



Christchurch Girls' High School | Te Kura o Hine Waiora

*This is the place where the waters nurture our girls in their education.
Sapientia et veritas - Wisdom and Truth*

OUR VALUES: Manaakitanga Whanaungatanga Aroha Rangatiratanga

OUR VISION: '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.'

STRATEGIC GOALS:

STRATEGIC GOAL 1 <i>To empower and inspire the development of 21st Century lifelong learners (TRANSFORMATIONAL LEADERSHIP CULTURE)</i>	STRATEGIC GOAL 2 <i>To create a passionate learning environment where learners have the power to act (ENGAGEMENT)</i>	STRATEGIC GOAL 3 <i>To provide diverse learning opportunities and experiences that will empower and inspire learners (INNOVATION)</i>	STRATEGIC GOAL 4 <i>To foster authentic relationships through connection, understanding and trust, and valuing culture, language, and identity (WELLBEING AND BELONGING)</i>	STRATEGIC GOAL 5 <i>To build a culture of organizational renewal and transformation through rigorous reflection and self-review (CRITICAL REFLECTION)</i>
<p>This means:</p> <ul style="list-style-type: none"> ▶ The school is committed to the unique partnership with Te Rūnanga o Ngāi Tahu under Te Tiriti o Waitangi ▶ Transformational leadership in action ▶ School values are embodied in all leadership work and visible in behaviour, interactions, structures, and documentation ▶ We develop 21st century student and staff competencies, skills, and aptitudes <p>So that: Our students and staff are equipped for the future and live our values and vision.</p> <p>We will measure this by:</p> <ul style="list-style-type: none"> ▶ The strategic and annual plans, policies and procedures show visible and authentic lived values ▶ Whole community voice through Ask Your Team self-evaluation tool reflects transformational change ▶ There are diverse and visible leadership opportunities for staff and students 	<p>This means:</p> <ul style="list-style-type: none"> ▶ Learner agency is grown ▶ Deep, authentic student engagement is happening ▶ Student-centered learning is embraced. ▶ Teachers are excited, motivated, and inspired ▶ Collaboration and creativity are nurtured. ▶ We value a holistic understanding and aspiration for excellence for each student ▶ We take inspiration from our history. Tradition and innovation <p>So that: Staff and students are passionate, engaged, lifelong learners with agency over their futures.</p> <p>We will measure this by:</p> <ul style="list-style-type: none"> ▶ Ask Your Team self -evaluation tool ▶ Recruitment policies, procedures and documentation reflect these priorities ▶ Analysis of student attendance and staff retention statistics reflect engagement ▶ Analysis of achievement with a focus on disparities/accelerated learners/literacy/numeracy 	<p>This means:</p> <ul style="list-style-type: none"> ▶ Design for Learning (in the context of CGHS) ▶ Diversity and flexibility in how, when and where students learn ▶ The development of different programmes of study ▶ Student access to learning programmes ▶ Real world opportunities and contexts <p>So that: Our staff are open to innovation so that our students see their learning as relevant to their lives, see possibilities, create solutions, and contribute to our world.</p> <p>We will measure this by:</p> <ul style="list-style-type: none"> ▶ Staff uptake of professional learning opportunities is high ▶ Our vision, values and 21st century learner framework are reflected in our emerging curriculum change and space design ▶ Visible change to curriculum design and timetable structures ▶ Holistic focus of student profiles is brought to life (e.g. service) 	<p>This means:</p> <ul style="list-style-type: none"> ▶ Demonstrating our values in all interactions ▶ Partnership with our Māori wh nau, Pasifika and other ethnic communities, particularly Muslim ▶ Cultural responsiveness and inclusion – knowing our learners ▶ Inspiring our students by modelling what is possible ▶ Restorative and relational culture ▶ Working with collaboration and treating people with dignity, interest, and care ▶ Actively implementing learning dispositions ▶ Giving back to society <p>So that: Our staff and students are resilient, empathetic, and flourishing.</p> <p>We will measure this by:</p> <ul style="list-style-type: none"> ▶ Ask Your Team parent, staff, and student survey data ▶ Counselling trends analysis and reports ▶ The Mātauraka Mahaanui Indicators Framework shows progression ▶ Pastoral data around restorative processes, stand downs and suspensions ▶ Engagement levels in Māori, Pasifika, Muslim, and parent hui 	<p>This means:</p> <ul style="list-style-type: none"> ▶ Every strategic goal in the Strategic Plan has an annual performance plan that sets targets for the key activities and achievement objectives for the year ▶ The school annually reviews all portfolio areas within the 'school effectiveness' cycle ▶ A comprehensive analysis of variance is undertaken on the school's strategic goals and annual strategic priorities ▶ The school analyses the success and achievement of students across the school ▶ The BOT regularly reviews and evaluates its governance roles and responsibilities <p>So that: We know who we are, as a school, whether we are making a difference for our students and staff and where we are going for the future.</p> <p>We will measure this by:</p> <ul style="list-style-type: none"> ▶ STEADA self -review for every Faculty Term 1 (achievement and engagement analysis leading to change) ▶ Annual Principal and Leadership appraisal outcomes ▶ ERO reports and recommendations ▶ Progress against the targets set in the Annual Plan ▶ Cyclical BOT policy and procedure review plans