SIR EDMUND HILLARY COLLEGIATE

STRATEGIC PLAN 2018-2020

We believe at Sir Edmund Hillary Collegiate our students are:

Nurtured by a culture of respect

inspired by teaching

empowered by learning

to be global lifelong achievers

We value:

Respect is integrity for self and others. Students will show this in the way they speak and act with each other so learning is not interrupted.

Whānaungatanga is working together with everyone. The way the students work, play and move around together inside and outside the classrooms will show this.

Excellence is showing perseverance in the face of difficulty and challenges. Students will display this in their school work, the way they wear their uniform and the pride they show in the school by using Middle School Mana and Hillary Heart.

STRATEGIC GOALS

GOAL 1   Develop SEHC students to be agentic learners empowered by teacher leadership

GOAL 2   Develop cultural responsive pedagogical practices that impact on student progress and achievement

GOAL 3   Provide seamless pathways so learning is coherent across the collegiate

GOAL 4   Develop SEHC Māori students to be connected and succeeding as Māori

STRATEGIC DIRECTION

Focus Areas

Develop SEHC student's agentic learning empowered by teacher leadership.

Develop cultural responsive pedagogical practices that impact on student progress and achievement.

Provide seamless pathways so learning is coherent across the collegiate.

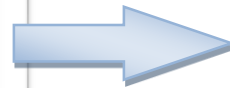*Develop SEHC Māori to be connected and succeeding as Māori.*

Drivers

Driven by inquiry.

Developing connectedness and relationships.

Driven by high expectations.

Outcome

Acceleration of student progress and achievement.

Increased retention of Year 9 /10 students.

Students reach their potential.

Teachers continually improving their practice.

NATIONAL RESPONSIBILITIES

How Sir Edmund Hillary Collegiate plans and reports as set out in the Education Act 1989 as amended by section 60A of the Education Standard Act 2001.

Sir Edmund Hillary Collegiate Board of Trustees develops a charter that focuses on local community aspirations in particular the Māori community while keeping the national goals and priorities as a clear basis for long term planning.

The Board of Trustees and Senior Leadership Team will consult with community on a regular basis and will ensure that all reasonable steps are taken to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (the Māori language) for full-time students.

By 2020 Sir Edmund Hillary Collegiate will look like this:

STUDENT AGENCY

- *Strong student leadership across the collegiate*
- *Teacher collaboration empowering student learning*
- *Aligned collegiate systems that support students and whānau*
- *Relationships and connectedness for all students is evident*
- *Student are reflective and open in learning conversations*
- *Students are confident decision makers*

PEDAGOGICAL PRACTICE

- *Teachers' inquiries result in accelerated achievement for students*
- *Teachers sharing good practice*
- *Collegiate cultural responsive practices established*
- *Relational practices that embed bi-culturalism*

'*We want to become a school that provides coherent learning focussed on students being connected and succeeding their potential*

- *Targeted students identified to accelerate achievement*
- *Assessment practices that enables seamlessness*
- *Collegiate processes are cohesive*
- *High expectations for students and teachers*

LEARNING

- *Established authentic bicultural contexts for teaching and learning programmes*
- *High Māori attendance, engagement and retention rates*
- *Te Reo Māori is heard inside and outside the classroom*

MĀORI SUCCESS

OVERARCHING GOAL

'Create seamless learning and transition pathways to accelerate Sir Edmund Hillary Collegiate student achievement so that 90% of all school leavers graduate with a minimum qualification of Level 2 NCEA by 2020'.

ACHIEVEMENT MAPPING 2018-2020

Students' seamless learning pathway through SEHC accelerates student achievement.

Achievement	2017	2018	2019	2020
Year 6 Writing	69%	72%	75%	78
Year 6 Maths	67%	70%	73%	75
Year 8 Writing	73%	76%	85%	85+
Year 8 Maths	82%	85%	85+%	90
Year 11 Level 1	75%	80%	85%	90
Graduates NCEA Level 2 and above	85%	85%+	90%	90+

These are projected targets for students reaching expected curriculum levels. They will be regularly reviewed and projections adjusted accordingly.

COLLEGIATE STRATEGIC FORECAST

	2018	2019	2020
Student agency *that empowers students to take responsibility for their own learning.*	Consolidate collegiate wide Leadership practices	Leadership structures in place to support vision for seamless pathway	Refine Leadership teams
	Develop systems/processes so that transition within schools is more seamless	Embed transition processes	Adopt and refine transition procedures
	Create opportunities for regular student feedback to teachers on learning	Teachers inquiry is informed by student feedback	
	2018	**2019**	**2020**
Pedagogical practice *Consistently effective pedagogy and expectations accelerates achievement. Seamless transitions from school to school.*	Develop pedagogical model of inquiry to promote student outcomes Develop cultural responsive charter for collegiate	Embed further recommendations from review Embed cultural responsive charter for collegiate	Refine pedagogical model of inquiry Refine cultural responsive charter for collegiate
	Develop strategies for seamless transitions	Embed transition strategies	Refine transition strategies

	2018	**2019**	**2020**
Learning *Creating seamless curriculum pathways that support and enrich students' learning to reach their potential.*	Consult with parents, whānau and community on delivery of Health Education	Implement consultation initiatives outlined in review	Refine Health initiatives
	Develop model of inquiry for collegiate	Embed model of inquiry	Refine inquiry model
	Establish cross collegiate teams in Science to conduct a curriculum review	Implement Science initiatives across collegiate	Refine Science curriculum initiative
	Implement and embed Maths initiatives across collegiate	Refine Maths initiatives	Review Maths
	Scope and implement strategy for implementing Digital Technology	Trial delivery of Digital Technology	Refine Digital Technology curriculum

	2018	2019	2020
Māori Success *Māori are connected and are succeeding as Māori.*	Implement revised plan for new targets	Leadership structures in place to support vision for seamless pathway	Review Leadership structures
	Embed practices that enable Māori Ākonga to stay at school and succeed	Consolidate initiatives put in place to keep students at the collegiate	Review culturally responsive charter for students
	Scope and investigate strategies to increase retention of Māori students in Y9-10	Embed collegiate retention plan	Review retention plan and make adjustments
	Embed Te Reo Māori Y1-8	Implement new initiatives to delivery of Te Reo Māori	Review implementation of Te Reo Māori programme
	Review and embed collegiate Tikanga principles	Consolidate collegiate Māori Tikanga principles	Review and make adjustments to collegiate Tikanga principles
	Review progress against agreed cultural practices across the collegiate and make recommendations	Implement and embed cultural responsive practices recommendations	Embed cultural responsive practices

	2018	**2019**	**2020**
Governance *The Board of Trustees represents and serves the education and school community in its stewardship role.*	Board reflects constitution and investigate ways to strengthen board leadership Incorporate training for new board members Utilise MOE/MIT and co-opted Māori rep links to support governance Institute training for new board Prepare for nomination and voting of new board	Incorporate strategies to strengthen board leadership Review compliance reporting regularly Prepare for board elections	Review strategies
The Board of Trustees scrutinises the work of the school in achieving valued student outcomes.	Institute training and support for new board i.e. conduct Ka Hikitia training for board, make recommendations for implementation Introduction of Hautū self-evaluation tool	Utilise Hautū to review board practices are supporting Māori students' engagement, retention & achievement Make recommendations as a result of review	Implement agreed review practices for Māori student engagement
The Board of Trustees evaluates the effectiveness of board performance	Develop a self-review model for the Board to enact policies	Review policies as set out by timetable	

in its governance and stewardship role.	that support the new collegiate wide direction		
	Scope and implement new policy options	Embed new policy structure	Review new policy structure
The Board of Trustees effectively meets statutory requirements.	Establish and implement self-review timetable	Review statutory cycle for review	
	Make recommendations as a result of the review		
	Create 10YPP to identify priority items	Implement property projects identified form priority 1 items	Review priorities for property
	Appoint consultant to complete 10YPP		

2018 TARGETS

Mathematics

Year 3 & 4:
*By the end of Year 3 & 4 **high priority learners** who are below expectations for Mathematics will have made accelerated progress to achieve at or above expectation.*

Year 8:
That 85% of All students and Māori students will make accelerated academic progress to Level 4 by the end of the 2018 year.

Writing

Year 5 & 6:
*By the end of Year 5 & 6 **high priority learners** who are below expectations for Writing will have made accelerated progress to achieve at or above expectation.*

Year 8:
That 85% of All students and Māori students will make accelerated academic progress to Level 4 by the end of the 2018 year.

NCEA Targets

To improve the initial pass rate (participation based) of Year 11 students from 59% to 70%+.
To improve the initial pass rate (participation based) of Year 12 students from 70.5% to 80%.
To increase the UE from 27.3% to above the decile 1-3 average.
To increase the Māori students, roll based results in Year 11 (NCEA Level One) to equal or better Pasifika roll based results.
To improve the Numeracy and Literacy rate in Year 9 and 10 so that all students make accelerated progress to NZC Level 4 by 2018.

Māori Engagement and Retention Targets

Year 1-8: *Create a seamless education pathway for Māori students by engaging them in authentic, cultural responsive practices that will accelerate Māori achievement and keep them in school.*

Year 9-11: *To improve the average attendance rate of Māori students and improve the retention rate of all Māori with a specific focus on Year 11 students.*

2018 ACTION PLAN

'Students' learning pathway that accelerates student achievement'

STUDENT AGENCY				
GOAL 1: Develop SEHC students to be agentic learners empowered by teacher leadership				
	ACTION/PERSON RESPONSIBLE	**RESOURCES/TIMEFRAME**	**EVIDENCE**	**SUCCESS INDICATORS**
STUDENT AGENCY	**Principal Group** 1. Staff empowered to lead in cross collegiate leadership - Seamless Pathway Teams (SPT). 2. Liaise with seamless teams regularly. 3. Investigate the teams that have worked well and reconstruct for other groups. **Student Leadership** 1. Investigate Y5-10 student leadership possibilities. 2. Implement Y5-10 student leadership/ mentoring programme.	Ongoing Beginning of term End of term 1 Beginning term 2	Distributed leadership successfully operating in curriculum pathway teams Cross collegiate student leadership opportunities further developed in service, sports and culture Explore opportunities for students to contribute to curriculum and pathways development	Cross- collegiate leadership collaboratively pursue the charter vision, goal and targets Students are increasingly proactive in leading service, sports and culture teams Relational trust and effective collaboration at every level of the collegiate community

	Collegiate Māori Team Collaboration 1. Continue to survey Māori Y1-8 and include Y9 and 10. 2. Review the implementation of Te Reo Māori Language programme Y1-8. 3. Investigate Whānau Event day. 4. Investigate Academic Awards Evening.	June 2018 March 2018 December 2018 November 2018	Māori students report that they feel supported and are connected to and valued by the collegiate community	Robust collaboration implemented to further strengthen pastoral pathways, with expertise shared across collegiate Increased capability to use inquiry to make a difference for Māori students
	Pedagogical Team 1. Calendar dates for collegiate staff meetings for seamless teams to begin to share their focus and progress. 2. Invite Marcus Akuhata Brown to undertake staff understanding for seamless collegiate pedagogical indicators in classrooms. 3. Create Pedagogical memorandum of understanding with all staff.	February 2018 January 2018 March 2018	Staff have a shared understanding of Inquiry practices Staff share effective practice in collegiate forums Staff are making changes to their practice in response to their inquiries	Increasingly effective teaching to accelerate progress and achievement is evident

Curriculum Seamless Team 1. Maths team to continue to plan to investigate planning topics across curriculum. 2. Maths team continue to discuss and share successful practice on a regular basis. 3. Nurture the Literacy team to meet and agree with participation with the Literacy across the curriculum. 4. Scope the possibility to share teacher for ESOL needs for Y7-13 students. 5. Establish Science team to look at seamlessness.	End of term 2 Each term Beginning of term 2 Beginning of term 1 Term 2	Curriculum seamless teams make successful progress to seamlessness with all staff being informed Programme development in Maths Appointment of special needs teacher Y7-13 Team established for Science	Curriculum pathways are more seamless with transition points strengthened Students connected and supported

'Students' learning pathways that accelerates student achievement'

PEDAGOGICAL PRACTICE				
GOAL 2: *Develop cultural responsive pedagogical practice that impacts on student progress and achievement*				
	ACTION/PERSON RESPONSIBLE	**RESOURCES/TIMEFRAME**	**EVIDENCE**	**SUCCESS INDICATORS**
PEDAGOGICAL PRACTICE	**Teaching as Inquiry** 1. Move to collaborative inquiries where groups of teachers focus on identified students and identify effective Cultural Responsive and Adaptive practices that impact on students' efficacy and achievement. 2. Teachers share effective practice in cross curricular forums. 3. Literacy, Health and Mathematics groups investigate SOLO taxonomy and its usefulness in developing students' metacognitive skills. 4. Identify and develop practices that promote learning partnerships with students e.g. feedback loops, co-construct success indicators, strengthen self and peer assessment. 5. Review and strengthen student/parent/teacher conferences.	Beginning of the year Each collegiate meeting By end of term 3 Ongoing By middle of year	Calendar for sharing good practice created Feedback to PG PLD session organised for staff Collaborative inquiry records - Lesson plan	Improved outcome for all learners Acceleration of achievement Students confidence and connected with their learning

Relational practices that embed bi-culturalism 1. Initiate further PLD with Marcus Akuhata Brown to focus on and establish and implement collegiate expectations of "relational practices" e.g. greeting and acknowledging individual students at the beginning of class, farewelling, positive connections in the playground. 2. Identify and agree on a collective idea of what bi-culturalism means at the collegiate and what it will look, feel and hear like in classrooms.	Beginning of term 1 End of term 1	Māori students report they feel connected and empowered as learners Principles are visible in and out of classrooms	Increasingly effective and culturally responsive pedagogy supports and promotes Māori students enjoying success as Māori

LEARNING

GOAL 3: *Provide seamless pathways so learning is coherent across the collegiate*

LEARNING	ACTION/PERSON RESPONSIBLE	RESOURCES/TIMEFRAME	EVIDENCE	SUCCESS INDICATORS
	Collegiate Curriculum Review 1. Collaborative planning to develop cross curriculum approaches to: Literacy especially Writing, Maths, Digital Technology, Health, Te Reo, ESOL, Science. 2. Investigate SOLO taxonomy for implementation for thinking programme. 3. Continue to collaborate with board on progress. 4. Explore links with MIT.	On going End of term 2 On going On going	Implement collegiate Health curriculum and ESOL seamless processes Kāhui Ako achievement challenge is informed by SEHC seamless pathway	Curriculum reviews reflect feedback and consultation from students, whānau & staff Collegiate Health's community voice Implemented Health, ESOL and Mathematics curriculum provide a model for ongoing evaluation and inquiry for sustained improvement
	Maths Seamless Team 1. Collaborate with Maths Team to create a subject/strand delivery across the collegiate; share planning	Ongoing	Common areas in Maths identifiable across schools	Implemented seamless Mathematics curriculum that provide a model for ongoing evaluation and

	processes; initiate observations to share good practice. 2. Scope implementation of DMIC to Y9.	Term 3		inquiry for sustained improvement
	Digital Technology (DT) Team 1. Initiate a team to progress DT into the collegiate. 2. Investigate TOD to incorporate upskilling staff with activities to teach DT. 3. Identify key staff to mentor staff with the 10week taster programme. 4. Explore progressions for Y1-10 in DT. 5. Explore opportunities to extend students talents and promote acceleration of student's achievement. 6. Begin to scope cross curriculum skill based learning.	Ongoing Beginning of term 1 Beginning of term 1 End of term 4 End of term 4	Digital Technology strand progressions	Students will experience Digital Technology which will increase student engagement and learning Transfer knowledge and skills with enriched Digital Technology subjects
	Science Seamless Team 1. Initiate team to make team across collegiate through Nature of Science 2. Investigate scientific capabilities and how they can progress across Y1-13 3. Identify common areas, subjects taught 4. Investigate areas for seamlessness 5. Report progress to Principal Group	Beginning term 3	Team discussions /notes and ideas Discussion paper for PG	Increase students engagement and learning through science

MĀORI SUCCESS AS MĀORI

GOAL 4: SEHC Māori students are connected and succeeding as Māori

	ACTION/PERSON RESPONSIBLE	RESOURCES/TIMEFRAME	EVIDENCE	SUCCESS INDICATORS
SUCCESS FOR MĀORI	**Māori Engagement and Retention** 1. Reviewing retention for next year, looking at introducing a Community Liaise person to address absences and retention of students. 2. Collection of retention data to review possible actions for 2018. 3. Frame up a retention target for 2018 for the 19 Māori students in year 12 for 2018. 4. Scope the possibility for a mentor to work with students in the Middle and Senior schools to develop ongoing positive relationships with students and their whānau from Y7-13. 5. Establish Collegiate Māori student council.	Ongoing, reporting to board bi-annually Beginning of term 2 Beginning term 2	Student, whānau feedback Recommendations to Principal Group	Māori students, parent's aspirations are evident in the Māori development plan Principal's decisions are informed by regular feedback Programmes understands their strengths and aspirations and who can advocate effectively for them as they negotiate their way through schooling and beyond

Bi-culturalism focus 1. Investigate Māori tutor for students Kapa haka. 2. Work on collegiate wide expectations for cultural responsive practices for teachers. 3. Adopt cultural responsive practices for teachers once agreed. 4. Continue to provide collegiate PLD in culturally responsive practices. 5. Continue to develop Te Ao Māori contexts in learning programmes.	Beginning of term 1 End of term 2 Ongoing throughout year	Collegiate cultural responsive understanding agreed and practiced by all staff	Cultural context enhanced and evident within teaching practice
Māori Development Plan 1. Reinvigorate Māori Development Team by appointing a Leader to drive the planning and implementation across the collegiate. 2. Use the Junior and Middle school, 'Me and My School' data to develop goals for 2018 for each school. 3. Continue with Me and My School surveys by adding in years 9 and 10 for 2018 and use the data to develop goals in all three schools	Term 1 June 2018	Whānau Meeting calendar Student survey responses with recommendations to Principal Group Collegiate wide Oral Te Reo Māori inserts for all staff to practice with students	Te Reo is heard in the classroom on a daily basis Regular student feedback from students is used to enrich Māori development plan

and across the collegiate if appropriate.			
4. Begin developing a Te Reo Māori Oral programme for teachers - a weekly phrase, question and response students would be expected to say in reply.	Beginning tem 1		
5. Establish a Success evening for Māori.	November2018		
6. Continue to use Hautū with the Board as a self-review tool to allow board to focus from developing to integrating for all indicators in 2018.	March 2018		
7. MDT (Māori Development Team) to collect data information and present findings to PG (Principal Group).	Each term		
Whānau and Kura Partnership 1. Continue to collect feedback from whānau when and where possible. 2. Plan for a Whānau Day for Māori. 3. Continue to consult with Māori whānau their aspirations.	Ongoing End of year Ongoing beginning and end of year	Minutes and notes from meetings	Whānau aspirations are realized Whānau feel listened to and engaged with their child's learning