



New Plymouth Girls' High School Te Kura Taitamawāhine o Puke Ariki

Shape Your Future | Tāraia Tāu Wāheke

CHARTER

STRATEGIC PLAN 2022-2024

Annual Plan 2023



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New Plymouth Girls' High School

Introduction

New Plymouth Girls' High School is a decile seven state girls' secondary school of around 1,380 students. Founded in 1885, the school combines traditional values with an acute appreciation of the needs of young people in the 21st century. Many of the School's families have a connection that spans a number of generations and the reputation of the school in the community is strong.

The school is set in eleven hectares of attractive grounds with native trees and buildings incorporating architectural styles from early colonial to contemporary. An on-site boarding hostel, *Scotlands*, provides quality care and accommodation for up to 140 students from Taranaki and beyond.

All buildings in the school meet current curriculum needs. All classrooms are networked and wifi access is available across the school. There is an extensive range of up-to-date technologies that support and enhance teaching and learning programmes.

The diverse composition of the student body reflects the wider community with 66% identifying as NZ European, 23% Māori, 3% Pacific Peoples, 6% Asian and 2% are of other ethnic groups (as at February 2022). Māori language, tikanga, and culture are celebrated and acknowledged in all aspects of school life and the wharehau, *Tuhonohono*, is an important meeting place for people of all ethnicities.

Opportunities are provided for all learners to learn and achieve in an inclusive and supportive environment. Our mission is to provide a range of dynamic academic, cultural, sporting, and personal learning experiences through quality teaching and supportive environments. Each young person will have the opportunity to discover and develop the necessary knowledge, skills, values, and character to enable them to fulfil their potential.

A differentiated curriculum caters for a range of learning needs that includes in-class and withdrawal learning support for students with specific learning needs. Priority learners are identified and support programmes that are targeted to their learning and personal needs are delivered. *Waimarie* is an onsite unit that is an integral part of the school and caters for the learning needs and personal care of a small group of high needs students. Enrichment programmes are offered to gifted and talented students and multi-level programmes begin at Year 10 with a number of students undertaking a combination of subjects at two or more levels. Transition programmes such as STAR, Gateway, and Trades Academies are meeting the needs of students looking for vocational opportunities and an alternative to tertiary study. All students are involved in a programme of goal setting that is linked to career pathways.

The National Curriculum is delivered through a broad range of subjects and students work towards the National Certificate of Educational Achievement (NCEA). Students consistently achieve results that are higher than the national median for decile seven schools.

A strong pastoral team provides a range of guidance, wellbeing, and career services and there are established links with a number of support agencies. A range of medical and counselling services are offered free of charge to staff and students from our on-site wellness centre, *Wai Ora*. Building Positive Relationships (BPR) is a school-wide programme that defines our culture and is underpinned by a restorative approach. Student leadership with service as the ethos is a significant feature of the school. The core values of Whakamana – Respect, Haepapa – Responsibility, Whanaungatanga – Relationships, are integrated across the school and incorporated in to staff and student recognition, daily life and programmes.

An extensive range of extra-curricular and co-curricular activities is offered and there is a high level of participation in sport, cultural, visual and performing arts at the provincial, regional and international level by students and staff. The Young Enterprise Scheme (YES) is well-established with a number of teams competing at local and national level. The support and involvement of individuals, organisations and businesses from the school's community is high.

Recognising New Zealand's Cultural Diversity

New Plymouth Girls' High School recognises the importance of New Zealand's cultural diversity and the unique position of Māori. We demonstrate this by:

- Focused efforts to raise the level of Māori academic achievement.
- Hui where there is consultation, celebration of student achievement, and the forging of relationships with whānau.
- Inviting whānau engagement and collaboration in school life.
- Reflecting our Treaty obligations within our policy documents and curriculum statements.
- Working in partnership with Ngā Iwi o Taranaki.
- Providing all students with experiences and understandings in cultural traditions, language, and local history.
- Delivering Te Reo Māori as a subject at all year levels.
- Delivering the *Tumanako* programme where there is mentoring and support of Māori students across all levels.
- Showcasing Kapahaka with both student and staff ropu and providing performance opportunities.
- Incorporating Tikanga Māori in the life of the school.
- Recognising, valuing, and supporting the Honohono Committee in its role of promoting Māori and Pasifika student achievement and Māori achieving success as Māori.

Our small group of Pasifika students have their own identity but also appreciate taking part in a larger group of Māori and Pasifika students. They are included in all programmes, groups and hui on our marae and also meet regularly as a Pasifika group. They perform at the local Pasifika festival each year and are supported by teachers and parents.

Partnering with our community

The School is committed to a programme of self-review that involves engagement with staff, parents/whanau, students and the community. Engagement is both formal and informal and occurs through:

- On-line surveys
- Parent/whanau teacher meetings, interviews and contact via e-mail, letter and phone
- Staff meetings, committees and working groups
- Student Council and student group meetings
- Social media
- Hui and wananga
- Exit interviews of staff that have left the school
- Strategic committees led by a member of the School Board
- School Board workshops with school leaders
- Informal contact via school events

Future Focused Education

Learning at NPGHS is shaped around the deep thinking through six key competencies: Collaboration, Creativity, Critical Thinking, Citizenship, Character and Communication. Our driver for change is for our curriculum to truly reflect the eight principles of the NZ Curriculum: High Expectations; Learning to Learn; Treaty of Waitangi; Community Engagement; Cultural Diversity; Coherence; Inclusion; Future Focus. Our challenge is shaping a curriculum framework that moves us from traditional subject-thinking to these new curriculum goals. We explore possibilities for curriculum integration by drawing from pioneering work and good practice from New Zealand and the global education community. Teachers and students are encouraged to take risks, be collaborative and innovative, and share their learning with others. Pedagogical change is crucial to meet the future learning needs for all students.

Strategic plan (2022-2024)

Our vision: To develop educated, confident young women of outstanding character.

Our mission: We exist so that each young woman has the opportunity to discover and develop the necessary knowledge, skills, values and character to enable her to fulfil her potential.

Our values: Whakamana, Haepapa ,Whanaungatanga – Respect, Responsibility and Positive Relationships

Strategic Goal	Year 1 2022	Year 2 2023	Year 3 2024
<p>Equity and excellence We are committed to an equitable education which allows students to unashamedly strive for personal excellence.</p>	<p>1.1 Staff focus on differentiation to support equitable access to learning.</p> <p>1.2 A visible map of student level, need, and progress is developed through a Y9 pilot programme.</p> <p>1.3 Students are prepared for effective and innovative participation in a digital learning environment and world. Equitable digital access is a priority.</p>	<p>1.1 Students are supported to plan for and achieve personal excellence.</p> <p>1.2 A visible map outlining ākonga’s learning, progress and achievement is produced, as they work towards achieving their personal excellence. We report quality assessment information to learners, parents and whānau.</p>	<p>1.1 Staff PLD in numeracy and literacy across the curriculum to accelerate improvement equitable access to learning.</p> <p>1.2 A visible map of student level, need, and progress is implemented for all students, which initiates transition to life beyond school.</p> <p>1.3 Equitable access is embedded as a consideration with all digital and technology decisions.</p>
<p>Culture and belonging We embrace and sustain culture, identity, connection, and inclusion for all, prioritising giving life to Te Tiriti o Waitangi.</p>	<p>2.1 Students are consistently supported to be secure in their identity and their aspirations.</p> <p>2.2 Students experience an enhanced sense of belonging and connection, and are socially, emotionally, and academically competent.</p>	<p>2.1 Students experience a school culture which promotes connection, while supporting and encouraging regular attendance.</p>	<p>Students, whānau, staff and iwi collaboratively review and enhance the possibilities available in school life through engagement, curriculum, additional activities, and school celebrations.</p>
<p>Engagement We nurture engagement, leading to success for each akonga as a person and a learner, so they have the courage to live their best life.</p>	<p>3.1 Learning Areas undertake a curriculum and pedagogical stocktake to lift engagement through curriculum plans.</p> <p>3.2 Attendance data gathered, and a pilot plan developed for improvement.</p>	<p>3.1 Increased and improved levels of engagement, differentiation and technology will be attained within all learning programmes.</p>	<p>3.1 Programmes with lower levels of increase and improvement targeted for intensive focus including RAS programmes</p> <p>3.2 Collaboration with whānau and other agencies to assist students who have extensive long term absence patterns which are barriers to learning.</p>

NPGHS Strategic Plan 2022-2024 and 2023 Annual Plan Summary

Strategic Intent	2023 Annual Goals	2023 Targets
<p>Equity and excellence</p> <p>We are committed to an equitable education which allows students to unashamedly strive for personal excellence</p> <p>NAG 1,2 NEG1 NELP ,2,3,4,6</p>	<p>1.1 Students are supported to plan for and achieve personal excellence.</p> <p>1.2 A visible map outlining ākonga’s learning, progress and achievement is produced, as they work towards achieving their personal excellence. We report quality assessment information to learners, parents and whānau.</p>	<p>A. 80% of students will complete a meaningful and productive goal setting process.</p> <p>B. Pathway processes and documentation for students and parents/whānau are established which support academic and career or post school development.</p> <p>A. Reporting on academic progress is continuous and ākonga next steps for ākonga are clearly identified as part of assessment reporting.</p> <p>B. The reporting process moves from one-way reporting from the teacher to reciprocal information sharing between students, school, parents and whānau.</p>
<p>Culture and belonging</p> <p>We embrace and sustain culture, identity, connection, and inclusion for all, prioritising giving life to Te Tiriti o Waitangi.</p> <p>NAG5 NEG 1,2,,9,10 NELP 1,2,3,5,6,7</p>	<p>2.1 Students experience a school culture which promotes connection while supporting and encouraging regular attendance.</p>	<p>A. Whanaungatanga programme is embedded and connection within Kāwai Huia classes is prioritised and developed. Kāwai Huia teachers report engagement/participation and are actively involved.</p> <p>B. Wellbeing and Mahi Tahī programmes are embedded to support students’ wellbeing, identity and progress through life.</p> <p>C. Students’ connection to and feeling of belonging at school increases, while encouraging improved attendance across all year levels.</p>
<p>Engagement</p> <p>We nurture engagement, leading to success for each ākonga as a person and a learner, so they have the courage to live their best life.</p> <p>NAG1,2, 6 NEG2,5,6,7,8,10 NELP 1,2,3,6</p>	<p>3.1 Increased and improved levels of engagement, differentiation and technology will be attained within all learning programmes.</p>	<p>A. Ākonga will experience increased and improved measurable levels of engaging, differentiated and technology based lessons across their subjects.</p> <p>B. Kaiako are able to clearly identify increased and improved measurable levels of engaging, differentiated and technology based lessons in each of their courses.</p>