



HAMILTON GIRLS'
HIGH SCHOOL

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SCHOOL CHARTER

2019 - 2022

Principals' endorsement:

Board of Trustees' endorsement:

Submission Date to Ministry of Education:

INTRODUCTION

Hamilton Girls' High School is a single-sex, decile 6, state school with 1730 students (March 1 2019) in central Hamilton. Its ethnic composition is: 48% European and 29% Maori. The remainder draws from a range of ethnicities and cultures. It is situated in a green belt area between the central business district of the city and Lake Rotorua. The school has an attached hostel [Sonninghill], with capacity for 138 students, located at 19a Marama Street.

Hamilton Girls' High School uses our Strategic Educational Intent as a framework for decision-making and planning, providing our community with a clear direction for continuous improvement in our school. Against the wider backdrop of rapid change in the educational environment in Aotearoa New Zealand, we believe that this framework will continue to enhance our outstanding traditions by adapting and innovating for the unique context of our school.

As we continue to build on the success of our school, we are very proud of what has been achieved in the past and equally as excited for our future direction.

Our ongoing review of the Charter allows our Board and Staff to extend this same commitment through our planning, consolidating key initiatives and furthering our reputation as the school of choice for girls' education in the Waikato.

Marie Gordon
Principal

OUR PURPOSE

VISION:

“Empower young women to dare to excel as innovative individuals who are globally connected”

MOTTO:

“Sapiens Fortunam Fingit Sibi.”

He tangata maarama maana e raranga toona ara
A Wise Woman Shapes Her own Destiny

CREST:

The school crest features a lion, sash and star. The lion symbolises courage, the sash symbolises service and the star is for excellence.



VALUES:

Excellence, identity, resilience, courage, curiosity, creativity

OUR INTENT

To empower young women to aspire to excellence, make a difference and respond to the diverse needs of individuals.

ACADEMIC PROGRAMS

We are committed to continuous improvement of our curriculum by providing established learner focused, rigorous and innovative programs and enhancing our reputation as the school of choice for girls' education. We will continue to provide optimal learning pathways for our girls, develop strategic partnerships and apply research on best practice.

Our broad strategies for the continuous enhancement of our academic and co-curricular programs are:

- To continually review and adjust academic standards within our programs that are contemporary in purpose, developmentally challenging, and responsive to the needs of our students
- To raise the level of achievement of NCEA L1, 2 and 3 to match Decile 6- 8 girls nationally
- To increase achievement, engagement and retention of Maori students
- To further enhance our school-wide literacy program, with rising expectations for students supported by clear literacy goals, through an emphasis on reading for understanding and writing
- To further enhance our school-wide numeracy program, with a particular emphasis on mathematical thinking and financial literacy.

TREATY OF WAITANGI OBLIGATIONS

The New Zealand Curriculum states:

“The Treaty of Waitangi is one of eight principles in *The New Zealand Curriculum* that provide a foundation for schools' decision making.

The Treaty of Waitangi principle ensures that students are at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity.”

The principles of Partnership, participation and protection underpin the relationship between the Crown and Māori under the Treaty of Waitangi, and are derived from the underlying tenets of the Treaty. We recognize our responsibilities.

We are committed to working with Tainui iwi. The kawenata signifies a positive collaboration that share a common goal of ensuring educational success through a strengths based approach and growing meaningful pathways.

RECOGNITION OF THE MULTICULTURAL NATURE OF NEW ZEALAND

In understanding that members of school communities in Aotearoa /New Zealand are increasingly multicultural, with both students and teachers coming from a wide range of linguistic and cultural backgrounds, the school seeks to acknowledge, value and accommodate the heritage of each of these groups and to address the particular educational needs, interests and aspirations of the individuals within them.

GENERAL GOALS

We are committed to providing learning environments that facilitate our key educational priorities and furthering our reputation as a leading school in the Waikato. Our general goals are:

- To meet government policy objectives for New Zealand Schools including those set out in the national education guidelines, specific policy applicable to single-sex education for Years 9-13, and other matters determined by the Minister
- To develop key competencies required for students to effectively participate and contribute as tomorrow's women and support them as individuals, while assisting their personal best or excellence in intellectual, physical, aesthetic and personal development.
- To provide a safe learning environment that enables quality teaching and learning
- To create an environment of respect for and understanding of cultural and individual differences and the unique place of the Treaty of Waitangi
- To effectively manage the school's capability, resources, assets and liabilities to achieve the education outcomes sought and expected by the school's community

QUALITY STAFF

We recognise that outstanding teachers and support staff are essential to our mission. We are committed to recruiting, developing and retaining outstanding staff.

Our broad strategies to support and enhance a professional staff culture in which individual and collective practice continuously improves student outcomes are:

- To build and develop leadership capability within our staff
- To implement best practice models for teaching and learning that increase student presence, engagement and achievement, and develop the attributes for lifelong learning.
- To continually enhance our culture of collaborative inquiry, planning and reflection, that promotes cross curricular collaboration, peer observations, self-evaluation and quality feedback cycles.
- To ensure professional learning is a visible and school wide practice, where individual and collective goals are aligned to our strategic intent.
- To celebrate outstanding staff achievements and promote the innovation of our teachers in the wider national network.

STRATEGIC SECTION

OUR GUIDING PRINCIPLES

1. Systematic curiosity in Teaching and Learning
2. Future Focused Curriculum
3. Wellbeing
4. Purposeful community engagement
5. Stewardship and Sustainability

GUIDING PRINCIPLE I

SYSTEMATIC CURIOSITY IN TEACHING AND LEARNING

Goal:

Create a vibrant learning community that fosters a culture of deep learning and inquiry that challenges the teacher and the learner.

Strategy 1:

To support and enhance a professional and collaborative staff culture in which individual and collective practice continuously improves student outcomes

Strategy 2:

To build leadership capability, inspire passion and continually challenge teachers who possess:

- depth in their discipline and subject knowledge;
- pedagogical expertise;
- understanding of the importance of ako, manaakitanga and whananugatanga

Strategy 3:

To develop an innovative junior curriculum that prepares students for pathways in senior school and beyond.

Strategy 4:

Encourage and endorse a growth mindset through nurturing and celebrating creativity and curiosity.

Strategy 5:

Cultivate a responsive HGHS community which shows respect, builds trust and promotes inclusion, quality relationships, wellbeing and pride.

GUIDING PRINCIPLE 2

FUTURE FOCUSED CURRICULUM

Goal:

To strengthen, inspire and empower our young women to dare to dream, empowering them to develop enduring life and leadership skills

Strategy 1:

Provide an innovative curriculum with future focused courses, pedagogy and learning environment.

Strategy 2:

Build a culture of evidence-based reflection, review and improvement.

Strategy 3:

Foster a culture that all teachers are curriculum architects, with the power to effect change in their classrooms.

GUIDING PRINCIPLE 3

WELLBEING

Goal:

To develop a wellbeing model through the dimensions of Hauora, that responds to the challenges our young women are faced with today:

- Taha Tinana = Physical wellbeing
- Taha Hinengaro = Mental & emotional wellbeing
- Taha whaanau = Social wellbeing
- Taha wairua = Spiritual wellbeing

Strategy 1:

Wellbeing values are incorporated into the curriculum and co-curricular programmes.

Strategy 2:

Nurture a resilient Girls High spirit that strives to achieve personal excellence through the foundations of Hauora.

Strategy 3:

To foster and promote a collaborative approach to the health and wellbeing of staff, through the foundations of Hauora.

GUIDING PRINCIPLE 4

PURPOSEFUL COMMUNITY ENGAGEMENT

Goal:

Maintain a strong and purposefully engaged community that shares a belief in the importance of educating young women by providing a safe, diverse and inclusive learning environment.

Strategy 1:

To celebrate and promote the achievement and contribution of HGHS community and alumni.

Strategy 2:

Deliver strategically effective communications with our community.

Strategy 3:

Active participation in the HCC Kahui Ako - COL to foster a wider community learning environment focused on collaboration and evidence based innovation.

Strategy 4:

Create and maintain strong, tailored and lifelong community relations with Tainui iwi.

GUIDING PRINCIPLE 5

STEWARDSHIP AND SUSTAINABILITY

Goal:

Nurture a culture of stewardship where resources are optimised for the benefit of our students, staff and community today, while strengthening the foundations for a sustainable and confident future.

Strategy 1:

People — Recruit, develop and engage outstanding people who model expertise in their field, exhibit the highest levels of professionalism; they are deeply committed in their roles and apply their knowledge and skills to achieve exceptional outcomes.

Strategy 2:

Financial — Deliver appropriate, sustainable, transparent and empowering fiscal management that balances the surplus requirement for future investment with immediate educational programme priorities.

Strategy 3:

Facilities — Provide and protect high quality, compliant, functional, expertly designed and flexible facilities to support effective teaching and learning and deliver maximum utilisation and user satisfaction.

Strategy 4:

Demonstrate and communicate our commitment to health, safety and wellbeing for students, staff and visitors, and our expectations.

Strategy 5:

Provide a future-focused boarding culture and environment

ANNUAL PLAN

SYSTEMATIC CURIOSITY IN TEACHING AND LEARNING

Goal:

To create a vibrant learning community that fosters a culture of deep learning and inquiry that challenges the learner and the teacher.

STRATEGY I:

To support and enhance a professional and collaborative staff culture in which individual and collective practice continuously improves student outcomes.

Annual Plan

Review how we teach and integrate intellectual and metacognitive development through:

- Cultivating a depth in epistemic knowledge.
- Reviewing our current programmes of learning, refocus our attention to the front half of the NZC.
- To create and implement a Sport Strategy delivering a high quality, empowering and engaging Sport Programme that creates futures, legacies and enables students to achieve personal excellence.
- To create and implement an enhanced and expanded Performing and Visual Arts programme.
- To collaborate with the Ignite, Innovate and 9WI teachers to design a cross curricular and contextually based programme to meet the learners needs.

Success Measure:

Students are able to recognize one's own successful cognitive processing and apply this to contextual and everyday learning

Students and teachers feel well supported within both the Sports and Arts programme in school

STRATEGY 2:

To build leadership capability, inspire passion and continually challenge teachers who possess:

- depth in their discipline and subject knowledge;
- pedagogical expertise;
- understanding of the central importance of ako, manaakitanga and whananuatanga

Annual Plan

To continue to embed and build WTE strategies school wide to raise literacy levels.

Build staff capability around data as a teaching tool and cultural responsive pedagogy

To implement an HOD Induction course, with the intent to build leadership capability.

To continue PLD with HoDs to develop their leadership (leading from the middle)

To continue to embed and develop rigorous TAI to challenge all teachers to focus on continually improving their practice

Success Measure:

The achievement gap between maori and pasifika, and non-maori has closed

Teachers are engaged in reciprocal, collaborative learning focused relationships with our school and wider community.

STRATEGY 3:

To develop an innovative junior curriculum that prepares students for senior school and pathways beyond school

Annual Plan

To implement and review regularly the restructure of the Y9 programme, with the introduction of 9WI, Innovate and Ignite.

To ensure that students learn about and become creators of digital technologies,

Success Measure:

Junior student achievement and progress have been enhanced through a schoolwide sharing of our Year 9 programme.

STRATEGY 4:

To nurture and celebrate creativity, entrepreneurial thinking and a sense of possibility, wonder and awe

Annual Plan

To develop an entrepreneurial mindset through offering student enterprise opportunities to develop their identity as emerging global citizens

To implement a STEAM strategy across Yr 9-11

To implement a STEAM strategy in the RP junior classes.

Success Measure:

Students feel confident and self assured while genuinely connecting to people and places from around the world, that allows them to develop understanding, optimism and open-mindedness.

STRATEGY 5:

To encourage and endorse a growth mindset:

Annual Plan

To develop and build upon the success of MAD week and the design thinking principles, implicitly fostering a growth mindset.

To trial in the Y9 Innovate programme explicit ways to foster a growth mindset, with the view to expand this across the school in the future

Success Measure:

Evidence of design thinking to match student needs with what is technologically feasible

FUTURE FOCUSED CURRICULUM

Goal:

To strengthen, inspire and empower girls to dare to dream, empowering them to develop enduring life and leadership skills.

STRATEGY I:

Provide an innovative curriculum with future focused courses, pedagogy and learning environment.

Annual Plan

1. Continue the investigation of the school curriculum through the Curriculum Review Team.
2. Review and revamp of Junior extension programme Ignite.
3. Review and revamp of the Innovate programme.
4. To implement a STEAM based project in the 9WI class.
5. Review and revamp of current senior GATE programme.

Success Measure:

Learners able to identify progress and next steps using curriculum levels.

STRATEGY 2:

Build a culture of evidence-based reflection, review and improvement.

Annual Plan

1. Developing teachers understanding of data as a teaching tool
2. To continue to implement rigorous TAI where teachers use evidence to reflect on and inform their practice
3. To continue to implement an in depth PCT programme where new teachers are trained to use evidence based reflection to inform their practice.

Success Measure:

Teachers deliver high quality teaching and learning and programmes of work

STRATEGY 3:

Review how we teach and integrate intellectual and metacognitive development

Annual Plan

To design and implement the Innovate programme in the junior school.

To understand and develop metacognitive awareness, and identify the factors which enhance metacognitive development.

Success Measure:

Students are more aware of their own thought processes and are able to gain control or mastery over the organisation of their learning

STRATEGY 4:

Review current learning environments and prepare a plan for upgrading these to ensure they enable modern pedagogies

Annual Plan

To demonstrate clear pathways to learning across the learning areas and the curriculum levels through using a systematic inquiry approach to find out what works – when, for who, and in what context.

To integrate the principles, values, key competencies and learning areas in our classroom programmes

Success Measure:

Our learning environment has been reshaped around the needs of the learner rather than the learner merely conforming to the system.

WELLBEING

Goal:

To promote health and wellbeing through the dimensions of Hauora:

- Taha Tinana = Physical wellbeing
- Taha Hinengaro = Mental & emotional wellbeing
- Taha whaanau = social wellbeing
- Taha wairua = spiritual wellbeing

STRATEGY 1:

Wellbeing values are integrated into the curriculum and co curricular programmes

Annual Plan

1. To explicitly teach WISE values and celebrate the WISE learner
2. To continue to build the Peer Support programme, to ensure a seamless transition from Intermediate to high school.
3. To develop mentoring programmes which promote health and wellbeing of our students

Success Measure:

Wellbeing values are incorporated into the curriculum and explicitly taught.

STRATEGY 2:

To nurture a resilient Girls' High spirit that strives to achieve personal excellence

Annual Plan

1. To lead, encourage and develop a schoolwide #thisismehghs campaign and strategy for both day and boarding students. Proposal
2. To provide opportunities for events which connect with whanau through house events, school events, celebrations and/or motivational programmes

Success Measure:

Students develop resilience and are better equipped to learn from failure and adapt to change.

STRATEGY 3:

To foster and promote a collaborative approach to the health and wellbeing of staff, through the foundations of Hauora.

Annual Plan

To develop a cross curricular Staff Wellbeing team that will develop a strategy with deliberate actions, across each term.

Success Measure:

Staff feel supported in their roles

PURPOSEFUL COMMUNITY ENGAGEMENT

Goal:

Maintaining a strong and purposeful fully engaged community that shares a belief in the importance of educating girls and provides a safe, diverse and inclusive learning environment

STRATEGY 1:

Celebrate and promote School, student, alumni and staff performance, achievement and contribution

Annual Plan

Develop an online communication plan, that includes one HGHS Facebook page, Instagram and Website where successes can be posted and celebrated, and information shared in a timely manner.

Success Measure:

Our school community are well informed through both an online and face to face communication strand

STRATEGY 2:

Deliver strategically effective communications with our community, contribute through service and encourage active citizenship

Annual Plan

Initiate Innovate, Ignite and RPWelcome evenings, inviting whanau to share in their daughter's educational journey.

Success Measure:

Ongoing adaptation of curriculum to meet teaching needs

STRATEGY 3:

Active participation in the HCC Kahui Ako - COL

Annual Plan

1. Building within school staff capability to implement key strategies across the school.
2. Review and revamp transition of Y8 - 9 students into the school community.
3. To continue to build upon the HGHS identity through the modification of the student diary model.

Success Measure:

Meeting and exceeding Kahui Ako strategic targets

STRATEGY 4:

Create and maintain strong, tailored and lifelong community relations with iwi,

Annual Plan

To establish the opportunity for ongoing and meaningful engagement through the kawenata.

Success Measure:

Improved collaboration between HGHS and Tainui to ensure educational success for our students.

STEWARDSHIP AND SUSTAINABILITY

Goal:

Nurture a culture of stewardship where resources are optimised for the benefit of our girls, staff and our community today, while also strengthening the foundations for a sustainable and confident future

STRATEGY I:

People — Recruit, develop and engage outstanding people who model expertise in their field, exhibit the highest levels of professionalism; they are deeply committed in their roles and apply their knowledge and skills to achieve exceptional outcomes

Annual Plan

1. Revisit the organisational structure assessing effectiveness versus resources.
2. Prioritise strategic appointments.
3. Invest time in education focussed human resources.

Success Measure:

Measure success against position requirements through appraisal, attestation and contribution to the school and its vision.

STRATEGY 2:

Financial — Deliver appropriate, sustainable, transparent and empowering fiscal management that balances the surplus requirement for future investment with immediate educational programme priorities

Annual Plan

1. Strategically manage expenditure to facilitate excellent educational outcomes.
2. Develop processes that ensure funds are spent strategically and appropriately.
3. Prioritise expenditure that directly affects educational outcomes.

Success Measure:

Capable and transparent financial performance management through committees and regular reporting

STRATEGY 3:

Facilities — Provide and protect high quality, compliant, functional, expertly designed and flexible facilities to support effective teaching and learning and deliver maximum utilisation and user satisfaction

Annual Plan

1. Use external expertise to manage significant projects.
2. Utilise capital budgets effectively through careful planning in the 10 year property plan.
3. Prioritise strategic projects.

Success Measure:

Cyclical enhancement of school facilities.

STRATEGY 4:

Demonstrate and communicate our commitment to health, safety and wellbeing for students, staff and visitors, and our expectations.

Annual Plan

1. Regular communication and promotion of health, safety and wellbeing for student through publications, assemblies and events.

Success Measure:

Health & Safety Committee actions are planned and achieved.

STRATEGY 5:

Advance a future-focused boarding culture and environment

Annual Plan

1. Balance educational achievement with pastoral care ensuring expert services are available to boarders.
2. Reshape traditional models to ensure the boarding experience in meaningful and relevant to current and future boarders.

Success Measure:

Retention of students, educational achievement and a diverse and inclusive culture.

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as innovative individuals
who are globally connected”*



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