

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



**HUKARERE
GIRLS' COLLEGE**



Strategic and
Annual Plan

2023

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. 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. Key aspects of our special character are:

Oranga Ake –Promoting and encouraging Aroha, Hari and Rongo in all that we do.

Te Hāhi Mihinare - We will nurture a relationship with God, self, others and the natural environment.

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, board members, and the whānau whānui.

Aspire to excel

Harmony in everything that we do

Respect for self, others and property

Anglican Values

Opportunities 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"> Te Haahi Mihinare gospel values will be explicitly taught and given life. Promote our te haahi Oranga Ake by integrating the values into the college environment. Provide opportunity for staff and students to develop their relationship to with te haahi. Teach everyone how to live with a deep respect for our physical environment.
		1.2 Oranga Ake values will be modelled by staff and akonga leaders.	<ul style="list-style-type: none"> Restorative practices will be used to model, affirm and enhance positive relationships with each other. Staff and akonga to take a leading role in preparing chapel services.
		1.3 Oranga Ake will be actively manifest in the daily lives of akonga.	<ul style="list-style-type: none"> All staff and students are involved in service to others. Social Action group involvement to be established. Enhance all aspects of the nurture and care of our physical environment with a focus on sustainability.
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"> Be authentic in its approach, grounded in explicitly modelling the values of Te Haahi Mihinare. Be designed with whānau and ākonga input. Be aspirational, include local, national and international contexts and be designed to ensure access to valued learning and employment pathways for all. Integrate STEM and rich learning opportunities both within the college and through other providers, on-line and in the community. Ensure the full range of needs are met including gifted students and those needing additional support and specific intervention. Meet the changing requirements for literacy, numeracy and NCEA qualifications.

	2.2 Teaching Pedagogy	<ul style="list-style-type: none"> • Will be culturally responsive and mana enhancing, nurturing the identity, self-worth and personal pride of to ākongā. • Will be supported by a PD programme to grow capacity, capability and confidence of kaiako to ensure equitable outcomes for all our Māori ākongā.
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			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 engagement and achievement at every all year levels.	3.1 Planning pathways.	<ul style="list-style-type: none"> • Design clear and relevant educational pathways from first engagement to graduation and then next steps to further education and/or employment. • Develop personalised pathways in close consultation with whānau and ākongā. 		
		3.2 Monitoring progress, identifying specific needs and targeting resources.	<ul style="list-style-type: none"> • Monitor and improve the outcome for all students, especially our priority learners, • accelerating progress of students performing below expectations and set targets for achievement. • Enhance the capacity and capability to collect, assess, analyse and use data to inform decisions, and relevant programmes of learning • use technology to support success for all ākongā. • Provide academic coaching and mentoring for students. • Ensure frequent opportunities for ākongā and whānau feedback and input into decision making. 		
		3.3 Promoting and celebrating achievement.	<ul style="list-style-type: none"> • Ensure creative and mana enhancing practices are in place to celebrate the personal success of ākongā and kaiako and the success of groups and the school overall. • Ensure success is shared with whānau and the wider community. 		
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 wellbeing aspect.	<ul style="list-style-type: none"> • Build trust, respect and capacity to identify and resolve issues through restorative practices • Provided effective counselling and medical services • 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. 		
		4.2 Te Taha Tinana: the physical aspect. The body, nutrition, exercise, development.	<ul style="list-style-type: none"> • Increase engagement in sport, co-curricular and performing arts • Increase community network support to achieve this. 		



4.3 Te Taha Wairua: the spiritual aspect.	<ul style="list-style-type: none">• See Te Haahi Mihinare in Section 1
4.4 Te Taha Whānau: the people aspect.	<ul style="list-style-type: none">• Strengthened engagement with whānau House system.• Unify pastoral care, behaviour management and decision-making structures between the hostel and the kura school.

	Goals	Focus	Key Actions
5. Kaitiakitanga	<p>The board will represent and serve the school community in its stewardship role.</p> <p>HE WAKA EKE NOA A canoe which we are all in with no exceptions this together</p>	5.1 Partnerships and teamwork	<ul style="list-style-type: none"> Strengthen the working relationship with between the Hukarere Board and the Board of Proprietors (Te Aute Trust Board.) Ensure strong community connections and support. 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. Ensure board members engage in professional learning through STA and other providers to maximise effectiveness and minimise risk.
		5.2 Student achievement and wellbeing.	<ul style="list-style-type: none"> Ensure that student achievement and wellbeing through effective governance is the major focus of the Board. 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.
		5.3 Property and Finance.	<ul style="list-style-type: none"> The Board and Principal will work with the Property Advisor to plan what needs attending to and Ensuring there are robust plans for identified what we can further update/improvement within our given budget. This will be supported by Education Services. Review Cyclical Maintenance Plan and implement any projects that are due to be updated/replaced/repared.

Annual Plan 2023

Goal 1 Te Haahi Mihinare-Oranga Ake	Actions	Led by	Resourcing	Time frame	Indicators of Success
<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 considered for inclusion in 2024.</p> <p>1.2 Oranga Ake will be a focus of supporting student and staff well-being.</p>	<p>Chaplain & Senior Management staff</p>		<p>2023</p>	<p>Planning and discussions will be started to incorporate Units of work Across the curricular based on the Principles of Oranga Ake.</p>
Goal 2 A Rich Curriculum	Actions	Led by	Resourcing	Time frame	Indicators of Success
<p>Develop a localized Curriculum that Enhances the understanding of Te Ao Māori and its relevance.</p>	<p>2.1 Staff to be involved in formal Te Reo Māori Lessons via Te Ahu o Te Reo or another</p> <p>2.2 Staff to engage in and attend Kahui Ako PLD.</p>	<p>Management staff Management</p>	<p>Provide through the MOE Te Reo Māori scheme</p>	<p>2023</p>	<p>Increased use of Te Reo by staff. Staff using Te</p>

across

Goal 3 Equity and excellence in student achievement	Actions	Led by	Resourcing	Time frame	Indicators of Success
Strengthen careers education support transitions from school to further education and the world of work.	3.1 Facilitate access using NZ Careers website online. 3.2 Te Hapai O teacher interviews students to establish interests and aspirations. 3.3 Career Coordinator uses information on student aspirations to co-ordinate individual plans. . 3.4 Utilise Old Girls as role models for careers opportunities.	Teachers and Careers Co-ordinator.		2023	Students have an individual pathways plan. Students participate in careers activities and events.
Teachers will provide programmes and resources for students to achieve excellence.	3.1 Teachers scaffold excellence level criteria raise students expectations about levels of achievement. 3.2 Identify students at risk and provide appropriate interventions to accelerate learning. 3.3 Provide individual learning plans for at risk students. .	Teachers	Additional teacher time and Teacher Aides	2023	Monitoring and tracking of students shows accelerated learning. Excellence is articulated and results are accelerating.
Acknowledge student success	3.8 Teachers acknowledge success in a variety of ways.	Teachers	Budget made available to purchase gifts .	2023	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	Each department can share a unit of work with other staff and evaluate the success of learning.
Goal 4 Staff and Student Wellbeing	Actions	Led by	Resourcing	Time frame	Indicators of Success
Whare Tapawha to become the cornerstone of behavioural management at Hukarere	4.1 Develop and implement Behavioural Management Plan with staff, pupils and whānau that is Te Ao Māori 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 Pastoral Care is discussed at weekly Senior Leadership Meetings.	Acting DP	Provide time within Staff Meetings to provide PLD and support good practice. Provide time in Te Hapai O to discuss Te Whare Tapawha and	2023	Students and staff are aware of the principles of the behaviour management plan and are able to utilize these to support student and staff engagement and well-being.

supported by Te Angitū.

Senior
Leadership

Te Angitū.
resources for
teaching and wall
displays.

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"> The hostel and college Board of Proprietor sand Hukarere Board. 	5.1 Ensure the school and Hostel have consistent expectation, policies and procedures which clarify roles and responsibilities and enable good planning of events, activities and operations.	Senior Leadership	Schedule Meetings.	2023	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 2023

Junior Literacy	<p>Year 9</p> <ul style="list-style-type: none"> 65% of ākongā to be achieving at PAT COMPREHENSION stanines 4-9 (average to above average) To increase comprehension and vocabulary scores by 1-3 stanines <p>Year 10</p> <ul style="list-style-type: none"> 80% of ākongā to be achieving at PAT COMPREHENSION stanines 4-9 (average to above average) To increase comprehension and vocabulary scores by 1-3 stanines 	
Junior Numeracy	<p>All year 9 and 10 ākongā:</p> <ul style="list-style-type: none"> 75% of year 9 and 10 ākongā at or above curriculum level 4. 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 	
Senior Qualifications	<ul style="list-style-type: none"> 85% or better - NCEA L1 achievement 85% or better - NCEA L2 achievement 	<ul style="list-style-type: none"> 85% or better - NCEA L3 achievement 85% or better in UE attainment