



**WAITAKI BOYS' HIGH SCHOOL  
CHARTER AND STRATEGIC PLAN  
2023**



## **Vision**

Inspiring young men of outstanding character

## **Mission**

The “all-round Waitakian” strives to be their best academically, culturally, socially, in sport and in character development.

### **Waitaki Boys’ High School**

- A Decile 6 Year 9 to 13 Boys’ School, situated on Oamaru, North Otago. A School with a very proud history, founded in 1883, we have a number of historic buildings built with local Oamaru Stone and a well-used Hall of Memories dedicated to those students and Old Boys who lost their lives in the Great War. We also have a number of more modern amenities such as the Learning Support Centre and Auditorium.
- The smallest state boys school in New Zealand with a roll of 394 students.
- A Boarding school with a boarding establishment situated on the school grounds called Don House. Don House presently has 47 students.
- The 2023 student roll is made up of 20% Maori, 12% Pacific Island, 63% New Zealand European, 4% Asian and 1% (other). This cultural diversity is further enhanced by the 3 International students who currently attend the School.
- The School is situated amidst park like grounds with a small farmlet – Fraser Farm - also part of the School’s property. Fraser Farm is used as an extension of the classroom – providing hands-on learning experiences for students of agriculture and science in particular. The Sports Fields – including Don and Milner (which are both named after former Rectors of our school) - are well utilised by the school and the wider community.

- Our School is well supported by the Old Boys' Association of proud "Waitakians" which has national and international branches, the Community Association, a great number of Waitaki area businesses and many who value the role of the school in the community.

## **Cultural Diversity**

- Waitaki Boys' High School recognises the diverse ethnic and cultural heritage of New Zealand people and acknowledges the unique position of Maori and the principles and spirit of Te Tiriti o Waitangi.
- All staff members are expected to develop an awareness of Tikanga Maori (Maori culture and protocol) and Te Reo Maori (Maori language) and incorporate these into the daily life of the school.
- All practicable steps are taken to provide instruction in Tikanga Maori and Te Reo Maori for full time students whose parents ask for it. The School has introduced a Maori studies class for all Year 10 students and is currently offering a combined Level 1, 2 and 3 Te Reo Maori course now that we have a Maori Dean fluent in Te Reo..
- The School has engaged with the local Runaka and wider Maori community to help implement cultural initiatives at Waitaki Boys' High School including Tuakana/Teina team building, Whanau nights and Kapa Haka. In 2023 the school is engaging with the Hakairo schema to improve teacher capability around cultural responsiveness.
- Pasifika culture is an emerging influence on the culture of the School and has been supported through the Supporting Pasifika Success Talanoa Project and most recently the "power up" programme. Pasifika students are also actively engaged in the Talanga Pasifika performance group which has been developed to both celebrate the culture of Maori and Pasifika and to celebrate Maori and Pasifika achievement at School assemblies and prize-givings.
- The school has appointed Maori and Pasifika Deans with specific responsibility for the development and implementation of Maori and Pasifika strategic plans.

- The School engages regularly with Te Runaka Moeraki to inform the development of policies for the School that reflect New Zealand's cultural diversity and the unique position of Maori.

Rectors signature – \_\_\_\_\_

Board chairperson's signature – \_\_\_\_\_

Date signed - \_\_\_\_\_

## **Waitaki Boys' High School Strategic Plan 2023-2025**

### **MISSION/VISION/WHAKATAUKI**

**Inspiring young men of outstanding character.**

**Waitaki Boys High School is committed to inspiring young men of outstanding character through effective and innovative teaching and learning in a safe and supportive environment.**

**VALUES**

**MANA**

**Respect, Resilience, Motivation**

## **Strategic Goals**

**STRATEGIC GOAL 1: All Waitakian's/ learners are fully engaged in their teaching and learning to achieve success.**

**STRATEGIC GOAL 2: All learners experience belonging within a safe, supportive and inclusive environment that allows all students to learn and thrive.**

**STRATEGIC GOAL 3: Waitaki Boys' High School develops enriching and sustainable community connections.**

## **Strategic Plan 2023 - 2025**

**STRATEGIC GOAL 1: All Waitakian's/learners are fully engaged in their teaching and learning to achieve success.**

<b>2023 OUTCOMES</b>	<b>2024 OUTCOMES</b>	<b>2025 OUTCOMES</b>
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<p>1.1 Systems to collect and analyse student voice are developed.</p> <p>1.2 A plan for all students to be able to access Digital NCEA assessment is developed.</p> <p>1.3 Consistency in the implementation of behaviour management systems is developed.</p> <p>1.4 Effective teaching practice is developed.</p> <p>1.5 Systems to improve student attendance are developed.</p> <p>1.6 Strategies to ensure the Fraser Farm becomes a point of difference for the school are developed.</p> <p>1.7 Systems that support student transition from school are developed.</p>	<p>1.1 Systems to collect and analyse student voice are continued and enhanced.</p> <p>1.2 A plan for all students to be able to access Digital NCEA assessment is continued and enhanced.</p> <p>1.3 Consistency in the implementation of behaviour management systems is continued and enhanced.</p> <p>1.4 Effective teaching practice is continued and enhanced.</p> <p>1.5 Systems to improve student attendance are continued and enhanced.</p> <p>1.6 Strategies to ensure the Fraser Farm becomes a point of difference for the school are continued and enhanced.</p> <p>1.7 Systems that support student transition from school are continued and enhanced.</p>	<p>1.1 Systems to collect and analyse student voice are embedded.</p> <p>1.2 A plan for all students to be able to access Digital NCEA assessment is embedded.</p> <p>1.3 Consistency in the implementation of behaviour management systems is embedded.</p> <p>1.4 Effective teaching practice is embedded.</p> <p>1.5 Systems to improve student attendance are embedded.</p> <p>1.6 Strategies to ensure the Fraser Farm becomes a point of difference for the school are embedded.</p> <p>1.7 Systems that support student transition from school are embedded.</p>
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**STRATEGIC GOAL 2: All learners experience belonging within a safe, supportive and inclusive environment that allows all students to learn and thrive.**

<b>2023 OUTCOMES</b>	<b>2024 OUTCOMES</b>	<b>2025 OUTCOMES</b>
<p>2.1 A values-based framework is introduced and developed.</p> <p>2.2 Cultural awareness is developed across the school community.</p> <p>2.3 Recognition of our unique local cultures and traditions is explored and developed.</p> <p>2.4 Explore and develop ways that Old Boys can re-connect with the school.</p>	<p>2.1 A values-based framework is continued and enhanced.</p> <p>2.2 Cultural awareness is continued and enhanced across the school community.</p> <p>2.3 Recognition of our unique local cultures and traditions is continued and enhanced.</p> <p>2.4 Ways that Old Boys can re-connect with the school are continued and enhanced.</p>	<p>2.1 A values-based framework is embedded.</p> <p>2.2 Cultural awareness is embedded across the school community.</p> <p>2.3 Recognition of our unique local cultures and traditions is embedded.</p> <p>2.4 Ways that Old Boys can re-connect with the school are embedded.</p>



<b>STRATEGIC GOAL 3: Waitaki Boys' High School develops enriching and sustainable community connections.</b>		
<b>2023 OUTCOMES</b>	<b>2024 OUTCOMES</b>	<b>2025 OUTCOMES</b>
3.1 The school's relationship with its 'sister' school (WGHS) is developed.	3.1 The school's relationship with its 'sister' school (WGHS) is continued and enhanced.	3.1 The school's relationship with its 'sister' school (WGHS) is embedded.
3.2 The school's relationship with its 'feeder' schools is developed.	3.1 The school's relationship with its 'feeder' school is continued and enhanced.	3.1 The school's relationship with its 'feeder' schools is embedded.
3.3 The school's relationship with runaka and iwi is developed.	3.3 The school's relationship with runaka and iwi is continued and enhanced.	3.3 The school's relationship with runaka and iwi is embedded.
3.4 The school's contribution to the Kahui Ako is developed.	3.4 The school's contribution to the Kahui Ako is continued and enhanced.	3.4 The school's contribution to the Kahui Ako is embedded.
3.5 Explore and develop opportunities to market the school locally, nationally, and	3.5 Marketing the school locally, nationally, and internationally is continued	3.5 Marketing the school locally, nationally, and internationally is

<p>internationally.</p> <p>3.6 Community engagement opportunities are explored and developed.</p>	<p>and enhanced.</p> <p>3.6 Community engagement opportunities are continued and enhanced.</p>	<p>embedded.</p> <p>3.6 Community engagement opportunities are embedded.</p>
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