





School Charter
Strategic and Annual Plan for
Hastings Girls' High School

2017 -2020

Principals' endorsement:	 Catherine Bentley
Board of Trustees' endorsement:	 Hannah Portas
Submission date to Ministry of Education:	

Hastings Girls' High School 2017 - 2020 Introductory Section - Strategic Intentions

Mission Statement	Through the implementation of our vision, our learners will become confident, connected and lifelong learners who are well placed to become socially aware citizens of Aotearoa.
Vision	Knowing her story and supporting her in her learning today, best prepares our girl for her tomorrow
Values	<p>Be Respectful <i>Respect for self, others and difference</i></p> <p>Be Honest <i>Honesty in all our dealings with others and with ourselves</i></p> <p>Strive to Succeed <i>Perseverance and high standards in all activities – academic, sporting and cultural</i></p> <p>Show Resilience <i>Learning to cope when things go wrong</i></p>
Principles	<p>Our students will leave Hastings Girls' High School as confident, positive, ambitious, future focused and socially aware citizens of Aotearoa, New Zealand.</p> <p>Statement of Intent: We will achieve this by engaging with our community, recognising our cultural diversity and working with all stakeholders to ensure that our programmes focus on future needs.</p>
Māori Dimensions and Cultural Diversity	<p>Acknowledge, explore and celebrate the cultural diversity of our school and the wider community with particular emphasis on Maori. All policies and plans will be implemented in ways that are sensitive to the cultural backgrounds, values and needs of individual students and their families. The opportunity for the learning of Te Reo will be available at all levels and where numbers do not permit a 'face to face' class, the virtual learning network will be utilised through video conferencing.</p> <p>In consultation with Maori whanau/families, the Board will develop and make available its policies, plans and targets for the achievement of Maori students, as required by the government's National Education Guidelines.</p>

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Baseline Data or School Context

NCEA	Year 11 (Level 1)	Year 12 (Level 2)	Year 13 (Level 3)	Year 13 (University Entrance)
2014	74	91.5	62.3	43.8
2015	80.5	80.2	78.9	43
2016	86.1	86.3	68.4	40.4
2017	88.2	85.2	71.9	35.5
2018	73.8	85.1	67.4	42.8
2019	~ 80	90	70	53

NCEA Literacy Level 1 data by ethnicity across the year groups 2017-2018-2019

	2017			2018			2019		
	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
NZ Pākehā	95.6	98.4	100	94	98.3	100	94	97.6	100
NZ Māori	95.2	92.1	100	88.2	100	93.8	88	96.5	100
Pasifika	90.3	100	94.7	74.2	92.1	95.7	86	96.3	93.8

Paragraph summary Some students (from all ethnicities) are not achieving the basic NCEA level 1 literacy requirements in Year 11. The longer these students remain in school, the more likely they are to gain them.

Response to the data The teaching of literacy needs to be addressed in Years 9 and 10 in order to improve the pass rate in Year 11. Students not passing in the given year need to be encouraged to stay at school longer in order to improve their chances of passing.

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NCEA Numeracy Level 1 data by ethnicity across the year groups 2016-2017-2018.

	2017			2018			2019		
	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
NZ Pākehā	93.7	93.7	97.9	94	100	98.6	92.5	100	100
NZ Māori	90.3	100	94.7	92.6	100	93.8	88.8	98.2	97.3
Pasifika	95.6	98.4	100	77.4	97.4	100	89.7	92.6	96.9

Paragraph summary Some students (from all ethnicities) are not achieving the basic NCEA level 1 numeracy requirements in Year 11. The longer these students remain in school, the more likely they are to gain them.

Response to the data Gaps in numeracy levels need to be addressed in Years 9 and 10 in order to improve the pass rate in Year 11. Students not passing in the given year need to be encouraged to stay at school longer in order to improve their chances of passing.

Attendance Rates by Ethnicity to December 2019

NZ European 81.5%
 NZ Maori 74.2%
 Pasifika 76.6%
 Asian 86.6%

School Organisation

Health and Safety

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<p>and Structures</p>	<p>Provide a safe physical and emotional environment in regard to the safety of the students and staff and comply with all legislative requirements.</p> <p>The Board, with the Principal and staff will maintain a learning environment that is safe, caring and inclusive.</p> <p>Personnel</p> <p>Be a good and fair employer by encouraging and valuing high standards of staff performance, loyalty to the school, and commitment to ongoing professional learning.</p> <p>The Board's policies will show commitment to appointing quality staff, being a good employer, supporting staff development, and having a fair and effective performance management system.</p> <p>We will engage all staff in a systematic, continuous and comprehensive self-assessment process related to student achievement and school operations.</p> <p>Finance</p> <p>Make available, through competent financial planning and management, the resources needed for the realisation of the school's goals for its students.</p> <p>Ensure that the school's buildings and facilities are suited to the enjoyment of teaching and learning, and that they are safe, attractive and well maintained.</p>
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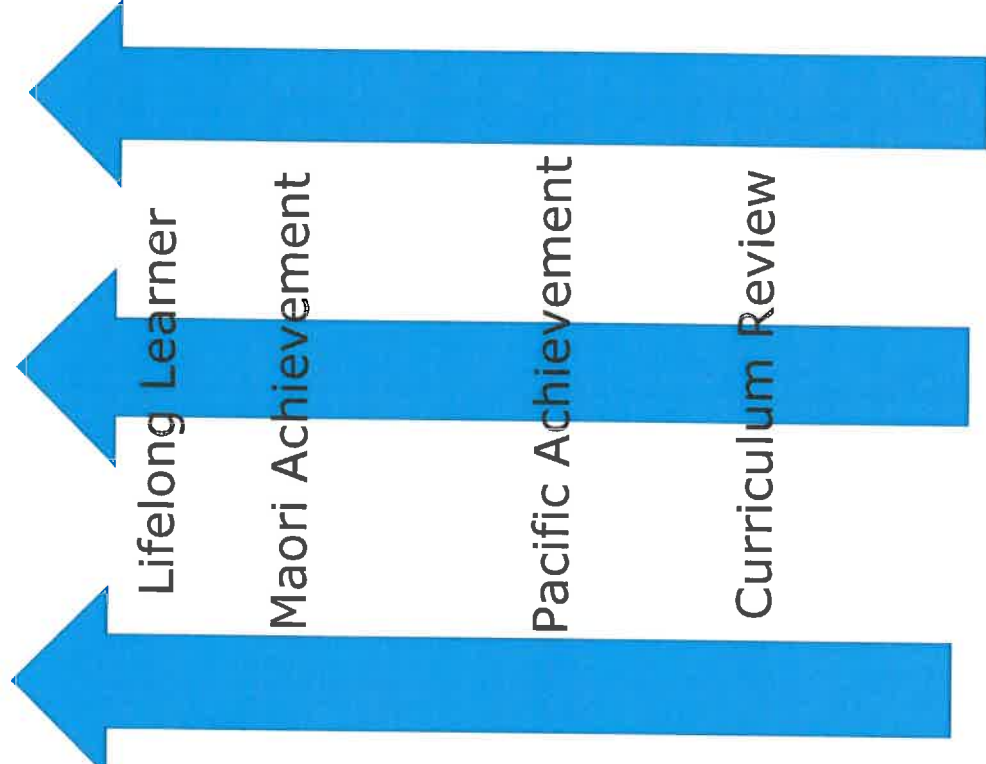
Review of Charter and Consultation

Strategic Reviews

- 2020
 - Curriculum Delivery
 - Curriculum Review Reporting
 - Pasifika Education Assessment
 - Maori Achievement Careers
- 2019
 - Health & Safety
 - BOT roles and responsibilities
 - Timetable
- 2018
 - Discretionary Leave
 - Performance Management
 - International Students
 - Health & Safety – Stress
 - Protected Disclosure
 - Community Consultation
 - School Requirements
 - EOTC
 - ICT
- 2017
 - Equity
 - School Requirements
 - Health & Safety
 - Health & Safety (Stress)
 - Trauma & Crisis

Emergent Reviews

- 2019
 - Timetable
 - Senior Courses
 - Administration Team
 - Prospectus / Brand Library
 - Junior Curriculum
 - Trauma and Crisis
- 2018
 - Uniform
 - Prospectus
 - Website
 - Senior Leadership Team Roles
- 2017
 - Pastoral
 - Year 10 Diploma
 - Senior Curriculum
 - /Trades Academy
 - E-Learning
 - Leavers dinner
 - Student leaders
 - Appraisal
- 2016
 - More effective use of
 - Traffic Lights
 - Reporting
 - Alignment of curriculum and opportunities to collaborate
 - Tracking & Reporting of school goals



Student Outcomes

School Performance

Use of Resources

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Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2017 - 2020
Students' Learning	<p>To provide all students with a balanced, well rounded curriculum that is based on the New Zealand curriculum and is responsive to the unique needs of our community.</p> <p>To provide education which ensures that our students are well placed to achieve NCEA success and make successful transition to the future.</p>	<p>To constantly revise programmes to ensure that they remain relevant and engaging to our students while providing them with the necessary knowledge and skills to cope well with New Zealand's qualification system.</p>
School Performance	<p>To govern and manage the school in ways that give priority to student learning according to their identified abilities and needs.</p>	<p>To respond to the expectations of our parent body and to be proactive in ensuring this engagement.</p> <p>To maximise learning time and to find ways of minimising learning disruptions, distractions.</p>
Use of Resources	<p>To provide quality human and material resources needed for students to benefit from a balanced well-rounded curriculum according to their identified abilities and needs.</p>	<p>To determine resourcing decisions to maximise student achievement.</p>

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Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target	Short Report
<p>Students' Learning</p>	<p>To enable our girls to be literate and numerate so that they can be contribute to and be successful in society.</p>	<p>Level 1 NCEA – 90% -Maori 90% -Pasifika 80%</p> <p>University Entrance Literacy Year 12- 75%</p>	<p>This strategic goal aligns with our COL achievement challenges: Literacy and Numeracy. A focus on addressing the levels of literacy and numeracy in years 9 and 10 in order to improve NCEA results in Year 11.</p> <p>We would also like to increase the percentage of students achieving their UE literacy requirements in Year 12.</p>
<p>Student Engagement</p>	<p>To ensure that all our students feel connected to and have strong positive relationships with at least one significant adult in the school who knows their story.</p>	<p>100% of students to set a learning goal with their Akina coach and this is recorded on KAMAR.</p> <p>90% success in students working towards their learning goal.</p>	<p>This strategic goal aligns with our COL achievement challenge : Student Wellbeing. It covers the dimensions of Taha Hinengaro:mental wellbeing, Taha Wairua: spiritual wellbeing, Taha Tinana: physical health and wellbeing, and Taha Whanau: wellbeing that comes through extended family and social systems, at HGHS this is primarily</p>

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			through our pastoral care program.
Curriculum Development	To develop and implement, a junior curriculum that works across all five competencies.	To continue to develop planning and teaching and reviewing of four units in Year 9 which are locally based and are delivered through a lens of culturally responsive pedagogy. To develop and implement two Learning Hubs in the junior school.	Learning will be student centred and highly relevant to the lives and experiences of our mostly Maori and Pasifika students. A strong focus on a curriculum which uses local contexts, resources, people and which is focused on increasing equity, social justice, critical thinking and enhancing democracy.

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Improvement Plan - Domain: Students' Learning			
<p>Strategic and Annual Goal 1: To enable our girls to be literate and numerate so that they can be contribute to and be successful in society.</p> <p>He waka eke noa <i>The canoe which we are all in without exception</i></p>			
<p>Annual Target</p> <p>Level 1 NCEA – 90% -Maori 90% -Pasifika 80% University Entrance Literacy 75% in Year 12</p>			
<p>Key Improvement Strategies:</p> <p>Raising achievement in literacy and numeracy through culturally responsive practice</p>			
When	What	Who	Indicators of Progress
All year	Evidence based observation tool to be introduced to HGHS through a targeted group of middle leaders.	Lara Meyer Curriculum Team DP C&P	Teaching and Learning PD to develop staff capability to analyse and use data to inform learning, and the development of growth coaching conversations using an Evidence based Observation tool all with the game of building school wide culturally sustainable practices and bettering students achievement.

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All year	Continuation of numeracy PLD including mathematics staff focusing teacher as inquiry on numeracy. Development of cross curricular opportunities to embed numeracy.	HOD Mathematics Department Jim Hogan DP C&P	Evidence in planning and teaching across the Mathematics department of strategies to develop numeracy.
All Year	Building a strategic plan for targeted PLD which best meets the needs of our staff and supports the strategic direction of the school.	DP C&P Principal PLD Team	Providing responsive, practical teacher professional learning to support all teachers which will impact directly on student learning outcomes.
All Year	Development of LSC role to support transition of students between and within HGHS.	Principal LSC	To develop a set processes to support their job role; and which will include the transition and monitoring of all new students, these will provide a clear framework for all staff working within the pastoral scope.
Ongoing	Regular achievement data workshops – Easttle and NCEA with teachers and Akina coaches	DP C&P DP Op's HOD English HOD Mathematics	Data will be used throughout the school to identify gaps in student learning. Professional development will build teachers' and leaders' data literacy skills; kotahitanga School wide use of Easttle as both a formative and summative test tool. Increasingly, students included as part of these conversations.
Ongoing	Continued development of Diverse needs register – including a special assessment register	SENCO DP Op's LSC	Use of KAMAR for communication the needs and strategies of students. Strengthening the Teacher Aide team and

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				developing closer relationships between teachers and teacher aides.
Ongoing	Visual tracking of 'Names and Needs'		Hauora Team	A detailed 'Names and Needs' wall for girls needing extra support in learning and or pastoral care. Their lead 'support person' will be identified as part of this.
Ongoing	Development of Departmental / Team goals – targets and connected Teacher as Inquiry		Principal DP P DP C & P LSC DP Op's	A school wide focus (narrowing and sharpening) on the 2020 strategic learning priorities.
Monitoring				
Progress report for the BOT to be completed by SLT at the end of terms 2 and 3 with predicted results at the start of term 4.				

Improvement Plan - Domain: Student Engagement	
Strategic Goal and Annual Goal 2	
To ensure that all our students feel connected to and have strong positive relationships with at least one significant adult in the school who knows their story.	
He Māori ahau e noho Māori nei ki tōku ao Māori mā runga i tēnā ka tohea e au	
<i>I am Māori, I live in my identity and through my identity I will strive to my personal excellence</i>	
Annual Target	
100% of students to set a learning goal with their Akina coach and this is recorded on KAMAR.	

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90% success in students working towards their learning goal.			
When	What	Who	Indicators of Progress
Term 1	Run the Traveler's Program with selected 'at risk' students in Year 9	LSC Hauora Team	<i>A small group of at risk Year 9 students to work with a trained facilitator to develop resilience and key strategies to assist them in their transition to HGHS</i>
Ongoing	Strengthening HGHS Pasifika community group	Pasifika Dean	<i>Partnering with Aiga to establish a strengths based / high expectations approach to raising Pasifika achievement. Introducing Samoan as a subject – a collection of artifacts to be presented to the school.</i>
Ongoing	Develop a Maori community group	Principal BOT SLT Maori Unit Holder	<i>Partnering with Whanau and Iwi to establish a strengths based / high expectations approach to raising Maori achievement.</i>
Term 1 and 3	Pasifika Hui Maori Hui	SLT Maori Unit Holder Pasifika Dean BOT	<i>Building and maintaining high trust relationships in the form of a partnership with the Maori and Pasifika communities. Creating authentic and regular opportunities for us to listen and respond to the needs of the school community.</i>
Ongoing	Development of a Pasifika education plan	SLT Pasifika Dean BOT	<i>Pasifika Education plan to be adopted by BOT and implemented in 2020 – running parallel to the 2020 Strategic Plan.</i>
Ongoing	Development of a Maori education plan	Principal	<i>Establish a working party to work with the Maori community to develop an education plan designed to</i>

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		Staff representation	
		Staff representation BOT	<i>raise engagement, participation and accelerate success for our Maori learners.</i>
Ongoing	Establish a Team Overview of pastoral and curriculum teams to lead the continued development of a high expectation culture in regards to learning and behaviour.	SLT	<i>Learning and action plans will ensure students can achieve quality outcomes across both curriculum and pastoral areas in the school.</i>
Ongoing	Develop an Academic Deans team to monitor and support groups for at risk – Maori and Pasifika.	DP C&P Academic Deans Pasifika Dean	<i>The academic deans team to meet regularly with DP Curriculum from the start of the year and develop an action plan and agreed processes and systems around the tracking and monitoring of students at risk of not meeting their academic goals.</i>
Ongoing	Further development of the AKINA coach – including the monitoring of entries, building House Spirit, courses and credits of individual students	DP P	<i>DP to develop and implement a clear plan of action for the targeted development of the AKINA coach. DP Pastoral to lead the House Deans, supported by LSC to develop a detailed plan for the development of the AKINA coach including – targeted PLD, coaching and mentoring, streamlined systems and processes.</i>
Ongoing	Development of a HGHS Attendance Action Plan with specific steps to improve attendance.	DP P	<i>A Review of current systems and processes including the role of the Attendance Officer. Findings and recommendations to be presented to BOT inform planning for 2020 and beyond.</i>
Term 1	Development of a set of HGHS Stand down and suspension guidelines to support the MOE guidelines.	Principal	<i>A review of the Stand down and suspension process including roles/responsibilities and possible conflict of interest, led by Principal.</i>

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Ongoing	Strengthen communication within and beyond school.	Principal PA LSC	<i>Trialing and electronic enrolment system. Streamlining of school wide communication – no Weekly Bulletin, KAMAR pastoral only, use of email, electronic booking systems, clarity of roles including reporting lines and team – PLD timetabled for the start of the year.</i>
Ongoing	Create meaningful opportunities for whanau to engage in conversations centred around their students learning.	DP C&P Reporting Team	<i>Establish a reporting schedule in response to the findings in the Reporting Review. Draft Reporting Policy to be presented to the BOT early 2020.</i>
Monitoring			
Regular monitoring of academic goals by DP report of progress to the BOT with predictions of progress start of term 3. Academic monitoring via Deans and Academic Dean.			
Resourcing As detailed in the PLG plan			

Improvement Plan - Domain: Curriculum Development			
Strategic Goal			
Use the NZC to develop and implement, a junior curriculum that is locally based and culturally responsive. Mā te whiritahi, ka whakatutoki ai ngā pumanawa ā tāngata <i>Together weaving the realisation of potential</i>			
Annual Target To complete planning and teaching of four cross-curricular units in Year 9			
When	What	Who	Indicators of Progress
Ongoing	Building capacity with our Middle leaders	Curriculum Team DP C&P	<i>Middle leaders to develop a clearer understanding of the educational leadership capabilities and to use these as a framework for leadership. To offer more</i>

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			DP P	targeted support to middle leaders. A focus on line managers coaching to grow capacity rather than people management and task driven. MOE PLD Literacy, to work with selected HOD's, SCT and other middle leaders to develop coaching conversations and using data to lead reflective conversations.
Term 1	Establish a working party/team to review and develop the HGHS Curriculum Policy.		Principal DP C&P Curriculum Policy Team BOT	New curriculum policy to be developed early 2020. MOE funded PLD plans (literacy/mathematics) continue the focus of developing data analysis skills with staff, including coaching conversations for further improvement.
Ongoing	Development of SENCO role		Principal LSC DP C & P	Further development of the Special Assessment conditions register and the implementation of the conditions across the school year. Use of KAMAR for communication the needs and strategies of students. Strengthening the Teacher Aide team and developing closer relationships between teachers and teacher aides, which will benefit student learning.
Ongoing	Establish two junior school learning hubs.		DP C & P Aspiring Leader	Building a hub approach to student learning, which builds on the students' passions/skills. A cycle of review and reflection will be shaped for the duration of the year – this will inform our next steps beyond 2021.
Monitoring How are we going? Use the Now What? So What? End of unit reflection framework to review each curriculum unit				

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