCEA Level 1 - Māori



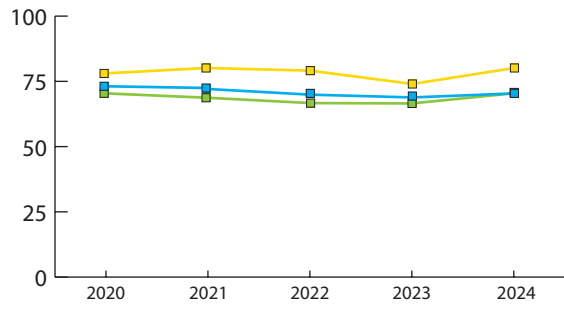
Year 12 - NCEA Level 2



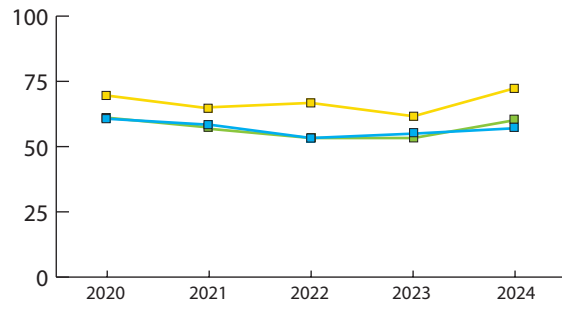
Year 12 - NCEA Level 2 - Māori



Year 13 - NCEA Level 3



Year 13 - NCEA Level 3 - Māori



Whakatāne High School National EQI

Over the last 5 years we have had a number of students represent the school in a wide variety of sports. We are proud of our sports participation as shown in the 2024 NZ and BOP Comparison data below.

State of Sport Participation - 2024 NZ and BOP Comparison			
School roll size - 1294			
	WHS	BOP	NZ
Overall students	51%	50%	52%
Female students	54%	48%	49%
Male students	54%	53%	56%
Teaching staff	36%	35%	30%

We believe that Sport promotes wellbeing, health, our school values and develops a positive school culture. In addition, over the last four years, we have achieved the following:

	National Selection	National Achievements
2024	3 students	37 students
2023	4 students	22 students
2022	2 students	17 students
2021	7 students	19 students
2020	4 students	13 students





Achievement (WHAINGA)

Ko ngā kete o te mātauranga, e pupuri ana i ngā tikanga o tō tātau Ao Māori, Ko te kete Tuauri, ko te kete Tuatea, ko te kete Aronui, ka tiritiria, ka poupou, kia Papatūānuku, kia puta ai ki te Ira Tangata.

As students progress through Whakatāne High School, we expect all students to work hard to gather knowledge, skills and attitudes that will equip them to thrive in life beyond school. The three baskets of knowledge represent Māori knowledge, tikanga and history. These baskets were embedded into the Earth Mother Papatūānuku, so mankind could use that knowledge and strive for the best in life.



Respect (MANA)

Ko Pūtauaki te Maunga Tapu, e korowai ana i te hāpori nei, e hono ana iā tātau katoa, he mana ōrite tō te katoa, ahakoa ko wai koe?

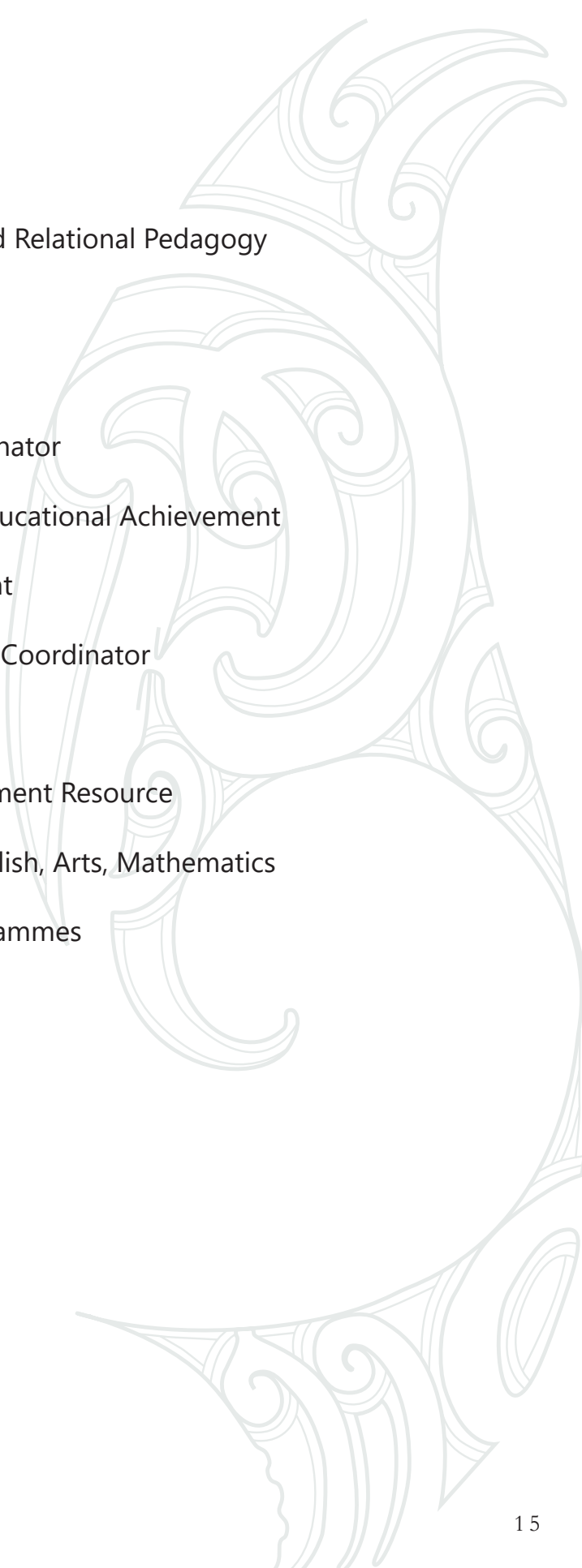
We are under the umbrella of Putauaki Maunga, Ngāti Awa Iwi. At Whakatāne High School, we show respect by respecting ourselves, working together as one, and supporting each other, no matter who we are.



Responsibility (KAWENGA)

Ko tēnei taonga e mau tonu ai ngā Kupu tuku iho ā tō tātau Kuia, ē Wairaka, "KIA WHAKATĀNE AU I ĀHAU" E whakaatu ana mā ngā Tuakana ngā Taina e tiaki, mā tēnei ka noho haumaru te Kura nei.

This statue holds strong to those words handed down to us from our ancestor Wairaka "Kia Whakatāne au i āhau". It indicates that our older students should take care of our younger students as leaders of our school. We also expect all students to be responsible for their learning, the school environment and wider community.



BOT	Board of Trustees
COL	Community of Learning
CRRP	Culturally Responsive and Relational Pedagogy
HOD	Head of Department
KC	Key Competencies
LSC	Learning Support Coordinator
NCEA	National Certificate of Educational Achievement
PLD	Professional Development
SENCO	Special Education Needs Coordinator
SLT	Senior Leadership Team
STAR	Secondary Tertiary Alignment Resource
STEAM	Science, Technology, English, Arts, Mathematics
STP	Secondary Tertiary Programmes
TAM	Te Aka Mātua
UE	University Entrance
WHS	Whakatāne High School

Kia Whakatāne Au I Ahau!