



AUCKLAND GIRLS' GRAMMAR SCHOOL

PER ANGUSTA AD AUGUSTA

Strategic Plan 2021-2025

Welcome

Since 1888 Auckland Girls' Grammar School has been preparing young women to make their mark on the world. Ours is a school steeped in tradition, one which has always recognised the unique role that women play in the world around us. Nurturing young women to realise their potential so they may make a meaningful contribution in our society is a responsibility that we take seriously. The girls we teach today will be entrusted with solving challenging and complex problems. Readyng our girls for the future necessitates a learning environment which challenges all students to have the courage to become the very best versions of themselves: to become critical in their thinking, creative in their problem-solving, compassionate in their connections with others, and relentless in their pursuit of excellence.

Being a member of the Auckland Girls' learning community means upholding a commitment to academic excellence whilst recognising that success is rarely enjoyed alone. Instead it is the result of being part of a supportive learning community which recognises each girl's unique identity, creating a learning experience which nurtures students to become all that they are capable of being.

Since 1987 Ngā Tumanako o Kahurangi, the Auckland Girls' Grammar School whānau unit, has sought to deliver an excellent education to girls in the unit in a Kaupapa Māori or Māori-centred way. One of our goals is for Ngā Tūmanako o Kahurangi to remain contemporary, relevant, robust and appealing to young Māori women and their whānau and provide a preferred pathway for young Māori women to meet their educational and cultural aspirations.

The Strategic Plan is for all members of the Auckland Girls' Grammar School learning community including our girls, their whānau and families, and our staff. It highlights what our Board of Trustees intends to achieve for the girls in our care over the next few years. This strategic document informs not only our operational direction, but importantly what it means to be a learner at Auckland Girls' Grammar School on a daily basis.

Motto *Per Angusta Ad Augusta: Through trials to triumph*

Vision Auckland Girls' Grammar School nurtures a culture of excellence through whānaungatanga, manaakitanga and kairangitanga.

Values

Pride We have a sense of dignity and self-worth. We will be proud of who we are, our achievements and our school.

Respect We honour the unique qualities that every student and staff member brings to the school. We show respect at all times for ourselves, others and the environment.

Integrity We show honesty, sincerity, truthfulness and fairness in all dealings with others.

Diligence We show motivation, perseverance and a willingness to work through adversity. We have confidence in our ability to achieve our personal best.

Empathy We have an understanding of the feelings of others based on an understanding of our inherent dignity and rights.

Our Four Strategic Dimensions

Strategic Dimension One: Culture of Excellence

Systems, processes and pedagogies that enable the realisation of excellence for all learners are embedded in our school culture.

Strategic Dimension Two: Commitment to Learning, Growth and Development

All members of the Auckland Girls' Grammar School learning community will be afforded the opportunity to develop the skills, values and competencies required for personal growth so that they may better contribute to society.

Strategic Dimension Three: Foster Connections through Culturally Enabling Practices

Connections between people, within and beyond the school, will recognise and value the inherent importance of language and culture in shaping people's identities, experiences and sense of belonging.

Strategic Dimension Four: Health and Wellbeing of our People

All students and staff will enjoy the benefits of working in a respectful, safe and inclusive environment which values the importance health and wellbeing play in people's lives.

Strategic Dimension One: Culture of Excellence

Systems, processes and pedagogies that enable the realisation of excellence for all learners are embedded in our school culture.

Strategic Priorities	Strategic Goals
Give effect to Te Tiriti o Waitangi - working to ensure our plans, policies and local curriculum value local tikanga Māori, Mātauranga Māori and Tau Mai Te Reo.	<ul style="list-style-type: none"> ● Te Tiriti principles of ‘partnership’, ‘participation’ and ‘protection’ are embedded in school policies, practices and decision making processes. ● Partnerships between the school and whānau value the knowledge, skills and aspirations of whānau. This partnership will inform school approaches and pedagogies for all learners. ● Learning experiences which draw upon Māori worldviews and values, and which nurture a sense of belonging for Māori learners will be incorporated into our teaching and learning programmes. ● Ngā Tūmanako o Kahurangi plays an active role in fostering Te Reo Māori, Tikanga Māori and Mātauranga Māori school wide. ● Whānaungatanga (relationships) between Ngā Tūmanako o Kahurangi and the rest of the school are evident and valued. ● Te Reo, Tikanga Māori and Mātauranga Māori forms a valued part of the curriculum for students at Auckland Girls’ Grammar School.
Pedagogies will ensure equitable and excellent academic outcomes for all learners.	<ul style="list-style-type: none"> ● Pedagogies will embrace diverse conceptions of knowledge making and frameworks. ● Pedagogies will place students at the centre of the learning experience by adopting a strengths-based approach which draws upon the rich cultural traditions students bring with them. (Tapasa 3.17) ● Māori pedagogical practices and philosophies are practiced in Ngā Tumanako o Kahurangi specifically and across the school generally
Ensure effective academic progress through a continual cycle of curriculum development and review.	<ul style="list-style-type: none"> ● Practice will be informed, evaluated and moulded from evidence collected from student achievement, professional reading, research, theories and conceptual models. (Tapasa 3.18)
Develop understanding of excellence as a commitment to fulfilling one’s potential through cultural identity, perseverance and resilience and gained with the collaboration and support of others.	<ul style="list-style-type: none"> ● Opportunities for students to fully realise their sporting, artistic and cultural interests will be fostered to build a culture of excellence.

Strategic Dimension Two: Commitment to Learning, Growth and Development

All members of the Auckland Girls' Grammar School learning community will have the opportunity to develop the skills, values and competencies required for personal growth so they may better contribute to society.

Strategic Priorities	Strategic Goals
Give effect to Te Tiriti o Waitangi working to ensure our plans, policies and local curriculum value local tikanga Māori, Mātauranga Māori and Tau Mai Te Reo.	<ul style="list-style-type: none"> ● Uphold our commitment to integrating Te Reo into school communications and learning programmes. ● Continue to develop our culturally responsive practices and processes as informed by the guiding principles of Ka Hikitia. ● Ngā Tūmanako o Kahurangi plays an active role in fostering Te Reo Māori, Tikanga Māori and Mātauranga Māori school wide.
Foster a learning culture for all members of our learning community that is responsive to individual interests, needs and aspirations.	<ul style="list-style-type: none"> ● Implement responsive development programmes tailored to meet the needs of our learning community. ● Embed high-impact teaching strategies and best practices for student engagement and learning. ● Embrace opportunities for collaborative, relational practices and pedagogies. ● Develop leadership capacities at all levels of the school community.
Actively engage with members of our learning community to strengthen collaborative learning partnerships.	<ul style="list-style-type: none"> ● Develop school and whānau/aiga/kainga partnerships. ● Value cultural expertise of the school community providing culturally inclusive communications. ● Develop academic and affective mentoring capacities within our tutor teacher programmes.
Invest in resourcing to support the delivery of innovative curriculum design and excellent learner outcomes.	<ul style="list-style-type: none"> ● Invest in technologies and resources that enable staff to lead future-focussed, responsive programmes. ● Provide access to tailored professional development opportunities to develop teaching and leading capacities.

Strategic Dimension Three: Foster Connections through Culturally Enabling Practices

Connections between people, within and beyond the school, will recognise and value the inherent importance of language and culture in shaping people's identities, experiences and sense of belonging.

Strategic Priorities	Strategic Goals
Give effect to Te Tiriti o Waitangi working to ensure our plans, policies and local curriculum value local tikanga Māori, Mātauranga Māori and Tau Mai Te Reo.	<ul style="list-style-type: none">● Ensure all members of the learning community understand and uphold the importance of New Zealand's unique bicultural heritage.● Increase our collective skill and understanding to engage in action with Te Tiriti o Waitangi.● Develop opportunities to embed understandings of tikanga Māori and develop te reo in learning programmes.● Mana whenua of Ngāti Whātua Ōrākei is obvious within our practices● Whānau of Ngā Tūmanako o Kahurangi actively participate at all levels● We have high aspirations for every learner/ākonga, and support these by partnering with whānau and communities to design and deliver education that responds to needs, and which sustains their identities, languages and cultures.
Embrace diversity and different knowledge constructions, identities and worldviews.	<ul style="list-style-type: none">● Incorporate cultural responsiveness into teaching and learning programmes recognising the richness of cultural tradition and identity.● Engage with our community's rich and diverse traditions, languages and customs to inform our practices and pedagogies.
Learning programmes to reflect the unique and important role culture and language play in shaping identity.	<ul style="list-style-type: none">● Celebrate cultural identity in teaching and learning programmes and the important role it plays in identity and in shaping success.● Critique learning programmes through critical, cultural lenses.● Promote culturally agentic opportunities in teaching, learning and assessment (Tapasa 1.16).

Strategic Dimension Four: Health and Wellbeing of Our People

All members of our learning community will enjoy the benefits of working in a respectful, safe and inclusive environment which values the importance health and wellbeing play in people's lives.

Strategic Priorities	Strategic Goals
Give effect to Te Tiriti o Waitangi working to ensure our plans, policies and local curriculum value local tikanga Māori, Mātauranga Māori and Tau Mai Te Reo.	<ul style="list-style-type: none">● Nurture the partnership between student, whānau and school to strengthen members of our learning community's sense of self, wellbeing and aspirations.● Understandings of health and wellbeing will build upon the four components of Hauora: Taha tinana (physical), taha hinengaro (mental and emotional), Taha whānau (social) and Taha Wairua (spiritual).
Nurture a school culture that recognises the value of difference and the inherent good of sharing our unique qualities and values collaboratively and collectively.	<ul style="list-style-type: none">● Positive relationships will be built that affirm each staff and student's sense of belonging and acknowledge everyone's value within the school community.● Engage in mana enhancing ways with each other and with whānau, community, industry and tangata whenua● Incorporate understandings of health and wellbeing in our personal and professional lives.● Develop enrichment experiences and opportunities that promote and develop health and wellbeing.
Empower our community to create an environment which contributes to our wellbeing.	<ul style="list-style-type: none">● Promote and develop staff and student health and wellbeing services and structures.● Develop support systems and services that enable all members of our learning community to feel safe, included, free from racism, discrimination or bullying.● Provide opportunities for members of our learning community to meaningfully lead and engage with wellbeing initiatives and understandings.