



New Plymouth Girls' High School

Te Kura Taitamawāhine o Puke Ariki

New Plymouth Girls' High School

Strategic Plan 2024 - 2025

&

Annual Implementation Plan 2025

2025

Strategic Plan 2024 - 2025



Equity and Excellence

To provide ākonga/students with an engaging refreshed **curriculum** based on Te Mātaiaho which prioritises local knowledge, enables them to achieve **qualifications**, and prepares them for life beyond school in a globally connected Aotearoa.

To enable all ākonga/students to realise at least one year's **progress** for a year's learning, regardless of previous achievement or diverse abilities.



Culture and Belonging

To enhance understanding of **cultural competency** in a range of contexts, including Te Ao Māori, and what this looks like at NPGHS.



Engagement

To increase the rate of ākonga/students **attending school regularly**. The definition of 'regular' is attendance of above 90%.

To develop educationally powerful connections with ākonga/students and whānau which show ākonga/students **how to learn** and challenge them to achieve their personal best.

Annual Implementation Plan 2025

Equity and Excellence

Behaviour to thrive at school



Shared and clear expectations, norms and routines



Individualised behaviour plans, as needed.

Culture and Belonging

Cultural Competency



Strengthen communication between school and whānau



Promote cultural understanding and inclusion

Engagement

Teaching and Learning



Strengthen use of high-impact teaching strategies



Improved student outcomes, particularly for priority learners

See Appendix 2 for more details on the Annual Implementation Plan



Appendix 1

NPGHS Strategic Plan 2024-2025

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

Vision Statement:

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

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

Underpinning our mission are three aspirational areas, or pillars, on which our development and strategic planning is based.

Equity and excellence: We are committed to an equitable education which allows students to unashamedly strive for personal excellence.

Culture and belonging: We embrace and sustain culture, identity, connection, and inclusion for all, prioritising giving life to Te Tiriti o Waitangi.

Engagement: We nurture engagement, leading to success for each ākonga/student as a person and a learner, so they have the courage to live their best life.

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

[Refer Regulation 7 \(a\)](#)

Summary of the information used to develop this plan/How did you create this plan




Data used - Evaluation of 2022 and 2023 annual plans, student learning data such as NCEA results and PAT results, teacher progress report grading, Wellbeing@School survey data, attendance data. Supplementary or proxy data including student feedback surveys, retention and leavers data, and staff readiness surveys for curriculum and NCEA changes were also taken into account.







Key themes from community – wanting their child to experience success, feel safe and be safe, have strong friendships and relationships, have a strong understanding of self/cultural identity and the freedom to express that, teachers who are strong with content and relationships, child to be seen as an individual. Parents and whānau increasingly want the school to focus on things that were traditionally taught by parents such as skills for home and values, personal development and dealing with disappointment, and greater encouragement by school for their child to opportunities and extra-curricular activities.







Ways of engaging - whānau hui, feedback from reporting surveys, analysis of concerns raised, hopes and aspirations survey (current Y9-12ākonga/student/students and whānau/family, incoming Y9 whānau), staff workshops.

Prioritising goals – Our approach is that a strategic goal or annual goal is not ‘one and done’ but needs to be part of an ongoing plan to ensure that initiatives are developed, implemented and then successfully embedded within the school culture. This means not having new goals every year, but committing to a goal until it is embedded or replaced by a more effective alternative action that has the same aims. For 2024-2025, selected goals are a combination of areas that were not fully achieved from the previous strategic plan and still remain relevant for improvement, the aspirations of students/families, the needs of staff, and areas the data shows some differences between learners. Our experience shows us that no more than three new strategic goals can be successfully developed in a cycle, with up to a further three that are related to previous goals included for implementation and embedding so that they become business as usual. Priority was given to new goals that are important to both our community and show as differences in the data.

[Refer Regulation 7 \(c\)](#)

<p>Strategic Goals These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</p> <p>Refer Regulations 7(1)(b)</p>	<p>Which Board Primary Objective does this strategic goal work towards meeting? These are set out in Section 127 of the Education and Training Act 2020.</p> <p>Refer Regulations 7(1)(b)</p>	<p>Links to Education requirements This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</p> <p>Refer Regulations 7(d)</p>	<p>What do you expect to see? What is the anticipated result of successful completion of your Objectives - at the end of 2 years (2024-2025).</p> <p>What evidence will you see of this?</p> <p>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</p> <p>Refer Regulations 7(g)</p>	<p>How will we achieve or make progress towards our strategic goals? What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</p> <p>These must be based on the identities, needs and aspirations or your school community.</p> <p>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</p> <p>Refer Regulations 7(e), 7(f)</p>	<p>How will you measure success? You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</p> <p>Refer Regulations 7(g)</p>
<p>To provide ākonga/students with an engaging refreshed curriculum based on Te Mātaiaho which prioritises local knowledge, enables them to achieve qualifications, and prepares them for life beyond school in a globally connected Aotearoa.</p> <p>(Equity and Excellence - Develop/Implement)</p>	<p>1271a,1b,1c,1d.</p>	<p>NELP Priorities 1,2,3,4,5,6,7</p> <p>Te Mātaiaho</p> <p>The literacy and Communication and Maths strategy</p> <p>Common Practice Model</p> <p>Ka Hikitia – Ka Hāpaitai</p> <p>The Action Plan for Pacific Education 2020-2030</p> <p>Te Atiawa Strategic Plan</p>	<p style="text-align: center;"></p> <p>Our school curriculum actively reflects Te Mātaiaho, our local knowledge, our community's priorities for their rangatahi or taiohi, and iwi priorities for education in our region.</p> <p>School leaders, Kaiako, whānau and ākonga/students are engaged in courses which allow students to pursue their interests and life goals, making progress and achieving success.</p> <p>Kaiako are clear and confident on the learning within our school curriculum, how that links to the revised NCEA assessment structure and are able to access and utilise all supports for student learning.</p> <p>We have established systems and processes to measure and report on individual student progress with respect to the curriculum, and to track progress in NCEA.</p>	<p style="text-align: center;"></p> <p>We will implement the necessary curriculum refresh changes as released, through the ongoing development of our school curriculum.</p> <p>We will invite local hapū and iwi to contribute to the te matauranga Māori, te reo Māori, and tikanga included in the school curriculum and will encourage this collaboration through the Kāhui Ako.</p> <p>We will strengthen subject, school and Kāhui Ako connections with hapū and iwi.</p> <p>We will build awareness and grow understanding of Te Mātaiaho with kaiako, ākonga/students and whānau.</p> <p>We will engage in ongoing professional development opportunities related to Te Mātaiaho and the revised NCEA packages at L1, L2, L3.</p> <p>We will prioritise ākonga/student progress in numeracy and literacy to support access to all parts of the curriculum, and to enable access to NCEA. This will include ensuring equitable access to numeracy and literacy support for all ākonga/students, particularly those who enter secondary school below the expected level in these areas.</p> <p>We will develop individual tracking methods to complement the existing cohort tracking already in place, and implement programmes to allow all students to be supported in their learning to experience challenge and experience success.</p>	<p style="text-align: center;"></p> <p>44</p> <p>Collaborative relationships are established to support ongoing improvements in learner outcomes.</p> <p>Engagement (at least annually) with ākonga/students, Kaiako and whānau measures understanding of our curriculum, connections to local knowledge, connections to global context, and an understanding of progression in the curriculum.</p> <p>Analysis of ākonga/student learning, and progress achievement data shows positive outcomes for students.</p> <p>Analysis of ākonga/student learning and progress achievement data shows positive outcomes for students, particularly in regard to the achievement of numeracy and literacy results throughout the school.</p> <p>Annual wellbeing and belonging measures will continue to ensure that balance is maintained.</p>

<p>Strategic Goals These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</p> <p>Refer Regulations 7(1)(b)</p>	<p>Which Board Primary Objective does this strategic goal work towards meeting? These are set out in Section 127 of the Education and Training Act 2020.</p> <p>Refer Regulations 7(1)(b)</p>	<p>Links to Education requirements This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</p> <p>Refer Regulations 7(d)</p>	<p>What do you expect to see? What is the anticipated result of successful completion of your Objectives - at the end of 2 years (2024-2025). What evidence will you see of this? What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take? Refer Regulations 7(g)</p>	<p>How will we achieve or make progress towards our strategic goals? What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans. These must be based on the identities, needs and aspirations or your school community. Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</p> <p>Refer Regulations 7(e), 7(f)</p>	<p>How will you measure success? You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</p> <p>Refer Regulations 7(g)</p>
<p>To enable all ākonga/students to realise at least one year's progress for a year's learning, regardless of previous achievement or diverse abilities.</p> <p>(Equity and Excellence - Develop/Implement)</p>	<p>1271a 1b,1c,1d.</p>	<p>NELP Priorities 1,2,3,4,5,6</p> <p>Te Mātaiaho</p> <p>The literacy and Communication and Maths strategy</p> <p>Common Practice Model</p> <p>Ka Hikitia – Ka Hāpaitai</p> <p>The Action Plan for Pacific Education 2020-2030</p> <p>The New Zealand Child and Wellbeing Strategy</p>	<p> School leaders, kaiako, whānau and ākonga/students are engaged in courses which allow students to pursue their interests and life goals, making progress and achieving personal success.</p> <p>A thriving system of support for all learners, in the mainstream classroom and in purposefully directed hubs.</p>	<p> We will build awareness and grow understanding with kaiako, ākonga/students and whānau about the ways in which Te Mātaiaho can be differentiated for learning which meets ākonga/students where they are and challenges them to make progress. The aim will be for students to access mainstream learning with additional supports, including supported learning environments, as required.</p> <p>We will establish a 'supported learning' home class to engage students who enter NPGHS working below curriculum level 3 (or in some cases at e-asTTle level 3B) in reading, writing, and/or maths.</p> <p>We will support Gifted and Talented learners through provision of a range of individual and group events.</p>	<p> Regular review and analysis of additional supports (may not be an IEP) shows supports are working to ensure a challenging environment is provided with appropriate supports. Parents/whānau and ākonga/students are positive about the support being offered.</p> <p>Regular review and analysis of IEPs shows supports are working to ensure a challenging environment is provided with appropriate supports. Parents/whānau and ākonga/students are positive about the support being offered.</p>
<p>To enhance understanding of cultural competency in a range of contexts, including Te Ao Māori, and what this looks like at NPGHS.</p> <p>(Culture and Belonging – Implement/Embed)</p>	<p>1271a,1b,1c,1d.</p>	<p>NELP Priorities 1,2,3,4,5,6</p> <p>NZSTA's guidance for giving effect to Te Tiriti o Waitangi. Part 1 and Part 2</p> <p>Ka Hikitia – Ka Hāpaitai</p> <p>The Action Plan for Pacific Education 2020-2030</p> <p>The New Zealand Child and Wellbeing Strategy</p> <p>Inside Out</p> <p>Low vision or hearing impairment information</p> <p>Tātaiako: Cultural competencies for teachers of Māori learners.</p>	<p> Viewing diversity as an advantage, Kaiako work effectively in contexts to create situations where learners are able to connect new learning to their own prior knowledge and experiences. This may include supporting diversity such as low vision, deaf culture, neurodiverse communities, alongside Rainbow, Pasifika, and all groups of our community.</p> <p>Classrooms where ākonga/student's cultures are incorporated and enhanced. Their knowledge is valued and new knowledge is co-created by leveraging the cultural capital of all in the classroom.</p> <p>Ākonga/students and kaiako growing in their understanding and use of te reo me ōna tikanga Māori.</p>	<p> Through the Kāhui Ako, we will invite local hapū and iwi to contribute to the conversation about cultural competency and what this means for ākonga Māori.</p> <p>We will provide professional learning opportunities for staff to enhance their understanding of cultural competency in a diverse range of contexts.</p> <p>We will provide learning opportunities for Kaiako to assess or receive feedback on and then grow their knowledge of te reo me ōna tikanga Māori.</p>	<p> Focus groups of ākonga/students and whānau/families recount positive experiences for students.</p> <p>Wellbeing@Schools survey data shows positive increases in relevant responses.</p> <p>We will hear te reo used naturally and with increasing confidence by staff, both in informal and formal settings.</p>

		Te Atiawa Strategic Plan					Staff surveys will show the difference they might make for ākongā Māori by making progress in their own journey of te reo me ōna tikanga. Relevant Wellbeing@Schools data will be monitored annually. KAMAR incidents will be monitored at the time of interventions.
				Fewer instances of bullying and racism, with students feeling confident to be who they are and feel accepted.		We will take specific actions that are inclusive, celebrate diversity, anti-bullying and explicitly anti-racist. We will monitor their effect immediately and months later, particularly for the impact on students' strength in standing up for others. .	
Strategic Goals <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i>	Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i>	Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i>		What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 2 years (2024-2025).</i> <i>What evidence will you see of this?</i> <i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i>		How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i> <i>These must be based on the identities, needs and aspirations or your school community.</i> <i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i>	How will you measure success? <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i>
Refer Regulations 7(1)(b)	Refer Regulations 7(1)(b)	Refer Regulations 7(d)		Refer Regulations 7(g)		Refer Regulations 7(e), 7(f)	Refer Regulations 7(g)
To increase the rate of ākongā/students attending school regularly. The definition of 'regular' is attendance of above 90%. (Engagement – Develop/Implement)	1271a,1b,1c,1d.	NELP Priorities 1,2,3,4 Attendance and Engagement Strategy The New Zealand Child and Wellbeing Strategy Ka Hikitia – Ka Hāpaitai The Action Plan for Pacific Education 2020-2030		We will see increasing numbers of students attending school regularly. Increased use of attendance data to identify and respond to issues for individuals, groups, and within our process or curriculum.		We will communicate an expectation that parents, caregivers and whānau are responsible for making sure ākongā/students attend school every day, and prioritise processes which alert them to more serious attendance concerns. We will provide a welcoming environment where ākongā/students feel safe, physically and emotionally, and motivated for learning. Māori and Pasifika learners are disproportionately impacted by factors that disrupt engagement with learning. We will ensure that conversations about Māori are with Māori, which includes seeking advice from whānau Māori on how best to encourage attendance, and promote engagement. We will engage Pasifika whānau in a similar way.	 Regular reviews of attendance data shows positive improvements in regular attendance by ākongā/students. <i>Note that some factors that are thought to improve attendance are included in other strategic goals, namely, engaging curriculum, cultural competency, support to learn, educationally powerful connections.</i>
To develop educationally powerful connections with ākongā/students and whānau which show ākongā/students how to learn and challenge them to achieve their personal best. (Engagement – Implement)	1271a,1b,1c,1d.	NELP Priorities 2,3,4,5,6, 7 Te Mātaiaho The literacy and Communication and Maths strategy Common Practice Model Ka Hikitia – Ka Hāpaitai		We will see ākongā/students willing to try, and to get the most out of a learning situation. Ākongā/students will have strategies to use when they don't know an answer or what to do.		We will provide professional learning and support for staff so they are able to use deliberate strategies and practice with students to improve 'learnership'. We will build awareness and grow understanding of learner agency, habits of mind, and growth mindset with kaiako, ākongā/students and whānau. We will provide students with scaffolds to learn how to learn and manage challenges when tough or unfamiliar situations happen.	 Engagement rubrics or surveys will be used to determine student confident in their approach to learning, using a variety of strategies, and feeling challenged in their work before and after implementation. Data related to the number of students not engaging with an assessment will show this percentage decreasing. A review number of classroom discipline incidents recorded in KAMAR will be undertaken to determine any change in the incidents recorded.

		The Action Plan for Pacific Education 2020-2030 Attendance and Engagement Strategy The New Zealand Child and Wellbeing Strategy		<p>Connections with school community which ensure all voices are heard to support engagement of learners</p>		<p>We will provide clear and consistent channels of communication between kaiako, ākonga/students and whānau.</p>	<p>Engagement rubrics, Wellbeing @School or other surveys will be used to determine student confidence in their approach to learning, using a variety of strategies, and feeling challenged in their work before and after implementation.</p> <p>Through reflection, ākonga/students and their family or whānau will consider their established habits for success, evaluate their ability to identify what led to a successful outcome.</p>
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2025 Annual Implementation Plan NPGHS

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

Summary of the plan

2025 is the second of two years within the Strategic Plan and the intent is to consider systemic changes that could achieve the goals. The main focus is on teaching school and learning behaviours to reduce inequity.

Where we are currently at:

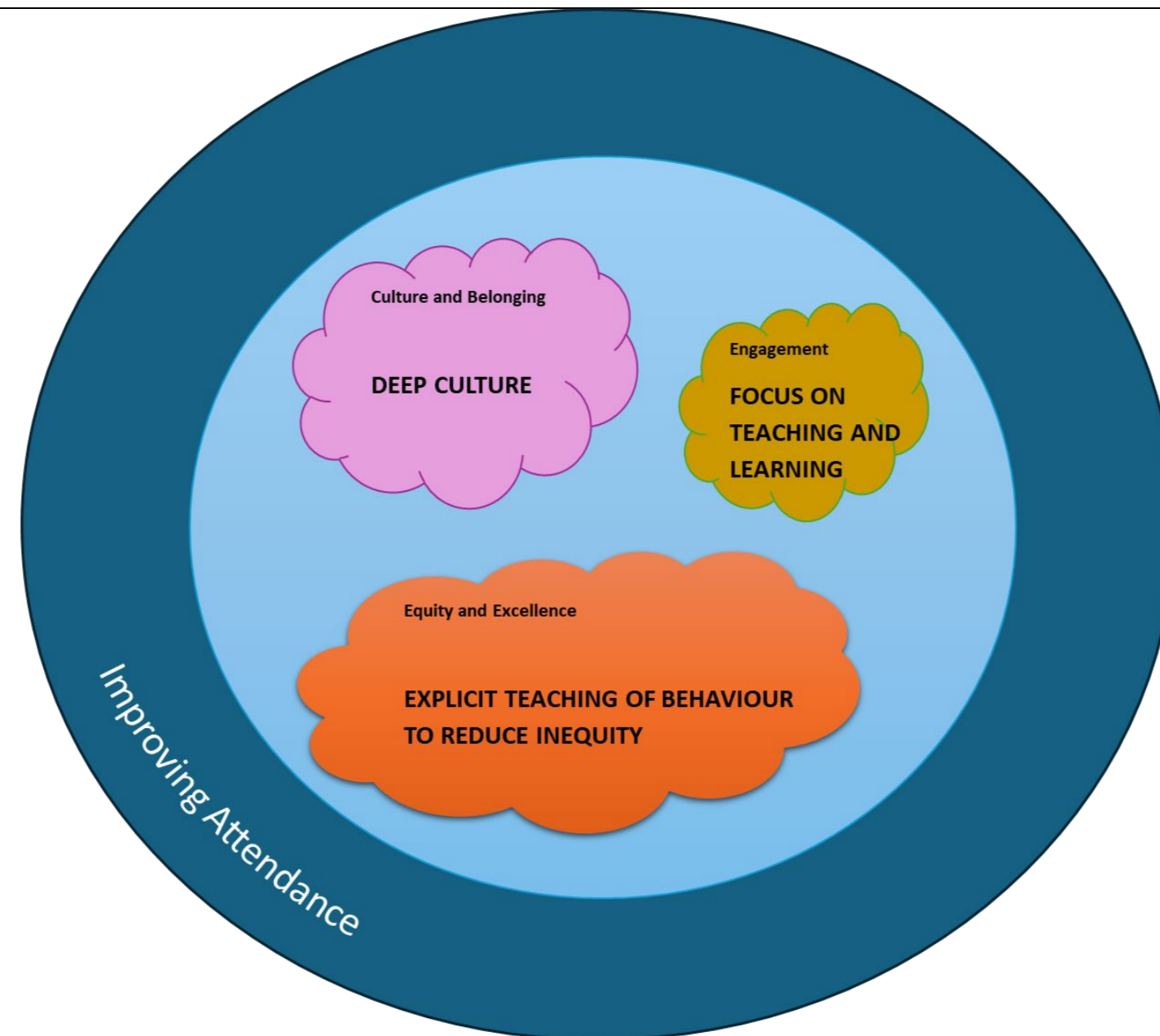
In 2024, almost all of the annual implementation goals were achieved, and the intent is that they become part of the life of the school. In many ways the way 'low hanging fruit' has been picked and to make further progress on these complex goals we have set ourselves will take sustained and ongoing efforts.

Regulation 9(1)(e)

How will our targets and actions give effect to Te Tiriti o Waitangi:

Please see the purple text in our Strategic Plan and Annual Implementation plan.

Regulation 9(1)(g)



Strategic Goal Equity and Excellence

To provide ākonga/students with an engaging refreshed curriculum based on Te Mātaiaho which prioritises local knowledge, enables them to achieve qualifications, and prepares them for life beyond school in a globally connected Aotearoa.

Regulation 9(1)(a), Regulation 9(1)(f)

Annual Target/Goal (This will be the outcome if our actions/inputs and outputs make significant change):

To explicitly ‘teach behaviour’ to all students. Through explicit classroom routines and norms, we aim to reduce the inequity for students who arrive at NPGHS without the knowledge and skills to thrive in the classroom. We aim to create a stable and calm environment to enable staff and students to participate in engaging teaching and learning. Long term, we expect this to have an impact on the ability of all students to engage with the curriculum and achieve qualifications.

Regulation 9(1)(a)

Actions (Inputs) Regulation 9(1)(b)	Resources Required, including personnel responsible. Regulation 9(1)(c)	What we expect to see or what ‘things’ will be produced? (Outputs)	Early outcomes: what happens because of our activities	Longer term impact/outcomes: what happens because of our activities? How will we measure this? Regulation 9(1)(d)
Establish clear expectations, norms and routines		<ul style="list-style-type: none"> • Development and dissemination of a comprehensive behaviour framework, possibly with exemplars that could be used as a guide. • Regular training sessions for teachers on implementing the strategies. • Visual aids and reminders placed around the school. • Consistent use of KAMAR for reporting on concerns. • More frequent walkthroughs and classroom visits. 	<ul style="list-style-type: none"> • Students understand the expected behaviours and routines. • Consistent application of expectations by all staff members. • Reduction in minor behavioural issues as students become familiar with routines. 	<ul style="list-style-type: none"> • A positive and predictable learning environment. • Increased student engagement and participation. • Improved academic performance because of fewer disruptions. <p>Evaluation/Measurement:</p> <ul style="list-style-type: none"> • Surveys and feedback from student and staff focus groups on their understanding and perception of the behaviour policy. • Monitoring the frequency of behavioural incidents through KAMAR. • Regular observations and walkthroughs of classroom environments by, peers, HoDs and Senior Leaders. The agreed focus will be on the agreed norms, expectations and routines.
Targeted interventions for challenging behaviours		<ul style="list-style-type: none"> • Identification of students who need additional support. • Development of individualised behaviour plans, which may include positive behavioural habits. • Regular monitoring and adjustment of interventions and acknowledgement of progress towards expectations. 	<ul style="list-style-type: none"> • Reduction in the frequency and severity of challenging behaviours. • Improved relationships between students and staff. • Increased sense of safety and security for all students. • Increased communication with whānau. 	<ul style="list-style-type: none"> • Long-term behavioural improvements in students with challenging behaviours. • Enhanced overall school climate. • Greater academic and social success for students receiving interventions. <p>Evaluation/Measurement:</p>

				<ul style="list-style-type: none"> • Regular reviews of individual behaviour plans and progress reports, including the outcome of interventions (positive, negative or neutral). • Feedback from teachers, students, and parents on the effectiveness of interventions. • Analysis of behavioural incident reports in KAMAR to measure changes over time.
<p>Underpinning Assumptions:</p> <ol style="list-style-type: none"> 1. Teachers are willing to adopt and consistently apply the new behaviour policies and strategies. 2. School middle and senior leaders are involved and committed to ensuring the processes are followed consistently, with flexibility where needed. 3. Students are open to understanding and adhering to the new behaviour expectations and routines. 4. Parents are supportive and reinforce the behaviour expectations at home. 5. There is a consistent application of rules and strategies across all classrooms and school systems. 			<p>Possible Barriers</p> <ol style="list-style-type: none"> 1. Some teachers and students may resist new behaviour policies and routines. 2. Variability in how teachers apply the behaviour policies may lead to inconsistent student experiences. 3. Students with significant behavioural issues may require more intensive support than initially planned. <p>Possible Enablers</p> <ol style="list-style-type: none"> 1. Ongoing training and professional development to equip teachers with the skills and confidence to implement new strategies. 2. The existing culture of collaboration and mutual support among staff will facilitate the sharing of best practices and collective problem-solving. 3. Regular and clear communication about the behaviour policies and their benefits to build buy-in from all stakeholders. 4. A well-implemented reward system will motivate some students to adhere to behaviour expectations and create a positive school culture by recognising those who are doing the right thing. 	
<p>Links to the six government education priorities</p> <p>Our AIP had been developed before we were asked to align it with the six education priorities. As a result, it was agreed that showing the links from each annual goal would be sufficient. This annual goal links with:</p> <ul style="list-style-type: none"> • Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning. • Better approach to literacy and numeracy: Implementing evidence-based instruction in early literacy and mathematics. • Stronger learning support: Targeting effective learning support interventions for students with additional needs. • Greater use of data: Using data and evidence to drive consistent improvement in achievement. 			<p>Likely work in future years</p> <p>We recognise that a new strategic plan will be developed for 2026-2028, and that might take our annual goals in a different direction. However, if it aligns, future steps likely from this annual goal could be:</p> <p>Positive reinforcement and recognition through</p> <ul style="list-style-type: none"> • Implementation of a reward system for positive behaviour. • Regular recognition of students who demonstrate exemplary behaviour. • Communication with parents about their child's positive behaviour. <p>Which we intend would lead to</p> <ul style="list-style-type: none"> • Increased motivation among students to follow rules and exhibit positive behaviour. • Enhanced student self-esteem and confidence. • Stronger relationships between students and teachers. • A culture of positivity and mutual respect within the school. • Sustained improvement in student behaviour. • Higher levels of student satisfaction and well-being. 	

<p>Strategic Goal Culture and Belonging To enhance understanding of cultural competency in a range of contexts, including Te Ao Māori, and what this looks like at NPGHS. Regulation 9(1)(a), Regulation 9(1)(f)</p>				
<p>Annual Target/Goal (This will be the outcome if our actions/inputs and outputs make significant change):</p> <p>We will explore cultural competency, and show an understanding of ‘deep culture’ in classroom and school practices. All students, with a particular focus on ākonga Māori and Pasifika students, will report a sense of belonging and being seen for all they contribute. Whānau and families will report a sense of connection and trust.</p>				
<p>Regulation 9(1)(a)</p>				
<p>Actions (Inputs) Regulation 9(1)(b)</p>	<p>Resources Required, including personnel responsible. Regulation 9(1)(c)</p>	<p>What we expect to see or what ‘things’ will be produced? (Outputs)</p>	<p>Early outcomes: what happens because of our activities</p>	<p>Longer term impact/outcomes: what happens because of our activities? How will we measure this? Regulation 9(1)(d)</p>
<p>Schoolwide initiatives to promote cultural understanding and inclusion</p>		<ul style="list-style-type: none"> Understand the barriers within NPGHS to ensure that staff and students can make progress towards ‘deep culture’ while embedding ‘surface culture’ Student and whānau voice regarding why students engage with initiatives for ākonga Māori or not. Establishment of cultural events and celebrations, such as Matariki and Te Wiki o te Reo Māori. Creation of cultural clubs and groups for students. Regular communication with whānau and the wider community about cultural initiatives. 	<ul style="list-style-type: none"> Increased participation in cultural events by students, staff, and the community. Stronger sense of belonging and inclusion among Māori students. Greater awareness and appreciation of Māori culture among the school community. 	<ul style="list-style-type: none"> A school environment that is inclusive and respectful of all cultures. Sustained engagement and support from the community. Long-term improvements in student well-being and academic success. <p>Evaluation/Measurement:</p> <ul style="list-style-type: none"> Attendance and participation rates in cultural events and activities. Feedback from students, staff, and the community on cultural initiatives. Monitoring the impact of cultural initiatives on student well-being and academic performance.
<p>Underpinning Assumptions:</p> <ol style="list-style-type: none"> All staff are committed to developing their cultural competence and understanding ākonga and their ‘deep culture’. There is a culture of collaboration and openness among staff, allowing for the sharing of best practices and mutual support. The local community, including ākonga, iwi and whānau, is supportive and engaged in the school’s cultural initiatives and support the school to work at a pace that sustains any gains. 			<p>Possible Barriers</p> <ol style="list-style-type: none"> The impact of colonisation and intergenerational trauma can result in a lack of trust with the institution of school for some whānau. Some staff and students may resist new cultural initiatives and practices. Teachers may struggle to make time for the integration of new cultural content into the curriculum. Limited involvement, or unreasonable expectations regarding the pace of change, from the community may undermine the effectiveness of cultural initiatives. <p>Possible Enablers</p>	

	<ol style="list-style-type: none"> 1. Effective and supportive leadership to ensure staff have time and support to integrate their learning into the curriculum. 2. Regular and clear communication about the cultural initiatives and their benefits to be shared 3. Strong partnerships with local iwi and Māori educators can ensure the authenticity and relevance of cultural initiatives.
<p>Links to the six government education priorities</p> <p>Our AIP had been developed before we were asked to align it with the six education priorities. As a result, it was agreed that showing the links from each annual goal would be sufficient. This annual goal links with:</p> <ul style="list-style-type: none"> • Improved teacher training: Developing the workforce of the future, including leadership development pathways. • Greater use of data: Using data and evidence to drive consistent improvement in achievement. 	<p>Likely work in future years</p> <p>We recognise that a new strategic plan will be developed for 2026-2028, and that might take our annual goals in a different direction. However, if it aligns, future steps likely from this annual goal could be:</p> <p>Continued professional development for staff on cultural competency to build an understanding of ‘deep culture’ through:</p> <ul style="list-style-type: none"> • Regular workshops and training sessions on cultural competence and understanding ‘deep culture’. • Development of resources and materials to support ongoing learning. • Creation of a professional learning community focused on cultural responsiveness. <p>Which we intend would lead to:</p> <ul style="list-style-type: none"> • Increased awareness and understanding of Māori culture and values among staff. • Enhanced ability of teachers to incorporate cultural perspectives into their teaching. • Further improved relationships between staff and ākonga Māori. • A culturally responsive teaching environment. • Higher levels of engagement and achievement among Māori students. • Strengthened school-community relationships.

<p>Strategic Goal Engagement To increase the rate of ākonga/students attending school regularly. The definition of 'regular' is attendance of above 90%. To develop educationally powerful connections with ākonga and whānau which show ākonga how to learn and challenge them to achieve their personal best. Regulation 9(1)(a), Regulation 9(1)(f)</p>				
<p>Annual Target/Goal (This will be the outcome if our actions/inputs and outputs make significant change):</p> <p>To continue to sharpen the focus on teaching and learning with evidence-based techniques employed consistently in the classroom to promote engaging teaching and learning. This will lead to improved student outcomes for all learners with priority learners making significant improvements in literacy, numeracy and NCEA results.</p> <p>Regulation 9(1)(a)</p>				
<p>Actions (Inputs) Regulation 9(1)(b)</p>	<p>Resources Required, including personnel responsible. Regulation 9(1)(c)</p>	<p>What we expect to see or what 'things' will be produced? (Outputs)</p>	<p>Early outcomes: what happens because of our activities</p>	<p>Longer term impact/outcomes: what happens because of our activities? How will we measure this? Regulation 9(1)(d)</p>
<p>Implementing high-impact teaching strategies</p>		<ul style="list-style-type: none"> Teachers trained in high-impact strategies from "Teach Like a Champion" (e.g., Cold Call, No Opt Out, Right is Right). Development of a repository of best practices and resources. Regular peer observations and feedback sessions. 	<ul style="list-style-type: none"> Increased use of effective teaching techniques in the classroom. Enhanced teacher confidence and competence. More consistent and rigorous classroom practices. 	<ul style="list-style-type: none"> Improved student engagement and participation. Higher levels of student achievement and understanding. A culture of continuous improvement among teachers. <p>Evaluation/Measurement:</p> <ul style="list-style-type: none"> Classroom observations and evaluations using a standardized rubric. Teacher self-assessments and reflections. Student feedback on teaching practices. HoD Data Analysis reports reflect the use of high-impact strategies.
<p>Underpinning Assumptions:</p> <ol style="list-style-type: none"> Teachers and staff are willing to engage in ongoing professional development and apply new strategies in their classrooms. Students are receptive to new teaching methods and willing to participate actively in their learning. Parents and the wider community are supportive and engaged in the school's efforts to improve teaching and learning. 			<p>Possible Barriers</p> <ol style="list-style-type: none"> Some staff members may be resistant to changing their established teaching practice, or believe they do this already. Teachers may struggle to find time for professional development and collaboration due to their existing workload. Variability in how teachers implement new strategies can lead to inconsistent outcomes. Some students may be resistant to new teaching methods, especially if they are used to different approaches. <p>Possible Enablers</p> <ol style="list-style-type: none"> Use of established Teacher Teams to foster collaboration and continuous improvement among teachers. Regular and clear communication about the goals, processes, and benefits of the initiatives as well as revisiting the purpose and the 'why' Teachers are valued and acknowledged. 	
<p>Links to the six government education priorities</p> <p>Our AIP had been developed before we were asked to align it with the six education priorities. As a result, it was agreed that showing the links from each annual goal would be sufficient. This annual goal links with:</p> <ul style="list-style-type: none"> Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning. 			<p>Likely work in future years</p> <p>We recognise that a new strategic plan will be developed for 2026-2028, and that might take our annual goals in a different direction. However, if it aligns, future steps likely from this annual goal could be:</p> <p>Fostering a growth mindset and 'Learnership' through:</p> <ul style="list-style-type: none"> Professional development sessions on growth mindset and learnership principles. 	

- **Smarter assessment and reporting:** Implementing consistent modes of monitoring student progress and achievement.
- **Stronger learning support:** Targeting effective learning support interventions for students with additional needs.
- **Greater use of data:** Using data and evidence to drive consistent improvement in achievement.

- Integration of growth mindset language and practices into daily routines.
- Creation of student goal-setting and reflection activities.

Which we intend would lead to:

- Increased student resilience and perseverance.
- Greater student ownership of their learning.
- Enhanced teacher-student relationships.
- Higher levels of student motivation and effort.
- Improved academic performance and problem-solving skills.
- A school culture that values effort and learning from mistakes.