



CHARTER 2015 - 2019



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Vision

Our Vision

What we want for our people:

To create a stimulating, inclusive learning environment which empowers learners to contribute confidently and responsibly in our changing world.

Our Mission

Innovate

Engage

Inspire

Our Principles

The foundations of our curriculum decision-making are:

- Innovate through personalised learning
- Engage through powerful partnerships
- Inspire through deep challenge and inquiry

Values

Primary

Relationships
Innovative Practice
Authentic Learning
Collaboration
Personalised Learning

Secondary

Excellence
Inquiry
Connectedness
Collaboration
Innovation

Our Values

The values we encourage,
model and explore

Whaia te iti Kahurangi

Reach for the Sky

Key Competencies/Dispositions/Habits

Capabilities for living and lifelong learning as identified by the NZ Curriculum

Thinking, Managing Self, Using Languages, Symbols and Text, Relating to Others, Participating and Contributing

Primary

Researching
Reasoning
Questioning
Listening
Reflecting
Resourceful

Social Confidence
Courage
Coachable
Noticing
Collaborating
Balance

Self-knowledge
Resilience
Self-motivation
Perseverance
Self-managing
Imagining

Secondary

Adventurous
Compassionate
Purposeful
Resilient
Resourceful
Creative
Curious
Reflective
Contributive
Responsive

BoT Broad Aims

Learner Excellence

ACADEMIC EXCELLENCE

- Has developed the generic learning skills and the specific knowledge, skills and understandings that enable learners to excel in their chosen pathways

Meeting the Needs of Diverse Learners

- Strengthening the focus on student-centred learning
- Knowledgeably implementing a responsive and rich curriculum
- Using assessment information to know about, and plan for, student learning
- Implementing plans to meet the intent of Ka Hikitia: Accelerating Success 2013-2017 and the Pasifika Education Plan

PERSONAL EXCELLENCE

- Has developed the personal values, dispositions and capabilities that enable the learners to lead a happy, healthy and successful life

Hobsonville Point Secondary School Curriculum

8 Big Concepts tie our learning to the NZC (1 per term across the school)

- Identity
- Space and Place
- Citizenship
- Systems and How Things Work
- Culture/diversity
- Relationships
- Innovation
- Transformation

Module and Big Projects link to the Big Concept

- Each Learning Area identifies the curriculum strands, concepts and skills which strongly link to the Big Concept.
- Modules, informed by student voice and connected Learning Areas together, are then developed to expose learners to these strands. Learning Areas identify the necessary progression of key concepts, skills and content that students need to master to achieve NCEA L2. This progression is reflected in the modules. Learning Area coverage is identified in each Module description so that students, supported by their Learning Coach can ensure their selections ensure curriculum coverage.
- Big Projects link to the relevant Big Concept and draw on internal or external expertise/mentors and encourage social responsibility and citizenship. They apply learning across the curriculum and provide students with a wide range of learning experiences and scope for learner participation across a range of roles

Dispositional Curriculum

The Hobsonville Habits form the nucleus of our dispositional curriculum. While our Habits feature throughout the curriculum they will be a primary focus of the Learning Hubs and Communities.

Such a focus will support Learning Coaches to:

- Develop warm and demanding relationships, built around learning conversations and high expectations.
- Track the learner's journey through the dispositions (Hobsonville Habits) and build academic and personal excellence.
- Support students in telling their learning story through narratives, conferencing and IEM's.
- Grow learners to be inquirers and self-directed learners.

Hobsonville Point Secondary School Curriculum Framework		
Foundation Years	Qualification Years	Future Pathways Years
Years 9-10	Years 11-12	Year 13
Towards Personalisation	Personalisation	
General Curriculum	Increasing Specialisation	Specialisation
Key Features		
<ul style="list-style-type: none"> • Introduction into new ways of learning and thinking <ul style="list-style-type: none"> • Development of independent learning skills • Exploration and growth of Hobsonville Habits • Setting and reviewing goals • Applying rubrics • Exploring programmes that link learning areas • Choice of learning actions through a MyTime programme • High interest (student voice) project based learning/inquiry • Authentic, real world learning contexts • Big Project programme concentrating on the 'We' rather than the 'Me' <ul style="list-style-type: none"> • Authentic partnerships • Community service • Authentic outcome 	<ul style="list-style-type: none"> • A mix of Learning Area linked programmes and single Learning Area specialised programmes that build on the new ways of learning and thinking introduced in the Foundation Years <ul style="list-style-type: none"> • Increasing opportunities to self-regulate through an extended MyTime and developing Internship programme • High interest project based learning/inquiry within both linked and specialised programmes • Authentic, real world learning contexts • Big/Passion Project programme with opportunities to move more to the 'Me' <ul style="list-style-type: none"> • Authentic partnerships • Community service • Authentic outcome 	<ul style="list-style-type: none"> • Opportunities to use independent learning skills within areas of specialisation that require students to publish and perform their learning <ul style="list-style-type: none"> • Maximum opportunities to self-regulate through an extended MyTime/Internship programme • Authentic, real world learning contexts • Passion Project programme with opportunities to confirm pathways <ul style="list-style-type: none"> • Authentic partnerships • Community service • Authentic outcome



3 Big Concepts tie our learning to the NZC

- Effective Communication
- Digital Age Literacy
- Inventive thinking

Learning through the Big Concept

We have three big overarching phases of learning during the school year. During these immersion phases we are closely watching, conversing and encouraging students to reflect on what they are interested in delving into deeper. Learning happens best when it is connected and relevant to the child so we co-construct various projects with the child that draw on their passions and interests. We teach them that the life-long skills that they are acquiring is as important, if not more, than the new knowledge that they are gaining. Learning is messy and children cannot develop risk-taking unless they are given the opportunity to fail but we encourage failing 'forward', which means creating many prototypes, trialling new solutions and having a growth mindset towards the learning process rather than seeing it as a final product.

Immersion is an integral part of Hobsonville Point education. With three significant immersion phases a year, students experience curriculum with a focus on depth rather than breadth, which allows for deep inquiry and construction of meaning.

Learning is crafted with careful consideration of:

- creating authentic contexts for the students,
- transferable & relevant understandings,
- personalising the learning content,
- developing life-skills (dispositions) and,
- connecting knowledge and skills.

Through **immersion** into new experiences, concepts, knowledge and understandings we aim to build on children's knowledge so they can do something **purposeful** with it.

Dispositional Curriculum

We frame the Key Competencies through Herrmanns Brain to allow for growing the whole child. The dispositions that come under each quadrant are part of the staff's deliberate planning to allow students to engage in experiencing the competencies and dispositions.

Such a focus will support Learning Advisors to:

- Develop warm and demanding relationships, built around learning conversations and high expectations.
- Track the learner's journey through the dispositions and build academic and personal excellence.
- Support students in telling their learning story through narratives, conferencing and IEM's.
- Grow learners to be inquirers and self-directed learners.

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Strategic Goals (3-5 years)

Hobsonville Point Schools

Learning and Achieving @HPS

This focus is how students will experience learning at HPS:

1. How might we design and implement a cohesive curriculum across both schools which allows for a personalised learning journey for each student and that is embraced by our school community?
2. How might we ensure each learner follows an academic pathway that results in the ability to achieve relevant qualifications at at least NCEA Level 2 or equivalent and realise meaningful post school pathways?
3. How might we ensure each student will have developed the personal values, dispositions and capabilities that empower them to be fulfilled and to contribute positively to their communities?
4. How might we negotiate effective personalised learning pathways in order to ensure learning needs, interests and achievement are supported?

Teaching @HPS

This focus is how teachers will support learning at HPS:

1. How might we create a learning organisation, underpinned by growth mindset, in which teachers are supported and challenged to be learners?
2. How might we clarify, implement and refine agreed pedagogical practices that promote deep challenge, and inquiry to enable academic and personal excellence and are culturally responsive?
3. How might we develop a culture of, and systems for, accountability and evidencing of professional responsibilities?

Relating @HPS

This focus is how we will develop powerful partnerships with our communities to support learning at HPS:

1. How might we grow the capacity of staff and students to build a school culture underpinned by warm and demanding relationships?
2. How might we grow the capacity of leaders and governors to build a culture in which student needs drive decision making and where everyone is respectful and knowledgeable of the roles of others?
3. How might we develop reciprocal relationships with family and whanau that support powerful student learning in our schools?
4. How might we develop powerful partnerships with the wider community that enhance student learning?

Strategy for Maori Achievement

Our Vision

To create a stimulating, inclusive learning environment which empowers learners to contribute confidently and responsibly in our changing world

Our Mission

Innovate, Engage, Inspire

Our Goal

Innovate through personalising learning.

Engage through powerful partnerships.

Inspire through deep challenge and inquiry to empower learners.

Our Values

Primary

Innovative Practice

Relationships

Collaboration

Personalised Learning

Authentic Learning

Secondary

Excellence

Collaboration

Connectedness

Inquiry

Innovation

Our Vision for Maori Learners

Maori enjoying and achieving education success as Maori

Principles for Success

Te Tiriti o Waitangi

Maori potential approach

Ako – a two way teaching and learning approach

Identity, language and culture count

Productive partnerships

Critical Factors

Quality provision, leadership, teaching and learning supported by effective governance

Strong engagement from parents, families, whanau, hapu, iwi, Maori communities, organisations and businesses

Primary School Targets and Focus Areas

Strategic Targets

- 100% of all Maori students in Years 2-8 will be achieving at or above the expected level of the NZC in reading, writing and mathematics
- Maori learners will display the same or better levels of excellence in the Hobsonville Dispositions.
- 85% of 18-year-old Maori students will achieve at least NCEA Level 2
- Maori school leavers achieving University Entrance will be on par with all school leavers
- Maori learners will display the same or better levels of excellence in the Hobsonville Habits

Strategic Focus Areas

- **Provision of Te Reo language teaching**
- Provision of access to education in Te Reo
- Recognize and value the unique position of Maori in Aotearoa and the importance of Te Tiriti o Waitangi in forming strong partnerships with the Maori community
- Opportunity for all students and staff to acquire some knowledge of Te Reo Maori, tikanga and kawa
- Integration of elements of students' identity, language and culture into the curriculum and teaching and learning environment
- Use of achievement data and Learning Common description to target resources for optimal success
- Provision of early, intensive support for learning for those students at risk
- Building of powerful partnerships with parents, families, whanau, hapu, iwi, communities, organisations and businesses that are focused on educational and personal success
- Maintaining high expectation of students to succeed in education as Maori
- Provision of support in planning strong educational and personal pathways

Secondary School Focus Areas and Targets

Strategic Targets

- 85% of 18-year-old Maori students will achieve at least NCEA Level 2.
- Maori school leavers achieving University Entrance will be on par with all school leavers

Strategic Focus Areas

- Provision of Te Reo language teaching
- Provision of access to education in Te Reo
- Integration of elements of students' identity, language and culture into the curriculum and teaching and learning environment
- Use of disaggregated achievement data to target resources for optimal success
- Provision of early, intensive support for learning for those students at risk
- Building of powerful partnerships with parents, families, whanau, hapu, iwi, communities, organisations and businesses that are focused on educational and personal success
- Maintaining high expectation of students to succeed in education as Maori
- Provision of support in planning strong educational and personal pathways

Strategy for Pasifika Achievement

Our Vision

To create a stimulating, inclusive learning environment which empowers learners to contribute confidently and responsibly in our changing world

Our Mission

Innovate, Engage, Inspire

Our Goal

Innovate through personalising learning.

Engage through powerful partnerships.

Inspire through deep challenge and inquiry to empower learners.

Our Values

Primary

Innovative Practice

Relationships

Collaboration

Personalised Learning

Authentic Learning

Secondary

Excellence

Collaboration

Connectedness

Inquiry

Innovation

Our Vision for Pasifika Learners

Pasifika students enjoying and achieving education success as Pasifika

Principles for Success

Pasifika potential approach

Ako – a two way teaching and learning approach

Identity, language and culture count

Productive partnerships

Critical Factors

Quality provision, leadership, teaching and learning supported by effective governance

Strong engagement from parents, families, whanau, hapu, iwi, Maori communities, organisations and businesses

Primary School Strategic Targets and Focus Areas

Strategic Targets

- 100% of all Pasifika students from Years 2-8 will be achieving at or above the expected levels of the NZC in reading, writing and mathematics
- Pasifika learners will display the same or better levels of excellence in the Hobsonville Dispositions

Strategic Focus Areas

- Integration of elements of students' identity, language and culture into the curriculum and teaching and learning environment
- Use of achievement data and Learning Common Descriptions to target resources for students' optimal success
- Provision of early, intensive support for learning for those students at risk
- Building of powerful partnerships with parents, families and Pasifika communities, organisations and businesses that are focused on educational and personal success
- Maintaining high expectation of students to succeed in education as Pasifika
- Provision of support in planning strong educational and personal pathways

Secondary School Strategic Targets and Focus Areas

Strategic Targets

- 85% of 18-year-old Pasifika students will achieve at least NCEA Level 2
- Pasifika school leavers achieving University Entrance will be on par with all school leavers

Strategic Focus Areas

- Integration of elements of students' identity, language and culture into the curriculum and teaching and learning environment
- Use of disaggregated achievement data to target resources for optimal success
- Provision of early, intensive support for learning for those students at risk
- Building of powerful partnerships with parents, families and Pasifika communities, organisations and businesses that are focused on educational and personal success
- Maintaining high expectation of students to succeed in education as Pasifika
- Provision of support in planning strong educational and personal pathways

Section C.1: 2019 Annual Plan

HPPS Annual Achievement Goals and Targets

Annual Achievement Goals/Targets 2019

Annual Achievement Goals

1. Gather baseline data for student engagement in school and use this to inform targets for 2020.
2. Identify all learners who are working below expected level for numeracy and literacy at the beginning of the year and accelerate learning by the end of the year.
3. Improve Maori and Pasifika achievement so that learners will be working at or above expected curriculum levels by year's end.

Annual Targets

1. Engagement at HPP will be above the national norm. (MOE Survey "Me and My School" Tool)
2. 80% of students who are working at Stanine 1-3 at the beginning of the year will experience accelerated progress by year's end.
3. 80% of Maori learners in Years 5-8 will be achieving at expected curriculum levels in mathematics by year's end.
4. 80% of Pasifika learners will be achieving at or above expected curriculum levels in writing by year's end.

Hobsonville Point Primary Targets

Target 1 Engagement at HPP will be above the national norm. (MOE Survey “Me and My School” Tool)					
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Action	Measure	Personnel	Timeframe	Tracking	Outcome
Survey Students	Me and My School Survey Tool	Lisa	Term 1	Collate data to find patterns	
Gather data on engagement	Compare with national norms	Lisa	Term 1/2		
Reflect on ethnic groups	Compare with national norms	Lisa	Terms 1/2		
Plan strategy if needed on addressing engagement gaps	Engagement rises	SLT	Terms 2/3/4		

Target 2 80% of students who are working at Stanine 1-3 at the beginning of the year will experience accelerated progress by year's end.					
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Action	Measure	Personnel	Timeframe	Tracking	Outcome
Complete all standardised assessments of all students who do not have current data, and new learners in literacy and numeracy to establish levels.	Timetabled and conducted with data entered into LMS	Lisa	Term 1, Feb-March New students - on-going		Each learner's CL for english and mathematics will be entered in LMS
Establish expected levels at the start of the year	Established and shared	SLT/middle leaders	April 1		Known target
Include all below level expected level in Special Needs Register and use and monitor and track progress	Present on Register and is regularly reviewed and updated	Erin & Kerry	April 1		Individual students have plans and can be tracked
Provide interventions through target workshops to target gaps identified	Workshops are provided	Erin & Kerry, middle leaders	On-going		Progress through levels accelerated
Provide Professional Learning to all staff on how to interpret the data and appropriate strategies	Timetabled and held	SLT & Megan Erin & Kerry	Data analysis points On-going		Needs of the learners and how to support effectively understood and met.

Target 3 80% of Maori learners in Years 5-8 will be achieving at expected curriculum levels in mathematics by year's end.

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Action	Measure	Personnel	Timeframe	Tracking	Outcome
Establish a process, including timelines, for extracting curriculum level information for each learner at schoolwide level.	Timetabled and groups identified in a physical and digital visual	Lisa & Megan	February		Curriculum levels of Maori and Pasifika clearly identified
Disaggregate data to determine sub groups	Maori data is disaggregated from cohort into year levels. Collate and share.	Lisa/Middle Leaders	March		Groups of students identified and shared.
LAs to plan learning designs to meet needs of learners, that includes culturally responsive pedagogy	Connected curriculum plans are in place and teaching practice reflects culturally responsive approaches	Middle Leaders, LC Leads	Term by term		Needs of maori students are met.
Learning Advisors have processes in place to track learners	All students are identified who are working below curriculum levels at the start of the year (and on-going for new-comers)	Led by Middle Leaders SLT	Term by term		Needs of maori students have been identified
Interventions and strategies are decided on based on termly data	Differentiation in place Connected curriculum evident Cultural contexts included in learning plans Engagement with whanau SENCo referrals to outside agencies	SLT SEN Team Middle Leaders	Term by term		Maori learners needs are met and well supported.

Target 4 80% of Pasifika learners will be achieving at or above expected curriculum levels in writing by year's end.

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Action	Measure	Personnel	Timeframe	Tracking	Outcome
Establish a process, including timelines, for extracting curriculum level information for each learner at school wide level.	Timetabled and groups identified in a physical and digital visual	Lisa & Megan	February		Curriculum levels of Maori and Pasifika clearly identified
Disaggregate data to determine sub groups	Maori data is disaggregated from cohort into year levels. Collate and share.	Lisa/Middle Leaders	March		Groups of students identified and shared.
LAs to plan learning designs to meet needs of learners, that includes culturally responsive pedagogy	Connected curriculum plans are in place and teaching practice reflects culturally responsive approaches	Middle Leaders, LC Leads	Term by term		Needs of pasifika students are met.
Learning Advisors have processes in place to track learners	All students are identified who are working below curriculum levels at the start of the year (and on-going for new-comers)	Led by Middle Leaders SLT	Term by term		Needs of pasifika students have been identified
Interventions and strategies are decided on based on termly data	Differentiation in place Connected curriculum evident Cultural contexts included in learning plans Engagement with whanau SENCo referrals to outside agencies	SLT SEN Team Middle Leaders	Term by term		Pasifika learners needs are met and well supported.

Analysis of Variance 2018

Target 1 Writing (262 students total in cohort) 94 students (35%) are well below or below curriculum expectation for cohort (435 students in total cohort) 238 students (55%) are well below or below expectation for cohort.

- All (*2017) students (9) who were well below will meet their H.P.P curriculum level standards by the end of 2018
- 9 students remain well below
- All Year 6 (*2017) students (7) who were below will meet H.P.P curriculum level standard by the end of 2018
- 1 student remains well below, 4 below and 2 are now working at expectation.
- All boys who were below (31) will make more than one years progress by the end of 2018
- 28 students remain below and 3 students are at expectation
- All maori (*2017) who are well below (1) or below (7) will be working at curriculum expectation by the end of 2018
- All 8 students remain well below or below
- All pasifika (10) who are below will be at expectation for cohorts by the end of 2018
- 2 students are at expectation and 8 remain below
- All well below students will meet the goals of their individual education plans or group education plans by the end of the year.

Action	Measure	Personnel	Timeframe	Tracking	Outcome
Identify groups within LC	Groups identified against assessment outcomes	Staff and leadership	Mid term 1	Partially, differences in staff awareness due to increased workloads and a significant increase in staff numbers	Achieved - leaders within the school are aware of target students and achievement
Write learning plan	Plans in place	LC staff	Mid Term 1	On track, specific plans have been put in place with the exception of the Year 6-8 group who are taking an integrated	Achieved - documentation varies in consistency and quality. On-going focus needed.
Set up timeline for review	Review timeline in place	LC staff	Mid term 2/3/4	On track	Achieved
Act on review	Review done and plan changed	LC staff/SEN	Mid term 2/3/4		
Collect interim data and plan again	Data put in Linc-ed and analysed	LC staff/leadership	Mid term 2/3/4	On track- with a shift towards goal based progressions we are double handling some	Achieved - schoolwide moderation has taken place and judgements

				data	formed
Provide SEN support to LC's to support the planning and implementation	SEN to challenge planning	SEN Team	End term 1/3/4	Somewhat - new roles being developed due to changes in personnel	Partially, this has occurred in some of the learning spaces
Have a PL plan	Professional Learning planned in and implemented	leadership	End term 1	Somewhat - a plan is in place but with so many new staff the priority hasn't been specifically on writing	Achieved, suggest this continue to a part of the PL priorities due to lower achievement in this learning area
Work with COL ASL and ISL for development and sharing	ISL and leaders working with ASL around development and sharing	Leadership/ISL	Ongoing	No - the focus has been on cultural responsiveness	No- this was not a priority

Target 2 Reading (263 students in whole cohort) 56 students (22%) are well below or below curriculum level expectation for cohort.

(449 students in whole cohort) 198 students (44%) are well below or below curriculum level expectation for cohort.

- All Year 1 (2017*) students who were well below (6) or below (20) will meet H.P.P curriculum level standard by the end of 2018.
- 4 above expectation, 7 at and 15 are below
- All Year 3 (2017*) students who were well below (2) or below (24) will meet H.P.P curriculum level standard by the end of 2018.
- 10 students are above, 3 at and 13 are below
- All boys who were below (18) will meet H.P.P curriculum level standard by the end of 2018.
- 6 students are above, 1 at and 11 below.
- All maori students who were well below (1) or below (3) will meet HPP standard by the end of 2018.
- 2 students are above and 2 are below expectation.
- All well below students will meet the goals of their individual education plans or group education plans by the end of the year.

Action	Measure	Personnel	Timeframe	Tracking	Outcome
Identify groups within LC	Groups identified against assessment outcomes	Staff and leadership	Mid term 1	Yes to varying degrees due to new staffing	Somewhat - growing staff leadership and capacity
Write learning plan	Plans in place	LC staff	Mid Term 1	Yes, in places	Somewhat - growing consistency across the school
Set up timeline for review	Review timeline in place	LC staff	Mid term 2/3/4	Yes	Achieved - need for formalise process in 2019

Act on review	Review done and plan changed	LC staff/SEN	Mid term 2/3/4		
Collect interim data and plan again	Data put in Linc-ed and analysed	LC staff/leadership	Mid term 2/3/4	On track but with the shift to progressions based reporting it is difficult	Achieved - 2019 should be a good year to establish new processes
Provide SEN support to LC's to support the planning and implementation	SEN to challenge planning	SEN Team	End term 1/3/4	Somewhat - new staff are building relationships and establishing a team	This is developing with a new team in place
Have a PL plan	Professional Learning planned in and implemented	leadership	End term 1	Somewhat	This hasn't been a priority to us due to other pressures
Work with COL ASL and ISL for development and sharing	ISL and leaders working with ASL around development and sharing	Leadership/ISL	Ongoing	No	No, This hasn't been a priority - the focus however has been on Maori & Pasifika engagement

Target 3 Maths (262 students in the whole cohort) 52 students (20%) are well below or below the curriculum level expectation for cohort.

(301 students in whole cohort) 59 students (20%) are well below or below the curriculum level expectation for cohort.

- All year 1 (2017*) students who were below (10) will meet H.P.P curriculum level standard by the end of 2018.
- 6 remain below, 4 at expectation.
- All Year 2 (2017*) students who were well below (1) or below (8) will be working at the HPP curriculum expectation for the cohort by the end of the year.
- 2 remain below, 6 st and 1 above expectation.
- All Year 3 (2017*) students who were below (6) will be working at the HPP curriculum expectations by the end of 2018.
- 4 remain below, 2 at expectation.
- All maori students (4) who are below will be at HPP curriculum expectations by the end of 2018.
- 4 remain below expectation

Action	Measure	Personnel	Timeframe	Tracking	Outcome
Identify groups within LC	Groups identified against assessment outcomes	Staff and leadership	Mid term 1	On-track	Yes, groups were identified and supports put in place
Write learning plan	Plans in place	LC staff	Mid Term 1	Somewhat - lack of consistency across the school	Somewhat - need to grow leadership capabilities

Set up timeline for review	Review timeline in place	LC staff	Mid term 2/3/4	Yes	Yes with a need to focus on this in 2019 with the SEN Team
Act on review	Review done and plan changed	LC staff/SEN	Mid term 2/3/4	Yes	Yes responsive curriculum design is in place. Need to continue growing staff capabilities.
Collect interim data and plan again	Data put in Linc-ed and analysed	LC staff/leadership	Mid term 2/3/4	Yes	Achieved
Provide SEN support to LC's to support the planning and implementation	SEN to challenge planning	SEN Team	End term 1/3/4	Somewhat - in place as per statements above	Somewhat - SEN Team still very formative
Have a PL plan	Professional Learning planned in and implemented	leadership	End term 1	Somewhat - other PD priorities	Somewhat - other priorities
Work with COL ASL and ISL for development and sharing	ISL and leaders working with ASL around development and sharing	Leadership/ISL	Ongoing	Somewhat - in a broad sense without a maths focus	No

Section C.2: 2019 Annual Plan HPSS

Annual Goals, Targets and Action Plans 2019

Annual Achievement Goals 2019

1. Identify all students who are below expected level in literacy and numeracy at start of year and accelerate by year's end.
2. At year's end students are achieving at or above expected curriculum level.
3. Improve Maori and Pasifika achievement so that learners will be achieving at or above expected curriculum levels at year's end.
4. All Qualification Years students experience programmes that lay the foundations for and achievement of a quality NCEA Qualification.

Annual Achievement Targets 2019

1. 80% of Year 9 students who are identified below the expected level in literacy and numeracy (=Stanines 1 – 3) at start of year experience accelerated progress by year's end.
2. 70% of all akonga at Year 10 will have an average curriculum level at or above expected level of progression (5P+) at year's end
3. 70% of Year 10 Maori akonga will have an average curriculum level at or above expected level of progression (5P+) at year's end
4. 75% of Q2 students will achieve NCEA Level 2 with 57% at Merit or Excellence Endorsed.
5. 60% of NCEA L3 qualifications are at Merit or Excellence endorsed.

Hobsonville Point Secondary Targets

Target 1- 80% of all Year 9 students who are identified at more than one sub-level below expected in literacy and numeracy (=Stanines 1 – 3) at start of year experience accelerated progress by year's end.

Action	Measure	Personnel	Timeframe	Tracking	Outcome
Complete PAT assessments of all Year 9 learners in literacy and numeracy to establish levels	Timetabled and conducted	Wallis	Term 1, Week 2 (All Yr 9 and PLs Yr 10 during Symtxt) Term 4 (Yrs 9 and and PLs 10)		Each learner's CL for literacy and numeracy identified
Establish expected levels at start and end of year for Years 9 and 10 cohorts	Established and shared	SLT/LOIs/Dat a	March 1		Known target
Include all below expected level in Special Needs Register and use this to monitor and track progress	Present on Register and is regularly reviewed and updated	Vanna	March 13		Individual students have plan and can be tracked
Provide interventions through SPINS and FloorTime workshops to target the gaps identified	Workshops are provided	Vanna, Dana	On-going		Progress through levels accelerated
Provide Professional Learning to all staff on how to interpret the data and appropriate strategies	Timetabled and held	Vanna, Dana, Jill	Start of each Semester		Needs of learners better understood and met.

Target 2- 70% of all akonga at Year 10 will have an average (median) curriculum level at or above expected level of progression (5P+) at year's end

Action	Measure	Personnel	Timeframe	Tracking	Outcome
Establish a process, including timelines, for extracting Curriculum Level information for each student and to determine an averaging process.		SLT	February		
Disaggregate data from this process to determine position of Year 10 male akonga	Year 10 male akonga disaggregated data collated and shared	Sally	End of Semester		
Line of sight processes for all Coaches and Modules teachers	All teachers aware of their students who are below average curriculum level at start of Semester 2	Led by COL leads/LOLs	Mid Year		
Interventions and strategies decided based on termly data <ul style="list-style-type: none"> Line of sight with whole staff SymTxt SENCO referral Differentiation PL PL re low Curriculum Levels 	Possibly: Learning support strategies shared SENCO referrals to external agencies Professional learning around differentiation strategies	PL Team SENCO LDL			

Target 3-70% of Year 10 Maori akonga will have an average curriculum level at or above expected level of progression (5P+)

Action	Measure	Personnel	Timeframe	Tracking	Outcome
Establish a process, including timelines, for extracting Curriculum Level information for each student and to determine an averaging process.		SLT	February		Curriculum levels of Maori and Pasifika learners identified
Disaggregate data from this process to determine position of Year 10 Maori and Pasifika akonga	Year 10 Maori and Pasifika akonga disaggregated data collated and shared	Sally	End of Semester		
Line of sight processes for all Coaches and Modules teachers	All teachers aware of their students who are below average curriculum level at start of Semester 2	Led by COL leads/LOs	Mid Year		
Interventions and strategies decided based on termly data <ul style="list-style-type: none"> Line of sight with whole staff SymTxt SENCO referral Differentiation PL PL re low Curriculum Levels 	Possibly: Learning support strategies shared SENCO referrals to external agencies Professional learning around differentiation strategies	PL Team SENCO LDL			
Provide professional learning opportunities to develop culturally responsive pedagogies	Timetabled and delivered	PLT	Ongoing		Needs of Maori and Pasifika learners better understood and met.

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Target 4- 75% of graduating students will achieve NCEA Level 2 with 57% at Merit or Excellence Endorsed.

Action	Measure	Personnel	Timeframe	Tracking	Outcome
All Modules to provide sufficient Achievement Standard per Learning Area.	Achievement Standards identified in course material	LDLs	Start of each semester		All students have access to a sufficient number of AS's.
Tracking and monitoring of each student's progress towards NCEA established	Tracking and monitoring procedures exist and are being used	Data/LOL (assmt) Team	Term 2		Students, teachers and parents have up-to-date information of students' progress
Responsive SPINs, Floortimes and other catch up opportunities provided for students in danger of falling short of the target	SPINs, Floortimes and catch up opportunities scheduled	LDLs	End of Term 2		Appropriate programmes are provided
Students supported by Coaches through Hub goals and monitoring	Hub goals supported by Coaches	LCLs	Termly		
Track Numeracy and Level 1 Literacy with Q1/2 Cohort	Achievement Standards and Unit Standards accredited to literacy and numeracy.	Jill, Su Min, Andrea			
Track UE Literacy and students on alternative pathways from UE.	Achievement and unit standards.	Jill, Celeste, Su Min, Andrea			

Target 5- 60% of NCEA L3 Qualifications are at Merit or Excellence Endorsed

Action	Measure	Personnel	Timeframe	Tracking	Outcome
All Modules to provide sufficient Achievement Standards per Learning Area to contribute to Level 3 certificate.	Achievement Standards identified in course material	LDLs	Start of each semester		All students have access to a sufficient number of AS's.
Tracking and monitoring of each student's progress towards NCEA L3 established	Clear school course design policy		Term 2		Students, teachers and parents have up-to-date information of students' progress
Responsive support and extension opportunities provided for students	Tracking and monitoring procedures exist and are being used		End of Term 2		Appropriate programmes are provided
	SPINs, FloorTimes and other opportunities scheduled				

Analysis of Variance Hobsonville Point Secondary

Targets 2018

Hobsonville Point Secondary School

1. 80% of Year 9 students who are identified below the expected level in literacy and numeracy (=Stanines 1 – 3) at start of year experience accelerated progress by year's end.
 - a. 80% of Year 9 male akonga will have an average curriculum level at or above expected level of progression (4P+)
2. The % of Maori and Pasifika learners who are achieving at or above the expected levels of literacy and numeracy in Years 9 and 10 is the same as the full cohort.
3. 70% of all akonga at Year 10 will have an average curriculum level at or above expected level of progression (5P+)
 - a. 65% of Year 10 male akonga will have an average curriculum level at or above expected level of progression (5P+)
 - b. 65% of Year 10 Maori akonga will have an average curriculum level at or above expected level of progression (5P+)
4. 90% of Qualification Two students achieve NCEA Level 2 with 70% at Merit or Excellence Endorsed.
5. 70% of NCEA L3 qualifications are at Merit or Excellence endorsed.

Target 1- 80% of all Year 9 students who are identified at more than one sub-level below expected in literacy and numeracy (=Stanines 1 – 3) at start of year experience accelerated progress by year's end.

Variance

Reading

All students made significant increases in their PAT raw scores.

3 of the 8 students moved into stanines 4 or 5 (38%)

3 of the 8 students remained in stanine 3 but with significant increases in their raw scores (average increase of 18%)

1 of the 8 has very high learning needs and is operating 3 years below the expected level, but did experience a 9% increase in his raw score.

Numeracy

6 of the 7 students moved into stanines 4, 5 or 8

1 of the 7 has very high learning needs and is operating 3 years below the expected level.

Target 1a- 80% of Year 9 male akonga will have an average (median) curriculum level at or above expected level of progression (4P+)

Variance

70% of Year 9 male akonga (31/45) have an average curriculum level of 4P+. This compares to 91% of Year 9 female akonga.

Target 2-The % of Maori and Pasifika learners who are achieving at or above the expected levels of literacy and numeracy in Year 9 and Year 10 is the same as the full cohort.

Variance

We abandoned this target after our BOT workshop with Dr Anne Milne and her keynote at our Kāhui Ako Teacher Only Day and have concentrated on driving teachers' spirals of inquiry to be conducted through a culturally sustaining practice lens.

Target 3- 70% of all akonga at Year 10 will have an average (median) curriculum level at or above expected level of progression (5P+)

Variance

55% of all akonga at Year 10 achieved an average curriculum level at or above 5P. This is going to be explored by our LDL/LAL team to uncover reasons for this. Wonderings at this point include:

- The average includes curriculum level assessments from start of year and perhaps a more accurate reflection would be curriculum levels at year's end.
- Do teachers have a reluctance to score Foundation Learners at the higher curriculum level?
- Do we need to improve professional learning around differentiation?

Target 3a- 65% of all male akonga at Year 10 will have an average (median) curriculum level at or above expected level of progression (5P+)

Variance

41% of all male akonga at Year 10 achieved an average curriculum level at or above 5P. This is going to be explored by our LDL/LAL team to uncover reasons for this. Wonderings at this point include:

- The average includes curriculum level assessments from start of year and perhaps a more accurate reflection would be curriculum levels at year's end.
- Do teachers have a reluctance to score Foundation Learners at the higher curriculum level?
- Do we need to improve professional learning around differentiation?
- Considering the NCEA L2 statistics for male achievement from 2018 do we need to explore strategies for lifting male achievement?

Target 3b- 65% of Year 10 Maori akonga will have an average (median) curriculum level at or above expected level of progression (5P+)

Variance

We abandoned this target after our BOT workshop with Dr Anne Milne and her keynote at our Kāhui Ako Teacher Only Day and have concentrated on driving teachers' spirals of inquiry to be conducted through a culturally sustaining practice lens.

Target 4- 90% of Qualification Two students achieve NCEA L2 with 70% at Merit or Excellence Endorsed

Variance

74% of Qualification Two students achieved NCEA L2 with 48% at Merit or Excellence Endorsed.

- This was an unrealistic target influenced by the previous year's cohort.
- This cohort includes 14 akonga who we had placed on a slower pathway (priority learners)
- Of the 33 akonga who did not achieve Level 2
 - 7 had left during the year
 - 7 are International/ESOL
 - 14 are Priority Learners
- Most of the decline in performance at Level 2 was a result of only 55% of male akonga achieving L2. This may be a feature of this particular cohort with 12/14 priority learners being male and 6/7 leavers being male.

Have created a Year 12 module in 2019 to support the Priority Learners throughout the year.

Target 5- 70% of NCEA L3 Qualifications are at Merit or Excellence Endorsed

Variance

60% of NCEA L3 Qualifications were at Merit or Excellence endorsed.

- The original target was too optimistic considering the national average for deciles 8 - 10 schools is 54%.