



Christchurch Girls' High School | Te Kura o Hine Waiora

*This is the place where the waters nurture our girls in their education
Sapientia et veritas - Wisdom and Truth*

OUR VALUES:

Manaakitanga

Whanaungatanga

Aroha

Rangatiratanga

VISION:

'Our vision is to empower and inspire the development of 21st Century lifelong learners by providing a passionate learning environment with diverse opportunities, experiences and authentic relationships to enable learners to flourish, celebrate achievement, contribute to our world and become tomorrow's inspired leaders today.'

STRATEGIC GOALS:

STRATEGIC GOAL 1

To empower and inspire the development of 21st Century lifelong learners (TRANSFORMATIONAL LEADERSHIP CULTURE)

This means:

- ▶ The school is committed to the unique partnership with Te Rūnanga o Ngāi Tahu under Te Tiriti o Waitangi.
- ▶ Transformational leadership in action.
- ▶ School values are embodied in all leadership work and visible in behavior, interactions, structures and documentation.
- ▶ We develop 21st century student and staff competencies, skills and aptitudes.

So that:

Our students and staff are equipped for the future and live our values and vision.

We will measure this by:

- ▶ The strategic and annual plans, policies and procedures show visible and authentic lived values.
- ▶ Whole community voice through Ask Your Team self-evaluation tool reflects transformational change.
- ▶ There are diverse and visible leadership opportunities for staff and students.

STRATEGIC GOAL 2

To create a passionate learning environment where learners have the power to act (ENGAGEMENT)

This means:

- ▶ Learner agency is grown.
- ▶ Deep, authentic student engagement is happening.
- ▶ Student-centered learning is embraced.
- ▶ Teachers are excited, motivated and inspired.
- ▶ Collaboration and creativity is nurtured.
- ▶ We value an holistic understanding and aspiration for excellence for each student.
- ▶ We take inspiration from our history and tradition.

So that:

Staff and students are passionate, engaged, lifelong learners with agency over their futures

We will measure this by:

- ▶ Ask Your Team self-evaluation tool
- ▶ Recruitment policies, procedures and documentation reflect these priorities.
- ▶ Analysis of student attendance and staff retention statistics reflect engagement.
- ▶ Analysis of achievement a focus on disparities/accelerated learners/literacy/numeracy (AoV, Ed Potential, voice – hui, online)

STRATEGIC GOAL 3

To provide diverse learning opportunities and experiences that will empower and inspire learners (INNOVATION)

This means:

- ▶ Design for Learning (in the context of CGHS).
- ▶ Diversity and flexibility in how, when and where students learn.
- ▶ The development of different programmes of study.
- ▶ Student access to learning programmes.
- ▶ Real world opportunities and contexts.

So that:

Our staff are open to innovation so that our students see their learning as relevant to their lives, see possibilities, create solutions and contribute to our world

We will measure this by:

- ▶ Staff uptake of professional learning opportunities (including study awards) is high.
- ▶ Our vision, values and 21st century learner framework are reflected in our emerging curriculum change and space design.
- ▶ Visible change to curriculum design and timetable structures.
- ▶ Holistic focus of student profiles is brought to life (eg service)

STRATEGIC GOAL 4

To build (foster) authentic relationships through connection, understanding and trust and valuing culture, language and identity (WELLBEING AND BELONGING))

This means:

- ▶ Demonstrating our values in all our interactions
- ▶ Partnership with our Māori whānau
- ▶ Partnership with our Pasifika and other ethnic communities, particularly Muslim
- ▶ Cultural responsiveness and inclusion – knowing our learners
- ▶ Inspiring our students by modelling what is possible.
- ▶ Restorative and relational culture
- ▶ Working with collaboration and treating people with dignity, interest and care.
- ▶ Actively implementing dispositions for learning
- ▶ Giving back to society

So that:

Our staff and students are resilient, empathetic and flourishing

We will measure this by:

- ▶ Ask Your Team parent, staff and student survey data.
- ▶ Counselling trends analysis and reports.
- ▶ The Mātauraka Mahaanui Indicators Framework shows progression on the indicators
- ▶ Pastoral data around restorative processes, stand downs and suspensions
- ▶ Engagement levels in Māori, Pasifika, Muslim and parent hui.

STRATEGIC GOAL 5

To build a culture of organizational renewal and transformation through rigorous reflection and self-review (CRITICAL REFLECTION)

This means:

- ▶ The school has a documented and approved strategic plan that identifies the school's vision, values, strategic goals and critical success factors for effective performance.
- ▶ Every strategic goal in the SP has an annual performance plan that sets targets for the key activities and achievement objectives for the year.
- ▶ The school annually reviews all portfolio areas within the 'school effectiveness' cycle.
- ▶ A comprehensive analysis of variance is undertaken on the school's strategic goals and annual strategic priorities.
- ▶ The school analyses the success and achievement of students across the school.
- ▶ The BOT regularly reviews and evaluates its governance roles and responsibilities.

So that:

We know who we are, as a school, whether we are making a difference for our students and staff and where we are going for the future

We will measure this by:

- ▶ STEADA self-review for every Faculty Term 1 (achievement and engagement analysis leading to change)
- ▶ Annual Principal appraisal outcomes
- ▶ ERO reports and recommendations.
- ▶ Progress against the targets set in the Annual Plan (AoV)
- ▶ Cyclical BOT policy and procedure review plans

ANNUAL PLAN 2023:

STRATEGIC GOAL 1

To empower and inspire the development of 21st Century lifelong learners (TRANSFORMATIONAL LEADERSHIP CULTURE)

People own the vision and values

- ▶ The unique partnership with Te Ngāi Tūāhuriri Rūnanga under Te Tiriti o Waitangi is reflected in our master plan and curriculum (all faculties attend wananga at Tūāhuriri marae)
- ▶ Make vision and values visible and alive in the school (student/staff profiles, visual imagery)
- ▶ Change structures and systems to encourage leadership, agency and adventurous initiatives (HOLA/HOD/pastoral teams, embed Ed Leadership Framework)
- ▶ The Education Brief transformational blueprint is embedded in our master plan and in curriculum development (semesters implemented Year 9, plan Year 10 2024, RAS)

Student Leadership

- ▶ Embed new Year 13 prefect model based on the values (Student leader strategic plan aligns to school)
- ▶ Develop junior leadership model which aligns to values

Staff Leadership

- ▶ CGHS teacher profile develops 21C capabilities and is embedded in the Professional Growth Cycle
- ▶ Diversity is supported through staff recruitment and appointment policies and procedures (in particular Māori and Pacific)
- ▶ Professional development programmes enhance leadership across the school at a range of levels (teams strengths analysis and coaching investment, Leadership Lab/HOLAs/HODs), RJ PLD, cultural responsiveness PLD

Resourcing

- ▶ Annual budgeting reflects the strategic vision (eg whole faculty release days for marae)
- ▶ Annual budget invests in staff leadership development (strengths/coaching focus, targeted RRR MU)

STRATEGIC GOAL 2

To create a passionate learning environment where learners have the power to act (ENGAGEMENT)

Staff learning culture

- ▶ A co-constructed professional development programme is in place for staff with a focus on RAS, NZ Histories/ cultural responsiveness/literacy/numeracy.
- ▶ Attestation and professional learning systems are aspirational and aligned to the strategic vision.
- ▶ Staff are digitally skilled to deliver an engaging curriculum for students

Student learning culture

- ▶ Student voice continues to be gathered, valued and informs change (ongoing junior school focus).
- ▶ Equity of access to devices and technology is addressed and a priority (ongoing new entrants)
- ▶ The student growth and student graduate profiles are embedded in curriculum, assessment and reporting
- ▶ Students develop agency in assessing their own progress (use ako to embed self-reflection to JGP and individualised portfolio dvp, timetable structure change for ako)
- ▶ Develop student led learning conferences with ako teacher and whānau
- ▶ A rich co-curricular programme supports student engagement and achievement (establish strategic plan)

Infrastructure

- ▶ A furniture renewal plan is developed, resourced and implemented to align with master plan and Education Brief
- ▶ Master planning enhances the external environment for learning and wellbeing

STRATEGIC GOAL 3

To provide diverse learning opportunities and experiences that will empower and inspire learners (INNOVATION)

Design for Learning

- ▶ Implement year 9 semesters 2023 and plan for year 10 semesters 2024
- ▶ Encourage and expose staff to opportunities to see learning and design in other schools Term 1 and 2
- ▶ Create opportunities for collaboration for our staff around curriculum design change for implementation 2024/2025
- ▶ Embed new Learning Enhancement Area design (LEE administrator, increased focus on senior pathways)
- ▶ Implement new literacy and numeracy strategies
- ▶ Deepen student passion for learning by high impact practices for example staff PD around differentiation in a non-streamed context

Develop new partnerships for curriculum delivery

- ▶ Explore shared curriculum delivery at senior levels with CBHS
- ▶ Continue to develop new partnerships for Mātauranga Māori (Tūranga, Te Ngāi Tūāhuriri)
- ▶ Build on and embed community and industry options which maximise our inner-city location

Develop new learning infrastructure

- ▶ Design new timetable structure for 2024/5 to enable innovative teaching and learning
- ▶ Continue to refine reporting format for the school
- ▶ Continue to develop portal as key avenue into real time reporting 2023/4

STRATEGIC GOAL 4

To build (foster) authentic relationships through connection, understanding and trust (WELLBEING)

Ensure that the school is a culturally responsive organisation

- ▶ Ensure that Māori cultural responsiveness is grown among all staff with a PLD focus in 2023
- ▶ School continues to engage more deeply with whānau
- ▶ Ensure that Pasifika cultural responsiveness is grown among all staff with a PLD focus including Pacific Values Framework (PVF) 2023
- ▶ School continues to engage more deeply with Pasifika fono
- ▶ Continue deeper engagement with Muslim community as ongoing priority in 2023 (renew Muslim adviser contract, embed hui/Muslim rep on BOT)
- ▶ International students are valued and their needs are met as we rebuild the department post covid (homestay/coordinator, increased ESOL tutor hours)
- ▶ Culture, identity and language is reflected in curriculum and protocols (pōwhiri, waiata, karakia)

School culture

- ▶ Re-engage post covid in opportunities for celebration and community building (rebuild culture of student-led assemblies)
- ▶ Re-engage post covid with whānau and PTA (parent hui, prizegivings, leavers' dinner)
- ▶ Re-engage post covid with Old Girls (planned social occasions, early 150 Jubilee planning)

A relational culture underpins all relationship and behaviour management approaches

- ▶ Continue to embed restorative culture and systems
- ▶ Students and whānau understand and are informed about restorative philosophy and processes (newsletter focus/assembly focus)
- ▶ Continue to roll out conference facilitator training across staff (Australian trainer booked Term 1 and 2)

Staff and student wellbeing is enhanced

- ▶ Review ako programme and function for 2024
- ▶ Embed Year 11 consent and sexual violence prevention programme, roll to Year 12
- ▶ Conduct health parent consultation Term 1
- ▶ Implement sexual harassment reporting system
- ▶ Implement EdPotential as tool for pastoral team, attendance focus
- ▶ Embed staff professional wellbeing plan

STRATEGIC GOAL 5

To build a culture of organizational renewal and transformation through rigorous reflection and self-review (CRITICAL REFLECTION)

Emergent review

- ▶ Significant staff, student and whānau voice continues to be gathered via Ask My Team and progress evaluated
- ▶ Curriculum change and redesign is visible to community - informed by the completed Education Brief, the detailed design phase of the rebuild, robust research and the strategic plan
- ▶ Ensure teacher profile is an active part of Professional Growth Cycle /cycle - completed and monitored

Governance review

- ▶ Embed SLT reporting/review cycle to Board meeting
- ▶ Education Brief informs master plan/rebuild
- ▶ Complete and Implement new risk register

Management review

- ▶ Annual plan is completed to reflect strategic plan and 2022 AoV
- ▶ Variance report addresses annual goals and targets
- ▶ Faculty planning and review is aligned to annual plan and targets
- ▶ Review SLT portfolios Term 1 with rebuild release likely to embed longer term