



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

| s127 - Objectives of boards in governing schools | 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"> • is a physically and emotionally safe place for all students and staff • gives effect to relevant student rights • takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school | | ✓ |
| 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"> • working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori • taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori • achieving equitable outcomes for Māori students. | ✓ | ✓ |

Strategic Goal Alignment

National Education Learning Priorities

| | Goal 1 | Goal 2 |
|---|--------|--------|
| 1 LEARNERS AT THE CENTRE – Learners with their whānau are at the centre of education | | |
| 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying | | ✓ |
| Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures | ✓ | ✓ |
| 2 BARRIER FREE ACCESS – Great education opportunities and outcomes are within reach for every learner | | |
| 3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs | ✓ | ✓ |
| 4 Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy | ✓ | |
| 3 QUALITY TEACHING AND LEADERSHIP – Quality teaching and leadership make the difference for learners and their whānau | | |
| 5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning | ✓ | |
| 6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce | ✓ | ✓ |
| 4 FUTURE OF LEARNING AND WORK – Learning that is relevant to the lives of New Zealanders today and throughout their lives | | |
| 7 Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work | ✓ | ✓ |

| STRATEGIC GOAL 1: That all ākonga will be given the opportunity to achieve their highest potential through high quality teaching and student engagement in literacy and numeracy | | Te Tiriti o Waitangi | | |
|--|---|-----------------------------|-------|-------|
| | | Art 1 | Art 2 | Art 3 |
| 2024 | 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 | | ✓ | ✓ |
| 2025 | Evaluation and consolidation of literacy practises focusing on structured literacy approaches | | ✓ | ✓ |
| | Consolidate and embed writing structures and language used | | ✓ | ✓ |

| STRATEGIC GOAL 2: Nurture the academic, social and emotional needs of every girl | | Te Tiriti o Waitangi | | |
|--|---|-----------------------------|-------|-------|
| | | Art 1 | Art 2 | Art 3 |
| 2024 | Begin to implement Te Matiao (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 | | ✓ | ✓ |
| 2025 | Continued implementation and refinement of 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

Article 1 Kāwanatanga/Governance – Article 2 Rangatiratanga/Agency – Article 3 Ōritetanga/ Equity

Annual Plan 2025

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

- Imbed knowledge and skill learnt in iDeaL into their writing
- Build upon knowledge and understanding of sounds and spelling rules
- Further Increase their knowledge of encoding and decoding strategies in guiding reading lessons
- Read with fluency and understanding
- Continue to Implement Ideal spelling as per the platform 4 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
- Continue to use spelling rules and sound knowledge in writing
- All achieve at or above the required for their year level
- 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
- Contribute to decision making about the implementation of 'Structured Mathematics' and the use of the Ministry resource

- Use mathematics knowledge when solving problems
- Demonstrate enthusiasm and creativity in mathematics
- Plan programmes based on the best-practice model
- Monitor student achievement

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 –Refinement of the Chat Bus counselling service, for individuals and classes

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 – Refine and strengthen the 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 2025

Strategic Goal

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

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

Outcomes Expected

Ākonga will:

- Write with enthusiasm and creativity
- Use taught writing sentence structures
- Continue to use spelling rules and sound knowledge in writing
- All achieve at or above the required for their year level

Kaiako will:

- 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

Baseline Data

81% of girls are achieving at or above the required standard in writing for their year level at the end of 2024.

88% of Māori ākonga are achieving at or above the required standard in writing for their year level at the end of 2024.

Achievement Target

For 100% of girls to be achieving at or above the required standard in writing for their year level at the end of 2025

Strategic Goal

STRATEGIC GOAL 2:

Nurture the academic, social and emotional needs of every girl

Strategy

Refinement of the Chat Bus counselling service, for individuals and classes

Outcomes Expected

Ākonga 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

Kaiako will:

- 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

Baseline Data

80% of our Year 7 and 8 girls immersed themselves fully in the learning packages and achieved the desired outcome(s) to a high standard

Achievement Target

For 100% of our Year 7 and 8 girls to immerse themselves fully in the learning packages and achieve the desired outcome(s) to a high standard