

ANALYSIS OF VARIANCE

2018

GOAL A: EQUITY AND EXCELLENCE IN LEARNING AND ACHIEVEMENT

GOAL 1A: To develop a deeper understanding of evidence-based effective pedagogical practice and professional self-responsibility amongst teaching staff with a focus on accelerating targeted students in order to reduce disparity.

Performance Indicators

- 1. Common understanding of Profile of an Effective Hillcrest High School Teacher.**
Profile of an Effective Hillcrest High School Teacher developed by Ronan Bass (Deputy Principal) and presented to staff at the beginning of the year. Ideally more work needed to be done during the year to imbed the Profile, which has been acknowledged and will be addressed in the 2019 Annual Plan and Professional Learning Plan.
- 2. Robust evidence-based inquiry processes focused on the acceleration of targeted students.**
Inquiry well imbedded in the culture of the school with all staff involved in either teacher (classroom based) or leadership inquiries. Within School Kahui Ako Leaders lead professional learning groups associated with like minded inquiry topics. This will continue in 2019.
- 3. Evidence of alignment of individual teacher appraisal goals with department, faculty and school-wide goals.**
Department and faculty goals linked to school goals. Need to continue to align individual teacher appraisal goals to department and faculty goals. This will be further developed in 2019 under the guidance of Jo Wilson working with HOF's, SLT and Kaahui Ako Leaders.
- 4. Evidence of culturally appropriate, relevant and responsive pedagogy of relations in classrooms**
This is beginning to take shape, and is a key goal in our 2019 Annual Plan and Professional Learning Plan.
- 5. Literacy and numeracy-based specialist programmes shown to be effective in accelerating targeted students.**
When ERO reviewed the school in term 1 2018, they acknowledged the number of special programmes we had developed to raise the achievement of those students who struggled with their learning, particularly in the junior school and involving literacy (within Science and English) and numeracy. They were particularly interested in how these programmes accelerated the achievement of these "at risk" students. At the end of the year, we reviewed these programmes and as a result we have created new across the school literacy and numeracy positions, and specific positions within the English and Mathematics Faculties to develop literacy and numeracy programmes in those faculties. New courses in the junior school have also been developed for 2019 which target "at risk" students in Year 9 and 10. These courses will be evaluated at the end of 2019 to assess their effectiveness in raising student achievement.

Goal 2A: To develop a common framework for learning and assessment for junior curriculum that is evidence-based to ensure that Year 9 and 10 students experience a curriculum that engages,

accelerates, challenges and allows them to achieve personal excellence in a mixed context regardless of individual circumstances.

Performance Indicators

- 1. Shared language of learning, underpinned by a common framework for learning, is evident in classroom practice.**

Faculties/Departments have continued to incorporate SOLO Taxonomy into their programmes of learning and classroom practices.

Goal 3A: To raise and where appropriate accelerate, the achievement level of students, with a focus on targeted students, in literacy and numeracy in the junior school in readiness for NCEA Level 1 (Curriculum Level 6)

AsTTle testing was used as our baseline data for testing our junior students. In summary:

2018 End of Year Literacy Report

Year 9

Working towards students being at 4A or above by the end of Year 9

58.2% of Year 9 students were at 4A or above by the end of Year 9

52.9% of Year 9 boys were at 4A or above by the end of Year 9

61.6% of Year 9 girls were at 4A or above by the end of Year 9

Overall, a majority of Year 9 students have met the school goal of being at level 4A by the end of Year 9. A further 24.6% of the Year 9 cohort are currently sitting at 4P, which is the level below the goal. This means that the vast majority of students are almost there. The students who have not reached the goal this year will be supported further next year. Many of the students who are 4B or below will be chosen for literacy support programmes within the English Faculty in 2019. We are also in line with New Zealand averages.

13 Year 9 students were involved in JEL classes in 2018. This course is designed to accelerate students who have the lowest literacy achievement in the cohort. Although no students met the school goal of being at curriculum level 4A by the end of Year 9, 100% of the students who completed both asTTle tests were accelerated 3 or more sub-levels.

This year, 30 students took part in the Targeted Literacy programme (TLP). This programme is a term long programme where students work in small groups with teacher aides to work towards learning reading strategies to enable them to accelerate in literacy. Testing indicates that no students went backwards. Only two students stayed the same curriculum sub-level, however, their effect sizes show that they did progress. Six students went up by 1-2 sub-levels and 8 students were accelerated.

Year 10

Working towards students being at 5A or above by the end of Year 10.

21.7% of Year 10 students were at 5A or above by the end of Year 10

15% of Year 10 boys are at 5A or above by the end of Year 10

26.4% of girls were at 5A or above by the end of Year 10

Overall, a majority of Year 10 students have not met the school goal of working at Level 5A by the end of Year 10. However, with an average score of 5B, students are inline with the New Zealand average. 21.7% of students have met this goal; with a further 23.4% sitting on 5B which is the level just below the goal.

9 Year 10 students were involved in JEL classes in 2018. This course is designed to accelerate students who have the lowest literacy achievement in the cohort. Of the students in 10JEL, 83% of students improved and 50% were accelerated.

This year 26 students took 10ESQ. This class is for students who were just below the level of achievement expected at the end of Year 9. This course is designed to help support students to gain the skills and confidence in English to be able to complete NCEA Level 1 English. No students reached the school goal of Level 5A by the end of Year 10, However, a majority of students have improved throughout the year. Data shows that students in this class, on average, improved twice as much as the rest of their cohort.

Asttle End of Year Numeracy Report

Year 9

Working towards students being at 4P or above by the end of Year 9

75% of Year 9 students were at 4P or above by the end of Year 9

65% of Year 9 boys were at 4P or above by the end of Year 9

81.5% of Year 9 girls were at 4P or above by the end of Year 9

Overall, Year 9 students have increased on average by 2 Curriculum Sub-Levels from 4P to 5B, and are above the required minimum curriculum level of 4P. There are 67 Year 9 students who have an end of year curriculum level of below 4P. 30.5% of Year 9 students learning was accelerated (progressed at least 3 curriculum sub-levels)

The Year 9 low ability classes have increased by an average of 1 curriculum sub-level (CSL) from 3P to 4A.

The 9JNP classes have increased, on average by 1 CSL from 3B to 3P

Year 10

Working towards students being at 5P or above by the end of Year 10

64% of Year 10 students were at 5P or above by the end of Year 10

62% of Year 10 boys were at 5P or above by the end of Year 10

65% of Year 10 girls were at 5P or above by the end of Year 10

Overall, Year 10 students have increased, on average, by 2 CSL from 4A to 5P, and are at the required minimum curriculum level for the end of Year 10.

The low ability classes have increased by, an average, of 2 CSL.

The 10JNP classes have increased, on average, by 2CSL from 3P to 4B

Changes in programmes made for 2019

After a review of the 2018 programmes a number of changes have been made to the programmes for 2019.

The following courses have been created.

Applied Science (9ASC,10ASC), Junior English Literacy (9JEL,10JEL), Junior Literacy (9JNP,10JNP), Early Start to Qualifications (10ENGL) and Pathways (9PATH, 10PATH).

These courses currently have 175 students (97 male and 75 female), consisting of 62 Year 9 students (33 male and 29 female) and 110 Year 10 students (64 male and 46 female)

Staff have also been appointed to head literacy and numeracy across the school.

Goal 4A: To raise the level of achievement in NCEA Levels 1 to 3, including literacy and numeracy and University Entrance and, accelerate the achievement of targeted groups in order to reduce disparity

Performance Indicators

1. To ensure that literacy and numeracy are not a barrier to achieving NCEA Level 1.

Seven students did not gain Level 1 because they did not gain literacy (4 of those students were ELL students)

Five students did not gain Level 1 because they did not gain numeracy

2. 100% of students leave Hillcrest High School to attend another school or learning institutions or have gained NCEA Level 2.

Year 9 – 30 students left during the year

- 23 transferred to another school
- 2 left without a trace (continuous absence)
- 4 went overseas
- 1 transferred to home schooling

Year 10 – 35 students left during the year

- 18 transferred to another school
- 6 left without a trace (continuous absence)
- 8 went overseas
- 1 excluded
- 1 ended their schooling
- 1 given an early exemption

Year 11 – 27 students left during the year

- 12 transferred to another school
- 6 left without a trace (continuous absence)
- 5 went overseas
- 1 transferred to home schooling
- 3 ended their schooling

Year 12 – 36 left during the year

- 7 transferred to another school
- 4 went overseas
- 23 ended their schooling
- 1 deceased
- Those who left 7 had NCEA Level 2 achieved, and 3 had NCEA with merit

Year 13 – 37 left during the year

- 2 transferred to another school
- 4 went overseas
- 31 ended their schooling
- Those who left 16 had Level 2 NCEA and 1 had NCEA Level 3 and 3 had NCEA Level 3 with merit

Only 14 Year 13 students left Hillcrest High at the end of 2018 without NCEA Level 2.

3. Students intending to go to University achieving University Entrance

Unfortunately we hadn't gained the figures for the number of students who were aiming to go to University. But we do know that 52% of students gained University Entrance.

4. English Language Learners can achieve academic success in relation to their ability and English Language proficiency

- Foundation classes offered to assist second language learners
- 4 Year 11 students did not gain NCEA Level 1 due to the literacy requirements
- ELL students programmes of learning designed to cater for individual strengths and interests

5. Raising Boy's achievement achievement in NCEA

- Boys Committee led by the Principal
- Principal's inquiry topic on boys achievement
- Action plan developed to raise boys achievement in the school
- Principal took a boys only Year 11 study class – results – 20 students 18 gained NCEA Level 1 including 2 Excellences and 3 Merit Endorsements
- Boys committee continues in 2019
- Principal taking 2 Year 11 study classes in 2019 total of 60 boys – individual guidance and mentoring
- Gap still exists between girls and boys in NCEA – wide in Year 11, same as 2017 in Year 12 and gap closing in Year 13.
- 2018 Boys achieve better than national boys (except Level 3 and UE) and co-educational schools.

Some general comments about the 2018 NCEA results

- Level 1 slightly down (but second best results). Literacy 90% 2018, compared to 94% 2017, and numeracy 88% in 2018 compared to 92% in 2017. Still above national.
- Level 2 very similar to 2017 (second best results)
- Level 3 up on 2017 (best results)

- Boys – big gap at Level 1, similar gap in Level 2 as in 2017, reduced gap in Level 3. Male higher than national stats (except Level 3 and UE). HHS male ahead of co-ed school male, down on single sex male schools by 5-6%
- Girls – significantly ahead of national and co-ed schools and comparable with single sex schools (this adds further disparity with our boys as the girls achieve at such a high level)
- Maori – generally trending upwards and gap between Maori and European is closing. Maori stats above national Maori
- Pasifika – dealing with very small numbers eg 3 eligible for UE. Pasifika stats above national (except UE). Level 2 and 3 trending upwards
- Still maintain consistency in endorsements, but other schools catching up

Pass rates over the years for all students and the priority groups Maori, Pasifika, and boys are as follows:

		2018	2017	2016	2015	2014
Level 1	All	80.8	84.2	75.6	78.5	80.5
Level 2	All	83.3	84.3	78.4	82.4	78.3
Level 3	All	67.9	63.1	62.7	64.9	64.1
UE	All	52.1	55.3	49.8	56.7	52.9
Level 1	Maori	69.9	64.7	47.6	53.7	63.3
Level 2	Maori	70.0	72.0	64.7	71.7	53.1
Level 3	Maori	62.5	47.5	45.5	44.4	40.0
UE	Maori	40.6	37.5	20.5	33.3	23.3
Level 1	Pasifika	75.0	85.0	33.3	82.4	54.2
Level 2	Pasifika	76.2	65.0	66.7	84.2	57.1
Level 3	Pasifika	64.7	41.7	35.3	17.6	42.9
UE	Pasifika	17.6	33.3	17.6	17.6	42.9
Level 1	Boys	70.8	78.6	67.4	71.4	74.7
Level 2	Boys	76.7	78.1	69.0	79.3	69.1
Level 3	Boys	58.1	47.2	50.4	55.1	56.6
UE	Boys	41.1	37.0	39.0	47.1	44.2

Girls outperform boys, nationally and at HHS. HHS girls outperform girls nationally. HHS boys outperform boys nationally. The gap in performance of HHS girls and HHS boys is far greater than the national gap but the gap between HHS girls and girls nationally is far greater than the gap between HHS boys and boys nationally.

Goal 5A: To increase the rate of student attendance to meet Ministry guidelines

Performance Indicators

1. An attendance rate of 90% across each year level.

1st January 2018 to December 9 2018 87.3%. This is slightly lower than 2017 figures at 88.1%

Breakdown of year groups

Year 9	89.1%
Year 10	86.3%
Year 11	89.1%
Year 12	90.4%
Year 13	80.5%

Comments: Year 12 achieved the target, with Year 9 and 11 extremely close. Year 13 attendance is traditionally less than the other form levels, as a number of students get casual during the year as they gain their Level 2 and know where they are going the following year eg Tech, and realise they don't require their NCEA Level 3 or UE. I asked the Deans to make comments on their attendance rates for my board report. For the vast majority of students, their attendance is well into the late 90's, but there are several in each level, particularly Year 9 to 11, that have significant attendance issues eg health and well-being, truancy (which we do chase up with attendance services)

Goal 6A: To maintain high levels of success in NCEA Endorsements and Scholarship

Performance Indicators

- 1. 55% of students gaining NCEA Level 1, 2 and 3 to be endorsed with merit or excellence**

Endorsement rates over the years for all students who gained Level 1, 2, or 3 are:

	2018	2017	2016	2015	2014
Level 1 End Rate	44.9	52.6	51.6	48.1	54.6
Level 2 End Rate	47.8	43.9	40.0	42.2	44.9
Level 3 End Rate	54.1	49.7	49.0	57.0	61.0

- 2. Our students will be awarded scholarships, including NCEA Level 4 scholarships.**

Our students gained 51 Level 4 Scholarships, including 12 outstanding in 2018. This is compared to 37 (3 Outstanding) in 2017. Three of our students – Gabrielle Pan, John Voss and Jackson Blewden were amongst the 46 students nationally to receive Outstanding Scholar Awards. Hillcrest was one of only 4 schools nationally to gain 3 students in this category.

Our Year 13 students were awarded a considerable number of University Scholarships for 2019. This is the most University Scholarships our students have received for many years. The list is as follows:

University of Waikato

The Ko Te Tangata Scholarship	- Stacey Tilleman - Adele Swart - Priya Duggal - Christina Schipper
Te Paewai O Te Rangi Scholarship	- Rimu Bhool - Liam Coley
Sir Edmund Hillary Scholarship	- Jana Kivell - Kendra Peart-Anderson - Celia Griffiths
Computer Science Scholarship	- Paula Bouda
<u>University of Auckland</u>	
Top Achiever Scholarship	- Brodie Maxwell - Cynthia Lee - Jackson Blewden
<u>Auckland University of Technology</u>	
School Leaver Scholarship	- Joshua Martinsen
<u>University of Otago</u>	
Academic Excellence Scholarship	- John Voss - Gabriel Pan
School Leavers Scholarship	- Debra Lee
Performance Entrance scholarship	- Chelsi Rys
Leaders of Tomorrow scholarship	- Georgia Brooks - Priya Duggal
Entrance Scholarship	- Courtney Reynolds
<u>Victoria University</u>	
Tangiwai Scholarship	- Yina Xu - Saria Owen - Yulia Korduke - Emily Sue - Alana Mutz-Walsh - Kae Watanabe - Cherie Deng - Jackson Blewden

Goal 7A: To provide career advice and Vocational Programmes to our students.

- i) To provide career advice and guidance**
- ii) To provide effective Technical Vocational and Education Training (TVET) programmes and courses to meet the needs of our students**
- iii) The school continues to be involved in the Secondary Tertiary Partnership Programme with Wintec**

Performance Indicators

1. Career guidance is offered for all students

Year 10 – 13 students have the option to register with careersnz “my career portfolio” and with “Bulls-eye” career programme. These are web based career development programmes. Year 9 will complete Careers unit on “Self-awareness” in Health.

Career development at all senior levels is available to all students and ongoing

Offer senior students the option of being assessed using Myers-Briggs Type Indicator (MBTI) personality inventory to help in their career planning. This is implemented by MBIT certified members. Students receive a comprehensive report.

- 450 seniors took this opportunity

2. TVET courses include STAR, STP, Gateway, Dual funding

STAR Courses

- 14 external providers used
- 405 students on STAR courses (excludes school based courses)
- Hillcrest High School STAR supported subjects – Materials Technology Engineering, Materials Technology Carpentry, Hospitality, Music Technology, Outdoor Education, Senior Student Leadership programme, Tourism, Electronics, Early Child Care

Gateway

- 69 students on Gateway programmes (TEC contract 60 places)
- 75 contracted for 2019 (Allocated from high performance outcomes)
- Achieved an average of 22 credits per student at Level 2 (TEC contract 20 credit average)

Gateway outcomes

- Apprenticeships 3
- Employment 3
- Wintec 5
- Returned to school 31
- Part-time Employment 17

Ethnicity

- 17% Maori
- 55% NZ European
- 7% Pasifika
- 17% Asian

- 4% Other

Gateway Programmes

- Individual employers and businesses
- Trades
- Smart Coach – WLSS
- Red/Blue Shirts – The Warehouse
- Oasis – McDonalds
- Seeds – Countdown
- Lifeguard – Waterworld
- Learn to Swim/Water safety – Waterworld

Engineering Fundamentals (Dual Funding – Wintec)

Pathway to NZ Diploma of Engineering (L6)

- 4 students
- 100% Achieved
- Destinations – 2 Employment, 1 University, 1 Returned to School

Building Level 3 (Dual funding Wintec)

- 10 students
- 216 credits offered, 197 achieved
- All achieved NCEA
- Destinations – 6 Wintec, 3 School, 1 Apprenticeship

Apiculture (Dual Funding PCTI)

- 7 students graduated with NZ Certificate in Apiculture (L3)
- Completed 28 credits at Level 2/3
- Destinations – 3 Employment, 1 Another school, 3 Returned to School

Growing Technology and Fruit Production

- 7 students
- 15 Credit Average
- Destinations – 1 Employment, 2 School-Trades Academy, 3 School, 1 Unknown
- Note: Unit and achievement standards 21 Level 2/3 towards NCEA Level 1-3 and the NZ Certificate in General Horticulture – Level 3

Refugee Careers and Pathways Initiative

This programme is designed to facilitate the career planning and pathways of refugee students

At Hillcrest High School there were 16 students on the programme.

TVET Level 1

- 39 students (60 students in 1 TVET as many students had more than 1 line)
- 23 male, 16 female

- 52% Maori, 10% Pasifika, 36% Pakeha, 2% other
- 523 credits achieved overall

TVET Level 2/3

- 87 students (130 students in TVET as many students had more than 1 line)
 - 50 male, 37 female
 - 24% Maori, 10% Pasifika, 56% Pakeha, 10% Other
- 3. 80 students across Levels 1 to 3 NCEA will under-take Trades Academy programmes.**
 - 94 students enrolled in Secondary Tertiary Partnerships (Trades Academy) as of MOE March first return
 - 2019 the number has grown to 110.
 - 4. Each student undertaking a Trades Academy programme will gain between 20 to 40 credits at Level 2 and 3 in their approved programme that will contribute to NCEA Level 1, 2 or 3.**
 - 79 students achieved either NCEA Level 1, 2 or 3
 - 15 students no NCEA – 4 withdrew from Trades, 11 left school (employment, course, another school)
 - 1664 credits achieved – 20 – 25 credit average per enrolled student as at MOE March 1st return
 - Ethnicity – 28% Maori, 41% Pakeha, 9% Pasifika, 21% Other

GOAL B: PROVIDE A POSITIVE LEARNING COMMUNITY

Goal1B: To provide and foster a safe and supportive physical, social and emotional environment to promote the well-being of our staff and students.

Performance Indicators

1. Positive Behaviour for Learning – moving through tier 2 in 2018

We continued our professional learning associated with PB4L and towards the end of the year we undertook a “SET” to gather information on the effectiveness of PB4L in the school. This information is being used to priorities our programme for 2019. We haven’t yet gained promotion to tier 2.

2. Well-being Committee established to enhance staff and student well-being in the school.

A Well-being Committee was established and a well-being information board established in the staffroom. The Well-being Committee has a scheduled meeting time on a Monday afterschool in line with the other committees in the school. At the end of 2018 two well-being Senior Leaders were appointed as part of the Senior Student Leadership Team. They will work with the Well-being Committee and also establish their own student well-being committee. The new Strategic Plan has a specific section entitled Hauora, which has a focus on staff and student well-being.

GOAL C: MAAORI CULTURE AND ACHIEVEMENT.

Goal 1C: to accelerate the achievement of Maori learners to reduce disparity

Performance Indicators

1. To ensure that literacy and numeracy are not a barrier to achieving NCEA Level 1.
2. Overall Maori achievement is equitable to European student Achievement.

Only two Maori students in the senior school in 2018 had, by the end of 2018, not attained NCEA Level 1, despite having enough credits to do so, because they had not attained Literacy or Numeracy. Specifically: one male had not attained Literacy and one female had not attained Literacy and Numeracy.

In 2018, the percentage gaps in pass rates between Maori and European, and the number of extra students needed to close the gap (out of the total number of Maori students), are:

	2018		2017	2016	2015	2014
Level 1	-14.3	11/73	-21.3	-29.3	-25.8	-19.8
Level 2	-13.6	7/50	-12.3	-14.9	-14.0	-27.4
Level 3	-1.9	1/32	-12.4	-16.7	-21.4	-26.3
UE	-8.9	3/32	-13.0	-28.1	-22.9	-30.9

The percentage gaps in Maori attainment of Level 1 Literacy and Numeracy compared with European are:

	2018	2017	2016	2015	2014
Literacy	-7.6	-10.5	-15.6	-13.8	-11.4
Numeracy	-7.0	-16.1	-23.2	-16.0	-8.0

Goal 2C: To actively engage with our Maori community in line with our Treaty of Waitangi Policy.

Performance Indicators

1. Student, parent, staff feedback (survey) and attendance figures for Year 9 visits to Tauwhare Marae.

Review of Year 9 marae visits took place at the end of the year with recommended changes being incorporated into the 2019 programme.

2. Whanau hui are held each term, beginning in term 1.

Whanau hui held each term. Term 1 hui especially successful with very good attendance from whanau, community members, staff and students.

3. Relevant staff attend Waikato/Tainui Kawenata Schools PD and activities.

Heemi Walker, Lisa Campbell and Kelvin Whiting attended Kawenata hui during the year. Some degree of frustration that the Kawenata is moving very slowly, although the final Kawenata hui attended by Heemi Walker and Lisa Campbell was more informative. Hillcrest will continue to support the Kawenata.

4. Attendance at Poukai at Tauwhare Marae.

The Principal and Board member Virginia Smith attended the tangi of Ngaromo Beazley's husband in February 2018.

Goal 3C: To provide effective Tikanga and Te Reo programmes.

Performance indicators

1. Increase in number of Kapahaka performances. (Maaori Achievement Awards, Senior School Prizegiving, International Concert, Maximum of two out of school performances/competitions)

2018 was a highly successful year for our kapahaka group. They performed at the Senior School Prizegiving, Maaori Achievement Awards and the International Concert. The school also hosted the He Tai Ohinga Maro Kapahaka Festival at the end of August. The festival featured kapahaka groups from surrounding secondary schools, plus schools from our Kaahui Ako, who featured in the powhiri as well. The day was highly successful. Our Kapahaka group also won the Mana Ariki Central North Island Kapahaka competition held in Taumarunui for the second year running. Again another outstanding achievement and contragutaions to Matiu Heemi and Whia Lisa for their work and commitment to our Kapahaka performers.

2. Staff are confident at singing at least two waita and the schoolhaka.

We practice the school waiata, particularly in readiness for powhiri and other events. It would be fair to say that we would still need some work on staff confidence with the school haka.

3. All school publicity/communication/greetings use correct Maaori terminology where appropriate.

This is an ongoing process. Karakia is said at Board meetings and school assemblies. Often staff address staff meetings with a welcome in Te Reo and with students. Te Reo evident in many settings across the school.

GOAL D: PASIFIKA EDUCATION

Goal 1D: To accelerate the achievement of Pasifika learners to reduce disparity

Performance Indicators

1. To ensure that literacy and numeracy are not a barrier to achieving NCEA Level 1

2. Overall Pasifika student achievement is equitable to European student achievement

No Pasifika students in the senior school in 2018 had, by the end of 2018, not attained NCEA Level 1, despite having enough credits to do so, because they had not attained Literacy or Numeracy.

In 2018, the percentage gaps in pass rates between Pasifika and European, and the number of extra students needed to close the gap (out of the total number of Pasifika students), are:

	2018		2017	2016	2015	2014
Level 1	-9.2	2/20	-1.0	-43.6	+2.8	-29.0
Level 2	-7.4	2/21	-19.3	-12.9	-1.5	-23.3
Level 3	+0.3		-18.2	-26.9	-48.2	-23.5
UE	-31.9	6/17	-17.2	-31.0	-38.6	-11.4

The percentage gaps in Maori attainment of Level 1 Literacy and Numeracy compared with European are:

	2018	2017	2016	2015	2014
Literacy	-12.5	-0.2	-16.9	-4.3	-8.0
Numeracy	-0.8	-7.6	-16.5	-1.9	-12.2

Goal 2D: Strengthen relationships with Pasifika families

Performance Indicators

1. Meaningful participation in Pasifika Culture – events including Pasifika week, Autumn Gala and International Concert

Pasifika Group participated in Pasifika Week, Autumn Gala and the International Concert. They also performed at the Pasifika Awards Evening and were active participants in Pasifika By Nature Festival.

GOAL E: GOVERNANCE AND ADMINISTRATION

Goal 1E: Continue building projects at the school including the 5 Year Property Plan

Performance Indicators

1. The new 10 Year Property Plan is approved by the Ministry of Education

Plan approved. Maths block began at the end of 2018 with plans for completion at the end of term 1 2019. Opened on the last day of term 1 2019 and reading for teaching first day of term 2.

2. Funding obtained and plans finalised to begin construction of school marae in 2019

At the end of 2018 we were still in negotiation with Ngati Haua in developing the MOU between the school and Ngati Haua. This will be an ongoing process for the first half of 2019

Goal 2E: The school three year financial plan is developed to ensure sustainable delivery of the Annual Plan and Strategic Plan balanced to the constraint of living within our needs

Performance Indicators

- 1. Appropriate operating funding will be provisioned for both specific strategic initiatives and the lifecycle maintenance of assets, balanced against sustainability and affordability constraints.**

Careful with spending in 2018 with funding required for the new Maths block in 2019, particularly provision for new furniture.

- 2. The three year plan will include provision for the ongoing operation of the school marae (in partnership with Ngati Haua)**

The MOU with Ngati Haua is yet to be signed by the board and Ngati Haua at the time of writing this report. No board funds had been assigned to this project at this stage.

Goal 3E: To provide and promote payment and targeted financial assistance to alleviate the barriers to student participation in school activities

- 1. Limit financial constraints as a barrier to student learning and participation.**

The total sum for pupil welfare expenditure was \$6825 excluding GST. This amount was predominately targeted at course fees, textbooks, equipment and trips which directly related to assessment. There was also some monies paid out for marae trips and Pasifika Camp for students who would directly benefit from these experiences. We have encouraged parents to make regular small automatic payments (eg \$5.00 per week) and this gives the families more ownership and understanding of the costs involved in their children's education.

\$6925.80 was spend on assisting students with their uniform out of a total rebate of \$17,700 for the year.

Goal 4E: A review of the school vision which sets the future direction of Hillcrest High School leading to the development of the Strategic and Annual Plans.

Performance Indicators

- 1. Full community consultation in reviewing the school's vision and developing a new Strategic Plan ready for implementation in 2019 and beyond.**

A full strategic review took place in 2018 involving consultation with staff, students, parents, whanau and the community, including reviewing the school mission (purpose) and vision. As a result a new purpose and vision were written and strategic plan which identified 4 strategic goals for the future.

Goal 4E: To provide support for the commitments agreed to in the Environ-schools Agreement.

Performance Indicator

- 1. Hillcrest continues to enhance our recently awarded Silver Accredited Enviro-school status.**

Audit completed and status as Silver Environ-school still strong. \$2500 grant from the Hamilton City Council to reduce landfill. Sustainability becoming more acknowledged and taught in the curriculum, often cross-curricular teaching.

GOAL F: CULTURE, ARTS AND SPORTS

Goal 1F: To ensure students have the opportunity to participate in our extra-curricular programme.

Performance Indicators.

- 1. All students are able to have access to our extensive extra-curricular programme.**

Goal 2F: To develop a multi-use sports turf at school.

Performance Indicator

- 1. At least half of the sports turf (Area 2) is laid for the start of term 1 2019.**

This was achieved and the second half (Area 1) was completed by the end of term 1 2019. We now have the entire area re-turfed in Tiger Turf and features – 7 tennis courts, 3 netball and 3 basketball courts, a hockey practice area, and futsal area. This is a great addition to our sports and physical education facilities.

Goal 3F: To actively promote opportunities available and success of sport, culture and the Arts to the community.

Performance Indicator

- 1. Arts Calendar collated by end of 2017 for 2018**

Arts calendar included in annual school calendar

GOAL G: INTERNATIONAL STUDENTS

Goal 1G: To ensure the number of International Students are economically viable for the school

Performance Indicators

- 1. Maintain an average of 50 (fulltime equivalent) International Students throughout the year.**

55 fulltime equivalent international students in 2018

Goal 2G: To ensure that the social and well-being needs of the IS are maintained at a high level.

Performance Indicator

- 1. Compliance with the International Student Code of Practice and SIBEA documentation**

Achieved

Goal 3G: To provide a curriculum that engages, involves, challenges and supports international students to achieve personal academic learning goals.

Performance Indicator

- 1. Students achieve academic success in relation to their personal level of academic ability and English Language proficiency.**

Careful attention is paid to ensuring that international students are placed in appropriate learning programmes. Foundation classes have been established to support international students who are struggling with their English. Teacher aides are also used in these classes.