





## Hastings Girls' High School

### Strategic and Annual Plan for Hastings Girls' High School

2020 - 2023

Principals' endorsement:	Catherine Bentley 
Board of Trustees' endorsement:	Jo-ell MacDonald  <small>Jo-ell MacDonald (Mar 28, 2023 15:13 GMT+13)</small>
Submission date to Ministry of Education:	

**ANNUAL IMPROVEMENT PLAN - DOMAIN: STUDENTS' LEARNING**

**Strategic and Annual Goal 1:**

To enable our girls to be literate and numerate so that they can contribute to and be successful in society.

He waka eke noa - *The canoe which we are all in without exception*

**Annual Target**

Level 1 NCEA – 90%, Māori 90%, Pasifika 90%

**Key Improvement Strategies:**

Raising achievement in literacy and numeracy through culturally responsive practice.

When	What	Who	Indicators of Progress
Terms 1 –2	Professional Growth cycle to be refreshed, with a new cycle starting term 1 2023.	<ul style="list-style-type: none"> <li>• SCT</li> <li>• DP Curriculum</li> </ul>	<i>Further development of the Professional Growth cycle which includes growth coaching conversations with the aim of building school wide culturally sustainable practices and bettering students' achievement.</i>
All Year	Professional learning, reflective processes, and resourcing to support our strategic direction. <ul style="list-style-type: none"> <li>• Agreed Kete of literacy strategies supported by PLD for staff led by Literacy coordinator WSCOL. Resource bank of resources to be expanded as required.</li> <li>• Further development of the Literacy Committee.</li> <li>• Full implementation of the Curriculum Planning Tool.</li> <li>• Ongoing deliberate time at PD mornings focused on Hub curriculum development and teams planning together.</li> <li>• EaStle data unpacked with Hub staff. WSCOL to lead PLD on interpreting and planning using data.</li> </ul>	<ul style="list-style-type: none"> <li>• DP Curriculum</li> <li>• DP Operations</li> <li>• LSC</li> <li>• Principal</li> <li>• WSCOL Literacy</li> </ul>	<i>All staff to become highly effective teachers of literacy.</i>

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When	What	Who	Indicators of Progress
<i>Continued...</i>	<ul style="list-style-type: none"> <li>• Implementation of a Structured Literacy programme with milestone reporting to the BOT.</li> <li>• TOD's at the end of terms 1-3 for Curriculum building of junior programmes.</li> <li>• Equity when staffing Hubs – staffing allocated to Te Ao Haka and Te Whai first to meet the threshold of Level 2 Te Reo.</li> <li>• Apply for Te Ao Haka and Te Whai to be classed as Level 2 Te Reo.</li> <li>• NCEA opportunities for literacy across curriculum areas to be developed and unpacked with early identification and intervention for students needing this (Tracking and Monitoring).</li> </ul>		
All Year	<ul style="list-style-type: none"> <li>• PLD to continue with Jim Hogan.</li> <li>• Pilot new numeracy standards.</li> <li>• Early intervention of students requiring extra support in numeracy.</li> <li>• Explore opportunities to weave Mātauranga and hub focus into curriculum through authentic opportunities.</li> <li>• Develop expertise with teachers to provide opportunity for and teach students to apply higher level thinking strategies in their learning – Metacognition.</li> </ul>	<ul style="list-style-type: none"> <li>• HOD Mathematics</li> <li>• Mathematics Department</li> <li>• Jim Hogan</li> <li>• DP Curriculum</li> <li>• DP Operations</li> </ul>	<i>Evidence in planning and teaching across the Mathematics department of strategies to develop numeracy.</i>
All year	<ul style="list-style-type: none"> <li>• Build and implement an annual plan for targeted PLD which best meets the needs of our staff and supports the strategic direction of the school.</li> <li>• Margaret Ross to return mid 2023 for PCT's and new staff.</li> <li>• Rolling out our newly shaped Ākina system with staff working in their agreed specialist area – either whakawhanaungatanga with juniors or tracking, monitoring and coaching of students in the senior school.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• DP Pastoral</li> <li>• DP Operations</li> <li>• Deans Team</li> </ul>	<i>Providing responsive, practical teacher professional learning to support all teachers which will impact directly on student learning outcomes.</i>

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When	What	Who	Indicators of Progress
<i>Continued...</i>	<ul style="list-style-type: none"> <li>• Embedding restorative practise will continue to be a focus.</li> <li>• Academic Tracking, Monitoring and Coaching to be further refined with key learnings from 2023 carried forward. Milestone reporting to be presented to the BOT.</li> <li>• Continuing whole staff PLD with Tai Huki consultants.</li> </ul>		
All Year	<p>Continued development of LSC role to support transition of students between and within HGHS.</p> <ul style="list-style-type: none"> <li>• Continuing to refine transition plan.</li> <li>• Development and implementation of Communications and Marketing Annual Plan.</li> <li>• Reconnecting with leavers from last year as a means of support and providing opportunities for re-enrolment and further training.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• LSC</li> <li>• Business Manager</li> </ul>	<i>To develop a set of processes to support their job role; and which will include the transition and monitoring of all new students, these will provide a clear framework for all staff working within the pastoral scope.</i>
All Year	<p>Establish an Academic Quality Management Team</p> <p>Two systems to be run in conjunction:</p> <ol style="list-style-type: none"> <li>1. The introduction of specialist Ākina coaches tracking, monitoring, and mentoring student groups. This will allow the Academic Tracking Team to expand and continue to refine the various tools and processes at their disposal – this would include identifying opportunities to gain Literacy / Numeracy and UE credits, alongside M and E credits.</li> <li>2. The Academic Tracking Team will be reshaped to include two specialised deans and a DP who will work with senior Ākina Coaches throughout the year. Data gathering and analysis processes will be further refined based on their success this year and be used to inform academic support actions throughout the year.</li> </ol>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• DP Operations</li> <li>• Deans Team</li> <li>• Careers</li> </ul>	<p><i>Data will be used throughout the school to identify gaps in student learning.</i></p> <p><i>Professional development will build teachers' and leaders' data literacy skills; kotahitanga</i></p> <p><i>Increasingly, students and or whānau included as part of these conversations.</i></p>

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When	What	Who	<i>Indicators of Progress</i>
All Year	Further development of Departmental / Team goals – targets and connected to annual targets and goals. <ul style="list-style-type: none"> <li>• BOT Strategic Plan shaped and completed.</li> <li>• Curriculum leaders will continue to set goals aligned to the Strategic and Annual Plan</li> <li>• Non-teaching middle leaders to set professional goals which align with the strategic direction of the school (Head of Sport, Lunch in Schools Manager).</li> <li>• The Hauora Team embedded into our regular meeting cycle.</li> <li>• Close monitoring of reviewed management roles.</li> <li>• Support and check in with Hub Leads.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• DP Curriculum</li> <li>• DP Operations</li> <li>• LSC</li> <li>• DP Pastoral</li> <li>• Business Manager</li> <li>• Board of Trustees</li> </ul>	<i>A school wide focus (narrowing and sharpening) on the 2023 strategic learning priorities.</i>
<b>Monitoring</b> Progress report for the BOT to be completed by SLT at the end of terms 2 and 3 with predicted results at the start of term 4.			

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## Annual Improvement Plan - Domain: Student Engagement

### Strategic Goal and Annual Goal 2

To ensure that all our students feel connected to and have strong positive relationships with at least one significant adult in the school who knows their story.

He Māori ahau e noho Māori nei ki tōku ao Māori mā runga i tēnā ka tohea e au - *I am Māori, I live in my identity and through my identity I will strive to my personal excellence*

### Annual Target

100% of students to attend school regularly (MOE guidelines state regularly as being over 90% attendance).

100% of students working setting a learning goal for the year.

When	What	Who	Indicators of Progress
All Year	<ul style="list-style-type: none"> <li>• Review and realignment of our Pasifika Lead role with the intention of it becoming more strategic and administrative in its function.</li> <li>• Strengthening HGHS Pasifika community group.</li> <li>• Growth and development of Tautua Pasifika hub including access to multiple expert partners.</li> <li>• Continued participation in WOWbeing Leadership training to strengthen connections with students in Year 8.</li> <li>• Providing opportunities for our Pasifika students to connect with students from contributing schools and across the Kahui Ako.</li> </ul>	<ul style="list-style-type: none"> <li>• DP Curriculum</li> <li>• Principal</li> <li>• TIC Samoan</li> </ul>	<i>Partnering with Aiga to establish a strengths based / high expectations approach to raising Pasifika achievement.</i>
Terms 1 - 2	<ul style="list-style-type: none"> <li>• Develop a Māori community group.</li> <li>• The Board of Trustees to continue work stream with external provider from Ngāti Kahungunu to lead us through the revisioning of our strategic plan.                             <ul style="list-style-type: none"> <li>– HGHS to continue with the NKKI / ERO pilot.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• BOT</li> <li>• SLT</li> </ul>	<i>Partnering with Whānau and Iwi to establish a strengths based / high expectations approach to raising Māori achievement.</i>

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When	What	Who	Indicators of Progress
<i>Continued...</i>	<ul style="list-style-type: none"> <li>- Use the pedagogy and assessment framework for the Curriculum Refresh as a model of best practice for Kaiako.</li> <li>• Continued building of the 'Way we do things' at HGHS through lens of Te Ao Māori.</li> <li>• Create authentic opportunity for whānau to celebrate student success.</li> <li>• Work towards having Te Ao Haka and Te Whai formally recognised by MOE as being Level 2 Māori.</li> </ul>		
All Year	<p>Further development of the ĀKINA coach:</p> <ul style="list-style-type: none"> <li>• Ākina coaches Term 1 mapped out underpinned by the monitoring and tracking plan and whakawhanaungatanga map.</li> <li>• Deliberate Careers programme timetabled for all students.</li> <li>• Targeted PLD for various Ākina roles to build expertise and capacity.</li> <li>• Sports strategic vision ready for consultation for SLT.</li> </ul>	<ul style="list-style-type: none"> <li>• DP Pastoral</li> <li>• Deans Team</li> <li>• DP Operations</li> <li>• LSC</li> <li>• Careers</li> <li>• HOD Sport</li> </ul>	<i>Developing collective efficacy across the school to support our girl in her journey through HGHS and in preparation for her tomorrow.</i>
All Year	<ul style="list-style-type: none"> <li>• Strengthen communication within and beyond school.</li> <li>• Building school school communication platforms e.g. calendar, website, Pānui, insta and Facebook.</li> <li>• Building individual capacity of staff in project management.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• BOT</li> <li>• Business Manager</li> </ul>	<i>Streamlining of school wide communication.</i>
All Year	<ul style="list-style-type: none"> <li>• Create meaningful opportunities for whanau to engage in conversations centred around their students learning.</li> <li>• Further develop procedures underpinning the reporting system to ensure it is effective for students and families and efficient for all stakeholders.</li> <li>• Development of Junior Student profile reporting framework which combines learning outcomes, learning capabilities and cultural capabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• DP Operations</li> <li>• Hub Leads</li> </ul>	<i>Establish a reporting schedule in response to the findings in the Reporting Review.</i>

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When	What	Who	Indicators of Progress
<i>Continued...</i>	<ul style="list-style-type: none"> <li>Continue to provide opportunities to engage with whānau kanohi ki te kanohi with a specific focus on strengthening whakawhanaungatanga with whānau in the junior years, starting with the noho mārae in Term 1 and then in quarterly culminating hub events, with the focus shifting from conversations centred on academic performance to ongoing whakawhanaungatanga.</li> </ul>		
	<p>Attendance Strategy Group</p> <ul style="list-style-type: none"> <li>Establish a group of experts (House Deans, SLT, School Counsellor, Attendance Officer) to use weekly data analysis to inform actions.</li> <li>Build a schoolwide attendance strategy which provides both soft caring (pull factors) and harder caring (push factors) to address schoolwide attendance.</li> <li>Build a Development and implementation of Communications and Marketing Annual Plan.</li> <li>Provide targeted leadership support for our House Leaders with a focus on building House Spirit and engagement.</li> <li>Partner with outside stakeholders to support our attendance strategy (local businesses, Police, MOE, Truancy Services).</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>School Counsellor</li> <li>Youth Workers</li> <li>Attendance Officer</li> </ul>	<p><i>Develop a community culture of collective efficacy around strengthening engagement and attendance.</i></p>
<p><b>Monitoring</b></p> <p>Regular monitoring of academic goals and attendance data by Deputy Principal Operations and Deputy Principal Pastoral report of progress to the BOT with predictions of progress start of term 3. Academic monitoring via Deans and Academic Dean.</p>			
<p><b>Resourcing</b></p> <p>As detailed in the PLD plan.</p>			

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## Improvement Plan - Domain: Curriculum Development

### Strategic Goal

Use the NZC to develop and implement, a place based local curriculum and which is culturally responsive.

Mā te whiritahi, ka whakatutoki ai ngā pumanawa ā tāngata

*Together weaving the realisation of potential*

**Annual Target** To complete planning and teaching of four cross-curricular units in the Junior school.

When	What	Who	Indicators of Progress
Ongoing	Building capacity with our Senior and Middle leaders: <ul style="list-style-type: none"> <li>• HOD's to develop high trust relationships with each other as middle leaders, and with Deputy Principal Curriculum and Pedagogy.</li> <li>• HOD's embedding intentional curriculum work in dept meetings to align with Hub development.</li> <li>• HOD's to explore opportunities at a senior level for naturally occurring evidence to be used to support student achievement.</li> <li>• Senior Leadership team to have targeted PLD to support them with mentoring and coaching – including difficult conversations.</li> <li>• Senior Leadership team to have 1 – 2 -1 hui with Principal to monitor workstreams and support professional development.</li> <li>• Regular Hui for Hub Leads with a focus on Curriculum development with Mātauranga being front and centre.</li> </ul>	<ul style="list-style-type: none"> <li>• DP Pastoral</li> <li>• DP Operations</li> <li>• DP Curriculum</li> <li>• Principal</li> </ul>	<p><i>Middle leaders to develop a clearer understanding of the educational leadership capabilities and to use these as a framework for leadership. To offer more targeted support to middle leaders. A focus on online managers coaching to grow capacity rather than people management and task driven.</i></p>

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When	What	Who	Indicators of Progress
Ongoing	Development of SENCO role: <ul style="list-style-type: none"> <li>• Provide PLD for teaching staff on best practice using Teacher Aides and in class support.</li> <li>• Gaining a bank of resources and activities, professional reading to assist staff in teaching diverse learners.</li> <li>• Regular slots during Friday PLD where possible as with Literacy.</li> <li>• Expand the Diverse Register to include the next steps and suggestions shared with staff.</li> </ul>	LSC	<i>Further development of the Special Assessment Conditions Register. Strengthening the Teacher Aide team and developing closer relationships between teachers and teacher aides, which will benefit student learning.</i>
Ongoing	Establishment of a Hub based junior school <ul style="list-style-type: none"> <li>• An intention for staff not be timetabled across more than two hubs.</li> <li>• Exploring Mātaioho and developing next steps in regard to pedagogy and assessment.</li> <li>• NKII pilot – Case Study of curriculum.</li> <li>• Collaborative planning to continue.</li> <li>• Regular scheduled hui with Principal / Deputy Principal Curriculum and Pedagogy and Hub leads to build capacity.</li> <li>• Improved use of Curriculum Tool for tracking and monitoring purposes.</li> <li>• Curriculum Refresh to guide best practice.</li> <li>• PLD with Whare and Hōhepa to help us sharpen the lens in terms of teaching and learning (Mātaioho connections).</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• DP Curriculum</li> </ul>	<i>Implementing a hub approach to student learning, which builds on the students' passions/skills.</i>
<b>Monitoring</b> How are we going? Use the Now What? So What? End of unit reflection framework to review each curriculum unit			

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# 2023 - Strategic Plan FINAL

Final Audit Report

2023-03-28

Created:	2023-03-21
By:	Sonya Lyndon (admin@hastingsgirls.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAA1vOZVBI5gjjcDp7UPuzq2FQyo79hCYa1

## "2023 - Strategic Plan FINAL" History

-  Document created by Sonya Lyndon (admin@hastingsgirls.com)  
2023-03-21 - 10:26:16 PM GMT- IP address: 210.55.72.239
-  Document emailed to Jo-ell MacDonald (joellmac74@gmail.com) for signature  
2023-03-21 - 10:27:02 PM GMT
-  Email viewed by Jo-ell MacDonald (joellmac74@gmail.com)  
2023-03-22 - 9:13:09 AM GMT- IP address: 172.225.244.189
-  Document e-signed by Jo-ell MacDonald (joellmac74@gmail.com)  
Signature Date: 2023-03-28 - 2:13:43 AM GMT - Time Source: server- IP address: 203.167.142.34
-  Agreement completed.  
2023-03-28 - 2:13:43 AM GMT

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