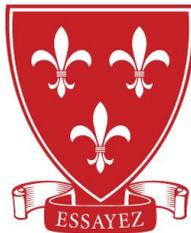


**HOROWHENUA
COLLEGE
BOARD OF TRUSTEES
CHARTER 2017**



Our Vision: Success for all students

Our Mission: To grow successful young men and young women.

Our Motto – Essayez

Strive to be the best you can be; “give it a go”

Our values:

Be Responsible

Build Relationships

Be Successful

Our vision and mission will see our successful young men and young women continue to:

- Value learning and achievement
- Develop confidence, resilience, cultural sensitivity and positive relationships
- Show courage and initiative
- Make positive contributions to society
- Be motivated to set challenging goals and strive to achieve them
- Develop skills for lifelong learning

Our College's General Goals

Recognition for the worth, rights, responsibilities and learning needs of every individual is expressed through the following goals:

- To provide a balanced curriculum and system of pastoral care to maximise the learning outcomes for students.
- To provide opportunities for social and personal development.
- To respond appropriately to the diverse needs of the cultures within our community.
- To encourage participation (the ESSAYEZ principle).
- To encourage a sense of community through co-operation and respect for others.
- To teach college expectations to all students
- To manage behaviour effectively using the restorative model

DESCRIPTION OF THE SCHOOL

Horowhenua College is a co-educational school of approximately 630 students and 75 staff. Established in 1940, it is the longest established and largest of the four colleges in the Horowhenua area.

The College provides for students from Years 9 to 13 and has a wide curriculum aimed at meeting the needs of every student. There is a strong tradition of participation among the students and the College's co-curricular programme is very active.

There is a good balance of students in the school which has a socio-economic decile ranking of 3 on a 1 to 10 scale.

DESCRIPTION OF THE SCHOOL COMMUNITY

Levin is a rural town with a population of approximately 20,000. The town is divided into two sections by the main trunk railway line and State Highway 1. The catchment area of the school is bounded to the west by the Tasman Sea and to the east by the Tararua Ranges. The northern boundary is generally accepted to be the Manawatu River and Shannon town, with Ohau and Manakau to the south.

Horowhenua College is the elder, of the two co-educational colleges in the town and enjoys a close relationship with a strong and supportive community. Levin has an Intermediate school, an integrated Catholic School and five Primary schools (two of which cater for pupils up to Year 8). Students also feed into the College from the four outlying country Primary schools. The town has several Training institutions including the Learning Centre who catering for second chance learners and some Trades Training.

Levin is seen as a good place to bring up young families. It has a pleasant climate and misses the worst extremes of weather that occasionally affect the lower half of the North Island.

Approximately 33% of the population is Maori with Muaupoko and Ngati Raukawa being the dominant tribes. There are also a significant number of Pacific Island families (10%) and Asian families (5%).

Some population growth is occurring in the north-east and north-west of the town with new subdivisions being opened in both these regions. There is a strong horticulture-based industry, some light industry (including textile), as well as a commercial area. The town services a substantial number of people in retirement. Some of the town's industries provide sponsorship to the College and also offer part-time employment to students. There is a strong sporting culture in the town and the district has produced many top-ranked sports people.

NATIONAL EDUCATION GOALS

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, Horowhenua College sets the following goals in response to the National Education Goals:

- 1 The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

Horowhenua College aims to realise all students' full potential by providing a range of courses catering for the needs of all students. Academic, University focussed courses, Trades Academies, Service Academy, Learning support programmes and a wide range of subjects to enable all students to experience success and take their place in the work force and New Zealand society.

- 2 Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

Horowhenua College identifies students' specific abilities in order that the best learning programmes may be available to them.

- 3 Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

Horowhenua College provides a learning environment that promotes an understanding and experience of competition, yet remains supportive and provides students with the knowledge, understanding and skills needed to succeed in the modern world.

- 4 A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

We encourage parents to support the students at Horowhenua College as well as their own student's efforts in academic, cultural and sporting involvements, and to uphold the school's expectations in regard to behaviour and attendance.

- 5 A broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic literacy and numeracy, science, technology and physical activity.

Implement at Horowhenua College the requirements of the New Zealand Curriculum Framework, emphasising basic literacy, numeracy, science and technology. All Junior students experience a broad range of subjects with all Year 9 students rotating through all subject disciplines.

- 6 Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

Horowhenua College Curriculum plan details the use of assessment data across all programmes of work to monitor and report on student performance and to provide incentives to monitor progress and improve student achievement and engagement.

- 7 Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

Students with special learning needs are identified and learning assistance programmes are provided.

- 8 Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

Students at Horowhenua College will strive for qualifications with New Zealand Qualifications Authority and they will be encouraged to extend themselves in other academic challenges.

- 9 Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.

Study in Te Reo Maori will be available at all levels. Involvement in Tikanga will be compulsory at year 9 and encouraged for all staff and students at Horowhenua College. Rangatahi Ora provides support for Maori students and Whanau and enables whanau to have a voice in the life of the college.

- 10 Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.

Horowhenua college seeks to have a school community which affirms, that for Maori people, New Zealand is their only ethnic place of standing (turangawaewae) and that the rights and dignity of all people throughout the world are upheld by the students of HorowhenuaCollege.

NATIONAL ADMINISTRATION GUIDELINES

In order to ensure that the National Education Goals are met, the Board of Trustees of *Horowhenua College* and the principal respectively, will follow sound governance and management practices involving curriculum, employment, financial and property matters applying to the school. Further details of these requirements are found in the relevant legislation, appropriate employment contracts, property occupancy documents and other documents promulgated by the Secretary of Education.

- 1 The Board of Trustees of Horowhenua College will foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

The Board of Trustees through the principal and staff will:

- (i) develop and implement teaching and learning programmes to provide students in Years 9 and 10 opportunities to achieve success in all the essential learning and skill areas of the National Curriculum;
- (ii) through a range of assessment practices gather information to enable the progress and achievement of students to be evaluated. Priority will be given to breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa;
- (iii) on the basis of good quality assessment information, identify students and groups of students:
 - who are not achieving
 - who are at risk of not achieving
 - who have special education needs (including gifted and talented students), and
 - they will also identify aspects of the curriculum that require particular attention;
- (iv) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (iii) above;
- (v) in consultation with the school's Maori community, develop and make known policies, plans and targets for improving the achievement of Maori students;
- (vi) provide appropriate career education and guidance for all students in Year 9 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

- 2 The Board of Trustees with the principal and staff will:
 - (i) develop a strategic plan which documents how they are giving effect to the National Education Guidelines including curriculum, National Standards, assessment and staff professional development;
 - (ii) maintain an on-going programme of self-review, including the evaluation of student achievement;
 - (iii) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and groups identified through NAG1(iii) above, including the achievement of Maori students against the plans and targets referred to in NAG1 (v) above.

- 3 According to the legislation on employment and personnel matters, the Board of Trustees of Horowhenua College will:
 - (i) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
 - (ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

- 4 According to legislation on financial and property matters, the Board of Trustees of Horowhenua College will:
 - (i) allocate funds to reflect the school's priorities;
 - (ii) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
 - (iii) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

- 5 The Board of Trustees of Horowhenua College will:
 - (i) provide a safe physical and emotional environment for students;
 - (ii) promote healthy food and nutrition for all students;
 - (iii) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

- 6 The Board of Trustees of Horowhenua College will comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.
- 7 The Board of Trustees of Horowhenua College will complete an annual update of the school charter and provide the Secretary for Education with a copy of the updated school charter before 1 March each year.
- 8 The Board of Trustees of Horowhenua College will provide an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter before 1 March each year.

Horowhenua College Strategic Plan

2013 – 2018

Our Vision

Success for all Students
Be the best you can be

We Value

Respect for self, others and
environment
Responsibility
Positive Relationships
Excellence
Diversity
Equity
Consistency in all we do

KEY COMPETENCIES

Thinking - Using language, symbols and text -

Managing Self - Relating to others -

Participating and contributing

Aim 1: To raise the engagement and achievement of all students to attain their personal best. (NAG 1, 2, 8)

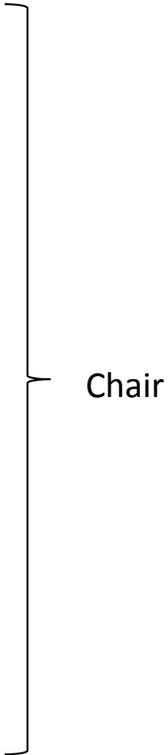
Aim 2: To ensure a safe and inclusive environment for all where the physical, financial and human resources enhance student learning and wellbeing. (NAG 1,3 4,5, 6)

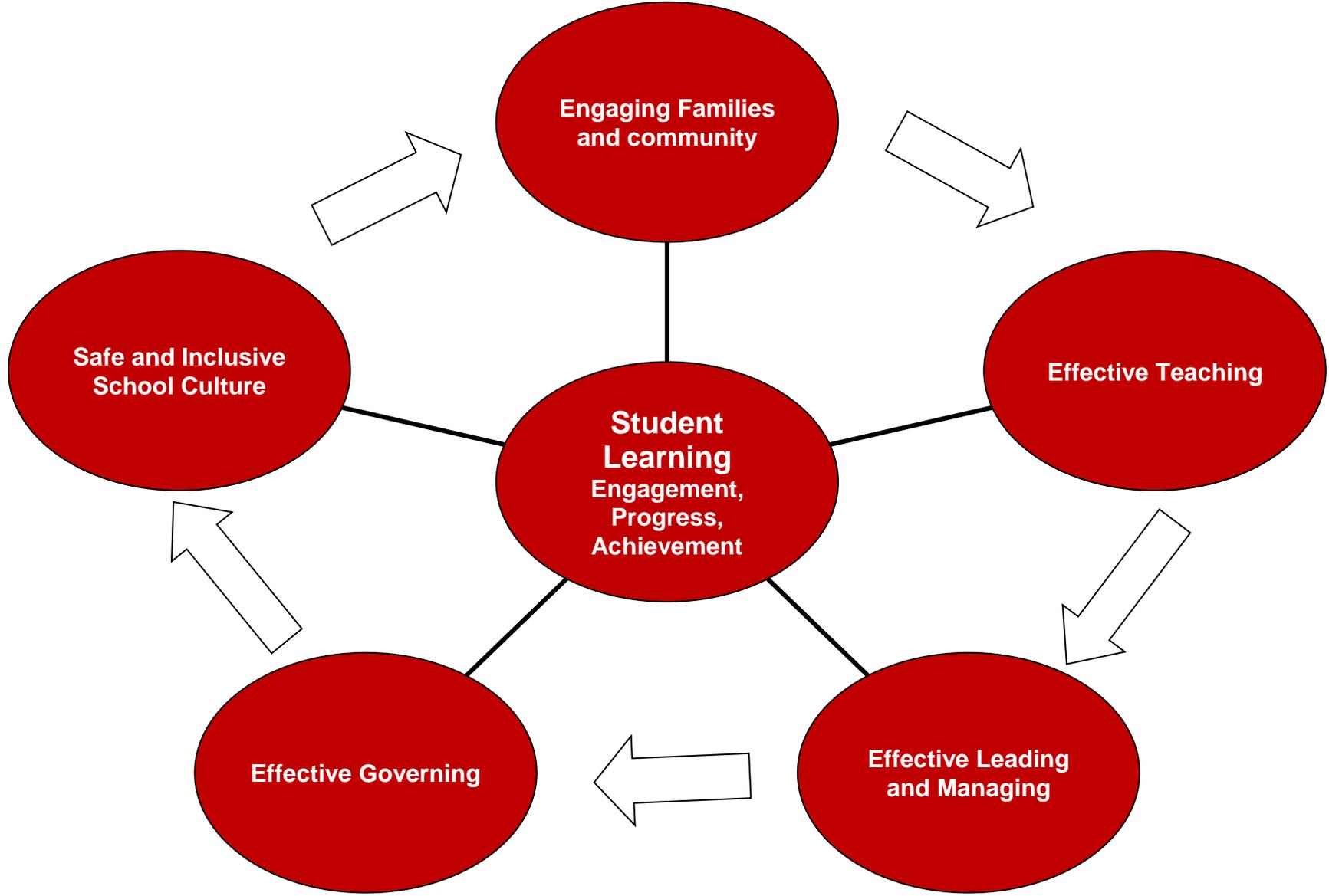
Aim 3: To strengthen self-review, active communication, positive relationships and partnerships within the school and the wider community. (NAG 2, 5, 6, 7)

Aim 4: To resource and develop excellence in teaching, learning, leadership, management and governance to enhance student performance in all areas of school life. (NAG 1, 2, 3, 4, 7, 8)

Aim 5: To enhance student learning and wellbeing through innovative projects and initiatives.

- E-blended learning
 - Youth Guarantee Pathways
 - A Restorative approach in interactions with others
- (NAG 1, 2, 4, 6)

Aim	Board Responsibility	
<p>Aim 1: To raise the engagement and achievement of all students to attain their personal best. (NAG 1, 2, 8)</p>	<ul style="list-style-type: none"> • Principal • Principal's delegates 	
<p>Aim 2: To ensure a safe and inclusive environment where the physical, human and financial resources support improved student learning and wellbeing. (NAG 1, 3, 4, 5, 6)</p>	<ul style="list-style-type: none"> • Finance Committee • Property Committee • Principal and delegate(s) • Discipline Committee • H&S Committee 	
<p>Aim 3: To strengthen self-review, active communication, positive relationships and partnerships within the school and the wider community. (NAG 2, 5, 6, 7)</p>	<ul style="list-style-type: none"> • Rangatahi Ora • Past pupils association • Principal • Board Chair • Staff Trustee/Student Trustee 	
<p>Aim 4: To resource and develop excellence in teaching, learning, leadership, management and governance to enhance student performance in all areas of school life. (NAG 1, 2, 3, 4, 7, 8)</p>	<ul style="list-style-type: none"> • Principal and delegates • Finance Committee • Property Committee • Personnel Committee 	
<p>Aim5: To enhance student learning and wellbeing through innovative projects and initiatives.</p> <ul style="list-style-type: none"> • E-blended learning • Youth Guarantee Pathways • Restorative approach in interactions with others <p>(NAG 1,2,4,6)</p>	<ul style="list-style-type: none"> • Principal and delegates • Property Committee • Finance Committee • EBM Committee 	



Aim	2014	2015	2016	2017	2018
<p>Aim 1: To raise the engagement and achievement of all students to attain their personal best. (NAG 1, 2, 8)</p>	<p>Continue with Youth Guarantee Pathways planning for combined college approach</p> <p>Investigate the extent of the use of co-construction in the classroom and develop with staff</p> <p>Review the Appraisal system to incorporate Teaching as Inquiry to Involve whole staff in Inquiry Teaching Model.</p> <p>Introduce Academic Mentoring with a focus on Raising Achievement of Pacific Island and Maori Students.</p> <p>Refine Faculty reporting to the Board</p>	<p>Work with other colleges and Ministry to Implement Pathways Plan</p> <p>Continue to develop student centred learning</p> <p>Evaluate the model and continue with if Teaching is enhanced through the process. Staff place more emphasis on the appraisal process.</p> <p>Review and refine academic monitoring of all students with emphasis on Maori and P.I. students</p> <p>Review</p>	<p>Work collaboratively to engage more students in developing pathways to employment within and beyond the local region</p> <p>Communicate method to all staff for further spread</p> <p>Inquiry Teaching Model embedded in all faculties. Appraisal seen as an important aspect of continuous improvement</p> <p>Identify areas of future focus whilst embedding academic mentoring.</p> <p>Review</p>	<p>Trades Academies successfully implemented in the local area.</p> <p>Co-construction methodology embedded</p> <p>Review of teaching strategies used in the classrooms and investigate new initiatives to engage students. Evaluate effectiveness of Appraisal system</p> <p>Plan and implement for new focus areas</p> <p>Review</p>	<p>Consolidate Trades Academies and look for opportunities to diversify.</p> <p>Co-construction methodology consolidated.</p> <p>Continue to develop the appraisal system in response to the review in 2017.</p> <p>Plan and implement for new focus areas.</p> <p>Review</p>
<p>Aim 2: To ensure a safe and</p>	<p>Continue to reinforce PB4L and Restorative</p>	<p>Restorative Practice and PB4L embraced by all staff</p>	<p>Continual review process</p>	<p>Continual review process</p>	<p>Continue review process.</p>

<p>inclusive environment for all where the physical, financial and human resources enhance student learning and wellbeing.(N AG 1,3 4,5, 6)</p>	<p>Practices into all procedures in the college.</p>	<p>The NUA way is known to the whole community</p>			
	<p>Health and safety review</p>	<p>Ensure all non-compliance's are addressed. On-going review schedule in place.</p>	<p>Review as per schedule</p>	<p>Ongoing review mechanism embedded.</p>	<p>Ongoing review</p>
	<p>Finalise financial reporting format with a view to streamlining and implement changes.</p>	<p>Review Financial reporting in view of Secondary Tertiary Providers funding model. (Bulk grant)</p>	<p>Review and refined</p>	<p>Consolidate</p>	<p>Maintain</p>
	<p>Refine Pastoral data collection and reporting including leaver information.</p>	<p>Accurate data reporting and resulting actions completed</p>	<p>Embedded</p>	<p>Consolidate</p>	<p>Maintain</p>
	<p>Investigate Youth Guarantee funding and implications and plan for it.</p>	<p>Ensure all options known to leavers.</p>	<p>Review and refine</p>	<p>Consolidate</p>	<p>Maintain</p>
<p>Continue to resource the plan for implementation of restorative practice and PB4L</p>	<p>Review the outcomes of the initiative and update the plan.</p>	<p>Review the outcomes of the initiative and update the plan.</p>	<p>Consolidate</p>	<p>Maintain</p>	
<p>Aim 3: To strengthen positive,</p>	<p>Continue to review and develop communication with the community</p>	<p>Evaluate, review and develop</p>	<p>Implement any new ideas</p>	<p>Evaluate and review lines of communication</p>	<p>Consolidate lines of communication</p>

<p>active communication and relationships within the school and the wider community. (NAG's 2,5,7)</p>	<p>using technology effectively.</p> <p>Develop a marketing plan for all sectors within the college.</p> <p>Devise a communication plan to raise the profile of the Board and implement the plan</p>	<p>Implement the new plan</p> <p>Evaluate the implementation of the plan and amend as required.</p>	<p>Review and update the plan.</p> <p>Review communication plan and adjust.</p>	<p>Review and amend new plan.</p> <p>Embed the plan with annual review.</p>	<p>Consolidate the new plan.</p> <p>Consolidate the plan.</p>
<p>Aim 4: To resource and develop excellence in teaching, learning, leadership, management and governance to enhance student performance in all areas of school life. (NAG 1,2 3 4,7 8)</p>	<p>Continue to provide ongoing Professional Development to all staff in actioning the college goals</p> <p>To provide Professional development for the board.</p> <p>Monitor excellence in teaching and learning through regular analysis and review of student achievement data to generate IEPs for students at risk of not achieving.</p>	<p>Continue to provide ongoing Professional Development to all staff in actioning the college goals</p> <p>Areas for Professional development identified through an annual review of needs.</p> <p>Data trends reviewed and action plans developed to effectively increase student achievement. Continue to develop IEPs for students at risk of under achieving</p>	<p>Continue to provide ongoing Professional Development to all staff in actioning the college goals</p> <p>Areas for Professional development identified through an annual review of needs.</p> <p>Data trends reviewed and action plans developed to effectively increase student achievement. Processes embedded and focus redirected to Individual learning Plans (ILP)</p>	<p>Continue to provide ongoing Professional Development to all staff in actioning the college goals</p> <p>Areas for Professional development identified through an annual review of needs.</p> <p>Data trends reviewed and action plans developed to effectively increase student achievement.</p> <p>All students have ILPs</p>	<p>Continue to provide ongoing Professional Development to all staff in actioning the college goals</p> <p>Areas for Professional development identified through an annual review of needs.</p> <p>Data trends reviewed and action plans developed to effectively increase student achievement.</p> <p>All students have ILPs</p>

<p>Aim 5: To enhance student learning and wellbeing through innovative projects and initiatives. E-blended learning Youth Guarantee Pathways (NAG 1,2,4,6)</p>	<p>Introduce flipping the classroom at year 9 level across all Faculties</p> <p>Plan with four schools a collaborative partnership with Tertiary and Industry.</p>	<p>Maintain and introduce Yr10 level. Yr 9 BYOD.</p> <p>Implement plans for local academies in identified pathways.</p>	<p>Senior school flipped. Yr 9 and 10 BYOD.</p> <p>Spread to further academies in other pathways</p>	<p>Review and plan for further development</p> <p>Evaluate and continue to introduce new academies to meet employment need and student interest.</p>	<p>Review and plan for further development.</p> <p>Consolidate the development of new academies.</p>
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STRATEGIC PLAN 2013-2018

STATEMENT OF DIRECTION

The recently completed Strategic Plan for the College is a visionary document, defining the goals, strategies, actions to be taken, and performance indicators over a range of aspects of the school's development for the next four years.

1. **Learning and Teaching**

Central to development of the school, is the ongoing need to make staff more effective teachers, and pupils more effective learners. The need is seen for provision of the following:

- Curriculum, timetable and resourcing which accommodates as wide a range of needs as possible – particularly those of non-academic learners.
- Developing support systems such as mentoring programmes, a homework centre, creative thinking and problem solving courses and strategies which enable pupils to take greater ownership of their learning.

2. **School Character and Ethos**

Areas for development under this heading have been identified as:

- Increase positive relationships with the community
- Greater support for students from socially and financially disadvantaged backgrounds
- Lifting pupils' standards of attitude and behaviour
- Developing the environmental plan to enhance pride in the school.

3. **Bicultural Issues**

In order to meet our Treaty of Waitangi obligations to Maori students, priority will be given to:

- Raising achievement levels and retention rates
- Strategies to encourage greater involvement of Maori parents
- Raising cultural awareness throughout the life of the school.

4. **Staff Development**

It is seen as vital to improving our College, that staff are committed to personal and professional growth. Accordingly, priority areas have been identified as:

- Provision of pastoral support
- Better targeting of professional development, in part through more systematic, rigorous and cohesive performance management systems.

AIMS AND OBJECTIVES

Curriculum Delivery and Content

Aim

- To have a well managed teaching and learning environment which is safe, positive and supportive of students, where the needs, abilities and learning styles of individuals and groups are catered for, and where students are helped and motivated to set and achieve personal goals both inside and outside the classroom.
- To provide programmes, experiences and opportunities which are relevant to student's present and future needs; to offer choice, from a broad range of options, inside and outside the classroom; and to ensure a balanced coverage of the essential learning areas and skills required by the National Curriculum.

Objective

- Each year the College, through the Principal and staff, will develop, revise or confirm its curriculum plan based on needs of students. The plan will focus its curriculum delivery and content on the National Curriculum. Co-curricular programmes (sport and culture) will be recognised as an integral part of the curriculum. Any barriers to learning will be regularly identified and plans developed to reduce them.

Student Progress and Achievement

Aim

- To assess, record and report against the curriculum objectives and achievement standards, on students' individual achievements and progress. Progress and standards in personal, social and academic aspects of performance will also be reported.

Objective

- Each year the College will ensure that its curriculum schemes are in line with the National Objectives. Systematic assessment, recording and reporting on each student's progress, achievements and learning needs will take place. Reports will also indicate aspects of co-curricular involvement and social interaction.

Pastoral Care and Guidance

Aim

- To operate a wide ranging advice and guidance programme which offers support to students on personal, academic and career related matters.

Objective

- The College will offer students access to personal counselling through designated staff. Each year students will be able to discuss academic and career matters with staff to assist in making choices for further education, study or work placements.

Personnel

Aim

- To be a good employer by promoting a positive working atmosphere with effective communications; to support ongoing staff development and high levels of performance, and to endorse staff qualities and actions that reflect the aspirations of this Charter.

Objective

- In consultation with staff, the Senior Management Team will prepare plans and procedures to reflect the Board of Trustees commitment to being a good employer. Board policies, school plans and procedures will be reviewed and revised as the need arises.

Finance

Aim

- To manage the College's finances to enhance the education of all students, in a manner that supports the intentions of this Charter and allows the College to meet its immediate and longer term goals and obligations.

Objective

- The Board will confirm an annual budget to fund the College's curriculum, personnel, property and administration activities. The Board and Principal will monitor and control income and expenditure throughout the year and ensure the preparation, audit and publication of annual accounts.

Property

Aim

- To ensure a high standard of property maintenance and development so that the College's buildings and facilities provide a safe, attractive environment suited to a modern curriculum.

Objective

- The Board will comply with the conditions of any current asset management agreement, and through the Principal and Property Manager will prepare and implement an ongoing plan of property maintenance and development, meeting all Health and Safety requirements.

Community Involvement

Aim

- To actively promote College / community interaction and to foster relationships that are positive, co-operative, communicative and mutually beneficial.

Objective

- The College will encourage practices which maintain and foster caregiver and community support and involvement.

Cultural Diversity

Aim

- To develop policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture; to show commitment to providing Maori language and culture programmes; to enable Maori students to be achievers as Maori and to maintain the special relationship between the Maori community and the College.

Objective

- Plans and policies will be implemented in ways that are sensitive and responsive to the cultural backgrounds and values of individual students and their families. This includes recognition of the unique position of the Maori people in the area the College serves and consultation with local Iwi and through the Maori Advisory Group comprising of Whanau of Rangatahi Ora Teina and Rangatahi Ora Tuakana Whanau.

College Self-Review

Aim

- To regularly self-review the College's performance and operations so that effectiveness can be gauged and priorities decided for future progress and development.

Objective

- The College will have an ongoing programme for review to ensure that plans and policies are being implemented. Reports from reviews will form the basis for further priorities for College development and improvement.

Annual Plan 2017

Annual Goal 1: To raise the academic results of boys at NCEA Levels 1, 2, 3.					
This Annual Goal is aligned to Strategic Aim 1: To raise the engagement and achievement of all students to attain their potential.					
2017 Targets: NCEA results for Maori students at Levels 1, 2 and 3 will be at or above the national average for all students.					
Baseline data: (roll based data in %)					
NCEA Level 1 Results					
	2012	2013	2014	2015	2016
National Boys	62.4	66.0	67.8	70.1	70.4
HC Boys	42.7	48.6	72.6	54.8	65.5
NCEA Level 2 Results					
	2012	2013	2014	2015	2016
National boys	65.6	67.5	71.5	72.8	74.0
HC Boys	66.1	50.0	45.7	64.2	65.0
NCEA Level 3 Results					
	2012	2013	2014	2015	2016
National Boys	48.7	50.9	53.6	56.4	58.0
HC Boys	29.2	46.3	17.3	37.7	55.9

Actions to achieve targets:			
What	When	Who to action	Indicators of progress
Further analysis of NCEA data	Term 1	Principal	Summary of analysis produced
Survey boys at college to gain student voice on matters relating to how well they engage and participate with learning programmes.	Term 1	SLT	Survey, completed and analysed
PD on "How boys learn best"	First half of year	SLT	PD provided
Teaching staff encouraged to develop/review learning programmes to cater for the specific learning needs of boys	All year	SLT HOFs	Learning programmes contain evidence that the specific learning needs of boys have been included

Annual Goal 2:

To increase the use of IT pedagogy to facilitate student learning.

This Annual Goal is aligned to Strategic Aim 4: To resource and develop excellence in teaching, learning, leadership, management and governance to enhance student performance in all areas of school life.

2017 Target:

80% of teaching staff move one or more levels on the 'eLearning Teacher Appraisal Framework'

Baseline data will be collated early in Term 1.

Actions to achieve targets:

What	When	Who to action	Indicators of progress
Establish a 'working group' to support our IT PD facilitator	Term 1	Principal	Work group established and working effectively to support our IT PD facilitator.
IT PD provided for teaching staff	All year	Principal IT working group	Staff participate in IT PD throughout 2017
Teaching staff supported to include IT pedagogy in their learning programmes	All year	Principal IT working group	Teaching staff trialling IT pedagogy in their learning programmes. Learning programmes available to students via google classroom.

Annual Goal 3:

To increase the levels of 'culturally responsive relational pedagogy' (CRRP) within our teaching staff, specifically in regards to Maori culture.

This Annual Goal is aligned to Strategic Aim 5: To enhance student learning and well-being through innovative projects and initiatives.

2017 Target:

80% of teaching staff move one or more levels on the 'CRRP Framework'.

Baseline data will be collated early in Term 1

Actions to achieve targets:

What	When	Who to action	Indicators of progress
Maintain the Kia Eke Panuku Leadership Team from 2016 to lead this project	Early Term 1	Principal MOS	Leadership Team meets regularly throughout 2017
Learning around CRRP is facilitated throughout the year.	All year	Leadership Team	Regular whole staff sessions on CRRP are facilitated.
Undergo classroom observations to gauge aspects of CRRP, followed by a 'constructive conversation'.	All year	Leadership Team	All staff observed followed by constructive conversation to discuss aspects of CRRP.

Annual Goal 4:

To identify and respond to the learning needs of ARONA students (At Risk of Not Achieving) in a timely and effective way.

This Annual Goal is aligned to Strategic Aim 1: To raise the engagement and achievement of all students to attain their personal best.

2017 Target:

To achieve NCEA Level 1 result at or above the National average.

Baseline data: (roll based date in %)

NCEA Level 1	2012	2013	2014	2015	2016
Horowhenua College	50.9	53.5	71.3	65.0	69.6
National	67.0	70.6	72.5	74.4	74.2

Actions to achieve targets:

What	When	Who to action	Indicators of progress
Implement the tracking system developed during 2016.	Term 1	SLT MOS	Tracking document online and shared with all staff.
Thresholds developed to identify ARONA students at the earliest possible time of the year.	Term 1	SLT MOS	Thresholds established. ARONA students identified.
Resources put in place to meet the learning needs of ARONA students	All year	SLT All staff	ARONA students provided with the support they need to progress academically.

Annual Goal 5:

To implement an effective reward system at college.

This Annual Goal is aligned to Strategic Aim 5: To enhance student learning and wellbeing through innovative projects and initiatives.

2017 Target:**Actions to achieve targets:**

What	When	Who to action	Indicators of progress
Develop the reward system procedure by involving all staff.	Term 1	SLT Deans	Reward system developed. All staff given opportunity to be involved.
Introduction of the reward system to students.	By end of Term 2.	SLT Deans	Reward system explained at assembly.
Processing of data resulting from the reward system.	All year	SLT Deans	Data collated. House points calculated. Recipients of prizes identified.
Prizes provided to students	All year	SLT Deans	Students receive prizes at assemblies.