February 2010

To whom it may concern

Report of Mary Ann Baxter's Sabbatical award: Taken: 0.5 in Terms 2/3 (Week 8 Term 2 – Week 2 Term 3) and 0.5 of Terms 3 and 4, 2009) (Wk 8 Term 3 – Week 2 Term 4)

Firstly I wish to record my thanks for the award. It was most timely, as well as a highly stimulating opportunity to reflect on our strategic plan and provide me with real time to converse in depth with our staff. Thanks to the sabbatical I was able to focus and critique one issue only for some real time, without the day to day demands which normally overwhelm and unfortunately can seem to saturate our lives as Principals.

After several years of reading and dialogue as a staff and BoT around what we believe are the needs and aspirations of 21st century learners and how we could accommodate these better, at the beginning of 2009 we had made some significant shifts in our direction and structures. One of the conditions of gaining staff approval for these shifts was that we would review these during 2009, and if necessary refine the processes, and directions as a consequence of staff, student, parental and BoT feedback. I used some of the time on sabbatical to undertake these reviews and work with staff to look at the feedback, and develop and provide possible ways forward from the feedback, and feedforward.

One area which I really enjoyed pursuing during this time off - and probably gained the most traction from, in terms of directions and re-focusing with the staff - was taking a long time to really read and reread indepth several times, the "front end" of the curriculum document. This lead to some very pleasing reviews of where we are at in our Interdisciplinary Groups as well as in our Learning Areas. We looked at our progress across the vision, values, key competencies, learning areas and principles using quotes and descriptors from the front end of the document. This exercise has provided us with benchmarks from a "report card" I developed to assist us here *(proforma attached)*.

Having to provide feedback and feedforward for each dimension of the curriculum assisted the quality and reflection around the whole document. The data/evidence meant that as staff and BoT we were very much more focused on all aspects of the curriculum as they undertook reviews of programmes from then on – and of areas of the curriculum which needed more direction/attention. This exercise with our "report card" enabled led us to acknowledge that up until now we had been most likely to be addressing well only the Learning Area dimension of the curriculum, and beginning to become more aware of the key competencies with the Critical inquiry action research being undertaken.

In the end I used virtually all the time (10 weeks) to complete this exercise to the level I found satisfying and which I believe has given us a significant opportunity to review and redefine our directions as staff, students, parents and BoT. This does signal an issue for me as I believe the notion of some rest and recreation is also important at this stage as a Principal. For what it is worth - I do believe five weeks only on this review and reflection would have shortchanged the work I undertook. I do take full responsibility for the choices I made here as to how I used the time!

The significant aspects of my sabbatical are outlined below and the material/papers developed during and beyond the sabbatical are included as attachments:

- Time to read and to catch up on books, research and material on the internet of interest. Those which had a major impact included:
    o "Breakthrough" – Michael Fullan, Peter Hill, Carmel Crevola
    o "Developing Teacher Leaders" - Frank Crowther
    o "Redefining Leadership" – Sergiovanni
    o "Teaching for tomorrow " Ted McCain
    o "Building learning power" and "Building 101 ways to Learning Power" Guy Claxton
    o Various learning about "Mentoring" guide course booklets - Robin Cox
- Consulting staff and conducting surveys as part of our review process around the strategic plan (see the following attachments):
    o Power point on where we are at (attachment 1):
    o Recommendations out of survey of where we are at (completed with group of staff) as well as online surveys completed with students and parents (attachment 2)
    o Summary of 8 key areas we reviewed (attachment 3)
    o Report card proforma (attachment 4)
    o Summary of reportcards (attachment 5)
    o Continuing developing and planning our strategic directions – Draft overall strategy for each Learning area – 2009-2020 (Attachment 6- proforma for this review, one example – Arts strategy Attachment 7)
    o Review of our Professional conversations (appraisal process) – our Critical inquiry action research proforma – refocusing this to state overtly our school wide goals and the connections and short term directions with the key competencies as our immediate focus (Attachment 8)
    o Power point – discussion with students about our directions and need to engage, address their voices and understanding of our cultural shifts better (Attachment 9)
    o 2010 Timetable proposals: SUMMARY (Attachment 10)
    o Review of our pastoral directions – progressing to our development of mentors as of 2010 "2010 Mentoring paper for staff" (Attachment 11)
    o 2010 mentoring material and independent learning material in student diary (attachment 12)
    o Rationale and summary of directions in paper prepared for general consumption in our community - "2010 Student, staff and parent manual" (Attachment 13)

I trust the attached material assures the Ministry of Education of the invaluable nature of such timeout to lead the review of our directions and to rethink and reset our strategic vision.

Please be assured that I did appreciate this opportunity. My only request is that the powers that be see how sabbaticals as of right on a very regular basis (dare I suggest every three years given the ongoing rate of change) are integral to Principals being able to serve our students, staff, BoT and community as they deserve, to ensure we are all able to be learners lifelong, - and in the position to address positively the needs and aspirations of all 21st century citizens.

Yours sincerely

Mary Ann Baxter, Principal, Hamilton Girls' High School

Attachment 1.

Our Report Card

Reviewing our
Strategic thinking and planning

2009 and beyond

21 July 2009 update

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Firstly - My homage to you –
background and introduction to our "report card"

My Sabbatical Readings –
- Blow my mind away!
  - Full of pride, admiration and deep
  - Privileged to work alongside you
  - Keen to share some real changes I've read about - to support us professionally and structurally –

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Our 5 Report cards: Goal: to underpin focus for our "Vision groups*"

- To move forward we must look back ... to
- Celebrate and review how far we've come ...
- And to move forward ... feedback
- As well as planning together ... feedforward ...
- Critiquing ourselves comfortably,
  - robustly with rigour
- - *"the babies are not to be thrown out with the bathwater"!*

*Vision groups: C&A sub-committee and Arts strategy group

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Our Report card:

GRADES:	FEEDBACK:	FEEDFORWARD:
NYU: Not yet underway/ not yet very effective:	data/evidence/ comments	next steps/needs
BSP: Beginning to show progress in some areas:	data/evidence/ comments	next steps/needs
GUS: Getting underway schoolwide:	data/evidence/ comments	next steps/needs
BCP: Becoming a consistent part of HGHS's practice:	data/evidence/ comments	next steps/needs
DEP: Deeply embedded in our practices/part of our culture	data/evidence/ comments	next steps/needs

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Our report card (1): Vision

The NZ Curriculum – p7
VISION: NZC/HGHS: confident, connected, actively involved, lifelong learners
- **Motto**: A wise woman shapes her own destiny
- **Mission**: Aspiring to reach her personal best
  - resilient, self sufficient graduates (2009-2012)

If you had to grade us what would we get – "making our Vision real"?
a) 2005 -> 2009?
b) 2009 -> and beyond?

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Our report card (2): Values

What if we look at where we are at with **Values** in our school?

1) - **"encouraged and modelled and explored by students" (p37 NZC)**

2) where is there **excellence; innovation, inquiry and curiosity; diversity; equity; community and participation; ecological sustainability; integrity and respect** contributing to the development of the "self sufficient resilient graduate"? **? (pp7 and 10 NZC)**

3) examine our structures and systems e.g.
- Timetable: double periods, ILPs, LCOs, PBPs, – connections to the NZC Values?

4) Are the values **woven into the fabric of the school curriculum**
- organised around one of these three aspects (values, key competencies or learning areas)
- around central themes integrating values, KCs, knowledge and skills across Learning Areas,
- some other approach/es? (pp37-38)   6

Our report card (3): Key Competencies

What if we look at where we are at with **key competencies** (KCs) in our school?

1) are the KCs **"developing learners overtime and in a range of settings"** (p37)

2) Where do we see **thinking; using language, symbols and texts; managing self; relating to others; participating and contributing (pp7, 12-13 NZC),**
   - **Are they (KCs)** contributing to the development of the "self sufficient resilient graduate"?

3) examine our **structures and systems , e.g.**
   - Timetable: double periods, ILPs, LCOs, PBPs, – connections to the NZC Key competencies ?

4) Are the Key Competencies **woven into the fabric of the school curriculum**
   - organised around one of these three aspects (values, key competencies or learning areas)
   - around central themes integrating values, Key Competencies, knowledge and skills across Learning Areas,
   - some other approach/es? (pp37-38)   7

Our report card (4): Learning Areas

What if we look at where we are at with **the Learning Areas (LAs)** in our school?

1) are LAs **"helping our students to describe what they will come to know and do"** (p37 NZC)

2) Where do we see the **Learning Areas (Arts, English, Health and PE, Languages, Mathematics and statistics, Science, Social sciences, Technology** contributing to the development of the "resilient self sufficient graduate": **(pp7, 12-13 NZC)**

3) Opportunities to engage in future focused issues such as sustainability, citizenship, enterprise, and globalisation in the LAs? (p39 NZC)

4) Examine our **structures and systems** – e.g. double periods, ILPs, LCOs, PBPs, – connections to the NZC Learning Areas?

5) Are the Learning areas **woven into the fabric of the school curriculum**
   - organised around one of these three aspects (values, key competencies or learning areas)
   - around central themes integrating values, Key Competencies, knowledge and skills across Learning Areas,
   - some other approach/es? (pp37-38))

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Our report card (5): Principles

What if we look at where we are at with the NZC Principles in our school?

- Where do we see the Principles in action "putting students at the centre of teaching and learning"? (p9 NZC)

- Are the Principles evident as our "foundations of curriculum decision-making"? (p37 NZC)

- Are we able to clearly demonstrate our commitment to the principles and articulate how they are given effect in teaching and learning? (p37 NZC)

- Examine our structures and systems –e.g. timetable, double periods, ILPs, LCOs, PBPs ,- connections to the NZC principles (listed below)?

- Examples of Principles of the NZC being effective at HGHS?
  - High expectations   Learning to learn
  - Treaty of Waitangi   Community engagement
  - Cultural diversity   Coherence
  - Inclusion   Future focus

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Ideas well beyond "appetisers" at HGHS – fulsome and ripe for digesting slowly further (1)

Albany Senior College: 1 day a week for Impact Projects –
- Review of PBPs – e.g. 2 periods a cycle – one afternoon –
  - more specialisation –
  - personalisation –
  - no meetings scheduled for after school this day?
  - extension projects – or personalised rigorous study programme/community service another time as a tutor?
  - Gateway at this time?

Huntly College: more "choice" apparent as of Y10
  - Y10 – eight learning areas only/7 periods per course?;
  - E.g. fewer courses e.g. (7 x 8 periods) or (4 x 10 periods + 2 x 8 periods) and up to four of the 10s as semester courses (8-10 courses over the year)?
  - How to personalise:
    - interdisciplinary areas? two courses in one LA – arts, languages, sports – how to support this ?

Hauraki Plains: more deliberately living their **values as their vision in** a term wide approach
  - Sergiovanni's "ends values" – community, justice, fairness and equity?
  - Connections with our motto or mission statement – year wide mantra? – e.g. – knowing our community next year – strongly focused historical dimension: with centenary April 2011.

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Ideas well beyond "appetisers" at HGHS – fulsome and ripe for digesting slowly further (2)

Critical inquiry, co-constructing learning; including student voice, leadership and independent learners – reviewing how to make best of ILPs and LCOs

- ILP is seen as a 10th period for all of Y11-13 supervised closely as of 2010 –
  - needs formalising with staff input in each LA (50 periods minimum, 6 non-contacts only (Rec for Y11-12);
  - more guidance: agreed expectation - studying/researching for a specific course

- Two periods per cycle combined for Critical Inquiry action research and co-construction – with much more direct student involvement
  - First period: Action Research: All students there
    - Fully involved understanding the purpose of the research,
    - present as a house tutor group (the first of the two CI periods) e.g. period 5 on Day 3 (if PBP was on Day 8).
    - All teaching staff, fulltime and part time, as well as some support staff involved
    - two staff in every tutor group for first period of two in a row for CI;
  - Fully trained staff:
    - LLCs, senior team, heads of house/terrific 10, some HoDs/TiCs, Guidance, student leadership coaches
  - LCO co-construction:two staff and student leadership coaches;
  - PEAC - emphasis – review presence, engagement and achievement, community
  - using Fullan's "precision" set up critical learning instructional paths (CLIPs)

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Ideas well beyond "appetisers" at HGHS – fulsome and ripe for digesting slowly further (3)

Two periods per cycle combined for Critical inquiry action research and co-construction – much more direct student involvement (cont)

- using skills and values in Claxton's resourcefulness, reciprocity, resilience and reflectiveness and in NZC document
  - to support the further development of the staff and the students - developing learning logs for students as well as staff - as per his "Building 101 ways to learning power"
- Learning and using restorative practices and Ka Hikitea school wide to emphasise all dimensions needed to be "PEACing" in our community.
- presence – developing caring communities - shared responsibilities with both staff
  - homes contacted e.g. fortnightly/monthly – texting/e-mailing/phoning; - absences – ongoing relationships with homes
- Engagement and achievement - relationship ongoing with one staff member over student's five years;
  - sets up e.g. e-portfolio; computer suites booked by groups – perhaps also booked and used in regular tutor group times too?
- Second CI period:
  - Fully Trained staff: DPs/Aps, LLCs, HoHs/Terrific 10, Guidance team lead staff, and student coaches in debrief
  - Followed by time for individual tutor groupings in the 50 minutes to co-construct for next session.

21 August – Curriculum Day – while girls are on Community Service

- re-engaging student in ILPs –
  - Guiding in to ILPs – Setting up materials and scaffolding processes using Ted McCain's 6 steps to independent learning; developing Claxton's learning logs, etc
- developing "precision" materials for students – towards seeking personal best/excellence (Fullan)
- Developing interdisciplinary approaches /courses for Y10 to e.g. enable 6-8-10 courses

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Ideas well beyond "appetisers" at HGHS – fulsome and ripe for digesting slowly further (4)

Ted McCain: "Teaching for tomorrow"
- School skills and Real world skills
- Six ways to teach for independent and higher learning (p44)
- 4 Ds of problem solving: Define, Design, Do, Debrief

Guy Claxton: "Building learning power" – thinking creatively about helping young people to become better learners
- Resilience
- Resourcefulness
- Reflectiveness
- Reciprocity

Michael Fullan – excellence in 21st C by steps ... "Breakthrough"
- Personalising learning,
- **precision,**
- professional learning communities

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Ideas well beyond "appetisers" at HGHS – fulsome and ripe for digesting slowly further (5)

Thomas Sergiovanni – "Rethinking leadership" - professionalism - 21st century structures
- Schools are communities not organisations - are culturally tight but structurally loose
- Leadership: by purpose; by empowerment; as power "to" (not "over") to accomplish; and quality control via culture; by outrage; as moral action (purpose/character)

Assumptions underlying the use of moral authority –
- Schools are prof lng communities
- Communities are defined by their centre of shared values, beliefs and commitments
- in communities what is considered right and good is as important as what works and what is effective
- people are motivated as much by emotion and beliefs as by self interest
- collegiality is a form of professional virtue (p53)

Professionalism – is competence plus virtue
- Virtue:
- a commitment to practise in an exemplary way
- a commitment to practise towards valued social ends
- a commitment not only to one's own practice but to the practice itself;
- a commitment to the ethic of caring – concern for the whole person, to whole persons to be served. (Noddings)

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Ideas well beyond "appetisers" at HGHS – fulsome and ripe for digesting slowly further (6)

Frank Crowther – developing teacher leaders
- **Parallel Leadership**: to build school capacity: three essential characteristics
- Mutual trust: values it embodies: dignity, respect, care, nurturing
- A sense of shared purpose:
- allowance for individual expression: recognition of strong, skilled, autonomous individuals and with collaboration among them rather than consensus – individuality (connotes personal independence and self-realisation) as distinct to individualism (connotes isolation and solitude)

- **Three intersecting processes:**
- holistic professional learning
- distinctive culture-building
- school-wide pedagogical development

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Recommendations :

1) Critical inquiry

C and A and CI not on at same time

Need to more explicit about what is required. Clarity of instructions.

CI periods each Tuesday No C &A Build in some interdisciplinary ones.

When lead learning coaches meet looking at how to structure meetings , we learn also.

Also training for HODS in C&A to facilitate embedding of KC in Depts.

2) Interdisiplinary

Clear signal to continue, breaking down barriers and sharing

Change groups

Lead learning Coaches need more training in managing group dynamics to facilitate different groups.

Timing of meeting throughout years.Needs to be more consistent?

3) Key Competencies (KCs)

Teach language and meaning of KCs to students

Teach content then apply the KCs

Weave the KCs within the teaching and learning programme

Put Key Competencies in student diaries

4) Structural changes needed to be taken account of especially the uneven spread of junior classes

5) Double Periods

Mentoring within depts.

Professional dev for skills in double periods

Start Professional Learning Periods with teachers presenting ideas for double periods

Rooming

Category	Score	Feedback	Feed forward	Dept specific feedback/feedforward	SUMMARY/COMMENTARY RECOMMENDATIONS
1 Critical Enquiry	NYU 2 USP 3 GUS BCP DEP	More direction needed 3 Liked sharing info 3 Beginning to use language and create resources Lots of theory but no time to implement	More time in learning areas to embed key Competencies 4 Need more connection with students. 1 Formalised feedback/evaluation 1 CWT Consolidation in KC 1 Want dept or smaller group focus for CI Don't have C&A meeting at same time as CI meetings Include KC language in all teaching and learning Academic readings need to be made available before discussion	Lack of trained Technology teachers in Intermediate, marked deficiencies in students entering Secondary Some depts. have yet to implement KC in Critical inquiry	**2010: A year of CONSOLIDATION:** • Continue embedding Key competencies as key focus for critical inquiry (CI) in our strategic pursuit about developing resilient self sufficient graduates **CLEAR EXPECTATIONS AROUND FOCUS FOR CIs** e.g. • What feedback and/or feedforward to get from each other/students • Sharing readings which could assist – e.g. Claxton's 4Rs; Hipkin's material on role of KCs **PROCESSES TO HELP US OVERALL:** • Use Class room Walk Through (CWT) to build up confidence and break down barriers while embedding KCs • Share our intentions/ strategic goals more with girls through assemblies and in work we're doing in class, • Share connections between our strategic goals and other dimensions we're consolidating too – PBPs, LCOs, ILPs etc • Teaching of KCs must continue to be overt
	NYU 3 USP 3 GUS 6 BCP 6 DEP	Everyone does it More direction needed Liked sharing info 4 Were all staff buying in? Group work in class was valuable for KC	More time in learning areas 3 Need more connection with students 2 Formalised feedback/evaluation 2 Continue with Interdiscipl CWT 3 More ICT access and tuition Consolidation in KC 3 Changes in KC next year 3 Different mixes Interdisc Want individual focus on CI More teaching of KC overtly Literacy data needs to be addressed in classes		**SESSIONS:** • Some CI time with partner/s as well as interdisc groups • More time used here to share successes, progress, issues around embedding CIs • No C&A meeting at the same time as the interdisciplinary sessions around the CIs • 1 Tuesday session in period 6 with staff only per 10 days; other session – see LCOs proposal • See example of timetable connections with LCOs sections – using it to co-construct sessions and develop resilient self sufficient students

	Code	Description	Action / Feedforward	Notes	Summary
					graduates by co-constructing and implementing key competencies in one period a fortnight
2 Inter Disciplinary gps	NYU 1	Sharing good practice good 4	Continue doing it 1		**INTERDISCIPLINARY GROUPS**
	USP 3	Positive ideas 1	More time in Depts 1		*See feedback and feedforward from above area re embeddign KCs through CIs*
	GUS 2	Meetings sporadic 1	No fear of sharing points of view 1		• Continue with interdisciplinary groups – change personnel in them, be ready to have hard conversations if necessary to have all buying this – all working towards strategic goals
	BCP	Gained confidence by sharing and hearing successes and failures 2	CWT supported want time t be allocated to it 2		
	DEP	Issues with group dynamics 1	Return to 2008 model staff wide, random groups that change 1		
		Holistic view , new ideas for self managing and evaluation beneficial 1			
	NYU 3	Sharing good practice good 4	PD day on this		• Purposes of groups confirmed re breaking down barriers, sharing of successes and concerns in a supportive environment
	USP 1	Positive ideas 4	More time in Depts 2		
	GUS 9	Only 3 meetings this year	Smaller group with stronger focus wanted 1		
	BCP	Gained confidence by sharing and hearing successes and failures	More sharing of negative as well as positive		
	DEP	Breaks down dept barriers Superficial 3			
3 Learning areas KC	NYU 1	Learning areas focussed around KC 1	Continue 1	**LEARNING AREAS (LAs)**	
	USP	KC 1	More time and resources wanted 3	*See comments in above area's feedback/feedforward re embedding KCs within LAs*	
	GUS 4	Everyone at different stages 1	Get ideas from different schools 1	• More time for learning areas to consolidate embedding the KCs and to meet too, so that sharing from interdisciplinary is shared here too, and time taken in Las to develop the KCs further in the LAs	
	BCP 1	Not begun 1	More time to develop language of KC 1	BCP Tech Dept define design, do debrief is being done dept wide (McCain)	
	DEP 1	Teachers familiar with KC but do students know why and what they are for?	Making KC more overt within Teaching and Learning 2		
			Interpretation of KCs need to be consistent across school for reporting		• Time wanted to share units of work
			Need to allow time to teach content before teaching Key Competencies (Hipkins)		• More resources needed
	NYU	Learning areas focussed around	Integrating KC into units of teaching and evaluating and adapting new strategies		• Need to ensure students are really aware of what is happening with the embedding of the KCs - and why they're so important in their overall growth
	USP 4	KC 3	Continue 2		
	GUS 6	KC 3	More time and resources wanted 6		• Take enough time to teach content and then to practise, implement and apply KCs with content already introduced (Hipkins)
	BCP 2	Sharing of Info liked	Bring examples of units of work 3		
	DEP 1	Everyone at different stages 3	More time on reflection of day to day teaching 2		• Develop the language of KCs more thoroughly
			More time for group and problem based learning		• Evaluate and adapt new strategies
			More time to develop language		

4 10 day	NYU	Kids managing themselves better	Needs evaluation and reflection 2 Need to look at timetable : Even spread sought for class contact 5 Mixed response to how timetable work depending on subject and teacher 2 5 periods a day for 10 day timetable 1 Stagger the "off "days 2 5 lots of 1 hour period over 5 days 1	of KC 4
	USP	Too many periods lost 3		
	GUS	Uneven spread of classes across 10 days 4		
	BCP 5	Mixed response to how timetable work depending on subject and uneven spread 5		
	DEP 1	Some classes disadvantaged by uneven spread 5 Consistency of timing of period liked 5 No pattern within the ten days 2 Scaffolding Some juniors have more period 6 classes than they used to		Languages and Maths Little and often
	NYU 1	Kids managing	Needs evaluation and reflection 4	
	USP	Too many periods lost 3	Need evaluation from students 4	
	GUS 2	Tutorials difficult to fit in	Need to look at timetable 3	
	BCP 7	Uneven spread of classes across 10 days 9	Mixed response to how timetable work depending on subject and within subject	
	DEP 1	Fixed 10 days good for Part timers Some classes disadvantaged by uneven spread Consistency of timing of period liked		
5 double pd	NYU 1	Missed double periods double effect 2	More specialist classrooms 1 Needs reflection and evaluation on timetabling 1 Student voice needed for reflection 1 Timetabling issues need to be addressed about when the doubles happen (consistency) 1 Consistency needed in rooming	Art and Tech all doubles for seniors Science 2 pds not in lab-problem Maths have found doubles are counter productive in ys 9-12 PE want – double PE OR double health rather than 1 pd of each-classroom allocation 2 Good for drama and dance Maths and language want single periods (best practice short and often) Science: No more than one double in each cycle Rotate subjects that students are out with itinerant students
	USP	Students lose interest 1		
	GUS 1	Can get practical stuff done 3		
	BCP 3	Practical depts. More positive 3		
	DEP 1	More settled atmosphere/relationships 1 Mixed success based on subject and teacher 3 Difficult for students in junior classes to concentrate in a doubles in theoretical areas In double period able to get around all groups Enables class challenges and learning stations		
	NYU 1	Missed double periods double effect 2	More specialist classrooms 2 Need training in how to use time effectively 4 Needs reflection and evaluation	
	USP	Students not independent enough		
	GUS 2	Better for seniors than juniors 4		
	BCP 9			
	DEP			

10 DAY TIMETABLE

Support for 10 day time table by majority so long as the following are worked on now to make it better.

Student and parent evaluation showed that they had adjusted to the 10 day timetable.

2010 Requests – that
- timetablers work out more even spread of periods for all year levels, throughout all ten days;
- senior team continue to document the days affected by e.g. Sports days, and try to "stagger" spread these equitably over the ten days NB to assist with this
- "stagger"ing of days, that staff with EOTC ensure dates are diaried by 23 Oct on EOTC forms this year - to assist with ability to plan school wide for an equitable spread of days out

DOUBLE PERIOD

Teaching and learning
- Staff seeking more time to learn how to make best of a double; including learning more about using a variety of resources and strategies to make best use of doubles
- Students need to understand more about how the double period and the extra time allowed fits into our overall strategic goal around developing self sufficient resilient graduates
- More time/prof ing/and sharing needed among and within learning areas, around effective strategies for 100 minutes
- Math and Languages – still to work with 2 Learning areas; issues we need to work through with both LAs

		Can get practical stuff done Practical depts. More positive 2 More settled atmosphere Science 2 pds not in lab-problem Mixed success based on subject and teacher 3 Great Integrated progs have overload of doubles	Student voice needed for reflection Dept consultation for needs Timetabling issues need to be addressed about when the doubles happen 2 Some subjects have doubles while others have singles Best practice recommends regular and constant Timetablers need to consider integrated needs 5X1 hour period in a day1	Organisational requests significant to support this move: • Science labs a given for both periods in the double period • Use of/access to specialist classrooms during double • One room whenever possible for both periods in the double • More resources accessed in doubles – e.g: notebooks • Remain/consolidate at one double for 2010 • Integrated programmes need to be consulted re numbers of doubles – some overload felt in 2009 • Itinerant programmes – needs to be tightened up to support this plus not always hitting same learning area
6 PBPs	NYU 5 USP 2 GUS BCP DEP	Staffing not fairly spread across activities Time for planning 1 Administrative nightmare 1 Resources needed 2 Issues surrounding links between PBPs and key Competencies 2	Should it be P6??? 4 Ask students what they want 2 Re-evaluate numbers for some groups Change day...meeting following means can't continue 1 Needs resourcing 3	PBPs – personal best programme Planning issues which must be addressed: • Connections to KCs need to be clearer and to strategic vision – opportunities to be • Administration needs to be sorted out • Semester only • Timing – P6 appropriate? • No meeting after it? • Have student input in to what they want – should increase students commitment • Truancy • Size of groups • Communication of purpose • Lack of communication about the purpose evident fromstudents' survey • More seniors less committed to it – will this reduce as it moves through school • More positive promotion needed • Costs an issue? Plan in an overall charge in the fees next year? • Revamp?
	USP 5 GUS 2 BCP 1 DEP	Truancies not followed up 4 High level of truancy 5 Unsure of purpose 3 Students now creating own projects 1 Is it student choice or teacher choice? 2 Disengage if don't get one of three choices: 2 Definition of personal best; do all activities have this in mind? 1 Timetabling –last period and timing 3 Lack of parental support of attendance 1	Infrastructure issues need to be addressed, (funding,rolls, costing, info) 2 Evaluation (student staff) 2 Double period every second week or two days in a term 1 New group every term 1 Double period bad for truancy Need clear guidelines 2 Review of goals and rationale 2 Could offer interdisciplinary projects 1 Reinstate importance of learning being a universal experience 1	
		Some groups too large to be manageable 3 High load of planning for the time teaching 3 Some going well 3	Should it be P6??? 2 Ask students what they want Re-evaluate numbers for some	

Effectively incorporates key Competencies Truancies not followed up 7 Unsure of purpose Needs outside providers and resourcing 8 Students now creating own projects Students now running clubs Is it student choice or teacher choice? Removal of compulsory ones Girls can't afford some, limited to cheap options	groups Change day…meeting following means can't continue Promotion of PB (eg tied in with option night, showcasing of work) Infrastructure issues need to be addressed, (funding,rolls, costing, info) 9 Evaluation Potential for Year 9s to see that they may lead it in Y13 Stamp idea, fill in a PBP "card" Change the name Double period every second week or two days in a term

RECOMMENDATION:

PBPs – Personal Best Passport

1 1 afternoon a fortnight for a semester (10 sessions)

2 No meeting for staff afterwards

3 Attendance is a given to get a semester "stamp" on passport

4 Go out to or have members of community in as leaders, mentors etc

5 On graduation this rounded person has participated to her personal best e.g. eight of the following components at HGHS

- Creative Arts, (for school, community, self) - cross stitch, knitting, quilting – e.g. new House banners for 2011 centennial; 2010 Founders Day project; dance, drama, music, writing, multicultural dimensions etc

- Interdisciplinary projects with themes – "Our place", art in the "park" (our campus); prep for centennial in 2011;

- Wellness, participation, Fitness, Health

- School service: at least Y9/13 Peer support, peer mediation, anti-bullying; beautifying our school; Enviro "green" school;

- Impact/Community project or service for house charities – community contact – Old Girls, grandparents, retirement homes

- Lifeskills – Careers – CV, Gateway, Financial literacy, defensive driving, flatting – budgeting, basic food nutrition, designing/making something for home;

- Academic – enrichment and/or support/catch up including ICT just in time skills; literacy and numeracy, higher order challenging critical

7ILP			

First block

NYU 5
USP 1
GUS 1
BCP
DEP

Truancy problems 4
Information, Knowledge and aims need to be communicated better to staff and students 3
50% do nothing 20% truant, 30% trying to focus 1
Inconsistency between standards of teaching 1
Lack of resources 1
Not valued by students 1
Link back to subject needed 2
of study time for learning
Lack of knowledge of study techniques 1
Does give some students opportunity to develop independence 1
Students who have good work ethos get on with it, others waste their time.

Some OK others not
Truancy problems 8
Information , Knowledge and aims being communicated better to staff and students 6
25%-50% seem to use them,others gossip,
issue with year 11 not knowing what to do
Inconsistency between standards of teaching 4
Accessibility and resources 3

Second block

NYU 5
USP 2
GUS 2
BCP 1
DEP

Staff need more training in leading, tasks for students 2
Evaluation 1
More students take 6 subjects so not so many ILP periods needed 1
Have no studies, 5 subjects minimum, other subject multiple short courses; health, pe, arts, ICT, technology, sport (modules) 1
Y9 and 10 setting up some kind of structure, then Y11 do it, need to develop junior ethos so can follow through
Reminding /promoting the importance and contribution of these skills 1
Students keep a diary of set work so teachers can talk about it. 1
Consequences for truancy 2
Target those who are wasting time
Survey
Not in Pd 6 1
Need for relationship between ILP teacher and class 1
Revisit attendance, attitudes , guidelines, evaluation.
Staff need more training in leading tasks for students 2
Evaluation
Suggestion Y11 don't do it
Y9 and 10 setting up some kind of structure, then Y11 do it, need to develop junior ethos so can follow through
Requires maturity time management needs to be built in.
Students keep a diary of set work so teachers can talk about it.

Recommendations column

thinking
- Living in a Global Village– Multicultural experiences
- Leadership (students encouraged to be running a group);
- learning how to do this – a pre-requisite?

ILPs – independent learning period – issues:
- Students still treating these as "studies"
- Are staff feeling confident to teach, as and when needing to, in the ILPs?
- Staff struggling with truancies and attitudes of students
- Need to communicate more re purpose and connections to e.g. Ted McCain's "6 ways to teach for independent and higher learning and what is needed to survive and thrive as a 21st century learner"
- Encourage much more taking of six subjects at Y11 at least;

RECOMMENDATION
- Y11 and 12 with 5 courses and a Rec have ILPs – renamed as "tutorials" –
- Whenever possible a teacher in the same Learning Area will be timetabled to ensure the tutorial is facilitated and completed for each of the five subjects
- Y11 and 12 teachers must help students see how to use the tutorial – to practise and revise, to read around a point, to discuss and debate further with students from same class with for the period; to ask the teacher with them to help them over issues they are struggling with currently;
- ? renamed as TUT"E" for e.g. English for that class (not now a part of the Rec option but the Independent learning period away from their teacher – to support and fulfil aspects of the development of

8 LCOs					
	NYU 3 USP 2 GUS BCP	Not enough follow through on Truancy issues 1 Tutor group time...seniors and juniors will not mix 1	Processes need to be followed through for truancy 1 Need to ask students WHY they are so resistant 1		• independence; to begin to find and book computer space which is available – teacher to go to the suite or pick up e.g. netbooks for the period – or have some student go to another space which is available etc • ILP/TUT is definitely not a "Study" period – but a time to support students to develop skills, to test out their learning, where the course teacher is "progressively withdrawing from helping students" (McCain – 5th step) – using tuts in ILPs – but where there is still someone who can encourage and nurture the students to become more independent; • Teachers need to take some time on 16 Nov on professional learning day and throughout next year to consider how to set up tutorials for class • Y13s all to have an ILP "tutorial" in each course as their 10th period – will try to support as above at least in Term 1 to model expectations to continue completely independently in Terms 2-4 – if enough staff and enough rooms • Staff with ILPs will have same workload as those taking LCOs now – (programmes provided for both groups of teachers); teachers will have a programme of study skills to be encouraging overtly development towards independent and higher learning from our students • Girls will have the study skills in an ILP/TUT booklet – or in their diary **LEADERSHIP COACHING** • 1 period per cycle for all Y11-13s • 1 period LCO and 5 periods Rec for Y11-12;

Code	Observation	Recommendation	Application
DEP NYU 4 USP GUS 1 BCP DEP	Worthwhile while seniors are willing to take the lead Students haven't bought into it 2 High truancy 2 Year 13 lack of attendance because of busy timetables 1 Split between natural leaders and those who are disengaged 1 Tutor groups very negative to each set task 3 Teachers running LCOs have heavier load than running ILPs 1 Not great at start Students not doing work set BUT they are not doing any homework anyway. Not enough follow through on Truancy issues 5 Information people don't know what it is 4 Tutor group time...seniors and juniors will not mix Not enough time in TG Time 3	Change senior mindset so willing to work with juniors 1 Go back to Peer support programme 2 No connections with seniors and juniors in planned programmes, but there is in cards etc. establish relationship before you do the activities 1 Processes need to be followed through for truancy Need to ask students WHY they are so resistant Change senior mindset so willing to work with juniors	• 1 LCO for Y13s who are taking 5 subjects and 5 non-contacts ; 1 LCO for Y11-12 6 subject students still have one LCO period and 1 tutorial for one class - in which we will try really hard to have a teacher from that LA • Co-construction with senior students – (senior leaders – plus others who volunteer to co-construct) with regards to the planning and implementation APPLICATION OF LCO WITH TUTOR GROUP: (see the draft timetable) • Use one of the two periods for CI this year • Two staff would be in the tutor group for that period • 12-15 students (half the tutor group) would be allocated formally to each of these two staff • Strong mentoring/coaching role – co-constructing the LCO programme with the 12-15 • LCO time with the tutor group will be early in the day e.g. Period 1 on Tuesday, say Day 2 (and if this was the case we would have Tuesday P6 for staff CI on Day 7)
PRIDE IN SELF - ATTENDANCE TRUANCY - UNIFORM PRIDE IN OUR PLACE - NO ROOM FOR LITTER			• Attendance is followed up by each staff member with their 12-15; • These 12-15 students are ours to follow up at all times – uniform issues, daily reports etc; • each person follows up with home on a regular basis; so that there is one mantra across the school – • Each person meets with the 12-15 girls 5 times in the 10 day cycle – • As a staff every last one of us must be prepared to "buy" into this fully – no passengers – or "passer – on-ers"; we are all in it together for it to work;

<table>
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- must be clear we intend it be resolved at this level and each pairing if seems to be any issues.

- Less than 90% for any of the following – re attendance, wearing uniform, litter cleanup in allocated tutor group areas, non-attendance at Sports days or Founders Day, all assemblies – House and Senior Leaders/ Principal's etc will see students making themselves ineligible for school ball, socials, leavers dinner, representing the school in any way – at competitions, tournaments etc; losing a badge if a leader in any way – senior leaders, tutor group leaders etc

- ie Pride in Girls' High enables you to enjoy all the privileges (not rights)we offer

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REPORT CARD FOR OUR PROGRESS WITH NEW CURRICULUM

GRADES:	FEEDBACK:	FEEDFORWARD:
NYU: Not yet underway/ not yet very effective:	data/evidence/ comments	next steps/needs
USP: Underway in **some areas:**	data/evidence/ comments	next steps/needs
GUS: Getting underway schoolwide:	data/evidence/ comments	next steps/needs
BCP: Becoming a consistent part of HGHS's practice:	data/evidence/ comments	next steps/needs
DEP: Deeply embedded in our practices/part of our culture	data/evidence/ comments	next steps/needs

	INTERDISCIPLINARY GROUP: LLC: ___	FEEDBACK:data/evidence/comments	LEARNING AREA:	FEEDFORWARD: next steps/needs
VISION				
GRADE				
VALUES				
GRADE				
KEY COMPETENCIES				
GRADE				
LEARNING AREAS				
GRADE				
PRINCIPLES				
GRADE				

2010: CONSOLIDATION/CONTINUOUS IMPROVEMENT with CURRENT AREAS SUMMARY/COMMENTARY – RECOMMENDATIONS	FEEDBACK/FEEDFORWARD – Re: Any queries/issues not addressed?
1: 2010: A year of CONSOLIDATION: • Continue embedding Key competencies as key focus for critical inquiry (CI) in our strategic pursuit about developing resilient self sufficient graduates **CLEAR EXPECTATIONS AROUND FOCUS FOR CRITICAL INQUIRY e.g.** • What feedback and/or feedforward to get from each other/students • Sharing readings which could assist – e.g. Claxton's 4Rs; Hipkin's material on role of KCs **PROCESSES TO HELP US OVERALL:** • Use Class room Walk Through (CWT): build up confidence/ break down barriers while embedding KCs • Share with girls our intentions/strategic goals through assemblies, and in work we're doing in class, • Share connections to our strategic goals /other dimensions we're consolidating too – PBPs, LCOs, ILPs • Teaching of Key Competencies must continue to be overt **CONSOLIDATION of KCs into CRITICAL INQUIRY SESSIONS:** • Some Critical Inquiry time to be dedicated to being with partner/s as well as to interdisciplinary groups • More time used here to share successes, progress, issues around embedding Critical Inquiries (CI) • No Curriculum & Assessment sessions in same timeslot as the CI interdisciplinary sessions • 1 Tuesday session only in period 6 with staff per 10 day cycle; other session – see LCOs proposal • See example of timetable connections with LCOs sections – using it to co-construct sessions towards developing resilient self sufficient graduates, implementing key competencies - one period a fortnight	**Aim: Final decisions for 2010 to be made by Wednesday Week 2, 21/10, at the latest,** during a combined staff/interdisciplinary meeting after school *(swapping interdisciplinary meeting on Year Planner Tues p6, week 1 to this date).* *NB: Dept meeting on Year Planner Wed Week 2, Term 4 now: Tues, p6, Week 1.*

1

2: CONSOLIDATION of KCs into INTERDISCIPLINARY GROUPS

See feedback and feedforward online from above area regarding the embedding of the KCs through CIs

- Continue with interdisciplinary groups – change personnel in them each year, be ready to have hard conversations if necessary to have all buying this – all working towards strategic goals
- Purposes of groups confirmed re breaking down barriers, sharing of successes and concerns in a supportive environment

3: CONSOLIDATION of KCs into LEARNING AREAS (LAs)

See comments in above area's feedback/feedforward re embedding Key competencies (KCs) within LAs

- More time for learning areas to consolidate embedding the KCs and to meet as a team too, so that sharing from interdisciplinary occurs here too, and time is also taken in LAs to develop the KCs further
- Time wanted to share units of work where KCs are embedded
- More resources needed *(needs amplifying e.g. does it need to be added into annual budget from LAs?)*
- Need to be articulating more what we're doing and why – to ensure students are really aware of what is happening with the embedding of the KCs - and why they're so important in their overall growth
- Take enough time to teach content and then to practise, implement and apply KCs with content already introduced (Hipkins)
- Develop the language of KCs more thoroughly with selves and students
- Evaluate and adapt new strategies

4: CONSOLIDATION OF 10 DAY CYCLE FOR TIMETABLE

Support for 10 day cycle for the time table by majority so long as the following are worked on now to make it better. Student and parent evaluation showed that they had adjusted to the 10 day timetable.

2010 Requests – that

- The timetablers work out a more even spread of periods for all year levels, throughout all ten days;
- The senior team continues to document the days affected by e.g. Sports days, and try to "stagger" spread these equitably over the ten days
- *NB to assist with this "stagger"ing of days, staff with EOTC responsibilities ensure dates are provided by 23 Oct 2009. These are to be noted by 23 Oct on EOTC forms this year – to assist with ability to plan schoolwide for equitable spread of days out. Late dates cause inequities re days used*

5: CONSOLIDATION OF 1 DOUBLE PERIOD PER 10 DAY CYCLE

Teaching and learning

- Staff seeking more time to learn how to make best of a double; including learning more about using a variety of resources and strategies to make best use of doubles
- Students need to understand more about how the double period and the extra time allowed fits into our overall strategic goal around developing self sufficient resilient graduates
- More time/professional learning/and sharing needed among and within learning areas, around effective strategies for 100 minutes
- Math and Languages - still to work with 2 Learning areas around concerns re double periods; issues members of Senior Team will work through with both Learning Areas

Organisational requests significant to support this move:

- Science labs a given for both periods in the double period
- Use of/access to specialist classrooms during double
- One room whenever possible for both periods in the double
- More resources accessed in doubles – e.g. notebooks
- Remain/consolidate at one double for 2010
- Integrated programmes need to be consulted re numbers of doubles – some overload felt in 2009
- Itinerant programmes – needs to be tightened up to support this plus not always hitting same learning area

6: IMPROVEMENT in PLANNING and ADMIN, and CONSOLIDATION of KCs into PBPs – Personal Best Periods

Planning issues which must be addressed:

- Connections to KCs need to be clearer and to strategic vision – opportunities to be
- Administration needs to be sorted out
- Semester only
- Timing – P6 appropriate?
- No meeting after it?
- Have student input in to what they want – should increase students commitment
- Truancy
- Size of groups
- Communication of purpose
- Lack of communication about the purpose evident fromstudents' survey
- More seniors less committed to it – will this reduce as it moves through school

- More positive promotion needed
- Costs an issue? Plan in an overall charge in the fees next year?
- Revamp?

RECOMMENDATION:

PBPs – Personal Best Passport

1. 1 afternoon a fortnight for a semester (10 sessions)
2. No meeting for staff afterwards
3. Attendance is a given to get a semester "stamp" on passport
4. Go out to or have members of community in as leaders, mentors etc
5. On graduation this rounded person has participated to her personal best has stamped on her passport at least e.g. eight of the following components at HGHS

- Creative Arts, (for school, community, self) - cross stitch, knitting, quilting – e.g. new House banners for 2011 centennial; 2010 Founders Day project; dance, drama, music, writing, multicultural dimensions etc
- Interdisciplinary projects with themes – "Our place", art in the "park" (our campus); prep for centennial in 2011;
- Wellness, participation, Fitness, Health
- School service: at least Y9/13 Peer support, peer mediation, anti-bullying; beautifying our school; Enviro "green" school;
- Impact/Community project or service for house charities – community contact – Old Girls, grandparents, retirement homes
- Lifeskills – Careers – CV, Gateway, Financial literacy, defensive driving, flatting – budgeting, basic food nutrition, designing/making something for home;
- Academic – enrichment and/or support/catch up including ICT just in time skills; literacy and numeracy; and also higher order, challenging, robust, rigorous critical thinking
- Living in a Global Village - Multicultural experiences
- Leadership (students) - encouraged to be running a group); learning how to do this – a pre-requisite?
- Assemblies for Houses – 1 per term – all on same day

7: IMPROVEMENT in PLANNING, ATTENDANCE, and CONSOLIDATION in ILPs – Independent Learning Period – issues:

- Students still treating these as "studies"

- Are staff feeling confident to teach, as and when needing to, in the ILPs?
- Staff struggling with truancies and attitudes of students
- Need to communicate more re purpose and connections to e.g. Ted McCain's "6 ways to teach for independent and higher learning and what is needed to survive and thrive as a 21st century learner"
- Encourage much more taking of six subjects at Y11 at least;

RECOMMENDATION

- Y11 and 12 with 5 courses and a Rec have ILPs – renamed as "tutorials" –
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- Staff with ILPs will have same workload as those taking LCOs now –(programmes provided for both groups of teachers); teachers will have a programme of study skills to be encouraging overtly development towards independent and higher learning from our students
- Girls will have the study skills in an ILP/TUT booklet – or in their diary

8: IMPROVEMENT in ADMINISTRATION re ATTENDANCE, CONSOLIDATION and CO-CONSTRUCTION WITH GIRLS in LEADERSHIP COACHING

- 1 period per cycle for all Y11-13s
- 1 period LCO and 5 periods Rec for Y11-12;
- 1 LCO for Y13s who are taking 5 subjects and 5 non-contacts; 1 LCO for Y11-12 6 subject students still have one LCO period and 1 tutorial for one class - in which we will try really hard to have a teacher from that LA
- Co-construction with senior students – (senior leaders – plus others who volunteer to co-construct) with regards to the planning and implementation

APPLICATION of LCOs within TUTOR GROUP: (see the draft timetable)

- Use one of the two periods for CI this year (part of every teacher's workload already)
- Two staff would be in the tutor group for that period
- 12-15 students (half the tutor group) would be allocated formally to each of these two staff
- Strong mentoring/coaching role – co-constructing the LCO programme with the 12-15
- LCO time with the tutor group will be early in the day e.g. Period 1 on Tuesday, say Day 2 (and if this was the case we would have Tuesday P6 for staff CI on Day 7)
- Attendance is followed up by each staff member with their 12-15;
- These 12-15 students are ours to follow up at all times – uniform issues, daily reports etc;
- each person follows up with home on a regular basis; so that there is one mantra across the school –
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- must be clear we intend it be resolved at this level and each pairing if seems to be any issues.
- Less than 90% for any of the following - re attendance, wearing uniform, litter cleanup in allocated tutor group areas, non-attendance at Sports days, Founders Day, all assemblies (House, Senior leaders and Principal's), etc will see a **student making herself ineligible** for the school ball, socials, leavers dinner, representing the school in any way – at competitions, tournaments etc; losing a badge if a leader in any way – senior leaders, tutor group leaders etc

i.e Pride in Girls' High enables our girls to enjoy all the privileges (not rights) we offer

6

TIMETABLE

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10	OR DAY 10
8.45-9.35	P1	P1	LCO – 2 STAFF	P1	P1	P1	P1	P1	P1	P1	P1
9.35-10.25	P2	P2	P2	P2	P2	P2	P2	P2	P2	P2	P2
10.25-10.50	INTERVAL	INTERVAL	INTERVAL	INTERVAL	INTERVAL	INTERVAL	INTERVAL	INTERVAL	INTERVAL	INTERVAL	INTERVAL
10.50-11.40	P3	P3	P3	P3	P3	P3	P3	P3	P3	P3	P3
11.40-12.30	P4	P4	P4	P4	P4	P4	P4	P4	P4	P4	P4
12.30-1.20	LUNCH TIME	LUNCH TIME	LUNCH TIME	LUNCH TIME	LUNCH TIME	LUNCH TIME	LUNCH TIME	LUNCH TIME	LUNCH TIME	LUNCH TIME	LUNCH TIME
1.20-2.10	P5	P5	P5	P5. house Assembly PBP	P5	P5	P5	P5	P5	P5 1.20 – 2.05	1.20 – 1.50 ASSEMBLY P/Level/tut gp
2.10-3.00	P6	P6	P6	P6 PBP	P6	P6	2.10-2.30 TUTOR GROUP	P6	P6	P6 2.05 – 2.50	P5 1.50 – 2.35
3.00-3.20	TUTOR GROUP	TUTOR GROUP	TUTOR GROUP	TUTOR GROUP	TUTOR GROUP	TUTOR GROUP	PLP time @ Staff only	TUTOR GROUP	TUTOR GROUP	2.50 – 3.20 ASSEMBLY	P6 2.35 – 3.20

There are 5 Tutor Group times allocated which are for us to meet a fortnight (including Day 3, LCO time) - no matter what, in our pairs. The other 5 are there with the tutor group teacher only - to report in, MUST always call roll, and if no other issues, and e.g. no need to see a Dean/AP,DP, or to clean up area re litter etc – then some/all of the tutor group can be dismissed. An incentive to be on time, keep school clean, etc. On four days in the fortnight students could be away by 3.10pm at the latest – Days 2, 3, 4, 8, and on Day 7 at 2.30pm.

DRAFT OVERALL STRATEGY – HGHS – 18 NOVEMBER 2009

Learning area: _____

Staff attending: _____

Purpose of draft:

- To provide directions for HGHS over the next 10 years

Rationale:

Policies needed

Protocols

So – where do we want to be by 2020?

	Learning opportunities	Personnel	Performance/ Events/ Academies	EOTC/Extra curricular	Buildings/ Assets	Community connections
2020						
2015						
2013						
2011						
2010						
2009						
Pre 2009						

RECOMMENDATION (to the BoT):

That the draft overall Learning strategy be adopted as the framework for future planning and prioritising within HGHS from 2009-2020.

DRAFT "LEADING LEARNING THROUGH THE CREATIVE ARTS" STRATEGY – HGHS – 10 SEPTEMBER 2009

Staff attending: Liz RD, Adrienne HH, Justine CM, Alison GY, Margie WS, Joanna DN, Renee PI, Jo BE, MA

Purpose of draft:

- To provide directions for HGHS over the next 10 years

Rationale:

- HGHS is the school of preference for successful learners in the creative arts.

Policies needed

Protocols

So – where do we want to be by 2020?

	"Leading Learning Through the Creative Arts"	Personnel	Performance/ Events/ Arts Academy	EOTC/Extra curricular	Buildings/ Assets	Community connections
2020	Be in a position where the learning is personalised. For the students it will be flexible and accommodating with more varied choice. NCEA will fit with our vision. Raise the status of the Arts in the School, by giving equal time to learning subjects **2020** Learning area		Integrating with Technology and other Performing Arts areas (e.g. Movie making, holistic public performances (such as catering or costume design) Trash to Fashion, making instruments, graphics design and textiles art) **2020**	Merging between curricular and extra-curricular (structure and learning methodologies, e.g. Semesters, recognition of contact time, individualised programmes of study, passports) **Implementation 2013-2020**		Become a school with a reputation for the Arts, school of choice **2020**

2015	becomes a subject of choice, focus for learning **2020** Integrating with Technology and other Performing Arts areas (e.g. Movie making, holistic public performances (such as catering or costume design) Trash to Fashion, making instruments, graphics design and textiles art) **2020**		Maori arts (Maori musical instruments, weaving, dance, visual arts) **2015**	Maori arts (Maori musical instruments, weaving, dance, visual arts) **2015**
2013	Conversations about senior courses in terms of making connections between learning areas Hip hop, jazz, ballet and tap permanently in the	Dance faculty with specialised staff in differing styles (NCEA) **2011/2013** (Certificated teachers in their specialist dance areas) **2011/2013**	Merging between curricular and extra-curricular (structure and learning methodologies, e.g. Semesters, recognition of contact time, individualised	Purpose built Arts centre **2011/2013** Working kitchen for catering and hospitality purposes **2011/2013** (linked to Star

	school with external exams (similar to itinerant scheme) Offer external music exams (Trinity School, RSM etc.)	(Certificated teachers in their specialist music areas) 2011/2013 Arts administrator full time to maintain running of learning areas (e.g. dance practices, booking spaces, resources/equipment, budgets, setting up for technology requirements, bookings for EOTC) **Incrementally increasing to 2011/2013**	programmes of study, passports) **Implementation 2013-2020** Extra curricular dimension, integrating with NCEA (e.g. Bollywood and Pasifika) **2013**	budget, Hospitality course) Recording studios (visit other establishments) **2011-2013** Vehicles for transport of students and materials) **Incrementally increasing to 2011/2013** Greater use of outdoor area (shades and stage) **2011/2013**
2011	Semester courses for Year 9? Interdisciplinary with Visual arts and Graphics Hip hop, jazz, ballet and tap permanently in the	Dance faculty with specialised staff in differing styles (NCEA) **2011/2013** <- Certificated teachers in their specialist dance areas **2011/2013**	Tours/Exhibitions and public performances (local, regional and global) **2011**	Purpose built Arts centre **2011/2013** Working kitchen for catering and hospitality purposes **2011/2013**

		school with external exams (similar to itinerant scheme) Offer external music exams (Trinity School, RSM etc.)	<- Certificated teachers in their specialist music areas 2011/2013 Arts administrator full time to maintain running of learning areas (e.g. dance practices, booking spaces, resources/equipment, budgets, setting up for technology requirements, bookings for EOTC) **Incrementally increasing to 2011/2013**	(linked to Star budget, Hospitality course) Recording studios (visit other establishments) **2011-2013** Vehicles for transport of students and materials) **Incrementally increasing to 2011/2013** Greater use of outdoor area (shades and stage) **2011/2013**	Special character school, developing links with the community (Summer schools; School of Rock, Movie making, using HGHS/ Marae)
2010	Review Year 9 Arts programme in Term 1 Have conversations about supporting Arts visits, time out of classes (use of My Classes etc)	Staffing (teaching, support staff), such as coaches or managers. We need teachers on board to support this. (e.g. for African, Asian) **2010**	Special character school, developing links with the community (Summer schools; School of Rock, Movie making, using HGHS/ Marae) beginning **2010** (Sonninghill ? 2012)	Resources required to address the increase in numbers (Technology support, access to video	

2009	Increase opportunities in Arts subjects 2009 ongoing	Arts A.P. (coordination what is happening in the Arts, liaise with HOD's, policy development and strategic planning, community involvement and liaison, marketing/promotion (e.g. dvds), public relations, connections with Artists in Residence, focus on key events, linking to the alumni, raising profile of subjects in school (students and website) and with council 2009	Increase opportunities in Arts subjects 2009 ongoing / Tours/Exhibitions and public performances (local and regional) Pre-2009 ->	Increase opportunities in Arts subjects 2009 ongoing	cameras, pods of computers, software, increase capacity, equitable access) 2010 ongoing / Continue with 'Adopt a Spot' project - Technology LA 2008 onwards	beginning 2010 (Sonninghill ? 2012) / Central city focus, links with town, community, University etc., Wintec, PTEs. (Pre 2009 ->) / Visiting speakers (e.g. Arts Waikato, Jeremy Bell) 2009 / Constant interaction between the community and the school (fundraising?) / Community performances/ participation = wellbeing / Coffee afternoons, father and daughter breakfasts

				*Funding to attract and retain staff (Foundation, Annual Giving list,) and maintaining the profile of the Arts.

RECOMMENDATION (to the BoT):

That the draft "Leading Learning through the Creative Arts" Strategy be adopted as a framework for future planning and prioritising within the creative arts at HGHS.

(NB: The committee involved in developing the draft document does recognise the timeframes may need to be extended but has prioritised the Creative Arts strategy to assist the long term planning)

Professional Conversation

Critical Inquiry Action Research Summary –

to be filled out and handed in prior to the Senior Team Professional Conversation session in Term 4.
Please leave your copy with my PA, Lorraine Sutherland, by Oct 29, 2010 – thanks MA

Name: _____

(NB: Every staff member beyond PRT programme must fill in this form.)

Partner/s names: _____

Key Competency/ies focused on this year for your Critical Inquiry Action Research _____

_____

Embedding the key competencies was our agreed focus for critical inquiry in 2009. We agreed to consolidate this critical inquiry focus further in 2010 as we seek to develop self sufficient resilient graduates. At all times we do this within the following framework:

Mission Statement: "That each student achieves her personal best"

School wide goals: Engagement with learning
Achievement
School Spirit
Links with the community

Strategic vision: 2009-2012 – that our graduates will be self sufficient resilient young women.

Progress Summary sheet – record of Critical Inquiry Action Research for 2010

What questions have you and your partner/s discussed as you began embedding the key competencies to develop resilient self sufficient learners?

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(NB Make sure the information/data is in your portfolio and can be produced during the professional conversation with the senior team member.)

How does your current critical Inquiry support Our mission statement and school wide goals and strategic vision ?
Key points/questions identified with regards to the data collected to date
Discuss: *(a)What you found out (as a result of feedback ⇨forward)* *(b)What plans you made based on this* *(c)How they went (please comment on the impact on students/staff)* *NB:there may be more than one cycle of this*
Discuss how e-learning has been used to support the embedding of the key competencies
List relevant readings; key points gained/ things learnt from these

FEEDING FORWARD

As you plan your goals for next year around embedding the key competencies consider how you can link them to the school wide goals and strategic vision and national goals — which include

Embedding Key Competencies, Engagement of Maori Students, Engagement of Pasifika Student, Students aspiring to personal best, Developing resilient self sufficient graduate

- Goals into next year:

  - What readings do you intend to follow up? Why?

STUDENT VOICE:

- What can you do to further involve students in your Critical Inquiry?

- In what ways might you foster partnership with students (co-construction) in order to increasingly encourage students' to take responsibility for developing their key competencies?

- What professional development do you need to achieve your Critical Inquiry goal?

- What whole staff professional development do you believe is needed?

- What further/new contributions could you see yourself making to our professional learning community?

Signatures: _____   Date: _____   NB Every staff member fills her/his own
reflection form – not a shared one as a group/partners

Please fill in your name, Critical inquiry group members and the topic you are looking at and hand to Lorraine S by 3:30pmThur 1 April

NAME	CRITCAL INQUIRY GROUP	TOPIC

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Attachment 9

GIRLS' HIGH VISION

· **A wise woman shapes her own destiny**

· **Aspiring to achieve her personal best**

A wise woman shapes her own destiny
- each young woman aspiring to reach her "personal best"

2

Where are we at in this journey?

☐ Are our girls being educated for "our past – rather than for their futures" (Roland Bath)?

☐ "21st century learners" ... ?

☐ "school skills" for further education, "real world skills" for problem solving ... (Ted McCain) ?

☐ Developing resilient, self-sufficient graduates?

Living and understanding our vision -
developing our "resilient self-sufficient graduates"

□ "an increasing demand for independent thought and high-level problem solving ability from workers at all levels in the modern workplace" (McCain)

□ Where does this *"increasing demand for independent thought and high level problem solving "* show through in our planning, programmes or structures (e.g., ILPs, PBPs, LCOs etc)?

21st Century Learner ... is this you??

□ Success depends on **creative thinking** and **effective communication** by those involved

□ **Thinking** much further ahead and **anticipating** problems

□ **Flexibility** to respond to whatever problems or breakthroughs occurred with others working on the project.

□ - **are you using or demonstrating this competency/skill set?   When?   Where ?**

Think about ... Ted McCain's advice for teachers "six ways to teach for independent and higher learning" —

"We must . . .
- □ . . . resist the temptation to "tell".
- □ ... stop teaching decontextualised content.
- □ ... stop giving students the final product of our thinking.
- □ ... make a fundamental shift — problems first, teaching second.
- □ ... progressively withdraw from helping students.
- □ ... re-evaluate evaluation."

Where do you feel you are currently learning with these six strategies? Can you suggest processes we may have set up to help it to happen within your timetable?

Key competencies — how — and where - do you think they help us develop into "self sufficient resilient graduates" (our strategic vision).

- □ Purposeful development - embedding the key competencies — to .... become ... "self sufficient resilient graduates"
- □ How would you describe your progress with the Key competencies (KCs)?
  - ◘ "Managing self",
  - ◘ "Participating and contributing", and
  - ◘ "Relating to others". We're also exploring
  - ◘ "Thinking", as well as
  - ◘ "Using language and symbols".

- □ Where have you seen us embedding the KCs? Include PBPs, LCOs, and ILPs.

Are you "risk-taking" in a nurturing environment, meeting challenges head on, learning to become resilient

You may well be feeling ... and finding learning

□ more tentative

□ less satisfying initially

But then ... more excited about own learning

□ risk taking more evident - stepping into unknown
  – figure out on own -

□ taking charge more – in safety of known
  environment – tutorials/ILPs at HGHS

PS:Have you used PBPs and LCOs to risk-take too?

PBP: "HGHS Passport": how to gain awards/stamps indicating growth towards our "resilient self sufficient graduate"

□ 10 semesters: 5 years at HGHS:

□ Expectation: test out self, push self, learn new skills,
  equip self well for 21st century – gaining real world
  skills as well as school skills (McCain)

  □ Service to school

  □ Service to community

  □ What it means to be part of Girls' High

  □ Being a global citizen

  □ Living in Aotearoa: Understanding the Treaty of
    Waitangi

PBP: "HGHS Passport": how to gain awards/stamps indicating growth towards our "resilient self sufficient graduate" (cont.)

9

- Sustainability
- Enrichment/extension
- Physical wellness
- Creative wellness
- Independence/survival skills
- Financial literacy/practical living skills
- Being a young woman in the 21ˢᵗ century
- Significant own/group project
- Leadership – leading in one/some of the PBPs

We are looking at connecting the passport to the following next year ... all about Pride in HGHS

10

- Attendance/truancy in 2009 – would you have 90+%?
- If less than 90% overall next year *(includes all class and tutor group times, sports and house events and days, assemblies, Founders Day, ILPs, PBPs, LCOS,)* students will make themselves ineligible to attend:
  - School formal
  - Socials
  - Leavers' dinner
  - Lose their badge if a prefect/senior leader/tutor group leader?
  - Would not represent us at tournaments, competitions, attend other schools' functions

i.e. Pride in Girls' High enables you to enjoy all the privileges (not rights) we offer

Discuss how such decisions fit with the vision of the "self-sufficient resilient" graduate?

Feedforward re PBPs section of "Girls' High Passport"

- Given the areas we've thinking about in the PBPs – suggest some specific PBPs you'd like us to offer.

- What would you like to offer?

- Can you suggest other areas we need to offer?

- Name:
- Tutor group

Feedback and feedforward with ILPs and LCOs

Feedback (include an explanation, please)
- what did you gain from ILPs this year?

- what did you gain from LCO sessions this year?

Feedforward (include an explanation, please)
Given what you now know about 21st century learners how would you now use:
- LCO sessions

- ILPs

2010 Timetable proposals: SUMMARY: *(NB: PDP:personal development programme – see definition on pp4-5 – the "new PBP"!)*

Y13:

Either:

- 6 x 9 periods (9 with regular teacher, 1 ILP at layer 3 unless needing more skills and then placed in layer 1 or 2) (See **EXPLANATIONS** p2 re "Layers")

Or

- 5 x 9 periods (9 with regular teacher, 1 ILP at layer 3 unless needing more skills and then placed in layer 1 or 2); *and 9 periods – some/all of which should be service to the school in tutoring in Y9-10, sorting out own e-portfolio re goals/careers etc (perhaps part of being in "layer 3"?)*

AND for either scenario above (6x9 or 5x9) for Y13s:

- **PDP: Peer Support throughout the year:** a period a cycle, in classtime, (one during Y9 PE per 10 day cycle) as this learning area (LA) would otherwise end up with an extra period over all other LAs per cycle when we combine the totals allocated over the Y9-Y10 periods

Y11-12 6 subject students (60 periods):

- 6 x 10 periods (9 with regular teacher, 1 ILP where possible with teacher from same subject area, facilitating this ILP/tutorial/self directed learning)
- **AND** 1 day a term timetabled in (3–4 a year) of rich tasks **incorporating PDP** (material/planning to be prepared by a team of staff)

Y11-12 5 subject students (60 periods)

- 5 x 10 periods (9 with regular teacher, 1 ILP where possible with teacher from same subject area, facilitating this ILP/tutorial/self directed learning)
- 1 x 10 period (6 – Rec/4 – **PDP**) PDP material to be prepared by a team of staff. Those teaching this material will be regularly trained by this team.

Y10 courses (60 periods):

- 4 x 7 periods – English/Mathematics/PE and Health/Science (28 periods)
- 4 x 6 periods – 4 options (24 periods)
- 1 x 7 periods PLUS 1 period averaged out per cycle for Careers planning – (8 periods) – Social Studies

- **NB: INSTEAD of PDP at Y10** - 1 day a term timetabled in Terms 1-4 – **4 days in total – 1 day timetabled per year of "rich tasks" for each option line.** This is to assist in overall time for engagement and excellence within all learning. Unless we do this the Y10 options are "behind" on actual periods over the two junior years otherwise, in their preparation for senior courses. With this they catch up somewhat with 6 extra periods in the day along with each of Eng/Mat/PEH/Sci/Soc Sci potentially losing up to 4-8 (if doubles) periods annually on the rich task day out for each option line. These are the options' issues:

  o Y9: Arts – each of the four areas (Drama and Dance, Maori Arts and Crafts, Music, Visual Arts) has a term only in this year level

o Y9: Languages – of the two chosen in this year level (*semester = 2 terms, either T1/2 or T3/4*)

o Y9: Technology – in Y9 all areas are covered. However the course is set up so that semesters are completed with e.g. hard materials and graphics in one semester, soft materials and food in the second semester.

o Some options only start in Y10 – such as Digital Technologies (ICT), Economic Studies, Environmental Sustainability, History, Sports.

Y9 courses (60 periods):

- 4 x 8 periods – Arts/Languages/PE and Health/Technology (32 periods) and
- 4 x 7 periods – English/ Mathematics/Science and Social Sciences (28 periods)
- **AND PDP: Peer Support:** Y 13s a period a cycle, timetabled into class time, (one in PE/Health per 10 day cycle) as this LA (PE& H) ends up with an extra period over all others per cycle when combining Y9-10 periods.

EXPLANATIONS REFERRED TO FROM THE ABOVE:

1: The Independent Learning Period (ILP/tutorial/self directed learning period) is the 10th period in every cycle for each Y11-13 course which is not a Recreation course. ILPs are an integral part of our intention to support and nurture our students towards becoming "self sufficient resilient graduates". The ILP is a deliberate strategy to assist our students to develop skills, attributes and strategies towards higher and more independent learning (McCain). It is **not** expected to be a silent study period.

The commitment the school is providing with regards to all (staff, students, and parents) being assured this learning period would occur was that we would

- place the Independent Learning Period in the same option line as the course to which it is attached;

- do all we could to have a staff member placed in the 10th period who while not being the teacher for the other 9 periods, had the skills and abilities to ensure the ILP/tutorial/self directed learning could occur effectively. This teacher would be actively involved in ensuring the students were e.g. discussing, debating, testing out ideas, researching, through to in time and as resources became available, to book e.g. a computer on our online booking systems so that the students could be sent to use these resources in other areas of the school.

- In smaller senior class or where we have fewer teachers in a course – e.g. Classical Studies or senior Spanish, or possibly any of the languages we will look to supplement with digital technology as a priority (e.g. more access to computers/laptops etc for students in the ILP period).

2

A system would be developed for Y11-13 ILPs with three layers towards developing their independence, responsibility and personalising of their own learning. As part of the students growing independence they would work through the following layers with the teacher in each of their courses.

- **layer 1: attending every ILP as timetabled:** fully supervised by a staff member facilitating every ILP (all Y11-12 at outset);

- **layer 2: negotiated personalising of learning:** reporting to every ILP at the beginning of every ILP and then when suitable and with clear goals about how to use the period well - negotiating with the staff member concerned as to where the time could most effectively be spent – e.g. in the library, booking a computer available somewhere around the school, working on site;

- **layer 3: demonstrable independent and high level personalising of learning:** is demonstrating in an ongoing manner the ability to be independent, and is able to complete the ILP on or off site – takes full responsibility for producing the quality of learning which shows she has aspired to her personal best – demonstrated through e.g. all assignments and home learning completed on time, attending all timetabled classes, engaging in all classes, achievements verify as her "personal best". (All Y13s at outset). *An inability to adhere to the layer (e.g. layer 3) would see a Y13 student readmitted to either layer 1 or 2 depending on the evidence/data with regards to what layer of support she still needs.*

2: TIMETABLE ISSUES CONNECTED TO PLACING THE ILP – THE 10TH PERIOD IN THE SAME OPTION LINE AS THE OTHER 9 PERIODS:

Timetabling and workload implications

After much reflection this means we believe we must do the following as alterations to the 2009 timetable arrangements:

2a) Professional learning periods (PLPs) including formal regular time to meet with Critical inquiry partners and for **"big picture" school wide goals** which is currently rostered on in P6 Tuesdays, are no longer able to be included in the timetabled day as of right.

- *With the work we have already completed around rostering the ILPs in and the PDPs (see 2b) the goal is to try to have staff at or preferably just under the 48 maximum. However as you are all aware, staffing is getting tighter and tighter anyway and I am determined to keep to the 1:26 maxima staffing: student ratio, as well as the agreed number of non-contacts.*

- *Therefore to meet our PLP commitments as a school I am recommending that we ask the BoT for a variation on this time which is e.g.*

  o *An afternoon/period off e.g. twice a term to continue our professional learning period.*

- *In the interests of equity in terms of time off this PLP afternoon/period would be rostered so that over the four terms we would do our very best to timetable it once only in either pp5-6 or p6 from days 1-5, 7-10 – and recognise that Mondays (days 1/6) are the days most commonly affected by e.g. statutory holidays.*
- *This proposal could look something like this table on the next page – with Days 1, 5, 6, 9?, and 10 dates already in our calendar from year to year):*

Day in cycle	1	2	3	4	5	6	7	8	9	10
PLP – Pp5-6 Or P6 – Early finish – Still to approach BoT	None: Statutory e.g. in T1: Anniversary Day and in T2: Queen's B'Day **Need to confirm Day 1/6**				Mid Terms 2 and 3: as part of Prof Learning during Fieldays and Community Service day **NB: Need to confirm: Day 5/10**	None: Statutory e.g. Term 4: Labour Day **Need to confirm Day 1/6**			End of Term 4: (pm) Junior Prizegiving or part of following morning, or equivalent in own time **NB: Need to confirm day/date**	(1) Before beg of T1 – Fri 29 Jan; (2) End of Term 2: Founders Day (pm)

We would still need to look at the calendar to determine these dates formally. We would be looking to add in this mix of dates to the actual calendar: Mid Term 1, and 4 (straight after seniors go?), and beg/end of Terms 2 and 3.

2b) Personal best programme periods

These are currently rostered on each Wednesday period 6. They are no longer able to be included in the current format given we need the 60 periods to include the implementation of the ILPs within the 10 day course cycle. Instead they will be rostered for different year levels as follows, and may instead be renamed something like "**personal development programme (PDP)**":

o **Y11-12 with five 10 period courses, and one Rec** (NB: Y13s may wish to opt into some of this):

- the **Rec option line will have 6 periods** in the cycle, and the **PDP will have the other four periods.** The PDP will have a two to three year programme developed which includes all that the Leadership Coaching had as well as the areas identified which we wish to ensure each student has experienced prior to graduating, to equip her well as a well-rounded young woman ready to survive and thrive in the 21st century:

  - being a full, active member of the Girls' High community (Y9/13 – Peer support programme)

  - Being a young woman in the 21st century

  - Being a citizen in Aotearoa/NZ, becoming aware of issues around Te Tiriti o Waitangi

  - Becoming/being a global citizen

  - Careers including the full development of her e-portfolio

  - Financial literacy/budgeting

  - Service to school including tutoring in Y9-10 classes; and service to our community – local, regional, national, global.

  - Survival skills – flatting/legal issues

  - Sustainability

o **Y11-12 students who are completing 6 10 period courses:** Their PDP will be a pared version of the above and will be a "rich task" version with a day a term allocated in the Year Planner to complete this. These students must have this valued in their timetables too.

o **Y9/13** will complete their PDP around **Peer Support/Service to the school** – with a period a cycle with the PE and Health and the Technology programmes. See the summary on the earlier pages – this can occur because these two LAs had an "extra" period allocated per cycle when adding up both junior years' allocation of periods.

5

o **Y10s** will not be included in the PDP programme as such. Instead their "rich tasks" will be tied into a day a term in Terms 1, 2, and 3 for each of their option lines, and a possible further three days allocated after the seniors leave in November. This is to ensure as much equity as possible in the allocation of periods over all the areas each student has opted for, over the two year programmes. See the summary outlined on the earlier pages.

NB – All the material for the PDP will be planned by a team of staff and those involved will have training in the use of the materials.

3. TUTOR GROUPS / MENTORING

All Mentoring will be carried out in the current tutor group/registration/assembly slots. Day 1/6 Assembly will be run by the DPs/APs in houses, and the principal will visit and lead a different one each week. Day 5/10 Assemblies could be a mix of Principal's /Senior Leaders with either houses or with senior/junior – yet to be determined. The overview *could look something like this:*

Times and Days in 10 day cycle	20 minutes Day 1	20 minutes Day 2	20 minutes Day 3	20 minutes Day 4	35 minutes Day 5	20 minutes Day 6	20 mins Day 7	20 mins Day 8	20 minutes Day 9	35 minutes Day 10
	Assembly - Weekly mentoring theme: run by Senior team (DPs/APs) in various set venues; ? All staff rostered; Set seating mentor/tutor/ taking attendance	Tutor group	2 staff - 1:12/15 Mentoring Within each tutor group For part-timers it could be any one of Days 2/3/4	Tutor group	Once a fortnight - School Assembly - Set seating tutor t taking attendance – or in other week mentors are mentoring	Assembly - Weekly mentoring theme: run by Senior team (DPs/APs) in various set venues; ? All staff rostered; Set seating mentor/tutor taking attendance	Tutor group	2 staff - 1:12/15 Mentoring Within each tutor group For part-timers it could be any one of Days 7/8/9	Tutor group	Once a fortnight- School Assembly Set seating tutor t taking attendance - or in other week mentors are mentoring

NB: The "Mentor" programme and resources will be planned and prepared by a team of staff, and material for each session will be provided to each mentor. Staff will be supported with regular training sessions run throughout the year. For any support staff who choose to become involved the mentoring will be compensated with either extra hours or a set number of days in lieu.

Mary Ann Baxter, 20 November 2009

Diary – Mentee's record of progress this year

Choose any number but try to focus on at least four to report about at any one time – up to two that are areas of success, and two which you need to work on. Keep notes so that you have specific examples as evidence or data. You will discuss this with your mentor at the end of each fortnight as you write your own formative report. It includes feedback about what has happened, decisions you have made yourself. It will also include feedforward where you note down what you are going to work on in the next fortnight. You will then review this in your tutor group/mentoring time, or at home if an assembly slot.

Every day in Tutor group/mentoring time (or at home), fill in as follows:

A: Attendance in all classes

C: contributing and participating

L: Learning/assignments up to date, completed on time

M: Managing self

P: Punctuality (on time for all classes)

PB: Effort/Quality of learning/assignment: aspiring to achieve personal best

R: Relating to others – including respect for yourself and others

TK: Tidy Kiwi – cares about our environment and keeps it immaculate/pristine

U: Uniform worn proudly at all times – inside and outside HGHS/Y13 – supports agreed code of conduct around appropriate dress

Note both:

"S":   Areas of Success (remember to keep specific examples noted in your diary about why you think it's an area of success)

"W":   Areas still needing to work on (remember to keep specific examples noted in your diary about why you think it's an area needing working on)

(EXAMPLE)

TERM 1	Monday	Tuesday	Wednesday	Thursday	Friday
Term 1 Wk 1 "S"	A, TK	A, P, C	C, M, TK	C, M, A	A, M, P
"W"	M, C	M, U	A,P	L, P	C, L, PB

TERM 1	Monday	Tuesday	Wednesday	Thursday	Friday
Term 1 Wk 1					
"S"					
"W"					
Term 1 Wk 2					
"S"					
"W"					
Term 1 Wk 3					
"S"					
"W"					
Term 1 Wk 4					
"S"					
"W"					
Term 1 Wk 5					
"S"					
"W"					
Term 1 Wk 6					
"S"					
"W"					
Term 1 Wk 7					
"S"					
"W"					
Term 1 Wk 8					
"S"					
"W"					
Term 1 Wk 9					
"S"					
"W"					
Term 1 Callback					
"S"					
"W"					
TERM 2	Monday	Tuesday	Wednesday	Thursday	Friday

T2 Wk 1 "S"				
"W"				
T2 Wk 2 "S"				
"W"				
T2 Wk 3 "S"				
"W"				
T2 Wk 4 "S"				
"W"				
T2 Wk 5 "S"				
"W"				
T2 Wk 6 "S"				
"W"				
T2 Wk 7 "S"				
"W"				
T2 Wk 8 "S"				
"W"				
T2 Wk 9 "S"				
"W"				
T2 Wk 10 "S"				
"W"				
T2 Wk 11 "S"				
"W"				
T2 Callback "S"				
"W"				

Our mentoring programme: How does it connect with our strategic vision and goals?

This programme is being developed as a result of what we identified in our 2009-2012 strategic vision *(Attachment 1 online with this paper: "Making our vision real: Our learner at the centre"),* which is in harmony with us implementing the NZ Curriculum effectively. This sets out to meet the needs of 21st century learners. We identify the need to be nurturing and assisting our students through to independence and interdependence. We seek to see each one of them with the confidence and capability to become a *"resilient self-sufficient graduate".* Our vision sees our graduates all saying they do aspire to achieve their personal best. They are equipped to demonstrate a 21st century version of our school's motto: *"A wise woman shapes her own destiny".*

We are now adapting and refining the strategic vision, as a consequence of our various reviews and feedback from our community in 2009. We have been evaluating the successes and the areas we need to work on further. It is around our capacity to implement engagement fully alongside tackling our issues around attendance. We have chosen and moved to a transformational approach rather than continuing to adapt the approach we have used over many years. Our readings and research also concurred with us moving to the mentoring earlier than planned originally in our strategic vision - to ensure we provide the "significant adult" with a group of a manageable size, as soon as possible. We have also refined and put in more support via "scaffolding" with other parts of our structures via e.g. Independent learning periods – ILPs, and have included more definition around boundaries. These are all set up to assist our girls become self-sufficient resilient graduates. This is a range of measures being implemented, and outlined earlier in the *"2010 Timetable proposals"* 20 November, 2009 paper *(attachment 2 online with this paper).*

The Y9-10 2009 NZCER Engagement survey results provide us with the opportunity also to look at areas where with a smaller number of students to work closely with, each staff member should be better placed to help to make the desired difference for each student. Our own survey of students and parents highlighted that several of the initiatives introduced in 2009 needed better communication with them about the philosophy/ethos/purposes underpinning the cultural shifts being undertaken. This communication was needed to assist us all to have the desirable level of student and staff uptake and input. As a staff we are reading around current material, and growing in confidence about engagement, how to use data formatively, as well as how to assess and evaluate its effectiveness.

Attachment 3 *(powerpoint about our vision developed for students in 2009, which is online with this paper),* our newsletter articles in Term 4 in particular as well as letters to parents in December 2009/January 2010 and our 2010 Student/Staff/Parent manual discussed with students and parents the educational issues underpinning why we needed to move to strategies which nurtured and challenged all of us to grow as 21st century knowledge learners/workers. Ted McCain's as well as Guy Claxton's work around learning about learning have been pivotal resources which are assisting us here, too. The process underway in 2010 is envisaged to be one which will be seeing consolidation and sustainable practices being implemented which support the learning environment needed in a climate and culture of such ongoing change. The Student/Staff/Parent manual outlines the practices and outcomes we are setting up to support us being able to implement the vision outlined above in paragraph 1. The processes set up to support the mentoring getting underway are outlined on the following pages.

Finally – what can we do to capitalise on the fact that our site is 99 years young this year. What role can our Old Girls play? How do we celebrate the 99 years young with attitude this year? It should help us with our goals around "developing School Spirit" and "community involvement", (including service).

TUTOR GROUPS / MENTORING

All Mentoring will be carried out in the current tutor group/registration/assembly slots. Day 1/6 Assembly will be run by the DPs/APs in houses, and the Principal will visit and lead a different Assembly each week. This gives a weekly opportunity to see the students in each house and for the Heads of House, House Captains and Prefects to build up school spirit etc. Days 5/10 Assemblies will be a mix of Principal's /Senior Leaders with seniors (Y11-13) one Friday and juniors (Y9-10) the other Friday. Houses will have a timeslot if needed.

Tutor group/mentoring programme:

Times and Days in 10 day cycle	20 minutes Day 1/6	20 minutes Day 2/4/7/9	20 minutes Day 3/8	35 minutes Day 5	35 minutes Day 10
	Assembly – to introduce Weekly Mentoring theme: run by Senior team (DPs/APs) in various set venues; All staff rostered; Set seating mentors noting mentees' attendance- list given to tutor to input	Tutor group Tutor teacher takes roll Encourage Reading time - share & discuss what's being read – online, in books, magazines etc *(Engagement Survey comments – need to encourage more enthusiasm for reading)*	2 staff - 1:12/16 Mentoring Within each tutor group – in tutor group room Tutor teacher takes roll For part-timers it could be any one of Days 2/3/4 –7/8/9 *Day 3 and Day 8 (preferred days if possible)*	Once a fortnight - School **Assembly** – e.g. **Juniors** Set seating – while mentor taking attendance **& seniors with mentors implementing mentoring programme & taking attendance** – both lists inputted by tutor teacher	Once a fortnight- School **Assembly** – e.g. **seniors** – Set seating - mentor taking attendance – **& juniors with mentors implementing mentoring programme & taking attendance** – both lists inputted by tutor teacher

OUTLINE OF PROGRAMME FOR 2010

TERM 1 *(unsure how long this will take – will adapt programme to suit. It may well take all or much of Term 1 to establish this well, given the other aspects of settling into/organising the beginning of the year – e.g. Athletics, Swimming, House events etc. It may also differ depending on whether or not the mentees are juniors or seniors, and where our own confidence is at and how it grows, as the mentors).*

Developing relationships *(activities to help here in Section 1"Team work": pp 9-15 of Robin Cox booklet "Nurturing the spirit of mentoring")*

NB: Key Competencies being embedded:
- Managing self,
- Participating and contributing, and
- Relating to others.

Criteria to use for students' fortnightly written formative self-assessment are identified already in their diary.
- Note: students should be giving us feedback which helps us to refine the criteria, when e.g. we produce the diary for the second semester (student voice should be more evident).
- They are to use specific examples/data/evidence to back up their assessment of their progress - both as
  - feedback for self, mentor and parents, and as
  - feedforward about what each girl will set up as her focus/foci for the next fortnight.

Our programme
- Getting to know our girls – using games, lunches together, establishing birthdays etc
  - Who are we? – our current girls, HGHS/HHS/Old Girls etc – 99 years young this year
    - What is each tutor group/mentor's group going to do/to challenge others to do to ensure our centennial is "one out of the box"?
    - Adopt an/some Old Girls? Develop some relationships here, - connections – e-mails, DVDs, long term records e.g. for our community service this year, is it about developing a range of records of interest to 21st century learners/young people? etc

    Routines – from the absolute outset and at all times each student must (*and we must commit to each other that all will insist in this, at all times, to be effective here*):
    - always have her student diary and student manual with her
    - always check/discuss any attendance issues – see and make students very aware of the definition of lateness in the Student Manual and the impact of this on their overall progress and success –
      - lateness,
      - punctuality
      - and the flow-on impact often aligned to both of these -
        - incomplete assignments,
        - learning not of the quality which reflects the student aspiring to her personal best
  - Look up each girl's file to establish any issues/sensitivities you would need to know about (be very wary about talking over these issues, always leave it to the girl to initiate the topic/issue)
    - even when she does discuss issues with us, it may be that our role is only to remind her very sensitively, about accessing our support structures – e.g. the

nurse/s, doctor (comes in once a week for a morning), guidance counsellors, careers advisors, deans, APs/DPs etc)

- Our girls getting to know us as a person – how much to share –
  - a choice –
    - but, please, consider very carefully before ever sharing your personal e-mail address or personal cell-phone number/s.
    - be aware of our electronic footprint – e.g. girls can read our Facebook page and follow through by then looking up e.g. your friends
  - Always remain very professional if you do contact via these modes, or want to go off-site with your mentees.
  - No matter how close we feel we are to the girls, in the end to protect each of the girls and each of us - as well as the profession – we must never forget we are in a professional relationship only with our girls.
  - As the adult we must always set and maintain the boundaries, no matter what.
  - NB: any EOTC activities as a mentor with the mentees must be as per our EOTC criteria and expectations, and in the expected timeframes.
- Communication: getting to know the girls' families, and our families getting to know us as their daughter's mentor
  - Speak to Y9/new parents at any level before first parent meeting for new students held in mid-Feb, and to all families by the end of Feb for Y10-13s
    - **NB: Invite all new families to this mid Feb meeting**
    - **NB: At all times - Invite all families to all school events (sports events, cultural events, report days/evenings.** We will prepare newsletters and proformas online to e-mail/ and hard copies to hand out for your own mentees' families where there are no computers with internet at home
  - Establish/check contacts we have are current – clarify and provide information sheets back to Liz Witehira, our Support Services Manager. She will organise the staff to complete the updating on students' files where not up to date:
    - phone numbers
    - e-mail addresses – provide to office
    - Any health issues or other which arise (alert appropriate people in the pastoral support structure)
    - NB: Alert parents that Y10-13 students will be bringing home a sheet which has their timetable and health and other personal details on it. This needs to be checked and signed and returned to mentors.

    Your role, (to discuss with parents) –
    - the significant adult, the advocate if necessary for their daughter - within understood boundaries
      - see "The mentoring spirit of the teacher" – P7 –
        - being comfortable as both the **adult** "friend and *(at the same time)* an authority figure"

4

- first point of contact for anything – especially where there may be concerns, or parents want to check out anything –
    - particularly important with new parents – refer them to/remind them about the resources they have - the "student/parent/staff manual" and the student's diary – most likely to be in there
    - ask them all to read the manual as this is a new document this year
    - ask about successes/where or if the student struggles anywhere
    - invite parents to share anything they think may help you to establish a long-term professional relationship which will support their daughter
    Discuss our emphasis on attendance + engagement = success – go back over the paper in the "**Student, Parent and Staff Manual: 2010 at HGHS: "Living our Vision"** to support your comments there
    - Ask them to read this part again to be sure they understand our processes here and how they will hear from you if their daughter is absenting herself; emphasize that we need to be assured there will be a concerted effort all round to keep her in class
    - Look to set up a partnership so that their daughter won't - and can't – fail
        - Emphasise 2010 is a new year, and a clean slate
        - Ask them to reinforce this with their daughter too
    - establish how parents can contact you - (a choice - but the same comments are relevant here, as mentioned above for students, with regards to the professional standards of behaviour required of each of us.)
- Setting up routines: filling in "reflections" – fortnightly signing off by mentor in 35 minute slot – feedback/feedforward approach using key competencies criteria with reference to:
    - Y11-12-13 – ILPs,
    - All - discussion – feedback and feedforward taken from mentee's daily record of progress. *NB: Sensitivity will be needed here. Sharing of material or loss of diary could lead to bullying – ensure students know there will be zero tolerance to any such behaviours.*
    - All – attendance;
        - Houses – points – Mentors/tutor group competitions
    - All – pride in Girls' High: (Tidy Kiwi)
        - Environment – House areas to keep clean – all involved in pride in area within this allocated to each tutor group/mentor?
        - Wearing our Uniform well (Y9-12); Y13 keeping to agreed dress code

5

- Emphasis and absolute blitz all year: Attendance
- Familiarising the students with the programme – using the student/staff/parent manual, and the diary
  - Start with the positive – this is about ensuring the vast majority enjoy the "privileges" their education at HGHS provides
  - Consequences need to be spelt out though – and pointed out (published in Student / Staff / Parent Manual).

Outline of 2010 Mentoring Programme
The use of the diary daily is an essential tool in this programme. Students will need to have a school bag of an adequate size and strength so that they can carry the diary with them at all times (managing selves).

If the diary is lost the following process is to be used.
- *Insist the student uses a sheet to keep the day's details which she will then copy into her diary that evening (one chance to find it).*
- *Contact home if it is not there the next day. Treat it as a fundamental exercise in learning how to manage self.*
- *Students must feel each has a responsibility to acknowledge to her mentor that she does not have her diary.*
- *If necessary she can purchase another for $5.00. However, the student's diary is now a critical record and pivotal part of our formative processes. It is essential to keep the original one for the semester to show the full record of the student's self assessment and evaluation, progress, evidence and data for reporting purposes.*

Essential Staff Routines:
- *NB: To provide the level of support we need for and from each other, i.e. for our mentoring to be as effective as possible, it will need* **every last one of us marking the class roll on to Kamar every period within that period.** *This must to be done every period as of 2010, as our commitment to each other.*

Throughout the rest of the year we will focus on the three other areas as and when it is appropriate and as outlined in the resources:
Section 2: Self Image
Section 3: Goal Setting
Section 4: Communication and resolving conflicts
We will use the Learning Area meetings on Wednesdays as well as our brief training sessions to determine and evaluate this. Mentors with senior and junior mentees may well have different programmes at different times, and individual groups of mentor/mentees may too to meet the defined needs.

RESOURCES FOR THE MENTORING PROGRAMME

Our mentoring programme has built in **2 photocopied resources for all mentors,** written by Robin Cox, as your references –

1. A booklet photocopied for all staff (not only the mentors) is provided to all for us to refer to and help us with our training, debriefings and reflections as mentors: **"The Mentoring Spirit of the Teacher".** The book encapsulates and supports our approach and practices. For those of you involved a few years ago in our 2 tutor teachers with each Y9 class, the material will feel familiar as much of our programme was based on this resource. It also follows on well from the work we did last year with Maggie Dent around relationships, and many of the mantras we have adopted of hers as our own –

    a. "lighthouses" = "significant adults"/mentors
    b. "I am, I can, I will" = resilience
    c. "Be yourself, everyone else is taken" = self esteem
    d. As well it supports us well as we progress our own strategic directions: the "resilient self-sufficient graduate", each young woman aspiring to achieve her personal best" to becoming that "wise woman shaping her own destiny".

2. The second booklet photocopied for all mentors is a manual of "50 fun activities for young people: "Nurturing the Spirit of Mentoring". This will provide many of the activities we will use in our 35 minute sessions on Fridays.

These two resources above are part of a series of four booklets written by Robin Cox. We have the other two. One is to assist us to train us all as mentors:

- "Encouraging the spirit of mentoring". It will assist us as a base document for our regular shorter sessions, as well as the two hour slots built in approximately twice a term.
- "Expanding the Spirit of Mentoring". This booklet is one we can use when we are further down the track and we are looking to encourage a "peer mentoring" system among our girls.

NB: The "Mentoring" programme and resources will be planned and prepared by a team of staff, and material for each session will be provided to each mentor. Staff will be supported with regular training sessions run throughout the year. For any support staff who choose to become involved the mentoring will be compensated with either extra hours or a set number of days in lieu.

Mary Ann Baxter,
January 2010

Rights, responsibilities and privileges

We expect our girls to **attend and be on time 100% of the time.** Throughout the year we will be aiming to come as close as possible to this (100%). However to get this project off the ground we have nominated 90% as the absolute level of tolerance. 90% attendance or lower (without medical evidence or evidence around personal crisis) - will see us demonstrating zero tolerance in terms of consequences.

Please note well: *To gain 90+% attendance we will be counting all attendance; that is, students must attend:-*

- o *All classes,*
- o *and be on time to all classes - i.e. being "late" will not be acceptable;*
- o *All tutor group and mentor times,*
- o *All sports events and house events and days for the full time allocated,*
- o *All assemblies,*
- o *All special events such as Founders Day and any other days with special or formal celebrations or commemorations; and*
- o *All ILPs - independent learning periods (tutorials-self directed learning); and all PDPs: personal development programme (for Y11-12s).*

Throughout the school the consequences for any girls whose absences are at, or below, 90% is that they will **lose one or more of the following privileges,** and **make themselves ineligible to represent us** as a school (*the following is a sample of current privileges*):

- right to attend the school ball/after ball
- right to attend HGHS or any socials to which HGHS students are invited
- right to attend Leavers' dinner
- right to attend other special celebrations
- right to represent us at tournaments, competitions of any kind, attend other schools' functions etc
  - o this includes our sports, arts and cultural teams
- right to keep their badge and status if e.g. a prefect/senior leader/tutor group leader

As well, to make clear about our intention to remove all barriers to our students meeting the 90+% attendance in each term's break we are building in an **"Attendance/call back" process** during
  a) staff professional learning sessions, and/or in
  b) students' holiday breaks, which will be set up during the week of:
- April 12-16
- July 5-9
- September 27- October 1
- December 13-17

This is being set up for those girls whose
- lack of attendance, and/or
- lack of completion of work, and/or
- presentation of work is not up to the standard which shows she is aspiring to her personal best.

If any of these above issues continue to be an issue despite intervention from her mentor, teachers etc and is clearly impacting on her progress then you will be expected to come to the sessions until you have caught up. A

student may well need extra support to learn how to manage her time better, or to ask for help more readily. We believe that by setting aside time during a) staff professional learning sessions and if necessary, b) up to a week in each term break to support our girls, it will ensure they will not miss out on long term opportunities.

Knowing it is an intervention we are going to use, it will also possibly serve as an incentive for each girl to work harder to complete work within the school term. We do look forward to parental support in this as well. If students normally expect e.g. to be in paid employment during holiday breaks, away on sports trips, or to be involved in other activities, we hope parents will use this as a reminder to help students complete work well and on time. Boundaries/expectations and time management are part of our lives long-term in everyday society. We are building this in as part of our girls' learning for life too.

Student Diary: Mentee's record of progress this year
Choose any number but try to focus on at least four of the following aspects to report about at any one time – up to two that are areas of success, and two which you need to work on. Keep notes in your diary so that you have specific examples as evidence or data. You will discuss this with your mentor at the end of each fortnight as you write your own formative report of your progress through each fortnight.

This formative report includes feedback about what has happened, decisions you have made yourself. The report will also include feedforward where you note down what you are going to work on in the next fortnight. You will then review this in your tutor group/mentoring time, or at home if an assembly slot.

Every day in Tutor group/mentoring time (or at home), fill in as follows:

A: Attendance in all classes

C: contributing and participating

L: Learning/assignments up to date, completed on time

M: Managing self

P: Punctuality (on time for all classes)

PB: Effort/Quality of learning/assignment: aspiring to achieve personal best

PGE: Pride in Girls' High environment - cares about our environment and keeps it immaculate/pristine

PGU: Uniform worn proudly at all times – inside and outside HGHS/Y13 – supports agreed code of conduct around appropriate dress

R: Relating to others – including respect for yourself and others

Note both:
"S":   Areas of **Success** (remember to keep specific examples noted in your diary about why you think it's an area of success)

"W":   Areas **to Work on** (remember to keep specific examples noted in your diary about why you think it's an area needing working on)

(EXAMPLE)

TERM 1	Monday	Tuesday	Wednesday	Thursday	Friday
Term 1 Wk 1 "S"	A, PGE	A, P, C	C, M, PGE	C, M, A	A, M, P
"W"	M, C	M, PGU	A,P	L, P	C, L, PB
TERM 1	Monday	Tuesday	Wednesday	Thursday	Friday
T 1 Wk 1 "S"					
"W"					
T 1 Wk 2 "S"					
"W"					
T 1 Wk 3 "S"					
"W"					
T 1 Wk 4 "S"					
"W"					
T 1 Wk 5 "S"					
"W"					
T 1 Wk 6 "S"					
"W"					
T 1 Wk 7 "S"					
"W"					
T 1 Wk 8 "S"					
"W"					
T 1 Wk 9 "S"					
"W"					
T 1 Callback "S"					
"W"					
TERM 2	Monday	Tuesday	Wednesday	Thursday	Friday
T2 Wk 1 "S"					
"W"					
T2 Wk 2 "S"					
"W"					
T2 Wk 3 "S"					
"W"					
T2 Wk 4 "S"					
"W"					
T 2 Wk 5 "S"					
"W"					
T2 Wk 6 "S"					
"W"					
T2 Wk 7 "S"					
"W"					
T2 Wk 8 "S"					
"W"					
T2 Wk 9 "S"					
"W"					
T2 Wk 10 "S"					
"W"					
T2 Wk 11 "S"					
"W"					
T2 Callback "S"					
"W"					

Student, Parent and Staff Manual: 2010 at HGHS: "Living our Vision"

Welcome to 2010! This year our school's site enjoys being 99 years young. We are looking forward to our centennial in March 17-20, 2011! Let's make the most of 2010 - celebrating our last year of the first century every way we can. We will continue to highlight this by nurturing and challenging our young women always to be the best they can – in other words to be our positive Girls' High girls - with attitude! To support us fully here our strategic vision encourages us to meet:

- our school's motto, which says it all! : "A wise woman shapes her own destiny".

Our 2009-2012 strategic vision reflects the 21st century reality of our motto: "that our graduates will be self sufficient resilient young women". It is about establishing in each person a strong sense of personal identity and high self esteem. Our school's Charter's vision, goals and objectives outline unequivocally our process. We view education as a privilege, something we strive to earn. We see all of us as partners (students, staff, families) engaging in the process. Our aim is to do this by nurturing relationships based on

1. Respect
2. Empathy and
3. Sincerity (being genuine).

Within this framework we will challenge: we aim to see each student feeling lovable and capable *(Robin Cox – Mentoring)* – seeing her wanting, and in the positive position, to "aspire to achieve her personal best".

In 2010 we have planned the following steps to help us continue this process. We are continuing the embedding of the 5 Key Competencies: "Managing Self", "Participating and Contributing", "Relating to others", "Thinking", and "Using Text and Symbols" into all our practices and protocols. This sees our graduates becoming more and more confident. Through such processes each girl has the opportunity to become our active engaged learner, our self sufficient, resilient graduate.

How are we going to do this?

1: Mentors for each 12/16 students

- 2 mentors per tutor group
- One mentor will work with the juniors in the tutor group – Y9-10, and the other the seniors - Y11-13. When the girls move into Y11 then they will be working with the senior mentor attached to the tutor group.

What will the role of the mentor be?

- A "Significant adult" for the mentees
- Often the first contact between home and school, making regular contact with parents;
- Supporting and nurturing our girls to meet our school's vision;
- On a day to day basis this includes
  o building up a relationship where any issues which may be making learning more difficult or too easy are shared, and from here strategies are discussed to encourage the girls to feel confident to work these through appropriately and maturely;
  o talking about learning and setting goals;
  o sometimes advocating for one of our own 12-16 students with a colleague to help all round;
  o supporting and monitoring students' goals and progress closely,
  o getting to know the mentees well over their time at HGHS,
  o being there for our girls as a "significant adult",
  o where absences are an issue, following this up fastidiously.

2: Our partnership: Communication with our parents, our girls and our mentors:

We are planning to do the following:

  o communicate via the student's diary with her fortnightly self evaluation of progress and next steps,

- o   as well as her own evaluation of progress in her written reports,
- o   A brief newsletter will be published on our website each fortnight, and any handouts will be put on too. Also each fortnight hard copies will be provided to the students by their mentors where families do not have the internet.
- o   This newsletter will be outlining where we are at in our mentoring programme, what we are currently working on, and we would encourage you to reinforce these activities/goals at home too. This newsletter will assist you to keep abreast of the progress and to have contact with your daughter's mentor.
- o   All of us as mentors will make contact with you during February to introduce ourselves and to establish how we can keep up contact. Do feel free at any time to offer ideas about what would enhance the communication for you.
- o   In 2010 we will develop a "HGHS Graduate Passport" with our girls, to reflect their ongoing progress and achievements. This will be implemented by Term 3, 2010.

Attendance + Engagement = Personal Best:

We are really proud that the vast majority of our girls do aspire to give themselves every chance to succeed well. They attend and engage! They are here 98+% of the time and this is recognised – congratulations for this fine effort, girls.

With our mentors' support we are aiming to ensure everyone makes the most of the privileges of education. We are also determined that those who with their enthusiasm, curiosity, creativity, diligence, hard work and commitment, are rewarded. Time is precious and we won't condone the wastage of learning time there can be for all, because some do not make that first step – of attending regularly. We intend to be rigorous in our approach and to ensure that those here to learn do not have their learning opportunities undermined.

We do understand there may be, from time to time, reasons for not attending. With our mentors, firstly, we will always undertake to work to resolve the reasons. However we will not be seen to be condoning the practice in any way. We do need full parental support in this process to ensure we have full attendance at all times. This is part of the contract we've all bought into when we become part of the Girls' High community.

Engagement in learning comes about so often though motivation and confidence around developing skills and attributes. If students are not at school regularly they are not there learning how to e.g. embed critical attitudes, attributes and skills needed as a 21st century lifelong learner. We cannot afford to see them reduce significantly the opportunities offered to become "resilient self-sufficient" young women.

It is a real concern to evaluate our own data and see those who are absent and why. When we talk to girls who have a pattern of non-attendance they often acknowledge they have plunged themselves into a downward spiral – that is, the more they're absent, the more they miss, the more they don't experience success and then the more they are absent. They feel they can't catch up as they see the gap ever widening.

As of 2010 we've decided we need to deal with any absences issues (as outlined further below) in a transformational way through each mentor's closely monitoring and supporting her/his mentees. What we are saying here is that, after this staffing ratio and close support, if the student still does not co-operate and is not attending well enough, such behaviours eliminate the "privileges" earned and available at school (noted later).

Background: No–blame strategy: Staff taking responsibility: What role can we take to help this situation? What are our responsibilities here? What have we done - and will continue to do?

As a staff we commit to providing learning environments and relationships with our students which are aiming to ensure we do all we can to reduce the reasons why students might absent themselves. We expect the flow-on to be that they will attend at all times. We will continue to do whatever we can (and need to) do to assist our girls to achieve this goal.

Our data, our evaluation of it, and what we are doing with it: Issues with seniors and absences: Y11-13:
1: Staff input:
Staff aim to do all we can to assist our girls to be engaged and motivated about their learning. We seek to challenge them, to ensure they are thinking deeply. We create situations which spark their curiosity and their interest, and from this engagement we are seeing that the results are taking care of themselves, positively. Far more of our girls are setting their sights on getting a deeper understanding round their learning.

Staff are enjoying having time with colleagues sharing their practices and supporting and encouraging "best practice" to support this continuous improvement. To create a culture where we want to ever be effective and to continue to learn more about the craft of teaching and learning, we have built in a component of ongoing professional learning for staff. Over the last few years this has seen the school closing at 2.30pm on Tuesdays to provide time for the staff to get together and learn together.

This year with changes to our timetable the BoT has agreed to a new way to meet this opportunity for ongoing learning and training with the staff. **As of 2010 we will not be closing early on Tuesdays,** as we have for some years. Instead twice a term we will have an intensive professional learning session at 1.30pm. The highlighted dates are the times begin proposed instead of the weekly period 6 on Tuesdays. The shifts in times are not more overall, and are necessary to keep our teachers up to date and leading learning.

Please diary these Staff Professional Learning dates:
- Pre-Term1: Friday 29 January and Tuesday 2 February (Teacher only days - non-contact time/student holidays)
- Term 1: **Thursday 1 April 1.30pm** – professional learning
- Term 2: **Monday 19 April: Teacher Only Day for Y9-10 : HGHS/Hillcrest HS: ICT contract:** Y11-13 community service
- Term 2: **Monday 24 May: 1.30 pm** - professional learning
- Term 2: Friday 2 July: 1.30pm (Founders Day) – professional learning
- Term 3: Friday 20 August: Y9-10: community service day, Y11 RYDA (Rotary driving course for all Y11), Y12-13 Leadership training and work experience - professional learning – (2 sessions for term 3 on one day)
- Term 4: **Monday 15 November: Teacher Only Day for Y9-10:** (Y11-13 NCEA exams): 2011 Strategic Planning/review of implementation of NZ Curriculum/professional learning
- Term 4: Monday 13 December: professional learning (non-contact time/holidays for students or "attendance/call back days" – see below).

You will see from these dates that wherever possible we have built these times in with other aspects of ongoing professional learning – such as with internally led Teacher only days. As well we are building in a combination of short sessions in our weekly after school meetings to brief and debrief about becoming mentors, and also about embedding the key competencies. This combination of sessions is commended in nationally researched MoE material, and has HGHS noted as a lead school, implementing the NZ Curriculum in depth.

We are involved in an ICT professional development contract with Hillcrest High School, and a regional ICT cluster with primary, intermediate and secondary schools, as well as a Numeracy project led by the Mathematics learning area. As noted above we share 19 April's training day with Hillcrest High School. On 19 April our Y11-13s are involved in their community service, as part of their overall growth and development as rounded caring human beings.

2: Independent learning periods (ILPs) – "earning" levels of independence:
The ILP is now structured in as the 10th learning period in each 10 day cycle in the senior school. The ILPs have been introduced to ensure there is a supportive environment within this period where students can be expected to grow in

independence. It is set up so they learn about what skills they have or need to be able to rely on having, while working away from their teacher's direct support and guidance for one period in ten.

The ILP is timetabled in deliberately to help our girls learn how to become "resilient self-sufficient" graduates – so necessary for the 21st knowledge worker environment. It is another practical example of us seeking to ensure there is real time available, with nurtured support to learn firsthand how to embed the key competencies.

Moving forward with our seniors (Y11-13):

In 2010 our Y11-13 girls will treat the ILPs as tutorials, as times for self directed learning. Our students will work through three layers – starting with the

- Supervised ILPs, progressing to
- Negotiated ILPs, and finally to
- Self-sufficient ILPs.

Supervised Independent Learning Periods (ILPs) (for Y11-12)

- o A staff member will be supervising who teaches in the same area, wherever possible to timetable this;
- o The supervising teacher ensures whatever has been set for the tutorial or self directed learning is being completed; s/he does not teach directly.
- o The girls must go to the allocated room and remain there for the whole period engaged in the learning, and developing the skills involved which will support them to grow in independence.
- o At the end of each ILP (*NB: for all "Supervised", "Negotiated" or "Self-sufficient" ILPs*), they will spend up to 5 minutes reflecting in writing on any areas they wish to give or get feedback with their regular teacher - about learning or skills – e.g. how to research more effectively when next working independently to complete their next ILP. This reflection will be in their diary so that their teacher, mentor and parent can have access to each girl's thinking – and to learn how we can best provide support here.

Earning the privileges of Negotiated ILPs:

- o Progress to Negotiated ILPs will be earned through consistent maturity in all ILPs the student attends. This is determined by all teachers confirming this. Progress will be considered at the end of each term, and noted in their "HGHS graduate passport" (developed and implemented in Term 3).
- o Moving towards Negotiated ILPs means the girls are beginning to "earn" the right to move to other areas (e.g. computer suites or the library) when this is necessary to assist their learning experiences during the ILP.

Negotiated Independent Learning Periods (ILPs for Y11-12)

- o The student always reports firstly to the supervising teacher for the ILP for this period.
- o If this student then needs to work where a computer is available the supervising teacher could book them on to a computer via our intranet booking system; the student would report there immediately, for part or all of that period.
- o The teacher where the computer is located would sign her in and leave her to get on with her self directed study.
- o The privilege of the Negotiated ILPs is lost if maturity is not maintained – *see comments after Self-sufficient ILPs*

"Earning" the privileges of Self-sufficient ILPs:

- o During Y11-12, girls who "earn" Self-sufficient ILPs, have the privilege of reporting in for roll call only. They do not have to attend the ILP classroom beyond reporting in at the beginning of the period, and can go elsewhere to complete the ILP tutorial or self directed study. The only exception is where a tutorial had been set up by the teacher and s/he wanted all girls to participate in the ILP session together with the supervising teacher. It is expected this privilege is something Y12 students would aspire to achieve as preparation for working in Self-sufficient ILPs only in Y13.

- o Progress to Self-sufficient ILPs will be earned through consistent maturity in all ILPs the student attends, and all learning undertaken – quality, timeliness, regular class attendance etc being factors considered here. This is determined by all teachers confirming this. Progress will be considered at the end of each term, and noted in their "HGHS graduate passport" (developed and implemented in Term 3).
- o The privilege of Self-sufficient ILPs is lost if maturity is not maintained – *see comments after Self-sufficient ILPs*

Self-Sufficient Independent Learning Periods:
- o Y11 and Y12 students on Self-sufficient ILPs must always report in for roll call at their ILP room.
- o These students are now trusted to book into spaces allocated around the school, in the library, computer pods or hopefully even in time, reporting and then using offsite resources such as the HCC Library or the Wintec Hub.

With **Y13 will start with "Self-sufficient ILPs"** - as is the case now for Y13.

However, for any students from Y11-13 who are
- • not attending class or are
- • not completing assignments,
- • not getting set work in on time, or
- • not putting in enough effort to gain results which are estimated to be about aspiring to their personal best,

In this case, privileges associated with the Self-sufficient ILPs are going to be withdrawn. Note this would also apply to students who have earned "Negotiated" ILPs. They would return to Supervised ILPs while they "earn" the privileges of "Negotiated" ILPs again.

Students will have to earn back the privilege of each layer again, through putting to right the area of concern e.g. attending class all the time and completing work on time. All of this will also slow down what is able to be recorded as their progress and achievements in their "HGHS graduate passport" (developed and implemented in Term 3).

Issues with juniors and absences: Y9-10

A few of our girls arrive with poor patterns of attendance. This pattern is going to be challenged even more as of 2010. These patterns also disrupt others' learning. Teachers take time out to bring the student up to date. Other students' learning time must also be maximised too.

Some students are seduced by peer pressure and "skip" classes with their peers. Some don't attend because they feel they do not connect with the learning areas or the teacher, or some of the girls. Both of these issues are valid and must be dealt with – however neither are seen as justifiable reasons for absenting oneself. Your daughter may need extending or may need extra support. Neither of these can occur if she is not in class, or with support.

If it is a relationship issue, again this is something which we must deal with. As a school committed to restorative processes we want to do all we can to develop and restore relationships once we have a clearer understanding of the issues.

3: Rights, responsibilities and privileges

We expect our girls to attend and be on time 100% of the time. Throughout the year we will be aiming to come as close as possible to this (100%). However to get this project off the ground we have nominated 90% as the absolute level of tolerance. 90% attendance or lower (without medical evidence or evidence around personal crisis) - will see us demonstrating zero tolerance in terms of consequences.

Please note well: To gain 90+% attendance we will be counting all attendance; that is, students must attend:-
- o *All classes,*
- o *and be on time to all classes - i.e. being "late" will not be acceptable;*
- o *All tutor group and mentor times,*

o   *All sports events and house events and days for the full time allocated,*
o   *All assemblies,*
o   *All special events such as Founders Day and any other days with special or formal celebrations or commemorations; and*
o   *Attendance at all ILPs: independent learning periods (tutorials-self directed learning); and all PDPs: personal development programme.*

Throughout the school the consequences for any girls whose absences are at or below 90% is that they will **lose one or more of the following privileges**, and **make themselves ineligible to represent u**s as a school (*the following is a sample of current privileges*):
- right to attend the school ball/after ball
- right to attend HGHS or any socials to which HGHS students are invited
- right to attend Leavers' dinner
- right to attend other special celebrations
- right to represent us at tournaments, competitions of any kind, attend other schools' functions etc
  - this includes our sports, arts and cultural teams
- right to keep their badge and status if e.g. a prefect/senior leader/tutor group leader

As well, to make clear about our intention to remove all barriers to our students meeting the 90+% attendance in each term's break we are building in an **"Attendance/call back"** process initially during
- The staff's professional learning sessions (see dates noted on page 3), and if there are outstanding issues prior to the end of terms we will use this "attendance/call back" process, during
- students' holiday breaks.

The Attendance/call back times during the students' holiday breaks will be held on:
- April 12-16
- July 5-9
- September 27- October 1
- December 13-17.

This is being set up for those girls whose
- lack of attendance, and/or
- lack of completion of work, and/or
- presentation of work is not up to the standard which shows she is aspiring to her personal best.

If any of these above issues continue to be an issue despite intervention from her mentor, teachers etc and is clearly impacting on her progress then your daughter will be expected to come to the sessions until she has caught up. She may well need extra support to learn how to manage her time better or to ask for help more readily. We believe that by setting aside up to a week in each term break to support the girls, it will ensure they will not miss out on long term opportunities.

Knowing it is an intervention we are going to use, will also possibly serve as an incentive to work harder to complete work within the school term. We do look forward to parental support in this as well. If your daughter normally expects e.g. to be in paid employment during holiday breaks, away on sports trips, or to be involved in other activities, please use it as a reminder to help her complete her work well and on time.   Such boundaries/expectations and time management are part of our lives long-term in everyday society. We are building this in as part of our girls learning for life.

Concluding remarks:

This starts as of the first day of 2010. I look forward to the full support of our community here – parents and students. We want our girls to learn to be productive, positive members of society, and see such behaviours of attendance and engagement in learning, as essential minima to establish firmly now as good habits.

This whole process gives them the opportunity to further "buy in" to the ethos of the school. The 1 staff member to 12 to 16 students mentoring helps make it possible for all. We see it as an important next step with this adult/mentor being a "significant other", someone who knows each of our girls at a staff: student level which we have not been able to manage prior to this. To staff this we have listed every last teacher, including all of the senior team. As well some of our support staff will be involved.

A new supported initiative provides a positive start for all to 2010. For those students who still end up with any attendance issues it means they know in advance what the expectations are. There are now clear consequences if the student chooses not to participate positively. This is about the rights of each student and staff member to maximise the learning time and all the other wonderful opportunities available for our girls.

Your feedback throughout the year will be welcomed – principal@hghs.school.nz.

Arohanui
 Mary Ann Baxter
Principal