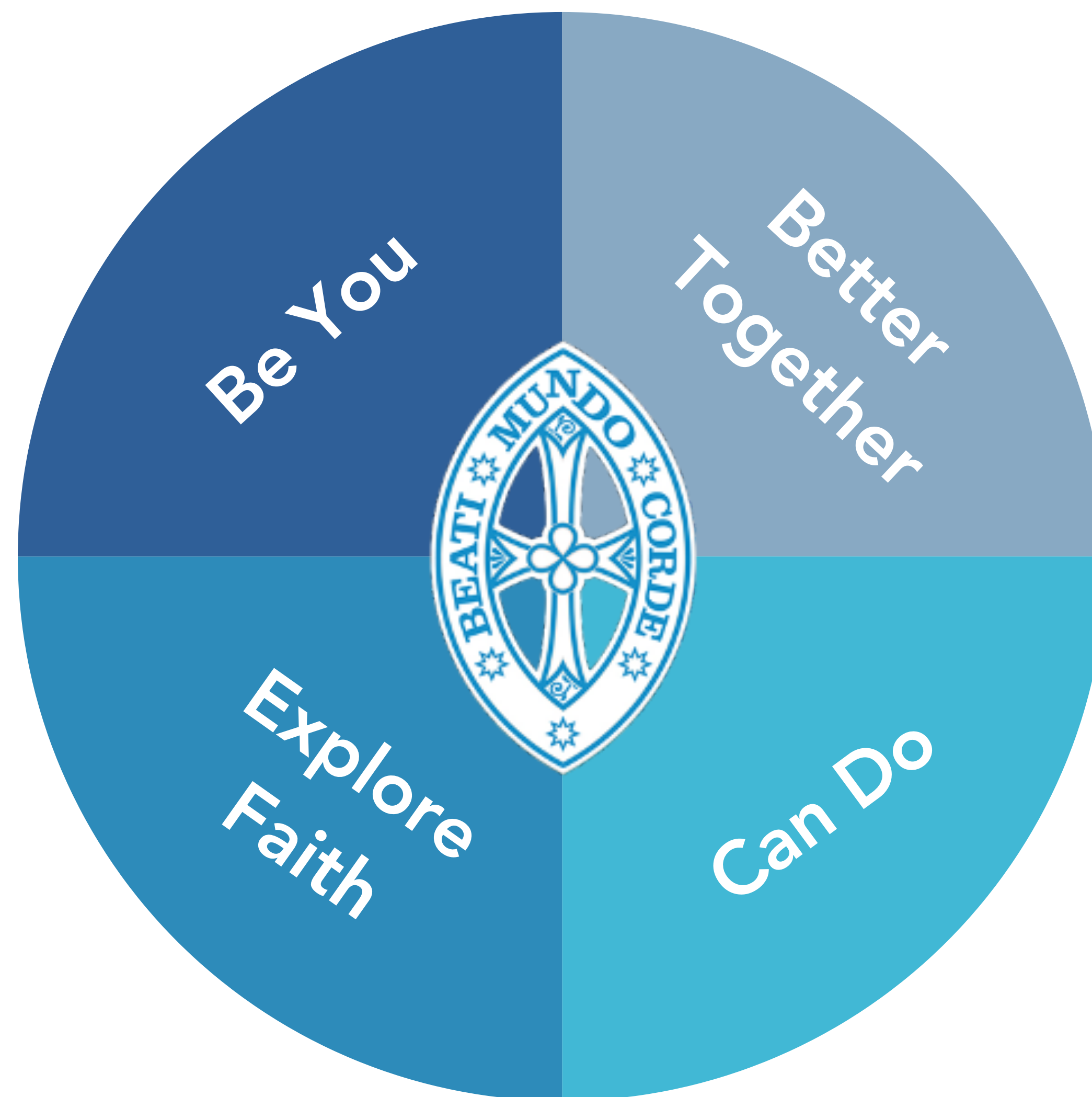


St Hilda's Collegiate School

Strategic Plan 2026-2028

VISION STATEMENT

Ākonga will flourish academically, spiritually and personally, develop a sense of tūhāhā (self) and whanaungatanga, to enable them to be confident, compassionate global citizens.



GOALS

FLOURISH:

Nurture Wellbeing and Personalised Growth

- Enhance the Wellbeing framework to ensure it addresses the contemporary challenges for our ākonga, with a focus on building resilience, self-awareness, self-worth, and emotional intelligence.
- Use ākonga voice to lead social and wellbeing initiatives that enhance a sense of belonging and value and celebrate diversity.
- The pastoral team continues to provide quality care for all ākonga.
- Whanaungatanga and manaakitanga underpin the Facilities development at school and Tolcarne.
- Continue to value diversity in all students.

CREATE:

Innovate and Excel in Teaching and Learning

- Ensure the curriculum is future focused, academically robust, relevant and supports NCEA and the NZ Educational Certificate.
- Acknowledge the importance of Te Tiriti o Waitangi as central to learning through collaboration, curriculum options, and staff professional development.
- Meet the needs of all ākonga ensuring pathways that offer diverse subjects and career advice that prepares ākonga for choices after school.
- Continue to be bold and innovative in our decision making, using research and evidence to inform decisions on curriculum, technology and pedagogy.
- Retain and recruit excellent staff.

CONNECT:

Cultivate Community and Special Character

- Foster pathways for whole-school interaction that builds strong relationships between year groups.
- Ensure our special character is woven into all school initiatives and enhanced through community wide events.
- Continue to create opportunities for parents, old girls and the wider community to connect with the school, events and activities.
- Education and support for the whole community to ensure cohesive messaging and a sense of belonging.

Annual Implementation Plan 2026

Ākonga will flourish academically, spiritually and personally, develop a sense of tūhāhā (self), and whanaungatanga, to enable them to be confident, compassionate global citizens.

Flourish: Nurture Wellbeing and Personalised Growth	Create: Innovate and Excel in Teaching & Learning	Connect: Cultivate Community and Special Character
<ul style="list-style-type: none"> ● Enhance the Wellbeing framework to ensure it addresses the contemporary challenges for our ākonga, with a focus on building resilience, self-awareness, self-worth, and emotional intelligence. ● Use ākonga voice to lead social and wellbeing initiatives that enhance a sense of belonging and value and celebrate diversity. ● The pastoral team continues to provide quality care for all ākonga. ● Whanaungatanga and manaakitanga underpin the Facilities development at school and Tolcarne. ● Continue to value diversity in all students 	<ul style="list-style-type: none"> ● Ensure the curriculum is future focused, academically robust, relevant and supports NCEA and the NZ Educational Certificate. ● Acknowledge the importance of Te Tiriti o Waitangi as central to learning through programmes, curriculum options, and staff professional development by referencing our cultural narrative. ● Meet the needs of all ākonga ensuring pathways that offer diverse subjects and career advice that prepares students for choices after school. ● Continue to be bold and innovative in our decision making, using research and evidence to inform decisions on curriculum, technology and pedagogy. ● Retain and recruit excellent staff. 	<ul style="list-style-type: none"> ● Foster pathways for whole-school interaction that builds strong relationships between year groups. ● Ensure our special character is woven into all school initiatives and enhanced through community wide events. ● Continue to create opportunities for parents, old girls and the wider community to connect with the school, events and activities. ● Education and support for the whole community to ensure cohesive messaging and a sense of belonging.

WHAT	WHO	HOW
<p>Flourish: Nurture Wellbeing and Personalised Growth</p> <p>Creating an environment where every student is equipped with the tools to navigate a complex world, celebrating their individuality and fostering a strong sense of self.</p>	<p>Enhance the Wellbeing framework to ensure it addresses the contemporary challenges for our ākonga, with a focus on building resilience, self-awareness, self-worth, and emotional intelligence.</p>	<p>Growing emotional literacy through whanaungatanga group activities designed by pastoral team</p> <p>Online seminars “Tricky Chats” organised for parents</p> <p>School wide Vaping awareness plan developed by Deans and delivered.</p> <p>Staff Professional Development on relational learning culture continues</p>
	<p>Use student voice to lead social and wellbeing initiatives that enhance a sense of belonging and value and celebrate diversity.</p>	<p>Establishment of Maori student council</p> <p>Strengthen role of House Captains and student council as leaders and advocacy groups to bring values to life</p> <p>Wellbeing committee links to Vaping Awareness plan.</p> <p>The cafeteria utilises student feedback and input.</p>
	<p>The pastoral team is enabled to ensure quality care for all students.</p>	<p>Extra Counsellor employed for 1 day a week</p> <p>School Health nurse employed on campus</p> <p>Professional development on neuro-divergent learning and behaviour</p>

	<p>Whanaungatanga and manaakitanga underpin the Facilities development at school and Tolcarne.</p>		<p>Consultation with whanau regarding facilities development</p> <p>Explore options, subject to Board approval, for investment in Aukaha collaboration</p> <p>Continue to detailed design for Tolcarne redevelopment</p> <p>Science and accessibility redevelopment completed by November 2026</p>
	<p>Continue to value diversity in all students.</p>		<p>Embrace opportunities for celebrating diversity through assemblies and chapels</p> <p>Proactively and transparently work with groups to support student driven initiatives</p> <p>Explore and develop whanaungatanga interviews/korero as a vehicle for developing individual ākongā profiles</p>

WHAT	WHO	HOW
<p>Create: Innovate and Excel in Teaching & Learning</p> <p>As a kura we adapt to a changing educational landscape, ensuring a robust academic programme while providing students with the skills and knowledge to thrive as individuals in their future careers.</p>	<p>Ensure the curriculum is future focused, academically robust, relevant and supports NCEA and the NZ Educational Certificate.</p>	<p>Increase departmental time to address national curriculum developments.</p> <p>Ensure staff are part of national discussions and PLD for curriculum.</p> <p>SHCS Curriculum review explored and developed once direction from MOE clarified.</p> <p>School wide literacy programme reviewed and strengthened.</p> <p>School wide numeracy programme developed to meet MOE requirements</p>
	<p>Acknowledge the importance of Te Tiriti o Waitangi as central to learning through collaboration, curriculum options, and staff professional development by referencing our cultural narrative.</p>	<p>Create options for a senior Te Reo course.</p> <p>Continue to reference our Cultural narrative in curriculum development.</p> <p>Whānau hui held each term with key focus areas developed and led by whanau.</p> <p>Host hui whānau in rural areas.</p> <p>Ruma Māori development completed.</p> <p>Continue to offer Te Reo/Tikanga PLD for staff and encourage and promote Te reo usage.</p> <p>Staff learn new waiata and karakia to add to kete.</p>

			Continue to build links with Ōtakāu marae and cultivate connections with whānau and the wider community.
	Meet the needs of all ākonga ensuring pathways that offer diverse subjects and career advice that prepares students for choices after school.		<p>Develop Learning Support Passports system through KAMAR.</p> <p>Additional Teacher Aide hours allocated.</p> <p>Staff PLD on Assessment for Learning, differentiated explicit teaching and neurodiversity.</p> <p>Reporting processes are adapted and meet MOE requirements</p> <p>Peer support and walk throughs undertaken and linked to collegial and departmental goals.</p>
	Continue to be bold and innovative in our decision making, using research and evidence to inform decisions on curriculum, technology and pedagogy.		<p>Change the use of devices in Yr 7&8 to be school provided, managed and supervised.</p> <p>Explore trial timetable changes to protect curriculum time and establish PLD time for staff</p> <p>Timetable reflects student needs and MOE directives going forward</p>
	Retain and recruit excellent staff.		Staff wellbeing established as part of induction process

			<p>Culture of care is explicit, effectively communicated, resourced and regularly reviewed.</p> <p>Use of recruitment expertise as appropriate.</p> <p>Staff voice utilised to contribute to initiatives and feedback is sought, shared and acted on as appropriate.</p>
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WHAT		WHO	HOW
<p>Connect: Cultivate Community and Special Character</p> <p>Continue to build a strong, inclusive, and connected community that upholds the school's unique Special Character, celebrating all forms of success and fostering meaningful relationships.</p>	<p>Foster pathways for whole-school interaction that builds strong relationships between year groups.</p>		<p>Student and staff voice used to adjust whanaungatanga activities and foci as required.</p> <p>House competitions developed through long term approach to whanaungatanga groups.</p> <p>Explore ways to further develop relationships between all year levels.</p> <p>Embed Tautoko Kaiārihi and Tatariki support programme.</p> <p>Give priority to Yr 10 Korero</p>
	<p>Ensure our special character is woven into all school initiatives and enhanced through community wide events.</p>		<p>Special Character review is undertaken and recommendations implemented.</p>

	<p>Continue to create opportunities for parents, old girls and the wider community to connect with the school, events and activities.</p>		<p>Director of Development organises and hosts events that foster community connections.</p> <p>130th celebrations held in February</p> <p>PFA establish 'Parent Lead' for each year group to enhance connections and social events</p>
	<p>Education and support for the whole community ensures cohesive messaging and a sense of belonging.</p>		<p>Ensure Community of Practice mahi is prioritised and the community kept informed of activities/plans and programme for the year.</p> <p>Parent Seminars/workshops held to educate and support parents on emergent issues.</p>