

2017



Geraldine High School

Strategic Plan 2017 - 2020

Our **MOTTO** is:

Labor Omnia Vincit – work conquers all

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.

The **VISION** statement for Geraldine High School is:

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

The BOT 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.**

OUR SCHOOL

Geraldine High School is a decile 8 school located in the picturesque country town of Geraldine in South Canterbury. We have a roll of 551 students from Years 7 to 13, with 46 teaching staff and a further 25 ancillary and support staff.

Most students come from Geraldine Primary School, Woodbury Primary School, Carew Peel Forest and Winchester Rural School with over 300 students commuting by bus.

Geraldine High School consistently produces academic results above those of other decile 8 schools in New Zealand, including over 80% of Year 8 students achieving 'At' or 'Above' their National Standards, and over 85% of students completing NCEA Level 2 before they leave.

We have a stable 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 vertical forms that meet daily for mentoring and team building, supported by Year Level 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 senior Outdoor Education and Agriculture [PIA] 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, 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 (which shares governance of Carew Peel Forest School and Geraldine High School), a positive and proactive PTA, and the contributing schools and businesses in the community. In 2013 Geraldine High School celebrated its 50th year as New Zealand's first Form 1 to 7 school.

Every year we have a theme for the year with 2017 being 'Resilience'. This is integrated into our school values of **Respect, Responsibility, Relationships and Achievement** throughout school year with one focus value per term. These are incorporated into Assemblies, House meeting, VFT, Student Leaders and Council and in the classroom.

Students statistics:

Ethnicity	European – 424	77%
	Maori – 72	13%
	Asian – 29	5%
	Pasifika – 12	2%
	MELAA – 10	2%
	Other – 4	1%
Gender	Males – 286	52%
	Female – 265	48%
	Total - 551	

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 practice 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 prioritises literacy, numeracy, problem solving, creativity, inquiry learning, thinking skills, managing self, participating and contributing, 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 co-ordinated by our designated GATE (Gifted and Talented Education) team and Academic Dean. Dedicated Learning Support 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 vocational pathways. We offer a wide range of senior subjects with specialist teachers and resources. Students 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)

A collaborative approach to have a positive effect on student achievement in the classroom.

To identify the strategies that work and don't work in the classroom. Identify 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.

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 understandings 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.

STRATEGIC GOALS

Based on the feedback from the staff, students and community into the strategic planning process, the following strategic goal areas were identified by the BOT 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 – 2020 STRATEGIC GOALS

Strategic Goals for 2016-2020	
1.	<p>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> <p><i>Critical Dimensions:</i></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
2.	<p>All students are supported to identify a pathway of learning that is relevant to them and focused on their future success</p> <p><i>Critical Dimensions:</i></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.	<p>Geraldine High School facilitates a wide range of learning opportunities in partnership with the local community</p> <p><i>Critical Dimensions:</i></p> <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

Critical Dimensions:

- 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 cultural, physical facilities and social life of the School

5. Long term developments for the benefit of students are planned and resourced

Critical Dimensions:

- 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