



Hastings Girls' High School

Ngā Rau Huia o Ākina

Analysis of Variance

**Hastings Girls' High School – Ngā Rau Huia o Ākina
2024**

ANNUAL IMPROVEMENT PLAN - STUDENTS' LEARNING

Strategic and Annual Goal 1

TE KANORAUTANGA

Ākonga achieving excellent and equitable educational outcomes

Ki te whaiao, ki te ao marama – the continuous pursuit of excellence

Annual Target

Level 1 NCEA – 90% across all ākonga

Key Improvement Indicators:

Ākonga to achieve excellent and equitable education outcomes.

- A culture of collective efficacy, working together to succeed.
- Strengthening structures, systems and processes.

Historical Position	Achievement Target	2024 Achievement Results	Explanation of Variance
<p>Overall</p> <p>2021 72% (125 ākonga)</p> <p>2022 74% (99 ākonga)</p> <p>2023 87% (153 ākonga)</p> <p>Māori</p> <p>2021 69% (52 ākonga)</p> <p>2022 67% (63 ākonga)</p>	<p>Level 1 NCEA – 90% across all ākonga</p>	<p>Overall 46%</p> <p>Māori 46%</p> <p>Pasifika 39%</p> <p>European 33%</p> <p>Asian 100%</p>	<p>Historical Position</p> <p>The 2024 NCEA Level 1 results are significantly below the annual target of 90%, with an overall pass rate of 46%. This marks a notable decline from 87% in 2023 and 72% in 2022. The drop is particularly evident among Māori (39%), Pasifika (32%), and European (33%) ākonga, while Asian students achieved 100% success.</p> <p>Several key factors contributed to this decline, aligning with previous explanations in the Analysis of Variance, Literacy and Numeracy Action Plan, and NCEA Implementation Review:</p> <p><i>Introduction of CAARs (Common Assessment Activities)</i></p> <p>The shift to compulsory literacy and numeracy co-requisites had a direct impact on Level 1 attainment. Many students struggled to meet these new requirements, resulting in a bottleneck effect that prevented them from earning full Level 1 certification.</p>

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

<p>2023 85% (71 ākongā)</p> <p>Pasifika 2021 74% (24 ākongā)</p> <p>2022 89% (42 ākongā)</p> <p>2023 85% (15 ākongā)</p>			<p>While interventions were implemented throughout 2024, national trends suggest that CAARs have been a significant barrier across many schools.</p> <p><i>Curriculum and Pedagogical Adjustments</i></p> <p>The school has prioritised a more rigorous junior curriculum to prepare students for the new NCEA framework, but this transition phase impacted ākongā, particularly those already at risk.</p> <p>Assessment for Learning strategies and whole school numeracy and literacy approach were introduced, but the impact will take time to fully embed.</p> <p><i>Cohort Readiness and New Guidance on CAARs</i></p> <p>At the start of 2025, updated advice from the Evaluation Associates and NZQA indicated that students below Curriculum Level 4 should not sit the CAARs. This directly conflicts with the current HGHS model, where all Year 10 and 11 students were given the opportunity.</p> <p>Many ākongā who were not yet ready to sit these assessments struggled to meet the required standard, contributing to lower overall pass rates.</p> <p>Moving forward, a more targeted approach to entry into CAARs will be needed to ensure students are better prepared.</p> <p><i>Changes in Cohort Demographics and Student Needs</i></p> <p>The 2024 cohort included a higher proportion of students requiring additional learning support. Despite interventions, many ākongā struggled with the increased academic expectations of the new NCEA model.</p> <p>A review of pastoral care data indicates that attendance and engagement challenges were more prevalent within this group, directly affecting achievement outcomes.</p> <p><i>Attendance and Engagement Trends</i></p>
--	--	--	---

Through knowing their story and supporting them in their learning today, our ākongā will be best prepared for their tomorrow

			<p>Despite steady attendance improvements since 2023, overall engagement levels remain inconsistent. Ākonga who struggled to meet CAAR requirements were less likely to stay motivated throughout the year, impacting overall credit accumulation.</p> <p>Next Steps</p> <p><i>Refining CAAR Entry Criteria:</i></p> <p>Align with 2025 guidance by restricting CAARs to students working at Curriculum Level 4 and above.</p> <p>Implement robust screening and intervention strategies to ensure all ākonga reach Curriculum Level 4 before sitting CAARs.</p> <p><i>Enhanced Literacy and Numeracy Support:</i></p> <p>Strengthen literacy and numeracy programs in Years 9 and 10 to better prepare students for CAARs.</p> <p>Utilise additional PLD funding to upskill kaiako in effective literacy/numeracy instruction.</p> <p><i>Targeted Interventions for At-Risk Students:</i></p> <p>Implement early identification processes to support students struggling with foundational skills.</p> <p>Continue developing personalised learning plans that offer targeted support to ākonga at risk of not achieving Level 1.</p> <p><i>Curriculum Alignment and Assessment Adjustments:</i></p> <p>Finalise the junior curriculum refresh, ensuring that Year 9 and 10 learning explicitly scaffolds into Level 1 success.</p> <p>Strengthen internal moderation and assessment consistency to ensure equitable outcomes across subjects.</p> <p><i>Pastoral and Attendance Focus:</i></p> <p>Continue refining attendance strategies to improve daily engagement and reduce disengagement at key assessment points.</p>
--	--	--	---

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

			<p>Strengthen whānau partnerships to build collective responsibility for student success.</p> <p>While the 2024 results are below target, the structural and pedagogical shifts made throughout the year, along with the new CAAR entry criteria, are expected to create long-term improvements. The focus for 2025 will be ensuring that systems, interventions, and professional learning support both student achievement and staff capability in delivering the new NCEA model effectively</p>
--	--	--	--

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

When	What	Who	Indicators of Progress
All Year	Professional growth cycle to be refreshed, with a new cycle starting Term 1 2024. Personal goal(s) to be set and connected to department priorities and include a new classroom observation tool which supports the HGHS effective teacher profile.	Deputy Principal Systems and Compliance SLT	<p><i>The Professional Growth cycle will map evidence of school wide culturally sustainable practices, an HGHS common practice model which will in turn, better students' achievement.</i></p> <p>Mid-Year: Our newly refined Professional Growth Cycle (PGC) is now much more aligned with our strategic direction, particularly in terms of curriculum and pedagogy. High Impact Teaching Strategies (HiTS) are now intentionally planned for and monitored through the curriculum tool, with Hubs collaborating to achieve their shared goals.</p> <p>End of Year: The streamlining of evidence collection and improved alignment have provided a sharper focus, enabling us to analyse progress and outcomes with greater clarity.</p> <p>Next Steps: To strengthen rigour across the school, we plan to introduce regular classroom visits next year. These visits will serve dual purposes: gathering constructive feedback on pedagogy to enhance teaching practices and focusing on classroom management strategies to create optimal learning environments. This initiative will support ongoing improvement and ensure consistency in quality across all classrooms.</p>
All Year	Use of SPAR to strengthen and develop leaders and teacher data literacy skills.	Deputy Principal Systems and Compliance	<p><i>Curriculum leaders (HOD's / Hub Leads) will have a deep knowledge and understanding of student assessment and data concepts (e.g., value-added; growth; improvement; statistical significance). They will apply this knowledge into their planning and teaching practices.</i></p> <p>Mid-year: The SPAR reports highlight inconsistencies across departments in terms of staff capability to effectively understand and analyse data. A key focus needs to be placed on the junior curriculum, as ensuring its rigor is crucial for preparing students for the demands of senior school. To address this, we will provide professional learning development (PLD) for Heads of Departments (HODs) on expectations, in conjunction with the planned Assessment for Learning PLD, which is set to begin in Term 4, ahead of the 2025 school year.</p>

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

			<p>End of Year: HODs are making significant progress in developing common assessment tasks, student-friendly rubrics, and marking schedules for the junior school. This work includes mapping the UKD from Level 1 NCEA back to Phase 1 and integrating the language of assessment to ensure alignment and clarity.</p> <p>Next Steps: Introduction of new common assessment tasks across the Junior school. HODs will establish a Junior Moderation process to ensure consistency across departments. This will include cross-matching results across subject areas to confirm alignment with shared benchmarks and making necessary adjustments to maintain accuracy and fairness.</p>
All Year	An annual plan for targeted professional learning, reflective processes, and resourcing to support our strategic direction.	Principal Deputy Principal Curriculum	<p><i>Provision of responsive, practical teacher professional learning to support all teachers impacting directly on student learning outcomes.</i></p> <p>Mid-Year: We have established a regular rhythm for planning our PLD, with each term mapped out in advance while remaining responsive to staff needs. We have leveraged both internal expertise within the kura and external PLD providers where necessary. Moving forward, it will be crucial to continue gathering staff feedback to ensure that their needs are being met effectively</p> <p>End of Year: The primary focus for Term 4 has been on preparing staff for 2025, with significant emphasis placed on strengthening the junior curriculum.</p> <p>Next Steps: Develop a comprehensive PLD plan for Term 1, prioritising strategies to best support staff. This will include scheduled sessions with the funded PLD provider, focusing on literacy and data analysis to enhance teaching and learning outcomes.</p>
All Year	Development of HGHS effective teacher profile: Shaping and strengthening teacher capacity.	Principal Senior Leadership Team	<p><i>Kaiako will have a clear vision of how it looks, sounds, and feels to be a highly effective Kaiako at HGHS.</i></p> <p>Mid-Year: During Term 4, dedicated time will be allocated for staff to review our current effective kaiako profile and draft potential areas for refinement.</p>

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

	<ul style="list-style-type: none"> - Explore and apply pedagogy and assessment framework for the Te Mātaiaho as a model of best practice for Kaiako. 		<p>We anticipate raising the bar, particularly around culturally sustaining practices, as we have made significant progress since the profile was initially developed. Additional pedagogical approaches, such as High Impact Teaching Strategies (HiTS), will also need to be incorporated. Our aim is to have this work finalized by the end of the school year.</p> <p>End of Year: The effective teacher profile, developed at the start of Term 4, is now closely aligned with our strategic vision and new school values. It has been successfully mapped to the Professional Teaching Standards and the Leadership Framework.</p> <p>Next Steps: The profile will be integrated into the Professional Growth Cycle (PGC) and guide decisions regarding PLD support to ensure its impact is fully realised.</p>
All Year	<p>The introduction of High Impact Teaching Strategies as a means of developing a culture of expert teachers.</p> <ul style="list-style-type: none"> - Build a classroom observation tool to support the effectiveness of the tool. 	Principal Deputy Curriculum Deputy Systems and Compliance	<p><i>As part of our collective and ongoing commitment to improving learning outcomes for all ākonga, teachers will explore, apply, and develop expertise in using the 10 Hits.</i></p> <p>Mid-year: The introduction of High Impact Teaching Strategies (HiTS) marks a significant next step in developing effective pedagogy, threading through both the Professional Growth Cycle (PGC) and our Curriculum Tool. Initially led by the PE department, these strategies were rolled out through a series of PLD sessions at the start of the year, and they are scheduled for a revisit at the beginning of Term 4. Staff are collaborating, with each team focusing on one HiTS for the entire year to ensure deep implementation and impact.</p> <p>End of year: The HiTs (High Impact Teaching Strategies) cycle was completed at the end of Term 4, achieving some successes.</p> <p>Next Steps: HiTs will continue to be a core element of the effective teacher profile, providing a framework for staff to enhance their skills in data-driven best practices. This requires intentional leadership, targeted professional development on HiTs, and the development of a classroom observation tool as part of the plan to support ongoing improvement.</p>

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

All Year	Effective schoolwide self-evaluative and review practices.	Principal Senior Leadership Team ERO Board of Trustees NKII	<p><i>The kura evaluative processes are effective in focusing the whole school's attention on core learning priorities as prioritized by iwi. There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible.</i></p> <p>Mid-Year: Our ERO visit in Term 3 provided an excellent opportunity to review the progress we've made over the past few years. A particular highlight was the use of Ngāti Kahungunu indicators to map our progress, which aligned closely with our internal evaluations, demonstrating that our review processes to date have been adequate.</p> <p>End of Year: To further enhance these processes and ensure the rigor of our junior school curriculum, we have initiated an Assessment for Learning action plan. Additionally, we have begun an internal review of Pastoral Care, using the ERO best practice review template to guide our improvements.</p> <p>Next steps: Proceed with the implementation of the Assessment for Learning Action Plan, ensuring all systems and processes, such as SPAR reports, departmental goals, junior moderation practices, and PGC, are fully aligned with curriculum assessment practices. This alignment will strengthen internal review systems and provide clarity on progress and outcomes. Additionally, incorporate key insights from the Pastoral Review into strategic planning for 2025 to address identified areas for development.</p>
All Year	<p>Schoolwide approach to the teaching of literacy and numeracy</p> <ul style="list-style-type: none"> - Structured Literacy Programme to support schoolwide literacy achievement plan 	Deputy Curriculum Literacy Lead (WSL) Numeracy Lead (WSL) Assistant Principal Learning Support	<p><i>Kaiako take responsibility for changes in practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.</i></p> <p>Mid-Year: Our WCOL roles for Numeracy and Literacy included regular PLD sessions as part of our annual plan. These sessions have been highly popular, providing staff with practical strategies and tips that they can integrate into their teaching programs. A kete of useful resources has also been developed. Following the departure of our WCOL Literacy leader at the end of Term 2, external providers and other staff have stepped in to fill the gap. The structured literacy program has continued throughout 2024, with a trial</p>

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

			<p>implementation across an entire class. Data will be collected at the end of the year to inform us of the next steps for 2025.</p> <p>End of Year: The whole-school PLD for literacy and numeracy has continued throughout Term 4. The introduction of the new CAAs has raised the level of achievement expectations. National data released later in the year has prompted sector-wide interventions, particularly in the primary sector. At HGHS, the focus remains on ensuring value-added progress for all students.</p> <p>Next Steps: HGHS will incorporate additional support from the Ministry of Education (MOE) into its annual PLD plan. This support, provided through Evaluation Services, will focus on enhancing literacy and numeracy to better prepare students for CAAs.</p>
All Year	Introduction of new NCEA Level 1 framework including new Literacy and Numeracy qualification	Deputy Systems and Compliance Deputy Principal Curriculum	<p><i>Extending our knowledge and skills with the new NCEA framework and continual development of our robust systems and procedures to support the changes.</i></p> <p>Mid-Year: the NCEA changes have brought significant challenges this year, further complicated by shifts in government priorities, causing widespread uncertainty. In response, we have focused on managing what we can control, implementing CAAs (Common Assessment Activities) for Year 10 and Year 11. Despite ongoing, unplanned changes from NZQA and KAMAR, our internal systems have remained resilient, and staff are doing their best under the circumstances. Looking ahead, additional changes have already been signaled for 2025.</p> <p>End of Year: Participation in external examinations has been notably higher this year compared to recent years. These exams offered Year 11 students their final chance to secure Level 1 literacy and numeracy qualifications. The final CAA results, expected in early December, will provide a clearer picture of this year's pass rates and areas for continued focus.</p> <p>Next Year: Next year, we aim to refine our systems and processes further to ensure they are both effective and efficient. A whole-school focus on strengthening literacy and numeracy in the junior years will be a priority. For students who have not yet achieved their CAA qualifications, we will create</p>

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

			clear pathways for success, along with additional opportunities to meet these critical benchmarks.
All Year	Academic Tracking, Monitoring and Coaching to be further refined with key learnings from 2024 carried forward. Close analysis of Level 1. Milestone reporting to be presented to the BOT.	Assistant Principal Learning Support	<p><i>Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.</i></p> <p>Mid-Year: With the introduction of new literacy and numeracy prerequisites at Level 1, we have decided to shift our focus towards offering a comprehensive support plan for Level 2 and 3 students after study leave begins. This plan will prioritize helping students complete their qualifications, providing tutorials for external examinations, and supporting those striving for excellence or merit endorsements. This approach aligns with research highlighting that Level 2 is the minimum education requirement. While Level 1 students are supported throughout the year, tracking at this level has become increasingly problematic with the introduction of CAA's and the KAMAR setup. Despite this, the expectation remains that Level 1 students will return to pursue Level 3, University Entrance, or scholarship qualifications.</p> <p>End of Year: Clear communication, timelines, and expectations significantly reduced the need for Level 2 and 3 post-study leave support. The few students requiring help (10) met their goals within 2–3 days, reflecting improved organisation and focus. While Level 1 results are anticipated to drop due to the new model, students' self-efficacy and learning agency are expected to improve as they transition to higher levels. Final data for levels 2 and 3 is pending but looks promising.</p> <p>Next Steps: Expand vocational pathways at Levels 2 and 3 to align with community data and student needs. This shift will enhance academic excellence and aim to boost endorsement rates and retention across the senior school.</p>

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

Annual Improvement Plan - Student Engagement

Strategic Goal and Annual Goal 2

TE TUAKIRITANGA

Ākonga seeing and feeling their identity, language, and culture on a daily basis.

Providing a culture of extraordinary care

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*

Annual Target

Through fostering positive relationships, ākonga have a deep sense of belonging and purpose.

- Attendance Data – 100% of students regularly attending school.
- Academic Learning Goals – 100% of students setting, tracking, and achieving their academic learning goals.

Key Improvement Indicators

Ākonga and whānau to see and feel their identity, language, and culture on a daily basis.

- Collaborative community partnerships.
- Enhanced Ākina coach capacity.
- A schoolwide culture of shared values – Pono, Manaakitanga, Whanaungatanga, Whakaute, Kaitiakitanga.

Historical Position – Average Daily Attendance	Annual Target	2024 Attendance Data	Explanation of Variance
<p>Term 1 (2019,2020,2021/2022/2023) -, 0, 14, 15, 27</p> <p>Term 2 (2019,2020,2021/2022/2023) 43, 32, 14, 11, 24</p>	<p>100% (80% national goal)</p>	<p>Term 1 2024 43</p> <p>Term 2</p>	<p>Throughout 2024, significant progress was made in student attendance, with data showing notable improvements compared to previous years. The overall attendance average for Term 1 reached 43%, up from 27% in the previous year, and other terms similarly exceeded historical benchmarks. These gains can be</p>

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

<p>Term 3 (2021/2022/2023) 40, 26, 15, 16, 27</p> <p>Term 4 (2021/2022/2023) 20, 11, 9, 7, 21</p>		<p>2024 37</p> <p>Term 3</p> <p>2024 37</p> <p>Term 4</p> <p>2024 38</p>	<p>attributed to a combination of targeted strategies and systemic changes aimed at addressing the barriers to attendance and promoting student engagement.</p> <hr/> <p>Key Factors Contributing to Variance</p> <p><i>Engagement Through Extracurricular Activities:</i></p> <p>Data shows that students involved in extracurricular activities, such as sports, cultural events, and leadership opportunities, are more likely to attend school consistently. However, gaps remain, as some students with poor attendance lacked participation in these activities. Efforts to encourage involvement through Ākina coaches, assemblies, and whānau communication were effective but require further emphasis moving forward.</p> <p><i>Addressing Barriers:</i></p> <p>Uniform and footwear issues were identified as potential obstacles to attendance. While immediate support was provided, there is a need for sustained solutions, such as subsidised uniform options.</p> <p>Surveys and restorative meetings revealed barriers to participation in key events like Noho, particularly for students struggling with social skills or family-related challenges. These insights informed adjustments for future planning.</p> <p><i>Improved Monitoring and Communication:</i></p> <p>Enhanced attendance tracking systems, including weekly reports for Ākina coaches and deans, allowed for more targeted interventions. Automated absentee texts and clearer communication with whānau also helped in reducing unexplained absences.</p> <p>Regular feedback loops, such as celebrating 100% attendance and sharing attendance stories (e.g., ex-student presentations), positively influenced student attitudes toward attendance.</p> <p><i>Targeted Interventions for Junior Students:</i></p> <p>Focused efforts on Year 9 and 10 students with historically low attendance, including home visits and personalised support, showed promising results.</p>
---	--	---	--

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

			<p>Tracking these students weekly helped identify patterns and areas for intervention, contributing to improved attendance habits.</p> <p><i>Pastoral Care and Restorative Practices:</i></p> <p>Shifting to a more student-centered pastoral system helped address underlying attendance issues. Youth Workers and deans played a critical role in building relationships with students and whānau, while restorative practices encouraged students disengaged from school to return.</p> <hr/> <p>Challenges Identified</p> <p>Despite overall progress, some challenges persist:</p> <ul style="list-style-type: none"> • Low attendance on early-finish days indicates the need for clearer communication about the importance of attending these shortened schedules. • Students transitioning to Te Kura due to disengagement highlight the need for stronger school-based support and proactive outreach. • Variability in staff marking attendance rolls contributed to discrepancies, requiring ongoing reminders and system improvements. <p>Please note: the MOE have changed the way attendance data is reported, hence we have used a revised reporting/measure to show our attendance data which aligns with the new model.</p>
When	What	Who	Indicators of Progress
All Year	<p>Strengthening and embedding our pastoral Ākina system within specialist areas.</p> <ul style="list-style-type: none"> - Whakawhanaungatanga map to be enacted from the start of term one - Ākina Coaches to have target PLD on tracking, monitoring and coaching conversations. 	Deputy Principal Pastoral Assistant Principal Learning Support Deans Team	<p><i>Developing collective efficacy across the school to support our ākonga in their journey through HGHS and in preparation for their tomorrow.</i></p> <p>Mid-Year: Weekly Ākina coach meetings are led by the Deans team. There is work to be done to ensure this time is well planned and aligns with our strategic direction. The principal is to support the DP Pastoral in leading this from the start of term 2. When Ākina coach meetings align with the ‘bigger picture’ the effect size is far greater and ākonga begin to see the value in Ākina time. DP to work with Deans team to create a map for the year.</p>

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

		<p>End of Year: A comprehensive pastoral review conducted at the end of Term 4 revealed critical areas for improvement within the pastoral system. One key finding was the need to strengthen communication across the pastoral team to ensure alignment and consistency in supporting ākongā. A major focus is the intentional and well-planned delivery of Ākina time, which remains central to building strong relationships and reinforcing the school’s values.</p> <p>To address this, a structured Whakawhanaunga plan has been developed for 2025. This plan includes splitting Ākina groups into Year 9 and 10 cohorts, allowing for more targeted support for new students. This approach acknowledges that Year 9 students, in particular, require additional guidance and structure as they transition into secondary school. Refining this system will ensure students feel supported, connected, and motivated to engage fully with their learning.</p> <p>Additionally, with two Deans leaving at the end of the year, roles and responsibilities within the Deans team have been reviewed and refined to ensure clarity and efficiency. A deeper understanding of job descriptions across the pastoral roles will be prioritized in 2025 to help maintain consistency during this transition. The Deans are also working to align attendance processes with existing uniform and cellphone policies, reinforcing high expectations and a unified approach across the school.</p> <p>Next steps: Developing New Processes:</p> <p>Introduce a suite of processes designed to support students in meeting the school’s high standards for attendance, uniform, and cellphone use. These processes will aim to create clear expectations and ensure consistency in their application across all year levels.</p> <p>Strengthening the role of Ākina Coaches: Enhance the Ākina coach role to better align with the school’s strategic vision. This will include providing targeted professional development to equip coaches with the tools and confidence to lead their groups effectively.</p>
--	--	--

Through knowing their story and supporting them in their learning today, our ākongā will be best prepared for their tomorrow

			<p>Coaches will focus on fostering a sense of belonging and accountability among students, ensuring that Ākina time is meaningful and contributes to their overall success.</p> <p>Streamlining Pastoral Systems: Build capacity within the Deans team by supporting them in their revised roles and ensuring they have a clear understanding of expectations. This will include ongoing training and mentorship for new team members.</p> <p>Strengthen communication systems within the pastoral team to promote collaboration and proactive problem-solving.</p> <p>Supporting Year 9 and 10 Students: Implement targeted strategies for Year 9 and 10 cohorts to provide early intervention and tailored support. This will include building strong whānau connections, focusing on attendance, and promoting positive engagement through Ākina time and extracurricular activities.</p>
All Year	<p>Further development of our schoolwide attendance strategy</p> <ul style="list-style-type: none"> - Review, refine and further development of our schoolwide attendance strategy which provides both soft caring (pull factors) and harder caring (push factors) to address schoolwide attendance. - Provide targeted leadership support for our House Leaders with a focus on building House Spirit and engagement, using the school calendar of events as a road map. 	Deputy Principal Pastoral	<p><i>Strengthening of our community culture of collective efficacy around improved engagement and attendance as evidenced through data.</i></p> <p>Mid-Year: Our weekly attendance hui has been refined to include our Data Analysis Administrator, DP Pastoral and Principal. Details of the numerous targeted strategies are recorded on our Attendance Hui 2024 Smartsheet. One such example is the introduction of our Late Process. This worked in a similar way to our uniform and cell phone process where repeat lates had an accumulative consequence to support students in developing and strengthening their attendance. The end of term one data has reached 81.4% attendance, this is the first time since 2020 our attendance has exceeded 80%.</p> <p>From the start of 2024, House Deans have weekly meetings with House Leaders during Tuesday Ākina time. This is to ensure student leaders feel well supported in leading house meetings on the following day. Our whole school swimming sports and athletic sports were both well supported, with attendance the highest since 2020. House Deans are using this time to reward 100% attendance and to map the Ākina badge process.</p>

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

		<p>End of Year: The focus on attendance and engagement throughout 2024 has had positive results. End-of-year data reflects sustained progress, with attendance averages consistently exceeding 80% across multiple terms for the first time since 2020. The implementation of the Late Process has proven to be less effective in addressing punctuality issues as the success of uniform and cellphone policies by fostering accountability and reinforcing attendance habits. This will be reviewed and modified ahead of 2025. Additionally, targeted initiatives such as weekly attendance hui, the involvement of the Data Analysis Administrator, and collaborative efforts among House Deans, House Leaders, and Ākina coaches have contributed to a stronger culture of collective efficacy.</p> <p>Next Steps: Refinement of Attendance Processes: Continue to enhance attendance tracking systems, ensuring consistency across all year levels. Build on the success of the Late Process by reviewing and adapting the model to address other barriers to attendance.</p> <p>Targeted Support for At-Risk Students: Expand individualised interventions for students with attendance below 80%, including home visits, restorative meetings, and whānau engagement. Utilise insights from the Attendance Hui Smartsheet to guide strategies.</p> <p>Strengthen Data-Driven Practices: Leverage attendance data to identify trends and implement responsive actions. Provide ongoing professional development for staff on using data effectively in planning and interventions.</p> <p>Enhance Student Leadership: Continue supporting House Leaders through regular meetings with House Deans. Encourage student leaders to model positive attendance habits and promote engagement within their houses.</p> <p>Celebrate Attendance Successes: Regularly acknowledge and reward students with high attendance through Ākina badges, house points, and public recognition during assemblies and house meetings.</p>
--	--	--

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

All Year	<p>Shaping and implementing of HGHS school values enacted through our Kawa o Te Kura.</p> <ul style="list-style-type: none"> - Focus mapped out throughout the year and communicated through all aspects of the wider school community. What does this look, sound and feel like at HGHS? - Hubs to examine values through Ākina time 	Principal Senior Leadership Team	<p><i>There is a strong sense of belonging and pride in the school.</i></p> <p>Mid-Year: School values have been introduced, one per term, and are presented at assemblies by the Senior Leadership Team (SLT). These values are incorporated into the curriculum tool as part of Hub term planning, with Hubs informally setting collaborative goals around each value. There is a plan to assign specific values to Pou starting in 2025. Throughout the year, student leaders and Te Huia Kaimanawa have consistently promoted the values. The next step is to formalise the reporting of progress in the junior reporting plan.</p> <p>End of Year: The school has strengthened its culture of belonging and pride through the integration of its values across all aspects of school life. A new classroom framework, Kawa o te Akomanga, has been introduced, providing clear expectations for students and staff while fostering a positive learning environment aligned with school values. The completion of the Teacher Effective Profile further reinforces these values, ensuring they are embedded in teaching practices and staff development.</p> <p>Throughout the year, values have been consistently promoted in assemblies, serving as a foundation for maintaining high expectations</p> <p>Next steps: Explicit Integration in Curriculum: Incorporate explicit teaching of the school values into the junior curriculum, ensuring students understand and can demonstrate the values in their learning and behavior.</p> <p>Ongoing Communication: Continue promoting the values through assemblies, social media updates, and the principal’s regular messages to whānau, reinforcing their importance and relevance.</p> <p>Formal Reporting of Progress: Develop a system for formally reporting student progress in demonstrating the values as part of the junior reporting plan.</p> <p>Celebration and Recognition: Celebrate students and staff who exemplify the values, integrating recognition into assemblies, newsletters, and social media to reinforce a sense of pride and belonging.</p>
----------	---	----------------------------------	--

Through knowing their story and supporting them in their learning today, our ākongā will be best prepared for their tomorrow

All Year	<p>Strengthening and streamlining schoolwide communication</p> <ul style="list-style-type: none"> - Review, refine and further development and implementation of Communications and Marketing Annual Plan. - Development of the school brand to align with the 2024 – 2027 Strategic Plan. 	Business Manager Principal	<p><i>Explicit processes are in place to ensure ongoing and effective communication – sometimes across networks of partners – and there are documented plans for monitoring and reviewing the effectiveness of each.</i></p> <p>Mid-Year: The Board has funded an extensive review of our marketing and branding plan with the goal of increasing student enrolments. Through this process, we have gained clear insights into the current barriers, and from these, a plan has been developed. The project is expected to span over two to three years. One key finding is that our potential market for enrolments is predominantly non-Māori and non-Pasifika.</p> <p>Quest Marketing will present their recommendations to the Board toward the end of the year as part of our branding review. Within the kura, our communications continue to grow stronger as we transition further into a non-paper landscape. However, we are challenged by the number of whānau with limited access to IT, which remains a key consideration.</p> <p>End of Year: At the end of the year, significant progress has been made in strengthening and embedding communication processes across the school and its community. The marketing and branding review, funded by the Board, has provided actionable insights into key barriers and opportunities for growth, particularly in expanding the school’s reach to underrepresented demographics. Recommendations from Quest Marketing are being integrated into planning for 2025, with clear goals to enhance visibility and reputation. Despite challenges such as limited IT access for some whānau, ongoing efforts have fostered stronger internal and external communications, including a shift toward a non-paper landscape.</p> <p>Next Steps: Moving forward, the school will focus on implementing the communication strategies outlined in the 2024 Communications Plan. This includes:</p> <p>Operationalising Quest Marketing Recommendations: Using data-driven strategies to address identified barriers and capitalize on branding opportunities, ensuring inclusivity in outreach.</p> <p>Expanding Digital Communication: Enhancing digital channels, including SEO, social media campaigns, and the school website, to effectively engage diverse target audiences.</p>
----------	--	-------------------------------	--

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

			<p>Addressing IT Accessibility: Exploring solutions to bridge digital access gaps for whānau with limited IT resources, ensuring equitable communication.</p> <p>Refining Feedback Mechanisms: Establishing robust feedback loops with parents, students, and staff to continuously refine communication effectiveness.</p> <p>Leveraging Alumni and Community Networks: Strengthening ties with feeder schools and local communities while engaging alumni for advocacy and mentorship.</p> <p>Promoting Inclusive Branding: Highlighting the school's commitment to cultural inclusivity and academic excellence through storytelling and targeted campaigns.</p>
All Year	<p>Partnering with whānau to establish a strength based, high expectation approach to ākonga achievement.</p> <ul style="list-style-type: none"> - 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 ākonga and whānau and efficient for all stakeholders. - Continued development of Junior Student profile reporting framework which clearly communicates student progress e.g. Curriculum levels UKD, e-asTTle data, attendance data, key competency 	Assistant Principal Learning Support	<p><i>Through focusing on whanaungatanga in the first few years of school, Whānau will feel their value, working with and alongside alongside the kura as their ākonga progress through the school.</i></p> <p>Mid-Year: Strengthening relationships with whānau remains a key focus for us, as it is essential to improving attendance and educational outcomes. Building trust takes time, and for some of our whānau, this is a foundational step. We've been intentional in fostering these relationships, from informal BBQs for junior whānau to more focused, deliberate conversations around formal qualifications. Our junior curriculum now includes a phase dedicated to 'whānau engagement,' offering opportunities for whānau to witness their students demonstrating learning outcomes in authentic settings. Since this is new for 2024, implementation across Hubs has been inconsistent, but we aim to strengthen this over time</p> <p>End of Year: A significant focus this year has been the development of the Assessment for Learning Map, which aims to enhance kaiako understanding of curriculum progressions and establish consistency across teaching and assessment practices. This work has resulted in each department creating a suite of Assessment for Learning Packs, including common assessment tasks, rubrics, marking schedules, and model answers, all aligned with the NZC curriculum progressions. These resources are designed to strengthen teacher judgments, support moderation processes, and provide clarity for students and whānau. Additionally, the integration of SPAR reports focusing on junior data will enable more precise analysis and targeted teaching interventions. These reports combine curriculum knowledge, data interpretation, and pedagogical strategies</p>

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

			<p>to determine next steps for ākonga learning. The groundwork laid this year will contribute to a more robust reporting plan, ensuring alignment between curriculum progressions, data analysis, and teaching approaches.</p> <p>Next Steps: Embedding Assessment for Learning Practices: Finalise and implement the Assessment for Learning across all departments to ensure consistency in teaching, assessment, and reporting. Use these tools to enhance kaiako expertise in making accurate and reliable teacher judgments.</p> <p>Enhancing Reporting Systems: Incorporate SPAR data into regular reporting cycles, providing actionable insights to kaiako and whānau. Share rubrics with ākonga and whānau at the start of each unit to build transparency and foster understanding of assessment expectations.</p> <p>Graduate Profiles: Finalise and integrate Year 9 and Year 10 Graduate Profiles, ensuring alignment with curriculum progressions and school values.</p> <p>Building Kaiako Capability: Provide targeted professional development to deepen kaiako knowledge of learning progressions, curriculum phases, and the UKD framework. Continue developing shared language for assessment (e.g., identify, explain, justify) to ensure clarity and consistency across curriculum areas.</p> <p>Strengthening Whānau Engagement: Expand opportunities for whānau to engage with student learning, incorporating insights from the Assessment for Learning Map to showcase progress and outcomes in authentic settings. Use reporting to strengthen communication with whānau, ensuring a collaborative approach to student success.</p>
All Year	<p>Regular timetabled support and check in with Hub Leads with a focus on both planning and pastoral support.</p> <ul style="list-style-type: none"> - Deputy Principal's freed up from Ākina coach role and moving into a 	<p>Deputy Principal Curriculum Deputy Principal Pastoral</p>	<p><i>Through a collaborative approach, quality planning is completed.</i></p> <p><i>Regular monitoring of the overall Wairoa of the hub ensures we can be responsive to the needs of students.</i></p> <p>Mid-Year: The mentoring of Hub leads has been overseen by our Deputy Principal of Curriculum. As part of this, we conducted a review of the Hub structure, as well as the roles and responsibilities of Hub leads. We have decided</p>

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

	<p>more rigorous targeted mentoring and monitoring of Ākina coaches</p>	<p>to move from 11 Hubs to 5 Pou, primarily to support staff with planning time. Currently, staff may be teaching across up to three Hubs, making it difficult to coordinate meetings and planning. With the new structure, we aim for staff to be assigned to just one Pou, enabling meetings to take place within a single time slot. Additionally, Hubs will shift from a Year 9/10 mix to separate Year 9 and Year 10 classes. This change will enhance the transition process, ensure clearer communication of expectations, and provide better support for Year 9 students during their initial terms, contributing to the strengthening of our high-expectations culture.</p> <p>End of Year: The new structure for junior Pou has been finalised and is set to roll out in 2025, with significant enhancements aimed at improving planning, collaboration, and support for staff and students. The revised structure reduces the number of Pou from 11 to 5, each encompassing two Hubs: one Year 9 and one Year 10. This separation enables targeted support for students during their foundational years, particularly Year 9, improving their transition into high school and ensuring clearer communication of expectations.</p> <p>Pou leads, selected for their expertise in curriculum and data analysis, are primarily Heads of Department (HODs). They will be allocated time for planning, and collaboration. The streamlined structure reduces the number of staff teaching across multiple Pou, simplifying meeting schedules and allowing for greater focus on strengthening teaching and learning practices. These changes will promote a culture of high expectations while supporting staff with clearer roles and responsibilities.</p> <p>Next Steps: Implement and Monitor the New Structure: Launch the revised Pou structure at the start of 2025 and ensure clear communication of roles, responsibilities, and expectations to all staff involved. Monitor the impact of the new structure on planning, collaboration, and student outcomes through regular feedback from Pou leads and staff. Professional Development for Pou Leads: Provide targeted PLD to support Pou leads in their roles, particularly in curriculum leadership, data analysis, and effective collaboration strategies.</p>
--	---	--

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

			<p>Encourage the use of allocated time for observations, mentoring, and improving teaching practices across the Pou.</p> <p>Enhance Student Support: Use the Year 9 and 10 Hub separation to develop tailored approaches for addressing the unique needs of students in these cohorts, ensuring smooth transitions and targeted interventions.</p> <p>Leverage data analysis to identify and address areas for improvement in teaching and learning.</p> <p>Streamline Processes and Meetings: Evaluate the effectiveness of reduced cross-Pou teaching and streamlined meeting times, ensuring that staff collaboration is optimised.</p> <p>Adjust scheduling and planning processes as needed based on staff and student feedback.</p> <p>Build Whānau Engagement: Strengthen communication with whānau through regular updates on student progress.</p>
All Year	<p>Partnering with Aiga to further enhance our strengths based / high expectations approach to raising Pasifika achievement</p> <ul style="list-style-type: none"> - Strengthening HGHS Pasifika community group. - Growth and development of Tautua Pasifika hub including access to multiple expert partners. - Continued participation in WOWbeing Leadership training to strengthen connections with students in Year 8. - Providing opportunities for our Pasifika students to connect with students from contributing schools and across the Kahui Ako. 	Principal Pasifika Lead (WSL)	<p><i>Opportunities to partner with Aiga are each carefully planned and designed to enhance ākongā outcomes, develop more positive attitudes, increase engagement levels, and create applied learning opportunities for ākongā.</i></p> <p>Mid-Year: With the appointment of a new Teacher in Charge (TIC) of Samoan this year, fono were held with key stakeholders from the Pasifika community and another with our aiga. In response, pastoral support was strengthened to assist students, including providing school uniforms and establishing a regular after-school study support program in the library. Our Fiafia event saw a record attendance of approximately 1000 people, with over 120 performers.</p> <p>Throughout the year, performance groups visited other kura and early childhood centers. Language weeks have gained momentum, with students taking increased ownership of these celebrations.</p> <p>End of Year: The school has made significant progress in fostering partnerships with aiga to enhance ākongā outcomes and engagement. Pasifika representation on the Board of Trustees has strengthened the connection between the school and the Pasifika community, ensuring their voices are integral to decision-</p>

Through knowing their story and supporting them in their learning today, our ākongā will be best prepared for their tomorrow

			<p>making. The Tautua Pasifika Hub will merge with Te Whai next year, broadening its scope to include a wider lens on cultural engagement and student support.</p> <p>Next Steps: Broaden the Scope of the Pasifika Connections Pou: Ensure the integration of Tautua Pasifika into Te Whai supports a holistic approach to cultural engagement while maintaining strong Pasifika representation and initiatives.</p> <p>Strengthen Distributed Leadership: Provide ongoing support and professional development to staff taking on distributed leadership roles in Pasifika initiatives, ensuring a seamless transition from the previous Pasifika Dean structure.</p> <p>Encourage collaboration between staff, aiga, and ākongā to maintain momentum in celebrating and supporting Pasifika culture.</p> <p>Enhance Engagement Opportunities: Build on the success of the Fono and Fiafia events by planning additional opportunities for aiga to engage with the school, including academic and cultural showcases.</p> <p>Continue to promote student-led initiatives, such as language weeks, to foster ownership and pride in cultural celebrations.</p> <p>Sustain Academic and Pastoral Support: Monitor and Evaluate Impact: Develop measures to evaluate the impact of merged hubs and distributed leadership on Pasifika ākongā outcomes, attitudes, and engagement levels. Use feedback from aiga, ākongā, and staff to refine and strengthen initiatives.</p>
All Year	<p>Partnering with Whānau and Iwi to further enhance our strengths based / high expectations approach to raising Māori achievement.</p> <ul style="list-style-type: none"> - NKII & ERO collaborative pilot for schoolwide review - Continued building a schoolwide culture of the 'Way we do things' at HGHS through lens of Te Ao Māori. 	Principal Senior Leadership Team Board of Trustees	<p><i>Opportunities to partner with whānau and iwi are each carefully planned and designed to enhance ākongā outcomes, develop more positive attitudes, increase engagement levels, and create applied learning opportunities for ākongā.</i></p> <p>Mid-Year: We actively seek opportunities to engage with whānau across multiple settings. Remove barriers for whānau to attend e.g no or limited costs We are aware that building trust takes time.</p> <p>End of Year: the school has made meaningful progress in partnering with whānau and iwi to enhance ākongā outcomes, foster positive attitudes, and increase engagement. A deliberate communication plan to engage whānau has been further refined, with alignment to the curriculum tool to ensure a consistent and</p>

Through knowing their story and supporting them in their learning today, our ākongā will be best prepared for their tomorrow

	<ul style="list-style-type: none"> - Create authentic opportunities throughout the year for whānau to celebrate student success. 	<p>intentional approach across learning areas. The ERO review highlighted significant strengths, including:</p> <p>Ākonga feeling a strong sense of belonging and confidence in their identity, language, and culture.</p> <p>A curriculum that increasingly reflects local contexts and incorporates Mātauranga Māori, providing relevant and meaningful learning experiences. Teachers effectively employing culturally responsive practices that engage learners with purposeful and authentic learning opportunities.</p> <p>Leaders demonstrating a commitment to Te Tiriti o Waitangi partnerships and valuing the cultural backgrounds of ākonga through initiatives, programs, and practices.</p> <p>These accomplishments underscore the school's focus on fostering relational trust, supporting innovation, and using both internal and external expertise to enhance capability building and drive improvement.</p> <p>Next Steps: Strengthen Communication with Whānau and Iwi: Fully implement the deliberate communication plan to engage whānau, ensuring it is visible across the curriculum and consistently enacted. Use a variety of communication methods, including face-to-face hui, digital platforms, and events, to remove barriers and increase accessibility for all whānau.</p> <p>Enhance Curriculum Design: Continue to embed Mātauranga Māori at the forefront of curriculum and programme design, ensuring local contexts and iwi aspirations are reflected. Build on the schoolwide curriculum sequencing to explicitly align learning pathways with the aspirations of ākonga, whānau, hapū, and iwi.</p> <p>Expand Engagement Opportunities: Plan further opportunities for whānau and iwi to participate in and observe authentic learning experiences, such as project showcases, cultural events, and whānau evenings. Encourage ākonga-led initiatives that involve whānau and iwi, fostering agency and shared ownership of learning outcomes.</p> <p>Deepen Cultural Responsiveness:</p>
--	---	---

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

			<p>Provide ongoing professional development to support teachers in using culturally responsive pedagogies and practices.</p> <p>Ensure all staff maintain a commitment to Te Tiriti o Waitangi partnerships and actively demonstrate tangata whenuatanga in their teaching and interactions.</p> <p>Continue to inform learners about the diverse pathways, programmes, and support available, aligning these with their aspirations and those of their whānau.</p>
Terms 1 and 2	Supporting our ākonga as they transition into HGHS through a Hauora check and connect with home.	Assistant Principal Learning Support	<p><i>Building powerful connections with whānau starts with establishing relationships throughout all stages of the transition process. Prioritising regular check-ins to nurture strong connections throughout the transition phases.</i></p> <p>Mid Year: Making early connections with whānau is crucial in supporting the transition of students into Year 9, and Ākina coaches are becoming increasingly effective in this role. The start-of-year BBQ following the noho provided a great, low-key opportunity to establish those initial relationships. While some Hubs are proactive in fostering these connections, there remains inconsistency across the school. Where strong relationships exist, we observe improved attendance and achievement. A pastoral review conducted at the end of the year captured feedback from Year 9 students and whānau regarding the transition process, with most feedback being positive. We have also identified staff who excel in building these connections and use them as models of best practice. Moving forward, it's essential to monitor these connections more closely to ensure we are all aligned.</p> <p>End of Year: Significant progress has been made in strengthening connections with whānau throughout the transition process. A review of the school calendar and the whakawhanaungatanga map has enabled a more structured and deliberate approach to fostering relationships, including the reintroduction of interviews for Year 8's upon enrollment. Feedback loops with Year 9 students and their whānau have been implemented to assess the effectiveness of transition activities, with the majority of responses highlighting positive experiences. Identifying staff who excel at building strong connections has been instrumental, as their best practices are now being modeled across the school. However, some inconsistencies remain, and a focus on alignment and consistency will be key moving forward.</p> <p>Next Steps: Enhance Consistency Across Hubs:</p>

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

		<p>Ensure all Hubs adopt effective strategies for building relationships with whānau, using identified best practices as a foundation. Provide targeted support and professional development for staff to foster consistent engagement practices. Strengthen the whakawhanaungatanga map:</p> <p>Embed the whakawhanaungatanga map into transition processes, ensuring clear and intentional steps for establishing connections with whānau. Monitor its implementation and adjust as needed based on feedback from students, whānau, and staff. Expand Feedback Loops: Regularly gather and analyse feedback from whānau and students throughout the transition process to identify strengths and areas for improvement. Use this feedback to refine transition activities and create a more personalised experience for incoming students. Prioritise Early Engagement: Plan and implement additional low-key events, such as the start-of-year BBQ, to provide informal opportunities for whānau and staff to connect. Encourage Ākina coaches to maintain regular check-ins with whānau throughout the year to nurture relationships. Monitor and Evaluate Outcomes: Track the impact of strong whānau connections on attendance and achievement, ensuring these metrics are part of ongoing reviews. Use data to highlight successes and inform strategies for continuous improvement.</p>
--	--	---

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

Improvement Plan - Curriculum Development

Strategic Goal and Annual Goal 3

KAITIAKITANGA

Developing ākonga as guardians of our past, present, and future.

Growing, embedding, reviewing and refreshing exceptional curriculum

Annual Target

Ākonga thrive within a curriculum that is locally based, knowledge rich and culturally sustaining.

Key Improvement Indicators

Hastings Girls' High School has a curriculum that is locally based, knowledge rich and culturally sustaining as evidenced through:

- Curriculum review
- Enhanced leadership capacity
- Responsive and comprehensive PLD
- Building and maintaining curriculum mapping tool making learning connections across curriculum areas.

When	What	Who	Indicators of Progress
All Year	<p>Middle Leaders to develop a clearer understanding of the educational leadership capabilities and to use these as a framework for leadership.</p> <ul style="list-style-type: none"> - Targeted support for middle leaders – coaching to grow capacity 	Senior Leadership Team	<p><i>Middle leaders are committed to further leadership development based on shared understandings of what this looks like in practice and in alignment with the schoolwide vision.</i></p> <p>Mid-Year: Reestablishing regular 1-2-1 meetings across all levels has been instrumental in enhancing support and accountability. During meetings with the principal, the Senior Leadership Team (SLT) discusses the individual staff they manage, enabling targeted coaching conversations and personalised support. Early identification of underperformance ensures that appropriate plans are promptly put in place to address any concerns. With multiple changes occurring across the sector in both NCEA and Curriculum, middle leaders are under increasing pressure.</p>

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

		<p>End of Year: The decision to distribute HODs across the SLT has enhanced targeted support and streamlined communication. However, the frequency and consistency of 1-2-1 meetings remain a critical priority. Missed meetings have occasionally disrupted communication and created additional pressure on staff, particularly when SLT and Principal 1-2-1s are affected. It is essential to ensure that any missed meetings are promptly rescheduled to maintain alignment and support.</p> <p>The annual plan is an invaluable tool, but its consistent reference throughout the year needs to be more intentional. Using the annual plan as a “road map” during meetings will help track progress, align actions with strategic priorities, and prevent unnecessary distractions or deviations from the agreed direction.</p> <p>Clear and consistent communication is paramount, particularly during periods of change. The need to cross-check messages across SLT before implementing changes has been highlighted, as inconsistent messaging can lead to staff stress and confusion. Strengthening this process will ensure that changes are introduced smoothly, minimizing the need for rewinding or correcting errors.</p> <p>By addressing these areas, middle leadership can continue to operate effectively while reducing stress and maintaining alignment with the school’s goals and values.</p> <p>Next Steps: Strengthen Meeting Structures and Consistency:</p> <p>Prioritise regular 1-2-1 meetings across all levels, ensuring missed meetings are rescheduled promptly to maintain continuity.</p> <p>Develop a shared calendar system to track meetings and follow-ups, reducing the risk of miscommunication or overlooked discussions.</p> <p>Enhance Use of the Annual Plan:</p> <p>Embed the annual plan into all meetings with senior and middle leaders, using it as a consistent reference to guide discussions and track progress against strategic goals, avoiding distractions from agreed priorities.</p> <p>Refine Communication Processes:</p> <p>Implement a protocol for cross-checking communications across SLT and middle leaders before changes are introduced to avoid conflicting messages.</p>
--	--	---

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

			<p>Develop a clear change-management plan for any new initiatives or adjustments to reduce stress and confusion for staff.</p> <p>Targeted Support for Middle Leaders:</p> <p>Continue to distribute HOD responsibilities among SLT to provide personalised and targeted coaching.</p> <p>Identify professional learning and development (PLD) opportunities tailored to the needs of middle leaders, focusing on managing pressure from NCEA and curriculum changes.</p> <p>Focus on Proactive Leadership Development:</p> <p>Create a framework of shared understandings about leadership practice, aligned with the school's vision, to build consistency across middle leadership teams.</p> <p>Introduce collaborative sessions for middle leaders to share challenges, successes, and strategies, fostering a stronger support network.</p> <p>Monitor and Respond to Underperformance:</p> <p>Use the regular 1-2-1 meetings to monitor performance, celebrate successes, and address areas of concern early.</p> <p>Promote wellbeing strategies and encourage middle leaders to balance leadership demands with their personal and professional development.</p> <p>Leverage Technology for Efficiency:</p> <p>Utilise digital tools for tracking progress on goals, meeting notes, and communication to enhance accountability and reduce workload.</p>
All Year	<p>A regular cycle of review, refresh and embed a rich place based, Hub shaped junior curriculum.</p> <ul style="list-style-type: none"> - Development of junior rubric for reporting - EasTTle - Attendance data - Curriculum data 	<p>Deputy Principal Principal Curriculum Principal</p>	<p><i>Ākonga thrive within our unique locally based, knowledge rich and culturally sustaining curriculum, which builds on the ākonga passions and skills. The tool makes explicit what Kaiako should teach, and students should learn. The curriculum is implemented throughout the school and is shared with whānau and the wider community. A strong alignment has been achieved between the overall curriculum tool, classroom teaching and the regular assessment of ākonga progress in relation to curriculum expectations.</i></p> <p>Mid-Year: As a staff/leadership team we are quite well down the track with most of the indicators but work to be down into drilling down specifically through the</p>

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

	<ul style="list-style-type: none"> - Curriculum maps created via the tool - School values to be woven through curriculum 	<p>Ngāti Kahungunu lens. Critical consciousness is included in our junior curriculum tool.</p> <p>A real strength demonstrated through leadership is our ability to see and actively resolve inequities across the organisation</p> <p>Next Steps: Being able to provide evidence that this is occurring e.g. tool is populated but how do we know it is being taught and the impact this has on ākonga learning outcomes? How do we measure this?</p> <p>We need to build capability with leaders to able read and interpret data and really understand inequities – then problem solve ways to address these. A clear timeline was created, outlining workstreams from design to implementation and review, concluding at the end of 2025.</p> <p>End of Year:</p> <p>Assessment for Learning:</p> <p>HODs have developed a comprehensive suite of Assessment for Learning resources, including:</p> <p>Progression maps for core subject areas (Phases 1–4).</p> <p>Common assessment tasks with accompanying student-friendly rubrics.</p> <p>Marking schedules and model answers to standardise expectations.</p> <p>Junior School Moderation:</p> <p>A moderation process will be implemented next year to:</p> <p>Identify ākonga needs more accurately.</p> <p>Highlight areas for further development within the junior curriculum.</p> <p>Ensure consistency and fairness in assessment practices.</p> <p>Introduction of Pou Lead Kaiako:</p> <p>Each Pou (learning area) will have a designated Lead Kaiako to:</p> <p>Provide additional oversight and support.</p> <p>Strengthen curriculum implementation and assessment processes.</p> <p>Foster collaboration and consistency across subject areas.</p>
--	--	--

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

		<p>Next Steps:</p> <p>Develop robust processes to evaluate whether the curriculum tool is being implemented effectively and its impact on ākonga outcomes.</p> <p>Collect and analyse data to identify trends, strengths, and areas requiring intervention.</p> <p>Leadership Development:</p> <p>Build leadership capacity to interpret and use data effectively to address inequities.</p> <p>Incorporate regular professional learning and development (PLD) sessions focused on equity, data literacy, and culturally sustaining practices.</p> <p>Develop leadership opportunity for ākonga within each hub. To foster leadership skills and provide authentic opportunities for student voice and agency. These ākonga leaders will play a pivotal role in supporting their peers, promoting the school's values, and contributing to the overall success and well-being of their Hub community.</p> <p>Enhancing the Ngāti Kahungunu Lens:</p> <p>Continue embedding the Ngāti Kahungunu perspective across all curriculum areas with ongoing feedback from iwi and community partners.</p> <p>Introduction of a junior moderation process:</p> <p>Identify ākonga needs more accurately.</p> <p>Highlight areas for further development within the junior curriculum.</p> <p>Ensure consistency and fairness in assessment practices. Use insights from the junior school moderation process to refine and expand assessment practices across all levels.</p> <p>Collaborating with Whānau and Community:</p> <p>Strengthen partnerships with whānau and the wider community to co-create learning opportunities and ensure the curriculum remains relevant and responsive.</p>
--	--	--

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

All Year	<p>Senior Leaders to develop a clearer understanding of the educational leadership capabilities and to use these as a framework for leadership.</p> <ul style="list-style-type: none"> - Targeted support for senior leaders – coaching to grow capacity 	Principal	<p><i>Senior leaders are committed to further leadership growth based on shared understandings of what this looks like in practice and in alignment with our tima culture.</i></p> <p>Mid-Year: 2024 saw a change in the structure of our Senior Leadership Team (SLT) with the appointment of a new Assistant Principal for Learning Support (AP LSC). The team's rhythm took some time to settle, as one member was on leave for much of Term 1, followed by the principal's leave at the start of Term 2. To ensure efficiency, our regular 1-2-1 structures were adjusted to keep SLT hui focused on key priorities and to streamline decision-making. These targeted meetings have enhanced the effectiveness of coaching individual leaders, making the process more responsive to their specific needs.</p> <p>End of Year: In Term 2, 2025, the principal will take study leave, and the Deputy Principal (Pastoral) will be on leave for part of Term 1.</p> <p>Recognising the challenges of operating with leadership gaps, a decision has been made to backfill the Deputy role, with a Dean stepping into this position temporarily. Term 1 plan will be finalised for the Acting Principal position.</p> <p>Next Steps:</p> <p>Leadership Continuity:</p> <ul style="list-style-type: none"> - Finalise the Dean's transition into the acting Deputy role, ensuring clarity around responsibilities and expectations. - Provide tailored support and mentoring to prepare the Dean for their expanded leadership responsibilities. <p>Streamlined Communication:</p> <ul style="list-style-type: none"> - Commit to regular 1-2-1 hui for all SLT members, ensuring seamless communication and efficient problem-solving. - Develop a clear reporting structure to keep the principal updated during their leave and facilitate smooth decision-making. <p>Ongoing Leadership Growth:</p> <ul style="list-style-type: none"> - Align all leadership activities with the staff culture, focusing on collaboration, shared responsibility, and professional growth.
----------	---	-----------	---

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

			<ul style="list-style-type: none"> - Continue targeted coaching for SLT members, addressing individual needs and strengthening the team's overall capacity. <p>Strategic Alignment During Absences:</p> <ul style="list-style-type: none"> - Embed the annual plan into all SLT hui to maintain alignment with the school's strategic direction. - Schedule review checkpoints during Term 1 and Term 2 to assess progress and adjust priorities as needed.
All Year	Targeted PLD for staff to enrich pedagogical practices in alignment with Te Mātaiaho	Principal Deputy Principal Curriculum	<p><i>A strong collegial culture has been established. Kaiako have an overt and shared commitment to the improvement of pedagogical practices which enact our placed based, local curriculum.</i></p> <p>Mid-Year: With the change in government, the planned release of Te Mātaiaho has been put on hold as the document undergoes review to align with the government's vision and priorities. The potential removal of Te Tiriti o Waitangi as the foundation of all curriculum could significantly alter the educational landscape. However, our vision at Hastings Girls' High School remains steadfast in upholding the principles of Te Tiriti o Waitangi, and we will not waver from this commitment. We believe that our place-based local curriculum is ideally suited to fostering the new priorities of literacy and numeracy. Furthermore, the development of our pedagogical practices through the implementation of proven strategies, such as culturally sustaining practices and the introduction of High Impact Teaching Strategies (HiTS), will continue to be a central focus.</p> <p>End of Year:</p> <p>Professional Development Progress:</p> <p>PLD initiatives have strengthened pedagogical capacity, with kaiako increasingly integrating literacy, numeracy, and cultural frameworks into their teaching.</p> <p>The introduction of HiTS has begun to create a shift in classroom practices, but more consistent application is needed.</p> <p>Data-Informed Teaching:</p>

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

		<p>Some staff are effectively using EasTle and other assessment tools to inform their teaching, but upskilling is required for consistent practice across the school.</p> <p>Support for At-Risk Students:</p> <p>Targeted literacy and numeracy interventions for at-risk students have shown promise, but additional support is required to close achievement gaps further.</p> <p>Next Steps:</p> <p>Professional Growth Cycle Review:</p> <ul style="list-style-type: none"> - Refresh the Professional Growth Cycle (PGC) to align with the HGHS Effective Teacher Profile, ensuring all kaiako reflect and grow in line with the school's values and strategic goals. <p>Develop a comprehensive PLD plan for 2025 with a focus on:</p> <ul style="list-style-type: none"> - Enhancing pedagogical strategies in literacy and numeracy. - Embedding culturally sustaining practices into all teaching areas. <p>Supporting At-Risk Students:</p> <ul style="list-style-type: none"> - Expand targeted interventions for students at risk in literacy and numeracy. - Create individualised plans to address specific gaps, with regular progress reviews. <p>Upskilling on Data Usage:</p> <ul style="list-style-type: none"> - Provide PLD for kaiako to effectively use EasTle and other data tools to analyse student progress and inform differentiated teaching practices. - Develop a shared understanding of how data translates to actionable teaching strategies. <p>High Impact Teaching Strategies (HiTS):</p> <ul style="list-style-type: none"> - Launch a new round of HiTS PLD, emphasising practical application in the classroom. - Identify kaiako champions who can model and mentor others in implementing HiTS effectively. <p>Strengthening Numeracy and Literacy Leadership:</p>
--	--	---

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

			<ul style="list-style-type: none"> - Establish a leadership focus on literacy and numeracy, creating lead kaiako or PLD coordinators to support curriculum and pedagogy in these areas. <p>Build cross-department collaboration to embed numeracy and literacy skills in all subjects.</p> <p>Cultural Alignment and Te Tiriti o Waitangi:</p> <ul style="list-style-type: none"> - Continue integrating Te Tiriti o Waitangi principles into all curriculum areas. - Highlight HGHS's commitment to cultural responsiveness in internal reviews and external communications.
--	--	--	--

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow