



Timaru Girls' High School
SOUTH CANTERBURY | NEW ZEALAND

CHARTER 2018 TO 2020

MINISTRY PROFILE 0361

From the Chairperson & Principal

Welcome to Timaru Girls' High School.

At Timaru Girls' High School we want to:

- Create well rounded, lifelong learners
- Continue our 138 years of service to the Timaru community
- Have our staff develop and deliver the best possible learning outcomes for our students

Our Charter communicates, for our School and our wider community, the steps our School is taking to improve learning outcomes for all our students. It communicates our School's vision and direction, our goals for the long and short term and our approach to meeting our legal responsibilities. It outlines our School's approach to meeting national and local priorities for education.

Our board acts to assure the government that:

- Students in our school are receiving a high quality standard of education.
- National priorities for school education are being addressed in our school.
- Resources are being used prudently to ensure the highest possible quality programmes are provided for students.

The Board of Trustees will ensure our School has a clear sense of purpose by establishing its strategic objectives, documenting these objectives in a school charter, and monitoring progress in achieving these objectives. Our Charter documents these goals. It is a living document that we can update and review regularly. It is a public statement to our parents, staff and students of our commitment to achieving these goals. We can also use it to measure, review and report on our progress to meeting these goals.

It is forward looking and it reflects the uniqueness of our School and our community.

Signed:

Chairperson, Board of Trustees

Principal

An overview of our school

- Timaru Girls' High School is a single sex state school established in 1880. Located between Cain and Hassall Streets, it has recently refurbished teaching and learning facilities in Graphics, Soft Materials, Information Technology as well as the Administration Block. In 2018 a new innovative learning space and refurbished gymnasium have been completed. With the expansive grounds, Timaru Girls' High School is fortunate to be well catered for in terms of facilities for our students.
- The curriculum is designed to provide balanced opportunities for student-centred learning in the junior school based on the New Zealand Curriculum and wide subject choice in the senior school. Teachers have undertaken a significant amount of professional development in the last 3 years, using 'self-review' as a key tool to target teaching and learning around student needs. Appraisal connector will be fully utilised in 2018.
- Academic achievement has a strong focus in the school and results in national qualifications generally exceed those of the median for Decile 6 girls' schools. Generic targets for achievement in NCEA are set in the annual plan and a close analysis is completed on these. Annual targets for improvement are set at departmental levels for specific groups of students and for specific skills or standards and these are analysed and reported on. Data on Maori and Pasifika achievement both across the school and within subject areas are analysed and reported on separately.
- Our students come predominately from the Timaru Urban area, but a number travel to school each day via the bus system that services the wider Timaru rural areas. Our Hostel is an integral part of our community and caters for those students living beyond the scope of the bus system; we have a number of international students who attend our school. The school currently have 25 international students who add to the richness of the school community and provide very real experiences of globalisation for local students.
- During 2015 a close relationship was formed with an Old Girl to support various projects in Nepal. This has been a major focus of the student council in terms of fundraising. Since 2016 a Nepalese Sherpa has lived in the Hostel and attending Ara Institute. This will further strengthen the links between the school and the region. We see this initiative as a way to encourage students at the school to understand their place in the world as a global citizen. We also have a Nepalese student, whose family are resident of New Zealand enrolled at Timaru Girls' as well as staying in the Hostel.

- Timaru Girls' High School has close links to its brother school, Timaru Boys' High School. Students from both schools travel between the schools each day to access specialist learning. The Principals meet regularly; share school productions, an International Director and have a number of social events throughout the year; the TBHS Hostel also caters for our Hostel.
- We have an active Old Girls' association who meet regularly to support the school.
- Participation in arts and cultural activities, sports, service and leadership is encouraged and fostered and regarded as providing opportunities for developing the key competencies of the New Zealand Curriculum. Both participation and achievement in these areas are celebrated in the school and reported on in the Annual Report.
- The school's strategic plan was redeveloped in 2015 and is due to be re-evaluated near the end of 2018. . Detailed reporting on all areas of the Annual Plan will occur each year. When preparing a new strategic plan in 2015, the goal was to reduce the number of goals to allow the focus to be on the “big rocks”. As a result there are overarching goals for achievement then four strategic goals to support student learning and achievement which will be reported on in the Annual Plan.

Cultural Diversity Plan

NEG 9: Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.

Ko te Manu e kai ana I te Miro, no na te Ngahere, Ko te Mnau e kai ana I te Matauranga, no n ate Ao

The bird that partakes of the Miro berry has reign of the forest, the bird that partakes in gathering knowledge, the world is hers
(Timaru Girls' High School Whakatauki)

Objectives for 2018

Every student at Timaru Girls' High School will continue to be given the opportunity to study Te Reo Maori.

Every student at Timaru Girls' High School will continue to be given the opportunity to participate in Kapahaka.

Individual programmes of learning will be designed for students who have advanced command of Te Reo Maori.

Individual programmes of learning will be designed for students who require specific assistance with learning Te Reo Maori.

Every student and staff member at Timaru Girls' High School will participate in a Powhiri at the beginning of the school year.

Whanau who are new to our school will be introduced to our Kaiawhina/ Te Reo Maori Teacher on their first day where possible, and given a document that outlines the Kaupapa of the school with respect to raising achievement of Maori students.

Senior student leaders in the school will undergo "training" with our Kaiawhina/ Te Reo Maori Teacher so that they can use Maori greetings confidently in a public setting (such as a school assembly).

All beginning teachers at Timaru Girls' High School will have at least one hui per term with our Kaiawhina/ Te Reo Maori Teacher to discuss things such as different strategies to use in the classroom setting with Maori students, communicating with Whanau and different ways to incorporate Te Reo Maori into lessons.

Communication with our Kaumatua will continue to be authentic and valued.

We will continue to lead by example in the community with our Kapahaka group – accepting invitations to perform where possible, and visiting Primary schools and Pre-schools to work with the younger students.

We will track all Maori students throughout the year who are at risk of not achieving NCEA L1, 2 or 3. Those who become “at risk” as the year progresses, will be actively mentored by a staff member.

We will continue to promote Te Reo Maori by entering students in the Nga Manu Korero regional competitions.

We will continue to promote Te Reo Maori by encouraging students to use Te Reo Maori in the school speech competition.

We will continue to inspire our Kapahaka students to push themselves to higher levels of performance by exposing them to performances of advanced Kapahaka groups.

We will continue to encourage teacher-learning when it comes to Te Reo Maori and Taha Maori through implementing things like regular emails sent to the whole staff encouraging staff to use Te Reo Maori in class and around school, having staff hui time dedicated towards increasing the confidence amongst individuals with regards to Taha Maori, working cohesively with learning areas to design units of work that embrace Taha Maori.

Motto/Whakatauki

- Ko te manu e kai ana I te mira, nona to ngahere
Ko te manu e kai ana I te matauranga, nona te ao
Knowledge is Power

Vision

- Inspired young women, equipped for life through quality education

Values/Principles

1. Community (manaakitanga)
2. Heritage (Taonga tukuiho)
3. Leadership (Nga Rangatira mo apopo)
4. Learning culture (Wananga)

Strategic Goals 2018 – 2020

1. All Timaru Girls' High School students will experience success through a full education which reflects individual needs and reflects our vision and values (underpinned by NZ Curriculum, measured by NCEA and with support for our priority groups).
2. Our whanau/families/community will work together with the school to support our students within the unique culture of Timaru Girls' High School.

STRATEGIC GOAL (1)		
2018	2019	2020
1.1 Our students achieve to their academic potential at Timaru Girls'.	1.1 Our students achieve to their academic potential at Timaru Girls'. More programmes are refined and developed to meet student needs	1.1 Our students achieve to their academic potential at Timaru Girls'. More programmes are refined and developed to meet student needs
1.2 Staff are given all they need to support the best practice of teaching and learning. Staff led projects from 2017 are implemented into the school	1.3 Staff are given all they need to support the best practice of teaching and learning	1.2 Staff are given all they need to support the best practice of teaching and learning
1.4 Our students are prepared for a full range of opportunities beyond Timaru Girls'. A focus on employability skills are introduced as part of our school goals	1.3 More vocational experiences are refined and developed – more opportunities are available	1.3 More vocational experiences are refined and developed – more opportunities are available
1.4 Our students recognise the unique place of tangata whenua in the South Canterbury community.	1.4 Our students participate in experiences that enable them to understand the Mana Whenua of South Canterbury	1.4 Our students participate in experiences that enable them to understand the Mana Whenua of South Canterbury
1.5 Our students are given access to a full range of cultural and sporting opportunities while at Timaru Girls.	1.5 More cultural and sporting experiences are refined and developed – more opportunities are available	1.5 More cultural and sporting experiences are refined and developed – more opportunities are available
1.6 Our students recognise their place as global citizens. We continue our close links with Nepal	1.6 Opportunities are available for students to participate in experiences that enable a good understanding of their place as a global citizen	1.6 Opportunities are available for students to participate in experiences that enable a good understanding of their place as a global citizen

STRATEGIC GOAL (2)		
2018	2019	2020
2.1 Timaru Girls' fosters/nurtures and develops strong links with other educational institutions in South Canterbury.	2.1 These links are further strengthened and developed	2.1 These links are further strengthened and developed
2.2 Existing stakeholders such as Timaru Girls' High School Old Girls/PTA are fostered with the Timaru Girls' community.	2.2 These links are further strengthened and developed	2.2 These links are further strengthened and developed
2.3 Strong links with Arowhenua are nurtured and developed further.	2.3 These links are further strengthened and developed	2.3 These links are further strengthened and developed
2.4 Strong links are fostered and developed with the local businesses and training entities to allow our students to gain the most from all opportunities beyond their time at our school.	2.4 Programmes are designed and implemented allowing students an opportunity to experience life beyond school	2.4 Programmes are designed and implemented allowing students an opportunity to experience life beyond school
2.5 Our teaching facilities allow us to access the best range of teaching and learning opportunities.	2.5 Our new facilities are operational. Stage 2 of the Masterplan is in 'scoping phase'	2.5 Stage 2 of the Masterplan has started planning

2017 ANNUAL PLAN		
	Who; When; What;	How will we know
<p>1.1</p> <p>2018 Annual Goals</p> <ul style="list-style-type: none"> • All students leave TGHS with NCEA Level 2 • The 2018 Year 12 cohort 85% will achieve NCEA L2 • The 2018 Year 12 cohort will maintain and improve 2017 L1 certificate endorsements • Our school community will actively teach Employability Skills in the junior school • We will emphasise and promote specific employability skills across all areas of our school 	<p>Teachers, LAHs, Deans, Senior Leaders, student support teachers will work to accelerate the progress of groups of students who are underachieving and plan towards achieving these targets.</p> <p>These targets enable us to identify students in a cohort who may be at risk of not achieving an appropriate NCEA qualification.</p> <p>Tracking / mentoring of targeted students will occur on a regular basis throughout the year.</p> <p>Curriculum and pastoral areas will use employability terminology in the junior school. During term 1 we will 'co construct' the 'how and why' this should happen.</p>	<p>High achievement in NCEA L2 continues.</p> <p>2018 NCEA improve at L2, endorsement levels are maintained.</p> <p>Improvement occurs in NCEA L3 and UE in line with national statistics and schools of similar profile.</p> <p>Junior students are able to show evidence of how they met different aspects of employability skills. They will establish e-profiles as a way to track progress towards.</p>
<p>1.2 Staff are given all they need to support the best practice of teaching and learning</p>	<p>Regular Professional Learning opportunities are available for our staff provided by members of the SLT or by outside providers.</p> <p>New staff are given appropriate induction and support</p> <p>Regular reporting occurs throughout the year between curriculum leader/ SLT and BOT</p> <p>The Triannual Department review cycle continues</p>	<p>Thursday morning PLD slots happen most weeks</p> <p>Staff/ LAH and LA meetings occur on a regular basis – these are in the term planner</p> <p>Reporting cycle continues</p> <p>Department reviews occur term 1, 2 and 3</p>
<p>1.3 Vocational/Careers Opportunities</p>	<p>A Pathway Coordinator has been appointed to oversee the development of different career and vocational areas of the school. She will work closely with the Teacher i/c Careers to develop programme that give opportunities for students of all year levels to access information regarding life beyond school.</p> <p>She will also support strategic thinking into this aspect of our community for the future.</p>	<p>Appropriate processes are developed as the year progresses.</p> <p>Students have multiple opportunities to investigate different career/ pathway options.</p> <p>School leavers are well informed in opportunities beyond school</p>

1.4 Tikanga programme Kapa Haka	See cultural diversity plan	It is hoped that all students will gain some confidence in taha Maori.. Students who identify as Maori will feel confident and connected in their learning in both a Maori and Pakeha context. Whanau will feel safe and welcome at our school
1.5 Art/ Cultural programmes Sporting Programmes	Co-curricular activities continue to thrive at the school Opportunities are made available for students to participate in a wide range of sporting and cultural activities	Continued employment of Sport and Arts coordinators Regular participation in local, regional and national sporting competition Participation in TGHS/TBHS combined productions, Shakespeare festival, Stage Challenge, Chorale festivals and other arts based activities
1.6 Student Council Nepal	Students are encouraged to support school and community events as organised by the student council. This council is supported by a Teacher I/C and the Principal A special focus will be on supporting current and future project in Nepal. This is encourage and foster understanding of being a global citizen	Students are encouraged to support school and community events as organised by the student council A special focus will be on supporting current and future project in Nepal
2.1 Timaru Girls' fosters/nurtures and develops strong links with other educational institutions in South Canterbury.	As part of the South Canterbury community we will endeavour to support and participate with other schools in the region. This will maximise opportunities for our students as well as providing support for other schools, etc We recognise, in particular, the close relationship we have had with Timaru Boys' for the last century.	TGHS/ TBHS share curriculum classes TGHS/ TBHS share an International Director who overviews and markets on behalf of both schools TGHS/TBHS share school productions In 2017 Thomas House continues a catering contract in the Hostel
2.3 Strong links with Arowhenua are nurtured and developed further.	See cultural diversity plan	See cultural diversity plan
2.5 Our teaching facilities allow us to access the best range of teaching and learning opportunities.	A Masterplan process was undertaken in 2014, approval for stage one of this project was given by the MOE in 2014, Planning was underway in 2015 Stage 1 was complete at the end of 2017. Teaching and learning are implemented into these spaces in 2018. Stage 2 initial discussion starts	5 YA and 10YP planning commences in 2018

Background information: Roll Based												
Year	Level One			Level Two			Level Three			University Entrance		
Table in percentages	Overall	Maori	Pasifika	Overall	Maori	Pasifika	Overall	Maori	Pasifika	Overall	Maori	Pasifika
2008	68.9	60	0	70.2	44.4	0	50.8	0	0	45.8	0	0
2009	63.5	28.6	33.3	68.8	57.1	0	65.6	50	0	45.3	33.3	0
2010	67.4	54.5	0	76.9	83.3	0	48.8	22.2	0	46.3	33.3	0
2011	62.2	75	0	73.8	42.9	0	60.3	60	0	50	40	0
2012	72.6	66.7	66.7	67.7	75	0	64.3	50	0	57.1	25	0
2013	83.8	90	66.7	68.8	75	50	61.5	52.5	0	59	62.5	57.8
2014	82.9	75 (8)	0	81.3	89 (9)	66 (3)	68.9	66 (6)	66 (3)	63.9	33.3	66
2015	94.8	94 (17)	100 (1)	91.7	100 (5)	0	68.8	66 (9)	66 (3)	51.4	44.4	66
2016	93.3	86 (14)	0	82.4	64 (12)	100 (1)	71.1	74 (4)	0	61.8	50	0 (1)
2017	86	75 (10)	75 (4)	84.5	57 (14)	100 (1)	82.5	71 (14)	0	66.6	41 (12)	0
NB National figures 2017												

background information:								
	2017	2016	2015	2014	2013	2012	2011	2010
Level 1 Excellence	18	15.8	26	20.8	16.4	7.4	4	5.4
Level 1 Merit	33	44.4	31.3	28.6	35.6	32	28.6	19.5
Endorsed Certificate	51.3	60.2	57.3	49.4	52	39.4	32.9	24.9
Level 2 Excellence	6	16.9	11.1	13.8	4	5.5	1.1	2.5
Level 2 Merit	37	25.8	29.1	23	25.7	11	5.8	13.9
Endorsed Certificate	43	42.7	40.2	36.8	29.7	16.5	6.9	16.4
Level 3 Excellence	12.5	7.5	10.9	3.3	5.3	1.5	1.6	0
Level 3 Merit	20	19.4	17.2	31.1	18.7	10.8	14.5	6
Endorsed Certificate	32.5	26.9	28.1	34.4	24	12.3	16.1	6

Endorsed Certificates for 2017\from NZQA			
Unconfirmed (their info)		TGHS	National Decile 4 to7
<i>Table in percentages</i>	<i>overall</i>		<i>overall</i>
Level 1 Excellence	19.6		17
Level 1 Merit	37.1		33.9
Endorsements In total	56.7		50.9
Endorsed Certificate			
Level 2 Excellence	7		13.3
Level 2 Merit	45.1		24.5
Endorsements In total	52.1		37.8
Endorsed Certificate			
Level 2 Excellence	15.9		13.8
Level 2 Merit	20		25.9
Endorsements In total	35.9		39.7
Endorsed Certificate			

Governance

The Board is entrusted to work on behalf of the stakeholders. It emphasises strategic leadership rather than administrative detail and ensures that it complies with legal and policy requirements. Enhancing student achievement is its focus.

Management

The Board delegates all authority and accountability for the day-to-day operational organisation of the School to the Principal. [For detail see Operational Policies]

Education Act 1989

The legal responsibility of the Board of Trustees is determined by Section 75 of the Education Act 1989.

Section 75

Boards to control management of Schools –

Except to the extent that any enactment of the general law of New Zealand provides otherwise, a School's Board has complete discretion to control the management of the School as it thinks fit.

Section 76

Principals –

1. A School's Principal is the Board's Chief Executive in relation to the School's control and management.
2. Except to the extent that any enactment of the general law of New Zealand provides otherwise, the Principal –
 - a. Shall comply with the Board's general policy directions; and
 - b. Subject to paragraph (a) of this subsection, has complete discretion to manage as the Principal thinks fit the School's day to day administration.

Section 65

A Board may from time to time, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss staff.

National Education Guidelines

Schools are Crown entities which mean that Boards of Trustees must ensure they operate within a legislative framework. Section 60A of the Education Act 1989 clarifies the National Education Guidelines as comprising:

1. **National Education Goals** (NEGs) which are statements of desirable achievements by schools. This is where the government lays out national priorities for education which, among issues of local importance, the board must take into account when preparing a Charter.
2. **Foundation Curriculum Policy Statements** which are statements of policy concerning teaching, learning and assessment that are made for the purposes of underpinning and giving direction to:
 - The way in which curriculum and assessment responsibilities are to be managed in schools;
 - National curriculum statements and locally developed curriculum.
3. **National Curriculum Statements** which are statements of
 - the areas of knowledge and understanding to be covered by students;
 - the skills to be developed by the students; and
 - desirable levels of knowledge, understanding, and skill to be achieved by students during the years of schooling.
4. **National Standards** which are standards in regard to matters such as literacy and numeracy that are applicable to all students of a particular age or in a particular year of schooling.
5. **National Administration Guidelines** which are guidelines relating to school administration and which set out the broad regulations about teaching and assessment, staffing, health and safety, and financial affairs that a board must observe in governing the school.

In accordance with this section of the Education Act therefore, the Timaru Girls' High School Board of Trustees undertakes to support all initiatives to achieve the aims and aspirations of the School's community, and to take full account of the National Education Guidelines.

The Charter incorporates the School's strategic plan and the annual targets for improving student learning outcomes. The needs of students are the focus of the School. The Board of Trustees will monitor progress toward meeting the goals and objectives set out in this Charter and provide support to ensure optimum learning outcomes in an emotionally and physically safe environment.

The Board of Trustees will ensure that all students are given an education that enhances and challenges their learning and respects their individual needs and dignity. The curriculum will be designed to allow students to achieve personal standards of excellence and to reach their full potential.

National Education Priorities

These have been set out by government and form the basis of the current National Administration Guideline 1. Timaru Girls' High School recognises these Government's National Education Priorities:

Success for all	<i>We provide student centred programmes based on the revised NZ Curriculum (2007). Student's individual needs are catered for and they are encouraged and assisted to achieve to the best of their ability.</i>
A safe learning environment	<i>A safe emotional and physical environment is maintained by the monitoring, and regular review of school policies, procedures and practices.</i>
Improving literacy and numeracy	<i>Staff are committed to improving literacy and numeracy. Emphasis is placed upon both areas when developing long term plans, setting budgets, providing professional development, and in curriculum reviews to the Board of Trustees. A specialist Literacy and Numeracy teacher (2) work specifically to support literacy and numeracy needs for students identified as need extra support.</i>
Better use of student achievement information	<i>Summative and formative assessment is used to inform teachers of next-step teaching and learning steps and programme priorities for student's future. Diagnostic and assessment tools are used to supplement teacher assessment to provide timely, specific and appropriate feedback.</i>
Improving outcomes for students at risk	<i>Students who are at risk academically are identified through formative and summative assessment. Adaptions are made to their learning programmes. Students who may be at risk in other ways are identified through formal and informal means (such as observations). Special learning programmes that cater for individual needs are developed using internal and external resources and agencies.</i>
Improving Maori student outcomes	<i>Identification of Maori students is made from the time of enrolment. Addressing the issue of improving outcomes for our Maori students is done through written reports to the Principal from Learning Area Head's re: what Learning Areas are doing to promote achievement of Maori students. A Kaiawhina works to support Taha Maori at Timaru Girls' High School Liaison with the Arowhenau Marae and other local whanau regarding improving outcomes for Maori, continued support of the Kapahaka group, attendance by the Kapahaka group at regional and local Maori competitions. Links with local whanau/iwi are integral, and efforts will be made this year and in future years to form strong, productive connections with local iwi.</i>
Reporting	<i>Timaru Girls' High School reports to the communities it serves on all aspects of student achievement, through the following ways – community assemblies, parent information evenings, parent/teacher/student interviews, monthly newsletter, notes or phone-calls from teachers, local newspaper, twice yearly 'plain language' written reports and curriculum reporting to the Board of Trustees according to a scheduled cycle.</i>

The School integrates the National Education Goals and National Education Priorities at governance and operational levels by giving them full consideration when planning School developments or School/class programmes.