

Mana Parorangi Annual Plan Report 2024

2024 NCEA Achievement Data

	HPC	National	EIB	Māori
Level One	85.7%	44.9%	44.8*%	39.3%
Level Two	79.2%	72.7%	63.9%	64.3%
Level Three	100%	68.2%	61.1%	57.9%
UE	83.3%	48.2%	26.8%	29.9%

Strategic Goal : Mana Oranga Prioritise holistic wellbeing			
Annual Target/Goal Create a better connected hauora system, support services and initiatives, underpinned by PLD and taura and kaiako need.			
What do you expect to see by the end of the year Wellbeing support initiatives across School and Hostel are better connected.			
Actions	Who is Responsible	Resources Required	Measure
Implement Tier 2 of PB4L	Tumuaki and kaiako	PB4L facilitators	Tier 2 has been implemented and reviewed by PB4L facilitators
<p>We have commenced implementation of Tier 2 PB4L lead by Wh Kelly Ngarimu. We have started to integrate two key interventions into our pastoral and behaviour management systems. These interventions are:</p> <p>Check in, Check out (CICO) This is similar to our old Daily Report Card but is personalised for the student. The card will promote our 4 pou and each student will receive their own goals to achieve for a period of at least 3 weeks. The students will receive a number for each goal for each period and at the end of the day, points will be totalled and a percentage given. This will be added to Kamar and data will be collected. The comments must be positive as the</p>			

FOCUS is on the success/es of the student. The first goal must be achievable for the student.

Check and Connect

This is a targeted intervention designed to re-engage students showing early signs of disengaging from school. It is about checking on the student/s regularly and connecting with them in a way that is engaging with them.

We have also continued to develop and strengthen our Tier 1 schoolwide programme with particular focus on rewarding good behaviour and embedding this into our pastoral system.

Met

Begin development of wellbeing framework	Tumuaki and SLT	Release time	Initial framework development completed
--	-----------------	--------------	---

We have started to discuss what this framework will look like, it will be founded on Te Whare Tapa Whā in line with our hauora curriculum statement. We already have most of the elements in place; they just haven't been connected through a framework. These elements include initiatives and services provided by both the school and hostel including:

School nurse, vaccinations, counselling (school and hostel), mirimiri, PB4L, taonga pūoro, healthy relationship programmes, sexuality education, nutrition, managing emotions, smoking cessation, drug and alcohol education.

In Progress

Kaiako are supported with PLD opportunities	Kaiako	Release time	Annual analysis of PLD programmes and uptake
---	--------	--------------	--

All kaiako have been supported to engage in and attend internal and external PLD related to wellbeing. The main programme we are using in terms of hauora is PB4L but we add to this with other relevant PLD when able.

Over the course of the year these have included PLD provided by:

MOE, RTLB, PNCEO, NZCEO, Kāhui Ako, PB4L.

Met

Support services and initiatives are offered to taura and kaiako.	Tumuaki and SLT	Financial resources provided where required.	Annual analysis of support services and initiatives.
<p>We have offered a range of support services primarily for our taura but also available to our kaiako where appropriate:</p> <p>School nurse, vaccinations, counselling (school and hostel), mirimiri, PB4L, taonga pūoro, healthy relationship programmes, sexuality education, nutrition, managing emotions, smoking cessation, drug and alcohol education and EAP.</p>			
Met			
<p>Overall Comment:</p> <p>Holistic wellbeing, of taura, kaiako and kaimahi, is a key consideration in all decision making. We use our relationship with He Puna Hauora to provide as wide a range of services as possible and also link with any additional appropriate providers or programmes for both the school and hostel. Incorporating these into a framework that allows us to be efficient in our use of limited resources is the next step.</p> <p>The main challenge we have in delivering this strategic priority is resourcing.</p>			

<p>Strategic Goal: Mana Tangata Establish and maintain collaborative partnerships</p>			
<p>Annual Target/Goal Kura relationships are better accessed for improved education opportunities for taura.</p>			
<p>What do you expect to see by the end of the year Increased participation from the HPCOBA and better whānau engagement.</p>			
Actions	Who is Responsible	Resources Required	Measure
Begin development of communication framework and plan.	Tumuaki and SLT	Release time	Initial framework development completed
<p>A draft framework has been completed that aligns and rationalises the various forms of communication we use. As a Boarding school it is important that we maximise our use of various platforms but at the same time understand what the purpose of each platform is</p>			

and therefore what content is most appropriate. For example, content on social media platforms will be different than what we publish on our school website.

In Progress

Review Ohu. A Whānau whānui Ohu is created.	Board	Whānau contribution	All Ohu have clear responsibilities and objectives
---	-------	------------------------	--

Board Response Required

HPC-OBA increase participation in kura events and activities.	Tumuaki and HPC-OBA		Annual feedback from HPCOBA Executive
---	------------------------	--	---

There have been two main areas where we have had an increased participation from the HPCOBA in 2024. The first was for our annual House Comps where the HPCOBA provided eight judges for the competition. The second was supporting our touch programme throughout the year including a touch wānanga in Term 1 and taking our team to the Māori Touch Nationals in Term 4.

The Tumuaiki and President of HPCOBA have met through the year to discuss potential support and collaboration.

In Progress

Increased learner pathway education	Tumuaki		Annual leavers survey
--	---------	--	--------------------------

Throughout the year various year levels have visits from University and Tertiary providers we also attend careers open days and expos within the local area. Tauira and whānau are also encouraged and supported to engage with onsite visits to tertiary providers that are outside the region. This year that included Waikato University and AUT.

We track the destinations of our Year 13 cohort each year, working with them and supporting them throughout the year in their transition to life after kura.

Met

Overall Comment:

The main focus over the past year has been in improving communication as a means of improving our partnerships with our communities. In 2024 we placed a focus on enhancing our partnership with the HPC-OBA, this is outlined above, however we continued to build relationships with a number of our partners:

UCOL, Pūhoro, Ngāti Kauwhata, Te Kura, Te Kura o Kauwhata.

One of our most important partners are our whānau and we have continued to develop initiatives such as our Online, Portfolios, Online Interviews, Whānau Portal to enhance our communication and accessibility to information.

Strategic Goal: Mana Ako Design an engaging future-focused curriculum			
Annual Target/Goal Curriculum better reflects the special character of the kura.			
What do you expect to see by the end of the year Development of local curriculum Year 9-11, increased te reo and mātauranga Māori throughout the kura environment.			
Actions	Who is Responsible	Resources Required	Measure
Begin development of local curriculum	Tumuaki and kaiako	PLD support	Mid and End Year Tumuaiki report.
Our first task was in defining what our local curriculum is at Hato Pāora College. As a dual special character full boarding school our kura is unique and this has a direct influence on how local curriculum is defined and implemented.			
In Progress			
Staff participate in Te Mātaiaho PLD	Kaiako	Release time	Mid and End Year Tumuaiki report
All staff have participated in Te Mātaiaho refresh and NCEA changes PLD throughout the year. Over 2024 and 2025 we have used MOE facilitators to help guide and strengthen our understanding of the NCEA changes including the new corequisites. We have then continued to work on these in our staff meetings to help plan and prepare ourselves for delivery. Teachers of NCEA have also attended external PLD and continued to use their subject cluster groups to increase their understanding and preparedness for the changes.			
Met			

Senior taura supported in identifying individual pathways	Tumuaki, SLT, Hostel		All senior taura complete an Individual Education Plan.
---	----------------------	--	---

All of our senior taura, Y11-13, completed an IEP. This was to help them plan for the future and choose subjects that would best support this plan and desired future direction. It also allowed us to help support them in terms of UCOL courses and applications for further study, work or training.

Met

Te Reo, tikanga and mātauranga Māori are weaved throughout the curriculum.	Kaiako	Internal PLD support	Kaiako planning explicitly shows te reo, tikanga and mātauranga Māori
--	--------	----------------------	---

We have continued to formalise the integration of reo, tikanga and matauranga Māori into our curriculum. This goes in hand with the integration of Catholic understandings and knowledge. Our goal is to have a curriculum that clearly represents our special character. The majority of staff attended PLD organised by the Kāhui Ako and delivered by Ngāti Kauwhata around their matauranga. We continue to involve our taura in tikanga activities and opportunities whenever possible and use our morning Chapel to unpack and explain these tikanga. Staff are supported to engage in te reo Māori PLD whenever possible.

This year Pā Reece spent the year on study leave on a te Reo Māori programme, Wh Kelly attended a kura reo, Wh Stacey completed a te reo Māori qualification at TWoA and Pā Nathan is engaged in a reo programme focussed on his reo a iwi.

In Progress

Overall Comment:

We have been on a 5-6 year journey of understanding our dual special character, made up of aspects from te ao Māori, the catholic faith and Marist charism. Our special character underpins everything we do and links to all of our strategic priorities and the operational tasks that enable these priorities. The development of a fit for purpose curriculum is a key part of this. The ongoing development of our kura curriculum will be a key focus in 2025.

Strategic Goal: Mana Whakapono			
Promote a Catholic worldview based on our Marist Charism			
Annual Target/Goal			
Curriculum better reflects the special character of the kura.			
What do you expect to see by the end of the year			
Development of local curriculum Year 9-11, evidence Marist principles in taura behaviour.			
Actions	Who is Responsible	Resources Required	Measure
Update and localise RE Curriculum	Tumuaki, HoD RE and Kaiako RE	PLD	Evidence of mātauranga Māori and the “Marist Way”
<p>Wh Hayley Baker has been working alongside the Diocese to develop and update our RE curriculum. She has been working closely with St Peters College PN and attending a variety of PLD. SHe has focused on incorporating matauranga Māori wherever possible and integrating our Marist Charism. We have continued to use morning Chapel to emphasise and highlight both the Māori and Marist worldviews using the context of HPC and education.</p>			
In Progress			
Grow understanding of the “Marist Way”	Tumuaki	Fr Mark and MYL	Board and Kaiako complete PLD
<p>Kaiako have not attended any specific “Marist Way” PLD this year. We do regular PLD throughout the year through morning chapel and staff hui where we discuss various aspects of our special character. We have the option of PLD for staff provided by MYL however it would mean more staff are away during the year which is hard to cover at a small kura. We have also had whole staff PLD provided by the Diocese focussed on the Catholic Social Teachings.</p>			
In Progress			
Leadership programmes aligned with special	Tumuaki, ELT	Fr Mark and MYL ELT	Taura are provided with leadership development

character are provided			programmes and activities.
<p>We have continued to engage and participate in a variety of programmes offered and facilitated by Fr Mark Walls and MYL. For 2024 these have included: Y13 leadership wānanga, whole school orientation, Y12 Marist Neighbours programme, Head and Deputy head forum and Senior Retreat. All of these programmes have aspects of leadership development included with a Marist focus of social justice and Te Tiriti o Waitangi.</p>			
Met			
<p>Overall Comment:</p> <p>In concert with PB4L I believe there is evidence of a growing positive culture within the kura. ERO has highlighted on two occasions the good learning relationships between taura and kaiako. Our pastoral record also shows that we have good relationships among the taura, peer groups, year groups and whole school.</p> <p>Our participation in the various MYL programmes allows the continued provision of our Marist Charism and provides a range of personal development and leadership development opportunities for our taura throughout the year. Without MYL it would be a substantial challenge to deliver this part of our special character.</p> <p>Great strides have been made in our curriculum development and as with the rest of our curriculum this will be a focus again in 2025.</p>			

Strategic Goal: Mana Whakaara Attract and develop excellence in teaching and leadership			
Annual Target/Goal A positive workplace that supports Kaiako to grow in their practice.			
What do you expect to see by the end of the year Kaiako and taura exhibit increased agency around holistic education.			
Actions	Who is Responsible	Resources Required	Measure
Kaiako are provided with appropriate PLD support	Tumuaki and kaiako	Release time, funding	Kaiako attend approved PLD.

All kaiako have been supported to engage in and attend internal and external PLD. These have related largely to our school wide focus on literacy, local curriculum and the NCEA changes. Individual kaiako have continued to engage in their subject specific PLD, cluster and network meetings.

Over the course of the year these have included PLD provided by:

MOE, NZQA, PNCEO, KAMAR, NZCEO, Kāhui Ako, Ngāti Kauwhata, English Cluster, Kaiako Māori Cluster, Maths Cluster, Science Cluster.

We have moved purposefully towards using online planning for teaching. This is to encourage transparency and collaboration between kaiako across the range of teaching and learning improvements targeted in our strategic plan.

Met

The Board is provided with appropriate PLD support	Presiding member		Board members complete approved PLD.
--	------------------	--	--------------------------------------

Board Response Required

Project 1 of 10YPP is commenced	Tumuaki and presiding member		Project 1 is commenced by year end.
---------------------------------	------------------------------	--	-------------------------------------

Unfortunately none of the work included in our 10YPP has been commenced. This has now become an urgent issue as we have just finished Year 4 of the plan and we have had nothing commenced or completed.

Not Met

Decision making is shared and collaborative.	Tumuaki and SLT		Annual staff feedback survey
--	-----------------	--	------------------------------

Kura leadership attempts to include staff in decision making and communicate decisions that are made. Regular morning briefings and staff hui are the main ways that this is achieved. We also have call back days through the year to allow time to focus on key improvements and PLD.

We have not conducted a feedback survey, but will do as part of our 2025 beginning of year preparations.

In Progress

Overall Comment:

The major concern related to this strategic priority is the lack of investment in teaching and learning facilities, 10YPP. I recommend that the Board writes a formal letter to the Diocese asking for an explanation and a hui in the new year.