

Analysis of Variance 2023

Strategic Goal 1: Raise achievement of all ākonga to reduce disparity in educational outcomes. (Eke Panuku)				
1.1 Ensure that the principles of Te Tiriti o Waitangi and mana ōrite mō te mātauranga Māori are embedded in every classroom.				
Action	What did we achieve/impact?	Evidence	Reasons for any differences	Planning for next year
Kaiako are continuously improving their knowledge of Te Reo and tikanga.	<p>Targeted Professional Learning</p> <p>Specific reference to improved knowledge of Te Reo in appraisal</p> <p>Informal Te Reo learning group</p>	<p>Kaahui Ako Teacher Only Day focus on Mana Oorite (16 June 2023)</p> <p>Teachers have to rate their Te Reo proficiency in their Term One Professional Growth Cycle conversation and then rate their improvement at the end of the year.</p>	Teachers struggle to find time to build Te Reo learning into their day.	Targeted time for Te Reo learning via Education Perfect subscription for all teachers.
Kaiako use Te Reo where appropriate	There has been an increase in visible Te Reo use in the staffroom, in classrooms and on school public forums. There is more use of Te Reo displayed in classrooms	An anonymous student group observed and rated teachers on their use of Te Reo over a two week period. School newsletters use	Our Within School Leader for Mana Ōrite has had a dedicated session at staff briefings where Te Reo and tikanga has been the focus.	Continue to support teachers to increase their knowledge of te reo and tikanga through PD.

	as well.	<p>more Te Reo. SLT uses Te Reo at staff briefings. This is followed by karakia. HOFs have Te Reo and tikanga PD in their Faculty PD sessions.</p> <p>We have changed the whole administration block's door signs into Te Reo and the Faculty blocks now have Te Reo signage.</p>		
Kaiako are prepared for changes to NCEA effective from 2024	<p>Staff continued to plan for the implementation of the new NCEA standards in 2024. Some subject areas are affected more than others. The amount of support received from the MOE varied between subjects.</p> <p>HOFs have attended online webinars and workshops.</p>	Staff had planned as much as they could to have Level 1 in place for 2024 and are building the ship as they go along.	<p>There is certainly some frustration from some staff members. One of our main concerns was the school's ability to manage the exams which at this point in time may take place a couple of times a year.</p> <p>There is also frustration that the PD for Middle managers is available in holidays only.</p>	Plan to run Common Assessments on a Teacher Only Day or have all students except for those sitting the Common assessments to remain at home.
<p>1.2 Ensure that teaching and learning is student centred, innovative, recognises individual differences and culture, and extends all students, to reduce disparity and promote excellence.</p>				

Action	What did we achieve/impact?	Evidence	Reasons for any differences	Planning for next year
<p>Continue to trial different pedagogies to engage and extend students</p>	<p>Innovation Academy based on Design Thinking - four days based in the Design School at Waikato University. This involved 150 Year 9 and 10 students, and a range of staff.</p> <p>Teachers are adjusting their pedagogy and reviewing the balance of blended learning post-Covid.</p>	<p>Staff had valuable PD with university staff modelling best practice. Students created a range of projects and feedback was positive.</p> <p>There is noticeably less time on online learning to ensure ākongā are actively engaged.</p> <p><u>Professional Learning</u> Workshops on Mana Oorite and Neurodiversity (18 May 2023) Workshop on Using Technology Better (31 August 2023) PLD Session on Mana Oorite and Ka Hikitia (2 August 2023) Hauora PLD Session on How to lead class discussions (6 April 2023)</p>	<p>We had trialled English and Social Studies and Science and Maths teachers working together in 2022. This model provided more concrete provision for collaboration amongst students.</p> <p>Student voice shows more positive learning opportunities for students and more engagement.</p>	<p>Will be providing opportunities for Year 9 and Year 10 students plus staff to attend Innovation Academy again in 2024.</p> <p>We are promoting less time on devices in class. This offers a range of learning styles and is more equitable for students.</p>

		Professional Learning Groups - Boys' Achievement, Diversity, Future-focused Learning, Innovative Digital Tools, Junior Achievement, Literacy & Numeracy, Mana Oorite, Neurodiversity, Schoology. (These ran twice a term and were led by Kaahui Ako WSLs).		
Kaiako planning reflects the needs of individual aakonga	<p>Part of Faculty goal setting and discussions. HOFs are asked "How do you know that kaiako planning reflects the needs of individual aakonga"</p> <p>Sharing of good practice around this. Discussing observed strategies, 4 minute walk throughs, core class discussions, SCT targeted resources.</p>	<p><u>Professional Learning</u></p> <p>Anton Blank PLD Session on Implicit Bias (27 January 2023)</p> <p>Kaahui Ako Teacher Only Day focus on Mana Oorite (16 June 2023)</p> <p>Inside Out PLD Session - supporting Rainbow students (22 June 2023)</p> <p>Universal Design for Learning PLD Session (17 November 2023)</p>	The student voice which is gathered twice a year enables rigorous discussion around teacher focus for improvement in both behavioural management and teaching strategies. These conversations are shared with the Line Manager and then with the Principal.	Guidance met with students in the whānau Hauora class around barriers to accessing Guidance for them. Guidance Counsellors will visit the Whanau regularly to touch base next year as a result of the Maori student voice that was collected. Students would like to see a service provided from a Te Ao Māori perspective and have the waiting area

	<p>Kaiako planning is a specific section in the Professional Growth Conversation so each teacher discusses this with their appraiser.</p>	<p>NCEA Teacher Only Days focused on kaiako planning for the new NCEA Standards.</p> <p>Student Voice is collected and analysed as part of the Professional Growth Cycle. These questions give an insight into teacher planning and improvement needed.</p> <table border="1"> <tr><td>1</td><td>... knows the subject content.</td></tr> <tr><td>2</td><td>... explains things in a way I can understand.</td></tr> <tr><td>3</td><td>... explains assessments well and tells me when they are happening.</td></tr> <tr><td>4</td><td>... teaches at the right level for me.</td></tr> <tr><td>5</td><td>... has clear class rules and expects us to follow them.</td></tr> <tr><td>6</td><td>... creates a safe and positive classroom environment.</td></tr> <tr><td>7</td><td>... has a high expectation of us all and expects us to learn.</td></tr> <tr><td>8</td><td>... encourages me to achieve my potential.</td></tr> <tr><td>9</td><td>... supports me when I don't understand and is prepared to help me.</td></tr> <tr><td>10</td><td>... gives me feedback on what I need to do to improve my work.</td></tr> <tr><td>11</td><td>... uses Te Reo Maaori words and phrases in class.</td></tr> </table>	1	... knows the subject content.	2	... explains things in a way I can understand.	3	... explains assessments well and tells me when they are happening.	4	... teaches at the right level for me.	5	... has clear class rules and expects us to follow them.	6	... creates a safe and positive classroom environment.	7	... has a high expectation of us all and expects us to learn.	8	... encourages me to achieve my potential.	9	... supports me when I don't understand and is prepared to help me.	10	... gives me feedback on what I need to do to improve my work.	11	... uses Te Reo Maaori words and phrases in class.		<p>not be one which teachers walk through.</p>
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1.3 Promote an across school approach to ensure improved literacy and numeracy outcomes for Year 9 and 10 students to enable readiness for NCEA.

Action	What did we achieve/impact?	Evidence	Reasons for any differences	Planning for next year
Develop a cross-curricular approach to literacy and	COL roles in both Literacy and Numeracy appointed.	PLD sessions to upskill staff.		

<p>numeracy</p>	<p>Each term there was a school wide focus in the junior school on a particular aspect of literacy and numeracy. In term one, the literacy focus was on full stops and capital letters, while the numeracy focus was on basic addition and subtraction.</p> <p>Middle Leaders are on board and driving literacy and numeracy.</p> <p>Literacy and Numeracy coordinators are part of Faculty Goal Setting.</p> <p>Through Junior Deans, Hauora Programme, Assemblies, PLD.</p> <p>Literacy and Numeracy goal setting.</p> <p>Students are exposed to literacy and numeracy activities as often as possible.</p>	<p>Covers compulsory minimum level with a focus for each term. Included potential to extend students.</p> <p>Differentiated approach. Regular PLD sessions throughout 2023</p> <p>Numeracy focus Term 1: Basic Facts</p> <p>Numeracy focus Term 2: Place Value</p> <p>Literacy focus Term 1: Punctuation</p> <p>Literacy focus Term 2: Spelling</p> <p>PL Group prepared a bank of short, no prep, activities that were used in Hauora or other "downtime."</p> <p>We had Junior House Competitions connected to literacy and numeracy.</p> <p>Communication with</p>		
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	<p>Whaanau know what their children are learning and how to support them.</p> <p>The English and Maths Faculties were involved in</p>	<p>whānau through the newsletter on what ākonga are learning and how to support them.</p> <p>Start of year and end of year asTTle testing in junior school. Reports written and presented to BOT and summary presentation to staff.</p> <p>Across school literacy and numeracy documented in Faculty plans.</p> <p>Termly across curricular themes in literacy and numeracy, with a focus on the junior school.</p> <p>Targeted funding for groups of students in literacy and numeracy just below the expected curriculum level. This was taken by Studyfit Tutors Thursday morning before school (literacy) and Thursday afterschool (numeracy). The June Common Assessment had the</p>		
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	<p>pilots for the numeracy, reading and writing corequisites.</p>	<p>following results; Literacy Co-requisites</p> <ul style="list-style-type: none"> Students self-selected, often in consultation with their English teacher <p>Reading - 246 Yr 10s sat (self-selected) - 83.7% Achieved Writing - 239 Yr 10s sat (self-selected) - 79.9% Achieved</p> <ul style="list-style-type: none"> Those who sat had AsTTle scores ranging from 4B - 6B. Around 50% of students at curriculum level 4A will pass at least one of the two papers <p>Numeracy Co-requisite</p> <p>Numeracy - 230 Achieved 58%</p>	<p>Those who do not pass will be targeted in Year 11.</p>	
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		<p>99 Not Achieved 25% 67 SNA 17%</p> <p>396 Total 100%</p> <p><u>Numeracy Report Year 9</u> Only 49% of the Year 9 cohort meet or exceed the National Expected Curriculum level of 5A. Māori and Pasifika students are worse than the general cohort being two to three sublevels lower than the NECL. However, all students who were 3B or lower at the start of the year have improved.</p> <p><u>Year 10</u> Only 29% of the Year 10 cohort meet or exceed the NECL of 5A. However, all students improved with a median increase of one curriculum sublevel. Although under one third of the Year 10 students met or exceeded the</p>		
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NECL, nearly 60% are testing above NZC Level 5.

[Literacy Report](#)

Year 9

The majority of our Year 9 cohort meet the national average, with many of them at or above the expectation of 5B. Most students achieved the expected two sublevel shifts higher over the course of the year. (SOY - start of year, EOY- end of year)

	<u>Yr 9 Cohort</u>	<u>Yr 9 Males</u>	<u>Yr 9 Females</u>	<u>Yr 9 Maaori</u>	<u>Yr 9 Pasifika</u>
<i>Median Sublevel SOY</i>	4P	4P	4A	4B	4P
<i>Median Sublevel EOY</i>	5B	4A	5B	4A	4A
<i>EOY Range</i>	3P - 6P	3P - 6P	3A - 6B	3A - 6B	4P - 5P

		<p><u>Year 10</u></p> <p>The majority of Year 10 students now sit in the range of 5B - 5A, which is consistent with the expected 2 sub-level shifts that are expected over the course of a year. The median score for the cohort now sits at 5P (table 2) which is above the national average of 5B, but just below the curriculum expectation of 5A.</p> <p>The range of scores and the median sub level for the cohort and each of the special interest groups are shown in Table 2 below. The median score for each of the special interest groups meets the national average, while the overall cohort and female groups are slightly</p>		

	<u>Yr 10 Cohort</u>	<u>Yr 10 Males</u>	<u>Yr 10 Females</u>	<u>Yr 10 Maaori</u>	<u>Yr 10 Pasifika</u>
<i>Median Sublevel SOY</i>	4P	4P	4A	4B	4P
<i>Median Sublevel EOY</i>	5P	5B	5P	5B	5B
<i>EOY Range</i>	3A - 6P	4B - 6P	3A - 6P	4P - 6B	4A - 5A

1.4 Increase the number of students attending regularly

Action	What did we achieve/impact?	Evidence	Reasons for any differences	Planning for next year
56% of students attending 90% of the time by the end of 2023	Our attendance measures have not had a consistent impact as yet with Term 3 and 4 falling below Term 2.	See below		Continue to focus on raising achievement and educating whānau around this. Director of Pastoral care will introduce new consequence measures for missing classes.

Year	Term	Total Students	# of students attending (% of days)				% of students attending (% of days)			
			90-100	80-90	70-80	0-70	90-100	80-90	70-80	0-70
2022	3	1672	739	473	185	275	44.2	28.3	11.1	16.4
	4	723	330	168	100	125	45.6	23.2	13.8	17.3
2023	1	1744	1012	385	174	173	58.0	22.1	10.0	9.9
	2	1742	872	414	209	247	50.1	23.8	12.0	14.2
	3	1719	850	418	191	260	49.4	24.3	11.1	15.1

Review attendance systems and processes

SLT member responsible for creation and implementation of attendance plan

Create an attendance liaison officer role

Sarah Collett, the Deputy Principal carried out a thorough review of the attendance system.

Clear plan of attack for attendance (outlined below) has made a real focus on attendance to back up the Ministry Everyday matters approach. Hauora teachers, Deans and Attendance staff clearly know their duty around this.

Once students fall below 60% Deans refer the student to the engagement Officer, who can then refer them onto Blue Light as needed.

Deans work with the 60 - 70% category. So when a student is within this

Sarah Collett has continued to highlight attendance monitoring with reminders and activities such as MOE Code quizzes for staff.

Average Attendance

Average attendance for Term 3 2023 was 85.3%. This was higher than at the same time last year (81.8%) but lower than in Term 1 2023 (87.3%)

Regular attendance

The number of students attending regularly (more than 90% of the time) has dropped from 58% in

When looking at these statistics it is important to remember that these are students with chronic absence who often have complex needs and barriers to learning. The Student Engagement Officer, is using a wide variety of interventions including, contact with students and whānau, liaising with key stakeholders, making connections with community organisations, etc.

		<p>category there should be detentions, meetings with parents, daily reports and mentoring if appropriate. If these interventions do not work, the student should be referred to the Student Engagement Officer. This will usually be when the student falls below 60% but could be before then according to the Dean's professional judgement. Therefore there should have been a parent meeting with the Dean, for all students who fall into the 60 - 70% category. If Deans cannot make contact with whānau, the student should be referred to SEO as Blue Light is well-equipped for home visits.</p>	<p>Term 1 2023 to 49.4% in Term 3. This is higher than in Term 3 2022 (44.2%).</p> <p><u>Chronic absence</u> The number of students in the chronic absence category (0-70%) has increased from 9.9% in Term 1 2023 to 15.1% in Term 3 2023. This is an improvement from the same time last year with 15 fewer students currently in this category.</p> <p><u>Year Level</u> Year 9 have the highest regular attendance (56%) Year 13 have the lowest regular attendance (33.6%)</p> <p><u>Ethnic Grouping</u> Maaori students have the lowest regular attendance (30.5%) followed by Pasifika (36.8%)</p>	
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			<p>Asian students have the highest regular attendance (60.4%) European / Pakeha is at 46.2%</p> <p><u>Gender</u> Regular attendance is slightly lower for girls (47.7%) than boys (51.4%)</p> <p>The most common reason given for absence is illness (M)</p>	
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Hillcrest High School Attendance Team

Attendance Officer (Catherine Lee)	<ul style="list-style-type: none"> • Enter attendance notifications into KAMAR from Notify. • Send early notification text messages to parents and enter the replies (Absence Manager) • Enter school activities / trips and study periods into KAMAR. • Forward messages of concern to Deans.
Support Attendance Officer (Delwyn Prier)	<ul style="list-style-type: none"> • Send emails to parents if students have been absent for a full day. • Send emails to students if they have unexplained absence. • Send spreadsheet of unjustified absences to Hauora teachers three times a week.
Attendance Reminders (Maddy Warner)	<ul style="list-style-type: none"> • Send reminders to teachers if attendance has not been entered. (cc'ed to Sarah Collett)

Subject Teachers	<ul style="list-style-type: none"> ● Enter attendance accurately and on time. ● Correct any errors when contacted by students, Hauora teachers or Deans. ● Notify the Dean and Hauora Teacher of any absence patterns for their subject.
Hauora Teachers	<ul style="list-style-type: none"> ● Follow up any unexplained absences (with student or caregiver) and code appropriately in KAMAR. (Only change to E or M if there has been contact from home.) ● Contact home after two days of unexplained absence and note on KAMAR. ● Communicate with the Deans about ongoing attendance issues. ● Identify patterns of absence (including Medical and Justified) and highlight to Deans.
Deans	<ul style="list-style-type: none"> ● Follow up ongoing attendance issues. ● Provide consequences for truancy (refer to Director of Pastoral Care). ● Discuss attendance issues with Hauora teachers at levels meetings. ● Promote the importance of attending school regularly to students and parents e.g. at assemblies, parent meetings, etc.
Director of Pastoral Care (Shane Singh)	<ul style="list-style-type: none"> ● Provide consequences for truancy. ● Follow up attendance issues when connected with behaviour issues.
Student Engagement Officer (Miria Radovanovich)	<ul style="list-style-type: none"> ● Work with students and whaanau when referred by Deans. ● Identify barriers to attendance and solutions. ● Make referrals to Blue Light Attendance Services. ● Meet with SLT overseeing attendance regularly to discuss individual cases. ● Analyse the school attendance data and identify any concerns that have not had an intervention. ● Work with “moderate attendance” students to move them to regular attendance. ● Liaise with Deans, Guidance, SLT, external agencies, Kaahui Ako, etc.
SLT overseeing Attendance (Sarah Collett)	<ul style="list-style-type: none"> ● Implement the school attendance improvement plan. ● Liaise with all members of the attendance team. ● Ensure procedures and systems are working effectively. ● Promote the importance of attending school regularly to whaanau e.g. newsletters, social media, reporting, etc. ● Meet with the SEO regularly to discuss individual cases.

- Check the KAMAR Attendance Threshold Intervention data weekly and follow up as appropriate.
- Work with MoE Attendance Support.

Evaluation and Analysis of Hillcrest High School’s Student Progress and Achievement

NCEA Results

Academic Year	Hillcrest High School			National			Below Average Socioeconomic Barriers (School Equity Index Band)		
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
Achieved with Excellence									
2019	20.3	19.1	24.9	19.9	16.7	14.8	18.0	16.3	15.5
2020	20.7	21.1	18.6	20.7	17.9	17.5	19.4	17.2	17.2
2021	24.7	25.6	28.0	21.1	17.9	17.9	19.9	16.6	17.2
2022	14.0	21.6	22.9	19.4	16.5	15.3	18.9	15.5	13.9
2023	21.4	13.0	25.0	16.8	14.7	13.7	15.8	13.4	12.6
Achieved with Merit									
2019	29.3	20.2	25.8	33.9	25.1	26.2	35.8	25.7	26.3
2020	30.0	22.5	25.5	32.3	24.9	26.3	34.5	26.2	25.9
2021	29.8	20.9	26.5	31.9	23.8	25.3	34.3	25.0	26.5
2022	30.5	18.7	24.9	31.4	24.0	25.5	33.2	25.6	26.6
2023	31.0	18.7	29.3	32.1	23.9	26.0	33.9	24.4	26.1

Academic Year	Hillcrest High School				National				Below Average Socioeconomic Barriers (School Equity Index Band)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2019	85.3	82.0	66.1	54.7	70.6	77.5	67.3	49.3	77.4	82.9	71.9	54.3
2020	82.0	87.1	66.4	54.4	71.8	80.1	72.1	53.4	76.8	86.3	77.2	59.1
2021	77.7	85.6	64.3	53.7	69.2	77.9	70.5	51.9	74.4	84.5	76.2	58.8
2022	69.6	82.0	69.1	56.4	64.9	74.9	68.2	50.3	69.9	81.3	73.7	56.8
2023	65.8	74.4	63.9	52.0	60.0	72.2	66.2	47.2	64.3	78.5	72.5	54.3

2023 NCEA confirmed results and a comparison with the previous 3 years (overall, Maori, Pasifika, Male and Female)

		2020	2021	2022	2023
Level 1	All	82.0	77.7	69.3	66.7
Level 2	All	87.1	85.6	79.1	73.1
Level 3	All	66.4	64.3	65.3	63.9
UE	All	54.4	53.7	54	53.7
Level 1	Maori	64.2	61.5	54.7	43.9
Level 2	Maori	84.4	75.4	78.2	80
Level 3	Maori	46.9	63.6	46.2	56.8
UE	Maori	34.7	48.5	33.3	51.4

Level 1	Pasifika	66.7	64.0	52.2	41.7
Level 2	Pasifika	64.3	66.7	81.3	59.1
Level 3	Pasifika	42.1	50.0	31.3	68.8
UE	Pasifika	31.6	25.0	31.3	43.8
Level 1	Male	72.9	73.1	61.6	60.6
Level 2	Male	85.8	78.5	74.1	64
Level 3	Male	53.4	53.8	54.9	54.4
UE	Male	40.6	33.2	41.6	44
Level 1	Female			88.7	81.3

Level 2	Female			88.2	90.6
Level 3	Female			76.4	72.8
UE	Female			64.9	62.3

Main features/summary of the 2023 NCEA results

- Year 11- we have more Excellence endorsements than the previous year and more than the national and schools in our Equity Index band. Although our Merit endorsements are higher they are lower than the national and equal Equity index.
- Year 11-The number of students who have gained Level 1 NCEA in 2023 has continued to decline but is above the National.
- Year 11 - Pasifika and Māori ākonga have had the largest decline in achievement while all groups have declined. Male achievement have had the least decline.
- Year 12 and Year 13- Similar to the national pass rate but less than the SEI band.
- When we look at ethnicity, our Māori students are lower than the national or SEI band at Year 11 and Year 13 but much higher at Year 12. Our Pasifika students are lower at every year level.
- Year 12- we have gained a lot fewer Excellence endorsements than previous years but it compares favourably to the national and SEI band. Merit endorsements are the same as last year but are lower than national and SEI.
- Year 12 - Pasifika students have had the greatest decline in achievement. Māori
- Year 12- Māori students and female students have had more success than in the previous year.
- Year 13 - Māori, Pasifika and males have all had an increase in achievement.
- UE - All groups have had a higher pass rate than the previous year except for females.

What we are aiming to do to turn these results around:

Te Aronui project - working with the Year 10 Te Reo class to teach in a Te Ao setting alongside Massey University

Student focus group to gather data throughout the year on effect of Teacher PD

New teacher induction

Junior Diploma at Year 9 and 10

More acknowledgment of student success through newsletter and assemblies

Reinvigorate the House system to build school pride

Strengthening of Behaviour Management system

New lens on attendance - targeting 70% to 90% attendance

Scholarship Results

In 2023 we gained nine scholarships. Three were in Calculus, two in Statistics and one in History, Biology, Media Studies and Physics.

Cambridge Results

Out of 17 candidates entered in Cambridge English we had:

A Grade 1 student

B Grade 4 students

C Grade 6 students

Out of 25 candidate entered for Cambridge Maths we had:

A grade 4 students

B Grade 2 students

C Grade 6 students

Whare Rapuara Career Services

Secondary Tertiary Partnership(STP)

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

- 117 students enrolled initially as of March 1st.
 - Students may have withdrawn throughout the year or enrolled at different stages of the year
- Courses
 - Vocational Pathway-Manufacturing and Technology Sector (Level 2)
 - Vocational Pathway-Manufacturing and Technology Sector (Longveld Girls) (Level 2)
 - Vocational Pathway-Construction and Infrastructure Sector (Level 2)
 - Certificate in Electrical Engineering (NCEA Level 2)
 - Vocational Pathway-Services Industries Sector - Café Skills (NCEA Level 2)
 - Services Industries Sector - Hairdressing and Beauty Therapy (NCEA Level 2)
 - Outdoor Experience (Level 2)
 - Vocational Pathway-Social and Community Services Sector (NCEA Level 2)
 - Vocational Pathway-Landscape construction and Tree work (Level 2)
 - Certificate in Service Industries Sector (Level 3)
 - Certificate in Educational Achievement in Exercise Science (Level 3)
 - Primary Industry Skills (Agriculture) (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)
 - Vocational Pathway-Primary Industry Skills (Level 2)
 - Vocational Pathway-Primary Industry Skills (Level 3)

- Ethnicity
 - Maori 18%
 - NZ European 58%
 - Pacifica 2%
 - Other 22%

- Gender

- Male 56%
- Female 42%
- Diverse 2%

NCEA (Trades Academy)

- Total students 117
 - 84% gained NCEA at level 1 and/or 2
 - 16% no NCEA. 53% of these students left school.
 - 86% males gained NCEA L1, 20% gained NCEA L2
 - 93% males year 12 gained NCEA L2
 - 82% females gained NCEA L1,
 - 72% females year 12 gained NCEA L2
 - Note: 43 % of students left school at the end,or throughout, the year

- Year 11
 - 62 students enrolled
 - 76% (47) students gained NCEA level 1
 - 13% (8) students also gained NCEA level 2
 - 22% (14) Students gained 0 NCEA (6 left school, 8 school)
 - Maori(10) 4 gained NCEA L1, 6 No NCEA L1

- Year 12
 - 49 students enrolled
 - 92% (45)students gained NCEA Level 1
 - 86% (42)students gained NCEA Level 2
 - 1 student gained NCEA L3
 - 14% (7)students left school and did not get level 2
 - Maori(10) 9 gained NCEA L2, 1 left school

- Year 13
 - 6 students enrolled
 - 5 students gained NCEA level 3

- 1 student gained NCEA level 2 (Student left school)

Destinations

- 50 (43%) students left school
 - 29 Employment
 - 8 Wintec
 - 1 PTE (Private Training Enterprise)
 - 2 University
 - 9 Another school
 - 67 (57%) students returned to School
 - 34 School: Trades Academy
 - 33 School full time
-

STAR

- **17 external providers used**
- **625 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 (60 students, 15cr L3)
 - Health & Safety
 - Lifecare Consultants (60 students, 5cr L1,2&3)
 - First aid
 - Pacific Coast Technical Institute (PCTI) (6 students,12 credits L2)
 - Chainsaw course
 - 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 (5 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, Engins, Brakes, Cooling Systems, Electrical
- Synergy eq Defensive driving courses
- NZMA
 - Police experience day
 - Bartending
- NZ School of Tourism-Flight attendant

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
 - Whanau leadership camp
 - Motors
-

Gateway

2023

- **83 students on the Gateway programme : TEC contract 75 places**
- **Achieved an average of 22 credits per student at level 2: TEC contract 20 credit average**

Gender

- Male 51%
- Female 49%

Ethnicity

- 30% Maori
- 41% New Zealand European
- 2% Pacifika
- 27% Other

Assessment

- 88% Achieved NCEA L1 and above
- 12% (10)No NCEA. 6 left school (includes students in learning support/ESOL/PAC)
- Year 11: 80% Achieved NCEA level 1 (year 11 students)
- Year 11 & 12: 85% Achieved NCEA L2 (year 11 and 12 student)
- Year 13: 100% Achieved NCEA L2, 63% Achieved NCEA L3
- Females: 88% NCEA 1 and above
- Males: 89% gained NCEA 1 and above
- Maori: 92% gained NCEA 1 and above

Destinations 88 students:

- 27 Full-time employment
- 2 Part-time employment
- 4 Wintec
- 10 PTE (Private Training Establishment)

- 3 University
- 2 Another school
- 41 School
 - 7 Trades Academy
 - 6 Gateway
 - 3 STP Plant Management & Produce L2

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/Apiculture

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
-

1 Plant & Produce (PPR) & 2 Plant Management & Produce (PMP)

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

- 1PPR: 22 students
 - 2PMP: 13 Students
 - Achieved 15 Credit Average
 - Unit and achievement standards 21 L1/L2 towards NCEA L1-3 and the New Zealand Certificate in General Horticulture – Level 3
-

TVET and IPP

TVET (Technical and Vocational Education and Training)

IPP (Individual Pathway Programme)

TVET and IPP: 212 students (Students counted once. Many students do more than one subject line.)

TVET

(Technical and Vocational Education and Training)

92 students(Actual number is higher as this figure does not include students who did more than one line of TVET. Students are only counted once)

- Ethnicity
 - Maori 31%
 - NZ European 39%
 - Pacifika 4%
 - Other 26%
- Gender

- Male 57%
- Female 41%
- Diverse 2%

58% of these students left school throughout the year to employment and courses.

- **32% Employment**
- **2% Wintec**
- **12% PTE (Private Training Establishment)**
- **3% University**
- **9% Another school**
- **1% Unknown**

Achievement

- 68% Achieved level 1 and level 2
- 58% of students left school throughout the year. For many students NCEA L1 is a 2 year programme
- 71% males gained NCEA L1, 54% males gained NCEA L2
- 66% females gained NCEA L1, 37% females gained NCEA L2
- Note: 58 % of students left school at the end,or throughout, the year

TVET(year 11)

- 40 students (Students counted once. Total class numbers are greater as some students had more than 1 line of TVET)
- 57% male, 43% female
- 30% Maori, 43% NZ European, 2% Pacifika,25% Other
- NCEA results
 - 43% gained L1
 - 58% No NCEA (**52% of these students left school throughout the year. Also for many students NCEA L1 is a 2 year programme**)
 - 15% students gained L2
 - 25% Maori students gained L1
 - 48% Male achieved Level 1 or higher
 - 35% Female achieved Level 1 or higher

TVET(year 12)

- 52 students (Students counted once. Total class numbers are greater as some students had more than 1 line of TVET)
- 60% male, 40% female
- 33% Maori, 2% Pacifika, 40% NZ European, 25% Other
- NCEA results
 - 71% students gained NCEA L2
 - 89% students gained NCEA L1
 - 71% Maori achieved NCEA L2
 - 88% Maori achieved NCEA L1
 - 11% (6) No NCEA (3 employment,3 learning support)
 - 66% females

IPP

(Individual pathway programme)

IPP rational:

Vocational pathway from TVET, unistart, NHS:mental health ,Guidance and dean referral, special programmes of learning, concentrate on university entrance, numeracy, distance learning, Gateway program, Transitioning out of school

- 121 students
 - Year 9: 1 student: NHS
 - Year 10: 3 students: NHS
 - Year 11: 14 students
 - Year 12: 27 students
 - Year 13: 76 students

Destinations

Total 121 students

108 students left school

- 51 (42%) Employment
 - 6 PTE (Private Training Establishment)
 - 8 Wintec
 - 29 University
 - 13 School (4 NHS)
 - 12 Another school
-

Career Services

Career central has now established itself as an integral part of the Careers and Hauora programme, allowing students to take ownership of their career plan.

- All students are registered with Career Central. 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 Sally Graham who is a MBIT certified member. Students receive a comprehensive report.
- **Sally Graham formally consulted with 564 students. This usually involved one or more consultations.**

The Hillcrest High Career Services continues to provide students with information and support on taking their next steps after secondary school, including education and job-seeking. Students can drop in during lunchtimes or organise a one-on-one consultation by appointment.

Our centre provides students with access to the following services: • One-on-one career consultation • Career taster courses • Gateway work experience placements • Access to enrolment in level 1 university papers (from all New Zealand universities) • Information and advice on study options including subject selection for university, polytechnic and Te wānanga • Information on apprenticeships • Information on jobs including job market data • Short courses in a range of interest areas that include NCEA unit standard credits

Secondary School Integrated Career Pathways

Career Hauora (Career Health) is a co-created Secondary School Integrated Careers & Hauora Programme which aims to “empower rangatahi to live their best lives” by integrating life skills and careers education into general learning within a Year 9-13 framework. The advantage of this programme is that it equips subject teachers with professional development and resources to deliver career and life skills activities to students in home/form/hauora time.

Facilitated by Hillcrest High School and with support from Smart Waikato, the programme features;

- › 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

Secondary School Employment Partnerships(SSEP)

SSEPs are formal relationships between secondary schools and local employers from a range of industries. Employers work with teachers to contextualise student learning to certain areas in the curriculum, at a year 9 and 10 level, across the whole cohort. This programme has been implemented by the Science faculty for the past 5 years, managed by Tony Pyne in the Science department. Industries involved are: Justin Downing Farmer, BECA engineering, Hillcrest Physiotherapy, Hill Laboratories and Fairview motors. This has involved offsite and onsite visits.

How we have given effect to Te Tiriti o Waitangi

We have Te Reo Māori at Year 9 through to Year 13 which is available for any student to take. At Year 9 we have half year semesters and at Year 10 to Year 13 students take Te Reo all year.

In 2023 we paid for outside tutors to take Kapa Haka. This resulted in a renewed group who participated in the Koroneihana in August.

Our staff have been working hard to improve their own tikanga and we have had staff professional development on our local history.

We have also had tutoring of staff in our school haka and waiata so we can perform appropriately at events and lead our ākonga. Each staff briefing and staff meeting begins with karakia as do our Board of Trustee meetings.

Staff have engaged in Professional Workshops on Mana Oorite in Term Two and on Mana Ōrite and Ka Hikitia in Term Three. We also had workshops on Mana ōrite that ran twice a term and were led by Kaahui Ako Within School Leaders.

Te Iti o Haua marae

In 2023 we changed our local visits to Te Iti o Haua marae to being day visits rather than staying the night. We wanted to ensure all Year 9 students visited without the barrier of staying overnight or the cost of the visit.

The whole Year 9 cohort visited in their Hauora classes over five consecutive days with Year 12 Peer support leaders taking activities at the marae. The visit involves an official pōwhiri whakatau, kai and sessions on rakau, tititorea, harakeke, waiata and haka.

Te Ao Māori in faculties

A number of faculties have made a conscious effort to incorporate a prescribed Te Ao Māori context into their programmes. An example of this is the Social Sciences faculty who have a unit entitled 'Tangata Whenua, Taiwi and Aotearoa'. Within this unit they cover; Whakawhanaungatanga, New Zealand Culture - does Kiwiana still describe NZ culture, Pop Culture, NZ - Multicultural Society, Different Types of Cultural Contact, Examples of Assimilation and Segregation, Getting to know Te Ao Māori, Concepts of Te Ao Māori, Waikato Te Awa, Mana whenua and Tuurangawaewae.

The Business and Commerce faculty have incorporated local Maaori businesses into Programmes of Learning for the new Commerce course. The Head of Faculty took her department to the Super Hub at Tainui Group Holdings to make a connection for future learning. They are also using Nau mai raa (electricity company) and are planning to connect with Miro Berries (Ngaati Hauaa).

A number of staff in the English faculty have completed the wānanga tikanga course.

Each teacher must use a Māori text during the year and whakatauki are being used in course outlines and displays in class so these can be referred back to.

In all faculties there is a commitment within faculty meetings to spend time on Te Reo learning. Some faculties are using directed texts such as Māori Made Easy or Toro Mai.

Pūhoro STEM

Pūhoro is a kaupapa Māori approach to STEMM (Science, Technology, Engineering, Maths and Mātauranga Māori) that seeks to improve equitable access to Pūrau education and pathway Māori into high value careers. With the waka of Pūhoro, Mātauranga Māori is celebrated as a rich knowledge system, using the oars of kaupapa and tikanga Maori.

Pūhoro has created partnerships between Waikato University, Waikato-Tainui and local industries to allow Māori ākonga to access learning in many different areas. Our students were part of weekly tutorials at school, online support, and wānanga around the Waikato to strengthen our networks and our high level learning. At the wānanga, students had exposure to hands-on learning, such as creating electromagnetic fields; building dams to withstand earthquakes; wiring electrical appliances; designing whairo or kowhaiwhai patterns on tablets, which were then integrated using virtual reality technology into virtual Marae.

Te whare tapa wha - Hauora programme

Our Hauora programme is based on Te Whare tapa wha and meeting the four holistic needs of our ākonga. The year starts with students understanding their school, its history, waiata, haka and location. At the end of the term we had a haka competition between the school Houses.