



Christchurch Girls' High School Te Kura o Hine Waiora

Summary of Annual Implementation Plan 2026

VISION

Empower, Inspire, Flourish

To empower and inspire our ākonga to flourish, achieving academic confidence and personal excellence

VALUES

Whanaungatanga · Aroha · Rangatiratanga · Manaakitanga

MOTTO

Sapientia et veritas – Wisdom and Truth,
Ū ki te atamai me te pono!

Pou Strategic Goals	Culture of Learning	Curriculum	Connections
	<i>Our culture of learning empowers success</i>	<i>Our Curriculum inspires and enriches</i>	<i>Our connections enable us to grow and flourish</i>
Strategic Initiatives	1.1 Grow powerful kaiako leadership and consistently high-quality practice	2.1 Co-design and implement a coherent, responsive, future-focused curriculum and assessment programme that challenge, engage and equip learners for their next steps	3.1 Cultivate strategies where ākonga belong and are safe, engaged and successful
Annual Goals	1.1.1 Build capability through targeted and ongoing purposeful, professional learning and development 1.1.2 Embed a culture of reflective practice	2.1.1 Co-design and implement the new knowledge-rich junior curriculum in line with the Te Mataiaho refresh 2.2.2 Strengthen junior assessment capabilities	3.1.1 Implement strategies to improve attendance 3.1.2 All staff work collegially to create a learning environment that embraces consistent expectations 3.1.3 Evaluate safeguarding practices and health and safety preparedness to ensure ākonga and staff are safe and supported
Strategic Initiatives	1.2 Foster and embed high expectations supported by coherent evidence-informed impactful frameworks	2.2 Enhance and enrich our curriculum through purposeful co-curricular and extracurricular opportunities	3.2 Strengthen and diversify partnerships, supporting whānau engagement, and connections with our community
Annual Goals	1.2.1 Developing a shared learning model of quality practice and consistency in teaching and learning 1.2.2 Further strengthen evaluative capabilities throughout our kura to drive high expectations and sustain ongoing improvement	2.2.1 Encourage participation so that all ākonga can access meaningful learning beyond the classroom 2.2.2 Strengthen the infrastructure to support the quality of engagement in extracurricular activities	3.2.1 Foster a sense of belonging through culturally responsive partnerships 3.2.2 Enhance communication to build connection, pride and belonging across the community
Success Statement	Together we create a culture of learning, where every learner thrives, through impactful frameworks, high expectations and collective leadership	Through engaging programmes and diverse enrichment pathways, ākonga develop the knowledge and skills to excel academically, lead with confidence and make a positive impact	Trusting, authentic connections support ākonga and whānau to experience a sense of belonging, be actively engaged and successful within our kura

Te Tiriti o Waitangi

The Board of Christchurch Girls' High School | Te Kura o Hine Waiora affirmed their unwavering commitment to give effect to Te Tiriti o Waitangi and to the achievement of all students in our kura. Te Tiriti is at the heart of our school and is fundamental to the wellbeing, belonging and success of our ākonga. It shapes how we relate to each other, honours the history and identity of our community and builds a future grounded in equity, respect and shared responsibility.

Annual Implementation Plan 2026

STRATEGIC GOAL 1

Our culture of learning empowers success

Strategic Initiatives

- 1.1 Grow powerful kaiako leadership and consistently high-quality practice
- 1.2 Foster and embed high expectations and impactful frameworks

Success Statement

Together we create a culture of learning, where every learner thrives, driven by empowered kaiako leadership, consistently high-quality practice, embraced expectations, and strengthened by impactful frameworks

Supporting Information

Professional Standards
 Junior Growth Profile, Graduate Profile and Teacher Profile
 Te Mataiaho, New Zealand Curriculum
 Te Tiriti o Waitangi / Māori Education Strategy
 Literacy, Communication and Numeracy Strategy
 Pasifika Values Framework / Talanoa Ako / Action Plan for Pacific Education /Ka Hikitea / High Expectations Teaching / High Impact Pedagogies / The Hikairo Schema

Resourcing

Time for reviewing / exploration / consultation / planning
 Funding for relief to cover classroom observations and collaboration
 PLD, staff visits to other schools

Measures

Collection and analysis of Data / Documentation / Observations / Professional Conversations / Learning Conversations /Stakeholder voice

1.1 Grow powerful kaiako leadership and consistently high-quality practice

Annual Goal	Key Actions	Responsibility	Annual Outcomes	Progress
1.1.1 Build capability through targeted and ongoing purposeful professional learning and development	Professional Learning and Development <ul style="list-style-type: none"> ● Engage with PLD to strengthen: <ul style="list-style-type: none"> ○ culture of learning pedagogies ○ science of learning ○ literacy and numeracy ○ assessment capabilities ○ use of data ● PLD support for the implementation of the new knowledge rich junior curriculum in line with the Te Mataiaho refresh ● Provide opportunities for mentoring and coaching to build leadership capability 	SLT /Culture of Learning Team SLT/ HoLA's / HoDs / kaiako SLT-	<ul style="list-style-type: none"> ● PLD is meaningful, timely and productive to support ensure relevant and innovative practice ● Literacy and numeracy data is improved ● Kaiako are confident to deliver the Year 9/10 curriculum ● Kaiako are supported to build leadership capability 	
1.1.2 Embed a culture of reflective practice	Professional Growth Cycle <ul style="list-style-type: none"> ● Update the Quality Practice Template (QPT), Professional Growth Cycle (PGC), to the new 2026 Standards as a staff 	BLS to lead /kaiako	<ul style="list-style-type: none"> ● The Quality Practice Template is updated in line with the 2026 standards ● A safe culture to share learning and seek feedback and feedforward 	

STRATEGIC GOAL 2

Our curriculum inspires and enriches

Strategic Initiatives

- 2.1 Design engaging, inclusive and challenging learning and assessment programmes
- 2.2 Enhance curriculum pathways through high-quality enrichment opportunities

Success Statement

Through engaging programmes and diverse enrichment pathways, ākonga develop the knowledge and skills to excel academically, lead with confidence and make a positive impact

Supporting Information

Te Mataiaho, New Zealand Curriculum and resources
 Te Tiriti O Waitangi, Māori Education Strategy
 Junior Growth Profile, Graduate Profile and Teacher Profile
 Literacy, Communication and Numeracy Strategy
 Pasifika Values Framework, Talanoa Ako, Action Plan for Pacific Education, Ka Hikitea
 High Expectations Teaching / High Impact Pedagogies

Resourcing

Time for curriculum planning and collaboration
 Funding for relief to cover planning time and PLD
 MOE PLD funding
 Talanoa Ako -funding and resourcing

Measures

Collection and analysis of data / Documentation / Observations / Professional Conversations / Learning Conversations / Stakeholder voice

2.1 Co-design and implement a coherent, responsive, future-focused curriculum and assessment programme that challenges, engages and equips learners for their next steps

Annual Goal	Key Actions	Responsibility	Annual Outcomes	Progress
<p>2.1.1 Co-design and implement the new knowledge-rich junior curriculum in line with Te Mataiaho refresh</p>	<p>Te Mataiaho – National Curriculum - Junior</p> <ul style="list-style-type: none"> ● Continue to develop a shared understanding of Te Mataiaho, the principles, phases of learning and curriculum structure and timeline for change <p>Leading, creating and implementing the Junior Curriculum</p> <ul style="list-style-type: none"> ● Continue to grow middle leadership and expertise for each learning area leading the junior curriculum ● Implement Year 9 English and Mathematics schemes of work and unit plans from Term 1 and plan Year 10 changes ● Other learning areas create Year 9 and 10 schemes of work and unit plans in response to the full release of the National Curriculum in Term 3 2026 for implementation from Term 1 2027 	<p>SLT/ ARL to Lead Jnr HoD/HoLA</p> <p>SLT / ARL to Lead Jnr HoD/HoLA</p> <p>ARL to lead Numeracy</p>	<ul style="list-style-type: none"> ● All kaiako demonstrate a shared understanding of Te Mataiaho, evidenced through coherent planning ● Middle leaders demonstrate increased confidence and capability to lead and co-design the junior curriculum with their teams, and report progress ● Each learning area produces a plan of how they will lead junior curriculum development and build staff capability ● Year 9 English and Mathematics schemes of work and unit plans are trialled and Year 10 units are drafted ● Year 9 and 10 schemes of work and unit plans for other learning areas are drafted, aligned to the full release in Term 3, ready- to begin implementation in 2027 ● Literacy and numeracy strategies are visible 	

	<ul style="list-style-type: none"> ● Continue to embed schoolwide strategies to improve literacy and numeracy within learning areas 	with Numeracy Coordinator RL to lead Literacy with Literacy Coordinator	<p>within lessons</p> <ul style="list-style-type: none"> ● Track progress to demonstrate improved student progress in literacy and numeracy 	
2.1.2 Strengthen junior assessment and capabilities	<p>Assessment</p> <ul style="list-style-type: none"> ● Explore the new SMART (Student Monitoring, Assessment and Reporting Tool) and how to apply this standardised tool to the junior learning programmes ● Develop schoolwide protocols on use of the tool and moderation processes ● Strengthen staff capabilities to use consistent and quality assessment to track student progress, inform planning and interventions 	SLT ARL/BLS to lead English/Maths Learning Areas	<ul style="list-style-type: none"> ● Facilitated PLD will support kaiako to develop a consistent understanding of the purpose and application of the new assessment tool ● The assessment tool is trialled with Year 9 and 10 to support assessment for learning and progress tracking ● Schoolwide protocols ensure consistency and accuracy of data collection and assessor judgements ● Improved data literacy to inform planning and targeted interventions ● Schoolwide assessment practice for Year 9 and 10 is consistent and provides regular progress updates 	
2.2 Enhance learning through purposeful co-curricular and extracurricular opportunities that enrich ākonga pathways.				
2.2.1 Strengthen ākonga participation in meaningful learning that extends beyond the classroom	<ul style="list-style-type: none"> ● Strengthen the infrastructure to support the quality of engagement in co-curricular and extracurricular activities ● Encourage participation in school life in Year 9 and 10, tracking involvement 	SLT PWL to lead / Director of Sport /HoLAs All staff Student leaders	<ul style="list-style-type: none"> ● A schoolwide approach ● Infrastructure that supports high-quality engagement in cocurricular and extracurricular activities is strengthened through sustained commitment, collaboration and shared leadership from ākonga, whānau and the wider community 	
2.2.2 Cultivate the school wide transformative student leadership model	<ul style="list-style-type: none"> ● Re-design the Student Council structure as part of the school wide transformative student leadership model ● Implement the refined Peer Support Programme 	LEG to Lead /ANP ANP	<ul style="list-style-type: none"> ● Leadership opportunities align to values and provide more pathways for leadership development ● The Peer Support Programme is improved 	

STRATEGIC GOAL 3

Our connections enable us to grow and flourish

Strategic Initiatives 3.1 Cultivate strategies where ākongā belong, are safe, successful and free of barriers 3.2 Strengthen and diversify partnerships supporting whānau engagement and connections within our community		Success Statement Trusting, authentic connections support ākongā and whānau to experience a sense of belonging, and be actively engaged with our kura.
Supporting Information Attendance Management Plan Bridge Framework Te Tiriti O Waitangi	Resourcing Time for in house workshops for use of school systems / tools PLD - time and funding Talanoa Ako -funding and resourcing	Measures Collection and analysis of Data / Documentation / Observations / Professional Conversations / Learning Conversations /Stakeholder voice

3.1 Cultivate strategies where ākongā belong and are safe, engaged and successful in their learning journey

Annual Goal	Key Actions	Responsibility	Annual Outcomes	Progress
3.1.1 Implement strategies to improve attendance	Student Attendance <ul style="list-style-type: none"> Enhance staff capability to use KAMAR accurately Strengthen the accuracy, consistency and timeliness of attendance data to ensure KAMAR accurately reflects attendance Implement Attendance Management Plan 	SLT/Lead to PWL ARL/LEG/GIL PIM / HoLA's	<ul style="list-style-type: none"> KAMAR is used more accurately and effectively and data accurately reflects attendance Parents / whānau receive more accurate data Attendance management plan is implemented and data improves towards government target 	
3.1.2 All staff work collegially to create a learning environment that embraces consistent expectations	Shared Classroom Expectations <ul style="list-style-type: none"> Implement shared classroom expectations for behaviour, which prioritise consistent boundaries and restorative responses Introduce and implement the 'Bridge' framework 	SLT / Lead - LEG PWL /Kaiarahi Dean / Deans	<ul style="list-style-type: none"> Students know that the expectations are consistent across every classroom, everyday The 'Bridge' framework implemented 	
3.1.3 Evaluate safeguarding practices and health and safety preparedness to ensure ākongā are safe and supported	Safeguarding <ul style="list-style-type: none"> Review safeguarding practice Kaiako engage in safeguarding PLD Identify ākongā at risk through proactive staff response, early whānau engagement and timely intervention 	PWL to lead All staff	<ul style="list-style-type: none"> A schoolwide approach to safeguarding Safeguarding practices reviewed and areas for improvement identified Staff demonstrate an accurate understanding of safeguarding responsibilities A safe environment is sustained for ākongā 	

	<p>Health and Safety</p> <ul style="list-style-type: none"> ● Ongoing review of H&S in response to the changing stages of rebuild ● Board, staff and ākonga to have a health and safety lens to ensure best practice ● Continue to develop SchoolBridge capacity for H&S of staff whilst ākonga are engaged with EOTC 	<p>SLT /LEG to lead All staff</p>	<ul style="list-style-type: none"> ● H&S best practice is evident ● SchoolBridge capacity for EOTC H&S increases ● Ongoing review of H&S supports safe practice during the rebuild 	
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3.2 Strengthen and diversify partnerships supporting ākonga and whānau engagement and connections within our community

<p>3.2.1 Strengthen a sense of belonging through culturally responsive partnerships</p>	<p>Partnerships and Belonging</p> <ul style="list-style-type: none"> ● Continue to develop partnerships with iwi and whānau ● Engage with the Talanoa Ako programme and use resources available to improve Pasifika outcomes ● Continue to develop culturally responsive practice across the kura, strengthening relational culture and building learning partnerships with ākonga and whānau 	<p>Board SLT / ARL lead Kaiako Māori Kaiako Pasifika</p>	<ul style="list-style-type: none"> ● Iwi partnerships are strengthened, supporting Māori ākonga achievement, cultural belonging, and active whānau engagement ● The Talanoa Ako learnings guide partnerships that empower kaiako, deepen ākonga connections, and remove barriers, enabling Pasifika ākonga to thrive ● Culturally responsive practice is visible and tracked through belonging indicators e.g. observations, student voice, attendance 	
<p>3.2.2 Enhance communication to build connection, pride and belonging</p>	<p>Communication</p> <ul style="list-style-type: none"> ● Improve communication and engagement with whānau via SchoolBridge/ social media ● Raise the profile of CGHS and celebrate past and present ākonga <p>Celebration</p> <ul style="list-style-type: none"> ● Refine the learning recognition system and values awards to acknowledge and celebrate student success, and increase engagement and pride in our community ● Explore other communication strategies to build connections, recognise engagement and acknowledge success across the kura 	<p>SLT Board All kaiako</p> <p>SLT /e-learning coordinator</p>	<ul style="list-style-type: none"> ● Whānau engagement with SchoolBridge is above 75% ● Connections with the community are strengthened and ākonga feel pride in CGHS/TKoHW ● Increased community engagement elevates CGHS TKoHW visibility ● Regularly recognising and celebrating <ul style="list-style-type: none"> ○ commitment to school expectations and values and embracing school spirit ○ academic achievement across the kura 	