

*Ko te aroha, hei te  
mea tinihangakore.  
Kia whakarihariha  
ki te kino; kia ū ki  
te pai. Roma 12.9*



**HUKARERE  
GIRLS' COLLEGE**



**Charter  
2022**



## Mission Vision and Values

### Special Character

Hukarere's special character and values are derived from and rooted in Te Hāhi Mihinare, the Anglican faith and the promotion of Māori language, culture and traditions are central to all we do. Key aspects of our special character are:

**Oranga Ake** - We will nurture a right relationship with God, self, others and the natural environment

**Te Hāhi Mihinare** - Hukarere was established by the Williams family under the auspices of the Anglican Church and continues to uphold those associated practices of spirituality through the Christian story of God being constant with us in Jesus.

**Whāia te Mātauranga Māori** - The survival and revival of history, language, tradition and customs which are uniquely Māori.

**Ngā Rākau ā te Pākeha** - Hukarere is actively delivering academic programmes of work based on the New Zealand Curriculum.

**Te Whare Noho** - The hostel provides care and education that enhances life-long skills and relationships in a whānau environment which empowers students to positively contribute as citizens of the world.

### Values

**Aroha.** Aro means to pay attention or to attend to and ha is the breath or essence. To pay attention with bated breath! Aroha is to give freely of you without the expectation of being 'paid back'.

**Kotahitanga.** Involves developing and maintaining a unity of purpose and direction - "Being as one".

**Manaakitanga.** The duty of care for one's self, and for others in ways that uphold personal mana, tapu, ihi, wehi of people.

**Tautoko.** To lend your support unconditionally when and wherever it is needed.

**Whakapono.** To have faith and to practise your beliefs. At Hukarere Girls' College the practices and texts of the Anglican religion are practised.

**Whanaungatanga.** Being a part of a larger group or kinship. the kinship and sense of family connection that arise from shared experiences, working together, and a sense of belonging

**AROHA** represents high expectations for the behaviour of students, teachers, trustees, and the whānau whānui.

**A**spire to excel

**H**armony in everything that we do

**R**espect for self, others and property

**A**nglican Values

**O**pportunities to learn and to lead

# Strategic Goals 2022-2024

	Goals	Focus	Key Actions
1. Te Haahi Mihinare – Oranga Ake	Staff and students will foster and strengthen their understanding of Oranga Ake to ensure that the special te Mihinare character of Hukarere Girls’ College is deepened and embraced as our foundation for being.	1.1 Oranga Ake. We will nurture a right relationship with God, self, others and the natural environment	<ul style="list-style-type: none"> <li>Te Haahi Mihinare gospel values will be explicitly taught and given life.</li> <li>Promote our te haahi by integrating the values into the college environment.</li> <li>Provide opportunity for staff and students to develop their relationship to te haahi.</li> <li>Teach everyone how to live with a deep respect for our physical environment.</li> </ul>
		1.2 Oranga Ake values will be modelled by staff and akonga leaders	<ul style="list-style-type: none"> <li>Restorative practices will be used to model, affirm and enhance positive relationships with each other.</li> <li>Akongas to take a leading role in preparing chapel services.</li> </ul>
		1.3 Oranga Ake will be actively manifest in the daily lives of akonga.	<ul style="list-style-type: none"> <li>All students are involved in service to others.</li> <li>Social Action group involvement established.</li> <li>Enhance all aspects of the nurture and care of our physical environment with a focus on sustainability.</li> </ul>
2. Rich Curriculum	We will develop and deliver a personalised curriculum, rich in Te Mihinari which will produce young women who are equipped to attain excellence in all aspects of their lives.	2.1 Curriculum content and pathways.	<p>The curriculum will</p> <ul style="list-style-type: none"> <li>Be authentic in its approach, grounded in explicitly modelling the values of Te Haahi Mihinare.</li> <li>Be designed with whānau and ākongas input.</li> <li>Be aspirational, include local, national and international contexts and be designed to ensure access to valued learning and employment pathways for all.</li> <li>Integrate STEM and rich learning opportunities both within the college and through other providers, on-line and in the community.</li> <li>Ensure the full range of needs are met including gifted students and those needing additional support and specific intervention.</li> <li>Meet the changing requirements for literacy, numeracy and NCEA qualifications.</li> </ul>
		2.2 Teaching Pedagogy	<ul style="list-style-type: none"> <li>Will be culturally responsive and mana enhancing, nurturing the identity, self-worth and personal pride of ākongas.</li> <li>Will be supported by a PD programme to grow capacity, capability and confidence of kaiako to ensure equitable outcomes for all our Māori kohine.</li> </ul>

	Goals	Focus	Key Actions
3. Equity and excellence in student achievement	A culturally responsive lens will be used to ensure all students have access and are engaged with the curriculum to increase student achievement at every year level.	3.1 Planning pathways.	<ul style="list-style-type: none"> <li>Design clear and relevant educational pathways from first engagement to graduation and next steps to further education and/or employment.</li> <li>Develop personalised pathways in close consultation with whānau and ākonga.</li> </ul>
		3.2 Monitoring progress, identifying specific needs and targeting resources.	<ul style="list-style-type: none"> <li>Monitor and improve the outcome for all students, especially our priority learners, accelerating progress of students performing below expectations and set targets for achievement.</li> <li>Enhance the capacity and capability to collect, assess, analyse and use data to inform decisions, and use technology to support success for all ākonga.</li> <li>Provide academic coaching and mentoring for students.</li> <li>Ensure frequent opportunities for ākonga and whānau feedback and input into decision making.</li> </ul>
		3.3 Promoting and celebrating achievement.	<ul style="list-style-type: none"> <li>Ensure creative and mana enhancing practices are in place to celebrate the personal success of ākonga and kaiako and the success of groups and the school overall.</li> <li>Ensure success is shared with whānau and the wider community.</li> </ul>
4. Staff and Student Wellbeing	The wellbeing of everyone in the school community is paramount. This will be achieved by paying attention to the aspects of Te Whare Tapa Wha.	4.1 Te Taha Hinengaro: the mental and emotional aspect.	<ul style="list-style-type: none"> <li>Build trust, respect and capacity to identify and resolve issues through Restorative practices</li> <li>Provide effective counselling and medical services</li> <li>Create a safe physical and emotional environment where learners can be confident in their identities, languages, cultures and abilities through fostering trust, respect and cooperation so that they feel safe to take risks.</li> </ul>
		4.2 Te Taha Tinana: the physical aspect. The body, nutrition, exercise, development.	<ul style="list-style-type: none"> <li>Increase engagement sport, co-curricular and performing arts</li> <li>Increase community network support to achieve this.</li> </ul>
		4.3 Te Taha Wairua: the spiritual aspect.	<ul style="list-style-type: none"> <li>See Te Haahii Mihinare in Section 1</li> </ul>
		4.4 Te Taha Whānau: the people aspect.	<ul style="list-style-type: none"> <li>Strengthened whānau (house) system.</li> <li>Unify pastoral care, behaviour management and decision-making structures between the hostel and the kura.</li> </ul>



	Goals	Focus	Key Actions
5. Kaitiakitanga	<p>The board will represent and serve the school community in its stewardship role.</p> <p><b>HE WAKA EKE NOA</b> A canoe which we are all in with no exceptions</p>	5.1 Partnerships and teamwork	<ul style="list-style-type: none"> <li>Strengthen the working relationship with the Board of Proprietors (Te Aute Trust Board.)</li> <li>Ensure strong community connections and support.</li> <li>Ensure all matters pertaining to good employer responsibilities, health and safety, policies and procedures meet legislative requirements and meet the needs of staff and students.</li> <li>Ensure board members engage in professional learning through STA and other providers to maximise effectiveness and minimise risk.</li> </ul>
		5.2 Student achievement and wellbeing.	<ul style="list-style-type: none"> <li>Ensure that student achievement and wellbeing through effective governance is the major focus of the Board.</li> <li>Ensure there are robust internal evaluation processes in place and priorities are evidenced based. Data is used to inform future planning and reporting to all stake holders.</li> </ul>
		5.3 Property and Finance.	<ul style="list-style-type: none"> <li>The Board and Principal will work with the Property Advisor to plan what needs attending to and what we can further update/improve within our given budget. This will be supported by Education Services.</li> <li>Review Cyclical Maintenance Plan and implement any projects that are due to be updated/replaced/repared.</li> </ul>

# Annual Plan 2022

<b>Goal 1</b> <b>Te Haahi Mihinare-Oranga Ake</b>	<b>Actions</b>	<b>Led by</b>	<b>Resourcing</b>	<b>Time frame</b>	<b>Indicators of Success</b>
<p>Oranga Ake will be intrinsic in the learning and teaching of both staff and students.</p>	<p>1.1 Level 1 – 3 Religious Achievement Standards will be made available to students.</p> <p>1.2 Compilation of the Oranga Ake Curriculum will be compiled for execution in 2023.</p>	<p>Chaplain Management staff</p> <p>Sub-committee</p>	<p>Principal’s Nominee to collate and oversee administration of Achievement Standards.</p> <p>Teaching time to be allocated in the timetable for all levels.</p>	<p>2022</p> <p>2022</p>	<p>Students will gain 6 credits by the end of the year.</p> <p>Units of work will be developed in departments and across curricular based on the Principles of Oranga Ake.</p>
<b>Goal 2</b> <b>A Rich Curriculum</b>	<b>Actions</b>	<b>Led by</b>	<b>Resourcing</b>	<b>Time frame</b>	<b>Indicators of Success</b>
<p>In developing our Rich Curriculum authenticising learning with a focus on local pakiwaitara to enhance understanding of Te Ao Maori and its relevance.</p>	<p>2.1 Staff to be involved in formal Te Reo Maori lessons via Te Ahu o Te Reo or another</p> <p>2.2 Staff to engage in and attend Kahui Ako PLD.</p> <p>2.3 Staff to be provided with PLD understanding tuakana and teina pedagogy and its importance to achieving excellence in the learning and teaching of students.</p>	<p>Management staff</p> <p>Management</p> <p>Management</p>	<p>Provide through the MOE Te Reo Maori scheme</p> <p>Kahui Ako Lead to provide information and opportunity.</p> <p>Management to provide PLD</p>	<p>2022</p> <p>2022</p> <p>2022</p>	<p>Staff using Te Reo much more within the context of their teachings.</p> <p>Participation in Learning from Kahui Ako PLD are used to develop units of work.</p> <p>Tuakana and Teina concept within teaching is the norm.</p>

Goal 3 Equity and excellence in student achievement	Actions	Led by	Resourcing	Time frame	Indicators of Success
To have an understanding of a pathway and be aware of the range of pathways available so that students can see the link between school subjects, qualifications and opportunities.	3.1 Facilitate access using NZ Careers website online. 3.2 Give real life examples 3.3 Get guidance from Career Coordinator. 3.4 Utilise ecological and cultural environments and link these to potential work opportunities. 3.5 Source successful Māori women 3.6 Use google forms to survey students to identify interests and strengths.	teachers	Have website access in teaching programmes. Have real life stories. Job shadow old girls network eg Noku Designs, Amy P jewellery, Mana Wahine.	2022	Increased awareness of opportunities. Increased purpose in students to achieve goals.
Teachers will provide programmes and resources for students to achieve excellence.	3.7 Ask students to identify what excellence looks like for them in different subjects.	Students teachers	Time Teacher Aides	2022	Growing engagement and purposeful. Excellence is articulated and results are accelerating.
Acknowledge student success is acknowledgement in a formal setting.	3.8 Teachers acknowledge success in their individual subjects on a weekly basis then excellence acknowledged formally at end of term.	Teachers	Budget made available to purchase gifts .	2022	Increasing numbers of students Achieve excellence
Units of work reflect Te Ao Māori	3.9 Teachers plan units that are Te Ao Māori based	Teachers across curricular	Time allocated in PLD/Curriculum to develop these.	On-going	End of unit evaluations from students affirm the success of units.
Goal 4 Staff and Student Wellbeing	Actions	Led by	Resourcing	Time frame	Indicators of Success
Wharetapawha to become the cornerstone of behavioural management at Hukarere supported by Te Angitū.	4.1 Develop and implement Behavioural Management Plan with staff, pupils and whānau that is Te Ao Maori responsive and based on Mason Durie's concept of tapawha supported by Te Angitū. 4.2 Access Counselling support through the Counselling in School programme. 4.3 Form a Pastoral Care Committee which includes the Chaplain, Counsellor, Senior Leadership and Hostel Manager.	Kahui Ako Lead  Senior Leadership	Provide time within PLD/Curriculum opportunities. Provide visual resources for teaching and wall displays.	2022	Pastoral care within the Ohu programme is producing a deeper understanding of self and it's importance to goal setting.

Goal 5 Kaitiakitanga Governance	Actions	Led by	Resourcing	Time frame	Indicators of Success
Develop greater understanding and partnership between: <ul style="list-style-type: none"> <li>The hostel and college</li> <li>Board of Proprietors and Hukarere Board.</li> </ul>	5.1 Ensure regular meeting are held between school and Hostel leadership to plan and co-ordinate events, activities and operations.	Senior Leadership	Schedule Meetings.	2022	Events, activities and operations are well planned and coordinated.
	5.2 Develop a closer relationship and better communication between the Board of Proprietors and Hukarere Board through regular meetings and sharing of planning and reporting.	Board			The Board of Proprietors and Hukarere Board meet regularly and have a high level of understanding and coordination of strategic and operational planning and of financial and property management. .

## ACADEMIC TARGETS – BY THE END OF 2022

<b>Junior Literacy</b>	<p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>65% of ākongā to be achieving at PAT COMPREHENSION stanines 4-9 (average to above average)</li> <li>To increase comprehension and vocabulary scores by 1-3 stanines</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>80% of ākongā to be achieving at PAT COMPREHENSION stanines 4-9 (average to above average)</li> <li>To increase comprehension and vocabulary scores by 1-3 stanines</li> </ul>
<b>Junior Numeracy</b>	<p><b>All year 9 and 10 ākongā:</b></p> <ul style="list-style-type: none"> <li>50% of year 9 and 10 ākongā at or above curriculum level 4.</li> <li>Provide accelerated learning programmes to support learners currently working at Curriculum level 1/2 in year 9 or Level 2/3 in year 10 - RTL B support</li> </ul>
<b>Senior Qualifications</b>	<ul style="list-style-type: none"> <li>70% or better - NCEA L1 achievement</li> <li>85% or better - NCEA L2 achievement</li> </ul>
	<ul style="list-style-type: none"> <li>75% or better - NCEA L3 achievement</li> <li>60% or better in UE attainment</li> </ul>