

Timaru Girls' High School

Strategic Plan 2026

Our Vision

We develop confident learners who experience success.

At TGHS we value:

The power of a strong **Community / Tūrangawaewae**

Developing **Leadership / Mana Wahine**

Creating a healthy **Learning Culture / Whai Hua, whai Ako, whai Mātauranga**

Respecting and acknowledging our **Heritage / Mana Tuku Iho**

Long term strategic focus areas (3 years)

1. Engaging Teaching and Learning
2. A Positive and Inclusive Environment for all.

School Goals 2026

1. Increase Level 2 endorsement rate to bring them back to National levels (approx. 15%)
2. Achieve an **Annual Average** Regular Attendance of **60%** (This target requires an 8.67 percentage point increase from our 2025 baseline, focusing on consistent performance across all four terms).



Strategic focus 1: Engaging teaching and learning

1.1 We have high aspirations for all ākonga, and we will work to deliver programmes that respond to our students' needs, and sustain their identities, language and cultures.

1.2 We will work to provide all ākonga with sound foundation skills in oral language, literacy and numeracy.

1.3 Teachers will engage with purposeful professional development to strengthen teaching and grow staff leadership and capability.

1.4 Effective collaboration with employers and tertiary institutions will ensure we can provide meaningful pathways for our ākonga.

Strategic focus 2: A positive and inclusive environment for all

2.1 Timaru Girls' High School will be a safe and inclusive place for learning, free of racism, discrimination and bullying.

2.2 Barriers to learning will be actively reduced to enable all ākonga to achieve success at school.

2.2 Te Reo Māori and tikanga will be incorporated into the daily life of Timaru Girls' High ākonga and kaimahi.

2.4 The wellbeing of our ākonga and kaimahi is of high importance.

1. Engaging teaching and learning

1.1 We have high aspirations for all ākonga, and we will work to deliver programmes that respond to our students' needs, and sustain their identities, language and cultures.

To be achieved by:

- 1.1.1 Prioritising time and support for teachers to work on the new proposed curriculum changes.
- 1.1.2 Students with specific identified learning needs are well catered for.
- 1.1.3 All curriculum areas offer contextual, relevant learning experiences.
- 1.1.4 Achievement and pastoral data is used to track, support and inform student progress.
- 1.1.5 Individual engagement with whānau is timely, proactive and solution focused.
- 1.1.6 All students for whom English is a second language are identified and tracked, to ensure learning is accessible for them.
- 1.1.7 Staff actively support opportunities for students to embrace, learn about and promote different cultures.

1.2 We will work to provide all ākonga with sound foundation skills in oral language, literacy and numeracy.

To be achieved by:

- 1.2.1 Every learning area is expected to focus on and enhance literacy and numeracy development in their subject.
- 1.2.2 Kaiako share ideas, experiences, findings and activities around effective literacy / numeracy strategies.
- 1.2.3 Regular review driven by SLT – how do we know we are making a difference to improving the literacy and numeracy levels of our ākonga?
- 1.2.4 Students at risk of not achieving Numeracy and Literacy requirements are identified and supported via ILP's.
- 1.2.5 The SENCO will meet with the SLT regularly to ensure the learning needs of all students are being met.

1.3 Teachers will engage with purposeful professional development to strengthen teaching and grow staff leadership and capability.

To be achieved by:

- 1.3.1 Delivering a coherent, relevant, robust staff professional development programme every year.
- 1.3.2 Continue our work with RBL as a school. All teachers to implement RBL strategies in their classroom practice.
- 1.3.3 Introduce (and review) Science of Learning principles across all classes.
- 1.3.4 Regular sharing of expertise – teachers teaching teachers.
- 1.3.5 SLT to continuously look to grow leadership capability within the staff.
- 1.3.6 Prioritising time and support around implementation of the new curriculum.

1.4 Effective collaboration with employers and tertiary institutions will ensure we can provide meaningful pathways for our ākonga.

To be achieved by:

- 1.4.1 Continue to provide opportunities for students to experience authentic workplace environments via the Gateway programme, and other avenues in the school.
- 1.4.2 Continue developing a vibrant careers education programme for every student at every year level, that inter-weaves throughout all learning areas.

2 A positive and inclusive environment for all

Timaru Girls' High School will be a safe and inclusive place for learning, free of racism, discrimination and bullying.

To be achieved by:

- 2.1.1 Positive messages around inclusivity conveyed regularly via whole school assemblies, form times, level assemblies etc.
- 2.1.2 Restorative practice and principles to be taught, practiced and embedded with staff (especially for our pastoral team).
- 2.1.2 Student voice to be collected. Data used to inform actions going forward.
- 2.1.2 Staff voice to be collected. Data used to inform actions going forward.
- 2.1.3 A clear process is in place to address any concerns or complaints promptly and thoroughly.
- 2.1.5 The visual aesthetic of the school and individual classrooms reflects an inclusive, kind, caring, safe environment for all.
- 2.1.6 Prompt responses and consequences are applied whenever non-inclusive behaviour is identified.

2.2 Barriers to learning will be actively reduced to enable all ākonga to achieve success at school.

To be achieved by:

- 2.2.1 All teachers to make a deliberate effort to get to know their learners at the start of the year (and as new students arrive throughout the year).
- 2.2.2 Any suspected learning challenge for any student is passed on to our SENCO or appropriate person (e.g RTLB, dean), for timely response/follow up.
- 2.2.3 Develop a centralised system whereby all students at TGHS with extra learning needs are easily identified and learning needs are outlined.
- 2.2.4 Proactive, productive communication takes place between whānau and school, in a timely manner, to address potential barriers to a student's progress.
- 2.2.5 Pastoral team and SLT engage outside agencies in a timely manner to support a student (and whānau if needed).
- 2.2.6 Hardship funding is used appropriately to support students in their learning / engagement.
- 2.2.7 Cultural sensitivity and awareness from staff is demonstrated at all times.

2.3 Te Reo Māori and tikanga will be incorporated into the daily life of Timaru Girls' High ākonga and kaimahi.

To be achieved by:

- 2.3.1 The T.G.H.S Karakia is recited regularly at a range of different contexts in the school setting.
- 2.3.2 The use of basic te reo Māori, by kaimahi, is encouraged in all classrooms and learning environments.
- 2.3.3 Kaimahi are supported, to enable them to develop confidence around the use and understanding of te reo Māori.
- 2.3.4 Regular use of te reo Māori in assemblies and at other public school events.
- 2.3.5 Student leaders encouraged, and supported, to use te reo Māori when speaking publicly.
- 2.3.6 Te reo Māori and aspects of te Ao Māori is evident on the walls of classrooms and learning spaces.
- 2.3.7 Māori Achievement plan is developed, enacted and regularly reviewed.
- 2.3.8 All students in Year 9 are exposed to a Tikanga Māori learning programme.

2.4 The wellbeing of our ākonga and kaimahi is of high importance.

To be achieved by:

- 2.4.1 Student voice to be collected around mental/emotional/physical wellbeing. Data from this to inform future actions.
- 2.4.2 Staff voice collected around mental/emotional/physical wellbeing. Data from this to inform future actions.
- 2.4.3 A student wellbeing leader and student wellbeing committee is appointed and supported each year.
- 2.4.4 Staff wellbeing is monitored regularly.

Annual Plan

School Goal 1: Increase L2 Excellence endorsements to bring them back to, or above, National levels.

School Goal 2: Achieve an annual average regular attendance of 60%

Teaching and Learning Priorities 2026

1. Continue to increase understanding and **familiarity of the RBL framework** with all teachers.
2. Increase teacher capability to use a range of **numeracy and literacy** strategies in class.
3. Support staff and allow time to effectively implement the new **curriculum changes**.
4. Create a **Māori Student Achievement Plan**.
5. Ensure that all **students with extra learning needs** are well served.
6. Track **attendance** data and respond effectively to non-attendance concerns.

School Goal 1: : Increase L2 Excellence endorsements to bring them back to, or above, National levels.

School Goal 2: Achieve an annual average regular attendance of 60%

1. Continue to increase understanding and familiarity of the RBL framework with all teachers.

What	Who	When	Review
All Learning Area Head's and DP's are upskilled on the RBL observation and coding techniques.	Kg	By end T1	
All LAH's and DP's to have completed data collection for their department member.	LAH's / DP's	By end of T2	
PD sessions scheduled throughout year to build teacher capacity and share knowledge.	Kg	Thursday am PD sessions	
Teacher feedback sought to determine level of understanding and buy-in to the RBL framework	Kg/SLT	Term 4	

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2. Increase teacher capability to use a range of numeracy and literacy strategies in class.

What	Who	When	Review
Staff learn about how Structured Numeracy methodology can be applied in the classroom.	Ln and Wf	March 2026 – 3 day PD course	
'Scribo' (online writing resource) is brought into the school and incorporated into lessons.	Eng dept SENCO	End of T1	
Allocate PD time to share best practice and review/ discuss school-wide approaches.	MK	Thursday am PD slots	
Regular review at LAH meetings	BA	Ongoing	
Ongoing review of CAA results helps identify growing confidence and understanding in Numeracy/Literacy	SLT		

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3. Support staff and allow time to effectively implement the new curriculum changes.

What	Who	When	Review
A standing agenda item for discussion at every LAH meeting	BA	3 x term	
Keep up to date with all changes and latest information from NZQA and feed this information on to relevant staff	RN		
LAH report meeting with SLT	SLT and LAH's	Start T2	
SLT to resource attendance at subject specific PD as required.	BA		
No teacher left behind or isolated with the new changes – He Waka Eke Noa	SLT	Ongoing	

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4. Create a Māori Student Achievement Plan.

What	Who	When	Review
Gather feedback to create a MSAP for 2027	SLT	T2,3 and 4 2026	
Engage with Koia te Mārautaka	SLT	By end T1	
Student voice gathered to inform strengths and areas of need	KTM	Monday 11 May	
Māori student achievement data analysed and presented to BOT for discussion	CW	By end T3	
Whānau hui to seek input and feedback	SLT/Hinemoa	End term 3 (lead up to FLAVA Festival)	
Re-visit the student feedback document created by HN in 2024 (after he met with a range of Māori students)	SLT	By end T2	
Staff input and feedback sought on proposed MSAP 2027	SLT	By end T3	
BOT input and feedback sought on proposed MSAP 2027	HE	T3 and T4	

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5. Ensure that all students with extra learning needs are well served.

What	Who	When	Review
A centralised online system is created whereby every student in the school with extra learning needs is identified, and the general scope of their learning needs is highlighted.	SENCO and CW	T1	
All students in the school for whom English is a second language, to be recorded on a centralised register.	LN / SENCO	T1	
All students for whom English is a second language to have a conversation with the ESOL teacher, SENCO or dean to establish the level of need / understanding in the classroom environment (recorded).	LN Deans SENCO	T1	
Work effectively alongside RTLB to develop IEPs for high needs learners.	SENCO	Ongoing	
Track data effectively (how do we know we are making a difference for our learners with special needs?)	CW / SENCO	End T2 / T3	
Teacher professional development sessions targeted around how to support students with high needs.	MK	As needed and available	
The specific needs of high-needs students are taken into consideration when developing programmes of learning and timetables.	SLT Timetable team		

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6. Track attendance data and respond effectively to non-attendance concerns.

What	Who	When	Review
Create and oversee Attendance Management Plan	CW	From start of year	
Deans and SLT track attendance data of each year level, weekly.	Deans and SLT	Weekly from start of year	
Engagement with the ROCK ON programme to provide wrap around, agency level support for our chronic non-attenders	Attendance officer CW, BA, JU	3 x term	
Acknowledge and celebrate high attendance rates	Deans / DP's	2 x year	
Report on attendance rates to the BOT each month	CW	Monthly	
Engage with families who need support / guidance with regards to regular attendance.	SLT / Deans	As required	

