



HILLCREST HIGH SCHOOL

Te Kura Tuarua o Tihipuke

2026 Annual Implementation Plan



OUR VISION

Hillcrest High School's vision is to educate and develop young people of whom our community will be proud. We are known for producing well-balanced young people by providing a holistic education that offers meaningful learning pathways to gain qualifications, skills, and confidence for life beyond school. Our goal is to nurture successful all-rounders who are also kind, responsible citizens of the world. We are committed to high standards of academic, cultural, and sporting excellence, while prioritising student wellbeing. As a community-focused school, we celebrate the diverse backgrounds of our students and staff, fostering a welcoming environment where students learn to connect across cultures. Our inclusive school community proudly supports students who require additional learning and physical support, as well as international fee-paying students from a wide range of countries.

Preamble

Hillcrest High School's vision is to educate and develop young people of whom our community will be proud.

At our school, we are proud of who we are and what we stand for. We are a place of learning, of growth, and of belonging. Our students are encouraged to be curious, to strive for personal excellence, and to become confident, compassionate citizens ready to make their mark in the world.

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citizens of the world. We are committed to high standards of academic, cultural, and sporting excellence, while prioritising student wellbeing.

Hillcrest High School is also committed to the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi, and the New Zealand Curriculum.

Christine Williams
Principal | Tumuaki



Our RAPID Values

Our RAPID values – **Respect, Aim, Persevere, Identify, and Diversity** – were developed with our school community and are at the heart of how we learn and relate to one another. They reflect our commitment to inclusion, high expectations, and recognising the strengths of every ākonga.

These words encourage students to be present, curious, and open to the opportunities, people, and challenges that surround them. Whether in the classroom, on the field, on stage, or out in the community, Hillcrest is a place where every learner is supported to discover who they are and where they belong.

We believe that positive relationships and genuine engagement are key to student success. At Hillcrest, we prioritise connection – between staff and students, between learners and their goals, and across our diverse school culture. With support and challenge, our students build confidence, grow resilience, and find a place where they are seen and valued.

This is a place to connect, to grow, and to thrive – a place to look around, and find your place.





Kitea tō *waahi*. Find your *place*.

CIRCUMSPICE LOOK AROUND YOU

This simple call reminds us to be aware, open, and grounded in the world around us. It encourages curiosity, connection, and a willingness to explore. At Hillcrest, students are supported to notice what matters - to discover their interests, their people, and their path. Learning here is more than achievement; it's about growth, identity, and belonging. Every student is invited to take part, look up, and *find their place*.

STRATEGIC GOAL 1

Raise achievement of all ākongā to reduce disparity in educational outcomes.

FOCUS	ACTIONS	EVIDENCE
<p>Create a supportive and inclusive learning environment where students are empowered to reach their full potential.</p>	<ul style="list-style-type: none"> Lessons have a clear learning intention, shared with learners High expectations for learners are evident, and it is clear how students can demonstrate progress and achievement. -Teachers participate in Professional Learning Groups focusing on five priority students (Māori, Pasifika, Extension, Neurodivergent, ELL/ Migrant) tracking achievement and engagement. Students are entered into appropriate assessments in order to achieve their potential. 	<ul style="list-style-type: none"> NCEA results improve by 5% at the end of 2026 Each student improves their asTTle results by two sublevels Improvement of submission rates Classroom visits Leavers data reflects increase in meaningful pathways Increase in university scholarships and NCEA endorsements
<p>Increase the number of students attending regularly.</p> <p>Attendance Targets (Regular Attendance)</p> <p>Term 1 72%</p> <p>Term 2 62%</p> <p>Term 3 55%</p> <p>Term 4 52%</p> <p>Move half the students in the 80 - 90% category to Regular Attendance.</p>	<ul style="list-style-type: none"> Attendance Management Plan 	<ul style="list-style-type: none"> Termly 'Attendance Everyday Matters' reports KAMAR data
<p>Introduce and implement the 'Three Year Achievement Plan'</p>	<ul style="list-style-type: none"> HOF/Deans report to SLT termly on student progress and appropriate interventions are put in place and monitored Twice termly reporting on achievement to staff at staff meetings. 	<ul style="list-style-type: none"> Students in the limited category move to making progress as a result of interventions NCEA results improve by 5% at the end of 2026 Each student improves their asTTle results by two sublevels Improvement of submission rates





STRATEGIC GOAL 2

Improve outcomes for Māori ākonga

FOCUS	ACTIONS	EVIDENCE
Increase representation of Māori success in the school environment	<ul style="list-style-type: none"> Increase student engagement in Whakapiki Ake and Puuhoro Establish a termly wānanga for high achieving senior Māori students focusing on goal setting and pathway planning. High expectations for Māori learners is evident. Māori learner agency and self-efficacy is evident. 	<ul style="list-style-type: none"> Increase in number of students enrolled in Whakapiki Ake and Puuhoro Leavers data reflects increase in meaningful pathways. Wellbeing data reflects positive experiences for Māori students.
Improve tracking and academic mentoring of Māori ākonga and implement early intervention as required	<ul style="list-style-type: none"> Appoint and support the Maori Achievement Coordinator Report to SLT termly on Maori ākonga progress and appropriate interventions are put in place and monitored Twice termly reporting on achievement to staff at staff meetings. 	<ul style="list-style-type: none"> Increase in achievement and submission rate for Māori students. Increase in Scholarship and



STRATEGIC GOAL 3

Build and celebrate our school culture, as identified by our values.

FOCUS	ACTIONS	EVIDENCE
Ensure a consistent approach to behaviour management based on our school values	<ul style="list-style-type: none"> Use Three Year Achievement Plan to implement timely interventions for at-risk students. 	<ul style="list-style-type: none"> Class visits Student voice Reduction in repeated inappropriate behaviours
Embed opportunities to build and celebrate our school culture	<ul style="list-style-type: none"> Continue to raise the profile and efficacy of House Captains in the kura. Celebrate student success. 	<ul style="list-style-type: none"> Wellbeing data Extra curricular participation data Whānau attendance at school events

STRATEGIC GOAL 4

Connect with the Community. (Whaanaungatanga)

FOCUS	ACTIONS	EVIDENCE
Promote a strong relationship between the school, whānau, alumni and the wider community.	<ul style="list-style-type: none"> Introduce the SchoolBridge Assessment Calendar for students and whānau to access assessment dates Clear communication to whānau around curriculum and reporting changes Continue to build connections with alumni. Build stronger ties between ākongā, careers and industry. 	<ul style="list-style-type: none"> Whānau voice Newsletter and social media analytics. Leavers' data



P : +64 7 857 0297
E : office@hillcrest-high.school.nz
W : www.hillcrest-high.school.nz
A : Hillcrest High School
141 Masters Avenue, Silverdale
Hamilton 3216