

# Hauraki Plains College Report to Community 2018

## **Our Vision:**

To become more than a school.

## **Stewardship:**

Board of Trustees: Melanie Shea (BOT Chair), Dana Thompson, Roger Hunter, Andrew Gordon, Jeff Gordon, Jonathan O'Neill (Staff Rep), Molly Smith-Soppett & Saffron Wickliffe (Student Reps), Ngaire Harris (Principal).

## **Strategic Initiatives 2018**

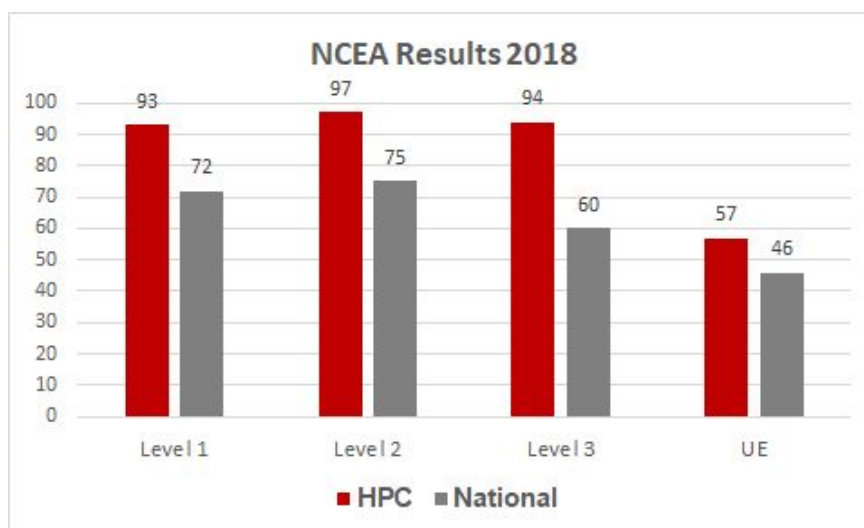
1. Accessible high quality data: We continued to develop a data monitoring system for student engagement, achievement and wellbeing which is enabling timely monitoring, identification and intervention for students who need additional support.
2. Positive Behaviour for Learning: We successfully completed Tier 1 of the Ministry's PB4L programme which is a long term and school-wide approach to help schools develop their own social culture that supports learning and positive behaviour.
3. River Time: We have continued to develop the River programme to equip students to be learning ready, life ready, work ready and world ready.
4. Professional development: The main areas of focus for developing professional capacity in 2018 were:
  - a) Developing cultural responsiveness
  - b) Integrating writing and numeracy progressions at Years 9 and 10
  - c) Integrating competencies and capabilities into teaching and learning experiencesThese have also been areas of focus for the Hauraki Community of Learning | Kāhui Ako.
5. Professional Standards: An online appraisal documentation system has been established with a focus on meeting the six professional standards through teaching inquiries (Refer Education Council of Aotearoa New Zealand)
6. Wellbeing initiative: Staff work streams included mapping out some future directions for student and staff wellbeing.

## Achievement Outcomes

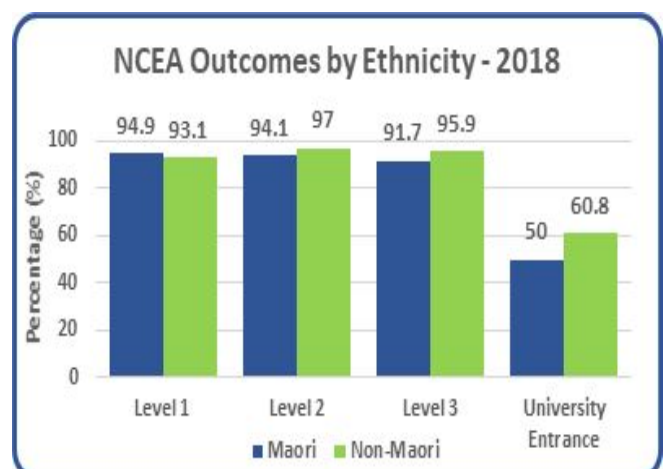
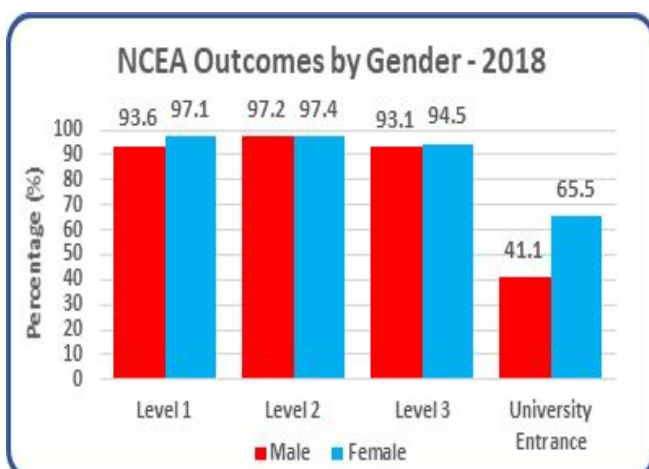
**Target 1:** Ensure every Year 11 student is engaged and achieves NCEA Level 1

Of the 23 priority learners we identified in Year 10 who would find NCEA Level 1 challenging, 14 achieved NCEA Level 1. Of those who did not, attendance issues or leaving school prior to completing the year were the main factors. We noted also the difference in achievement between boys and girls and this was considered when setting targets for 2019.

NCEA Outcomes across all Year levels with national comparisons are as follows:

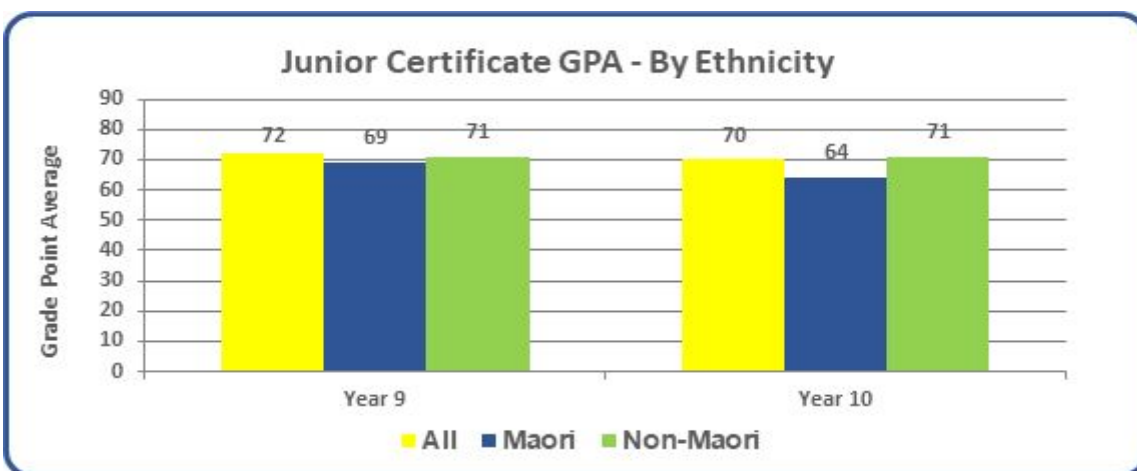


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**Target 2:** Every Year 9 and 10 student will make at least two improvement steps in the Literacy and Numeracy progressions.

Outcomes for Junior Certificate and Junior Diploma are as follows:



Each learning area integrated the literacy and numeracy progressions into their programmes and students mapped their progress on an online student profile. Because each progression is made up of several elements or aspects, a student might make rapid progress in one element but not another. This makes it difficult to give a single number to describe each student's achievement. We are intending to re-introduce PAT testing (NZCER) both for the value it offers for formative assessment and as a nationally benchmarked data source.

What the Junior Certificate and Junior Diploma data did show however, was the achievement gap (grade point average) between girls and boys and for Year 10, Maori boys. We are looking to focus on this in 2019.

## General Information:

School Roll:

On March 1st 2018, 751 students were on the school roll.

Finances:

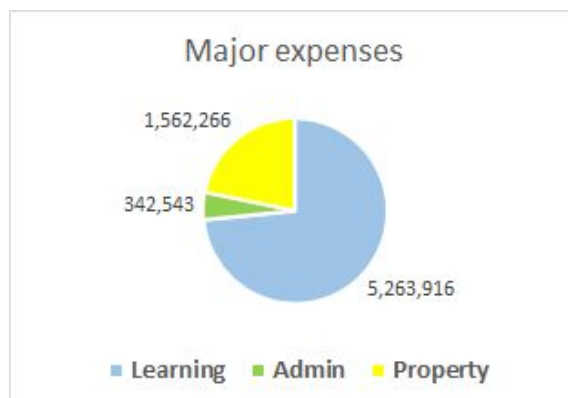
Total Revenue

\$8,176,059

Total Expenses

\$8,311,799

(Note that advance payments on the new six classroom building contributed to this funding deficit.)



Personnel:

Staffing was made up of 52 teaching staff and 17 non teaching staff in administration, sports, learning support and property roles.

Property:

A major development was the resurfacing of the back courts and a staff room upgrade was completed. Preparations are underway for a new classroom block which will replace six current prefab classrooms.

Community Organisations:

We continue to have strong community links through:

- The Hauraki Kāhui Ako which is a partnership between twelve schools in the Hauraki Plains and wider Hauraki area. The purpose of the collaborative partnership is to work together to address learning and achievement challenges across our schools.
- The Haurakian Charitable Trust which supports the college's aim to be "more than a school." Through generous donations of past pupils, the Trust has enabled the college to use 8.8 hectare of the Hayward Farm for educational purposes.
- The Hauraki Iwi Collective through Project Papatuanuku. This project aims to make productive use of a small section of land on the Pouarua farm.

## Strategic Goals 2019 - 2021

A strategic review undertaken during 2018 identified the following strategic goals over the next three to five years:

Goal 1: To engage students in work that matters

Outcome 1: Capable learners who are motivated and pursuing purposeful pathways

Goal 2: To support learners to navigate their learning journey

Outcome: Socially and emotionally resilient rangatahi who are learning ready, life ready, work ready, world ready

Goal 3: To develop turangawaewae

Outcome: A sense of identity, belonging and pride is evident within our school community.

## Targets 2019

1. Equity Challenge: At Year 10, we are aiming to close the gap (<5 Grade Points) in Junior Diploma outcomes between Male / Female and Maori Male / non Maori Male.
2. Excellence Challenge: We are aiming to improve school leaver qualifications & readiness for further learning and employment (including UE Literacy, external assessment participation, endorsed NCEA and Vocational Pathway qualifications and completion of a leavers' toolkit).
3. Wellbeing Challenge: We are aiming for a positive 10% shift in targeted elements of student wellbeing.