




Whanganui Girls' College
Strategic Plan
and
Annual Goals 2022

Whanganui Girls' College Vision, Mission, Values, Graduate Profile and Strategic Goals

| | |
|---|--|
|  | <p style="text-align: center;">Vision:</p> <p style="text-align: center;">To be the school of choice for girls and be known as a school “Where Girls Shine”</p> |
| <p>MISSION</p> | <p>To provide high quality education for ākonga/students, blending traditional and modern values in a warm, open, respectful environment. We challenge and encourage every ākonga/student to excel and reach their full potential academically, culturally, creatively, in sport and in leadership. Our practices reflect our commitment to honouring Tiriti o Waitangi.</p> |
| <p>OUR CORE VALUES</p> | <p>Achieve</p> <p>Safe</p> <p>Tipuranga</p> <p>Respect</p> <p>Awhi</p> |
| <p>ĀKONGA/STUDENT GRADUANT PROFILE</p> | <p>A 21st century Whanganui Girls' College graduate has integrity, resilience and independence. They are able to apply creativity and logic to solve problems and to conduct themselves in a manner that is both socially skilled and culturally aware. With these foundations, our ākonga/students' aim high to reach their individual potential at school and beyond in every aspect of their lives and has a strong sense of belonging.</p> |

Strategic Goals

| | | |
|----------|--|---|
| 1 | Achievement for all Achieve, Tipuranga | <ol style="list-style-type: none"> 1. Every Whanganui Girls' College school leaver has the opportunity to achieve NCEA level 2 2. Equity of achievement for all ākonga/students and especially for Māori, Pasifika and students with learning support needs. 3. To increase the annual percentage of level and subject endorsements at NCEA 4. To provide a wide range of academic, cultural and sporting opportunities for ākonga/students to experience and potentially excel and develop ākonga/student commitment to academic, cultural and sporting opportunities. |
| 2 | Encourage positive relationships while focusing on the wellbeing and safety of the school community Respect and Safe, Awhi | <ol style="list-style-type: none"> 1. To improve relationships between the school and iwi, hapu and whānau 2. To provide a fair, inclusive, safe environment free of bullying and accepting of all 3. Ākonga/students have the ability to celebrate their culture and identity and be respected and valued for who they are 4. To provide positive support for the wellbeing of staff and ākonga/students 5. To ensure the health and safety of ākonga/students and staff is a priority. 6. Technology is available and well used for effective 21st Century learning. |
| 3 | Individual learning potential is recognised and valued Tipuranga and Awhi | <ol style="list-style-type: none"> 1. That relevant and up-to-date professional development is made available to all staff 2. That digital technologies strategies are being actively developed to support blended learning and engage student learning. 3. That ākonga/students aim and are encouraged to reach their potential and achieve their absolute best 4. Junior achievement data is sufficient and valid, collected on a regular and scheduled basis and used effectively for formative and summative purposes. |
| 4 | Provide quality resources, infrastructure and facilities Achieve, Safe, Respect and Awhi | <ol style="list-style-type: none"> 1. That our school wide management and stewardship systems are efficient and effective and serve the purpose that they are intended for 2. Ensure that our financial systems allow for realistic and detailed budgets, effective monitoring, control, reporting and auditing 3. That we have modern resources that may enhance ākonga/student achievement in the academic, cultural and sporting fields 4. We provide well maintained buildings that are fit for purpose |

ANNUAL PLANS FOR 2022

| | WHAT ARE WE TRYING TO ACHIEVE? | HOW ARE WE TRYING TO DO IT? | HOW WILL WE KNOW OUR CHANGE IS LEADING TO IMPROVEMENT? |
|---|--|---|---|
| Goal 1 | To achieve / enhance equity of achievement for all students, especially for Māori, Pasifika and students with Learning Support Needs | Use the ETP (Effective Teacher Profile) to inform best practice in the classroom | <p>By the end of 2022 the attendance target for the whole school will be 90%. For at risk students, attendance will increase to at least 80%.</p> <p>Of the 16 out of 84 students identified as at risk of achieving NCEA Level 1, all will have achieved their IEP goals.</p> <p>Of the 13 out of 63 students identified as at risk of achieving NCEA Level 2, all will have achieved their IEP goals.</p> <p>Of the 14 out of 33 students identified as at risk of achieving NCEA Level 3, all will have achieved their IEP goals.</p> <p>Our Careers Kaiako, will have met with all at risk Year 12/13 students and their whānau to discuss their future pathways</p> <p>At Level 1 to 3 students will achieve a minimum of 14 credits in each of their NCEA courses.</p> <p>Fourteen Level 3 students who have subjects to support them achieving University Entry. These students are not identified as at risk, and are not off site doing Vocational courses. These 14 students will achieve UE at the end of 2022.</p> <p>Takitini Hauora survey for staff, students and whanau (undertaken in term 1 2022 and again in term 1 of 2023). From this we will be able to identify areas for growth along with strengths in the use of Te Reo Māori, student identity, whānau engagement and transistons.</p> |
| | | Astra Teachers develop IEP's for all students. | |
| | | Increasing and growing the use of Te Reo Maori/Maori world view throughout the kura. | |
| | | Ensuring our environment is culturally inclusive and reflects the ākonga of today in an environmentally friendly way. | |
| | | Engage and include whānau, iwi and community around what academic success for all ākonga looks like for them. | |
| Visual tracking of NCEA progress of all our Year 11-13 ākonga | | | |
| Goal 2 | To develop and embed literacy and numeracy strategies across all curriculum areas | Develop and implement departmental literacy strategies with internal support from Deb Tunbridge and external PLD support from Ken Kelpin. | By the end of 2022 all Year 9 students will have reached at least Level 4B OR have increased by 3 sub-levels for both literacy and numeracy. |
| | | Participation in the NCEA literacy and numeracy pilots | <p>By the end of 2022 all Year 10 students will have reached at least Level 5B OR have increased by 3 sub-levels for both literacy and numeracy.</p> <p>By the end of 2022 all students in year 11 who have an AsTTle Level</p> |

| | | | |
|-----------|---|--|---|
| | | | 4 or above in numeracy and literacy will have achieved NCEA Literacy and Numeracy. |
| Goal 3 | To develop resilience in our ākonga to enable them to reach their individual potential. | The ASTRA programme will focus on developing and growing the skills required for our ākonga to thrive and be resilient in their world. All Year 10-13 students will have an active My Mahi profile. Student Resilience Survey is completed at the start of term 2 and 4. | <p>By the end of 2022 there will be a 20% increase in the number of senior students who qualify for study leave from 2021.</p> <p>By the end of 2022 we will have data on each student in Year 12 and 13 for their transition into education, training or employment.</p> <p>After the second resilience survey – we would like to see an increase in half a subscale (10%) for the school related survey questions in each year group.</p> |
| | | Restorative practices will continue to teach our ākonga about how to communicate and relate to each other in a respectful way. | |
| | | Additional mentoring of at risk ākonga through the CBC pilot (10 Year 11-13 students), Peer Mentoring, Tuakana Teina, Wai Ora (6 Year 10-11 at risk students), Shine (10 Junior students) | |
| | | Providing ākonga/students with leadership opportunities. (Senior Prefects, Year 10 Prefects, House Leaders, Councils: Sport, Cultural, Creative Arts, Academic League, Student, Te Kori Mako, Ball Committee, Tuakana Teina (year 12 with Year 9 students) | |

How this translates into the experience of every student:

| | What evidence will we have that our changes have led to improvement? |
|------------|--|
| Y9 | We would have built resilience and prioritised well-being for all. Each Year 9 student is at least at Level 4B OR has increased by 3 sub-levels Students live our ASTRA values. |
| Y10 | We would have built resilience and prioritised well-being for all. Each Year 10 student is at least at Level 5B OR has increased by 3 sub-levels Students live our ASTRA values. |
| Y11 | We would have built resilience and prioritised well-being for all. 100% of students have achieved Level 1 OR the goals of their IEP Endorsements will reflect value added of predicted cohort E-AsTTle results. Early academic intervention for senior students in collaboration with whānau Students live our ASTRA values. |
| Y12 | We would have built resilience and prioritised well-being for all. 90% of students achieve level 2 and/or each student has a clear pathway to education, training or employment. Early academic intervention for senior students in collaboration with whānau Students live our ASTRA values. |
| Y13 | We would have built resilience and prioritised well-being for all. Each student has a clear pathway to education, training or employment. 100% of students who want to achieve UE, achieve it. Early academic intervention for senior students in collaboration with whānau Students live our ASTRA values. |

