

## Geraldine High School Strategic Plan 2023-2025



### Vision Statement: *'To Inspire and Empower'*

#### OUR SCHOOL

**Geraldine High School** is located in the picturesque country town of Geraldine in South Canterbury. We have a roll of around 620 students from Years 7 to 13, with 50 teaching staff and a further 30 ancillary and support staff.

Most students come from Geraldine Primary School, Woodbury Primary School, Carew Peel Forest and Winchester Rural School with over 360 students commuting by bus.

We have a staff of fully qualified, experienced and motivated teachers with a programme of professional learning and leadership development aimed at continual improvement of our teaching practices.

Our school has a strong pastoral care ethos, with students in Year Level forms that meet daily for mentoring and team building, supported by Year Level Wellbeing Deans and House Coordinators, and we believe in operating fair and consistent rewards and consequences for student behaviour.

An outstanding feature of our school is its environment, with its large campus, attractive and well-resourced classrooms, and its location among the rivers and mountains of the central South Island.

Our Outdoor Education, Agriculture [PIA], BCITO Building and Gateway programmes are highly subscribed and well recognised for preparing young people for careers in these industries, while our EOTC programmes at all levels make the most of the environment in which we live.

Student leadership, community service and house spirit all contribute to developing well-rounded, young people who are proud of their school and who go on to succeed in many ways beyond school.

Student leadership is visible in all areas of our school from student-led assemblies and student guides for any visitors to the school right through to a highly effective, proactive Student Council.

We benefit from the support of a visionary Board of Trustees, a PTA and Foundation Alumni, and the contributing schools and businesses in the community. In 2013 Geraldine High School celebrated its 50<sup>th</sup> year as New Zealand's first Form 1 to 7 school.

Our School vision, adopted from our strategic consultation undertaken at the end of 2022, is 'to Inspire and Empower'. Our annual whakatauki will be created by our student executive and fit closely with our strategic plan. This integrated with our school values of **respect/manaakitanga, responsibility/rangatiratanga, relationships/whanaungatanga and achievement/whakatutukitanga** throughout the school year with one focus value per term. These uara are visibly demonstrated via assemblies, house meetings, whanaungatanga (form time), Student Leadership, Student Council and within the classroom.

### **Curriculum Vision [Marautanga Orama]**

Our vision is for a rich and balanced curriculum that maximises opportunities to meet the learning aspirations and achievement of each student in order to equip everyone for positive and successful lives, where students are encouraged to achieve their personal excellence. Teaching and learning programmes build on existing good practices and maximise the use of local resources and opportunities. Our curriculum is underpinned by the principles, key competencies and values of the New Zealand Curriculum.

We provide unified and purposeful programmes of learning that prioritise literacy and numeracy, the key capabilities are critical and creative thinking, communication skills; including verbal, digital, written, and visual, and managing self and relating to others. This is the basis for all learning and builds foundations in the skills and knowledge required to be confident, connected and actively involved as lifelong learners.

Each student is seen as an individual who brings their own interests, passions and prior knowledge that we value, foster and use to empower them to take ownership of their learning and future direction.

The most able students are catered for through extension and enrichment programmes coordinated by our designated GATE Coordinator and Academic Dean. Dedicated learning support through our Te Whare Ako ko Matoa, caters for those students who need extra assistance.

Our Year 7 and 8 students experience a broad and diverse curriculum taught by subject specialist teachers in purpose-built environments including Technology, Science, Physical Education, Outdoor Education and the Arts. Year 9 and 10 students begin to make choices about the subjects they wish to take, creating individualised pathways that lead on to senior school options.

Senior students have the opportunity to specialise in order to meet the requirements of NCEA as well as preparing for tertiary study or work pathways. We offer a wide range of senior subjects with specialist teachers and resources. Students can also access courses from Correspondence School, Ara Polytechnic and University of Canterbury. Outdoor Education and Primary Industries are areas in which our school is accredited to deliver industry-standard programmes. We also provide workplace learning through the Gateway programme.

### **Teaching and Learning (Ako)**

We believe a collaborative approach to have a positive effect on student achievement in the classroom and we strive to identify the strategies that work and don't work in the classroom. Identifying what we want to see as core aspects of lessons that we know, and what research indicates, helps increase learning and establish these as common practice. This is based around the inquiry process and is both deliberate and reflective. This has led to a curriculum focus over 2021 and 2022 to focus on Foundation Learning which has a focus on the quality of teaching which will be improved through shared efficacy around effective feedback,

critical thinking, communication skills and a focus on growth mindset.

Ako means both to teach and to learn. Ako recognises that knowledge is something that both teachers and students bring to the classroom (both teacher and student can learn from each other). Ako also acknowledges the way that new knowledge and understanding can grow out of shared learning experiences.

Embracing the principle of ako enables teachers to build caring and inclusive learning communities where each person feels that their contribution is valued and that they can participate to their full potential. Building productive relationships, between teacher and students and among students, where everyone is empowered to learn has been an important factor in the development of a Personal and Social Education scaffolded programme with all our year groups for one teaching period per week.

### **STRATEGIC GOALS**

Based on the feedback from the staff, students and community into the strategic planning process at the end of 2022, the following strategic goal areas were identified by the BOT and if these are achieved then the School's purpose will be met:

# Geraldine High School Strategic Vision: *to inspire and empower*

Tamaiti akona i te pā,  
tu ana ki te ao, tau  
ana.

A child educated to be  
strong in their own  
identity stands  
confident in the world.

Build through  
connection: Mana  
Whenua, Tangata  
Whenua and Tangata  
Tiriti

Our Students will *create  
meaningful connections*  
by:

Understanding their  
relationship to their  
community  
Embracing the opportunity  
to connect with others  
Understanding what makes  
Aotearoa unique and  
where their place is in it

Rere atu, rere mai,  
taku manu e, Rere ki  
tua, rere ki kō, kia  
whetūrangitia e

Fly, my bird, in every  
direction. Attain the  
countless stars.

Wellbeing for life

Our students will *foster  
self-awareness and belief* by:  
gaining the tools to help them  
navigate challenges with  
resilience, empathy and a  
sense of community  
Knowing what a healthy  
lifestyle looks like  
Understanding the values that  
underpin their GHS  
experience and how those  
values can carry them through  
life

Te manu e kai ana i te miro,  
nōna te ngahere; te manu e  
kai ana i te mātauranga  
nōna te ao.

The forest belongs to the  
bird who feasts on the miro  
berry, the world belongs to  
the bird who feasts on  
education'.

Engage with  
Learning

Our students will be  
*motivated to reach their  
highest potential* by:  
Having a growth mindset  
around their learning  
Thinking critically and  
communicating effectively  
Engaging in the learning  
process  
Enjoying success in their  
learning

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.

## Goal 1 - *Building through connections: Mana Whenua, Tangata Whenua and Tangata Tiriti*

Strategic Goals	What we want to see	2023	2024	2025	What will we measure
<p>Building through connections: Mana Whenua, Tangata Whenua and Tangata Tiriti.</p> <p>Inspire and empower individuals to create meaningful connections.</p> <p>Poipoia te kakano kia puawai (nurture the seed and it will blossom).</p>	<p>Build closer relationships with the local community.</p>	<p>Build closer relationships with businesses.</p>	<p>Increase the number of businesses that have a relationship with the kura, students and staff.</p> <p>Build closer relationships with contributing schools.</p> <p>Increase the number of ex-students on the graduate profile database.</p> <p>Increase the number of sporting/cultural opportunities at GHS.</p>	<p>Further increase the number of businesses that have a relationship with the kura, students and staff.</p> <p>Strengthen the relationships with contributing schools.</p> <p>Increase the number of ex-students on the graduate profile database.</p>	<p>Number of businesses engaged with the school for education, employment or financial support.</p> <p>Number of initiatives/opportunities that the schools collaborate on.</p> <p>Numbers of ex-students on the graduate profile database.</p>
	<p>Develop our students' understanding of employability skills.</p>	<p>Engage with tertiary providers about options for life after school.</p> <p>Engage with employers about the skills and characteristics needed to be successful in the workforce.</p> <p>Exposed to a variety of vocational pathways. (Guest speakers) Inspiring the future programme for Year 10.</p>	<p>Engage with tertiary providers about options for life after school.</p> <p>Engage with a larger group of employers about the skills and characteristics needed to be successful in the workforce.</p> <p>Develop a graduate profile of students leaving GHS</p>	<p>Engage with tertiary providers about options for life after school.</p> <p>Engage with a larger group of employers about the skills and characteristics needed to be successful in the workforce.</p> <p>Develop a graduate profile of students leaving GHS</p>	<p>Engage with tertiary providers about options for life after school.</p> <p>Increased number of students engaged in work day.</p> <p>Increase the number of employers/workers involved.</p> <p>BCITO building small houses/buildings.</p>

		<p>Year 10 unit of work to include a local business (Science).</p>	<p>Work day introduced for senior students.</p> <p>Increase the number of employers involved.</p> <p>Increase the number of subject areas engaging with Venture Timaru (HPE, Mathematics and English).</p> <p>Planning for BCITO building programme. Key stakeholders established.</p>		<p>Number of employers/workers involved.</p> <p>All subject areas have engaged with local business to deliver aspects of their curriculum.</p> <p>Graduate profile of students in BCITO developed.</p> <p>Students working on projects with community businesses.</p>
	<p>Grow our students knowledge of our local histories.</p>	<p>GHS students will have fundamental knowledge of the history of Geraldine/Raukapuka.</p> <p>Our students will be capable of explaining the histories of Geraldine High School.</p>	<p>Connect with Arowhenua and have a marae visit with a small group of students or teachers.</p> <p>School Haka and Waiata created.</p> <p>Kapa Haka group to be developed to participate in lower level Kapa Haka competitions and observe higher level competitions.</p> <p>Students to participate in a combined Canterbury rural kapa haka group.</p>	<p>Whole staff PLD at Arowhenua.</p> <p>Kapa Haka group to perform at a higher level competition.</p> <p>Number of students participating and leading within rural kapa haka group increases.</p> <p>Interactive timeline and unit used as a teaching resource in Social Sciences.</p>	<p>Pouwhenua developed. Students speaking at assemblies about the history of the area.</p> <p>Waiata and haka performed at formal occasions and celebrations.</p> <p>Kapahaka performances at regional and national events.</p> <p>Timeline developed with an interactive display created by a GATE group.</p>

			Research the history of GHS. Interactive timeline developed. Unit of work developed for a year level at GHS.		Unit developed for teaching of local curriculum.  Community presentation of the interactive timeline and unit of work.
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## Goal 2 - *Wellbeing for Life: Mauria Te Pono (believe in yourself)*

Strategic Goals	What we want to see	2023	2024	2025	What will we measure
Inspire and empower individuals to foster self-awareness and belief.  Mauria te pono (believe in yourself).	Learning opportunities for students to develop personal and social skills that will prepare them for life outside of school.	Assess and refine PSE programme through staff and student voice.	Assess and refine the PSE programme through staff, student, whanau and community voice.  Create a culturally responsive and inclusive PSE programme that prepares all students for life outside of school.	Engage with local iwi to establish genuine relationships and gain a greater understanding of how we can work together to improve personal and social education for all students.	Qualitative data: Feedback and feedforward from staff, students, whanau and community.  Quantitative data: Reduction in negative incidents involving personal and social decision-making.
	Effective well-being practices and processes that provide equitable access to well-being services in the school.	Define the role of the Youth and Whanau Support Worker.  Develop clear referral systems for well-being services at GHS.	Develop clear reporting processes for the Board of Trustees and the wider pastoral team.  Liaise with staff, students, whanau and the community to improve well-being services at Geraldine High School.	Continue to strengthen reporting processes to the Board of the Trustees and the wider pastoral team.  Establish relationships with local iwi and community groups to improve well-being practices at Geraldine High School.	Qualitative data: Feedback and feedforward from staff, whanau and the community.  Quantitative data: Data gathered around year groups, trends, gender and ethnicity as reported to the Social Workers Trust, Board of Trustees and Pastoral Team.
	Develop safe, equitable and inclusive learning environments for students through restorative classroom practices .	Develop an understanding of current PB4L practices at GHS.  Connect with South Canterbury Liaison for PB4L.	Review PB4L systems at Geraldine High School.  Develop a plan for practice in 2025.	Implement PB4L systems at GHS following review recommendations.	Qualitative data: Feedback and feedforward from staff, students, PB4L South Canterbury Liaison and SLT, improved professional relationships between staff, students and their whanau.  Quantitative data: Reduction



					in classroom incidents, improved classroom engagement, improved positive whanau engagement.
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### Goal 3 - *Motivated to reach their highest potential* - *Whaia te matauranga hei oranga mo koutou*

Strategic Goals	What we want to see	2023	2024	2025	What will we measure
<p>Engagement with Learning.</p> <p>Inspire and empower individuals to be motivated to reach their highest potential.</p> <p><i>Whaia te matauranga hei oranga mo koutou</i> [Seek knowledge for the sake of your wellbeing].</p>	<p>Develop the understanding and use of Foundation Learning throughout the school.</p>	<p>All staff participated in PLD through staff and department meetings to redesign units of work and assessments.</p> <p>Embedded the use of Foundation Learning data to analyse and inform planning.</p> <p>Implemented a new reporting system that helps students and parents track their progress more effectively.</p>	<p>Improve Literacy and Numeracy levels throughout the school.</p> <p>Further develop the way we use the Foundation Learning assessment data.</p> <p>Use assessment data to inform planning for whole year level courses like Core subjects and PSE.</p> <p>Key Capability identification of Strengths and weaknesses in Year levels.</p> <p>Departments put plans in place to improve their programmes to address weaknesses.</p> <p>Analyse and track NCEA achievement and endorsement</p>	<p>Create a more user friendly and advanced system for analysing Foundation Learning data.</p> <p>To predict grades and address learning gaps for students.</p> <p>Use Foundation Learning assessment data to find pathways for students.</p> <p>Make links and predictions from Foundation Learning data to NCEA.</p> <p>Use Foundation Learning data to help smooth transitioning from Yr 8 to 9 and Yr 10 to 11.</p>	<p>Literacy and Numeracy levels at the beginning and end of the year to see if there is value added.</p> <p>Curriculum Foundation Learning assessment data over time to see a shift in achievement levels.</p> <p>Analysis of Key Capability assessment data over time to see a shift in achievement levels.</p> <p>Achievement levels of target groups of students identified through assessment data.</p> <p>Value added of adapted programmes.</p> <p>Create target groups for NCEA tracking and monitor closely</p> <p>Student Voice on understand their academic progress.</p>

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	<p>Improve teaching pedagogy in the following areas; Literacy and Numeracy across the Curriculum, Critical Thinking, Restorative Practice, Maori Tikanga and Te Reo Maori (NELP 1, 2, 3).</p>	<p>All staff have participated in a term of PLD on Wednesday mornings to explore and apply aspects of UDL, Tikanga and Te Reo into their teaching and learning programmes.</p>	<p>Run a dedicated stream of PLD for all staff focussed on developing the skills of teaching Literacy and Numeracy across the curriculum.</p> <p>Run another stream of PLD dedicated to developing the following areas of teaching and learning;</p> <ul style="list-style-type: none"> <li>● Critical Thinking</li> <li>● Restorative Practice</li> <li>● Te Ao Maori</li> <li>● Te Reo Maori</li> </ul>	<p>Create PLD programs for staff in Literacy, Numeracy, and bicultural competencies that support the full integration through every department.</p> <p>Create a PLD programme for teaching excellence in critical thinking, relational practices, as well a focus on bicultural education.</p>	<p>Understanding skill and confidence levels of staff in delivering Literacy and Numeracy across the curriculum.</p> <p>Student Voice on how well Lit and Num is integrated through the school.</p> <p>The use of Te Reo Maori in everyday classes.</p> <p>The number of units of work that link in Te Ao Maori contexts.</p> <p>Staff voice on the use of Critical Thinking and Restorative practices in the classroom.</p> <p>Number of pastoral records for low-mid level issues.</p>
	<p>Deliver new NCEA level 1 courses as well as plan and prepare for further NCEA changes (NELP 2, 4, 5).</p>	<p>HOD meetings were devoted to NCEA Level 1 understanding.</p> <p>HOD's meeting with</p>	<p>Deliver new NCEA level 1 programmes.</p> <p>Review NCEA level 1 programmes throughout the year.</p>	<p>Complete implementation of revised Level 2 and preparation for Level 3 changes.</p>	<p>NCEA programmes in place and delivered.</p> <p>Analyse and review assessment data.</p>

		<p>MOE advisers.</p> <p>PLD sessions from PLD for departments.</p> <p>HOD's devoted time off-timetable to develop courses.</p>	<p>Plan and prepare for NCEA Level 2 and 3 changes.</p>	<p>Create a review process for continuous improvement based on student and teacher feedback from NCEA Level 1 programmes.</p>	<p>Collect student voice on NCEA Level 1 Courses.</p> <p>Collect staff voice on NCEA Level 1 Course PLD and preparation for NCEA Level 2 and 3 completed by HOD's and Teachers.</p> <p>Plans in place for new NCEA level 2 &amp; 3 courses.</p>
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