



# **Northcote College**

**STRATEGIC PLAN  
2018-2021  
ANNUAL PLAN  
2021**

***kia manaaki te tangata***

## **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 and well, 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 ākonga/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**

*The heart of our purpose is not just any learning, but learning that matters, spreads, and lasts a lifetime.*

*Source: Hargreaves and Fink 2006 Sustainable Leadership p27*

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 and their wellbeing is supported.

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 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**

Students:

- enjoy a sense of belonging and connection to school, whānau, friends and the community
- feel included, cared for, 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**

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 effective pedagogy

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

### 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 Māori 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 2021

*Success for all through knowing and supporting individuals.*

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

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#### 2. Educationally powerful connections

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

#### 3. Pathways

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

## Key Strategies 2021

Knowing and supporting individuals	Curriculum Development	Cultural Responsiveness	Property Development
<p><i>Key Actions 2021</i></p> <p>Continue the NCOL wide case study project.</p> <p>Build on NC COL leaders' support of individual students during the 2020 Covid-19 lockdowns.</p> <p>A professional learning focus on teaching diverse learners:</p> <p>Key actions include:</p> <ul style="list-style-type: none"> <li>• Term 1 Flexible Learning Day on teaching students with learning differences.</li> <li>• Building effective learning relationships between teachers and teacher aides and students.</li> <li>• Establishing an in-school Educational Psychologist to support individual students and teacher professional learning.</li> </ul> <p>Changed timing and approach at Term 1 parent/teacher/student evenings. Focus on knowing students rather than reporting on students.</p> <p>Hold Term 1 Junior Subject Teacher Meetings on Wednesday morning PL time to share knowledge of individual learners and pedagogy.</p> <p>Review our current systems and ways of supporting and knowing individuals (learning and wellbeing) to determine how responsive Northcote College is to individuals and identify priorities for development.</p> <p>Establish a system of knowing/capturing what success means to each student and their parent(s)/whānau.</p>	<p><i>Key Actions 2021</i></p> <p>Plan to implement the new NCEA Achievement Standards.</p> <p>Key action:</p> <p>Participate in Accord Teacher Only Days:</p> <p>13 May 10 August 25 November</p> <p>Trial and review the updated (in response to student and staff feedback) Year 12 and 13 pastoral care programme in Term 1. Engage with the NZC 'Refresh'.</p> <p><a href="https://www.education.govt.nz/our-work/changes-in-education/national-curriculum-refresh/new-zealand-curriculum/">https://www.education.govt.nz/our-work/changes-in-education/national-curriculum-refresh/new-zealand-curriculum/</a></p> <p>Plan for the implementation of Aotearoa NZ Histories from 2022.</p> <p><a href="https://www.education.govt.nz/our-work/changes-in-education/aotearoa-new-zealand-histories-in-our-national-curriculum/">https://www.education.govt.nz/our-work/changes-in-education/aotearoa-new-zealand-histories-in-our-national-curriculum/</a></p> <p>Access professional learning on local curriculum development.</p> <p>Respond to feedback after Covid-19 lockdown to build individual student agency and self-regulation.</p> <p>Compare NZCER Mental Health and Hauora document to our delivered Health/Pastoral and other curriculum to look for gaps and overlaps and opportunities for development.</p>	<p><i>Key Actions 2021</i></p> <p><a href="#">Support staff and students to develop their use of tikanga Māori me te Reo Māori.</a></p> <p>Engage with Hautū to assess how culturally responsive Northcote College is for Māori and identify priorities for development.</p> <p><a href="https://www.nzsta.org.nz/assets/Maori-student-achievement/Hautu.pdf">https://www.nzsta.org.nz/assets/Maori-student-achievement/Hautu.pdf</a></p> <p><a href="#">Establish a 'lead group' to advise and focus on:</a></p> <p><a href="#">Ākonga Māori</a> <a href="#">Whānau Māori</a> <a href="#">Tikanga Māori</a> <a href="#">Te Reo Māori</a></p> <p>Review the Action Plan for Pacific Education 2020-2030</p> <p><a href="https://conversation-space.s3-ap-southeast-2.amazonaws.com/Pacific+Education+Plan+WEB.PDF">https://conversation-space.s3-ap-southeast-2.amazonaws.com/Pacific+Education+Plan+WEB.PDF</a></p> <p>to look for opportunities to develop our systems and actions to achieve the goal that <i>'diverse Pacific learners and their families feel safe, valued and equipped to achieve their education aspirations'</i>.</p> <p>Support the re-establishment of post-Covid Laulotaha</p> <p>Associate Prof Melinda Webber to present to NCOL in June on Culturally Responsive Practice.</p>	<p><i>Key Actions 2021</i></p> <p><b>Redevelopment</b></p> <p>Work with designers and consultants to develop the design of approved Stage 1 of Redevelopment project and get project underway.</p> <p>Key actions include:</p> <ul style="list-style-type: none"> <li>• Liaising with staff, students, parents/whānau on design and implementation.</li> <li>• Complete the establishment of 10 modular classrooms on site.</li> <li>• Complete Essential Enabling Works (EEW) to ORO, A block, F block, fire and bells.</li> <li>• Finding long term security alarm solution.</li> </ul> <p><b>5YA</b></p> <ul style="list-style-type: none"> <li>• Complete B1 and B2 5YA project.</li> <li>• Secure 2021-2026 5YA Property Funding</li> <li>• Update condition assessment report.</li> </ul> <p><b>Property Modifications</b></p> <p>Disabled Access to C block rooms and the library.</p>



**Other actions / areas of work**

- |  |   |
|--|---|
| <ol style="list-style-type: none"><li>1. Manage challenges presented by Covid-19 as they arise.</li><li>2. Hold Careers Day for Seniors</li><li>3. Take part in PISA 2021</li><li>4. Engage with EROs new operating model.</li><li>5. Manage changes required by changes to the Smokefree Environments Act including taking all reasonably practical steps to ensure that no person vapes in any part of the school at any time.</li><li>6. Implementing the new professional growth cycle for teachers.</li></ol> | <ol style="list-style-type: none"><li>7. Whole school Shakespeare production.</li><li>8. Policy reviews</li><li>9. Review current strategic plan 2018-2021 and develop Strategic Plan 2021-2026.</li><li>10. Respond to Ministry of Education leadership around plans for schools to become carbon neutral by 2025</li><li>11. Offer Educative Mentoring Professional Learning with Ngaire Hoben</li><li>12. Improve functionality of online payments for parents/whanau</li><li>13. Improve budget holders access to Xero.</li></ol> |
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**Resources / Sources of Information and Evidence**

1. NELP <https://www.education.govt.nz/assets/Documents/NELP-SES-documents/FULL-NELP-2020.pdf>
2. NZC Refresh <https://www.education.govt.nz/our-work/changes-in-education/national-curriculum-refresh/new-zealand-curriculum/>
3. Aotearoa NZ Histories <https://www.education.govt.nz/our-work/changes-in-education/aotearoa-new-zealand-histories-in-our-national-curriculum/>
4. Learning Support Action Plan 2019-2025 <https://conversation.education.govt.nz/assets/DLSAP/Learning-Support-Action-Plan-2019-to-2025-English-V2.pdf>
5. Wellbeing at School <https://www.wellbeingatschool.org.nz/>
6. NZCER Teaching and School Practices Survey <https://tspsurveys.org.nz/>
7. Hautū <https://www.nzsta.org.nz/assets/Maori-student-achievement/Hautu.pdf>
8. Ka Hikitia <https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-accelerating-success-20132017/>
9. Tapasā - Cultural Competencies Framework for Teachers of Pacific Learners <http://pasifika.tki.org.nz/Tapasā>
10. Action Plan for Pacific Education 2020-2030  
<https://conversation-space.s3-ap-southeast-2.amazonaws.com/Pacific+Education+Plan WEB.PDF>
11. Te Pakiaka Tangata: Strengthening Student Wellbeing for Success  
<http://www.education.govt.nz/school/student-support/student-wellbeing/guidelines-for-the-provision-of-pastoral-care-guidance-and-counselling-in-secondary-schools/>
12. A framework for transforming learning in schools: Innovation and the spiral of inquiry (Timperley, Kaser, Halbert)
13. Tātaiako: Cultural Competencies for Teachers of Maori Learners <https://educationcouncil.org.nz/sites/default/files/Tataiako.pdf>
14. <https://poutamapounamu.org.nz/>
15. Teaching for Positive Behaviour: Supporting engagement, participation and learning <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>
16. Building Genuine Learning Partnerships with Parents 2018 <https://www.ero.govt.nz/assets/Uploads/Teaching-strategies-that-work-Parent-partnerships2.pdf>
17. Educationally powerful connections with parents and whanau, ERO Report, November 2015  
<http://www.ero.govt.nz/assets/Uploads/ERO-Educationally-Powerful-Connections-FINAL.pdf>
18. Education matters to me: Key insights <https://www.occ.org.nz/publications/reports/education-matters-to-me-key-insights/>
19. Raising student achievement through targeted actions, ERO Report, December 2015
20. ERO School Evaluation Indicators, 2016 <http://www.ero.govt.nz/assets/Uploads/ERO-15968-School-Evaluation-Indicators-2016-v10lowres.pdf>
21. ERO Effective Internal Evaluation for Improvement 2016 <http://www.ero.govt.nz/assets/Uploads/Effective-internal-evaluation-for-improvement.pdf>
22. Our Code Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession  
<https://educationcouncil.org.nz/sites/default/files/Our%20Code%20Our%20Standards%20web%20booklet%20FINAL.pdf>

**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"