Analysis of Variance

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

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	2025 Achievement Results	Explanation of Variance
Overall 2022 74% (99 ākonga) 2023 87% (153 ākonga) 2024 (94 ākonga) 46% 2025 (118 ākonga) 50.4%	Level 1 NCEA – 90% across all ākonga	**Overall 50.4%** **Māori 53.1%** **Pasifika 34.8%** **European 70%** **Asian 57.1%**	In 2025 we see a shift upwards of approximately 5% from the 2024 data in level 1 achievement. This shift upwards is encouraging and has been attributed to better preparation of students for the CAA testing and better targeted interventions; from one-on-one support, in class support from teacher aides and development of staff in this space. A more targeted approach to attendance has supported this and improved learning outcomes for students is evident. *Academic Success* Merit Certificate endorsements were attained by 17% of the cohort and Excellence Certificate endorsements 2% with a total of 19% (24) of the cohort receiving certificate endorsements. With planned celebrations and focus on Excellence as we move into 2026. *Historical Position*

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Māori 2023 85% (71 ākonga) 2024 39% 2025 53.1% **Pasifika** 2023 85% (15 ākonga) 2024 38% 2025 34.8%			The 2024 NCEA Level 1 results were significantly below the annual target of 90%, with an overall pass rate of 46%. Several Key factors were identified as contributing to this decline: The Introduction of the CAA (common assessment activities) and the requirement to achieve both to be awarded a certificate and attendance rates of the year 11 cohort. In 2025 the preparation for CAA was targeted with students being supported with 1 to 1 session in both Literacy and numeracy by a qualified Lit specialist. *Curriculum and Pedagogical Adjustments* The introduction of common assessment tasks in the junior school with moderation process's in place have meant that students can be identified for targeted support. Moving students towards level 4 in readiness for CAA and Level 1 is a priority. Assessment for learning strategies and staff PLD have been introduced to strengthen capacity for teachers to deliver numeracy and literacy appropriate tasks in preparation for NCEA CAA. Staff PLD in writing for excellence and the newly formed SAT (student achievement team) will allow us to have learning conversations and tracking meetings for students at the top end of our learning spectrum for 2026. This team includes: LSC, principal, DP curriculum, SENCO. *Cohort readiness* Students sitting the CAA are ready to be assessed at level 4 of the curriculum. With targeted interventions and the need for some students to sit the CAA later when they have reached level 4 has meant that there are still students who are not at level 4. *Changes in cohort demographics and student needs* Not being at level 4 of the curriculum coupled with poor attendance has created a barrier for success with this group of students. This is impacting a group of our Pasifika students. As a cohort literacy and

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<td colspan="4">numeracy challenges were prevalent within this group, directly affecting achievement outcomes. With the new appointment of a new LSC at the end of 2025 who specializes in literacy there is the opportunity to further develop strategies of support within this cohort.

The introduction of testing in the junior school biannually with PAT's will provide data to identify, monitor and track progress. With our one on one support and teacher aides available to support in class.

Attendance and Engagement Trends

The average attendance rate for students not reaching level 1 is 74%, with the implementation of the AMP (attendance management plan) we aim to improve this data.

Next steps:

With a new LSC appointed for 2026 targeted use of data to inform practice and resourcing will be evident. Priority will be given to our students who have not yet gained literacy and numeracy in the senior school. Cohesion between ESOL (English as a second language), Literacy and numeracy targeted students and students with testing data below curriculum thresholds will have targeted interventions as suggested from the Te Mātaiaho's "Mātairea: the use of data to inform practise" ERO report is suggested. A needs analysis is being completed in the SENCO space to better identify areas for resourcing.</td>
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<tr>
<th>When</th>
<th>What</th>
<th>Who</th>
<th>Indicators of Progress</th>
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<td>**All Year**</td>
<td>Departmental and team goals aligned with school-wide priorities, ensuring focus on the 2025 strategic learning goals.</td>
<td>Deputy Principal Curriculum</td>
<td>*Departmental reports show alignment; termly reviews highlight progress toward school-wide targets.*

Mid-Year:

Junior reporting now includes a greater level of detail, aimed at providing a clearer picture of student progress. Our next step is to ensure that this information is easy for whānau to interpret and understand. In preparation for the release of Term 2 reports at the</td>
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| | | | | beginning of Term 3, we have focused on refining the language used in our rubrics to ensure it is clear, consistent, and purposeful.

Feedback from both staff and whānau has highlighted that while the level of information is appreciated, there are questions around its relevance and accessibility. At present, progress is reported using a combination of systems: curriculum levels (e-asTTle), NAME assessments, and a 1–5 scale for effort and progression. We acknowledge that these multiple measures can create confusion and will continue to refine how this information is presented.

There has been discussion around the inclusion of written comments in junior reports. However, given the current focus on ensuring consistency and accuracy in our new system—and to manage workload—this has not yet been implemented. It remains under consideration for introduction in Term 3 or Term 4.

End of Year:

By the end of 2025, significant progress has been made in strengthening the quality and consistency of junior reporting. The refinement of rubric language has enhanced staff confidence and supported more accurate judgements of student progress. The level of information provided to whānau now gives a more comprehensive overview of ākonga learning.

Work in 2025 has strengthened the quality and consistency of assessment and reporting across the junior school. This aligns closely with Te Mātaiaho's "Mātairea; A focus on progress," where clarity and coherence of progress information underpin equitable outcomes. |

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			Teachers are increasingly confident in using common assessment tools and rubrics, though further alignment with emerging national progress descriptors will be required. **Next Steps:** - Map current HGHS rubrics to the five national progress descriptors (Emerging → Exceeding) to prepare for future implementation. - Continue embedding Assessment for Learning principles through PLD and moderation to ensure teachers use assessment to inform explicit teaching. - Maintain a cautious, phased approach — refining systems, not replacing them — so that full alignment can occur once the national curriculum is confirmed.
Term 1, Week 2	Revise Professional Growth Cycle (PGC):	Deputy Principal Systems and Compliance	*Teachers demonstrate understanding of the new PGC structure through goal-setting and documentation.* **Mid-year:** The Professional Growth Cycle (PGC) continues to be implemented school-wide, with key updates to the documentation shared with staff earlier in the year. The process is now well underway. Staff have been regularly reminded of key milestones through weekly briefings, ensuring the cycle remains visible and connected to our broader school priorities. To date, all staff have set professional goals aligned to strategic areas such as High Impact Teaching Strategies (HiTS), engaged in reflective practice, met with their mentor, and completed their first formal observation. **End of Year:** The professional Growth cycle is robust with check points for reflection and a strength in classroom observations by peers and

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			senior leadership, each with a different focus: classroom management, Lit and Num strategies, transitions, Mātauraunga Māori to name a few. **Next Steps:** Moving to 2026 we will review the effectiveness of the PGC with the intention of maintaining the essence of the PGC cycle while inducting new staff into the program.
	- Integrate a self-reflection journal, requiring staff to reflect on culturally sustaining practices and HiTS (HGHS Effective Teacher Profile). - Introduce peer observation as part of the PGC to foster collaborative learning among teachers.	Deputy Principal Systems and Compliance	*Staff submit at least one reflection per term aligned to personal goals.* *Teachers complete at least one peer observation by Term 2.* **Mid-Year:** Staff are expected to have completed and recorded one observation and one mentor meeting in their PGC document by the end of Term 2. This expectation has been clearly communicated, with staff supported to stay on track through ongoing reminders and guidance. **End of Year:** The Professional Growth Cycle (PGC) framework has been successfully implemented across the school and is now familiar to all staff. The revised documentation and clear alignment to the school's strategic pou have strengthened visibility and purpose. Teachers have engaged positively in goal-setting, reflection, and observation, with a growing awareness of how their professional practice contributes to improved outcomes for ākonga. However, while the framework provides a strong structure, more intentional support is needed to build confidence and consistency in its application. Additional guidance in conducting effective mentoring conversations, gathering meaningful evidence, and linking professional goals to student outcomes could be one way of strengthening this. The

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next phase of development will therefore focus on moving from compliance to capability — ensuring that the PGC process genuinely supports growth, reflection, and professional excellence.

Next Steps:

- Establish clear checkpoints within the PGC cycle to monitor progress, provide feedback, and ensure ongoing alignment with school priorities.
- Introduce a targeted PLD plan to strengthen mentoring, observation, and coaching skills across all leaders and mentors.
- Facilitate workshops on effective coaching conversations, with a focus on questioning techniques, reflective dialogue, and evidence-based feedback.
- Provide modelling opportunities for mentors through shadowing or paired observations to develop confidence and consistency.
- Continue embedding High Impact Teaching Strategies (HiTS) and culturally sustaining pedagogy within PGC reflections and observations.

Term 1, Week 4	Implement classroom observations using the new tool to provide constructive feedback on pedagogy and classroom management.	SLT and HODs	*Observations reveal improvements in alignment with HiTS and culturally sustaining practices.* **Mid-Year:** Classroom observations were established at the start of Term 1. A SMARTSHEET was developed to track the focus of each observation and the SLT member responsible. Observations were briefly discussed at weekly SLT meetings, with a new staff member allocated each week. The focus of each visit was

				recorded, and a brief observation template was made available to guide and support the process.
				While this system was embedded early on, the frequency of observations declined in Term 2.
				Observations will restart at the beginning of Term 3.
				Reflections:
				When introducing new initiatives such as this, it is important that we remain disciplined and consistent. These classroom visits not only support pedagogical growth and classroom management but also model our expectations to others.
				If we believe this is sound practice that strengthens teaching and learning and contributes to a positive schoolwide culture, then we must prioritise it—even when busy—and be prepared to make space in our calendars to do so.
				End of Year:
				When used regularly, the classroom observation process has provides valuable insight into the quality of teaching and learning across the school.
				The SMARTSHEET tracking system enables a more coordinated approach, ensuring all members of the Senior Leadership Team (SLT) remain connected to curriculum delivery and classroom practice. Beyond the data collected, the true value of these observations has been in the deprivatisation of classrooms—creating a culture where teaching is visible, learning is shared, and professional dialogue is encouraged. Regular classroom visits reinforce that curriculum, pedagogy, and student experience sit at the heart of what matters

most. By being in classrooms, SLT members have gained a first-hand understanding of the daily realities and challenges faced by kaiako, ensuring leadership decisions remain grounded, empathetic, and responsive. These visits also provide opportunity to celebrate best practice, acknowledge the professionalism of staff, and value the mahi that takes place every day. In doing so, they can help to strengthen relationships, lift collective efficacy, and build a culture where teaching excellence is recognised and shared however, consistency remains an area for improvement. While the framework is sound, maintaining the discipline to prioritise classroom visits amidst other demands will be critical moving forward.

Next Steps:

Reinstate a structured observation schedule that ensures every SLT member is regularly in classrooms and engaged in professional dialogue with staff.

- Facilitate observation and feedback workshops focused on building confidence in noticing, naming, and nurturing effective practice.
- Use observations as a platform to celebrate best practice, sharing examples through staff meetings, PLD sessions, or newsletters.
- Establish termly reflection points within SLT to discuss collective learnings, identify trends, and ensure teaching and learning remain at the forefront of decision-making (making sense of the data).
- Continue to use this process to strengthen relationships and visibility, demonstrating leadership presence, valuing kaiako,

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			and keeping curriculum as the central focus of the school's work.
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	*Leaders use SPAR data to adjust teaching strategies and identify priority students.* **Mid-year:** SPAR reports from 2024 have been reviewed, with feedback provided to curriculum leaders. The Deputy Principal overseeing SPAR, has since refined the reporting template for 2025 based upon findings within the 2024 reports to ensure we are gathering the best information. The updated version places greater emphasis on junior data, particularly the inclusion and analysis of Common Assessment Tasks (CATs), which are being implemented this year. This refinement ensures our internal review processes continue to strengthen and remain aligned with our strategic goals. **End of year:** By the end of 2025, the SPAR (Student Progress and Achievement Report) process continued to evolve into a more purposeful tool for internal review and decision-making. The refinement of the reporting template has improved the quality and consistency of information collected across departments, with an increased focus on junior data and the inclusion of Common Assessment Tasks (CATs). This has allowed curriculum leaders to start to identify trends, strengths, and areas requiring targeted intervention. Leaders have begun to use SPAR data more effectively to inform teaching strategies, track student progress, and identify priority learners for additional support. The process has also prompted richer

			discussions within departments, with greater attention paid to data-informed planning and alignment with the school's strategic goals. While the revised template has strengthened the structure of SPAR reporting, there is still room to deepen staff capability in interpreting data and translating insights into responsive classroom practice. Building this evaluative capability will ensure that SPAR continues to be a meaningful driver of improvement rather than a compliance exercise.
			- Continue to strengthen data literacy across curriculum leaders and kaiako through targeted PLD on interpreting and applying student progress data. - Embed SPAR discussions into departmental review cycles, ensuring data is actively used to shape teaching strategies and track the impact of interventions. - Develop common data review protocols to support consistency in analysis and reporting across departments. - Refine the CAT data integration process within SPAR, ensuring clear alignment between assessment outcomes, teaching adjustments, and student progress tracking. - Use aggregated SPAR insights to inform whole-school PLD priorities, resource allocation, and curriculum design decisions (2027). - Establish termly check-in with the Deputy Principal overseeing SPAR to monitor the quality of reporting and ensure ongoing alignment with strategic goals.
Term 1, Week 6	Junior Moderation Process to align assessments across departments, ensuring consistency and fairness.	HODs DP Systems and Compliance	*Moderation outcomes demonstrate consistency across subject areas.* **Mid-Year:**

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				This process is now underway, with supporting resources updated to ensure the junior moderation system mirrors our established senior systems as closely as possible. Staff have begun submitting Term 1 and Term 2 work samples, assessment resources, and quality assurance documentation to the "Moderation Records" folder. They are also recording their progress using the master "Internal Moderation Cover Sheet," which feeds into a central tracking spreadsheet monitored by the Deputy Principal overseeing this work. This system is helping to build consistency and rigor across assessment practices in the junior school.

End of Year:

Significant progress has been made in establishing a robust and consistent moderation system across the junior school. The introduction of the "Moderation Records" folder, aligned templates, and a central tracking system has strengthened quality assurance processes and increased visibility of progress across departments. Staff engagement has been positive, with a growing understanding of how moderation supports consistency, fairness, and confidence in teacher judgements.

The process has also strengthened professional dialogue around assessment quality and expectations, bringing the junior and senior systems into closer alignment. Early outcomes indicate that the consistency and reliability of assessment decisions are improving. Continued refinement of the process, alongside the ongoing implementation of Common Assessment Tasks (CATs), will ensure the system is well-positioned to meet the demands of the new curriculum.

Next steps:

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			• Continue building and embedding the junior moderation system, ensuring alignment with established senior processes. • Finalise a comprehensive suite of moderation and assessment resources to support all learning areas across the junior curriculum. • Provide PLD opportunities focused on assessment literacy and moderation best practice to strengthen confidence and capability. • Beginning the development of a differentiated assessment to ensure our students working below expected levels of achievement can access assessments and value added can be measured. (inclusive practices) • Maintain the use of the central moderation tracking system to monitor progress, celebrate milestones, and ensure consistent application school-wide. • Use moderation insights to inform curriculum design, teacher planning, and reporting refinements, ensuring rigor and coherence across all phases of learning.
All Year	- Finalise and implement the Assessment for Learning Action Plan; align all curriculum assessment practices.	Principal; Deputy Principal Curriculum	*Positive external review (ERO); evidence of assessment alignment across departments.* **Mid-Year:** More robust and consistent assessment processes are now in place across departments. These include the use of shared marking rubrics, common assessment tasks (one per term), and alignment of expectations across both core and option classes. Assessments are designed to measure a range of skills and knowledge, ensuring that

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				students are being assessed in meaningful and varied ways. This work is helping to build greater coherence across the junior curriculum and provides a more reliable picture of student progress.
				End of Year:
				By the end of 2025, the strengthening of assessment systems resulted in greater coherence, consistency, and reliability across departments. The introduction of shared marking rubrics and common assessment tasks (CATs) has provided a solid foundation for aligning expectations and ensuring quality across classes. These shared approaches have improved the comparability of judgements and provided a clearer picture of student progress across the junior curriculum.
				Feedback from ERO and external reviewers has affirmed that the school is moving in the right direction, with clear evidence of alignment and increasing rigor in assessment practice. Teachers report growing confidence in using common tasks, and the increased transparency across departments is supporting richer professional dialogue and stronger internal review. As this work continues to embed, the next focus will be on ensuring assessments cater for the full range of learners, including those working significantly above or below expected curriculum levels.
				Next steps:
				- Continue building a complete suite of Year 9 and Year 10 assessments, ensuring that each term has a well-designed common assessment task aligned to curriculum expectations. - Develop extension and foundation versions of key assessments to strengthen inclusive practice and ensure tasks are accessible

			and meaningful for students working significantly above or below expected levels. • Strengthen quality assurance by embedding cross-departmental moderation of CATs to ensure consistent application of rubrics and standards. • Use evidence generated through CATs and aligned assessments to inform reporting refinements, SPAR analysis, CAA readiness and curriculum planning.
All Year	Expand vocational pathways at Levels 2 and 3, increasing alignment with community and student needs.	Assistant Principal Learning Support; Deputy Principal Curriculum	*Senior school data indicates higher endorsement and retention; positive feedback from students and community groups.* **Mid-Year:** It is still too early in the year to report on endorsement outcomes; however, early curriculum changes introduced in 2025 are showing promise in terms of student engagement and access to pathways. New subjects such as Tourism, English for the Workplace, and Maths for Living have broadened our offering, complementing existing vocational programmes such as Police Studies, Gateway, and Trades Academy. While overall subject choice has increased in diversity, the total number of classes available has reduced slightly due to the dissolution of Kete classes, which previously ran across multiple lines. This change has streamlined timetabling but has also reduced flexibility. Feedback has highlighted that although we now have a greater number of accessible subject options, there is still a need to further expand our vocational offerings—particularly at Levels 2 and 3. To ensure we are meeting the needs of all students, particularly those pursuing

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				vocational pathways, we will need to consider adding one to two more vocational courses as part of our curriculum planning for 2026.
				Our new Te Ara Tupu course, introduced in 2025 as a replacement for MVTP, is already proving to be a more robust programme for students with learning support needs. It includes access to the alternative Level 1 Foundational Studies qualification and provides a clearer, more supportive learning pathway for these ākonga.
				Enrolment Snapshot (July):
				Year 11: 121 (2024) → 133 (2025)
				Year 12: 118 (2024) → 108 (2025)
				Year 13: 56 (2024) → 96 (2025)
				This shift reflects a positive increase in Year 13 retention, which may be attributed to the expanded course offerings and clearer pathway structures introduced this year.
				End of Year:
				As part of the school's annual review cycle, Heads of Department have submitted proposals for 2026 courses to ensure offerings continue to meet student needs. For 2026, Psychology will not be offered, while Geography will be reinstated at Year 11. The English and Mathematics departments are also developing targeted programs for senior students who require one or both CAAs (Common Assessment Activities), ensuring appropriate support is available throughout Years 12 and 13.
				Next Steps: • Expand vocational offerings at Levels 2 and 3, adding one to two new courses tailored to employment and tertiary pathways.

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				• Continue reviewing senior curriculum structures to ensure maximum flexibility while maintaining timetable efficiency. • Further strengthen Te Ara Tupu, including individualised planning for students needing foundational qualifications or alternative pathways. • Finalise and implement specialist English and Mathematics programs designed to support Year 12 and 13 students who still require literacy and/or numeracy CAAs.
Term 2 & 3	Implement targeted PLD focused on literacy, numeracy, and data analysis using external providers where necessary.	Literacy/Numeracy Action Team		*Staff feedback on PLD effectiveness; improved literacy and numeracy achievement data.* ***Mid-Year:*** Significant mahi has gone into the crafting of our pānui to ensure clear, transparent communication with both whānau and ākonga regarding literacy and numeracy progress. As of 25 June 2025, the Reading CAAR results have been released. Of the 140 students who participated, 70 passed, resulting in a 50% pass rate. A further 59 students did not achieve, and 11 were absent on the day of the assessment. We are still awaiting the results for Numeracy and Writing, which will provide a fuller picture of where additional support is required. In response to identified needs, a dedicated Year 9 numeracy class is set to begin in Term 2. Conversations are underway with the Learning Support Coordinator (AD) to ensure a suitable support person is allocated to this class.

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| | | | | As we move forward, tailored literacy and numeracy programs will require additional staffing support to be truly effective. Securing further funding for this purpose will be a key priority.

HOD Mathematics continues to lead the Ākina workstream in this space. Feedback gathered as part of this work and has highlighted reflections specific to Numeracy support and next steps.

End of Year:

By the end of 2025, the focused work on literacy and numeracy has resulted in encouraging progress across the school. Final CAA data shows an 18% improvement in the number of students achieving both literacy and numeracy compared with 2024, reflecting the impact of targeted teaching, strengthened intervention systems, and more coordinated support across learning areas.

Teachers have continued to build their confidence in integrating explicit literacy and numeracy strategies within their programs, supported by schoolwide PLD and the work of the Ākina numeracy and literacy workstreams. The introduction of more structured support for priority learners, including the specialist numeracy class at Year 9 and strengthened collaboration with Learning Support, has contributed to more responsive teaching and clearer pathways for students who require additional time and scaffolding.

This year's progress highlights the value of deliberate, data-informed interventions and the importance of sustained professional learning in lifting foundational skills. Continued investment in staffing, PLD, and targeted support will be essential to maintain momentum and ensure that more students reach national expectations in 2026. |
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				Next Steps: • Introduce specialist literacy and numeracy support classes on each Year 9 and Year 10 English and Mathematics line to provide targeted instruction for students working well below expected curriculum levels. • Allocate at least two teacher aides to each of these classes to ensure students receive the intensive, personalised support required to make accelerated progress. • Ensure these classes are taught by experienced, specialist teachers who can deliver explicit teaching, scaffold foundational skills, and monitor progress closely. • Use ongoing assessment data (E-asTTle, CATs, in-class tasks) to identify priority students and track progress throughout the year, adjusting support as needed. • Importantly, these classes are not a form of streaming. As students make progress and demonstrate readiness, they will be able to transition back into their regular Hub class. This fluid movement ensures that placement is responsive to each learner's needs and does not limit access to the full breadth of learning opportunities. • Integrate these classes within the broader schoolwide literacy and numeracy strategy, ensuring alignment with Te Mātaiaho progress expectations and the national progress descriptors. • Provide regular opportunities for kaiako and teacher aides to engage in targeted PLD, embedded coaching, and collaborative planning to strengthen practice in supporting high-needs learners.

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			• Appointment of a dedicated Learning Support Coordinator with a strength in literacy

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	*Regular assessment data shows progress toward CAA readiness, student feedback on intervention effectiveness*
			Mid-Year:
			A Literacy/Numeracy Action Team was established at the start of Term 1 and has met regularly throughout the year. Membership includes the HOD Mathematics, Assistant HOD Mathematics, SENCO, ESSL, LSC, DP Curriculum, and Principal, with additional support from the DP Operations.
			Schoolwide initiatives were implemented at the start of Term 2:
			  - Shared reading books across curriculum areas.
			  - Structured weekly writing time.
			Targeted numeracy learning through Ākina groups.
			Feedback on the numeracy component has been generally positive, with some areas identified for refinement moving forward. A partnership with Te Manu Ka Rere is now active, with a clear and agreed action plan in place. A comprehensive tracking sheet has been developed to monitor the progress of all Year 9–12 students and ensure only eligible students are entered into the CAAs.
			The first round of results was received, with a 50% pass rate in writing. The Literacy/Numeracy Action Team will evaluate current initiatives and adjust the program based on student outcomes and staff feedback.
			
			End of Year:
			
			By the end of 2025, the Literacy/Numeracy Action Team has continued to play an important role in coordinating schoolwide efforts to

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				strengthen CAA readiness and support foundational skills across Year 9–12. Regular assessment data gathered through CAAs, e-asTTle, CATs, and in-class tasks has enabled leaders to identify priority students and adjust interventions throughout the year.
				The shared reading books and structured writing initiatives introduced in Term 2 have had inconsistent uptake across departments. While some areas have embedded these practices effectively, others require further guidance and support to implement them. Staff feedback indicates that both initiatives hold potential, but greater clarity, monitoring, and professional learning will be essential if they are to continue into 2026.
				The partnership with Te Manu Ka Rere has added strength to the intervention framework, providing additional diagnostic information and targeted support for students with more complex literacy and numeracy needs. The comprehensive tracking sheet developed by the Action Team has ensured clearer oversight of progress and has supported more accurate decisions around CAA entry.
				Overall, intervention programs have shown promise, and student outcome data—including improved CAA pass rates—suggests that targeted actions are beginning to have an impact. Ensuring consistency of practice across all learning areas will be important for sustaining progress.
				Next Steps: • Strengthen the implementation of shared reading and structured writing practices across all subject areas through clearer expectations, monitoring, and targeted PLD.

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			• Continue to refine the comprehensive CAA tracking system, ensuring timely use of data to inform teaching adjustments and entry decisions. • Expand the role of the Literacy/Numeracy Action Team to include regular classroom check-ins, modelling, and coaching to support consistent practice. • Provide PLD focused on explicit teaching, disciplinary literacy, and numeracy strategies to build confidence and consistency across departments. • Review and refine the structure of Year 9–12 intervention classes to ensure students receive timely, high-impact support that accelerates their progress toward CAA readiness.
March 1	Need for schoolwide data analysis of 2024 CAA results	Deputy Principal Operations	*Data-driven insights into ESL students' literacy/numeracy progress, informing tailored interventions* **Mid-Year:** These results have been analysed and have directly shaped our approach to the 2025 Common Assessment Activities (CAAs). The data has also been shared with key stakeholders, including our Literacy and Numeracy Leads, to inform their planning and next steps. This has ensured a targeted and data-informed response to support student progress in these foundational areas. **End of Year:** By the end of 2025, the analysis of ESL student data has provided clearer visibility of their progress in literacy and numeracy, enabling more targeted support across both classroom teaching and intervention programs. Suggested strategies for supporting multilingual learners have been shared with staff, alongside coded information

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				identifying ESL students to ensure teachers can plan with greater awareness of individual needs. Professional learning opportunities were offered, focusing on scaffolding language development, explicit vocabulary instruction, and strategies for supporting academic language across all learning areas. As a result, teachers report increased confidence in adapting lessons and recognising where ESL learners may require additional support to engage with content and demonstrate their understanding. This work has helped ensure that ESL students are more visible in assessment and planning processes, and it has strengthened the school's capacity to respond to their learning needs. Continued progress will require more structured and systematic support within the 2026 timetable. **Next Steps:** • Establish a timetabling structure that provides targeted ESL support, including small-group sessions and in-class assistance aligned with literacy and numeracy expectations. • Allocate timetabled release time for the ESL Teacher in Charge (TIC) to enable coordinated planning, tracking, and support for multilingual learners across the school. • Continue refining and sharing ESL data profiles to ensure teachers can monitor progress and adjust teaching strategies effectively. • Provide further PLD focused on disciplinary language demands, scaffolding techniques, and integrating explicit language instruction within mainstream programs.

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LSC,				• Strengthen collaboration between classroom teachers, the LSC, ESSL, and Literacy/Numeracy Leads to ensure ESL learners receive cohesive and well-coordinated support. • Monitor the progress of ESL learners through CAA results, CATs, and classroom assessments, using data to refine interventions and ensure readiness for foundational literacy and numeracy requirements.

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.

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	2025 Attendance Data	Explanation of Variance
			Across the past six years, attendance has shown gradual improvement, with 2024 marking the most positive year on record prior to 2025. The 2025 attendance data shows a mixed picture, with strong gains in Term 1 followed by a decline through Terms 2 and 3.
Term 1 2022/2023/2024/2025) 15, 27, 43, 49 **Term 2 (2022/2023/2024/2025)** 11, 24, 37, 39	**100% (80% national goal)**	**Term 1 2025 49%**	• Term 1 2025: 49% This represents the *highest Term 1 attendance rate in over six years*, reflecting the positive impact of strengthened whānau engagement, consistent messaging, and early intervention from the Attendance Team.

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Term 3 **(2022/2023/2024/2025)** 16, 27,37, 33 **Term 4** **(2022/2023/2024/2025)** 7, 21, 34, 35		**Term 2** **2025** **39%** **Term 3** **2025** **33%** **Term 4** **2025** **35%**	- Term 2 2025: 39% Attendance dropped across all year levels, mirroring national trends. Contributing factors include increased illness, seasonal absenteeism, and whānau challenges that impacted regular attendance. Despite this decline, the rate remains higher than several previous years. - Term 3 2025: 33% A further decline was seen in Term 3, influenced by winter illness, sporting commitments, and several complex whānau situations requiring intensive pastoral support. Although lower than Term 1 and 2, this figure remains consistent with historical patterns for Term 3. - Term 4 2025: 35% However, since senior students have transitioned to study leave, daily attendance for remaining students has increased significantly, with 90–94% attendance recorded on most days. This indicates that once senior external examinations begin, junior attendance improves markedly—suggesting that senior-related activities and timetable disruptions during Term 3 and early Term 4 may influence overall attendance patterns. Overall, while the school has not yet met the 90% annual target (or the national 80% regular attendance goal), the upward shifts in daily attendance demonstrate encouraging progress. The trends also highlight the need for targeted and responsive strategies that address the specific attendance challenges within each term. **Next steps:** With the implementation of The AMP (attendance management plan), promotion posters in classes, discussion at Ākina time, increased communication with parents and targeted interventions as well as incentives in assembly for students with 90% or above attendance we are well prepared for continuous improvement.

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When	What	Who	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	*Positive whānau and student feedback; reduced early disengagement indicators (e.g., attendance, participation).* **Mid-Year:** At the end of 2024, a staff-led initiative resulted in the development of a Whakawhanaungatanga Map—launched formally in Term 1—as a structured tool to support Year 9 students in building strong, early connections to our kura. This work sits firmly within our commitment to manaakitanga and to strengthening pastoral systems so that every student feels seen, heard, and supported. Each Wednesday, a dedicated Year 9 assembly was held, covering key components designed to introduce students to our school culture and expectations. These included: Introducing key stakeholders: the Admin team, Nurse, Hauora Coach, Attendance Officer, Youth Worker, Lunch Team, Head of Performing Arts, and Sports Coordinators. Sharing our Kawa o te Kura: expectations around lunches, attendance, personal property, uniform, and health and safety. Introducing the Student Leader team. Embedding our five school values. Sharing our Kawa o te Akomanga (classroom expectations). Teaching the Ākina Haka and School Song. While this was a strong start, we acknowledge that we were unable to deliver the full programme as intended. Important aspects such as the history of the school, the Korowai Project, our kura goals, academic aspirations, and the completion of a student booklet to check understanding remain outstanding.

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Moving forward, this programme should be a fixed event in the school calendar, with protected time to ensure it is not displaced by other activities. Embedding it as a non-negotiable part of the Year 9 experience will strengthen students' sense of belonging and their understanding of our shared kaupapa from the outset. As we move towards the end of term two, some of the year nine behaviours have started to slip, it might be timely to reignite the regular Wednesday assemblies for the first few weeks of term.

End of Year:

By the end of 2025, Year 9 behaviour and engagement have been noticeably more settled compared with previous years. The early work undertaken through the Whakawhanaungatanga Map, combined with consistent messaging in assemblies and deliberate teaching of culture, expectations, and values, has contributed to a stronger foundation for students transitioning into secondary school.

A key factor in this improvement has been the collective efficacy of staff—a shared commitment to upholding our high expectations around Kawa o te Akomanga, Kawa o te Kura, cellphone protocols, and uniform standards. When expectations are applied consistently, routines remain predictable, and students understand the boundaries and care that sit behind them. This year has reinforced that our systems work when everyone plays their part, and that we are only as strong as the weakest link.

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While the full Whakawhanaungatanga programme was not delivered exactly as planned, the aspects that were implemented had a positive impact. The sense of belonging, routine, and clarity it provided early in the year was evident in the overall conduct and engagement of our Year 9 cohort. This highlights the importance of fully embedding the program as a standing, non-negotiable component of the Year 9 induction journey.

Looking ahead, incorporating Ākina Group time into the staff timetable (FTTE) from 2026 will elevate the status and consistency of this pastoral structure. This will enable Ākina Coaches to build stronger relationships, monitor students more effectively, and add further value to the support provided at the beginning of secondary school.

Next steps:

- Embed the Year 9 Whakawhanaungatanga Program as a protected, permanent fixture in the Term 1 calendar, ensuring all components are delivered in full.
- Reintroduce regular assemblies for Year 9 in early Term 1 to reinforce expectations and reconnect students with key messages.
- Strengthen collective efficacy through clear expectations for staff around Kawa o te Kura, Kawa o te Akomanga, uniform, and cellphone processes, ensuring consistent implementation across the school.
- Incorporate Ākina Group time into the staff FTTE, providing structure, legitimacy, and resources to strengthen pastoral relationships and early intervention.
- Develop a companion student booklet to accompany the Whakawhanaungatanga Map, checking student understanding of key messages and expectations.

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			• Continue monitoring behavior patterns and early engagement indicators, adjusting pastoral strategies based on student and staff feedback.
Term 2 & 3	- Deliver targeted PLD for Ākina Coaches on tracking, monitoring, and coaching conversations.	Deputy Principal Pastoral; Deans	*Evidence of consistent student check-ins; improved engagement among at-risk students.* **Mid-Year:** The Senior Monitoring & Mentoring 2025 document has been in place since the start of the year and is now well embedded. Regular Senior Ākina Coach meetings have been held, led by the two Deans alongside the Assistant Principal overseeing this area, ensuring the system remains responsive and focused. Ākina Coaches have set goals with their students, recorded future plans, and are engaging in regular progress conversations. At the beginning of Term 2, these goals were revisited and updated using the Smart Passports as a tool to support reflective and forward-focused planning. All Year 12 and 13 students have completed careers interviews with the Careers team, providing a solid foundation for their pathway planning. In addition, the Deans team has completed a review of senior student progress and identified those at risk of underachievement. This information will inform the Senior At-Risk Parent Interviews scheduled for Week 4 of Term 3, allowing timely, targeted support for those who need it most. **End of Year:** By the end of 2025, senior tracking and monitoring systems have delivered some good results. The Senior Monitoring & Mentoring framework, combined with consistent Ākina Coach engagement, has ensured regular check-ins, timely interventions, and more personalised support for senior

				students. This work has directly contributed to a significant reduction in the number of students required to remain at school after the start of study leave—an indicator that more students were on track, had completed their learning programs, and were better prepared for external assessments.
				The coordinated effort between the Deans, Assistant Principal, Careers Team, and Ākina Coaches has strengthened early identification of at-risk students, enabling support to be provided well before issues became critical. Careers interviews and progress reviews have also ensured students were better informed about pathways, expectations, and next steps.
				A small number of delays occurred for students completing art portfolios, requiring them to continue their work beyond the beginning of study leave. While manageable, this highlighted the need for clearer timeframes and stronger alignment between curriculum planning and the senior monitoring process.
				Overall, the success of this year's approach demonstrates the value of structured, relationship-based check-ins and reinforces the importance of consistent monitoring for senior student engagement and achievement.
				Next Steps: • With FTTE now built into Ākina time, the responsibility for regular academic tracking and monitoring will shift fully to Ākina Coaches, ensuring stronger consistency and more meaningful ongoing relationships with students.

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			• Develop and share a clear annual monitoring calendar, outlining key checkpoints, documentation expectations, and follow-up actions to support staff in this expanded role. • Publish Art portfolio due dates and other key assessment deadlines directly into the school calendar to ensure visibility for students, staff, whānau, and Deans. • Provide PLD for Ākina Coaches on academic mentoring, effective coaching conversations, and recognising early warning signs of disengagement. • Strengthen collaboration between Deans, Careers, and Ākina Coaches to ensure information flows effectively and supports cohesive, timely intervention. • Continue tracking the reduced number of students needing extended time beyond study leave as a key engagement indicator, using this to evaluate the effectiveness of the strengthened monitoring system.
All Year	- Refine attendance tracking systems with data-driven interventions, targeting at-risk students weekly.	Deputy Principal Pastoral; Deans; Ākina Coaches	*Attendance rates tracked weekly; measurable improvement in termly attendance reports.* **Mid-Year:** A number of strategies have been trialled this year to lift attendance rates across both junior and senior levels. A colour-coded Attendance Smartsheet has been introduced and made accessible to Ākina Coaches, providing a clear visual system for identifying and tracking student attendance. Coaches are prompted via regular reminders from our Attendance Officer to use the tool consistently. Students identified in the red category are tracked daily by the Attendance Officer and Youth Worker, with responsibilities split between junior and senior students. While this has led to some movement—12 senior

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students have shown slight improvement (with 5 moving up a category), and 14 junior students have improved (with 8 moving up)—progress remains limited. Many of these students have long-standing patterns of non-attendance and, in some cases, whānau who are disengaged from school messaging. This has required persistent follow-up, including repeated home visits and phone calls. It is clear that ongoing, intensive support is needed in this space—support that will require the backing of national systems and resources.

To strengthen whānau engagement, additional appointments have been made by the Deputy Principal and Deans to meet directly with caregivers. Meanwhile, the Youth Worker and Attendance Officer are maintaining regular contact with students, referring them to the relevant pastoral team members, including Deans, Teachers, the Nurse, and our Hauora Coach, when needed.

Weekly meetings with Truancy Services have also become a key part of our strategy. These meetings allow real-time sharing of information so that early interventions can take place—ideally before formal referrals to NETS are required.

Ākina Coaches continue to hold regular conversations with students around attendance and are documenting these on KAMAR. Despite these efforts, our regular attendance rate dropped by 10% from Term 1 to Term 2—our largest drop during this period in the past four years. This result is deeply disappointing. A comprehensive investigation into the underlying causes is planned for the start of Term 3 to inform our next steps.

End of Year:

By the end of 2025, a significant amount of work has been undertaken to strengthen attendance systems and support early intervention. Following the Ministry of Education funding opportunity, the school implemented a

restructure of the Attendance Team, appointing a Lead Attendance Officer with a clear job description focused on data analysis, coordination of attendance interventions, and leading new initiatives. This role has already enhanced clarity around responsibilities and provided greater oversight of students at risk of chronic and habitual absence.

Youth Worker hours have been strategically reduced to mornings—ensuring that the period of highest impact for home visits and follow-up communication is prioritised. The Attendance Officer and Youth Worker now work in a more coordinated manner, providing timely support and maintaining consistent contact with students and whānau.

The ERO Attendance Report released this year has offered new, data-driven strategies that will inform the next phase of our attendance work. These recommendations align closely with our existing direction and provide strong evidence for trialing new approaches in 2026.

Despite these improvements, the late process trialed in 2025 has not been successful and will require a full review at the start of next year. Behavior around punctuality suggests that the process lacked clarity and consistency, and did not have the desired impact on student routines.

A concerning trend this year has been the low attendance of Year 13 students, many of whom demonstrate complex patterns of disengagement. However, there is optimism that as younger cohorts—who have benefited from stronger systems and clearer expectations—move up through the school, regular attendance will steadily improve.

Ultimately, 2025 has reinforced the importance of collective efficacy: early, consistent follow-up from Ākina Coaches, coordinated action across the Attendance Team, and strong collaboration with Deans and pastoral

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				staff. When this is done well and held collectively, students are less likely to fall into patterns of irregular attendance.
				Next steps: • Fully implement the new Attendance Team structure, ensuring clarity of roles and consistent use of data to guide early intervention. • Trial one to two data-informed attendance strategies from the ERO Attendance Report, evaluating their effectiveness through weekly monitoring. • Redesign the Late Process with clear expectations, consistent consequences, and strong communication to students and whānau. • Strengthen the role of Ākina Coaches in early identification of irregular attendance, ensuring notes and follow-ups are logged promptly and systematically in KAMAR. • Provide targeted PLD for staff on having effective attendance conversations, recognising early warning signs, and using the Smartsheet tool consistently. • Develop differentiated attendance strategies for senior students, particularly Year 13, whose attendance patterns differ from juniors. • Build cohort momentum by leveraging the stronger attendance habits of younger year levels as they transition into senior school. • Continue strengthening whānau partnerships through direct meetings, proactive communication, and clear pathways of support for families struggling with attendance. • Celebrate students who have attained 90% regular attendance.

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| All Year | - Embed school values in the curriculum through explicit teaching, reflective exercises, and value-based goal setting. | SLT; Curriculum Leaders | *Junior curriculum reports value integration: termly assessments reflect positive behavior shifts aligned with values.*
Mid-Year: Our school values continue to be explicitly taught and are intentionally woven into planning through the Curriculum Tool. This term, particular emphasis has been placed on manaakitanga and whanaungatanga, with connections made across learning areas to reinforce these values in action.
While there are strong examples of reflective practice within some Pou—where values are meaningfully revisited and reinforced through subject-specific learning activities—this is not yet consistent across the school. A greater school-wide focus is needed to ensure that reflective exercises become a regular and intentional part of all learning programs, supporting ākonga to internalise and live out the values in authentic ways. Strengthening this aspect of practice will be a key area for development moving forward.

End of Year:

By the end of 2025, our school values have become an increasingly fluent and visible part of daily life at Hastings Girls' High School. They are now woven deliberately into conversations, planning, pastoral systems, and student expectations. Teachable moments—whether in classrooms, assemblies, or pastoral meetings—are consistently used to reinforce what each value looks like in action for both staff and students.

These values are now regularly referenced in meetings with whānau, during assemblies, and across staff hui, signaling a collective commitment to embedding them as the foundation of our school culture. Momentum has continued to build throughout the year, and we are beginning to see |

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				positive shifts in behavior, relationships, and engagement that reflect the values in practice.
				However, for these values to truly become the lifeblood of the kura, intentionality will remain essential. Consistent modelling, explicit teaching, and purposeful revisiting of values across all learning areas and Pou will be key to strengthening their impact on student behavior, identity, and belonging.
				Next Steps: • Ensure all members of staff explicitly plan for and teach the school values through their programs, using the Curriculum Tool as a guide for alignment. • Strengthen reflective practice activities across all Pou, ensuring students have regular opportunities to revisit, discuss, and apply the values in authentic learning contexts. • Embed the values more deeply in Ākina Time, pastoral conversations, and restorative processes to reinforce their relevance to relational practice. • Develop a schoolwide visual framework or resources that help students understand what each value looks like in action across different spaces—classrooms, playgrounds, online behavior, and community engagement. • Continue integrating values into student leadership, assemblies, celebrations, and awards, ensuring visibility and consistency of messaging.

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			• Use ongoing behavioral and engagement data to evaluate the impact of the values on school culture, adjusting strategies as needed.
Term 1 & Ongoing	- Strengthen relationships with whānau and iwi by hosting quarterly engagement events focused on shared learning outcomes.	Principal; SLT	*Whānau attendance increases at events; feedback indicates stronger partnerships.* **Mid-Year:** During the first half of 2025, intentional planning within Hubs has led to more purposeful opportunities for whānau to engage with their daughters' learning. The integration of whānau-focused activities into the Curriculum Tool has meant that events—such as market days, learning showcases, and sporting evenings—have been designed not as add-ons, but as meaningful extensions of student learning. Early feedback suggests that these smaller, curriculum-connected events have made it easier for whānau to participate, particularly those who may not traditionally attend large, formal gatherings. These informal touchpoints have strengthened relationships, improved the flow of communication, and provided whānau with a clearer window into student progress and classroom life. This growing pattern of participation indicates that accessible, authentic events are key to building stronger and more consistent whānau-school partnerships across the year. **End of Year:**

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				By the end of 2025, whānau engagement across school events has grown significantly, reflecting the intentional planning and efforts of staff to create regular, meaningful opportunities for connection. Hubs have embedded whānau engagement into their planning through the Curriculum Tool. This deliberate approach has strengthened relationships and ensured that whānau feel welcomed, valued, and part of their daughters' learning journey. The impact of this work was most visible at this year's Senior Prizegiving, where attendance reached an all-time high. The hall was filled beyond capacity—a positive challenge that signals a shift in the partnership between school and community. This level of turnout reflects not only pride in student success but also the trust whānau have in the school and the increasing value they place on being involved. This is a direct outcome of intentional, strategic effort, and demonstrates that when we invest in genuine relationships, community connection flourishes. **Next Steps:** • Develop a new plan for Senior Prizegiving (and other high-attendance events) to safely accommodate our growing whānau participation. • Continue embedding authentic whānau engagement opportunities within Hub planning, ensuring each term includes at least one event or activity that invites whānau to connect with learning. • Strengthen communication systems so whānau receive timely, clear invitations and follow-up information, improving accessibility and attendance.

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				• Ensure that whānau voice contributes to curriculum design and review, strengthening their role as partners in learning.
				• Build staff capability in whanaungatanga-focused practices, reinforcing the importance of relational leadership in sustaining engagement.

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.

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When	What	Who	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	*Teachers consistently refer to the tool; feedback from whānau indicates curriculum relevance and accessibility.* **Mid-Year:** Pou Leads have shown clear alignment between the Curriculum Tool and day-to-day curriculum delivery. They are consistently referring to the planning documents within the Tool to guide relevant and purposeful contexts for learning. As teaching progresses, Pou Leads and kaiako are actively modifying and refining their plans to better respond to the evolving needs, interests, and engagement levels of their ākonga. Within Pou-specific hui, kaiako are engaging in thoughtful discussion and reflection around the 'Big Ideas' and overarching concepts that underpin the term's learning. These conversations have prompted valuable dialogue around our localised curriculum, with a growing sense of confidence emerging in this space. However, several Pou Leads and kaiako have indicated a desire for more targeted professional learning to deepen their understanding of local curriculum design and to more authentically embed Mātauranga Māori into their planning and delivery. Across all Pou, there has been deliberate integration of the school's values into everyday teaching. Pou Leads and kaiako are intentionally balancing the academic growth of ākonga with the cultivation of integrity, character, and cultural understanding—demonstrating a strong commitment to both intellectual and values-based learning. **End of Year:** The release of the updated New Zealand Curriculum	Te Mātaiaho—particularly the requirement to implement the new Mathematics and English learning areas from the start of 2026—marks a significant curriculum milestone. While this signals important national shifts, our

| | | | | approach at Hastings Girls' High School will be deliberate, measured, and reserved. Our local curriculum is strong, evidence-based, and grounded in what we know works for our ākonga. It reflects years of careful design, refinement, and internal evaluation.

Our HODs and kaiako are skilled practitioners who are discerning in their curriculum decisions. We will continue to draw on this expertise as we consider modifications, ensuring that any adjustments made to align with Te Mātaiaho are purposeful, necessary, and enhance rather than disrupt the coherence we have built. Our focus remains on holding firm to the practices and structures that demonstrably support our students' learning.

A key development this year has been the clarification of curriculum leadership roles. Hub Lead responsibilities are now embedded within HOD job descriptions, allowing the Deputy Principal Curriculum to lead cohesively through the curriculum team rather than through individual hubs. This shift ensures that every HOD carries shared responsibility for curriculum strength, coherence, and ongoing development—an essential next step in our journey toward a truly integrated and future-focused curriculum.

During the final part of the year, time was dedicated to mapping common skills across departments, culminating in what will become our Language of Learning Framework. This work included identifying foundational skills such as paragraph writing, graphing, and data interpretation, and aligning how these are taught across subjects. By building shared approaches, we support consistency for learners, reduce cognitive load, and strengthen academic transitions between learning areas.

Next year, this framework will grow into visible tools to support learning, including classroom posters, shared templates, and potentially a Language |

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| | | | | of Learning handbook for all new students as part of the enrolment process. This work signals our commitment to building a curriculum that is coherent, connected, and accessible for all ākonga.

Next Steps:

- Adopt a reserved and deliberate approach to the implementation of the new English and Mathematics curriculum, ensuring changes are made only where they enhance our already strong, evidence-based local curriculum.
- Provide time and support for HODs to review Te Mātaiaho expectations, identifying areas where minor refinements may be needed while preserving the core strengths of our current programs.
- Strengthen the role of the Curriculum Team, with the Deputy Principal Curriculum leading a coordinated approach to planning, review, and internal evaluation across all learning areas.
- Embed the new HOD job descriptions so that curriculum leadership responsibilities are shared more evenly, ensuring every HOD contributes to the ongoing development and refinement of the local curriculum.
- Continue developing the Language of Learning Framework, expanding common skill maps across learning areas and ensuring clear progression from Years 9–13.
- Produce visual learning supports, such as posters and instructional templates, to reinforce shared strategies for key skills (e.g., paragraph structure, graphing conventions, vocabulary development).
- Explore the creation of a Language of Learning student handbook for all incoming ākonga as part of the enrolment process, supporting consistency and easing transition into the kura. |
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				Establish a termly curriculum review cycle within Pou and HOD meetings to monitor alignment, share exemplar practice, and ensure coherent delivery across all learning areas.
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		*Review reports highlight actionable areas; evidence of curriculum adjustments improving ākonga outcomes.* **Mid-Year:** To ensure our curriculum continues to meet the needs of all learners—particularly those requiring additional support—there is a growing need for more regular, intentional analysis of junior achievement data, engagement trends, attendance, and feedback from both ākonga and kaiako. These insights would better inform where adjustments to curriculum design and delivery are needed, especially for lower-ability learners who may require tailored support. A recommended next step is for HODs and Pou Leads to meet once per term to review current programmes, reflect on student outcomes, and consider the degree of alignment across learning areas. These meetings would also provide an opportunity to identify students who may benefit from additional challenge or extension opportunities, ensuring we are catering to the full range of abilities within our classrooms. **End of Year:** By the end of 2025, clear progress has been made toward strengthening our curriculum review processes, with a more deliberate focus on identifying gaps, inequities, and opportunities for enhancement—particularly within junior programmes. The skills-mapping work undertaken this year, including the initial development of a shared Language of Learning framework, reflects a maturing curriculum that is increasingly coherent and connected across learning areas. This foundational work will support improved

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				consistency and ease of learning for ākonga as they progress through the school.
				Deliberate decisions have been made to increase support for students working well below expected levels in English and/or Mathematics. These decisions—outlined earlier—have been guided by strong internal data and careful consideration of equity, access, and student need. Throughout this process, consultation with iwi has been a critical step, ensuring that any adjustments remain aligned with our values and do not drift into practices that could be perceived as streaming. This collaborative approach has strengthened confidence in the direction we are taking.
				The release of the Tiro Mārorohū Ngāti Kahungunu and Education Review Office Pilot Report has further validated our curriculum priorities. The report strongly affirms the school's direction, highlighting clear alignment with Ngāti Kahungunu strategic aspirations for their young people— particularly around identity, place-based learning, and culturally sustaining practice. This external affirmation provides a powerful foundation for the continued development of a curriculum that honours our local context and supports equitable outcomes for all learners.
				Next Steps: • Establish a formal curriculum review cycle with termly meetings involving the Deputy Principal Curriculum, HODs, and to analyse junior achievement data and engagement. • Use review findings to identify gaps, inequities, and opportunities for refinement in junior programmes, ensuring responsive adjustments are made where necessary.

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				• Continue building the Language of Learning Framework, ensuring skill progressions are mapped from Year 9–13 and supported by shared tools, exemplars, and visual resources in classrooms. • Strengthen curriculum alignment with Tiro Mārorohū and Ngāti Kahungunu aspirations by embedding iwi expectations into planning templates, review cycles, and professional learning. • Ensure curriculum adjustments—particularly those supporting learners below expected levels—remain non-streamed, fluid, and grounded in principles of equity and mana-enhancing practice. • Provide targeted PLD for kaiako and HODs on data analysis, culturally sustaining curriculum design, and differentiated planning to strengthen evaluative capability. • Develop a system to induct new staff into the Curriculum design • Build a system for documenting and reporting review outcomes, enabling trends to be identified over time and informing Board reporting and annual planning.
All Year	- Embed Mātauranga Māori across all curriculum areas through consultation with iwi and whānau, ensuring local narratives are central.		Principal; Deputy Principal Curriculum; SLT	*Evidence of Mātauranga Māori in planning and student work; positive feedback from iwi and whānau* **Mid-Year:** Mātauranga Māori remains intentionally embedded across the curriculum, with a continued commitment to ensuring it is reflected authentically in both planning and practice. Waiata continues regularly with staff, and karakia remains a consistent part of our daily routines, including in staff spaces and as part of our Kawa o te Akomanga. In Term 3, we have a dedicated PLD session with Levi Waitford, who will support staff to deepen their understanding and broaden their ideas around how Mātauranga Māori can be further integrated into teaching and learning. Te Reo Māori is also being embedded into other areas of

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				professional development—for example, it is being used within our Numeracy PLD materials to normalise and reinforce language use across the curriculum.
				To maintain momentum and consistency, it is essential that Mātauranga Māori PLD continues. It is also timely for iwi representatives to be invited back into the kura to see where we are currently positioned in this journey. Re-administering the Tiro Māroro survey to staff, leaders, and students will help us assess the impact of this work and provide clarity for our next steps.
				Establishing a practice of hosting iwi visits at least twice a year would support consistency, strengthen our partnership, and allow for valuable feedback that will guide and validate our ongoing efforts.
				End of Year:
				By the end of 2025, Mātauranga Māori continues to be clearly visible in both curriculum planning and daily practice across the kura. Staff have demonstrated increasing confidence in integrating te ao Māori perspectives into teaching, supported by regular waiata, karakia, and the intentional embedding of tikanga within the Kawa o te Akomanga. These practices are no longer peripheral—they are becoming part of the everyday rhythm and identity of HGHS.
				Invitations extended to iwi throughout the year have been met with positive engagement, and the feedback received affirms the direction the school is taking. The release of the Ngāti Kahungunu / ERO Tiro Māroro Pilot Report has further validated our approach, showing clear alignment between the school's local curriculum development and iwi aspirations for their young people. The report highlights progress toward building a curriculum that genuinely honours Ngāti Kahungunu identity, language, and worldview.

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			As we look ahead, continued partnership with iwi and deliberate, sustained PLD will remain essential. Our next challenge is deepening the consistency and quality of Mātauranga Māori integration across all learning areas and strengthening the evaluative processes that help us understand its impact on ākonga. **Next Steps:** • Continue working alongside other Kura involved in the Tiro Māroro pilot to strengthen partnership, gather feedback, and guide next steps in curriculum design. • Provide an annual Mātauranga Māori PLD plan, including sessions with iwi, external facilitators, and staff-led workshops that model practical integration strategies. • Support kaiako to embed Te Reo Māori and tikanga authentically within planning, assessment, and everyday routines, aligned with the Language of Learning Framework. • Build staff capability through peer sharing of exemplars, showcasing effective integration across different learning areas. • Create a process for HODs to review planning for Mātauranga Māori twice per year, ensuring consistency and alignment with Ngāti Kahungunu aspirations.
All Year	Build leadership capacity through PLD on culturally sustaining pedagogy, data literacy, and equity-focused practices.	Principal; SLT	*PLD evaluations indicate leadership growth; middle leaders implement strategies with demonstrable outcomes* **Mid-Year:** A termly PLD plan has been established and remains responsive to the evolving needs of staff, informed by classroom observations, staff voice, and leadership discussions.

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				Professional learning has included a focus on culturally sustaining pedagogy, with staff continuing to embed school values, tikanga, and te reo Māori into everyday practice.
				Data literacy has been introduced as part of the wider curriculum development work, with HODs beginning to unpack how to use student achievement data to inform teaching and assessment.
				To prioritise staff wellbeing and maintain balance, the number of formal staff meetings has been reduced, moving to a fortnightly rotation. This allows more time for collaborative planning and focused professional development. The introduction of a whole-school data tool (SPAR) has highlighted variability in staff confidence and understanding. Targeted PLD in this area will be prioritised for HODs in the second half of the year.
				As culturally sustaining practice continues to embed, time will be set aside in Term 3 for iwi-led sessions.
				Future leadership development opportunities will be aligned to the Effective Teacher Profile and Professional Growth Cycle (PGC), supporting both emerging and experienced leaders.
				End of Year:
				By the end of 2025, the PLD program continued to evolve in response to changing staff needs and leadership capacity. With staffing changes early in Term 3, priorities in this area required recalibration. While the planned iwi-led PLD sessions could not proceed due to iwi availability and overcommitment, alternative leadership development opportunities were introduced to maintain momentum and strengthen school culture.
				A significant initiative this year was the introduction of the Values-Based Leadership Program, facilitated by the Principal. This trial involved a small group of teaching and non-teaching staff and was designed to build leadership capability, deepen shared understanding of school values, and

				foster a stronger, more connected culture across the kura. Early feedback suggests the program has been impactful, offering a powerful platform for future leadership development.
				Progress in data literacy has been slower than anticipated, largely due to competing priorities across the year. However, foundational work has begun, and the introduction of SPAR has highlighted the need for deeper capability-building, particularly for HODs who play a critical role in analysing student achievement data to inform curriculum decisions. With key appointments now confirmed for the start of 2026, there is strong opportunity to strengthen leadership capacity and data literacy through a coordinated curriculum leadership structure.
				Throughout the year, PLD has remained responsive, tightly aligned to the Strategic and Annual Plan, and focused on supporting staff with the areas of greatest need. This structured yet flexible approach will continue to guide our leadership development work in 2026.
				Next Steps:
				Establish a coherent PLD plan for 2026 that balances responsive needs with strategic priorities, ensuring clarity of purpose and alignment with the Annual Plan.
				• Strengthen data literacy through targeted PLD for HODs, focusing on interpreting student achievement data, using SPAR effectively, and applying insights to curriculum design. • Reschedule and reintegrate iwi-led PLD where possible, ensuring opportunities for staff to deepen their understanding of Mātauranga Māori, tikanga, and culturally sustaining practice.

			• Embed leadership development into the Professional Growth Cycle (PGC) and Effective Teacher Profile, ensuring leadership expectations, coaching, and reflection are consistent across the school.
Term 2	Develop and implement Junior Moderation Processes to ensure consistency and fairness in assessment practices.	DP Systems and Compliance Curriculum Leads	*Moderation logs show consistent application; junior student data reflects improved assessment accuracy.*

Moderation logs show consistent application; junior student data reflects improved assessment accuracy.

Mid-Year: The junior moderation process is now well underway, with supporting resources refined to closely mirror the established systems used at senior level. Staff have begun submitting Term 1 and Term 2 work samples, assessment resources, and quality assurance documentation to the shared "Moderation Records" folder. Progress is being tracked through a master "Internal Moderation Cover Sheet," which feeds into a central spreadsheet monitored by the Deputy Principal responsible for this area. This system is helping to build greater consistency and accountability across junior assessment practices.

End of Year:

By the end of 2025, the first full cycle of junior moderation and Common Assessment Tasks (CATs) will be completed, marking an important milestone in strengthening assessment accuracy across the junior school. Staff have engaged positively with the new processes, and despite the learning curve associated with building a new system, consistency and accountability have noticeably improved.

This year's CATs have provided a solid foundation for benchmarking student progress and will become increasingly valuable as the system matures. As the current Year 9 cohort moves into Year 10 next year, the combination of CATs, e-asTTle data, and formative classroom assessment information will begin to paint a much clearer picture of student learning trajectories. Over

			time, this will support improved teacher judgement, greater data literacy, and more confident decision-making around interventions and CAA entries.
			The completion of this first cycle confirms that the system is workable, robust, and capable of growing into the kind of assessment model that provides meaningful insight—not just snapshots—for both staff and students.
			Next Steps:
			- Build and implement the Year B set of CATs, ensuring alignment across learning areas and coherence with the existing Year A assessments. - Begin comparative analysis of Year 9 and Year 10 CAT results to track progress, identify trends, and inform program refinement. - Use CAT and e-asTTle data to strengthen CAA entry decisions, ensuring staff have the confidence and evidence needed to make accurate judgements. - Embed CAT analysis into Pou and departmental curriculum review discussions, reinforcing data literacy as a core component of curriculum leadership. - Provide ongoing PLD to help kaiako interpret and act on assessment data, particularly in relation to supporting priority learners. - Continue building a bank of shared exemplars and annotated work samples to support consistency of judgements across the junior school.
Term 1 & Ongoing	Pilot student leadership opportunities within hubs to enhance student voice	Deputy Principal Systems and	*Feedback from ākonga and staff on leadership impact; increased student participation in curriculum-related initiatives.*

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| | and agency in curriculum design and delivery. | Compliance; Pou Leads | **Mid-Year:** Our junior student leaders have been selected and have met three times to date. They are currently working to define their kaupapa and set meaningful goals for the group. As these students are actively involved in a range of school activities, finding a consistent meeting time has been a challenge. To support their progress, we have arranged for them to be released from class once a fortnight. Their goals include developing a legacy project they can hand over to future cohorts and planning a culminating event in Term 4, which they will take full responsibility for organising and leading.

End of Year:

The introduction of a junior leadership team in 2025 has been a highly successful initiative, strengthening student voice and providing ākonga with authentic opportunities to contribute to school culture. Although the planned culminating project did not eventuate, the leadership group demonstrated strong engagement, enthusiasm, and emerging capability. Their willingness to participate, collaborate, and take initiative has been noted across a range of school activities and events.

The establishment of this group has highlighted the value of investing in leadership development earlier in students' schooling. Junior leaders showed genuine potential, with many emerging as confident role models within their Hubs and across wider school life. Their participation has contributed to increased student involvement in curriculum-related initiatives, events, and cultural activities.

The challenge now is to ensure that this leadership capability is not lost but rather carried forward and strengthened as these students progress into Year 11 and beyond. With the groundwork established, 2026 presents an |

				opportunity to expand the visibility, influence, and contribution of junior leaders.
				Next Steps: • Establish a new cohort of Junior Leaders in Term 1, ensuring early induction and clear expectations for the year ahead. • Provide structured mentoring and leadership development, aligned with the school's values and the Values-Based Leadership Program. • Intentionally connect junior leaders with existing student committees (e.g., Arts, Sports, Wellbeing, Pasifika, Māori, Environment) to grow leadership capability and broaden student voice across initiatives. • Build in dedicated time—for example, fortnightly release or scheduled Hui—to support consistent participation and enable leaders to plan, reflect, and collaborate effectively. • Strengthen evaluative practices by gathering student and staff feedback on the impact of junior leadership, using this to refine the program annually.

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