

HASTINGS GIRLS' HIGH SCHOOL

ANNUAL STRATEGIC PLAN 2021

Strategic Goals		Core Strategies for Achieving Goals: 2018 - 2021
Students' Learning	To provide all students with a balanced, well rounded curriculum that is based on the New Zealand curriculum and is responsive to the unique needs of our community. To provide education which ensures that our students are well placed to achieve NCEA success and make successful transition to the future.	To constantly revise programmes to ensure that they remain relevant and engaging to our students while providing them with the necessary knowledge and skills to cope well with New Zealand's qualification system.
School Performance	To govern and manage the school in ways that give priority to student learning according to their identified abilities and needs.	To respond to the expectations of our parent body and to be proactive in ensuring this engagement. To maximise learning time and to find ways of minimising learning disruptions, distractions.
Use of Resources	To provide quality human and material resources needed for students to benefit from a balanced well-rounded curriculum according to their identified abilities and needs.	To determine resourcing decisions to maximise student achievement.

ANNUAL SCHOOL IMPROVEMENT PLAN

Domain	Strategic Goal	Target	Short Report
Students' Learning	1. To enable our girls to be literate and numerate so that they can contribute to and be successful in society.	Level 1 NCEA – 90% -Māori 90% -Pasifika 90%	This strategic goal aligns with our COL achievement challenges: Literacy and Numeracy. A focus on addressing the levels of literacy and numeracy in years 9 and 10 in order to improve NCEA results in Year 11.
		University Entrance Literacy Year 12- 75%	We would also like to increase the percentage of students achieving their UE literacy requirements in Year 12.
Student Engagement	2. To ensure that all our students feel connected to and have strong positive relationships with at least one significant adult in the school who knows their story.	100% of students to set a learning goal with their Akina coach and this is recorded on KAMAR. 90% success in students working towards their learning goal.	This strategic goal aligns with our COL achievement challenge: Student Wellbeing. It covers the dimensions of Taha Hinengaro: mental wellbeing, Taha Wairua: spiritual wellbeing, Taha Tinana: physical health and wellbeing, and Taha Whanau: wellbeing that comes through extended family and social systems, at HGHS this is primarily through our pastoral care program.
Curriculum Development	3. To develop and implement, a junior curriculum that works across all five competencies.	To work collaboratively across departments to develop planning and teaching and reviewing of four units in Year 9 which are locally based and are delivered through a lens of culturally responsive pedagogy. To develop and implement three Learning Hubs in the junior school.	Learning will be student centred and highly relevant to the lives and experiences of our mostly Māori and Pasifika students. A strong focus on a curriculum which uses local contexts, resources, people and which is focused on increasing equity, social justice, critical thinking and enhancing democracy.

ANALYSIS OF VARIANCE 2021

ANNUAL ACHIEVEMENT - GOAL 1

Domain: Student Learning

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

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

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

Historical Position	Achievement target	2021 Achievement results	Explanation of variation
Level 1 NCEA 82%	Level 1 NCEA: 90%	74%	<p>Our historical position appears to be based on a predicted pass rate at the end of February, whereas this year's data is taken as of 11.02.2022. If we were to use a similar approach to last year, our overall pass rate would sit at 78%, Māori 73%, Pasifika 92%. As with data gathered over the last 3 years, our numbers exclude students that did not complete the school year and students enrolled in a two-year program to gain Level 1. An increase of 26% in Level 1 for our Pasifika students substantial and is a direct result of our targeted strategic actions over the last 3 years.</p> <p>University Entrance Literacy continues to improve with another gain this year of 7% at Year 12.</p> <p>The shared responsibility across all staff to monitor UE literacy is an area we will strengthen in 2022.</p>
Level 1 NCEA Māori 78%	Level 1 NCEA: Māori 90%	69%	
Level 1 NCEA Pasifika 59%	Level 1 NCEA: Pasifika 90%	85%	
University Entrance Literacy in Year 12: 52%	University Entrance Literacy: 75% in Year 12	59%	

When	Activity	Person Responsible	Indicators of Progress
Terms 1 –2	Curriculum reviewing teaching and learning reflective process and resourcing to support our direction	<ul style="list-style-type: none"> – Specialist Classroom Teacher – Deputy Principal – Curriculum & Pedagogy 	<p>Teaching and learning professional development to develop staff capability to analyse and use data to inform learning.</p> <p>July progress to date: A number of staff PLD workshops were held i) understanding Easttle data ii) Using Easttle Data, targeting students to differentiate. iii) Literacy strategies using data. Next steps to embed this understanding and continue with PD through departments and Hub/whanau class groups. SPAR 2021 to Board in Term 1 - departments developed staff capability in presenting data to the team, analysis focuses on the impact of changes made to teaching and learning. Term 3, with a revised meeting structure provides more time for Departments to analyse data, review and plan using targeted strategies.</p> <p>End of Year:</p> <ol style="list-style-type: none"> 1. Term 4 PLD all focused on Hub Development – planning teams met every Friday to complete the planning tool step by step. 2. Term 3 department meeting structure has proved successful and we will continue with this into 2022. 3. The targeted strategies will be school wide – appointment of a WSCOL Literacy for 2022 to develop a literacy committee and kete of strategies across curriculum areas 4. The development of the curriculum planning tool will provide clarity for HoDs in regards to skills, knowledge and vocabulary in their learning areas <p>Next steps:</p> <ol style="list-style-type: none"> 1. Implementation of our literacy specialist, including RTLB training.

			<ol style="list-style-type: none"> 2. Agreed kete of literacy strategies and targeted PLD for staff led by Literacy coordinator WSCOL. 3. Development of a literacy committee 4. Full implantation of curriculum planning tool 5. Ongoing deliberate time at PD mornings focused on Hub curriculum development and teams planning together 6. Easttle unpacked within Hubs for all staff to grow literacy understanding of students 7. NCEA opportunities for literacy across curriculum areas to be developed and unpacked with early identification and intervention for students needing this. (tracking and Monitoring)
All Year	Continued development of growth coaching as part of best practice	<ul style="list-style-type: none"> - Specialist Classroom Teacher - Deputy Principal – Curriculum & Pedagogy - Lara Meyer 	The development of growth coaching conversations with the aim of building school wide culturally sustainable practices and bettering students' achievement.
			<p>July progress to date:</p> <p>The end of term 1 saw the introduction of our new Professional Growth Cycle Model, based on the new Teaching Council guidelines and aligned with our work on Evidence based coaching and observation. A number of workshops were offered to staff presented by staff and providers – Staff chose two of:</p> <ol style="list-style-type: none"> i) Unpacking the Standards from Te Ao Māori perspective, ii) Growth Coaching, iii) setting goals, iv) PGC guidelines and topics (all staff). <p>The vision is that this PGC is aligned with current strategic direction of the school, literacy, hubs, Te Tiriti O Waitangi or PCT journey and not an extra. A new model of peer coaching has been introduced and staff can work alone on their PGC or in groups.</p> <p>The decision has been made not to pursue the EBO tool, rather to grow coaching expertise in-house.</p>
			<p>End of Year:</p> <p>All staff completed PGC reflections at the end of 2021 related to Hub curriculum planning.</p>

			Use of smartsheets to record and track
			Next steps: 1. PGC will start Term 1 and have a fresh shape.

All Year	Continuation of numeracy professional learning and development, including mathematics staff focusing teacher as inquiry on numeracy. Development of cross curricular opportunities to embed numeracy. <ul style="list-style-type: none"> - Increased classroom observations and working with Academic Quality Management Team to map, track and have targeted actions for students towards NCEA. - Head of Department keen to build bridges sharing practise with Intermediate schools' teaching of Mathematics. 	<ul style="list-style-type: none"> - Deputy Principal - Curriculum & Pedagogy - Head of Department Mathematics - Mathematics Department - Jim Hogan 	Evidence in planning and teaching across the Mathematics department of strategies to develop numeracy.
			<p>July progress to date:</p> <p>The Numeracy project work has focused on the use of Easttle data to inform curriculum design and pedagogy. This is the second year of the new Junior Curriculum design in Mathematics. Recent Easttle data shows a significant movement of all students in both Hubs and Whanau classes up NZC levels. It is the second year that the Hubs have demonstrated the same, or better, movement in Mathematics as other classes. The Mathematics department were featured in Tokona Te Raki Research sent to the Ministry of Education in Wellington as a positive example of removing streaming and providing differentiated classes. Next steps are for the HoD to build relationships with Intermediate schools and teaching of Mathematics.</p>
			<p>End of Year:</p> <p>The numeracy report (Dec 2021) continues to show progress in student achievement and teacher efficacy in using data to develop teaching and learning. Successful PLD application for 2022 Jim Hogan worked with Science department to grow cross over numeracy opportunities Development of 1MANY to include Geography/science and business – as well as maths into 2022.</p>
			<p>Next steps:</p> <p>2022 – PLD on assessment for learning using Jim Hogan. Implementation of Numeracy course at L1 Intervention early in 2022 with students as needed.</p>
All year	Build and implement an annual plan for targeted professional learning and development which best meets the needs of	<ul style="list-style-type: none"> - Principal - Deputy Principal – Curriculum & Pedagogy 	<p>Providing responsive, practical teacher professional learning to support all teachers which will impact directly on student learning outcomes.</p> <p>July progress to date:</p>

	<p>our staff and supports the strategic direction of the school.</p> <ul style="list-style-type: none"> - Margaret Ross to return to start the 2021 year – working with all staff and in Term 2. - Bill Hamilton to work with smaller groups including the Board as they start to shape the new strategic plan. - Continued development of 90-minute lesson and differentiation will remain a priority. - Embedding restorative practise will continue to be a focus. 	<ul style="list-style-type: none"> - Professional Learning and Development Team 	<p>Margaret Ross returned to us at the start of the year for a full staff PD session on classroom management “Starting the year positively”. This helped our staff to develop routines instead of rules. Setting up structure and routines were better ways to develop the relationship with students as they will get to co-construct the routines in the classroom. We saw this as a very positive start to the year and staff were highly engaged in the session.</p> <p>Margaret Ross returned to us at the end of Term 2 where the focus was centred around the Deans, and they looked at “Motivational Interviewing”. This was again hugely beneficial to the Dean’s team as it is another skill that they can put in their tool kits and was a good opportunity for the Deans to network with other schools in our area.</p> <p>Systems and processes have been set up for staff PD to create and implement a transparent annual plan and map of all PD, costs and feedback. There are PD committee meetings every 4-5 weeks with regular agenda items</p> <ul style="list-style-type: none"> i) PD approval, ii) Friday PLD planning, iii) PLD applications and this committee has members from operational, administrative and pastoral teams as well as curriculum. A smartsheet tracks all staff PD and costs and there is a new application process which includes staff justification for the PD and how they will feed it back into the school community. We have been very fortunate that all staff (approx. 10) who have applied for subject specific conferences have been awarded PPTA grants for travel, fees and costs. This is significant in reducing costs and allowing more staff to access PD. Staff have attended Media Studies, Technology, Social Studies, Science, Drama, Mathematics and Samoan conferences on this basis. <p>The school has been awarded 50 hours for Te Tiriti O Waitangi PLD with Bill Hamilton and Whare Isaac Sharland with a specific focus on partnership in the Strategic Plan 2022-25 and curriculum design.</p>
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			<p>The Board are in the process of engaging an external provider to support them through the strategic review process.</p> <p>Two HoDs (Science and Performing Arts) are continuing work with the Curriculum Design Model in conjunction with the Knowledge Rich Schools project at University of Auckland. Next steps are to develop this model with other HoDs.</p> <p>Embedding restorative practices continues to be something that we work towards. Staff are more willing to use restorative ways but more training in this area still needs to be completed for us to be fully effective in this practice.</p> <p>End of Year: PD deliberately focused on Hub Curriculum planning PD committee established Restorative practises embedded throughout the school – stand down and suspension rate significantly reduced throughout the year and demographic representation is equal in the data.</p> <p>Next steps:</p> <ol style="list-style-type: none"> 1. Continue to host Margaret Ross mid year for Hawkes Bay PCT days – possibly whole staff on an Accord day 2. Further development of the Akina Coach role with a focus on monitoring and mentoring senior students and early intervention (Tracking and monitoring)
All Year	<p>Continued development of Learning Support Coordinator role to support transition of students between and within HGHS.</p> <ul style="list-style-type: none"> – Continue to refine the process particularly around the interviews to ensure we can capture the students' needs earlier. – Uniform shop to be located off site and no longer under HGHS umbrella. 	<ul style="list-style-type: none"> – Principal – Learning Support Coordinator 	<p><i>To develop a set process to support their job role; and which will include the transition and monitoring of all new students, these will provide a clear framework for all staff working within the pastoral scope.</i></p> <p>July progress to date: Review Student Profile sheet with Deans completed. Discuss with SENCO any additions that need to be made. Information will be sought directly for LSC, SENCO as early as possible to ensure applications are being made for ICS funding. Work on's: Transition plans for students exiting HGHS. Development of process to ensure all students leave with a transition plan. Liaise with Deans and Nga Ara to ensure this is completed.</p>

	<p>– Learning Support Coordinator will develop the transition team which will include Careers, Gateway, SENCO, ELL and Star leaders. The purpose is to strengthen and streamline systems and processes to meet the pathway needs for girls in and out of school.</p>		<p>Use Alt Ed and Ākina more effectively. We have increased the referrals to both so far this year and have had some very good results.</p> <p>Students transitioning back into school with less incidents reported both in and out of the classroom.</p> <p>Referral systems developed for both SENCO and Guidance Counsellor. These will be stored electronically in the Teachers Toolkit.</p> <p>Working to develop an ‘inculcation’ plan to support students transitioning into HGHS. This will be a whole school approach targeting all aspects of school life. A 360 review at the end of week 6 2022 will provide feedback for the plan moving forward.</p> <p>Uniform Shop has moved off site and stock has been transferred to The Uniform Group, who are now our independent supplier of the school uniform.</p> <p>End of Year:</p> <p>Development of transition process and plan for students leaving throughout the year – DP pastoral and LSC involved in process and meet with whanau and have an exit interview. Gather data to inform for improvement</p> <p>Whakawhanaungatanga map has been developed for start of 2022 Year 9 and all Juniors</p> <p>Use of Alternative Education and Akina successfully in Pastoral support plan.</p> <p>Development of flexible transition processes responsive to Covid restrictions – use of technology to film and video</p> <p>Next steps:</p> <p>Principal to build a relationship with new Principal of Heretaunga as part of Kahui Ako and to build reciprocity pastorally and curriculum connections</p> <p>Continuing to refine and build our transition plan</p> <p>Video Hubs and other events to share on social media for Year 8s.</p>
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All Year	<p>Establish an Academic Quality Management Team</p> <ul style="list-style-type: none"> - To monitor student progress through course-specific academic checkpoints and respond accordingly as soon as students meet criteria placing them either at risk or in need of extension. - The cornerstone of this system will be a newly developed course outline and assessment plan for each individual course 	<ul style="list-style-type: none"> - Principal - Deputy Principal – Operations - Careers Advisor - House Deans 	<p><i>Data will be used throughout the school to identify gaps in student learning.</i></p> <p><i>Professional development will build teachers’ and leaders’ data literacy skills; kotahitanga</i></p> <p><i>Increasingly, students and or whānau included as part of these conversations.</i></p> <p>July progress to date:</p> <p>The academic quality management team now consists of a Year 13 Academic Dean who works in conjunction with the Pastoral Deans who oversee Year 11 and Year 12 academic tracking.</p> <p>‘At risk’ tracking process set up July 2021 to catch NCEA level 1 students who will need more support and a specific programme on Fridays to gain credits.</p> <p>Ongoing targeted support for AKINA coaches, helping them track and map credits</p> <p>Targeted endorsement mentoring to start at the beginning of term 3 – this will support students aiming for a M or E Endorsement.</p> <p>End of Year:</p> <p>Year 13 academic tracking has been successful and this will provide a model for 2022 academic tracking and mentoring for yr 11 and 12. Learnings for us have been around the value of face to face communication, teams meeting</p> <p>Return from Covid the focus was Hauora and academic took a back seat and on Year 13 and their pathway. Year 13 tracking similar to 2020.</p> <p>Implemented Literacy and NCEA achievement emergency tutorials in term 4 2021 – the success of this was due to huge staff input. There was a deliberate employment of non-teaching staff to assist in this Term 4 programme.</p> <p>Next steps:</p> <p>Two systems will be run in conjunction</p> <ol style="list-style-type: none"> 1. Akina coaches tracking academic pathway during Term 1 with tools and support from DP (PN)
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			<p>2. Data Based analysis with Deans beginning Term 1 in regular meetings between Deans and DP (PN) – focused on early intervention with students.</p> <p>Once at-risk students identified they will have structured and deliberate support in Study and Kahui. These will be timetabled. Whanau hui will take place at this point. Identification of barriers for these students in order to improve teaching and systems and cross curricular opportunities.</p>
All Year	<ul style="list-style-type: none"> Visual tracking of 'Names and Needs' 	<ul style="list-style-type: none"> Learning Support Coordinator Deputy Principal - Pastoral 	<p><i>A detailed 'Names and Needs' wall for girls needing extra support in learning and or pastoral care. Their lead 'support person' will be identified as part of this.</i></p> <p>July progress to date: Deans and Pastoral Team continue to use the wall. The Deans are making a deliberate approach in ensuring Akina Coaches are recorded as significant adults if they have a genuine connection with students and are aware of their story.</p> <p>End of Year: Best use of Names and needs was in transitioning out – left space on wall and could track students and levels – then Deans could meet to discuss stories.</p> <p>Next steps: To be used in 2022 with the plan of incorporating that into Kamar as an online process.</p>
All Year	<p>Further development of Departmental / Team goals – targets and connected to annual targets and goals.</p> <ul style="list-style-type: none"> Curriculum leaders will continue to set goals around 	<ul style="list-style-type: none"> Principal Deputy Principal - Pastoral Deputy Principal – Curriculum & Pedagogy Learning Support Coordinator 	<p><i>A school wide focus (narrowing and sharpening) on the 2021 strategic learning priorities.</i></p> <p>July progress to date: All departments developed detailed SPAR with more involvement from teaching staff in 2021, these were presented and discussed in start of the year department and curriculum group meetings.</p>

	<p>teaching and learning development.</p> <ul style="list-style-type: none"> - KERU project to continue and AU want to apply for TRIF for 2022 solely with HGHS. - The Hauora Team will continue to form part of our regular meeting cycle. Exploring the possibility of establishing mirimiri as part of our hauora vision. - Pastoral team to develop an AKINA girl vision - Establishment of Academic Quality Management Team - Establishment of Business Manager Role 	<p>- Deputy Principal – Operations</p>	<p>Departmental goals were set with annual targets and specific alignment to Strategic vision.</p> <p>KERU – UoA did not get the funding and the project will finish in 2021</p> <p>A formal Assessment and Moderation plan has been developed in which teachers register their assessments, expected assessment dates and re-assessment opportunities before the commencement of each individual course. This system then prompts for and captures internal moderation evidence and student acknowledgement of achievement, as well as functioning as a running record of assessment at the school.</p> <p>This plan forms part of the broader Academic Quality Management Plan – a working document that has been created and from which the Academic Quality Management System is enacted.</p> <p>Hauora meetings have included Neurodiversity and Trauma the effects on the Brain.</p> <p>The first meeting was on the roles of specialists and how we work together.</p> <p>Family Violence Co-ordinator for the Police. Spoke to the groups around the trends in our community and how we can best help our students.</p> <p>Continuing to develop no traditional ways of assisting students heal from trauma needs to be a priority. Mirimiri is one of the possible therapies.</p> <p>AKINA girl vision has being put on hold as needs to be part of a bigger whole school strategic plan.</p> <p>A review of the PA position and its alignment with the school Leadership model has resulted in its disestablishment and the shaping of a new position of – Business Manager. In this role focus will be given to developing system and processes to support staff in their projects, and public relations manager. To be reviewed again at the end of 2021.</p> <p>End of Year: BoT and SLT are working with an outside provider to review and refresh our Strategic Plan.</p>
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			<p>HGHS won the PM Excellence award for leadership Curriculum structures review and survey (Grow HR) to streamline structures to support new curriculum development New Department established Nga Ara Reo me ona Tikanga Review of line management of teams and some changes made Review of itinerant music teacher programme</p>
			<p>Next steps: Monitoring the success of the new management of teams Support and check in processes with the Hub Coordinators.</p>

ANNUAL ACHIEVEMENT - GOAL 2

Domain: Student Engagement

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

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

Resourcing: As detailed in the PLD plan

Historical Position	Achievement target	2021 Achievement results	Explanation of variation
Individual learning goals introduced to the school in 2019.	100% of students to set a learning goal with their Akina coach and this is recorded on KAMAR.	90% students had a learning goal recorded at the start of the year. This goal was shared with whānau and used to track and map progress against.	New students arriving at school throughout the year, students not in attendance when goals were initially shaped. With focus on monitoring and tracking being sharpened in 2022, this should address this issue.
Close monitoring and mentoring of students to support them in achieving their individual learning goals introduced in 2019.	90% success in students working towards their learning goal.	Refer to results in target 1 for senior students. Data not collated for junior goals.	Interruptions due to COVID and our schoolwide decision to limit contact where possible, our plan to have multiple Hui with whānau was somewhat reduced. Should this continue into 2022, we will need to find more creative ways to ensure connection is maintained. Our schoolwide focus shifted from academic achievement being the priority to hauora.

When	Activity	Person Responsible	Indicators of Progress
All Year	– Strengthening HGHS Pasifika community group.	– Pasifika Dean – Teacher in Charge Samoan	<i>Partnering with Aiga to establish a strengths based / high expectations approach to raising Pasifika achievement.</i>

	<ul style="list-style-type: none"> - Growth of Samoan pathway. - Continued development of Lalaga se fou space. 		<p>July progress to date: We continue to benefit from the impressive leadership of our Pasifika Dean and TIC Samoan Excellent results from L1 Samoan 2020 has led to the growth of L1 and L2 NCEA on offer. For the first time HGHS and HBHS connected with community and led a week of learning and events to celebrate Samoan Independence week. This culminated in a Samoan evening attended by the community from both schools. The development of Lalaga Se Fou into a bigger classroom and as Kahui space on a Friday. A new Junior Hub for 2022 – Tautua Pasifika Academic and wellbeing Tracking of Pasifika students by the Pacifica Dean including pathways after school with CENZ for two students. \$20,000 Funding awarded from the Ministry Pasifika Innovation Funding for a Youth lift up/homework club in conjunction with the Pasifika Community \$1800 funding from the Bilingual Funding for an in-house Expert in Samoan Language and Culture to work with students and teacher</p> <p>End of Year: Independence Week innovation in connection with HBHS – annual event started Holiday programme for Tupulaga ma Taeaο – just for HGHS 2021 due to Covid restrictions but 2022 this will be expanded The Tautua Hub was a popular choice Pasifika Dean hours extended to support the work done to help students. Pasifika student invited to Hui in Wellington around Pasifika Leadership.</p> <p>Next steps: Growth of Expert Partner for the Hub – 2022 NZEI Pasifika Fono – Principal to be guest speaker</p>
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			Appointment of Tupulaga Ma Taeao (Youth of Tomorrow) Coordinator Expansion of programme
All Year	<ul style="list-style-type: none"> - Develop a Māori community group - The Board of Trustees are looking to engage an external provider from Ngāti Kahungunu to lead us through the envisioning of our strategic plan. 	<ul style="list-style-type: none"> - Principal - Board of Trustees - Senior Leadership Team - Within School COL Māori 	<p><i>Partnering with Whanau and Iwi to establish a strengths based / high expectations approach to raising Māori achievement.</i></p> <p>July progress to date: Kapa Haka Whānau Community Group re-established and investment from Board of HGHS and HBHS into kapa haka tutors and noho marae. Te Ropu Mana Huia qualified at regionals for Nationals in 2022. Growth on WSCOL lead to develop Te Reo Māori with Teachers, waiata and school tikanga. She provided weekly teaching for staff and led staff PD on Te Ao Māori in the teaching standards. Next step is an effective teacher profile that feeds into observation, further development of staff Te Reo, tikanga, waiata and the building of Te Ao Māori within curriculum design. Funding of 50 hours awarded to work with Dr Bill Te Puia Hamilton on Board Strategic planning.</p> <p>End of Year: BoT appointed consultant to work with the teams on the new strategic plan. She has met with us twice to begin this work. Expert partners in Matauranga Maori for Hubs budgeted for through money from the PM award. These relationships have been started with Hub Coordinators Growth of Puhoro STEM programme in to Year 11 and Juniors School Haka and waiata developed with students Staff have weekly Waiata practise Relationship with NKII and HGHS has gone from strength to strength as evidenced through our invitation to a NKII/ERO pilot looking at evaluation through a Te Ao Maori lens. HGHS invited to present at the NKII STEM Forum Effective Teacher Profile of Maori Students developed by WSCOL Mana Wahine development</p>

			<p>Next steps: Strategic plan finalised NKII/ERO pilot continues Development of Matauranga Maori Curriculum map Effective Teacher Profile implemented along with teaching and learning observation process development in alignment Continued building of the 'Way we do things' at HGHS through lens of Te Ao Maori</p>
Terms 1 and 3	<ul style="list-style-type: none"> - Pasifika Hui - Māori Hui 	<ul style="list-style-type: none"> - Senior Leadership Team - Within School COL Māori - Pasifika Dean - Board of Trustees 	<p><i>Building and maintaining high trust relationships in the form of a partnership with the Māori and Pasifika communities. Creating authentic and regular opportunities for us to listen and respond to the needs of the school community.</i></p> <p>July progress to date: During the process of application for the PM excellence award we sought feedback from community members and whānau. The feedback indicated that we have come a long way to building trust and families feel welcome in our school. They feel their daughters are raised up and inspired to be their best, and believed in. Next steps are to establish a Māori Council. This work run parallel with the current student council but will be built for Māori by Māori. The Creatives in school project awarded to HGHS – Creating a Mural has enabled junior students to work with a local Pacifica artist and community to create a mural for an outside wall showcasing inspirational woman from tangata whenua The youth group funding from the Pasifika Innovation fund will help us develop more community ties with our Pasifika Community. We still need to have the hui with community to listen to further needs.</p> <p>End of Year: Announcement of first Amorangi and Amokura student leaders on student leadership team and as leaders of Maori Council</p>

			<p>Mural completed – and further junior murals completed Two Creative in Schools Projects/PLD awarded to HGHS for 2022 – Darryl Thompson (Art/Rapper) and Renata Nepe for Kapa Haka Tutor for Nationals</p> <p>Next steps: Establishment of the Maori student Council Mapping of expert partners and sharing of data with iwi Hope to have Hui and Fono in the community dependent on Covid restrictions Review of events such as Prize Giving to ensure they align through this lens Developing a cultural space outside Te Waiwaia to serve multiple purposes including Powhiri.</p>
All Year	<ul style="list-style-type: none"> – Further development of the ĀKINA coach – development of Ākina Coach handbook supporting Ākina Coaches in mentoring students. – Development of My Mahi across the school – Staff website built with links for all systems and key processes/information – Development of Sports Vision. 	<ul style="list-style-type: none"> – Deputy Principal – Deans Team – Deputy Principal – Operations – Learning Support Coordinator – Careers – Head of Department Physical Education and Health 	<p><i>Developing collective efficacy across the school to support our girl in her journey through HGHS and in preparation for her tomorrow.</i></p> <p>July progress to date: Still further development of Ākina coach is needed. We have reinstated the Akina coach meetings with the deans. This is so that the deans can help and support Ākina coaches with their needs. We have set aside in Deans meeting a 10min timeslot to talk about all things that relate in this area. This is still a work in progress. Ākina Coach Handbook is now in the teachers Toolkit and on the staff website. My mahi is at this stage being used by Nga Ara. This will be possibly looked at in stages for other areas of the school.</p> <p>End of Year: My Mahi on hold as a platform as Kamar Upgrade was the focus Connection with Dingle Foundation to build programmes for 2022 Careers Appointment of Kete Coordinators and development of a programme Shemozzle held again</p>

			<p>Next steps: Akina coaches Term 1 mapped out underpinned by the monitoring and tracking plan and whakawhanaungatanga map Deliberate Careers programme timetabled for all students, Dingle programme for disengaged students Kete programme embedded in yr 12-13 Study time sports strategic vision ready for consultation for SLT</p>
All Year	<ul style="list-style-type: none"> - Strengthen communication within and beyond school. - Building school website, Pānui and Facebook - Development of staff website. - Building individual capacity of staff in project management. 	<ul style="list-style-type: none"> - Principal - Board of Trustees - Business Manager 	<p><i>Streamlining of school wide communication</i></p>
			<p>July progress to date: As we carry on developing our communication channels, such as Facebook, Instagram, and the school website, we are strengthening our connect with whānau, students and staffs. The school website continues to be improved upon, with a focus on 'our learning' and 'enrolment' as priority areas. We have increased our Facebook posts resulting in more likes and comments on our page. We now have an Instagram account, where posts are more focused towards our students. Work is underway to upskill specific staff in strategic planning, with an outcome of defined marketing strategics for each department and systems in place to streamline activities to ensure that all areas, have equal opportunities to promo activities to better support funding applications and to build brand identity.</p>
			<p>End of Year: Our Return to Work planning Embedding of Panui as one stop shop communication to staff Sports website developing</p>
			<p>Next steps: Sports Website launched and utilized Ensure that staff use the Panui as their main form of communication so whole staff email addresses only with SLT/Admin Continued development of expertise in project management across SLT and SLT become expert communicators</p>

All Year	<ul style="list-style-type: none"> - Create meaningful opportunities for whānau to engage in conversations centred around their students learning. - further develop procedures underpinning the reporting system to ensure it is effective for students and families and efficient for all stakeholders. - Continue to provide opportunities to engage with whānau kanohi ki te kanohi. 	- Deputy Principal Operation	<p><i>Establish a reporting schedule in response to the findings in the Reporting Review.</i></p> <p>July progress to date: Student learning goal-driven reports are in their third iteration and have been well received by whānau. A junior progress hui has been successfully undertaken in Term 1 of 2021. A senior NCEA passport (Term 1) with learning goal and NCEA progress summary (Term 2), were again circulated in Term 1, but may well be replaced by a digital version via the My Mahi app at a later stage. The above documents are used to inform discussions held with ākonga and whānau at the Senior Progress Hui (Term 2) and Senior Pathways Hui (Term 3).</p> <p>End of Year: Disruption to the school year due to COVID has resulted in the need for us to be flexible around both the timing of reporting and the way in which we engage with whānau. We have agreed on the need for us to publish our reporting plan with staff and whānau at the start of the year with the hope that this will give clarity for all. Not being able to meet kanohi ki te kanohi with whānau is a huge challenge for us all and will need rebuilding in 2022. The development of the Monitoring and Tracking map will also add a crucial element to this process.</p> <p>Next steps: Publish the plan and approve the academic dates calendar Hub Graduate Profiles developed that Hubs report against</p>
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ANNUAL ACHIEVEMENT - GOAL 3

Domain: Domain Curriculum Development

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

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

Historical Position	Achievement target	2021 Achievement results	Explanation of variation
Streamed classes based upon PAT tests taken on first day of school at HGHS. Once in a class, students were looked into its specific pathway.	To complete planning and teaching of four cross-curricular units in Year 9	Cross curricular units have been completed across the three learning hubs as part of the trial of our junior learning hub curriculum.	We have achieved our target. Learning from this has informed our next step – to have all the junior school in Learning Hubs from 2022. Students will self-select a hub based upon their own particular interests, skills and talents and through using our Curriculum Design planning tool, we will build curriculum which places equitable value upon Mātauranga Māori and subject specific knowledge.

When	Activity	Person Responsible	Indicators of Progress
Ongoing	<ul style="list-style-type: none"> - Building capacity with our Senior and Middle leaders - Continue to refine and build SLT way of working as a team where feedback, reflection and growth becomes fluid and safe. - Working together to support Middle leaders and on projects. - School Business manager having oversights of projects and upskilling us in managing these. These ways of working will role model for middle leaders' best practise and provide strong communication channels for Middle Leaders. 	<ul style="list-style-type: none"> - Deputy Principal – Pastoral - Deputy Principal – Operations - Deputy Principal – Curriculum and Pedagogy 	<p><i>Middle leaders to develop a clearer understanding of the educational leadership capabilities and to use these as a framework for leadership. To offer more targeted support to middle leaders. A focus on online managers coaching to grow capacity rather than people management and task driven.</i></p> <p><i>Opportunity for PLD as an SLT around HR best practice and managing difficult conversations.</i></p> <p>July progress to date: Continued meetings with Middle leaders on an individual basis to grow their leadership.</p> <p>End of Year: Appraisals with HoD's</p> <p>Next steps: HoDs to develop strong relationship with new DP C&P HoDs developing intentional curriculum work in Dept meetings to align with Hub development HoDs to explore opportunities at a senior level for naturally occurring evidence to be used to support student achievement.</p>
Terms 1 - 3	<ul style="list-style-type: none"> - Establish a working party/team to review and develop the HGHS Curriculum Policy. 	<ul style="list-style-type: none"> - Principal - Deputy Principal – Curriculum & Pedagogy - Board of Trustees 	<p><i>New curriculum policy to be developed which supports, guides and reflects our curriculum</i></p> <p>July progress to date: This has started with a departmental curriculum structural review consisting of i) HOD/Asst HOD meetings with DP Curriculum ii) Survey to all staff by departments iii) data collection of numbers of staff working across departments Next steps are to provide a draft curriculum policy which also includes recommendations from above, learning support (with LSC and SENCO) and enrichment, dux and data.</p>

			<p>End of Year: SLT approved recommendations and all have been implemented</p>
			<p>Next steps: nil</p>
Ongoing	<ul style="list-style-type: none"> - Development of SENCO role - To have Teachers and Teacher Aides working collectively on planning directly with each other. - SENCO to become more focused on students' individual needs and assessments and meeting with families. - Teacher Aides to attend all curriculum and student-based professional development meetings 	<ul style="list-style-type: none"> - Learning Support Coordinator 	<p><i>Further development of the Diverse Learners Register. Which includes students with Special Assessment Conditions and specific learning needs including those who are working on an accelerated learning plan. Supported Learners will have a purple triangle on Kamar for communicating the needs and strategies of students. Strengthening the Teacher Aide team and developing closer relationships between teachers and teacher aides, which will benefit student learning.</i></p> <p>July progress to date: Develop a strengths-based training programme with Teacher Aides sharing their expertise with others. Training as reader writers is also planned. As hub develop next year the Teacher Aides will be involved as much as possible in planning alongside Teachers.</p> <p>End of Year: The Teacher Aides continue to go from strength to strength. We are becoming increasingly strategic in our appointments, ensuring staff have the skills and strengths to best support our learners. An ever-increasing number of students require Special Assessment Conditions; this is as a result of early diagnostic testing and fine tuning systems and processes for identifying students requiring extra learning support. Discussion around the process for IEP's for students needing extension in one or more subjects; next year this will fall under the umbrella of SENCO and LSC. The transition plan for students requiring extra learning support has meant they are placed into hubs (of their own choice) with teacher aides attached.</p> <p>Next steps:</p>

			<p>SENCO and LSC doing Pearson treatment to identify students with Learning needs.</p> <p>Continued growth of Diverse Needs register including Gifted and Talented (all areas of sport, academic and cultural) and process of IEP moving forward</p>
Ongoing	<ul style="list-style-type: none"> Establishment of a Hub based junior school 	<ul style="list-style-type: none"> Principal Deputy Principal – Curriculum & Pedagogy 	<p><i>Building a hub approach to student learning, which builds on the students' passions/skills. A cycle of review and reflection will be shaped for the duration of the year – this will inform our next steps beyond 2021.</i></p> <p>July progress to date:</p> <p>A team was built with a WSCOL role allocated to a curriculum systems person, and a fixed term MU for a Hub Design Project leader. A detailed plan was put together with clear processes. HoDs were upskilled and brought into collaboration, then departments and then the whole staff. Time in staff meetings has been given to ensure all staff understand the HUB vision and structure. Processes have been set up for Hub Selection. An information letter and evening were used to communicate with year 9 parents. The website has the new Hub information for 2022. Next steps are to create the timetable design and staff leads, and to continue embedding differentiation strategies in staff PD</p> <p>End of Year: Much of the focus for term 3 and 4 has been preparing for the roll out of our new junior curriculum. The launch of Catherine Bentley's curriculum planning tool has provided the structure for planning and mapping of Matauranga Māori, subject knowledge, skills, and literacy. Critical Consciousness will explicitly taught across all hubs building in NZ Histories and helping students examine, disrupt and challenge wrongs which have occurred in the past. Throughout the remainder of the year, all department meetings, staff meetings and PLD sessions were planned to scaffold staff in planning for term 1. Another innovative element in the planning process has been the inclusion of an expert partner to support with Matauranga and or Hub focus. A large proportion of</p>

			our PLD budget has been set aside for this purpose for 2022. Staff are collaborating across departments with curriculum design.
			<p>Next steps: PLD Map for Term 1 which includes departmental, hubs and Targeted PLD. Develop HGHS common skills kete Principal has been invited to work with the MoE National Office on Curriculum Refresh Specialist Team</p>