

2025 Annual Implementation Plan- Horowhenua College

Summary

The Annual Goals contained in this 2025 Implementation Plan are connected to Goal 1 of our Strategic Plan: *“To provide a range of learning opportunities”*. Achieving this is also underpinned by Strategic Goal 2: *“To provide the resources and social support to enable staff and students to teach and learn to the best of their ability”*. The 2025 Annual Goals are directed towards improving literacy and numeracy in the junior school, improving teaching and learning through providing professional development for teachers and increasing participation and opportunities in sport. These goals also address many of the current government’s priorities for education, including establishing better approaches to literacy and numeracy, smarter assessment and reporting, improved teacher training and greater use of data. Te Tiriti o Waitangi responsibilities underpin our desire to improve the range of teaching opportunities and to provide meaningful learning pathways through the provision of Universal Design for Learning (non-streamed teaching which recognises the unique value and capabilities of each student to learn and progress), Culturally Responsible Relational Pedagogy which recognises and reflects students’ cultures in teaching, and Trauma Informed Practices (responding to triggered and challenging circumstances and student behaviours).

Annual Goal #1	Literacy and Numeracy Analysing, responding and tracking literacy and numeracy progress of Year 9 and 10 students																																						
Where are we currently?	<table><tr><th></th><th colspan="2">Literacy</th><th colspan="2">Numeracy</th></tr><tr><th></th><th>Horowhenua College L1</th><th>National L1</th><th>Horowhenua College L1</th><th>National L1</th></tr><tr><th>2020</th><td>81.3</td><td>85.1</td><td>83.6</td><td>83.6</td></tr><tr><th>2021</th><td>73.8</td><td>83.6</td><td>80.5</td><td>82.5</td></tr><tr><th>2022</th><td>77.8</td><td>81.6</td><td>79.5</td><td>80.8</td></tr><tr><th>2023</th><td>80.0</td><td>82.8</td><td>81.7</td><td>82.3</td></tr><tr><th>2024</th><td>70.1</td><td>76.6</td><td>56.9</td><td>74.6</td></tr></table> <p>Standardised testing of Year 9 and 10 students takes place at the beginning and then near the end of the year. In 2025 we will also introduce additional tutoring</p>					Literacy		Numeracy			Horowhenua College L1	National L1	Horowhenua College L1	National L1	2020	81.3	85.1	83.6	83.6	2021	73.8	83.6	80.5	82.5	2022	77.8	81.6	79.5	80.8	2023	80.0	82.8	81.7	82.3	2024	70.1	76.6	56.9	74.6
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	for those students identified as needing extra support to obtain literacy and numeracy requirements.
2025 Target	To measure the literacy and numeracy abilities of Year 9 and 10 students, then respond by providing the necessary interventions to enable every student to make academic progress to the best of their ability
What do we expect to see by the end of the year?	<ul style="list-style-type: none"> • Standardised testing of all Year 9 and 10 students provided twice each year • Individual academic testing undertaken of students referred to SENCO • Results from standardised and academic testing collated to identify the learning needs of individual students • Identified students grouped to receive tuition specific to their learning needs • Ongoing testing of identified students provides feedback which guides next steps • End of year standardised testing shows improvement in literacy and numeracy across Years 9 and 10
How will we measure success?	<ul style="list-style-type: none"> • Records show that all Year 9 and 10 students have completed the standardised test. The Literacy and Numeracy Coordinators ensure follow up tests are provided for those students who were absent when the tests were conducted. • SENCO is able to produce details of students who have been identified for tuition as well as the specific areas requiring attention and improvement. • Attendance of students receiving tuition is recorded. • A summative e-asTTle test at the end of tuition shows an increase in Literacy and/or Numeracy. • End of year standardised test to compare the start of year results with end of year results. Success will be seen with an improvement in these results.

Annual Goal #2	Pedagogy Provision of specific and focused Professional Development that supports staff to meet the individual learning needs of their students
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Where are we currently?	NCEA data (HC = Horowhenua College; Nat = National)								
		HC L1	Nat L1	HC L2	Nat L2	HC L3	Nat L3	HC UE	Nat UE
	2020	57.8	71.8	81.8	80.1	50.0	72.1	42.2	53.4
	2021	55.0	69.2	73.4	77.9	73.6	70.5	51.7	51.9
	2022	62.0	64.9	63.8	74.9	44.9	68.2	35.9	50.3
	2023	56.0	61.7	60.1	73.2	45.6	67.7	32.2	49.7
	2024	38.3	45.3	63.5	73.0	43.2	68.7	29.7	49.0
NCEA L1 European- 2023 63.2% (National 67.2%); 2024 45.6% (National 50.8%) Maori- 2023 42.9% (National 51.9%); 2024 33.3% (National 39.9%) Pasifika- 2023 46.4% (National 52.7%); 2024 23.8% (National 36.7%) We expect that investing in professional development of staff, focussing on trauma informed practice, culturally responsive pedagogy and universal design for learning will help lift NCEA results as students' identity, wellbeing and learning needs are identified and recognised as part of learning programs.									
2025 Target	To further develop curriculum delivery and pedagogy through staff receiving ongoing professional development on UDL (Universal Design for Learning), CRRP (Culturally Responsive and Relational Pedagogy) and TIP (Trauma Informed Practice)								
What do we expect to see by the end of the year?	<ul style="list-style-type: none">• External providers contracted to provide PD• Regular PD provided for staff on UDL, CRRP and TIP• Staff effectively use the 'Levers for Change' template when planning units of work/individual lessons• Staff provide learning programmes and delivery models that appropriately meet the learning and cultural needs of all students in their classes• Students acknowledge and value that appropriate programmes of learning and delivery are provided to meet their individual learning needs• Sharing of best practice by staff								
How will we measure success?	<ul style="list-style-type: none">• Regular student survey (the same over a number of years) compares results and shows improvement in student/teacher relationships, and engagement in learning.• Levers for Change template is regularly used as part of unit and lesson planning. The HOFs are to monitor this.• HOFs reporting on the level of sharing practice and resources.								

Goal #3	Sport To increase and improve all aspects of sport at our college
Where are we currently?	2024 Student participation in sport was 44% The demand from our students to participate in sport is greater than the current provision of opportunities and resources.
2025 Target	Sports opportunities are organised and provided for students to participate in such that sport participation is increased, enhanced, expanded and celebrated
What do we expect to see by the end of the year?	<ul style="list-style-type: none"> • The number of sports options available to students meets the sporting needs of all students • Administrative tasks are up-to-date and completed in a timely manner allowing all necessary data to be collected, collated and analysed • College sports teams and individuals are resourced to the level that they are able to positively represent our college • High quality coaches, managers and administrators are appointed to all college teams • Student participation in sport increases (44% in 2024)
How will we measure success?	<ul style="list-style-type: none"> • Record the sports options offered and the number of students participating- we expect both to increase in 2025. • Record the number of applications to participate in competitions and tournaments, and how many are successful- we expect this number to increase • Record the number of teams and if they have college playing uniforms and sufficient resources- we expect the number of teams to increase and for them all to be in college team uniforms • Record the results from competitions and tournaments- participation is the priority, but the hope is that we can also be very competitive and achieve sporting success • Student voice regarding the range of sports available, quality of playing uniform, timeliness of organisation, quality of coaches/managers- we expect student voice to be positive in response to these aspects of college sport • The participation rate from the annual sports survey will show an increase- we expect this number to increase from 44% and aim for a 5% increase each year for the next 4 years (2025 50%; 2026 55%; 2027 60%; 2028 65%)