

HASTINGS GIRLS' HIGH SCHOOL ANNUAL STRATEGIC PLAN 2022

Strategic Goals		Core Strategies for Achieving Goals: 2019 - 2022
Students' Learning	<p>To provide all students with a balanced, well-rounded curriculum that is based on the New Zealand curriculum and is responsive to the unique needs of our community.</p> <p>To provide education which ensures that our students are well placed to achieve NCEA success and make successful transition to the future.</p>	<p>To constantly revise programmes to ensure that they remain relevant and engaging to our students while providing them with the necessary knowledge and skills to cope well with New Zealand's qualification system.</p>
School Performance	<p>To govern and manage the school in ways that give priority to student learning according to their identified abilities and needs.</p>	<p>To respond to the expectations of our parent body and to be proactive in ensuring this engagement.</p> <p>To maximise learning time and to find ways of minimising learning disruptions, distractions.</p>
Use of Resources	<p>To provide quality human and material resources needed for students to benefit from a balanced well-rounded curriculum according to their identified abilities and needs.</p>	<p>To determine resourcing decisions to maximise student achievement.</p>

ANNUAL SCHOOL IMPROVEMENT PLAN

Domain	Strategic Goal	Target	Short Report
Students' Learning	1. To enable our girls to be literate and numerate so that they can contribute to and be successful in society.	Level 1 NCEA 90% - Māori 90% - Pasifika 90%	This strategic goal aligns with our COL achievement challenges: Literacy and Numeracy. A focus on addressing the levels of literacy and numeracy in years 9 and 10 in order to improve NCEA results in Year 11.
Student Engagement	2. To ensure that all our students feel connected to and have strong positive relationships with at least one significant adult in the school who knows their story.	100% of students to set a learning goal with their Akina coach and this is recorded on KAMAR. 90% success in students working towards their learning goal.	This strategic goal aligns with our COL achievement challenge: Student Wellbeing. It covers the dimensions of Taha Hinengaro: mental wellbeing, Taha Wairua: spiritual wellbeing, Taha Tinana: physical health and wellbeing, and Taha Whanau: wellbeing that comes through extended family and social systems, at HGHS this is primarily through our pastoral care program.
Curriculum Development	3. To develop and implement, a junior curriculum that is locally based and culturally responsive	To work collaboratively across the school to develop planning and teaching of four cross curricular units for our junior school which are locally based and are delivered through a lens of culturally responsive pedagogy.	Learning will be student centred and highly relevant to the lives and experiences of our mostly Māori and Pasifika students. A strong focus on a curriculum which uses local contexts, resources, people and which is focused on increasing equity, social justice, critical thinking and enhancing democracy.

ANALYSIS OF VARIANCE 2022 ANNUAL ACHIEVEMENT - GOAL 1

Domain: Student Learning

Goal: To enable our girls to be literate and numerate so that they can contribute to and be successful in society. He waka eke noa -*The canoe which we are all in without exception.*

Monitoring: Progress report for the Board of Trustees to be completed by SLT at the end of terms 2 and 3 with predicted results at the start of term 4.

Key Improvement Strategies: Raising achievement in literacy and numeracy through culturally responsive practice.

Historical Position	Achievement target	2022 Achievement results	Explanation of variation
Level 1 NCEA all students: 74% Level 1 NCEA Māori: 69% Level 1 NCEA Pasifika: 85%	Level 1 NCEA all students: 90% Level 1 NCEA Māori: 90% Level 1 NCEA Pasifika: 90%	Level 1 NCEA all students: 78 Level 1 NCEA Māori: 78 Level 1 NCEA Pasifika: 79	Our data is taken as of 11.02.2023. As with data gathered over the last 3 years, our numbers exclude students that did not complete the school year and students enrolled in a two-year program to gain their qualification. Given the ongoing impact COVID has had on our school community, we have been bracing ourselves for a huge decline in our pass rate. Our focus for much of the year was around student and staff hauora. Many students have juggled work commitments alongside their study, an unprecedented number of students made the decision to leave and move into full time work. Three years of breaks away from school as part of COVID response plan has added to the already poor attendance habits. 2023 much of the focus will be on reengagement, reconnecting and rebuilding healthy learning habits.

When	Activity	Person Responsible	Indicators of Progress
Terms 1 –2	Professional Growth cycle to be refreshed, with a new cycle starting term 1 2022.	SCT DP – Curriculum	<p>Further development of the Professional Growth cycle which includes growth coaching conversations with the aim of building school wide culturally sustainable practices and bettering students’ achievement</p> <p>July progress to date: Staff have continuously worked on their professional growth cycle throughout the year. DP Curriculum meets with all Head of Departments on a fortnightly basis to maintain regular contact and provide on-going support for each department. Practice observations and feedback processes are discussed to ensure each department is provided with professional learning opportunities to support them in their areas of need. The importance of continuous self-reflection is communicated regularly to ensure that all staff work towards normalising conversations that are open, honest, professional, and productive when discussing best practice and sharing strategies to improve teaching and learning. This has encouraged and fostered improved working relationships amongst staff.</p> <p>End of Year: All staff are committed to achieving the common goal of improving our own practice to raise students’ engagement, learning and achievement.</p> <p>Next steps: Final reflection set at the start of the new year ahead of our first Hub planning session. Staff will continue with a shared inquiry focusing on the development of Junior Hubs and associated pedagogy</p>

When	Activity	Person Responsible	Indicators of Progress
All Year	<p>Professional learning, reflective processes and resourcing to support our strategic direction.</p> <p>Implementation of our literacy specialist, including RTLB training.</p> <p>Agreed Kete of literacy strategies supported by PLD for staff led by Literacy coordinator WSCOL.</p> <p>Establishment of a Literacy Committee.</p> <p>Full implementation of the Curriculum Planning Tool.</p> <p>Ongoing deliberate time at PD mornings focused on Hub curriculum development and teams planning together.</p> <p>EaStle unpacked within Hubs for all staff to grow literacy.</p> <p>Understanding for students.</p>	<p>DP – Curriculum</p> <p>DP- Operations</p> <p>LSC</p> <p>Principal</p> <p>WSCOL Literacy</p>	<p>All staff to become highly effective teachers of literacy.</p> <p>July progress to date:</p> <p>Literacy committee established on a regular meeting schedule. Focus on understanding where our current needs are and recognising that this was to become increasingly challenging over next few years as a direct result of COVID. Developed 3 phases of literacy – Green Light (students underway and independent in their literacy progress, Amber Light (students require targeted support from their teachers in order to make the gains necessary), Red Light (teacher intervention not enough, specialist intervention required). BOT approved additional funding for Literacy Support. A trial of structured literacy was agreed upon after examining data from primary schools across the country. Trial timetabled to start at the beginning of 2023.</p> <p>The Curriculum Tool provides the framework for all curriculum planning for the Junior Curriculum. At the end of term 1, 3 TOD were provided to support staff in planning for the following term. Time is a huge barrier to both the quality and detail required for building a successful curriculum. Terms 2 -4 PLD Fridays were set aside for collaborative planning. Early on we recognised that staff teaching across more than 2 hubs were stretched too far. Multiple visits from kura across the motu have also stretched resources and puts additional pressure on key staff – this needs to be streamlined for 2023 and beyond.</p> <p>Agreement that the Kete literacy strategies across the whole staff were to be: Vocabulary, Shared Writing and Shared Reading. WSCoL Literacy running workshops with whole staff on the above strategies. A bank of resources has been established and WSCOL available for further support as required by staff.</p> <p>EaStle used across junior school for reading and writing. Data used to support teaching programmes in 2023.</p> <p>Term 3 part time teacher employed to work alongside students at risk of not achieving their literacy requirements for NCEA Level 1 and UE.</p>

	<p>NCEA opportunities for literacy across curriculum areas to be developed and unpacked with early identification and intervention for students needing this (Tracking and Monitoring).</p>		<p>End of Year: Structured Literacy training of teacher initiated. Resources purchased ahead of the new year. WSCOL continuing with PLD for staff. Development of a PLD Literacy calendar for 2023. MOE funded Literacy and Numeracy support for Kura. This has enabled us to continue with our already well established plan which supports our NCEA Support plan for students. Numeracy data gathered from Junior school indicates students have made better than expected progress in numeracy compared to other schools.</p> <p>Next steps: Structured literacy programme established. WSCOL whole staff literacy PLD continuing Resource bank for literacy for staff support expanded as required. Sharing best practice models from within the kura. WSCoL to lead PLD on interpreting and planning using EaStle data. An effort to ensure staff are not to teaching across more than 2 hubs. TOD's at the end of terms 1 -3 for Curriculum building of junior programmes PLD on a Friday to continue to be centred around the establishment of our Junior Curriculum Equity when staffing – staffing allocated to Te ao Haka and Te Whai first to ensure the 'right' staff are provided for our most vulnerable students.</p>
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When	Activity	Person Responsible	Indicators of Progress
All Year	<p>PLD to continue with Jim Hogan</p> <p>Implementation of cross curricular Numeracy course at Level 1</p> <p>Early intervention of students requiring extra support in numeracy</p>	<p>HOD Mathematics Mathematics Department Jim Hogan DP – Curriculum DP – Operations</p>	<p>Evidence in planning and teaching across the Mathematics department of strategies to develop numeracy.</p> <p>July progress to date: The Numeracy project work continues to focus on the use of Easttle data to inform curriculum design and pedagogy, which continues to be adjusted based on students' needs and results achieved. This is the fourth year of the new Junior Curriculum design in Mathematics and the first year of Hubs in Junior School. The use of comparative graphs showed a positive shift from term 1 to term 2 in all hubs in mathematics this year. Data will be collected again in Term 3 and 4.</p> <p>End of Year: Currently collecting and processing final data from term 3 and 4. New PLD application submitted on November 4</p> <p>Next steps: PLD on: <ul style="list-style-type: none"> · NZC · Rich lesson plan (weaving Mātauranga Māori and Hub focus) · Metacognition Pilot New Numeracy Continue with early intervention with students as needed</p>

When	Activity	Person Responsible	Indicators of Progress
All year	Build and implement an annual plan for targeted PLD which best meets the needs of our staff and supports the strategic direction of the school. Margaret Ross to return mid 2022 for PCT's. Further development of the Ākina Coach role with a focus of monitoring and mentoring senior students and early intervention (Tracking and Monitoring). Embedding restorative practise will continue to be a focus.	Principal DP – Pastoral DP - Operations	<p>Providing responsive, practical teacher professional learning to support all teachers which will impact directly on student learning outcomes.</p> <p>July progress to date: Margaret Ross course took place mid-year and was well attended by HGHS staff. Our focus remains on building a school which supports restorative practice – the Youth Worker initiative supports this, with low level interventions making a significant difference to student behaviour. Enabling Deans to attend Pastoral Meetings with the Principal and whānau has given them a deeper understanding of the complexity of individual situations and that in all cases natural justice must prevail. Our LSC has been proactive in supporting students onto alternative pathways such as training and courses – particularly with our very disengaged students. Working closely with whānau through this process has ensured positive outcomes for all involved. The disruption of Ākina time during term 1 due to COVID has made it more challenging for staff to build strong relationships with junior students. The whanaungatanga has however gone from strength to strength across the hubs. Early on we recognised that 2022 was to be more challenging than any other in regards to the academic achievement of our senior students. House Deans started early term two in targeted monitoring and tracking of students.</p> <p>End of Year: Proposal put to staff for Ākina groups in the junior school be centred around the Hubs with kaiako that have strengths in whanaungatanga to lead and senior students to be vertically grouped with staff experts in monitoring and tracking of NCEA. Staff have identified their area of greatest strength via a survey.</p> <p>Next steps: Offering Margaret Ross or similar training to new or untrained staff. The focus on mini chats and defusing situations. Roll out on newly shaped Ākina system. House Deans leading staff in their specialist areas e.g 2 junior whanau, 2 monitoring and tracking. Academic Tracking and Monitoring to be further refined with key learnings carried forward into 2023.</p>

When	Activity	Person Responsible	Indicators of Progress
All Year	<p>Continued development of LSC role to support transition of students between and within HGHS. Principal to build a relationship with new Principal of Heretaunga as part of the Kahu Ako and to build reciprocity both pastorally and with curriculum.</p> <p>Continuing to refine transition plan.</p> <p>Video Hubs and other events to share on social media for Year 8's.</p>	Principal LSC	<p>To develop a set process to support their job role; and which will include the transition and monitoring of all new students, these will provide a clear framework for all staff working within the pastoral scope.</p> <p>July progress to date: Principal – principal contact made early in the year. An invitation for HINT to collaborate in 2023 for the school production. LSC established a fortnightly meeting schedule with LSC at HINT – relationship and trust going from strength to strength. A more targeted approach to the transition of students has been developed. A focus on early enrolment to ensure students didn't miss out on curriculum choices and the important experiences related to transition eg Big Day Out and Open Evening. We recognised that students year on year, are not enrolled before the start of the year through no fault of their own, which creates a barrier to successful transition. After COVID disruption across terms 1 and 2, the BOT agreed to fund a pilot of two youth workers in school. One element of their job description focused on support these at risk students in their transition. As a result 8 students attended Open Evening transported and supported by the YW's. Home contact with whānau already established.</p> <p>A large proportion of senior students transitioned to work from mid-way term 1 as a direct result of the impact of COVID and the need to support whānau. Ngā Ara have monitored and supported students through this process. Students are aware that the door remains open and should circumstances change for them, they will be able to re-enrol.</p> <p>End of Year: Year 9 enrolments are up on predictions for this time of year – we are on track to start the new school year with more than 150 year 9's.</p> <p>Feedback from across staff overwhelmingly support the YW roles. YW pilot shared with MOE – who endorsed this innovative practice. A review of the YW's effectiveness and next steps with the introduction of a tool to track their workflow and outcomes. This will be trialled in term 4, with a plan to fully implement it at the start of 2023. YW's fully involved with Big Day Out. Equity Funding has resulted in both positions being made permanent.</p>

			<p>Ngā Ara to make contact with the senior school leavers to check if they are still in employment and whether they require further support e.g. retraining, re enrolment, or connection with community groups.</p> <p>Ki o rahi tournament hosted by HGHS hubs for Kahui Ako students resulted in over 250 competitors for a day of complete fun. Year 8's were able to make connections across schools ahead of their transition in 2023. This is best practice transition in an authentic context.</p> <p>Communication and Marketing team have drafted out an Annual Plan which includes elements of transition, spread across all four terms, and highlights the need for transition to be planned, deliberate, authentic and targeting Years 7 and 8.</p> <p>Next steps: Implementation of Communications and Marketing Annual Plan Providing opportunities for re enrolment Further development of YW including the implementation of the workflow tracking tool.</p>
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When	Activity	Person Responsible	Indicators of Progress
All Year	<p>Establish an Academic Quality Management Team</p> <p>Two systems to be run in conjunction.</p> <p>Ākina coaches tracking academic pathway during Term 1 with tools and support from DP Op's</p> <p>Data Based analysis with Deans beginning Term 1 in regular meetings between Deans and DP (PN) – focused on early intervention with students.</p> <p>Once at-risk students identified they will have structured and deliberate support in Study and Kahui. These will be timetabled.</p> <p>Whanau hui will take place at this point. Identification of barriers for these students in order to improve teaching and systems and cross curricular opportunities.</p>	<p>Principal</p> <p>DP – Operations</p> <p>Careers Advisor</p> <p>House Deans</p>	<p>Data will be used throughout the school to identify gaps in student learning.</p> <p>Professional development will build teachers' and leaders' data literacy skills; kotahitanga</p> <p>Increasingly, students and or whānau included as part of these conversations.</p> <p>July progress to date:</p> <p>Ākina Coaches were provided with “Smart Passports” with which to monitor academic progress with their Ākina Group senior students.</p> <p>This process is ongoing with subject teachers weighing in by reporting academic concerns via the Student Concerns Smartsheet – a spreadsheet set up to gather various sets of student data during Covid disruptions. The former process has been completed to an inconsistent degree, very much dependent on the level of confidence the Ākina Coach has with academic tracking.</p> <p>The DP and deans have developed sets of metrics that inform the flagging of at-risk students at intervals throughout the term. This system has proved very successful with the deans successfully drafting primary at-risk student lists.</p> <p>End of Year:</p> <p>Initially, Smart Passports were used to inform Smartsheet update requests relating to students who were on the deans' at-risk list.</p> <p>Once a week, Ākina Coaches received an update request for each student flagged as an academic concern and this data was monitored by the academic tracking team. At the time of writing, the Smart Passport has been replaced by a 'Ticket to Study Leave' document which Ākina Coaches have distributed and with which they can monitor their remaining senior students' progress on a daily basis.</p> <p>Senior students have been arranged into four groups (using the above data-gathering tools), with the criteria for each group having been shared with whānau prior to the first notifications of group designations being circulated to students and whānau at the end of Term 3. Regular updates continue as students qualify for Group 4 (qualifying for study leave).</p> <p>Additional support has been engaged to assist students with Literacy and Numeracy requirements using government funding and an additional part-time tutor.</p>

			<p>Next steps: Senior Tracking and Monitoring Ākina Coaches will now be specialised tracking personnel with those not confident with senior students becoming hub Whānau Coaches. This will allow the Academic Tracking Team to expand and continue to refine the various tools and processes at their disposal.</p> <p>The Academic Tracking Team will be reshaped to include two specialised deans and a DP who will work with senior Ākina Coaches throughout the year. Data gathering and analysis processes will be further refined based on their success this year and be used to inform academic support actions throughout the year.</p>
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When	Activity	Person Responsible	Indicators of Progress
All Year	Visual tracking of 'Names and Needs'.	LSC DP - Pastoral	A detailed 'Names and Needs' wall for girls needing extra support in learning and or pastoral care. Their lead 'support person' will be identified as part of this.
			<p>July progress to date: We have moved to design a Smartsheet and have begun building this starting with the Year 9's. We have updated and removed flags that were incorrect from Kamar and ensured that all messaging is correct.</p> <p>This has also been replaced during the year in response to COVID becoming a Students of Concern Smartsheet.</p>
			<p>End of Year: Is to extend the Smartsheet to include 2023 Year 9's and look at amalgamating information held in multiple areas onto a single document. This needs to include all student levels.</p>
			<p>Next steps: SLT discussion around Kamar and pastoral uses, whether this is a better system. What would be appropriate to store and how do we limit access as in OIA. Possible project for LSC with admin assistance (Deb O)</p>

When	Activity	Person Responsible	Indicators of Progress
All Year	Further development of Departmental / Team goals – targets and connected to annual targets and goals. Curriculum leaders will continue to set goals around Teaching and learning development. The Hauora Team will continue to form part of our regular meeting cycle. BOT to complete new strategic plan. Close monitoring of new management structure. Support and check in with Hub Coordinators	Principal DP – Pastoral DP – Curriculum LSC DP – Operations	A school wide focus (narrowing and sharpening) on the 2022 strategic learning priorities.
			<p>July progress to date:</p> <p>The impact of COVID from the start of the year has necessitated in SLT reshaping targets and focus for the year. Our overarching focus become centred on Hauora – both students and staff. We recognised that the way we managed things early on would impact upon the rest of the year, particularly if we were to have multiple waves of infection.</p> <p>Our newly appointed DP C&P focused on building high trust relationships with Curriculum Leaders, supporting them through our COVID response plan.</p>
			<p>End of Year:</p> <p>Bot Strategic Plan put on hold until the start of 2023.</p> <p>Term 3 we have modified the SLT meeting structure to fine tune communication and have a more targeted focus for the group. This has included the addition of the Finance manager in attendance at the Scheduling Meetings.</p> <p>As the year progresses and things have a more regular rhythm, it has highlighted the need for the SLT structure to be further reviewed and refined, with a focus on building our capacity regarding project management and creating more equitable work distribution.</p>
			<p>Next steps:</p> <p>BOT Strategic Plan shaped and completed.</p> <p>Curriculum leaders will continue to set goals around Teaching and learning development.</p> <p>Hauora team embedded into our regular meeting cycle.</p> <p>SLT Meeting Structure set for the year.</p> <p>Regular scheduled hui with Hub Leads – DP C&P and Principal</p>

ANNUAL ACHIEVEMENT - GOAL 2

Domain: Student Engagement

Goal: To ensure that all our students feel connected to and have strong positive relationships with at least one significant adult in the school who knows their story. He Māori ahau e noho Māori nei ki tōku ao Māori mā runga i tēnā ka tohea e au - *I am Māori, I live in my identity and through my identity I will strive to my personal excellence.*

Monitoring: Regular monitoring of academic goals by DP report of progress to the BOT with predictions of progress start of term 3. Academic monitoring via Deans and Academic Dean.

Resourcing: As detailed in the PLD plan

Historical Position	Achievement target	2022 Achievement results	Explanation of variation
Individual learning goals introduced to the school in 2019.	100% of students to set a learning goal with their Akina coach and this is recorded on KAMAR.	All students received a Smart Passport at the start of the year which they worked through, setting overarching goals as well as specific credit goals for the year. This system was replaced with more data drive analysis over the course of the year because of COVID disruptions.	We are retrying this system in 2023 as the system which replaced it due to COVID disruptions will not override it this year.
Close monitoring and mentoring of students to support them in achieving their individual learning goals introduced in 2019.	90% success in students working towards their learning goal.	It is difficult to say exactly what percentage of students worked towards their goal, as an appreciable percentage disengaged with education by the end of the year.	However, while working with their Ākina Coaches, every student who was at school did actively work towards their goal. Their relative success in doing so, though, was very dependent on their individual circumstances.

When	Activity	Person Responsible	Indicators of Progress
All Year	Strengthening HGHS Pasifika community group. Growth of expert partner in the Tautua Pasifika hub. Appointment of Tupulaga Ma Taeao (Youth of Tomorrow) Coordinator.	WSCOL Pasifika TIC Samoan	<p>Partnering with Aiga to establish a strengths based / high expectations approach to raising Pasifika achievement.</p> <p>July progress to date:</p> <p>We continue to benefit from the impressive leadership of our Pasifika Dean and TIC Samoan.</p> <p>The 2nd year of the newly established HGHS and HBHS connecting with the community, the week of learning and events to celebrate Samoan Independence week. This culminated in a Pasifika careers workshop and community cultural event.</p> <p>The continued success of the Tautua Pasifika hub and the access to multiple expert partners from the community (Dahlia Malaueulu, Annie Kaio Togia). This allowed for the expansion of indigenous knowledge & discovery. Both experts provided challenging and insightful perspectives.</p> <p>Five yr10 Tautua Pasifika hub students taking part in the WOWbeing Leadership training in a combined HBHS & HGHS mentorship programme to strengthen community links with yr8 families coming through 2023.</p> <p>The term 3 Whanau Hui 19 out of 21 families attend to connect with hub teachers. Academic and wellbeing Tracking of Pasifika students by the Pasifika Dean.</p> <p>Tu Mau programme with Herman from DOVE worked with 10 Senior students to establish links with a well-being focus. This two-week workshop has been extended to individual weekly check ins. The focus is strengthening our Pasifika community and providing tools to support.</p> <p>\$22,000 Funding awarded from the Ministry Pasifika Innovation Funding for a Youth lift up/Tupulaga ma Taeao NCEA accelerator holiday programme in conjunction with the Pasifika Community. Session 1 delivered July holidays. Pasifika Dean appointed as interim Tupulaga Ma Taeao (Youth of Tomorrow) coordinator.</p> <p>Nine senior and junior students were finalists in the Pacific Navigators Book project. MOE funded book to be published early 2023. Dahlia Malaueulu had a week-long author's residence in Term 2. Most of the workshop time was spent with the Tautua Pasifika hub looking at her published texts and writing workshops.</p>

			<p>End of Year:</p> <p>Tautua Pasifika took part in various cultural events at primary schools and education institutions which further established connections and relationships in the community. Pasifika Dean hours extended to support the work done to help students.</p> <p>Two Senior Pasifika students had full year participation in the Hawkes Bay Pacific Youth council programme.</p> <p>WOWbeing limited, partnered with the Ministry of Education to help distribute several devices to our Junior Pasifika students. The majority of the Tautua Pasifika & Business hub students were supplied with a device to keep.</p> <p>Youth lift up/Tupulaga ma Taeao NCEA accelerator holiday programme delivered in the September holidays opened up to Hawkes Bay schools for attendance. Unfortunately, no other schools came on board. HGHHS had consistent numbers daily with many students gaining internal credits in Num & Lit.</p> <p>Two senior students volunteered at Parkvale school during study periods as instructors for Parkvale school Pasifika group. Allowing the students to strengthen links in our wider community.</p> <p>Five yr10 Tautau Pasifika hub students taking part in the 2nd WOWbeing Leadership training with a focus on financial literacy & business opportunity in a combined HBHS & HGHS mentorship programme to strengthen community links with yr8 families coming through 2023.</p> <p>Next steps:</p> <p>To review the Pasifika Dean role – with a focus on more strategic, administrative</p>
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When	Activity	Person Responsible	Indicators of Progress
All Year	<p>Develop a Māori community group.</p> <p>The Board of Trustees are looking to engage an external provider from Ngāti Kahungunu to lead us through the revisioning of our strategic plan.</p> <p>HGHS invited to join the NKKI / ERO pilot.</p> <p>Effective Teacher Profile implemented along with teaching and learning observation process.</p> <p>Continued building of the 'Way we do things' at HGHS through lens of Te Ao Māori.</p>	Principal BoT SLT	<p>Partnering with Whānau and Iwi to establish a strengths based / high expectations approach to raising Māori achievement.</p> <p>July progress to date:</p> <p>This year we have been fortunate to have a Ngāti Kahungunu wāhine join our Board of Trustees as a parent representative. She and her whānau are well-connected throughout the community through whānau, hapū and iwi. This has provided another avenue for whānau to communicate and engage with the kura.</p> <p>Supporting the approach to raising Māori achievement:</p> <p>Effective Teacher profile – This document was developed in 2021 as a guide for professional learning to support teachers understanding and improve their knowledge and skills to engage and work with ākonga Māori.</p> <p>https://docs.google.com/document/d/1ToNXrxjy2VBc8Fcveb4eGWnY4_lq3UXVyRKyvHjs8LI/edit</p> <p>Progress: many of our Kaiako began in 'must' and have now shifted to 'could have' in one year.</p> <p>Kaiako are committed to the on-going journey of Kaupapa Māori and te reo Māori Building on the 'way we do things'.</p> <p>This year we have had multiple manuhiri come through our kura to observe our junior curriculum in action. Te Ao Haka have been key in these whakatau, being the first voice of our kura. Our ākonga are provided opportunities to be Māori in authentic and meaningful.</p> <p>kaupapa. This kaupapa is becoming more 'normalised' at HGHS, and Te Ao Haka are readily prepared for these. These opportunities allow for our ākonga to feel a great sense of mana and tūrangawaewae within Ngāti Kahungunu and our kura.</p> <p>End of Year:</p>

			<p>Next steps: Matauranga is front and centre of all curriculum design. The new draft pedagogy will form the basis for our new steps in professional development. The partnership with HBHS to go from strength to strength with extensive plans for 2023. Partnership via curriculum opportunities with HBHS – Police and Samoan.</p>
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When	Activity	Person Responsible	Indicators of Progress
Terms 1 and 3	Pasifika Hui Māori Hui Establishment of the Māori student Council. Mapping of expert partners and sharing of data with iwi. Hope to have Hui and Fono in the community dependent on Covid restrictions. Review of events such as Prize Giving to ensure they align through a Te Ao Māori lens. Developing a cultural space outside Te Waiwaia to serve multiple purposes including Pōwhiri.	Senior Leadership Team WSCOL Pasifika Board of Trustees	<p>Building and maintaining high trust relationships in the form of a partnership with the Māori and Pasifika communities. Creating authentic and regular opportunities for us to listen and respond to the needs of the school community.</p> <p>July progress to date: Much of our plan to Hui with both our Māori and Pasifika communities was put on hold due to the impact of COVID during terms 1 and 2. Our focus which put Hauora first and foremost, the redistribution of Lunch in Schools to support whānau through lockdown/isolation periods has strengthened our relationships.</p> <p>End of Year: Our culturally responsive practices are now sustained through all aspects of the kura and have reached the stage of being ‘just the way we do things around here’. Please see other aspects of AOV for further details.</p> <p>Next steps: To work towards rebuilding our sense of community through reconnecting and restoring a sense of normality back into our wider school community.</p>

When	Activity	Person Responsible	Indicators of Progress
All Year	Further development of the ĀKINA coach Ākina coaches Term 1 mapped out underpinned by the monitoring and tracking plan and Whakawhanaungatanga map. Deliberate Careers programme timetabled for all students; Sports strategic vision ready for consultation for SLT	DP - Pastoral Deans Team DP – Operations LSC Careers Head of Sport	Developing collective efficacy across the school to support our girl in her journey through HGHS and in preparation for her tomorrow.
			July progress to date: COVID restrictions in Term 1 meant that we were unable to implement whakawhanaungatanga map as planned. Much of the Pastoral care of the students feel on the hub teachers, which proved very challenging, however, it was through this experience that we recognized the need to adapt are Akina model moving forward. The careers programme started in term 2 and is being reshaped in preparation for 2023.
			End of Year: A review and agreement to reshape Akina for 2023, to best meet the needs of our students at the various stages of their education journey. The sports strategic vision was put on hold until 2023.
			Next steps: Implementation of new Akina structure, and we will be using the whakawhanaungatanga map starting 2023. Sports strategic vision consultation is underway 2023. Careers wise programme purchased and will be used across the school.

When	Activity	Person Responsible	Indicators of Progress
All Year	<p>Strengthen communication within and beyond school.</p> <p>Building school website, Pānui and Facebook.</p> <p>Development of staff website.</p> <p>Building individual capacity of staff in project management.</p>	Principal BOT Business Manager	<p>Streamlining of school wide communication</p> <p>July progress to date:</p> <p>In Term 1 we built and launched the sports section of the school website. The purpose of this was to create a central location for whānau to check what extracurricular sporting activities are available, where they are being played and to easily register. All the systems which support sports at HGHS were reviewed and improved to ensure that families could easily access the information and make timely decisions.</p> <p>The use of Instagram has increased, as this communication platform was identified as potentially a better way to engage with our students.</p> <p>Staff continue to be encouraged to send updates for Facebook and Instagram to the Communications Administrator and we have seen a much great uptake in this regard in 2022 than in previous years.</p> <p>We have seen an increase in communication from our community coming through out social media sites.</p> <p>This year we have trialled teachers and Ākina Coaches using texts to contact families regarding student wellbeing and progress, this has been well received, therefore we will continue to use this in 2023.</p> <p>We have made a conscience effort to strategically plan our events, to ensure that the purpose aligns with our core business and planning.</p> <p>End of Year:</p> <p>In Term 4 we have created a performing arts section of the school website, with the aim of bringing the areas or sports and performing art into a more balanced level of extra-curricular activities on offer for our students. We recognize that with 60% māori and 30% pasifika students, both Kapa Haka and cultural dance is significant to who we are as a school community, and a keyway for us to engage with them.</p> <p>Our Performing Arts festival gave us further access to our school community as we engaged more with our whānau through that one event that we did with all others combined in the year. We promoted our show through Facebook and the pānui and sold out our show. Next, we will take this learning and apply it to our school production.</p>

			<p>Next steps:</p> <p>Next year we will continue to grow our social media presence, which will help us to further connect with our school community.</p> <p>Our main priority for next year will be reviewing our internal communication methods, to improve messaging with our students, as this has been identified as an area of weakness, which requires urgent attention. The current systems have become outdated, and students do not appear to be using them.</p> <p>A greater focus will be given to event planning, as this has been highlighted as an area in which we can strategically engage with future and current students and the families. A marketing strategic plan is in development and will be grown in 2023 to support this area.</p> <p>Improvements to the school website will continue with a review of the information available, ensuring calls to action are clear and easy for our community.</p> <p>We will engage with a local artist to design a new school sign as over the last year the electronic sign has stop working and vandals have destroyed the signage at the main school gate. This will hopefully add to lifting the school profile in our community.</p> <p>The staff website is to be reviewed, as this has been identified as an area of improvement. As we look ahead at what our ICT platforms will be in the future, it seems unlikely to we will continue to maintain a staff website so we will have more sophisticated methods of communication at our fingertips.</p> <p>2023 School production is an opportunity with us to collaborate with our wider school community including our COL.</p>
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When	Activity	Person Responsible	Indicators of Progress
All Year	<p>Create meaningful opportunities for whanau to engage in conversations centred around their students learning. further develop procedures underpinning the reporting system to ensure it is effective for students and families and efficient for all stakeholders.</p> <p>Continue to provide opportunities to engage with whanau kanohi ki te kanohi.</p>	DP - Operations	<p><i>Establish a reporting schedule in response to the findings in the Reporting Review.</i></p> <p>July progress to date:</p> <p>By the end of Term 2, senior students had received an NCEA summary report and their whānau had been hosted at school to meet with subject teachers. 67 separate whānau attended this hui, armed with the summary reports which they received a week in advance. Feedback suggested that teachers and parents received this return to a subject teacher focus (as opposed to meeting with Ākina Coaches) well. Junior students had received a full report, including assessment and capability assessment data, a student goal and reflection, a subject teacher, and an overarching comment by their hub lead teacher. Their whānau had also been hosted for a delayed (originally planned for Term 1) round table-style hui with hub teachers. The reports showed that students are improving in their ability to set and reflect upon learning goals and teachers appreciated the opportunity to comment on their students' learning. Capabilities were not particularly well reported upon due to departments having limited time to revisit graduate profiles. 83 separate whānau attended the junior hui with hub teachers and generally the round-table format was well received. Teachers did feedback that they wanted more time with each whānau.</p> <p>End of Year:</p> <p>By the end of the year, senior students had participated in a school-based "Pathways Hui" and whānau had received a full academic report including comments from all subject teachers. The purpose of the report was to signal to whānau both how their students were progressing and to outline the support plan for Term 4. The Pathways Hui was a highlight with departments speaking first with Year 10 students and then with senior students about their subject offerings and potential career pathways in an expo format in the hall. This hui provided an opportunity for Year 10 students to gather information to inform their subject choices and for seniors to realign their programmes with their career aspirations. It was a busy day for department staff members, but the consensus was that this was a highly successful event.</p>

			<p>Junior students will receive a second full report at the end of the year, with a second whānau hui having been completed at the beginning of Term 4.</p> <p>There was a much lower level of participation in the second whānau hui, the reasons for which not being particularly clear, however the decision has been made to change this for 2023.</p> <p>Next steps:</p> <p>The senior reporting and hui process will be repeated in 2023, with the aim being to gain a higher level of participation in hui by senior whānau.</p> <p>Junior reports will remain in the same format, but early in the year graduate profiles will be replaced by junior student profile that is a combination of learning outcomes, learning capabilities, and cultural capabilities.</p> <p>Junior whānau hui will be replaced by the participation of whānau in the hub noho marae in Term 1 and then in quarterly culminating hub events, with the focus shifting from conversations centred on academic performance to ongoing whakawhanaungatanga.</p>
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ANNUAL ACHIEVEMENT - GOAL 3

Domain: Domain Curriculum Development

Goal: Use the NZC to develop and implement, a junior curriculum that is locally based and culturally responsive. Mā te whiritahi, ka whakatutoki ai ngā pumanawa ā tangata - *together weaving the realisation of potential*

Monitoring: How are we going? Use the Now What? So What? End of unit reflection framework to review each curriculum unit

Historical Position	Achievement target	2022 Achievement results	Explanation of variation
<p>Streamed classes based upon PAT tests taken on first day of school at HGHS. Once in a class, students were looked into its specific pathway. Cross curricular units have been completed across the three learning hubs as part of the trial of our junior learning hub curriculum.</p>	<p>To work collaboratively across the school to develop planning and teaching of four cross curricular units for our junior school which are locally based and are delivered through a lens of culturally responsive pedagogy.</p>		<p>Comment on progress; not based on data. Mātauranga Māori and subject specific knowledge is at the forefront of our mahi in the Junior curriculum. Our teachers have been working tirelessly together to complete the Hub tool and Hub planning. This has allowed the Hub programs to be discussed and built with multiple perspectives which has been rewarding in terms of building staff capability, whakawhanaugatanga, an increase knowledge into different subject areas and rich teaching and learning programs to be designed. Staff are becoming more confident in their knowledge of Ngāti Kahungunu and are incorporating this into their learning programs.</p>

When	Activity	Person Responsible	Indicators of Progress
Ongoing	Building capacity with our Senior and Middle leaders. HOD's to develop strong relationship with new DP C & P HOD's developing intentional curriculum work in dept meetings to align with Hub development. HOD's to explore opportunities at a senior level for naturally occurring evidence to be used to support student achievement.	DP – Curriculum DP – Operations DP - Pastoral	<p>Middle leaders to develop a clearer understanding of the educational leadership capabilities and to use these as a framework for leadership. To offer more targeted support to middle leaders. A focus on online managers coaching to grow capacity rather than people management and task driven.</p> <p>July progress to date:</p> <p>End of Year: <i>All HOD Departments have reshaped their planning for junior programs offered in 2023. These units allow for flexibility to teach the content of each unit at any time that is applicable to the Hub. Each unit focuses on the term 'Big Idea' which allows teachers and students to explore the curriculum in more depth and make connections from one subject to the next creating authentic cross-curricular learning contexts and learning opportunities.</i> <i>The cross curricular mahi that we are undergoing in the junior school has meant that staff have naturally begun populating ideas together for our senior classes.</i></p> <p>Next steps:</p>
Ongoing	Development of SENCO role. SENCO and LSC completing Pearson treatment to identify students with Learning needs. Continued growth of Diverse Needs register including Gifted and Talented (all areas including sport and cultural).	LSC	<p>Further development of the Special Assessment Conditions Register. Strengthening the Teacher Aide team and developing closer relationships between teachers and teacher aides, which will benefit student learning.</p> <p>July progress to date: PLD organised with Teacher Aides. Discussion of best practice and the necessity to share this with the teaching staff Pearson training was more complex than first thought. This has been considerable hours. We are both intending to finish this by the end of Term 1 2023. The Diverse Needs Register is becoming a living document as LSC, Senco and ESL Teacher populate this. It has been reconfigured as we realise what is required to make this an effective document. We begin every meeting with the diverse needs register. The school has also supported the testing of our students by an outside provider. This has been possible because of a grant from MOE Learning Support to help with establishing the needs of our students. We are incredibly grateful and hope that this level of assistance may be available should the need arise again.</p>

			<p>End of Year: Design PLD for Teacher Only Day in 2023. Development of a course called Te Pukenga which is designed for our Seniors to have meaningful learning opportunities and experience success. This is a limited and important group. Conversations with students and whanau are part of the process this is not a group of student's teachers select. Senco and LSC meet Weekly. Review of TA's for 2023. Individual appraisals and PLD goals established.</p>
			<p>Next steps: Gaining a bank of resources and activities, professional reading that assists staff in teaching diverse learners. Regular slots in Friday PLD where possible as with Literacy. This will build capacity with Teaching Staff in how to teach diverse learners. Review of new course. Expand the Diverse Register to include the next steps and suggestions shared with staff.</p>
Ongoing	Establishment of a Hub based junior school. PLD Map for Term 1 which includes departmental, hubs and Targeted PLD. Develop HGHS common skills Kete. Principal to work with the MoE National Office on Curriculum Refresh Specialist Team	Principal DP – Curriculum Hub Leads Teachers of Junior Classes	<p>Implementing a hub approach to student learning, which builds on the students' passions/skills.</p> <p>July progress to date: Throughout the year time has been set aside for collaborative planning for our junior Hubs. For the most part, this has been led by the Principal and Deputy Principal Curriculum and Pedagogy. A term schedule of meetings (including Department planning) ensured that staff were well informed and could prioritise accordingly. Staff stretched across more than one hub have found it challenging to be 'everywhere'.</p> <p>End of Year: Key learnings for us have been around prioritising the staffing of the hubs for next year – placing the student at the centre, it is essential the right team are allocated to the right hub. We decided that students must change hubs between years 9 and 10 – key learnings from 2021 guided us with this decision-making process. Our involvement in the NKII / ERO pilot has provided opportunity for us to examine the effectiveness of our curriculum through a case study. This process will certainly highlight the strengths of the curriculum as well as provide a clear road map for us moving forward.</p>

			<p>Next steps: An effort to not timetable staff across more than two hubs. Exploring Mātaioho and developing next steps in regard to pedagogy and assessment NKII pilot – Case Study of curriculum. Collaborative planning to continue regular scheduled hui with Principal / DP Curriculum and Pedagogy and Hub leads to build capacity. Improved use of Curriculum Tool for tracking and monitoring purposes. Curriculum Refresh to guide best practice. PLD with Whare and Hohepa to help us sharpen the lens in terms of teaching and learning (Mātaioho connections).</p>
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