



Hawera High School

Strategic Plan

2020 – 2022



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 750 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 celebrated its Centenary in 2020. This gave us 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.

As a member of the South Taranaki Kahui Ako (STKA) we are committed to achieving the goals set out in the STKA Achievement Challenge. STKC believes that these goals can best be met through implementing Relationship Based Learning strategies throughout all schools in the STKA.

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 47% Boys 53%
Ethnic composition:	NZ European 55% NZ Maori 34% Asian 3.7% MELAA 2% Pasifika 1.8% Other 3.5%



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>

Definitions

RBL	Relationship Based Learning
WST	Within School Teachers
PB4L	Positive Behaviour for Learning
ENCO	Educational needs coordinator
GATE	Gifted and Talented education
MLE	Modern Learning Environment
WITT 3 + 2	Students study 3 days at school and 2 days at WITT
PLD	Professional Learning and Development
HEEADSSS	Home, education/employment, eating, activities, drugs, sexuality, suicide and depressions, safety
ECT	The electrical training company
AST	Across School Teachers



Hāwera High School

Strategic Aim 2020-2022

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	Use 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 implementation of RbL strategies.
Objective 4	Increased levels of Māori student achievement are evident through the implementation of RbL strategies.
Objective 5	Consistent good teaching practice is achieved through effective review and appraisal, supported by PLD that promotes RbL.



Provide an <i>environment</i> where <i>high expectations</i> are maintained	
Objective 1	Board of Trustees to engage in appropriate PLD.
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 refine our behaviour management practices to align PB4L and RbL.

Provide all students with meaningful <i>pathways</i> into further study or employment		2020 specific actions	2021 specific actions	2022 specific actions
Objective 1	Together with the wider Hawera community provide accessible and relevant adult education.	Continue to hire 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.	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.	Continue with the Year 9 and 13 (include invite to other new students) combined start of the year BBQ. All Year 9 and 10 learning classes to host a function for their parents during Term 1. Communicate effectively with the 800+ people on the alumni database. Appoint an administrative staff member to coordinate the alumni database. Explore opportunities to connect with the community throughout the year. Rebrand and reform whanau teitei. Explore hosting a cultural event to celebrate diversity in our wider Hawera community.	Review and grow on events from 2020.	Review and grow on events from 2021.

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. All Year 9 students to undergo the HEEADSSS assessment. Investigate funding options for learning support. Implement Te Wera in Year 10. Maintain and improve existing Year 9 and 10 learning programmes so they lead to students gaining qualifications in Year 11.</p> <p>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.</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>https://conversation.education.govt.nz/assets/Uploads/NCEA-Change-Package-2019-Web.pdf</p>	<p>Prepare for changes to NCEA Level 1. Continue to support and monitor WITT 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</p>	<p>Continue to prepare for changes to NCEA Level 1. Prepare for changes to Level 2. ENCO role reviewed and developed to accommodate GATE students. Monitor and review senior courses to ensure they are meeting the needs of the school community. Implement a Year 11 programme suitable for Te Wera students.</p>	<p>Continue to prepare for changes to Level 2. Prepare for changes to Level 3.</p> <p>Implement changes required to meet the requirements of the revised NCEA Level 1 qualification. Monitor and review senior courses to ensure they are meeting the needs of the school community.</p>

		<p>programmes will be developed.</p> <p>Monitor and review senior courses to ensure they are meeting the needs of the school community.</p> <p>Explore options for students coming into Y11 from Te Wera programme in 2021</p>		
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Provide <i>high quality teaching and learning experiences</i> that are engaging, relevant and innovative		2020 specific actions	2021 specific actions	2022 specific actions
Objective 1	Use 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 2020 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 2021 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 specifically focused on junior curriculum.	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. Staff to develop their capabilities with developing electronic workbooks.	Continue to prepare for MLE's. Trial concepts of MLE's. Explore cross curricular learning opportunities.	Dependent on building project phase. Implement changes to learning environments.

Objective 3	<p>Increased levels of student achievement are evident through the implementation of RBL strategies.</p>	<p>PLD for Maori and PE department to ensure successful implementation of junior courses.</p> <p>PLD 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>Increase the number of staff who are accredited impact coaches.</p> <p>Impact Coaches to work with all teachers to develop their practice.</p> <p>WST's to provide whole school PLD on relationship based learning.</p> <p>Develop WST's so that they have the capability of accrediting impact coaches.</p>	<p>PLD 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 all teachers to develop their practice.</p> <p>WST's to provide whole school PLD on relationship learning.</p> <p>Increase the number of impact coaches that have the capability of accrediting impact coaches.</p>	<p>Continue to embed practices across the whole school.</p>
Objective 4	<p>Increased levels of Māori student achievement are evident through the implementation of RBL strategies.</p>	<p>PLD for Maori and PE department to ensure successful implementation of revised courses.</p> <p>Evaluate the effectiveness of mentoring and explore other delivery models for both males and females.</p> <p>Year 9 students to learn school haka and appropriate school Tikanga.</p> <p>Increase the number of staff who are accredited impact coaches.</p>	<p>PLD for Maori and PE department to ensure successful continuation of courses.</p> <p>Impact Coaches to work with all teachers to develop their practice.</p> <p>WST's to provide whole school PLD on relationship learning.</p> <p>Increase the number of impact coaches that have the capability of</p>	<p>Continue to embed practices across the whole school.</p>

		<p>Impact Coaches to work with all teachers to develop their practice.</p> <p>WST's to provide whole school PLD on relationship learning.</p> <p>Develop WST's so that they have the capability of accrediting impact coaches.</p>	<p>accrediting impact coaches.</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 supported by appropriate PLD that promotes RBL.	<p>SLT to provide guidance to staff to complete their teaching inquiry.</p> <p>Staff to share inquiry during Term 4.</p> <p>Management unit holders to be reviewed against job description as well as the educational leadership framework.</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 teaching inquiry.</p> <p>Staff to share inquiry during Term 4.</p> <p>Management unit holders to be reviewed against job description as well as the educational leadership framework.</p> <p>PLD identified and organised to meet school objectives and goals.</p> <p>Continue to review departments and individuals against the educational leadership framework.</p>	Continue to embed practices across the whole school

Provide an <i>environment</i> where <i>high expectations</i> are maintained		2020 specific actions	2021 specific actions	2022 specific actions
Objective 1	Board of Trustees to engage in appropriate PLD.	BOT members to engage with NZSTA knowledge hub. BOT members to attend appropriate NZSTA courses. Induction of new student trustee in September.	BOT members to engage with NZSTA knowledge hub. BOT members to attend appropriate NZSTA courses.	BOT members to engage with NZSTA knowledge hub. BOT members to attend appropriate NZSTA courses. Induction of new trustees.
Objective 2	Develop and maintain a strong school culture through the explicit teaching of Hawera High School tikanga.	RBL strategies implemented across the school. Year 9 and 13 to combine form classes to develop tuakana teina relationships. Year level assemblies once a week. Tikanga to be modelled at whole school and year level assemblies. School tikanga to be explicitly taught in the Year 9 Te Reo me ona tikanga programme. Consistent implementation of PB4L values within the classroom and wider school setting. Induction programme for new staff to teach school Tikanga Consistent implementation of staff school wide expectations.	Continue with school wide implementation of tikanga. Consistent implementation of PB4L values across the school. Consistent implementation of staff school wide expectations.	Continue with school wide implementation of tikanga. Consistent implementation of PB4L values across the school. Consistent implementation of staff school wide expectations.

Objective 3	Develop leadership capacity at all levels of the school.	<p>Explore middle leadership models at other schools. Explore PLD opportunities for senior and middle leaders. Continue to review against educational leadership capability framework. Provide opportunities for distributed leadership.</p> <p>Establish clear lines of communication at all levels of the school for effective school management.</p>	<p>Explore PLD opportunities. Continue to review against educational leadership capability framework. Provide opportunities for distributed leadership.</p>	<p>Explore PLD opportunities. Continue to review against educational leadership capability framework. Provide opportunities for distributed leadership.</p>
Objective 4	Maintain a focus on school wide PB4L practices and refine our behavior management practices to align PB4L and RBL.	<p>Annual review of Deans Manual. Allocate teachers to PB4L Tier 1 and Tier 2 teams. Recruit appropriate staff onto PB4L teams.</p> <p>Provide appropriate PLD opportunities for members of PB4L teams.</p> <p>Provide appropriate PLD opportunities for deans.</p>	<p>Review Deans Manual.</p> <p>Provide appropriate PLD opportunities for members of PB4L teams.</p> <p>Provide appropriate PLD opportunities for deans.</p>	<p>Review Deans Manual.</p> <p>Provide appropriate PLD opportunities for members of PB4L teams.</p> <p>Provide appropriate PLD opportunities for deans.</p>

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