

# School Report – Westlake Girls’ High School 38

## About the school

Westlake Girls’ High School is in Takapuna, Auckland and provides education for girls in Years 9 to 13. The school’s vision is to grow *confident, optimistic, robust young women who are proud citizens of Aotearoa New Zealand, equipped for global success.*

Westlake Girls’ High School offers an international education programme, with academic support and pastoral care in place to support international students’ learning, wellbeing, and inclusion

## About the review

Every New Zealand state and state integrated school is reviewed by ERO at least every four years to assess strengths and areas for improvement. The ERO team visits the school, gathers information by talking to students, parents, staff, and school board members, observing teaching in classrooms, and reviewing school information documents such as assessment data and school planning.

## What do we review and report?

ERO reviews and reports on outcomes for students, school conditions that underpin success, and steps for school improvement. This report includes a snapshot, and overview and a full report and our School Reports focus on the following areas:

- **Achievement** and progress including reading, writing and mathematics
- **Engagement** and belonging
- **Equity**
- **Attendance**
- **Leadership** and school improvement
- **The curriculum** and **quality of teaching**
- **Assessment**
- Provision for students with **additional needs**
- **Governance** and the school board
- **Health and safety**

## What do our judgements mean?

<b>Excelling</b>	Excelling means this school demonstrates consistently strong performance. This is the highest judgement.
<b>Doing well</b>	This means the school demonstrates mostly strong and consistent practice. Key conditions for success are in place and there is a focus on improvement.
<b>Working towards</b>	There are gaps in performance, aspects of improvement are evident but there is variability.
<b>Improvement required</b>	There are significant and sustained gaps in school performance and urgent improvement is required.

# Westlake Girls' High School: Snapshot

ERO makes judgements on 14 areas. The Snapshot below shows how many of ERO's judgements for this school are Excelling, Doing Well, Working Towards or Improvement required. The judgments are based on the ERO School Improvement Framework and evidence gathered by ERO during the evaluation.

Judgement	Number of areas													
Excelling	■	■	■	■	■	■	■	■						
Doing well	■	■	■	■	■									
Working towards	■													
Improvement required														
<b>Student health and safety</b>	<b>Meets expectation.</b> Westlake Girls' High School is taking reasonable steps to ensure student health and safety.													

## Westlake Girls' High School: Overview

The Overview below shows for each of the 14 areas ERO's judgements on whether this school is Excelling, Doing Well, Working Towards or Improvement required and why. This provides more information about the judgements in the Snapshot.

<b>Student achievement</b>	<b>Excelling</b>	Overall achievement is very strong and sustained over time. Almost all learners meet or exceed year-level expectation and/or qualification levels.
<b>Student progress</b>	<b>Excelling</b>	Almost all students make progress and are well prepared for the next steps in their learning and access meaningful pathways, to future education, training and employment.
<b>Foundational literacy</b>	<b>Excelling</b>	Almost all students achieve literacy requirements for NCEA by the end of Year 11.
<b>Foundational numeracy</b>	<b>Excelling</b>	Almost all students achieve numeracy requirements for NCEA by the end of Year 11.
<b>Attendance</b>	<b>Working towards</b>	A small majority of students meet the 90% regular attendance target. Regular attendance is improving.
<b>Engagement and belonging</b>	<b>Doing well</b>	The school includes all learners. Barriers to learning are identified and addressed, and learners are supported to access learning and achieve success.
<b>Equity</b>	<b>Doing well</b>	Differences between some groups remain, but these are reducing over time. The school use targeted support to improve outcomes for all learners.
<b>Leadership</b>	<b>Excelling</b>	Leadership is strategic, evidence-informed, and drives sustained improvement in student outcomes and wellbeing.
<b>Teaching</b>	<b>Doing well</b>	Teaching practice is consistently high quality and grounded in high expectations for all learners, supporting strong progress and high achievement.
<b>Curriculum</b>	<b>Excelling</b>	Students have rich opportunities to learn across the breadth and depth of the curriculum and access meaningful pathways that enable success.
<b>Assessment</b>	<b>Excelling</b>	Leaders and teachers use assessment data effectively to drive continuous improvement and innovation.
<b>Provision for students with additional needs</b>	<b>Doing well</b>	Systems to identify and support students with additional needs are well established and consistently applied.

<b>School improvement</b>	<b>Excelling</b>	School planning is evidence-based, purposeful and drives ongoing improvement.
<b>Governance and the school board</b>	<b>Doing well</b>	The Westlake Girls' High School Board engages effectively with stakeholders and monitors progress against strategic goals.

### How do we report percentages?

<b>Less than a third</b>	<b>Less than half</b>	<b>Small majority</b>	<b>Large majority</b>	<b>Most</b>	<b>Almost all</b>
0 to 33%	34 to 49%	50 to 64%	65 to 79%	80 to 90%	Over 90%

Further information about this school and report can be found on the last page.

# Westlake Girls' High School Full Report

*Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawē, mā tātau katoa. We acknowledge the collective effort, responsibility, and commitment by all to ensure that the child remains at the heart of the matter.*

## Outcomes for students

### Achievement

Student achievement at Westlake Girls' High School is high and sustained over time. Almost all students experience success across learning areas, and are well prepared for ongoing achievement, success and access to meaningful pathways to further education, training and employment.

Almost all students achieve National Certificate of Educational Achievement (NCEA) Level 2 by the end of Year 12 and NCEA Level 3 by the end of Year 13; most Year 13 students achieve University Entrance.

### Progress

Students make effective progress and the school ensures that progress is well established during the junior years and built on as students advance through the senior school. Progress is sustained across year levels.

### Achievement in literacy and numeracy

Almost all students achieve the NCEA literacy and numeracy requirements by the end of Year 11, with most students achieving these qualifications by the end of Year 10.

Literacy and numeracy learning is effectively embedded across the curriculum and sustained as students' progress through the school. High levels of achievement in literacy and numeracy contribute to high student outcomes overall.

### Attendance

A small majority of students attend school regularly. Rates of regular attendance are higher in Years 9 and 10 than in the senior years. Regular attendance declines across the year.

Overall, the school is approaching the Government target of 80 percent regular attendance, and chronic absence is reducing over time. Almost all students remain at school until their 17th birthday.

Leaders actively monitor attendance trends and the effectiveness of attendance initiatives, adjusting approaches where needed and reporting progress to the Westlake Girls' High School Board and parent community. School wide planning and actions support ongoing improvement in attendance and align outcomes with Government targets.

### Engagement and belonging

Student engagement and belonging is strongly supported through an established culture of inclusion and wellbeing. Students are known, supported and connected. Support for students is underpinned by robust pastoral structures that promote a sense of belonging.

Schoolwide systems for using engagement and wellbeing information are increasingly consistent and coherent and enable teachers and leaders to respond effectively to students' needs.

Wellbeing information overtime shows an increased sense of belonging and inclusion, particularly for Pacific learners and Ākonga Māori. The school's inclusive practices, strong relationships, and effective partnerships with families/whānau, iwi and the wider community provide a foundation for sustained success.

## Equity

Outcomes are excellent and increasingly equitable for all groups of learners. Parity of results for Māori learners is achieved at NCEA Level 3 and University Entrance, and achievement for Pacific learners is becoming more equitable.

Leaders and teachers identify, monitor and respond to equity needs effectively. The school continues to improve equity, and this remains an explicit priority for the school, particularly for Pacific learners.

## School conditions for success

### Leadership

Leadership at Westlake Girls' High School is strategic, improvement focused and collaborative. Leaders set high expectations within a culture of care and collaboration. Leaders drive continuous improvement through evidence informed practices that build strong collective capability across the school.

Leaders use a range of high-quality evidence to plan and monitor progress against strategic priorities for excellence and equity. Clear priorities and well aligned systems support consistent, ongoing improvement across the school. Leadership fosters trust and collaboration, strengthening partnerships within the school and with the wider community, iwi and professional networks.

### Teaching

Teaching is characterised by high expectations, consistency, and a strong focus on continuous improvement. Evidence informed approaches to teaching across the school is a key condition for ongoing success. Students experience a consistent culture of high expectations, where learning time is maximised and student success is well supported. The school has developed a shared teaching framework designed to improve learner engagement. Teachers are implementing the framework with increasing consistency and effectiveness across all curriculum areas.

Teachers are well supported by well-organised schoolwide systems and leaders' ongoing monitoring of effectiveness, enabling refinement of expectations and sustained improvement in the quality of teaching over time.

### Curriculum

The curriculum is purposeful, responsive and increasingly student-centred. The school designs and delivers curriculum that enables students to engage successfully in learning and progress through the school with clear pathways to senior qualifications. Ongoing evaluation and refinement ensure that the curriculum is responsive to learner needs and supports success.

The curriculum in the junior years includes all learning areas to make sure all students experience a wide range of learning opportunities. Clear and deliberate planning provides coherence across year levels and learning areas throughout the school. A focus on students drives the planning and implementation of the timetable to allow for personalised pathways. The curriculum increasingly integrates mātauranga Māori across learning areas to enhance student engagement and belonging.

## Assessment

Assessment at Westlake Girls' High School is used systematically to monitor student progress, evaluate programmes, and inform teaching, leadership, and governance decisions. Assessment data is analysed across the school to inform course design, assessment choices, and targeted support, especially for students at risk of not meeting literacy, numeracy, or qualification requirements.

Leaders and teachers use assessment data to track achievement, identify learners needing additional support, and guide interventions and longer-term planning. Teachers use formative assessment, feedback, and a range of approaches to help students show their learning in ways that reflect readiness and individual need.

## Provision for students with additional needs

Students with additional learning needs are very well supported. Students are identified promptly and provided with appropriate support, contributing to strong learning progress and positive outcomes.

Students are identified through pastoral processes, teacher and parent referral, self-referral, and the use of achievement and engagement data. They are provided with timely, tailored support. Staff design and deliver coordinated support, including teacher aide assistance, individual action plans, and Special Assessment Conditions that enable students to access learning and make positive progress.

## Governance

Governance at Westlake Girls' High School supports sustained high performance by maintaining a clear focus on student outcomes, accountability, and strategic improvement. The school board receives and considers a range of evidence and use assessment and achievement data to evaluate progress towards equity and excellence priorities. The Board monitor achievement trends for groups of learners and the impact of improvement actions over time. Leaders report regularly to the Board, enabling scrutiny of progress and supporting responsive resourcing and strategic direction.

## Next steps for improvement

*All schools look to continue to improve, even those that are excelling. The table below sets out recommended next steps aligned with Westlake Girls' High School identified priorities and annual plan.*

Improvement priority	Actions every six months	Annually	Expected outcomes
Strengthen equity of achievement outcomes for Pacific students.	Leaders and teachers evaluate student progress and identify steps to further improve achievement outcomes for Pacific students.	Leaders analyse achievement data to evaluate impact, adjust approaches and ensure sustained equitable outcomes for all groups of learners.	Excellent and equitable outcomes for all groups of students sustained overtime.

Improve regular student attendance.	Leaders monitor the effectiveness of initiatives to improve student attendance, adjust where needed and report to the school Board and parent community.	Leaders and the school Board monitor the impact of attendance initiatives, and adjust where needed, with a focus on reaching the government target by 2030.	Improved regular student attendance, aligned to government targets.
Embed teaching framework consistently across all curriculum areas.	Leaders and teachers review progress of teaching framework implementation for further enhancement.	Leaders review teaching practice to refine expectations and ensure consistently high-quality teaching across the school.	Enhanced teaching and learning for increased student engagement.

## Regulatory and legislative requirements

*This section of the report reviews the school's policies, procedures, documentation, and checks that it meets all regulations, maintains a safe environment, and supports students' wellbeing.*

During this review the Board has attested to meeting regulatory and legislative requirements in the following areas:

<b>Board administration</b>	Yes
<b>Curriculum</b>	Yes
<b>Attendance</b>	Yes
<b>Management of health, safety and welfare</b>	Yes
<b>Personnel management</b>	Yes

## Action for compliance

ERO and the board have identified the following area of non-compliance during the board assurance process:

- checking of original primary and secondary identity documents for all persons employed by the Board prior to employment.  
*[Sections 25-27 Children's Act 2014: Safety checks of children's workers; Regulations 5-8 Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015]*

The Westlake Girls' High School Board has since addressed the area of non-compliance identified.

## Provision for international students

The school is a signatory to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 established under section 534 of the Education and Training Act 2020. The school has attested that it complies with all aspects of the Code and has completed an annual self-review of its implementation of the Code.

At the time of this review there were 160 international students and no exchange students attending the school.

Westlake Girls' High School's processes for the annual self-review and monitoring of pastoral provisions for international students are mostly effective and well managed. International students experience a holistic system of support that promotes high levels of academic achievement, wellbeing, and overall engagement in school life.

Students are well supported as they transition into the school and homestay environments. They are actively encouraged to participate in a broad range of school activities, which effectively supports their integration into the school community.

## School Improvement

ERO has confidence that Westlake Girls' High School can bring about the improvements outlined in this report. The school demonstrates a comprehensive, deliberate and successful approach to increasing student attendance, improving achievement outcomes and foundational school conditions that support students' success.

*Me mahi tahi tonu tātau, kia whai oranga a tātau tamariki*  
*Let's continue to work together for the greater good of all children*



Sharon Kelly  
Director of Schools

15 June 2026

## Further information about the school

<b>Type of school</b>	Single-sex secondary school
<b>Year levels</b>	Years 9 to 13
<b>School roll</b>	2310
<b>Student population</b>	European/Pākehā 53%, Asian 38%, Māori, 10%, Pacific heritage 7%, Middle Eastern, Latin American or African 5% and 2% other ethnic groups.
<b>Equity Index (EQI)</b>	This school's EQI is 402 which places it in the highest range. This means very few students at this school face more socioeconomic barriers to achievement than average.
<b>Immersion &amp; Bilingual Education</b>	Westlake Girls' High School does not offer the provision of te reo Māori in Māori medium settings.
<b>Last ERO report</b>	Profile Report November 2022

### School information

Education Counts provides further information about the school's student population, student engagement and student achievement, school enrolments and school zones [educationcounts.govt.nz/home](https://educationcounts.govt.nz/home).

### What does EQI mean?

The Equity Index (EQI) is a number assigned to each school, ranging from 344 to 569. It estimates the extent to which students face socio-economic barriers to education and achievement. The Higher EQI the more barriers students in the school face.

EQI is **NOT** a measure of school quality or performance. It's about funding and support needs for the school.