



Hastings Girls' High School

Ngā Rau Huia o Ākina

Annual Improvement Plan for

Hastings Girls' High School – Ngā Rau Huia o Ākina 2025

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| Principals' endorsement: | |
| Board of Trustees' endorsement: | |
| Submission date to Ministry of Education: | |

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 mārama – 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.

| Timeframe | What | Who | Deliverables/Outcomes | Indicators of Progress |
|-----------------------|---|---|---|--|
| All Year | Departmental and team goals aligned with school-wide priorities, ensuring focus on the 2025 strategic learning goals. | Deputy Principal Curriculum | Clearly defined departmental goals connected to measurable student outcomes. | <i>Departmental reports show alignment; termly reviews highlight progress toward school-wide targets.</i> |
| Term 1, Week 2 | Revise Professional Growth Cycle (PGC): | Deputy Principal Systems and Compliance | Updated PGC guidelines, incorporating classroom observation tools and the HGHS Effective Teacher Profile. | <i>Teachers demonstrate understanding of the new PGC structure through goal-setting and documentation.</i> |
| | - Integrate a self-reflection journal, requiring staff to reflect on culturally sustaining practices and HiTS (HGHS Effective Teacher Profile). | | Templates for self-reflection journals shared. | <i>Staff submit at least one reflection per term aligned to personal goals.</i> |

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| | - Introduce peer observation as part of the PGC to foster collaborative learning among teachers. | | Observation schedules and peer feedback templates. | <i>Teachers complete at least one peer observation by Term 2.</i> |
| Term 1, Week 4 | Implement classroom observations using the new tool to provide constructive feedback on pedagogy and classroom management. | SLT and HODs | First round of observation reports with actionable feedback for teachers. | <i>Observations reveal improvements in alignment with HiTS and culturally sustaining practices.</i> |
| Term 2, Week 2 | SPAR data analysis workshops for curriculum leaders to deepen understanding of inequities and value-added progress. | DP Systems and Compliance HODs | SPAR training session materials and analysis templates. | <i>Leaders use SPAR data to adjust teaching strategies and identify priority students.</i> |
| Term 1, Week 6 | Junior Moderation Process to align assessments across departments, ensuring consistency and fairness. | HODs DP Systems and Compliance | Moderation guides, sample student work, and department reports. | <i>Moderation outcomes demonstrate consistency across subject areas.</i> |
| All Year | Finalise and implement the Assessment for Learning Action Plan; align all curriculum assessment practices. | Principal; Deputy Principal Curriculum | An aligned curriculum framework driving clarity on learning expectations and benchmarks. | <i>Positive external review (ERO); evidence of assessment alignment across departments.</i> |
| Term 4, Week 5 | End-of-year PGC evaluation: Review the impact of classroom observations, peer feedback, and self-reflection journals. | Principal SLT | PGC summary report with staff survey feedback and recommendations for 2026. | <i>Staff report increased confidence and clarity in achieving professional goals.</i> |
| All Year | Expand vocational pathways at Levels 2 and 3, increasing alignment with community and student needs. | Assistant Principal Learning Support; Deputy Principal Curriculum | Vocational pathways integrated into course offerings; increased retention and endorsement rates. | <i>Senior school data indicates higher endorsement and retention; positive feedback from students and community groups.</i> |

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| Term 2 & 3 | Implement targeted PLD focused on literacy, numeracy, and data analysis using external providers where necessary. | Literacy/Numeracy Action Team | High-quality PLD delivered, equipping staff with actionable strategies to improve student outcomes. | <i>Staff feedback on PLD effectiveness; improved literacy and numeracy achievement data.</i> |
| All Year | Establish a Literacy/Numeracy Action Team to lead a schoolwide approach to literacy and numeracy; tailored interventions for students yet to achieve CAA benchmarks. | Deputy Curriculum; HOD Mathematics; HOD English, Principal, SENCO, Deputy Principal Learning Support | Consistent literacy and numeracy strategies embedded in junior classes; support pathways for at-risk students. | <i>Regular assessment data shows progress toward CAA readiness; student feedback on intervention effectiveness.</i> |
| March 1 | Need for schoolwide data analysis of 2024 CAA results | Deputy Principal Operations | Conduct a detailed analysis of student backgrounds: ESL status, start date at HGHS, transition history, and EaStle progression data to identify trends and inform targeted actions. | Data-driven insights into ESL students' literacy/numeracy progress, informing tailored interventions. |

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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 – 90% 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.

| Timeframe | What | Who | Deliverables/Outcomes | Indicators of Progress |
|-----------|--|--|--|--|
| Term 1 | Launch and embed the Whakawhanaungatanga Map, providing a framework for fostering connections and pastoral care. | Deputy Principal Pastoral; Assistant Principal Learning Support | Clear and consistent support for Year 9 and 10 students, fostering belonging and engagement. | <i>Positive whānau and student feedback; reduced early disengagement indicators (e.g., attendance, participation).</i> |

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| Term 2 & 3 | Deliver targeted PLD for Ākina Coaches on tracking, monitoring, and coaching conversations. | Deputy Principal Pastoral; Deans | Coaches equipped with tools to support student engagement and accountability effectively. | <i>Evidence of consistent student check-ins; improved engagement among at-risk students.</i> |
| All Year | Refine attendance tracking systems with data-driven interventions, targeting at-risk students weekly. | Attendance Team; Deans; Ākina Coaches | Reduction in chronic absenteeism through personalised intervention plans. | <i>Attendance rates tracked weekly; measurable improvement in termly attendance reports.</i> |
| All Year | Embed school values in the curriculum through explicit teaching, reflective exercises, and value-based goal setting. | SLT; Curriculum Leaders | Students consistently demonstrating understanding and application of school values in their learning and behaviour. | <i>Junior curriculum reports value integration; termly assessments reflect positive behaviour shifts aligned with values.</i> |
| Term 1 & Ongoing | Strengthen relationships with whānau and iwi by hosting quarterly engagement events focused on shared learning outcomes. | Principal; SLT | Whānau feel connected and informed about student progress and how they can support learning at home. | <i>Whānau attendance increases at events; feedback indicates stronger partnerships.</i> |

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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.

| Timeframe | What | Who | Deliverables/Outcomes | Indicators of Progress |
|------------|--|---|--|--|
| Term 1 | Finalise the Curriculum Mapping Tool to ensure clear alignment between learning outcomes, school values, and local context. | Deputy Principal Curriculum; Pou Leads, Principal | A comprehensive curriculum map accessible to all kaiako, reflecting local and cultural contexts. | <i>Teachers consistently refer to the tool; feedback from whānau indicates curriculum relevance and accessibility.</i> |
| Term 2 & 3 | Establish a curriculum review cycle to identify gaps, inequities, and areas for enhancement, with a specific focus on junior programs. | Deputy Principal Curriculum; Pou Leads | Regular review processes ensure curriculum responsiveness and alignment with ākonga needs. | <i>Review reports highlight actionable areas; evidence of curriculum adjustments improving ākonga outcomes.</i> |
| All Year | Embed Mātauranga Māori across all curriculum areas through | Principal; Deputy Principal Curriculum; SLT | Curriculum consistently reflects the Ngāti Kahungunu lens and | <i>Evidence of Mātauranga Māori in planning and student work; positive feedback from iwi and whānau.</i> |

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| | consultation with iwi and whānau, ensuring local narratives are central. | | supports student identity and belonging. | |
| All Year | Build leadership capacity through PLD on culturally sustaining pedagogy, data literacy, and equity-focused practices. | Principal; SLT | Empowered curriculum leaders capable of driving sustainable, inclusive practices across the school. | <i>PLD evaluations indicate leadership growth; middle leaders implement strategies with demonstrable outcomes.</i> |
| Term 2 | Develop and implement Junior Moderation Processes to ensure consistency and fairness in assessment practices. | DP Systems and Compliance Curriculum Leads | Shared benchmarks and transparent assessment practices in junior programs. | <i>Moderation logs show consistent application; junior student data reflects improved assessment accuracy.</i> |
| Term 1 & Ongoing | Pilot student leadership opportunities within hubs to enhance student voice and agency in curriculum design and delivery. | Deputy Principal Systems and Compliance; Pou Leads | Student leaders contribute to curriculum development and foster peer engagement within hubs. | <i>Feedback from ākonga and staff on leadership impact; increased student participation in curriculum-related initiatives.</i> |

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