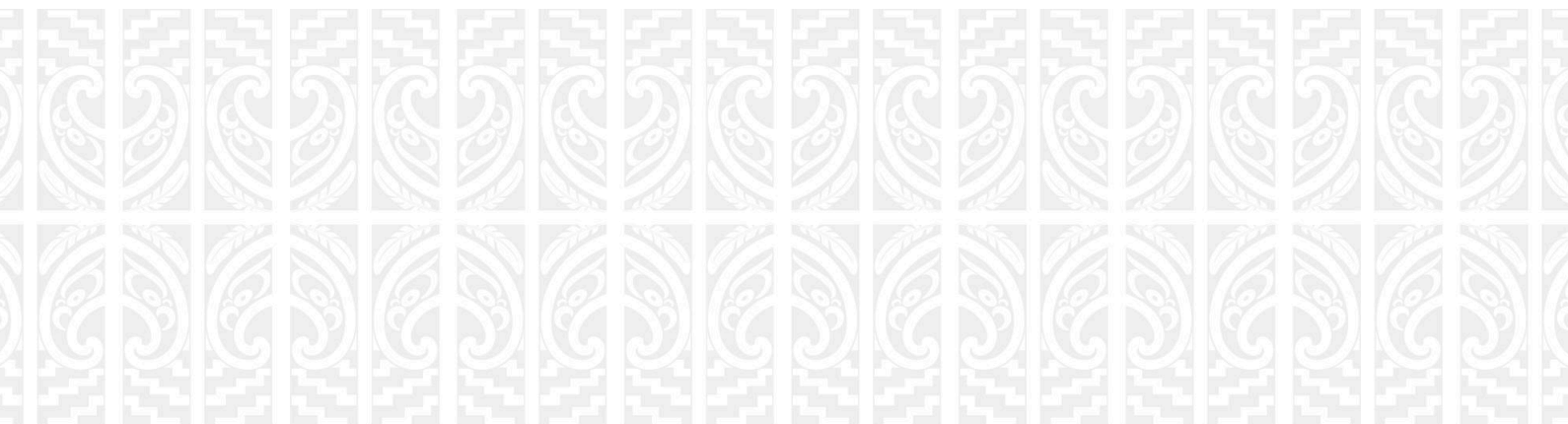




Wakatipu
HIGH SCHOOL

WAKATIPU HIGH SCHOOL

CHARTER 2026



Welcome to Wakatipu High School's 2026 Charter. This document has three sections:

1. Introduction

2. Strategic

3. Annual - which contains two important sub-sections:

- a. Analysis of Variance 2025 Review
 - i. Student Achievement - Academic Goals and Targets
 - ii. 2025 Strategic Priorities
- b. 2026 Goals and Priorities
 - i. 2026 Academic Goals and Targets
 - ii. 2026 Strategic Priorities

1. INTRODUCTION

Wakatipu High School is Queenstown and the Wakatipu Basin's only public secondary school. We are a growing school, with 1548 students on our 1 March, 2026 roll return and while we have a high equity index, our community and students are ethnically and socioeconomically diverse, and becoming increasingly so..

We moved into our new modern/innovative/flexible learning environment campus in 2018 but construction, including the final extension, was only completed at the start of 2023. The current site capacity is for 1625 students and we expect to reach that capacity in 2027 or 2028.

We reviewed our Strategic Plan in 2025 and off the back of stakeholder (staff, student, community) feedback, we developed a new Strategic Plan that takes us through 2028. By and large, the feedback was very positive with nearly all stakeholders indicating that we should 'keep doing what we're doing'. With that in mind, Wakatipu High School's vision is largely the same, being for 'Aotearoa New Zealand's best all-round education'. This aspirational vision continues to drive us to evaluate at all layers of the school so that we can deliver the very best possible education and opportunities and support great outcomes for all of our students each and every day.

Our 'Ākonga Profile' outlines what we want for our students in their time at WHS, and encapsulates the all-round nature of our vision. The Ākonga Profile wants for every student to gain their best possible qualification, learn essential competencies and knowledge, and develop holistically, all while leaning into our school values of excellence, responsibility, resilience, inclusion and respect.

The Ākonga Profile drives our curriculum and it was recently reviewed and refreshed to ensure that it supports students for their future at a local, national and global level. A key part of our all-round education is the wide range of extra and co-curricular opportunities that we offer, including sport, arts, music, culture, outdoors, service, community and leadership. Furthermore, the Wakatipu Basin and its unique environment enables us to offer great Outdoor Education opportunities from camps to programmes from the junior to the senior school, an area that we have expressed an ongoing commitment to.

Student engagement, wellbeing and resilience are very important at WHS, and we work hard to support our students to 'feel good and function well', to enjoy coming to school, but also to understand that sometimes things are hard and that we need to build strategies for working through times of challenge. We have a comprehensive pastoral system, central to which are our five Houses - Arthur, Duncan, Fox, Hay and Mackenzie and a robust and well developed House Competition. Additionally, we have a school-wide wellbeing programme and a bullying prevention programme. Our students and staff strive to live the Wakatipu Way and we have a strong sense of pride in our school and our community.

WHS and its Board of Trustees are committed to the principles outlined in the Treaty of Waitangi. We have a strong connection with both mana whenua and tangata whenua and a growing whānau advisory group. We are committed to supporting our Māori students to achieve as Māori and we are also committed to developing the bicultural competencies of all

of our students and staff. Māori student achievement continues to be strong however, this continues to be an area of focus as outlined in our new strategic plan, strategic priorities and annual plans.

2. STRATEGIC

This section contains our strategic plan which includes our vision, motto and values, as well as the strategic goals that we are working towards.

In 2025 we reviewed our strategic plan and engagement with our stakeholders yielded strong messages regarding us continuing to have high expectations and high levels of academic achievement. There was also a strong endorsement of our general strategic direction and vision for an all-round education, including a broad range of extra and co-curricular opportunities.

The new strategic plan will take us through 2028.

Our strategic priorities - both for last year (2025) and this year (2026), are in the annual section below.

► [WHS Strategic Plan 2028](#)

Vision

Aotearoa New Zealand's best all-round education.

Motto

Ad Alta - Reach for Your Heights, Kā Mauka Whakatipu.

Values

1. Excellence, *Panekiretanga* – striving to achieve our personal best, in everything we do
2. Respect, *Te whakaute* – for self, others, WHS, and the environment
3. Responsibility, *Takohanga* – choosing our responses, and being accountable for our decisions, actions and consequences
4. Resilience, *Te manawanui me te ū* – being able to cope with and grow from challenge
5. Inclusion, *Kotahitanga* – actively welcoming and including all, and creating a safe environment

Goals

1. Students

- a. Support all students to achieve the aspirations of the Ākonga Profile and to achieve their best possible qualification
- b. Enable all students to participate in extra and co-curricular activities

2. Staff

- a. Retain and recruit great staff

- b. Develop inspiring leaders and teachers who deliver high quality teaching and learning

3. School

- a. Ensure a kind, safe and inclusive environment that fosters a sense of belonging
- b. Embed a great school culture and the Wakatipu Way
- c. Strengthen biculturalism and mātauranga Māori
- d. Future proofing for growth

4. Community

- a. Engage with the community to enhance our all-round education
- b. Communicate and promote WHS to the wider community

3. ANNUAL

This section has two sub-sections: analysis of variance, and our 2026 goals and priorities.

A. Analysis of Variance - 2025 Review

Overall, 2025 was a very successful year at Wakatipu High School for students' learning, progress and achievement. We had very high levels of academic achievement and made significant progress with our strategic goals and priorities. This did not come without focus and effort - many of our students work very hard to achieve their goals, supported by great teachers who deliver high quality teaching and excellent tracking, monitoring and mentoring. This included the continued development and use of 'Power BI', which enables real-time tracking and monitoring of students' progress and predicted outcomes throughout the year.

As a school we are pleased with these results, primarily because they mean that large numbers of our students have gained their 'best possible qualification' that will support them on their pathways and give them options and opportunities for their futures. Of particular note was the rise in University Entrance which is largely attributed to an increase in the number and percentage of males gaining this qualification. Also of note was strong pass rates for our Māori students.

Wakatipu High School academic achievement was again at a very high level and compares favourably in national and equity band (EQI) comparisons. Of particular note was University Entrance in which WHS continues to substantially outperform both schools nationally and in a similar EQI band. This is a great result that indicates the vast majority of our students are completing high school with lots of options and choices on where they want their future to take them.

The tables below show provisional results (as published when exam results were released). Students are still able to complete a limited number of extra standards via Te Kura Summer School, or with their teachers and as such, the final results will be slightly higher than the tabular data below. The headings indicate the current percentage, with probable final percentage indicated for each goal.

NCEA Level 2 - 89% (as at 6 Feb)

Overall the Level 2 results remain at around the 90% mark, higher than both the national and equity band average.

Māori achievement remains high - surpassing the total achievement rate. The Pou Whirinaki—Māori & Pacific Peoples Academic Support teacher—continues to do a great job supporting students. 2025 saw Pacific Peoples' achievement rise by 27%. This is a good foundation for UE in 2026 (all are returning to WHS, and 8 are on UE-capable pathways).

Students who have arrived at WHS in the last 18 months do underperform in comparison to the wider cohort (71.4% compared to 90.6%). Two thirds (14/21) were born in another country, although only 4 required English language support. The disruption of settling into a new environment, and for many a new education system, does tend to add extra challenges.

Of the 30 Year 12s that did not attain Level 2:

- 12 did not meet the literacy and/or numeracy requirements. For 3 of these students this is what stopped their attainment of both Level 2 and Level 1 (they have enough credits in total).
- 4 arrived after term 2 2025.
- 4 left school before the end of term 3.
- 2 were enrolled with Southern Health School.
- 12 were in English for speakers of other languages classes.

As of 6 February, 17 of these 30 students have not returned to WHS for 2026. This is of particular concern as these are students finishing their secondary education without a significant qualification. This is an area of focus for 2026.

Year 12 Level 2	Wakatipu High School	National	Equity Band (Few)	WHS Final - 2024
Total	89.2% (248/278)	71.6%	83.8%	90.8% (237/261)
Māori	91.4 % (32/35)	64.2%	80.3%	95.7% (22/23)
Pacific Peoples	81.8% (9/11)	64.5%	73.1%	54.5% (6/11)
Males	86.8% (132/152)	70.4%	84.2%	87.9% (116/132)
Females	91.9% (114/124)	75.2%	87.5%	93.8% (121/129)
Gender Diverse	100% (2/2)			
Students new	71.4% (15/21)			

to WHS (Since 1 June 2024)				
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University Entrance - 80.0% (as at 6 Feb)

University Entrance (UE) overall has risen slightly on 2024 results (this includes students who have recently gained this qualification). WHS outperforms national and equity band results by a significant margin in what is the premier NCEA qualification.

There was a continued push for students to go for UE as their best possible qualification, while stressing that attaining this gives the students choices and the ability to pivot should they want to (rather than encouraging students to enrol in University). There was a continued high level of tracking and monitoring alongside communication with students and families. Kaiārahi were regularly updating students on their progress and plan, giving clear advice on where they needed to focus. This is particularly important as the UE requirements are quite complex.

In order to attain UE students need to meet a range of criteria:

- NCEA Level 3 (60 credits at Level 3 or higher, plus Level 1 Literacy and Numeracy)
- 10 credits in Numeracy
- Level 2 Literacy (commonly referred to as UE literacy)
 - 5 credits in Level 2 writing (usually gained in Level 2 English)
 - 5 credits in Level 2 reading (available from a range of options)
- 3 UE-approved academic subjects, each with 14 or more credits from Achievement Standards

We moved away from the NZQA language of 'UE literacy' and really focussed on 'Level 2 Literacy' being a good grounding for all students to have. This shift in language had a positive impact—for example, a student stayed a little longer at school and completed extra standards in order to gain Level 2 Literacy, even though they were not completing Level 3 NCEA.

Our staff did an excellent job running an after-school programme and then an Ako programme to support students who had missed gaining Level 2 Literacy as Year 12s. This is a requirement for UE, and running this intervention early in the year enabled students to feel more confident that UE was attainable (without having to repeat Level 2 English, which others choose to do).

All of the Māori students in Year 13 were on UE-capable pathways. This enabled them to maintain a UE rate significantly higher than the national and equity band results. We still needed 2 more students to gain UE in order to match the overall cohort rate. With support from the Pou Whirinaki we are looking closely at the options that the 2026 Year 13 Māori students have chosen to ensure they are giving themselves the opportunity to gain their best possible qualification.

4 of the 9 Pacific People students were on a UE pathway. This means the maximum UE

attainment for Pacific Peoples was 44.4% in 2025. The focus moving forward is on how to move students into UE capable pathways as soon as possible. For students joining WHS after Year 9 this can be challenging depending on their age and previous schooling.

<i>Year 13 and University Entrance</i>	<i>Wakatipu High School</i>	<i>National</i>	<i>Equity Band (Few)</i>	<i>WHS Final - 2024</i>
<i>Total</i>	80.0% (184/230)	49.9%	68.7%	78.9% (180/228)
<i>Māori</i>	73.7% (14/19)	31.9%	54.4%	84.2% (16/19)
<i>Pacific Peoples</i>	33.3% (3/9)	33.4%	44.5%	50% (4/8)
<i>Males</i>	73.2% (82/112)	43.4%	61.2%	75% (81/108)
<i>Females</i>	86.3% (101/117)	56.2%	75.8%	82.5% (99/120)
<i>Gender Diverse</i>	100% (1/1)			
<i>Students new to WHS (Since 1 June 2024)</i>	100% (3/3)			

Level 2 Excellence - 19.1% (as at 6 Feb)

The Level 2 with Excellence results, although higher than our equity band, are disappointing. There was a fantastic group of students really striving for this qualification which was great to see. We somehow need to expand this group and make more students see that they are capable of Excellence and it is worth pushing for. This will require working with the students to improve this culture of high performance, as well as supporting staff to consider further how they can support Excellence in their classes.

In 2025 there were several meetings with potential Excellence students to teach them some strategies to support their attainment. An extra standard was also offered to give a small boost while learning some useful life skills (it was a household budgeting unit).

<i>Level 2 Excellence</i>	<i>Wakatipu High School</i>	<i>National</i>	<i>Equity Band (Few)</i>	<i>WHS Final - 2024</i>
<i>Total</i>	19.1% (53/278)	10.7%	16.6%	19.2% (50/261)
<i>Māori</i>	11.4% (4/35)			8.7% (2/23)
<i>Pacific Peoples</i>	0% (0/11)			0% (0/11)

Males	12.5% (19/152)			6.1% (8/132)
Females	26.6% (33/124)			24.8% (32/129)
Gender Diverse	50% (1/2)			
Students new to WHS (Since 1 June 2024)	14.2% (3/21)			

Level 1 Endorsement - 40.5% (as at 6 Feb)

There was a significant change in Level 1 Achievement Standards and assessment in 2024. As it was the first year of a new system we did not set an endorsement target for Level 1 in 2024 - rather we monitored it closely. In 2024 the endorsed rate for Level 1 was 42%.

It should be noted that our Level 1 achievement rate went from 82.6% (228/276) in 2024, to 85.2% (255/299) in 2025: a significant rise. The focus is on endorsement as this indicates a level of learning that better sets a student up for success in Year 12 and Year 13.

As many schools no longer sit Level 1, and this is more prevalent in the fewer equity band schools, there are no meaningful statistics available to compare our data to.

The endorsed rate sits significantly lower than we had aimed for and has fallen slightly on the 2024 result. Now that we have data for the 2024 Year 11 cohort going into Level 2, we know that there is only a weak positive correlation between endorsement at Level 1 and Level 2. That being said, it is still beneficial for students to strive higher and gain good learning habits in Year 11.

Of note in the table below is the huge difference between genders for Level 1 endorsement, with the female students' rate being more than double the males'. For comparison, in Level 2 the total endorsement rate for female students is 51.6% (64/124), compared to males at 37.5% (57/152).

Level 1 Endorsement	Wakatipu High School Excellence	Wakatipu High School Merit	Wakatipu High School Endorsed
Total	10.7% (32/299)	29.8% (89/299)	40.5% (121/299)
Māori	7.7% (2/26)	23.1% (6/26)	30.8% (8/26)
Pacific Peoples	6.3% (1/16)	25% (4/16)	31.2% (5/16)
Males	6.4% (10/156)	19.2% (30/156)	25.6% (40/156)
Females	15.5% (22/142)	40.8% (58/142)	56.3% (80/142)
Gender Diverse	0% (0/1)	100% (1/1)	100% (1/1)
Students new to WHS (Since 1 June 2024)	0% (0/23)	17.4% (4/23)	17.4% (4/23)

June 2024)			
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Literacy - by the end of Year 10, 80% of students will have passed the co-requisite for Literacy

Our goal and target focused on Year 10 students. The literacy corequisites gives students the Level 1 literacy requirements for all NCEA levels (students can not gain Level 1, 2, or 3 without Level 1 literacy and numeracy). Students have two opportunities each year to sit the corequisite exams (in 2025 during May and September). Students can keep on sitting these exams until they achieve them. The same applies for Numeracy; discussed in a later section. It is common for schools to offer these exams to Year 10 students. WHS now enters all students from Year 10 - 13 who have not yet achieved them.

Note - currently students in Year 11 can also gain Level 1 literacy and numeracy via standards in Mathematics and English.

It is quite hard to get clear data on the co-requisite results and even harder to make national or equity band comparisons as the percentage is determined by who is included in the count.

Included in our results are all students that attended Year 10 at WHS during 2025, minus:

- Those that left prior to the first opportunity (did not have opportunity to sit)
- Those that arrived after one week before the second opportunity (1 Sep - did not have opportunity to be entered and sit)
- International fee paying students

National comparisons are made using 69683 as the total number of students nationally in Year 10 in 2025 (Education Counts). A national breakdown by ethnicity, gender and equity band is not available in a way that can be isolated to Year 10 only (students sit the corequisite in any year level). National results should be interpreted with caution as not all schools choose to enter all their students in these exams in Year 10 (there were 51006 Year 10 students who participated).

Wakatipu High School has done particularly well in the corequisites with very high rates compared to national data. It is also great to see Māori continuing to outperform all other groups on all corequisite measures. Pacific Peoples and students who have arrived at WHS since June 2024 are the key areas for improvement.

The literacy strategies reported on in previous meetings appear to have made a significant difference for our students.

Beyond Year 10, from the 2025 cohort (excluding new enrollments in 2026), there are currently:

- 23 Year 11 students who do not have Level 1 literacy, and 11 without numeracy.
- 12 Year 12 students who do not have Level 1 literacy, and 9 without numeracy.
- 12 Year 13 students who do not have Level 1 literacy, and 2 without numeracy.

As in previous years, programmes are being developed to support these particular students based on their option choices in 2026 and the differing ways support can be delivered (eg in class, Ako, after school).

Year 10 Corequisite - Literacy	Wakatipu High School Literacy 2025	Wakatipu High School Literacy 2024	National 2025
Total	79.8% (273/342)	78.5% (252/321)	Not available (but can't be higher than 52.1%)
Māori	83.8% (31/37)	90.5% (19/21)	
Pacific Peoples	50.0% (7/14)	56.3% (9/16)	
Males	74.6% (129/173)	74.6% (129/173)	
Females	85.2% (144/169)	83.1% (123/148)	
Students new to WHS (Since 1 June 2024)	51.9% (14/27)	42.1% (16/38)	

Year 10 Corequisite - Reading	Wakatipu High School Reading 2025	Wakatipu High School Reading 2024	National 2025
Total	86.8% (297/342)	80.0% (257/321)	57.1% (39833/69683) Note 50445 year 10s participated in reading
Māori	91.9% (34/37)	90.5% (19/21)	
Pacific Peoples	57.1% (8/14)	56.2% (9/16)	
Males	83.8% (145/173)	76.3% (132/173)	
Females	89.9% (152/169)	83.8% (124/148)	
Students new to WHS (Since 1 June 2024)	59.3% (16/27)	44.7% (17/38)	

Year 10 Corequisite - Writing	Wakatipu High School Writing 2025	Wakatipu High School Writing 2024	National 2025
Total	83.6% (286/342)	84.7% (272/321)	52.1% (36338/69683) Note 48328 year 10s participated in writing
Māori	89.2% (33/37)	100% (21/21)	

Pacific Peoples	64.3% (9/14)	75% (12/16)	
Males	78.6% (136/173)	82.7% (143/173)	
Females	88.8% (150/169)	87.2% (129/148)	
Students new to WHS (Since 1 June 2024)	63.0% (17/27)	55.3% (21/38)	

Numeracy - by the end of Year 10: 75% of students will have passed the co-requisite for Numeracy

This goal was exceeded in 2025, with 78.3% of students gaining numeracy in Year 10, demonstrating the success of the interventions applied within the Mathematics and Statistics Learning Area. This is a significant increase on 2024 results. Of concern is the low rate for Pacific People (5/14), and those new to WHS.

Year 10 Corequisite - Numeracy	Wakatipu High School Numeracy 2025	Wakatipu High School Numeracy 2024	National 2025
Total	78.3% (268/342)	67.6% (217/321)	51.2% (35664/69683) <i>Note 51006 year 10s participated in numeracy</i>
Māori	73.0% (27/37)	66.7% (14/21)	
Pacific Peoples	36.1% (5/14)	43.8% (7/16)	
Males	78.0% (135/173)	67.1% (116/173)	
Females	78.7% (133/169)	68.2% (101/148)	
Students new to WHS (Since 1 June 2024)	59.3% (16/27)	36.8% (14/38)	

The table below shows the Year 10 students who achieved all of the corequisites. Again, the Pacific People stand out as being particularly low, along with students new to WHS. These groups will need to be target areas for support both as Year 11 students in 2026 to support achieving these exams, along with the students coming through in Year 10.

Corequisites Combined (Achieved Reading, Writing and Numeracy)

Year 10	Wakatipu High School All Corequisites 2025	Wakatipu High School All Corequisites 2024
Total	71.1% (243/342)	64.5% (207/321)
Māori	67.6% (25/37)	66.7% (14/21)
Pacific Peoples	28.6% (4/14)	43.8% (7/16)

Males	68.8% (119/173)	62.4% (108/173)
Females	73.4% (124/169)	66.9% (99/148)
Students new to WHS (Since 1 June 2024)	48.1% (13/27)	28.9% (11/38)

All students transitioning from WHS will be on a pathway for further education, vocational training or employment.

2025 = 82.1% of leavers went on to training or employment (2024=82.3%)

This reflects the students who may have personal goals other than NCEA and UE attainment.. These are students over the age of 16 who have not moved on to another school. Further training refers to tertiary education, apprenticeships or employment with specific training components. The employment category is for students moving into workplaces without specific formal training. The unknowns are students who left school without an employment or training offer. For some of these students we have been unable to confirm what their next step was.

The total number of leavers dropped from 51 students in 2024 to 39 in 2025. The proportion of students leaving without a clear pathway has remained relatively static at 17.9%. There has been a shift towards a greater proportion leaving for employment, rather than tertiary education, apprenticeships or employment with specific training components. This may reflect the availability of these roles.

Of concern is the proportion of Māori students leaving without having or communicating a clear pathway (44.4%). Two of these students had Level 2 (plus Level 2 Literacy), another had Level 1, and the last was part of the Learning Support ORS funded program.

	Further Training	Employment	Unknown	Total
Totals 2025	35.9% (14/39)	46.2% (18/39)	17.9% (7/39)	39
Totals 2024	51% = (26/51)	31.3% (16/51)	17.6% (9/51)	51
Māori	33.3% (3/9)	22.2% (2/9)	44.4% (4/9)	9
Pacific Peoples	0	0	0	0
Males	41.9% (13/31)	45.2% (14/31)	12.9% (4/31)	31
Females	12.5% (1/8)	50% (4/8)	37.5% (3/8)	8

Scholarships - 13 (Target 22)

Students were entered and sat NCEA Scholarship exams from a large variety of subjects indicating a good range of opportunities for students to participate in these high performance exams. There was also a good range of subjects where scholarships were awarded. There is the skill to support students to pass Scholarship exams within Wakatipu

High School; we now need to get more students engaged and participating. The financial reward (\$500) is often not proportional to the amount of time required to achieve Scholarship, so the intrinsic motivation needs to be there.

Of note from the 2025 results shown below is that out of the 13 scholarships awarded, 7 were Year 12 students and 1 was a Year 11 student. This indicates a strong pool of students in 2026 and is an exceptional achievement. It also shows that students are able to access this opportunity when they are ready, rather than only in Year 13.

The other fantastic result was 2 Outstanding Scholarships: one in Digital Technology and one in Technology (Food), and both from Year 12 students. Outstanding Scholarship is a higher level and shows an exceptional level of achievement. In Digital Technology there were only 7 awarded nationally, and 9 in Technology.

There were no Māori or Pacific Peoples who attained NZ Scholarship in 2025. We will work with our Pou Whirinaki to identify potential candidates early and encourage them to participate in Scholarship programmes. Promoting and facilitating NZ Scholarship opportunities is a particular focus for 2026.

3.b.ii. 2026 Academic Achievement

2026 offers opportunities to lift academic achievement again by consolidating on what worked in 2025, and adding some new strategies. Below are some key steps that have been started or planned for 2026:

Interventions and Short-Course Programmes

In 2025, we used short courses, and individual achievement and unit standards (ie. outside of regular subjects) to supplement and support students to achieve their academic goals. Courses currently planned for 2026 include Barista, First Aid, Level 3 Health and Safety, Security, Forklift, Scaffolding, Budgeting, and some Maths Statistics standards. We consciously target students who we believe will benefit from these courses and the credits that they offer. For example, enrolling a target group of students in an upcoming (March 2026) Security course, to support them to secure final credits needed to be able to leave school with their NCEA Level 2 qualification.

Learning Area	Entries 2025 (2024)	Sat Exam 2025 (2024)	Scholarships Gained 2025 (2024)
Arts	• Drama 0 (3) • Design 3 (9) • Painting 8 (6) • Photography 11 (12) • Music 4 (5)	• Drama 0 (1) • Design 1 (5) • Painting 5 (3) • Photography 2 (4) • Music 0 (5)	• Drama 0 (1) • Design 1 (0) • Painting 2 (1) • Photography 1 (2) • Music 0 (0)
English	• English 5 (13) • Media Studies (5)	• English 4 (10) • Media Studies (2)	• English 1 (3) • Media Studies (0)
Health and PE	• Health and PE 1 (8)	• Health and PE 0 (0)	• Health and PE 0 (0)
Languages	• French 3 (7) • Japanese 1 (2)	• French 3 (4) • Japanese 1 (2)	• French 1 (0) • Japanese 0 (1)
Mathematics and Stats	• Calculus 5 (6) • Statistics 3 (6)	• Calculus 5 (4) • Statistics 3 (5)	• Calculus 3 (1) • Statistics 0 (3)
Science	• Biology 6 (10) • Chemistry 9 (7) • Physics 3 (1) • Earth and Space 4 (0)	• Biology 5 (3) • Chemistry 2 (4) • Physics 3 (1) • Earth and Space 1 (0)	• Biology 0 (0) • Chemistry 0 (0) • Physics 1 (0) • Earth and Space 0 (0)
Social Science	• Economics 3 (11) • Geography 0 (5) • History 1 (3)	• Economics 1 (6) • Geography 0 (4) • History 0 (3)	• Economics 0 (1) • Geography 0 (0) • History 0 (0)
Technology	• DVC 2 (2) • DIT 6 (0) • Technology 7 (0)	• DVC 1 (2) • DIT 5 (0) • Technology 3 (0)	• DVC 0 (0) • DIT 2 (0) • Technology 1 (0)
Te Kura (Correspondence)	• Chinese 1 (3) • German 1 (1)	• Chinese 1 (2) • German 1 (1)	• Chinese 0 (1) • German 0 (1)

Towards the end of 2025, we identified students at risk of not achieving their academic goals and put in place a process of intervention. A Dean or SLT member met with these students, to discuss opportunities for re-assessment, extra credit opportunities, and/or Te Kura summer school. This process was repeated following the release of 2025 results, in January 2026. We plan to continue offering and evaluating these interventions in 2026, to support students to achieve their best-possible qualification.

Course Counselling, Reflection & Goal Setting, and Academic Monitoring Processes

The start-of-year (January 2026) Course Counselling process was an important way that we support student success. One focus of this process has been to ensure that as many Year 13 students as possible have a UE-capable course and enable them to achieve their best-possible qualification. To gain UE, students must attain 14 credits in three UE subjects. Therefore, the more UE subjects a student has, the more likely they are to gain University Entrance.

Our approach has been—and will continue to be—to encourage students to keep their options open by taking a UE-capable course. This was a focus of the start-of-year Course Counselling process and Year 12 and 13 assemblies. As seen in the table below, following the start-of-year course counselling process, 88% of our Year 13 students have a UE-capable course, ie. three or more UE subjects.

It is important to note that a UE pathway is not suitable for all students. For example, some of our Year 13 students are on a Trades or vocational pathway, or taking a full package of Level 2 subjects, in order to attain their ‘best possible qualification’.

	Non-UE-capable pathway			UE-capable pathway				
Number of UE subjects	0	1	2	3	4	5	6	Total
2025 (UE/Total)	0% (0/3)	0% (0/1)	0% (0/6)	30% (6/20)	68% (32/47)	95.3% (141/148)	100% (5/5)	95.7%* 220/230 on UE capable
2026 Yr 13	4	9	8	17	65	119	19	UE ceiling 88%* (220/241)
2026 Prediction	0	0	0	5	44	113	19	189/241 = 78.4%
Māori	0	1	1	2	7	20	1	32
Pacific People	0	1	0	3	3	3	0	11
Male	3	7	4	6	30	64	11	125
Female	1	2	4	12	35	59	10	123
Gender Diverse	0	0	0	0	2	0	0	2

International	0	0	0	1	2	4	2	9
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Table: Number of UE subjects of Year 13 students (10 February 2026)

** NB: We usually have some Year 13 students who leave early in the year. These students are not included in the end-of-2025 statistics, but are in the start-of-2026 figures (as they are still enrolled at school). We also had a lower number of students leaving school at the end of Year 12 (end of 2025), who have instead continued in Year 13 on a non-UE Trades pathway. There is also a large proportion of migrant students represented in students with non-UE pathways.*

A further way that we are planning to future proof our student achievement is by updating our course option booklet, to include more of the key messages around pathways, UE requirements, keeping doors open, etc. As we grow as a school, this booklet will act as a kind of course counsellor as students are planning their course options. We plan to have this ready for the 2027 option selection process, which commences in July.

Boys, Māori & Pacific Peoples, and Migrant Students

We plan to dive deeper into the achievement data of these students. We want to better understand which of our students are represented in these groups, to understand the issues and patterns with their results, and also ways that we can better support these students. A related next step is to define what we mean by ‘migrant students’. For example, we have large groups of Brazilian and Filipino students, but not all are on migrant visas or in ESOL classes. Developing a better understanding of which students we consider ‘migrant’ students will allow us to more effectively analyse their achievement data and identify ways that we can bridge the gaps and support these students.

We will continue to work with our HoLAs, Kaiārahi, and Deans to track and monitor the progress and achievement of these specific groups. As part of our staff Professional Learning programme, we have also scheduled sessions for all staff that focus on effective approaches to teaching and learning for boys and migrant students.

We continue to increase our targeted staffing support for these groups of students. Our Migrant Dean will continue to support migrant students, of whom many are also in our ESOL programmes. We will continue to utilise the support of our Pou Whirinaki to support the academic achievement of our Māori and Pacific students. Our Portuguese-speaking Bilingual Support Worker started at WHS halfway through 2025 and will continue working with Brazilian students and families in 2026. We have also recently identified a Filipino member of staff to take on the role of ‘Filipino Student Support’. We will meet regularly with these key people to gain insight into the needs of our students, and to develop their evaluative capability (eg. effective use of achievement data to track and monitor student progress). There is also scope to increase their knowledge and understanding of university pathways for students (e.g., having them attend university liaison events, university trips, Studylink evening, etc).

Migrant students and their families who move to New Zealand part way through high school face the extra challenge of settling into a new school environment and a different education

system. We plan to be more intentional about hosting targeted parent sessions (eg. Brazilian Families Information Evening), as well as improving how we are communicating with these key parent groups about events such as NCEA information evening, Kaiārahi Next Steps, etc. Intentional communication of the purpose of our academic events and the importance of attendance by all parents (e.g., through Newsletter items before and after events) is also an area of focus.

Level 2 with Excellence

Through information such as start-of-year student goal-setting data, we will identify students who are aiming for Level 2 with Excellence: both certificate endorsement and subject (course) endorsement. We will also work with HoLAs and Deans to monitor student data throughout the year, so that they can work with their teams to identify and support students to achieve subject endorsement. An intentional focus on the WHS High Quality Teaching and Learning Model in Teacher-Only Days, Staff Meetings, Professional Learning will also contribute to our teachers' delivery of high-quality teaching for excellence and equity. These actions are in conjunction with those below towards developing exam-ready students, as subject endorsements require external exam credits.

We will develop ways that we can strengthen an 'excellence' culture at WHS. This includes messaging to students and families in class, through the Newsletter, at assemblies, prizegivings such as Pounamu Assembly, NCEA Information Evening, Kaiārahi Next Steps, etc. We will work with our student Academic Council, to garner student voice and energy in this space, and consider ways that we can foster a culture of excellence from within the student body.

Building Capacity of Middle Leaders

We have intentionally planned a more-consistent structure to our 1:1 SLT/HoLA meetings, to ensure that we are supporting our HoLAs to be regularly and consistently evaluating achievement data with

their teams, as well as to prioritise coaching the leadership development of these important middle leaders. We will also meet with Deans and the Senior Dean to support them to build their evaluative capability with academic data. Ensuring the development of middle leader evaluative capacity is also a focus for our Management, Curriculum & Assessment, and Deans meetings.

Another next step in this area is to evaluate and improve the way that we select and present data for HoLAs and Deans. We will gather feedback from our middle leaders, explore best practice, and work with our Systems, Reporting and Data lead to review PowerBI summaries to ensure that they are providing the most meaningful data possible.

Exam Ready Students

As we both consider ways to support our current students to achieve their potential in external assessments, as well as look to the future and the likelihood of more exam-focused qualifications, there is scope to better prepare our students for these external exams.

We will review our recent exam attendance rates and explore the impact of exam non-attendance on student achievement and ‘near misses’. We will gather student, parent and Learning Area (teacher, HoLA) voices on external exam attendance, to better understand student reasons for non-attendance, and explore ideas for improving attendance rates with teachers and HoLAs. This will help us to better understand what developments need to be made to our existing messaging around external exams to our students and families. The intended outcome of these changes is improved student attendance and achievement in external exams, which will in turn have a positive impact on NCEA subject endorsements (which have a required external assessment component) and student preparedness to continue their studies in a particular subject area.

To give students confidence and preparedness in their external exams, we will review our existing study skills resources and the exam strategies taught in classes. We will work towards the roll out of a Study Strategy Programme, building on the existing ‘Teaching Tip of the Week’ in the Staff Pānui with similar sharing of study/learning tips for students in the Student Weekly Email, classes, assemblies, etc.

Scholarship Provision

Growing our Scholarship results is a key way that we can support our students to pursue their passions, achieve their potential, and attain their best-possible qualification. We plan to undertake a review of our current NCEA Scholarship provision before developing a plan for WHS Scholarship offerings in 2027. This will include reviewing Scholarship results from previous years (WHS, other schools, national data), surveying HoLAs about our current Scholarship offerings, exploring Scholarship provision in other schools, exploration of our students’ Scholarship goals (through the Goal-Setting process), and meeting with students who are aiming for Scholarship. The planned outcome is a clear plan for WHS Scholarship provision in 2027.

3.b.iii. 2025 Annual Goals and Targets

Most of the 2025 Annual Goals and Targets have been covered in the academic achievement report (3.b.i.). This section covers the remaining Annual Goals and Targets that are included on our ‘plinth’.

Student Engagement and Wellbeing will continue to be prioritised and improved.

This continues to be a key priority and is a lens through which all aspects of WHS are viewed. Student engagement includes students' sense of belonging at school, their confidence in their ability to succeed, their active participation and interest in learning, and their intrinsic motivation to learn. Wellbeing is defined at WHS as students feeling good and functioning well. There is not one measure to summarise engagement and wellbeing, however there are indicators across a wide variety of areas. For example: academic achievement, attendance, behavioural data and student surveys. There are two student surveys which provide specific insight into Wellbeing and Engagement; the Student Voice Survey, and Goodpace.

The **Student Voice Survey** is conducted once per year, at the same time every year. This has a core group of questions which have broadly remained the same since 2014, originating from the NZCER Me and My School survey.

Question	2025	2024	2023
I enjoy coming to school.	69%	68%	63%
My family's culture is valued by the teachers and the school.	90%	87%	87%
I enjoy learning.	74%	72%	73%
I am interested in what I am learning at school.	70%	66%	67%
The school supports me in ways to look after my wellbeing	83%	77%	67%
Average of all 10 questions	81%	79%	77%

The Goodspace survey is a digital mental health and wellbeing screening platform used by New Zealand schools to identify students who may need additional support. It screens students to successfully identify those who would not otherwise come forward and helps our guidance team take a proactive approach to student mental health. The survey provides a comprehensive review of students' social and mental wellbeing annually, covering areas such as mental health, belonging, self-care, school life, home life, and, for older students, topics like sexuality.

In the first year WHS adopted this (2024). Years 10 - 13 completed the survey in 2024 and 2025 (note in 2026 Year 10 and Year 12 will complete this which provides two comprehensive screening points during a student's time at WHS). The percentages below are across all students who completed the survey in that year.

Question	2025	2024
Feel school is a safe place	82%	82%
Have a friend at school	95%	95%
Feel lonely or left out of activities (answered no)	71%	67%

60% of students are attending regularly

In 2025, 55.9% of students attended regularly, where 'attending regularly', as defined by the MoE, means that students are attending at least 90% of the time.

- **Whole school Attendance Data (by Period)**
 - 55.9% (857 students) have attendance rates at 90% and above
 - 29.7% (455 students) have attendance rates between 80-89%
 - 9.52% (146 students) have attendance rates between 70-79%
 - 4.9% (75 students) have attendance rates below 70%
- **Of those attending regularly:**

- Year 9 has the highest percentage of students attending regularly (59.67%) and Year 13 has the lowest (49.6%). Year 10 is 53.3%, Year 11 is 59.1% and Year 12 is 56.6%.
- Males (61.4%) have higher regular attendance than females (49.8%)
- In terms of ethnicity, Asians have the highest percentage attending regularly (60.5%) and Pacific Peoples the lowest at 41.5%. Māori is 50.6%, European is 57.4% and MELAA is 45.3%

Students regularly attending is slightly up, compared to this time in 2023 and 2024.
Measured by half day:

Attendance rate	MoE Classification	2025	2024	2023
90%+	Attending Regularly	56.4%	52%	54%
80-89%	Irregular	25.3%	28%	26%
70-79%	Moderate	10.5%	11%	10%
Below 70%	Chronic	8.5%	8%	9%

While there are lots of attendance systems in place, including regular communication with home, and in extreme cases (below 70%), referrals to external services, some of these are very labour and resource intensive.

The focus in 2026 is on moving all categories (not just the Attending Regularly). We have employed an in- school attendance officer who is focused on shifting those that are below 70% or trending towards this.

80% of junior students achieve Ākonga Passport Award

Our Ākonga Passport award has been changed in 2025 to reflect a 2-year journey in the junior school. It measures student progress towards fulfilling aspects of the Ākonga Profile. The final result for 2025 was 79.3%, which in part is low due to the Year 10s only having their first year of what is now a two-year programme. We would expect to see significant movement in this in 2026 as the new year 10s add to what they have already accomplished.

- There are 280 students in Year 9, including 156 male and 124 female
- There are 318 students in Year 10, including 162 male and 156 female
- 70.6% (422/598) of junior students have achieved at least their Bronze award.
 - Males 61.9% 197/318
 - Females 80.0% 224/280
 - Māori 82.7% (n=52)
 - Pacific Peoples 72.2% (n=18)
 - Year 9 79.4%
 - Year 10 79.3%

Overall, with better alignment between the Ākonga Passport and the Ākonga Profile, students have begun to understand and embrace the purpose of the Ākonga Profile, which is the student

depiction of our 'great all-round education'. As we look to 2026, we are continuing to develop the system to reward and encourage engagement with the Ākonga profile and to promote and highlight positive behaviour and the living of the 'Wakatipu Way'.

75% of students participate in extracurricular activities

Participation in extracurricular activities has a range of benefits for students' wellbeing and engagement with school. The criteria for extra curricular activities is that a student must be involved in six or more structured sessions or a minimum of 20 hours at school or outside of school in a formal setting. We also strive to recognise students involved in activities that we don't 'run' as such but the student is involved with. Examples of these activities include the likes of Muay Thai, Aerial Silks, and Air Cadets but we do not recognise students who go mountain biking with friends, students who recreationally ski, go to the gym, or skateboarding with friends, for example.

The 2025 goal was simplified to include all students (in 2024 it was broken into seniors, and students new to WHS). Students that joined WHS in the last month of school are not counted in this statistic as they do not have a reasonable opportunity to sign up for an extracurricular activity.

We had a great result 76% of students engaged in at least one extracurricular activity during 2025. This is an increase from the 2024 results (68%). We saw particularly high engagement among females (82.3%), Year 9 (81.5%), Māori (81.7%), and Pacific Peoples (80.3%).

Moving into 2026, we have identified clear growth opportunities within our Asian (70.1%) and MELAA (53.1%) cohorts, as well as students who enroll after February 1st (22.7%). To address this, the Sports and Arts departments are collaborating to develop low-cost, low-commitment social activities that serve as accessible entry points for late-enrolling students in particular and those more reluctant to commit to more significant extracurricular offerings.

ii. 2025 Strategic Priorities

In addition to above, we had other strategic priorities in 2025 which support student engagement, learning, progress and achievement. They are outlined below and include our objectives, key results and a summary statement regarding the progress made in 2025.

Student Achievement

Objectives

- Students' engagement, learning and progress enables them to achieve their academic goals and gain their best possible qualification.
- Further develop the evaluative capability of our middle managers, including our Heads of Learning Areas (HoLA's) and Deans.
- Increase kaiārahi confidence and competence around goal-setting, tracking and monitoring and course and academic counselling.
- Wakatipu High School maintains high levels of student achievement.

Key Results

- Achieve all of WHS 2025 academic goals and targets.
- Achieve within the top 10 of public co-ed schools nationally in all of our annual goals, and as boys and girls, achieving in the top 10 of single sex schools.
- All Learning Areas will regularly and consistently evaluate achievement in their Learning Area in order to take steps to improve achievement.
- Students will be supported by their kaiārahi with respect to their engagement, learning, progress and achievement.
 - Greater attendance to kaiārahi next steps on 2024
 - Increase in Year 13 students with YE capable courses.
- Students who enter the New Zealand education system part way through high school are achieving at levels consistent with the cohort within two years.
- Develop plan to improve boys achievement levels ready to be included in 2026 budget.

Summary statement

We had an outstanding year with respect to student learning, progress and achievement as per the analysis in the previous section.

Literacy

Objectives

- Continue to increase staff knowledge and understanding of effective literacy instruction.
- Ensure students have the necessary literacy knowledge and skills to access the curriculum and achieve their best qualification possible.
- Implement the Structured Literacy "Response to Intervention" programmes for targeted cohorts.

- Increase community and whānau awareness of the importance of literacy - reading / writing / co-req's.
- Reading is recognised by teaching staff as crucial to achievement outcomes across all learning areas.
- Embed all other aspects of the WHS Literacy Strategy.

Key Results

- All LA's are implementing and embedding their plan to reinforce school-wide literacy strategies.
- 80% of Y10 students will have passed the literacy co-requisite assessment by the EOY.
- 95% of junior students will have made progress
 - In Reading by EOY9 (as based on e-asTTLe reading / ORFS);
 - 80 % Achieve a 3 sub-level shift in Writing by EOY10 (as based on e-asTTLe writing).
- 100% of full-time Y11 students who complete the full year achieve NCEA Level One Literacy.
- Pilot a Reading one-page report with "Next Steps".

Summary statement

Our evaluation of literacy has yielded good progress including shifts with middle leaders' understanding of delivering literacy across the curriculum. A school-wide literacy strategy has been developed and resourcing for Literacy has been significant. Corequisite achievement for our Year 10 cohort was outstanding and demonstrated real gains for this cohort of students. Curriculum adaptations in English junior programmes and school-wide expectations for literacy have become embedded. This continues to be a strategic priority in 2026 as we continue to encourage all students to achieve 'Level 2 literacy' (WHS name change from UE literacy), before leaving high school.

Numeracy

Objectives

- Ensure students have the necessary numeracy knowledge and skills to access the curriculum and achieve their best qualification possible.
- Students and whānau know their progress in gaining the numeracy corequisite (including next steps).
- Determine a sustainable program of intervention/adjustments to classroom teaching and learning in order to best prepare students for the numeracy corequisite
- Develop a school-wide Numeracy strategy

Key Results

- Achieve school-wide numeracy target of 70% of Year 10 students gaining the numeracy corequisite.
- 100% of Year 12 and 13 students who have been at WHS for more than 70 days will have Level 1 Numeracy.
- Staff feel confident preparing students at Y10 and Y11 to successfully complete the numeracy corequisite.

- 100% of full-time Year 11 students who complete the full year achieve NCEA Level 1 Numeracy.
- All students, teachers and parents know what an individual's next learning steps are for numeracy.
- Have the numeracy strategy completed in time for the 2026 budgeting process.

Summary statement

Nearly 80% of Year 10 students achieved their Numeracy corequisite, which was a great result. Numeracy achievement and subsequent additional resourcing has continued into 2026.

High Quality Teaching and Learning

Objectives

- The HQTL framework is embedded across all learning areas.
- Ensure ongoing, targeted professional learning opportunities that align with WHS's HQTL model are provided to meet teacher needs.
- An evidence-based, reflective teaching culture results in increased student achievement.
- Partnerships with parents and the community are strengthened to help support student learning including consistent reporting on progress.

Key Results

Resources supporting the HQTL framework and associated pedagogical practices are consistently used across learning areas, including a common language on how students learn at WHS.

- As part of their professional growth cycle, all teachers will have completed HQTL-specific professional learning and learning leaders will have reflected on their practice of developing great teachers.
- Feedback from surveys, observations, focus groups, and student groups shows progress in student engagement and achievement which teachers reflect on in their PGCs.
- There is improved attendance at next-steps meetings throughout the year.
- Reporting criteria is consistently applied and delivered to the community as per the reporting calendar.

Summary statement

Great shifts were made with respect to HQTL in 2025. Survey results (ie Great Teaching and Learning survey) showed continued upwards progress in most metrics with feedback consistently positive. Student voice continues to be gathered for individual teachers which is tailored to their PGC goals.

WHS Qualification Framework

Objectives

- Ensure NCEA Level 1 courses support students to be well-prepared and confident for

NCEA level 2

- Investigate and develop a pilot for a dual-pathway curriculum and assessment framework in 2026.
- Successfully refresh Maths and Statistics and English Learning Areas curriculum for 2026.
- Prepare other Learning Areas for New Zealand Curriculum Refresh in 2027.
- The WHS Community is kept up-to-date on any changes to curriculum and assessment pathways as these become known

Key Results

- Level 2 NCEA results will demonstrate consistent or improved performance compared to 2024, targeting 22% Excellence endorsement.
- By the end of Term 3 students have met the prerequisites for their subject choices the following year or have viable alternative strategies in place.
- A feasibility study and decision on a dual-pathway qualification will be completed by the end of Term 2, 2025.
- By December 2025, the Maths & Statistics and English departments will have finalised an implementation plan for their refreshed curriculum.
- Stakeholders report they are fully informed about key changes to the WHS Qualification Framework and Ministry resources, such as Tāhūrangi and Te Mātaiaho.
- WHS stakeholders receive consistent and timely information about changes to the WHS Qualification Framework, including any necessary consultation processes.

Summary statement

This continues to be an area of significant frustration due to the ever changing goal-posts and last-minute information provided by NZQA and MOE. The IGCSE pilot is being implemented in 2026 and we will consider entering all students into IGCSE rather than continuing to wait for the NZC and NCEA implementation plan.

Future Proofing for Growth

Objectives

- Continue to recruit, retain and develop great staff
- Develop and implement a 'school housing' strategy
- Expand facilities well in advance of school reaching student capacity
- Develop a 'Master Planning' strategy for the future provision of secondary education at WHS
- Continue to grow the school's financial position
- Investigate a dual-pathway qualification to enhance WHS qualification framework
- Ensure effective pedagogical development to optimise use of teaching space
- Develop 2028 Strategic Plan

Key Results

- Recruitment and retention statistics will improve on 2024.

- WHS will grow its core and non-core house portfolio.
- The MoE property team will include seed funding for future development of the current campus in the 2025/2026 Budget.
- WHS will support the MoE to expand the current school facilities, in advance of WHS reaching its current capacity.
- The % of families paying their curriculum fees and donations will increase on 2024.
- The WHS Alumni Foundation will be initiated.
- WHS Qualification Framework will be ready for implementation by the end of the year.
- Teachers will become increasingly confident with pedagogical practices at WHS.
- 2028 Strategic Plan will be finalised by Sept 2025 for inclusion in 2026 budgeting process.

Summary statement

All metrics within WHS control were achieved. WHS did not meet the required threshold for future expansion but will meet the demand to capacity ratios in 2026. This continues to be an area of focus in the 2028 Strategic Plan and 2026 Annual Priorities (as below).

School Culture

Objectives

- Advance and promote staff and student pride in WHS
- Continue to improve staff and student engagement at WHS
- Support high quality teaching and learning that continues to accelerate student engagement, learning, progress and achievement
- Consistent approach from staff towards HQTL expectations, ILE pedagogy, uniform and cellphones.

Key Results

- Staff TWS & Wellbeing will incrementally improve on 2024 in:
 - Pride & Promoter
 - Overall Wellbeing
 - Safe and inclusive
- Ensure there is a weekly article in the media referencing 'good news' from Wakatipu High School.
- All staff to indicate that they have a supportive line manager who provides regular feedback.
- Student engagement survey (SVS) average will show improvement on 2024 (Target = 80%+).
- Increase the percentage of students involved in extra and co-curricular activities, including Sports Census as compared to 2024.
- Increased participation rate with Junior Camps on 2024.
- Increased junior engagement in ākonga passport.
- Increase confidence of staff in regards to professional learning priorities for 2025.

- Improved attendance, aiming for 60% of students with 90% and above attendance as compared to 2024 - 51% at 90% and above
- A greater consistency with the use of restorative practice and a decrease in the percentage of students being referred compared with 2024 and a positive shift in overall LE data compared to 2024.
- The majority of kaiārahi will be confident with our newly implemented ākonga passport system increasing the overall percentage of year 9 and 10 students reaching Bronze from 68% to 80%, academic tracking, and PowerBI/KAMAR follow up.
- Observation data is collected in a range of settings (including Ako time) which would see a reduction in non-regulation uniform, cellphone use, and out of class without permission.

Summary statement

Further positive shifts have been made in school wide culture, with the vast majority of our key metrics and targets met in 2025. With 370 new students in 2026, sustaining, embedding and enhancing school-wide culture continues to be a focus for 2026.

Ensure a Safe and Inclusive Environment

Objectives

- Continuation of Goodspace to enhance student wellbeing.
- Continue to promote a psychologically safe environment for students and staff that connects with the Wakatipu way.
- Bullying Prevention - Continue with the Anti-bullying work, with a focus on best practice:
 - Prevention
 - Intervention
 - Monitoring
- Create a student culture that supports the reduction of sexual harm.
- Refresh and embed a shared language of wellbeing and resilience at WHS.

Key Results

- Goodspace Surveys are available to all students in Year 10 - 13, with a prompt response from the Guidance Team.
- Roll out of the revamped school wide Wellbeing Programme
- Staff Wellbeing survey shows improvement on 2024 results.
- Bullying form responses are followed up and actioned promptly, with interventions implemented as required.
- Hold at least one evening per term to support parents and students with their wellbeing and resilience
- SASH continues to be supported
- SVS Survey - Proportion of students feeling included / “safe” continues to improve on 2024 results.
- Awareness events are run throughout the year for key groups (eg Pride Week, 5 Ways in 5 Weeks, Pink Shirt Day, MHAW)

Summary statement

Good progress was made in this area as the Goodspace survey continued to be rolled out, SVS results showed incremental improvements and the school's response to any forms of bullying or anti-social behaviour was timely and appropriate.

Biculturalism and Mātauranga Māori

Objectives

- Increase engagement with kaupapa Māori opportunities.
- Continue to develop staff proficiency of and provide staff with the opportunity to practice te reo me ngā tikanga Māori.
- Develop and implement our schoolwide Māori language strategy plan based on the Poutama Reo framework.
- Conduct a feasibility study for the development of a whare.

Key Results

- Increase the number of students attending our 'rangatahi wānanga' programme and the number of whānau attending our hui that we offer each term. A minimum of 30 at each event.
- Develop a Māori and Pasifika Homework Club.
- Provide a substitute programme for staff in place of 'Te Ahu o te Reo Māori' in collaboration with others in the community such as the Kāhui Ako, Mana Tāhuna, and Ngāi Tahu.
- Gather baseline data required to set a feasible target for the number of students and staff able to speak (differing levels of) Te Reo Māori for the 2026 annual goal and target cycle.
- Support an increase in the number of students selecting Te Reo Māori and Te Ao Haka (Māori Performing Arts) in Years 9 and 10. By 2026, we will have two classes of 5MAO1 and one class of 5MAO2, 5MPA1, and 5AOT respectively.
- Increase the number of students engaging with kapa haka. Regularly have 30 students involved with kapa haka training.
- At least one student will have Achieved with Merit and/or Excellence in each Achievement Standard across NCEA Level 1-3 Te Reo Māori.
- There is knowledge, understanding, and buy-in to the Poutama Reo framework from staff as well as the Whānau Advisory Group.
- Continue to see and grow toi Māori in and around WHS.
- Decision and timeline for the development of a whare.

Summary statement

Staffing the Te Reo Māori position was an ongoing challenge in 2025 and many students ended up having to learn senior Te Reo via correspondence (though an appointment of a permanent Kaiako Te Reo Māori for 2026). Great connections and engagement with the whānau advisory group and rangatahi Māori have been sustained and further developed.

WHS Foundation and Branches Trust

Objectives

- Support the WHS Foundation & Branches Trust so that they continue to support WHS to at least the same level in 2026.

- Help raise the profile of WHSF and Branches Trust with students and the WHS & wider communities.
- Develop and grow the WHSF Alumni Foundation.

Key Results

- Respond to WHSF & BT requests in a timely manner.
- Ongoing VIP tours that lead to an increase in BPP and donors.
- Continued support from key donors and trusts into 2026.
- The amount donated by WHSF and BT to WHS for 2026 is equivalent or greater than 2025..
- Ensure that the WHSF & BT feel valued by the WHS community.

Summary statement

Foundation and Branches Trust continue to be well supported and accordingly have supported WHS very well, with donations in 2025 greater than 2024.

Community and Curriculum

Objectives

- To increase student engagement with the local community as part of HQTL.
- Localised curriculum and authentic learning opportunities for students are visible in teaching and learning programmes.
- To continue to be responsive to student needs for effective transition and vocational pathways
- To enhance the reciprocity of the community/school relationship.

Key Results

- Improved student engagement and satisfaction with teaching and learning as measured by SVS, T&L Survey, Learning Walks and student voice from class surveys.
- The number of interactions with the community has increased from the 2024 learning area stock take, both in and out of school.
- Unit and lesson plans include links to local curriculum connection and community interaction
- All students transitioning from WHS are on a pathway for further education, vocational training, or employment
- Students who participate in the LEAP programme achieve 60 Level 1 credits by the end of 2025
- Employer voice indicates students from the LEAP programme are work-ready by the end of their course
- Maintained a strong presence at key community events and with community groups which WHS students are engaged with and contribute to and which enhances their learning.

Summary statement

Great momentum was built in this space with some very positive feedback from the community.

B. 2026 Goals and Priorities

The process of setting our annual academic goals and targets for 2026 was similar to previous years, which reflects the evolution of our process. The process begins with reviewing our previous year's results against our targets, we then review the goals themselves, which includes considering the strategic plan goals, and when setting targets we consider the cohorts and their prior achievement.. We continue to set ambitious goals and targets that will require significant focus and commitment from staff and students.

i. 2026 Academic Goals and Targets

- 81% of Year 13 students achieve University Entrance
- 92% of Year 12 students achieve NCEA Level 2
- 21% of Year 12 students achieve NCEA Level 2 with Excellence
- 75% of Year 12 students achieve their Level 2 Literacy (ie UE Literacy)
- 50% of Year 11 students achieve NCEA Level 1 endorsed
- Literacy - by the end of Year 10, 80% of students will have passed the corequisite for Literacy (Reading and Writing)
- Numeracy - by the end of Year 10, 82% of students will have passed the corequisite for Numeracy
- 22 Scholarships
- 60% of students will 'regularly' (more than 90%) attend
- Māori and Pacific Peoples achieve all goals and targets

In addition to our annual academic goals we also have a number of other goals and targets, as well as strategic priorities for 2026.

ii. 2026 Other Goals and Targets

- Student engagement and wellbeing will continue to be prioritised
- All students transitioning from WHS will be on a pathway for further education, vocational training or employment.
- 100% of junior students achieve their Ākonga Passport Award
- 80% of students participate in **extracurricular** activities

ii. 2026 Strategic Priorities

Below are the twelve strategic priorities underlined and their respective objectives and key results bulleted below. Our Senior Leadership Team (SLT) have developed action plans and key results/metrics for each of the objectives.

1. Students

- a. Support all students to achieve their best possible qualification
- b. Continue to improve Literacy & Numeracy achievement
- c. Identify, develop and embed aspects of the Ākonga Profile
- d. Increase participation in extra and co-curricular activities
- e. Enhance sense of belonging

2. Staff

- a. Continue to grow great Kaiārahi and the capability of staff to embed High Quality Teaching and Learning
- b. Continue to optimise the use of learning spaces and technology
- c. Continue to develop staff leadership

3. School

- a. Embed a great School culture and the Wakatipu Way
- b. Increase student and staff engagement with kaupapa Māori
- c. Continue Future Proofing for Growth

4. Community

- a. Strengthen the partnership between WHS and the community

Support all students to achieve their best possible qualification

Objectives

1. Students' engagement, learning and progress enables them to achieve their academic goals and gain their best possible qualification.
2. Evaluative capability of middle leaders, including Heads of Learning Areas (HoLAs) and Deans continues to develop.
3. Continue to increase Kaiārahi and other pastoral/academic leads' confidence and competence around goal setting, tracking and monitoring, and course and academic counselling.
4. Students are prepared for the more exam-focused future qualifications (IGCSE, new NZC).
5. NCEA Scholarship provision and attainment is reviewed, in order to increase engagement and achievement in 2027.

Key Results

- 1a. Achieve all WHS 2026 academic goals and targets.
- 1b. Improvement in results of boys, Māori & Pacific Peoples, and migrant students.
- 1c. Improvement in Level 2 with Excellence results.

2. HoLAs and Deans will regularly and consistently evaluate achievement data in their Learning Area or House in order to take steps to improve student achievement within the year and for the following year.
- 3a. Teachers report increased confidence and competence around goal setting, tracking and monitoring, and course and academic counselling.
- 3b. Increase in Year 13 students with UE-capable courses in 2027 and decrease in Year 12 students with 'dead end' courses.
- 3c. Greater parent attendance at subject and Kaiārahi Next-Steps Evenings.
- 4a. Improved attendance and achievement in external standards in 2026.
- 5a. A plan for WHS NZ Scholarship provision in 2027 (including budget implications) is completed.

Continue to improve Literacy Achievement

Objectives

1. All Year 9 and 10 students that are below the expected level will make accelerated progress with their Literacy (reading and writing)
2. Staff will be able to incorporate a kete of literacy strategies as part of HQTL.
3. Responsive to all students for whom Literacy is currently a barrier for them achieving their best possible Qualifications.
4. Literacy strategy is reviewed to reflect changes to the New Zealand Curriculum.

Key Results

- 1a. By EOY9, 80% of students who were below the expected level for reading at the SOY (below 4P) will have increased by 3 sub-level (as based on e-asTTLe reading).
- 1b. By EOY10, 80% of students who were below the expected level for writing at the SOY10 will move 3 sub-levels in Writing as based on EOY9 e-asTTLe writing.
- 1c. Students who were unsuccessful in Round 1 of the Reading co-requisites will demonstrate measurable progress in Round 2.
- 2 a. All departments consistently implement and demonstrate effective use of the SPO and are working towards the development of an MPO.
- 2b Read & Write tool is being used consistently by students. Student and Staff voice reflects the learning benefits of the toolbar.
- 3a. 80% of Year 10 students will be at 5P+ in formal writing (Text Studies) by EOY10.
- 3b. 85% of students in Year 12 will gain their Level 2 Literacy by the end of the year.

3c. 100% of students finishing Year 13 will have their Level 2 Literacy.

3d. 80% of Y10 students will have passed the literacy (both reading and writing) co-requisite assessment by the EOY 10.

3e. All students by SOY 12 have achieved L1 Literacy or are in an intervention to achieve this at Year 12.

4a. Literacy strategy is reviewed before EOY.

Continue to improve Numeracy achievement

Objectives

1. Ensure students have the necessary numeracy skills to access the curriculum and achieve their best qualification possible.
2. Students and whānau know their progress in gaining the numeracy corequisite (including next steps).
3. Ensure targeted interventions are available for at risk students.
4. Develop a school-wide Numeracy strategy

Key Results

1a. Achieve school-wide numeracy target of 82% of Y10 students gaining the numeracy co-requisites.

1b. All students by SOY Year 12 have achieved L1 Numeracy or are in an intervention to achieve this at Year 12 and 13.

1c. 97%+ of Y11 students achieve NCEA L1 Numeracy.

2. Staff, students, and whānau are well-informed of the numeracy requirement, understand how they can help and the possible pathways to success, which also includes having a clear knowledge of the available support strategies and how to access help when needed.

3a. All at risk students are actively identified and supported with an intervention

4a. Have a Numeracy strategy working group formed to develop a strategy by Budget 2027.

4b. Continue to incorporate Numeracy teaching strategies into targeted learning areas and classes.

Identify, develop and embed aspects of the Ākonga Profile

Objectives

1. Begin to integrate the Ākonga profile into teaching and learning programmes.
2. Increased understanding and knowledge of the Ākonga Profile among students, staff and community.
3. Review the Ākonga Profile and identify which aspects need to be included in the Ako curriculum, by year level.

Key Results

1a. Learning area planning and unit design will begin to explicitly identify aspects of the Ākonga Profile.

- 2a. Refine opportunities on offer for the Ākonga Passport for 2027 to ensure integration with school-wide curriculum.
- 2b. 80% of year 9 and 100% of year 10 students achieve the bronze Ākonga Passport.
- 2c. All year 9 and 10 students complete an opportunity for each aspect of the Ākonga profile
- 3a. Year 9-13 Ako Curriculum review will be completed and ready to be implemented in 2027.

Enable all students to participate in extra and co-curricular activities

Objectives

- 1. Sports and Arts Directors have coherent annual plans aligned with vision and objectives of sports and arts strategic plans respectively.
- 2. Increase the number of teachers involved with making a significant contribution to one or more extracurricular activities.
- 3. Implement targeted initiatives to engage migrant, international, and new WHS students with extra and co-curricular activities.
- 4. Strengthen the connections with community coaches/volunteers and mitigate where possible the pressures placed on them.

Key Results

- 1A. 80% of all students participate in extracurricular activities. Māori, Pacific Peoples, international, and migrant students achieve equitable outcomes in this space.
- 1B. Sports and Arts Annual Work Plans are submitted and formally approved by the Principal.
- 1C. Ten top tier sporting teams, arts groups, or individuals achieve top-three finishes at a South Island or top 5 at a national level.
- 2A. 35% of teachers who have been at WHS for 3 or more years are involved with extracurricular activities above and beyond school camps.
- 2B. 15 staff are noted as making a significant contribution to one or more extracurricular activities as a manager, coach, and/or teacher in charge.
- 2C. There is a teacher in charge for all major sporting codes (rugby (including touch), basketball, netball, volleyball, cricket, football, badminton, and rowing).
- 3A. No Ako Group will have more than four students not involved in extracurricular opportunities.
- 3B. Increase extracurricular involvement among non-January intake students by 30% compared to last year.
- 4B. Achieve an 80% (or higher) "Well-Supported" rating from community volunteers in the annual survey.

Ensure a Safe and Inclusive Environment that fosters a sense of belonging

Objectives

1. Continue to promote a psychologically safe environment for students and staff that connects with the Wakatipu way.
2. Bullying Prevention - Continue with the Anti-bullying work, with a focus on best practice:
 - Prevention
 - Intervention
 - Monitoring
3. Development of a school wide wellbeing team to create a health and wellbeing programme across all of WHS.

Key Results

- 1 a. Goodspace Surveys are available to all students in Year 10 and 12, with a prompt response from the Guidance Team.
- 1 b. SASH continues to be supported.
- 1 c. SVS Survey - Proportion of students feeling included / “safe” continues to improve on 2025 results.
- 1 d. The Staff Wellbeing survey maintains the improvement on 2025 results.
- 1e. Hold at least one evening per term to support parents and students with their wellbeing and resilience.
- 1f. Minority groups have visible representation at WHS events (NCEA info evenings, Parenting in the Basin, H/PE info, celebrations)
- 2 d. Awareness events are run throughout the year for key groups (eg Pride Week, 5 Ways in 5 Weeks, Pink Shirt Day, MHAW)
- 3 a. Bullying form responses are followed up and actioned promptly, with interventions implemented as required.
- 4 a. Formation of a school wide wellbeing team to represent the diversity of our school and community.

Continue to grow great Kaiārahi and the capability of staff to embed High Quality Teaching and Learning.

Objectives

1. A refreshed Ako curriculum that is structured and relevant for each year level is developed.
2. Teachers confidently and consistently deliver high quality teaching and learning to all students including in Ako.

3. Teachers utilise a HQTL model that uses common language and best practice strategies.
4. Learning Areas are well prepared to implement the refreshed NZ curriculum for years 9 and 10 in 2027.
5. Provide effective and efficient reporting of student learning, progress and achievement.
6. New Teaching Standards are incorporated into the PGC conversations of teachers.

Key Results

1. A refreshed Ako curriculum is developed by September, ready for implementation in 2027.
- 2a. All teaching staff participate in targeted professional development focused on high-quality teaching and learning.
- 2b. Progress will be shown in student engagement, learning outcomes, and student experiences as measured by existing surveys and data collection.
3. Teachers will have access to a HQTL playbook of strategies which incorporate the latest evidence-based pedagogical practices and emerging educational trends for all aspects of the HQTL model.
- 4a. Learning Areas will have developed unit plans and resources that map the refreshed curriculum for Year 9 and 10 by November 2026.
- 4b. Maths and English Learning Areas will have successfully implemented the new curriculum at Year 9 in 2026.
- 5a. A refreshed reporting system will be in place for the beginning of 2027.
- 5b. PowerBI will be streamlined to provide clear and concise data to help staff to enhance student outcomes
6. Teachers are able to talk to evidence collected against the new standards in their teacher registration meetings and end-of-year conversations.

Continue to optimise the use of learning spaces and technology

Objectives

1. An AI policy and associated procedures to guide teaching and learning and assessment practice is implemented.
2. Teachers are increasingly confident in using a range of digital teaching and learning tools (especially in the google suite) to deliver HQTL.
3. Assessment practice is strengthened using digital technology tools
4. Classroom design and flexibility matches the needs of the subject, students, timetabling and available spaces.

5. Students are confident and capable in using a range of digital tools that aid their learning and day-to-day organisation.

Key Results

- 1a. A ratified WHS AI policy (and associated procedures) for assessment practice is embedded in course outlines and is consistently adhered to by teachers and students.
- 1b. There is a reduction in integrity issues that result from the misuse of AI in assessments.
2. Professional learning opportunities regarding digital tools are available for staff to upskill with all staff trained in using read/write toolbar and AI tools approved by the school.
- 3a. All high-stakes digital examinations are securely delivered using exam.net or equivalent technology.
- 3b. All teachers have been trained in, and are capable of, designing and administering fair, technology-enhanced assessments .
- 4a. Non specialist spaces are optimised by HOLAs to support spatial pedagogies that improve teaching and learning.
- 4b. Students report an increase in satisfaction with the learning spaces in the “great T&L survey”.
- 4c. Teachers express increasing confidence in using spatial pedagogy in their teaching practice.
5. A digital literacy unit is delivered in the Year 9 and 10 Ako curriculum. One focused on effective use of digital tools and one focused on ethics & responsibility.

Continue to develop staff leadership

Objectives

1. Staff are capable and confident to take on leadership roles.
2. Middle leaders (deans and holas) lead high performing teams of kaiārahi and kaiāko.
3. New teachers to WHS are well supported with their transition to WHS and ongoing development.
4. Leadership teams at WHS provide strong strategic direction and operational expertise.

Key Results

- 1a. Potential leaders identified and a development plan discussed in Learning Area and Pastoral spaces.
- 1b. An Emerging Leaders programme with identified staff for 2026 is instigated.
- 1c. A second year of middle leaders leadership (Peter Blyde) development programme is completed alongside a first year programme for other identified leadership staff across the school.
- 2a. Middle Leaders complete PGCs focused on ‘good to great’ and ‘transformative’ goals for their leadership.

- 2b. Strong coaching relationships between middle leaders and staff are evident to resolve problems and meet strategic goals, indicated in EoY feedback.
- 3a. Provisionally Certificated Teachers (PCTs) achieve full certification within the expected timeframe.
- 3b. New teachers (including PCTs) rate the quality and usefulness of the induction programme as excellent.
- 4. Direct reports for SLT and middle leaders report a collaborative, strategic culture in end-of-year conversations and surveys.

Embed a great school culture and the Wakatipu Way.

Objectives

- 1. Advance and promote student pride and a culture of success at WHS.
- 2. Increasingly positive behaviour at break times.
- 3. Continue to strengthen the warm and demanding approach to HQTL.
- 4. Refine and embed systems and processes to support students living the Wakatipu Way inside and outside of school.

Key Results

- 1A. Student Pride on SVS improves on 2025
- 1B. Maintain or increase net promoter score on TWS and the staff pride question.
- 1C. Increasing compliance with uniform expectations; showing decrease in uniform passes (over the year) and qualitative decrease in non-uniform items.
- 1D. Strengthen participation rates with camps, Matatū, and Participation Day.
- 2A. Less students on break time behaviour sheet.
- 2B. Decreased cellphone use at break time.
- 3A. All staff consistently reinforce Wakatipu Way holding students to account for clear school-wide standards including Ako Time.
- 3B. Reduction in referral recidivism rate compared to previous years.
- 3C. Positive shift in student attendance, including Ako time.
- 3D. Great kaiārahi survey results show an overall net positive response.
- 4A. Data will show a significant increase in the number of 'follow up' conversations taking place by kaiārahi and Deans.

Strengthen Biculturalism and Mātauranga Māori

Objectives

1. Our kaiako te reo Māori will be familiar and confident with the high quality teaching and learning model, validated by observations, and will establish active connections with the local Māori community.
2. Implement the Poutama Reo te reo Māori improvement plan in order to support staff and students with strengthening their capability and confidence in using te reo Māori and engaging with te ao Māori.
3. Meaningful opportunities are provided to engage rangatahi and whānau with connection to Māoritanga.
4. Create a detailed plan to develop a whare on-site.

Key Results

1A. Observation data consistently indicates high quality teaching and learning within Te Reo Māori classes.

1B. Feedback from student surveys and focus groups shows satisfaction with teaching and learning in Te Reo Māori classes.

1C. Achieved with Merit and/or Excellence will be present in the results for each Achievement Standard within 6MAO.

2A. 40% of teachers can participate in simple, short conversations and pronounce most words and names (both people and places) accurately.

2B. Gather baseline data required to set a feasible target for the number of students able to speak (differing levels of) Te Reo Māori for the 2027 annual goal and target cycle.

2C. Increase the number of students selecting Te Reo Māori in Years 9 and 10. By 2027, we will have two classes of 5MAO1 and one class of 5MAO2 and 5AOT respectively.

3A. Regularly have 30 students involved with kapa haka training.

3B. 50% of students participate in the Matatū performance.

4A. Gain and seek approval from Ōraka-Aparima and Hokonui rūnaka for development of a whare.

4B. Develop a Project Timeline detailing all phases through to practical completion.

Continue Future Proofing for Growth

Objectives

1. Continue to retain, develop and recruit great staff.
2. Implement the 'school housing' strategy.
3. Expand facilities well in advance of school reaching capacity
4. Develop a 'Master Planning' strategy for the future provision of secondary education for Queenstown.

5. Continue to grow the school's financial position.
6. Successfully implement the IGCSE pilot and decide whether to continue with a second cohort in 2027.
7. Staff and students will be prepared for any curriculum or qualification changes that occur.
8. Continue to identify areas that need to be scaled up and/or adapted with growth.

Key Results

1. Staff retention statistics will continue to improve (compared to 2025).
2. WHS will grow its core and non-core house portfolio.
- 2b. More staff will move into home ownership in Qtown.
3. The MoE property team will include seed funding for future expansion of the current campus in the 2026/2027 Budget.
- 3b. A draft for expansion on the current school site will be approved for 2027.
4. WHS will work with the MoE and other stakeholders to support ongoing provision of secondary education in the Basin.
5. The % of families paying their curriculum fees and donations will increase on 2025.
- 5b. The WHS Foundation will increase their annual contribution by 20% from \$450k to \$540k.
- 5c. The WHS Alumni Foundation will run at least one event, produce a quarterly newsletter, increase its alumni database by 100% (> 1000), and add at least one new donor to the WHSF.
6. The IGCSE programme will continue into 2027.
7. WHS will be in a position to smoothly implement any new curriculum and/or qualifications systems in 2027.
8. Relevant reviews will be undertaken and ready for Budget 2027.

Strengthen the partnership between WHS and the community

Objectives

1. Further develop student pride and improve sense of belonging.
2. Continue to grow staff pride such that staff actively share the school's successes and strengths.
3. Parents are proud of WHS and actively promote WHS among their personal networks.
4. Our community, including local schools and businesses, refer to WHS as a cornerstone of the community and actively champion the school's strengths and successes to the

wider community.

Key Results

1. SVS results regarding pride will improve on 2025.
2. Staff Net Promoter will maintain and/or improve on 2025.
- 2B. Teachers will actively promote school, including in social, community and school-wide settings.
3. Parents will:
 - a. Increasingly read the newsletter and engage with social media posts.
 - b. Increasingly engage with reporting systems and attendance at next steps and parent info evenings will improve
 - c. Actively promote WHS to wider community
4. Improved lines of communication between High School and Primary schools such that Primary School's actively promote WHS to our community.
5. There will be Increased engagements between WHS and the community, including support of the Ākonga Passport