

# SIR EDMUND HILLARY COLLEGIATE



STRATEGIC  
PLAN  
2020-2022



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

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

***Excellence*** and showing perseverance in the face of difficulties 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 and implement cultural responsive pedagogical and relational practices that accelerate student achievement and well being

**GOAL 3.** Continue to develop and grow seamless pathways so that learning is meaningful across the collegiate

**GOAL 4.** Nurture and empower SEHC Māori students to achieve success as Māori

# STRATEGIC DIRECTION



## Goals

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

*Develop and implement cultural responsive pedagogical and relational practices that accelerate student achievement and well-being.*

*Continue to grow seamless pathways so learning is meaningful across the collegiate.*

*Nurture and empower SEHC Māori to achieve success as Māori.*



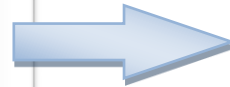
## Drivers

*Inquiry*

*Connectedness*

*Cultural responsive and relational practices*

*High expectations*



## Outcome

*Acceleration of student progress and achievement*

*Increased retention of all students with a focus on Year 9/10*

*Students reach their potential*

*Teachers continually improving their practice*

# NATIONAL RESPONSIBILITIES



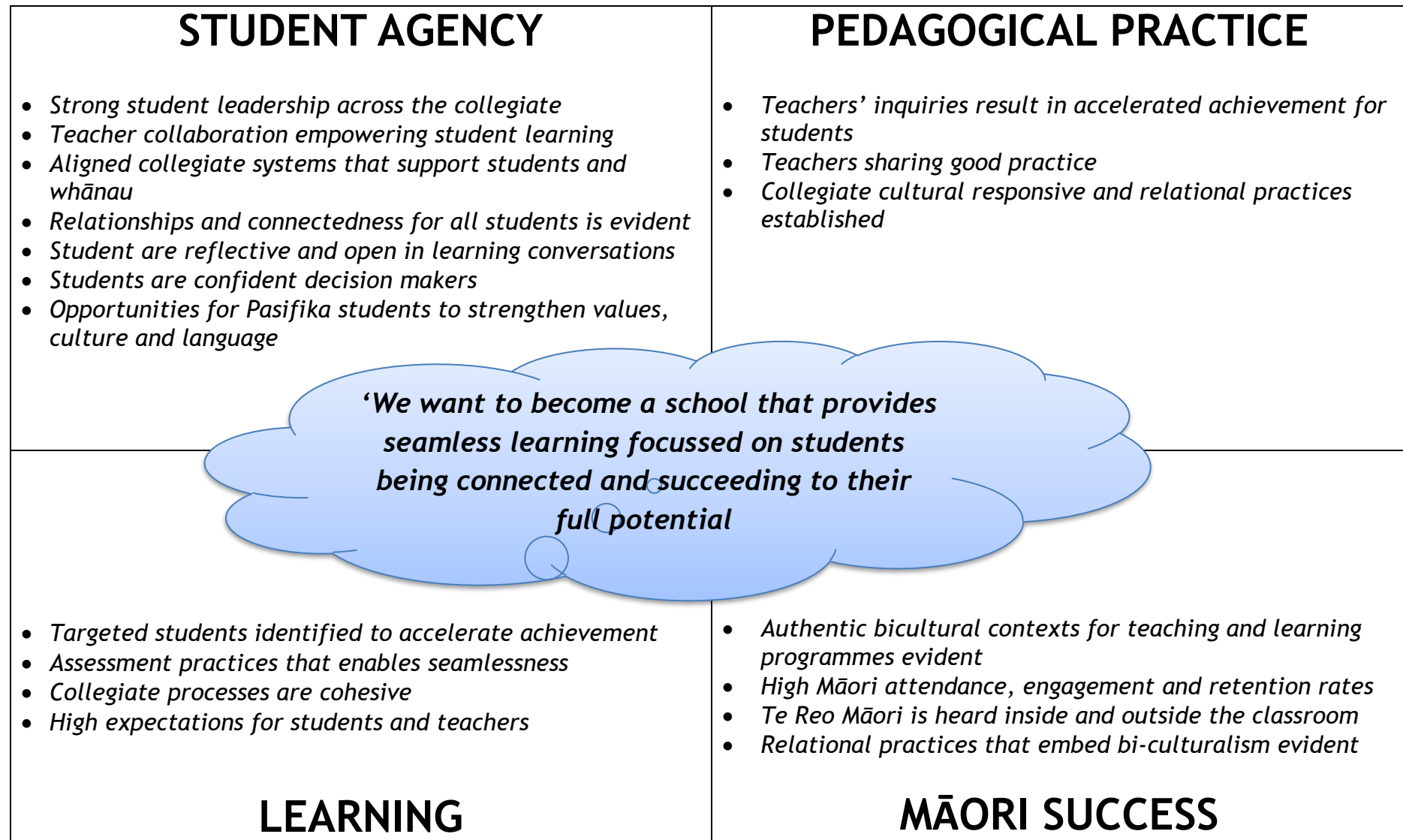
**How Sir Edmund Hillary Collegiate plans and reports as set out in the Education Act 1989 as amended by section 60A of the Education Standard Act 2001.**

*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 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 2022 Sir Edmund Hillary Collegiate will look like this:



## OVERARCHING GOAL

*Our seamless pathways will grow student graduates to be:*

- *Connected*
- *Strong in culture , language and heritage*
- *Following meaningful pathways for their future*



We will measure this by using data from:

1. Well-being survey Y6-10
2. Graduate exit data
3. School Leavers destination data





## COLLEGIATE STRATEGIC FORECAST

	2020	2021	2022
<b>Student agency</b> <i>that empowers students to take responsibility for their own learning</i>	Leadership structures in place to support vision for seamless pathway	Refine Leadership teams	Students display confidence and making decision about their learning
	Embed transition processes at key points, Y1, Y6-7, Y8-9, Y9-10	Adopt and refine transition procedures	Teachers and student collaboration has greater seamlessness
	Teacher's inquiry is informed by student feedback and trialling Project based learning.	Develop seamless pathway of project based learning leading to NCEA	Students are connected and self-motivated learners
	2020	2021	2022
<b>Pedagogical practice</b> <i>Consistently effective pedagogy and expectations accelerates achievement.</i> <i>Seamless transitions from school to school.</i>	Complete review of pedagogical practice and refine recommendations	Refine pedagogical model of inquiry	Pedagogical rubric evident in teacher coaching and inquiry
	Create cultural responsive expectations for collegiate	Refine cultural responsive charter for collegiate	Responsive and relational practices are seen and heard inside and outside the classroom
	Embed transition strategies	Refine transition strategies	Positive transition throughout the collegiate



	2020	2021	2022
<b>Learning</b>  <i>Creating seamless curriculum pathways that support and enrich students' learning to reach their potential</i>	Initiate Science consultation and outline curriculum findings	Align where possible science topics	Plan Collegiate Science Fair
	Review Health consultation		
	Trial project learning model for year1-13	Continue to embed project learning model	Refine and refine project learning framework
	Refine and consolidate DMIC maths initiatives	Implement Maths initiatives across collegiate	Review and refine learning framework
	Deliver integrated approach for the Digital Technology curriculum	Review implementation of Digital Technology curriculum	Digital Technology curriculum fully integrated
	Create course and pathways that fit new NCEA environment		
	Nurture new partnership initiatives between MIT in Diploma of Engineering (STEM)		
	2020	2021	2022
<b>Māori success</b>	Consolidate initiatives put in place to keep students at the collegiate	Review culturally responsive charter for students and teachers	Re-examine Te Ao perspective for new and existing staff

<i>Māori are connected and are succeeding as Māori</i>	Develop collegiate retention plan	Review retention plan and make adjustments	Māori students connected and attending school on a regular basis
	Continue to implement delivery of Te Ao principles and celebrations	Review implementation of Te Reo Māori programme	Te Reo Māori achievement celebrated
	Consolidate collegiate Māori Tikanga principles	Review and make adjustments to collegiate Tikanga Principles	Continue to gather whānau and student voice and review practices
	Implement and embed cultural responsive practices recommendations	Review cultural responsive practices	
	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Governance</b>  <i>The Board of Trustees represents and serves the education and school community in its stewardship role.</i>	Board reflects constitution and investigate ways to strengthen board leadership  Institute training for board	Incorporate strategies to strengthen board leadership  Review compliance reporting regularly on a cyclic basis	Board are functioning well making informed decisions
<i>The board of trustees scrutinises the work of the school in achieving valued student outcomes</i>	Review of Hautū-self-evaluation tool for Māori Students	Review board practices are supporting Pasifika students' engagement, retention & achievement	Implement agreed review practices for student engagement

	Introduce the new Pasifika Plan to board	Make recommendations as a result of review	
<i>The board evaluates the effectiveness of Board performance in its governance and stewardship role.</i>	Develop a self- review model for the Board to enact policies that support the new collegiate wide direction	Review policies as set out by timetable	Develop portfolios and board delegations
<i>The Board of Trustees effectively meets statutory requirements</i>	<p>Establish and implement self-review timetable</p> <p>Make recommendations as a result of the review</p> <p>Complete 5ya as per 10 Y Plan in Priority 1</p>	<p>Review statutory cycle for review</p> <p>Review priorities for property</p>	

# 2020 TARGETS



## Mathematics

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

## Writing

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

**Year 7:** *By the end of the 2019 year, all Year 7 students working at the beginning of Writing Curriculum Level 3 will have made accelerated progress of achieving Level 3*

**Year 8:** *By the end of the 2019 year, all Year 8 students working in Writing Curriculum Level 3 will have made accelerated progress to Writing Curriculum Level 4 or better*

**Year 9 & 10:** *Will be submitted once baseline data has been collected*

## 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 well-being*

**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*

**NCEA**

**Year 11:**

**Year 12:**

**Year 13:**

**UE:**

# 2020 ACTION PLAN

*Students' learning pathway that accelerates student achievement'*



## STUDENT AGENCY

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

STUDENT AGENCY	ACTION/PERSON RESPONS.	RESOURCES/ TIMEFRAME	EVIDENCE	SUCCESS INDICATORS
	<b><u>Principal Group</u></b>			
	1. Continue to embed seamless pathways for educational success across the Collegiate.	Ongoing	1. Meeting minutes/cluster workshops, cross-collegiate collaboration.	Collaborative leadership and direction for the Collegiate.
	2. Integration of the Kāhui Ako Achievement plan is actualised through the Within/Across School Leads.	Ongoing	2. Kāhui Ako Achievement Plan is implemented through the ASL/WSL collaboration.	Students following through from Junior/Middle to Senior school. Realising success for Māori is success for all.
	3. Success for Māori by Māori. Māori student collaboration throughout the collegiate is visible and intrinsic to our vision and values.	Ongoing	3. Locally focused PLD is in place and will be seen with CSOD (Collegiate Staff Only day), workshops and one on one coaching.	Successful collaboration through ongoing, organic communication sharing ways of working and best practice for all
	<b><u>Student Leadership</u></b>			
	1. Leadership strategies are in place to ensure seamless pathways for student agentic learning.	Each Term	1. Student Leadership is seen across the Collegiate, in and outside the classroom.	SEHC students are students of choice. Roll size would give an accurate indication of the partnership between whānau and school.
	2. Foster life-long learning desire in all students and develop relationships with whānau/community by providing opportunities for sharing learning, achievement data and information that supports learning.	Ongoing Term by Term	2. Settled student community who are proactive, engaged and affirmed.	





## PEDAGOGICAL PRACTICE

*GOAL 2: Develop and implement cultural responsive pedagogical and relational practices that accelerate student achievement and well-being.*

PEDAGOGICAL PRACTICE	ACTION/PERSON RESPONSIBLE	RESOURCES/ TIMEFRAME	EVIDENCE	SUCCESS INDICATORS
	<p><b><u>Cultural responsive practices</u></b></p> <ol style="list-style-type: none"> <li>Continue to provide quality, affordable and culturally diverse education accessible to all students.</li> <li>Develop strong, proactive growth partnerships with contributing schools.</li> </ol> <p>This is a part of our Kāhui Ako Achievement Plan - where the plan is based on Culturally Responsible Practices. It reflects are no.1 value of WHĀNAUNGATANGA</p>	<p>Ongoing</p> <p>Ongoing</p>	<ol style="list-style-type: none"> <li>Whanaungatanga, Respect and Excellence is shared within the school community.</li> <li>Ongoing partnerships are authentic, collaborative and positive.</li> </ol>	<p>Kāhui Ako Achievement plan will meet its obligations, vision and community approach to learning, and be allowed to continue for our school</p> <p>Unified community liaison and participation by all</p>
	<p><b><u>Relational practices to embed bi-culturalism</u></b></p> <ol style="list-style-type: none"> <li>Continue to embed the Kāhui Ako Achievement plan vision and values across the Collegiate, where it is one of Whanaungatanga, Respect and Excellence.</li> <li>Locally focused PLD strengthens the values of Te Whare Tapa Whā, which is the foundation for our Kāhui Ako.</li> <li>Teaching and Learning across the Collegiate fosters an open, transparent and appropriate relational practice that enables agentic learning for students.</li> </ol>	<p>Ongoing with Term checkpoints</p> <p>Ongoing</p>	<ol style="list-style-type: none"> <li>Whanaungatanga, Respect and Excellence is shared within the school community.</li> <li>Ongoing partnerships are authentic, collaborative and positive.</li> </ol>	<p>Recognition across the sector as an exemplar for teaching in an urban, multicultural educational environment.</p> <p>Effective and progressive systems and processes enable staff and teachers to maintain good work life balance and a strong culture of mutual respect between staff and students, and an environment of mutual learning</p>

<p style="text-align: center;"><b>LEARNING</b></p> <p><i><b>GOAL 3: Continue to grow seamless pathways so that learning is meaningful across the collegiate.</b></i></p>	
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LEARNING	ACTION /PERSON RESPONSES	RESOURCES/ TIMEFRAME	EVIDENCE	SUCCESS INDICATORS
	<b><u>Maths Seamless Team</u></b> <ol style="list-style-type: none"> <li>Host fun PLD sessions at Collegiate staff meetings highlighting the collaborative learnings style that DMIC presents.</li> <li>Plan and execute collegiate wide Maths week programme to promote a love for maths.</li> <li>Continue to strengthen pathways for student’s mathematical success.</li> </ol>	<p>Term 1-4</p>   <		

	<b><u>Pastoral Seamless Team</u></b> <b>1. Continue to strengthen pathways utilising the 4 'Pou' of Te Whare Tapa Whā to support students and whānau wellbeing.</b> <b>2. Through a wide support base learners have, their individual needs addressed. Across teams support include SENCOs, RTLBs, SWIS, Health professionals, Attendance officer.</b>	Term  Ongoing	1. Positive and collaborative relationships with our learners, their whānau and the wider community. 2. Students and whānau receive proactive and adaptive programmes for success in learning and wellbeing.	Effective and progressive systems and processes enable whānau, staff and students to maintain positive relationships  Learners flourish and reach their full potential
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## MĀORI SUCCESS AS MĀORI

### *GOAL 4: Nurture and empower SEHC Māori students to achieve success as Māori*

SUCCESS FOR MĀORI	ACTION /PERSON RESPONS.	RESOURCES/ TIMEFRAME	MILESTONES/ EVIDENCE	SUCCESS INDICATORS
	<b><u>Māori engagement and retention</u></b> <ol style="list-style-type: none"> <li>Participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement.</li> <li>Teaching and learning is reciprocal - learners, their whānau, iwi and their community are connected to educational success for their child.</li> <li>Learners are confident, connected and engaged by high quality teaching and learning.</li> </ol>	<p>Termly</p> <p>Ongoing</p>	<ol style="list-style-type: none"> <li>Whānau hui and/or communication.</li> <li>Systems information about need, progress, achievement and qualifications to understand the skills, knowledge and competencies learners are gaining.</li> </ol>	<p>Māori succeeding as Māori. Success is actualised in attendance, engagement and wellbeing.</p> <p>Effective information is gathered in ways that the community trust (ERO, MOE, NZCER etc)</p> <p>Teachers are actively contributing and working collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.</p>
	<b><u>Bi-culturalism focus</u></b> <ol style="list-style-type: none"> <li>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.Staff PLD with Dr Melanie Riwi Couch to unpack this.</li> <li>Manaakitanga - creating a welcoming, caring and creative learning environment. Working with that treats everyone with respect and dignity. All schools working with Hine Waitere to unpack and</li> </ol>	<p>Term One</p> <p>Ongoing</p>	<ol style="list-style-type: none"> <li>Empowering all learners to reach their highest potential by providing high-quality teaching and leadership.</li> <li>Positive and collaborative relationships with our learners, their whānau and the wider community. Use NZCER &amp; <b>Rongohia Te Hau.</b></li> <li>Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.</li> </ol>	<p>Recognition across the sector as an exemplar for teaching in an urban, multicultural educational environment.</p> <p>Effective and progressive systems and processes enable staff and teachers to maintain good work life balance and a strong culture of mutual respect between staff and students, and an environment of mutual learning.</p>

	<b><u>Māori Development Plan</u></b> <ol style="list-style-type: none"> <li>1. Cultural locatedness is the foundation for engaging Māori students and their whānau.</li> <li>2. Empowering all Māori learners to reach their highest potential by providing high-quality teaching and leadership.</li> </ol>	<p>Term by Term</p> <p>Ongoing</p>	<ol style="list-style-type: none"> <li>1. Rich records of learning are created so that progress is understood and supports shared decision making by learners and whānau and professionals.</li> <li>2. Capability across the Collegiate to use data and good practice to support learners' wellbeing.</li> </ol>	<p>Access to specialist knowledge and learner success opens doors to higher education, employment and other opportunities throughout learners lives.</p> <p>Māori enjoying educational success as Māori.</p>
	<b><u>Whānau and Kura Partnership</u></b> <ol style="list-style-type: none"> <li>1. Māori parents, whānau, hapū, iwi and Māori communities are key stakeholders in the kura.</li> <li>2. Knowledge and perspectives are well respected, highly valued and fully integrated in ways that benefit the learner. Māori learners have the confidence to contribute to the wellbeing of whānau and help their iwi and communities thrive.</li> </ol>	<p>Ongoing with term by term checkpoints</p>	<ol style="list-style-type: none"> <li>1. Whānau hui.</li> <li>2. Systems information about need, progress, achievement and qualifications to understand the skills, knowledge and competencies learners are gaining.</li> <li>3. Māori succeeding as Māori.</li> </ol>	<p>Parents and whanau are well informed, confident and connected to the school and the wider community.</p> <p>Integrity, sincerity and respect towards Māori beliefs, language and culture are both intrinsic and extrinsic throughout the Collegiate.</p>