



Te Kura Tuarua o Horomaka
Hillmorton High School

Strategic Plan 2024 - 2025
Annual Plan 2024



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Our Vision

With our communities, we nurture well-rounded and accomplished young people, prepared and ready for life.

Our Mission

Inspiring academic excellence, leadership and a love of learning.

Our Values

Turangawaewae

Belonging

A place to stand

Whanaungatanga

Interconnectedness

Positive relationships

Mana

Respect

Strength of character

Ako

Learning

With and from each other



Whāia te iti kahurangi | Personal Best, Nothing Less

Horomaka Board Strategic Plan 2024 - 2025

Our values / Ō mātou whanonga pono

Tūrangawaewae | Belonging
Whanaungatanga | Community
Ako | Learning
Mana | Respect

Our Vision / Tō mātou moemoeā

With our communities, we nurture
well-rounded and accomplished
young people, prepared and ready
for life

Our Mission / Tō mātou whakatakangā

Inspiring academic excellence,
leadership and a love of learning

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All Students will exhibit the school values

All Students will achieve academic success

Ākonga Māori will achieve academic success as Māori

Pacific Students will achieve academic success as Pacific Students


Whāia te iti kahurangi, ki te tuohu koe me he maunga teitei

All teaching and learning will affirm the language, identity and culture of ākonga Māori

The school experience will uplift the mana of all

All students will have leadership opportunities

The school will have effective and reciprocal partnerships with our communities



TE KURA TUARUA O HOROMAKA
HILLMORTON HIGH SCHOOL

Horomaka Board Strategic Plan 2024 - 2025

Ō mātou whanonga pono

Tūrangawaewae
Whanaungatanga
Ako
Mana

Tō mātou moemoeā

Ka taute ō tātou hapori whanui ki
ngā rangatahi kia aupiki me
haumāiui ki whakarite mo tō
rātou ao

Tō mātou whakatakangā

Whakaawaewae i te hiranga o te
mātuaranga, i te mana tangata me
te awhero ki te ako

Click to add text

Ka whakaatu
ngā ākonga
katoa i ngā
uaratanga o
te kura

Ka eke ngā
ākonga katoa
kite angitu o
te
matauranga

Ka eke ngā
ākonga Māori
ki te angitu
matauranga
hei Māori

Ka eke ngā
ākonga
Pasific ki te
angitu o te
matauranga
hei ākonga
Pasific

Whāia te iti kahurangi, ki te tuohu koe me he maunga teitei

Katoa ngā
whakaakoranga me
ngā akoranga ka
whakakoia te reo,
ngā tikanga me te
tuakiri o ngā ākonga
Māori

Ko te wheako
o te kura ka
hika te mana
o te katoa

Ka whai
waahi ngā
ākonga katoa
ki te arahi

Ka whai hua ngā
hononga tauutuutu
a te kura me o tatou
hapori



TE KURA TUARUA O HOROMAKA
HILLMORTON HIGH SCHOOL

Hillmorton High School Strategic Goals

January 2024 - December 2025

Goals		Impact		
No.	Description	KPIs - Key Performance Indicators / Success Criteria / Outcomes	Evidence	Link to NELPS
1	All ākonga will exhibit the school values	<p>Attendance rates for all Year levels will be 95%</p> <p>ākonga have a positive perception of their school experience demonstrated through a variety of surveys</p> <p>Increase in pro-social behaviours</p> <p>Marked decrease in negative behaviours</p>	Data dashboard (attendance, lates, behaviour etc.), SET Data, Wellbeing Survey, Staff, Ākonga and Whānau surveys. Stand downs, suspensions and restorative justice conferences will be an indicator. Numbers of WTIK and Koru Awards / Te Paraihe Tika awards.	Objective #1 learners at the Centre
2	All ākonga will achieve academic success	<p>90% of Year 8 ākonga achieve Level 4 of the NZC (Literacy and Numeracy)</p> <p>90% of Year 10 ākonga achieve Level 5 of the NZC (Literacy and Numeracy)</p> <p>90% of ākonga achieve Level 1 NCEA</p> <p>90% of ākonga achieve Level 2 NCEA</p> <p>90% of ākonga achieve Level 3 NCEA</p> <p>60% of ākonga achieve University Entrance criteria.</p> <p>90% of leavers with at least NCEA Level 2</p> <p>ākonga who have IEP/ IAP will meet their Goals</p>	<p>NCEA Data</p> <p>Ākonga, Staff and Whānau surveys.</p> <p>PAT Test results to measure progress</p>	Objective # 3 Quality Teaching and Learning, Objective # 2 barrier Free Access, Objective # 1 Learners at the Centre
3	Ākonga Māori will achieve academic success as Māori	<p>Goal 2 KPIs specifically for all ākonga Māori</p> <p>Increase in retention rates for ākonga Māori</p>	Retention data; Post school pathway data; Leavers data for Years 11-13	Objective #2 Barrier Free Access, Objective # 1 Learners at the Centre, Objective # 3 Quality Teaching and Learning

4	Pacific ākonga will achieve academic success as Pacific ākonga	Goal 2 KPIs specifically for all Pacific ākonga		Objective #2 Barrier Free Access, Objective # 1
		Increase in retention rates for Pacific ākonga		Learners at the Centre, Objective # 3 Quality Teaching and Learning
5	All teaching & learning will affirm the language, culture and identity of ākonga Māori	Increased whānau satisfaction	Well-being survey, staff, ākonga whānau surveys, teaching and learning reviews, curriculum reviews, learning area reviews	Objective #1 Learners at the Centre Objective #2 Barrier Free Access / Objective #3 Quality Teaching & Leadership
		Increased ākonga satisfaction		
		Increased whānau engagement		
		Increased Māori attendance and retention		
		Percentage of positive scores from Well-being surveys		
		Percentage of staff on Māori-specific PLD		
		Meaningful incorporation of Te Reo Māori & Tikanga Māori as part of all school-wide practices including curriculum		
		Staff will meet the criteria for Teaching Council Standard -Te reo Nga Tikanga		
6	The school experience will uplift the Mana of all	Increased participation in Arts, Sports and Cultural activities	SET data; Well-being in Schools survey data; customer satisfaction survey; Kamar Reporting - Referral data; Reported Bullying incidents; Guidance report;	Objective #2 Barrier Free Access / Objective #3 Quality Teaching & Leadership
		Attendance is greater than 95%		
		Increase in pro-social behaviours		
		The school is welcoming to all - Visitab feedback		
		ākonga are proud of the school - ākonga voice		
7	All ākonga will have leadership opportunities	Increased ākonga leadership opportunities	WTK / Service awards; Participation rates; Te Paire Awards; Participation in Community based action Projects	Objective #2 Barrier Free Access / Objective #3 Quality Teaching & Leadership
		Increased number of service awards across the school		
		ākonga are increasingly involved in Social Action / Social responsibility		
		Increased ākonga participation in Leadership roles across the school		

8	The school will have effective and reciprocal partnerships with our communities	Whānau participate strongly in school events	% of whānau attending parent/teacher evening	Objective #4 Future of Learning & Work
		Whānau have input into school policy, programmes and curriculum		
		Increased % of in-zone enrolments		
		Increased alternate pathways for ākonga		
		Existing partnerships are maintained and enhanced		
		Increased volunteers		

School Annual Plan Goals

1. Improved student learning through:

	Annual Goal / Action	Lead	Actions/Success Criteria / Outcomes	Link to HHS Board Strategic Goals & NELPS	T1	T2	T3	T4
A	Culturally Responsive and Relational Pedagogy (the six principles) - <i>Relationships for Learning</i>	RKT	<ul style="list-style-type: none"> • Term 1: <ul style="list-style-type: none"> ○ Getting to know our ākonga (students) ○ Training for kaimātakitaki (observers) facilitated by Te Āwheonui@ Te Whare Wānanga o Awanūiārangi, ○ Observations of teaching and critical learning conversations via. Heads of learning areas. • Term 2: <i>Relationships for Learning</i> <ul style="list-style-type: none"> ○ Professional learning for kaiako (teachers) ○ Professional learning for kamātakitaki ○ Observations and shadow coaching ○ Staff hui • Term 3: <ul style="list-style-type: none"> ○ Observations and shadow coaching ○ Staff hui (meeting) • Term 4: <ul style="list-style-type: none"> ○ Staff hui ○ Celebrations ○ Looking for insightful evidence from kaiako that helps us understand the impact of a new PGC and PL plan. <i>What is working?</i> 	Strategic Goal #2,3,4,5,6 NELP Objective #1,2,3				
B	Coherent professional learning plan incorporating both T&L and PC&WB	RKT/SFD	<ul style="list-style-type: none"> • Two Deputy principals (DPs) will produce an integrated professional learning plan which integrates both Pastoral Care and Well Being) PC&WB and Teaching and learning (T&L) 	Strategic Goal #2,3,4,5,6 NELP Objective #1,2,3				

			<ul style="list-style-type: none"> • The plan should include those holding units within both portfolios • Link to plan • Āria review 				
C	A whole school focus on literacy , that supports improvement in numeracy as well as all subject areas	CST	<ul style="list-style-type: none"> • Resource Year 7/8/9 literacy interventions with learning Assistants • Resource Year 10 literacy intervention with Special Educational needs Coordinator (SENCO) • All Learning assistants to receive professional learning on structured literacy • 'Just in time' professional learning by Team Leader, teaching and learning • Whole school professional learning by Team Leader, teaching and learning • Teacher in year 7 & 8 given Management Unit (MU) with a literacy focus • Teacher in 9-13 given and Middle Management Allowance (MMA) with a literacy focus • If at all possible increase time allowance for HOLA English or TL T&L to plan and oversee Year 9 literacy programme 	Strategic Goal #2 NELP Objective #1,2,3			
D	NCEA changes at Level 1	RKT	<ul style="list-style-type: none"> • Level 1 changes explained to ākonga and whānau • Kaiako ensure matauranga Māori (Māori Knowledge) content is accurate and meaningful (avoiding tokenistic gestures) • Opportunities taken to ensure content is interesting and relevant to ākonga • Ensuring all assessment guidelines and structures are met throughout the year including new external processes 	Strategic Goal #2, 3, 4 NELP Objective #1,2,3			
E	Improving the use of data to improve the tracking and monitoring of students and to reduce in-school variability	SAW	<ul style="list-style-type: none"> • Ākonga progress is monitored carefully at classroom, learning area, whānau group and cohort levels. Plans are put in place for those not making required progress. • Improved usage of current systems like Estimated Credits and the use of EdPotential. 	Strategic Goal # 2,6,8 NELP Objective #1,2,3,4			

			<ul style="list-style-type: none"> A range of data is used in proactive ways to improve ākonga learning outcomes. 				
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- Fully complete and impact seen.
- Complete but some / no impact seen / measured as yet
- Have started but not completed / no impact seen
- No Progress / Not Started





National Education and Learning Priorities (NELP) Objectives

- #1 Learners at the centre
- #2 Barrier free Access
- #3 Quality teaching and learning
- #4 Future of learning and work

2. Continuing to build a **fully inclusive school culture** in a growing school

	Annual Goal / Action	Lead	Actions/Success Criteria / Outcomes	Link to HHS Board Strategic Goals & NELPS	T1	T2	T3	T4
A	Ensuring consistency of systems and structures to manage extreme growth	SAW	<ul style="list-style-type: none"> School Bridge platform developed and used by all staff Timelines, procedures and consistency is a focus for all staff Education Outside the Classroom) (EOTC) Policies and procedures updated in line with new EONZ guidance IT managed to allow for significant growth 	Strategic Goal # 6,8 NELP Objective #2,3,4				
B	Improved School Branding	SAW/SFD	<ul style="list-style-type: none"> Consult on a new school uniform for Yr 7 2025 Looking at updating the school logo, to be more aligned to our cultural narrative Update branding design elements such as letterheads etc. A potential change of school colours Improved use of digital marketing through social media. 	Strategic Goal # 6 NELP Objective #2,3				
C	Activating the agency of our Whānau Group Kaiako (WGK) in both Pastoral Care, Well-being and Teaching and Learning	SFD	<ul style="list-style-type: none"> Update Whānau Group Kaiako (WGK) Job Description WGK have regular contact with Caregivers/Whānau WGK lead Collaborative hui and work with HOY to support the Pastoral needs of their ākonga 	Strategic Goal # 1, 2 NELP Objective #1,2,3				
D	Pastoral care - student safety and engagement / attendance	SFD	<ul style="list-style-type: none"> Staff use updated Attendance procedures when working with ākonga/whānau PCWB work together to understand bullying and how to respond to bullying behaviours 	Strategic Goal # 1,2,6,7,8 NELP Objective #1,2,3,4				
E	A greater focus on the arts - ensuring well rounded and accomplished young people	ABS	<ul style="list-style-type: none"> Arts coordinator hours increase Committee formed including arts coordinator, tumuaki, kaiako, ākonga, whānau, Board, Community. A vision for 	Strategic Goal #2 6,8, NELP Objective				

			<p>the Arts will be developed with a timeline.</p> <ul style="list-style-type: none"> Increased visibility, exposure to and access to the Arts through a strong focus and community involvement The Arts will be celebrated regularly 	#1,2,3,4				
F	Successful delivery of a new school Gym	MSR	<ul style="list-style-type: none"> Sports director to attend all site meetings , along with Property Manager Furniture, Fittings and Equipment (F, F & E) programme completed in coordination with construction company and architect Additional funding sought to meet all needs Plans by school for completion of landscaping Naming of Sports Centre (with Lynne Te Aika) Ensuring Gym, rugby field and Outdoor Ed facility all coordinated 	Strategic Goal # 8 NELP Objective #4				
G	Working to ensure the future is well planned	ABS	<ul style="list-style-type: none"> Remain in touch with MOE and architects re Science and Arts buildings Work towards accurate roll predictions for the next 4-5 years. Plan SENior Leadership Team (SLT) structure to include an Associate Principal for when the school roll reaches 1401. 	Strategic Goal # 8 NELP Objective #4				

-  Fully complete and impact seen.
-  Complete but some / no impact seen / measured as yet
-  Have started but not completed / no impact seen
-  No Progress / Not Started

National Education and Learning Priorities (NELP) Objectives

- #1 Learners at the centre
- #2 Barrier free Access
- #3 Quality teaching and learning
- #4 Future of learning and work

Implementation of the Statement of National Education and Learning Priorities in schools and kura



The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.



Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities.

Managers of private schools must have regard to the NELP in the operation of their school, and ensure that the school's principal and staff have regard to the NELP when developing and delivering the curriculum.

On 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will have to report on their engagement with the priorities in their strategic plans. More information on this will be provided closer to the time.

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
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LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable

1	2	3	4	5	6	7	8
<p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
<p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours 3</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying 3</p> <p>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, are neurodiverse, or from diverse ethnic communities, feel they belong 3</p>	<p>Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations 3</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau 4</p> <p>Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations 2</p> <p>Build relationships with Māori, involve them in decision making, and partner with them to support rangānānanga, and Māori educational success 2/3</p> <p>Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning 1</p>	<p>Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them 3</p> <p>Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective 2/3</p> <p>Where possible, reduce non-fee costs, including costs associated with BYOD² policies, and take advantage of policies to reduce financial dependence on families and whānau 4</p>	<p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills 2/3</p> <p>Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists 3</p> <p>Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them 2</p>	<p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture 4</p> <p>Use development opportunities for teachers/kalako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori 4</p> <p>Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement 4</p>	<p>Identify gaps in teaching capability and invest in opportunities for teachers/kalako and staff to strengthen teaching, leadership and learning support 3</p> <p>Develop teacher/kalako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches 4</p> <p>Expect and support teachers/kalako to build their understanding of learners/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching 3/4</p>	<p>Support learners/ākonga to see the connection between what they're learning and the world of work 3/4</p> <p>Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women 3/4</p> <p>Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education 3/4</p>	

1 - Basic
2&3 - Developing
4&5 - Integrating

2 Bring your own device