



Our vision for our future

He puna auaha
A centre of creative excellence

Our values

- Commitment
- Achievement
- Resilience
- Respect

Our strategic intent

Ako

Provide future
focussed
individualised
learning

Annual Goal 1

Enhance our Learn
Create Share
pedagogy to develop
future focussed
learners

Annual Goal 2

Assist every student to
develop an appropriate
personalised
educational pathway

Whanaungatanga

Promote culturally sustainable
learning focussed relationships
to support student success

Annual Goal 3

Support the pastoral needs
of students by embedding
Wānanga systems, practices,
and mindset, in Years 7-13

Annual Goal 4:

Create new opportunities for
student/community
engagement and
community/school
engagement

Hautūtanga

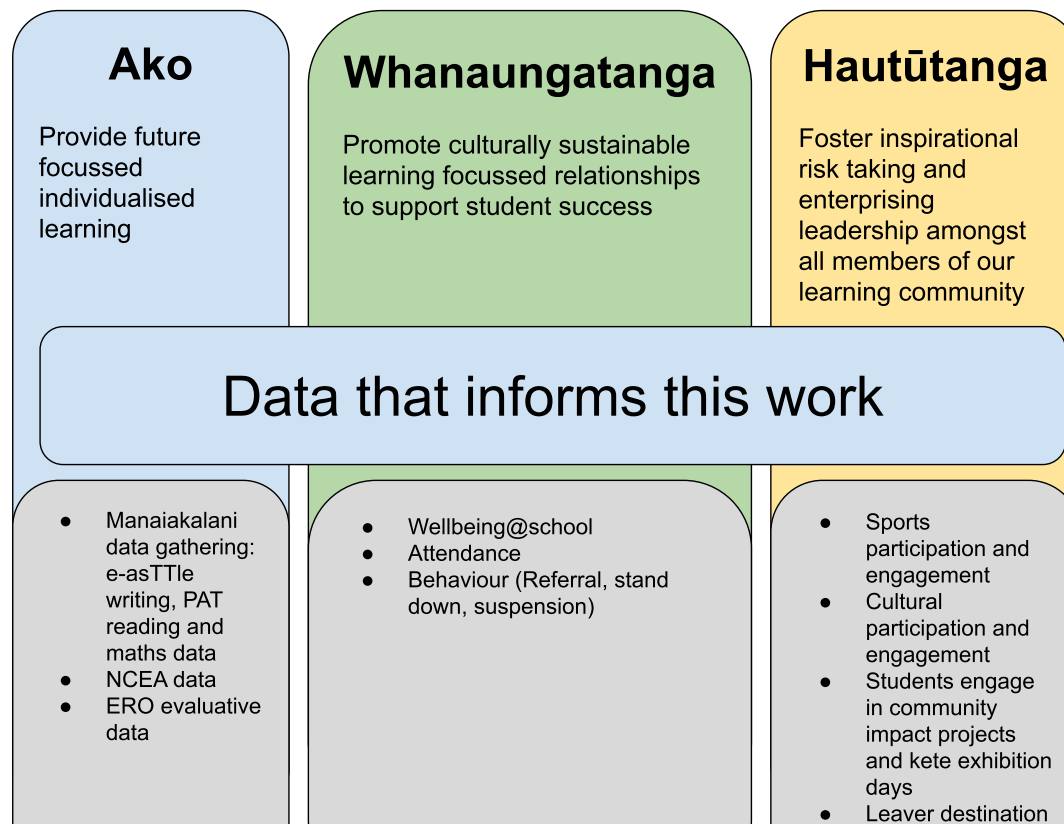
Foster inspirational
risk taking and
enterprising
leadership amongst
all members of our
learning community

Annual Goal 5:

Promote student
leadership and
followership
capabilities across the
school

Annual Goal 6:

Promote a growth
mindset amongst
students and staff



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Professional learning that supports this work

- Regionally Allocated PLD Evaluative capability- PGCs & teacher inquiry
- Digital Fluency Coaching with Education Programme Leader

- WST and ACT workshops
- Active promotion of Te Reo, and support for staff engagement in Te Reo language courses

- Staff participation in further learning (e.g. Professional Growth cycles and PLGs, coaching, Masters study, Mindlab study etc)

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Annual performance targets

- All students reading at level 1 will be identified & placed on individualised programmes
- NCEA literacy/numeracy: 95% for NCEA students by the end of Year 13
- NCEA Level 2: 75% for NCEA students
- Māori & Pasifica NCEA achievement: matches or betters overall HHS achievement rates

- Match or better sample averages on Wellbeing@school
- Attendance averages 90% Present and justified absences
- 90% engagement of whānau in learning conferences Years 7-11
- Behaviour
- Kura shifts one place to the right on the Matakura Mahaanui Evaluative rubric on a majority of rubric dimensions

- 100% of Year 12 and 13 leavers during and end of year, irrespective of gender and ethnicity, move into valid further education, training, or employment

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Kāhui Ako alignment

Achievement and Digital Fluency:

We will embed Learn Create Share pedagogy and the affordances of digital technology within and across Uru Mānuka to enable students to flourish

Wellbeing/Hauora:

We will enable students and whānau to flourish

Transitions:

We will focus on transitions to strengthen the coherence of student learning so they flourish as they move through their schooling

Cultural Responsiveness:

We want our students' culture and identity embraced so they achieve and flourish

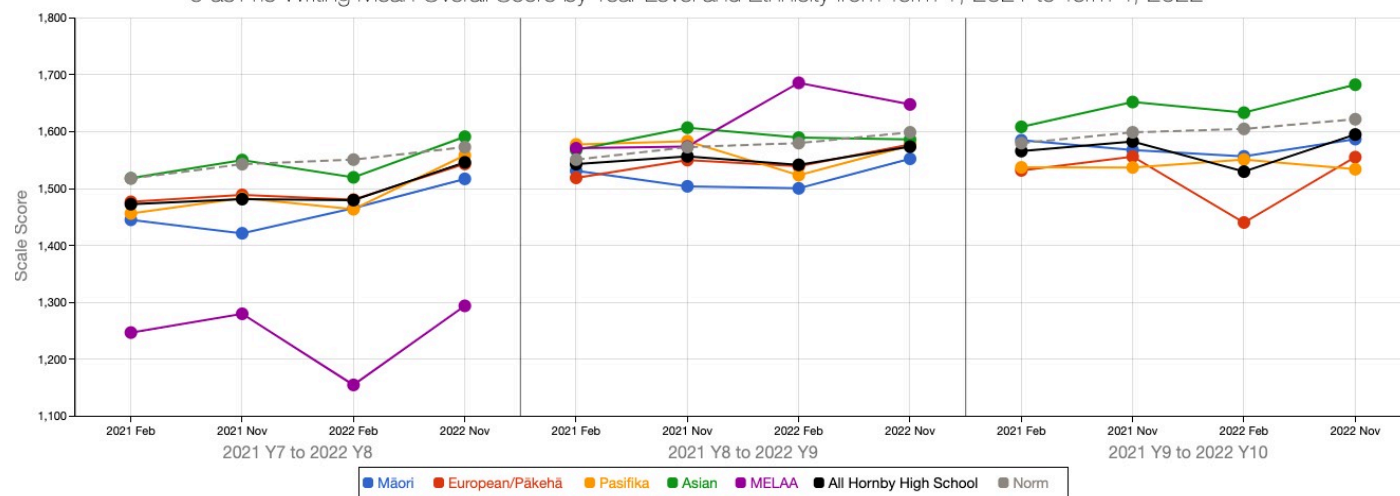
Analysis of Variance 2022

	2022 Target	Achieved/Not Achieved (2021 in brackets)	Commentary
	<p>Attendance</p> <p>90% class attendance/school activity/justified absence.</p> <p>In particular, target at risk groups – Maori & Pasifika to ensure that their attendance matches or betters whole school level.</p>	<p>84.7% (90.7%) overall 81.9% (84.6%) Māori students 77.3-81.4% (86.6-98.3%) Pasifika groups</p>	<p>Attendance and justified absence rates fell in this third Covid year.</p>
	<p>Pathways</p> <p>100% of Yr 12 and 13 leavers, during and end of year, irrespective of gender and ethnicity, move into valid further education, training or employment</p>	<p>Year 12 and 13 leavers: 82% (88.5%) went to further education, training, or employment, 14% (11.5%) into mentoring</p>	
	<p>NCEA L1 Literacy and Numeracy 90% for NCEA roll based students</p>	<p>Literacy: Year 11 students: 77.9% (76%) Year 13 students: 97.6 % (96%)</p> <p>Numeracy: Year 11 students: 72.1% (78%) Year 13 students: 96.4% (96%)</p>	<p>The data continues to show that if students ‘stay the course’ they will gain their L1 literacy and numeracy. We continue to exceed national norms for Year 13 students leaving with L1 Literacy and Numeracy. The target has been exceeded for Year 13 students.</p>
	<p>Year 7 -10 Reading, Writing, and Mathematics Year 7 to 10 students’ writing, reading, and</p>	<p>See graphical presentations below this table.</p>	<p>Students are making better than expected progress in writing at most levels. This continues to be insufficient to get students up to the national averages for performance in these three areas.</p> <p>In mathematics, acceleration was achieved in some year groups but this was still insufficient to close the gap with national norms.</p>

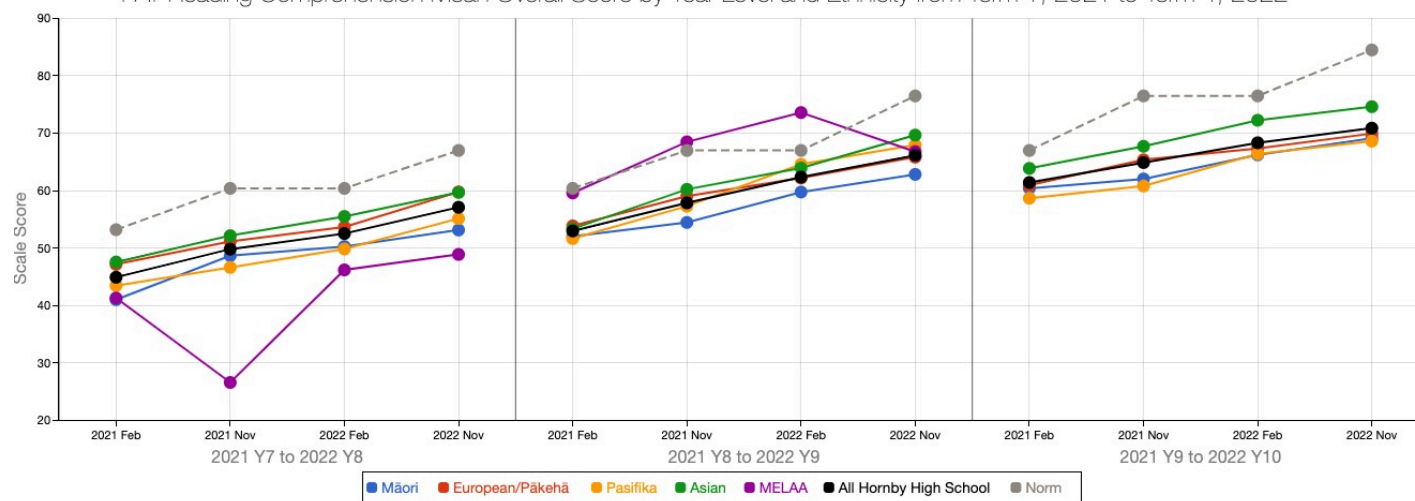
	mathematics, achievement are accelerated as measured in the Manaiaakalani research data		(Note: acceleration is defined as progress above that normally seen on average across a specific year group). Reading results do not show acceleration, and this continues to be a focus for Hornby High sShool in 2023.
	NCEA Level 1 85% for Year 11 NCEA students (roll based)	57.4% (59%)	Not at target. Level 1 student endorsements showed a shift from Merit endorsements to more Excellence endorsements.
	NCEA Level 2 75% for Year 12 NCEA students (roll based)	66.2% (72%)	A good result from a cohort that on entry at Year 7 were well below national norms. The Level 2 cohort achievement showed a shift from Excellence to Merit endorsements.
	NCEA Level 3 60% for Year 13 NCEA students (roll based).	48.8% (44%)	A strong cohort with a number of stand-out individual performances. The L3 cohort achievement showed an increase in Excellence endorsements, but a proportionately larger decline in Merit endorsements.
	Māori and Pasifika Achievement Achievement for Māori and Pasifika students match the total HHS achievement rates	Level 1: Māori: 38.2% (35%), Pasifika: 45% (80%) Level 2: Māori: 56.3% (50%), Pasifika: 77.8% (62%) Level 3: Māori: 26.7% (36%), Pasifika: 31.3% (47%)	Most targets not met. Māori student achievement at Levels 1 and 2 shows improvement. Pasifika student achievement at Level 2 showed a significant improvement.

The following data is sourced from the Manaiaakalani research project:

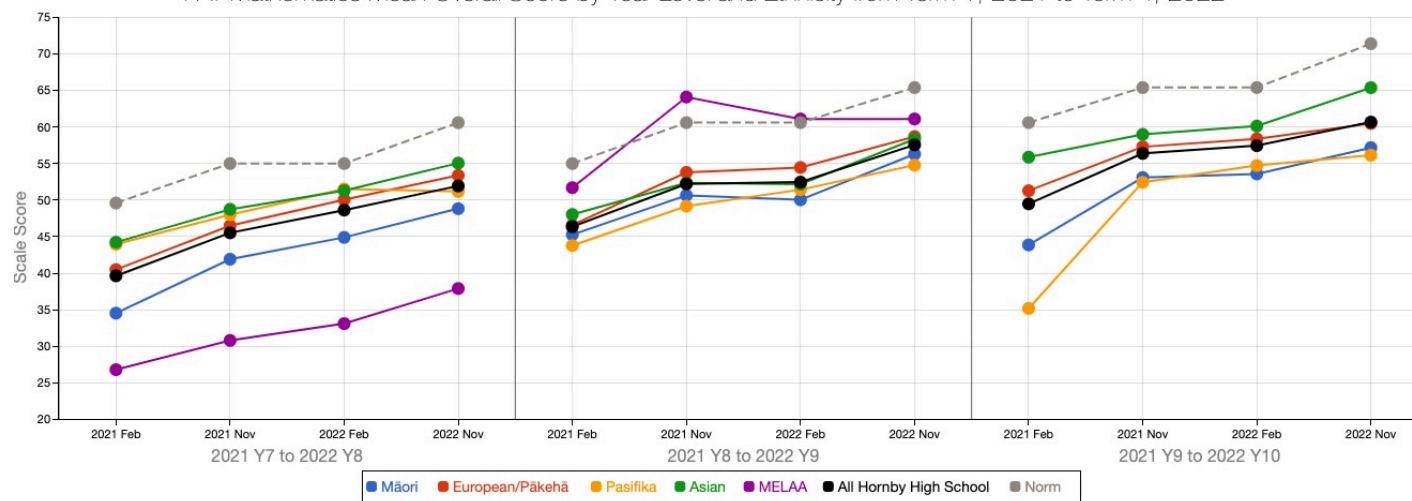
e-asTTle Writing Mean Overall Score by Year Level and Ethnicity from Term 1, 2021 to Term 4, 2022



PAT Reading Comprehension Mean Overall Score by Year Level and Ethnicity from Term 1, 2021 to Term 4, 2022



PAT Mathematics Mean Overall Score by Year Level and Ethnicity from Term 1, 2021 to Term 4, 2022



2023 Annual Actions

Our 2023 actions to implement the BOT's strategic priorities and the 2023 Annual Goals

Annual Goal	Actions	NELP	Who	When	Resources	How will we know	
1.	Enhance the culturally responsive pedagogy ‘Learn Create Share’ to develop future-focussed individualised learners						
	a	Continue to enhance the Manaiaikalani Outreach Programme and digital learning in our curriculum programmes	NELP 1: Learners at the Centre NELP 2: Barrier free access	Ce, Ay, EPL, all staff	Ongoing	Cluster wide staff collection, review, and use, of Manaiaikalani research data using Edpotential, Resource time for Angela Taylor, and release time for Ce, Ay	<ul style="list-style-type: none">• Staff curriculum sites• Student blogs
	b	Make learning visible by supporting all students to write reflective blogs in all subjects, and all staff to maintain current up to date Google sites	NELP 2: barrier free access	Ce, Ay, all teaching staff	All year	Manaiaikalani support	<ul style="list-style-type: none">• Sample of blogs reveals parent feedback
	d	Embed increased opportunities for student choice and voice in curriculum design and delivery (modular and passion project approaches, and Kaupeka in the senior school)	NELP 1: Learners at the Centre NELP 2: Barrier free access NELP 4: Future of learning and work	HoDs, Sn, Sc, Gf	Ongoing		Year 7/8 curriculum includes Community Impact, and passion, projects Year 7/8, and 9/10, students experience kete integration in wānanga Year 11 and 12 students experience Kaupeka courses allowing students to try new things

	e	Improve staff evaluative capacity, with all staff participating in PGC which includes TAI. Individualised TAIs will support personal professional growth and may support agreed cluster wide and school foci	NELP 3: Quality teaching and leadership	Sc, Sn, PGC coaches, ERO evaluative partner	All year	CFPLD - Evaluation Associates (facilitated by Deirdre McCracken), ERO evaluative team	<ul style="list-style-type: none"> PGC groups/coaches operate successfully Target students identified, appropriate achievement data gathered and analysed
2.	Assist every student to develop an appropriate individualised educational pathway						
	a	Share and use data to improve learning outcomes for priority learners in partnership with ERO evaluative team	NELP 1: Learners at the centre	Sn, Sc, Hw, Mt, Ce, Ay, Tt, Bu, Tz, Deans, Admin, All staff and TAIs PLGs	Ongoing through the year		<ul style="list-style-type: none"> Improved staff access to Kamar data * Provide time and space for teachers to unpack and better understand achievement data * See academic performance measures below
	b	By the end of 2023 to have developed the prototypes for new 'light touch/frequent' format student reports that improve effectiveness and reduce staff workloads	NELP 1: Learners at the centre	SLT, Sn, Gf and Reporting Review Group	By end of year	Release time	<ul style="list-style-type: none"> New report format prototypes developed and used, with community consultation & feedback per ERO Evaluative findings
	c	Develop staff ability to deliver improved literacy and numeracy across the curriculum, preparing students to meet the NCEA literacy and numeracy corequisites	NELP 1: Learners at the Centre NELP 2: Barrier free access	Literacy coordinator and literacy team -Tt, Sc, Hy, Hs, Tz, Bu, Da, Mt	All year	Learning Commons extended book collections, Book Club Staff PLD sessions Maths Club	<ul style="list-style-type: none"> e-asTTle data – reading and writing data shows acceleration at Years 7 -10 PAT reading data NCEA data
	d	Promote the joy of reading across the school, in coordination with Uru Mānuka kāhui ako	NELP 2: Barrier free access	Tt, literacy team, all staff	Ongoing Learning Days celebration May 2023	EPL	

Our 2023 actions to implement the BOT's strategic priorities and the 2023 Annual Goals

3	Embed Wānanga systems, practices, and mindset, in Years 7-13						
a	Extend Wānanga to Years 12 and 13 students to support the culture of whanaungatanga and manaakitanga to which we aspire	NELP 1: Learners at the Centre NELP 2: Barrier free access	Wk, SLT, WSTs Tr, Dv, Ce, Ca, Wānanga teachers	By the end of the year			• New structure operating successfully
b	Create and staff three Pasifika focussed wānaga groups to nurture Pasifika culture and identity	NELP 1: Learners at the Centre NELP 2: Barrier free access	Wk, SLT, WSTs Tr, Dv, Ce, Lu, Tu	By the end of the year			
Annual Goal	Actions		Who	When	Resources		How will we know
4.	Create new opportunities for student/community engagement and community/school engagement						
a	Improve attendance and provide mentoring for Year 7 – 10 Māori students	NELP 1: Learners at the Centre NELP 2: Barrier free access	Jude Howie, (Whānau Support Worker) Kat Dempsey Wānanga teachers	All year Review data each term	Budget		<ul style="list-style-type: none"> • Student and family voice • Staff feedback • Attendance data
b	Promote Arts and Exhibition days to the community	NELP 1: Learners at the Centre NELP 4: Future of learning and work	SLT, and Year 7 - 10 teams	Term 3 and Term 4	Budget		Days operate
c	Hold learning conferences twice yearly, with student lead format extended into Year 10	NELP 1: Learners at the Centre	SLT Wānanga teachers, and WST Tr, Ds, Ce	Terms 1, 2 and 3			
d	Hold an Arts evening, and a Matariki celebration	NELP 1: Learners at the Centre NELP 4: Future of learning and work	Ck, Br, Wh, Wm	Term 2/ Matariki			

	e	<p>h. Support cultural identity within the school by:</p> <p>Hold whānau hui each term</p> <ul style="list-style-type: none"> · supporting the growth and development of the kura Kapahaka group <p>promoting use of correct building names</p> <ul style="list-style-type: none"> · hosting a cluster wide Fia Fia evening in term 3 · Hosting Salo Salu evening each term to support our Fillipino community · Participating in Whānau hui/kapahaka events in conjunction with Hornby Primary School and Uru Mānuka 	<p>NELP 1: Learners at the Centre</p> <p>NELP 2: Barrier free access</p>	<p>Wh, Ml (terms 2-4), Sn, Wm, Lu, Tu, Tf, Sc, Rs (Term 1)</p>	Ongoing		<ul style="list-style-type: none"> · Events as described take place, conditional on Covid restrictions
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Our 2020 actions to implement the BOT's strategic priorities and the 2020 Annual Goals:

Annual Goal	Actions		NELP	Who	When	Resources	How will we know
5.	Promote student leadership and followership capabilities						
	a	Operate student led assemblies and hui	NELP 1: Learners at the Centre	Sn, Sc, Wk, Gf	All year		<ul style="list-style-type: none"> • Student feedback • Staff feedback • Community feedback Contingent on Covid restrictions
	b	Maintain student coaching and leadership opportunities in Primary school sports	NELP 1: Learners at the Centre	HI, Kana Whetu-Shedlock	Terms 2 and 3		<ul style="list-style-type: none"> • Cluster feedback Contingent on Covid restrictions
	c	Support students' participation in Tier 2 Milers Toyota Cup rugby competition	NELP 1: Learners at the Centre	BoT, Sn, HI, Kana Whetu-Shedlock			<ul style="list-style-type: none"> • Develop strategic relationship with Hornby Panthers RLC Contingent on Covid restrictions
	d	Encourage student participation in sport	NELP 1: Learners at the Centre	HI, Kana Whetu-Shedlock	Ongoing		Contingent on Covid restrictions
	e	Promote student leadership opportunities in arts events throughout the school year	NELP 1: Learners at the Centre	Ck, Br, Ws			Contingent on Covid restrictions
	f	Participate in Sir Peter Blake Foundation Year 12 and Year 7 leadership days (Christ's College)	NELP 1: Learners at the Centre NELP 2: Barrier free access	Ce, Sc, Mt, AI	Term 4		Students attend leadership days, Contingent on Covid restrictions
	g	Appoint House leaders, Prefect Group,, Junior Council, and Year 7 & 8 Ambassadors, to participate in school development	NELP 1: Learners at the Centre NELP 2: Barrier free access	Wk, AI, Sc, Mt, Hh,			

	h	Provide senior student leadership opportunities at Year 10 Camp	NELP 1: Learners at the Centre NELP 2: Barrier free access	Ce, Ka, Ds, Hh			Contingent on Covid restrictions
6.	Promote a growth mindset amongst students and staff						
	a	Ensure student performance or contribution at every assembly	NELP 1: Learners at the Centre NELP 2: Barrier free access	Gf, Sc	Each assembly		Contingent on Covid restrictions
	b	Encourage student led community action to improve the community	NELP 1: Learners at the Centre NELP 2: Barrier free access NELP 4: Future of learning and work	Sc, Wānanga teachers, teaching teams	By end of year	Wānanga planning time resourced	Actions implemented
	c	Provide appropriate mentoring opportunities and support for students across the school	NELP 1: Learners at the Centre NELP 2: Barrier free access	Wk	Ongoing		
	d	Maintain participation in Project K	NELP 1: Learners at the Centre NELP 2: Barrier free access	Pl, Gf, Wk	Ongoing		Contingent on Covid restrictions
	e	Develop and row student participation in the Duke of edinburgh awards scheme	NELP 1: Learners at the Centre NELP 2: Barrier free access	Pl, Ht		Funding and release time	Contingent on Covid restrictions
	f	Support staff in the development of their skills in Inquiry,	NELP 3: Quality teaching nd leadership	Sc,	Evaluation Associates PLD contract		Staff more confidently undertake TAI, and can show the impact of deliberate acts of teaching on priority learners

