

NAPIER GIRLS' HIGH SCHOOL STRATEGIC PLAN 2009-2013

Approved 21 April 2009

Vision - *our vision succinctly expresses what our school aims to achieve*

“Inspiration from the past, learning for today and tomorrow, vision for the future”

Mission – *our mission describes how our school intends to achieve our vision and explains why our shareholder (in this case the NZ Government) invests funds in our school*

Napier Girls' High School is a vibrant teaching and learning community which builds on its proud heritage to equip and resource each student to thrive in the 21st century.

Values – *our values describe us as people and set out the sort of community we aim to be*

- Manaakitanga
- Personal Excellence
- Integrity
- Involvement
- Bi-culturalism
- Respect for self and others and their backgrounds
- Individuality
- Enterprise

Key result areas – *our KRAs capture the essence of our plan and our key strategic goals*

- **Academic achievement = what we learn**
- **Teaching and learning = how we learn**
- **Transition = where we learn and where our learning is taking us**
- **Identity and values = who we are**
- **Connections = with whom we are connected**

The strategic plan

*The strategic plan is a high-level expression of the priorities for Napier Girls' High School for the period 2009-13. The strategic plan guides the way the Board allocates resources to the school and enables the Board of Trustees to monitor the school's overall performance. The strategic plan is supported by an annual plan and an annual budget approved by The Board each year. The strategic plan is owned by The Board of Trustees and is adopted by The Board following consultation with stakeholders. Responsibility for implementation of the strategic plan rests with the Principal and staff. It is the Board's task to hold the School's management accountable for achievement of the goals described in this plan but the overall responsibility for achieving these goals rests ultimately with The Board. We will achieve our **goals** by working on our stated **objectives** and through identified **strategies**. The Board will measure performance and success by examining the agreed **performance indicators**.*

Our plan describes how we will achieve five strategic goals:

Goal 1: Foster academic achievement to the highest level

Goal 2: Ensure high quality teaching and learning for each individual

Goal 3: Prepare students for further education and careers

Goal 4: Foster strong sense of school identity and value

Goal 5: Build strong links with community and stakeholders

Goal	Objective	Strategies	Performance indicators
Academic achievement			
Foster academic achievement to the highest level	Maintain NGHS in the top 10 of comparator schools ¹ in terms of performance and academic achievement	<ul style="list-style-type: none"> • Curriculum delivery HODs, staff and teacher aides • Data team • Celebrate achievement at every level (assemblies, achievers' breakfasts, prize-giving) 	<ul style="list-style-type: none"> • Regular curriculum review by Board and senior management • NCEA results • MoE benchmark indicators • Schoolsmart data shows continual improvement • % NZQA Merits and Excellences and Scholarships similar to top 10 comparable schools
	Ensure each student achieves to academic potential	<ul style="list-style-type: none"> • Deans • Learning Team • Staff PD, retention, replacement 	<ul style="list-style-type: none"> • Sampling shows students attain pass and school expectations of Merit and Excellence grades predicted for ability for Level 1, 2 and 3 • NZQA Scholarships increase to 25 by 2013 • Classroom teachers set high expectations for student achievement • Classroom teachers monitor student achievement data and respond to under and over achievement

¹ Comparator schools are: Epsom Girls' Grammar School, Christchurch Girls' High School, Wellington Girls' College, Otago Girls' High School, Westlake Girls' High School, Nelson College for Girls, Palmerston North Girls' High School, Tauranga Girls' College, Hamilton Girls' High School

Teaching and learning			
Ensure high quality teaching and learning	Foster a superior working environment at NGHS	<ul style="list-style-type: none"> • staff recruitment, induction and development • positive working environment and human resources policies • teacher aides • support for admin staff • celebrate staff achievement and career milestones 	<ul style="list-style-type: none"> • Board monitoring reveals high level of staff satisfaction • highly qualified staff, both teaching and non teaching, appointed. • all staff contracts up to date • performance system in place • opportunities for interest projects for teaching staff • support and professional development offered to administrative staff • teacher aides recruited and trained in departmental goals • all staff valued and celebrated
	Develop the capacity of staff in delivery of, commitment to, and resilience for academic achievement	<ul style="list-style-type: none"> • staff PD • recognition of staff contribution to student achievement • reflection time for staff 	<ul style="list-style-type: none"> • staff display commitment to achievement goals • staff reflection time introduced as staffing and funding allow
	Enable the learning potential of each student for today's world	<ul style="list-style-type: none"> • learning goals that stretch middle and able • Thinking Skills • Learning Team • Behaviour Team • Data Team • target absenteeism • non-traditional measures of success 	<ul style="list-style-type: none"> • junior achievement targets identified, monitored with interventions • Thinking toolkit used at all levels • measured reduction in student absence • data available and used to respond to student needs • reward system for students meeting school expectations

	Identify at risk students and provide targeted pastoral care	<ul style="list-style-type: none"> • Behaviour Team • Maori Achieve strategy 	<ul style="list-style-type: none"> • Behaviour Team report each term demonstrates improvements in at risk students
	Promote student engagement and leadership at all levels	<ul style="list-style-type: none"> • Student Trustee Prefects, junior leaders • Kahui Maori 	<ul style="list-style-type: none"> • student trustee provides input to Board • student representatives appointed to Learning and Behaviour teams • stand-downs for continual disobedience to be progressively reduced
	Build high quality and safe physical and emotional environment	<ul style="list-style-type: none"> • 10 year building plan • health and safety strategy 	<ul style="list-style-type: none"> • new plan in place end Term1 2009 and monitored regularly by Board • building projects identified in plan completed on time and within budget • regular Board review of H&S policies and performance • reduction in H&S safety incidents
	Govern and manage school in ways that meet or exceed Government expectations and MoE guidelines and meet requirements for prudent financial management, value for money and risk mitigation	<ul style="list-style-type: none"> • Board • Principal and senior management • administrative staff recruitment, development and retention 	<ul style="list-style-type: none"> • annual Board work programme to reflect school priorities and needs • Board reviews own performance annually • positive Principal performance appraisal • variance report accepted by MoE • all regulatory requirements met • satisfactory audit report each year • major risks identified and managed

Transition			
Prepare students for further education and careers	Deploy leading edge technologies to support and enhance teaching and learning programmes	<ul style="list-style-type: none"> • comprehensive external review of technology needs 	<ul style="list-style-type: none"> • review initiated mid 2009 and completed by end 2009 • key recommendations implemented and new technologies adopted • evaluation of impact of new technologies completed by 2013
	Manage the transition between school and work and future learning	<ul style="list-style-type: none"> • Enterprise Education initiative • Schools Plus • Careers and Transition • links to tertiary providers • marketing NGHS • Year 12 extension group • non-traditional Year 10 students 	<ul style="list-style-type: none"> • comprehensive approach to transition issues adopted by Board • increase in number of students undertaking supervised programmes outside the school • evidence of greater involvement of employers /industry in school programmes • evidence of positive feedback from community groups • no students completing schooling without qualifications
	Develop a sense of life/career purpose and provide a set of tools to succeed for each student	<ul style="list-style-type: none"> • Introduce Life Planning Yr9-13 	<ul style="list-style-type: none"> • Life Planning introduced by early 2010 • Agreed outcomes regularly monitored by Board

Identity and values			
Foster strong sense of school identity and values	Maintain sense of school involvement and belonging; tradition and heritage, respect for self and others; cross-cultural and global awareness	<ul style="list-style-type: none"> • co-curricular activities • school rituals - (assemblies, Founders' Day, gift service, prize-giving, school singing) • celebrate achievement at every level • student leadership • new younger alumni network 	<ul style="list-style-type: none"> • each student involved in co-curricular activities • opportunities for high achievement in co-curricular activities fostered eg Young NZers Challenge • school traditions maintained and celebrated • departing students display positive appreciation for school traditions • departing students maintain connections with the school
	Enhance Maori achievement so that Maori achieve at levels equal to or higher than non Maori	<ul style="list-style-type: none"> • Maori Achieve strategy • Community consultation and involvement 	<ul style="list-style-type: none"> • evidence of active Maori community involvement in school life • school displays commitment to kaupapa Maori • Maori retention rate improved – 90% Maori students staying at school by 2013 • Maori achievement rate equal or higher than non Maori • cultural activities offered that Maori community enjoy eg kapa haka, waka ama
	Manage a supportive hostel environment	<ul style="list-style-type: none"> • Hostel Committee • Hostel management and staff • Hostel student leadership 	<ul style="list-style-type: none"> • Board endorses Hostel Committee's strategic plan • Hostel meets set goals for performance • Positive appreciation of hostel role expressed by students and parents • Hostel students' achievement rates

			<ul style="list-style-type: none"> equal to or higher than non hostel • Hostel occupancy rate maintained • Prudent financial management
Connections			
Build strong links with community and stakeholders	Ensure active consultation with parents	<ul style="list-style-type: none"> • PTA • Hostel Parent's Forum • website • newsletters • focus groups • Maori community 	<ul style="list-style-type: none"> • evidence of expanded communication with all stakeholder groups • active PTA • website maintained and regularly updated • significant outreach to parents by Board at least once a year
	Ensure old girls maintain strong connections with the school	<ul style="list-style-type: none"> • annual reunions • 125th anniversary • new younger alumni network 	<ul style="list-style-type: none"> • active Old Girls' association • appreciation expressed for 125th anniversary functions • younger alumni network established
	Ensure Napier community has positive perception of the school and its role	<ul style="list-style-type: none"> • marketing programme • Community outreach 	<ul style="list-style-type: none"> • marketing programme developed by early 2011 and regularly reviewed by Board • positive feedback received from community
	Develop further the school's international linkages	<ul style="list-style-type: none"> • International students • International exchanges • Other overseas opportunities (eg GAP) • Overseas visits by Principal, teachers and students 	<ul style="list-style-type: none"> • stable number of international students • regular review of pastoral care by Board • pattern of overseas visits by Principal, Staff and students as approved by Board

