



Te Kura Tuarua o Tūranga Wāhine Gisborne Girls' High School

ANNUAL OPERATIONAL PLAN: 2020

Strategic Goal 1: Develop and deliver a culturally responsive, personalised and future-focussed curriculum that supports the needs of our learners recognising the unique position of Māori.		Success Indicators: a. Improve the achievement of all students with a particular focus on Māori students. b. The Learning Framework provides direction for innovation and collaboration.	
Baseline Data: (What?) NCEA/JCEA data on success and gaps. e-asTTle data for junior student achievement.		2020 Specific Targets: 1. Improve the performance of Māori students as measured by achievement data at all levels. 2. Use our Learning Framework to conduct a comprehensive curriculum inquiry to ensure we deliver a future-focussed education that meets the needs of all students.	
Implications/ Discussion/ Notes: (So What?) Māori student achievement gap Literacy, especially reading levels, are not improving at the required rate for enough students in Y9 and 10.			
Strategic Initiative: (Now What?) With links to success indicators	When/ Who:	Rationale:	Measurable Outcomes:
Develop a clearer, more coherent system for identifying and supporting 'at-risk' students at all levels. (a)	LSC/Deans All staff T1 ongoing	A coherent system will allow for better targeted action.	Student need is better identified and catered for.
Continue to support reading PLD to build on gains from 2019. (a)	Lit Leader All Faculties T1 ongoing	Students who are literate have better outcomes and wider educational opportunities.	Improved asTTle reading results in Year 10.
Further investigation into how we can support our Māori learners who are significantly behind in numeracy so that they are able to achieve L1 Numeracy. (a)	Maths faculty All staff T1 ongoing	L1 Numeracy is a key baseline component of the NCEA qualification that all students need to be supported to gain.	Increase in % of students gaining their L1 Numeracy.
Continue the development of the Manutangiata (bilingual) initiative increasing into Year 12. (a)	Nk Tari Maori T1 ongoing	In meeting the identified needs of this group of students we will better deliver a responsive curriculum.	Student and whanau voice. Increased numbers of student enrolments in Manutangiata.
Conduct a comprehensive Curriculum and Timetable inquiry that informs the development of the 2021-2023 Strategic Plan. (b)	WSTs, SLT All teachers T1 ongoing	By fully understanding the learning needs of all students we will better deliver a curriculum that is culturally responsive, personalised and future-focussed.	A clear plan is produced that gives direction to our curriculum development for the next 5 years.
Use the Learning Walks tool to gain a deeper understanding of the learners' experiences in our classrooms. (b)	SLT WSTs HoFs	Lesson observation, feedback and coaching are effective processes to enhance teacher practice.	Increase in identified characteristics of a culturally responsive classroom.
Mid-Year Evaluation: Evidence-based analysis to include discussion of impact on student outcomes.			
End of Year Evaluation:			



Te Kura Tuarua ō Turanga Wāhine Gisborne Girls' High School

ANNUAL OPERATIONAL PLAN: 2020

Strategic Goal 2: Develop robust relationships for teaching and learning as a foundation for our inclusive and connected school community.		Success Indicators: a. Increase the agency of students and staff to manage, maintain and restore relationships for learning. b. Student behaviour reflects school values.	
Baseline Data: (What?) Number of stand downs, SLT and Dean/HoF referrals. Number of parents attending P/T meetings and learning conferences.		2020 Specific Targets: 1. Reduction in Dean/HoF referrals to demonstrate positive student engagement. 2. Raise Year 10 JCEA Māori student achievement at Gold level to 50%.	
Implications/ Discussion/ Notes: (So What?) Māori students over-represented in pastoral referrals. Māori student JCEA results			
Strategic Initiative: (Now What?) With links to success indicators	When/ Who:	Rationale:	Measurable Outcomes:
Refine the referral process then ensure staff understand and follow this process to produce accurate data and appropriate interventions. (a)	Hn, Ws Staff T1 ongoing	Teachers who operate with high expectations and support are more capable of maintaining and restoring positive learning relationships.	School values are more visible and referred to more regularly. Staff report increased capacity to follow restorative practices.
Increase the awareness of the significance of JCEA and its components. (b)	Ws, Mg, Deans Form Teachers. T1 ongoing	To achieve a Gold Award in JCEA recognises that a student has acquired the 'good learner' characteristics.	The % of Maori students gaining a Gold award increases to 50%. The components of the JCEA are reviewed to ensure relevance.
Mid-Year Evaluation: Evidence-based analysis to include discussion of impact on student outcomes.			
End of Year Evaluation:			



Te Kura Tuarua o Turanga Wāhine Gisborne Girls' High School

ANNUAL OPERATIONAL PLAN: 2020

Strategic Goal 3: Develop innovative leadership across our organisation that supports continuous school improvement.		Success Indicators: a. Students will be able to communicate their strengths and challenges in order to effectively lead their own learning. b. We have a professional learning culture that supports and recognises every teacher as a leader of learning.	
Baseline Data: (What?) asTTle reading data Everyday Reading Indicators		2020 Specific Targets: 1. Students will lead their own learning to improve their reading for deep understanding, as measured by asTTle and Everyday Reading Indicators. 2. All teachers at GGHS will demonstrate an understanding of how to shift their students' reading achievement within their context.	
Implications/ Discussion/ Notes: (So What?) Performance gap in reading between M and NM significant at Yr 9 entry.			
Strategic Initiative: (Now What?)	When/ Who:	Rationale:	Measurable Outcomes:
Establish a Literacy Leader position to sustain progress made in developing the literacy leadership of every teacher. (b)	LG Lit Leader All teachers T1 ongoing	As we develop our capabilities we transfer leadership from an external provider to an in-school leader for sustainability.	The leadership of literacy across the school is in the hands of our own staff.
Students are encouraged by their teachers to use various strategies to read for deep understanding. (a)	LG, LL All teachers T1 ongoing	As students learn strategies to read for understanding they will increase their capacity to lead their own learning.	Everyday indicators record an increase in student agency in reading. Staff voice.
Use a range of coaching and workshop opportunities to build teaching capabilities in literacy. (b)	LG, LL HOFs T1 ongoing	By developing the literacy competencies of our teachers we are less reliant on outside providers.	Staff voice. Feedback from workshops.
Continue to work on the Everyday reading indicators as a measure of reading at our school. (b)	Mg All staff T1 ongoing	Our staff are best placed to identify changes in their own and their students' capabilities.	Everyday Indicator results.
Mid-Year Evaluation: Evidence-based analysis to include discussion of impact on student outcomes.			
End of Year Evaluation:			



Te Kura Tuarua ō Turanga Wāhine Gisborne Girls' High School

ANNUAL OPERATIONAL PLAN: 2020

Strategic Goal 4: Provide a safe and stimulating physical, social and emotional environment to support innovative teaching and learning.		Success Indicators: a. Students, staff and whanau feel valued, connected and secure within the school environment. b. Students report that the school meets their wider educational needs in the various programmes offered.	
Baseline Data: (What?) Student voice data Attendance data Behavioural entries in Kamar		2020 Specific Targets: 1. Students report being more positive about their experiences at school as reported in the developed school-based tool. 2. Student attendance rate improves with at least 50% of Year 10 students with regular attendance (90%).	
Implications/ Discussion/ Notes: (So What?) Student voice identifies various aspects of school life that do not meet the needs of all students.			
Strategic Initiative: (Now What?)	When/ Who:	Rationale:	Measurable Outcomes:
Utilise the Student Voice survey developed in 2019 in Terms 1 and 3 to gain a deeper understanding of student's opinions and inform the Curriculum Inquiry. (a), (b)	SLT All staff T1 ongoing	Students who are involved in the decision-making about their learning will be more engaged in the life of the school.	Survey results show increased satisfaction in school characteristics. Participation rates in extra-curricular activities increase.
Develop a collaborative sense-making approach to attendance with Deans, SLT and Form Teachers of Year 10 students to produce and implement an early intervention plan. (a), (b)	Ws, Deans Form Teachers T1 Ongoing	Students who attend school regularly have improved educational outcomes.	Improved attendance. Class prizes as incentives. Data shared with form teachers for follow up.
Mid-Year Evaluation: Evidence-based analysis to include discussion of impact on student outcomes.			
End of Year Evaluation:			