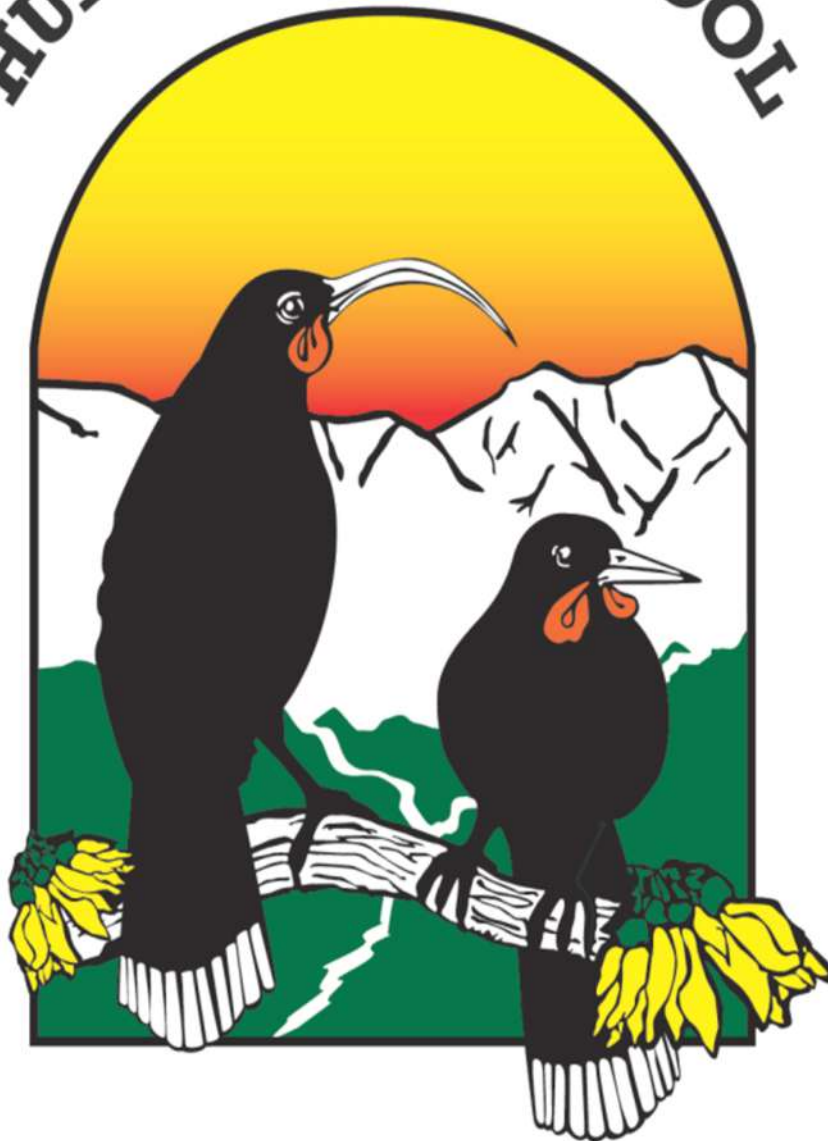


HUIA RANGE SCHOOL



STRIVING FOR EXCELLENCE

Self awareness

Aroha

Thinking

Te Hurihuri

Respect

Whakakoa

Integrity

Te Ngakaupono

Values

Tautokonga

Excellence

Mahina

Huia Range School
Strategic Plan
2024 -2025
“Striving for
Excellence”

Te Whakangārahu Ngātahi

Planning Together for Ākonga Success: Our School, Our Community

“Create a learning environment that is positive, respectful and supportive - an environment where students can STRIVE for excellence”

HUIA RANGE SCHOOL



Self awareness
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Ngā Ara Rautaki Strategic Pathways 2024 - 2025

Ko te Moemoeā/Our Vision: STRIVING for excellence.

Whāinga Iho Goals	Te Ara Tuatahi Initiatives	Te Ara Tuatahi Initiatives	Tukunga Successes
<p>CONNECT</p> <p>Promote strong cultural identity & partnerships with the community</p>	<p>1.1 Create a school environment that motivates, inspires and grows positive contributors within our community.</p>	<p>1.2 Parents, whānau, and community feel a belonging and connection to the school, and support the learning of the school.</p>	<p>All ākonga and whānau feel a sense of welcome to the school.</p> <p>Our community have contributed to the success of our school.</p>
<p>BALANCE</p> <p>Promote a school culture that supports wellbeing for all</p>	<p>2.1 Prioritise the hauora, well-being and safety of our school whānau through our STRIVE values.</p>	<p>2.2 Facilitate programmes that identify and support healthy and safe lifestyles.</p>	<p>All ākonga and whānau are confident, happy and respectful.</p>
<p>ENGAGE</p> <p>Promote teaching practices that enhance quality outcomes for all ākonga</p>	<p>3.1 Kaiako engage in professional learning and development to provide quality outcomes for all.</p>	<p>3.2 Provide a well-balanced curriculum that has quality outcomes for all ākonga supported by professional learning and development opportunities for Kaiako.</p>	<p>Our learning environment engages, motivates and sets high expectations with quality outcomes so all ākonga will STRIVE for excellence.</p>

Huia Range School's vision is:

“Create a learning environment that is positive, respectful and supportive - an environment where students can STRIVE for excellence”

We understand that our learners can STRIVE when they are immersed in the following learning environments:

Positive

- Students are at the centre of ALL decision making
- We acknowledge and use collective capacity and collective responsibility that engages, motivates and sets high expectations.

Respectful

- We use restorative practice tools
- We include everyone in solution based conversations

Supportive

- We value the partnership between community, home & school
- We provide learning opportunities that deliver equitable outcomes for all ākonga with a focus on multi-cultural and inclusive practices



Our vision ties in Te Mātaiaho Curriculum and sets our strategic direction by reflecting the National Educational Learning Priorities.

The Board of Trustees and Huia Range School meets the Mātairangi Kaupapa of Te Mātaiaho by being committed to:

- The curriculum principles, giving effect to Te Tiriti o Waitangi, understanding that ākonga demonstrate success in more than one way, and holding high expectations for all.
- Recognising our Board commitments and responsibilities in relation to the Education Act 2020 and the National Education Learner priorities. “Creating a learning environment that is positive, respectful and supportive - an environment where students can STRIVE for excellence - preparing our ākonga to be lifelong learners.
- Recognising the individual cultural backgrounds and diversity of our learners. We believe in ensuring the sustainability of things that are successful for our students at Huia Range School.
- Identifying and supporting ‘Priority Learners’ and equitable outcomes for all.

At Huia Range School we give effect to

SEE

Te Tiriti o Waitangi

FEEL

in our learning environment by:

Signs, posters, labels in both English & Te reo Māori.

Te reo Māori content on digital platforms including emails, newsletters, and around Huia Range School in general.

Equitable integration of Mātauranga Māori (Māori knowledge) into learning content.

Te Tiriti o Waitangi documents

A wide range of books and resources on NZ Aotearoa stories/histories/legends

Maori games including Ki-o-rahi

Akongā Houses: **Kaitiaki**, **Kia Kaha**, **Maia Manawanui**

Rangatiratanga End of year trophy awarded at prize giving.

Ngāti Kahungunu ki Tāmaki nui-a-Rua in school

Rangitāne o Tamaki nui-ā-Rua in school

HEAR

Te reo Māori being naturally included and normalised in conversations around school.

NZ History being integrated into the local curriculum from both a Māori and non-Māori perspective.

Integration of tikanga Māori appropriate to local contexts (Iwi & hapu). Karakia, mihi whakataua, Pao, mihimihi, Waiata, haka Pōhiri, Tee Mauri o te Huia,

Communication between the Huia Range School community, whānau and local agencies is meaningful, ongoing, reciprocal, and transparent.

Greetings and instructions in Te Reo

Korero around next steps to giving Te Tiriti o Waitangi effect in our kura.

Fortnightly Te reo Māori classes for staff

The deeply rich culture of Huia Range School, acknowledging student's culture backgrounds.

Māori values being normalised and lived such as manaakitanga, kaitiakitanga, aroha, whanaungatanga, kotahitanga and rangatiratanga.

Te reo Māori is valued by all and being actively used throughout Huia Range School.

Māori learners giving opportunities to learn through their own cultural lens.

A shared partnership decision making process with whānau, iwi, and the local community is normalised and embedded.

The commitment and relationship between akongā, kaiako and whānau is embedded and ongoing.

Summary of information used to develop this plan (Deliberate acts of connection)

Over the past year we have used a variety of methods for community engagement to develop our Huia Range Strategic Plan for 2024 - 2025 through comprehensive consultation. We have a living document that reflects the aspirations and whakaaro of the Huia Range School community.

Feedback was sought on these key areas:

School culture: The wairua of Huia Range School for ākonga and kaiako.
Te Tiriti o Waitangi principles
Cultural values & beliefs, Mātauranga Māori and Tikanga
Learning opportunities and ideas
Strengthening partnerships
Huia Range School strengths & characteristics
Reflection on how & what we learn as we look forward as a school.

Parent & Community Showcase: Hosting a two day open showcase to highlight the learning and mahi students have undertaken. Consultation board up with Strategic Planning questions, 1-1 kōrero.

Google Form Survey: Using technology like Google Forms focusing on what is important and what are the aspirations for our community. Shared with staff, teachers, students and local iwi.

Cultural Celebrations: Engaging with whānau during Matariki, Ramadan and other cultural celebrations.

Hui with local Iwi: one-one hui with both Rāngitane o Manawatū and Ngāti Kahungunu to discuss their aspirations.

Mihi Whakatau for new students, whānau and staff - to welcome and promote belonging to new families as they transition into our learning environment.

1-1 meetings with parents, whānau, ECE and local agencies - to gain an insight into our school community.

Whānau/CommunityBBQ - meet and greet is an opportunity to start the year right and to gather initial impressions and feedback.

Hard copy survey - parent voice ensured we captured those who who did not have access to digital platforms.

Transition to school meetings /Transition to high school meetings - to ensure that our tamariki have the smoothest possible experience coming into and out of our school.

Parent-Teacher interviews - an essential part of developing school community relationships, establishing trust and gaining an understanding of aspirations of whānau

Hard copy survey - student voice it has been essential in gaining student voice to gain an understanding of how they see themselves as learners.

Messages on school apps or platforms - to communicate to our whānau who prefer this form for engagement.

By using a range of methods such as these for community engagement, we have taken a well-rounded approach to developing a strategic plan that reflects the aspirations, values priorities of the Tāmaki-nui-a-Rua & Huia Range Schooling community.

Guiding Kaupapa Mātairangi

We recognise the principles of Te Tiriti o Waitangi

We embrace the concepts of Te Mātaiaho
and Mātauranga Māori

Ākonga are at the centre of all we do

We meet the legislative requirements

We hold high expectations for all

Community partnerships

Implementation of the Statement of National Education and Learning Priorities in schools and kura



The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.



Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities.

Managers of private schools must have regard to the NELP in the operation of their school, and ensure that the school's principal and staff have regard to the NELP when developing and delivering the curriculum.

On 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will have to report on their engagement with the priorities in their strategic plans. More information on this will be provided closer to the time.

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	OBJECTIVE 5
LEARNERS AT THE CENTRE		BARRIER FREE ACCESS		QUALITY TEACHING AND LEADERSHIP		FUTURE OF LEARNING AND WORK	WORLD CLASS INCLUSIVE PUBLIC EDUCATION
Learners with their whānau are at the centre of education		Great education opportunities and outcomes are within reach for every learner		Quality teaching and leadership make the difference for learners and their whānau		Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable
1	2	3	4	5	6	7	8
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours	Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations	Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them	Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills	Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture	Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support	Support learners/ākonga to see the connection between what they're learning and the world of work	
Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying	Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau	Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective	Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists	Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori	Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches	Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women	
Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong	Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations	Where possible, reduce non-fee costs, including costs associated with BYOD ² policies, and take advantage of policies to reduce financial dependence on families and whānau	Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them	Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement	Expect and support teachers/ kaiako to build their understanding of learners'/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching	Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education	


 Actions for schools and kura

² Bring your own device

Strategic Goals Refer Regulations 7(1)(b)	Initiatives Refer Regulations 7(1)(b)	Link to Board Primary Objectives met (Section 127) 7(1)(b)	Links Education Requirements met Refer Regulations 7(d)	Expected Results Refer Regulations 7(g) Successes	How will we achieve or make progress towards our Strategic Goals? Refer Regulations 7(e), 7(f)	How will we measure success? Refer Regulations 7(g)
<p>STRATEGIC GOAL 1:</p> <p>CONNECT</p> <p>Promote strong cultural identity & partnerships with the community</p>	<p>1.1 Create a school environment that motivates, inspires and grows positive contributors within our community.</p>	<p>Sections of 127 apply:</p> <p>1 b (ii) (iii) 1c 1d (i) (ii) (iii) 2 a b c d e</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Te Whakangārahu Ngātahi: Planning Together for Ākonga Success: Our School, Our Community</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in education strategy</p> <p>The New Zealand Child & wellbeing strategy.</p>	<p>All ākonga and whānau feel a sense of welcome to the school.</p>	<p>We will ensure local iwi, and the school community will help decide what cultural programmes, practices, matauranga Māori, and tikanga are implemented at school.</p> <p>Ākonga voice & our school community will be canvased at least twice a year to ensure the school's learning environment still reflects their aspirations.</p>	<p>1.Base line data gathered in Term 1 2024 with focus groups. 2. Tracking using the Poutama Reo resource Term 3 3.Tangata whenua/ whānau agree that matauranga Māori, te reo Māori, tikanga and other cultural practices are visible in our school. 4.Evidence of feedback from community engagement will be available.</p>
	<p>1.2 Parents, whānau, and community feel a belonging and connection to the school, and support the learning of the school.</p>		<p>Ka Hikitia - Ka Hāpaitia</p> <p>Tau Mai te Reo</p> <p>Te Ata Huarau – School improvement framework.</p> <p>NZSTA's guidance for giving effect to Te Tiriti o Waitangi</p>	<p>Our community have contributed to the success of our school.</p>	<p>Our schooling community will be invited to a variety of community connection & engagement events.</p> <p>All ākonga, whānau and staff feel a strong connection and belonging to the school.</p>	<p>Tracking of community connections: Mihi Whakatau T1-4 Community BBQ T1 Cultural celebrations T1-4 Feedback 2 x year T1/3 Parent Showcase T3 Parent/kaiako interviews T1/T3</p>

Strategic Goals Refer Regulations 7(1)(b)	Initiatives Refer Regulations 7(1)(b)	Link to Board Primary Objectives met (Section 127) 7(1)(b)	Links Education Requirements met Refer Regulations 7(d)	Expected Results Refer Regulations 7(g) Successes	How will we achieve or make progress towards our Strategic Goals? Refer Regulations 7(e), 7(f)	How will we measure success? Refer Regulations 7(g)
<p>STRATEGIC GOAL 2:</p> <p>BALANCE</p> <p>Promote a school culture that supports wellbeing for all</p>	<p>2.1 Prioritise the hauora, well-being and safety of our school whānau, through our STRIVE values.</p>	<p>Sections of 127 apply:</p> <p>1 b (ii) (iii) 1c 1d (i) (ii) (iii) 2 a b c d e</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Te Mātaiaho – NZ Curriculum Refresh</p> <p>Common Practice Model</p> <p>The Te Mātaiaho – NZ Curriculum Refresh Implementation supports pack.</p> <p>Attendance & Engagement Strategy</p> <p>The NZ Child & Wellbeing Strategy</p>	<p>All ākongā and whānau are confident, happy, and respectful.</p> <p>Our Kura is a happy and safe place to work and learn.</p>	<p>Consistent teaching of STRIVE values (lessons) across the school.</p> <p>Inductions programme for new Kaiako.</p> <p>School participates in Kahui Ako Hauora & Relationships PLD.</p> <p>Employment assistance Programmes (EAP) available</p> <p>PB4L baseline data gathered Term 1.</p> <p>Within-school positions x 2 focus on Hauora & Relationships</p>	<p>Increased number of students meeting 90 % on ClassDojo.</p> <p>Track staff well-being through 1-1 and group discussions.</p> <p>Staff feel valued and supported.</p> <p>Track staff retention and length of service.</p> <p>Continue Zones of Regulation programme.</p> <p>STRIVE day at the end of each term.</p>
	<p>2.2 Facilitate programmes that identify and support healthy and safe lifestyles.</p>	<p>Wellbeing in Education Strategy</p> <p>Ka Hikitia - Ka Hāpaitia Tau Mai Te reo</p> <p>Tau Mai Te Reo</p> <p>School Physical Reflection Tool</p>	<p>KOS (keeping ourselves safe) across the school Term 1.</p> <p>LSC and RTLB support programmes for students with learning & behaviour needs.</p> <p>Healthy & Active Learning supported by SportsManawatu</p>		<p>Increased awareness of online content and platforms.</p> <p>Reduction of inappropriate engagements and incidences online.</p> <p>Healthy Lunches in school programme supplied by local iwi.</p>	

Strategic Goals Refer Regulations 7(1)(b)	Initiatives Refer Regulations 7(1)(b)	Link to Board Primary Objectives met (Section 127) 7(1)(b)	Links Education Requirements met Refer Regulations 7(d)	Expected Results Refer Regulations 7(g) Successes	How will we achieve or make progress towards our Strategic Goals? Refer Regulations 7(e), 7(f)	How will we measure success? Refer Regulations 7(g)
<p>STRATEGIC GOAL 3:</p> <p>ENGAGE</p> <p>Promote teaching practices that enhance quality outcomes for all ākonga</p>	<p>3.1 Kaiako engage in professional learning and development to provide quality outcomes for all.</p>	<p>Sections of 127 apply:</p> <p>1 b (ii) (iii)</p> <p>1c</p> <p>1d (i) (ii) (iii)</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Te Mātaiaho and the Common Practice Model</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy</p> <p>Ka Hikitia - Ka Hāpaitia Tau Mai te Reo</p> <p>The Literacy, Communication, and Maths Strategy</p> <p>Tau Mai te reo</p> <p>Te Ara Haurau – School Improvement Framework</p> <p>https://learning-languages.tki.org.nz/Learning-Languages-in-the-NZ-Curriculum/Learning-Language-Series</p>	<p>All kaiako meet high expectations through facilitating equitable, high-quality programmes through targeted and monitored, positive & culturally responsive practices.</p>	<p>Teachers engaged in relevant, needs based PLD that is equitable and culturally responsive.</p> <p>Develop a refreshed localised curriculum based on Te Mātaiaho with our local community.</p> <p>Refine progress reporting systems in HERO</p> <p>Continue to develop our Professional Growth Cycle plan.</p>	<p>Professional Growth Cycles are used to improve practice and outcomes.</p> <p>Assessment data shows progress for all.</p> <p>Internal reviews through spiral of inquiries used to analysis the effectiveness of practice/programmes</p> <p>PLD will both internally and externally led, explicit to needs of school.</p>
	<p>3.2 Provide a well-balanced curriculum that has quality outcomes for all ākonga supported by professional learning and development opportunities for Kaiako.</p>			<p>Our learning environment engages, motivates and sets high expectations with quality outcomes so all ākonga will STRIVE for excellence.</p>	<p>The school & community will engage in learning centred partnerships that enrich opportunities for students to become confident engaged active learners.</p>	<p>Staff, ākonga and the local community can articulate the school's vision and its relevance to them.</p> <p>Ongoing consultation & review with staff, ākonga and the local community to ensure the aspirations and of everyone is acknowledged.</p>

HUIA RANGE SCHOOL

