

## ANNUAL OPERATIONAL PLAN: 2016 Review

<b>Strategic Goal 1:</b> <b>Develop and deliver a culturally responsive and coherent curriculum that supports the individual needs of our diverse learners recognising the unique position of Maori.</b>		<b>Success Indicators:</b> <ol style="list-style-type: none"> <li>a. Improve the qualifications gained by all students with a particular focus on Maori student achievement.</li> <li>b. Improve the achievement of students in Years 9 and 10 as measured by standardised assessments.</li> <li>c. Faculty curriculum documentation and pedagogy clearly shows evidence of the CRRP framework and impact on student outcomes.</li> </ol>		
<b>Baseline Data: (What?)</b> NCEA/JCEA data on success and gaps. e-asTTle data for junior student achievement. JCEA data for junior achievement. Attendance data.		<b>2016 Specific Targets:</b> <ol style="list-style-type: none"> <li>1. All Year 12 and 13 school leavers will have achieved NCEA Level Two.</li> <li>2. The 21 "at risk" Year 12 students will achieve NCEA Level Two this year.</li> <li>3. The 42 Year 10 students who are well below Curriculum Expectation Level in literacy and numeracy will make accelerated progress of at least three sublevels.</li> <li>4. Student attendance will improve to at least 85% at each year level.</li> <li>5. Rongohia te Hau evidence will show an increase in the integration of the CRRP from 24% to 40% amongst teaching staff.</li> </ol>		
<b>Implications/ Discussion/ Notes: (So What?)</b> Maori student achievement gap Literacy rates, especially reading levels, are not improving at the required rate for enough students in Y9 and 10. Attendance levels, particularly in Years 12 and 13, are below M.O.E. expectations. Maori student achievement is lower than Non-Maori students.				
<b>KEY ACTIONS: (Now What?)</b> With links to success indicators	<b>WHEN:</b>	<b>WHO:</b>	<b>EVIDENCE OF IMPACT:</b>	
Identify at-risk students at all year levels with evidenced strategies in each curriculum area with a particular focus on Maori students. (a) (b)	Term 1 and ongoing	Ws HOFs Teachers	Registers set up and circulated. Evidence of strategies in faculty reports. Refer: Academic Management Reports SSA focus for Year 11 and 12. Student photo wall showing progress.	
Improve the academic performance of Maori students at all levels by encouraging and supporting them to reach their academic potential and make informed educational choices. (a) (b)	Term 1 and ongoing	Hn Deans HOFs Teachers	Students set learning goals at start of year including reflection on 2015. These were revisited start T2. Includes credit estimates for seniors. Student success, in all aspects including cultural, sporting and academic, celebrated in newsletters, assemblies, Facebook and notices. Continued development of the Career Education Competencies across the school with individual lessons. Focus junior students on JCEA achievement and celebrate success. Reporting on JCEA at each report.	
Literacy, especially reading, is a focus in the junior school based on effective teaching strategies to engage students in learning. (b)	Term 1 and ongoing	Eng Faculty Teachers Eg, Wb	Student data in each junior cohort showing progress over the year in literacy and numeracy as measured in e-asTTle. Co-construction meeting focus on vocabulary; ALPs Literacy teacher working with each class; Use of Literacy strategies. Maths results and reading mid-year comments for BOT. Analysis of asTTle reading cf NCEA Level One literacy achievement standard.	
Collaborate with schools in the C.O.L. to develop cross-school strategies to address common learning needs. (b)	Term 1 and ongoing	Ku	MOU for COL has been developed. COL Lead principals appointed.	
Review the number of credits per course with the aim of reducing to 20 credits as a guideline to allow deep learning to improve pass rates and increase the number of Merit and Excellence grades. (a)	Term 1	Ws, Hn HOFs Teachers	Faculties were encouraged to reduce credit load – mixed response. Results analysis for NCEA completed by all faculties for 2016 results. Analysis of external results for 2016 specifically around success across externals in each subject.	

Identify standardised assessment or a range of relevant strategies in each junior curriculum area to assess student level and progress. (b)	Term 1 and ongoing	Ws HOFs	Science introduced new standardised NZCER assessment. Maths and English using e-asTTle on-line version. PE has established a Health Pre-test. Students encouraged to take greater ownership of their learning through formative assessment and reflection.
All teachers supported to provide authentic learning experiences that enable students to see connections between their formal learning environment and the real world. (c)	Term 1 and ongoing	Ws, Mg HOFs KEP SCLT Teachers	Further develop understanding of CRRP in teaching and learning through HOFs use of teacher observation and feedback sessions. Student consultation regarding curriculum choices and career pathways in Senior school showed students (91%) satisfied with current choices. Pay it forward Day completed successfully. Hinetu Go- to person event very well-attended. Participation of students in wide ranging curriculum experiences – trips etc. KEP is implemented across the school and supported by observations in all classrooms, co-construction meetings and building community links. Rongohia te Hau lesson observations recorded 41% of teachers at Integrating level.
Review Attendance monitoring system followed in the school. (a) (b)	Term 1 and ongoing	Ws	Joined 'Everyday Matters' MOE initiative Employed Attendance Officer Five Day Challenge initiative Analysis of Year 13 academic success cf attendance.
Co-construction meetings use data to inform consistent practices, deliberate strategies and programmes meeting the individual needs of every student. (c)	Term 1 and ongoing	Ws	PL in the use of data for signposting and improving student achievement. Evidence to accelerate hui. PL with HOFs and all staff in use of wide range of data.  Minutes of co-construction meetings demonstrate use of data.
Further develop the relationships with the Pasifika community to ensure the individual student's needs are being met. (a) (b)	Term 1 and ongoing	Hn	Each Pasifika student has been assessed for ESL by Kw and provided with support as required.
<p><b>Mid-Year Review:</b> Evidence-based analysis to include discussion of impact on student outcomes.</p> <p>Refer to: Academic Management Report Term Two Attendance Report Term Two Faculty Mid-Year Reports</p>			
<p><b>End of Year Review:</b></p> <p><b>Targets 1 and 2</b> – refer to Academic Management Report 2016  <b>Target 3</b> – refer to Literacy and Numeracy Progress Monitoring Report  <b>Target 4</b> – Refer to Attendance Report  <b>Target 5</b> – Refer to Kia Eke Panuku Rongohia te Hau Report</p> <p>Also refer to: NCEA Achievement 2016 JCEA Report 2016</p>			

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<b>Strategic Goal 2:</b> <b>Develop supportive relationships for teaching and learning as a foundation for our inclusive, responsive and participatory school community.</b>		<b>Success Indicators:</b> a. Increase the agency of students and staff to manage, maintain and restore relationships for learning. b. Increase the participation of both students and staff in extra-curricular activities. c. Increase the opportunities for whanau and community engagement through the development of Hinetu as our philosophical framework.	
<b>Baseline Data: (What?)</b> Number of trained staff currently. Number of parents attending traditional P/T meetings and learning conferences. Number of students participating in extra-curricular activities and the range of these available. Number of stand downs.		<b>2016 Specific Targets:</b> 1. The number of Maori students who receive stand downs will be reduced by 50%. 2. All Deans, Junior Form Teachers and SLT trained for class and high-end conferences. 3. The number of students participating in Wednesday sport will be 80%. 4. The number of staff involved with extra-curricular activities will reach 80%. 5. Survey results indicate more than 75% of whanau report being "satisfied" with school systems and level of engagement.	
<b>Implications/ Discussion/ Notes: (So what?)</b> Maori students over-represented in stand down statistics. Staff need additional training for full implementation of RP in the school. Current meetings may not be meeting parent and student needs.			
<b>KEY ACTIONS: (Now what?)</b> With links to success indicators	<b>WHEN:</b>	<b>WHO:</b>	<b>EVIDENCE OF IMPACT:</b>
Provide professional learning opportunities in RP for teaching and non-teaching staff. (a)	Term 1	Hn	RP training for staff of GGHS provided. 20 teachers and support staff trained in 2016. Evaluation positive Whole staff PLD refresher course. Professional Learning Community established for Whanau Engagement. Whanau response to student conferences very positive. Deans have facilitated some restorative conferences.
Communicate the vision and values to the school community and weave them into everyday practices. (a) (c)	Term 1 and ongoing	Ku SLT All staff	Evidence of school culture in all policies and procedures. Values incorporated into regular school assemblies including prefect assemblies. School Charter and Strategic Plan documentation reflects school vision and values. Hinetu event that focussed on value of Resilience was well-attended by whanau. Observed reduction in number of incidents referred to Deans and SLT as recorded in Kamar. (see report) Intervention with targeted Year 9 classes by SLT focussing on school values and changing actions and behaviours to reflect our school values. School values always weaved into all Restorative work.
Hinetu established as school-wide philosophy. (c)	Term 1	Ku SLT	Calendar of events have increased focus and greater focus on student participation and leadership. Increased involvement of faculties at Hinetu events. Graduate profile changed to reflect Hinetu and greater understanding by staff. Re-establishment of the end of year celebration of learning at Year 9 to be more inclusive of all faculties and inviting whanau.
Parents and whanau are informed of student learning through data-based learning conferences, interviews, formal school reports, Kamar Portal and email communication. (c)	Term 1 and ongoing	Hn Teachers	Participation rates increased at student conferences term one. Increased attendance at Term 2 Senior evenings. Facebook and website well used.

Maintain and increase co-curricular involvement in sport through support of the Sports Co-ordinator and Sports Council. (b)	Term 1 and ongoing	Hn, Wr Sports Coord.	New sports coordinator established in position. Sports Coordinator attended conferences in NZ and Australia.
Develop strategic relationships with iwi to collaborate on a shared vision for the education of our Maori students. (c)	Term 1 and ongoing	Nk SLT	Maori Teacher Leadership Conference – 5 Maori teachers plus Ku registered; Nk presenting.

**Mid-Year Review:** Evidence-based analysis to include discussion of impact on student outcomes.

Refer to:  
Restorative Practices Report  
Faculty Mid-Year Reports

**End of Year Review:**

**Targets 1 and 2** – refer to Restorative Practice Report 2016

**Targets 3 and 4:**

Student Participation Rates (%):

Year Level:	Wednesday Sports:	Extracurricular Activity:
9	61	73
10	37	65
11	42	50
12	21	52
13	32	61
Total:	40	62

Target was not met however we now have a baseline to work with. It was good to see the range of activities that students are involved in. Data was extracted from Kamar Groups so will work to ensure that all of this data is recorded in 2017.

Staff participation in extracurricular activities sits at approximately 50 %. This again gives us a starting place for improvement.

**Target 5:**

A survey was conducted as part of the review of the 2016 Annual plan. The school community was asked if they were satisfied with the current direction of GGHS and the results were that from 185 responses 76.8% were either 'Very Satisfied' or 'Satisfied'.

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<b>Strategic Goal 3:</b> <b>Develop innovative leadership across our organisation that supports continuous school improvement.</b>		<b>Success Indicators:</b> a. Develop coherent cycles of review that together positively contribute to continuous school improvement.  b. Develop leadership capacity at multiple levels across the staff and students.  c. All staff conduct meaningful professional learning inquiries that demonstrate agency and a commitment to professional growth.	
<b>Baseline Data: (What?)</b> Current leadership details Prefects – M and NM NZCER Leadership survey results Year level representatives		<b>2016 Specific Targets:</b> 1. Maori student leadership will reflect our school population. 2. Review cycles within the school are coherent, aligned and focussed on at-risk students to ensure all aspects of the school operation are suitably reviewed regularly. 3. All Middle Leaders trained in “Open to Learning Conversations” in order to appraise their staff and encourage in-depth professional learning inquiries. 4. All teachers will carry out authentic learning inquiries focussed on improved outcomes for students.	
<b>Implications/ Discussion/ Notes: (So what?)</b> Lack of Maori student representation in leadership positions. Lack of staff applications for leadership positions.			
<b>KEY ACTIONS: (Now what?)</b> With links to success indicators	<b>WHEN:</b>	<b>WHO:</b>	<b>EVIDENCE:</b>
Students are encouraged and supported to achieve personal excellence. (a)	Term 1 and ongoing.	All staff	All students have received individual guidance on academic planning, career planning and goal setting from Form Teacher and Careers team. Evidenced by student personal goal sheets.
Encourage authentic leadership opportunities for students. (b)	Term 1 and ongoing	SLT All staff	Developed structures and processes for student decision-making in curriculum content and processes. Quality assurance audit indicated students satisfied with curriculum. Rowie McEvoy leadership event targeted specific group of Maori students who showed potential leadership across sporting, cultural and arts. Students have opportunities to share their skills and expertise with staff e.g. Maori Language Week; ICT in class lessons. Hinetu event run by student leaders. Senior school student leaders run assemblies, coach sports teams; form class leaders; Level reps. Young Achievers Assembly recognised increased numbers of students as members of student councils. YLead conference attended by six 2017 prefects including 4 Maori prefects.
Maori students are encouraged and supported to pursue leadership opportunities. (b)	Term 1 and ongoing.	SLT Teachers	Potential student leaders identified and encouraged to develop necessary skills and relevant experience (Rowie leadership event) Rangatahi futures programme
Shadow-coaching middle leaders in Open to Learning conversations and observations. (a) (b) (c)	Term 1 and ongoing.	SLT HOFs	SLT linked to faculties for appraisal and support of individual middle leaders. OTLC professional learning with Graham Young Use of KEP tool integrated into wider use for teacher PLD and inquiry. Training days with KEP team shadow-coaching HOFs and AsHOFs in use of observation tool.
Encourage, support and guide staff seeking advancement or leadership responsibilities. (b)	Term 1 and ongoing.	Ku SLT	Up-to-date professional reading material made available to staff; reinstated Lunch with TED; shared good practice and current educational theory and practice. Leadership opportunities created for staff including

			postgraduate studies including Mindlab. PLC structure established as a vehicle for teacher collaboration and leadership development. Conference attendance – Kamar, English, History, RP, ULearn, SPANZ, ACEL Leadership, State Girls' High School, Maori Leadership. SSA support for Middle Leaders
Maintain ongoing programme of self-review throughout all aspects of school operation. (a)	Term 1 and ongoing.	Ku SLT HOFs	Principal and SLT reports to BOT. External Review committee established – English, Technology and Mathematics faculties reviewed. Self-review staff audit FRAC cycle established as vehicle for faculty review at mid-year and end of year. Appraisal cycle completed for all staff – summary reports. NZQA MNA review completed. ERO review successfully completed. Education Council Appraisal audit successful.
All staff fully understands the Professional Learning Inquiry model used for appraisal. (c)	Term 1 and ongoing.		More formalised appraiser/appraisee relationship established. Teachers PLIs are focussed around student progress. Teachers supported in the development of feedback/feedforward techniques. PLD on OTLC in the appraisal process. PLCs established around collaborative inquiry. Presentations at staff meeting.

**Mid-Year Review:** Evidence-based analysis to include discussion of impact on student outcomes.

Refer to:  
 Faculty Mid-Year Reports  
 BOT Reports

**End of Year Review:**

Refer to:  
 FRAC Reports  
 EOY Faculty Annual Reports  
 External/Internal Faculty Review reports  
 Appraisal report  
 Kia Eke Panuku report

**Target 1:** Student Leadership - % Maori students

Year Level Reps	% Maori
10	29
11	53
12	25
13 (Prefects)	33

As the school population is approx. 60%, we have not achieved this target. However it is good to see that the prefects for 2017 have 44% Maori students. This is an area for improvement.

**Target 2:** Coherent cycles of review completed.

**Target 3:** Initial training completed. Further shadow-coaching scheduled for 2017. Refer to Kia Eke Panuku Report 2016.

**Target 4:** Refer to Appraisal Report.

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<b>Strategic Goal 4:</b> Provide a safe and stimulating physical, social and emotional environment to support innovative teaching and learning.		<b>Success Indicators:</b> a. Students have a positive sense of wellbeing and satisfaction with educational opportunities and the school environment.  b. Staff climate will show a positive sense of wellbeing.  c. School building development supports innovative teaching and learning.	
<b>Baseline Data: (What?)</b> Student voice data Rongohia te hau data Attendance data Behavioural entries in Kamar		<b>2016 Specific Targets:</b> 1. Student attendance will improve to at least 85% at each year level. 2. NZCER Well Being surveys conducted for students and staff to identify current position. 3. Student voice and Rongohia te hau results record improved sense of satisfaction in education provided by school. 4. Teacher learning inquiries show increased innovation for teaching and learning.	
<b>Implications/ Discussion/ Notes: (So what?)</b> Student voice suggests more teacher feedback needed. Wellbeing covers all aspects including physical, social, emotional and spiritual.			
<b>KEY ACTIONS: (Now what?)</b> With links to success indicators	<b>WHEN:</b>	<b>WHO:</b>	<b>EVIDENCE:</b>
Be responsive and supportive of student well-being indicators. (a)	Terms 1 and 3.	Ku SLT	Suggestions will be replaced with actual evidence as the year progresses.  Student voice at all levels for all subject classes collected Term 2 and analysed. Quality Assurance audit all seniors. ERO report positive about student wellbeing including ORS and Student Support systems. Uniform feedback sought. Kai club Year 12 responsive to student need for support. At – risk target groups set up Individual learning programmes for students as required including special funding applications by Aw Social Worker trial for SST. Completed Rongohia te hau surveys and class observations as per KEP contract. NZCER Leadership Survey conducted with staff which included staff wellbeing issues. NZCER Well Being surveys postponed until 2017 as too many surveys conducted. Travellers Programme delivered to Year 11 At-risk students.
Actively seek whanau and community opinion about all aspects of school operation. (a)	Terms 1 and 3	Ku SLT SS	PLC group established for Whanau Engagement; survey conducted post student conferences. Whanau Liaison Group established and moving to being self-running; members contribute to school events Uniform feedback gathered Rongohia te hau surveys Annual Plan survey conducted Term 4.
Review all Health and Safety procedures in line with new legislation including Vulnerable Children’s Act and Cybersafety. (a)	Term 1	Ku Aw	NAG 5 (Health and Safety) Policy and procedures reviewed and revised according to new legislation. John Parson’s assemblies for all levels of students as well as staff and parents. Staff Manual development underway including staff consultation. Appointment process aligned with new Safety Guidelines. Staff appropriately trained. Health and Safety reps appointed and trained.
Enhance opportunities for cultural identity building. (a) (b)	Term 1 and ongoing	Deans, Nk Cultural Council	Maori Language Week special focus. Maori Teacher leadership conference. Cultural Council activities.

Review attendance system to be more responsive and complete. (a)	Term 1 and ongoing	Ws Deans Form t's	New Attendance Officer employed. Attendance systems reviewed and streamlined Five Day Challenge Kaiawhina role redefined. Attendance trial completed Joined Everyday Matters MOE initiative.
Plan for the development of new teaching and learning spaces to assist curriculum and pedagogical innovation. (c)	Term 1 and ongoing	Ku Architects HOFs	Feedback collected from staff on design and decisions about the use of space and utilisation of resources. Process halted and restarted by MOE directive.
Seek and encourage staff feedback on school operations to identify improvement strategies. (b)	Staff & HOF mtgs ongoing	Ku SLT	Staff survey results – leadership survey rerun. Open Forum discussions at staff meetings. HOF meetings discuss school processes. Links established with groups eg deans, PPTA and PRTs to gather feedback on processes. Feedback on Staff Restorative Handbook contributed to redevelopment.
Be responsive to ICT developments and their implications for enhancing student learning and achievements. (c)	Term 1 and ongoing	Ws Pae	ICTPD offered by Jo Paenga and Tony Scragg. Responsive to staff requests.
Plan for the enhancement of existing school facilities to support student and staff wellbeing. (a), (b), (c)	Term 1 and ongoing	Ku BOT	10YPP developed and 5YA incorporates identified enhancements. Canteen redevelopment planned including RTLB space. Contract signed off.
Be responsive and supportive of staff social and emotional well-being. (c)	Term 1 and ongoing	Ku SLT	EAP referrals – none since term 1. One staff member utilised.
Teachers are encouraged and supported to take risks and be innovative in their teaching practice.	Term 1 and ongoing	Mg All staff	Teacher inquiries show innovation and risk-taking. Staff Professional Learning Communities established and supporting teacher inquiries. Final presentations from PLCs.
<p><b>Mid-Year Review:</b> Evidence-based analysis to include discussion of impact on student outcomes.</p> <p>Refer to: ERO Report Student Voice survey results Student Services Report Social Worker Report (Social Sector Trials) 10YPP Faculty Mid-Year Reports</p>			
<p><b>End of Year Review:</b></p> <p>Attendance report Faculty Annual Reports Appraisal report</p> <p><b>Target 1:</b> See SG One review.</p> <p><b>Target 2:</b> Postponed to 2017 as too many surveys.</p> <p><b>Target 3:</b> Student voice and Rongohia te Hau surveys</p> <p><b>Target 4:</b> Wide range of teacher inquiries completed.</p>			