

ANALYSIS OF VARIANCE 2021

INTRODUCTION

The 2021 Annual Plan was a continuation of the previous year's plan, as we further developed the work undertaken through the Boards strategic review in 2018. The aim, from 2019, has been to focus on a small number of targeted objectives rather than a larger number which had been the case in previous years. This theme has continued with the 2022 Annual Plan. Although there will be board elections taking place in September 2022, the current board has decided to review the current Strategic Plan and gather feedback from stakeholders as they formulate a new plan for the next 3 years.

There is no doubt that COVID continued to present challenges throughout 2021, with staff and student well-being, together with continuing to engage our students and maintain their academic programmes and progress a high priority. Online learning through Schoology, our Learning Management System, and BYOD continued to be our savior, but there were still a number of students, who for a variety of reasons, did not effectively maintain their learning programmes through lockdown and even struggled with their learning when they returned to school. Unfortunately, in many cases these were the students who were struggling at school identified as our Students at Risk of Not Achieving (SARONA). In a number of cases Level 1 or 2 may be a two year proposition for some of these students. It appears that one of the biggest impacts on learning through Covid occurred in junior school. As you will read later the asTTle results for Year 9 and 10 literacy and numeracy took a significant dip from previous years

Despite the effects of COVID, we introduced the Hauora programme, trialed Integrated Studies with Maths/Science and English/Social Studies and introduced Introductory Tikanga in the Social Studies programme, as well as Year 9 Matihiko. These programmes were reviewed at the conclusion of 2021, with changes made to the 2022 programmes.

One of the issues we continually face as a school is our ability to cater for an increasingly diverse student population. We are proud of our diversity and promote inclusiveness as a key feature of our school. However, we are seeing significant numbers of students who are entering our school below the required curriculum levels in literacy and numeracy as well as an increasing number of students with diagnosed conditions. Students in these categories place increasing pressure on our ability to effectively cater for their needs.

Our NCEA results continue to show a disparity between Maaori/Pasifika and the rest of the school and between males and females. Our Level 2 results continue to be consistently high, and the number of students gaining an endorsement, particularly an Excellence are the best ever. Scholarship results, which have been down on previous years due to Covid, increased from 19 in 2020 to 28 in 2021 (this included 7 Outstanding, which is a very good achievement). Year 12 student Janet Guo gained 9 Scholarships, including 3 Outstanding. Top Scholar in Classical Studies and one of 12 students nationally to be awarded a Premier Scholars Award.

This year we were due for an Education Review Office (ERO) review. The review process and format has been changed and rather than a review in the formal sense, schools are allocated an Evaluation Partner who works alongside the school in determining an area(s) the school wishes to focus on. We have decided to focus on reducing the disparity in the junior school in order to reduce disparity in the senior school. We have incorporated objectives in the 2022 Annual Plan on this topic. At the end of term 1 2021, I was appointed as an ERO Evaluation Partner. My role is to work with and alongside the ERO Evaluation Partner in supporting schools with schools Evaluation Focus. Although Covid did disrupt some of my contact with schools, I was still able to spend time with 5 schools. I really enjoyed the professional development opportunities associated with the programme. I will continue my involvement in 2022.

I have reported progress on the following objectives regularly during the year as part of the Board Self-Review and Annual Work Plan.

STRATEGIC GOAL 1: MEET THE NEEDS OF ALL LEARNERS

1.1 Ensure that the principles of Te Tiriti Waitangi (partnership, participation and protection) are embedded in our curriculum

Specific Objectives

Discovery, investigation and implementation of programmes for Maaori students

At the beginning of 2021 a new role was created primarily focusing on Maaori engagement and achievement. The role was attached to the Hillcrest Kaahui Ako with Tai Te Rito leading the group called Kaiwananga. The objectives of the group were: *to increase the engagement of our taura Maori so that they can continue to thrive in all areas they are involved in; to build confidence within our Maori students to ensure that they flourish within both their own and the schools context.*

There were 57 students identified by Jarred Williams (DP), Mary Raleigh (Year 12 Dean) and Tony Pouwells (Year 11 Dean). These were students who were affected by Covid and they were of diverse ethnicities. 31/57 were identified as Maori, with 18 of the 31 were boys. These students were given the opportunity to be part of a programme called "Kia Tu" run by an outside provider. Approximately 12 students took up the opportunity to be part of the Kia Tu programme.

In alignment with the school's strategies of utilizing SARONA and academic conversations, all of the identified students were attached to mentors who were part of the PLD group.

Hillcrest also had a significant role in the Ministry of Education funded Regional Mentoring Fund. The schools attached to the RMF worked collectively to achieve the objectives of each individual school. This was done through communication and assistance from achievement leaders across schools. Regular meetings were held with member schools.

Plan compulsory Te Reo/Tikanga for Year 9 students in 2022

Due to staff changes (Heemi Walker HOD Te Reo) appointment to Assistant Principal at Melville High School, and other resourcing and staffing implications, it was not possible for this to happen, hence we have not implemented a compulsory Te Reo programme for Year 9 in 2022. It is still something that the school would like to introduce, but just not possible under the current circumstances.

1.2 Ensure that teaching and learning is student-centred, recognises individual differences and extends all students, to ensure equity and excellence.

Specific Objectives

Complete a process to effectively track junior school achievement.

Ben Kennedy had this role as a Kaahui Ako Across School Leader. He developed a structure that will be trialed with a select group of students in 2022.

Summary of asTTle tests

The asTTle tests were undertaken for our junior students at the end of the year. Unfortunately they show a decline in literacy and numeracy across the board, with Covid affecting the learning of our students over the previous two years. We continued with our specialist classes established in 2020 (Junior Numeracy - JNP, Junior Literacy - JEL, PATH programme - those students below JNP and JEL, but not receiving ORS funding, and ASC - Science literacy based programmes.

2021 End of Year Numeracy Report - Conclusion

Numeracy levels at Year 9 lag behind the expected level for the end of Year 9 for the entire cohort and for all subcohorts of interest. In the case of Pasifika, this lag is worse than for the rest of the cohort. The percentage of students who are below the expectation is high for the cohort as a whole (68%), but is substantially worse for Māori. Movement in CSL is lower than the expected progression across all subcohorts.

At Year 10, the situation is equally concerning. All subcohorts tested at a level below the expectation, with the lowest results for Māori and Pasifika, whose average levels are an entire curriculum level below the expected level. The percentage of the cohort below the expected level is similar to Year 9 at 69%, but again the situation is worst for Māori and Pasifika, where 90% and 91% of each cohort respectively, are below the expected level. Average movement in curriculum sublevel is lower than expected across all subcohorts.

In general, progression in numeracy ability this year has been markedly lower than in previous

years, suggesting the COVID-19 pandemic and associated lockdowns do appear to have had an impact on the forward progression of our students in 2021. While the cohort as a whole appears to have suffered, because Māori and Pasifika come in to each year level at lower numeracy levels than the rest of the cohort, they will exit the junior school without the skills required to successfully tackle NCEA Level 1 and situations requiring numeracy proficiency in life beyond high school. Acceleration of students has not been evident to any large degree this year, and perhaps needs to become a focus going forward, for future cohorts whose learning will have undoubtedly also been affected by COVID-19.

2021 End of Year Literacy Report - Conclusion

Year 9

Average literacy levels at Year 9 are slightly above the national average but lag behind the expected CSL at the whole cohort level. This is true for the subcohorts of Male and Maaori but not for Female or Pasifika, which match the national expectation at the end of Year 9. There are very small numbers of Pasifika students, which affect the significance of these findings.

The percentage of all Year 9 students who are below the national expectation is 52%. This number is worse for Male (64%) and for Maaori (61%) and better for Female (42%) and Pasifika (33%).

There is almost universal progression up the CSLs by all students. The greatest mean progression were experienced by our Maaori and Pasifika subcohorts which progressed at a rate that was slightly above the whole Year Level mean progression.

Year 10

Literacy levels at Year 10 also lag behind the expected CSL at the whole cohort level. This is true for all of the subcohorts with Pasifika lying 3 CSLs below expectations and Maaori, Male and Female lying 2 CSLs below expectations. Once again, there were very low numbers of Pasifika students.

The percentage of all students who are below the national expectation is 78%. This number is slightly lower for the Female subcohort (73%) and higher for the Male subcohort (84%); the Pasifika subcohort (83%) and the Maaori subcohort (88%).

There was almost universal progression up the CSLs by all students. The greatest mean progression was experienced by our Year 10 Male subcohort which progressed at a rate that was slightly higher than the whole Year Level mean progression. However, this rate is not the acceleration required to have the majority of students meet the curriculum expectations required to succeed at NCEA.

Overall

Although there is clear evidence of progression up the CSLs by all groups studied, there is still work to do to consistently achieve literacy results that match national expectations.

There are some bright points with the data. In particular the progression of 2 CSLs for Year 9 Maaori, Male and Female subcohorts and Year 10 Maaori and Male subcohorts indicates that the school has the capacity to accelerate the literacy learning of some of our targeted students. The mean CSL of our Year 9

Female and Pasifika students is at the expected CSL of 5B at the end of Year 9, indicating a strong literacy platform for these subcohorts moving forward.

However, at the end of Year 10, the entire cohort mean is still 2 CSLs below expectations. This is also true at the Male, Female and Maaori subcohort level, with slightly worse results with our Pasifika subcohort. There needs to be continued investigation and resourcing into effective teaching and learning strategies to accelerate literacy, particularly at Year 10.

Continue to track senior school achievement.

We continued to track senior school achievement through SARONA developed and managed by Ryan Cox, our Senior School Achievement Coordinator. Ryan worked closely with the Deans and the Achievement Team, plus the Maaori Achievement Coordinator and the Pasifika Achievement Coordinator, with a focus on those students who were struggling.

2021 NCEA results and a comparison with the previous 4 years (overall, Maori, Pasifika, Male and Female) 2021 results are provisional (P) compared to the rest Actual (A)

		2021 (P)	2020 (A)	2019 (A)	2018 (A)	2017 (A)
Level 1	All	76.7	82.0	85.3	80.8	83.5
Level 2	All	85.3	87.1	82.0	83.1	84.6
Level 3	All	61.9	66.4	66.1	68.3	63.5
UE	All	50.0	54.4	54.7	52.5	55.7
Level 1	Maori	56.4	64.2	72.7	71.2	63.5
Level 2	Maori	75.4	84.4	73.5	70.0	69.4
Level 3	Maori	60.6	46.9	37.5	62.5	48.7
UE	Maori	42.4	34.7	22.5	40.6	38.5

Level 1	Pasifika	60.0	66.7	71.4	75.0	81.0
Level 2	Pasifika	66.7	64.3	73.7	76.2	65.0
Level 3	Pasifika	50.0	42.1	37.5	64.7	41.7
UE	Pasifika	25.0	31.6	31.3	17.6	33.6
Level 1	Male	71.3	72.9	85.1	71.2	77.8
Level 2	Male	77.8	85.8	75.2	76.6	78.1
Level 3	Male	50.8	53.4	58.0	58.1	48.0
UE	Male	39.4	40.6	42.2	41.1	37.6
Level 1	Female	80.9	88.7	85.5	88.1	89.2
Level 2	Female	90.6	88.2	86.6	88.9	89.8
Level 3	Female	71.0	76.4	72.5	75.9	74.2
UE	Female	58.6	64.9	62.9	60.9	68.1

Main features/summary of the 2021 NCEA results

- Nationally the 2021 NCEA results are lower than 2021

- Apart from some groups/levels, Hillcrest High School results follow the national trend.
- Our results are higher at Level 1 and Level 2 than national and decile 7, but Level 3 results are lower than national and decile 7 (which has been the trend in recent years)
- Our UE results are on a par with national results.
- Our Level 2 results remain consistently strong even when compared to previous years.
- For some of our students NCEA Level 1 or 2 will be a 2 year programme.
- We still continue to have a disparity with our NCEA results - male vs female and Maaori and Pasifika with the rest of the school. Over the last couple of years there has been a reduction in the disparity between male and female at Level 1 and 2, but it still continues at a significant level in Level 3.
- Pasifika and Maaori results continue to be inconsistent from one year to the next. The reason for the fluctuation in the Pasifika results could be attributed to the lower number of Pasifika students in Year 11,12 and 13.
- We still experience a high percentage of students gaining endorsements, with 25% of Level 1 and 2 students gaining an Excellence endorsement and 28% of Level 3 students also gaining an Excellence Endorsement. These results are significantly above national and decile 7 statistics.
- Our Level 1 literacy results (89%) are the same as 2021 and Level 1 numeracy (86%), which is slightly down on 2022.

CAMBRIDGE RESULTS

English - 7 A's (80% plus) with Janet Guo getting 97%, 3 B's. 4 C's and 1 D - all students passed (got over 50%)

Mathematics - 10 A's, 5 B's 4 C's, 4 D's, 2 E's and 2 did not sit - 4 students failed.

Overall much better results than 2020, which is encouraging as these students also had to contend with lockdown.

SCHOLARSHIP RESULTS

We gained 28 scholarships, including 7 outstanding, which is higher than 2020 with 19 scholarships, including 2 outstanding.

Janet Guo, who last year was in Year 12, gained 9 scholarships, including 3 Outstanding. She scored 24/24 in Classical studies, which makes her the Top Scholar in New Zealand for That subject. She is also one of 12 students nationally (and the only one in the Waikato/Bay of Plenty Region) who has been awarded a Premier Scholar Award.

A full list of subjects who gained scholarships are:

Drama 1 Outstanding

Music 2 (including 1 outstanding)

Calculus 3 (including 1 Outstanding)

English 4 (including 1 Outstanding)

Geography 1 Outstanding

Classical Studies 1 Outstanding and Top in Subject in NZ

Biology 4

Physics 3

Statistics 3

Chemistry 2

Chinese 2

Earth and Space Science 1

Technology 1

TVET, STAR, Gateway and Secondary Tertiary Partnership Programmes

Careers Centre Faculty Report for 2021 prepared by Scott Barry HOF

Secondary Tertiary Partnership(STP)

- Waikato Trades Academy (Wintec)
- Primary ITO-Agriculture

- 114 students enrolled initially.
 - Students either withdrew throughout the year or enrolled at different stages of the year

- Courses
 - Manufacturing and Technology Sector (Level 2)
 - Construction and Infrastructure Sector (Level 2)
 - Manufacturing and Technology Sector (Longveld Girls) (Level 2)
 - Services Industries Sector - Café Skills (Level 2)
 - Services Industries Sector - Hairdressing and Beauty Therapy (Level 2)
 - Outdoor Experience (Level 2)
 - Social and Community Services Sector (Level 2)
 - Primary Industry Skills (Level 2)
 - Landscape construction and Trr work (Level 2)
 - Certificate in Service Industries Sector (Level 3)
 - Certificate in Educational Achievement in Exercise Science (Level 3)
 - Primary Industry Skills (Level 3)
 - Certificate in Building and Construction (Level 3)
 - Certificate in Education Achievement in Automotive Engineering (Level 3)
 - Certificate in Educational Achievement in Mechanical Engineering (General) (Level 3)

- Ethnicity
 - Maori 20%
 - NZ European 54%
 - Pacifika 5%
 - Other 21%
- Gender
 - Male 61%
 - Female 38%
 - Diverse 1%

NCEA (Trades Academy)

- Year 11
 - 57 students enrolled
 - 70% (40) students gained ncea level 1
 - 9% (5) students also gained ncea level 2
 - 30% (17) Students gained 0 ncea (7 left, 10 other)
 - Maori(11)- 55% (6) gained L1, 45%(5)- No L1 (3 withdrawn)
 - Pacifika-100% (1) gained L1
- Year 12
 - 46 students enrolled
 - 96% (44)students gained ncea level 2 and above
 - 4% (2)students did not get level 2 (1 left school, 1 no literacy)
 - Maori 100% (10 students) gained L2
 - Pacifika 100% (3 students) gained L2
- Year 13
 - 11 students enrolled
 - 2 students gained ncea level 3
 - 8 students gained L 2 (1 no literacy)

Destinations

- **41 students left school**
 - **29 Employment**
 - **7 Wintec**
 - **3 PTE courses**
 - **1 University**
 - **1 Another school**
- **73 students returned to School**
 - **39 School: Trades Academy year 2**
 - **34 School full time**

STAR

- 14 external providers used
- 515 students on STAR outside provider courses including non-credit taster experiences(excludes school based courses)

Courses:

(These can unit standard block courses or 1 day Tasters)

- Wintec (115 students)
 - Construction and Infrastructure Pathway
 - Creative Industries Pathway
 - Introduction to Photoshop, Introduction to Illustrator,Media Workshop Taster,Short Video Production Taster,Music Production Workshop,Introduction to Manual Pattern Making,Interior Design Taster
 - Manufacturing Technology Pathway
 - AutoCAD,Civil Engineering (with Land Surveying),MIG Welding,Solidworks,Automotive
 - Primary Industries Pathway
 - Intro to Animal Technology
 - Service Industries Pathway
 - Hospitality
 - Intro to Restaurant Service,Intro to Cookery,Barista,Provide Table Service,Food Safety Methods, Hazards & Control,Prepare & Cook basic pasta,Food Service Styles and Menus,Prepare & Cook Basic Pastry Dishes,Chef or Waiter for a Day
 - Hair & Beauty
 - Beauty,Hairdressing
 - Sport
 - Rock Climbing,Caving,Canoeing,Adventure Based Learning
 - Social Community Services Pathway
 - Health,Early Childhood Education
- Lifecare Consultants (56 students, 15cr L3)
 - Health & Safety
- Lifecare Consultants (61 students, 5cr L1,2&3)
 - First aid
- Pacific Coast Technical Institute (PCTI) (18 students, 15 credits L 2)
 - Small Motors/Hand tools/Food processing
- Pacific Coast Technical Institute (PCTI) (11 students, 21 credits L 2)
 - Apiculture
- Elite services LTD (16 students. 14 credits L3)
 - Manual handling/Health & Safety
- The learning Connection (44 students, 12cr L2/3)
 - Barista
- University of Canterbury (7 students)
 - Maths 199
- Waikato University Unistart(18 students)

- Economics, Computing, Music, Philosophy
- RTE Ltd (30 students, 15cr L3)
 - Forklift Certification
- Varda Hair & Beauty (15 Students)
- NZ School of Tourism (20 students)
- The learning Place (13 students, 12cr L3)
 - Security
- The learning Place (15 students, 10cr L2/3)
 - Teamwork
 - Leadership
- SIT (20 students, Various unit standards L2/3)
 - Distance Learning-Health Science, Sport Physiology, ECE, Animals
- Telford (Taratahi) (2 students, Various unit standards L2/3)
 - Distance Learning-Agriculture
- Fairview motors (6 students, 24cr L2)
 - Vehicle Servicing, Wheels and Tyres, Engines, Brakes, Cooling Systems, Electrical

Hillcrest High STAR supported subjects

- Materials Technology Engineering
- Materials Technology Carpentry
- Hospitality
- Music Technology
- Outdoor Education
- Senior Student leadership programme
- Tourism
- Electronics
- Early Child Care
- Pacifica
- Motors

Gateway

2021

- **73 students on the Gateway programme : TEC contract 75 places but TEC reduced due to COVID**
- **Achieved an average of 22 credits per student at level 2: TEC contract 20 credit average**

Gender

- Male 43%
- Female 57%

Ethnicity

- 14% Maori
- 59% New Zealand European
- 5% Pacifica
- 22% Other

Destinations

- 37% Employment

- 8% Part Time Employment
- 8% Wintec
- 7% PTE's
- 3% University
- 1% Other
- 36% School

Gateway programmes:

Individual employers and businesses
 ServiceIQ Red/Blue Shirts-The Warehouse
 Seeds-Countdown
 Future Foodies Pak N Save-Butchery/bakery/Sky City kitchen
 Lifeguarding-Waterworld
 Learn to Swim/Water safety-Waterworld
 IVS-Biosecurity
 PCTI Holland rd Farms-Horticulture
 Fairview Motors
 NZ School of Tourism
 Elite School of Beauty
 Varda
 Waikato Aviation
 Waikato District Health Board (Puna Waiora)

Apiculture

(Pacific Coast Technical Institute)

- 10 Students graduated with the New Zealand Certificate in Apiculture (L3)
- Completed 21 credits at L2

Science with Sustainability

(Secondary/Tertiary partnership(STP) between Science Faculty& Pacific Coast Technical Institute)

- 15 students
- 15 Credit Average
- Unit and achievement standards 21 L2/3 towards NCEA L1-3 and the New Zealand Certificate in General Horticulture – Level 3

TVET

This includes all students that attended TVET throughout the year
50% of these students left school throughout the year to employment and courses.

TVET(year 11)

- 76 students (Students counted once. Total class numbers are greater as some students had more than 1 line of TVET)
- 55% male, 44% female,1% specified
- 37% Maori, 3% Pacifika, 51% NZ European, 8% Other
- NCEA results
 - 50% gained L1

- 7% students gained L2
- 28% Maori students gained L1
- 32% students left throughout the year

TVET(year 12)

- 84 students (Students counted once. Total class numbers are greater as some students had more than 1 line of TVET)
- 43% male, 56% female, 1% Neutral
- 27% Maori, 7% Pacifica, 51% NZ European, 15% Other
- NCEA results
 - 68% students gained L2
 - 80% students gained L1
 - 70% Maori achieved L2
 - 5% students gained L3
 - 50% students left throughout the year

TVET(year 13)

- 31 students
Many students had more than 1 line of TVET and completed their own study from other subjects in this time. (Other reasons for TVET at level 3: unistart, mental health, Guidance and dean referral, special programmes of learning)
- 84% male, 16% female
- 15.5% Maori, 6% Pacifica, 50% NZ European, 15.5% Other
- NCEA results
 - 26% students gained L3
 - 97% students gained L2
 - 97% of students left school, 3% (1 student) returned

Individual pathway programme (IPP)

Reasons for students IPP: unistart, mental health, Guidance and dean referral, special programmes of learning, concentrate on university entrance, numeracy

- 64 students
 - 9 year 11 (numeracy)
 - 11 year 12 (some numeracy)
 - 44 year 13
- 77% left school throughout the year
- 61% NZ European, 14% Maori, 1% Pacifica, 24% Other
- 61% female, 3% neutral 36% male

Careers

All students are registered with Career Central. Career central is New Zealand's leading online platform for student career pathway management. Career development at all senior levels is available to all students and ongoing. Senior students the option of being assessed using the Bullseye and Myers-Briggs Type

Indicator® (MBTI®) personality inventory to help in their career planning. This is implemented by MBIT certified staff members. Students receive a comprehensive report.

Career central has been used in the Hauora programme and feedback has been very positive. It will be used in the future programme for 2022.

Secondary School Integrated Career Pathways

2022 brings the pilot of an exciting, important initiative; Secondary School Integrated Career Pathways. Secondary School Integrated Careers Pathways is a co-created Careers and Hauora programme integrated into Years 9 to 13.

Facilitated by Smart Waikato, the programme will feature;

- › a framework to integrate careers and Hauora in every classroom Years 9- 13
- › a resource centre of digital Waikato resources
- › professional development for teachers
- › SSEP experiences in the junior school and
- › STEP (Secondary – Tertiary Employer Partnerships) in the senior school

1.3 Redesign the Junior Curriculum and timetable to reflect learning environment, which will enable collaborative learning, using technology, inquiry-based approaches and community-school partnerships

Specific Objectives

Trial and review the Junior Curriculum programme

Integrated Learning

We have trialed and reviewed Integrated Learning for Year 9 and 10 students in term 2 for Maths & Science, English & Social Studies.

Steve Saville, external facilitator from CORE Education, has collected data from lesson observations, and interviews with both students and teachers. Please click the links to read his reports.

[Integration Observation Report - Learner Perspective](#)

[Integration - Teacher Voice](#)

Overall the initiative was seen as positive and beneficial, with a desire to repeat the process in 2022. There are areas for refining and improving, but a good start was made.

A Junior Curriculum Review Group meeting was held on 22/6/21. From discussions there a proposal for 2022 was put together by Sarah Collett. This has been sent to staff for feedback.

[Junior Curriculum Proposal for 2022](#)

Feedback from HOFs since sending out the proposal has suggested a cross-curricular approach across all four subjects, (Maths, Science, English, Social Studies) rather than a pairing of subjects, for term 2 2022. Further discussion around this, and planning for 2022, will take place during terms 3 and 4.

Unfortunately the Project Based Learning which we were planning for the last 3 weeks of term 4 did not take place due to the interruptions in our learning programme due to Covid.

Implement the Digital Technology Curriculum (Matihiko Programme

The Digital Technologies compulsory course, Matihiko, was planned in 2020 and implemented in 2021. The aims of the course are to:

1. Meet the curriculum requirements by covering the Digital Technologies Progress Outcomes
2. Provide students with transferable Digital skills which can be used in other classes
3. Avoiding barriers, such as specific device/software requirements, by using tools available on any device.

The course units have been designed and resources created by specialist Digital Technologies teachers. The course is timetabled one hour a week for all juniors and is being taught by 17 teachers. The units of all student resources are set up in Schoology for teachers to simply “add to course”. A google folder has been shared with teachers with extra resources, such as slides and videos. Both year 9 and 10 students are being delivered the same program in 2021.

Positives

- Teachers are very pleased with the planning of the course and ease of delivery.
- I have met with all teachers twice this year to upskill them in the content. Some teachers opted into the Matihiko Professional Learning Group (during PD time) for further upskilling.
- Students are generally responding well to the content.
- The design of the course has meant it's easy for Learning support to deliver and relief to be set when needed

Challenges

- Some students are not bringing their devices
- Teachers are finding it difficult to get to know their students in only 1 hour a week

On-going progress

- Work has begun on a year 10 program for 2022 and ongoing improvements are being made to the current programme
- I will be conducting interviews with some students in a range of classes to get meaningful feedback.
- Data will continue to be collected on assessment submissions and end of unit feedback.

STRATEGIC GOAL 2: ENHANCE EFFECTIVE TEACHING PRACTICES

2.1 Embed the Hillcrest High School Effective Teacher Profile

Specific Objectives

Enhance staff understanding of the *Profile of Effective Hillcrest High School Teacher*

The *Profile of Effective Hillcrest High School Teacher* is used as a tool in our lesson observations within the teachers appraisal process. Professional learning is ongoing in Faculties to enhance the understanding of the *Effective Teacher Profile* and what it looks like in each learning area. It has also been included in Faculty goal setting. A professional learning group focusing on the Effective Teacher profile led by Heemi Walker and then Lisa Campbell ran throughout the year.

2.2 Staff will engage in regular and effective, coherent school-wide professional development to strengthen equity and excellence.

Specific Objectives

Engage in NCEA Review in preparation for 2023

The Ministry of Education designated three Teacher Only Days to support planning towards the implementation of the new NCEA requirements in 2023, which has now been extended to 2024 due to the impact of Covid.

The first day took place on 19th May with a focus on Mana Orite in the morning and literacy and numeracy in the afternoon

The second took place on 12th August which consisted of Faculty planning. In some instances Hillcrest hosted faculties from other schools and some of our staff went to other schools

The last TOD was held on 13th December when the juniors had left. This day focused on the following

- The Waikato Wars - local history
- Activities presented by Te Roopu Whakaruruhau
- Local Course Design module
- An introduction to the new NZ History component of the NZ Curriculum
- Faculty Audit Plan
- Working in Faculties on the Maaori Graduate Profile

STRATEGIC GOAL 3: HAUORA: We will care for the well-being of all staff and students

3.2 Acknowledge and respond to the demands placed on staff and students

Specific Objectives

Identify and act on trends emerging from the NZCER survey regarding staff well-being

We were going to hold the survey earlier in the year, but due to lockdowns the survey was undertaken in term 4. We decided at that time to look deeper into the results of the survey early in 2022. In 2022 each Faculty has been asked to dig deeper into 4 statements which had the highest decrease in satisfactory outcomes since the last survey was undertaken. Staff were asked to discuss as a Faculty and then to individually respond as to why they thought the statement had received more negative responses than positive in order to provide the SLT with insights into the situation, The survey responses are due by the end of this term 1 2022 and the SLT will analyse this information in term 2.

Student and staff well-being and workload will be a rolling agenda item for SLT, BOS and Deans meetings, and will be taken into consideration in decision making

This is a regular agenda item for the Board of Studies (BOS) meetings

3.4 Provide a range of learning opportunities and experiences to build resilience

Specific Objectives

Implement Hauora programme for 2021

The Hauora programme was introduced in 2021. The programme took place twice a week for 40 minutes and replaced the traditional Form Time. Hauora was implemented as a response to student, staff and community feedback that the Hauora or well-being of an individual is increasingly important.

The aims of the programme are to:

- Build relationships and connections
- Enhance identity and self worth
- Promote help-seeking
- Build connection to school
- Strengthen Hauora
- Develop life skills
- Promote leadership and effective communication

Throughout the year feedback was sought from staff and students on the programme, with a through review towards the end of the year.

The review group made the following recommendations for 2022.

- Heavily reduce content and allow more flexibility in delivery.
- Changing the weekly structure of Hauora from the current 2 x 40 minute slots to 2 x 30 minute and 1 x 20 minutes
- Remove the Kaiaarahi and double up Hauora teachers at Year 11-13 (this was not adopted in 2022)

- Increase the amount of school PLD to the implementation and delivery of the programme.
- Form a partnership with Smart Waikato to deliver engaging and relevant content
- Ensure more Peer support time to utilise Year 13 leaders as mentors for the junior students
- It is to be made clear that Deans are not responsible for the delivery of the Hauora programme and their responsibility is with the pastoral care component.

STRATEGIC GOAL 4: WHAKAWHANAUNGATANGA: Build culturally meaningful relationships with students, staff and whaanau

4.2 Implement an inclusive curriculum

Specific Objectives

Year 9 Te Reo/Tikanga programme implemented through Social Sciences

Throughout 2021 the Social Science faculty has integrated Te Reo/tikanga (developed by Nicola Gammon, with members of Te Roopu Whakaruruhau - Lisa Campbell, Heemi Walker, and Taira Te Rito) into it's Year 9 Social Studies programme. From the outset the aim was to not have stand-alone Te Reo/tikanga lessons but to integrate it into every Social Studies lesson.

[Social Sciences Te Reo/Tikanga report](#)

Kelvin Whiting

Principal

April 2022