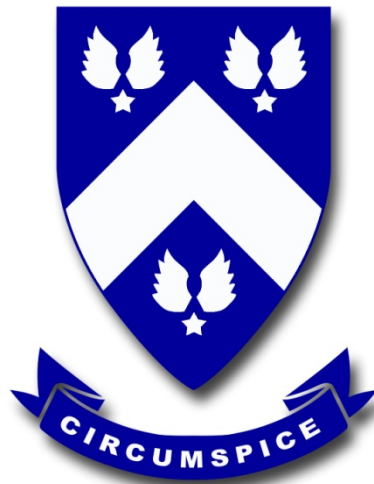


HILLCREST HIGH SCHOOL

CHARTER

2019



HILLCREST HIGH SCHOOL CHARTER

2019

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HILLCREST HIGH SCHOOL CHARTER

2019

INTRODUCTION

Hillcrest High School is a decile 7 co-educational secondary school with a roll of approximately 1750 students, including approximately 50 foreign fee paying students, situated in the southeast sector of Hamilton.

The school has a very positive reputation in the community, regionally and nationally for delivering a quality education to its students. Our broad curriculum and extensive co and extra-curricular programme provide programmes of learning and activities for our increasingly diverse student population. Hillcrest is an Inclusive School with a wide range of different nationality groups reflected in a diverse array of languages and cultures. The educational needs and abilities of our students is also reflected in our curriculum as we strive to prepare our students for life beyond school in the 21st century. The school also caters for over 40 ORS funded students who are taught through the Independent Learning Centre (ILC) or Physical Assistance Centre (PAC). The school played an integral role in establishing the Hillcrest Kaahui Ako Community of Learning which features nine schools in the Hillcrest cluster.

The school operates an enrolment scheme to prevent overcrowding and a rural zone including Tauwhare, Tamahere, Newstead and Matangi.

Hillcrest is in close proximity to the University of Waikato and School of Education. We receive Teacher Trainees from the School of Education and are part of the Masters in Teaching Programme. We also have strong links with WINTEC with approximately 90 Year 11 to 13 students participating in the Secondary Tertiary Partnership (Trades Academy Programme). This leads to a number of our student's entry to trade related qualifications and occupations. A distinctive feature of student achievement at NCEA are the high number of students gaining endorsements and Level 4 Scholarship. In 2018 we gained 51 Scholarships including 12 Outstanding.

Berkley Middle School and Peachgrove Intermediate are our main contributing schools. The student population of Hillcrest High School

reflects the increasing multi-cultural structure of New Zealand society. Currently the roll consists of 58% New Zealand European, 20% Asian, 15% Maaori, 3.4% Pasifika, 3.2% Middle Eastern and Latin American. The school roll consists of 55% female and 45% Male.

Te Iti o Haua is our local marae at Tauwhare. Ngati Haua our local Iwi and Rubal Rapana our Kaumatua. Our relationship with Ngati Haua has strengthened through our annual Year 9 overnight noho and consultation with local Iwi over Maori Tikanga within the school setting. We are currently developing a Memorandum of Understanding with Ngati Haua to construct a school whareniui on the school grounds. This will involve a joint partnership between our school and the Iwi. Last year the school signed an agreement with Tainui joining the Kawenata Education Plan. This will have direct benefit for our Tainui students.

Our new school Charter (Strategic and Annual Plan) is the result of collaboration and consultation with our stakeholders (staff, students, parents, whanau and community), whereby we revisited our Mission Statement (now termed our purpose) vision and goals. We are preparing our students for an ever changing world in which the future is difficult to predict. We are aware of the government's educational priorities and, also mindful of the demands and expectations of our community and stakeholders. We want our students to gain quality educational qualifications that can lead to further tertiary training and/or employment along with those qualities and skills to make a positive contribution to society. In summary our strategic goals consist of:

- Meeting the needs of all learners.
- Enhance effective teaching practices.
- Hauora – caring for the well-being of all staff and students.
- Whakawhangangatanga – building culturally meaningful relationships with students, staff and whanau.

Our Professional Learning Plan complements our school goals, consisting of:

- Culturally Responsive Pedagogy
- Profile of an Effective Hillcrest High School Teacher
- Te Tiriti o Waitangi
- Schoology – Learning Management system.

We will also be undertaking a significant review of the junior curriculum and beginning a review of the school timetable.

A significant focus for staff will be their inquiry projects. These can either be teacher (classroom based) or leadership based inquiries. All topics must be linked to the school goals. Our 11 Kaahui Ako Within School Leaders will lead professional inquiry groups throughout the year, giving the opportunity for staff to collaborate and share their experiences and ideas.

We have been fortunate to gain PLD funding for this year. Firstly, a continuation of the work began by Jo Wilson (Leading Learning) in which Jo works with SLT, HOF's and Kaahui Ako Leaders on school/department goals and inquiry, and secondly, the Mathematics Faculty has gained funding for PLD involving numeracy at the junior level.

Our school **Values**, linked to our **Houses** and reinforced through our **RAPID** system, underpin our beliefs and culture of the school.

Last year we began construction of a new Mathematics Block with completion planned for the end of Term 1. We will also be completing the sports turf in late February/early March. Plans are underway for re-roofing of C block. Funding for the Mathematics block and C Block roof are within our 5 Year Property Plan. The Board of Trustees are in the process of developing a Memorandum of Understanding (MOU) with Ngati Haua to construct a wharenuui at the school. This will be an ongoing project involving local iwi, our community and the school.

The board and school leadership are mindful of the challenges ahead and of maintaining the quality education and opportunities, we expect our students to receive. We have an exciting future ahead.

STRATEGIC GOAL 1

MEET THE NEEDS OF ALL LEARNERS

- 1.1. Ensure that the principles of the Te Tiriti o Waitangi (partnership, participation and protection) are embedded in our curriculum.
- 1.2. Ensure that teaching and learning is student-centred, recognises individual differences and extends all students, to ensure equity and excellence.
- 1.3. Redesign the Junior Curriculum and timetable to reflect an innovative learning environment that will enable collaborative learning, using technology, inquiry-based approaches and community-school partnerships.

STRATEGIC GOAL 2

ENHANCE EFFECTIVE TEACHING PRACTICES

- 2.1 Embed the Hillcrest High School Effective Teacher Profile.
- 2.2 Staff will engage in regular and effective coherent school-wide and personal professional development to strengthen equity and excellence.
- 2.3 Strengthen the use of inquiry approach to teaching and learning.

HILLCREST HIGH SCHOOL STRATEGIC PLAN 2019 - 2021



OUR PURPOSE

To educate and develop young people of whom our community will be proud.

OUR VISION

An inclusive educational community that prioritises equity and excellence to enable students to have the capabilities and values to positively contribute to an ever-changing world.

OUR VALUES

Respect for others

Aim for the best you can be

Persevere and don't give up

Identify and develop talents and skills

Diversity and differences are valued

TE TIRITI O WAITANGI

Committed to working in partnership with whaanau, hapu and iwi

STRATEGIC GOAL 3

HAUORA

We will care for the well-being of all staff and students

- 3.1 There will be a high expectation that the values of the school will be demonstrated and recognised by all members of the school community.
- 3.2 Acknowledge and respond to the demands placed on staff and students.
- 3.3 Recognise and value the individual strengths, challenges and needs of staff and students.
- 3.4 Provide a range of learning opportunities and experience to build resilience.

STRATEGIC GOAL 4

WHAKAWHANAUNGATANGA

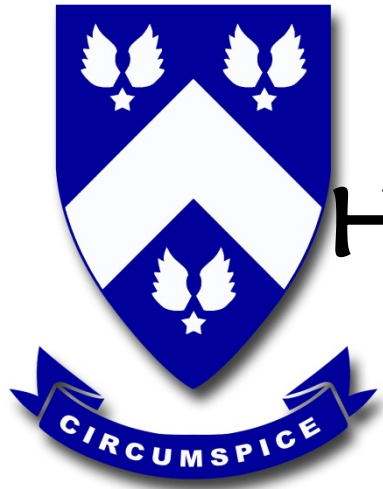
Building culturally meaningful relationships with students, staff and whanau

- 4.1 Embed culturally responsive pedagogy and the school Te Tiriti o Waitangi policy.
- 4.2 Implement an inclusive curriculum.
- 4.3 Value diversity.

Board Self Review and Annual Work Plan 2019

Review	Area for Review	Board Meeting Dates				
		12-Feb	12-Mar	9-Apr	14-May	11-Jun
Strategic Review	Strategic and Annual Plan	Strategic & Annual Plan approved by BOT		Analysis of Variance for 2018 – reports on all goals in Annual Plan		
Regular Review	Learner progress and achievement	Preliminary NCEA results	AsTTle results		Update on NCEA achievement data	Results of NCER Survey on staff wellbeing (3.2)
		PLD Plan is developed and implemented for 2019 (4.1)	All staff and if possible BOT members attend PLD Day (March) which focuses on enacting the school Te Tiriti o Waitangi Policy (4.1)		Attendance and leaver data for term 1 Feedback on Department Review process	
	Other reports		Kauri Centre Report	Health Clinic Report		
	HR	Principal Performance Agreement Approved			Principal Performance Informal review	
	Administration	Property, Finance and Health and Safety Reports	Property, Finance and Health and Safety Reports	Property, Finance and Health and Safety Reports	Property, Finance and Health and Safety Reports	Property, Finance and Health and Safety Reports
	Budget	Monitor		Monitor		Mid year review
Emergent Review	New govt. initiatives					
Board process Requirements		Appoint chair. Approve schedule of delegations	Accounts to Auditor	Annual Report approved and sent to MoE		

Board Meeting Dates							
Review	Area for Review	2-Jul	13-Aug	10-Sep	15-Oct	12-Nov	10-Dec
Strategic Review	Charter				Draft Annual Plan presented	Annual Plan ratified by Board	
Regular Review	Learner progress and achievement	Update on NCEA students at risk	Community wide survey on RAPID values (3.1)	Innovative practices that have been successful are shared in a full staff forum (1.3)	Feedback from MOE PB4L SET Team (3.1)	New Junior Curriculum Model has been determined (1.3)	NCEA/alternative qualifications have been achieved (1.2)
		Evidence of planning learning programmes that are student-centred (1.2)			Update on NCEA achievement data	Digital Curriculum ready for implementation (1.3)	Demonstrate that acceleration has taken place Years 9&10 (1.2)
			Attendance and Leavers data for term 2		Attendance and Leavers data for term 3	Effective Teacher Profile Observation tool is used as part of the appraisal process (2.1)	Report on AsTTle results – progress made in Year 9 and 10 in 2019
	Other reports	Health Clinic Report	Kauri Centre Report			International Student Report	Health Clinic Report
	HR			Principal Performance Informal review			Principal Performance review report
	Administration	Property, Finance and Health and Safety Reports	Property, Finance and Health and Safety Reports	Property, Finance and Health and Safety Reports	Property, Finance and Health and Safety Reports	Property, Finance and Health and Safety Reports	Property, Finance and Health and Safety Reports
	Budget		Monitor	Budget requests to HODs		2020 draft budget	Budget approved
Emergent Review	New govt. initiatives						
Board process Requirements							



HILLCREST HIGH SCHOOL

Te Kura Tuarua O Tihipuke

ANNUAL PLAN/GOALS 2019

Strategic Goal 1*Meet the needs of all learners***1.2 - Ensure that teaching and learning is student-centred, recognises individual differences and extends all students, to ensure equity and excellence**

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	Identify students through effective use of data Ensure teachers with the appropriate empathy/pedagogical knowledge teach these programmes Monitor & report on progress regularly	Sue Radford to work with HoF Inclusive Education Sarah Collett to work with 'Across the Literacy & Numeracy Coordinators' HoFs of English & Maths to work with 'Within Faculty Literacy & Numeracy Coordinators'	Demonstrate that acceleration has taken place using the <i>Learning Progressions Framework</i> Students have appropriate programmes of learning available to them in senior school	
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	Individual teachers to develop programmes of learning appropriate for their current classes	HoF/HoD to monitor/evaluate programmes of learning	Evidence of planning (Units of work) Evidence of Growth Conversation Observations	
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	Identify students at risk of not achieving NCEA Mentor and support students identified Evaluate the effectiveness of their programmes of learnings	Kelvin Whiting & Dan Franicevic to lead Deans to identify the students at risk HoFs to evaluate the effectiveness of learning programmes Identified staff to mentor and support students at risk	NCEA/alternative qualifications have been achieved	

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.

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 Curriculum Lead Group	The purpose of this group is to set an academic direction, beginning with curriculum mapping.	Regular meetings chaired by Sarah Collett (AP) Professional development on leading change and curriculum development for lead group Consult with Board of Studies	Sarah Collett with close support from Jarred Williams and Kelvin Whiting	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.	Consultation with outside expert to work with Technology Faculty & Digital Technologies Department	Jarred Williams in consultation with Curriculum Lead Group, and HoD Digital Technologies	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.	Action Plans to be developed in conjunction with Jo Wilson at the start of 2019 Implement action plan within each faculty	HoFs to lead, monitor, and report to Senior Leader	Innovative practices that have been successful are shared in a full staff forum	

Strategic Goal 2

Enhance Effective Teaching Practices

2.1 - Embed the Hillcrest High School Effective Teacher Profile

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 understanding of the <i>Profile of the Effective Hillcrest High School Teacher</i>	To improve teaching practice	Overall understanding of the <i>Profile of the Effective Hillcrest High School Teacher</i> through PLD Specific focus on Tangata Whenuatanga & Manaakitanga - linked to Goals 3 & 4	Sarah Collett & Jarred Williams in consultation with the CoL – WSL and Whakaruruhau HoFs to lead the discussion & understanding of <i>Effective Teacher Profile</i>	<i>Effective Teacher Profile Observation</i> tool is used as part of the appraisal process Every faculty has developed clear expectations of an <i>Effective Teacher</i>	

Strategic Goal 3

Hauora

We will care for the well-being of all staff and students

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

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	All faculty staff will attend PLD which focuses on positive behaviour for learning (PB4L) All staff will attend PLD which focuses on enacting the RAPID values Communicating RAPID values to our community through a variety of strategies	Sue Radford & Jarred Williams in consultation with the staff	Positive feedback from MOE PB4L SET Team Positive response from a community wide survey on RAPID values	
Enhance the role of the form teacher	To develop the role of the form teacher to embrace the principles of <i>Kaitiaki</i>	Consultation with deans/staff to create a revised job description for form teachers Pilot the concept of <i>Kaitiaki</i> with Year 9 form teachers	Jarred Williams & Sue Radford in consultation with Tony Pouwels & Hannah Gregory	Positive feedback from students, staff & whanau through a survey	

3.2 Acknowledge and respond to the demands placed on staff and students

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	Undertake a NZCER survey and seek feedback from Well-being Committee to identify areas for improvement and take appropriate action More effective communication to increase awareness regarding school wide workload of staff & students	Sue Radford & Celeste Warner in consultation with the Well-being Committee Jarred Williams - school calendar/week ahead	Affirmation from subsequent NZCER survey	

Strategic Goal 4***Whakawhanaungatanga****Building culturally meaningful relationships with students, staff and whanau***4.1 - Embed culturally responsive pedagogy and the school Te Tiriti o Waitangi policy**

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	Regular meetings chaired by Sarah Collett (AP) Lead specific sessions of workshops on culturally responsive pedagogy	Sarah Collett with support from Jarred Williams and Kelvin Whiting	PLD Plan is developed & implemented for 2019	
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	Faculty staff will attend fortnightly structured school wide PLD sessions which focus on aspects of culturally responsive pedagogical practices HoFs to allocate regular PLD sessions, during Faculty PLD time, to focus on culturally responsive pedagogy Opportunities & resources will be provided for Inclusive Education staff who are unable to attend the Thursday PLD sessions	Sarah Collett with support from Jarred Williams, Kelvin Whiting & PLD Group	Evidence of faculty PLD planning & curriculum documentation Evidence against Professional Standards – Learning-focused culture	
All staff and BoT members will participate 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	All staff and if possible BoT members will attend PLD Day (March) which focuses on enacting the school Te Tiriti o Waitangi policy	Sarah Collett with support from Jarred Williams, Kelvin Whiting & PLD Group in consultation with Ngati Haua	Evidence in faculty planning documentation Evidence against Professional Standards – Te Tiriti o Waitangi partnership	