



Westlake Boys High School

Te Kura Tuarua o Ngā Taitamatāne o Ururoto

Annual Plan 2026

CURRICULUM

| Strategic Priorities | Links to NELPS | What will you see? | How will you achieve it? | How will you measure it? | 2026 Annual Goals By the end of 2026: |
|---|----------------|--|---|---------------------------------|--|
| Provide a program of excellent teaching and learning to ensure the best possible outcomes for all students. | 2, 3, 4, 5, 6 | Excellent and equitable academic outcomes for all students | Through excellent teaching, backed by the latest research of best practice. | Student achievement and results | 1. There have been frequent classroom observations by senior leaders, and HOF/HOD's, aligned to the teaching and learning priorities for the year. Series of observations, each having a clear focus which accompanying templates and guidance, will have been analysed and informs the priorities for 2027. |



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| | | | | | <p>2. Classroom observations have been used to provide support through the CFE staff to improve teacher's teaching and learning practice. CFE staff continue action research and sharing of best practice aligned to teaching and learning priorities, which aim to improve endorsement rates.</p> <p>3. Strategies to move from focussing on Māori and Pasifika certificate pass rates, to UE and endorsement rates have been put in place to continue the positive trend from 2024 to 2025.</p> |



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| | | | | | 4. Course pass and endorsement rates have been a priority for the year, and teacher and HOD's are critically aware of the school target of 80 percent of students in each class passing the subject (14 credits). Subject specific strategies have been clearly articulated through the SPAR. Strategies for celebrating certificate endorsement are continued from 2025. |
| Ensure our curriculum is robust, responsive to the needs of our learners and sets up our students for success. | 2, 3, 4, 5, 6 | A variety of high-quality courses and curriculum pathways that meet the needs of our students, wherever their start point is. | Careful planning and review of our current curriculum and implementation of national requirements | Through curriculum mapping and review | 1. The new curriculum for Year 9 and 10 has been mapped to our existing courses, and 2027 course plans have been made and aligned to the new curriculum. Respond to and review release of Y11-13 Curriculum documents and their impact on our local curriculum. |



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| | | | | | <p>2. A whole-school junior curriculum review has been started, in light of the new curriculum. Implications for the school have been analysed. Consultation has been started on innovations to our school curriculum, if needed.</p> <p>3. The Rūmaki curriculum has been reviewed undertaken and any proposals for changes have been consulted with the whanau committee.</p> <p>4. A benchmark example of what a high-quality course is established for Westlake which defines the elements which make up a robust, innovative, engaging, and successful course curriculum.</p> |



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| <p>We give honour Te Tiriti, providing for students' individual and collective cultural needs</p> | <p>3</p> | <p>Equitable outcomes for Māori and Pasifika students, and mana orite o te matauranga maori. It is woven through all curriculum.</p> | <p>By deliberately embedding it into all curriculum planning, review and school culture.</p> | <p>Engagement with the community and feedback</p> | <p>1. An analysis of our current use of matauranga, and understanding of te tiriti has been undertaken, including a deep-dive into the pathway equity of Māori and Pasifika students, Rūmaki in particular.</p> <p>2. Surveys have been undertaken to gain community feedback on matauranga Māori, and all students cultural experience at Westlake. Strategies to further enhance the bicultural (and multicultural) nature of our school have been established.</p> |



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| | | | | | 3. Links to local Iwi have been established, in light of the disestablishment of the Kahui Ako. |



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PASTORAL

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| Provide students with the support to engage with school and the tools to reflect on and improve their wellbeing. | 1, 2, 3, 6 | Students who are attending and engaging with school, and who can reflect on their own wellbeing, knowing there are supports in place to seek help. | Ensure we are intentional with our planning and delivery of wellbeing programmes. Use a range of data to track attendance and engagement, responding with targeted interventions. | Attendance data, engagement grades, targeted wellbeing surveys and staff/student feedback from our wellbeing programmes. | <ol style="list-style-type: none">1. Establish an effective process for tracking the wellbeing of our students.2. Create a clear and consistent process for tracking student attendance for the pastoral team. |



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| <p>Ensure we create and maintain a safe, welcoming and culturally responsive environment where students feel like they matter and belong.</p> | <p>1, 2, 3, 5</p> | <p>Students who are regularly attending school and engaging beyond the classroom in co-curricular activities.</p> | <p>Providing a variety of opportunities for our students to feel connected to the school and making these groups more visible.</p> <p>Ensure we maintain a physically and emotionally safe environment through targeted responses to areas of concern.</p> | <p>Student engagement in co-curricular activity and tracking trends in pastoral incidents.</p> | <ol style="list-style-type: none"> 1. Re-invigorate the House Competition to increase participation and engagement. 2. Bring greater awareness to the range of co-curricular activities and groups on offer to increase student engagement. 3. Create a method of tracking co-curricular involvement to encourage greater participation and belonging. 4. Continue to offer an opportunity for boys to engage with and experience cultural events. |



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| Develop further ways we can connect with our wider community to establish and strengthen positive relationships. | 2, 7 | Increased connection between members of our wider community and both students and staff at the school. | Continued development of our volunteerism programme as well as a parent engagement initiative. | Engagement and feedback from community, as well as data from our volunteerism programmes. | <ol style="list-style-type: none">1. Offer a range of parent education seminars/presentations to engage whanau.2. Investigate opportunities for external speakers to connect with the boys on relevant topics/issues.3. Continue our Y11 volunteerism programme while trying to increase participation in other year levels |