

**Whanganui Girls’ College**

**Strategic Plan**

**and**

**Annual Goals 2023**

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

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|  | **Vision:**  To be the school of choice for girls and be known as a school “Where Girls Shine” |
| **MISSION** | 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.  Kia whāia ai he ara mātauranga tuawhiti mā te ākonga, e kōtuia ai ngā ūara o nehe ki ngā ūara o nāianei i runga i te ngākau huaki mā roto mai i te taiao kauanuanu. Ka wero, ka taunaki anō i ngā ākonga katoa kia eke panuku, e whakatutuki ai i a rātou ō rātou nā pitomata ā-mātauranga, ā-ahurea, ā-auaha, ka mutu, i te ao hākinakina, i te ao hautūtanga anō hoki. Ko ā mātou tikanga mahi ka tautokona tā mātou manawanui ki Te Tiriti o Waitangi |
| **OUR CORE VALUES** | **A**chieve  **S**afe  **Ti**puranga  **R**espect  **Awhi** |
| **ĀKONGA/STUDENT GRADUANT PROFILE** | 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.  Ko ngā āhuatanga o te kōhine ka whakapōtaehia i Te Kāreti Mō Ngā Kōhine o Whanganui i te rua mano mā tahi tau nei, he kōhine ngākau pono, he kōhine manawaroa, ā, he kōhine rangatira. E taea ana e ēnei kōhine te whakatinana i ō rātou mōhiotanga auaha, mōhiotanga whakakaupapa e hīraurau ai i ngā tini wero ka puta, ka mutu, kia kawea rātou e rātou anō i runga i te āhua o te rangatira, mōhio hoki ki ngā ahurea. I ēnei tūāpapatanga, ko ā mātou ākonga e whāia ana kia eke panuku, kia whakatutuki i ō rātou ake pitomata ki te kura, ā, ki tua noa atu i roto i ngā āhuatanga katoa o ō rātou nā ao, waihoki kua whai pakiaka iho ai ōna waewae ki te papa. |

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|  |  |  | **Strategic Goals** |
| **1** | **Achievement for all**  **Achieve, Tipuranga** | 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** | 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** | 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** | 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 PLAN FOR 2023**

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|  | **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** | Equity of achievement for all students, especially for Māori, Pasifika and students with Learning Support needs. | Increasing and growing the use and understanding of Te Reo Māori/ Te o Māori (world view) by kaiako and ākonga in all classrooms and presentations | Kaiako and ākonga will increasingly use Te Reo Māori and this will be seen and heard throughout our kura.  Staff will reflect and act upon progress and next steps in their PGC.  Student engagement increases, particularly for Māori students.  All ākonga will have a strong sense of identity and who they are.  Te Reo Māori as a subject will continue to grow into the senior school.  Poutamatia and Pasifika Fusion will grow in size and popularity. |
| Ensuring our environment is culturally inclusive and reflects the ākonga of today in an environmentally friendly way | The physical environment will reflect the various cultures of our current ākonga.  Whanganui Girls’ College has agreed tikanga which is understood by all.  WGC actively works towards and achieves silver status as an Enviro school.  The history of the kura will be respected and weaved into a 21st century vision that reflects our community, iwi and ākonga |
| Engage and include whānau, iwi and community around what academic success for all ākonga looks like for them | Individual needs of all Ākonga are met by the kura regarding: pastoral, academic, well-being, extra-curricular, diversity and future career aspirations  90% of our whānau get involved in the ASTRA Academic Mentoring process.  ASTRA Kaiako will work alongside whānau to mentor and develop the skills of their ākonga to support academic achievement and well-being. |
| Ongoing and regular tracking of our priority students occurs to ensure the best support is provided in regards to academic mentoring, career guidance and pastoral support to enable them to reach their potential. | School Attendance increases to 85%. (2024 = 90%)  Student achievement increases (AsTTLE, NCEA and Endorsements).  Leadership and mentoring opportunities for our ākonga will be provided.  For our Year 9 and 10 students – all staff involved in class problem solving.  Pastoral entries decrease.  Priority student’s engagement in school and attendance increases.  Priority student’s pastoral entries decrease.  Priority student’s remain in an education sector.  Priority student’s whānau will feel supported by the kura and be an integral part of the process and have a sense of pride for their ākonga.  Priority ākonga will have improved academic results. |
| Goal 2 | Develop and embed literacy and numeracy strategies across all curriculum areas | Develop and implement a school wide literacy and numeracy strategy | AsTTle results improve across the junior school.  % of students achieving their literacy and numeracy NCEA requirements increases from 2022. (Year 10 2022 results = 42% for reading (64% Nationwide), 34% for writing (33% Nationwide) and 44% numeracy).  All Kaiako will be teaching subject specific literacy and numeracy strategies/skills in their subjects particularly in the junior school and this will be evident in unit and or lesson plans. |
| Participation in the NCEA literacy and numeracy pilots and specific Professional Development regarding Literacy and Numeracy | Kaiako have a good understanding of how, when and what is to be assessed for NCEA literacy and numeracy.  Ākonga will have increased success in achieving NCEA literacy and numeracy at Year 10 and Year 11. |
| Goal 3 | All learning areas complete their planning and preparation for their 2024 NCEA Level 1 courses. | Four units – (two internal and two external) /20 credit courses will be planned by the end of the year and shared/reviewed to the HOD/curriculum committee | Endeavour to work collaboratively with other Whanganui kura in developing the new standards for NCEA Level 1.  Offering of regular professional development and time for our staff to develop the new standards. |
| Participation of all teaching staff in subject specific Professional Development re NCEA Change for 2024. | MOE support from (NIFS and LAN) subject specific and NCEA specific support throughout the year for our staff. |

**How this translates into the experience of every student:**

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|  | **What evidence will we have that our changes have led to improvement?** |
| **Y9** | Each Year 9 student is at least at Level 4B OR has increased by 3 sub-levels over 18 months  Implement and complete the writing AsTTle assessment  Students live our ASTRA values.  Early academic intervention with an IEP for all students in collaboration with whānau  Student attendance is on average at 90% |
| **Y10** | Each Year 10 student is at least at Level 5B OR has increased by 3 sub-levels over 18 months  Implement and complete the writing AsTTle assessment  Students live our ASTRA values.  90% pass rate in literacy and numeracy NCEA Level 1 of those that are Level 5P or above.  Early academic intervention with an IEP for all students in collaboration with whānau  Student attendance is on average at 85% (2022 = 77%) |
| **Y11** | 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 with an IEP for senior students in collaboration with whānau  Students live our ASTRA values.  Student attendance is on average at 85% (2022 = 77%) |
| **Y12** | 85%of students achieve level 2 or the goals of their IEP  Each student has an emerging pathway to education, training or employment.  Early academic intervention with an IEP for senior students in collaboration with whānau  Students live our ASTRA values.  Student attendance is on average at 90% (2022 = 85%) |
| **Y13** | Each student has a clear pathway to education, training or employment.  90% of students achieve level 3 that complete the school year.  100% of students who want to achieve UE, achieve it.  Early academic intervention with an IEP for senior students in collaboration with whānau  Students live our ASTRA values.  Student attendance is on average at 80% (2022 = 70%) |