



Geraldine High School
Strategic Plan 2016-18



The Board's Role in Strategic Planning

The following table identifies the responsibilities for each step of the strategic planning process:

	Who is responsible?	For what?
Governance	Board of Trustees	Leading the process
	Board of Trustees	Purpose
	Board of Trustees	Vision
	Board of Trustees	Values
	Board of Trustees	Strategic Goals
	Operational Management	Principal
Principal & Staff		Implementation of Annual Plans
Governance	Board of Trustees	Reporting Annual Plans to the Ministry of Education
	Board of Trustees	Audit of Annual Plans

School Purpose

The following themes and components were identified:

- **What:** Learning that is relevant for all students and their future;
- **How:** Learning based on relationships and the development of life skills;
- **To:** Ensure a future of lifelong learning and a future of successfully contributing, participating and interacting with others.

The **PURPOSE** of Geraldine High School is to:

Provide learning that is relevant for all students, through a focus on relationships and the development of life skills, to develop lifelong learners who successfully contribute, participate and interact with others.



School Vision

The following themes were agreed:

- Vibrant, visionary and future focused;
 - Student centred and in-tune;
 - Caring, diverse and supportive;
 - High achieving, challenging and successful;
 - Community connected.
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A **VISION** statement for Geraldine High School is:

- **Future focused & high achieving;**
 - **Student centred & caring;**
 - **Supportive & community connected.**
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Educational Achievement

Section 75 of the Education Act 1989 (updated in June 2013) which outlines the Board's functions and powers now includes the following statement "A school's board must perform its functions and exercise its powers in such a way as to ensure that *every student* at the school is able to attain his or her highest possible standard in *educational achievement*." [Italics added]

The workshop participants were asked to define what 'educational achievement' means at Geraldine High School and made the following comments:

- Doing well in your strengths;
- Success;
- Self-driven;
- Finding your place;
- Self-belief;
- Desire to learn;
- Potential;
- Engagement;
- Goal achievement;
- Academic achievement is the bottom line;
- All facets of the curriculum i.e. arts, physical, core competencies;
- Community profile.



School Values

Geraldine High School has an existing set of values developed through the *Positive Behaviour for Learning* (PB4L) programme:

The **VALUES** of Geraldine High School are:

- **Respect;**
 - **Responsibility;**
 - **Relationships;**
 - **Achievement.**
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Strategic Goals

Based on the feedback from the community and the other inputs into the strategic planning process the following strategic goal areas were identified by the workshop participants and if these are achieved then the School’s purpose will be met –

Provide learning that is relevant for all students, through a focus on relationships and the development of life skills, to develop lifelong learners who successfully contribute, participate and interact with others.

2016 – 2018 STRATEGIC GOALS AND ANNUAL TARGETS

Strategic Goals for 2016-2018	Annual target considerations for next 3 years
<p>1. All students are able to access a balanced curriculum underpinned by the New Zealand Curriculum as evidenced by their progress and achievement in relation to NCEA, National Standards and other assessment tools</p>	<ul style="list-style-type: none"> ● [Specific targets for groups of students at risk or in need of extension] ● Grow curriculum choices for students through the use of technology ● Make it easy for parents to communicate with the School and be involved in their children’s learning ● Grow modern learning practice (now ‘Innovative Learning Practice’) through the School starting with years 7 & 8 ● Investigate the <i>Enviroschool</i> framework for strengthening the learning connections to the School’s local environment ● Ensure student retention and stimulation at the senior end of the School ● Utilise primary trained and specialist expertise from other schools through the Community of Learning
<p>2. All students are supported to identify a pathway of learning that is relevant to them and focused on their future success</p>	<ul style="list-style-type: none"> ● Review the delivery of careers education ● Introduce careers education to students earlier ● Increased awareness and understanding of a variety of career pathways – including local enterprises ● Secure the voice of local business in career education offerings within the School ● Ensure ‘soft’ skills that are required by employers such as communication, influence

	and leadership are mapped against and included in the curriculum
3. Geraldine High School facilitates a wide range of learning opportunities in partnership with the local community	<ul style="list-style-type: none"> ● Use outdoor education offerings to promote the unique qualities of the School ● Explicitly use outdoor education as a vehicle for self-development and lifelong learning ● Develop increased presence in local and regional sport to attract and retain students ● Identify and secure community support to provide student access to a greater range of 'minority' sports and non-sport activities such as the arts e.g. partnership with residents at McKenzie Lifestyle Village
4. The School is committed to bi-culturalism	<ul style="list-style-type: none"> ● Liaise with contributing Schools to develop a seamless bi-cultural programme for students ● Welcome the local Māori community into the School and involve them in activities ● Provide options at all levels to study Māori language and culture ● Weave bi-culturalism into the physical facilities and social life of the School
5. Long term developments for the benefit of students are planned and resourced	<ul style="list-style-type: none"> ● Develop capability with strategic resourcing tools to fund future facilities and developments e.g. financial planning, modelling and forecasting ● Develop strategies for alternative funding ● Seek partnership opportunities with the community for key facilities that are able to be shared ● Develop a plan for IT investment