



MAUNGA UP

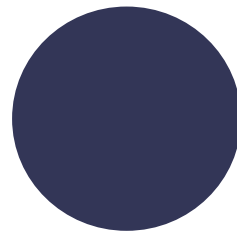
WE CLIMB MOUNTAINS

SIR EDMUND HILLARY COLLEGIATE
STRATEGIC PLAN 2020 - 2025



Sir Edmund Hillary Collegiate educates its students to achieve their and their family's dreams; to be academically, socially and personally successful; to care for themselves and others; to be agentive and resilient—to overcome adversities to reach their true potential.

Our students #MaungaUp!



Maunga Up
Our Mission

The Hillary Difference

You can do all your learning—from playgroup to year 13—at Sir Edmund Hillary Collegiate.

Students that learn at Hillary Collegiate join a seamless pathway of learning and achievement in a culture where students and whanau can thrive as themselves. Hillary is a place of achievement and belonging, of aroha and manaakitanga. This journey begins at Hillary, and continues towards the lofty heights.

Hillary Collegiate, like the person it is named after, is a monument to how great things can be achieved with humility, preparation, care for others, and hard work.



Hillary's Values

A group of school children in yellow uniforms are jumping joyfully on a playground. They are all smiling and have their arms raised in the air, some making peace signs. In the background, other children are visible on a climbing frame. The sky is blue with some clouds.

Respect

Excellence

Whanaungatanga

Hillary's Maunga

Our Strategic Orientations



AKO

Teaching and Learning Excellence



TE ARA

A Seamless Culture of Learning and Wellbeing



LANGI

Innovative and Future-Facing



TEU LE VA

Connected families, Engaged Communities



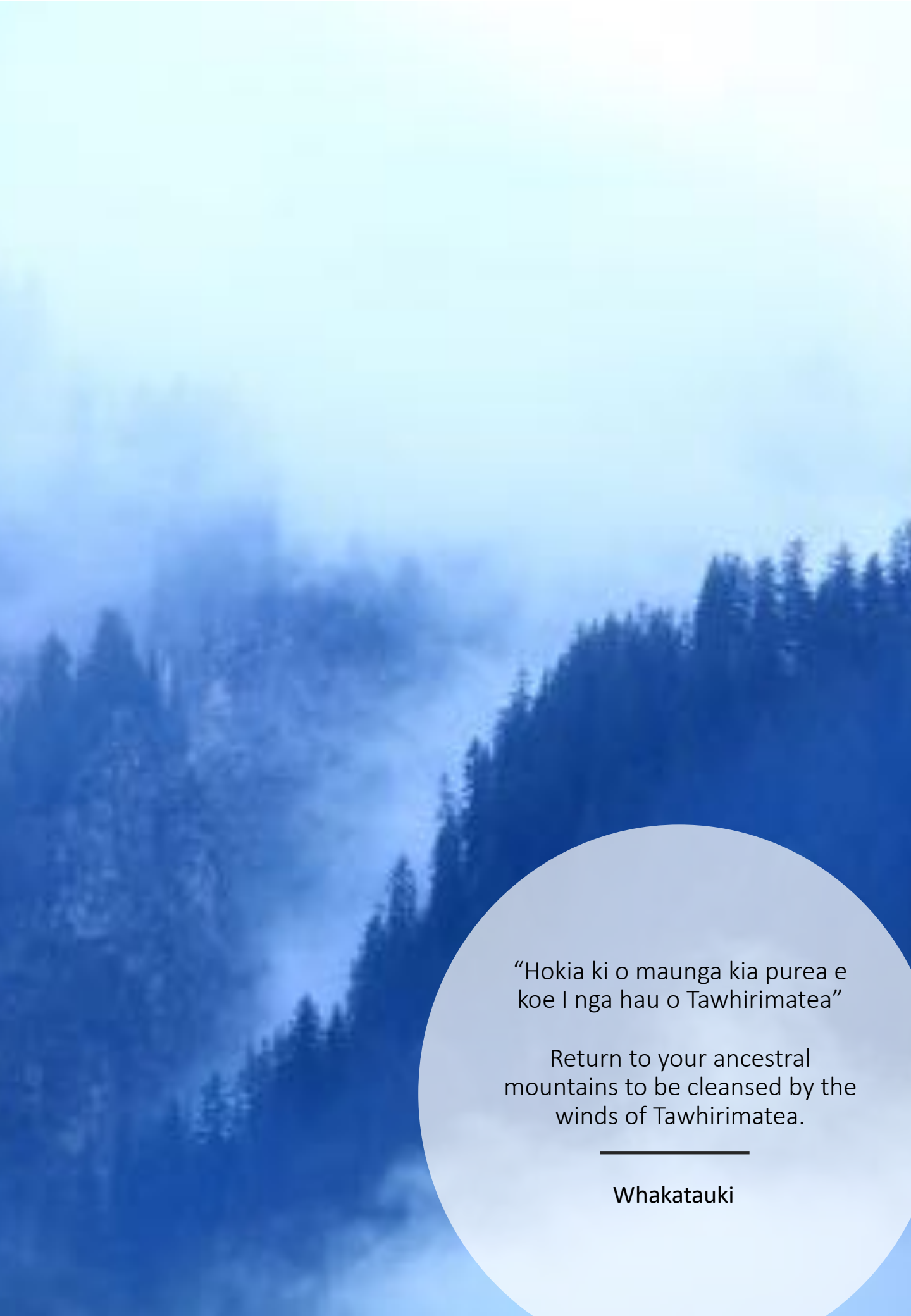
KAINGA

Empowering Environment, Sustainable Use of Resources



RANGATIRATANGA

Inspiring Leadership and Operational Excellence



“Hokia ki o maunga kia purea e
koe I nga hau o Tawhirimatea”

Return to your ancestral
mountains to be cleansed by the
winds of Tawhirimatea.

Whakatauki



- Staff will have the highest expectations of students in all dimensions of learning
- Students will become agentic learners empowered by teacher leadership
- The Collegiate will develop and implement culturally responsive pedagogical and relational practices that accelerate student achievement and support student wellbeing
- We will nurture and empower Māori students to achieve success as Māori
- We will grow Pacific students so that they thrive as Pasifika



Ako. Teaching and Learning Excellence




Whāia te iti
kahurangi, ki te
tuohu koe, me he
maunga teitei.

Seek the treasure that you value most dearly, if
you bow your head, let it be to a lofty
mountain.



- The Collegiate will promote and nurture peoples' wellbeing.
- The Collegiate will maximise seamless student and curricular pathways for learner success.
- The Collegiate will implement and grow transformative digital learning among students and teachers.
- We will develop and implement seamless Maker-led learning environment across the Collegiate.

Te Ara. A Seamless Culture of Learning and Wellbeing

A black and white photograph of a young man with dark hair, seen in profile from the chest up. He is looking towards the right, where a large, snow-covered mountain peak is visible in the background. The sky is a uniform, light grey. The overall tone is contemplative and aspirational.


Some day I'm
going to climb
Everest.

A young Sir Edmund Hillary



- We will nurture and support the future vision of our students, staff, whanau and community.
- We will prepare our students for further education and personal, social, cultural and economic success.
- We will seek effective solutions to our challenges #ClimbMountains

Langi. Innovative and
Future-Facing



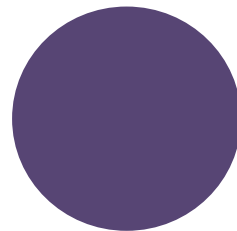
“Ehara taku toa I te toa takitihi, engari taku
toa he toa takitini”.

My achievement is not that of an individual,
but is that of many.


Whakatauki



- We will create opportunities and spaces to include families in learning and school life.
- We will work to support our families to have the resources they need to be well and successful.
- We will collaborate with external partners to support student and whanau wellbeing and success.



Teu le Va. Connected families,
Engaged Communities




E afua mai
mauga le manuia
‘o se nu’u

A village's blessings and wellbeing
flow from the top of the mountain



- We will provide and maintain spaces and facilities that advance learning and support student, staff and community wellbeing.
- We will be ambitious to secure new and inspiring facilities to expand educational opportunities.
- We will teach and practice kaitiakitanga; reducing our carbon and environmental footprint wherever possible.

Kainga. Empowering
Environment, Sustainable
Use of Resources



He pukepuke maunga, e
pikitia e te tangata; he
pukepuke moana, e ekeina e
te waka; he pukepuke
tangata, e kore e pikitia e te
tangata.

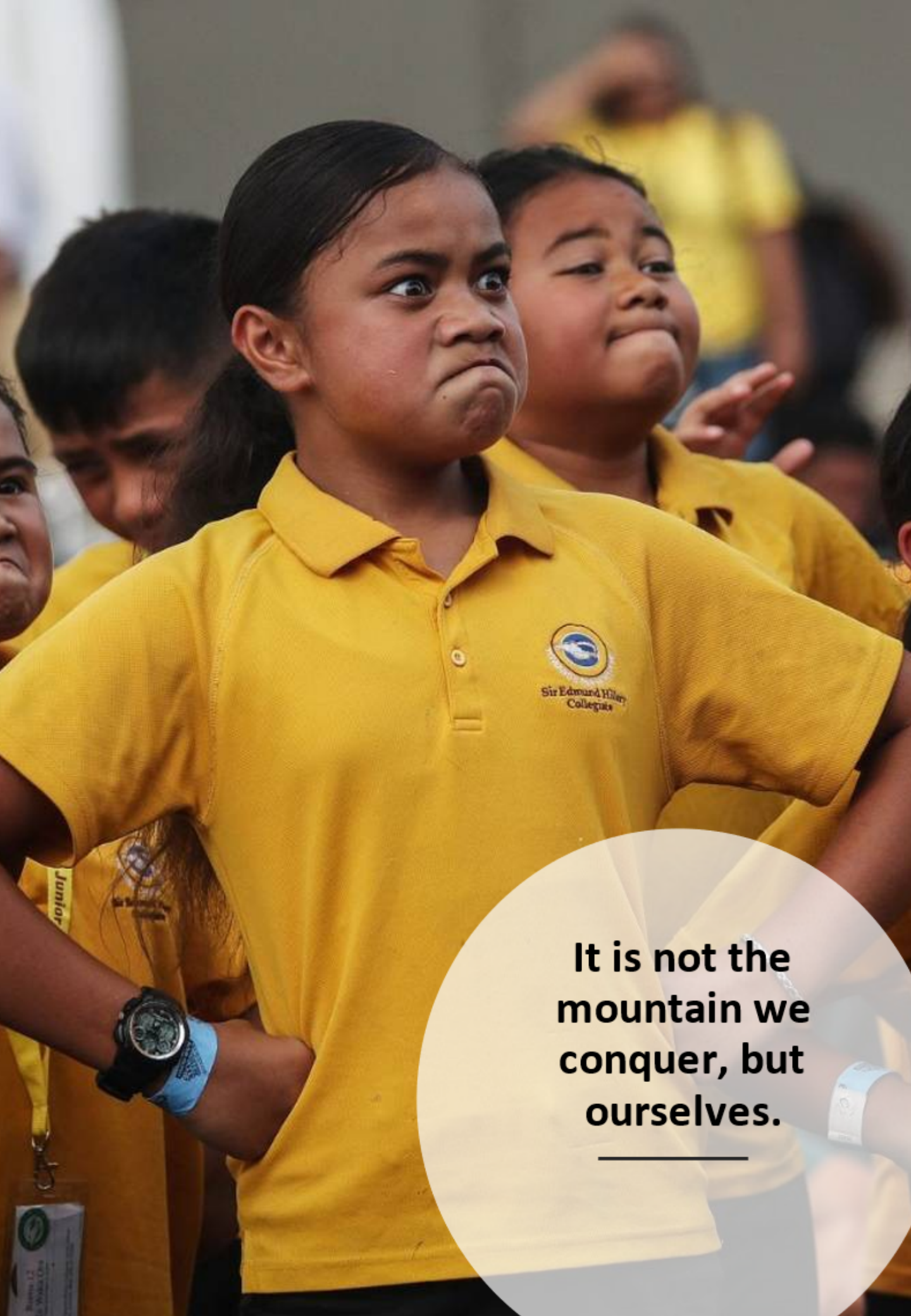
The mountain's summit can be climbed by man; the waves
of the ocean can be topped by a canoe; but the human
mount cannot be scaled by people.

(If he had sought shelter on the mountain, or at sea, we
could have followed him; but being sheltered by a great
chief we cannot follow him there.)



- We will nurture leadership from the junior school to the principals and Board.
- We will deliver quality services and systems that support a thriving and robust educational kainga.
- We will develop and sustain a high performance culture amongst teachers, and student and senior leaders.

Rangatiratanga. Inspiring leadership and operational excellence



**It is not the
mountain we
conquer, but
ourselves.**

Learn More

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Principal - Kiri Turketo (Sir Edmund Hillary Collegiate Senior School)

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- Sir Edmund Hillary Collegiate Middle School
- Sir Edmund Hillary Collegiate Junior School





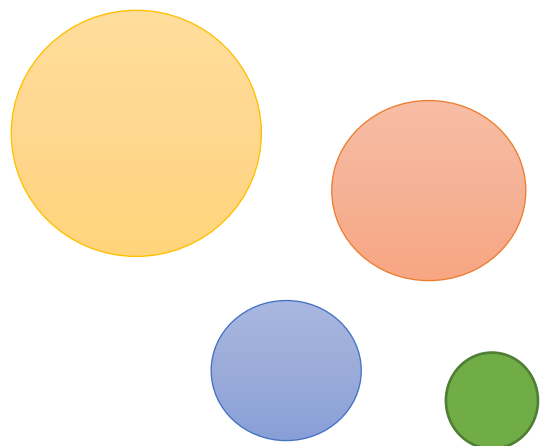
2022 TARGETS

Writing Targets for Year 3-6:

- By the end of Year 3-4 high priority learners who are below expectations for Writing will have made accelerated progress to achieve At or Above expectations.
- 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 expectations.

Year 7-8 Students

- Students will show increased interaction and engagement in their learning by using creative, collaborative and communicative skills
- Create a plan for the students who have not returned after isolation to re engage with school so that attendance rate increase to 84% attending school at any time
- Across the curriculum areas students will show a significant shift in their learning





ACTION PLAN 2022

S	AKO Establish Teaching & Learning Excellence	TE ARA Nurture a Seamless Culture of Learning & Wellbeing	TEU LE VA Connected Families, Engaged Communities
GOALS	Enhance teacher practice through the Effective Teacher Profile where teachers care for the performance of their learners. Learners will develop as confident, articulate, resilient and globally aware – ready to lead and serve in a dynamic and changing world.	To understand the context of our learners diverse aspirations and lived experiences by providing the right information, at the right time through the right channels that enables them to make informed decisions about their future pathways and to achieve excellent outcomes.	Developing robust, proactive partnerships that ensures we are valuing what each learner brings with them. A strengths-based inclusive approach ensuring our learners have a sense of belonging and ownership of their learning.
NZC	Managing self. Using language, symbols and texts. Thinking. Participating and Contributing.	Managing self. Using language, symbols and texts. Participating and contributing. Thinking.	Thinking. Relating to others. Using language, symbols and texts. Participating and Contributing.
ACTIONS	<ul style="list-style-type: none"> Nga whakapiringatanga. Whanaungatanga & Manaakitanga for all. Teachers draw on principles of universal design for learning for inclusive teaching & learning practices Staff PLD to grow leadership through the Effective Teacher Profile and Best Evidence Synthesis. Monitoring & tracking of student achievement will be the responsibility of all teachers. Growth Coaching skills focus on collegiate ETP 	<ul style="list-style-type: none"> All staff have a responsibility to support students with future pathways knowledge (Careers) related to their subject. Across school collaboration and sharing of student information Careers will inform staff of learning intentions and pathways for students, and strengthen relationships with tertiary/PTE providers. Collegiate wide PLD/Kōrero/sharing to maintain focus on annual plan targets. 	<ul style="list-style-type: none"> All staff will understand and implement Tapasā All staff will understand and implement Collegiate ETP Ka Hikitia strategies are understood, implemented, visible in teacher practice and positive outcomes are a consequence of this practice. All staff recognise the importance of cycles of review and improvement and critical reflection as an important part of effective pedagogy. Create opportunities and space for families in learning and school life. Provide Incredible Years, Everyday Counts, Free Lunch, Kids Can, SWIS, Breakfast club, scholarships – uniform/stationery.
OUTCOMES	Students have experienced teaching and learning that is relevant, engaging rewarding and positive. Māori enjoying educational success as Māori. Success is actualised in attendance, engagement and wellbeing.	Know their potential and feel supported to set goals and take action to enjoy success. Students will have numerous opportunities to learn about future options through external agencies, STAR, Gateway, EOTC. Effective and progressive systems and processes are enabled to maintain positive relationships.	Students have gained the skills, knowledge and qualifications they need to achieve success in te ao Māori, New Zealand and the world. Students are supported by the high expectations staff hold for them. Reduction in barriers from families to enable their child to gain academic and personal success.
TARGET	Students and whānau fully understand the future implications of subject selection. Attendance and engagement will improve across all Year levels. ASTTLE/OTJ/NCEA monitoring and comparisons through data. NCEA assessment outcomes will improve to raise the quality of NCEA certificate endorsements.	Leavers data for any student in the Collegiate. Students and whānau fully understand the future implications of subject selection at Senior School level starting from Junior School planning. Policies and procedures are in place.	Attendance, retention and engagement used as monitors of effectiveness and accountability. Board reporting datasets implemented and explained. NCEA targets Pastoral concerns are communicated across the Collegiate at every opportunity.
RESOURCES	New Zealand Curriculum Te Kotahitanga Effective Teacher Profile MOE strategic documents Leadership Capabilities – MOE	Ka Hikitia Kāhui Ako Achievement Goals Te Whare Tapa Whā	Tapasā Tātaiako Hautū Pasifika Education Plan
Kāhui Akō	‘Ōtara ō te Rererangi – <i>a light shooting into the sky</i> <i>Learners growing success and soaring into the sky Towards Far Horizons.</i> Moving forward, success together to empower positive and successful learner outcomes.	Kaitiakitanga – The guardianship and protection of all ākonga to participate and be connected global citizens in this changing world where they are encouraged to be aspirational in having high expectations of both personal and academic success.	Whakawhanautanga and manaakitanga underpins our strategies for learner agency. Te Whare Tapa Whā is the wellbeing model implemented for strengthening cultural relationships for a responsive pedagogy.



ACTION PLAN 2022

S	LANGI Establish Innovative & Future Facing Strategies	KAINGA Empowering Environment, Sustainable Use of Resources	RANGATIRATANGA Inspiring Leadership & Operational Excellence
GOALS	Personalised the learning for students that ensures equity, diversity and inclusivity, and nurtures and supports the future vision of our students, staff, Whānau and community.	A culture of continuous learning for teachers and educational leaders where providing and maintaining spaces and facilities that advance learning and support student, staff and community wellbeing.	Māori learners enjoying and achieving educational success as Māori. Māori whānau, hapū and iwi are active partners with our school in defining and supporting excellent outcomes for our Māori learners. Whanaungatanga, Manaakitanga and Tikanga Māori.
NZC	Thinking. Relating to others. Using language, symbols and texts. Participating and Contributing.	Thinking. Relating to others. Using language, symbols and texts. Participating and Contributing.	Relating to others. Participating and contributing. Managing Self. Thinking.
ACTIONS	Ensure every learner, teacher and partnerships with whānau and communities are strong so designing and delivering education responds to their needs, and sustain their identities, languages and cultures. Develop curriculum that uses knowledge to develop learning capacity. Learning from home is seen as a strategy for success.	Build collective social, economic and holistic capacity <i>and</i> meet individual needs-immediate and future. Ensure community understanding of, support for and contribution towards empowering our environment of sustainability and kaitiakitanga. Engage with school and wider community in authentic educational activities that draw on their expertise.	<ul style="list-style-type: none"> All staff will be proactive in their understanding and implementation of the elements of the Effective Teacher Profile through Te Kotahitanga. Te Kotahitanga/Ka Hikitia/Tātaiako strategies are the foundation for the educational success of our learners. All staff will provide, all students opportunities to acquire knowledge of Te Reo and Te Ao Māori and share their learning of matauranga Māori and whakawhanaungatanga.
OUTCOMES	Learners will be creating and using new knowledge to solve problems and find solutions to challenges as they arise or even if they are planned for. Learning is not limited to the classroom but instead personalised to meet the needs of the individual learner. Cross curricular collaboration is evident Collegiate wide. Learners and teachers work together in a "knowledge-building" learning environment.	Sustainability of resources and practice is seen immediately in the school environment. Learners adhere to Te Tiriti o Waitangi in being Kaitiakitanga of the land and resources through systemic practices of protection, partnership and participation. Future learning incorporates cultural practices of home and whānau.	Learners have had their identity, language and culture valued and included in teaching and learning in ways that support them to engage and achieve success Staff have an increased awareness and understanding of their accountability for strengthening successful Māori student achievement.
TARGET	Attendance, retention and engagement used as monitors of effectiveness and accountability. Board reporting datasets implemented and explained. Digital creativity is evident in students' learning Improved academic/pastoral outcomes from learning from home.	Learners and their families contributing to the school environment for future sustainability. Community involvement is increased. Shifts in the delivery of the NZC reflects cultural change for the environment. Partnerships with external organisations are incorporated into the learning.	Attendance. 80% students will be attending everyday across the Collegiate Retention. We will retain the number of students who commence learning at Year 1 through to Year 13 Engagement. Students are engaged in meaningful learning that actualises their own and family aspirations.
RESOURCES	Equity in digital devices across the Collegiate Online learning resources are shared External/Internal PLD for staff Digital Technology Curriculum utilized by the Collegiate MOE initiatives and strategies (NELP)	Local community knowledge and expertise Online resources Te Tiriti o Waitangi NZ Curriculum Best Practice	Tātaiako Ka Hikitia Te Whare Tapa Whā Te Tiriti o Waitangi
Kāhui Akō	‘Ōtara o te Rererangi – <i>a light shooting into the sky</i> <i>Learners growing success and soaring into the sky Towards Far Horizons.</i> Moving forward, success together to empower positive and successful learner outcomes.	Whakawhanaungatanga, manaakitanga, kaitiakitanga underpins learning and practice. Wellbeing incorporates both land, language and people as the stakeholders in future.	Partnership, protection and participation. Learning partnerships will be strengthened with between home/school/community. Protection of leadership through learning and participating as authentic creators of our future.