



HAMILTON GIRLS' HIGH SCHOOL
Te Kura Tamaahine O Kirikiriroa

2024-2025 STRATEGIC PLAN

HAMILTON GIRLS' HIGH SCHOOL VISION:

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

VALUES:



EXCELLENCE
Kairangi



RESILIENCE
Manawaroa



IDENTITY
Taukiriranga



COURAGE
Māia



CREATIVITY
Auahatanga



CURIOSITY
Manawaroa

MOTTO:

"Sapiens Fortunam Fingit Sibi"

He tangata maarama maana e raranga toona ara

A Wise Woman Shapes Her own Destiny

Hamilton Girls' High School is committed to the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi, and the New Zealand Curriculum.

UNDERPINNING OUR STRATEGIC PRIORITIES



STRATEGIC PRIORITY 1:

Building clarity and understanding of responsive and effective teaching and learning programmes and pathways for improved student progress and achievement.

Key priorities:

- Implement NCEA changes, and NZC refresh with a particular focus on:
 - a. Mana ōrite mō te mātauranga Māori
 - b. Literacy and Numeracy
 - c. NCEA Level 1
 - d. Junior Programmes
- Ensure strong curriculum delivery through:
 - a. Relational and responsive teaching acts
 - b. Using technology to enhance learning including student BYOD
 - c. Deliberately selecting pedagogy and teaching strategies that are matched to learner needs and learning outcomes
- A curriculum and teaching pedagogy that incorporates data measurement systems that delivers timely and useful information about student progress.

Outcome:

Our ākonga demonstrate agency and self-efficacy in their learning to achieve equity and excellence in their achievement outcomes in NCEA, NQF qualifications and/or vocational and employment pathways.

STRATEGIC PRIORITY 2:

Hauora: develop a culture of belonging and engagement for all stakeholders with a focus on wellbeing.

Key priorities:

- Access to Hauora/Wellbeing programmes for all students and targeted programmes for those with further identified needs.
- Increase ākonga engagement and wellbeing through a relational, focused, restorative culture and mentoring programme.
- Consistently uphold high standards around student code of conduct and attendance.
- Refine and develop mentoring programmes for Māori and Pasifika students which support ākonga to flourish in all areas of our kura.

Outcome:

Respectful relationships and restorative practices are well established and access to a wide-range of health-enhancing knowledge and experiences for all ākonga.

STRATEGIC PRIORITY 3:

Ensure ākonga success and belonging is enhanced by learning environments that reflect and celebrate diversity and equity, while recognising the unique place of Māori in Aotearoa New Zealand.

Key priorities:

- Support our kaiako to understand, know, and develop our ākonga through adapting pedagogy, learning opportunities, and assessment tools.
- Build learning programmes that address and reflect the cultural diversity of HGHS and the unique place of Māori in Aotearoa New Zealand.

Outcome:

Learners experience a responsive, rich, broad and deep localised curriculum, which continually improves and responds to their cultures, languages and identities.

Kaiako are empowered to use culturally-appropriate practices in their classrooms.

STRATEGIC PRIORITY 4:

Strengthening community connection and learning partnerships.

Key priorities:

- Positive partnerships - develop strong, sustainable and reciprocal partnerships with whānau and the community to improve participation.
- Deepen connections with mana whenua to understand our whakapapa and tūrangawaewae.
- Student engagement, challenge, and connection is encouraged, through a wide range of curricular and extracurricular activities, including leadership roles.
- Refine and develop an integrated marketing and communications strategy plan that strengthens engagement with all key stakeholders, and effectively manages the brand of the school.

Outcome:

Learners and whānau participate and contribute to a range of contexts – cultural, local, national, and global citizenship and are part of a cohesive, connected and inclusive community that recognises and celebrates our past and present and ensures a sustainable future.

OUTCOME:

Our ākonga will experience a curriculum that supports, empowers, acknowledges, values, affirms, encourages, and engages them as young wāhine.