# HASTINGS GIRLS' HIGH SCHOOL - NGĀ RAU HUIA O ĀKINA

**Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow**

## STRATEGIC PLAN 2024 - 2027

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| GOALS | **TE KANORAUTANGA**<br>Ākonga achieving excellent and equitable educational outcomes<br><br>*Ki te whaiao, ki te ao marama – the continuous pursuit of excellence* | **TE TUAKIRITANGA**<br>Ākonga seeing and feeling their identity, language, and culture on a daily basis<br><br>*Providing a culture of extraordinary care* | **KAITIAKITANGA**<br>Developing ākonga as guardians of our past, present, and future<br><br>*Growing, embedding, reviewing and refreshing exceptional curriculum* |
| WHAT WILL IT LOOK LIKE? | Ākonga to achieve excellent and equitable education outcomes.<br>• A culture of collective efficacy, working together to succeed.<br>• Strengthening structures, systems and processess. | Ākonga and whānau to see and feel their identity, language and culture on a daily basis.<br>• Collaborative community partnerships.<br>• Enhanced Ākina coach capacity.<br>• A schoolwide culture of shared values – Pono, Manaakitanga, Whanaungatanga, Whakaute, Kaitiakitanga. | HGHS has a curriculum that is locally based, knowledge rich and culturally sustaining.<br>• Curriculum review.<br>• Enhanced leadership capacity.<br>• Responsive and comprehensive PLD.<br>• Building and maintaining curriculum mapping tool making learning connections across curriculum areas. |
| HOW WILL THIS HAPPEN? | Targeted actions to bring goals to life:<br>• Professional growth cycle to be refreshed, with a new cycle starting Term 1 2024. Personal goal(s) to be set and connected to department priorities.<br>• Departmental/Team goals and targets connected to the school's annual goals and targets.<br>• Use of SPAR to strengthen and develop leaders and teacher data literacy skills.<br>• An annual plan for targeted professional learning, reflective processes, and resourcing to support our strategic direction.<br>• Development of HGHS effective teacher profile:<br>  • Shaping and strengthening teacher capacity.<br>  • High impact teaching strategies.<br>  • HGHS common practice models.<br>  • Schoolwide approach to the teaching of literacy and numeracy<br>• Effective schoolwide self-evaluative and review practices. | Targeted actions to bring goals to life:<br>• Strengthening and embedding our pastoral Ākina system within specialist areas. Whakawhanaungatanga and monitoring and tracking.<br>• Further development of our schoolwide attendance strategy.<br>• Shaping and implementing of HGHS school values enacted through our Kawa o Te Kura.<br>• Strengthening and streamlining schoolwide communication.<br>• Partnering with whānau to establish a strength based, high expectation approach to ākonga achievement. | Targeted actions to bring goals to life:<br>• Middle Leaders are developing a clearer understanding of the educational leadership capabilities and to use these as a framework for leadership.<br>• Targeted support for middle leaders – coaching to grow capacity.<br>• A regular cycle of review, refresh and embed a rich place based, Hub shaped junior curriculum. |
| HOW WILL THIS BE MEASURED? | Ākonga can contribute to and be successful in their futures and contribute to society.<br>• NCEA.<br>• Level 1 90% pass rate for all ākonga.<br>• E-asTTle.<br>• Added value for literacy and numeracy for all ākonga across Year 9 and 10.<br>• Professional growth cycle documentation.<br>• Analysis of Variance. | Through fostering positive relationships, ākonga have a deep sense of belonging and purpose.<br>• Attendance Data – 100% of students regularly attending school.<br>• Academic Learning Goals – 100% of students setting, tracking, and achieving their academic learning goals.<br>• Analysis of Variance.<br>• Retention Data.<br>• Student survey's | Ākonga thrive within a curriculum that is locally based, knowledge rich and culturally sustaining.<br>• SPAR Reports.<br>• Curriculum Tool.<br>• E-asTTle data.<br>• Analysis of Variance. |
| BOARD OF TRUSTEES PRIMARY OBJECTIVES | 1. (a) (c) (d)<br>2. (a) (b) (c) (e)<br><br>Links to education requirements<br>• NELP's<br>• Te Mātaiaho<br>• NCEA / NZQA<br>• Action Plan for Pasific Education<br>• Ka Hikitia<br>• Te Aho Arataki Marau<br>• NKII Strategic Vision | 1. (b) (c) (d)<br>2. (a) (c) (d) (e)<br><br>Links to education requirements<br>• Attendance and Engagement Strategy<br>• Action Plan for Pacific Education<br>• Te Mātaiaho<br>• Te Aho Arataki Marau<br>• NKII Strategic Vision | 1. (a) (c) (d)<br>2. (a) (b) (c) (d) (e)<br><br>Links to education requirements<br>• Attendance and Engagement Strategy<br>• Action Plan for Pacific Education<br>• Te Mātaiaho<br>• Ngāti Kahungunu<br>• Ka Hikitia<br>• Te Aho Arataki Marau<br>• NKII Strategic Vision |