

HAMILTON GIRLS' HIGH SCHOOL  
TE KURA TAMAAHINE O KIRIKIRIROA

# 2024-2025 STRATEGIC PLAN



## SCHOOL CONTEXT

**Hamilton Girls' High School is a single-sex state school with 1703 students (March 1 2024) in central Hamilton.** We are 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.

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

## SCHOOL VISION

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

HGHS is committed to the provision of an education for girls with an emphasis on our school values, high expectations, creativity and academic challenge.

A focus on mana wāhine, innovation and excellence underpins this vision.

## SCHOOL MOTTO AND CREST

"Sapiens Fortunam Fingit Sibi."

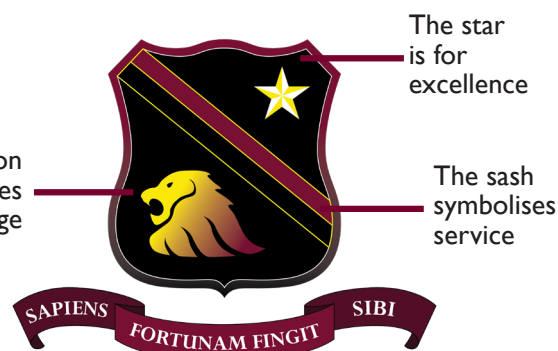
***He tangata maarama maana e  
raranga toona ara***

A Wise Woman Shapes Her own  
Destiny

The motto of the school was chosen by founding headmaster of Hamilton High School, Eben Wilson, who had a deep classical knowledge. The school crest, still used by both Hamilton Girls' and Boys' High School, features a lion, sash and star. The lion symbolises courage, the sash symbolises service and the star is for excellence.



**IN CENTRAL  
HAMILTON.**



### SUCCESS CRITERIA UNDERPINS OUR STRATEGY:

Star (Aspiration) - Excellence

Sash (Belonging) - Equity

Lion (Courage) - Empower



## ACADEMIC PROGRAMS

Hamilton Girls' High School is committed to the delivery of the New Zealand Curriculum and takes, as its starting point, a vision of our students as lifelong learners who are confident and creative, connected and actively involved. We are committed to continuous improvement of our curriculum by providing established rigorous and innovative learner focused programmes of education as a school of choice for young women's education.

We recognise that all students are different and we provide multiple learning pathways to support them.

## TE TIRITI O WAITANGI

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Hamilton Girls' High School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.

Under the Education and Training Act 2020, a primary objective of the Hamilton Girls' High School board is giving effect to te Tiriti o Waitangi. We do this by:

- Working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- Achieving equitable outcomes for Māori students
- Providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

Hamilton Girls' High School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure ākonga Māori experience educational success as Māori (NELP Priority 2).

The school recognizes our responsibilities and, because of our particular geographical location, the particular need to observe Tainui protocols. In particular, an emphasis will continue to foster Te Reo Māori and Tikanga Māori, consistent with the principles of the Te Tiriti o Waitangi, and provide instruction in te reo Māori for all students and their families who request it, including accelerated learning for bi-lingual students.

## PASIFIKA ACHIEVEMENT

HGHS is committed to the Pasifika Education Plan 2020-2030 to support the delivery of creative, collaborative, and innovative ways of delivering education for our Pacific learners and families to reach their full potential.

## EQUITY

Hamilton Girls' High School will enhance learning environments that reflect and celebrate diversity and equity, while recognising the unique place of Māori in Aotearoa New Zealand.

Our school's policies and practices will seek to achieve equitable outcomes for all students.

## MEASURABLE 2024 TARGETS

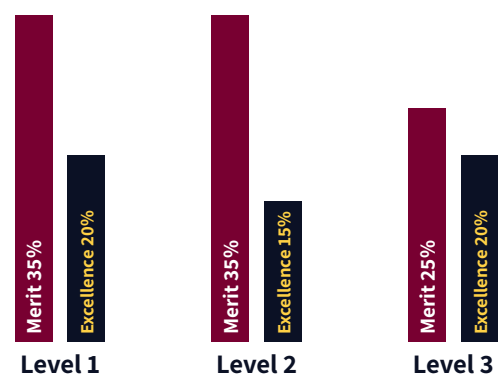
### NCEA STUDENT ACHIEVEMENT DATA



### UNIVERSITY ENTRANCE



### CERTIFICATE ENDORSEMENTS



# UNDERPINNING OUR STRATEGIC PRIORITIES

## OUR PLACE:

We aspire to be the school of choice for girls' education within the Waikato

### LEARNING

Te Tiriti o Waitangi is reflected in our school policies, procedures, practices and processes.

### ENGAGEMENT

Acceleration of student achievement - provide learning where all students are engaged, making progress and achieving with a specific focus on our Māori ākonga.

### CULTURE

HGHS celebrations reflect unity and diversity and student agency and student voice are influential in shaping our community.

### ENVIRONMENT

Inspiring curriculum leadership - teachers are supported to provide quality teaching and learning.

### COMMUNITY

Positive partnerships - strong, sustainable and reciprocal partnerships with whānau and the community to improve participation has been developed.

## OUR PEOPLE:

Our people reflect our school values

### LEARNING

High expectations and positive role modelling drives positive behaviour, work habits and success within our kura.

### ENGAGEMENT

Quality teaching practise is shared across the kura, through professional learning networks and professional growth cycles.

### CULTURE

A positive, high-trust school environment which is responsive to student and staff wellbeing needs.

### ENVIRONMENT

A climate of safety, care and connectedness for all through the Hamilton Girls' High School values.

### COMMUNITY

Strengthen diverse and inclusive connections with the local community through language and action.



## OUR PROVISION:

Broaden learning opportunities to enable student success

### LEARNING

Teachers are well prepared for the NCEA changes, the curriculum refresh, Māna Ōrite and Maturanga Māori.

### ENGAGEMENT

Our school provides equitable and inclusive teaching, learning and growth opportunities which are informed by te ao Māori, for all students, their whānau and the wider school community.

### CULTURE

Foster a vibrant, positive, inclusive and culturally responsive school culture where identity and individuality are recognised.

### ENVIRONMENT

More vocational education opportunities for students through Industry Training Organisations are available, along with more diverse and tailored pathways into the workforce, into university, and into other further training.

### COMMUNITY

Strong partner networks are in place to enrich learning opportunities and support global awareness, citizenship and sustainable futures.

# The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

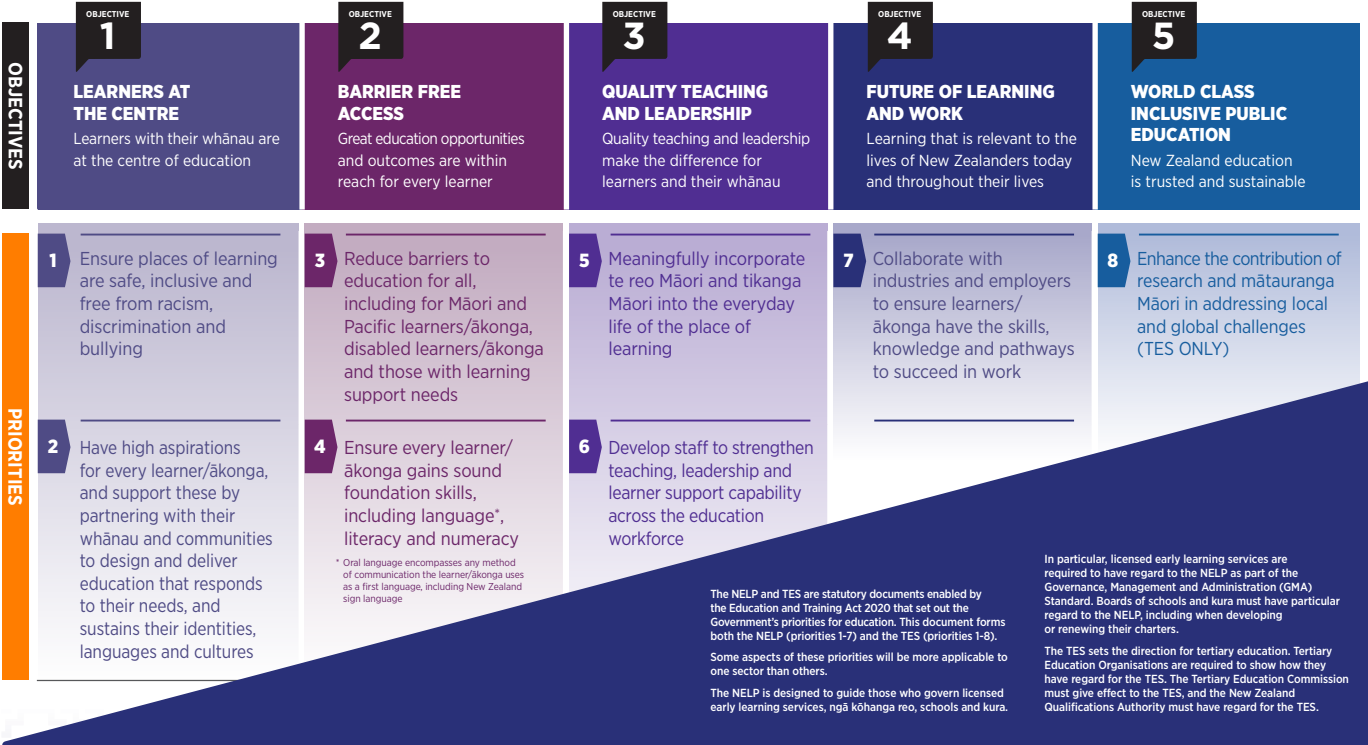
The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.



Statement of National Education and Learning Priorities and Tertiary Education Strategy





# STRATEGIC PRIORITY 1

# 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.

### 1. To develop curriculum and assessment programmes to ensure increased ākonga engagement and achievement and improve learning outcomes for all.

Actions - Detail the key actions	Annual Measures of Success
<p><b>1.1 Implement the new requirements of NCEA, specifically the corequisites around literacy and numeracy, and building a strong base for common assessment activities and our junior curriculum:</b></p> <ul style="list-style-type: none"> <li>• All Level 1 Courses to implement the new Level 1 NCEA standards, which includes the 1.2 MoM TM assessment aspect</li> <li>• All Year 9 and 10 programmes are refreshed to reflect the new structure in the curriculum, incorporating Te Mātaiaho, the refreshed curriculum where available, and develop a junior school Literacy profile which links to the Learning Matrix</li> </ul>	<p>Courses implemented in 2024 and reviewed as the year progresses.</p> <p>Literacy and Numeracy strategies would be embedded across the wider year 9 and 10 Learning Areas.</p> <p>NCEA Literacy and Numeracy results improve as a result of the impact of teaching and learning.</p> <p>Students feel supported and on track to gain this qualification.</p>
<p><b>1.2 Extension Enrichment Lead role to ensure robust and effective programmes of learning are in place for academically advanced learners including:</b></p> <ul style="list-style-type: none"> <li>• Ignite Programme</li> <li>• IGCSE Courses</li> <li>• GATE students (academic)</li> <li>• Senior Extension Classes</li> </ul> <p>Monitor student progress and provide support including mentoring to these students as required to support high achievement</p>	<p>A seamless transition for our academically advanced learners from Year 9 to Year 13.</p> <p>Students participate enthusiastically and are retained in enrichment programmes and pathways from Year 9 - 13. Students feel supported and encouraged to attain academic excellence throughout their schooling pathways at HGHS.</p>

## 2. Develop a professional learning plan for all teaching staff that will focus on relational and responsive teaching pedagogy.

Actions - Detail the key actions	Annual Measures of Success
<b>2.1 Develop a professional learning plan that will target:</b> <ul style="list-style-type: none"> <li>Literacy and Numeracy</li> <li>Mana Ōrite mō te Mātauranga Māori</li> <li>Neurodiverse learners</li> <li>Māori and Pasifika learners</li> <li>Data regarding student academic progress and achievement is utilised to drive change and aspirational goal setting for both students and staff</li> <li>Provisionally Certificated Teachers</li> <li>Using technology to enhance learning</li> </ul>	<p>Feedback from staff regarding content of PLD if gathered and staff feel that it is relevant and beneficial to their pedagogy.</p> <p>Staff feel supported through the avenues of the professional learning plan, which include a newsletter, PLD bites and ongoing regular PLD slots.</p>
<b>2.2 Empower HODs to effectively lead PLD and PGC time within their departments:</b> <ul style="list-style-type: none"> <li>Review 2023 PLD</li> <li>Determine PLD focus for 2024 informed by the review and schoolwide strategic goals</li> <li>Unpack EBRs with faculty members to assist in informing personal PLD and dept. PLD</li> <li>Oversight of Central PLD funding applications</li> <li>Review 2023 PGC's</li> <li>Plan &amp; complete 2024 PGC</li> </ul>	<p>Faculty team feel supported in their leadership role to lead their department through the professional growth cycle.</p> <p>Staff understand the link between the strategic plan, schoolwide goals, department goals and individual professional growth cycle.</p>
<b>2.3 Review our Induction process so that it meets the needs of staff effectively and timely:</b> <ul style="list-style-type: none"> <li>Collect feedback from Inducted Staff in 2023. Include staff who were inducted during the year and hence, missed the full 'start of year' induction.</li> <li>Plan Teacher Induction programme</li> </ul>	<p>Staff are confident and well equipped with key information and knowledge of the systems and processes at HGHS.</p>
<b>2.4 Specialist Classroom Teacher role to ensure professional development support for provisionally certified teachers to develop their best practice and work towards full registration.</b> <p>SCT to also identify potential areas for whole staff, department, or target individual teacher upskilling through provision of expert teacher advice, mentoring and delivering professional learning to staff.</p>	<p>Positive feedback from PCT 1 and PCT 2 teachers on the effectiveness of growth coaching enhancing their teaching practices.</p>

## 3. A curriculum and teaching pedagogy that incorporates data measurement systems that deliver timely and useful information about student progress.

<b>3.1 Developing a whole-school plan for data-informed practice which involves determining what data should be collected, when and how it is collected, and how it will be used.</b>	<p>Staff have more clarity in "knowing their learners".</p> <p>A seamless developmental curriculum framework from Year 9 to Year 13.</p>
<b>3.2 Establish and monitor an improved system(s) for tracking student internal assessment progress.</b>	<p>Faculty Leaders are able to reflect, review and respond to the evidence based reports for each course and for each year level.</p>
<b>3.3 Ensure reporting systems and processes are clear to staff, operationalised efficiently, and meaningful to whānau.</b>	

# STRATEGIC PRIORITY 2

# 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.



## 1. To ensure hauora is supported through strengthening conditions, structures, systems and processes that promote learner wellbeing, inclusive of te ao Māori and Mātauranga Māori.

Actions - Detail the key actions	Annual Measures of Success
<b>1.1 Further develop and consolidate our Wellbeing strategy for learners:</b> <ul style="list-style-type: none"> <li>A learning programme is established at each year level to enhance student wellbeing. Each year level will have a different focus depending on the needs of the students.</li> <li>A plan is established and implemented for induction of new students to HGHS</li> <li>Review of Year 8 transition into Hamilton Girls' High School (including school visits, Kaitiaki morning, induction days at beginning of year) to ensure it meets the needs of the incoming students and their whānau.</li> </ul>	Our ākonga will experience environments that promote Te Whare Tapa Whā - Taha Hinengaro, Taha whānau, Taha Wairua, Taha Tinana.
<b>1.2 Revise and implement a schoolwide Student Code of Conduct:</b> <ul style="list-style-type: none"> <li>A detailed school wide attendance and engagement strategy will be developed to set out how actions will be delivered across these focus areas:</li> <li>Empowering ākonga and their whānau to engage in education</li> <li>Strengthening school and kura engagement practice</li> </ul>	Attendance and school-wide behaviour trends improve considerably. Stand downs and suspensions are reduced by half of 2023 data.
<b>1.3 Refine and develop a Connections programme for Year 9 students where they experience a tuakana teina model with the Year 13 student Connections Leaders</b>	Successful implementation and completion of the refined Connections Programme, and integration of Year 9's into HGHS culture.

## 2. Further refine and continue to develop mentoring programmes for Māori and Pasifika students which supports ākonga to flourish in all areas of our kura.

<b>2.1 Support kaiako as they enhance their skill set of culturally responsive measures for Māori and Pasifika students in the classroom.</b>  <b>2.2 To provide an ongoing and bespoke support programme for Māori ākonga by setting term goals/foci both individually, for priority groups, and also the wider cohort, with a three pronged focus:</b> <ul style="list-style-type: none"> <li>Academic achievement</li> <li>Cultural identity</li> <li>Holistic support</li> </ul> <b>2.3 Increase Pasifika whānau engagement at HGHS.</b>	<p>Greater uptake of ākonga Māori participation rates in mentoring programmes which have targeted outcomes.</p> <p>Successful implementation of a fono programme which engages Pasifika whānau throughout the year.</p>
--	---

## 3. Ensure a robust and detailed framework is in place for students undertaking Education Outside of the Classroom (EOTC).

<b>3.1 Review and create a practical Risk Management Framework that can be applied across all parts of the school i.e. curriculum, sport, arts, clubs, international students, hostel and overseas trips.</b>  <b>3.2 Ensure all stakeholders are aware of their roles and responsibilities</b>	<p>Policy and frameworks link clearly to the operational structures, activities and arrangements for emergency management in line with best practice.</p> <p>EOTC professional learning completed for key staff EOTC Framework. Roles and responsibilities are clear.</p>
---	---

# STRATEGIC PRIORITY 3

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:**

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

## 1. A comprehensive review of our policy framework to ensure that HGHS incorporate equity and inclusion in all relevant areas.

Actions - Detail the key actions	Annual Measures of Success
<p><b>1.1 Review, plan and map the scope and sequence of our curriculum from Year 9 to Year 13</b></p> <p><b>1.2 Develop more vocational education opportunities for students through Industry Training Organisations, along with more diverse and tailored pathways into the workforce, into university, and into other further training.</b></p> <p><b>1.3 Support successful transitions into, within, and from places of learning.</b></p>	<p>Design of the programme respects and responds to each student's unique needs, talents and aspirations, and allows students wellbeing needs and achievement to flourish.</p>

## 2. To ensure ākonga success and belonging is enhanced by learning environments and relational pedagogy that reflect and celebrate their diversity, while recognising the unique place of Māori in Aotearoa New Zealand.

<p><b>2.1 Professional Learning full staff sessions on relational teaching which includes:</b></p> <ul style="list-style-type: none"> <li>• knowing your learner</li> <li>• cultural values and priorities</li> </ul> <p>Groups included are Neurodiverse, English Language Learners, Māori and Pasifika.</p>	<p>Kaiako are supported to understand, know and develop our ākonga through adapting pedagogy, learning opportunities and assessment tools.</p> <p>A diverse and inclusive community is honoured through language and action.</p>
---	--

## 3. To provide a high quality, English Language Learning programme for ākonga where they may need English language support.

<p><b>3.1. Develop a programme for our ākonga that will develop a range of strategies:</b></p> <ul style="list-style-type: none"> <li>• Orientation and induction, including entry assessment</li> <li>• Offering ESOL intensives</li> <li>• Providing in class support</li> <li>• Offering ELL timetabled classes</li> <li>• Offering modified subject courses</li> <li>• Utilising peer tutors</li> <li>• Understanding all of the support systems required</li> <li>• Milestone assessment points for listening, reading, speaking and writing.</li> <li>• Working with mainstream teachers</li> </ul>	<p>Design of the programme respects and responds to each student's unique needs, talents and aspirations, and allows students wellbeing needs and achievement to flourish.</p>
---	--



# STRATEGIC PRIORITY 4

# 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.

### 1. To develop strong, sustainable and reciprocal partnerships with whānau and the community to improve participation and engagement.

Actions - Detail the key actions	Annual Measures of Success
<p><b>1.1 Strengthen māna whenua and iwi relationships by engaging in hui with Ngāti Wairere and Tainui iwi.</b></p> <p><b>1.2 Ongoing development and delivery of a localised curriculum that reflects māna whenua and Tainui values, culture and identity.</b></p>	<p>Relationships are nurtured and sustained and rich learning opportunities continue to be developed.</p>

## 2. To build productive, strong and strategic relationships with all stakeholders and partners through developing strategic plans in Sport, the Arts and International students.

Actions - Detail the key actions	Annual Measures of Success
<b>2.1 Enact a co-curricular Arts &amp; Culture programme which offers breadth of opportunity for ākonga.</b>	<p>Programme designed and curated, and a schedule established which reflects the diverse nature of our student body, offering opportunities across the spectrum of Arts &amp; Culture.</p> <p>Community communicated with in regard to HGHS co-curricular Arts &amp; Culture offerings.</p> <p>Activities implemented effectively with students participating.</p>
<b>2.2 Enact a co-curricular Sports programme which offers a range of codes and levels for ākonga and provides robust systems.</b>	<p>Programme implemented across a breadth of codes, meeting student needs across a variety of levels.</p> <p>Clear communication with HGHS community re strategic sports plan.</p>
<b>2.3 To review and develop an International student strategy.</b>	<p>Strong partner networks are in place to enrich learning opportunities and support global awareness, citizenship and sustainable futures.</p>

## 3. 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.

<b>3.1 Refine HGHS Marketing and Communications strategy, with clear processes for engaging with key stakeholders.</b> <p>Refresh and refine School website in line with the marketing strategy and brand approach.</p>	<p>Brand messaging and visuals across social media is consistent and in line with our identity.</p> <p>Focused delivery of the communications strategy when it reaches all stakeholders through a variety of means.</p>
---	---

## 4. Celebrate student successes in both curricular and co-curricular endeavours, and refine and develop the House System to instil a sense of belonging.

<b>4.1 Create meaningful means, opportunities and events for celebrating student successes:</b> <ul style="list-style-type: none"> <li>• Special Assemblies</li> <li>• Events with a specific celebration focus</li> <li>• Communication and engagement with whānau and community</li> </ul>	<p>Ākonga and their whānau feel their achievements are recognised and celebrated.</p>
<b>4.2 Create and implement a clear structure of events for the House Competition which encompasses a variety of activities which allow students to have a sense of belonging and engagement.</b>	<p>House event programme established and successfully executed, with ākonga engaging with their Houses, seeing an increase in House and School spirit.</p>

## 5. To continue to implement a Staff Wellbeing Programme which strengthens the HGHS Staff Community.

<b>5.1. Reflect, review and implement strategies within The HGHS Way, that continue to grow and develop our staff hauora.</b>	<p>Staff feel well supported through formal and informal networks.</p>
---	--

