



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 Ngai 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 enact the 21st Century learner framework

So that:

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

We will measure this by:

- ▶ The Charter, strategic and annual plan, policies and procedures show visible and authentic lived values
- ▶ Staff, student and parent voice reflect 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 – the power to act.
- ▶ Deep, authentic student engagement
- ▶ Student centred learning
- ▶ Excited, motivated, inspired teachers
- ▶ Collegiality and creativity
- ▶ Holistic understanding and aspiration for excellence for each student
- ▶ 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:

- ▶ NZCER Me and My School survey at years 9 and 10
- ▶ Recruitment policies, procedures and documentation reflect these priorities
- ▶ Analysis of student attendance and staff retention statistics
- ▶ NCEA achievement years 11-13

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 and voice
- ▶ Our vision, values and 21st century learner framework are reflected in our emerging curriculum and space design.
- ▶ A service component to the Girls' High student profile

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 Maori whanau
- ▶ Partnership with our Pasifika and other ethnic communities
- ▶ 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:

- ▶ NCER whanau, staff and student wellbeing survey
- ▶ Counselling trends analysis and reports
- ▶ The Maturaka Mahaanui Indicators Framework shows progression on the indicators
- ▶ Pastoral data around restorative processes, stand downs and suspensions
- ▶ Acland House Surveys

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)
- ▶ Principal appraisal outcomes 2020
- ▶ ERO report 2020
- ▶ We meet the targets set in the Annual Plan

ANNUAL PLAN 2020:

STRATEGIC GOAL 1

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

People own the vision and values

- ▶ The new vision has embedded in it the unique partnership with Ngai Tahu under Te Tiriti o Waitangi
- ▶ Co-construct a new vision, values and strategic direction which is transformational with staff, students and whanau
- ▶ Make the new vision and values visible and alive in the school
- ▶ Change structures and systems to encourage leadership, agency and adventurous initiatives
- ▶ The Education Brief is completed as a transformational blueprint for the future

Student Leadership

- ▶ Develop diverse student leadership opportunities
- ▶ Co-construct a student graduate profile

Staff Leadership

- ▶ A co-constructed CGHS teacher profile develops diversity and 21C capabilities
- ▶ Actively recruit of Maori and Pasifika staff to reflect our student diversity
- ▶ Professional development programmes enhance leadership across the school

Resourcing

- ▶ Authentic partnership with manawhenua informs Education Brief and master planning
- ▶ Master planning reflects the vision and strategic plan
- ▶ Annual budgeting reflects the strategic vision

STRATEGIC GOAL 2

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

Staff learning culture

- ▶ Build trust and collaboration by co-constructing vision and professional development learning with staff
- ▶ Attestation and professional learning systems are aspirational and aligned to the strategic vision.
- ▶ All staff are digitally upskilled so pedagogy is engaging for students

Student learning culture

- ▶ Student voice is gathered, valued by staff and informs curriculum change
- ▶ Equity of access to devices and technology is addressed and a priority
- ▶ Developing an holistic understanding of achievement and excellence in our students is prioritised
- ▶ Students are involved in assessing their own progress
- ▶ Investigate Student led learning conferences with ako teacher and whanau
- ▶ A rich co-curricular programme supports student engagement and achievement

Infrastructure

- ▶ A furniture renewal plan is developed, resourced and implemented to create more engaging learning spaces
- ▶ Masterplanning 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

- ▶ Investigate and understand the different models for new curriculum design
- ▶ Curriculum design team are resourced to research and lead staff development of a collaborative and innovative curriculum model for year 9 2021 with volunteer faculties
- ▶ Encourage and expose staff to opportunities to see learning and design in other schools
- ▶ New innovation budget creates opportunities for collaboration for our staff
- ▶ Deepen student passion for learning by high impact practices

Develop new partnerships for curriculum delivery

- ▶ Open discussions with CBHS around shared curriculum delivery at senior levels
- ▶ Explore community and industry options which maximise our inner city location
- ▶ Explore innovative delivery possibilities with ARA and UC

Develop new learning infrastructure

- ▶ Review times of the day, learning session times and timetable structures to enable innovative and collaborative teaching and learning
- ▶ Review reporting to students and parents so that we are delivering 24/7 real time accessible and personalized quality information

STRATEGIC GOAL 4

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

Ensure that the school is a culturally responsive organisation

- ▶ Continue to build relationship with Ngai Tahu
- ▶ Ensure that Maori cultural knowledge, responsiveness and capability is grown among all staff
- ▶ Whanau meetings continue and whanau focus group is established
- ▶ Ensure that Pasifika cultural knowledge, responsiveness and capability is grown among all staff
- ▶ Pasifika fono meetings are introduced and a Pasifika focus group is established
- ▶ Develop connections, relationships and cultural understanding with our Muslim community
- ▶ International students are valued and their needs are met
- ▶ Culture, identity and language is reflected in curriculum and protocols

School culture

- ▶ Increase opportunities for celebration, appreciation and community building (whanaungatanga) within the school
- ▶ Increase engagement opportunities with parents, whanau and PTA
- ▶ Increase engagement opportunities with Old Girls

A relational culture underpins all relationship and behaviour management approaches

- ▶ A restorative culture is introduced and implemented.
- ▶ All related policies and procedures are reviewed and aligned to the relational approach
- ▶ Staff, students and whanau understand and are informed about restorative philosophy and processes
- ▶ Key staff receive intensive conference facilitator training
- ▶ Budget is prioritised for this

Staff and student wellbeing is enhanced

- ▶ Ako time is further developed and staff are equipped to deliver a quality wellbeing programme with and for students
- ▶ A staff professional wellbeing plan is co-constructed with staff

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 whanau voice continues to be gathered for the new vision and strategic plan
- ▶ Curriculum change and redesign is developed informed by the completed Education Brief and the new strategic plan

Governance review

- ▶ Policies and procedures processes are reviewed and a new responsibility and timeline established
- ▶ A new Charter and strategic plan is adopted
- ▶ Education Brief is submitted successfully to the MOE

Management review

- ▶ Annual plan is completed to reflect new vision
- ▶ Principal monthly reporting to Board is reviewed and aligned to strategic and annual plan
- ▶ Staffing resourcing and appointment documentation is reviewed
- ▶ All job descriptions are reviewed and updated to align with vision
- ▶ SLT portfolios are reviewed and are designed to align with vision
- ▶ Review faculty self-review process