

## **Board of Trustees Annual Report 2018 (on the 2017 academic year)**

This report provides an outline of progress on the goals of Horowhenua College's Board of Trustees' Charter for 2017. The Charter is the guiding document for our school, outlining the school's vision and the key goals of the Board. It is created by the Board of Trustees in partnership with the school's management and its stakeholders, and contains strategic goals which cover the period 2013-2018 and annual goals.

There were five strategic goals:

### **1) *To raise the engagement and achievement of all students to attain their potential.***

- In 2017 we achieved our best NCEA results ever at Levels 1 and 2, and our highest numeracy results ever which were well above the National Average for Schools. Seven Year 13 students also obtained 10 Scholarships- the most received in any one year on the College's previous records.
- Staff professional development continues during a specially dedicated weekly session. This is aimed at improving IT pedagogy, sharing best practice and developing mentoring and student achievement tracking.
- We actively monitor the achievement of our priority learners to ensure the school is continually seeking to enable all our students to achieve success.
- Tracking and attendance mechanisms are in place to identify students at risk of not achieving using a 'traffic light system'. This has been extended from Years 11-13 to include whole school tracking.

### **2) *To ensure a safe and inclusive environment where physical, financial and human resources support improved student learning and well-being***

- During 2017 we continued to review and update our Health and Safety Procedures. Our Health and Safety Management and Governance committees were restructured to ensure reporting of hazards, and health and safety issues were being effectively and promptly dealt with.
- We selected a new Board of Trustees representative with expertise in finance to the Board, and the finance committee in conjunction with the Executive Officer are producing accurate and clear financial reports which help the Board of Trustees to make informed financial decisions.
- In 2017 Staff in the school spent considerable time developing mentoring processes for students- these will be extended in 2018.
- A positive rewards system was established with the aim of promoting good behaviour and the NUA values.
- A number of ceremonies were held to acknowledge and celebrate success in academic achievement, arts and culture, sports and service.

### **3) *To strengthen self-review, active communication, positive relationships and partnerships within the school and the wider community***

- In 2017 the Board of Trustees continued its self-review of its performance and effectiveness.
- As a board we have committed Horowhenua College to be a part of the Community of Learning initiative as part of the Taitoko Kahu Ako. This is a government funded programme which aims to share professional expertise of teachers and school leaders across two Communities of Learning comprising 18 schools in the Horowhenua region.
- The Board has continued its regular updates to the school community (housed on the website under Board of Trustees) and in the NUA News, and engaged in significant consultation with its school community as part of the development of a new school charter.
- In 2017 the students of Horowhenua Community through its curriculum and social action groups continued to engage in and contribute to a number of service activities in our local communities.

**4) To resource and develop excellence in teaching, learning, leadership, management and governance to enhance student performance in all areas of school life**

- In 2017 the board of trustees in partnership with management has continued to revise its procedures aligning them with the National Administration Guidelines.
- The Board has invited the prefects and a range of staff to its Board meetings in order to assess what is working well, and identify areas for improvement across the different aspects of school life.
- The Deans and House structure and activities are being used to encourage student interaction across year levels and foster a sense of pride, belonging, participation, community, and a healthy competitive spirit across the school.

**5) To enhance student learning through innovative projects and initiatives**

- The building of five new science labs was completed and students and staff are enjoying these state of the art learning environments.
- The successful 'traffic light' tracking system used for Years 11-13 was further developed.
- A procedure for managing digital learning devices was implemented and staff have been developing their IT skills in order to more effectively use information technologies in teaching and learning.

In addition, we have annual academic goals. In 2017 there were five goals which were aligned with the strategic goals above. These goals were:

**1. To raise the NCEA results of boys at NCEA Levels 1, 2, and 3 to be at or above the national average for all students.**

- This was achieved for Maori boys at levels 1 and 2 but not at level 3. This was also achieved for boys overall at Levels 1 and 2. Students at risk of not achieving (ARONA) were identified early in the year and academic mentoring applied to support them. There was significant engagement in the Whakairo (carving) course made available to ARONA students. Going forward, the student achievement tracking system will be developed further and there will be increased levels of co-construction to help identify relevant units of work with students.

**2. To increase the use of IT teaching to facilitate student learning**

- This target was not fully achieved, however IT pedagogy (teaching) was a focus of professional development and shared practice for staff in 2017. 22% of teachers have completed the Google educator course with continuing emphasis on gaining this qualification and on providing opportunities for sharing success in teaching and learning across the school involving the use of IT pedagogy.

**3. To increase the levels of culturally responsive relational pedagogy (CRRP) within our teaching staff, specifically when working with Maori Students.**

- To assist towards the goal of 80 percent or more staff moving one or more levels on the CRRP framework a lead group of teachers facilitated PD opportunities to upskill staff. These included regular tikanga times at staff meetings which covered powhiri, haka, waiata, hangi, karakia, mihi whakatau, tangi.

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

- The goal of achieving NCEA level 1 results at or above the National average was achieved. The identification of ARONA (At risk of not achieving students) early in the year will continue. Professional

development with teaching staff in Term 4 has provided a basis to build on this success by further improving academic mentoring conversations.

**5. To implement an effective reward system.**

- This target was achieved and 'Student of the week' awards will continue to be given in 2018. Discussion has been held as to how positive behaviour and the expectations of the NUA way might be further communicated to all students.

While many of the initiatives and programmes related to the 2017 goals will continue in 2018, the College has new strategic goals formulated after consultation with the school community. These are found in the 2018 Charter which you will also find on our website.

The Board will report on these goals for the 2018 academic year in their 2019 annual report, and will provide updates on progress in our news reports during the year.



Juliana Mansvelt  
Chair, Horowhenua College Board of Trustees

March 2018