



OTAGO GIRLS' HIGH SCHOOL CHARTER 2023

Mission Statement:

Otago Girls' High School is committed to quality education for all ākonga/ students in a safe, caring and inclusive environment.

Vision: Inspire ~ Empower ~ Challenge ~ Dream

After a thorough consultation process involving parents, kaiako/staff and ākonga/ students, the Otago Girls' High School Board adopted the Otago Girls' High School Malaga in 2020. The Malaga (which means journey in Samoa) incorporates our school vision (**why** we do what we do), seven principles (**how** we do what we do) and seven learner profile characteristics (the outcome of what we do). The Malaga is underpinned by both our core values of Respect (kia whakaute), Positivity (kia hihiri) and Integrity (kia pono) as defined by our Positive Behaviour for Learning (PB4L) framework and Restorative Practice (RP). These three elements; our values, our restorative approach and the OGHS Malaga, inform and shape the programmes of teaching and learning that occur both inside and outside the classroom. This is **what** we do.

Ākonga/ student, kaiako/ staff and community consultations make it clear that we should strive for the highest possible achievement. Hauora (physical, mental and emotional, social and spiritual wellbeing) is essential to achieve this goal and we have been incorporating health and wellbeing content into all elements of the school's operation. Te Whare Tapa Whā is used as the overarching wellbeing model throughout the school, with PERMA-V (positive emotions, engagement, relationships, meaning, achievement and vitality) as the framework to promote wellbeing. In 2020 we began the introduction of Solution Focussed approaches to support all ākonga to be proactive in managing their own wellbeing.

Kia whakaute/ Respect is central to our vision. Respect for yourself encompasses the values of positivity and integrity while respect for others encompasses the values of empathy, inclusiveness, friendship, fairness, acceptance of diversity and valuing learning. We value the place and contribution of Māori, particularly Kai Tahu as mana whenua. We also respect our global community and have welcomed increasing numbers of international and former refugee ākonga/ students to our school in recent years. We participate actively in our communities and look after our environment as evidenced by our gaining Green-Gold EnviroSchools status in 2017 and our participation in outreach programmes.

We are working towards a better future not just for our ākonga but for all things and for all time; kaitiakitaka.



Mā te mātauraka ka tū teitei te tōtara
Through education the totara tree will stand tall
Recti cultus pectora roborant
The right education makes the heart as strong as oak





Our Vision is to:



Our Principles are:



Our Learners are:



Education Goals

We seek to provide an inclusive learning environment that fosters individual excellence and a love of learning through the provision of engaging and powerful learning opportunities. There is an emphasis on skills and capabilities, as well as knowledge, as evidenced by our principles and ākonga profile. Digital learning and citizenship are key components of our programmes. The Digital Technologies and Aotearoa New Zealand Histories Curricula are currently being implemented in the school. Foundation skills and knowledge, including literacy, numeracy, oral language and listening skills are fostered. Meaningful health and wellbeing education that is informed by current needs is provided. Second language learning is strongly encouraged, and a range of languages is offered. We provide exciting and relevant learning experiences outside the classroom and are increasingly incorporating innovative approaches to curriculum delivery, including Problem-based Learning opportunities.

We are placing an increasing focus on te reo me ngā tikanga Māori. Karakia are an integral part of meetings, assemblies and occasions of the school. Bilingual signage has been installed and a pare was installed and blessed in 2021. Increasing numbers of staff are taking part in Professional Learning and Development in te reo Māori.

Ākonga engage in well-rounded educational opportunities. They are encouraged to participate and contribute in sporting and cultural activities as a complement to their academic progress. Ākonga also have opportunities to develop social and leadership skills, with older ākonga supporting and helping younger ākonga and the fostering of tuakana-teina relationships. The House system, Whānau Groups and Peer Support Programme provide such opportunities. Our vertical form structure at Years 10 - 13 enhances ākonga/ student belonging and wellbeing while our whānau class structure at Year 9 focuses on providing additional care and support while these ākonga/ learners develop their own connections within the school environment. Ākonga engage in meaningful career education

programmes. Partnerships with local enterprises, schools, tertiary institutions and community organisations enhance career related learning experiences.

Classrooms are vibrant, exciting and supportive learning environments. We are a PB4L and RP school and kaiako/ teachers foster positive learning relationships with ākonga. They endeavour to know each learner and to develop programmes relevant to them. For success, ākonga must know why they are learning and be able to make links to prior learning. Kaiako/ teachers focus on strategies that will support ākonga/ students to become resilient, compassionate, open- minded, clear communicators, problem solvers, critical thinkers and confident leaders as outlined in our ākonga profile. The school operates as a Teaching and Learning Community. The 2023- 25 Strategic Goals reflect the priorities of the school.

The school celebrated its 150th anniversary in 2021 and we treasure our long history as the first State Secondary School for Girls in the Southern Hemisphere. We draw strength from the long tradition of amazing wāhine/ women who went before us.

Description of School

Otago Girls' High School (OGHS), founded in 1870 and opened in 1871, was the first state secondary school for girls in New Zealand and reputed to be the sixth oldest in the world. Many school families have an association with the school that spans over four generations. Because of our long history traditions such as the Celebration Service and Prizegiving are regarded as highlights of the school year.

The school's fundamental aim is to provide a high-quality education that is future-focused and mindful of the wellbeing of all. The school has always promoted the highest standards of achievement for all young women in every field: academic, sporting, cultural and leadership. A warm, welcoming and secure environment is provided to all our ākonga, their whānau, kaiako/ staff and the community. Our PB4L and RP framework underpins all that we do, an extensive guidance network provides personal, social, educational and vocational support and our mentoring programme supports our ākonga/ students in their learning and development.

Otago Girls' High School has a high academic success rate in National qualifications and a high retention rate. Most ākonga/ learners leave school with NCEA Level Three and University Entrance. Otago Girls' High School maintains a high participation rate in sport and many of our teams have success in local, regional and national competitions. Approximately two thirds of our ākonga/ students play organised sport, coached by staff, senior students and supportive members of the school community. Co-curricular music involves a third of the school in choir, orchestra and musical tuition. A number of our music and cultural groups are run in combination with Otago Boys' High School (OBHS) with our competition choirs having a national reputation for quality over a number of years. Drama involves many of our ākonga/ pupils annually in productions ranging from the Shakespeare Festival and Junior Production to the combined OBHS-OGHS annual senior show. A love of the arts is fostered by the school. Ākonga work adorns the walls and students are encouraged to take part in wearable arts, photography, painting and set design. They are given regular opportunities to exhibit their work.

Otago Girls' High School continues to foster understanding of the needs of ākonga from all cultural backgrounds. The School Board provides appropriate support and tuition so that there is equal opportunity for all ākonga, including those with special education needs. The school welcomes ākonga from all around the world and we provide many opportunities for our ākonga/ students to experience the world. Unfortunately, these opportunities have been severely curtailed by the Covid-19 pandemic. Otago Girls' High School values the contribution of our kapa haka group, Wairua Pūhou, which has achieved regular national and regional success over a period of years. The school

celebrates the achievements of our rangatahi/ young Māori. The Board of Trustees continues to develop policies and practices that reflect New Zealand's cultural diversity, and the unique position of Māori, particularly Kai Tahu as mana whenua. The School Board is committed to ensuring that instruction in te reo me ona tikaka Māori is provided and encouraged and to ensuring that local Māori values, perspectives and language are promoted throughout the school. At the beginning of the 2021 school year a Pare was installed in the foyer, providing an important and visible sign of the significance of our tangata whenua and place in the world, as well as celebrating our 150th birthday. The school also supports and encourages our Pasifika ākonga to achieve educational success as Pasifika and there has been a burgeoning of Pasifika culture in the school in recent years. In recent years the school has welcomed ākonga from refugee backgrounds and we now have 30 former refugee students on our roll, running the city-wide cluster from our school.

Otago Girls' High School has an inner-city location that gives easy access to Moana Pool, the Dunedin City Library, the Dunedin Public Art Gallery, the Toitū Otago Settlers Museum, the Otago Polytechnic and the University of Otago. It is situated on a compact site with six tennis or netball courts and pleasant recreation areas. Our school campus is attractive and inviting. The buildings consist of two large well-equipped teaching blocks, which were remodelled and refurbished in the early 1990s. Part of this process was the restoration of the historic Anscombe Building. In 2002 a new gymnasium complex was built on the Stuart Street site. In 2004 the old gymnasium was converted into a performing arts space, complete with an 80 seat theatre. In 2010 the Ministry of Education added the land in Upper Tennyson Street to our property occupancy document. In 2016 work was completed on the refurbishment and extension of our Music Suite and an access tower to Siedeberg Block and the Visual and Performing Arts Suite. In 2018 the Board purchased a harbour side building that has been refurbished to provide a base for education outside the classroom activities and watersports. This was opened in 2020. In recent years the Board has put significant investment into the provision of infrastructure to support eLearning in the school. Our next project is a Learning Support upgrade which will improve accessibility for members of our school community with physical disabilities.

The school is a BYOD (Bring Your Own Device) school and has the majority of its digital functions based in the cloud.

Despite the impact of Covid-19, the school has a strong international programme. International ākonga/ students add significantly to the cultural diversity and wider life of the school and achieve highly. The school is poised to resume marketing and programme delivery for new international students as soon as the borders open.

Strategic Goals 2023 – 2025

1. All ākonga manage their wellbeing proactively and effectively. PB4L and RP frameworks sustain productive learning environments and maximise ākonga achievement. Ākong feel belonging and connection to school.
2. Ākonga are empowered through learning opportunities that are inspiring, authentic and responsive to their needs now and in the future.
3. Ākonga success and belonging is enhanced by learning environments that reflect and celebrate their diversity, while recognising the unique place of Māori in Aotearoa New Zealand.

Type of School

Single Sex Urban State Secondary School for Girls.

OTAGO GIRLS' HIGH SCHOOL STRATEGIC PLAN 2023 - 2025

Priority/Strategic Aim 1: Wellbeing, Belonging, Positive Behaviour for Learning and Restorative Practice	What do we want to achieve? What will it look like if we get it right?	What does the data say? Where are we at now?
<p>All ākonga manage their wellbeing proactively and effectively. PB2L and RP frameworks sustain productive learning environments and maximise ākonga achievement.</p> <p>Ākonga feel belonging and connection to school.</p>	<p>Ākonga will “feel good and function well” when they can proactively manage their wellbeing to achieve their goals. They will be able to identify and action strategies that sustain/enhance their wellbeing.</p> <p>Success is maximised and ākonga are happy and engaged. They effectively navigate their emotions, their relationships and their learning.</p> <p>Kaiako/ teachers proactively manage their classes to maximise learning and minimise problems. There are school wide and department wide expectations of ākonga/ students that are taught, modelled and rewarded.</p> <p>Equitable access to and excellent educational outcomes for all ākonga.</p> <p>Students will attend every day, be ready for and engaged in their work, and will only leave school when moving into further training or the workforce.</p>	<p>Wellbeing conversations are part of Student Learning Conferences.</p> <p>A range of wellbeing programmes are offered across the school within Health & PE programme and by outside providers e.g. <i>Loves Me Not, Attitude</i>.</p> <p>Whaiora programme introduced 2020.</p> <p>School wide disciplinary practices use a wellbeing lens.</p> <p>Move back to Year Level Deans and separate Whānau classes for Year 9 and 10 in 2023.</p> <p>Individual and schoolwide wellbeing frameworks have been identified: <i>Hauora, PERMA-V and Te Whare Tapa Wha</i>.</p> <p>Anxiety, fear of failure, avoidance behaviours impacting on attendance and achievement. The lowest school attenders have anxiety / trauma / mental health issues.</p> <p>Learners tend to focus on outside factors as opposed to ‘within self’ factors to improve their wellbeing.</p> <p>The Covid pandemic has a significant impact on the wellbeing of all ākonga in 2020 – 2022.</p> <p>PB4L Framework has been in place since 2013. RP adopted in 2016. Core values strongly embedded in the school. A matrix of expected behaviours developed. There is a range of knowledge and expertise of PB4L and RP among staff. After initial implementation there was a significant drop in behaviour referrals across the school. More recently the number of referrals has climbed, with the Covid and social media environments contributing to this. Referrals are managed electronically. All kaiako/ teachers are able to record referrals.</p> <p>Some staff are experiencing challenges in managing their classrooms (referral data).</p> <p>Increasing numbers of new entrants are displaying a range of extreme and challenging behaviours.</p> <p>Digital dependence and addiction has affected ākonga/ students’ ability to socialise and interact effectively with others.</p> <p>Mixed levels of confidence and competence among kaiako/ staff in the use of RP.</p>

Priority/ Strategic Aim 1: All ākonga feel belonging and connection to school

2023	2024	2025
<ul style="list-style-type: none"> • Strategic Plan with school Board, students, staff and community. • Encourage five year completion and develop strategies for increased school attendance. • Implement 'sisters' programme focussed on tuakana-teina relationships. • PB4L re-set focussed on keeping students in class and phone free junior school policy. 	<ul style="list-style-type: none"> • Actively market the experience and beneficial outcomes of Year 13. • Establish student-led self-management wellbeing website. • Advanced development and leadership of PB4L and RP processes and knowledge within school. • Review goals and programmes aligned to outcomes of 2023 strategic consultation. 	<ul style="list-style-type: none"> • Audit student co-curricular programmes and involvement. • Revise phone policy and sisters programme. • Develop alternative education programmes for at-risk ākonga/ learners within school, maintaining a sense of belonging and connection with school.

Priority/Strategic Aim 2: Inspiring, responsive and authentic learning opportunities	What do we want to achieve? What will it look like if we get it right?	What does the data say? Where are we at now?
<p>Ākonga are empowered through learning opportunities that are inspiring, authentic and responsive to their needs now and in the future.</p>	<p>Ākonga who are inspired, empowered, seek out and rise to challenge and who have the courage and ability to accomplish their dreams.</p> <p>All ākonga reflect the profile contained in the OGHS Malaga: confident leaders, compassionate, open minded, clear communicators, problem solvers, resilient, critical thinkers.</p> <p>They are active participants in their learning and transition successfully into appropriate and stretching pathways beyond school.</p>	<p>OGHS Malaga released 2020.</p> <p>iTime introduced in 2019 (Social Studies) to allow space for curriculum innovation and extended in 2021 (Little and Big Projects) and 2022 (English and Mathematics).</p> <p>PLD has focussed on curriculum, refresh and review of achievement standards (RAS). Work on implementation of Digital Technologies Curriculum underway from 2020. Reviews include implementation of a localised curriculum/ Aotearoa Histories by 2023.</p> <p>Rich EOTC programme.</p> <p>NCEA Review of Achievement standards under in 2020-2022. Many subjects in pilots and trials.</p> <p>Student achievement, as measured by NCEA, is well above national and decile averages.</p>

Priority/ Strategic Aim 2: Ākonga are empowered through learning opportunities that are inspiring, authentic and responsive to their needs now and in the future.

2023	2024	2025
<ul style="list-style-type: none"> • Evaluate how effectively the OGHS Malaga is being incorporated into curricular and co-curricular programmes within the school. • Implement Digital Technologies Curriculum, ANZH, Literacy and Numeracy, Review of Achievement Standards (RAS), Curriculum Re-fresh, Learning Progression Tools. • Develop and trial revised process for departmental reviewing to maximise connection to improve student outcomes, in partnership with ERO. 	<ul style="list-style-type: none"> • Complete Review of Achievement Standards and Curriculum Re-fresh. Ensure sustained development of ANZH, DTC and other curriculum progressions. • Complete implementation of Learning Progression Tools to inform programmes of learning. • Investigate and renew timetabling structures. 	<ul style="list-style-type: none"> • Consolidate programmes and curriculum changes, refining and simplifying. • Renew possibilities for innovation – longer periods, subject integration, independent learning periods/days.

Priority/Strategic Aim 3: Reflecting and celebrating diversity and the unique place of Māori	What do we want to achieve? What will it look like if we get it right?	What does the data say? Where are we at now?
<p>Ākonga success and belonging is enhanced by learning environments that reflect and celebrate their diversity, while recognising the unique place of Māori in Aotearoa New Zealand.</p>	<p>Ākonga feel pride in their identity and connected to the school.</p> <p>Tikanga me ona te reo Māori is visible in the physical environment, practices and routines of the school.</p> <p>Ākonga see themselves represented in aspects of the school.</p> <p>Ākonga are curious about and value perspectives that differ from their own.</p> <p>Open minded people who are interested in and respectful of the beliefs of others.</p> <p>Barriers to learning are reduced.</p>	<p>Tikanga Māori is incorporated into practices and routines eg. Mihi whakatau to welcome new ākonga/ students, staff at beginning of the year and visiting groups. Karakia before and after staff meetings and before food. Haka part of major school events eg Prizegiving, Celebration an any significant events.</p> <p>New school haka introduced in 2020. House haka competition. Te reo Māori available from years 9-13. Te Ao Haka introduced 2021.</p> <p>Greetings in te reo.</p> <p>Bilingual signage installed in 2020.</p> <p>Year 10 Noho Marae.</p> <p>Year 9 Social Studies Who are We? / My Story celebrating our cultures.</p> <p>Year 10 Social Studies First Peoples.</p> <p>Wairua Puhou achieving at highest level. (National finalists 2018, 2020).</p> <p>Mana Wahine Day 2022.</p> <p>Pare (gateway) commissioned to signify the history and relationship of the school to tangata whenua.</p> <p>26 different cultures represented in the school.</p> <p>OGHS lead school for Former Refugee Cluster.</p> <p>Whanau hui, Pasifika fono and former refugee parent meetings held.</p> <p>Global Leadership Year 9 Small Project – redesign of GLP Bronze award 2021.</p> <p>Mauri stone installed 2021.</p> <p>Lighted pou installed 2022.</p> <p>Matariki Celebrations 2022.</p> <p>Māori Strategic Plan launched June 2022.</p> <p>Meng Foon assembly 2022.</p>

Priority/ Strategic Aim 3: Ākonga success and belonging is enhanced by learning environments that reflect and celebrate their diversity, while recognising the unique place of Māori in Aotearoa New Zealand.

2023	2024	2025
<ul style="list-style-type: none">• Maintain and grow bi-cultural aspects of school – use te reo, tikanga, artefacts, signage.• Review how we recognise and celebrate the different groups and cultures in our school.• Introduce Global Leadership Programme across Year 9.• Audit of tauira Māori leadership across all groups such as School Council, Wellbeing team	<ul style="list-style-type: none">• Introduce Hilary Award across Year 10.• Second tier kapa haka introduced with options for short-term alternative education within school.• Mana Wahine Leadership Day.	<ul style="list-style-type: none">• Māori seat on School Board established.• Succession plan for two Māori trustees and one Pacific trustee elected (or co-opted) onto School Board.