

## Hillcrest Annual Plan/Goals 2019

<b>Strategic Goal 1</b> <b><i>Meet the needs of all learners</i></b>					
<b>1.2 - Ensure that teaching and learning is student-centred, recognises individual differences and extends all students, to ensure equity and excellence</b>					
Specific objectives 2019 (and date implementation begins)	Purpose of objective	How objective will be carried out	Responsibility	How we will know that we have been successful	Reporting Dates to BoT
Implement new/ revised programmes of learning (JEL, JNP, Pathways) for targeted students at junior school	To accelerate the learning of targeted students, at risk of not achieving basic literacy & numeracy skills, to enable them to have meaningful learning pathways	<ul style="list-style-type: none"> <li>• Identify students through effective use of data</li> <li>• Ensure teachers with the appropriate empathy/pedagogical knowledge teach these programmes</li> <li>• Monitor &amp; report on progress regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Sue Radford to work with HoF Inclusive Education</li> <li>• Sarah Collett to work with 'Across the Literacy &amp; Numeracy Coordinators'</li> <li>• HoFs of English &amp; Maths to work with 'Within Faculty Literacy &amp; Numeracy Coordinators'</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate that acceleration has taken place using the <i>Learning Progressions Framework</i></li> <li>• Students have appropriate programmes of learning available to then in senior school</li> </ul>	
All teachers will design & implement a learning programme that is student-centred	To respond to individual differences, and extend all students to ensure equity and excellence	<ul style="list-style-type: none"> <li>• Individual teachers to develop programmes of learning appropriate for their current classes</li> </ul>	<ul style="list-style-type: none"> <li>• HoF/HoD to monitor/evaluate programmes of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of planning (Units of work)</li> <li>• Evidence of Growth Conversation Observations</li> </ul>	
All students reach at least a minimum level to achieve NCEA or alternative qualifications	To support students in reaching their learning potential without lowering expectations	<ul style="list-style-type: none"> <li>• Identify students at risk of not achieving NCEA</li> <li>• Mentor and support students identified</li> <li>• Evaluate the effectiveness of their programmes of learnings</li> </ul>	<ul style="list-style-type: none"> <li>• Kelvin Whiting &amp; Dan Franicevic to lead</li> <li>• Deans to identify the students at risk</li> <li>• HoFs to evaluate the effectiveness of learning programmes</li> <li>• Identified staff to mentor and support students at risk</li> </ul>	<ul style="list-style-type: none"> <li>• NCEA/alternative qualifications have been achieved</li> </ul>	

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<b>1.3 - Redesign the Junior Curriculum and timetable to reflect an innovative learning environment, which will enable collaborative learning, using technology, inquiry-based approaches and community-school partnerships.</b>					
<b>Specific objectives 2019 (and date implementation begins)</b>	<b>Purpose of objective</b>	<b>How objective will be carried out</b>	<b>Responsibility</b>	<b>How we will know that we have been successful</b>	<b>Reporting Dates to BoT</b>
Establish a Curriculum Lead Group	The purpose of this group is to set an academic direction, beginning with curriculum mapping.	<ul style="list-style-type: none"> <li>Regular meetings chaired by Sarah Collett (AP)</li> <li>Professional development on leading change and curriculum development for lead group</li> <li>Consult with Board of Studies</li> </ul>	<ul style="list-style-type: none"> <li>Sarah Collett with close support from Jarred Williams and Kelvin Whiting</li> </ul>	New Junior Curriculum Model has been determined	
Plan for the implementation of Digital Technology curriculum	To meet the <i>Ministry of Education</i> requirement to develop and embed the Digital Technology Curriculum across the HHS redesigned Junior Curriculum.	<ul style="list-style-type: none"> <li>Consultation with outside expert to work with Technology Faculty &amp; Digital Technologies Department</li> </ul>	<ul style="list-style-type: none"> <li>Jarred Williams in consultation with Curriculum Lead Group, and HoD Digital Technologies</li> </ul>	Digital Curriculum ready for implementation in 2020/2021	
Each faculty will explore models of innovative teaching & learning	To enable collaborative learning, using technology, inquiry-based approaches, and community-school partnerships.	<ul style="list-style-type: none"> <li>Action Plans to be developed in conjunction with Jo Wilson at the start of 2019</li> <li>Implement action plan within each faculty</li> </ul>	<ul style="list-style-type: none"> <li>HoFs to lead, monitor, and report to Senior Leader</li> </ul>	Innovative practices that have been successful are shared in a full staff forum	

<b>Strategic Goal 2</b>					
<b><i>Enhance Effective Teaching Practices</i></b>					
<b>2.1 - Embed the Hillcrest High School Effective Teacher Profile</b>					
<b>Specific objectives 2019 (and date implementation begins)</b>	<b>Purpose of objective</b>	<b>How objective will be carried out</b>	<b>Responsibility</b>	<b>How we will know that we have been successful</b>	<b>Reporting Dates to BoT</b>
Enhance staff understanding of the <i>Profile of the Effective Hillcrest High School Teacher</i>	To improve teaching practice	<ul style="list-style-type: none"> <li>Overall understanding of the <i>Profile of the Effective Hillcrest High School Teacher</i> through PLD</li> <li>Specific focus on Tangata Whenuatanga &amp; Manaakitanga - linked to Goals 3 &amp; 4</li> </ul>	<ul style="list-style-type: none"> <li>Sarah Collett &amp; Jarred Williams in consultation with the CoL – WSL and Whakaruruhau</li> <li>HoFs to lead the discussion &amp; understanding of <i>Effective Teacher Profile</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Effective Teacher Profile Observation</i> tool is used as part of the appraisal process</li> <li>Every faculty has developed clear expectations of an <i>Effective Teacher</i></li> </ul>	

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<b>Strategic Goal 3</b> <b>Hauora</b> <i>We will care for the well-being of all staff and students</i>					
<b>3.1 - There will be high expectations that the values of the school will be demonstrated and recognised by all members of the school community</b>					
Specific objectives 2019 (and date implementation begins)	Purpose of objective	How objective will be carried out	Responsibility	How we will know that we have been successful	Reporting Dates to BoT
Enhance staff, students, and community understanding of the RAPID values	To embed the school's values in the culture of the school community	<ul style="list-style-type: none"> <li>All faculty staff will attend PLD which focuses on positive behaviour for learning (PB4L)</li> <li>All staff will attend PLD which focuses on enacting the RAPID values</li> <li>Communicating RAPID values to our community through a variety of strategies</li> </ul>	<ul style="list-style-type: none"> <li>Sue Radford &amp; Jarred Williams in consultation with the staff</li> </ul>	<ul style="list-style-type: none"> <li>Positive feedback from MOE PB4L SET Team</li> <li>Positive response from a community wide survey on RAPID values</li> </ul>	
Enhance the role of the form teacher	To develop the role of the form teacher to embrace the principles of <i>Kaitiaki</i>	<ul style="list-style-type: none"> <li>Consultation with deans/staff to create a revised job description for form teachers</li> <li>Pilot the concept of <i>Kaitiaki</i> with Year 9 form teachers</li> </ul>	<ul style="list-style-type: none"> <li>Jarred Williams &amp; Sue Radford in consultation with Tony Pouwels &amp; Hannah Gregory</li> </ul>	<ul style="list-style-type: none"> <li>Positive feedback from students, staff &amp; whanau through a survey</li> </ul>	
<b>3.2 Acknowledge and respond to the demands placed on staff and students</b>					
Specific objectives 2019 (and date implementation begins)	Purpose of objective	How objective will be carried out	Responsibility	How we will know that we have been successful	Reporting Dates to BoT
To be responsive to the well-being needs of staff & students	To review the demands and expectations placed on staff & students and respond accordingly	<ul style="list-style-type: none"> <li>Undertake a NZCER survey and seek feedback from Well-being Committee to identify areas for improvement and take appropriate action</li> <li>More effective communication to increase awareness regarding school wide workload of staff &amp; students</li> </ul>	<ul style="list-style-type: none"> <li>Sue Radford &amp; Celeste Warner in consultation with the Well-being Committee</li> <li>Jarred Williams - school calendar/week ahead</li> </ul>	<ul style="list-style-type: none"> <li>Affirmation from subsequent NZCER survey</li> </ul>	

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<b>Strategic Goal 4</b> <b><i>Whakawhanaungatanga</i></b> <i>Building culturally meaningful relationships with students, staff and whanau</i>					
<b>4.1 - Embed culturally responsive pedagogy and the school Te Tiriti o Waitangi policy</b>					
Specific objectives 2019 (and date implementation begins)	Purpose of objective	How objective will be carried out	Responsibility	How we will know that we have been successful	Reporting Dates to BoT
Establish a PLD Lead Group	The purpose of this group is to plan & lead the professional learning programme for the year	<ul style="list-style-type: none"> <li>Regular meetings chaired by Sarah Collett (AP)</li> <li>Lead specific sessions of workshops on culturally responsive pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>Sarah Collett with support from Jarred Williams and Kelvin Whiting</li> </ul>	<ul style="list-style-type: none"> <li>PLD Plan is developed &amp; implemented for 2019</li> </ul>	
All faculty staff will participate in the school wide PLD programme	To enhance understanding of culturally responsive pedagogical practices, and build stronger relationships with all students and their whanau	<ul style="list-style-type: none"> <li>Faculty staff will attend fortnightly structured school wide PLD sessions which focus on aspects of culturally responsive pedagogical practices</li> <li>HoFs to allocate regular PLD sessions, during Faculty PLD time, to focus on culturally responsive pedagogy</li> <li>Opportunities &amp; resources will be provided for Inclusive Education staff who are unable to attend the Thursday PLD sessions</li> </ul>	<ul style="list-style-type: none"> <li>Sarah Collett with support from Jarred Williams, Kelvin Whiting &amp; PLD Group</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of faculty PLD planning &amp; curriculum documentation</li> <li>Evidence against Professional Standards – Learning-focused culture</li> </ul>	
All staff and BoT members will participate in in school wide PLD that focuses on the Te Tiriti o Waitangi policy	To enhance understanding of the school Te Tiriti o Waitangi policy, and the implications for culturally sensitive practices	<ul style="list-style-type: none"> <li>All staff and if possible BoT members will attend PLD Day (March) which focuses on enacting the school Te Tiriti o Waitangi policy</li> </ul>	<ul style="list-style-type: none"> <li>Sarah Collett with support from Jarred Williams, Kelvin Whiting &amp; PLD Group in consultation with Ngati Haua</li> </ul>	<ul style="list-style-type: none"> <li>Evidence in faculty planning documentation</li> <li>Evidence against Professional Standards – Te Tiriti o Waitangi partnership</li> </ul>	