



## St John's Girls' School

"Dominus Illuminatio Mea" – The Lord is my light

St John's Girls' School is an interdenominational Christian school and is steeped with wonderful traditions, strong values, and a warm family spirit.

Our values are the important qualities we strive to live by and demonstrate in the way we go about our work, and in the relationships we have with others in our school.

We aim to develop the following in our children: Kindness, Integrity, Perseverance, Responsibility, Respect and Resilience

# Strategic Plan 2024 - 2025

## School Vision

**To educate each girl in a safe, supportive, Christian environment to become a confident life-long learner.**

The vision was redeveloped after consultation with the school community in 2018. The consultation encapsulates what our community wants for their daughters.

## Background Information

Goals are as a result of the following over the past two years:

- Achievement data collection and analysis about learning/ curriculum
- Student voice surveys
- Whānau general survey
- Teacher self review processes
- Meetings with specific targeted groups
- Board self review processes

The two school goals are reflective of the school vision and align with our values. The same processes will be used to measure progress in 2024 and 2025.

## Strategic Goal Alignment Education and Training Act 2020

<u>s127 - Objectives of boards in governing schools</u>	Goal 1	Goal 2
Every student at the school is able to attain their highest possible standard in education achievement	✓	
The school: <ul style="list-style-type: none"> <li>• is a physically and emotionally safe place for all students and staff</li> <li>• gives effect to relevant student rights</li> <li>• takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school</li> </ul>		✓
The school is inclusive of and caters for students with differing needs	✓	✓
The school gives effect to Te Tiriti o Waitangi by: <ul style="list-style-type: none"> <li>• working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori</li> <li>• taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori</li> <li>• achieving equitable outcomes for Māori students.</li> </ul>	✓	✓

## Strategic Goal Alignment National Education Learning Priorities

	Goal 1	Goal 2
<b>1 LEARNERS AT THE CENTRE</b> - Learners with their whānau are at the centre of education		
1		✓
		✓
2	✓	✓
<b>2 BARRIER FREE ACCESS</b> - Great education opportunities and outcomes are within reach for every learner		
3	✓	✓
4	✓	
<b>3 QUALITY TEACHING AND LEADERSHIP</b> - Quality teaching and leadership make the difference for learners and their whānau		
5	✓	
6	✓	✓
<b>4 FUTURE OF LEARNING AND WORK</b> - Learning that is relevant to the lives of New Zealanders today and throughout their lives		
7	✓	✓

<b>STRATEGIC GOAL 1:</b> That all ākonga will be given the opportunity to achieve their highest potential through high quality teaching and student engagement in literacy and numeracy		<b>Te Tiriti o Waitangi</b>		
		Art 1	Art 2	Art 3
<b>2024</b>	Embed a range of structured literacy practices across all classrooms		✓	✓
	Build upon the quality of teaching and student achievement in writing		✓	✓
	Continue to refine mathematics programmes and delivery to best meet the needs of the girls		✓	✓
<b>2025</b>	Evaluation and consolidation of literacy practises focusing on structured literacy approaches		✓	✓
	Consolidate and embed writing structures and language used		✓	✓

<b>STRATEGIC GOAL 2:</b> Nurture the academic, social and emotional needs of every girl		<b>Te Tiriti o Waitangi</b>		
		Art 1	Art 2	Art 3
<b>2024</b>	Begin to implement Te Matiaho (New Zealand Curriculum)		✓	✓
	Introduction of the Chat Bus counselling service to support student wellbeing	✓	✓	✓
	Deliver the first year of Year 7 and 8 Learning Packages		✓	✓
<b>2025</b>	Continued implementation and refinement of Te Matiaho (New Zealand Curriculum)		✓	✓
	Refinement of the Chat Bus counselling service, for individuals and classes	✓	✓	✓
	Evaluation and strengthening of Year 7 and 8 Learning Packages		✓	✓

**Te Tiriti o Waitangi**

# Annual Plan 2024

**STRATEGIC GOAL 1:** That all ākonga will be given the opportunity to achieve their highest potential through high quality teaching and student engagement in the literacy and mathematics

**Strategy** -Embed a range of structured literacy practices across all classrooms

## Outcomes Expected

*Ākonga will*

*Kaiako will*

- Sound out words using the Ideal model
- Learn the spelling rules
- Increase their knowledge of encoding and decoding strategies
- Read with fluency and understanding
- Implement Ideal spelling as per the platform times a week
- Assess student twice yearly in both spelling and reading
- Explicitly teach comprehension strategies
- Reflect on their own teaching
- Analyse data patterns at a class/school wide level

**Strategy** - Build upon the quality of teaching, and student achievement, in writing

## Outcomes Expected

*Ākonga will*

*Kaiako will*

- Write with enthusiasm and creativity
- Use taught writing sentence structures
- Use spelling rules and sound knowledge in writing
- Observe peers to gain knowledge and skills for teaching writing
- Be observed by peers to gain knowledge and skills for teaching writing
- Undertake PLD in the teaching of writing
- Teach approaches from The Writing Revolution

**Strategy** -Continue to refine mathematics programmes and delivery to best meet the needs of the girls

## Outcomes Expected

*Ākonga will*

*Kaiako will*

- Work in mixed-ability groups working with low floor high ceiling rich tasks
- Use mathematics knowledge when solving problems
- Contribute to developing a best-practice model of mathematics teaching
- Plan programmes based on the best-practice model

- Demonstrate enthusiasm and creativity in mathematics

Targets are highlighted

**STRATEGIC GOAL 2:** Nurture the academic, social and emotional needs of every girl

**Strategy** - Begin to implement Te Matiaho (New Zealand Curriculum)

## Outcomes Expected

*Ākonga will*

*Kura/ kaiako will*

- Engage in prepared lessons
- Make connections across the curriculum
- Articulate what they are learning, and why
- Work together as a team to develop planning templates
- Develop and teach engaging lessons
- Evaluate effectiveness of planning and teaching

**Strategy** -Introduction of the Chat Bus counselling service to support student wellbeing

## Outcomes Expected

*Ākonga will*

*Kura/Kaiako will*

- Learn skills and strategies to support self care
- See the Chat Bus as a safe place to be vulnerable, share problems and seek advice
- Support the Chat Bus counsellor to implement the support required
- Encourage tamariki to use the skills and strategies taught in class sessions
- Gather and analyse data on student wellbeing at a schoolwide level

**Strategy** - Deliver the first year of Year 7 and 8 Learning Packages

## Outcomes Expected

*Ākonga will*

*Kaiako will*

- Have agency in selecting the learning that best suits their passions
- Learn skills and knowledge in chosen fields
- Experience concentrated teaching in small groups
- Plan and deliver engaging focused programmes
- Immerse the girls in rich experiences that ignites their passions and curiosities further
- Work alongside colleagues to for the best learning packages model

## Actions

- Use of school documentation
- Ākonga surveying
- Teacher meeting content prioritised
- Sharing of practice
- Feedback on practice
- Data analysis
- Ongoing tracking of progress
- Action plans developed and implemented
- Teacher professional development
- Timetabling for priorities in classrooms

- Use of school documentation
- Ākonga surveying
- Whanau surveying
- Teacher meeting content prioritised
- Sharing of practice across Kahui Ako
- Ongoing tracking of engagement and wellbeing
- Regular meeting between Principal and Counsellor
- Timetabling of counsellor in classrooms where social issues need addressed

**Timelines** - all actions will run all year

**Resourcing** - budget, staffing and management unit allocation prioritised to meet actions above

**Priority** given to learners' whose needs have not yet been met within the actions and resourcing above.

# Annual Targets 2024

<b>Strategic Goal</b>	<b>STRATEGIC GOAL 1:</b> That all ākonga will be given the opportunity to achieve their highest potential through high quality teaching and student engagement in the literacy and mathematics
<b>Strategy</b>	Build upon the quality of teaching, and student achievement, in writing
<b>Outcomes Expected</b>	<p>Ākonga will:</p> <ul style="list-style-type: none"> <li>• Write with enthusiasm and creativity</li> <li>• Use taught writing structures</li> <li>• Use spelling rules and sound knowledge in writing</li> </ul> <p>Kaiako will:</p> <ul style="list-style-type: none"> <li>• Observe peers to gain knowledge and skills for teaching writing</li> <li>• Be observed by peers to gain knowledge and skills for teaching writing</li> <li>• Undertake PLD in the teaching of writing</li> <li>• Teach approaches from The Writing Revolution</li> </ul>

Baseline Data	Achievement Target
80% of students are achieving at or above year level expectation	To have the 20% of girls achieving below or well-below year level expectation make accelerated progress in the surface features of their writing.

<b>Strategic Goal</b>	<b>STRATEGIC GOAL 2:</b> Nurture the academic, social and emotional needs of every girl
<b>Strategy</b>	Introduction of the Chat Bus counselling service to support student wellbeing
<b>Outcomes Expected</b>	<p>Ākonga will:</p> <ul style="list-style-type: none"> <li>• Learn skills and strategies to support self care</li> <li>• See the Chat Bus as a safe place to be vulnerable, share problems and seek advice</li> </ul> <p>Kaiako will:</p> <ul style="list-style-type: none"> <li>• Support the Chat Bus counsellor to implement the support required</li> <li>• Encourage tamariki to use the skills and strategies taught in class sessions</li> <li>• Gather and analyse data on student wellbeing at a schoolwide level</li> </ul>

Baseline Data	Achievement Target
71% of girls in Year 4-8 felt there was an adult they could speak to about problems they might be having.	For 100% of girls in Years 4-8 to identify that they have a safe adult to speak to about problems, should they have any.
Of the girls mentioned above, 83% of those girls believed their conversations would remain confidential.	For 100% of girls in Years 4-8 to trust that their conversations will be treated with discretion.