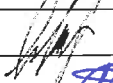





Hastings Girls'
High School

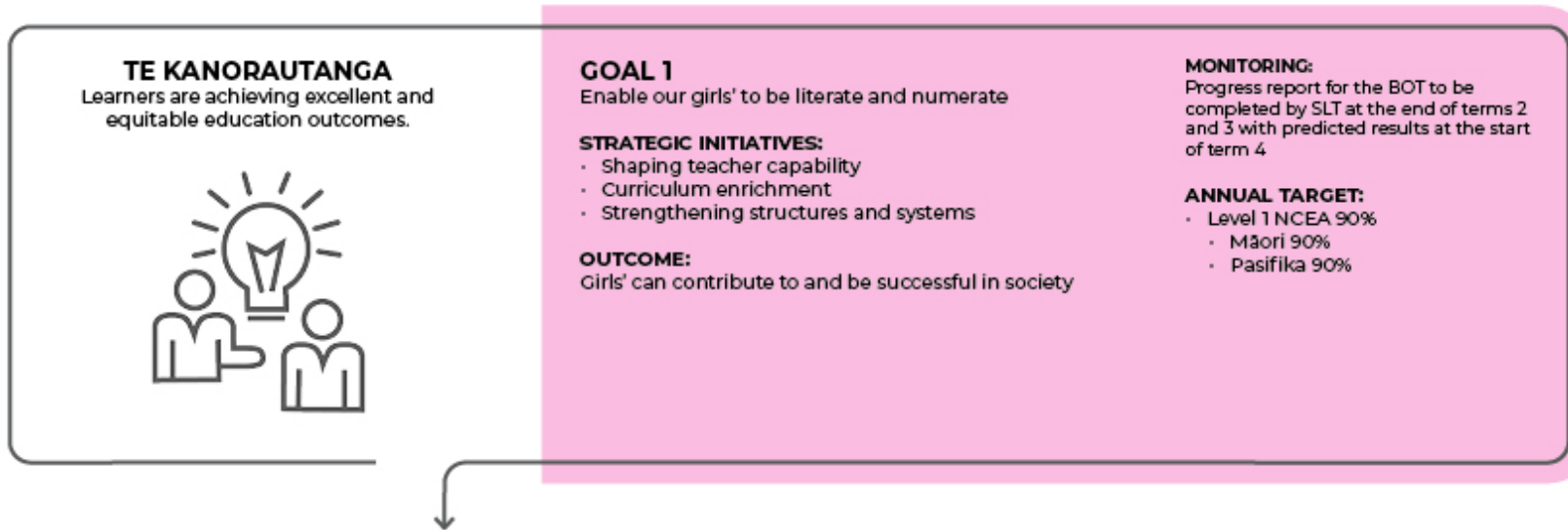
School Charter Strategic and Annual Plan for Hastings Girls' High School

2019 -2022

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

The HGHS school community will grow in understanding of and our ability to give practical effect to the Te Tiriti o Waitangi across all areas.

HASTINGS GIRLS' HIGH SCHOOL STRATEGIC GOALS 2019 – 2022



Strategic Initiatives	Key Performance Indicator
1. Shaping teacher capability	
Professional growth cycle to be refreshed, with a new cycle starting term 1 2022.	<ul style="list-style-type: none"> • Further development of the Professional Growth Cycle which includes growth coaching conversations with the aim of building school wide culturally sustainable practices and bettering students' achievement.
Professional learning, reflective processes, and resourcing to support our strategic direction relating numeracy. <ul style="list-style-type: none"> • PLD to continue with Jim Hogan • Implementation of cross curricular Numeracy course at Level 1 • Early intervention of students requiring extra support in numeracy 	<ul style="list-style-type: none"> • Evidence in planning and teaching across the Mathematics department of strategies to develop numeracy.

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<p>Professional learning, reflective processes, and resourcing to support our strategic direction relating literacy.</p> <ul style="list-style-type: none"> • Implementation of our literacy specialist, including RTLB training • Agreed Kete of literacy strategies supported by PLD for staff led by Literacy coordinator WSCOL • Establishment of a Literacy Committee • Full implementation of the Curriculum Planning Tool • Ongoing deliberate time at PD mornings focused on Hub curriculum development ant teams planning together • EaStle unpacked within Hubs for all staff to grow literacy understanding for students • NCEA opportunities for literacy across curriculum areas to be developed and unpacked with early identification and intervention for students needing this (tracking and monitoring) 	<ul style="list-style-type: none"> • All staff to become highly effective teachers of literacy.
<p>2. Curriculum enrichment</p>	
<p>Build and implement an annual plan for targeted PLD which best meets the needs of our staff and supports the strategic direction of the school.</p> <ul style="list-style-type: none"> • Margaret Ross to return mid 2022 for PCT's • Further development of the Ākina Coach role with a focus of monitoring and mentoring senior students and early intervention (tracking and monitoring) • Embedding restorative practice will continue to be a focus. 	<ul style="list-style-type: none"> • Providing responsive, practical teacher professional learning to support all teachers which will impact directly on student learning outcomes.
<p>Continued development of LSC role to support transition of students between and within HGHS.</p> <ul style="list-style-type: none"> • Principal to build a relationship with new Principal of Heretaunga as part of the Kahu Ako and to build reciprocity both pastorally and with curriculum • Continuing to refine transition plan • Video Hubs and other events to share on social media for Year 8's 	<ul style="list-style-type: none"> • To develop a set process 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.
<p>3. Strengthening structures and systems</p>	
<p>Establish an Academic Quality Management Team</p> <ul style="list-style-type: none"> • Two systems to be run in conjunction <ol style="list-style-type: none"> • Ākina coaches tracking academic pathway during Term 1 with tools and support from DP Op's • Data Based analysis with Deans beginning Term 1 in regular meetings between Deans and DP (PN) – focused on early intervention with students. • Once at-risk students identified they will have structured and deliberate support in Study and Kahui. These will be timetabled. Whanau hui will take place at this point. Identification of barriers for these students in order to improve teaching and systems and cross curricular opportunities. 	<ul style="list-style-type: none"> • Data will be used throughout the school to identify gaps in student learning. • Professional development will build teachers' and leaders' data literacy skills; kotahitanga • Increasingly, students and or whānau included as part of these conversations.

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<p>Visual tracking of 'Names and Needs'</p> <ul style="list-style-type: none">• Working to transfer data into KAMAR by end of 2022	<ul style="list-style-type: none">• 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.
<p>Further development of Departmental / Team goals – targets and connected to annual targets and goals</p> <ul style="list-style-type: none">• Curriculum leaders will continue to set goals around teaching and learning development.• The Hauora Team will continue to form part of our regular meeting cycle.• BOT to complete new strategic plan• Close monitoring of new management structure• Support and check in with Hub Coordinators	<ul style="list-style-type: none">• A school wide focus (narrowing and sharpening) on the 2022 strategic learning priorities.

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TE TUAKIRITANGA
Learners and whānau tell us they see and feel their identity, language and culture on a daily basis



GOAL 2
Providing a culture of extraordinary care

STRATEGIC INITIATIVES:

- Collaborative Community Partnerships
- Enhancing Akina Coach capacity
- Strengthening relationships with whānau

OUTCOME:
Girls' feel connected to and have strong positive relationships with at least one significant adult in the school who knows her story

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

ANNUAL TARGET:

- 100% of students to set a learning goal with their Akina coach and this is recorded on KAMAR.
- 90% success in students working towards their learning goal.


Strategic Initiatives	Key Performance Indicator
1. Collaborative Community Partnerships	
Strengthening HGHS Pasifika community group. <ul style="list-style-type: none"> • Growth of expert partner in the Tautua Pasifika hub • Appointment of Tupulaga Ma Taeao (Youth of Tomorrow) coordinator 	<ul style="list-style-type: none"> • Partnering with Aiga to establish a strengths based / high expectations approach to raising Pasifika achievement.
Develop a Māori community group <ul style="list-style-type: none"> • The Board of Trustees are looking to engage an external provider to lead us through our strategic plan, partnering with Ngāti Kahungunu. • HGHS invited to join the NKII / ERO pilot • Effective teacher profile implemented along with teaching and learning observation process • Continued building of the 'Way we do things' at HGHS through lens of Te ao Māori 	<ul style="list-style-type: none"> • Partnering with whānau and iwi to establish a strengths based / high expectations approach to raising Māori achievement.

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<ul style="list-style-type: none"> • Pasifika Hui • Māori Hui • Establishment of the Māori Student Council • Mapping of expert partners and sharing of data with iwi • Hope to have hui and fono in the community dependent on Covid restrictions • Review of events such as Prize Giving to ensure they align through a Te Ao Māori lens • Developing a cultural space outside Te Waiwaia to serve multiple purposes including Pōwhiri 	<ul style="list-style-type: none"> • Building and maintaining high trust relationships in the form of a partnership with the Māori and Pasifika communities. Creating authentic and regular opportunities for us to listen and respond to the needs of the school community.
2. Enhancing Akina Coach capacity	
<p>Further development of the ĀKINA coach</p> <ul style="list-style-type: none"> • Ākina coaches Term 1 mapped out underpinned by the monitoring and tracking plan and whakawhanaungatanga map • Deliberate Careers programme timetabled for all students, • Sports strategic vision ready for consultation for SLT 	<ul style="list-style-type: none"> • Developing collective efficacy across the school to support our girl in her journey through HGHS and in preparation for her tomorrow.
3. Strengthening relationships with whānau	
<p>Strengthen communication within and beyond school.</p> <ul style="list-style-type: none"> • Building school website, Pānui and Facebook • Development of staff website • Building individual capacity of staff in project management 	<ul style="list-style-type: none"> • Streamlining of school wide communication.
<p>Create meaningful opportunities for whānau to engage in conversations centred around their students learning.</p> <ul style="list-style-type: none"> • Further develop procedures underpinning the reporting system to ensure it is effective for students and families and efficient for all stakeholders. • Continue to provide opportunities to engage with whanau kanohi ki te kanohi. 	<ul style="list-style-type: none"> • Establish a reporting schedule in response to the findings in the Reporting Review.

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KAITIAKITANGA
Learners as guardians of our past, present and future



GOAL 3
Developing and implementing a junior curriculum

STRATEGIC INITIATIVES:

- Building leadership Capacity
- Curriculum Review
- Creating a Hub based Junior School

OUTCOME:
HGHS has a curriculum that is locally based, knowledge rich and culturally responsive

MONITORING:

- How are we going? Use the Now What? So What? End of unit reflection framework to review each curriculum unit

ANNUAL TARGET:
To complete planning and teaching of four cross-curricular units in Year 9

Strategic Initiatives	Key Performance Indicator
1. Building Leadership Capacity	
Building capacity with our Senior and Middle leaders <ul style="list-style-type: none"> • HOD's to develop strong relationship with new DP C & P • HOD's developing intentional curriculum work in dept meetings to align with Hub development • HOD's to explore opportunities at a senior level for naturally occurring evidence to be used to support student achievement 	<ul style="list-style-type: none"> • Middle leaders to develop a clearer understanding of the educational leadership capabilities and to use these as a framework for leadership. To offer more targeted support to middle leaders. A focus on online managers coaching to grow capacity rather than people management and task driven.
Development of SENCO role <ul style="list-style-type: none"> • SENCO and LSC completing Pearson treatment to identify students with Learning needs • Continued growth of Diverse Needs register including Gifted and Talented (all areas including sport and cultural) 	<ul style="list-style-type: none"> • Further development of the Special Assessment Conditions Register. Strengthening the Teacher Aide team and developing closer relationships between teachers and teacher aides, which will benefit student learning.

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2. Curriculum Review	
<ul style="list-style-type: none"> • Ongoing reflection and review will be used to strengthen and enhance the establishment of our junior curriculum. 	<ul style="list-style-type: none"> • Implementing a hub approach to student learning, which builds on the students' passions/skills.
3. Creating a Hub based Junior School	
<p>Establishment of a Hub based junior school</p> <ul style="list-style-type: none"> • PLD Map for Term 1 which includes departmental, hubs and Targeted PLD. • Develop HGHS common skills kete • Principal to work with the MoE National Office on Curriculum Refresh Specialist Team 	<ul style="list-style-type: none"> • Implementing a hub approach to student learning, which builds on the students' passions/skills.