



Palmerston North Girls High School

Charter/Strategic Plan 2016 – 2018

Annual Plan 2016

Semper Sursum – Ever Upwards
Tikarohia ngā whetū

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PREFACE

THE CHARTER OF PALMERSTON NORTH GIRLS' HIGH SCHOOL

The purpose of this Charter is to enhance the learning of all the students in this school through all its activities.

This will be achieved through a partnership between the school, its community and the Minister under the provisions of the Education Act.

The Board of Trustees will take all reasonable steps to ensure that the school meets the goals and objectives of this Charter within the resources and time available to it.

February 2016

SCHOOL COMMUNITY

SCHOOL AND COMMUNITY DESCRIPTION

Palmerston North Girls' High School is a state secondary school for girls, Years 9 to 13, and enrolls approximately 1260 students. The school's history commenced in 1902 as part of the Palmerston North District High School, and High School in 1904 until the establishment of the Girls' High School in 1920, on its present site on Fitzherbert Avenue.

The majority of students are drawn from the city and neighbouring areas. About one quarter of its students travel by bus from rural areas. An enrolment policy is in place under Section 11 of the Education Act 1989 to prevent overcrowding. Each year we manage a waiting list at enrolment date. The roll includes a number of international, fee-paying students.

The socio economic sample designates the school as Decile 8. The population draws from European (59%), Māori (22%), Pasifika (5%), and Asian (11%).

Palmerston North Girls' High School has provided quality education since 1902 and this is reflected in successive ERO reports. Its student achievement record places the school well above national averages including comparisons with national decile 8-10 schools. The curriculum offered is broad with an emphasis on encouraging students to achieve university entrance. The extra curricular programme is equally broad offering a wide range of sports, arts, extension, leadership, enterprise and personal challenge.

The school occupies a 6.11Ha site adjacent to Ongley Park, the tennis club and not far from other playing fields, swimming complex and sports facilities. The campus is well maintained, as are the grounds.

A networked communications system and access to computers has been a significant investment for the Government and the Board of Trustees in recent years. Development continues as the school strives to provide digital opportunities to meet the learning needs of students.

The school is fully staffed by well qualified teachers and support staff. Students acknowledge the extent to which staff are dedicated to meeting their learning needs and the degree of support they receive to achieve excellent outcomes.

The school is located within the Rangitane iwi area. Tribal origins of Māori students are quite diverse. With Massey University, UCOL, and research institutions in the city the school is well served for the linkages available to enhance student learning opportunities. Clubs, service organisations and businesses also support our school.

VISION

Inspiring young women who are successful learners and act with integrity.
He manu hiringa, he manu ariki, he manu rere ki te rangi

MOTTO

Semper Sursum – Ever upwards
Tīkarohia ngā whetū

WE VALUE

Respect	Whakaute
Resilience	Whakamana
Social Responsibility	Whakamahi

Palmerston North Girls' High School seeks to provide students with challenging academic, sporting and cultural opportunities that will equip them with the required knowledge, attitudes, skills and values to enable them to succeed in their lives.

The school aims to raise the active engagement and achievement of all students to attain their personal best in a safe, structured and challenging environment. The school seeks to provide students with an individualised programme through a broad curriculum of academic, sporting and cultural opportunities.

The school will achieve its aims by:

- *Explicitly teaching students behavioural and academic expectations*
- *Actively developing and fostering positive relationships with students and their whānau*
- *Offering students a range of academic, sporting, cultural and vocational experiences.*
- *Emphasising the successful development of the skills of literacy and numeracy.*
- *Preparing students for examinations, NCEA assessments and future career opportunities.*
- *Actively encouraging and developing the qualities of respect for ourselves, others and the environment, developing resilient learners, being prepared to give back to the community through service opportunities and focusing on building on success.*
- *Creating an environment where there is respect for, and understanding of, cultural and individual differences.*
- *Fostering Māori language and culture, consistent with the principles of the Treaty of Waitangi;*

THE NEW ZEALAND CURRICULUM AT PALMERSTON NORTH GIRLS' HIGH SCHOOL

Palmerston North Girls' High School has a clearly articulated vision that aligns itself with the New Zealand Curriculum vision and its directions for learning.

It is important to the school that its vision is interpreted, understood and has a sought after end point that is a worthy aspiration. It is the duty of our staff to translate our vision into all aspects of school life.

The School's vision is "*Inspiring young women to be resilient learners who act with integrity.*"

Our vision is visible in our classrooms. By maintaining a deliberate focus as teachers on this agreed aspiration we are also accepting the New Zealand Curriculum's directions for learning where:

"Young people will be confident, connected, actively involved, lifelong learners." NZC

By doing so, each teacher and each department will be ensuring the delivery of the New Zealand Curriculum in the 'spirit and intent' of teaching and learning at Palmerston North Girls' High School.

The New Zealand Curriculum describes under its vision three key areas; key competencies, values and learning areas.

The school has interpreted these areas and accordingly directs its teachers and its departments to incorporate the key competencies and values into their programmes, assessments and teaching strategies.

Key Competencies:

The school seeks to provide students with challenging academic, sporting and cultural opportunities that will equip them with the required knowledge, attitudes, skills and values to enable them to succeed in their lives.

Each department has been asked to focus on incorporating key competencies into its classroom programmes and to implement the New Zealand Curriculum, specifically focusing on the requirements of its learning area.

This process aligns and documents where the department is incorporating the key competencies into their programmes, units of work and assessments. Effectively, Heads of Departments and teachers are being asked to consider the impact of the New Zealand Curriculum within their department and to document the teaching of the key competencies outlined.

Values:

Following a recent survey, the school values are currently under discussion through a consultation process with Board, Senior leaders, staff, students and parents.

The Palmerston North Girls' High School draft values are: *Respect, Resilience Social Responsibility*. Our students will endeavour to live these values both inside and outside the school. The values will be explicitly taught to all students and they will be displayed in all classrooms, publicised on our website and in our charter and strategic plan.

The New Zealand Curriculum values are being met by our actions and our intent. The document states,

“Every decision relating to the curriculum and every interaction that takes place in a school reflects the values of the individuals involved and the collective values of the institution.”

The New Zealand Curriculum also tells us that the list of values to be encouraged *“is neither exhaustive nor exclusive.”* Palmerston North Girls’ High School is developing a culture and spirit that is well supported by having agreed values. These are enhanced when each teacher role models these values in a consistent manner. In turn, our vision will have a greater impact when consistency levels are high.

It is an expectation that teachers are endorsing these values and encouraging all students to prove their understanding of and commitment to the values, through how they communicate and act while a member of our school community.

Learning Areas

At Palmerston North Girls’ High School, the New Zealand Curriculum’s Learning Areas are our departments and subjects.

Managing this area of the New Zealand Curriculum is the direct responsibility of the Head of Department (HoD). This is a feed forward approach where the Head of Department’s expertise as a curriculum leader comes to the fore to align the needs of the learning area with the school’s vision.

Management documents and schemes align with the New Zealand Curriculum.

EFFECTIVE TEACHING PRACTICE AT PALMERSTON NORTH GIRLS' HIGH SCHOOL

Teacher actions promoting student learning

While there is no formula that will guarantee learning for every student in every context, there is extensive, well-documented evidence about the kinds of teaching approaches that consistently have a positive impact on student learning. This evidence tells us that students learn best when teachers:

- create a supportive learning environment
- encourage reflective thought and action
- enhance the relevance of new learning
- facilitate shared learning
- make connections to prior learning and experience
- provide sufficient opportunities to learn
- inquire into the teaching-learning relationship
- provide regular, effective feedback to enhance student learning

Creating a supportive learning environment

Learning is inseparable from its social and cultural context. Students learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers, and when they are able to be active, visible members of the learning community. Effective teachers foster positive relationships within environments that are caring, inclusive, non-discriminatory, and cohesive. They also build good relationships with the wider school community, working with parents and caregivers as key partners who have unique knowledge of their children and countless opportunities to advance their children's learning. Effective teachers attend to the cultural and linguistic diversity of all their students. The classroom culture exists within and alongside many other cultures, including the cultures of the wider school and the local community, the students' peer culture, and the teacher's professional culture.

Encouraging reflective thought and action

Students learn most effectively when they develop the ability to stand back from the information or ideas that they have engaged with and think about these objectively. Reflective learners assimilate new learning, relate it to what they already know, adapt it for their own purposes, and translate thought into action. Over time, they develop their creativity, their ability to think critically about information and ideas, and their metacognitive ability (that is, their ability to think about their own thinking). Teachers encourage such thinking when they design tasks and opportunities that require students to critically evaluate the material they use and consider the purposes for which it was originally created.

Enhancing the relevance of new learning

Students learn most effectively when they understand what they are learning, why they are learning it, and how they will be able to use their new learning. Effective teachers stimulate the curiosity of their students, require them to search for relevant information and ideas, and challenge them to use or apply what they discover in new contexts or in new ways. They look for opportunities to involve students directly in decisions relating to their own learning. This encourages them to see what they are doing as relevant and to take greater ownership of their own learning.

Facilitating shared learning

Students learn as they engage in shared activities and conversations with other people, including family members and people in the wider community. Teachers encourage this process by cultivating the class as a learning community. In such a community, everyone, including the teacher, is a learner; learning conversations and learning partnerships are

encouraged; and challenge, support, and feedback are always available. As they engage in reflective discourse with others, students build the language that they need to take their learning further.

Making connections to prior learning and experience

Students learn best when they are able to integrate new learning with what they already understand. When teachers deliberately build on what their students know and have experienced, they maximise the use of learning time, anticipate students' learning needs, and avoid unnecessary duplication of content. Teachers can help students to make connections across learning areas as well as to home practices and the wider world.

Providing sufficient opportunities to learn

Students learn most effectively when they have time and opportunity to engage with, practise, and transfer new learning. This means that they need to encounter new learning a number of times and in a variety of different tasks or contexts. It also means that when curriculum coverage and student understanding are in competition, the teacher may decide to cover less but cover it in greater depth. Appropriate assessment helps the teacher to determine what "sufficient" opportunities mean for an individual student and to sequence students' learning experiences over time.

Teaching as inquiry

Since any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students.

Inquiry into the teaching-learning relationship can be visualised as a cyclical process that goes on moment-by-moment [as teaching takes place], day-by-day, and over the longer term. In this process, the teacher asks:

- What is important (and therefore worth spending time on), given where my students are? This *focusing inquiry* establishes a baseline and a direction. The teacher uses all available information to determine what their students have already learned and what they need to learn next.
- What strategies (evidence-based) are most likely to help my students learn this? In this *teaching inquiry*, the teacher uses evidence from research and from their own past practice and that of colleagues to plan teaching and learning opportunities aimed at achieving the outcomes prioritised in the focusing inquiry.
- What happened as a result of the teaching, and what are the implications for future teaching? In this *learning inquiry*, the teacher investigates the success of the teaching in terms of the prioritised outcomes, using a range of assessment approaches. They do this both while learning activities are in progress and also as longer-term sequences or units of work come to an end. They then analyse and interpret the information to consider what they should do next.

All teachers are involved in a Teaching as Inquiry investigation as a part of their appraisal. This inquiry is researched, discussed, an initiative trialled and an evaluation conducted following an analysis of the evidence. Another follow up inquiry is planned so on-going inquiry becomes "the way we do it around here."

NATIONAL EDUCATION GOALS

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, Palmerston North Girls' High School sets the following goals in response to the National Education Goals:

- 1 The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

Palmerston North Girls' High School aims to realise all students' full potential by providing a wide range of academic programmes, as well as planned opportunities for vocational learning, each in its way fostering those personal qualities which develop resilient and successful learners.

- 2 Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

To identify Palmerston North Girls' High School students' specific abilities in order that the best learning programmes may be available to them.

- 3 Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

Within a learning environment that promotes an understanding and experience of competition, yet remains supportive, provide Palmerston North Girls' High School students with the knowledge, understanding and skills needed to succeed in the modern world.

- 4 A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

The school works to partner with parents to support Palmerston North Girls' High School's and their own student's efforts in academic, cultural and sporting involvements, and to uphold the school's high expectations in regard to behaviour and attendance.

- 5 A broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic literacy and numeracy, science, technology and physical activity.

Implement at Palmerston North Girls' High School the requirements of the New Zealand Curriculum Framework, emphasising basic literacy and numeracy and science and technology.

- 6 Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

The school will plan and use examinations and other assessments across all programmes of work to monitor and report on student performance and to provide incentives to monitor progress and continue to improve student achievement and engagement at Palmerston North Girls' High School.

- 7 Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

Identify students with special learning needs and place them into Palmerston North Girls' High School learning assistance programmes with appropriate, targeted support.

- 8 Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

Students at Palmerston North Girls' High School will enter New Zealand Qualifications Authority Qualifications and they will be encouraged to extend themselves and gain other recognised certificates and scholarships on offer.

- 9 Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

Study in Te Reo Māori will be available at all levels and involvement in Tikanga will be encouraged at Palmerston North Girls' High School. In 2016 the school is planning to establish a Kapa Haka group based at the School and available to all students as well as continuing to support the combined school's representative group, Te Piringa.

- 10 Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledge of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

To have a school community which affirms, that for Māori people, New Zealand is their only ethnic place of standing (turangawaewae) and that the rights and dignity of all people throughout the world are upheld by the students of Palmerston North Girls' High School.

NATIONAL ADMINISTRATION GUIDELINES

In order to ensure that the National Education Goals are met, the Board of Trustees of Palmerston North Girls' High School and the principal respectively, will follow sound governance and management practices involving curriculum, employment, financial and property matters applying to the school. Further details of these requirements are found in the relevant legislation, appropriate employment contracts, property occupancy documents and other documents promulgated by the Secretary of Education.

- 1 The Board of Trustees of Palmerston North Girls' High School will foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

The Board of Trustees through the principal and staff will:

- a. develop and implement teaching and learning programmes:
 - i. to provide students in Years 1- 10 with opportunities to achieve for success in all areas of the National Curriculum;
 - ii. giving priority to student achievement in literacy and numeracy;
 - iii. giving priority to regular quality physical activity that develops movement skills for all students.
- b. through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
 - i. student achievement in literacy and numeracy; and then to
 - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;
- c. on the basis of good quality assessment information, identify students and groups of students:
 - i. who are not achieving
 - ii. who are at risk of not achieving
 - iii. who have special education needs (including gifted and talented students), and
 - iv. they will also identify aspects of the curriculum that require particular attention;
- d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and
- f. provide appropriate career education and guidance for all students in Year 9 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

- 2 The Board of Trustees with the principal and staff will:

- (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, Ngā Whanaketanga Rumaki Māori and/or National Standards*, aromatawai and/or assessment, and staff professional development;
- (b) maintain an on-going programme of self-review, in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and

- (c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) (above) including the achievement of Māori students against the plans and targets referred to in NAG 1 (e) above.

NB NAG 2A is not applicable to Palmerston North Girls' High School.

- 3 According to the legislation on employment and personnel matters, the Board of Trustees of Palmerston North Girls' High School will:
 - (a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
 - (b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.
- 4 According to legislation on financial and property matters, the Board of Trustees of Palmerston North Girls' High School will:
 - (a) allocate funds to reflect the school's priorities as stated in the charter;
 - (b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
 - (c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.
- 5 The Board of Trustees of Palmerston North Girls' High School will:
 - (a) provide a safe physical and emotional environment for students;
 - (b) promote healthy food and nutrition for all students; and
 - (c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.
- 6 The Board of Trustees of Palmerston North Girls' High School will comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.
- 7 The Board of Trustees of Palmerston North Girls' High School will complete an annual update of the school charter and provide the Secretary for Education with a copy of the updated school charter before 1 March each year.
- 8 The Board of Trustees of Palmerston North Girls' High School will provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

CULTURAL DIVERSITY

On a continuing basis the Palmerston North Girls' High School BoT will consult with our Māori community. Refer to NEG 9 and 10 and NAG 1(e). Links have been established through our Kaumatua with local iwi, Rangitane. Teachers are expected to build positive learning relationships with Māori learners, their whānau and iwi. These partnerships are key to ensuring Māori students achieve educational success as Māori.

TĀTAIAKO COMPETENCIES



Palmerston North Girls' High School provides instruction in and through Tikanga and Te Reo Māori in Years 9 - 13.

In 2016 Palmerston North Girls' High School is planning to establish a Kapa Haka group based at the School and available to all students, while continuing to support the combined school's representative group, Te Piringa.

A regular Whānau group meeting is planned for 2016 to continue to support Māori caregivers/parents and students. A Pasifika Fono is planned for 2016 to continue to support the ongoing educational needs of Pasifika students at the school.

Palmerston North Girls' High School aims to provide a culturally diverse environment.

SECTION B – Long Term Strategy 2016-2018
Palmerston North Girls' High School Strategic Plan 2016 – 2018



Our Vision

Inspiring young women to be successful learners who act with integrity.

Values

(Under review 2016)

Goal 1: (NAG 1, 2, 3, 4, 8) To prioritise the acquisition of quality teaching and learning strategies to develop independent learners

Goal 2: (NAG 1, 2, 3, 5, 6) To foster positive relationships and partnerships throughout the school community.

Goal 3: (NAG 3, 4, 5) To ensure a safe environment where wellbeing and diversity are respected and valued.

Goal 4: (NAG 1, 2, 5, 6) To recognise and value Māori as Tangata Whenua.

Goal 5: (NAG 1, 2, 3, 5) To develop and communicate a strong school identity and purpose.

KEY COMPETENCIES

Thinking - Using language, symbols and text -

Managing Self - Relating to others -

Participating and contributing

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Goal	Board Responsibility	
Goal 1: (NAG 1, 2, 3, 4, 8) To prioritise the acquisition of quality teaching and learning strategies to develop independent learners	<ul style="list-style-type: none"> Principal 	<div>Chair</div>
Goal 2: (NAG 1, 2, 3, 5, 6, 7) To foster positive relationships and partnerships throughout the school community.	<ul style="list-style-type: none"> All board members 	
Goal 3: (NAG 3, 4, 5) To ensure a safe environment where wellbeing and diversity are respected and valued.	<ul style="list-style-type: none"> Finance & Property committee Principal's delegate(s) Discipline committee H&S portfolio holder 	
Goal 4: (NAG 1, 2, 5, 6) To recognise and value Māori as Tangata Whenua.	<ul style="list-style-type: none"> Principal All board members 	
Goal 5: (NAG 1, 2, 3, 5) To develop and communicate a strong school identity and purpose.	<ul style="list-style-type: none"> Principal All board members 	

Teachers

- Deliver the National NZ Curriculum focusing upon Literacy and Numeracy and other priorities
- Are enthusiastic, and foster a life-long love for learning
- Communicate the purpose of learning
- Receive appropriate support
- Are committed to professional growth
- Have high expectations
- Demonstrate caring and supportive interpersonal skills
- Enact Teaching as Inquiry
- Work in partnership with parents
- Are positive and professional

Students

- Take responsibility for their actions and learning
- Are actively engaged in their learning
- Achieve to their potential
- Are respectful, resilient and confident learners
- Are proud of their school
- Feel safe and cared for
- Are encouraged and challenged
- Take pride in their achievements
- Accept leadership opportunities

Policies and Procedures

- Are developed through consultation
- Meet legislative requirements
- Are clearly stated and understood
- Facilitate school organisation
- Are accessible to everyone
- Are regularly reviewed

PNGHS

**Inspiring young women
to be resilient learners
who act with integrity**

Support Staff

- Are supportive of the school and its aims, feel valued, and part of the team
- Care for the students
- Are positive and professional

Senior Leadership Team

- Gives high quality leadership to the school
- Supports, values and empowers others
- Maintains effective communication between home and school
- Ensures high quality teaching and learning is paramount
- Monitors progress towards meeting school goals
- Models restorative practice

Board of Trustees

- Consults effectively with the community
- Meets requirements of the NEGS and the NAGS
- Is a good employer and stays well informed
- Works alongside staff
- Ensures all resources are effectively managed
- Plans for the future

Environment

- Is inviting and attractive
- Supports learning programmes
- Is safe and well maintained

Parents

- Feel welcome and included
- Are well informed
- Encourage students in their schooling
- Respect the professional judgment of the staff and work in partnership with them
- Are supportive of the Board, staff and school.

Curriculum

- Are delivered in a balanced and interesting manner
- Literacy and Numeracy programmes meet the needs of all students
- Are regularly reviewed and updated
- Fulfill National Curriculum requirements
- Prepare our students for future success

Goal	2016	2017	2018
<p>Goal 1: To prioritise the acquisition of quality teaching and learning strategies to develop independent learners (NAGS 1, 2, 3, 4, 8)</p>	<ul style="list-style-type: none"> ➤ NCEA pass rates for Levels 1-3 are at or above pass rates for Decile 8-10 girls' schools ➤ To support teachers and students to make use of technology as a learning tool to promote curiosity and foster independent learners ➤ Continue to accelerate the literacy and numeracy progress of priority students, especially Year 9 and 10 ➤ Māori achievement is similar to, or better than that of other students – reduce gap at Levels 1 & 2 by 5% and gain greater number of endorsements at each level ➤ Pasifika achievement is similar to, or better than that of other students – reduce the gap at L3 by 10% and gain greater number of endorsements at each level. ➤ All GATE students identified and supported through the extension programme designed to meet their needs ➤ Increase the percentage of NCEA level endorsements at all levels ➤ Increased course endorsements at all levels ➤ 25 NCEA scholarships achieved (2015: 19) ➤ Staff PLD is planned in line with school goals with a focus on Teaching as Inquiry ➤ Curriculum committee established to review courses and ensure the curriculum is meeting the needs of students 	<ul style="list-style-type: none"> ➤ NCEA pass rates for Levels 1-3 are at or above pass rates for Decile 8-10 girls' schools ➤ To develop teacher capability to make use of technology as a learning tool. ➤ Continue to accelerate the literacy and numeracy progress of priority students, especially Year 9 and 10 ➤ Māori achievement is similar to, or better than that of other students ➤ Pasifika achievement is similar to, or better than that of other students – reduce the gap at L3 by 10% ➤ All GATE students identified and supported through the extension programme designed to meet their needs ➤ Increase the percentage of NCEA level endorsements at all levels ➤ Increased course endorsements at all levels ➤ 28 NCEA scholarships achieved ➤ Staff PLD is planned in line with school goals with a focus on Restorative Practice 	<ul style="list-style-type: none"> ➤ NCEA pass rates for Levels 1-3 are at or above pass rates for Decile 8-10 girls' schools ➤ To further develop teacher capability to make use of technology as a learning tool. ➤ Continue to accelerate the literacy and numeracy progress of priority students, especially Year 9 and 10 ➤ Māori achievement is similar to, or better than that of other students ➤ Pasifika achievement is similar to, or better than that of other students – reduce the gap at L3 by a further 10% ➤ All GATE students identified and supported through the extension programme designed to meet their needs ➤ Increase the percentage of NCEA level endorsements at all levels ➤ Increased course endorsements at all levels ➤ 30 NCEA scholarships achieved ➤ Staff PLD is planned in line with school goals with a focus on Restorative Practice

Goal 2: To foster positive relationships and partnerships throughout the school community. (NAG 1, 2, 3, 5, 6, 7)	<ul style="list-style-type: none"> ➤ Develop positive relationships early in Term 1 with new parents and students ➤ School values developed in consultation with community ➤ Deans trained in Restorative Practice ➤ Whanau group meets once a term for Māori caregivers/parents ➤ Fono meets once a term for Pasifika caregivers/parents ➤ Teachers encouraged to develop positive expectations in all classes 	<ul style="list-style-type: none"> ➤ Values enacted throughout the school ➤ Introduce Restorative Practice school wide ➤ Whanau group established and meeting regularly ➤ Support group for Pasifika parents established and Fono meeting regularly 	<ul style="list-style-type: none"> ➤ Values embedded in daily practice throughout the school ➤ Establish Restorative Practice school wide
Goal 3: To ensure a safe environment where wellbeing and diversity are respected and valued (NAG 3, 4, 5)	<ul style="list-style-type: none"> ➤ To enhance wellbeing within our school through improved learning relationships and support for those identified as at risk ➤ Review Health & Safety throughout the School & address identified concerns ➤ 5YA property plan agreed and programme of work begun 	<ul style="list-style-type: none"> ➤ Areas of concern identified through Wellbeing survey and planned interventions and support identified ➤ Health and Safety expectations and review embedded in practice ➤ Further develop our school environment as funds permit through 5YA property plan 	<ul style="list-style-type: none"> ➤ Wellbeing survey run to identify areas of concern ➤ Health and Safety expectations and review embedded in practice ➤ Further develop our school environment as funds permit through 5YA property plan
Goal 4: To recognise and value Māori as Tangata Whenua (NAG 1, 2, 5, 6)	<ul style="list-style-type: none"> ➤ Strong links sustained with local iwi ➤ Waharoa designed and built ➤ Korowai designed and made for use by Head Girl ➤ Pou designed for main entrance in line with agreed school values 	<ul style="list-style-type: none"> ➤ Strong links sustained with local iwi ➤ Pou designed for main entrance in line with agreed school values 	<ul style="list-style-type: none"> ➤ Strong links sustained with local iwi
Goal 5: To develop and communicate a strong school identity and purpose (NAG 1, 2, 3, 5)	<ul style="list-style-type: none"> ➤ New vision and values agreed ➤ Marketing strategy is developed in consultation with external consultant 	<p>This Goal will no longer be needed and will be addressed through Goal 2</p>	<p>N/A</p>

FINANCIAL OBJECTIVES (2016-2018)

Cash Reserves

- To continue to build Cash Reserves to at least meet the MoE retention requirements for Maintenance and other provisions.

Capital Expenditure

- To invest in learning assets so as to improve student achievement.
- To investigate/evaluate and prioritise alternative funding options including seeking

THE PROVISION OF A SAFE AND HEALTHY LEARNING ENVIRONMENT (2016-2018)

Palmerston North Girls' High School has a Board of Trustees who oversee the provision of a safe and healthy learning environment. This is managed through the following reports

- Board representative attends Health and Safety committee meetings
- Health and safety matters referred to the Property and Finance sub-committee
- Principal alerts Board of Health and Safety matters

This includes:

- (1) Policy Development and Management
- (2) Emergency Evacuation Procedures THROUGH Emergency Response System
- (3) Hazard Identification procedures and register.
- (4) Crisis Management
- (5) Professional Development provided to staff.
- (6) Health and Safety notices being published within the school community.
- (7) Education Outside the Classroom guidelines and procedures.

Palmerston North Girls' High School has clear rules and guidelines for students. These are provided to parents in written form on enrolment and through newsletters so that the school and the community have a clear understanding of the expectations.

Palmerston North Girls' High School aims to provide a healthy, safe physical and learning environment.

The Student Support network includes structures that assist each student's emotional and social development. The support structure includes: Guidance Counselling, Deans, Careers Guidance, Form Teacher, Peer Leaders, links with Resource Teacher of Learning and Behaviour and other outside agencies.

Documents relating to this statement are updated regularly by the school and may be updated at any time.

PROPERTY PLAN

The school is in its last year of its five year property plan with the Ministry of Education. The property plan is held separately by the school.

The next 5YA plan will be agreed in Term 2 2016.

SECTION C – Annual Plan – 2016

Goal 1: To improve the active engagement of students and staff to achieve their best across all areas of school life.

2016 targets:

- NCEA pass rates for Levels 1-3 are at or above pass rates for Decile 8-10 girls' schools
- To support teachers and students to make use of technology as a learning tool to promote curiosity and foster independent learners .
- To continue to accelerate the literacy and numeracy progress of priority students, especially Year 9 and 10
- Māori achievement is similar to, or better than that of other students – to reduce gap at Levels 1 & 2 by 5%
- Pasifika achievement is similar to, or better than that of other students – reduce the gap at L3 by 10%
- All GATE students identified and supported through the extension programme designed to meet their needs
- To increase the percentage of NCEA level endorsements at all levels
- To increased the number of course endorsements at all levels
- 25 NCEA scholarships achieved
- Staff PLD is planned in line with school goals with a focus on Teaching as Inquiry
- Curriculum committee established to review courses and ensure the curriculum is meeting the needs of students

Baseline data and analysis:

Overall results at all levels indicate students performed above National and Decile 8-10 averages in 2015. When comparing Girls only performance in Decile 8 -10 schools our results are 1 – 2% below averages for this group. Maori students performed below their peers overall in NCEA L1 and L2 by 7-8% but above other Maori students in Decile 8-10 schools. In Level 3 Maori students performed better than their peers. Pasifika students performed below their peers in all Levels.

77.4% Level 1 students gained Level 1 endorsement, (54% Māori, 57% Pasifika); 54.9% Level 2 students gained Level 2 endorsement, (34% Māori, 25% Pasifika) ; 49.4% Level 3 students gained Level 3 endorsement, (43% Māori, 0% Pasifika).

2015 results	Māori	Pasifika	Asian	NZ European	All
NCEA L1	85.6	75.0	94.1	92.6	91.3
Level 1 Literacy	98.4	100.0	94.4	98.7	98.1
Level 1 Numeracy	93.5	100.0	88.9	96.7	97.8
NCEA L2	89.8	88.9	90.5	97.2	94.6
NCEA L3	93.3	50.0	96.3	90.3	90.7
UE	73.3	40.0	96.3	90.3	81.4
SCHOLARSHIPS	3	1	7	8	19
# Level 1 Excellence endorsement	15.7	28.6	50.0	28.5	29.0%
# Level 1 Merit endorsement	39.2	28.6	46.9	52.6	46.5%
# Level 2 Excellence endorsement	0.0	25.0	21.1	19.1	15.3%
# Level 2 Merit endorsement	34.0	0.0	42.1	42.3	39.3%
# Level 3 Excellence endorsement	7.1	0.0	30.8	11.8	14.5%
# Level 3 Merit endorsement	35.7	0.0	34.6	37.3	34.3%

Action Plans 2016

Leader Pā Mare with Karene Biggs

Māori student achievement

Target: to raise Māori student achievement so that the gap is reduced by 5% at Levels 1 & 2 and gain a greater number of endorsements at each level.

From 2015	Actions 2016	Annual Report
<p>NCEA 1 = Māori are 7% behind NZE students</p> <p>NCEA 2 = Māori are 7.4% behind NZE students</p> <p>NCEA 3 – Māori are 3% above NZE students</p> <p>Endorsements are at a lower level than NZE students (see table above).</p>	<ol style="list-style-type: none"> 1. PLD for teachers on building learning partnerships with Māori students, parents and iwi: finding and sharing what works for Māori students. 2. Hui with Kaumātua; 3. Hui with parents and whānau; 4. Māori students build links with Massey university and engage in visits to university; 5. Māori student voice collected to identify how best to respond to their aspirations; 6. School environment acknowledges and supports Māori students and whānau; 7. Class Teachers' mark books contain prior learning data, and highlight Māori students for tracking academic achievement and mentoring; 8. Class teachers seek assistance from Deans and SLT for early support in raising achievement; 9. Marae visits; 	

Indicators (all %)	2015		2016	
	Māori	NZE	Māori	NZE
NCEA 1	85.6	92.6		
NCEA 2	89.8	97.2		
NCEA 3	93.3	90.3		
UE	73.3	90.3		
Leavers w NCEA 2	90.9 (2014)	94.1 (2014)		

Pasifika student achievement		
Target: to raise Pasifika student achievement and post-school destinations to be equivalent to those of our NZ European students, and gain a greater number of endorsements at each level.		
From 2015	Actions 2016	Annual Report
<p>NCEA 1 = Pasifika are 17.6% behind NZE students</p> <p>NCEA 2 = Pasifika are 8.3% behind NZE students</p> <p>NCEA 3 = Pasifika are 40.3% behind NZE students</p> <p>Endorsements are at a significantly lower rate than other students.</p>	<ol style="list-style-type: none"> 1. Continue working with the Community Advisory Group already established; 2. Fono with parents and families; 3. Student fono centred on Pasifika Fusion festival; 4. Further develop our mentoring programme with particular support for Pasifika student leaders; 5. Review Y9 Pasifika students' progress at the end of Term 1; 6. Class Teachers' mark books contain prior learning data, and highlight Pasifika students for tracking academic achievement and mentoring; 7. Class teachers seek assistance from Pasifika teacher mentors for early support in raising achievement; 8. Directly invite families to educational events to strengthen family support for their daughter's education; 9. Professional learning programme for teachers about teaching Pasifika students. 	

Indicators (all %)	2015		2016	
	Pasifika	NZE	Pasifika	NZE
NCEA 1	75.0	92.6		
NCEA 2	88.9	97.2		
NCEA 3	50.0	90.3		
UE	40.0	90.3		
Leavers w NCEA 2	100 (2014)	94.1 (2014)		

Students at risk of underachieving		
Target: To continue to accelerate the literacy and numeracy progress of priority students, especially Year 9 and 10		
From 2015	Actions 2016	Annual Report
<p>5.4% of Y9 score Stanine 1-3 in comprehension</p> <p>16% of Y9 score e-AsTTle 1-3 in maths</p> <p>2% do not achieve L1 literacy and numeracy in Y11</p> <p>8.8% do not achieve NCEA 1 in</p>	<ol style="list-style-type: none"> 1. Continue to support Te Whare Poutama – the achievement centre; 2. Track reduced size Y9 formclass, 9EEN and 9MAX classes – these students form the target group for tracking through to their graduation; 3. Meetings with parents; 4. Track the progression of reduced size Y9 formclass (2015) into Y10 (2016), including mainstreaming and/or 	

Y11 7% leave school without NCEA 2	<p>continuing to accelerate literacy/numeracy skills in preparation for NCEA 1;</p> <ol style="list-style-type: none"> Continue to support students in Y11 & 12 Learning Skills classes Deans, Form Teachers and STAR teachers apply the Vocational Pathways award in advising and planning learning programmes with students; Class Teachers' mark books contain prior learning data, and highlight students whose literacy stanine is 3 or less for tracking achievement and mentoring; Support teachers' knowledge and practice of literacy development in their teaching; Literacy teaching strategies: developing reciprocal reading in 9EEN initially and plan for implementation across Y9; E-learning applications: finding and sharing what works. 	
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Indicators (students)	2015	2016
Y8 English CEM stanine 1-3	26.2% (EoY 2014)	16.3% (EoY 2015)
Y9 English Comprehension PAT stanine 1-3	5.4%	
Y10 English Comprehension PAT stanine 1-3	4.1%	
Y8 with e-asttle maths 1-3	34%	
Y9 maths exam result 1-3	16%	
Y10 maths exam result 1-3	7%	
< NCEA 1 from Y11	9%	
< 60 credits NCEA 1 from Y11	3%	
Leavers with NCEA 2	93.3% (2014)	

Leader: Scott Milne & Mike Etheridge

E-Learning Target: To support teachers and students to make use of technology as a learning tool to promote curiosity and foster independent learners		
From 2015	Actions 2016	Annual Report
E-learning applications: focused on finding and sharing what works	<ol style="list-style-type: none"> In class support provided as needed to develop teacher confidence and competence Review use of technology in digital classes Review teacher competence in e-learning Develop an e-learning strategy to increase teacher competency and plan targeted PLD opportunities 	

Goal 2: To foster positive relationships and partnerships throughout the school community.

2016 targets:

- Develop positive relationships early in Term 1 with new parents and students
- Deans trained in Restorative Practice
- School values developed in consultation with school community
- School newsletter redesigned
- School website is redesigned and Parent portal activated

Baseline data and analysis:

Feedback from community survey conducted in Term 4 2015 indicates a significant need for the school to focus on building positive learning relationships. Student feedback highlighted the importance of teachers knowing more about them and their interests.

Action Plans 2016

Leader: Karene Biggs & SLT

Partnerships and Relationship building

Target: Fostering educationally powerful connections with students, families and Whānau.

From 2015	Actions 2016	Annual Report
This was not an area of focus in 2015	<ol style="list-style-type: none"> 1. Meet and Greet event held in Term 1 2. Introductory phone calls made with families of new students/form teachers 3. Focus on positive expectations set and monitored in all classes 4. Walk through classroom observations conducted by SLT 5. Deans trained in Restorative practice – 3 day training 6. Effective teaching expectations developed school-wide 7. School values developed after consultation with key groups and displayed throughout the school 	

Goal 3: To ensure a safe environment where wellbeing and diversity are respected and valued.

2016 targets:

- To enhance wellbeing within our school through improved learning relationships and support for those identified as at risk
- Review Health & Safety throughout the School & address identified concerns
- 5YA property plan agreed and programme of work begun

Baseline data and analysis:

Wellbeing plan in 2015 has resulted in students approaching exams less stressed. Fewer students reported to Guidance and Deans with academic anxiety than in previous year.

Health and Safety changes to the Act in April 2016 have resulted in the need to review all areas of Health and Safety throughout the school.

The current School 10YPP is ending and a new one currently being developed to address issues identified in various recent MoE reports.

Action Plans 2016

Leader: Pauline Tonner & Petrina Paki

Well-being

Target: recommendations from the 2014 well-being survey are being formulated and addressed

From 2015	Actions 2016	Annual Report
<p>Students report that our school provides a safe and supportive learning environment</p> <p>In the well-being survey staff and students identified some areas for improvement</p> <p>Attendance at counselling shows a decrease in requests for assistance with managing anxiety</p>	<ol style="list-style-type: none"> 1. Staff and BoT reflect on the survey and provide feedback; 2. Review and implement Well-being plan developed by Well-being focus group; 3. Focus on strategies for relationship-building within the school community; 4. Guidance team to implement proactive programmes in relation to Well-being i.e. groups based on travellers survey in Y9. 	

Leader: Brenda Pomana-Whale & SLT

Health & Safety

Target: Review Health & Safety throughout the School & address identified concerns

From 2015	Actions 2016	Annual Report
<p>No Health & Safety committee at PNGHS</p> <p>H & S concerns addressed as identified through review of accidents</p>	<ol style="list-style-type: none"> 1. Health & Safety committee established and meets regularly 2. Review current H & S practices & procedures 3. Identify areas of concern and develop plan to address these 4. Training provided for H & S leader and Officer (Principal) 	

Leader: Karene Biggs with Marion Pink and Board

School property		
<u>Target:</u> review our Master Plan to address identified needs		
From 2015	Actions 2016	Annual Report
Projects completed: Library Landscaping Projects commenced: Amphitheatre 10YPP expires June 2016	1. Review our campus Master Plan and develop a programme of capital works for the future 2. Agree our next 10YPP with the MoE by the end of June 2016 3. Fix leaking roofs 4. Fix pool	

Goal 4: To recognise and value Māori as Tangata Whenua.**2016 targets:**

- Strong links sustained with local iwi
- Waharoa designed and built
- Korowai designed and made for use by Head Girl
- Pou designed for main entrance in line with agreed school values

Baseline data and analysis:

2015 Community survey and ERO report identified that Māori students did not feel their cultural identity is well recognised in school life. Māori students make up 22% of the school roll. Combined schools Kapa Haka (Te Piringa) has few PNGHS students as members.

Action Plan 2016**Leader: Pa Mare & Karene Biggs**

Māori Culture and Identity		
<u>Target:</u> To build and affirm a respect towards Māori beliefs, language and culture		
From 2015	Actions 2016	Annual Report
A Māori Advisory group was established and actively working towards affirming Māori identity and culture throughout the school.	1. Hui with iwi 2. Student voice sought 3. Māori artist consulted and designs drawn up to build waharoa at school 4. Korowai designed and beginning to be made for use by Head Girl 5. Māori artist consulted and designs drawn up to represent agreed values on Pou at main entrance 6. PNGHS Kapa Haka established whilst still maintaining best members in Te Piringa	

Goal 5: To develop a strong school identity and purpose

2016 targets:

- New vision and values agreed
- Marketing strategy is developed in consultation with external consultant
- Website redesigned

Baseline data and analysis:

2015 Community survey and ERO report identified that community members did not have a sense of what PNGHS stood for. Many did not see the school as being successful.

Action Plan 2016

Leader: Karene Biggs and Board

School Identity and Purpose

Target: To market PNGHS as a highly effective school.

From 2015	Actions 2016	Annual Report
No coherent marketing strategy evident	<ol style="list-style-type: none">1. External consultant to advise and develop marketing strategy in conjunction with school2. Website redesigned3. New vision reviewed4. New values agreed through consultative approach	

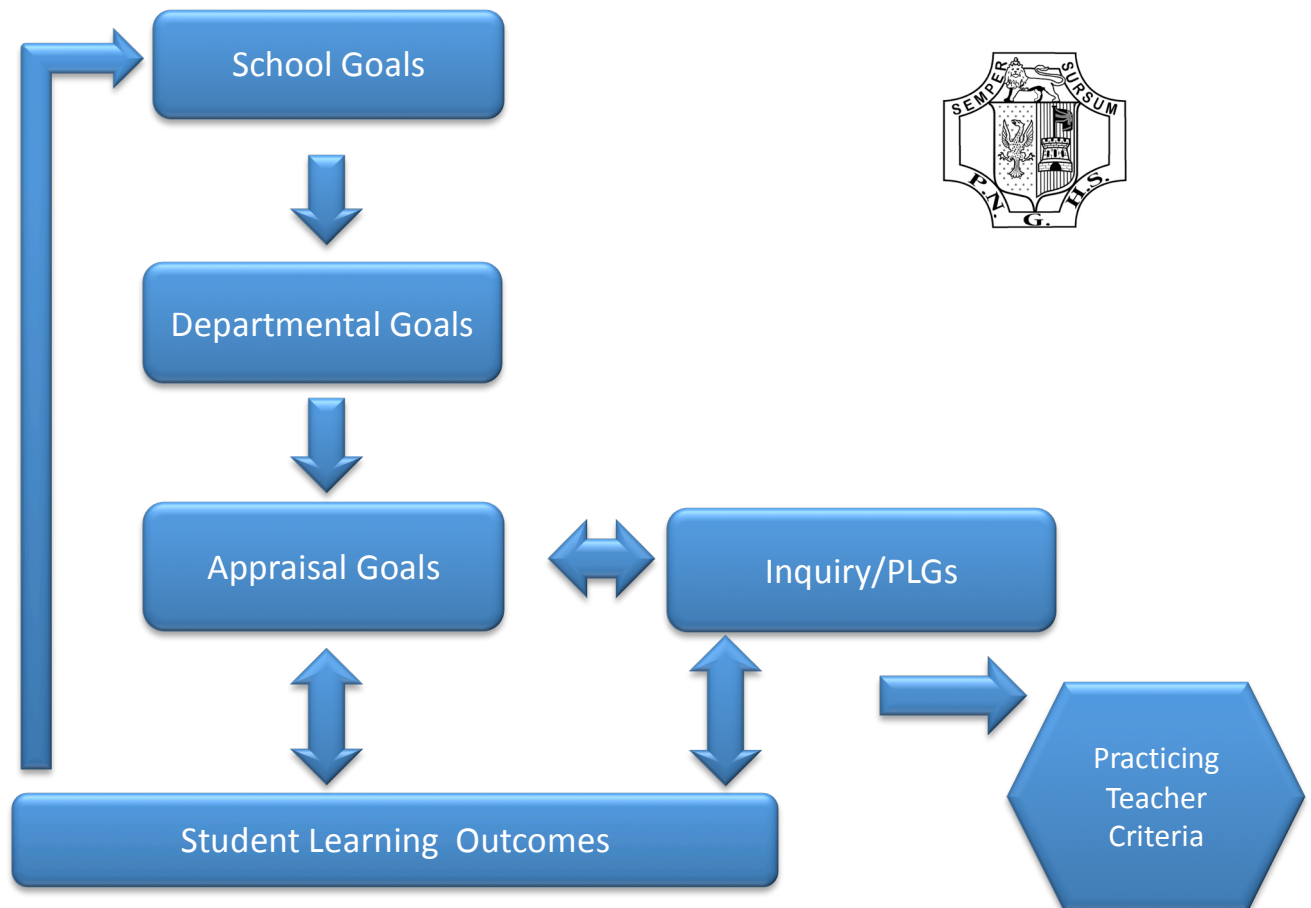
CAPITAL IMPROVEMENT AND MAINTENANCE 2016 - 20

The School has completed all outstanding capital improvement plans from the 5YP allocation.

The focus for the early part of 2016 will be in working with the MoE to develop the 10YPP.

PERFORMANCE MANAGEMENT 2016

1. Ensure all teaching staff:
 - are aware of their key tasks and responsibilities
 - set professional development objectives related to focus areas of teaching and learning.
2. Provide and coordinate professional development for departments and individuals.
3. Provide professional development for school-wide goals



EQUAL EMPLOYMENT OPPORTUNITY OBLIGATIONS 2016

The Board of Trustees is committed to Equal Employment Opportunity. The Board recognises and fulfils its responsibilities as a good employer.

The Board aims to:

- Ensure equal opportunity for all staff, including senior management, full time and part time teaching staff and support staff.
- Identify and address discriminatory practices, whether in recruitment, promotion, training, personnel practices, allocation of work or in the environment of the work place, based on gender, race, sexual orientation, marital status, religion, disability or age.
- Appoint and promote entirely on the basis of a person's skills, qualifications, abilities and aptitudes.

The Board of Trustees operates an Equal Employment Opportunity Policy.

SECTION D - Procedural Information

1. CONSULTATION WITH SCHOOL COMMUNITY

1. Māori consultation is planned through regular information meetings for Māori parents and surveys.
2. Consultation with Pasifika students occurs through Fono and surveys.
3. Consultation with parents will include specific invitations to view and comment on the charter. Parents can receive a copy on request.
4. Communication will be made with parents/caregivers through a wide range of sources, including newsletters, newspaper articles, phone calls, emails, school noticeboard and surveys. The school website will be revamped.
5. All staff members are invited to actively contribute to the BoT/SLT review, in staff meetings and professional development days to have input into the strategic and annual plan.

PLANNING AND REPORTING PROCEDURES

The school's cycle of reporting includes the following:

- | | |
|----------------|--|
| February 2016: | analysis of variance for 2015 ratified by the Board of Trustees and sent to the Ministry of Education;
final annual plan for 2016 ratified by the Board of Trustees |
| May 2016: | annual audited report for 2015 ratified by the Board of Trustees and copied to the Ministry of Education |
| December 2016: | draft annual report for 2016 prepared;
draft plan for 2017 prepared |

2. SUPPORTING DOCUMENTS

- School Prospectus for 2016
- Annual Curriculum Handbooks – Junior and Senior
- Handbook for Parents and Students – policies and procedures
- Staff handbook – policies, procedures and school systems
- School Charter plans for 2016
- School Charter Reports for 2015
- Analysis of Variance for 2015
- Audited Financial report for 2015
- Principal's report on teaching, learning, personnel, property for 2015
- Academic achievement report for 2015
- School magazine – Pinnacle 2015
- Triennial Department Reviews
- Budget for 2016
- 10YPP and 5YA property plans

- Board of Trustee minutes of meetings
- Monthly newsletters posted to parents
- ERO report 2015
- EOTC procedures
- Disaster Plan
- Traumatic Response Plan
- Evacuation Procedures

3. Definitions

asTTle	Test of Reading, Writing and/or Maths
BoT The Board	Board of Trustees
EEO	
GATE	Gifted and Talented Education
HoD	Head of Department
IT	Information Technology
MoE	Ministry of Education
NAG	National Administration Guidelines
NEG	National Education Guidelines
NZC	New Zealand Curriculum
NZQA	New Zealand Qualifications Authority
PNGHS	Palmerston North Girls' High School
PAT	Progress Achievement Test – Reading and Comprehension
PLD	Professional Learning and Development
RP	Restorative Practice
RTLB	Resource Teacher of Learning and Behaviour
SLT	Senior Leadership Team