



Hāwera High School

Hawera High School

Strategic Plan

2019 – 2021



Hāwera High School

Motto	Vision
Kia Kaha Te Awhina “Strength through caring”	Kei Mua, Ki Runga “Moving forward, aiming high”
Mission Statement	Our Values
Inspiring students to be passionate lifelong learners	Be Respectful Be Responsible Be Ready to Learn

Hāwera High School opened in 1919 as Hawera Technical High School with a role of 180 students. Our present roll is 730 students from Year 9 to Year 13. Hāwera High School is a state co-educational secondary school located in South Taranaki with glorious views of Mt Taranaki. The school will be celebrating its Centenary in 2019. This will be an opportunity to celebrate past success and share our vision for the next 100 years.

We have a very broad curriculum which caters for a diverse range of students. Our courses are carefully designed to meet the learning needs of our students so that they can participate meaningfully in society. Our students are successful at school in gaining their qualifications and in their extracurricular activities. Our school attracts highly qualified and innovative staff. Our location next to the TSB

Hub ensures that our students have access to world-class facilities for Physical Education classes, sporting and school wide events. Our students achieve exceptionally well whether it be academically, on the sports field, in culture groups or in the arts.

The Hawera High School charter has been formed using the Education Review Office school evaluation indicators.

<https://www.ero.govt.nz/publications/school-evaluation-indicators/>



Hāwera High School

Base Line Data	
School context:	Secondary (Y9 – Y15) Decile 5 School roll: 730
Gender composition:	Girls 50% Boys 50%
Ethnic composition:	NZ European 61.3% NZ Maori 33.8% Asian 2.2% Pasifika 2.2% Other 1.2%



Hāwera High School

Domains		
1	Stewardship	<p>The board actively represents and serves the school and education community in its stewardship role.</p> <p>The board scrutinises the effectiveness of the school in achieving valued student outcomes.</p> <p>The board evaluates how effectively it is fulfilling the stewardship role with which it has been entrusted.</p> <p>The board effectively meets its statutory responsibilities.</p>
2	Indicators and examples of effective practice	<p>Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence.</p> <p>Leadership ensures an orderly and supportive environment that is conducive to student learning and wellbeing.</p> <p>Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching.</p> <p>Leadership promotes and participates in teacher learning and development.</p> <p>Leadership builds collective capacity to do evaluation and inquiry for sustained improvement.</p> <p>Leadership builds relational trust and effective collaboration at every level of the school community.</p>
3	Educationally powerful connections and relationships	<p>School and community are engaged in reciprocal, learning-centred relationships.</p> <p>Communication supports and strengthens reciprocal, learning-centred relationships.</p> <p>Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support.</p> <p>Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners.</p>
4	Responsive curriculum, effective teaching and opportunity to learn	<p>Students learn, achieve and progress in the breadth and depth of <i>The New Zealand Curriculum</i> and/or <i>Te Marautanga o Aotearoa</i>.</p> <p>Students participate and learn in caring, collaborative, inclusive learning communities.</p> <p>Students have effective, sufficient and equitable opportunities to learn.</p> <p>Effective, culturally responsive pedagogy supports and promotes student learning.</p> <p>Assessment for learning develops students' assessment and learning-to-learn capabilities.</p>



Hāwera High School

5	Professional capability and collective capacity	<p>A strategic and coherent approach to human resource management builds professional capability and collective capacity.</p> <p>Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school vision, values, goals and targets.</p> <p>Organisational structures, processes and practices enable and sustain collaborative learning and decision making.</p> <p>Access to relevant expertise builds capability for ongoing improvement and innovation.</p>
6	Evaluation, inquiry and knowledge building for improvement and innovation	<p>Coherent organisational conditions promote evaluation, inquiry and knowledge building.</p> <p>Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation.</p> <p>Evaluation, inquiry and knowledge building capability facilitates engagement with external evaluation and the wider education community.</p>



Hāwera High School

Strategic Aim 2019-2021

Hawera High School will:

Provide all students with meaningful <i>pathways</i> into further study or employment	
Objective 1	Together with the wider Hawera community provide accessible and relevant adult education.
Objective 2	Explore a variety of ways to achieve wider community engagement and ownership.
Objective 3	Year 9 and 10 learning programmes are coherent and build on student's prior knowledge and lead to success in NCEA qualifications.
Objective 4	Year 11 – 13 students experience success in coherent and relevant learning programmes that blend school and workplace education.
Provide <i>high quality teaching and learning experiences</i> that are engaging, relevant and innovative	
Objective 1	Develop departmental reporting systems to ensure the BOT has accurate information to make informed decisions.
Objective 2	Develop staff capability to work in a modern learning environment.
Objective 3	Increased levels of student achievement are evident through the development of culturally responsive pedagogy.
Objective 4	Increased levels of Māori student achievement are evident through the development of culturally responsive pedagogy.
Objective 5	Consistent good teaching practice is achieved through effective review and appraisal, supported by appropriate professional development.



Hāwera High School

Provide an *environment* where *high expectations* are maintained

Objective 1	Board of Trustees to engage in appropriate professional development.
Objective 2	Develop and maintain a strong school culture through the explicit teaching of Hawera High School tikanga.
Objective 3	Develop leadership capacity at all levels of the school.
Objective 4	Maintain a focus on school wide PB4L practices and develop processes for Tier 2 interventions.
Objective 5	Review appraisal process for non-teaching staff.

Provide all students with meaningful <i>pathways</i> into further study or employment		2019 specific actions	2020 specific actions	2021 specific actions
Objective 1	Together with the wider Hawera community provide accessible and relevant adult education.	<p>Letting rooms to ECT and other providers. Offer a small number of adult education courses. Appoint a suitable person in charge of administration of adult education</p> <p>Review adult education courses provided at the end of the year.</p>	Use the annual review of adult education to inform next steps	Continue to provide adult education to meet the needs of the community
Objective 2	Explore a variety of ways to achieve wider community engagement and ownership.	<p>Liaise with the Centenary Committee in preparation for the centenary. Extend the Year 9 BBQ to include Year 13 students and their families. Host a function for Te Wera families early in the year. Form a committee to work on the alumni database to maximize the potential of the centenary. Explore opportunities to connect with the community throughout the year.</p>	<p>Review and grow on events from 2019. Extend the start of year BBQ to the whole school community.</p> <p>Explore hosting a community afternoon involving local businesses, community and adult education</p>	<p>Review and grow on events from 2020. Explore hosting a whole town event.</p>

Objective 3	<p>Year 9 and 10 learning programmes are coherent and build on student's prior knowledge and lead to success in NCEA qualifications.</p>	<p>Use baseline data from feeder schools to inform teaching practice. All Year 9 students tested by ENCO. Investigate funding options for learning support. Implement Te Wera Hauora and extension to the Te reo ma ono tikanga programmes. Review the Year 9 rotations. Investigate an alternate 3-week cross curriculum programme for Term 4 for Year 9 and 10 students. Maintain and improve existing Year 9 and 10 learning programmes so they lead to students gaining qualifications in Year 11. Distribute digital skills to each department to teach Year 9 students in Term 1</p>	<p>Review and extension of Te Wera Programme. Annual review of Year 9 and 10 programmes to inform next steps. ENCO role reviewed and developed. GATE programme reviewed and developed. Review the alternate 3-week cross curriculum programme.</p>	<p>Continue to develop Year 9 and Y10 programmes so they are seen as a cohesive 2 year programmes.</p>
Objective 4	<p>Year 11 – 13 students experience success in coherent and relevant learning programmes that blend school and workplace education.</p>	<p>Monitor new Agri-Business Course. Continue to support and monitor 3+2 and Gateways programmes.</p>	<p>ENCO role reviewed and developed to accommodate GATE students. Explore options for students coming into</p>	<p>Implement a Year 11 programme suitable for Te Wera students. Implement changes required to meet the requirements of the</p>

		<p>Continue interaction with Chamber of Commerce, BizLink and other business connections.</p> <p>Continue to utilise the 75% forms to review standards.</p> <p>Continue development of Dreamcatcher implementation into the school.</p> <p>ENCO to test identified students.</p> <p>Investigate funding options for learning support.</p> <p>GATE students will be identified and individual programmes will be developed.</p> <p>Monitor and review senior courses to ensure they are meeting the needs of the school community.</p>	<p>Y11 from Te Wera programme in 2021</p> <p>Prepare for changes to NCEA Level 1.</p> <p>Monitor and review senior courses to ensure they are meeting the needs of the school community.</p>	<p>revised NCEA Level 1 qualification.</p> <p>Prepare for possible changes to Level 2</p> <p>Monitor and review senior courses to ensure they are meeting the needs of the school community.</p>
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Provide <i>high quality teaching and learning experiences</i> that are engaging, relevant and innovative		2019 specific actions	2020 specific actions	2021 specific actions
Objective 1	Develop departmental reporting systems to ensure the BOT has accurate information to make informed decisions.	HOD's to meet with Principal to discuss department reports. Evaluation of department reports. HODs in conjunction with appropriate senior leader to develop 2019 department Action Plan. All department reports collated and presented to BOT.	HOD's to meet with Principal to discuss department reports. Evaluation of department reports. HODs in conjunction with appropriate senior leader to develop 2020 department Action Plan. All department reports collated and presented to BOT.	Continue to embed practices across the school.
Objective 2	Develop staff capability to work in a modern learning environment.	Staff to read appropriate professional readings on MLE's. Trial concepts of MLE's. Visits to MLE's by selected staff. Whole School PLD on MLE's and pedagogy that suits MLE's. Staff to continue to develop their digital competency.	Continue to prepare for MLE's. Trial concepts of MLE's. Timetable review. Cross curricular opportunities explored.	Dependent on building project phase. Implement changes to learning environments.
Objective 3	Increased levels of student achievement are evident through the development of culturally responsive pedagogy.	Professional development for Maori and PE department to ensure successful	Professional development for Maori and PE department to ensure successful continuation of courses.	Continue to embed practices across the whole school.

		<p>implementation of revised courses.</p> <p>Professional development of teachers involved in the Te Wera programme.</p> <p>PE department to continue to liaise with subject advisor, iwi and community groups to develop the Hāuora programme.</p> <p>Impact Coaches to be accredited in Relationship Based Learning by June.</p> <p>Impact Coaches to work with individual teachers to develop their practice.</p> <p>Within school teachers for Kahui ako to provide whole school PLD on relationship learning.</p>	<p>Professional development of teachers involved in the Te Wera programme.</p> <p>PE department to continue to liaise with subject advisor, iwi and community groups to develop the Hāuora programme.</p> <p>Impact Coaches to work with individual teachers to develop their practice.</p> <p>Within school teachers for Kahui ako to provide whole school PLD on relationship learning.</p>	
Objective 4	<p>Increased levels of Māori student achievement are evident through the development of culturally responsive pedagogy.</p>	<p>Professional development for Maori and PE department to ensure successful implementation of revised courses.</p> <p>Impact Coaches to be accredited in Relationship Based Learning by June.</p> <p>Impact Coaches to work with individual teachers to develop their practice.</p>	<p>Professional development for Maori and PE department to ensure successful continuation of courses.</p> <p>Impact Coaches to work with individual teachers to develop their practice.</p> <p>Within school teachers for Kahui ako to provide whole school PLD on relationship learning.</p>	<p>Continue to embed practices across the whole school.</p>

		<p>Within school teachers for Kahui ako to provide whole school PLD on relationship learning. Continue mentoring for Māori students for both males and females.</p> <p>Year 9 students to learn school haka and appropriate school Tikanga.</p>	<p>Continue mentoring for Māori students for both males and females.</p> <p>All students to learn school haka and appropriate school Tikanga.</p>	
Objective 5	Consistent good teaching practice is achieved through effective review and appraisal, supported by appropriate professional development.	<p>SLT to provide guidance to staff to complete their inquiry.</p> <p>Staff to share inquiry during Term 4.</p> <p>Update management unit holders job descriptions.</p> <p>Management unit holders to be appraised against job description.</p> <p>External appraisal for SLT.</p> <p>PLD identified and organised to meet school objectives and goals.</p> <p>Continue to review departments and individuals against the educational leadership capability framework including the expert Teacher criteria.</p>	<p>SLT to provide guidance to staff to complete their inquiry.</p> <p>Staff to share inquiry during Term 4.</p> <p>Management unit holders to be appraised against job description.</p> <p>PLD identified and organised to meet school objectives and goals.</p> <p>Continue to review departments and individuals against the educational leadership.</p>	Continue to embed practices across the whole school

Provide an <i>environment</i> where <i>high expectations</i> are maintained		2019 specific actions	2020 specific actions	2021 specific actions
Objective 1	Board of Trustees to engage in appropriate professional development.	BOT members to engage with (NZSTA) learning management system BOT members to attend appropriate NZSTA courses. Induction of new BOT members	BOT members to engage with (NZSTA) learning management system BOT members to attend appropriate NZSTA courses.	BOT members to engage with (NZSTA) learning management system BOT members to attend appropriate NZSTA courses.
Objective 2	Develop and maintain a strong school culture through the explicit teaching of Hawera High School tikanga.	Year level assembly every 6 days. Tikanga to be modelled at whole school and year level assemblies. Extended Year 9 Te Reo ma ono tikanga programme to embed school tikanga. Consistent implementation of PB4L values within the classroom and wider school setting. Develop staff school wide expectations. (Mahi Tahī) Revised induction programme for new staff to teach school Tikanga	Continue with school wide implementation of tikanga. Consistent implementation of PB4L values across the school. Implement staff school wide expectations.	Continue with school wide implementation of tikanga. Consistent implementation of PB4L values across the school. Implement staff school wide expectations.

Objective 3	Develop leadership capacity at all levels of the school.	Explore professional development opportunities for senior and middle leaders. Continue to review against educational leadership capability framework. Provide opportunities for distributed leadership. Establish clear lines of communication at all levels of the school for effective school management.	Explore professional development opportunities. Continue to review against educational leadership capability framework. Provide opportunities for distributed leadership.	Explore professional development opportunities. Continue to review against educational leadership capability framework. Provide opportunities for distributed leadership.
Objective 4	Maintain a focus on school wide PB4L practices and develop processes for Tier 2 interventions.	Develop Deans Manual. Allocate teachers to PB4L Tier 1 and Tier 2 teams. Recruit appropriate staff onto PB4L teams. Provide appropriate PLD opportunities for members of PB4L teams. Provide appropriate PLD opportunities for deans.	Review Deans Manual. Provide appropriate PLD opportunities for members of PB4L teams. Provide appropriate PLD opportunities for deans.	Review Deans Manual. Provide appropriate PLD opportunities for members of PB4L teams. Provide appropriate PLD opportunities for deans.
Objective 5	Review appraisal process for non-teaching staff.	Support staff to undergo performance reviews. Annual review of job description for support staff.	Support staff to undergo performance reviews. Annual review of job description for support staff.	Support staff to undergo performance reviews. Annual review of job description for support staff.

Provide all students with meaningful <i>pathways</i> into further study or employment		Short Report
Objective 1	Together with the wider Hawera community provide accessible and relevant adult education.	
Objective 2	Explore a variety of ways to achieve wider community engagement and ownership.	
Objective 3	Year 9 and 10 learning programmes are coherent and build on student's prior knowledge and lead to success in NCEA qualifications.	
Objective 4	Year 11 – 13 students experience success in coherent and relevant learning programmes that blend school and workplace education.	

Provide <i>high quality teaching and learning experiences</i> that are engaging, relevant and innovative		Short Report
Objective 1	Develop departmental reporting systems to ensure the BOT has accurate information to make informed decisions.	
Objective 2	Develop staff capability to work in a modern learning environment.	
Objective 3	Increased levels of student achievement are evident through the development of culturally responsive pedagogy.	
Objective 4	Increased levels of Māori student achievement are evident through the development of culturally responsive pedagogy.	
Objective 5	Consistent good teaching practice is achieved through effective review and appraisal, supported by appropriate professional development.	

Provide an <i>environment</i> where <i>high expectations</i> are maintained		Short Report
Objective 1	Board of Trustees to engage in appropriate professional development.	
Objective 2	Develop and maintain a strong school culture through the explicit teaching of Hawera High School tikanga.	
Objective 3	Develop leadership capacity at all levels of the school.	
Objective 4	Maintain a focus on school wide PB4L practices and develop processes for Tier 2 interventions.	
Objective 5	Review appraisal process for non-teaching staff.	

Improvement Plan – Adult education

Strategic Aim

Provide all students with meaningful pathways into further study or employment.

Objective 1

Together with the wider Hawera community provide accessible and relevant adult education.

Annual Target

Re-establish adult education at Hawera High School by the end of 2019.

Baseline data: Currently no adult education at HHS. Survey completed in 2018 suggests the community would like adult education courses.

2019 Specific actions

- Letting rooms to ECT and other providers.
- Offer a small number of adult education courses.
- Appoint a suitable person in charge of administration of adult education.
- Review adult education courses provided at the end of the year.

When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	Letting rooms to ECT and other providers.	Marketing team Gateway coordinator Executive Officer	Classes starting in Term 1. Classes continuing throughout the remainder of the year. ECT contract renewed for 2020. New contracts from other providers established.	
Ongoing 2019	Offer a small number of adult education courses.	Marketing team Gateway coordinator Executive Officer Outside providers	Courses offered. Enrolments in courses.	
January 2019	Appoint a suitable person in charge of administration of adult education.	Principal Executive Officer	Feedback from tutors. Performance review of gateway coordinator. Enrolments in courses.	
Ongoing 2019	Review adult education courses provided at the end of the year.	Marketing team Gateway coordinator Executive Officer	Feedback from community on courses offered. Feedback from those who attended courses. Feedback from tutors. Feedback from Marketing team, Gateway coordinator and Executive Officer	

Resourcing: Appointment of co-ordinator, increased maintenance costs, increased security costs, marketing materials, keys for tutors.

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Improvement Plan – Community engagement				
Strategic Aim Provide all students with meaningful pathways into further study or employment.				
Objective 2 Explore a variety of ways to achieve wider community engagement and ownership.		Annual Target To engage a greater number of community members in school life.		
Baseline data: Principal and Assistant Principal on centenary committee. Start of year BBQ currently caters for Year 9 families only. New website nearly complete and will be live in the new year. Marketing committee formed. PA completing marketing tasks as part of her job.				
2019 Specific actions <ul style="list-style-type: none">• Liaise with the Centenary Committee in preparation for the centenary.• Extend the Year 9 BBQ to include Year 13 students and their families.• Host a function for Te Wera families early in the year.• Form a committee to work on the alumni database to maximize the potential of the centenary.• Explore opportunities to connect with the community throughout the year.				
When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	Liaise with the Centenary Committee in preparation for the centenary.	Principal Assistant principal	Successful centenary that caters for the needs of past and present students. Showcasing the school attributes.	
February 2019	Extend the Year 9 BBQ to include Year 13 students and their families	SLT Deans	Increased number of Y9 students and their families. Attendance of Y13 students and their families.	
February 2019	Host a function for Te Wera families early in the year.	SLT Y9 Dean Te Wera teachers	Attendance of students in the Te Wera programme and their families.	
Ongoing 2019	Form a committee to work on the alumni database to maximize the potential of the centenary.	Allocated teacher PA Principal Trust	Website set up so that past students can enter their contact details etc onto the database. School publications distributed through alumni database. Donations from alumni into the HHS trust.	

Ongoing 2019	Explore opportunities to connect with the community throughout the year.	BOT marketing SLT Deans Teachers	Improved community functions throughout the year. Increased attendance at community functions.	
Resourcing: Marketing budget to run school functions. Staff time to organise events, liaise with school community and administer the alumni database.				

Improvement Plan – Year 9 and 10 learning programmes	
Strategic Aim Provide all students with meaningful pathways into further study or employment.	
Objective 3 Year 9 and 10 learning programmes are coherent and build on student's prior knowledge and lead to success in NCEA qualifications.	Annual Target To provide meaningful pathways for students in Year 9 and 10.
Baseline data: Baseline data is collected from feeder schools, used sporadically in the school. The HOD Special Needs and ENCO is the same person, for 2019, these will be two separate positions. Health and PE taught separately, more time will be allocated to Hauora in 2019. Te reo maori is only done for ½ of the year in 2018, in 2019 it will be a whole year course. The Year 9 rotations have more time in 2018 than what they will have in 2019. There is currently no project based class. Some Y10 classes are offering achievement statements, for student wellbeing this should decrease in 2019. Digital skills are currently taught ad hoc across the school.	
2019 Specific actions <ul style="list-style-type: none"> • Use baseline data from feeder schools to inform teaching practice. • All Year 9 students tested by ENCO. • Investigate funding options for learning support. • Implement Te Wera Hauora and extension to the Te reo ma ono tikanga programmes. • Review the Year 9 rotations. • Investigate an alternate 3-week cross curriculum programme for Term 4 for Year 9 and 10 students. • Maintain and improve existing Year 9 and 10 learning programmes so they lead to students gaining qualifications in Year 11. • Distribute digital skills to each department to teach Year 9 students in Term 1. 	

When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	Use baseline data from feeder schools to inform teaching practice.	Assistant principal Dean ENCO HOD Special Needs	Teachers are provided with student data to inform their teaching. ENCO uses data to put individual learner programmes in place for identified students. HOD Special Needs uses data to put individual learner programmes in place for identified students. ENCO and HOD Special needs allocates Learning Assistants according to student needs.	
Ongoing 2019	All Year 9 students tested by ENCO.	ENCO Learning Assistants	Year 9 students are tested in priority order. These results are used to inform teaching practice and interventions.	
Ongoing 2019	Investigate funding options for learning support.	Principal Assistant Principal ENCO	Funding is applied for and used in a meaningful way to meet students' needs.	
Ongoing 2019	Implement Te Wera Hauora and extension to the Te reo ma ono tikanga programmes.	Principal Te Wera teachers Hauora teachers Te reo ma ono tikanga teachers Iwi Whanau teitei	The successful implementation of these courses. Evaluation markers will be student, teacher and parent voice. E-asTTle testing will also be used to assess literacy and numeracy levels.	
Ongoing 2019	Review the Year 9 rotations.	Principal Y9 rotation teachers	The successful implementation of these revised courses. Evaluation markers will be student and teacher voice.	
T1-3, 2019	Investigate an alternate 3-week cross curriculum programme for Term 4 for Year 9 and 10 students.	Principal HOD's, TIC's. Teachers	An investigation completed into a cross curriculum programme or Y9 and 10 students. A successful programme developed and implemented. Increased student engagement in Term 4.	
Ongoing 2019	Maintain and improve existing Year 9 and 10 learning programmes so they lead to students gaining qualifications in Year 11.	SLT HOD's, TIC's. Teachers	Constant review of these courses and modifications made as needed. Y9 and 10 courses focused on developing skills for students to be successful in Y11.	
Ongoing 2019	Distribute digital skills to each department to teach Year 9 students in Term 1.	Deputy Principal HOD's, TIC's. Teachers	Each department issued a digital skill to teach. Each department successfully teaching that digital skill.	

Resourcing: Increased ENCO hours, PLD for ENCO, Learning Assistants from Jenny Tebbutt. Learning assistant time to do testing of students. PLD for departments as required.

Improvement Plan – Year 11 – 13 learning programmes				
Strategic Aim Provide all students with meaningful pathways into further study or employment.				
Objective 4 Year 11 – 13 students experience success in coherent and relevant learning programmes that blend school and workplace education.		Annual Target 80% passrate for Year 11 students in Level 1. 85% passrate for Year 12 students in Level 2. 75% passrate for Year 13 students in Level 3. All students leaving HHS in Year 12 and 13 gaining Level 1 literacy and numeracy.		
Baseline data:				
2019 Specific actions <ul style="list-style-type: none">• Monitor new Agri-Business Course.• Continue to support and monitor 3+2 and Gateways programmes.• Continue interaction with Chamber of Commerce, BizLink and other business connections.• Continue to utilise the 75% forms to review standards.• Continue development of Dreamcatcher implementation into the school.• ENCO to test identified students.• Investigate funding options for learning support.• GATE students will be identified and individual programmes will be developed.• Monitor and review senior courses to ensure they are meeting the needs of the school community.				
When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	Monitor new Agri-Business Course.	SLT HOD Transition	Agri-Business course is implemented. Students gain 14+ credits for this course.	

Ongoing 2019	Continue to support and monitor 3+2 and Gateways programmes.	SLT Transition department	Students successfully complete both their school work and WITT component.	
Ongoing 2019	Continue interaction with Chamber of Commerce, BizLink and other business connections.	Principal and other interested staff	Staff attendance at BA5 and NOTS.	
Ongoing 2019	Continue to utilise the 75% forms to review standards.	Departments	Decrease in the number of standards needing to complete the 75% review form.	
Ongoing 2019	Continue development of Dreamcatcher implementation into the school.	Careers department and other selected departments	Increase in student engagement with dreamcatcher. Student voice to determine the impact of dreamcatcher on careers education.	
Ongoing 2019	ENCO to test identified students.	ENCO Learning assistants Assistant Principal	Students are tested in priority order. These results are used to inform teaching practice and interventions. SAC applications completed.	
Ongoing 2019	Investigate funding options for learning support	Principal Assistant Principal ENCO	Funding is applied for and used in a meaningful way to meet student's needs.	
Ongoing 2019	GATE students will be identified and individual programmes will be developed.	Transition department	Students completing 20 plus credits in Year 12 and 13 Gateway courses. Students will have individual learning programmes developed which help with their transition from school into the workplace.	
Ongoing 2019	Monitor and review senior courses to ensure they are meeting the needs of the school community.	SLT HOD's, TIC's. Teachers	An increase in students gaining 14+ credits for each NCEA course. Students being successfully transitioned into the local workforce.	
Resourcing: Increased ENCO hours, PLD for ENCO, Learning Assistants from Jenny Tebbutt. Learning assistant time to do testing of students. PLD for departments as required. PLD for transition department.				

Improvement Plan – Departmental reporting

Strategic Aim

Provide high quality teaching and learning experiences that are engaging, relevant and innovative.

Objective 1

Develop departmental reporting systems to ensure the BOT has accurate information to make informed decisions.

Annual Target

To have all departments complete a department report and present it in written form to the BOT.

Baseline data: Currently a short review and action plan is written by each department and shared with the SLT.

2019 Specific actions

- HOD's to meet with Principal to discuss department reports.
- Evaluation of department reports.
- HODs in conjunction with appropriate senior leader to develop 2019 department Action Plan.
- All department reports collated and presented to BOT.

When	Specific action	Who	Indicators of Progress	Monitoring
Term 1 2019	HOD's to meet with Principal to discuss department reports.	HODs Principal	All HODs to have met with Principal by the end of Term 1 to discuss next steps in their department.	

Ongoing 2019	Evaluation of department reports.	Principal SLT BOT	Principal, BOT, SLT to read department reports and feed information via the SLT to each department.	
Term 1 2019	HODs in conjunction with appropriate senior leader to develop 2019 department Action Plan.	HODs SLT	Action plan developed for each department in Term 1 2019.	
Term 1 2019	All department reports collated and presented to BOT.	HODs PA Principal	All department reports handed to Principal by the end of February, collated for March BOT meeting.	
Resourcing: HOD, SLT time to complete these tasks.				

Improvement Plan – Modern learning environment				
Strategic Aim Provide high quality teaching and learning experiences that are engaging, relevant and innovative.				
Objective 2 Develop staff capability to work in a modern learning environment.		Annual Target To increase staff knowledge of MLE’s. To increase the use of pedagogy throughout the school that supports MLE’s.		
Baseline data: Some staff have visited MLE’s, others have not. The school is currently made up of traditional classrooms. Some staff have read and researched MLE’s.				
2019 Specific actions <ul style="list-style-type: none">• Staff to read appropriate professional readings on MLE’s.• Trial concepts of MLE’s.• Visits to MLE’s by selected staff.• Whole School PLD on MLE’s and pedagogy that suits MLE’s.• Staff to continue to develop their digital competency.				
When	Specific action	Who	Indicators of Progress	Monitoring

Ongoing 2019	Staff to read appropriate professional readings on MLE's.	SLT Teachers	Staff to add MLE's readings to their reading logs.	
Ongoing 2019	Trial concepts of MLE's.	SLT Teachers	MLE's concepts trialed in some classes throughout the school.	
Ongoing 2019	Visits to MLE's by selected staff.	SLT Teachers	Visit arranged for teachers who have not yet had the opportunity to visit MLE's,	
Ongoing 2019	Whole School PLD on MLE's and pedagogy that suits MLE's.	SLT Teachers	PLD programme designed to include appropriate pedagogy for MLE's. Teachers starting to adopt some of these strategies in their classroom.	
Ongoing 2019	Staff to continue to develop their digital competency.	SLT Teachers	Teachers adopting appropriate strategies into their classroom to develop digital competencies.	
Resourcing: PLD providers, reading material for staff, funding for visits to MLE's.				

Improvement Plan – Culturally responsive pedagogy	
Strategic Aim Provide high quality teaching and learning experiences that are engaging, relevant and innovative.	
Objective 3 Increased levels of student achievement are evident through the development of culturally responsive pedagogy.	Annual Target 80% passrate for Year 11 students in Level 1. 85% passrate for Year 12 students in Level 2. 75% passrate for Year 13 students in Level 3. All students leaving HHS in Year 12 and 13 gaining Level 1 literacy and numeracy. 80% of Year 9 students improve ½ curriculum in literacy and numeracy. 80% of Year 10 students improve ½ curriculum in literacy and numeracy.
Baseline data:	
2019 Specific actions	

- Professional development for Maori and PE department to ensure successful implementation of revised courses.
- Professional development of teachers involved in the Te Wera programme.
- PE department to continue to liaise with subject advisor, iwi and community groups to develop the Hāuora programme.
- Impact Coaches to be accredited in Relationship Based Learning by June.
- Impact Coaches to work with individual teachers to develop their practice.
- Within school teachers for Kahui ako to provide whole school PLD on relationship learning.

When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	Professional development for Maori and PE department to ensure successful implementation of revised courses.	Maori and PE department	Successful implementation of the revised Maori and Hauora programmes.	
Ongoing 2019	Professional development of teachers involved in the Te Wera programme.	Te Wera teachers	Successful implementation of the new Te Wera programme. 80% of Year 9 students improve ½ curriculum in literacy and numeracy.	
Ongoing 2019	PE department to continue to liaise with subject advisor, iwi and community groups to develop the Hāuora programme.	PE department	Successful implementation of the Y9 and 10 Hauora programmes.	
Ongoing 2019	Impact Coaches to be accredited in Relationship Based Learning by June.	Impact coaches	All impact coaches accredited by June.	
Ongoing 2019	Impact Coaches to work with individual teachers to develop their practice.	Impact coaches Teachers	Impact coaches working with individual teachers throughout the school to improve practice.	
Ongoing 2019	Within school teachers for Kahui ako to provide whole school PLD on relationship learning.	Within school teachers.	PLD offered to whole staff by within school teachers.	
Resourcing: PLD providers, time for departments, training of impact coaches (Kahui ako).				

Improvement Plan – Culturally responsive pedagogy – Māori achievement

Strategic Aim

Provide high quality teaching and learning experiences that are engaging, relevant and innovative.

Objective 4

Increased levels of Māori student achievement are evident through the development of culturally responsive pedagogy.

Annual Target

80% passrate for Year 11 students in Level 1.
85% passrate for Year 12 students in Level 2.
75% passrate for Year 13 students in Level 3.
All students leaving HHS in Year 12 and 13 gaining Level 1 literacy and numeracy.
80% of Year 9 students improve ½ curriculum in literacy and numeracy.
80% of Year 10 students improve ½ curriculum in literacy and numeracy.

Baseline data:

2019 Specific actions

- Professional development for Maori and PE department to ensure successful implementation of revised courses.
- Impact Coaches to be accredited in Relationship Based Learning by June.
- Impact Coaches to work with individual teachers to develop their practice.
- Within school teachers for Kahui ako to provide whole school PLD on relationship learning.
- Continue mentoring for Māori students for both males and females.
- Year 9 students to learn school haka and appropriate school Tikanga.

When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	Professional development for Maori and PE department to ensure successful implementation of revised courses.	Maori and PE department	Successful implementation of the revised Maori and Hauora programmes.	
Ongoing 2019	Impact Coaches to be accredited in Relationship Based Learning by June.	Impact coaches	All impact coaches accredited by June.	
Ongoing 2019	Impact Coaches to work with individual teachers to develop their practice.	Impact coaches Teachers	Impact coaches working with individual teachers throughout the school to improve practice.	
Ongoing 2019	Within school teachers for Kahui ako to provide whole	Within school teachers.	PLD offered to whole staff by within school teachers.	

	school PLD on relationship learning.			
Ongoing 2019	Continue mentoring for Māori students for both males and females.	Outside mentors Deans	Students attendance increases. Students pastoral count decreases. Student achievement increases.	
Ongoing 2019	Year 9 students to learn school haka and appropriate school Tikanga.	Māori department Deans	All year 9 students know the school haka and other appropriate tikanga. School tikanga is integrated into practices throughout the school.	
Resourcing: PLD providers, time for departments, training of impact coaches (Kahui ako).				

Improvement Plan – Appraisal and review

Strategic Aim

Provide high quality teaching and learning experiences that are engaging, relevant and innovative.

Objective 5

Consistent good teaching practice is achieved through effective review and appraisal, supported by appropriate professional development.

Annual Target

All members of the teaching staff to complete a meaningful inquiry.
All management holders to be appraised against their job description.
All departments to complete a meaningful annual review.

Baseline data: All teachers complete a teaching inquiry. Currently management unit holders do not get reviewed against their job description.

2019 Specific actions

- SLT to provide guidance to staff to complete their inquiry.
- Staff to share inquiry during Term 4.
- Update management unit holders job descriptions.
- Management unit holders to be appraised against job description.
- External appraisal for SLT.
- PLD identified and organised to meet school objectives and goals.
- Continue to review departments and individuals against the educational leadership capability framework including the expert Teacher criteria.

When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	SLT to provide guidance to staff to complete their inquiry.	SLT	All teaching staff feel confident to do a meaningful inquiry.	
Term 4 2019	Staff to share inquiry during Term 4.	Teachers	All teachers present during Term 4.	
Pre Term 1 2019	Update management unit holders job descriptions.	Principal	All management unit holders have a job description that they can be reviewed against.	
Ongoing 2019	Management unit holders to be appraised against job description.	SLT Deans HODs TICs	All management unit holders will be reviewed against the job description.	
Ongoing 2019	External appraisal for SLT.	External provider	All SLT members complete an external appraisal.	

Term 1 2019	PLD identified and organised to meet school objectives and goals.	SLT	A meaningful PLD programme is developed and implemented.	
Ongoing 2019	Continue to review departments and individuals against the educational leadership capability framework including the expert Teacher criteria.	HODs TICs Teachers	All departments review themselves against the leadership capability framework at least twice a year.	
Resourcing: PLD providers, external appraiser, review time.				

Improvement Plan – Board of Trustees

Strategic Aim

Provide an environment where high expectations are maintained.

Objective 1

Board of Trustees to engage in appropriate professional development.

Annual Target

All BOT members engage in professional development in 2019.

Baseline data: Currently most BOT members engage in professional development, however, there is still some confusion over the use of the NZSTA learning management system.

2019 Specific actions

- BOT members to engage with (NZSTA) learning management system
- BOT members to attend appropriate NZSTA courses.
- Induction of new BOT members

When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	BOT members to engage with (NZSTA) learning management system	BOT	All BOT members can successfully navigate and use the NZSTA learning management system.	
Ongoing 2019	BOT members to attend appropriate NZSTA courses.	BOT	All BOT members attend at least 2 NZSTA courses in person or online.	
June 2019	Induction of new BOT members	BOT	New BOT members successfully inducted.	

Resourcing: NZSTA courses, induction resources

Improvement Plan – HHS tikanga

Strategic Aim

Provide an environment where high expectations are maintained.

Objective 2

Develop and maintain a strong school culture through the explicit teaching of Hawera High School tikanga.

Annual Target

School culture is strengthened throughout 2019.

Baseline data: Year level assemblies are conducted on an ad hoc basis. Appropriate tikanga is seen in some assemblies but not all. PB4L tier 1 and 2 teams are working together, this needs to be separated out in 2019. The current induction programme needs further development.

2019 Specific actions

- Year level assembly every 6 days.
- Tikanga to be modelled at whole school and year level assemblies.
- Extended Year 9 Te Reo ma ono tikanga programme to embed school tikanga.
- Consistent implementation of PB4L values within the classroom and wider school setting.
- Develop staff school wide expectations. (Mahi Tahī)
- Revised induction programme for new staff to teach school Tikanga

When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	Year level assembly every 6 days.	Deans SLT Form teachers	Year level assemblies organized by dean every 6 days. Student led assemblies.	
Ongoing 2019	Tikanga to be modelled at whole school and year level assemblies.	SLT Student leaders	All school assemblies have appropriate tikanga.	
Ongoing 2019	Extended Year 9 Te Reo ma ono tikanga programme to embed school tikanga.	Māori department	HHS tikanga embedded across the school.	
Ongoing 2019	Consistent implementation of PB4L values within the classroom and wider school setting.	PB4L Tier 1 PB4L Tier 2 SLT Teachers	PB4L values embedded in school practices. Decrease in number of stand-downs.	
Ongoing 2019	Develop staff school wide expectations. (Mahi Tahī)	Whole staff	Staff displaying the agreed to expectations.	

Ongoing 2019	Revised induction programme for new staff to teach school Tikanga	SLT	A comprehensive induction programme is developed. Teachers new to the school make a seamless transition.	
Resourcing: Appropriate PLD opportunities				

Improvement Plan – Leadership capacity				
Strategic Aim Provide an environment where high expectations are maintained.				
Objective 3 Develop leadership capacity at all levels of the school.		Annual Target Leadership developed across all members of the HHS staff.		
Baseline data: Very little PLD has been available for senior and middle leaders over the past few years due to national changes in PLD providers. In Term 4 2018, staff reviewed themselves for the first time against the newly published educational leadership capability framework. Currently there is some overlap between meetings and a more streamlined approach is needed.				
2019 Specific actions <ul style="list-style-type: none">• Explore professional development opportunities for senior and middle leaders.• Continue to review against educational leadership capability framework.• Provide opportunities for distributed leadership.• Establish clear lines of communication at all levels of the school for effective school management.				
When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	Explore professional development opportunities for senior and middle leaders.	SLT	Senior and middle leaders attending appropriate PLD opportunities. Senior and middle leaders reporting back to appropriate colleagues on their PLD opportunities.	
Ongoing 2019	Continue to review against educational leadership capability framework.	SLT Middle leaders Teachers	All departments and teachers to review themselves against the leadership capability framework at least twice a year.	
Ongoing 2019	Provide opportunities for distributed leadership.	SLT Middle leaders Teachers	Where appropriate provide opportunities for staff to pick up leadership opportunities, prizegivings etc.	

Ongoing 2019	Establish clear lines of communication at all levels of the school for effective school management.	SLT	New meeting schedule set up for 2019. Staff expectations on communication established at the beginning of the year. Constant review of practices.	
Resourcing: Appropriate PLD opportunities				

Improvement Plan – PB4L				
Strategic Aim Provide an environment where high expectations are maintained.				
Objective 4 Maintain a focus on school wide PB4L practices and develop processes for Tier 2 interventions.		Annual Target To embed PB4L practices school wide.		
Baseline data: Currently we have one PB4L team this needs to be split into Tier 1 and 2. We do not currently have an updated deans’ manual. Deans have had very little specific PLD over the last few years.				
2019 Specific actions <ul style="list-style-type: none">• Develop Deans Manual.• Allocate teachers to PB4L Tier 1 and Tier 2 teams.• Recruit appropriate staff onto PB4L teams.• Provide appropriate PLD opportunities for members of PB4L teams.• Provide appropriate PLD opportunities for deans.				
When	Specific action	Who	Indicators of Progress	Monitoring
Term 1 2019	Develop Deans Manual.	SLT Deans	Deans manual completed by the end of Term 1 2019.	
Term 1 2019	Allocate teachers to PB4L Tier 1 and Tier 2 teams.	SLT PB4L team	Teachers allocated to Tier 1 or 2 by the end of Week 3 Term 1.	
Term 1 2019	Recruit appropriate staff onto PB4L teams.	SLT PB4L team	Teachers recruited for PB4L by the end of Week 2 Term 1.	

Ongoing 2019	Provide appropriate PLD opportunities for members of PB4L teams.	PB4L team Outside providers	PB4L team attends appropriate PLD.	
Ongoing 2019	Provide appropriate PLD opportunities for deans	SLT Deans	Deans attend appropriate PLD.	
Resourcing: PLD for deans and PB4L members.				

Improvement Plan – Appraisal of non-teaching staff				
Strategic Aim Provide an environment where high expectations are maintained.				
Objective 5 Review appraisal process for non-teaching staff.		Annual Target Each non-teaching staff to have a meaningful performance review.		
Baseline data: Job descriptions and performance reviews are not done consistently throughout the school.				
2019 Specific actions <ul style="list-style-type: none">• Support staff to undergo performance reviews.• Annual review of job description for support staff.				
When	Specific action	Who	Indicators of Progress	Monitoring
Ongoing 2019	Support staff to undergo performance reviews.	SLT Executive Officer Middle leaders	Performance review completed for each member of the non-teaching staff.	
Ongoing 2019	Annual review of job description for support staff.	SLT Executive Officer Middle leaders	Job descriptions for non-teaching staff reviewed annually.	
Resourcing: Staff time.				