



New Plymouth Girls' High School

First choice in educating young women

CHARTER

STRATEGIC PLAN 2011 – 2013

Annual Plans 2011



NEW PLYMOUTH GIRLS' HIGH SCHOOL

CHARTER AND STRATEGIC PLAN 2011 – 2013

2011 ANNUAL STRATEGIC PLAN

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NEW PLYMOUTH GIRLS' HIGH SCHOOL

CHARTER AND STRATEGIC PLAN 2011 - 2013

PROFILE

New Plymouth Girls' High School is a decile seven state girls' secondary school of around 1,250 students. Founded in 1885, the school combines traditional values with an acute appreciation of the needs of young women in the 21st century. Many of the school's families have an association that spans a number of generations.

The school is set in 11 hectares of attractive grounds with fine old native trees and buildings incorporating all architectural styles from early colonial to contemporary. This environment is reflected in the philosophy and values of the school. A modern 145 bed boarding Hostel (Scotlands) and a unit (Waimarie) that caters for the needs of a small group of profoundly disabled students are located on the school site and are an integral part of the school.

All buildings in the school have been upgraded to meet current needs and a seven-year property development plan began in 2006. The classrooms are fully networked and there is an extensive range of up-to-date technologies that support and enhance the teaching and learning programmes.

The ethnic composition of the students reflects the wider community with 71% identifying as New Zealand European, 18% Maori, 2% Pacific Island, 2% British/Irish, 1.5% Chinese and 5.5% are other ethnic groups. The school has an international department with approximately 20 international students from around the world. Maori language, tikanga and culture are celebrated and acknowledged in all aspects of school life and the Wharenui is an important meeting place.

The National Curriculum is delivered through a broad range of subjects and the National Certificate of Educational Achievement (NCEA) is the dominant qualification. Students consistently achieve results that are higher than the national median for decile seven schools and NZ scholarships are awarded annually. A differentiated curriculum caters for a range of learning needs that includes learning support delivered from a centre on site (Awhina). Accelerated and multi-level learning opportunities are available for gifted and talented students. There is a strong guidance team who provide a range of pastoral and career services, and student leadership is a significant feature of the school. The school has a modern, well-stocked library, a performing arts centre and a wellness centre (Waiora).

The students at New Plymouth Girls' High School excel at sport and in visual and performing arts at the provincial and national level. An extensive range of extra-curricular and co-curricular activities is offered and there is a high level of participation by students and staff. The support and involvement of individuals, organisations and businesses from the school's community is high.

The teaching staff is dedicated and well-qualified and there is a generous level of professional development support available to them. They are backed by a team of loyal and committed support staff. The attrition rate to positions in other schools is low.

NEW PLYMOUTH GIRLS' HIGH SCHOOL

CHARTER INFORMATION

Procedural Information

Feb/March	Review and report to Principal and Board of Trustees: 2010 Strategic plans (curriculum and strategic committees) Report to staff on 2010 Analysis of Variance and Annual Goals Prepare the 2011 Annual Plan and Student Achievement Targets Board of Trustees (BOT) ratification of the: 2010 Analysis of Variance Report 2010 Report on Annual Goals 2011 Annual Plan 2011 Student Achievement targets
31 March	Forward documents to the Ministry of Education (MoE)
31 May	Annual report to the MoE
July	Consultation process
August	Board of Trustees and Senior Leadership Team strategic planning meeting for 2012
December	2011 Strategic Reports prepared 2012 Annual plan and Student Achievement Targets developed Charter and 2011 – 2013 Strategic Plan Updated

Consultation

The Board has a two-yearly consultation cycle. In developing and reviewing the charter for New Plymouth Girls' High School the Board of Trustees and the senior leadership team's consultation programme with the school community is:

- Staff meetings to evaluate 2010/2011 initiatives and consultation to inform planning for 2011/12.
- A Board of Trustees on-line survey to staff and the parent community in July 2012.
- Hui with Maori parents and students attended by Board members and Principal in July 2012.
- Exit interviews of staff that have left the school.
- Surveys of staff, students and parents to gather information about specific events and activities.

Recognising New Zealand's Cultural Diversity

New Plymouth Girls' High School recognises the importance of New Zealand's cultural diversity and the unique position of Maori culture. The Board of Trustees and leadership team demonstrate its recognition of New Zealand's cultural diversity through:

- Consulting with our Maori community on charter development and review.
- Reflecting the unique place of Maori within our policy documentation and curriculum statements.
- Continuing to develop policies and practices that reflect New Zealand's cultural diversity.
- Providing all students with experiences and understandings in cultural traditions, language and local history.
- Offering Te Reo Maori as a subject in Years 11, 12 and 13.
- Incorporating Tikanga in the life of the school.
- The Honohono Committee (staff and students) actively supporting and promoting Tikanaga and Maori student initiatives.
- Holding regular hui on the school marae.
- Supporting the student groups; *Nga Kohine*, *Kapahaka* and *Southern Seas*. These groups involve predominantly Maori and Pasifika students.
- Focusing on raising the level of Maori achievement as a school-wide goal.

How the Board of Trustees will respond to a request for instruction in Te Reo Maori

Te Reo Maori is a subject offered to students up to NCEA Level 3 and NZ Scholarship. The Principal will explore options of instruction in Te Reo or seek alternative available options to present to students/whanau in response to requests for extending the current provision to include instruction in Te Reo. This may include:

- Dual enrolment with the Correspondence School.
 - Consulting with the School Advisor of Maori.
 - Consulting with the Principals of other local schools about their instruction in Te Reo Maori.
-

NEW PLYMOUTH GIRLS' HIGH SCHOOL

VISION STATEMENT

To develop educated, confident young women
of outstanding character.

MISSION STATEMENT

New Plymouth Girls' High School will provide a range of dynamic academic, cultural, sporting and personal learning experiences through quality teaching in a challenging yet supportive environment. Each young woman will have the opportunity to discover and develop the necessary knowledge, skills, values and character to enable her to fulfil her potential.

MOTTO

Et Comitae
Friendship
Whakahoanga

Et Virtue
Courage
Maia

Et Sapientia
Wisdom
Matauranga

VALUES

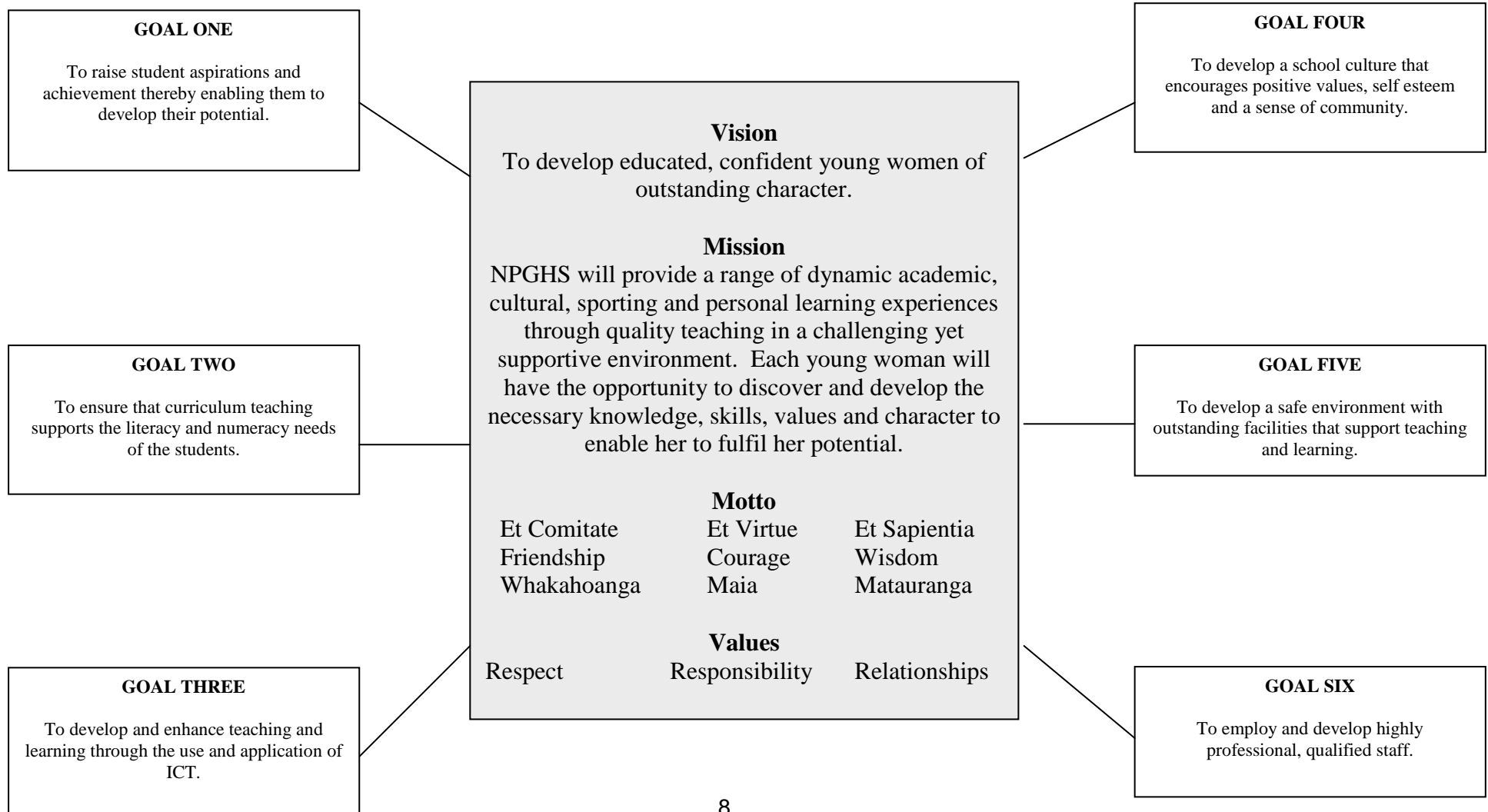
Respect

Responsibility

Relationships

NEW PLYMOUTH GIRLS' HIGH SCHOOL

STRATEGIC PLAN



New Plymouth Girls' High School
STRATEGIC PLAN 2011 - 2013

STRATEGIC GOAL ONE: To raise student aspirations and achievement thereby enabling them to realise their potential.

Annual Goals:	2011	2012	2013
To improve the retention rate and NCEA achievement of Maori and Pasifika students.	√		
To improve the NCEA pass rate across all levels.	√		
For all Y13 graduates undertaking a full NCEA programme to graduate with at least L2.	√		
To implement the Annual Strategic Plans	√	√	√

STRATEGIC GOAL TWO: To ensure that curriculum teaching supports the literacy and numeracy needs of students.

Annual Goals:	2011	2012	2013
To improve the NCEA Y11 Literacy and Numeracy pass rates.	√	√	√
To lift the achievement of Y9 students at risk of not achieving in Mathematics by implementing the Secondary Numeracy Intervention Project (Massey University).	√	√	
Implement the new L1 Literacy and Numeracy requirements.		√	
Undertake the second year of the Secondary Numeracy Contract.	√		
Implement the Literacy and Numeracy (see Mathematics) annual plans.	√	√	√

STRATEGIC GOAL THREE: To develop and enhance teaching and learning through the use and application of ICT.

Annual Goals:	2011	2012	2013
Secure funding for fibre to enable KAREN/Ultra-fast Broadband access.	√		
Implement KAREN and/or Ultra-fast Broadband and provide resources to enable this.	√		
Establish Moodle 2 (IPntra-net system).	√		
Develop capability of MUSAC as an SMS thereby improving the quality and availability of documents and information.	√		
Develop the use of Moodle 2 for e-learning.		√	√
Continue to offer cross-sector IT experiences for schools in the Waka Cluster.	√	√	√
Develop an IT 3-year strategic plan.	√		
Implement the IT 3-year strategic plan.		√	√
Develop the use of KAREN /Ultra-fast Broadband for e-learning.		√	√

STRATEGIC GOAL FOUR: To develop a school culture that encourages positive values, self-esteem and a sense of community.

Annual Goals:	2011	2012	2013
To reduce the level of student conflict and bullying.	√	√	√
Use the data from the “Say NO to Bullying” survey to further develop the Building Positive Relationships (BPR) programme and intervention strategies.	√		
Implement Stage 2 of the BPR programme.	√		
Embed the BPR and “Say NO to Bullying” initiatives in accordance with the annual plans.		√	√
Develop the use of technology to better communicate with the school community.	√		

STRATEGIC GOAL FIVE: To develop a safe environment with outstanding facilities that support teaching and learning.

Annual Goals:	2011	2012	2013
Put a canopy over the Café deck.	√		
Upgrade the Home Economics building.	√		
Develop a 3–year property plan.	√	√	
Implement the 3-year property plan.		√	√

STRATEGIC GOAL SIX: To employ and develop highly professional, qualified staff.

Annual Goals:	2011	2012	2013
To develop teacher Professional Learning Groups.	√	√	
For every teacher to actively participate in a Professional Learning Group that will ultimately benefit student learning and achievement.		√	√
To improve the level of support and guidance for new teachers and PRTs.	√		
For HoDs to grow professionally in their leadership roles.	√	√	√
To introduce exit interviews with departing staff.	√		
To use the information generated from exit interviews to inform future development.	√	√	√

NEW PLYMOUTH GIRLS' HIGH SCHOOL

STRATEGIC and ANNUAL GOALS 2011

Underpinning the Annual Goals are the 2011 Student Achievement Targets and Strategic Plans.

STRATEGIC GOAL ONE: To raise student aspirations and achievement thereby enabling them to realise their potential.

Annual Goals:	Actions:
To improve the retention rate and NCEA achievement of Maori students.	Provide opportunities for Maori and Pacific Island students to be involved in 'Nga Kohine' and cultural groups. Develop the curriculum and thinking and learning skills by: <ul style="list-style-type: none"> • Consolidating the Y9 Thinking and Learning programme. • Developing Thinking Skills across the curriculum and at all year levels using SOLO Taxonomy as the focus. • Introduce Y10 FOCUS programme that develops key competencies and goal setting. • Introduce or complete planning for Level 1 curriculum standards alignment. • Plan for Level 2 curriculum standards alignment. • Introduce Level 2 Dance Identify students at risk of not achieving and undertake appropriate interventions: Improve course and NCEA Level placements so that students who have not met the appropriate criteria are better placed in learning programmes. Deliver an "Outdoor Challenge" camp for students "at risk" and provide access to Outward Bound Scholarships.
To improve the NCEA pass rate across all levels.	
For all Y13 graduates undertaking a full NCEA programme to graduate with at least Level 2.	
To provide an outdoor education experience that will challenge students and lift their aspirations.	

STRATEGIC GOAL TWO: To ensure that curriculum teaching supports the literacy and numeracy needs of students.

Annual Goals:	Actions:
To improve the NCEA Y11 Literacy and Numeracy pass rates.	Plan for the implementation of the new Level 1 Literacy and Numeracy requirements in 2012. Undertake the second year of the Secondary Numeracy Contract. Develop e-AsTTle and staff use of data to inform teaching programmes.
To lift the achievement of Y9 students at risk of not achieving in Mathematics.	Undertake the Secondary Numeracy Intervention Project (Massey University)

STRATEGIC GOAL THREE: To develop and enhance teaching and learning through the use and application of ICT.

Annual Goals:	Actions:
Implement KAREN and/or Ultra-fast Broadband.	Secure funding and undertake the steps necessary for KAREN and/or Ultra-fast Broadband to be delivered along with the provision of appropriate staff professional development.
Establish Moodle 2 (intra-net system)	Manage the transition between Moodle 1 and 2 and deliver the necessary staff professional development.
Continue to offer cross-sector IT experiences for schools in the <i>Waka</i> Cluster.	Meet with key personnel from the 2008-2010 ICT-PD project ('Waka Cluster') and provide opportunities for students and staff to be involved in a collaborative ICT programme

STRATEGIC GOAL FOUR: To develop a school culture that encourages positive values, self-esteem and a sense of community.

Annual Goals:	Actions:
To reduce the level of student conflict and bullying.	Develop the "Say NO to Bullying" initiative. Continue to develop the "Building Positive Relationships" (BPR) school-wide initiative with the help of MoE PB4L funding. Integrate the school's values (Relationships, Responsibility and Respect) into all programmes and initiatives.
Develop the use of technology to better communicate with the school community.	Design and deliver a professional school website. Establish an on-line stationery ordering system (Office Max) Introduce an on-line booking system for parent/teacher interviews. Offer parents training on accessing Moodle 2. Introduce Early Notification – absentee texting/e-mail communication with parents.

STRATEGIC GOAL FIVE: To develop a safe environment with outstanding facilities that support teaching and learning.

Annual Goals:	Actions:
Implement the 2011 Property Development plan.	Establish a Board working committee and develop a 2011-2013 property development plan.

STRATEGIC GOAL SIX: To employ and develop highly professional, qualified staff.

Annual Goals:	Actions:
For every teacher to actively participate in a Professional Learning Group that will ultimately benefit student learning and achievement.	Establish Professional Learning Groups using an inquiry model. <i>Refer to the Professional Learning programme 2011.</i>
To improve the level of support and guidance for new teachers and PRTs.	Develop the staff induction process and the PRT advice and guidance programme. Involve staff in the pilot Induction & Mentoring programme (Massey University).
For HoDs to grow professionally in their leadership roles.	Undertake internal department audits (department reviews) Implement 360 on-line surveys. Provide constructive feedback, support and PD as necessary.

SPORT AND RECREATION STRATEGIC PLAN 2009 - 2012

Vision for sport and recreation:

All students will be active in sport and/or recreational activities of their choice. Their experiences will be positive and rewarding thus encouraging a healthy lifestyle and attitude.

Key Strategic Challenges:

- Limited financial resources budgeted for sport administration and resources.
- Finding and retaining coaches, managers and administration personnel.
- Student participation in sport is influenced by the demands of NCEA and outside work commitments.

Strategic Outcomes

Strategic Outcomes (1)	Key Performance Indicators (2)	Key Strategic Initiatives (3)
<p>Participation Increase participation by offering a variety of quality sport and recreation opportunities.</p>	<ul style="list-style-type: none"> • By 2012, 60% of students will represent the school in a variety of sports and recreational activities. • By 2012, four Inter house competitions will be run annually during lunch hour. • By 2012 have 4 new sports or recreation activities introduced and increase participation by 5% annually thereafter. 	<ul style="list-style-type: none"> • Students NOT participating in school sport will be identified and targeted • Pathways towards participation for non participants will be identified. • Identify and target new students to the school (ie Y9 students and new enrolments). • Hold lunchtime house competitions. Introduce one sport 2009, two sports 2010, three sports 2011, four sports 2012. • Complete annual review of school sports programme to gauge student satisfaction with the school programme and to gauge interest in new sports to offer. Introduce one sport annually and work to increase participation in that sport by 5% annually. • Survey staff annually to determine their interest and identify their individual skills.

<p>Achievement Students are encouraged to achieve personal success in sport and recreation.</p>	<ul style="list-style-type: none"> • By 2012, 70% of students/teams participating in sport are setting goals annually and working to review, amend and achieve these goals. • By 2012 individualized fitness programmes provided for all sports teams. • All achievements celebrated by the school. • By 2012 20% of sports participants will have officiated, managed, or coached an interschool team, game or event. 	<ul style="list-style-type: none"> • Goal setting workshops established for teams and individuals pre season • All participants in sport will set individual and team goals pre season. • Mid-season goal setting forms will be revisited by athletes and teams and amended/adjusted to further suit their needs. • An end of season review of goals set by both individuals and teams will be completed. • Programmes set in consultation with coaches and PE staff. Fitness gym made available to all teams three afternoons – monitored by PE staff. • Elite athlete register updated annually and achievements noted by Sport Department. • Honours Board in stadium will recognise student achievements. • Results board in stadium will record weekly all team/individual results. • Student achievement celebrated at School and Levels assemblies. • Student achievement recorded in school newsletter. • Introduce a Student Game Officials Register across all codes. • Game Officials workshop held pre season and mid season.
<p>Building capability More capable supporters and deliverers of sport and recreation for students</p>	<ul style="list-style-type: none"> • By 2012 all codes will have a staff administrator. • By 2012 all coaches will receive feedback through player review re performance, team goals and season structure. • By 2012 all coaches, managers, administrators will have a manual with school guidelines and procedures. • By 2012 50% of new coaches will be receiving appropriate coaching development/up-skilling. 	<ul style="list-style-type: none"> • All staff will receive, at the beginning of each year, an invitation to be part of a positive and motivated Sports Department. • Incentives and rewards will be offered annually to staff in return for their services eg; sports jackets; invites to TSSSA dinner; letters of thanks etc • Preparation, distribution and analysis of an annual survey for coaches, managers, and administrators will be undertaken. • Pre season issue to all coaches, managers and staff administrators, manuals about school guidelines and procedures. • Pre season meeting held with all coaches and managers to discuss school procedures and guidelines. • Hold induction meetings with new coaches at the start of each season. • Offer all new coaches opportunities to attend coaching clinics. • Training workshops for new coaches held pre season season.

<p>Community relationships School and community facilities will be utilised to ensure all students are supported in their sporting and recreational endeavours.</p>	<ul style="list-style-type: none"> • By 2012 links with community groups in exchange for support will number 20. • By 2012 a school library will be established with DVD's, books, training specific equipment. 	<ul style="list-style-type: none"> • School resources will be offered to sports groups in return for coaching. • School resources such as coaching manuals, DVD's handbooks, sporting magazines etc will be categorised and lists made available to coaches, managers, referees for their use. • Manuals, coaching books, DVD's, handbooks, equipment etc available for use/hire from clubs, Sport Taranaki and all other sporting bodies, will be categorised and lists made available to coaches, managers, referees for their use.
<p>Sport and Physical Education/Health Links Strong links are established between Sport and the PE and Health Curriculum to encourage healthy lifestyles.</p>	<ul style="list-style-type: none"> • By 2012 five weekly lunchtimes will provide a variety of recreational opportunities for all students. • By 2012 100% of students involved in sport will have their fitness testing results recorded and passed on to coaches. 	<ul style="list-style-type: none"> • Lunchtime activities programme will be established to meet the recreational needs of all students at all levels. • Budget provided for lunchtime activities. • Sports Department will create a data base of students participating in Sport. Annual fitness tests conducted by the PE department will be recorded on this data base and findings made available to administrators of all sports.

STUDENT ACHIEVEMENT TARGETS 2011

TARGETS	ACTIONS	RESPONSIBILITY	RESOURCES
1 An improvement in the retention rate of Maori students.	<ul style="list-style-type: none"> Specific identification of Maori and Pacific students who are not achieving and for appropriate interventions and support to be put in place. Early identification of students not achieving and for appropriate interventions and support to be put in place. 	Senior Leadership Team Heads of Curriculum areas Teachers	Whole school resourcing and whole staff and systems commitment.
2 An improvement in the NCEA achievement rate of Maori students.			
3 An improvement in Y11 Level 1 Literacy to at least 90%.			
4 An improvement in the NCEA pass rate across all levels.			
5 For all Year 13 student undertaking a full NCEA programme to graduate with Level 2.			

BASELINE DATA:

Maori Roll at 1st July

Year	2008	2009	2010	Retention Rate 2008-2010
9	50	58	52	
10	36	44	57	
11	33	34	35	30% decrease Y9 - 11
12	38	25	31	13.8% decrease Y10 - 12
13	15	27	22	33.3% decrease Y11 - 13
TOTAL	172	188	197	Roll growth 14.53%

Notes: The data does not account for students who left and enrolled during the three year period.

**NCEA Cumulative Pass Rate % Participating Maori Students
(number of students in brackets)**

	2009			2010		
	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
<i>Level 1</i>	54.3 (19)	89.7 (26)	96.6 (28)	57.1 (20)	80.6 (25)	95.7 (22)
<i>Level 2</i>	100 (1)	62.1 (18)	72.4 (21)	100 (1)	63.3 (19)	95.7 (22)
<i>Level 3</i>		33.3 (1)	40.7 (11)			47.8 (11)
<i>UE</i>			37 (10)			39.1 (9)

Level 1 Y11 Literacy and Numeracy (%)

Year	Y11 Literacy Pass Rate	Y11 Numeracy Pass Rate
2010	83.0	89.5
2009	89.0	94.7
2008	90.3	94.8
2007	87.6	88.7

NCEA Cumulative Pass Rate (%) Participating Students

	2009			2010			
	Year 11	Year 12	Year 13	Year 10	Year 11	Year 12	Year 13
Level 1	74.2	93.3	94.7	3.4	71.9	92	98.5
Level 2	66.7	79.4	88.0		69.7	82.8	98.1
Level 3		47.6	67.7			50	72.4
UE		57.1	64.2			45	69.4

ARTS COMMITTEE STRATEGIC PLAN 2011
 CREATIVE / PERFORMING ARTS / VISUAL / CULTURAL

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
To provide arts experiences to enrich students understanding of The Arts	1,4,6	National Visual Arts Trips Arts Week Student Exhibition Music performances (various)	August 2011		GR and PI LO		
To provide Arts opportunities to The Arts students to support their learning	1,2,3	Sheilah Winn Folio Visual Arts Display Evening Level 3 Visual Arts Display Photo Seminar Workshop	End of Term 1		SI LO GR GR PI		
To provide students with an insight to how professional artists work	1		Nov Term 3				

ART DEPARTMENT STRATEGIC PLAN 2011

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
Implementation of New Curriculum and Standards Realignment at Level 2	2	Planning new programme draft, Making changes to existing	Dec 2011		GR with support of MX, PI & FS	Standards, 20101programme, TKI resource exemplars	
EOTC experiences – Wellington Art Gallery Trip -Senior Student Exhibition (joint with NPBHS?)	1, 4,	Invitation list, exhibition space, opening organisation, student organisation, promotional material	Term 2, 2011		GR and PI	Exhibition Space/Time/Budget	
New Course - Level 1 Photo/Design (different standards from existing Visual Arts course)	2,3	Course Proposal document to present Term 2 – new courses	Term 2		GR with support of PI and FS	Achievement Standards Levels 1 & 2 Visual Arts New Course Outline/proposal	
Tracking system for Accelerated Visual Arts Students including: Scholarship	1	Develop electronic tracking system for monitoring purposes	September 2011		GR and PI	Excel spreadsheet	
Property Management: bigger office, computers for T6, more bookshelves, storage, convert print room to lighting studio	5,	Request/proposal for upgrade of particular facilities, Discussion document for computer suite to cater for Senior Photography/Design	Dec 2011		GR	Money, Specific materials	

BUILDING POSITIVE RELATIONSHIPS STRATEGIC PLAN 2011

The BPR Goals have been rationalised in to two main goals:

- To continue to develop and implement a school-wide effective behaviour management programme and pastoral care system: Building Positive Relationships
- Provide professional learning opportunities for staff that supports them in implementing effective pastoral and curriculum care of students

Goal					School Goals
<i>To continue to develop and implement a school-wide effective behaviour management programme and pastoral care system: Building Positive Relationships</i>					4, 1, 6
Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
<ul style="list-style-type: none"> • Embed Stage 1: Classroom Management 	Term 1 Ongoing		Ke Pastoral Team HODs	PL time Staff meetings PPT presentations Posters	<ul style="list-style-type: none"> • BPR Manual. • Professional Learning Sessions for subject teachers; HODs and Pastoral team. • Teacher feedback/survey. • Student surveys. • Presentations to staff. • Pastoral and HOD Meetings, minutes & discussions. • Fewer withdrawals and higher level discipline problems. • Professional Development.

Goal					School Goals
<i>To continue to develop and implement a school-wide effective behaviour management programme and pastoral care system: Building Positive Relationships</i>					4, 1, 6
Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
<ul style="list-style-type: none"> Develop Stage 2: Outside the Classroom 	Term 1 & 2		Ke Pastoral Team Working Party – PB4L team HODs	Time Teacher & student involvement: working party. Posters.	<ul style="list-style-type: none"> Procedures developed for dealing with litter, uniform, lateness and behaviour around the school. Working party to develop and implement ideas. Teacher and student surveys. Less litter. Fewer uniform and lateness infringements.
<ul style="list-style-type: none"> Develop a student reward system for reinforcing positive behaviours. 	Term 1 ongoing		Pastoral Team Working Party – PB4L team HODs	Time allocation Deans' briefings and PL time required.	<ul style="list-style-type: none"> An effective reward system in place. Valued by students and teachers. Students demonstrating positive behaviours. Student and staff surveys.
<ul style="list-style-type: none"> Develop the promotion of outstanding character with further opportunities and rewards 	Term 1 & 2 Set up Ongoing		Pastoral Team Working Party – PB4L team HODs	Time allocation Procedures in place.	<ul style="list-style-type: none"> Levels Councils Service awards Merit awards Student involvement
<ul style="list-style-type: none"> Develop knowledge and practise of restorative justice 	Ongoing		Pastoral Team Working Party – PB4L team	PL & PD time.	<ul style="list-style-type: none"> PL and PD opportunities Teacher and student surveys Early intervention

Goal					School Goals
<i>To continue to develop and implement a school-wide effective behaviour management programme and pastoral care system: Building Positive Relationships</i>					4, 1, 6
Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
<ul style="list-style-type: none"> Develop a positive school-wide programme that addresses all forms of bullying 	Term 1 onwards		VI & Pastoral Team	PL & PD time.	<ul style="list-style-type: none"> Develop and implement the No Blame Bullying procedures. PL for all teaching staff on early intervention. Student involvement. Teacher and student surveys. Poster campaign – raising awareness.
<ul style="list-style-type: none"> To ensure a safe, positive school culture where all staff feel valued 	Ongoing		VI, SLT & Pastoral Team	PL & PD time.	<ul style="list-style-type: none"> Develop and maintain positive professional relationships: solutions focussed, resilience-based across the school. PI for staff on professional discussions and conflict resolution. Teacher survey.
<ul style="list-style-type: none"> Develop use of Tutor Programme as effective tool for building positive school culture 	Term 1 Ongoing		Pastoral Team	Deans' briefings PL time.	<ul style="list-style-type: none"> Develop tutor programme based on Programme Achieve material Share good practice and train tutor teachers and deans in implementing the programme. Monitor and evaluate effectiveness of the programme.

Goal					School Goals
Provide professional learning opportunities for staff that supports them in implementing effective pastoral care of students (<i>refer to the Pastoral Professional Learning Strategic Plan</i>)					4, 1, 6
Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
<ul style="list-style-type: none"> To improve understanding and expertise across the pastoral team in working with the students and all members of the school community on positive relationships 	Pastoral Day Wk 0 & ongoing		VI, Ke & Pastoral Team	Time allocation: Deans' meetings, Pastoral meetings.	<ul style="list-style-type: none"> Effective communication with staff, students, parents & caregivers, whanau & community. Effective mediation skills across pastoral team. Pastoral & Deans' meetings & discussions. Clear job descriptions, roles & boundaries Develop effective pastoral manual with procedures for pastoral network Review and develop improved pastoral procedures with staff consultation
<ul style="list-style-type: none"> Develop knowledge and practise of restorative justice 	Ongoing		Pastoral Team	PD & PL	<ul style="list-style-type: none"> PL and PD opportunities for tutor and subject teachers as well as Pastoral Team: PL programme. Teacher and student surveys Use of early intervention strategies.
<ul style="list-style-type: none"> Improve procedures and systems for Pastoral Care 	Pastoral Day Wk 0 & ongoing		Pastoral Team		<ul style="list-style-type: none"> Pastoral manual Pastoral Review mid-year AP/DP and Deans meetings

Goal					School Goals
Provide professional learning opportunities for staff that supports them in implementing effective pastoral care of students (<i>refer to the Pastoral Professional Learning Strategic Plan</i>)					4, 1, 6
Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
<ul style="list-style-type: none"> ● Improve performance through a programme of support and professional supervision. 			SLT, VI & Deans		<ul style="list-style-type: none"> ● AP/DP and Deans meetings ● Deans using the Guidance service approximately twice a term. ● Pastoral Review mid-year
<ul style="list-style-type: none"> ● Develop understanding and knowledge of Tikanga Maori and Maori student achievement 			Md & Pastoral Team.		<ul style="list-style-type: none"> ● PD & PL in developing understanding and knowledge of Tikanga Maori and Maori student achievement. ● Student surveys.

BUSINESS STUDIES DEPARTMENT STRATEGIC PLAN 2011

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
To implement the new Level 1 Achievement standards in Accounting & Economics	1	Write new units of work to include incorporate the new standards Write new assessments	Throughout 2011		Accounting: Cb Economics: MI	NZCETA	<ul style="list-style-type: none"> • New units of work written • New assessments produced
To achieve Scholarships in Economics & Accounting	1	Hold scholarship tutorials from Term 2 Encourage students to attend holiday scholarship workshops	Begin Term 2		Mi, Cb	Photocopying Scripts from successful scholarship students NZCETA material	<ul style="list-style-type: none"> • Regular tutorials from Term 2 • Students completing practice essays for Economics and practice tasks for Accounting
To raise student engagement and achievement	1,4	Reward students with "Bonzas" and verbal praise	Throughout 2011		All Dept to use Bonzas Photocopy Bonzas Mi to buy rewards	Bonzas printed, prizes for draws	<ul style="list-style-type: none"> • Students participating fully, engaged in class discussion, contributing answers • Less "off task" behaviour
To continue to implement literacy & numeracy strategies across all year levels	2	SSR spell 5 Literacy activities Numeracy activities as suggested by the numeracy PD	Throughout 2011		All Dept members	Purchase Her Business magazines, Photocopy articles	<ul style="list-style-type: none"> • Students engaged in SSR every spell 5 for at least 10minutes • New resources for students to read

							<ul style="list-style-type: none"> • Use of graphs, % calculations, index figures
To increase the use of ICT to enhance learning	1,3,6	Revision activities put onto Moodle New powerpoints & interactive resources developed Download teacher tube clips for use in lessons	Throughout 2011		All Dept members	PD support	<ul style="list-style-type: none"> • Students regularly accessing Moodle from home • Students requesting for resources to be placed onto Moodle
To include key competencies and changes with the new curriculum into teaching programmes	1	Rewrite units of work to include key competencies	Ongoing		All Dept members	PD support	<ul style="list-style-type: none"> • New units of work produced

CAREERS DEPARTMENT STRATEGIC PLAN 2011

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
<p align="center">Careers Overview</p> <p>To further develop the structure and role of the NPGHS Careers Lead Team in the form of a Careers PLG to develop a school wide career education plan to outline and facilitate career development education for all students within all curriculum teaching at all levels.</p>	<p>1</p> <p>3</p> <p>4</p> <p>and</p> <p>6</p>	<p>1. Form a Careers PLG with members representing all Departments.</p> <p>2. To meet at the designated PLG Meeting times.</p> <p>3. Further collectively develop a School wide Career Education Plan for NPGHS.</p> <p>4. Develop appropriate career development exercises for all students at all levels in all curriculum areas.</p> <p>5. Exercises evaluated.</p>	<p>2011</p>		<p>HOD Careers, Careers PLG members and Department Teachers</p>	<p>1. MOE/ERO Careers Services documents.</p> <p>2. NPGHS Careers Department Resources.</p> <p>3. Career Services staff</p>	<p>1. Representative Careers PLG formed.</p> <p>2. School wide CEP developed.</p> <p>3. Career Development exercises put in place.</p> <p>4. Evaluation of exercises completed and interpreted.</p>

GATEWAY							
1a. Further integrate the Gateway Program into the NPGHS School wide CEP.	1	Active involvement in the Careers PLG that includes documenting all aspects of Gateway for the NPGHS CEP	2011		Gateway Coordinator	Careers PLG and all PLG resources.	1. Gateway Programme details including all career development exercises clearly stated in NPGHS CEP.
2. Job Description written for Gateway Administrator and evaluated at the end of 2011.	6	Writing and evaluation.	2011		Gateway Coordinator Gateway Admin or/ and HOD Careers	Careers Department Job Description templates.	Job Description written and evaluated.

STAR							
<p>1. a. To link Worsfold STAR Software to MUSAC to better facilitate efficient financial management of STAR administration by allowing direct access to the required student information from MUSAC.</p> <p>b. Investigate the possibility of the linking from Worsfold back to MUSAC to input student result data from Worsfold into the MUSAC data base.</p> <p>2. STAR student study result deadline and achievement record spreadsheet put in place for all STAR students.</p>	5	<p>1. Setup software.</p> <p>2. Evaluate this software.</p>	2011		STAR Coordinator and STAR Administrator	<p>1.Worsfold Software</p> <p>2.NPGHS IT Staff</p>	<p>Student information successfully accessed from MUSAC to Worsfold.</p>
		<p>1. Possibility discussed with Worsfold and NPGHS IT staff.</p> <p>2. This reverse link put in place.</p> <p>3. Evaluate this change.</p>	2011		STAR Coordinator and STAR Administrator		<p>Student information successfully passed from Worsfold to MUSAC.</p>
	1	<p>Spreadsheet set up that has the STAR course academic results deadline requirements and progress recording capability for each STAR student.</p>	2011		STAR Coordinator	NPGHS IT resources	<p>1. STAR student achievement record spreadsheet in place and completed.</p> <p>2. Result deadlines efficiently managed and met.</p>

CLASSICAL STUDIES DEPARTMENT: STRATEGIC PLAN 2010 SPECIFIC AND ADDITIONAL 2011

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
To give students a firsthand appreciation for the role classical civilisation has influenced NZ society today.	1, 3, 4	Field trip to Wellington to view the Pompeii exhibition, VUW Classical Studies Museum and buildings with a specific classical influence.	March 2010	March 2010	Eugenie Petrove	Pompeii worksheets specific to Level 2 & 3 Achievement Standards Architectural Tour of Wellington	<ul style="list-style-type: none"> The majority of the Classical Studies students at both levels attend the Classical Studies fieldtrip to Wellington and participate in all organised events. Write ups are completed for the School website, School monthly newsletter and the School Magazine.
To enhance examination confidence and technique in students	1, 2, 4	Produce assessment tasks in line with the 2009 examination changes to the art and literature topics at Level 2 and 3	End Term 3 2010 Ongoing to end 2011	Completed by end Term 3 for 2010 topics	Eugenie Petrove	Template provided by NZQA	<ul style="list-style-type: none"> To produce three assessment tasks for each of the four externally examined standards affected by the examination change of 2010. By 2011 to have a bank of non NCEA examination assessment tasks for each of the four externally examined standards affected by this change.
To introduce and familiarise students with possible career pathways for Classical Studies.	1,4	Collect and discuss resources which highlight Classical Studies in the workplace. Invite speakers with Classics backgrounds to speak to students.	2009-2011 and ongoing	University lecturers on the fieldtrip March 2010	Eugenie Petrove		<ul style="list-style-type: none"> During 2010 continue to informally introduce students to ways Classical Studies has influenced and affected the career choices of both prominent and ordinary New Zealanders. One or more speakers with a Classical Studies background have spoken to students.

To encourage independent learning by providing opportunities for students to study topics in line with their interests and ability. And, within the topics enable students to approach the subject matter in ways that suit their learning style.	1, 2, 3	To set up the Level 3 art achievement standard, 90512, for students to select the topic they wish to study.	Ongoing 2010 Complete by 2011	3 students studied Greek Vase Painting while the rest of the class studied Art of the Roman Empire	Eugenie Petrove	Current and new resources, both purchased and created resources	<ul style="list-style-type: none"> By end of Term 1 2010 to continue developing and trialling concurrently teaching the two Classical Studies art topics for the Level 3 Achievement Standard 90512. By end 2011 to have set up the Level 3 Achievement Standard 90512 (and Scholarship) as integrated relatively independent programmes of study, using a wide range of resources including digi-technology, so students can select the topic they wish to study.
To integrate aspects of the new curriculum into the schemes, unit outlines and resources for Classical Studies.	1, 2, 3, 4	To include a range of literacy activities, IT, values, and Tikanga in the units of work for each topic. To include vision, principles and key competencies in Classical Studies resources and units.	Ongoing 2010 Ongoing in line with A/S changes		Eugenie Petrove	<ul style="list-style-type: none"> New Curriculum Literacy Handbook It Dept Maori Dept 	<ul style="list-style-type: none"> During 2010 to have formally included specific literacy, IT, values and Tikanga teaching focuses and resources in the documentation for two topics at Level 2 and one topic at Level 3. By 2011 to have included specific literacy, values and Tikanga ideas and resources in most of the standards at each level. By 2011 to include principle, visions and key competencies in the schemes, unit outlines and resources.
To work toward implementation of the new Classical Studies achievement standards in 2012	1,2,3, 6	To collect and create relevant resources ready schemes, units and assessments	Ongoing to 2012 and 2013	Familiarise with new standards Term 1 2011	Eugenie Petrove	<ul style="list-style-type: none"> NZQA website Classical Studies colleagues NZACT Conference 	<ul style="list-style-type: none"> By the end of 2011 schemes, units and assessments reflect the new Level 2 Classical Studies achievement standards By the end of 2012 schemes, units and assessments reflect the new Level 3 Classical Studies achievement standards To attend the 2011 NZACT conference.

Additional 2011							
To arrange for classical tales performed to the students	1, 2, 3	To book Bringwonder and complete associated administration	March 2011	March 2011	Eugenie Petrove	Bringwonder the storyteller	<ul style="list-style-type: none"> Bringwonder has performed the Odyssey and Aeneid to all Classical Studies students.
To aim to improve grade outcomes and number of grades attained by Classical Studies students	1, 4	Interview all Classical Studies students regarding an ongoing study programme and time is spent advising students of ways to achieve this.	End Term1 2011		Eugenie Petrove		<ul style="list-style-type: none"> Classical Studies students have been interviewed Classical Studies students have been advised of ways to develop and maintain an ongoing year long study programme

DANCE STRATEGIC PLAN 2011

Goal	School Goal	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
Raise students aspirations and achievement thereby enabling them to realise their potential	1,4	Provide opportunities for workshops to attend and performances to view	T1-3		Fe	Royal New Zealand Ballet, Kate Sole, Morgan Bramford, Alison Patterson	<ul style="list-style-type: none"> • Student evaluations • Student attainment • Student self esteem • NCEA results
Provide technology for student achievement	3	Install computer access for research purposes and access to Utube for dance clips	T2-4		Fe, Tony Pugh, ICT	Budget	<ul style="list-style-type: none"> • ICT request linked to student learning outcomes lodged • Hardwiring and cabling of computers or wireless
Develop a safe dance environment	5	Empty out back room to create a study for girls. Place a bookshelf and extra TV with video for research purposes. Bar placed at a lower height on far wall and mirrors securely attached	T2		Fe, Groundsmen	Bookshelf, TV, Computers	<ul style="list-style-type: none"> • Book shelf up • Collate & collect DVD/Written resources • Bar on far wall at lower height • Mirrors securely attached • No accidents • Meeting OSH requirements
To develop quality professional staff	6	Attend 'Bright Sparks' Dance Conference in Hamilton.	T2/3	Holidays T2/3	Fe, TRCC, PD Committee	PD Committee	<ul style="list-style-type: none"> • Attend Conference • Identify how the conference has improved/affected student learning outcomes • Identify Professional learning outcomes

DRAMA STRATEGIC PLAN 2011

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
Promotion of exemplars of excellence in drama performance and academic achievement	1	<p>Images of scholarship recipients in both drama rooms</p> <p>Images of winners of SWFSS regional festivals in both drama rooms</p> <p>Use of exemplars of excellence in all AS with L1-3 classes, both portfolio and performance work</p>	<p>Term 1 2011</p> <p>Term 1 2011</p> <p>Throughout year.</p>		Si	Laminated photographs	<p>Students comment on, ask questions about and refer to role models of success</p> <p>Increased student confidence and awareness of what is expected of them at excellence level.</p> <p>Appropriate students enter scholarship, attend tutorials, and sit exam.</p>
Development of costume resource available to students for class work.	5	<p>Appointment of 4 student wardrobe mistresses for 2011</p> <p>Sewing of fabric in storage into costumes for yr 9 Clowning, year 10 Commedia and year 11 Melodrama</p>	<p>Term 1 2011</p> <p>Terms 2 and 3 2011</p>		Si	Allocation of department funds to pay for sewer/s to make up costumes.	<p>Costume resource tidy and well organised with clear system for using, cleaning and returning costumes.</p> <p>Clowning, Commedia and Melodrama costumes finished, stored and used by year 9, 10 and 11 classes in performance work for assessment in the second half of the year.</p>

<p>Orientation and integration of new department member into NPGHS culture and department systems and teaching methods.</p>	<p>6</p>	<p>Preparation of schemes of work and resources into folders.</p> <p>Meeting of 1 hour per cycle to support new staff member, and to plan and assess collaboratively.</p> <p>Facilitate opportunities for new teacher to observe Si teaching using key literacy methods and classroom management routines established by the department.</p>	<p>Term 1 2011</p> <p>Terms 2-4 2011</p> <p>Term 2 2011</p>		<p>Si</p>	<p>Provision of release time if necessary for lesson observation.</p>	<p>New staff member shows increasing confidence and independence.</p> <p>Classes settled and working positively.</p> <p>External moderation confirms consistency and accuracy of assessment decisions at NCEA level.</p>
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ENGLISH STRATEGIC PLAN 2011

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
To lift Level 1 Literacy from 83%	1,2,3	To improve knowledge of students and provide teaching to meet individual needs	Ongoing		All teachers and students	MOE resources English Online English teachers Thinking skills KWL/SOLO/Y Chart/ DO NOW TKI, NCEA website	Record conference times, dates, content and credits gained. Asttle writing results to be used diagnostically to assist teachers and students at the beginning of 2011 Student feedback mid-year.
To improve English students' attitude to Unfamiliar text	1,2	Emphasise unfamiliar text and practise in Year 9 and 10; provide extra coaching for Year 11	End of term 3		Year 9, 10 and 11 teachers		External results
To improve Maori and Pasifika Achievement	1,2,5	<ul style="list-style-type: none"> • Identify Maori/Pasifika students: three bottom and three top students – monitor progress • Department PD 	Ongoing			Tony Smith/Chris Bates/Rihari Brown Outside PD?	Sample evidence provided to measure progress Nov 2009 -Nov 2011. All teachers to use some Maori/Pasifika texts.
To implement the new curriculum at Level 1	1,2	<ul style="list-style-type: none"> • Write and teach units of work 	Ongoing		Whole department	MOE English Online Teachers	Units written - Student evaluations Staff evaluation

ESOL DEPARTMENT STRATEGIC PLAN 2011

	School goals	Actions	Target Dates	Responsibilities	Resources	Progress Indicators
Improvement in use of ICT to meet individual student needs more effectively	1,2, 3, 5 & 6	<p>Improve communication with staff with ICT</p> <p>Using ICT to assess students effectively.</p> <p>Use of ICT for student evidence. To continue to source and use effective teaching ICT Tools and resources for ESOL</p>	Ongoing	Suzanne Blackwell Ami Kindler	Paul Nation Word Tests Laptops Data projector WWW ICT Staff NPGHS Blog	<ul style="list-style-type: none"> • Develop accessible data bank of information on each student • Student ICT evidence put in usable format • Cross curriculum use of ICT evident in student work and achievement • Use of website and ICT tools evident in planning and execution of teaching programmes. Analyse use of NPGHS Blog • Students will access and use MOODLE in the ESOL programmes at junior and senior level. • PD in MOODLE to be obtained from the ICT Dept for staff members. Both ESOL teachers on ICT committee.
Use relevant Unit Standards within the ESOL senior programme that provide Credits at Senior levels	1 & 2, 4	<p>Source relevant unit standards for programme Integrate into existing programme</p> <p>Delivery of standards as appropriate</p> <p>Development of PD support and ESOL Cluster Taranaki.</p>	Term 3/4	Suzanne Blackwell	Unit standards	<ul style="list-style-type: none"> • End of 2011 the four focus Unit standards will be completed to allow for credits to be achieved and recorded as a means of Assessment for senior students. • External Moderation critique will be addressed • PD in areas of Unit standard creation and use • External support of programmes to be obtained from Taranaki ESOL Cluster.

						<ul style="list-style-type: none"> • The senior programme will have accreditation as per the Education Act. 1983 • 80% of students who undertake unit standards at their level will achieve.
Ongoing development of the New Curriculum and the Key Competencies	1, 4 & 6	Integration key competencies in programme Unit plans integrate new curriculum focus Embed key competencies in teaching and learning. Students will be encouraged and supported in their individual achievement of within the ESOL framework.	End 2011	Whole Department focus	New Curriculum resources via TKI, NZQA and ESOL on Line Massey Uni Advisors.	<ul style="list-style-type: none"> • Staff and students using new curriculum terminology confidently and correctly. • Course outlines and structure are indicative of the change to new curriculum focus • Key Competencies evident in the teaching and learning environment • Student evidence of individual success. • ELLP's to show an increase in student achievement. • School staff aware of ELLP with some PD/ PL interaction • Evidence of student participation in the wider school community • Evidence of participation in the New Plymouth Community.

HEALTH EDUCATION DEPARTMENT STRATEGIC PLAN 2011

Goal	School Goals	Actions	Target Date	Actual Date 1 December 2011	Responsibility	Resources	Progress Indicators December 2011
To raise student aspirations in health & continue to change attitudes toward Health Education.	1, 4	<p>Teachers will maintain high teaching standards using up to date methods.</p> <p>Teachers will monitor 'opting out' students and report this early so programmes can be adjusted.</p>	November 2011		All staff	Careers Deans	<p>Subject choice numbers.</p> <p>Student retention numbers.</p> <p>Students are not opting out of assessments.</p> <p>HOD & Dean are informed early of students who are not achieving to their potential.</p> <p>Results across all standards are above the national average.</p>
To develop a positive culture of respect, high self esteem and values in our students.	4, 5	<p>Teachers will teach by example while allowing students to learn with high expectations.</p> <p>Health lessons to have positive, respectful tone with suitable activities.</p> <p>BPR strategies followed.</p>	December 2011		All dept		<p>Classrooms well presented.</p> <p>Students enthusiastic about health, engaging in lessons with few opting out.</p> <p>Teachers experiencing diminishing need to implement BPR consequences.</p>

		Teachers conferencing students on an individual basis when issues arise, confidently.					Teachers are confident using conferencing techniques. Teachers are making contact with home early when concerns arise.
To increase the use of ICT to enhance learning	1, 3, 6	New powerpoints are developed and used, and new interactive resources are developed. Teachers upskilled to use technologies such as Moodle. Smartboard is installed in Flight House. Moodle at Level 3.	December 2011		All dept	Working network cabling to FH1. Data projectors Prof Learning Smart board approval	Teaching programmes incorporate a wide range of ICT including some smart board use. Moodle set up and operational
New curriculum. To ensure Health teaching programmes are meeting the needs of learners to allow success.	4&6	All junior assessments to cover three levels of the curriculum as appropriate for individual learners.	Nov 2011		Whole Department	New Curriculum resources via TKI, NZQA	Course outlines are up to date with the new curriculum at levels 2 and 3 as alignment of standards continues.

		Applied programme at senior levels investigated and considered.				Prof Learning time	<p>Staff using the new terminology confidently and correctly</p> <p>Junior assessments have tasks crossing three levels of the curriculum to allow success for all learners</p> <p>Applied programme is documented and investigated and viability of this investigated and reflected upon.</p>
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HOME ECONOMICS DEPARTMENT STRATEGIC PLAN 2011

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
1. To improve the learning outcomes for students.	1,2,4	(i) Incorporate strategies for differentiating the curriculum and the use of thinking skills in learning programmes in both Y9-13 Food and Nutrition/ Textiles Technology.	Ongoing	2013	Whole Department	Time and funding to prepare resources. Thinking Skills and the team implementing it. Professional Learning sessions.	By Term 4 activities using thinking skills to be embedded into all Year 9,10 and Level One programmes Term 2-4 differentiated activities to be created for senior programmes.
	1,3,5,6	(ii) Staff to further develop skills to utilise their data projectors in their teaching programmes.	Ongoing	2011-13	Whole Department	Time Professional Development Tech Angel U Tube	Power points prepared and incorporated into all programmes of work and classroom teaching.
2. To raise the level of teacher/ student IT to improve learning outcomes.	1,3, 6	(i) Development of MOODLE courses where appropriate in Food and Nutrition and Textiles Technology from Levels 1 -3	Ongoing	2011	Whole Department	Time/Professional Development HOD to indicate to Carol Curtin a Tech Angel is required early Term One 2011	All department staff to attend Professional Learning, where appropriate sessions on offer Department to have developed MOODLE for the appropriate classes.

							Material built on from the previous year for classes accessing MOODLE Students are accessing resources via MOODLE outside the classroom
	1,3,6	(ii) Use of computers with brain storming software to document the technology process for portfolio work.	Ongoing	2011	Colleen Horne and Emma Cronin	Computers in C2, Software being placed on the computers, ICT staff	Into Term Two to embed it into portfolio work
		iii) Use of Tablet Pad for Fashion Drawing for Senior Textile Technology	Ongoing	2011	Colleen Horne and Emma Cronin	Tablet Pad Fashion Drawing –already purchased, time, advice from the Art Department	By Term Three some students to have accomplished using it
	1,3,5	(iii) Use of internet as a research tool for Food and Nutrition and Textile Technology students.	Ongoing	2011	Whole Department	Booking in advance, prior to the start of the term with Carol Curtin computer suites. A computer for H1 and an additional for H11 with printers.	Classes successfully access information to use in their studies. Early Term One

						Staff computers networked to H11 Printer	
3. To develop courses of study for the new curriculum.	1, 2, 4,6	(i)New Health and Physical Education and Technology Curriculums and the Key Competencies.	Ongoing	2013	Whole Department	Professional Learning Time Resources from N.Z.Q.A., T.K.I. and Techlink Massey Professional Development Courses – Technology L1-3 Taranaki HETTANZ for Home Economics Achievement Standards as no Massey Courses on offer Best Practice Workshops – Home Economics, Technology	End of 2011 <ul style="list-style-type: none"> Level One Food and Nutrition, Level One Alternative Food and Nutrition, Level One Textiles Technology unit plans written for the new curriculum. Level Two Food and Nutrition, Level Two Alternative Food and Nutrition and Level Two Textiles Technology initial planning and Achievement Standards selected

		(ii)To commence accreditation for Level Two Hospitality Standards institute	Ongoing	2013	Whole Department	Time, HSI School Liaison Officer, Principal's Nominee, BOT, Hospitality Industry in New Plymouth, Upgrade of Foods Rooms & or some commercial equipment/ appliances required	By the end of 2011 at least 40% of the accreditation process to be completed and industry links beginning to be established
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HOME ECONOMICS STRATEGIC PLAN 2009 - 2011

Annual Goals	2009	2010	2011
To improve the learning outcomes for students			
Incorporate strategies for differentiating the curriculum in learning programmes in both Y9-13 Food and Nutrition/ Textiles Technology.	✓	✓	✓
To have mounted data projectors in C2, H1 and H11 and staff to develop skills to utilise them in their teaching programmes.		✓	✓
To raise the level of teacher/student IT to improve learning outcomes			
Development of MOODLE courses in all Food and Nutrition and Textiles Technology from Levels 1 -3		✓	✓
Use of computer suite with brain storming software to document the technology process for portfolio work.	✓	✓	✓
Use of the Tablet for Fashion Drawing by senior Textiles Technology students			✓
Use of internet as a research tool for Food and Nutrition and Textile Technology students	✓	✓	✓

To develop courses of study for the new curriculum.			
New Health and Physical Education and Technology Curriculums and the Key Competencies	✓	✓	✓
Commence accreditation for Hospitality Standards Institute Level 2 Unit Standards			✓

Note: The strategic plan should span three years and be reviewed and adjusted annually. Each year an annual plan is prepared using the information from the 3-year plan. The goal is set and the actions toward achieving the goal are established.

ICT STRATEGIC PLAN 2011

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators	Comment
1. Review strategic direction for ICT in NPGHS (annually)	3,5,6	1.1. Maintain an annual strategic plan for the integration of ICT across the school with focus on student learning outcomes	Term 2		ICT Chairperson and Committee	Staff, Time	Plan completed	Note: BOT is intending overall review of ICT Strategic Directions
		1.2 Regular ICT meetings	2 per term		ICT Chairperson and Committee		ICT Committee Minutes	
2. Develop a list of ICT Learning Outcomes for all students	1,3	2.1 Research ICT learning outcomes in schools	Tm 2		Br and working party (eLearning PLG?)	Time, School visits	Report prepared for ICT Committee	
		2.2 Based on the research, survey staff, students and parents on what these learning outcomes should be	Tm 2		Br and working party		Summary of survey responses	
		2.3 Prepare draft outcomes for feedback from staff and students	Tm 3		Br and working party		Draft outcomes	

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators	Comment
		2.4 Finalise ICT Learning Outcomes	Tm 3		Br and working party		ICT Learning Outcomes	Forward to Curriculum Lead Grp
3. Develop capability to store and retrieve complete student achievement data in MUSAC	1,3,5	3.1 Import data into columns in MUSAC for CEM, asTTle, STAR, PAT, RAVENS etc and develop MUSAC@NPGHS guides for these processes	Term 1		Br	Time	Data in columns	
		3.2 Develop reporting templates for both individual students and groups of students for teachers to use in planning and evaluation	Term 2		Br (in conjunction with SLT and other staff)	EdTech support	Reports developed,	
		3.3 Organise Staff PD in the access to the above reports	Term 2		Br		Teachers using reports	

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators	Comment
4. Using ICT to enhance effective communication practices within the school community	1,4,5	4.1 Implementation of Early Notification EN of absences	Term 1		Br, Ke	Time, MOE funding		Done
		4.2 Setup and publicise Parent Portal Web access to absence, personal information and achievement information	Term 2		Br, Tony P	Time, MOE funding,		
		4.3 Setup Web based Parent Teacher Interview system	Term 1		Tony P	Time, funding		Done
		4.4 Online booking of school resources	Term 3		Br, Tony P	Time		
		4.5 Development of ICT communication with parent protocols	Term 3		Br, SLT	Time		

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators	Comment
5. Continue to develop Moodle usage	1,3,5	5.1 Transfer to Moodle 2.0 site hosted by Dataview and populate site with users and courses.	Term 1	Term 2	Br	Time, MOE Funding,	Site operational	In interim continue to use Wintec hosted existing site. Contracted MOE funded time extended by 3 months by Dataview due to initial implementation issues
		5.2 Develop structure for the administration of Moodle	Term 2		Br	Time	Efficient ongoing administration of site	
		5.3 Organise PD in Moodle use including the pedagogical developments that it enables	Term 1 onwards	Term 2	Br	Dataview personnel, staff time	Moodle use by students	

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators	Comment
6. Investigate required student purchase of digital devices (netbooks or laptops etc)		6.1 Research use of digital devices in schools	Term 2		Cu and eLearning PLG	Time, School visits	Report prepared for ICT Committee	
		6.2 Develop proposal for submission to SLT	Term 3		Cu and eLearning PLG	Time	Proposal	
		6.3 If proposal adopted, implementation including staff PD, purchasing etc	Term 4 for Start of 2012					

LANGUAGES DEPARTMENT STRATEGIC PLAN 2011

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
To embed Key competencies in to junior programmes	4	Create dedicated units/tasks to reinforce KCs	End year		He, Wi		KCs indicated on all units and schemes for year 9. Commenced on yr 10
To continue to develop Moodle	3,1,6	Aim to have all information, notes and a variety of activities for student use on Moodle	End of year Ongoing		He, Wi	PD, time	Growing quantity of material available
To manage new oral achievement standards	1,3, 4	Provide opportunities for students to speak, record and store interactions	End of year		Wi	Laptop, USB stick, time, PD	Senior students will have a variety of recordings stored securely
To increase student engagement	1,3	Develop more hands on/ visual activities and create a certificate to reward effort and good attitude	End year		Wi, He	Time	Students will be more involved and rewarded for their efforts

LEARNING SUPPORT SERVICES STRATEGIC PLAN 2011

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
To develop and improve resources and knowledge of specific learning difficulties / differences (Cerebral palsy; Down syndrome, Aspergers syndrome, ADHD and dyslexia) for Learning Support staff.	3,5,6	<ul style="list-style-type: none"> • Create a powerpoint or resources for each disability/difference. • Develop 1-2 page summary sheet of each specific learning difference. • Present information at teacher Aide meetings (in anticipation of presentation of the same at Departmental meetings in 2012) • Present information on cerebral palsy and Down syndrome to teachers who are directly involved with students with these disabilities during Professional Learning time. 	<p>Terms 2,3,4</p> <p>Ongoing</p> <p>Term 2</p>		Mv	<ul style="list-style-type: none"> • Books, pamphlets etc on specific learning differences • Computer and powerpoint presentations • PD / Departmental time to prepare for presentations. 	<ul style="list-style-type: none"> • 3 seminars presented at Teacher Aide meetings during 2011. • Seminars presented during Professional Learning time to teachers directly involved with students who have cerebral palsy and Down syndrome.
To trial the use of a new dyslexia test DST-sec.	1,4,5,6	<ul style="list-style-type: none"> • Purchase the dyslexia test DST-sec. 	Ongoing, all year		Mv	<ul style="list-style-type: none"> • DST-sec test • Independent testing by SPELD 	<ul style="list-style-type: none"> • Review/comparison of DST results with those of independent testers.

		<ul style="list-style-type: none"> • Trial its use on students referred for concerns re dyslexia. • Compare DST results with independent testing if a student is referred on for independent testing. • Rejoin SPELD and attend relevant meetings. 				or Lesley Molyneaux (Vocational Literacy Specialists)	
To continue to improve staff understanding of the identification of needs, referral and support process.	1,2,4,5,6	<ul style="list-style-type: none"> • Develop and initiate additional professional learning opportunities for staff. • Continue to improve on clear, consistent levels of communication school-wide. 	Term 3 Ongoing		Mv	<ul style="list-style-type: none"> • Use of Departmental meeting time. • Staff survey of level of communication with Learning Support Services. 	<ul style="list-style-type: none"> • Departmental workshops on Special Assessment conditions • Special Needs Register Student profiles completed and issued with ongoing communication as required on individual students. • Review of staff survey to ascertain the effectiveness of the communication and help given by the Learning Support Services team.
To improve the use of Individual Education Planning for individual students.	1,2,4	<ul style="list-style-type: none"> • To review the IEP time frame. • Initiate staggered timetable so IEP meetings are 	ongoing Term 3		Mv	<ul style="list-style-type: none"> • Amended IEP timetable • Parents survey (Term 3) re IEP meeting process. 	<ul style="list-style-type: none"> • Review of parent survey to reflect effectiveness of IEP process or need for changes. • The timing of IEPs is

		<p>scheduled across the terms.</p> <ul style="list-style-type: none"> • Initiate flexibility in IEP timetable so that IEPs are driven by the needs of individual students. • Parent survey. 						<p>effective to gauge student's needs (and to help develop goals) – based on parent survey and feedback from relevant agencies.</p>
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LITERACY STRATEGIC PLAN 2011

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
To develop information literacy school wide with a focus on the Inquiry Model	1,2,3,5	<ul style="list-style-type: none"> • Share updated information on Inquiry Learning • Developing a generic Inquiry learning process based on best practice / research and applicable across the curriculum • Introduce Inquiry learning process to staff and students 	Term 2		Maureen Leggett	Online	<ul style="list-style-type: none"> • Information has been communicated and shared school wide • A generic model of inquiry learning available to curriculum areas i.e. flowchart/poster. • PLG session for interested staff • Core HOD meeting • HOD meeting-share process. • Trialled in English with year 9's.
			Ongoing		Maureen Leggett	Library	
			End Term 3		Core HOD's	Curriculum areas	
					Literacy Working group	Technology process	
					Maureen Leggett	Library	
			Term 3/4		HOD's		
					LWG		

Review the use of school wide literacy data with the inclusion of E-asTTle	1,2,3,4	<ul style="list-style-type: none"> Investigate e-asTTle application for literacy data gathering. Trial reading comprehension/vocabulary data gathering to targeted groups in cohort at year 9 Update school wide data action plan Implementation of testing in Term 2 2011 and Term 1 2012. Development of MUSAC for recording all relevant literacy data across cohorts both latitudinal and longitudinal 	Term 1/2 Term 2 Term 1 Term 2		Ch LWG LWG/Ch/Be/Sm Ch/Md Ch SLT	TKI website English dept TKI e-AsTTle MUSAC NPBHS	<ul style="list-style-type: none"> Clear process trialled for implementing use of e-asTTle Year 9 trials completed and reviewed. Data action plan updated and on T-drive. Data entered into MUSAC and able to be accessed individually and by class.
Improve in collating, accessing and using specific literacy data on Pacific Island and Maori under-achievers in the junior school at Year 10.	1,2,3,4,6	<ul style="list-style-type: none"> Targeted testing of underachieving Maori and PI students at Year 10 Collating and sharing data as needed. 	Term 2 Term 2		Md/Ch/LWG	TKI e-AsTTle Shared PL reading	<ul style="list-style-type: none"> Targeted data completed and entered on MUSAC. Staff can access and show evidence of using data.

		<ul style="list-style-type: none"> • PL for staff re strategies to help lift literacy in these students. 	Ongoing			HODs	<ul style="list-style-type: none"> • HOD show evidence of data being used for Maori /Pacific Island underachievers. • PL resources shared • PLG resources made available.
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MATHEMATICS STRATEGIC PLAN 2011

Goal	School Goals	Actions	Target Date	Actual Date	Resp.	Resources	Progress Indicators
Focus on quality outcomes for students	1,2,3,4,5,6	Embed the Secondary Numeracy Programme at NPGHS primarily in Year 9.	end of 2011		PR as ISF ISF All depts through the teaching of either Yr 9 or DL Yr 10	MOE Maths Advisor PR MT	<ul style="list-style-type: none"> • Upskilling of ISF in Numeracy strategies • ISF to continue to take responsibility for development and oversight of the project. • Provide training and support for all Math staff of Yr 9 & Yr 10 Developing Learners. (ie all Math Dept staff) • Source maths advisory support from Massey University. • Repeat of workshops associated with the teaching strategy to be held at additional mathematics department meetings dedicated to professional development in numeracy. • Whole NPGHS staff PD in numeracy strategies which will result in realisation of how numeracy impacts on their subject. • A development between subject areas of a common understanding of vocabulary, units and their use and the use of calculators, AND • develop students ability to recognise the links across all the curriculum. i.e enhance learning in other curricular areas where mathematics is required • Encourage students to have a range of strategies at their disposal to solve a wide variety of number problems

							<ul style="list-style-type: none"> • Students will choose and use appropriate strategies fluently • Students will be able to understand and explain why the strategies work • The enhancement of students ability to: recall number facts; recognize when it is appropriate to use calculators; estimate solutions; consider the reasonableness of an answer; consider the appropriate accuracy of a solution • raising numeracy skills – students will have better knowledge of their key facts and develop sound number sense • All of the above to result in improved results in school and NCEA examinations
		<p>Continuing development of Algebra Certificate programme in junior school</p> <p>Use of Algebra notebooks to target revision at Year 12</p>	<p>Term 2</p> <p>ongoing</p> <p>ongoing</p>		<p>FG, BC primarily</p> <p>All depts staff buy in</p>	<p>Bill Ellwood</p> <p>Dept expertise</p>	<ul style="list-style-type: none"> • A bank of weekly homework problems for Yr 9 for Term 1 & 2 developed which include number facts • A bank of weekly homework problems for Yr 10 for Term 1 & 2 developed which include number facts • A bank of more straightforward monthly assessments for Yr 10 for Term 1 & 2 developed • Teaching and learning programmes will involve Algebra in all topic strands • Students are confident and competent users of basic Algebra skills • NCEA results in the future will reflect this greater confidence • Extended for homework sheets(only) to Year 12 as a means of revising Algebra skills throughout the year

		Help foster and develop mathematical talent.	ongoing		All Dept staff	Dept staff	<ul style="list-style-type: none"> Accelerate classes' compulsory entry in most competitions. Target Yr 10s Increase in non compulsory entries in all competition especially of senior students Encourage participation in World Maths Day, Maths Spectacular and Maths week. Use academic leader Assembly presentations to celebrate achievement
		Tutorials for all NCEA Levels and Scholarship	ongoing		TIC of each Level to organise. HOD to oversee	Dept staff Bank of tut. pract papers, work books	<ul style="list-style-type: none"> Schedule of tutorials completed Advertising of tutorials within classes and in the wider school Attendance by students Results in NCEA reflect effort
		Preparation for new curriculum	ongoing		FG TICs(FG, BC, CO, RS, MT)	MOE NZAMT TMA NPGHS	<ul style="list-style-type: none"> Attendance at all NPGHS PL opportunities Attend any local TMA or MOE PD opportunities Attend any opportunity for information on realignment of Maths standards
		Continued development of teaching resources that enthuse our learners	ongoing		All Dept staff	ICT NZAMT TMA	<ul style="list-style-type: none"> Maths games using Mathematical vocab Smartware and Dumb board resources developed Moodle resources developed Numeracy resources developed Continued PL learning opportunities for staff
		Continue to develop courses appropriate to the students of NPGHS	ongoing		All Dept staff		<ul style="list-style-type: none"> Continuous tweaking of 2 year Junior programme Development of new assessments to reflect realignment of level 1 standards Start course development at Level 2 to reflect realignment of Level 2 standards Alternative Maths at Yr 11 course to be developed to take numeracy stds into account

							<ul style="list-style-type: none"> • The extension programme continues. Scholarship classes? • Consider the implications of developing an alternate Maths course at Year 13 • All of the above to result in improved results in school examinations and in NCEA examinations
Continue to develop use of ICT in classrooms	1,2,3,4,5,6	Development of Moodle site	ongoing		CO, FG, BC All staff encouraged to use this site	CO & Moodle dev committee	<ul style="list-style-type: none"> • Students are accessing resources via Moodle outside of the classroom • Statistics teachers are uploading resources to Moodle and using Moodle appropriately and confidently • implementation of other Level's courses • More use of Moodle in courses other than Statistics •
		Continued development of Smartboard resources	ongoing		All staff	MT, LE, BC Software provider	<ul style="list-style-type: none"> • All teachers comfortable using smart board technology • Students continue to enjoy the interaction that a smartboard provides
		Development of Efofex and other software resources for use in the classroom	ongoing		All staff	ICT waka cluster BC	<ul style="list-style-type: none"> • Assessments written using this technology • Use in classroom teaching continues to develop • PD on writing Maths assessments using WORD 7 and efofex.
		Further PD in the uses of Excel in our teaching			All Staff	Statistics Teachers NPGHS ICT cluster	<ul style="list-style-type: none"> • Use by Statistics teachers continues • PD on using Excel more effectively for all staff as we only use a small quantity of its capabilities

		Online resources	ongoing		All staff		<ul style="list-style-type: none"> Continued sharing of useful websites, aplelets, power point shows Using Thursday Dept meetings to share useful sites
Preparing for the implementation of the new Mathematics curriculum	1,2,3,6	Evaluation of present course schemes	ongoing		All staff	New Curriculum resources via TKI, NZQA, NZAMT, TMA, NPGHS	<ul style="list-style-type: none"> Course outlines and structure are indicative of the change to new curriculum focus Focus on Yr 11 assessments to meet requirements of new curriculum and standard realignment Focus on Numeracy stds and how to best use them to generate a relevant course for Yr 11 Focus on Level 2 courses to meet requirements of new curriculum and standard realignment
		Key competencies and the new Math curriculum	ongoing		All staff	New Curriculum resources via TKI, NZQA, NZAMT, TMA, NPGHS	<ul style="list-style-type: none"> Key competencies are embedded in the teaching and learning environment Students will be encouraged and supported in the development of <i>their competencies</i> within the Mathematical curriculum.

MAORI ACHIEVEMENT STRATEGIC PLAN 2011

Improved educational outcomes for Māori students – engaged and achieving:

- Effective teaching and learning for Maori students in Yrs 9 and 10 across curriculum areas that provides meaningful learning contexts for the learner
- Increased student involvement and responsibility for decision-making and empowered to make responsible choices about their future education pathways.
- Strong, evidence-based professional learning and develop professional leadership responsibility for Maori students presence, engagement, achievement including a targeted pilot project at Year 11.
- Improved whānau-school partnerships focused on presence, engagement, and achievement.

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
Effective teaching and learning for Maori students in Yrs 9 and 10 that provides meaningful learning contexts for the learner	1,2,3,4,6	Departmental Self Review targets and reports on Maori achievement	Annual		HOD/SLT	Ka Hikitia Te Mana Maori Key Staff	All departments provide evidence on achievement of Maori students
		Improved embedding of Te Ao Maori/Te Reo me nga Tikanga in curriculum area planning and units of work through inclusion of concepts and cultural identify	Ongoing		HODs/Bw	PLG	All departments provide evidence of embedding of Te Ao Maori/Te Reo Student Feedback supports this
		Effective evidenced based learning in place with accurate assessment and responsive feedback that supports further learning.	Review Oct 2011		HOD/SLT		
			Term 3		Md/Ke/Literacy group	PLG inquiry	

		<p>Improve MUSAC systems in accessing range of data ie achievement, attendance</p> <p>Appraisal process develops application of Registered Teacher Criteria with focus on Maori Achievement factors</p> <p>Ongoing Professional Learning opportunities based on key aspects from Ka Hikitia and inclusive of Professional Learning Group focus.</p> <p>Link to BPR Strategic Plan-with focus on Building Positive relationships Maori students.</p> <p>Nga Kohine developed as open support and Tuakana Teina concept developed.</p>	<p>Term 3/4</p> <p>Term 1 ongoing</p>	<p>SLT/Br</p> <p>SLT</p> <p>Md/Bw/Ke/PLG</p> <p>Ke/Md</p> <p>Md/Rs/Honohono</p>	<p>Induction/Mentor Pilot NZTC</p>	<p>RTC professional learning implemented</p> <p>RTC for appraisal inclusion 2012</p> <p>Effective strategies for teaching Maori students evident through appraisal/review process/student feedback</p> <p>PLG achieves goals in inquiry process.</p> <p>Staff PL includes at least two full staff sessions (whare) Ka Hikitia focus</p> <p>PLG develops cross curriculum inquiry learning and shares as appropriate.</p> <p>Evidence in BPR SP outcomes to support.</p> <p>Increased participation/involvement year 9 and 10 in Nga Kohine.</p>
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Increased student involvement in and responsibility for decision-making and empowered to make responsible choices about their future education pathways.	1,4	Year 10 Focus programme implemented	Feb and ongoing		Bd		Focus feedback
		Careers Strategic Plan link with Hui and invite Whanau/Year 9s to complete careers online.	Term 2		Md/La/Bw		Feedback from targeted group supports increased involvement in process
		Trial pilot project with SLT to identify, track, mentor and provide support with minimum 6 students Year 11. Focus on presence, engagement, achievement.	Term 1 ongoing		Md/SLT		Increased whanau involvement NCEA/subject pathways /careers.
		Nga Kohine fosters goal setting/career pathways/opportunities			Md/Bw/Rs		Increased participation by Maori whanau in subject counselling process.
		Cultural Tutor group provides additional targeted opportunities.			Bw/Md		
		Subject counselling targets Maori students ie Hui/parent interview link to hui	Term 3		Md/Bw/Bd		Maori students identified in Subject counselling and whanau involvement evident.

Strong, evidence-based professional learning and develop professional leadership responsibility for Maori students presence, engagement, achievement	1,2,3,4,6	PLG Maori Achievement Teachers adopting an effective pedagogical approach to teaching Maori students.	Term 2 Ongoing		Md/Ke/Bw PLG	Ka Hikitia Te Mana Korero	PLG feedback.
		Pilot project includes this focus on presence, engagement, achievement through leadership.	Term 2 Ongoing		Md/SLT		Year 11 Student Achievement target Maori students achieved.
		Develop schoolwide strategic planning and review processes with explicit focus on Maori student presence, engagement, achievement.	Annual		SLT		Pilot shows evidence of effective interventions. Evident in all strategic planning.
		Develop staff proficiency/understanding Te reo me nga tikanga improved understanding and evidence across school community	Term 2 Ongoing		Bw/Honohono/Nga Kohine		Improved evidence of Tikanga/Te Ao Maori embedded in school wide practice.

Improved whānau-school partnerships focused on presence, engagement, and achievement	1,2,3,4,5,6	Improve data gathering with MUSAC on attendance, achievement, and accessing and sharing this information.	Term 2		SLT/Honohono/Bw	MUSAC	Attendance and achievement data accessed and used in feedback to students/whanau in pilot.
		Pilot project includes this with focus on improving feedback on presence, engagement, achievement	Ongoing		Md/Ke/SLT	Massey	Improved student presence, engagement, achievement in targeted group evident and shared with student/ whanau
		Whanau hui- link to Honohono/Nga Kohine/Cultural Tutor group per term.	Term 1		Bw/Md/Honohono	NPBHS.	Improved communication evident in whanau-school partnerships
		Kaumatua connections established.	Term 1			Community	Parents /whanau feedback supports more involvement and more inclusion in the school ie : improved whanau involvement in range of events.
		Kapahaka established and students engaged.	Term 2				Kapahaka group established.
		Manu Korero involvement					Improved participation in Manu Korero

MUSIC STRATEGIC PLAN 2011

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
Make use of the Music Department computers in level 2 Music	5,3	Ensure that all 4 computers are running and have tasks in the learning program that use them.	End of term 3		Lo and Pete	Computers and tasks that use ICT	This goal will be achieved when the level 2 music class all complete their Instrumentation Task for NCEA on a computer.
To use Music in the school to create school spirit and connect with the community	4	Have students perform on the common, and be actively involved in sharing music both live and recorded.	End of term 4		Lo and Hm	Instruments, Musicians, sound gear, time	This goal will be achieved when every music class has performed to an invited audience or community group. Also when groups perform or music is heard regularly around the school
Have 60% of year 10 students gain a merit or better in performance.	1, 4	Give the students many opportunities to learn through playing and nurture the idea of meaningful practice (opposed to jamming)	End of term 4		Lo and Hm	Instruments, Musicians, sound gear, time	When 60% of year 10 students reach this goal.

Other goals

Goal	Tick when achieved!
Minimum of 5 rockquest music groups	
3 levels of Concert Band running combined with New Plymouth Boys' High School	
Minimum of 30 singers in the Harmony Singers group to Hamilton	

OUTDOOR EDUCATION STRATEGIC PLAN 2011

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
To raise students aspirations and self esteem	1,4	Junior Outdoor Challenge Camp (At Risk camp)	Sep 2011	Term 3 week 3	Sandra Parry Rebecca Dobson	Investigate grants for funding	<ul style="list-style-type: none"> By the end of 2011 a group of year 9 students will have participated in the JOCC They will have worked as a group to help fundraise to cover their costs
To enable students to realise their potential	1,4	TOPEC years 9 and 10 Senior OPC 2011 Spirit of Adventure 2011 Outward Bound 2011	End 2011	Yr 10 Term 2 week 5 Yr 9 Term 3 Week 4 Others – various	All committee members		<ul style="list-style-type: none"> By the end of 2011 a group of 30 students at each of years 9 and 10 will have participated in TOPEC. The nature of this programme will have enabled students to reach their potential in a variety of areas. Students will also take up OPC, Spirit & Outward opportunities to extend themselves at a high level
To develop a team-work approach and sense of community	1,4	Year 9 camp. End of year activities y9 and y10. Junior outdoor Challenge Camp (At Risk students	End 2011	Term 1 week 4 Term 4 week 6	Y9 Camp – Sandra Parry EOY – all committee members	Need more tents for Yr9 End of Year activities Admin support	<ul style="list-style-type: none"> Year 9 students will participate in a camp at the start of the year enabling them to work together as a tutor group and get to know each other. Years 9 and 10 will participate in end of year activities building team work skills.

PROFESSIONAL DEVELOPMENT COMMITTEE STRATEGIC PLAN 2011

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
An effective functional Professional Learning Programme	All	1. Staff surveyed for PD needs(2010) 2. Staff evaluation of PL provided (at the end of 2011)	Ongoing throughout the year	Ongoing throughout the year	PD Committee	PD Committee	1. Analysis of Staff PL Survey results 2. Professional Learning Programme in place. 3. Specific Training opportunities completed 4. Specific professional learning evaluated 5. Professional learning tracking sheets maintained. 6 Transfer of teacher learning to use in the classroom 7. Transfer of use in classroom to student
New Curriculum focus PD for all staff	All	Professional Learning Programme in place					
ICT focus PD for all staff	1 and 3	ICT learning requests identified and built into 2011 PD Programme					
Numeracy focus PD for all staff	1 and 2	Numeracy Learning built into 2011 PD Programme					
Maintain other appropriate PD opportunities for all staff	All	Staff surveyed for needs and appropriate PL put in place					

Opportunities for Independent & Individualised learning opportunities	1 and 6	PD programmes offer flexibility for staff to self select					learning 8. 2011 Professional Learning Programme evaluated by staff
Pastoral BPR and Restorative practices PD	1, 4, 5 and 6	Pastoral learning opportunities built into individual 2011 PD programmes	Opportunities provided within the PD programmes	As indicated in the 2011 PL & PD programmes	PD Committee in conjunction with Pastoral Team	PD Committee / Pastoral Team	
Publicity, development and management of the staff professional learning resource library	1 and 6	Resources identified and purchased Resources put in place in NPGHS library Resources managed Staff informed	Ongoing	Ongoing	Karen Conybeer supported by PD Committee	Financial resources	9.PL Resources in the Library further developed and promoted with Staff

PE DEPARTMENT STRATEGIC PLAN 2011

The New Plymouth Girls' High School Physical Education Department three major objectives are:

1. To promote quality physical education through quality programmes
2. To develop the programmes within the curriculum
3. To promote active and full participation in physical education.

PE Dept Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
In Senior PE classes – Improve our M and E pass rate to the 2010 National average for D7 Girls Secondary Schools	1	<p>1. Provide evidence and motivation – visual display of 14 plus goals and display the 2010 national average for each achievement standard.</p> <p>2. Knowledge of cohort by discussion with previous years PE teacher.</p> <p>3. Communication with students and parents about expectations to attempt all achievement standards. Teachers are to gather an email database of students to contact home about assessment deadlines and requirements. Clearer guidelines on assessments</p>	End of 2011	2011	<p>Senior Teachers: DC CV CL SW</p> <p>DC to provide National averages for 2010 of each standards. Visually displayed in G1</p>	<p>Teaching programmes for each Year level (11 12 13)</p> <p>NQF web site</p>	<p>Half yearly review</p> <p>Review of every goal after every module</p> <p>Discussion at department meetings</p> <p>Monitoring of results by subject teachers after each assessment</p>

Students to attempt ALL assessment activities (due to poor "hand in rate")	1	Contact with parents 3-4 weeks prior to assessment (email/phone/letter). Adhere to school homework philosophy. Expectations set down to students	End of 2011	End of 2011	DC CV CL SW	IT Admin time/costs	Monitoring assessment hand in rate and discuss at department meetings Review of achievement standards at end of the year
Align the PE Departments behaviour systems to the school wide BPR Initiative	3	Adhere and correct use of school withdrawal system (when applicable). Use the correct BPR procedures in all situations where practicable	2011	End of 2011	DC CV CL SW	-Staff manual -Withdrawal room and staffing -Timetable for withdrawal	DC to check - Half yearly check with Deans. Annual check with Br.
Continued development and use of ICT by PE teachers in lessons	3	PL sessions are used by each Dept member and follow up with classes/other PE staff. Use of IT initiatives in the classroom	2011	End of 2011	SW CV CL	IT PL time Computer labs Laptops and student laptops	-Half yearly check - Review use of IT in classrooms. -Log PL sessions as per appraisal system. -Feedback at PE department meetings
Improve department teaching environments	5	-Replace and renew resources in all PE teaching areas. -Decoration of the stadium -Pool cover in use during swim season -G1 decoration with visual displays, students work and interactive displays	2012	2013	DC CV CL SW	Tony Pugh, PE Dept, Groundsmen and materials (\$)	End of year visual check Department to make suggestions at dept meetings

SCIENCE DEPARTMENT STRATEGIC PLAN 2011

Science goals	School goals	Actions	Target Dates	Responsibilities	Resources	Progress Indicators	Comment
<p><u>Goal 1</u> Achieve a 70% pass rate in Level 1 external examinations</p>	<p>1</p>	<p>Good class control. Regular discussions with TIC's., Keeping students on task. Write the examinations in November 2011 (Few SNA's) Teachers to deliver interesting episodic lessons that relate science to the every day world and grab the student's imagination. Supporting good classroom management, Regular professional learning time spent sharing best practice, Relating Science to possible careers and ensuring students see the importance of attempting all external standards.</p>	<p>2011 external examination results</p>	<p>All Level 1, 2 and 3 teachers plus Ge, Mf and To.</p>	<p>Teachers, texts, various resources, laboratories, experimentation, the library and ICT.</p>	<p>Class tests, internal assessments and "mock" examinations.</p>	

<p><u>Goal 2</u></p> <p>Successful introduction of new Level 1 curriculum and the preparation of Level 2</p>	<p>1 & 2</p>	<p>Choosing and writing new courses and assessments for Level 1 Science and the delivery thereof. Preparation of level 2 courses.</p>	<p>2011 external examination results</p>	<p>All Level 1 teachers plus Ge, Mf and To.</p>	<p>NZQA and various other private sources.</p>	<p>Class tests, internal assessments and “mock” examinations.</p>	
<p><u>Goal 3</u></p> <p>To raise Maori and Pacific student’s Science achievements “across the board”, but especially in the Merit and Excellence areas i.e. an increase of 5% in the M and E areas.</p>	<p>1</p>	<p>Close and tactful monitoring of all Maori students at all levels in our department</p>	<p>2011 external examination results.</p>	<p>Whole Department focus</p>	<p>Barbara Bennett, Keri MacDonald, Rihari Brown and the Head of Department.</p>	<p>Maori and Pacific student to be identified and noted. Regular inspection of class tests, homework, mock assessments. Normal classroom teaching to differentiate where needed. Extra (discreet) attention to be</p>	<ul style="list-style-type: none"> • Tony Gerber and Barbara Bennet to lead the Department in this area – suggesting good teaching strategies and assessment for 2011 and onwards.

						<p>given to these students.</p> <p>Special revision sessions to be given by the Department.</p> <p>Close monitoring of their progress – term by term</p>	
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SOCIAL SCIENCES DEPARTMENT STRATEGIC PLAN 2011

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
At least 70% of all students achieve "A" or better.	1	Continue to refine course material and assessments at all Levels.	End of 2011		HOD & TICS TEACHERS	Time to review materials	
All staff are using the data available to inform their teaching practice.	1	Staff are encouraged to use available data	End of 2011		HOD & TICS TEACHERS	Time to review materials	
Provision is made for different learning styles within programmes, including appropriate extension for gifted and talented students	1 & 2	Staff are encouraged to develop and use differentiated activities in class	Ongoing		HOD & TICS TEACHERS	Time and money to develop the materials	
Ensure that teachers are encouraging positive values, self esteem and a sense of community.	4	As these aspects are part of the Social Sciences Curriculum, staff are expected to be implementing activities which reflect these in their classes.	Ongoing		HOD & TICS TEACHERS	Time for training	

Ensure that the Teachers within the Department are conversant with the required subject material.	6	Hold training to ensure staff are up to date with the requirements of the subject	Ongoing		HOD & TICS TEACHERS	Time for training	
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TECHNOLOGY FACULTY STRATEGIC PLAN 2011

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
Increase and promote use of ICT as a teaching tool	1,3,5,6	<ul style="list-style-type: none"> Expert and team teaching in computer suites 	Ongoing 2011		Digital tech and all Tech. staff		More use of ICT Blended learning activities
		<ul style="list-style-type: none"> Dev. Of Moodle as an e-learning Tool 	End of 2011		Whole Faculty	Carol /Carol &other Digital tech staff	Moodle updates/ refresher for all technology Staff
Introduce new Level 1 Achievement Standards and align all Level 1 Technology courses with the new achievement standards	1,2,4,6	<ul style="list-style-type: none"> Introduce Generic achievement standard at Year 10 Digital tech and Graphics to replace old a/stds previously used at this level 	2011		Cu& Digital tech staff. YN & Graphics Staff	TKI, NZQA websites	Work in progress to be discussed carefully with staff concerned and in line with New Curriculum and new A/Standards
		<ul style="list-style-type: none"> New Technology Curriculum and Key competencies 	2011		All Technology Staff	NZ Curriculum, TKI, NZQA, Techlink/ Massey PD	Integrated planning of KC's SOLO charts and Reference to these Level 1 Technology New Stds implemented

For Digital Technologies to be a composite subject	3,4,6	<ul style="list-style-type: none"> Digital Technology-merging of faculties/subjects/ development of Digital technology as a subject 	2013		Cu,We,Hn,Yo	Cu and Digital website	Links and pathways developed for Digital technology
		<ul style="list-style-type: none"> To continue to develop the digital resourcing across all technology spaces 	2011 and onwards		Cu, Yn, Fn, Mn, Yo, We	Ceiling mounted data projectors,&available network	Data projector in C2
To lift student achievement	1&6	<ul style="list-style-type: none"> To continue to develop differentiated teaching programmes 	2011		Thinking Team and HOD's	All programmes of learning and assessment	The Technology Curriculum, assessment tools, analysis of student testing results
		Gather and analyse student feedback and data and use information to inform teaching programmes.	Ongoing		Whole department focus	All programmes of learning and assessment	Student feedback on each module of work or unit

THINKING AND LEARNING STRATEGIC PLAN 2011

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
<p>To review and develop an effective teaching programme that can be differentiated across curriculum areas and year 9 cohort needs.</p>		<p>To review and rewrite programme and complete Term 1 detailed template with all resources needed.</p> <p>Initial Pam Hook Professional learning completed by TNK team on SOLO and further review ongoing</p> <p>To provide opportunities for TNK teachers to individualise the programme based on SOLO taxonomy within their subject context, and relevant to student needs.</p>	February 201		<p>Md</p> <p>Md/Bd/Ke</p> <p>Md/Ke</p>	time	<p>Term 1 template programme, learning outcomes and overview programme rewritten and in place.</p> <p>Planning days completed in Term 1, 2 and 3 with a review day in Term 4.</p> <p>T drive TNK reorganised</p> <p>Template planning completed and on Tdrive for all TNK teachers.</p> <p>Resources developed as needed.</p> <p>Student surveys reflect learning needs met in TNK programme.</p>

<p>To embed the effective teaching and use of Thinking skills across the curriculum through learning areas implementation</p>		<p>To complete further professional learning for whole staff and targeted 20 staff cross curriculum with Pam Hook on SOLO.</p> <p>Build Thinking skills into review documentation in department review and reporting.</p> <p>Continue focus on TNK teachers linking to subject content and sharing ideas within departments and school wide</p> <p>Provide opportunities within PLG effective teaching for individual inquiries on Thinking and learning.</p>	<p>Term 2</p> <p>Ongoing</p> <p>Ongoing</p> <p>Term 2</p>		<p>Md/Bd/Ke</p>	<p>Cost of PD</p>	<p>Pam Hook completes at least 2 full days sessions with focus on SOLO maps/rubrics.</p> <p>Departmental reviews and reports show evidence on embedding of SOLO taxonomy and thinking skills within planning.</p> <p>TNK team developed as key resource for departments.</p> <p>TNK team link by email to tutor group teachers with updates.</p> <p>TNK team present to staff in core tutor group classes.</p>
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WAIMARIE STRATEGIC PLAN 2011

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
To support a strong confident teaching team who will enhance student learning	All	<p>Identify staff needs by gathering Professional Learning requests.</p> <p>Appraising and supporting staff in the workplace.</p> <p>Develop an internal Professional Learning program specific to the needs of staff in the Unit.</p> <p>Link into appropriate professional learning within the school and wider community</p>	<p>Week 6</p> <p>Ongoing throughout year</p>		<p>Sandra</p> <p>Sandra with support of PL team</p>	<p>PL Requests</p> <p>Resource Library within Unit</p> <p>Skills & Experience of staff</p> <p>Professional learning groups</p> <p>PD committee</p> <p>Outside agencies</p>	<p>PL Forms completed, goals set and individual meetings.</p> <p>Fortnightly PL sessions</p> <p>Observational evidence of transfer of knowledge learnt into classroom practice</p> <p>Staff Appraisals.</p>

<p>Waimarie Strategic Plan 2011 pg2</p> <p>Implement PIVATS (Performance Indicators For Value Added Target Setting) as a guide to set attainable targets for students as set at IEP's</p>	<p>1,2,3,</p>	<p>Work with itinerant teacher & teacher assistant to become familiar with the programme.</p> <p>Target 2 students and trial linking complete learning programme to PIVATS & new curriculum.</p> <p>Staff focus on developing skills in assessing student's abilities and then implementing appropriate teaching strategies.</p> <p>Assesses learning outcomes.</p> <p>Link to Narrative Assessment where relevant so evidence is clear in IEP's</p>	<p>Mid term 1</p> <p>End Term1</p> <p>Ongoing throughout year</p>		<p>Sandra, Monique, Robyn</p> <p>Sandra Robyn</p>	<p>PIVATS manual & software</p> <p>On line support</p> <p>Other schools using it.</p> <p>Professional learning groups</p> <p>PD training Use of formative assessment forms</p>	<p>Professional learning for key workers</p> <p>Initial creation of templates to document data</p> <p>Completion of training for all staff</p> <p>Implementation of assessment forms by all staff</p> <p>Reflection and assessment of data collected with all staff</p> <p>Targeted goals being reached by students</p> <p>Narrative Assessment sheets part of evidence for the 2 students we are initially trialling</p>
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TE REO STRATEGIC PLAN 2011

Goal	School Goals	Actions	Target Date	Actual Date	Responsibility	Resources	Progress Indicators
To implement MOODLE across all levels for Te Reo programmes		To develop Level 2 and 3 MOODLE programmes in Te Reo. Further PL in MOODLE	ongoing		Bw	MOODLE	MOODLE in place for all year levels and students accessing and using.
To further develop Year 10 Te Reo programme to deliver effective learning programmes for Te Reo students		Develop units of work in line with the new curriculum and inclusive of appropriate pedagogy and strategies effective for Maori learners Develop appropriate resources that support this programme.	ongoing		Bw	Time where needed Maori teacher cluster	Units across Year 10 complete. Resources developed. Student Survey shows effective teaching and learning programme.

<p>To strengthen the confidence and involvement of Te Reo students in schoolwide service ie : Powhiri, Nga Kohine, Honohono</p>		<p>Tautoko Te Reo students and provide opportunities for them to engage in additional service activities.</p> <p>Promote involvement through classes, Honohono, Nga Kohine.</p> <p>Support Honohono/nga Kohine leaders to awahi junior students.</p>	<p>ongoing</p>		<p>Bw Honohono Nga Kohine</p>	<p>Support schoolwide</p>	<p>Improved participation in end of year Poroporoaki and school end of year assemblies.</p> <p>Te Reo students evident in involvement in Honohono and Nga Kohine and all related activities and events.</p> <p>Year 9 and 10 students identified for stepping into key roles.</p>
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