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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 (growth)  **R**espect  **A**whi (support) |
| **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 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. |

**WGC Strategic Plan**

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| Strategic Goals | Link to BOT Primary Objectives | Links to Education Requirements | What do you expect to see? | How will we achieve or make progress towards our strategic Goals? | How will we measure success? |
| **ACHIEVEMENT** | | | | | |
| **Strat Goal 1:**  **Achievement *(Achieve, Tipuranga – Growth, Respect)***  To foster a holistic approach to ākonga achievement by optimising attendance, recognising excellence in sports, culture, creative arts, leadership and academics; ensuring that ākonga attain their full potential. | 127 (1) a)  127 (1) c)  127 (1) d)  127 (2) a)  127 (2) b)  127 (2) c)  127 (2) d)  127 (2) e) | NELP Priorities: 2, 3, 4, 5, 6, 7  Te Mātaiho and the Common Practice Model  The Literacy and Communication and Maths Strategy  Attendance and Engagement Strategy  Takitini Hauora:  Achievement Challenges – Transitions, Engagement and Raising Māori Achievement | * **Maximising Attendance:**   WGC will strive to improve attendance rates by implementing targeted interventions, fostering a supportive school environment, and collaborating with ākonga, whānau, and the community to reduce absenteeism.  By promoting regular attendance, we aim to provide ākonga with a strong foundation for learning and personal growth.   * **Celebrating Excellence:**   Through the establishment of a robust system of principal awards, we will recognise and reward ākonga who demonstrate exceptional achievements and contributions throughout the year.   * **Empowering Achievement:**   Ensuring that every student attains their full academic potential.  We will provide comprehensive support mechanisms, including access to quality teaching, personalised learning pathways, and equitable resources. We will also monitor progress closely and adapt strategies to address the individual needs of ākonga. | * House and ASTRA attendance competitions. * Regular communication and collaboration with ākonga, whānau and the wider community. * Termly meetings with Attendance services. * The guidance team will continue to monitor attendance and regularly communicates with whānau regarding concerns. * Principal awards for attendance, ASTRA values, excellence in sports, arts, culture, leadership and academics. * Regular social media posts and communication to the wider community regarding student success. * Continuation of monitoring of all NCEA students’ progress: tracking wall, Academic Mentoring, IEP, Deans, Guidance, SENCO. * Literacy support focus group has more frequent testing of a range of assessment tools. * Continuing to monitor junior progress using our new junior assessment schedules which feed into our SMS system. | * Annual Goal using data from Everyday Matters. 82% regular attendance 2024 and 86% 2025. * Annual tracking of: NCEA data including endorsements, UE qualifications. * Literacy and Numeracy co-requisite results. * Annual tracking of: Resilience data, increased attendance, NCEA and junior achievement. * The number of ākonga involved in school extra-curricular activities increases. * Annual tracking of NCEA achievement including endorsements, UE, and Literacy and Numeracy co-requisite percentages. * Leavers data – long term trend recognition * Junior data. * E-asTTle taken in term 1 and term 4 for Year 9 and 10. |

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| **WHANAUNGATANGA** | | | | | | | | | |
| **Strat Goal 2:**  **Whanaungatanga**  ***(Safe, Respect, Awhi)***  Continue to foster an inclusive, equitable, sustainable and accessible learning environment that caters for the diverse needs of all ākonga. | 127 (1) a)  127 (1) b)  127 (1) c)  127 (1) d)  127 (2) a)  127 (2) b)  127 (2) c)  127 (2) d)  127 (2) e) | | NELP Priorities: 1, 2, 3, 4, 5, 6, 7  Wellbeing in Education Strategy  NZSTA’s guidance for giving effect to Te Tiriti o Waitangi  Takitini Hauora:  Achievement Challenges – Transitions, Engagement and Raising Māori Achievement | * **Inclusive School Culture:** Continue to promote an inclusive, safe school culture that embraces diversity, is culturally responsive, environmentally sustainable, encourages respect, and celebrates the uniqueness of every ākonga. We will create an environment where all ākonga feel welcomed, safe and valued. * **Opportunities for All:**   We will reduce educational disparities and barriers for all ākonga.   * **Support for Specialised Learning Needs:**   We will enhance support for ākonga with specialised learning needs, including those with disabilities and exceptional talents. | | * Strong pastoral systems. * Promotion and growth of our Kapa Haka rōpu (Poutamatia) and Pasifika group. * Continue to support our diverse students through our various clubs and support networks. * Strong restorative and PB4L/ASTRA programme. * Culturally responsive framework. * Continue to promote and support ākonga / staff initiatives around environmentally friendly and sustainable practices. * Foster global citizenship and cultural understanding through international ākonga, visitor groups, co-curricular groups and inclusion of ākonga from other cultures. * Continued involvement in the donation scheme. * Lunches in schools. * Kids Can support. * An equity budget that removes barriers e.g uniform, trips etc. * Laptops for all senior ākonga. * Provide tailored resources, personalised learning plans, and professional development for educators to cater to diverse learning styles. * Continuation of the specialised literacy support program. | | | * Reduction in pastoral entries. * Increase in participation numbers in Kapa Haka and Pasifika. * Resilience survey results. * Social Workers termly reports. * Leavers/ survey. * Whānau feedback. * Silver Enviro-school status. * The Enviro Group continues to grow initiatives. * Cultural Audit. * Increase in participation numbers in NZSport * Increase in participation numbers in the creative arts * Student Council feedback. * Attendance data. * Resilience data. * Attendance data. * Class survey feedback. * Individualised whānau and ākonga feedback. * IEP’s |
| Strategic Goals | | Link to BOT Primary Objectives | Links to Education Requirements | | What do you expect to see? | | How will we achieve or make progress towards our strategic Goals? | How will we measure success? | |
| **CHANGE** | | | | | | | | | |
| **Strat Goal 3:**  **Change**  ***(Achieve, Tipuranga – Growth)***  To empower staff, ākonga, and community to effectively navigate and embrace the shifts within the New Zealand curriculum and assessment structure. | | 127 (1) a)  127 (1) c)  127 (1) d)  127 (2) a)  127 (2) b)  127 (2) c)  127 (2) d)  127 (2) e) | NELP Priorities: 1, 2, 3, 4, 5, 6, 7  The Literacy and Communication and Maths Strategy  Te Mātaiho and the Common Practice Model  Takitini Hauora:  Achievement Challenges – Transitions, Engagement and Raising Māori Achievement  Ka Hikitia- Ka Hāpaitia  Tātaiako- Cultural competencies  Tapasā- Cultural competencies | | * **NCEA Change Programme**: We commit to the transformation of the National Certificate of Educational Achievement (NCEA) * **Implementation of Te Mātaiaho (Refreshed Curriculum)**:   This revitalised curriculum will prioritise cultural competence, holistic learning, and sustainability, ensuring that our students are equipped with the knowledge and skills they need for the 21st century.   * **Resilience:**   Foster resilience in students by equipping them with the skills and support necessary to navigate challenges and setbacks. Develop comprehensive well-being programs that encompass mental health support, emotional intelligence, and coping mechanisms.   * **Mātauranga Māori**:   We will continue to enhance cultural competency, celebrate indigenous knowledge, and support the educational aspirations of Māori ākonga while fostering an inclusive learning environment for all.   * **Literacy and Numeracy Support**:   We are dedicated to providing comprehensive support for literacy and numeracy skills development. By focusing on the foundations of learning, we aim to ensure that all ākonga have a strong basis upon which to build their knowledge and capabilities. | | * Continued PLD and time for staff to adapt and plan for the NCEA changes at NCEA Level 1 and Level 2. * Kaiako adapt to using the refreshed Te Mātaiaho curriculum throughout their teaching and learning programmes. * We will build awareness and grow understanding with kaiako and our school community. * We will engage in ongoing professional development opportunities about Te Mātaiaho for school leaders and kaiako. * ASTRA programme. * Tuakana Teina programme. * Shine programme. * Wai Ora programme. * Real counselling. * SUPP support. * WGC Social Worker. * Positive assembly messages. * Encouraging attendance. * Teaching and learning programmes at WGC will continue to evolve to ensure that aspects of Mātauranga Māori are at the heart of what we choose to teach. * Continue to create a school environment that is welcoming and engaging for all ākonga. * Our environment will better reflect our ākonga and community of WGC. * We will build awareness and grow understanding with kaiako and our school community. * Staff PLD focus on differentiation: This involves recognising and accommodating individual learning needs, styles, and paces, ensuring that all ākonga can reach their full potential. * Specialised Literacy teacher support for ākonga at level 2 or 3 of the curriculum. | * Units of work and assessment documentation for all learning areas are complete and meet the requirements of the new standards at NCEA Level 1 and NCEA Level 2. * By the end of 2025 the English, Mathematics and Social Science learning areas at WGC will have completed planning for implementation of Te Mātaiaho for 2026. * Resilience survey results. * Social Workers termly reports. * Leavers/ ākonga survey. * Whānau feedback. * IEP’s * Guidance and kaiako feedback. * Classroom problem solving feedback. * Whānau and ākonga feedback. * Increased participation in Kapa Haka, and entering students in the Manu Korero speech competition. * Cultural Audit. * Literacy and Numeracy results. * E asttle results. * Other measures like LASS and PROBE tests. | |

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| **FACILITIES** | | | | | |
| **Strat Goal 4:**  **Facilities**  ***(Respect, Tipuranga – Growth)***  To continue to update our learning environment so that it is inclusive and reflects our ākonga and community. | 127 (1) a)  127 (1) b)  127 (1) c)  127 (1) d)  127 (2) a)  127 (2) b)  127 (2) c)  127 (2) d)  127 (2) e) | NELP Priorities: 1, 2, 3, 4, 5  Takitini Hauora:  Achievement Challenges – Transitions, Engagement and Raising Māori Achievement  10YPP  5YA | * **Modernised Learning Environment:**   Continue to deliver a modernised learning environment through a comprehensive plan in conjunction with the 5YA and 10YPP.   * **Maintenance Plan:**   Update and implement a Long-term Maintenance Plan.   * **Technology Infrastructure:** Provide ākonga with the infrastructure required to meet their potential as 21st C learners. * **Sustainability:**   Continue to implement sustainable practices, and waste reduction programs, to create an environmentally responsible learning environment. | * Prioritise the renovation and expansion of classrooms, laboratories, and other educational spaces to support modern teaching methods and technologies. * Update the maintenance and cyclical maintenance plan to ensure the ongoing upkeep and preservation of the newly improved facilities. * Enhance safety measures, including the installation of additional security cameras, and systems to ensure the safety of ākonga, kaiako, and visitors. * Continue to invest in state-of-the-art technology infrastructure, including multimedia resources in classrooms to enhance digital learning capabilities. * Kaiako PD for using technology more effectively. * Implement recycling system. * Implement Enviro principles into units of work, learning activities and community based events. | * Continued progress towards 5YA and 10YPP. * Monthly property report feedback. * Additional security cameras will increase safety and allow the guidance team to identify problem behaviors. * Kaiako feel well supported in their technology journey. * Provide all senior ākonga with a laptop. * The school continues to invest in appropriate software that has real world applications beyond WGC. * Silver Enviro status. * A growing understanding for all kaiako of how to implement enviro principles in daily school life. * Improved waste audit results. |