SOUTHLAND GIRLS'
HIGH SCHOOL

Te Kura Taitamawāhine o Murihiku

STRATEGIC PLAN 2024-2025

SGHS Strategic Plan 2024 - 2025

Motto
Not for school but for life we are learning
Ehara i te kura engari mo te oranga e ako ana tātou

Mission
A quality learning community where relationships count and excellence is expected

Vision
The school of choice for girls, which encourages excellence and develops confidence to best navigate and succeed in a changing world

Whakataukī
Ko te manu e kai ana i te miro nōnā te ngahere - The bird that eats of the miro berry, owns the forest
Ko te manu e kai ana i te mātauranga nōnā te ao - The bird that eats of knowledge, owns the world

Goals

Wellbeing and Inclusiveness
Our school community creates a sense of belonging and wellbeing that positively influences educational outcomes.

- Our school is safe, inclusive and supportive
- Our school proactively engages with the SGHS community

Academic
Every single student has access to a quality education where their interests, needs and abilities are met.

- Multi level learning opportunities
- The curriculum equips our students for the modern world
- To continue to recruit, develop and retain great staff
- Academic success is accessible to each student

Te Tiriti o Waitangi
Te Tiriti o Waitangi is woven into all aspects of the school.

Kua rarangatia te tiriti ki roto i ngā āhuatanga katoa o te kura

- Te Ao Māori is a integral part of teaching and learning at SGHS
- The school will continue to give effect to Te Tiriti o Waitangi

Values

Respect
Te Whakaute

Integrity
Mana

Responsibility
Takohanga

GOAL 1:

Wellbeing and Inclusiveness

Our school community creates a sense of belonging and wellbeing that positively influences educational outcomes.

- Our school is safe, inclusive and supportive
- Our school proactively engages with the SGHS community

Annual Targets:

1.1 The uniform choice will be extended to include trousers as of Semester Two

1.2 A school-wide wellbeing student survey will be conducted in Term 2

1.3 Survey whānau to identify topics of interest for whānau evenings

Actions	Who is responsible?	Resources required	Timeframe	How will we know?	Department evidence to support actions
1.1a Trousers will be available to students to wear in Term 3. *(1.3)*	Yvonne	Uniform providers	Term 3	Students wearing trousers	
1.2a Student wellbeing/inclusion/safety survey through office 365 will be conducted in Term 2. *(1.2)*	Rowana	All staff facilitating the completion of the survey		Wellbeing data produced. Appropriate follow-up/actions in place including staff Professional Development.	
1.2b Review of pastoral care structure and restorative practice with whole staff. *(6.2 / 1.3)*	Rowana/Year Level Coordinator's	Whole staff hui	End of term 2	- Pastoral care structure in Directions Booklet updated. - Less workload for Year Level Coordinators due to class teachers and Academic Tutors using a restorative approach.	
1.2c With whānau support 'Preferred Name', are included on Edge. *(1.2)*	Academic Tutor/Homeroom teacher	Whānau/students information re guidelines are available	End of term 1	A process is in place and shared with staff to follow. Changes of student preferred names are made in EDGE. Staff using preferred names in classes	
1.3a A whānau survey is conducted regarding possible topics of interest for whānau evenings. *(2.1)* SLT will investigate and endeavour to run information evenings for whānau.	Senior Leadership Team	Write the whānau survey. PTA to be approached to help fund if appropriate.	End of term 1	Survey is sent to whānau Whānau evenings / events occur.	

Actions	Who is responsible?	Resources required	Timeframe	How will we know?	Department evidence to support actions
1.4 Build staff whanaungatanga through termly social events organised by SLT and staff.	- Senior Leadership Team - Staff				
1.5 A staff well-being survey will be conducted in consultation with Guidance and/or HOFs.	- Senior Leadership Team - Guidance - Head of Faculty's	Various survey exemplars	End of Term 2	Survey responses collected, analysed, next steps constructed.	

SOUTHLAND GIRLS' HIGH SCHOOL

GOAL 2:

Academic

Every single student has access to a quality education where their interests, needs and abilities are met.

- Multi-level learning opportunities
- The curriculum equips our students for the modern world
- To continue to recruit, develop and retain great staff
- Academic success is accessible to each student

Annual Targets:

For all groups of students including Māori and Pasifika, the following targets are set:

2.1 75% of all Year 7-10 students are at or above their curriculum level for reading, writing and maths

2.2 80% of students achieve the Common Assessment Activities (CAA) in reading, writing and maths by the end of Year 10 and 95% by the end of Year 11.

2.3 For Years 11-13 NCEA the target will be; Level 1 = 85% / Level 2 = 90% / Level 3 = 85% / UE = 65%

2.4 70% of all students attend school 90% of the time

2.5 All leavers are equipped with Level 2 and along with their whānau are well-informed about their different pathways

Actions	Who is responsible	Resources required	Timeframe	How will we know?	Department evidence to support actions
2.1a. All departments have documented Specific Learning Outcomes for numeracy, and/or literacy (reading and writing) in unit plans for all Learning Packages in Years 7-10. *(6.1)*	Head of Faculty Senior Leadership Team and Lee Pirini	Curriculum tabs in Staff Hub that link to Department drives.	10 Dec 2024 20 Mar 2024	All department curriculum plans will be modified to include Specific Learning Objectives and saved in Department drives linked to Staff Hub.	Unit plans created in Year 7-10 Learning Package that include explicit Specific Learning Objectives for Numeracy, Reading and Writing.
2.1b. Each semester all Learning Package teachers include one piece of writing which is linked to the Southland Girls Writing Programme (SGWP) which is marked and given feedback either verbal or written. *(6.1)*	Head of Faculty	Departmental writing Rubic for tasks	Semester 1 5 July 2024 Semester 2 10 December 2024	Feedback/feed forward given to students for their writing.	Documentation in department hui minutes regarding discussion related to feedback mechanisms.

Actions	Who is responsible	Resources required	Timeframe	How will we know?	Department evidence to support actions
2.1c. Year 10 Learning Packages work collaboratively (cross curricular) to share best practices about teaching and learning for Numeracy, Reading, Writing with regards to Culturally Responsive Relational Pedagogy, differentiated teaching, metacognition, and peer coaching (student – student). *(6.3)*	Senior Leadership Team and John Grogan	Professional Learning Group (PLG)	Up to 3 PLG	PLG hui are held and discussion had, where departments share strategies	Amendments are made to Unit Plan/Teacher Plans based upon PLGs.
2.1d All new staff receive extensive Professional Development to incorporate the SGWP (metacognition) into their class teaching. This will be delivered by Trudy Francis and their department writing leader. *(6.2)*	Senior Leadership Team and John Grogan		Ongoing throughout 2024	Minutes from Professional Development Teacher reflection	
2.2a Student progress for Numeracy, Reading and Writing is tracked longitudinally for Years 7-10 (i) are students at the expected curriculum level and, (ii) are students making the expected amount of curriculum progress at least 2 sub curriculum levels per year is being achieved. *(4.1)*	Senior Leadership Team and John Grogan	EDGE – ASSAY data analysis Numeracy/Reading/Writing Overall Teacher Judgement (OTJ) - Start of Year - Mid Year - End of Year Progressive Achievement Test (PAT) - New students beginning of year - All students mid year	10 December 2024	Analysis of data provided to Head of Faculty at key check points: - Beginning of year - Beginning of Semester 2 - End of year And new actions developed to meet student's learning needs.	Meeting minutes that show data provided has been analysed.
2.2b Intervention processes are shared with and carried out by staff to monitor students identified as 'at risk' of not achieving the expected curriculum level. *(4.2)*	Senior Leadership Team and Lee Pirini	Professional Learning Group (PLG)	Term 2 Wk 6-9 Term 3 Wk 4-5	Students at risk will be identified in EDGE by classroom teachers who will develop strategies to support the student.	Strategies recorded and will be evident in EDGE in the student's pastoral file.
2.2c Staff collaborate to share strategies for supporting 'at risk' students. *(4.2)*	Senior Leadership Team Head of Faculty	Professional Learning Group		Professional Learning Group will occur to share strategies	Head of Faculty meeting minutes that indicate discussion on strategies being used as intervention for at risk students.

Actions	Who is responsible	Resources required	Timeframe	How will we know?	Department evidence to support actions
2.3a All departments develop units of work for new NCEA Level 1 courses that encompass learner strengths, interest needs and abilities, identities, culture and language *(4.1)*	Head of Faculties	NCEA resources Subject Association resources	December 24	Unit plans are saved in the Department drive linked to the Staff Hub	Unit plans with reflections based on teacher and student voice about how the unit encompassed learner strengths, interests, needs and abilities, identities, culture and language.
2.3b Student voice collected to find students' perception and engagement with new NCEA Level 1 courses. *(2.3)*	Head of Faculties	Department student voice collection process	At least 3 x throughout 2024	Department Hui minutes are saved in the Department drive linked to the Staff Hub	Department Hui minutes that document analysis of student voice and reflection on next steps based upon this analysis.
2.4 Student attendance: a checking process is created to support Academic Tutors, Year Level Coordinators to track absences and associated follow up of all students under 90% attendance.	Senior Leadership Team and Rowana McNaught	Attendance tracking process / form is developed	Term 1 2024	Academic Tutors and Year Level Coordinators can articulate the attendance process	- Year Level Coordinators Hui minutes discussion on the process - Year Level Hui minutes discussion on the process - Documentation Academic Tutors provide to Year Level Coordinators - Directions Booklet updated with new process
2.5 Students in Y11 and 12 who may consider leaving are identified as early as possible and along with whānau are provided information including the opportunity to discuss and investigate the different pathways that are available, including how to obtain Level 2 prior to leaving. *(7.1)*	Careers Dept All Staff		Mar-Dec 2024	• Documented in the pastoral file, support student/whānau received when considering leaving • Track those who: - Stayed - Left – pathway followed	- All teachers inform Careers and Year Level Coordinator if they think a student is considering leaving. - Analysis of student data for those who considered leaving.

GOAL 3:

Te Tiriti o Waitangi

Te Tiriti o Waitangi is woven into all aspects of the school. Kua rarangatia te tiriti ki roto i ngā āhutatanga katoa o te kura.

- Te Ao Māori is an integral part of teaching and learning at SGHS
- The school will continue to give effect to Te Tiriti o Waitangi

Annual Targets:

3.1 The school is fully engaged in and committed to ongoing and effective professional learning to improve confidence and capability in te reo, me ona tikanga, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.

3.2 The school will collect and seek voice from Māori learners, whānau and mana whenua to make informed decisions for school improvements.

3.3 Branding will reflect a greater usage of Te Reo Māori

Actions	Who is responsible	Resources required	Timeframe	How will we know?	Department evidence to support actions
3.1a Every time there is a large or school-wide event we ask appropriate people to ensure we are following tīkanga. *(5.1/5.2)*	Teacher in Charge Senior Leadership Team		March - December 2024	- Correct protocols around Tikanga will be evident in all events including Te Reo - Meetings will be held before the events and self-review at the conclusion of the event.	
3.1b Continue to gather whānau voice through various hui and whānau interaction (e.g. Personal Learning Conferences), to help with review and ongoing school self-improvement. *(2.4)*	- Culturally Responsive Relational Pedagogy Committee - Senior Leadership Team - Year Level Coordinators - Academic Tutors	- Food at hui - Koha - Venue hire costs - Stationery	March – December 2024	- Voice/discussions would be written up and available for all to read. - Actions from the voice will be developed and implemented and reported back to relevant people including the Board of Trustees.	
3.2 Staffs Professional Learning Growth are diarised and held where Departments share effective pedagogy strategies in the use of Te Reo in the classroom, and units of work around the inclusion of Mātauranga Māori. *(6.3)*	- Culturally Responsive Relational Pedagogy Committee - Senior Leadership Team - Head of Faculty's - Subject Teachers		March – December 2024	- Professional Learning Group planned for and held - All staff present at hui and share their best practice - Units of work in every subject reflect Mātauranga Māori practice - Student's voice/anecdotal evidence confirms this happening in classroom learning	

Actions	Who is responsible	Resources required	Timeframe	How will we know?	Department evidence to support actions
3.3 Review our branding to ensure that te reo is included with our school name. e.g. school signage outside the school and our email signatures.	All staff	Cost of signage	March – December 2024	- The new signage is done - Email signatures of all staff show the inclusion of the schools Māori name	