



Christchurch Girls' High School | Te Kura o Hine Waiora

Manaakitanga. Whanaungatanga. Aroha. Rangatiratanga.
Te Kura o Hine Waiora - This is the place where the waters nurture our girls in their education

Annual Implementation Plan 2025

KIA WHAKAMANA, KIA WHAKAOHOHO TE TAKE - TO EMPOWER, TO INSPIRE
HE WĀHI PAI HEI AKO, HE WĀHI PAI HEI MAHI - A GREAT PLACE TO LEARN, A GREAT PLACE TO WORK

| OUR VALUES: | ANNUAL GOAL 1 | | ANNUAL GOAL 2 | |
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| Whanaungatanga Aroha Rangatiratanga Manaakitanga | Cultivate continuous innovation and active engagement to enhance learning and boost academic success | | Foster a collaborative, safe and inclusive community that strengthens relationships, student support and wellbeing, while maintaining high expectations | |
| VISION: | INITIATIVES | | INITIATIVES | |
| 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. | 1.1 DESIGN FOR LEARNING | <ul style="list-style-type: none"> Further develop a curriculum which is innovative, engaging, responsive and enhances learner literacy and numeracy | 2.1 CULTURE OF HIGH EXPECTATIONS | <ul style="list-style-type: none"> Foster a high expectations culture that aligns with our school values Enhance wellbeing for all through targeted strategies Continue to grow the relational culture, and embed restorative practice Improve daily attendance rate to meet the government's target |
| COMMITMENT TO TE TIRITI o WAITANGI | 1.2 CULTURE OF LEARNING | <ul style="list-style-type: none"> Cultivate a high expectations learning culture driven by values, evidenced based practices and enhanced learner agency | 2.2 CULTURE OF SAFETY | <ul style="list-style-type: none"> Promote a culture of safety with continuous improvement to enhance H&S and EOTC practices |
| Christchurch Girls' High School Te Kura o Hine Waiora is dedicated to upholding the principles and articles of Te Tiriti o Waitangi and appreciate the bicultural foundation within Aotearoa New Zealand. | 1.3 PARTNERSHIPS | <ul style="list-style-type: none"> Strengthen partnerships to enhance engagement, learning and achievement, fostering a thriving community | 2.3 ENHANCED LEADERSHIP | <ul style="list-style-type: none"> Continue to develop a school wide transformative student leadership model which aligns to our values and provides pathways for leadership Further invest in and support the development of staff leadership so that it is visible and transformative |
| | 1.4 LEARNING SPACES | <ul style="list-style-type: none"> Create a state-of-the-art, inclusive, and flexible learning environment which aligns with the school's educational vision and masterplan, promotes community engagement, and celebrates cultural heritage | 2.4 INCREASED COMMUNITY ENGAGEMENT | <ul style="list-style-type: none"> Continue to increase community engagement to foster a sense of belonging and connection |

| | <ul style="list-style-type: none"> Further integrate and embed literacy and numeracy strategies across the curriculum – through the Literacy and Numeracy Action Plan | All staff | <ul style="list-style-type: none"> are proactively using strategies to improve literacy and numeracy engage with PLD to support this initiative Students share their literacy and numeracy experiences with whānau Students are at or above the rate of similar equity schools across literacy and numeracy | <table border="1"> <tr><th colspan="4">Progress</th></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table> | Progress | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Updated National Curriculum</p> <ul style="list-style-type: none"> Plan for implementation of the updated English and Mathematics and Statistics Curriculum in 2026 for Years 9 to 13. Provide feedback on the draft Science and Technology Curriculum as soon as it is open for consultation. | English and Maths Learning Areas Science and Technology Learning Areas | <ul style="list-style-type: none"> Programmes reflect the updated English and Mathematics and Statistics Curriculum and are ready for implementation in 2026 PLD opportunities and resources have been provided to support the change | <table border="1"> <tr><th colspan="4">Focus Term</th></tr> <tr><th>1</th><th>2</th><th>3</th><th>4</th></tr> <tr><td> </td><td> </td><td> </td><td>✓</td></tr> </table> <table border="1"> <tr><th colspan="4">Progress</th></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table> | Focus Term | | | | 1 | 2 | 3 | 4 | | | | ✓ | Progress | | | | | | | | | | | |
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1.2 CGHS | TKoHW CULTURE OF LEARNING

| Initiative | Key Actions | Responsibility | Annual Outcomes | Progress | | | | | | | | | | | | | | | | | | | | | | | | |
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| Cultivate a high-expectations inclusive learning culture driven by values, evidenced based practices and enhanced learner agency | <p>A high expectations learning culture</p> <ul style="list-style-type: none"> Use research, critical reflection and collaboration, to establish a CGHS TKoHW culture of learning underpinned by our values, high expectations and evidenced-based pedagogy Build cultural capability to enhance culturally responsive pedagogies and create a culture of learning where all students feel understood, valued and respected Enhance learner agency through explicit teaching and learning strategies which empower learners to purposefully engage with and reflect on their learning Review Learning Enhancement provision and explore how practice can be improved to meet the needs of learners Know and respond to the culture of learners in establishing the learning culture | SLT SCT HoLA's / HoD's Deans Kaiārahi Dean Senior and Junior Learning Enhancement Coordinators All teachers | <ul style="list-style-type: none"> Evidence from observations, professional conversations, teacher-student dialogue, student voice and evaluation <ul style="list-style-type: none"> reflect a high expectations culture of learning show explicit enhancement of learner agency learners are supported to overcome barriers in supportive and inclusive learning environments indicate learners advocate for their learning needs and proactively respond engage in feedforward Classroom conduct reflects the expectations of behaviour which support a positive learning culture Learning Enhancement adopts best practice to meet the needs of learners to accelerate learning Staff continue to develop their understanding of culturally responsive practice as evidenced from professional conversations, lesson observations and student voice | <table border="1"> <tr><th colspan="4">Focus Term</th></tr> <tr><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr><td>✓</td><td>✓</td><td>✓</td><td> </td></tr> </table> <table border="1"> <tr><th colspan="4">Progress</th></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table> | Focus Term | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Progress | | | | | | | | | | | |
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1.3 PARTNERSHIPS FOR LEARNING

| Initiative | Key Actions | Responsibility | Annual Outcomes | Progress | | | | | | | | | | | | |
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| Strengthen partnerships to enhance engagement, | <p>Partnerships for Learning</p> <ul style="list-style-type: none"> Foster a sense of belonging through authentic collaboration where staff, whānau, and our learners feel connected to each other and to the kura | HoLA's /Deans Kāiaraahi Dean Kāiaraahi Māori Kāiaraahi Pasifika | <ul style="list-style-type: none"> As evidenced in observations, communications, feedback and data <ul style="list-style-type: none"> Whānau Hui, Pasifika Fono, Ako Conferences foster a sense of belonging and connection | <table border="1"> <tr><th colspan="4">Focus Term</th></tr> <tr><th>1</th><th>2</th><th>3</th><th>4</th></tr> <tr><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> </table> | Focus Term | | | | 1 | 2 | 3 | 4 | ✓ | ✓ | ✓ | ✓ |
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| learning and achievement | <ul style="list-style-type: none"> Develop partnerships to support engagement, learning and achievement Develop the Action Plan - A Culturally Responsive Approach to supporting the aspirations of ākonga Māori and their whānau <p>Careers Support</p> <ul style="list-style-type: none"> Continue to design structured pathways, to transition learning to career opportunities – see Careers Action Plan <p>Community Partnerships</p> <ul style="list-style-type: none"> Extend partnerships for learning across the curriculum, and with the community including Ngāi Tūāhuriri | Careers Department All teachers | <ul style="list-style-type: none"> Stronger whānau-school partnerships support engagement, learning and achievement The Action Plan – A Culturally Responsive Approach supports the aspirations of ākonga Māori and their whānau Increased student engagement with career focused learning indicated by at least 90% of Year 13 having an identified pathway Increased community involvement and opportunities for learners and staff | <table border="1"> <tr> <th colspan="4">Progress</th> </tr> <tr> <td style="background-color: red;">■</td> <td style="background-color: orange;">■</td> <td style="background-color: yellow;">■</td> <td style="background-color: green;">■</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> | Progress | | | | ■ | ■ | ■ | ■ | | | | |
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1.4 LEARNING SPACES

| Initiative | Key Actions | Responsibility | Annual Outcomes | Progress | | | | | | | | | | | | | | | | | | | | | | | | |
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| Create a state-of-the-art, inclusive, and flexible learning environment which aligns with the school's educational vision, brief and masterplan, promotes community engagement, and celebrates cultural heritage | <p>Collaboration with Stakeholders</p> <ul style="list-style-type: none"> Work closely with the Ministry of Education (MOE), architects, school board members, and other key stakeholders to design modern, sustainable facilities that meet the educational needs of current and future students Facilitate consultations with stakeholders to ensure the new learning spaces meet the needs of our kura <p>Clear Rebuild Timeline</p> <ul style="list-style-type: none"> Develop a detailed, actionable timeline for the rebuild, ensuring all key milestones are on schedule, from design to completion <p>Cultural Narrative:</p> <ul style="list-style-type: none"> The Cultural Narrative for the school embraces the rich history and values of Christchurch Girls' High School <i>Te Kura o Hine Waiora</i>, fostering a sense of pride and connection for the whole school community. This narrative will also guide the design process, ensuring the new spaces reflect the school's identity, its commitment to inclusivity and Te Tiriti o Waitangi The cultural narrative inspires the naming of the new buildings | SLT / Property Team / HOLA's / All staff | <ul style="list-style-type: none"> The rebuild will fully align with the Education Brief, providing exceptional teaching, learning, and pastoral spaces that meet the needs of all stakeholders. These spaces will foster an environment where learning is supported, inclusive, and future-focused The Cultural Narrative will: <ul style="list-style-type: none"> Give effect to Te Tiriti o Waitangi and the partnership with mana whenua of Ngāi Tūāhuriri, ensuring a culturally responsive environment that upholds Te Tiriti principles and articles. Reflect both the history and future vision of Christchurch Girls' High School <i>Te Kura o Hine Waiora</i>, celebrating its past achievements while guiding its progress. Strengthen tūrangawaewae for young women—a place of belonging, empowerment, and connection—where students can stand tall, grounded in their cultural heritage, and develop deep, lifelong roots within the school community Ensure the new buildings reflect our cultural narrative | <table border="1"> <tr> <th colspan="4">Focus Term</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> <tr> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </table> <table border="1"> <tr> <th colspan="4">Progress</th> </tr> <tr> <td style="background-color: red;">■</td> <td style="background-color: orange;">■</td> <td style="background-color: yellow;">■</td> <td style="background-color: green;">■</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> | Focus Term | | | | 1 | 2 | 3 | 4 | ✓ | ✓ | ✓ | ✓ | Progress | | | | ■ | ■ | ■ | ■ | | | | |
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ANNUAL GOAL 2 Foster a collaborative, safe and inclusive community that strengthens relationships, student support and wellbeing, while maintaining high expectations

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| Initiatives 2.1 Culture of High Expectations 2.2 Culture of Health and Safety 2.3 Enhanced Leadership 2.4 Increased Community Engagement | Refer to 2025 Strategic Plan Strategic Goal 1. To empower and inspire the development of 21 st Century lifelong learners (TRANSFORMATIONAL LEADERSHIP CULTURE) 4. To foster authentic relationships through connection, understanding and trust, and valuing culture, language, and identity (WELLBEING AND BELONGING) 5. To build a culture of organizational renewal and transformation through rigorous reflection and self-review (CRITICAL REFLECTION) | | |
| Supporting Information Refreshed NZ Curriculum Wellbeing Action Plan / Attendance and Engagement Strategy Junior Growth Profile, Graduate Profile and Teacher Profile Education Brief and Masterplan | NELPs 1,2,3,5,7 | Resourcing Time for reviewing / exploration / consultation / planning Funding for relief to cover PLD, staff visits to other schools Support from whānau and the local community Tupuranga Attendance Services | Measures Collection and analysis of Data / Documentation Observations / Professional Conversations / Learning Conversations / Stakeholder voice |

1.1 CULTURE OF HIGH EXPECTATIONS

| Initiative | Key Actions | Responsibility | Annual Outcome | Progress | | | | | | | | | | | | | | | | | | | | | | | | |
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| Foster a high expectations school culture that aligns with our school values | Values-Based School Culture <ul style="list-style-type: none"> Communicate high expectations that lead to a positive school culture and greater student outcomes Establish a positive, consistent and proactive approach to behavioural management to foster a respectful and supportive environment with a clear consequences and chain of command | SLT Te Whare Hauora Team HoLA's All staff | <ul style="list-style-type: none"> High expectations are understood by all and are reflected in school spirit, behaviour, engagement and learning A 'prevent, notice, respond' approach is evident in minimising behavioural issues Behaviours that detract from learning are minimised | <table border="1" style="width: 100%; text-align: center;"> <tr><th colspan="4">Focus Term</th></tr> <tr><th>1</th><th>2</th><th>3</th><th>4</th></tr> <tr><td>✓</td><td>✓</td><td>✓</td><td></td></tr> </table> <table border="1" style="width: 100%; text-align: center;"> <tr><th colspan="4">Progress</th></tr> <tr><td style="background-color: red;">■</td><td style="background-color: orange;">■</td><td style="background-color: yellow;">■</td><td style="background-color: green;">■</td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table> | Focus Term | | | | 1 | 2 | 3 | 4 | ✓ | ✓ | ✓ | | Progress | | | | ■ | ■ | ■ | ■ | | | | |
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| Enhance wellbeing for all through targeted strategies | Wellbeing Plan <ul style="list-style-type: none"> Implement Wellbeing Action Plan to target strategies to support wellbeing for all | SLT Te Whare Hauora All Staff | <ul style="list-style-type: none"> Evidence from targeted strategies clearly reflect improvements in wellbeing | <table border="1" style="width: 100%; text-align: center;"> <tr><th colspan="4">Focus Term</th></tr> <tr><th>1</th><th>2</th><th>3</th><th>4</th></tr> <tr><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> </table> <table border="1" style="width: 100%; text-align: center;"> <tr><th colspan="4">Progress</th></tr> <tr><td style="background-color: red;">■</td><td style="background-color: orange;">■</td><td style="background-color: yellow;">■</td><td style="background-color: green;">■</td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table> | Focus Term | | | | 1 | 2 | 3 | 4 | ✓ | ✓ | ✓ | ✓ | Progress | | | | ■ | ■ | ■ | ■ | | | | |
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| Continue to grow the relational culture, and embed restorative practice | Relational Culture <ul style="list-style-type: none"> Continue to build staff capability in relational conversations and restorative practices Develop social and emotional literacy across the kura | SLT Deans All teachers | <ul style="list-style-type: none"> Staff confidently use relational conversations to build understanding, connection, and mutual respect Restorative practices help maintain positive and respectful relationships and improve both learning and behaviours Evidence of social and emotional literacy used in everyday interactions | <table border="1" style="width: 100%; text-align: center;"> <tr><th colspan="4">Focus Term</th></tr> <tr><th>1</th><th>2</th><th>3</th><th>4</th></tr> <tr><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> </table> <table border="1" style="width: 100%; text-align: center;"> <tr><th colspan="4">Progress</th></tr> <tr><td style="background-color: red;">■</td><td style="background-color: orange;">■</td><td style="background-color: yellow;">■</td><td style="background-color: green;">■</td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table> | Focus Term | | | | 1 | 2 | 3 | 4 | ✓ | ✓ | ✓ | ✓ | Progress | | | | ■ | ■ | ■ | ■ | | | | |
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| <p>Improve daily attendance rate to meet the government's target</p> | <p>Attendance and Engagement</p> <ul style="list-style-type: none"> Raise the profile of attendance and punctuality through High Expectations Strategies Identify, track, and support priority and at-risk learners to improve their attendance Partner with whānau to identify and address barriers impacting student attendance, ensuring culturally responsive practice | <p>Deans Ako Teachers All Teachers Attendance Officer</p> | <ul style="list-style-type: none"> High Expectations Strategies lift student attendance rate beyond 80% Consistent improvement in daily attendance rates across all year levels is evident Students with attendance concerns targeted and evidence of wrap around support is documented | <table border="1"> <tr><th colspan="4">Focus Term</th></tr> <tr><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr><td>✓</td><td>✓</td><td>✓</td><td></td></tr> </table> <table border="1"> <tr><th colspan="4">Progress</th></tr> <tr><td>■</td><td>■</td><td>■</td><td>■</td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> | Focus Term | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Progress | | | | ■ | ■ | ■ | ■ | | | | |
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1.2 CULTURE OF SAFETY

| Initiative | Key Actions | Responsibility | Annual Outcome | Progress | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Promote a culture of safety with continuous improvement to enhance H&S and EOTC practices</p> | <p>Culture of Safe Practice</p> <ul style="list-style-type: none"> Additional engagement with School Docs, review, promote and implement new policies, procedures and processes, to ensure <ul style="list-style-type: none"> safe, compliant and effective health and safety practices safe, enriching and compliant EOTC experiences Demonstrate whole school commitment to health and safety, and continuous improvement, through <ul style="list-style-type: none"> engagement with updated policies, procedures and processes, understanding of hazards, risks, prevention, and minimisation effective communication and documentation professional development | <p>SLT H&S Committee Camp Coordinator All staff Board</p> | <ul style="list-style-type: none"> Health and Safety and Education Outside The Classroom (EOTC) policies, procedures and processes reviewed and best practice adopted All staff demonstrate commitment to Health and Safety and continuous improvement Increased staff awareness, understanding and participation in health and safety practices Staff involved in EOTC understand their obligations, are adequately trained and follow expected EOTC practices with Health and Safety as a priority | <table border="1"> <tr><th colspan="4">Focus Term</th></tr> <tr><th>1</th><th>2</th><th>3</th><th>4</th></tr> <tr><td>✓</td><td>✓</td><td>✓</td><td></td></tr> </table> <table border="1"> <tr><th colspan="4">Progress</th></tr> <tr><td>■</td><td>■</td><td>■</td><td>■</td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> | Focus Term | | | | 1 | 2 | 3 | 4 | ✓ | ✓ | ✓ | | Progress | | | | ■ | ■ | ■ | ■ | | | | |
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1.3 ENHANCED LEADERSHIP

| Initiative | Key Actions | Responsibility | Annual Outcome | Progress | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Continue to develop a school wide transformative student leadership model which aligns to values and provides pathways for leadership</p> | <p>Student Leadership</p> <ul style="list-style-type: none"> Continue to develop ākongā understanding of leadership attributes and how they link to school values Continue to promote leadership opportunities encouraging leadership through service, culture, sport and the arts Re-design the peer support programme to raise the profile of this leadership opportunity | <p>SLT Leadership Coordinator Deans HoLA's Director of Sport</p> | <ul style="list-style-type: none"> Ākongā have an understanding of leadership attributes and how they relate to school values Ākongā across all year levels have opportunities for leadership development | <table border="1"> <tr><th colspan="4">Focus Term</th></tr> <tr><th>1</th><th>2</th><th>3</th><th>4</th></tr> <tr><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> </table> <table border="1"> <tr><th colspan="4">Progress</th></tr> <tr><td>■</td><td>■</td><td>■</td><td>■</td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> | Focus Term | | | | 1 | 2 | 3 | 4 | ✓ | ✓ | ✓ | ✓ | Progress | | | | ■ | ■ | ■ | ■ | | | | |
| Focus Term | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Continue to invest in and support the development of staff</p> | <p>Staff Leadership</p> <ul style="list-style-type: none"> Continue to enhance staff capabilities based on identified staff development needs | <p>SLT HoLA's</p> | <ul style="list-style-type: none"> A culture of collaborative and transformative leadership is evident | <table border="1"> <tr><th colspan="4">Focus Term</th></tr> <tr><th>1</th><th>2</th><th>3</th><th>4</th></tr> <tr><td>✓</td><td>✓</td><td>✓</td><td></td></tr> </table> | Focus Term | | | | 1 | 2 | 3 | 4 | ✓ | ✓ | ✓ | | | | | | | | | | | | | |
| Focus Term | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>leadership so that it is visible and transformative in the school</p> | <ul style="list-style-type: none"> • Create leadership opportunities and support professional learning and development • Support leadership development through continued commitment to the unique partnership with Māori, Ngāi Tūāhuriri and Te Rūnanga o Ngāi Tahu under Te Tiriti o Waitangi | | <ul style="list-style-type: none"> • Staff have access to meaningful PLD opportunities and are supported to build leadership capability • Increased cultural awareness and confidence in using and role modelling te reo Māori and tikanga | <table border="1"> <tr><th colspan="4">Progress</th></tr> <tr><td style="background-color: red;"> </td><td style="background-color: yellow;"> </td><td style="background-color: green;"> </td><td style="background-color: green;"> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table> | Progress | | | | | | | | | | | |
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1.4 ENHANCING COMMUNITY ENGAGEMENT

| Initiative | Key Actions | Responsibility | Annual Outcome | Progress | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|---|------------|--|--|--|---|---|---|---|---|---|---|---|----------|--|--|--|--|--|--|--|--|--|--|--|
| <p>To continue to increase community engagement to foster a sense of belonging and connection</p> | <p>Community Engagement</p> <ul style="list-style-type: none"> • Continue to increase community engagement across service, culture, sport and the arts through activities and events that foster skill development and cultural appreciation • Continue to develop community engagement through connection with all stakeholders, including Ngāi Tūāhuriri * | <p>All staff</p> <p>Sports and The Arts Learning Arts</p> <p>Alumni, PTA, Matai Foundation</p> | <ul style="list-style-type: none"> • Ākonga are inspired to be actively involved with service, culture, sports and arts as evidenced by participation data • Collaboration with our community enhances trust and investment in the future of our kura | <table border="1"> <tr><th colspan="4">Focus Term</th></tr> <tr><th>1</th><th>2</th><th>3</th><th>4</th></tr> <tr><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> </table> <table border="1"> <tr><th colspan="4">Progress</th></tr> <tr><td style="background-color: red;"> </td><td style="background-color: yellow;"> </td><td style="background-color: green;"> </td><td style="background-color: green;"> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table> | Focus Term | | | | 1 | 2 | 3 | 4 | ✓ | ✓ | ✓ | ✓ | Progress | | | | | | | | | | | |
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**Ngāi Tūāhuriri – Sub-tribe that overseas/Mana over the central city*