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Annual Improvement Plan for

**Hastings Girls’ High School – Ngā Rau Huia o Ākina**

**2024**

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| Principals’ endorsement: | Catherine Bentley |
| Board of Trustees’ endorsement: | Jo Husband |
| Submission date to Ministry of Education: | 23 February 2024 |

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| **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. | | | |
| **When** | **What** | **Who** | **Indicators of Progress** |
| All Year | Departmental/Team goals and targets connected to the school’s annual goals and targets. | Deputy Principal Curriculum | *A school wide focus (narrowing and sharpening) on the 2024 strategic learning priorities.* |
| 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 | *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.* |
| All Year | Use of SPAR to strengthen and develop leaders and teacher data literacy skills. | Deputy Principal Systems and Compliance | *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.* |
| All Year | An annual plan for targeted professional learning, reflective processes, and resourcing to support our strategic direction. | Principal  Deputy Principal Curriculum | *Provision of responsive, practical teacher professional learning to support all teachers impacting directly on student learning outcomes.* |
| All Year | Development of HGHS effective teacher profile: Shaping and strengthening teacher capacity.   * Explore and apply pedagogy and assessment framework for the Te Mātaiaho as a model of best practice for Kaiako. | Principal  Senior Leadership Team | *Kaiako will have a clear vision of how it looks, sounds, and feels to be a highly effective Kaiako at HGHS.* |
| All Year | The introduction of High Impact Teaching Strategies as a means of developing a culture of expert teachers.   * Build a classroom observation tool to support the effectiveness of the tool. | Principal  Deputy Curriculum  Deputy Systems and Compliance | *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.* |
| All Year | Effective schoolwide self-evaluative and review practices. | Principal  Senior Leadership Team  ERO  Board of Trustees  NKII | *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.* |
| All Year | Schoolwide approach to the teaching of literacy and numeracy   * Structured Literacy Programme to support schoolwide literacy achievement plan | Deputy Curriculum  Literacy Lead (WSL)  Numeracy Lead (WSL)  Assistant Principal Learning Support | *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.* |
| All Year | Introduction of new NCEA Level 1 framework including new Literacy and Numeracy qualification | Deputy Systems and Compliance  Deputy Principal Curriculum | *Extending our knowledge and skills with the new NCEA framework and continual development of our rubust systems and procedures to support the changes.* |
| 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 | *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* |
| **Monitoring** | | | |

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| **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. | | | |
| **When** | **What** | **Who** | **Indicators of Progress** |
| All Year | Strengthening and embedding our pastoral Ākina system within  specialist areas.   * 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 | *Developing collective efficacy across the school to support our ākonga in their journey through HGHS and in preparation for their tomorrow.* |
| All Year | Further development of our schoolwide attendance strategy   * 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 | *Strengthening of our community culture of collective efficacy around improved engagement and attendance as evidenced through data.* |
| All Year | Shaping and implementing of HGHS school values enacted  through our Kawa o Te Kura.   * 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 | *There is a strong sense of belonging and pride in the school.* |
| All Year | Strengthening and streamlining schoolwide communication   * Review, refine and further development and implementation of Communications and Marketing Annual Plan. * Development of the school brand to align with our Mana orite name and the 2024 – 2027 Strategic Plan. | Business Manager  Principal | *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.* |
| All Year | Partnering with whānau to establish a strength based, high  expectation approach to ākonga achievement.   * 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. * 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 | *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.* |
| All Year | Regular timetabled support and check in with Hub Leads with a focus on both planning and pastoral support.   * Deputy Principal’s freed up from Ākina coach role and moving into a more rigorous targeted mentoring and monitoring of Ākina coaches | Deputy Principal Curriculum  Deputy Principal Pastoral | *Through a collaborative approach, quality planning is completed.*  *Regular monitoring of the overall Wairoa of the hub, ensures we can be responsive to the needs of students.* |
| All Year | Partnering with Aiga to further enhance our strengths based / high expectations approach to raising Pasifika achievement   * 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  Pacifika Lead (WSL) | *Opportunities to partner with Aiga are each carefully planned and*  *designed to enhance ākonga outcomes, develop more positive attitudes, increase engagement levels, and create applied learning opportunities for ākonga.* |
| All Year | Partnering with Whānau and Iwi to further enhance our strengths based / high expectations approach to raising Māori achievement.   * 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. * Create authentic opportunities throughout the year for whānau to celebrate student success. | Principal  Senior Leadership Team  Board of Trustees | *Opportunities to partner with whānau and iwi are each carefully planned and*  *designed to enhance ākonga outcomes, develop more positive attitudes, increase engagement levels, and create applied learning opportunities for ākonga.* |
| Terms 1 and 2 | Supporting our ākonga as they transition into HGHS through a Hauora check and connect with home. | Assistant Principal Learning Support | *Building powerful connections with whānau starting with establishing relationships throughout all stages of the transistion process. Prioritizing regular check-ins to nurture strong connections throughout the transition phases.* |
| **Monitoring:** | | | |

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| **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 | Middle Leaders to develop a clearer understanding of the  educational leadership capabilities and to use these as a  framework for leadership.   * Targeted support for middle leaders – coaching to grow capacity | Senior Leadership Team | *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.* |
| All Year | A regular cycle of review, refresh and embed a rich place based,  Hub shaped junior curriculum.   * Development of junior rubric for reporting * EasTTle * Attendance data * Curriculum data * Curriculum maps created via the tool * School values to be woven through curriculum | Deputy Principal Curriculum  Principal | *Ākonga thrive within our unique locally based, knowledge rich and culturally sustaining curriculum, which builds on the students’ 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.* |
| All Year | Senior Leaders to develop a clearer understanding of the educational leadership capabilities and to use these as a framework for leadership.   * Targeted support for senior leaders – coaching to grow capacity | Principal | *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.* |
| All Year | Targeted PLD for staff to enrich pedagogical practices in alignment with Te Mātaiaho | Principal  Deputy Principal Curriculum | *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.* |
| **Monitoring:** | | | |