



# Northcote College

**STRATEGIC PLAN  
2018-2021**

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## Introduction

The school which is now Northcote College was founded in 1877.

Positive learning relationships are at the heart of Northcote College. We recognise that each ākonga/learner is important and unique. We work hard to create an environment where ākonga/learners are happy, thrive academically, enjoy the co-curricular opportunities available and share positive values.

The success of ākonga/learners at Northcote College is a reflection of the commitment of the akonga/learners themselves and also a reflection of the commitment of parents, teachers and others who guide, support, inspire and encourage students to achieve their best. Successful learning for students at Northcote College does not occur in isolation; we are part of a local community, a city, a nation and a global community.

We have high expectations of ourselves and for ākonga/learners.

Northcote College values are:

Respect for self

Respect for others

Respect for the environment

## Vision:

### Successful learning for all ākonga/learners

Our vision is to maximize the potential of each ākonga/learner across the total learning experience in an environment where they are challenged, where there are high expectations and where opportunities for excellence\* abound.

We aim for every student to have both educational success and skills and knowledge for work and life

*(Source: MoE 4 year plan 2015)*

We aim for every student to be a confident, connected, actively involved lifelong learner.

*(NZ Curriculum and Outcome Indicators pages 18 and 19 of ERO School Evaluation Indicators)*

Continuous improvement will be achieved through a process of noticing, investigating, collaborative sense making, prioritising to take action and monitoring and evaluating impact *(ERO Effective School Evaluation, 2015, page 40)*. The process will be evidence based including the voices of ākonga/learners, parents/whānau and teachers.

\* **Excellence** is defined as in the NZC:

*'Students will be encouraged to value excellence by aiming high and persevering in the face of difficulties.'* Page 10 NZC

## **The Big Picture:**

Our vision of success for all ākonga/learners in terms of wellbeing, development and success is described below.

We want students to be **comfortable** with who they are and to be **inclusive of others**. We want students to be **resilient** and **optimistic**, and to establish and maintain **positive relationships**. We want students to be **active** and to **take responsibility** and to **be responsible**. We want them to feel **included, cared for, safe and secure**. For students to be **life-long learners** they need **strong literacy** and **mathematical understanding** and to be **digitally literate**. They need to be **curious** and to **know how to learn** and where to go for information and they need to be able to **think critically and creatively** and to **respond to change**.

**This vision of success is derived from the ERO learner-focused outcome indicators below:**

### **Confident in their identity, language and culture as citizens of Aotearoa New Zealand**

Students:

- are confident in their identity, language and culture
- value diversity and difference: cultural, linguistic, gender, special needs and abilities
- represent and advocate for self and others
- promote fairness and social justice and respect human rights
- use cultural knowledge and understandings to contribute to the creation of an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners
- show a clear sense of self in relation to cultural, local, national and global contexts.

### **Socially and emotionally competent, resilient and optimistic about the future<sup>1</sup>**

Students:

- enjoy a sense of belonging and connection to school, whānau, friends and the community
- feel included, cared for, and safe and secure
- establish and maintain positive relationships, respect others' needs and show empathy
- are able to take a leadership role and make informed and responsible decisions
- are physically active and lead a healthy lifestyle
- self-manage and show self-efficacy
- are resilient and adaptable in new and changing contexts.

## **A successful lifelong learner**

Students:

- demonstrate strong literacy and mathematics understanding and skills and achieve success across the learning areas of *The New Zealand Curriculum* and/or *Te Marautanga o Aotearoa*
- are curious and enjoy intellectual engagement
- draw on multiple perspectives and disciplinary knowledge to actively seek, use and create new knowledge and understandings
- are technologically fluent and take a discerning approach to the use of technology
- are digitally fluent, using a range of e-learning tools to enhance learning
- who are Māori enjoy education success as Māori
- confidently tackle challenging tasks and are resilient and persevering in the face of difficulties and failure
- use multiple strategies for learning and problem solving
- collaborate with, learn from, and facilitate the learning of others
- set personal goals and self-evaluate against required performance levels
- develop the ability to reflect on their own thinking and learning processes
- in primary education achieve success in relation to National Standards in mathematics, reading, and writing
- in post-primary education achieve success at levels 1, 2 and 3 of the National Certificate of Education Achievement (NCEA)
- determine and participate in coherent education pathways that connect to further education or employment.

## **Participates and contributes confidently in a range of contexts – cultural, local, national and global<sup>2</sup>**

Students:

- think critically and creatively, applying knowledge from different disciplines in complex and dynamic contexts
- are energetic and enterprising, effectively navigating challenges and opportunities
- work collaboratively to respond to problems not previously encountered, developing new solutions and approaches
- understand, participate in, and contribute to cultural, local, national and global communities
- are critical, informed, active and responsible citizens
- can evaluate the sustainability of a range of social, cultural, economic, political and environmental practices
- are ethical decision makers and guardians of the world of the future.

Source: *Source: School Evaluation Indicators, ERO, 2015*

<http://www.ero.govt.nz/publications/school-evaluation-indicators/outcome-indicators/>

## 2018-2021 Strategic Goals/Outcomes for Students

1. By 2021 95% of all Northcote College leavers/18 year olds will achieve NCEA Level 2 (including 95% of Maori, Pasifika and boys)
2. By 2021 80% of Northcote College leavers will be engaged in tertiary study one year after leaving school (including 80% of Maori, Pasifika and boys)

## Strategic Approaches 2018-2021 to support the achievement of our Strategic Goals/Outcomes for Students

### 1. Professional Learning

All staff engaged in **professional learning** and **teaching as inquiry**

To strengthen students' agency and resilience

To understand and implement 21<sup>st</sup>C pedagogy

To build our capacity to personalise learning for, and with, Māori learners, to ensure they enjoy educational success (Tātaiako).

### 2. Educationally powerful connections

All staff developing **educationally powerful connections and relationships with parents, families, whānau**

### 3. Pathways

Build student capability to determine and participate in future-focussed education pathways that lead to further education and employment (p19 Education Outcome indicators)

## Values, Key Competencies, Learning Areas and Principles

Directions for learning at Northcote College are driven by the Vision, Values, Key Competencies, Learning Areas and Principles of the New Zealand Curriculum.

See Appendix 1.

<http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum>

## Cultural Diversity

Northcote College policies and practices reflect New Zealand's cultural diversity and the unique position of the Māori culture. Education Act s61(3)(a)(i). The school is committed to offering Te Reo Māori and Tikanga Maori at all year levels. The school is committed to Te Whānau o te Kakano.

## National Requirements

The Northcote College Board of Trustees is guided by and accepts the requirements and responsibilities set out in the National Educational Goals (NEGs) <https://education.govt.nz/ministry-of-education/legislation/negs/> and National Administrative Guidelines (NAGs) <https://education.govt.nz/ministry-of-education/legislation/nags/>

**NB: The 2017 Education Amendment Act 2017 has changed the planning and reporting rules for schools.**

**Strategic plans** will reflect how the school intends to achieve the objectives for the education system and the Government's priorities contained in its statement of National Education and Learning Priorities (NELP), and incorporate any outcomes agreed to by any Community of Learning that the school belongs to. Schools will need to develop a new strategic plan every four years in consultation with the school community, including families and whānau, staff, students (as appropriate) and any other person, group or organisation they consider ought to be consulted. The strategic plan will be assessed by the Ministry for quality rather than process requirements. **Annual implementation** plans will contain more detail about the school's individual actions and targets for the following year. The implementation plan does not have to be provided to the Ministry, thus streamlining the process for schools.

<https://education.govt.nz/assets/Documents/Ministry/Legislation/Ed-Act-Update-Factsheets/Ed-Act-Update-FS-4-Improving-planning-and-reporting.pdf>

## Practices and Processes

Northcote College recognises the importance of the following indicators of school effectiveness and we evaluate policies and practices against these indicators in a continuous cycle of improvement.

<http://www.ero.govt.nz/publications/school-evaluation-indicators/process-indicators/>

### Domain 1: Stewardship

The board actively represents and serves the school and education community in its stewardship role

The board scrutinises the effectiveness of the school in achieving valued student outcomes

The board evaluates how effectively it is fulfilling the stewardship role with which it has been entrusted

The board effectively meets its statutory responsibilities

<http://www.ero.govt.nz/publications/school-evaluation-indicators/process-indicators/#domain-1-stewardship>

### Domain 2: Leadership for equity and excellence

Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence

Leadership ensures an orderly and supportive environment that is conducive to student learning and wellbeing

Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching

Leadership promotes and participates in teacher learning and development<sup>1</sup>

Leadership builds collective capacity to do evaluation and inquiry for sustained improvement

Leadership builds relational trust and effective collaboration at every level of the school community

<http://www.ero.govt.nz/publications/school-evaluation-indicators/process-indicators/#domain-2-leadership-for-equity-and-excellence>

### Domain 3: Educationally powerful connections and relationships

School and community are engaged in reciprocal, learning-centred relationships

Communication supports and strengthens reciprocal, learning-centred relationships

Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support

Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners

<http://www.ero.govt.nz/publications/school-evaluation-indicators/process-indicators/#domain-3-educationally-powerful-connections-and-relationships>

### Domain 4: Responsive curriculum, effective teaching and opportunity to learn

Students learn, achieve and progress in the breadth and depth of *The New Zealand Curriculum* and/or *Te Marautanga o Aotearoa*

Students participate and learn in caring, collaborative, inclusive learning communities

Students have effective, sufficient and equitable opportunities to learn

Effective, culturally responsive pedagogy supports and promotes student learning

Assessment for learning develops students' assessment and learning-to-learn capabilities

<http://www.ero.govt.nz/publications/school-evaluation-indicators/process-indicators/#domain-4-responsive-curriculum-effective-teaching-and-opportunity-to-learn>

### Domain 5: Professional capability and collective capacity

A strategic and coherent approach to human resource management builds professional capability and collective capacity

Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school vision, values, goals and targets

Organisational structures, processes and practices enable and sustain collaborative learning and decision making

Access to relevant expertise builds capability for ongoing improvement and innovation

<http://www.ero.govt.nz/publications/school-evaluation-indicators/process-indicators/#domain-5-professional-capability-and-collective-capacity>

### Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation

Coherent organisational conditions promote evaluation, inquiry and knowledge building

Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation

Evaluation, inquiry and knowledge building capability facilitates engagement with external evaluation and the wider education community

<http://www.ero.govt.nz/publications/school-evaluation-indicators/process-indicators/#domain-6-evaluation-inquiry-and-knowledge-building-for-improvement-and-innovation>



## Northcote College Annual Plan for 2018

### 2018-2021 Strategic Goals/Outcomes for Students

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**Project/Actions/Important Strategies 2018**

Connections		Pathways	Professional Learning		
<b>Home School Partnership Project (Teacher Led Innovation Fund)</b>	<b>Northcote Community of Learners</b>	<b>Curriculum Design</b>	<b>Tātaiako</b>	<b>21<sup>st</sup> C Pedagogy</b>	<b>Student Wellbeing Project</b>
Senior Leadership Team Member responsible: Sam McNaughton Deputy Principal <i>See 2018 Home and School Partnership Plan</i>	Senior Leadership Team Member responsible: Vicki Barrie Principal <i>See 2018 NCOL Plan</i>	Senior Leadership Team Member responsible: Sam McNaughton Deputy Principal <i>See 2018 Pathways and Transitions Plan</i>	Senior Leadership Team Member responsible: Karen Russell Deputy Principal <i>See 2018 Tātaiako Plan</i>	Senior Leadership Team Member responsible: Karen Russell Deputy Principal <i>See 2018 21stC Pedagogy Plan</i>	Senior Leadership Team Member responsible: Mike Dudley Assistant Principal <i>See 2018 Student Agency and Resilience Plan</i>
Ideas: Create more opportunities for parents and whānau to effectively support their child's learning at school. (Source: TSP survey 2017)	Ideas: Develop greater consistency in assessing against curriculum levels (Source: NC ERO report 2016)  Continue to build on positive relationships with whānau Māori, to grow partnerships in learning and support the development of plans to continue building Māori students' achievement. (Source: NC ERO report 2016)  Idea for Maori student achievement. Our aim is 95% Maori students getting NCEA level 2 by 2021. Next years Year 9 is the 2021 Year 12. Currently NCEA leaver level 2 success is 88% overall, 78% PI 68% Maori. If we have 30	Ideas: Junior curriculum review  Consider ways to develop specific pathways for junior students who are not succeeding in the current curriculum. (Source: NC ERO report 2016)  Year 11 Flexible Learning Option?  Consider reduced assessments and reduced courses?  Introduce Unitec 4+1  Evaluate the extent to which the curriculum reflects te ao Māori, to ensure that Māori language and cultural identity are recognized and promoted through all learning areas and pathways. (Source: NC	Ideas: Each teacher to determine a personal <i>Tātaiako</i> challenge.  Incorporate cultural competencies into the school's appraisal processes. (Source: NC ERO report 2016)  Encourage all Māori learners to take further advantage of opportunities in te reo Māori, kapa haka, mentoring and support. (Source: NC ERO report 2016)  Actively seek the expertise of the local community, hapu and iwi	Ideas: Establish what 21stC learning looks like at Northcote College.  Work on ensuring students think critically and talk about what they are learning. (Source: TSP survey 2017)  Work on ensuring students have opportunities to interact with information to critique and create knowledge, and transform it. (Source: TSP survey 2017)  Ensure every student has challenging (stretch) learning goals. (Source: TSP survey 2017)  Investigate strategies that support Māori and Pasifika learners to make accelerated progress in	Ideas: Identify areas for change/development from student Wellbeing and Me and My School surveys.  Find ways to help students manage stress and anxiety.  Stage 2 PB4L



	<p>Maori students enrolled for Year 9 2018 and nothing changes 10 of them won't get NCEA level 2. We need to tell parents this. Invite every Maori family enrolled for Year 9 2018 to a meeting. Visit the homes or work or have individual meetings with those who don't/can't come to the meeting. Ask about hopes and dreams. Complete the Whanau Education Action plan. Todd says he can do some visits. Set up these students with a mentor? Ask parents what would help. Track their progress and report to SLT and BoT.</p>	<p>ERO report 2016)</p> <p>Encourage all Māori learners to take further advantage of opportunities in te reo Māori, kapa haka, mentoring and support. (Source: NC ERO report 2016)</p> <p>Support our local community by ensuring students have opportunities to actively contribute in ways valued by the community. (Source: TSP survey 2017)</p> <p>Build collaboration with the local community so that their expertise can be used to support learning in class or other school activities. (Source: TSP survey 2017)</p> <p>Ensure we are clear about the purpose of all learning. Develop our ability to be critical and creative in relation to what we teach.</p> <p>Consult on ideas for senior timetable including: 5 day cycle – teaching time. 5 subjects instead of 6 Independent projects/cross curricular/workshops Semesters/multi teachers one class</p>		<p>their learning (Source: NC ERO report 2016)</p> <p><b>Student Agency and Resilience</b></p> <p>Improve our understanding of growth mindset research.</p> <p>Deepen our understanding of Angela Duckworth's work on 'Grit'.</p> <p>Support our local community by ensuring students have opportunities to actively contribute in ways valued by the community. (Source: TSP survey 2017)</p> <p>Develop explicit instruction in learning strategies (such as goal setting, self-monitoring and deliberate practice) that enable students to take control of their learning, develop meta-cognitive skills, self-regulate, and develop self-efficacy and agency. (Source: ERO Process Indicators Domain 4))</p>	
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Other Actions/Areas of Work 2018	Resources/Sources of Information and Evidence
<ol style="list-style-type: none"> <li>1. Work to increase time available to teachers for inquiry, planning, collaboration, evaluation and professional learning.</li> <li>2. Work to protect teaching time from unnecessary interruptions. (Source: TSP survey 2017)</li> <li>3. Property developments to support learning</li> <li>4. Sport Northcote Project</li> <li>5. Develop a communication plan and style guide for the school to improve communication with parents, whanau and perception of the school in the community. Review website and social media and school apps.</li> <li>6. Improve Maori student attendance rates.</li> <li>7. Update school wide appraisal to reflect the new Code of Professional Responsibility and Standards for the Teaching Profession.</li> <li>8. Plan for future roll growth</li> <li>9. Trial digital assessments in readiness for more digital assessment in the future.</li> </ol>	<p>A framework for transforming learning in schools: Innovation and the spiral of inquiry (Timperley, Kaser, Halbert)</p> <p>Tātaiako: Cultural Competencies for Teachers of Maori Learners  <a href="https://educationcouncil.org.nz/sites/default/files/Tataiako.pdf">https://educationcouncil.org.nz/sites/default/files/Tataiako.pdf</a></p> <p>Educationally powerful connections with parents and whanau, ERO Report, November 2015  <a href="http://www.ero.govt.nz/assets/Uploads/ERO-Educationally-Powerful-Connections-FINAL.pdf">http://www.ero.govt.nz/assets/Uploads/ERO-Educationally-Powerful-Connections-FINAL.pdf</a></p> <p>Raising student achievement through targeted actions, ERO Report, December 2015</p> <p>ERO School Evaluation Indicators, 2016  <a href="http://www.ero.govt.nz/assets/Uploads/ERO-15968-School-Evaluation-Indicators-2016-v10lowres.pdf">http://www.ero.govt.nz/assets/Uploads/ERO-15968-School-Evaluation-Indicators-2016-v10lowres.pdf</a></p> <p>ERO Effective Internal Evaluation for Improvement 2016  <a href="http://www.ero.govt.nz/assets/Uploads/Effective-internal-evaluation-for-improvement.pdf">http://www.ero.govt.nz/assets/Uploads/Effective-internal-evaluation-for-improvement.pdf</a></p> <p>Ministry of Education 4 year Plan 2016-2020  <a href="https://education.govt.nz/assets/Uploads/4YP-Plan-on-a-Page-A4-2016.pdf">https://education.govt.nz/assets/Uploads/4YP-Plan-on-a-Page-A4-2016.pdf</a></p> <p>Our Code Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession  <a href="https://educationcouncil.org.nz/sites/default/files/Our%20Code%20Our%20Standards%20web%20booklet%20FINAL.pdf">https://educationcouncil.org.nz/sites/default/files/Our%20Code%20Our%20Standards%20web%20booklet%20FINAL.pdf</a></p> <p>Northcote College School Leaver Achievement and Destination Profile Data 2016  N.Z.C Key Competencies</p>

**Appendix One**

**NZ Curriculum in Summary**

<p><b>VISION P8</b>  <b>What we want for our young people.</b>          Young people who are:</p> <ul style="list-style-type: none"> <li>• Confident</li> <li>• Connected</li> <li>• Actively involved</li> <li>• Lifelong learners</li> </ul>	<p><b>KEY COMPETENCIES P12</b>  <b>Capabilities for living and lifelong learning</b></p> <ul style="list-style-type: none"> <li>• Thinking</li> <li>• Using language, symbols, and texts</li> <li>• Managing self</li> <li>• Relating to others</li> <li>• Participating and contributing</li> </ul>
<p><b>VALUES P9</b>  <b>To be encouraged, valued and explored</b></p> <ul style="list-style-type: none"> <li>• Excellence</li> <li>• Innovation, inquiry, and curiosity</li> <li>• Diversity</li> <li>• Equity</li> <li>• Community and participation</li> <li>• Ecological sustainability</li> <li>• Integrity</li> <li>• Respect</li> </ul>	<p><b>LEARNING AREAS P16</b>  <b>Important for a broad general education</b></p> <ul style="list-style-type: none"> <li>• English</li> <li>• The arts</li> <li>• Health and physical education</li> <li>• Learning languages</li> <li>• Mathematics and statistics</li> <li>• Science</li> <li>• Social sciences</li> <li>• Technology</li> <li>• <b>DCT??</b></li> </ul>
<p><b>CURRICULUM PRINCIPLES P9</b>  <b>Foundations of curriculum decision making</b></p> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Treaty of Waitangi</li> <li>• Cultural diversity</li> <li>• Inclusion</li> <li>• Learning to learn</li> <li>• Community engagement</li> <li>• Coherence</li> <li>• Future focus</li> </ul>	<p><b>EFFECTIVE PEDAGOGY Pages 34-36</b>  <b>Teacher actions promoting student learning</b>          Students learn best when teachers:</p> <ul style="list-style-type: none"> <li>• Create a supportive learning environment</li> <li>• Encourage reflective thought and action</li> <li>• Enhance the relevance of new learning</li> <li>• Facilitate shared learning</li> <li>• Make connections to prior learning and experience</li> <li>• Provide sufficient opportunities to learn</li> <li>• Inquire into the teaching learning relationship</li> </ul>

Adapted from "From the New Zealand Curriculum"