



# New Plymouth Girls' High School Te Kura Taitamawāhine o Puke Ariki

Shape Your Future | Tāraia Tāu Wāheke



## CHARTER

**STRATEGIC PLAN 2019 – 2021**

**Annual Plan 2019**



# New Plymouth Girls' High School

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### CHARTER 2019 – 2021

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# New Plymouth Girls' High School

## Introduction

New Plymouth Girls' High School is a decile seven state girls' secondary school of around 1,270 students. Founded in 1885, the school combines traditional values with an acute appreciation of the needs of young women in the 21<sup>st</sup> century. Many of the School's families have an association that spans a number of generations and the Old Girls' Association with branches in the Waikato and Bay of Plenty is an important link with the past.

The school is set in eleven hectares of attractive grounds with lovely old native trees and buildings incorporating all architectural styles from early colonial to contemporary. The environment reflects the philosophy and values of the school. A modern on-site boarding Hostel, *Scotlands*, has a fine reputation and provides quality care and accommodation for up to 145 students from Taranaki and beyond.

All buildings in the school meet current curriculum needs. In 2019 we are having considerable work on roofs and water tightening and plan on working with the Ministry of Education on how we can develop current infrastructure to meet the developing needs of curriculum, our students and changes in pedagogical practice. All classrooms are networked and Wi-Fi access is available across the school. We conducted a Wifi Audit in Term 4 2017 and updated the wifi provision in 2018 to ensure that it meets the learning needs of our students. There is an extensive range of up-to-date technologies that support and enhance teaching and learning programmes.

We welcome diversity and the ethnic composition of the student body reflects the wider community with 66% identifying as European, 22.5% Māori, 2.7% Pasifika and 2% are of other ethnic groups. Māori language, tikanga, and culture are celebrated and acknowledged in all aspects of school life and the wharehui, *Tuhonohono*, is an important meeting place for people of all cultures. The school also has an international department with up to thirty international students from different countries.

Opportunities are provided for all learners to learn and achieve in an inclusive and supportive environment. Our mission is to 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. The results from a range of diagnostic assessments and rich observational data are used to identify student progress and learning needs. Priority learners are identified and learning and

support programmes that are targeted to their learning and personal needs are delivered. All students are involved in a programme of goal setting that is linked to career pathways. This programme is formalised at two meetings during the year and includes one-on-one interviews conducted by teachers with students and their parents/whanau.

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. New Zealand Scholarships are awarded annually and a national first place in subject was achieved in 2010, 2011 and 2013 with two national first places in 2018 and one Outstanding Scholar Award. Twenty-three students achieved thirty-five NZ Scholarships in 2018 with five Outstanding Scholarships.

A differentiated curriculum caters for a range of learning needs that includes in-class and withdrawal learning support for students with special needs delivered from an on-site centre, *Awhina*. *Waimarie* is an on-site unit that is an integral part of the school and caters for the learning needs and personal care of a small group of profoundly disabled students. Accelerate and enrichment programmes are offered to gifted and talented students and multi-level programmes begin at Year 10 with a number of students undertaking a combination of subjects at two or more levels. Transition programmes such as STAR, Gateway, and Trades Academies are meeting the needs of students looking for vocational opportunities and an alternative to tertiary study.

There is a holistic approach to the personal welfare and education of young women as we strive towards our vision, *“To develop educated, confident young women of outstanding character.”* A strong pastoral team provides a range of guidance, pastoral, and career services and there are established links with a number of supporting agencies. A range of medical and counselling services are offered free of charge to staff and students from our on-site wellness centre, *Wai Ora*. Building Positive Relationships (BPR) is a school-wide programme that defines our culture and is underpinned by a restorative approach and core values of *Whanaugatanga* / positive Relationships, *Haepapa* / Responsibility, and *Whakamana* / Respect. Integral to the BPR programme is the Positive Behaviour for Learning (PB4L) initiative and restorative practices. Student leadership with service as the ethos is a significant feature of the school.

Students excel at sport and in cultural, visual and the performing arts at the provincial, national and international level. The Young Enterprise Scheme (YES) is well-established at this school with a number of teams competing at local and national level. In 2018 three teams won ten out of the seventeen regional awards with one team winning four awards and being Taranaki Regional Runner Up. 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 all are involved in weekly professional learning that focuses on teaching as inquiry with the goal of improving student outcomes. They are supported by a team of experienced, committed ancillary staff. The attrition rate to positions in other schools is low.

The school has strong ties with its 'brother' school, New Plymouth Boys' High School, and we share the same motto: *Et Comitate* (Friendship), *Et Virtute* (Courage) and *Et Sapientia* (Wisdom). There are a number of combined student groups and activities and the schools have an aligned daily structure.

The Board of Trustees is fully committed to working with the Principal and the Senior Leadership Team to achieve the very best educational outcomes for students and actively seeks the support of parents, families and whanau in its endeavours.

## 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 Māori culture. The Board of Trustees and leadership team demonstrate this by:

- Attending hui throughout the year where there is consultation, celebration of student achievement, and relationships with whanau are forged.
- Involving whanau in programmes and initiatives.
- Reflecting the unique place of Māori within our policy documents and curriculum statements.
- Working in partnership with local iwi (Te Atiawa).
- Providing all students with experiences and understandings in cultural traditions, language, and local history.
- Offering Te Reo Māori as a subject at all year levels.
- Involving the Principal, members of the senior leadership team, and a significant number of teachers in the *Tumanako* programme where there is mentoring and support of Māori students across all levels.
- Inviting all students to participate in Kapahaka and providing performance opportunities.
- Having a staff Kapahaka group that includes members of the Senior Leadership Team.
- Incorporating Tikanga Māori in the life of the school.
- Recognising, valuing and supporting the Honohono Committee that includes staff and students, in its role of promoting Māori and Pasifika student achievement and Māori achieving success as Māori.
- Inviting Year 11 and 12 students to be in the vertical Tuhonohono Tutor Group class.
- Focusing on raising the level of Māori achievement as a school-wide target and involving staff in professional learning opportunities to this end.

Our small group of Pacific Island students identify closely with Māori. They are included in all programmes, groups and hui on our marae. They also meet regularly as a *Pasifika* group. They perform at the national secondary schools Pasifika festival most years and are supported by teachers, a tutor and parents.

## How will the Board of Trustees respond to a request for instruction in Te Reo Māori?

Te Reo Māori 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.
- Consult with the Ministry of Education.
- Consulting with the Principals of local schools about their instruction in Te Reo Māori.

## Consultation

The Board of Trustees is committed to a programme of self-review that involves consulting with staff, parents/whanau, targeted students and the community. Consultation is both formal and informal and occurs through:

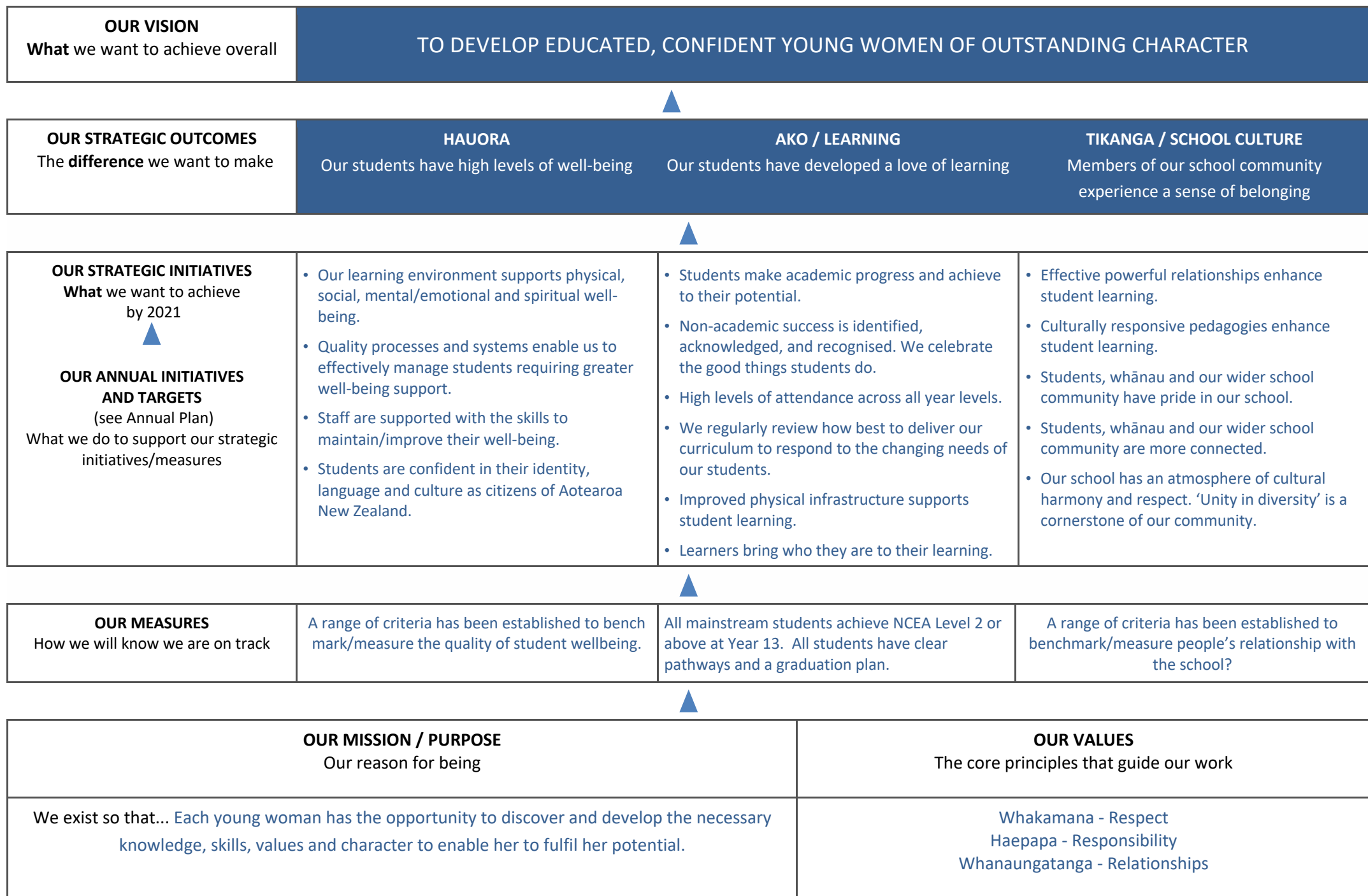
- On-line and paper surveys
- Parent/whanau teacher meetings, interviews and contact via e-mail, letter and phone



- Staff meetings, committees and working groups
- Student Council and student group meetings
- Facebook
- PTA meetings attended by the Principal and members of the Board of Trustees.
- Hui on the school marae
- Exit interviews of staff that have left the school
- Strategic committees led by a member of the Board of Trustees
- Informal contact with parents/whanau and members of the community by the Principal and Board of Trustee members at school events

A highly effective school is a responsive, effective learning community with a clear vision underpinned by shared values, where staff and students are willing to take risks, calculated risks, and challenge themselves; engage in rich learning conversations; and not be held back by a fear of failure. In 2017 and 2018 as the newly appointed Principal, I conducted a school review and consulted widely with the whole school community on what the school vision may look like for the next five years. The vision needs the support and input of all stakeholders in the school community: students, parents and whanau, teachers, the Board of Trustees, and the whole school community. These different 'voices' need to be listened to and heard and incorporated within the vision. Therefore, community engagement and consultation are required and will be on-going. We have collated the findings of the World Café events with parents, staff, all students and selected interested groups from 2017. These have been synthesised and further consultation and review will be on-going. We conducted Well Being Surveys in Term 4 2017 and 2018 of students at all year levels and we have used this information to help inform our strategic vision and planning. Parents and whanau fundamentally want our young people to be happy, safe and secure in who they are with a sense of belonging and engagement. Thus, from the whole school community consultation, our key strategic outcomes are: Hauora – our students have high levels of well-being; Ako – our students have developed a love of learning; Tikanga – members of our school community experience a sense of belonging. We actively seek feedback on our new strategic vision and direction. Our 2019 Charter will be available on our website shortly and we will be offering opportunities for face-to-face feedback throughout the year. The board will also be issuing a parent / whanau survey.

We also conducted a full Hostel review in Term 4 2017 and have developed a strategic plan.



### Baseline Data NCEA Enrolment - based in percentages

NCEA	2014	2015	2016	2017	2018	Targets
Year 11	%	%	%	%	%	%
Level 1 – all	81.8	85.0	92.7	91.8	85.0	93
Level 1 Māori	61.7	73.7	91.5	90.9	74.1	93
Level 1 NZ European / Pakeha	87.8	89.8	94.2	93.2	88.4	93
Year 12						
Level 2 – all	84.4	89.1	91.8	90.0	85.3	95
Level 2 Māori	66.7	73.6	85.1	89.5	84.6	95
Level 2 NZ European / Pakeha	89.2	92.4	94.7	92.6	86.0	95
Year 13						
Level 2 – all	95.5	93.7	96.8	96.3	97.3	99
Level 2 Māori	97.1	86.8	92.7	92.5	98.0	99
Level 2 NZ European / Pakeha	97.8	96.4	98.3	97.6	98.3	99
Year 13						
Level 3 – all	72.3	79.3	81.7	81.3	75.5	85
Level 3 Māori	61.8	52.6	61.0	65.0	65.3	85
Level 3 NZ European / Pakeha	77.7	86.9	87.5	85.7	79.0	85

### NCEA Endorsements – Merit and Excellence by percentage of those who achieved the certificate

NCEA	2014		2015		2016		2017		2018		TARGET	
Year 11	M	E	M	E	M	E	M	E	M	E	M	E
Level 1 Māori M/E	27.0	10.8	28.6	11.9	31.5	20.4	32.0	14.0	60.0	2.5	55	15
Level 1 NZ European / Pakeha M/E	49.7	16.9	44.3	24.9	45.1	22.6	41.0	25.4	53.9	16.2	55	15
Year 12												
Level 2 Māori M/E	34.4	3.1	17.9	10.3	17.5	12.5	19.6	17.6	22.7	18.2	45	25
Level 2 NZ European / Pakeha M/E	43.1	15.5	28.7	18.5	33.9	21.7	33.5	16.0	38.4	21.1	45	25
Year 13												
Level 2 Māori M/E	18.2	9.1	30.3	3.0	21.1	10.5	18.4	10.5	20.5	18.8	45	25
Level 2 NZ European / Pakeha M/E	36.0	13.2	46.3	16.0	32.4	19.9	34.3	22.3	35.5	16.8	45	25
Year 13												
Level 3 Māori M/E	33.3	4.8	35.0	0	16.0	8.0	7.7	15.4	28.1	15.6	40	15
Level 3 NZ European / Pakeha M/E	35.2	10.2	42.5	7.5	27.3	14.0	25.9	14.0	32.4	13.7	40	15

These targets are aspirational. These targets may be revised based on YELLIS data in May. NB 2018 results were published on 28 May and we have not had an opportunity to scrutinise them. Latest changes are highlighted.



### Attendance Data 2018 – Provisional

			School					NZE			Māori			
2017 Baseline			2018 Goal	2018 Actual				2018 Actual			2018 Actual			
Year	School	Māori	School	No of students	School	Variance to Goal	Variance to 2017	No of students	NZE	Variance to Goal	No of students	Māori	Variance to Goal	Variance to 2017
9	90.1%	86.6%	90.0%	271	88.25%	-1.75%	-1.85%	172	89.45%	-0.55%	57	83.99%	-6.01%	-2.61%
10	88.4%	85.5%	90.0%	264	86.65%	-3.35%	-1.75%	148	88.44%	-1.66%	68	81.29%	-8.71%	-4.21%
11	89.3%	83.8%	90.0%	250	88.12%	-1.88%	-1.18%	142	89.43%	-0.57%	56	82.84%	-7.16%	-0.96%
12	87.7%	85.4%	90.0%	275	84.02%	-5.98	-3.68%	170	84.92%	-5.08%	54	77.70%	-12.3%	-7.7%
13	85.0%	76.0%	90.0%	232	82.07%	-7.93	-2.93	129	82.60%	-7.40%	49	77.38%	-12.62%	+1.38%

			Pasifica				Māori : NZE Variance
2017 Baseline			2018 Goal	2018 Actual			2018 Actual
Year	School	Māori	School	No of students	School	Variance to Goal	Māori : NZE Variance
9	90.1%	86.6%	90.0%	8	77.95%	-12.05%	-5.46%
10	88.4%	85.5%	90.0%	6	76.14%	-13.86%	-7.15%
11	89.3%	83.8%	90.0%	9	87.96%	-2.04%	-6.59%
12	87.7%	85.4%	90.0%	9	69.37%	-20.27%	-7.22%
13	85.0%	76.0%	90.0%	12	75.98%	-14.02%	-5.22%

## STRATEGIC PLAN 2019 – 2021

STRATEGIC OUTCOME ONE: HAUORA Our students have high levels of well-being			
	2019	2020	2021
<b>Our learning environment supports physical, social, mental/emotional and spiritual well-being:</b> <ul style="list-style-type: none"> <li>Well-being is actively promoted by Principal, SLT and BOT.</li> <li>To strengthen culturally responsive practice and pedagogy.</li> <li>Continue to embed and develop cultural competencies within the classroom through effective professional performance and professional learning.</li> <li>Continue to embed Restorative Practices including Community Circles, Learning Circles, Decision-making Circles etc. and culturally responsive practices, caring relationships and inclusive pedagogies.</li> <li>Further developing a positive and supportive physical environment.</li> <li>Encouraging and teaching self-regulated behaviours.</li> <li>Supporting students to manage their learning.</li> <li>Supporting goal setting and self-reflection on learning and behaviour.</li> <li>Providing choice.</li> <li>Supporting and inviting student voice in decision-making.</li> <li>Teaching students to manage their feelings.</li> <li>Teaching students pro-social behaviours and how to manage bullying behaviours and incidences.</li> </ul>	✓	✓	✓
<b>Quality processes and systems enable us to effectively manage students requiring greater well-being support:</b> <ul style="list-style-type: none"> <li>Travellers questionnaire in Year 9 to identify students with at risk factors.</li> <li>Pastoral support systems and Guidance are used to support students holistically – students are monitored and tracked.</li> <li>Continue the link between student achievement, priority learners and Teaching As Inquiry within school, departmental, and teachers' strategic planning.</li> <li>To make greater use of the target groups to inform internal evaluation.</li> <li>Continue to track student achievement and engagement data throughout the year.</li> </ul>	✓	✓	✓
<b>Staff are supported with the skills to maintain/improve their well-being:</b> <ul style="list-style-type: none"> <li>Supporting staff to manage their teaching and learning.</li> <li>Providing support and guidance for all staff.</li> <li>Promoting well-being.</li> </ul>	✓	✓	✓
<b>Students are confident in their identity, language and culture as citizens of Aotearoa New Zealand:</b> <ul style="list-style-type: none"> <li>Inclusive pedagogies are further developed to ensure that all students are engaged, challenged, and experiencing success in an environment that supports and promotes their academic and social learning and well-being.</li> <li>Providing choice.</li> <li>Supporting and inviting student voice in decision-making.</li> </ul>	✓	✓	✓

STRATEGIC OUTCOME TWO: AKO Our students have developed a love of learning			
	2019	2020	2021
<b>Students make academic progress and achieve to their potential:</b>			
<b>Māori Student Achievement:</b>			
• Identify Māori students at risk of not achieving and initiate appropriate interventions.	✓	✓	✓
• Embed links with mentoring and goal setting.	✓	✓	✓
• Improve data gathering, reporting, monitoring and tracking attendance and progress.	✓	✓	✓
• Improve the retention rate of Māori students.	✓	✓	✓
• Align department strategic goals and actions for improving Māori student achievement with the school wide goals and actions.	✓	✓	✓
• Improve the NCEA achievement of Māori students to equal or better the rest of the school and NZE.	✓	✓	✓
• For all Māori students to achieve at least NCEA Level 2 or an equivalent qualification.	✓	✓	✓
• Improve the rate of attendance of Māori students to equal or better the rest of the school and NZE.	✓	✓	✓
• Embed and grow the <i>Tumanako</i> Māori student mentoring programme.	✓	✓	✓
• Develop meaningful partnerships with whanau and iwi that includes consultation and the celebration of student success.	✓	✓	✓
• Develop meaningful targets at Junior level (Years 9 and 10) to ensure acceleration and progress of all students.	✓	✓	✓
<b>Pasifika Student Achievement:</b>			
• All Pasifika students to achieve at least NCEA Level 2 or an equivalent qualification.	✓	✓	✓
• Embed and grow the <i>Tumanako</i> Pasifika student mentoring programme.	✓	✓	✓
<b>Gifted and Talented:</b>			
• Review the accelerate and GATE programmes and gather evidence to inform future direction and development.	✓	✓	✓
• Better meet the learning needs of GATE students in Year 13. Conduct a survey of current Y13 accelerate students to determine whether or not they have a programme of courses that meets their needs.	✓	✓	✓
• Appoint a GATE Co-ordinator.	✓		
• Monitor and track the progress of students who have been in the Y10 accelerate class and provide goal setting and mentoring with a view to their being able to engage in meaningful courses in Y13 that align with their career path.	✓	✓	✓
<b>Special Learning Needs:</b>			
• Ensure that the learning support area is adequately resourced to meet the needs of an increasing number of students.	✓	✓	✓
• Extend the opportunities for Y12 -14 students to undertake vocational programmes.	✓	✓	✓
• Identify the students who are not on the Learning Support register and are at risk of not achieving. Determine why they are not achieving and provide them with targeted programmes and support, e.g. IEPs, IQPs.	✓	✓	✓
• Identify students with special learning needs on entry to school and provide appropriate programmes of support and intervention through <i>Waimarie</i> and <i>Awhina</i> as described in their strategic plans. Set realistic qualification targets, e.g. Two Star SPEC Award, Certificate in Mainstream Studies Level 1 or NCEA Level1.	✓	✓	✓

STRATEGIC OUTCOME TWO: AKO Our students have developed a love of learning			
	2019	2020	2021
<b>Other:</b> <ul style="list-style-type: none"> <li>To offer interesting and varied courses that allow students to explore and develop their passions and interests.</li> <li>To undertake the programmes and interventions described in the Annual Plan and curriculum strategic plans 2018 with the aim of lifting student achievement in literacy and numeracy in the Junior school. To ensure all students entering with low literacy and numeracy skills are supported and accelerated in their progress.</li> <li>To ensure all graduating students have an education / work plan and appropriate pathway.</li> <li>Improve the NCEA pass-rate across all levels.</li> <li>Improve student attendance at every level.</li> <li>For all graduates who do not have special learning needs to be able to access tertiary education or other career pathways with a minimum of NCEA L2 or an equivalent qualification.</li> <li>Improve the use of data for learning to inform teaching and learning across all levels and ultimately lift students' achievement.</li> <li>For all annual strategic plans and programmes relating to curriculum and school-wide initiatives to include goals, targets and actions that reflect the school's priority areas: Māori Achievement, E-pedagogy and Data for Learning</li> </ul> <i>Refer to the Strategic Plans: Māori Achievement, Data for Learning, E-pedagogy and Curriculum.</i>	✓	✓	✓
<b>Non-academic success is identified, acknowledged, and recognised. We celebrate the good things students do:</b> <ul style="list-style-type: none"> <li>Cultural, artistic, environmental, social, entrepreneurial, and sporting endeavours are celebrated at Levels and full school assemblies, in newsletters, on the website and Facebook.</li> <li>RRR-wards are celebrated appropriately and frequently.</li> <li>Honours Awards are presented and celebrated for students' individual achievements.</li> </ul>	✓	✓	✓
<b>High levels of attendance across all year levels.</b> <ul style="list-style-type: none"> <li>Maintain an accurate database record of attendance.</li> <li>Contact home – Early Identification System</li> <li>Reward students with Excellent attendance on a term by term basis.</li> <li>Rigorous monitoring and identification of students with a less than satisfactory record of attendance and use appropriate interventions and supports to encourage better attendance.</li> </ul>	✓	✓	✓
<b>We regularly review how best to deliver our curriculum to respond to the changing needs of our students.</b> <b>To ensure that curriculum teaching supports the literacy and numeracy needs of students.</b> <ul style="list-style-type: none"> <li>To improve the use of data for learning to identify priority learners and the use of KAMAR to track and monitor the Literacy and Numeracy progress of all learners, especially those coming in below and well below expected curriculum levels in Maths and Literacy.</li> <li>To ensure that Māori, Pasifika and students' - identified at below and well below - learning is accelerated to eradicate the literacy and numeracy gaps.</li> <li>For Māori and Pasifika students to achieve the same or better Literacy and Numeracy NCEA pass rates as the rest of the school.</li> </ul>	✓	✓	✓

<b>STRATEGIC OUTCOME TWO: AKO Our students have developed a love of learning</b>			
	<b>2019</b>	<b>2020</b>	<b>2021</b>
<ul style="list-style-type: none"> <li>To continue to improve the NCEA Literacy and Numeracy pass rates.</li> <li>To offer interesting and varied courses that allow students to explore and develop their passions and interests.</li> <li>Ensure that diagnostic testing is carried out and that the data is readily available to staff, specifically: PAT, MidYIS, YELLIS, CEM and Ravens.</li> <li>Analyse the diagnostic data and school NCEA results, report and use the data to inform annual goals and targets.</li> <li>Conduct a review of all curriculum areas that includes an analysis by curriculum leaders of NCEA results and an annual performance report.</li> <li>Identify and report the results of priority learners.</li> <li>Personal teaching goals and targets aligned to the school-wide priorities will be set by teachers following an analysis of the results of their students in 2017 and diagnostic data.</li> <li>Provide staff with professional development on analysing and using data to inform their teaching programmes and to identify the learning needs of students.</li> <li>Evaluate the diagnostic assessments and determine their benefit and future use.</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
<b>To develop and enhance teaching and learning through the use and application of ICT.</b> <ul style="list-style-type: none"> <li>Develop and embed the use of BYOD into learning programmes.</li> <li>Provide staff professional development on e-learning and e-pedagogy.</li> <li>Develop the use of Office 365.</li> <li>Develop One Drive/Sites cloud storage for school administration and curriculum.</li> <li>Conduct an audit of technologies in classrooms and determine what is needed to provide a minimum level of consistent provision.</li> <li>Identify regularly where staff are on the e-learning framework.</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓
<b>Improved physical infrastructure supports student learning.</b> <ul style="list-style-type: none"> <li>Implement the 5YP (refer to the programme of work)</li> <li>Explore opportunities to enable innovative teaching and learning environments on limited resourcing.</li> </ul>	✓ ✓	✓ ✓	✓ ✓
<b>Learners bring who they are to their learning.</b> <ul style="list-style-type: none"> <li>Students feel cared for as culturally-located human beings above all else.</li> <li>Teachers engage in effective teaching interactions with Māori as Māori.</li> <li>Teachers use strategies that promote effective teaching interactions and relationships with learners.</li> <li>Students have a say in what happens with their learning and have choices.</li> </ul>	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓

<b>STRATEGIC OUTCOME THREE: TIKANGA / SCHOOL CULTURE</b> Members of our school community experience a sense of belonging			
<b>AIMS:</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Effective powerful relationships enhance student learning.</b> <ul style="list-style-type: none"> <li>Providing student choice where power is shared – Learners have a right to self-determination.</li> <li>Supporting and inviting student voice in decision-making.</li> <li>Implement the BPR/PB4L strategic plan that includes developing PB4L and restorative practices to enable students to be self-managing and self-determining learners.</li> <li>Continue to embed and develop cultural competencies within the classroom through effective professional performance and professional learning.</li> <li>Continue to embed Restorative Practices including Community Circles, Learning Circles, Decision-making Circles etc. and culturally responsive practices, caring relationships and inclusive pedagogies. Continue to improve the frequency of staff recording student behaviour in KAMAR to generate data with which to make informed decisions around student behaviour management.</li> <li>Continue to embed the use and practice of a restorative approach in response to inappropriate student behaviour.</li> <li>Develop the RRR-Wards system to improve the sustainability of this school-wide initiative that is having a positive impact on school culture.</li> <li>Engage with the PB4L professional development programme delivered by Waikato University.</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
<b>Culturally responsive pedagogies enhance student learning.</b> <ul style="list-style-type: none"> <li>Inclusive pedagogies are further developed to ensure that all students are engaged, challenged, and experiencing success in an environment that supports and promotes their academic and social learning and well-being.</li> <li>For every teacher to actively participate in a Professional Learning Group (PLG) that focuses on teaching as inquiry and will ultimately benefit student learning and achievement.</li> <li>Develop professional performance with a focus on effective performance appraisal.</li> <li>For every teacher to record their reflections and performance in their Annual Appraisal Summary Reports against the Code and Standards and for personal goals and targets to be linked to the school-wide priority areas.</li> <li>Provide opportunities for professional learning and development in the school-wide priority areas.</li> <li>Continue to develop staff cultural competencies.</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓
<b>Students, whānau and our wider school community have pride in our school.</b> <ul style="list-style-type: none"> <li>Encourage students and whanau involvement in Kapa Haka and provide performance opportunities.</li> <li>Continue to develop cultural competencies through professional performance.</li> <li>Strengthen the Staff Kapa Haka group and take part in Ka Hui Whetu.</li> <li>The school community engages in dialogue with the school and a range of voices are heard throughout the school.</li> </ul>	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓



<b>STRATEGIC OUTCOME THREE: TIKANGA / SCHOOL CULTURE</b> Members of our school community experience a sense of belonging			
AIMS:	2019	2020	2021
<b>Students, whānau and our wider school community are more connected.</b> <ul style="list-style-type: none"> <li>Develop opportunities for student voice to be heard through the Honohono committee and at cultural events.</li> <li>Provide students with leadership opportunities.</li> <li>Embed the mentoring and support programme (<i>Tumanako</i>) that involves teachers from across the curriculum and the Senior Leadership Team.</li> <li>Develop meaningful partnerships with whanau that includes consultation and the celebration of student success.</li> <li>Align department strategic goals and actions for improving Māori achievement with the school-wide strategic plan.</li> <li>Develop meaningful partnerships with Te Atiawa.</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓
<b>Our school has an atmosphere of cultural harmony and respect. 'Unity in diversity' is a cornerstone of our community.</b> <ul style="list-style-type: none"> <li>Culture counts: learners bring who they are to their learning.</li> <li>Connectedness and relationships are fundamental to effective learning relationships: learners are valued.</li> <li>Diversity and unity is valued and celebrated.</li> </ul>	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓

OUR STRATEGIC OUTCOMES The difference we want to make		
HAUORA Our students have high levels of well-being	AKO / LEARNING Our students have developed a love of learning	TIKANGA / SCHOOL CULTURE Members of our school community experience a sense of belonging
Government Targets		Our School Targets
<ol style="list-style-type: none"> <li>1. Achieving equity and excellence in student outcomes - equal outcomes for learners with a focus on priority learners.</li> <li>2. Lift rates of progression to further education and work to NZQF Level 4+.</li> <li>3. Improve mathematics, pāngarau, literacy and te reo matatini skills for all students</li> <li>4. Equipping students with skills for Digital Technologies and Hangarau Matihiko learning.</li> </ol>		<ol style="list-style-type: none"> <li>1. All graduates, who do not have specific special learning needs, to be able to access tertiary education or other career pathways with a minimum of NCEA Level 2 or an equivalent qualification.</li> <li>2. To ensure all students entering with low literacy and numeracy skills are supported and accelerated in their progress.</li> <li>3. To ensure all graduating students have an education / work plan and appropriate pathway.</li> <li>4. Develop a love of learning and sense of belonging.</li> </ol>

### SCHOOL PRIORITIES:

- Raising Maori and Pasifika achievement – eradicating the disparity in NCEA performance and in Junior literacy and numeracy.
- Learning – developing cultural competencies and incorporating digital technologies within the classroom to enhance student learning. Empower our learners to become confident, safe, adaptable, and connected local and global citizens.

Whole school goals	
Year 9	<ol style="list-style-type: none"> <li>1. To improve the literacy and numeracy skills of those students entering with low literacy and numeracy skills to enable them to access the curriculum; to achieve above national average progression in PAT Maths and Reading Comprehension.</li> <li>2. To identify and target students working <b>below</b> expected curriculum levels with a TAI plan and provide structured support. To provide a class structure and additional support for students entering with their reading and writing skills <b>well below</b> expected curriculum levels.</li> <li>3. To actively develop meta cognition – higher order thinking, e.g. planning how to approach a given learning task, monitoring comprehension, and evaluating progress.</li> <li>4. Induction to BPR values and restorative culture and develop a sense of belonging and community.</li> <li>5. To offer interesting and varied courses that allow students to explore their passions and interests and develop strong digital competencies.</li> </ol>
Year 10	<ol style="list-style-type: none"> <li>1. To ensure Maori students achieve at an equal level to non-Maori students; to eradicate the disparity between NZE and Maori in PAT scale scores in Maths and Reading Comprehension by end of Year 10.</li> <li>2. To provide in-class structure and additional support for students entering with their reading and writing skills <b>well below</b> expected curriculum levels.</li> <li>3. To design successful pathways for all students to be able to leave school with at least NCEA Level 2 and an appropriate transition career pathway and to prepare all students for NCEA.</li> <li>4. To provide support for students' wellbeing and strengthen their sense of belonging.</li> <li>5. To experience a love of learning.</li> </ol>
Year 11	<ol style="list-style-type: none"> <li>1. To provide meaningful and varied courses offering appropriate standards and credits (16-20) to allow students to achieve at NCEA Level 1 and access courses that support their passion.</li> <li>2. Identify students at risk of not achieving NCEA Level 1 and provide specific intervention support throughout the year.</li> <li>3. Retain 90% of Maori students into Year 12.</li> <li>4. Review pathway plans for Y12/13 and beyond with students identifying strengths, interests and passions.</li> </ol>
Year 12	<ol style="list-style-type: none"> <li>1. To provide meaningful and varied courses offering appropriate standards and credits (16-20) to allow students to achieve at NCEA Level 2 and access courses that support their passion.</li> <li>2. Identify students who are at risk of not achieving NCEA L3 in Y13 and ensure that they have appropriate vocational and educational pathways.</li> <li>3. 95% of students on roll and leavers to complete NCEA Level 2. All students have Level 1 Literacy and Numeracy.</li> </ol>
Year 13	<ol style="list-style-type: none"> <li>1. All mainstream students complete NCEA Level 2.</li> <li>2. All students considering university study have appropriate number of UE approved courses and complete literacy requirements.</li> <li>3. 60% of Maori students to gain University Entrance.</li> <li>4. All students complete an effective graduation plan and transition to further education and work with an appropriate NZQF Level 4+ qualification package.</li> </ol>

# New Plymouth Girls' High School

## Our Vision

*Our preferred picture of the future*

Educated, confident young women of outstanding character

## Our Mission

*What we do, for whom, and the benefit*

**We exist so that** 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.

## Our Values

*The core principles that guide our work*

Whakamana - Respect  
Haepapa - Responsibility  
Whanaungatanga - Relationships

## Our Strategic Outcomes

*Broad aims that define accomplishment of the mission  
(What difference will we make and for whom?)*

### A. HAUORA

Our students have high levels of well-being

### B. AKO / LEARNING

Our students have developed a love of learning

### C. TIKANGA / SCHOOL CULTURE

Members of our school community experience  
a sense of belonging

## Motto

Et Comitate

Et Virtute

Et Sapientia

*Friendship*

*Courage*

*Wisdom*

Whakahoanga

Maia

Matauranga

## Our OUTCOMES

### A. HAUORA

Our MEASURES of Change		Baseline	2018	2019	2020
1	<i>Criteria is established to <b>bench mark/measure</b> the quality of student wellbeing</i>				
2	At school, everyone knows what to do if someone is being hurt or bullied. <i>Wellbeing surveys.</i>	57%	59%		
3	Teachers care about how I feel. <i>Wellbeing surveys.</i>	58%	61.7%		
4	At school, I am taught how to manage my feelings (like if I get angry). <i>Wellbeing surveys.</i>	44%	48%		

### B. AKO / LEARNING

		Baseline	2018	2019	2020
1	Teachers think <b>all</b> students can do well. <i>Wellbeing surveys.</i>	58%	59%		
2	Teachers make learning interesting. <i>Wellbeing surveys.</i>	46.7%	47.8%		
3	Students have a say in what happens in the school. <i>Wellbeing surveys.</i>	44.5%	44.7%		

### C. TIKANGA / SCHOOL CULTURE

		Baseline	2018	2019	2020
1	<i><b>Increase</b> in satisfaction from NPGHS's major stakeholders about their relationship with the school</i>				
2	I feel I belong at school. <i>Wellbeing survey sample (648 students, 448 of whom were juniors).</i>	79.7%	79%		
3	At school people accept me for who I am. <i>Wellbeing survey sample (648 students, 448 of whom were juniors).</i>	81.1%	82%		
4	Teachers are interested in my culture and family background. <i>Wellbeing survey sample (648 students, 448 of whom were juniors).</i>	40.2%	40.4%		

## Our Critical Success Factors\* & Barriers\*\*

## Our STRATEGIC INITIATIVES

### HAUORA

<b>CSF's</b>	<ul style="list-style-type: none"> <li>Wide understanding of high levels of student well-being being important for achievement.</li> </ul>	<b>A1</b>	<ul style="list-style-type: none"> <li>Our learning environment supports physical, social, mental/emotional and spiritual well-being</li> </ul>
<b>B's</b>	<ul style="list-style-type: none"> <li>National and regional concerns and data around increase in stress, anxiety disorders and self-harm.</li> <li>Staff wellbeing levels have a direct impact on effective teaching</li> </ul>	<b>A2</b>	<ul style="list-style-type: none"> <li>Quality processes and systems enable us to effectively manage students requiring greater well-being support.</li> <li>BPR, RP Circles, Group Support Intervention, Guidance and Pastoral initiatives and programmes support student well-being.</li> </ul>
		<b>A3</b>	<ul style="list-style-type: none"> <li>Staff are equipped with the skills to maintain/improve their well-being enabling them to teach effectively.</li> </ul>

### AKO/LEARNING

<b>CSF's</b>	<ul style="list-style-type: none"> <li>Wide understanding of the importance of maintaining high levels of attendance at all levels for achievement</li> </ul>	<b>B1</b>	<ul style="list-style-type: none"> <li>Students make academic progress and achieve to their potential.</li> <li>Students experience a love of learning.</li> </ul>
<b>B's</b>	<ul style="list-style-type: none"> <li>Emphasis on collecting 'credits' has meant that senior students are more focused on assessment rather than learning</li> </ul>	<b>B2</b>	<ul style="list-style-type: none"> <li>High levels of attendance across all year levels.</li> </ul>
		<b>B3</b>	<ul style="list-style-type: none"> <li>Culturally responsive pedagogies enhance student learning.</li> </ul>
		<b>B4</b>	<ul style="list-style-type: none"> <li>We regularly look afresh at how best to deliver our curriculum to respond to the changing needs of our students.</li> </ul>
		<b>B5</b>	<ul style="list-style-type: none"> <li>Non-academic success is identified, acknowledged and recognized.</li> </ul>
		<b>B6</b>	<ul style="list-style-type: none"> <li>Increased/improved physical infrastructure supports student learning.</li> </ul>

### TIKANGA / SCHOOL CULTURE

<b>CSF's</b>	High perceived value of the schools' mission and values in building a network of belonging where school community feel as if they are guardians of the school for future generations of students	<b>C1</b>	<ul style="list-style-type: none"> <li>Effective relationships enhance student learning.</li> </ul>
<b>B's</b>	Lack of attendance and engagement of some whānau/caregivers at school events.	<b>C2</b>	<ul style="list-style-type: none"> <li>Culturally responsive pedagogies enhance student learning. Staff are supported with targeted PLD to maintain/improve students learning.</li> </ul>
		<b>C3</b>	<ul style="list-style-type: none"> <li>Students, whānau and our wider school community have pride in our school.</li> </ul>
		<b>C4</b>	<ul style="list-style-type: none"> <li>Students, whānau and our wider school community are more connected.</li> </ul>

\*What are the key conditions that will drive achievement of our outcomes?

\*\*What is standing in the way of us achieving our outcomes? Why aren't we there already?

## Our Positioning Statement

*How we will succeed: the direction and focus for our school*

E.g. We believe that various social factors continue to result in a trend in which there are an increased number of students arriving through our gates with significant well-being issues that impact their ability to learn. Therefore, we must continue to focus on positive relationships, programmes and interventions that allow all our students to learn and our teachers to teach, in an inclusive, safe and supportive environment.

## Our Communications Plan

	What information?	How	Who	By When
Students	A3 Strategy overview page	Post-it Walls/Graphic displays, online feedforward.	VKE	On-Going
Staff	Strategy Document	Staff meetings	VKE	Term 1
School Community	Strategy Document Charter	Website School information and PTA evenings	VKE	1 March 1 May
Pasifika	Strategy Document Charter	Whanau Hui School information and PTA evenings/ events	VKE	Term 1 Whanau Hui
Māori	Strategy Document Charter	Whanau Hui School information and PTA evenings / events	VKE	Term 1 Whanau Hui

## Our Monitoring Plan

Monthly	<b>Are we doing what we said we would do?</b> <ul style="list-style-type: none"> <li>The principal will report on any <i>variance</i> to the annual operational plan at each board meeting to ensure we are doing what we said we were going to do.</li> <li>Progress toward one strategic outcome will be reported on at each board meeting, each outcome being covered twice in a year.</li> </ul>
End of Each Term	<b>Are we getting the results we want to get?</b> <ul style="list-style-type: none"> <li>The board will review status of strategic initiatives and progress on measures.</li> <li>The board will decide which current strategic initiatives to stop or continue and what new strategic initiatives to start.</li> <li>The board will adjust measures as warranted based on issue and priorities.</li> </ul>
Annually	<b>What adjustments do we need to make to our measures and our priorities?</b> <ul style="list-style-type: none"> <li>The board and SLT will meet to review progress for the year, identify new barriers and critical success factors, change strategic measures and re-establish strategic initiatives.</li> <li>The principal will then implement these changes in the annual plan and action plans.</li> </ul>



## School Alignment

An excellent strategy on paper is worthless unless the school is ready to effectively support and implement it. The strategy must be supported and reinforced by a school's structure, systems and culture.

The importance of alignment cannot be overemphasised. Below is a handy checklist for asking the critical question, "Now that we have developed our strategy, is our school capable and ready to support it?"

For each "No" answer you will need to identify the issue(s) and what needs to be done to correct them. (Sometimes this may already be addressed in the strategic plan.)

STRATEGY ALIGNMENT CHECKLIST		YES	NO
<b>Leadership</b>	Is the board supportive of the strategy? Is board reporting linked to the strategy? Do we have capable leaders at different levels within the school to implement this strategy?		
<b>Structure</b>	Is our school structured into units that effectively support and deliver the strategy?		
<b>People</b>	Do we have the people with the right skills needed to deliver our strategy? Do our people support the strategy?		
<b>Culture</b>	Does our existing school culture (actual not espoused) support our strategy?		
<b>Resources</b>	Are our resources aligned to the strategy? Do we have enough resources (people, financial, time, other resources)?		
<b>Systems and processes</b>	Are our systems facilitating the effective delivery of the strategy? Do we have adequate systems in place for monitoring the strategy?		
<b>Stakeholder management</b>	Do we have effective communications with stakeholders? How are we communicating the new strategy to stakeholders?		
<b>Incentives</b>	Is our remuneration and rewards system aligned with the strategy? Are individual performance goals aligned with the strategy?		
<b>Risk management</b>	Have we identified the major risks associated with the strategy and planned to respond and prepare accordingly?		

## STUDENT ACHIEVEMENT TARGETS 2019

### New Plymouth Girls' High School NCEA Level 2 Target 2019

<b>Strategic Goal</b> Our goal at New Plymouth Girls' High School is to have all graduates who do not have special learning needs to be able to access tertiary education or other career pathways with a minimum of NCEA L2 or an equivalent qualification by 2019.											
<b>Annual Goal</b> To identify the Y12 and Y13 students at risk of not achieving NCEA Level 2 in 2019 and respond with appropriate programmes and interventions with the aim of lifting student achievement.											
<b>2019 Target:</b> An improvement in the graduate leavers' pass rate for school and Māori students and for the pass rate by Māori to be the same or better than the rest of the school, with an expected target of 93% of Year 12's achieving NCEA Level 2 and 99% of Year 13 students achieving NCEA Level 2.											
<b>Baseline Data: NCEA Enrolment-measure based Data 2018 by Year Level</b>											
School				Māori				NZE			
	Year 11	Year 12	Year 13		Year 11	Year 12	Year 13		Year 11	Year 12	Year 13
Level 1	85.0%	95.6%	98.2%	Level 1	74.1%	96.2%	100%	Level 1	88.4%	95.8%	98.3%
Level 2	12%	85.3%	97.3%	Level 2	3.7%	84.6%	98%	Level 2	12.7%	86.0%	98.3%
Level 3		5.6%	75.5%	Level 3			65.3%	Level 3		5.6%	79.0%
UE		4.4%	64.5%	UE			57.1%	UE		4.2%	67.6%
Variance (Māori: School Achievement)						Variance (Māori:NZE Achievement)					
	Year 11	Year 12	Year 13		Year 11	Year 12	Year 13		Year 11	Year 12	Year 13
Level 1	-10.9%	+0.6 %	+1.8%	Level 1	-14.5%	+0.4 %	+1.7%	Level 1	-14.5%	+0.4 %	+1.7%
Level 2	-8.3%	-0.7%	+0.7%	Level 2	-9.0%	-1.4%	-0.3%	Level 2	-9.0%	-1.4%	-0.3%
Level 3		-5.6%	-10.2%	Level 3		-5.6%	-13.7%	Level 3		-5.6%	-13.7%
UE		-7.2%		UE		-4.2%	-10.5%	UE		-4.2%	-10.5%
<b>Actions to achieve targets</b> Refer to the relevant strategic plans.		<b>Led by</b> SLT and Deans Curriculum leaders and HoD Learning Support		<b>Resourcing</b> Staffing Budget Time allocation		<b>Time frame</b> Year		<b>On-going monitoring and review</b> Week 6 Term 1 Week 2 and 8 Term 2 Week 3 and 9 Term 3 Week 0 2018			

## New Plymouth Girls' High School NCEA Level 1 Literacy and Numeracy Targets 2019

**Strategic Goal:** Our goal at New Plymouth Girls' High School is for all graduates who do not have special learning needs to be able to access tertiary education or other career pathways with a minimum of NCEA L2 or an equivalent qualification by 2019.

**Annual Goal:** To identify the students at risk of not achieving Level 1 Literacy and/or Numeracy and put in place appropriate numeracy and literacy programmes with the aim of lifting achievement.

**2018 Target:** An improvement in the Literacy and Numeracy pass rate for school and Māori students and for Māori to achieve the same or better pass rates than the rest of the school.

Baseline Data 2018 Level 1 Literacy Pass Rates					Variance (Māori: NZE: Achievement)
School Literacy	NZE Literacy	Māori Literacy	Pasifica Literacy	2018 Literacy Variance	
Year 11 94.9%	Year 11 95.8%	Year 11 90.7%	Year 11 87.5%	Year 11	-5.1%
Year 12 97.2%	Year 12 97.2%	Year 12 98.1%	Year 12 80%	Year 12	+0.9%
Year 13 98.2%	Year 13 98.3%	Year 13 100%	Year 13 100%	Year 13	+1.7%
2018 Level 1 Numeracy Pass Rates					Variance (NZE: Māori Achievement)
School Numeracy	NZE Numeracy	Māori Numeracy	Pasifica Numeracy	2018 Numeracy Variance	
Year 11 92.7%	Year 11 94.7%	Year 11 85.2%	Year 11 87.5%	Year 11	-7.2%
Year 12 96.4%	Year 12 96.7%	Year 12 98.1%	Year 12 80%	Year 12	+1.4%
Year 13 98.2%	Year 13 98.3%	Year 13 100%	Year 13 100%	Year 13	+1.7%
<b>Actions to achieve targets:</b> Refer to the relevant strategic plans.	<b>Led by:</b> Curriculum leaders and HoD Learning Support	<b>Resourcing:</b> Staffing Budget Time allocation	<b>Time frame:</b> Year	<b>On-going monitoring and review:</b> Week 5 Term 1 Week 2 and 8 Term 2 Week 2 and 9 Term 3	

## New Plymouth Girls' High School Student Attendance Target 2019 – Not Yet received data

<b>Strategic Goal:</b> Our goal at New Plymouth Girls' High School is for students to have a high rate of attendance.					
<b>Annual Goal:</b> To improve student attendance at every level and for the rate of attendance of Māori students to be the same or better than the rest of the school.					
<b>2019 Target:</b> Minimum of 90% attendance at every level with specific focus on Māori students achieving this.					
2018	School (Variance to Goal)	Māori (Variance to Goal)	NZE (Variance to Goal)	NZE: Māori Variance	
Year 9	-1.75%	-6.01%	-0.55%	-5.46%	
Year 10	-3.35%	-8.71%	-1.66%	-7.15%	
Year 11	-1.88%	-7.16%	-0.57%	-6.59%	
Year 12	-5.98	-12.3%	-5.08%	-7.22%	
Year 13	-7.93	-12.62%	-7.40%	-5.22%	
<b>Actions to achieve targets:</b> Conduct regular checks to ascertain the accuracy of the data and follow up. Follow up on staff that do not enter data accurately. Follow up on students with Unjustified absences and suspected truants. Contact home – early identification system. Reward students with 100% attendance and Excellent attendance every term. Tumanako programme linked to whanau hui.		<b>Led by:</b> Deans supported by level DP.	<b>Resourcing:</b> Attendance Administrator	<b>Time frame:</b> Year	<b>On-going monitoring and review:</b> Deans/DP meetings every cycle. Deans/TG meetings every week Monitoring by DP responsible for student attendance system.

## New Plymouth Girls' High School Junior Targets 2019

**Strategic Goal:** Our goal at New Plymouth Girls' High School is to enable students to make academic progress and achieve to their potential.

**Annual Goal:** To undertake the programmes and interventions described in the Annual Plan and curriculum strategic plans 2018 with the aim of lifting student achievement in literacy and numeracy in the Junior school. To ensure all students entering with low literacy and numeracy skills are supported and accelerated in their progress.

**2019 Targets:** To achieve above national average progression in PAT Maths and Reading Comprehension for all students entering at Level 4 or below of the curriculum at Year 9.

**Baseline Data:** 2019 Term 1 Year 9 PAT Testing will take place in March 2019. National mean data is in brackets. We will be tracking students and use their scale scores to show acceleration - Average national progress in Reading Comprehension from Year 9 to Year 10 is 9.5 on the scale score. Average national progress in Listening from Year 9 to Year 10 is 2.1 on the scale score. Average national progress in Maths from Year 9 to Year 10 is 4.8 on the scale score.

2019	NZE	Māori	Pasifika Peoples	Variance (NZE: Māori Achievement)	Variance (NZE: Pasifika Achievement)
<b>Reading Comprehension PAT</b>	One hundred and eighty-five students sat the test. Forty-four students (24%) were assessed at Stanine 4 and below in Term 1 2019. Average national progress in Reading Comprehension from Year 9 to Year 10 is 9.5 on the scale score. Mean stanine for our NZE students is 5.8 against a National mean of 5%.	Fifty-nine Māori students sat the test. Thirty-one students were assessed at Stanine 4 and below in Term 1 2019 (52.5%). These students will be our priority learners for Year 9. Mean stanine for our Māori students is 4.8 against a National mean of 5%.	Two Pasifika students sat the test. Both students (100%) were assessed at Stanine 4. The two students will be our Pasifika priority learners for Year 9.	28.8% more Māori at stanine 4 and below.	With only two students sitting the test the data is statistically insignificant.
<b>Listening PAT</b>	185 students sat the test. Mean Stanine 4.7 (5). 1% (4%) which is three students at Stanine 1; 24% (19%) at stanines 2 & 3 – ten at stanine 2 and thirty-four at stanine 3. Fifty-one students at Stanine 4 27.5%. This is 52% of Year 9 NZE cohort at stanine 4 or below, 15% more for this cohort than the 2018 cohort.	Forty-two students sit at stanine 4 or below out of fifty-nine students who sat the test (71%). Once again, you can see our Maori students are sitting well below the national mean at 3.9 (5). 7% (4%) which is four students at Stanine 1; 37% (19%) at stanines 2 & 3 – seven at stanine 2 and fifteen at stanine 3. Sixteen students at Stanine 4 27%. This is 71% of Year 9 Māori cohort at stanine 4 or below.	Two Pasifika students sat the test. Mean Stanine 4 (5). 50% (19%) which is one student at Stanine 3; one student, 50% (19%) at stanine 5.	19% more Māori at stanine 4 and below.	

<b>Maths PAT</b>	190 students sat the test. Mean Stanine 4.8 (5). 5% (4%) which is ten students at Stanine 1; 19% (19%) at stanines 2 & 3 – eleven at stanine 2 and twenty-six at stanine 3. Thirty-nine students at Stanine 4 20.5%. This is 45% of Year 9 NZE cohort at stanine 4 or below. This is a considerably higher number than in 2018 and a concern.	64 students sat the test. Mean Stanine 4.1 (5). 11% (4%) which is seven students at Stanine 1; 25% (19%) at stanines 2 & 3 – five at stanine 2 and eleven at stanine 3. Sixteen students at Stanine 4 which is 25%. This is 61% of Year 9 Māori cohort at stanine 4 or below.	Two Pasifika students sat the test. Mean Stanine 3.5 (5). 50% (19%) which is one student at Stanine 3; one student, 50% at stanine 4.	16% more Māori at stanine 4 and below.	
<b>Actions to achieve targets:</b> Refer to the relevant strategic plans.		<b>Led by:</b> Curriculum leaders	<b>Resourcing:</b> Staffing Budget Time	<b>Time frame:</b> Year	<b>On-going monitoring and review:</b> Week 8 Term 1 Week 2 and 8 Term 2 Week 2 and 9 Term 3