



Strategic Plan 2026 - 2028

Te Mana Wāhine

Growing confident, robust, optimistic students empowered for future and global success

KO WAI AU?

Acknowledging, facilitating and utilising the diverse heritage, values and identities of our ākonga, so everyone feels a sense of belonging in their experience of school.

- Foster an inclusive and reciprocal learning environment through the Westlake Girls' High School Pedagogical Framework and teacher profile.
- Use data to inform practice and sustain the self-reflective and innovative culture for continual improvement



Mā te huruhuru ka rere te manu
Adorn the bird with feathers so it can fly

CULTURE & ENVIRONMENT

A positive, high expectation, high-trust environment is a shared responsibility based on mutual respect, underpinned by our school values.

- Effective leadership is supported and expected across the school.
- Understanding the significance of Hauora and building personal capability to enhance holistic growth.

INSPIRING GROWTH

Inspiring and challenging all ākonga to develop their strengths and leadership abilities.

- Encourage ākonga engagement, challenge and connection through a wide range of curricular and extracurricular activities, including leadership roles.
- Encourage and challenge ākonga to recognize and embrace their unique potential through the student Growth Profile



VIRTUTE EXPERIAMUR
LET COURAGE BE THY TEST

OUR STUDENTS WILL LEAVE WESTLAKE GIRLS HIGH SCHOOL AS:

- Curious, creative, critical-thinkers who are life-long learners
- Future ready, adaptable, flexible and ready to make a difference
- Courageous, with a willingness to speak up, challenge and advocate respectfully
- Aspirational and compassionate, confident and humble



Westlake Girls High School
Te Kura Tuarua o ngā Taitamawāhine o Ururoto



We Belong. We Thrive.

Student Growth Profile

Westlake Girls High School

Te Kura Tuarua o ngā Taitamawāhine o Ururoto

Year 9 - We Connect

- I try new things, develop resilience by persevering and celebrating mistakes as learning opportunities, and allow myself out of my comfort zone to connect with new people and situations.
- I understand and apply the rules and expectations of different environments.
- I show respect for others by embracing learning, listening actively, and communicating ideas with growing confidence.
- I build my whanaungatanga (my sense of belonging, friendships and community) via meaningful connections with people.

Year 10 - We Engage

- I show respect and fairness by being compassionate, embracing diversity, and listening to and acknowledging differing perspectives and opinions.
- I show respect for myself by acknowledging my uniqueness.
- I show kaitiakitanga (responsibility for our school and community environment).
- I accept new challenges, follow passions and interests, and participate in wide-ranging activities at school and beyond.

Adorn the bird with feathers so it can fly

Respect • Integrity • Fairness
Compassion • Excellence
Manākitanga • Whanaungatanga • Kaitiakitanga

YEAR 13 - WE LEAD

YEAR 12 - WE EVOLVE

YEAR 11 - WE EXPLORE

YEAR 10 - WE ENGAGE

YEAR 9 - WE CONNECT

Mā te huruhuru ka rere te manu

Year 11 - We Explore

- I actively cultivate self-awareness, striving to recognise and celebrate my strengths while remaining open to areas where I can further develop and grow.
- I explore possibilities encouraging curiosity, engagement, and confidence in and beyond school.
- I welcome opportunities to respectfully assert myself and develop leadership skills.
- I show integrity and compassion when communicating with others.

Year 12 - We Evolve

- I grow in confidence. I take measured risks, experience leadership opportunities, embrace change, and express myself.
- I persevere and develop resilience to challenges in life and school environments.
- I develop the skills to think critically, form opinions and become more self-aware. I use my voice to take responsibility and any appropriate action.
- I build the skills to be a passionate lifelong learner committed to pursuing excellence.

Year 13 - We Lead

- I am a proud citizen of Westlake Girls High School, leading with integrity and kindness.
- I wholeheartedly embody the value of respect for self, community, and environment.
- I am future-focused, determined and motivated to explore life after school.
- I nurture my self-awareness, vision, and confidence. I soar.



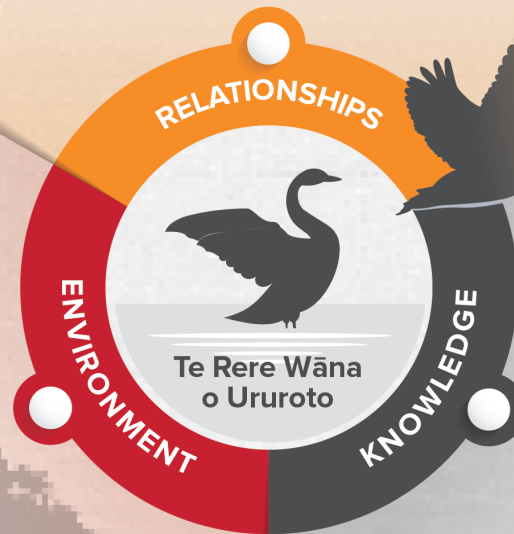
Pedagogical Framework | Defining our pedagogical identity through effective methods and practices of teaching.

RELATIONSHIPS (Whanaungatanga)

Strong, reciprocal relationships are at the heart of learning—ākonga thrive when they feel respected, supported, and connected through meaningful interactions with teachers, peers, and whānau, fostering trust, belonging, and success.

Key Priorities

- To foster relationships with individual students and families that are positive and meaningful, and support the students in their learning.
- To foster a learning community built on trust with clear and consistent expectations that promotes student-centred learning.
- To foster student voice and use feedback to refine and develop practices.



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ENVIRONMENT (Te Taiao Ako)

A purposeful learning environment nurtures curiosity, confidence, and agency, where ākonga feel safe to take risks, explore ideas, and engage deeply in their learning.

Key Priorities

- An environment that is adaptive and responsive to the individual needs of students.
- An environment that is positive yet challenging, encouraging students to take risks.
- An environment that is innovative and relevant, using tools to engage and inspire students.

KNOWLEDGE (Te Mātauranga)

Knowledge is both what we teach and how we teach it—effective pedagogy equips ākonga with critical thinking, problem-solving, and adaptability, ensuring learning is relevant, reflective, and future-focused.

Key Priorities

- To be a highly knowledgeable teacher and have a deep understanding of curriculum and assessment.
- To be a reflective practitioner that is passionate and committed to their own ongoing learning and actively incorporates new strategies and techniques.
- To be a teacher who uses research based evidence on how girls learn best to inform teaching and learning practices.

COMPASSION RESPECT INTEGRITY FAIRNESS EXCELLENCE
MANAAKITANGA WHANAUNGATANGA KAITIAKITANGA



We Empower. They Succeed.

Te Aro Ako | Teacher Profile

Westlake Girls High School

Te Kura Tuarua o ngā Taitamawāhine o Ururoto

We Connect - As Citizens of WGHS

- I build strong relationships with ākonga, whānau, and colleagues, creating a foundation of trust and belonging.
- I have timely and consistent communication with ākonga, whānau and the wider community.
- I am involved in extracurricular activities and education beyond the classroom.
- I contribute positively to the WGHS community, modelling the school values of manaakitanga, whanaungatanga, and kaitiakitanga in my interactions with others.

We Engage - To Be Present

- I create a learning environment that nurtures curiosity, confidence, and resilience, one that is centred around an understanding of the school wide pedagogical framework and my subject curriculum.
- I bring enthusiasm and passion to my teaching, inspiring ākonga to engage fully in their learning.
- I encourage ākonga to take risks, problem-solve, and develop a growth mindset through meaningful and relevant learning experiences.
- I move around the learning space, providing support, encouragement, and feedback so ākonga feel seen, and know that I am approachable and invested in their success.

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Respect • Integrity • Fairness
Compassion • Excellence
Manaakitanga • Whanaungatanga • Kaitiakitanga

WE LEAD - With Professionalism

WE EVOLVE - Through Adaptive and Reflective Practice

WE EXPLORE - To Inspire

WE ENGAGE - To Be Present

WE CONNECT - As Citizens of WGHS

Mā te huruhuru ka rere te manu

We Lead - With Professionalism

- I set high expectations for myself and my ākonga, modelling respect, fairness, and excellence by holding myself accountable and fostering a culture of high achievement.
- I lead with optimism, believing in the potential of every student, empowering them to be courageous by providing opportunities to contribute, make decisions, and develop confidence in their abilities.
- I am well-prepared and organised, ensuring clarity and structure in my teaching so that ākonga feel secure, engaged, and ready to succeed.
- I actively uphold Te Tiriti o Waitangi by embedding te reo Māori, tikanga, and Mātauranga Māori in my teaching, ensuring culturally responsive and inclusive learning.

We Evolve - Through Adaptive and Reflective Practice

- I reflect on my teaching, using student feedback, achievement data, and research to refine my practice and improve learning outcomes.
- I take up professional learning opportunities, ensuring that my teaching remains current, effective, and future-focused.
- I adapt my teaching to meet the evolving needs of ākonga, equipping them with the skills and confidence to pursue their future pathways.
- I understand how girls learn best—through relationships, collaboration, and high expectations—and I design my teaching to maximise their engagement, curiosity, and achievement.

We Explore - To Inspire

- I design learning experiences that encourage ākonga to ask challenging questions, think critically, and evaluate multiple perspectives.
- I integrate structured inquiry, problem-solving, and real-world applications into my teaching, ensuring ākonga develop independence, adaptability, and creativity.
- I guide ākonga to set goals, track their progress, and reflect on their learning, helping them build self-motivation and ownership of their personal success.
- I act as a kaitiaki of learning by equipping ākonga with research skills, digital literacy, and a future-focused mindset so they can thrive beyond school.