



CHARTER

2018

Te Huru huri Ao o Horomaka
Hornby High School
Board of Trustees





Who we are...

In 2010 the school ran a competition for students to present concept drawings for a new logo. It was won by Nick Glen, a Yr 12 student. Ms Kalina Harmer-Campbell, a staff member, worked Nick's concepts to their final design.

Nick became one of our prefects in 2011 and we were all delighted when Nick was accepted into three schools of Fine Arts. He chose Canterbury University.

- The dominant central "H" represents turangawaewae – a standing place. Hornby HS is a solid foundation for students and staff to stand upon and be proud of whom we are.
- The "H" is shaped like an arrowhead for a sharp sense of purpose.
- The original school colours of blue and gold and the 'H' form have been retained from the previous logo to incorporate the proud history of our school.
- The gold border represents how each of our students is protected.
- The three koru are the three facets of our school community: students; staff; parents, caregivers, whanau, and community. The koru also symbolize the growth of the individual, the emerging adolescent, the adolescent progressing into adulthood and, when in adulthood, as a life-long learner.

Ako, Kotahitanga: We learn from one another, together

Who weare...

We are a co-educational Years 7-13 secondary school. Hornby High School was established in 1975 after vigorous community request for a local secondary school. We continue to have significant community support and, reflecting this, the school has a distinctive identity. 2018 is the fifth year of Year 7-8 students having joined Hornby HS, after the closure of Branston Intermediate at the end of 2013.

The Māori name for the school, given to us by Te Taumutu Runanga, is Te Huruhuru Ao o Horomaka. In March 2005 the school entered into a partnership with Te Rūnanga o Taumutu to implement “Te Kete o Aoraki”. 26% of our students are Māori.

Our students are diverse, reflecting the vibrant wider Hornby community. Hornby High School is a community school: we are in the community and of the community. Therefore we value high quality relationships with successful schooling arising from educational partnerships with parents, our partnership local primary schools, the Ministry of Education and other agencies. Parents, teachers and students know each other well and model respect and good manners.

Hornby is a dynamic community, experiencing post-earthquake significant change and growth. We have a mix of residential, retail and industry in our geographical area, all of which are growing, and doing so significantly. As part of the wider Hornby developments, our school is being rebuilt both as building renewal is overdue and because of the roll growth.

Reflecting this dynamic community, the local schools and early childhood centres in and around Hornby have joined together to form the Hornby Learning Community ‘Uru Manuka’. This is to ensure that our students experience continuity in their learning as they move from one school to another. Each new step builds on the previous one, and makes it easier for parents to be a partner with each school in their child’s education by providing “bridges”.

Who we are: Our Vision and Values

Our vision for Hornby High School is: “A centre of creative excellence”.

Our actions are guided by the following values that are our reflection of the NZC’s values:

CARR: Commitment, Achievement, Resilience, Respect

Commitment

- Setting a direction and following it through in our words and our actions.
“Learning ready: punctual, prepared and positive.”

Achievement

- Success inside and outside of the classroom: academic, cultural, sporting, social. “It’s cool to do well. Be the best that you can be.”

Resilience

- Keeping going when there are difficulties
“Have the confidence to try. I can do it.”

Respect

- Respect for self, respect for others, respect for the school.
“People, places, property and beliefs.”

Who we are: Our Vision and Values explained

Hornby High School is a 21st century school for 21st century learners. It exists for the students, all students. Our purpose as a school is to ensure that our students have the knowledge, skills and attitudes to live happy, productive and responsible lives, both in the known present and the unknown future of the 21st century. Enhancing the mana and dignity of the individual is at the heart of Hornby High School. Everything that we do is to recognize and nurture the uniqueness of each one of our students. Students learn best when their unique identity is affirmed.

We believe in capability and self-efficacy – all students have natural strengths and talents. The point of schooling is to develop these strengths and talents so each student learns and excels not only in these areas but also has the confidence to learn and develop in the other areas that do not come as easily. High expectations and personal excellence are the benchmarks. Why our vision of creative excellence? The pace at which technology is replacing repetitive human activity means that we need to more clearly understand and develop those things that make us human. Amongst those is the ability to think critically and creatively, things that technology (so far) has not been shown to be able to do.

At the centre of this is our place as an integrated Yr 7-13 school with a clear Yr 7-13 pathway explored and developed in our curriculum. We seek to develop actively involved learners by personalising learning through stepped consistency and by developing pathways at Hornby High School for 21st Century learners.

Who we are: Our Pedagogical Principles

1. Student engagement is at the heart of student success and personal excellence.
2. Our teaching and pastoral practices are built on best evidence as to how schools best engage students.
3. Respectful and purposeful relationships and classroom environments based on a personally and culturally responsive curriculum and teaching practices are at the heart of engagement.
4. Student learning occurs when the student connects with the learning content, the teacher, and the school, and has agency – a sense of control over their learning and school pathway. The use of technology and e-learning for formative assessment play a key part in this.
5. As we are a community school, we recognize that secondary school is but one step in the students' development. Our school is future-focussed and works with students and families to use the diversity of the NZ Curriculum to create individualized pathways and student agency.

Who we are: how we use the New Zealand Curriculum

We actively support the New Zealand Curriculum and particularly value how it emphasizes that:

1. Effective learning takes place in supportive environments that acknowledge and care for the whole person
2. Effective teaching is when what is taught connects with:
 - a) the individual
 - b) the context around the individual
 - c) the individual's future



Actively Involved Learners: Personalising Learning through Stepped Consistency

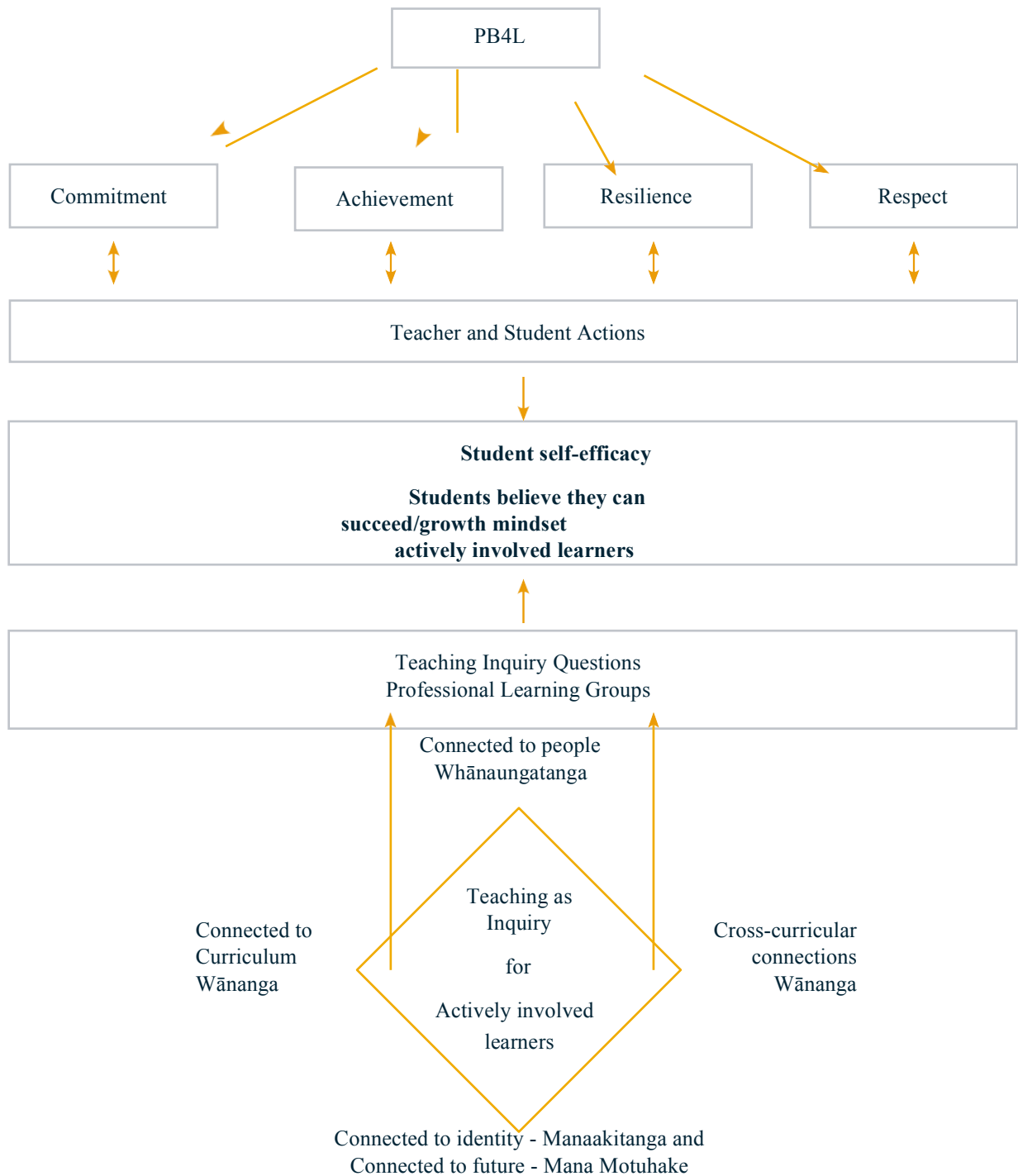
Pathways at Hornby High School for 21st Century Learners

Yrs 7-10 Learning Pathway	Yr 7	Preparing Myself Who am I? Where am I?	<ul style="list-style-type: none">• Yr 7-8 Home Rooms and...• Specialist teachers and/or rooms	HHS Vision & Values: How We Live & Achieve at HHS Unifying: transition students to HHS Vision & Values (HHS V & V) Living: HHS V & V in HHS daily life Leading: Role-modelling HHS V & V to junior school Whakawhanaungatanga
	Yr 8			
	Yr 9	Au Whānau Whanaungatanga	<ul style="list-style-type: none">• Yr 9 classes of mixed ability• Each class together all timetable• Cross-curricular connections	
	Yr 10	Preparing Myself What could my future be?	<ul style="list-style-type: none">• Cross-curricular connections• Prepare for Yr 11 choices Option classes + Preparing for NCEA	
Yrs 11-13 Career Pathway	Yr 11	Creating My Future	NQF Pathways <ul style="list-style-type: none">• NCEA• National Certificates• Secondary-Tertiary Pathways	Achieving: HHS V & V for NCEA and Pathways
	Yr 12			Leading: HHS V & V for House leadership
	Yr 13			Reciprocity: HHS V & V School leadership
	Post - school Pathways: Tertiary Education, Training, Employment			



Te Huruhuru Ao o Horomaka: Hornby High School

Teaching as Inquiry Model



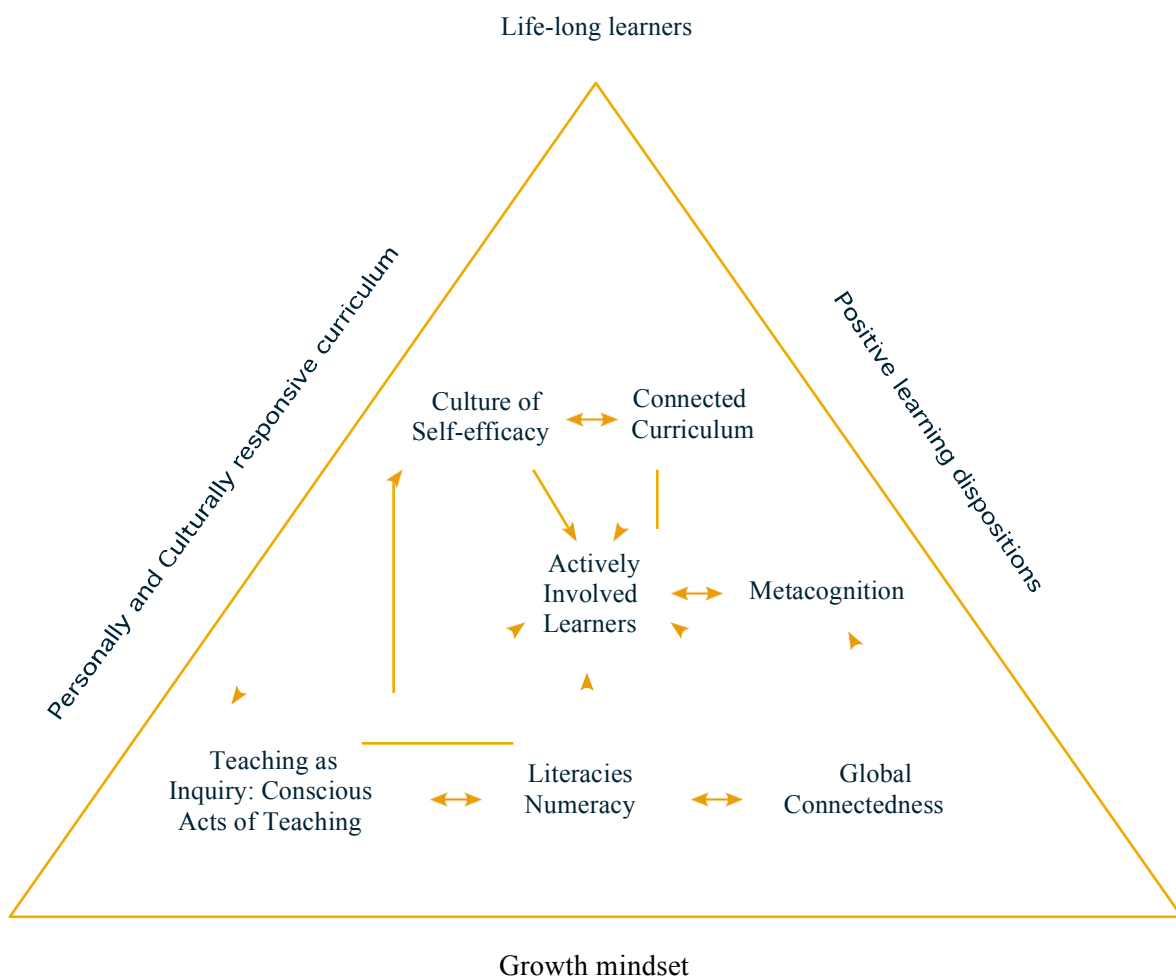


Hornby High School Ako

Hornby High School

Pedagogy of Success

Actively Involved Learners





Expectations and Support

If there can be one single, simple diagram that best sums up how we implement the NZC – our school’s teaching and learning philosophy – this is it.

Teach
Learn

Interestingly, in some languages, Russian and Māori being two, the word for “teach” and “learn” are the same.

Hornby High School has identified one phrase that underpins our pedagogy and is the glue that holds us all together.

It is: Actively Involved Learners



Our Priority Areas

Our Board of Trustees has determined its priorities around:

1. The National Education Goals and National Administrative Guidelines
2. The government's educational priorities
3. Our programme of self-review, particularly our analysis of our achievement data
4. The post-earthquake future direction of the Hornby community
5. The need to create an engaging vision for the school

Priority Area	NEGs / NAGs
1. Achievement	NEG 1
2. Equity of opportunity: a) All ethnicities b) Māori c) Pasifika d) Special Needs/Abilities	<div> <div> NEGs 2, 7, 9, 10 </div> <div> } } } } } } } } } } </div> <div> NAGs 1, 2 </div> </div>
3. Curriculum	<div> NEG 3, 5 </div>
4. Monitoring performance: assessment	NEG 6
5. Qualifications	NEG 8
6. Learning environment: physical and emotional	NAGs 4,5
7. High quality teaching: expectations and support	NAG 3



Priority Students: current government priorities

The government, through the Ministry of Education, has set the achievement of three groups of students as specific priorities:

1. Special Education students
2. Māori students
3. Pasifika students

Also of particular importance to us are our GATE students.

4. GATE students - Gifted and Talented Education

GATE: Gifted and Talented Education

We welcome our responsibility to our high-achieving students. For us “high-achieving” includes school work, leadership, sport, drama, music, kapahaka, Pasifika performing arts – all activities.

We have a GATE programme that is led by a staff member who has specific expertise and understanding of GATE students. However, all our teachers recognize their responsibility to adapt teaching programmes so all students are appropriately challenged, including our GATE students. A greater use of shared data lies at the centre of our work to understand and develop our GATE students. Our GATE programme is particularly active and has four areas:

1. Enrichment and extension within the students’ classes
2. Out of class activities and events specifically for our GATE students
3. Activities and events for our GATE students and their families
4. Combined GATE events for the GATE students in the Hornby Learning Community

Special Education

We are a community school: for our community, in our community and of our community. Therefore we recognize and welcome the right of every student, whatever their learning needs, to attend their local school if they wish this. Hornby High School is an inclusive and supportive environment. We work in partnership with the Ministry of Education, special education specialists and other support agencies to adapt systems to suit our students, not the other way round.

We operate senior learning support classes in which the systems and curriculum are particularly adapted to meet the academic and social learning needs of each student. We also have a Learning Centre which delivers targeted assistance to individuals or small groups, from several periods only, to longer term programmes.



Māori Achievement

Te Huruhuru Ao o Horomaka recognizes and affirms the centrality of Māori as tangata whenua

We recognize our particular responsibility to realize Māori student success both under the articles of the Treaty of Waitangi and more directly, under NEG's 9 and 10, and NAG's 1.e, and 2.c.

We recognize, in particular, our context within the wider takiwa of Ngāi Tuahuriri and our designated position in the rohe of Te Taumutu Rūnanga. We are committed to Te Kete o Aoraki in order to implement the Memorandum of Understanding between the Ministry of Education and Ngāi Tahu.

We acknowledge and welcome our responsibility under the principles of the Treaty of Waitangi, the Education Act, and the New Zealand Curriculum to take all reasonable steps to provide instruction in Tikanga Māori - Maori culture - and Te Reo Māori - Māori language - for all full-time students whose parents ask for it.

Our three foundational outcomes for our Māori students are:

1. Our Māori students feel supported in their identity and presence in their school.
2. Our Māori student retention rates match or better the school average.
3. Māori achievement rates – Yrs 7-10 and NCEA – match or better the school average.

To achieve these outcomes we value and use research as to effective teaching practices to improve educational achievement of Māori students. Learning from Te Kotahitanga our teaching practices arise from the principles of:

- | | |
|--------------------------|----------------|
| 1. Manaakitanga | 4. Wānanga |
| 2. Mana motuhake | 5. Ako |
| 3. Nga whakapiringatanga | 6. Kotahitanga |

Please see the next page for what these 6 principles mean to us in our context. In 2018 we are:

1. working with the Hornby Resource Teacher of Māori to develop a Hornby community-wide te reo Māori strategy
2. continuing to strengthen and develop our bi-lingual unit established in 2016. Our neighbouring school, Hornby Primary School, has a bi-lingual unit and when Branston Intermediate closed at the end of 2013 the Branston bi-lingual unit was lost to the community. In 2015 we found an experienced and enthusiastic kaiako Māori who has set up our Year 7/8 bi-lingual class beginning with 19 students in February 2017.
3. able to appoint a whānau liaison person to help support our whānau and rangatahi to ensure positive educational outcomes. Jude Howie has worked for us since July 2015. Funding her position in 2018 has been a priority for the school
4. now at the end of three years of involvement in the Kia Eke Panuku Māori Achievement Programme. Our particular focus has been on developing a personally and culturally responsive pedagogy, particularly discursive practices. Our adoption of the Manaiaikalani pedagogy 'Learn Create Share ' with a strong focus on the use of personal devices offers a culturally responsive discursive pedagogy with a strong evidence base supporting its impact on Māori students.



Pasifika Achievement

Our three foundational outcomes for our Pasifika students are:

1. Our Pasifika students feel supported in their identity and presence in their school.
2. Our Pasifika student retention rates match or better the school average.
3. Pasifika Yrs 7 - 10, and NCEA achievement rates match or better the school average.

We acknowledge and value the Ministry of Education's focus on effective teaching for Pasifika students. In particular we value the emphasis on:

1. high expectations
2. effective teaching for all students
3. accountability for outcomes
4. knowledge of family and –
5. knowledge of community social structures leading to–
6. strong relationships and inclusive partnerships

Recognising the importance of family and community our school is working with Hornby schools in a Pasifika achievement project originally coordinated by Leali'ie'e Tufulasi Taleni, Pasifika Education Advisor, University of Canterbury, but now co-ordinated through the Hornby Learning Community.

We have one staff member who leads our part of this achievement project. However, all our teachers recognize their responsibility for the achievement of Pasifika students in their own classroom – “effective teaching for all students.” Therefore we have decided that schoolwide we will concentrate on four strategies that are particularly effective for Pasifika achievement:

1. Language identification: students' names and Pasifika words are pronounced correctly.
2. Teachers know and use the teaching strategies that draw out Pasifika students' prior knowledge, including cultural knowledge, and then create lessons that incorporate this knowledge.
3. Teachers know and use the teaching strategies that encourage students to talk with the teacher one on one about their work, or with one another in pairs or in small groups – discursive practices
4. Teachers mentoring individual students for the sense of belonging and relationships, supported with our new initiative running a Study Support Centre, and liaison with the PowerUp programme hosted at the school in 2017.

Strategic Plan 2017-2020

Vision: A centre of creative excellence

Values: Our actions are guided by:

1. Commitment
2. Achievement
3. Resilience
4. Respect – Respect for self, Respect for others, Respect for the school

Strategic Goals	Annual Goals
1. To provide future focussed individualised learning	<p>Annual Goal 1: Embed the culturally responsive pedagogy ‘Learn Create Share’ to develop future focussed individualised learners.</p> <p>Annual Goal 2: Assist every student to develop an appropriate individualised educational pathway</p>
2. To create and sustain an inclusive learning community	<p>Annual Goal 3: To enhance staff and student wellbeing</p> <p>Annual Goal 4: Increase community engagement</p>
3. To foster inspirational, risk taking and enterprising leadership in all members of our learning community	<p>Annual Goal 5: Promote student leadership and followership capabilities</p> <p>Annual Goal 6: Promote a growth mindset amongst students and staff</p>

Alignment 2018



Annual Goals 2018	2018 School Actions
<p>Annual Goal 1: Embed the culturally responsive pedagogy 'Learn Create Share' to develop future focussed individualised learners</p>	<ul style="list-style-type: none"> a. Continue to embed the Manaiakalani Outreach Programme and digital learning in our curriculum programmes b. Make learning visible by supporting student reflective blogs in all subjects c. Embed project based learning across years 7-10 d. Complete Learning Commons strategic plan e. Appoint a Literacy coordinator and literacy team to support improved academic writing and deeper student thinking skills, and improved reading f. Redevelop Junior College curriculum and timetable to support our connected curriculum g. All staff conduct TAI into effective strategies to improve student writing and thinking, or another suitable topic by negotiation h. Participate fully in cluster wide TOD helping to develop a more shared understanding of what 'Learn Create Share' looks like across the cluster i. Achievement for tamariki of whānau samples chosen in Evaluative Capacity work is accelerated
<p>Annual Goal 2: Assist every student to develop an appropriate individualised educational pathway</p>	<ul style="list-style-type: none"> a. Share and use data to improve learning outcomes for priority learners b. Retain community whānau worker within the school community to improve attendance and provide mentoring c. Complete review of student reporting to improve quality of student and whānau feedback while rationalising staff workload
<p>Annual Goal 3: To enhance staff and student wellbeing</p>	<ul style="list-style-type: none"> a. Support PB4L and restorative practices at Hornby High b. Maintain KiVa anti-bullying initiative for years 7, 8 and 9 c. Run cyber safety workshops for students and whānau to support the school's Cybersmart programme, and staff seminar on Vulnerable Children's Act d. Participate in Grow Waitaha School Wellbeing Hui to develop plan to promote staff and student wellbeing
<p>Annual Goal 4: Increase community engagement</p>	<ul style="list-style-type: none"> a. Promote Arts and Market day activities to the community b. Hold learning conferences twice yearly c. Hold an Arts evening, Matariki celebration d. Host a cluster wide Fia Fia evening in term 3 e. Hold Whānau hui in conjunction with Hornby Primary School f. Support cultural identity within the school
<p>Annual Goal 5: Promote student leadership and followership capabilities</p>	<ul style="list-style-type: none"> a. Students will lead assemblies b. Maintain student coaching and leadership opportunities in Primary school sports c. Encourage student participation in sport d. Offer Year 12 leadership camp e. Participate in Sir Peter Blake Foundation Year 12 and Year 7 leadership days (Christ's College) f. Maintain participation in Project K and KiwiCan/STARS programmes
<p>Annual Goal 6: Promote a growth mindset amongst students and staff</p>	<ul style="list-style-type: none"> a. Ensure student performance at every assembly b. Encourage student led community action to improve the community c. Maintain contact with EY mentoring scheme d. Maintain participation in Project K

2018 Annual Actions

Our 2018 actions to implement the BOT's strategic priorities and the 2018 Annual Goals

Annual Goal	Actions	Who	When	Resources	How it will be measured	
1.	Embed the culturally responsive pedagogy ‘Learn Create Share’ to develop future focussed individualised learners					
	i	Continue to embed the Manaiaikalani Outreach Programme and digital learning in our curriculum programmes	Ce, Ai, Kelsey Morgan, all staff	Cluster wide staff only day 30 January on ‘Learn Create Share’	Cluster wide staff only day to develop improved shared understanding of ‘Learn Create Share’ Cluster coordination & staff PLD with Uru Mānuka Ed Programme Leader	<ul style="list-style-type: none">• Staff curriculum sites• Student blogs
	ii	Make learning visible by supporting student reflective blogs in all subjects	Ce, Ai, all teaching staff	All year	Manaiaikalani support	<ul style="list-style-type: none">• Sample of blogs reveals parent feedback
	iii	Embed project based learning across years 7-10	HoDs, Sn, Sc, Ai, Gb	Terms 3 and 4		<ul style="list-style-type: none">• PBL occurs at Year 9 & 10• Market Day and Arts Kete Years 7 & 8
	iv	Complete Learning Commons strategic plan	Tz, Nicole Task force	Term 2	Learning Commons task force National library support Jan Bousted	<ul style="list-style-type: none">• Plan completed
	v	Literacy coordinator and literacy team support improved academic writing and deeper student thinking skills, and improved reading	Sn, Tn, Ai, Sc, Hy, Literacy team	All year	Staff PLD with Dr Ian Hunter (Write that Essay) contingent on approval of centrally funded PLD. Learning Commons extended book collections, Book Club	<ul style="list-style-type: none">• e-asTTle data –reading and writing data shows acceleration at Years 7 -10• PAT reading
	vi	Develop the Junior College curriculum and timetable to support our connected curriculum	Planning team	All year		<ul style="list-style-type: none">• New curriculum and timetable structures developed progressively to facilitate use of new learning spaces over 2019/2020
vii	Improve staff evaluative capacity, with all staff participating in PLGs on the use of TAI investigating effective strategies to improve student writing and thinking	Sc, Gb, Sn	All year	CFPLD - Evaluation Associates (facilitated by Deirdre McCracken)	<ul style="list-style-type: none">• TAI are completed• PLGs operate successfully• Target students identified, appropriate achievement data gathered and analysed	
2.	Assist every student to develop an appropriate individualised educational pathway					
	i	Share and use data to improve learning outcomes for priority learners	Deans, Admin., All staff and TAIs PLGs	Ongoing through the year		<ul style="list-style-type: none">• See academic performance measures below

	ii	Retain community Whānau Support worker within the school community to improve attendance and provide mentoring	Jude Howie	All year	Budget	<ul style="list-style-type: none"> • Student and family voice • Staff feedback • Attendance data
	iii	Complete review of student reporting to improve quality of student and whānau feedback while rationalising staff workload	SLT, Sn, Mf Ce, Ai, Ca, Gb	By end of year	Release time	<ul style="list-style-type: none"> • New report formats developed and used, with community consultation & feedback

2018 Annual Actions cont.

Our 2018 actions to implement the BOT's strategic priorities and the 2018 Annual Goals

Annual Goal	Actions		Who	When	Resources	How it will be measured
3.	To enhance staff and student wellbeing					
	i	Support PB4L and restorative practices at Hornby High School	Wk, Deans, all staff	All year	KiVa training support for new staff, Victoria University	Referral data
	ii	Maintain KiVa anti-bullying initiative for years 7 and 8, and extend into Year 9	Wk Deans Sc	All year	Pastoral meeting time Kiva Training for all Year 7 and 8 staff	Reported incidents of bullying continue to decline, and indicate satisfactory resolution
	iv	Run cyber safety workshops for students and whānau to support the school’s Cybersmart programme, and staff seminar on Vulnerable Children’s Act	Sn, Sc, Rg, Ai, Ce	22 March 2018	John Parsons	
	v	Participate in Grow Waitaha School Wellbeing Hui to develop plan to promote staff and student wellbeing	Sn, Wk, Kg, Jn, Ak	Ongoing	Release time	Plan completed and implemented NZCER ‘Me and My School’, ‘Student Wellbeing’, and ‘Staff Workplace’ survey data
4.	Increase community engagement					
	i	Promote Arts and Market day activities to the community	SLT, Gb and Year 7, 8 &9 teams	Term 3 and Term 4		
	ii	Hold learning conferences twice yearly	SLT	Terms 1 and 3		
	iii	Hold an Arts evening, Matariki celebration	Ck, Br, Km	Term 2/ Matariki		
	iv	Host a cluster wide Fia Fia evening	Pt	Term 3		
	v	Hold Whānau hui in conjunction with Hornby Primary School	SLT	Terms 2 & 3		
	vi	Support cultural identity within the school	Wh, Sn	Term 3	<ul style="list-style-type: none">Engage kapa haka tutorParticipate in cluster kapahaka performance eveningHold Māori whānau hui during the year	
	vii	Achievement for tamariki of whānau samples chosen in Evaluative Capacity work is accelerated	Deans, Sc, Gb, all staff in PLGs	Terms 2 and 3	<ul style="list-style-type: none">Achievement data e-asTTle and PAT data, gathered by Woolf Fischer Research Centre	

2018 Annual Actions cont.

Our 2018 actions to implement the BOT's strategic priorities and the 2018 Annual Goals

Annual Goal	Actions	Who	When	Resources	How it will be measured
5.	Promote student leadership and followership capabilities				
	i	Students will lead assemblies	Sn, Sc, Rg	All year	<ul style="list-style-type: none"> • Student feedback • Staff feedback • Community feedback • Something actually being built!
	ii	Maintain student coaching and leadership opportunities in Primary school sports	HI, Katrina Keenan	Terms 2 and 3	• Cluster feedback
	iii	Encourage student participation in sport	HI, Katrina Keenan	Ongoing	• Census participation stats
	iv	Offer Year 12 leadership camp	Pt	Term 3	Budget
	v	Participate in Sir Peter Blake Foundation Year 12 and Year 7 leadership days (Christ's College)	Gb, Sh	Term 4	
6.	vi	Maintain participation in Project K and KiwiCan/STARS programmes	Dingle Foundation, Pl, Yr 7 & 8 teachers	Ongoing	
	Promote a growth mindset amongst students and staff				
	i	Ensure student performance at every assembly	Rg, Sc	Each assembly	
	ii	Encourage student led community action to improve the community	Ai, Gb	By end of year	PBL planning time resourced
	iii	Maintain contact with EY mentoring scheme	Wk	Ongoing	
	iv	Maintain participation in Project K	Ce, Sn	Ongoing	



Māori Achievement 2018 Actions:

- A.** Using Te Kotahitanga principles, all HODs work with departmental teachers to use KAMAR to follow the Teaching as Inquiry process to:
1. identify Māori students in the department/class
 2. monitor their achievement, particularly Māori boys. Present data identifies Māori boys as being most at risk of failure and early-leaving.
 3. lead the implementing of the ETP pedagogy in particular:
 - a) authentic curriculum
 - b) curriculum co-construction
 - c) assessment for learning
 - d) discursive strategies
 4. track and analyse Māori student retention in the department as to:
 - a) junior class placement
 - b) retention into Yr 11
 - c) Yr 11-13 retention
 - d) level of NCEA senior class placement
- B.** Achievement data is distributed to staff fortnightly identifying priority learners and their current progress
- C.** HODs meet with principal at the end of term 1 & and the beginning of 3 to review progress for Māori students.

Pasifika Achievement 2018 Actions:

- A.** Using Te Kotahitanga principles, as they apply to all students, all HODs work with departmental teachers to use KAMAR to follow the Teaching as Inquiry process to:
1. identify Pasifika students in the department/class
 2. monitor their achievement
 3. Host Pasifika Study Support Centre, and 'Powerup', programmes
 4. lead the implementing of the ETP pedagogy in particular:
 - a) authentic curriculum
 - b) curriculum co-construction
 - c) assessment for learning
 - d) discursive strategies
 5. track and analyse Pasifika student retention in the department as to:
 - a) junior class placement
 - b) retention into Yr 11
 - c) Yr 11-13 retention
 - d) level of NCEA senior class placement
- B.** HODs meet with the principal twice per year at the end of term 1 & and the beginning of 3 to review Pasifika student engagement data and set targets for the term and work with deans for ART processes.
- C.** Staff mentoring senior Pasifika students.

Reporting to BOT - Principal reports Māori and Pasifika achievement to the BOT:

1. Mid-term 2 – 3 July BOT meeting
2. End of term 3 – 25 September BOT meeting
3. Start 2019

Annual Targets 2018

1	Attendance	90% class attendance/school activity/justified absence. In particular, target at risk groups – Maori & Pasifika to ensure they are at whole school level.
2	Pathways	100% of Yr 12 and 13 leavers, during and end of year, irrespective of gender and ethnicity, move into valid further education, training or employment
3	NCEA L1 Literacy and Numeracy	90% for NCEA roll based students
4	Yr 7 -10 Reading, Writing and Mathematics	<ul style="list-style-type: none"> Identify Maori & Pasifika students up to a year below their appropriate curriculum level. Accelerate the learning of 70% of these targeted students to the appropriate curriculum level by the end of the year.
6	NCEA Level 1	85% for Year 11 NCEA students (roll based)
7	NCEA Level 2	75% for Year 12 NCEA students (roll based)
8	NCEA Level 3	60% for Year 13 NCEA students (participation). The choice of 'Participation' statistics reflects the diverse range of outcomes sought by students in Year 13 at Hornby High School
9	Māori Achievement	Achievement for Māori and Pasifika students match the total HHS achievement rates
10	Pasifika Achievement	

Hornby High School Analysis of Variance 2017

2017 Targets		Achieved/Not Achieved	Commentary
1	Attendance 90% class attendance/school activity/ justified absence. In particular, target at risk groups – Maori & Pasifika to ensure they are at whole school level.	Achieved 92.5 (91.6%) overall 87.8 (84.9)% Maori students 82.8-89.7 (82.4-85)% Pasifika groups	This is the result of a lot of work by Deans, and also the employment of a community worker funded by the school
2	Pathways 100% of Yr 12 and 13 leavers, during and end of year, irrespective of gender and ethnicity, move into valid further education, training or employment	Y12 =96.3 (83.3) % had pathways into education, employment or training. Y13 = 93.4 (91.6)% had pathways into education, employment or training.	Another pleasing improvement in these figures.
3	NCEA L1 Literacy and Numeracy a) 90% for NCEA students (roll based)	a) Not Achieved Lit = 86 (78.4)% (Y11) Num = 72.9 (72.1)% (Y11)	L1 Lit (roll based) L1 Num (roll based) Year 11 = 86 (78.4)% Year 11 = 72.9 (72.1)% Year 12 = 89.9 (94.9)% Year 12 = 81.7 (93.9)% Year 13 = 93.4 (94.4)% Year 13 = 93.4 (94.4)%
4	NCEA Level 1 85% for NCEA students (roll based)	Not Achieved 64.4 (59.8)%	An improvement over 2016 with a pass rate exceeding that for Decile 3 schools nationally
5	NCEA Level 2 75% for NCEA students (roll based)	Not Achieved 59.1 (70.6)%	This reflects a fall compared with 2016, but this year group made comparative gains compared with its 2016 Level 1 performances reflecting value added over the course of Year 12.
6	NCEA Level 3 60% for NCEA participation students	Not Achieved 55.9 (40.3)%	This reflects a third consecutive year of improvement in Level 3 performances, but still short of target.
7	Māori NCEA Achievement matches total HHS achievement rates (participation).	L1 Not Achieved L2 Not Achieved L3 Achieved	While still short of our goal, 2017 NCEA performances showed a significant improvement over 2016 Māori Achievement HHS Achievement L1 = 53.6 (46.4)% L1 = 64.4 (59.8)% L2 = 54.5 (54.5)% L2 = 59.1 (70.6)% L3 = 61.5 (34.8)% L3 = 55.9 (40.3)%
8	Pasifika NCEA Achievement matches total HHS achievement rates (participation).	L1 Achieved L2 Not Achieved L3 Not Achieved	Goal achieved in Level 1, and while not achieved in Levels 2 and 3, results have further improved. Pasifika Achievement HHS Achievement L1 = 80 (33.3)% L1 = 64.4% L2 = 37.5 (50)% L2 = 59.1% L3 = 42.9 (30)% L3 = 55.9%



Year 7 & 8 Achievement Report as at December 2017

This report is based on the achievement of students who were attending Hornby High School in December 2016 that were still attending Hornby High School in December 2017. This report is also based on National Standards OTJ's. The progress made within standardised assessments demonstrates greater acceleration however, it also highlights the fact that the acceleration that is evident in standardised assessments is not sufficient to meet the requirements for acceleration within the National Standards when using an OTJ approach. For the first time in 4 years however, there is inequity within the ethnicities when looking at the acceleration of learning. This is particularly so with comparing Māori acceleration with that of the other ethnicities. This has made me question whether there is a need to revisit culturally responsive pedagogy and the work of Kia Eke Panuku, particularly due to changes in staffing since this work was a focus at Hornby High School.

The Year 7/8 Department are also experiencing the effects of instability in staffing and thus once again this means that we have not achieved 'shared understanding' of the standards.

Whilst attempts were made to track the learning of priority students, this practice was not embedded. Our intention this year to formally identify these students and use this cohort within our PLG's and resulting TAI's, should have more impact.

What is extremely obvious however is the need to track the progress of these students learning within English and Mathematics into Year 9 and subsequently Year 10. The development of consistency of measures/assessment data from Years 7-10 must be a focus for 2018.

In the absence of National Standards, this year we will be using curriculum levels as a measure of expected achievement, however looking forward, the use of the Learning Progressions Framework is the Long Term Goal for Years 7-10 into 2019.

Reading – Progress against targets set end 2016

At the end of 2016 a total of 24 students were achieving >1 year below the expected standard. Of these 8 students were European, 7 Māori, 5 Pasifika and 4 Asian. Against the targets 8 students made the equivalent of 1 years progress, Māori – 4 students made the equivalent of 1 years progress whilst the learning of 3 (43%) students was accelerated. Pasifika 33% Acceleration and Asian 40% acceleration. This is an overall acceleration of (25%)

Whilst this is pleasing, acceleration was not evident within the group of students who were <1 year below the expected standard. Within this group 5 European (36%), 5 Māori (62.5%), 1 Pasifika (50%) and 2 Asian (50%) students made the equivalent of 1 year's progress, whilst remainder of this cohort, 12 students did not make the equivalent of 1 year's progress.

Writing – Progress against targets set end 2016

At the end of 2016 a total of 29 students were achieving >1 year below the expected standard. Of these 15 students were European, 6 Māori, 4 Pasifika and 4 Asian. Against the targets 12 European students made the equivalent of 1 years progress, whilst for 3 (25%) learning was accelerated, Māori – 5 students made the equivalent of 1 years progress whilst the learning of 1 (20%) student was accelerated. Pasifika 7: Acceleration and Asian 50% acceleration was achieved. This is an overall acceleration of 31%.

The cohort of students reported as being <1 year below the expected standard in Writing shows greater acceleration than is evident in Reading. This cohort consisted of 12 European students, 11 Māori, 5 Pasifika and 4 Asian students. Within this 4 European (33%), 2 Māori (18%), 2 Pasifika (40%) and 1 Asian (25%) student showed acceleration in Writing. This is an overall acceleration of 28%.

Mathematics – Progress against the targets set end 2016.

At the end of 2016 a total of 30 students were achieving >1 year below the expected standard. Of these 13 students were European, 9 Māori, 7 Pasifika and 1 Asian. Against the targets 10 European students made the equivalent of 1 years progress, whilst for 3 (23%) learning was accelerated, Māori – 8 students made the equivalent of 1 years progress whilst the learning of 1 (12.5%) student was accelerated and Pasifika students demonstrated 42% acceleration. This is an overall acceleration of 23%.

As with Reading, the cohort of students reported as being <1 year below the expected standard in Mathematics showed very little acceleration. Out of 37 students identified in this range at the end of 2016, 16 students did not achieve the minimum 1 years progress in 1 year. Whilst 2 of these students demonstrated 1 years progression only 2 students overall (6%) showed acceleration.