



# Westlake Boys High School

Te Kura Tuarua o Ngā Taitamatāne o Ururoto

## Annual Plan 2025

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### What is really important to us?

1. Our boys are well and healthy – mentally, physically, socially and emotionally
2. We have great programmes, inside and outside the classroom. They are relevant, varied, rigorous and enjoyable
3. Our boys serve the community and are involved in charitable work
4. We have great staff whom we look after
5. We are proudly multicultural. We embrace and celebrate our diversity
6. Mātauranga Māori
7. Our boys are motivated, engaged and feel connected
8. We deliver first class events and experiences for our community

### What do we need to pay attention to?

9. Developing the character of our boys so they become terrific men.
10. Best practice in boys' education – nationally and globally.
11. How we sustain, embed and improve our Te Rumaki program.
12. Recruiting, retaining, growing and caring for our staff.
13. Technology and how it can help what we do.
14. Having a campus and infrastructure that enhances what we do.
15. We manage the school roll carefully and deliberately.
16. What our families say.
17. Societal changes and how they impact us being a school with strong traditions.
18. Equitable opportunities and outcomes for all our boys.

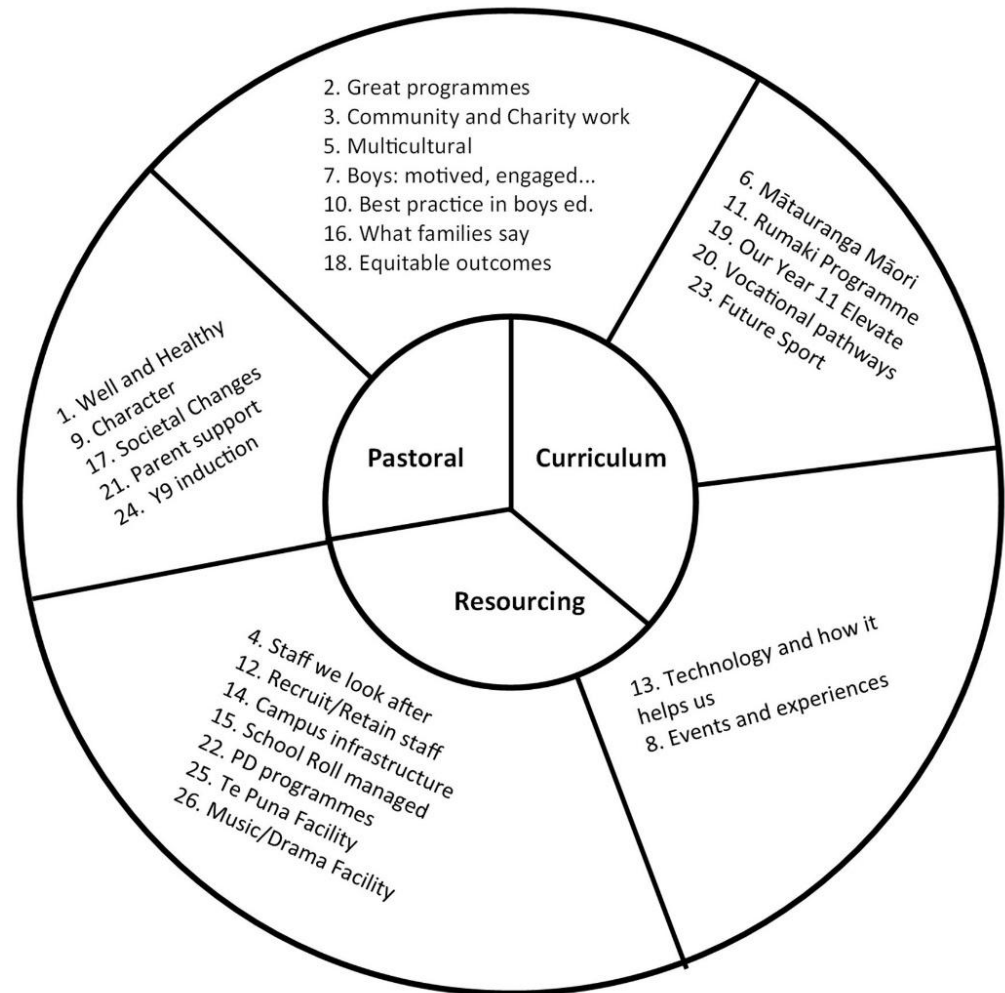


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## What we will look to implement next?

- 19. Our Year 11 Elevate program.
- 20. Vocational pathways for our boys.
- 21. A program to support parents of boys.
- 22. Professional Development programs and research relating to the teaching of boys.
- 23. A year 13 advanced sports programme.
- 24. A year 9 induction experience that enhances belonging and brotherhood.
- 25. A new Te Puna facility.
- 26. A new Drama and Music facility.





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Bullet point(s)	Aim	NELP	Action points	Who?
2, 7, 16, 18, 19 (3)	Refine and embed Elevate Program for Year 11	2, 4	<ul style="list-style-type: none"> <li>• Monitor achievement data and share this with curriculum leaders</li> <li>• Use data to measure consistency and moderate the standard of assessment throughout the school.</li> <li>• Track data throughout the year for completion rates and involvement in co-requisites.</li> <li>• Gather feedback from stakeholders on whether courses are relevant, varied, rigorous and enjoyable.</li> </ul>	ROG, MRU, HJO
4, 12	Staff we look after/Recruit and retain	6	<ul style="list-style-type: none"> <li>• New induction plan for new staff which is a balance of creating a sense of belonging to Westlake through positive relationships and informative in terms of school procedures, policies and values.</li> <li>• Induction sessions continue on Tuesday morning in term 1.</li> <li>• PCT programme continues to evolve</li> <li>• Induction process and sessions for new staff joining during the year to ensure easy transition into Westlake.</li> <li>• Providing mentors and ongoing support.</li> <li>• Developing positive relationships with ITE providers.</li> <li>• Supporting mentors, trainees and beginning teachers.</li> <li>• Selecting trainees based on curriculum staffing needs.</li> <li>• Bite sized PD</li> <li>• Late start PD</li> <li>• Developing future leaders using in-house experience - MLP and SLP</li> </ul>	JAR, THO, ROG



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			<ul style="list-style-type: none"> <li>• Recruiting quality teachers from NZ and abroad and cater to diverse student population.</li> <li>• Ensure recruitment process is fair and equitable.</li> <li>• Class sizes are managed appropriately.</li> <li>• Staff wellbeing continues to be a focus –eg early morning gym sessions, yoga, movie night, whole staff morning teas, start &amp; end of year functions, men's &amp; ladies' morning teas.</li> <li>• Continue funding EAP services, promote this to staff.</li> <li>• Fair and consistent HR processes.</li> <li>• Address lack of parking (retention).</li> </ul>	
10, 22	PD Programmes	1,2,4	<ul style="list-style-type: none"> <li>• Continued development of CfE as a PD space physically and philosophically.</li> <li>• Aspiring Middle Leadership Programme continues</li> <li>• Aspiring Senior Leadership Programme continues and grows into second year. Spots offered to more staff after successful completion by 3 members.</li> <li>• PCT programme continues (all existing programmes reviewed annually and refined to meet the needs of our staff)</li> <li>• Strengthen role of Casey de Wit as Director of PD to lead whole staff PD, PGC, help coordinate subject specific PD, expansion of student leadership PD into Year 12</li> <li>• Development of staff research programme</li> <li>• Professional development is planned around the needs of teachers to be able to deliver best practice in a boys' school classroom</li> </ul>	JAR, ROG



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7, 9, 10, 13	Improve reporting systems	2, 4	<ul style="list-style-type: none"><li>• Develop a reporting template that is more consistent across each year group</li><li>• Review and develop what is included in our reporting, both informally and formally</li><li>• Introduce “Engagement Grades” to replace previous out-of-date effort grade reporting, based on what we want to see in boys who are becoming what our graduate profile aims for.</li><li>• Report more frequently – twice per term in a less formal way and at the end of each term with a formal report.</li><li>• Reports will build over the year to show progress and added detail as it is populated.</li><li>• Deliver refreshed NCEA reports that both communicates achievement in a clearer way, and educates whanau about NCEA.</li></ul>	ROG, MRU
7	Our boys are motivated and aspirational: Improve rates of certificate and course endorsement.	2, 3	<ul style="list-style-type: none"><li>• Review how we celebrate these achievements to raise the status of these more “middle ground” benchmarks (compared to our very highest achievers).</li><li>• Introduce ways to recognise these achievements more explicitly e.g. badges, honour roll posters, letters home</li><li>• Track student progress towards these targets and communicate with home when boys are close to achieving them. Celebrate throughout the year when they are attained.</li><li>• Review communication of NCEA and develop a variety of methods to engage whanau with this with the aim to improve their understanding of NCEA’s levels of achievement and qualifications.</li></ul>	ROG, MRU, CBO, JDA, HJO



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2, 7, 8	Our boys feel confident and excited about their progression to tertiary education.	2, 4, 7	<ul style="list-style-type: none"> <li>Educate boys (Year 13s in particular) about University Entrance as a separate qualification and spend time explaining the value of this qualification.</li> <li>Work with the Careers department and our Westlakers alumni community to create small-scale internship programmes that enable our boys to 'try out' some industries and thus feel more prepared for tertiary study.</li> <li>Promote domestic university scholarships more actively and provide support for Year 13 boys who wish to apply.</li> <li>Promote overseas study to students and continue to demystify the process by disseminating information effectively (e.g. information events, digital communication, etc.).</li> <li>Work with the Careers department to identify boys who wish to study overseas and ensure that a collaborative approach is adopted to support boys through this process.</li> <li>Nurture relationships with alumni studying overseas and use them as key resources to inform current students about their experiences.</li> <li>Conduct research with other local schools to ascertain how they run their overseas university support programmes for students.</li> </ul>	CBO, HJO to support
18, 9, 1	Boys have opportunity to progress with NCEA and to leave school with the necessary qualifications for success beyond school.	2, 4, 7	<ul style="list-style-type: none"> <li>Track achievement data for NCEA Level 2-3. Carry out regular data downloads from Kamar. Monitor and intervene with discussion, workshops and meetings where necessary.</li> </ul>	HJO, MRU



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			<ul style="list-style-type: none"> <li>• Track Elevate assessment data after each assessment block. Monitor and intervene with discussion, workshops and meetings where necessary.</li> <li>• Shared understanding that university Entrance is the goal</li> <li>• CAA monitoring and tracking for senior students. External entries and workshops.</li> <li>• Use WSL tracking team and Deans to support the tracking and mentoring of at risk students.</li> <li>• Course options checked for at risk students and appropriate interventions made</li> <li>• Gather feedback from stakeholders to ensure the rigour in our approach</li> </ul>	
2	Our boys, their whanau, and our staff all know how extension manifests in our school and have a clear understanding of how boys are extended.	2	<ul style="list-style-type: none"> <li>• Continue to grow the Scholarship programme and nurture the sustainability of that programme. Continue to promote Scholarship as an elite form of extension for our academically capable boys.</li> <li>• Work with curriculum leaders to ensure that the Scholarship programme remains robust and that there is legacy planning occurring in each department. Working with curriculum leaders to upskill staff as necessary.</li> <li>• We acknowledge and support our staff who take on extra workload to extend our boys (e.g. extramural Scholarship) by regularly checking in. Continue to acknowledge staff at Scholars Assembly and with a celebratory event each March.</li> <li>• Conduct research (speaking with staff, focus groups with boys, and potentially parent surveys) around how boys are currently being extended in the junior and senior extension pathways.</li> </ul>	CBO



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			<ul style="list-style-type: none"> <li>• Work with curriculum leaders on mapping out what extension looks like in their learning areas.</li> <li>• Generate more transparency (for boys, whanau, and staff) around how boys progress through the extension pathway.</li> </ul>	
1	Our boys are well and healthy – mentally, physically, socially and emotionally	1, 2, 3	<ul style="list-style-type: none"> <li>• Ensure our boys have access to a range of relevant, up-to-date services to help maintain their physical, mental, social and emotional health.</li> <li>• Ensure we are promoting best health practices through education (VTPI, year-level assemblies, wellness groups etc).</li> <li>• Ensure we continue our school-wide approach of dealing with misbehaviour in a consistent way to reinforce standards, safety and accountability.</li> <li>• Explore ways to measure the success of our pastoral initiatives which will allow us to both understand the needs of our boys and identify focus areas for improvement.</li> </ul>	CPE, NDA, ROG, SYO, JDA, HJO
5, 18	<p>We are proudly multicultural. We embrace and celebrate our diversity.</p> <p>Equitable opportunities and outcomes for all our boys.</p>	1, 3, 8	<ul style="list-style-type: none"> <li>• Continue the successes of our many and varied cultural groups at the school, ensuring they have a platform to be seen, heard and valued.</li> <li>• Establish a Cultural Council to ensure consistency across the aforementioned groups and to garner further exposure and visibility.</li> <li>• Continue to implement the values of our updated inclusivity policy including a zero-tolerance approach to any form of discrimination, responding to the needs of any and all LGBTQ+ students in a safe and respectful</li> </ul>	CPE, NDA





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			<p>manner and ensuring all students feel proud in their identities.</p> <ul style="list-style-type: none"> <li>• Continue to resource and support boys with financial hardship or family trauma through the free lunch programme, loan devices and managing fees/donations.</li> <li>• Support staff with creating welcoming, equitable class environments through PD and utilizing 'cultural' experts on staff.</li> <li>• Ensure all students who require supplementary academic support have access to it.</li> </ul>	
7	Our boys are motivated, engaged and feel connected	1	<ul style="list-style-type: none"> <li>• Establish a reporting system that better measures, and tracks, student engagement and motivation.</li> <li>• Ensure boys are aware of and have access to the various co-curricular opportunities on offer to further develop a sense of connection to the school.</li> <li>• Continue to develop a diverse and robust House Competition throughout the year to create a space where vertical interaction can occur.</li> <li>• Track student motivation and attitude levels through ORAH and respond accordingly to changes in mood and reasons for this (e.g. VTPI focus on sleep or exam study management).</li> </ul>	ROG CPE HJO
16	What our families say.	2	<ul style="list-style-type: none"> <li>• Survey families in simple ways to find areas of concern or education pieces</li> <li>• Look to collected data and work on implementing necessary changes and communication with applicable departments.</li> </ul>	HJO
9	Developing the character of our boys so they become terrific men.	2	<ul style="list-style-type: none"> <li>• Continue to drive high standards when it comes to behaviour, attitude and politeness. Sanction where</li> </ul>	CPE



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			<p>appropriate and encourage staff to hold boys to high standards in this regard.</p> <ul style="list-style-type: none"> <li>• Discuss key character traits from our graduate profile at year-level assemblies and through the VTPI programme to ensure we have visibility, definition and promotion of character values we want to instill in our boys.</li> <li>• Consider ways where we can reintegrate character education into the curriculum/other areas of the school, leaning on the salient ideas from our previous pilot (e.g. The Good Fella Code)</li> </ul>	
17	Societal changes and how they impact us being a school with strong traditions.	1, 2	<ul style="list-style-type: none"> <li>• Continue to disseminate and teach messages of acceptance, kindness and inclusivity whilst also educating our students on masculinity and how they can drive this positively in a changing world (VTPI lessons, Consent Education, assemblies, restorative pastoral conversations)</li> <li>• While above is considered, ensuring we uphold our uniform and grooming standards, but doing so with compassion and finding compromises with members of the LGBTQ+ community, where appropriate.</li> <li>• Ensure we educate the students about social media, AI and general digital literacy in a relevant and up-to-date way.</li> </ul>	CPE, NDA, ROG, SYO, HJO
21	A program to support parents of boys.	2, 3	<ul style="list-style-type: none"> <li>• Develop the 'Parent Education' series of guest speakers</li> <li>• Publish the parent education pamphlets and make these accessible to the community.</li> <li>• Ensure relevant and insightful communication sent to caregivers, as appropriate.</li> </ul>	NDA



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24	A year 9 induction experience that enhances belonging and brotherhood.	1	<ul style="list-style-type: none"> <li>Reflect on this year's camp and adapt where appropriate to ensure it is fit for purpose and achieving our desired outcomes.</li> </ul>	CPE
26	Music and Drama Facility		<ul style="list-style-type: none"> <li>Continue to monitor and support this important project in preparation for completion in September 2025 with access from Jan 2026.</li> <li>Work towards a good solution with fit out, including furniture.</li> </ul>	BCA PFO JCL
15	We manage the school roll carefully and deliberately		<ul style="list-style-type: none"> <li>Continued monitoring of the school roll as we deal with increased enrolment applications, high density housing developments in our school zone, increasing interest from the international student market and increased class sizes.</li> </ul>	CPE PFO JDA
25	Te Puna Facility		<ul style="list-style-type: none"> <li>Explore alternative solutions for a Te Puna facility and map out a timeline for this work as part of the wider infrastructure plan for the school.</li> </ul>	PFO BCA JWA
14	Campus Infrastructure		<ul style="list-style-type: none"> <li>Engage in a 3D modelling exercise to provide up to date and accurate data concerning the current campus infrastructure.</li> <li>Work through the prioritisation of infrastructure projects and create a long term property plan.</li> <li>Build the long-term property plan into the digital 3D modelling for the purposes of vision and fundraising.</li> <li>Create a timeline for advancing the infrastructure plan.</li> </ul>	BCA
11	Te Rumaki Programme	2,3,5,8	<ul style="list-style-type: none"> <li>Work with Tonui Consultants to review Te Rumaki and look ahead by working with Kaiako, whanau and other community members to create a vision, mission and graduate profile.</li> </ul>	JWA PFO ROG



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			<ul style="list-style-type: none"> <li>Continue work on curriculum development.</li> </ul>	
20	Vocational Pathways	2, 3, 4	<ul style="list-style-type: none"> <li>Work to establish a Westlake Trades Academy through partnership with local businesses in the trades industry.</li> </ul>	BHO ABE PFO
23	Future Sport		<ul style="list-style-type: none"> <li>In its second year – continue to develop and implement this programme with a particular focus on curriculum development.</li> </ul>	PST PFO
6	Mātauranga Māori	3, 5, 8	<ul style="list-style-type: none"> <li>There will be a continuation of the affirmation of mātauranga Māori in the day to day processes and protocols of Westlake</li> <li>An ongoing review of the teaching of core Māori programmes at Westlake Boys High School</li> <li>Continued engagement with whānau and mana whenua – Ngāti Paoa and Te Kawerau a Maki</li> <li>Continued professional development with staff on Māori cultural responsive teaching approaches</li> <li>Continued strengthening and implementation of Tikanga Māori into the day to day life of Westlake Boys High School</li> <li>Continued whānau and kaiako engagement with the Board of Trustees</li> </ul>	JWA PFO