

# HUIA RANGE SCHOOL



**STRIVING FOR EXCELLENCE**

**S**elf awareness

Aroha

**T**hinking

Te Hurihuri

**R**espect

Whakakoa

**I**ntegrity

Te Ngakaupono

**V**alues

Tautokonga

**E**xcellence

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



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# Ngā Ara Rautaki Strategic Pathways 2024 - 2025

**Ko te Moemoeā/Our Vision: STRIVING for excellence.**

<b>Whāinga Iho</b> <b>Goals</b>	<b>Te Ara Tuatahi</b> <b>Initiatives</b>	<b>Te Ara Tuatahi</b> <b>Initiatives</b>	<b>Tukunga</b> <b>Successes</b>
<p><b>CONNECT</b></p> <p>Promote strong cultural identity &amp; 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><b>BALANCE</b></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><b>ENGAGE</b></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**

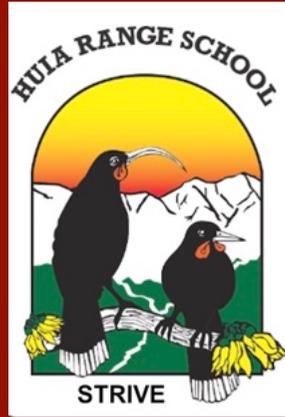
We use restorative practice tools

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 Mātaurangi 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 Te Tiriti o Waitangi in our learning environment by:

## SEE

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 whakatau, 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

## FEEL

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 ākongā 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/Community BBQ** - 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 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
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### LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

### BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

### QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

### FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

### WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable



Actions for schools and kura

1	2	3	4	5	6	7	8
<p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>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</p>	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
<p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p> <p>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</p>	<p>Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p> <p>Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</p> <p>Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p> <p>Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning</p>	<p>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</p> <p>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</p> <p>Where possible, reduce non-fee costs, including costs associated with BYOD<sup>2</sup> policies, and take advantage of policies to reduce financial dependence on families and whānau</p>	<p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>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</p> <p>Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them</p>	<p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p> <p>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>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</p>	<p>Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support</p> <p>Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</p> <p>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</p>	<p>Support learners/ākonga to see the connection between what they're learning and the world of work</p> <p>Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women</p> <p>Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education</p>	

<sup>2</sup> 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><b>STRATEGIC GOAL 1:</b></p> <p><b>CONNECT</b></p> <p><b>Promote strong cultural identity &amp; partnerships with the community</b></p>	<p><b>1.1 Create a school environment that motivates, inspires and grows positive contributors within our community.</b></p>	<p><b>Sections of 127 apply:</b></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 &amp; wellbeing strategy.</p>	<p><b>All ākonga and whānau feel a sense of welcome to the school.</b></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 &amp; our school community will be canvased at least twice a year to ensure the school's learning environment still reflects their aspirations.</p>	<p><b>1.</b>Base line data gathered in Term 1 2024 with focus groups. <b>2.</b> Tracking using the Poutama Reo resource Term 3 <b>3.</b>Tangata whenua/whānau agree that matauranga Māori, te reo Māori, tikanga and other cultural practices are visible in our school. <b>4.</b>Evidence of feedback from community engagement will be available.</p>
	<p><b>1.2 Parents, whānau, and community feel a belonging and connection to the school and support the learning of the school.</b></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><b>Our community have contributed to the success of our school.</b></p>	<p>Our schooling community will be invited to a variety of community connection &amp; 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><b>STRATEGIC GOAL 2:</b></p> <p><b>BALANCE</b></p> <p><b>Promote a school culture that supports wellbeing for all</b></p>	<p><b>2.1 Prioritise the hauora, well-being and safety of our school whānau, through our STRIVE values.</b></p>	<p><b>Sections of 127 apply:</b></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 &amp; Engagement Strategy</p> <p>The NZ Child &amp; Wellbeing Strategy</p>	<p><b>All ākonga and whānau are confident, happy, and respectful.</b></p> <p><b>Our Kura is a happy and safe place to work and learn.</b></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 &amp; 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 &amp; 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><b>2.2 Facilitate programmes that identify and support healthy and safe lifestyles.</b></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 RTL support programmes for students with learning &amp; behaviour needs.</p> <p>Healthy &amp; 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><b>STRATEGIC GOAL 3:</b></p> <p><b>ENGAGE</b></p> <p><b>Promote teaching practices that enhance quality outcomes for all ākonga</b></p>	<p><b>3.1 Kaiako engage in professional learning and development to provide quality outcomes for all.</b></p>	<p><b>Sections of 127 apply:</b></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><b>All kaiako meet high expectations through facilitating equitable, high-quality programmes through targeted and monitored, positive &amp; culturally responsive practices.</b></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>

**3.2 Provide a well-balanced curriculum that has quality outcomes for all ākonga supported by professional learning and development opportunities for Kaiako.**

Te Ara Haurau – School Improvement Framework

<https://learning-languages.tki.org.nz/Learning-Languages-in-the-NZ-Curriculum/Learning-Language-Series>

**Our learning environment engages, motivates and sets high expectations with quality outcomes so all ākonga will STRIVE for excellence.**

The school & community will engage in learning centred partnerships that enrich opportunities for students to become confident engaged active learners.

Staff, ākonga and the local community can articulate the school's vision and its relevance to them.

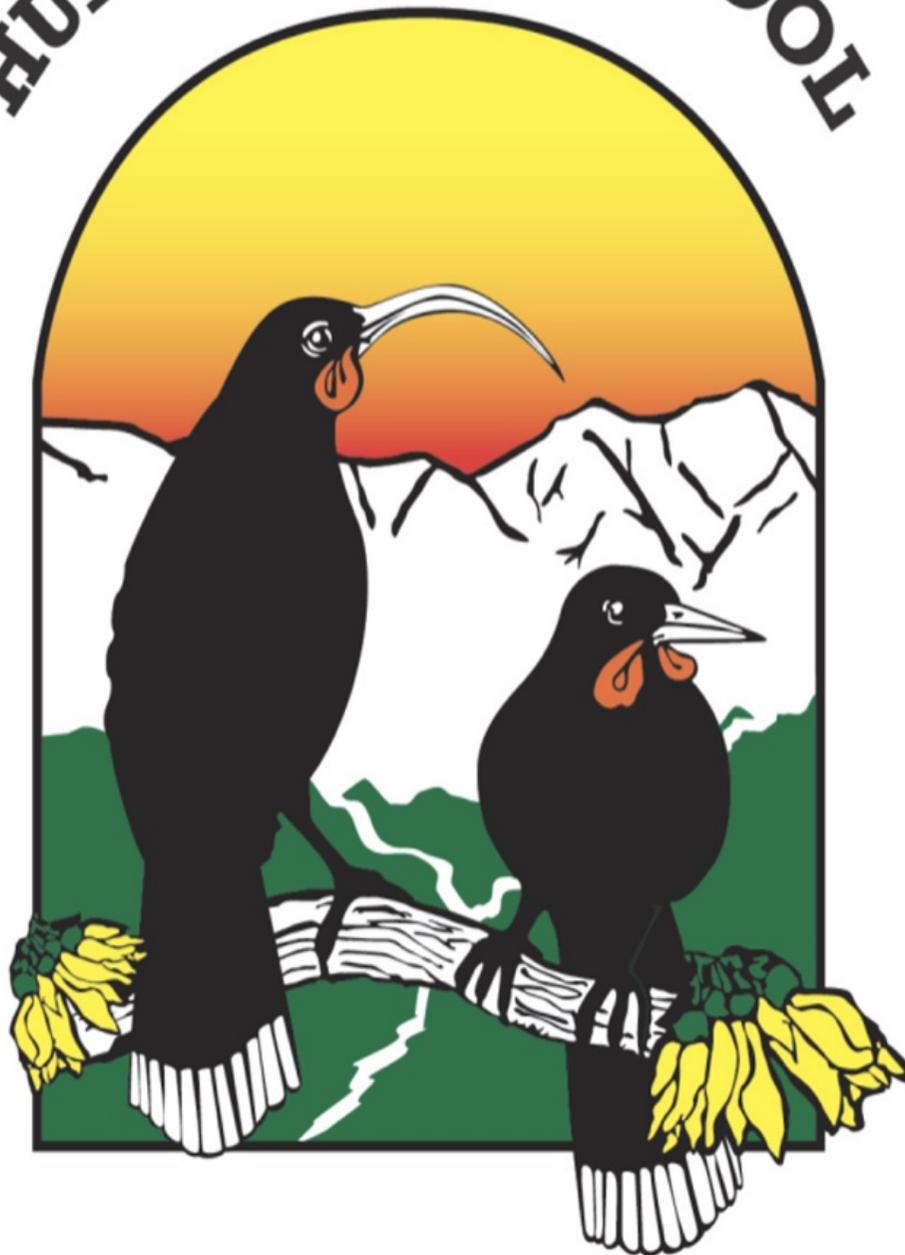
Ongoing consultation & review with staff, ākonga and the local community to ensure the aspirations and of everyone is acknowledged.



# HUIA RANGE SCHOOL



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STRIVING FOR EXCELLENCE

## ANNUAL IMPLEMENTATION PLAN

### STRATEGIC PLAN

1 MARCH MOE/PUBLISHED

### ANNUAL IMPLEMENTATION PLAN

31 MARCH  
PREPARED/PUBLISHED 2025

### ANNUAL REPORT

(INCLUDING STATEMENT OF  
VARIANCE)

31 MAY MOE/PUBLISHED

2025

### National Priorities:

Te Mātaiaho | the refreshed NZ curriculum  
1 hour day reading/writing/maths  
Literacy  
Numeracy  
Progress  
Localised Curriculum development and introduction

### Huia Range School Priorities:

As above  
Managing Self  
Relating to others  
Participating and Contributing  
Thinking  
Using language, symbols, and text

### At Huia Range School:

We see every student as an individual who brings their own experiences and strengths to the learning environment.

We understand learning comes from a wide range of experiences.

We develop lifelong learners.

We educate to whole student in partnership with whānau.

We believe in developing relationships and connecting with the school community.

We have a school culture where people want to learn and work.

We hold high expectations for all.



**Striving for excellence**

**Self-Awareness (Aroha)**

**Thinking (Te Hurihuri)**

**Respect (Whakakoa)**

**Integrity (Te Ngakaupono)**

**Values (Tautokonga)**

**Excellence (Mahina)**

To create a learning environment that is positive, respectful and supportive - an environment where students can STRIVE for excellence

### Ratification of Strategic Plan

Minuted 11<sup>th</sup> December 2023  
HRS Board of Trustees Meeting  
2023 targets 11<sup>th</sup> December 2023

Submitted to the Ministry of Education by 1st March 2024

### Students will be encouraged to value:

**Curiosity**, a driving force of learning.  
**Questioning**, an attitude and skill central to learning and thinking.

**Thinking**, an effective thinker uses caring, critical, and creative thinking as they interact with each other and the world around them.

**Excellence**, by aiming high and by persevering in the face of difficulties.

**Diversity**, as found in our different cultures, languages, and heritages.

**Equity**, through fairness and social justice.

**Community** and participation for the common good.

**Ecological sustainability**, which includes care for the environment.

**Integrity**, which involves being honest, responsible, accountable, and acting ethically.

### We STRIVE to embed Mātauranga Māori (Māori knowledge) into learning content and:

Encourage and support every student to see themselves as a successful learner.  
Raise and celebrate the progress & achievement of all Māori students.  
Teach Te Reo and Tikanga to all learners.  
Cater for Te Ao Maori in today's society.  
Encourage students to join the kapa haka roopu.

### ICT and AI:

Develop students into capable digital thinkers, and use technology effectively to prepare them to be lifelong learners.

# Huia Range School

Annual Plan 2024 -2025

Strategic Goals Whāinga	Initiatives Te Ara Tuatahi	Initiatives Te Ara Tuatahi	Successes Tukunga Iho
<p><b><i>CONNECT</i></b>  <b>Promote strong cultural identity &amp; partnerships with the community</b></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><b><i>BALANCE</i></b>  <b>Promote a school culture that supports wellbeing for all</b></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><b><i>ENGAGE</i></b>  <b>Promote teaching practices that enhance quality outcomes for all ākonga</b></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>

# Goal 1: CONNECT

## Promote strong cultural identity & partnerships with the community

**Initiative 1.1** Create a school environment that motivates, inspires and grows positive contributors within our community.

Regulation 9(1)(a)

**Initiative 1.2** Parents, whānau, and community feel a belonging and connection to the school and support the learning of the school.

Regulation 9(1)(a)

### Where we are currently at (2024)

As a school we developed strategies for engaging with our school community. We reached out and invited the local community into school when we could with the ethos 'we are a school in a community space' to promote our school. In 2024 we hosted: Dannevirke Kahui Ako staff only days, MOE staff only days, NZSBA workshops, Dannevirke junior tabloid sports, Tararua Ki 'o' rahi competition, Wero ā-Marae competition day.

**2025 Annual Target/Goal:** We will continue to build awareness of and develop cultural partnerships within our school community to reflect the diverse cultures of our students, whānau & local community leading to continue building whānau partnerships. We will develop strategies to raise our profile in the community to increase visitors and enrolments into Huia Range School.

Regulation 9(1)(a)

### Successes:

All ākonga, whānau & community feel a sense of welcome to the school.

Our community have contributed to the success of our school and support the school in a range of activities and events.

### What do we expect to see by the end of the year?

Regulation 9(1)(d)

1. Kaiako will have maintained an in-depth knowledge and cultural capability of Huia Range School student's Cultural identities, protocols and beliefs.
2. Increased enrolments into all year levels of school.
3. We will maintain the relationships with our school community including ākonga, whānau, tangata whenua, outside agencies, and other community partners and seek opportunities to create others.
4. We will offer opportunities that encourage increased participation and contributions from within our community.
5. An increase of whānau supporting the school in a range of activities and events.

Actions	Who is responsible?	Resources required	Time Frame	How will we measure success?
Regulation 9 (1)(b)	Regulation 9 (1)(c)	Regulation 9 (1)(c)		Regulation 9 (1)(d)
<b>Teachers' cultural competence is further developed, we are able to design and put into action culturally responsive practices.</b>	Principal Kahui Ako Senior Leadership Team Cultural leader All staff	- Cultural Leadership Allowance - Leadership unit allocation - Te Reo lessons - Kahui Ako PLD/ TOD - Ka Hikitia – Ka Hāpaitia (The Māori Education Strategy) - The Hikairo Schema for primary – Culturally Responsive Teaching and Learning - Poutama Reo	Term 1 – Term 4	- Poutama Reo Framework self-evaluation tool is used with the matrix: <ul style="list-style-type: none"> <li>● leadership,</li> <li>● whānau, hapū and iwi relationships</li> <li>● student agency</li> <li>● teaching and learning.</li> </ul> - Professional Growth Cycles which identifies current focus, progress new learning and next steps. - Teachers will recognise and model culturally responsive practices.
<b>Students develop a strong sense of cultural identity by celebrating different cultural events and be taught through their own cultural lens.</b>	School BOT Principal Senior Leadership Team All staff School community	- He Reo Ka Tipu Ingā Kura (Growing Te Reo Māori in English-Medium Schools) - Niho Taniwha – Improving Teaching and Learning for Ākonga Māori - Operations budget - Identified local community connections and expertise.	Term 1 – Term 4	- Ākonga feedback (that they feel that they belong and that their voices and aspirations are seen in the school learning environment). - Events welcoming or recognising new students/whānau or cultures tracked. - Attendance is up, analysed and monitored. - Cultural days are celebrated.
<b>Whānau and community are engaged to identify learning needs and are able to positively influence school practice and policy.</b>	School BOT Principal Senior Leadership Team All staff School community	- Operations budget - REAP - Ministry of Education's Toolkit on school planning and reporting for school boards, principals, and staff.	Term 1 – Term 4	- Whānau and community feedback (that they recognise their goals and aspirations in the school's strategic plan and annual implementation plan). - Te Mātaiaho is unpacked with the school community as it is released/finalised.
<b>A wide variety of community groups/members providing diverse learning experiences in a range of contexts.</b>	School BOT Principal Senior Leadership Team All staff School community	- Ngāti Kahungunu ki Tamaki nui a Rua Iwi - Rangitane O Tamaki Nui A Rua Iwi - Identified local community connections and expertise. - The Hikairo Schema for primary – Culturally Responsive Teaching and Learning.	Term 1 – Term 4	- Evaluation of Huia Range School's developing relationships and networks with our local school community – including new ethnicities reflected in the school's growing diverse roll.  - Diverse learning experience are monitored and tracked.

Actions	Who is responsible?	Resources required	Time Frame	How will we measure success?
<p>Regulation 9 (1)(b)</p> <p><b>Parents &amp; whānau chose to enrol their children Huia Range School after visiting the school. They recognise a positive learning environment where students are given a range of learning opportunities and become independent thinkers.</b></p>	<p>Regulation 9 (1)(c)</p> <p>School BOT Principal Senior Leadership Team All staff Students School community</p>	<p>Regulation 9 (1)(c)</p> <ul style="list-style-type: none"> <li>- Cultural Leader allowance</li> <li>- Niho Taniwha – Improving Teaching and Learning for Ākonga Māori</li> <li>- Operations budget</li> <li>- Identified local community connections &amp; expertise.</li> <li>- Enrolment packs/parent: whānau book</li> <li>- digital presence</li> </ul>	<p>Term 1 -4</p>	<p>Regulation 9 (1)(d)</p> <ul style="list-style-type: none"> <li>- Feedback from parents: whanau on enrolment choice.</li> <li>- Track initial visits to number of students who enrol.</li> <li>- An increase of enrolments throughout the year.</li> </ul>

## Goal 2: BALANCE

### Promote a school culture that supports wellbeing for all

**Initiative 2.1** Prioritise the hauora, well-being and safety of our school whānau through our STRIVE values.

Regulation 9(1)(a)

**Initiative 2.2** Facilitate programmes that identify and support healthy and safe lifestyles.

Regulation 9(1)(a)

#### Where we are currently at (2024)

STRIVE (Self-awareness, Thinking, Respect, Integrity, Values & Excellence) is taught explicitly & heavily imbedded throughout the school through our PB4L programme and is the basis of our school vision & culture.

There is a heavy focus on imbedding 90% attendance into STRIVE to develop positive self-management & work habit skills and attitudes. We worked in partnership with the Tararua attendance adviser and developed a flow chart to address attendance issues. We worked with ERO and were part of the ERO report 'Left Behind – how do we get our chronically absent students back to school'. **2024 attendance: 91-100%: 63.28%, 81-90%: 22.27, 71-80%: 12.11%, 0-70%: 2.34%**

**2025 Annual Target/Goal: To promote a school culture that tracks, improves and keeps regular attendance at 90%.**

Regulation 9(1)(a)

#### Successes:

80% of students are regularly attending school for 90% or more of the term/year and are excited to come to school.

All ākonga and whānau are confident, happy, and respectful.

#### What do we expect to see by the end of the year?

Regulation 9(1)(d)

1. We will begin our school review/refresh of PB4L in line with the MOE refresh of PB4L.
2. An increase of communication and consultation with ākonga and whānau about Huia Range School's PB4L programme.
3. An increase of teacher/staff capability and confidence in our PB4L programme.
4. A lift in attendance rates for all students and a reduction in absences.

Actions	Who is responsible?	Resources required	Time Frame	How will we measure success?
Regulation 9 (1)(b)	Regulation 9 (1)(c)	Regulation 9 (1)(c)		Regulation 9 (1)(d)
The classroom culture will be consistently characterised by the school values using PB4L and ClassDojo systems.	Principal Senior Leadership Team PB4L team All Staff	Classroom Dojo app PB4L system Huia Range School PB4L resources HRS badges HRS bracelets STRIVE budget	Term 1 – Term 4	<ul style="list-style-type: none"> <li>- PB4L referral monitored, and the Big 5 data tracked.</li> <li>- Continue to deliver PB4L school-wide</li> <li>- More students eligible to attend STRIVE day.</li> <li>- Classroom culture is consistent across the school (displaying STRIVE values)</li> </ul>
An environment is established that supports and promotes quality play, sport and physical activity.	School BOT Principal Kahui Ako Within School leader Sports Manawatu	Sports equipment Scooters & skateboards Sports Manawatu PLD Healthy Active 4 learning Sport Code Teams School Physical reflection tool Sports budget	Term 1 – Term 4	<ul style="list-style-type: none"> <li>- Increased participation in school-wide and interschool sports days: swimming, cross country, athletics etc.</li> <li>- Teachers are confident and supported to deliver quality physical activity programmes.</li> <li>- The school environment will have a range of equipment available and painted resources.</li> </ul>
Nurturing our staff and students by building wellbeing and resilience at Huia Range School.	School BOT Principal Kahui Ako Within School leader All Staff	Kahui Ako Well-being PLD Well-being in education strategy The New Zealand Child & wellbeing strategy.	Term 1 – Term 4	<ul style="list-style-type: none"> <li>- Number of staff leaving and reasons analysed</li> <li>- Staff wellbeing survey</li> <li>- Behaviour Data Review</li> <li>- Number of students leaving and reasons analysed</li> <li>- School Roll numbers steady and/or tracking up.</li> <li>- Monitor staff engagement to understand positive drivers of retention, such as induction, professional development, leadership development, availability of resources</li> </ul>
Establish and deliver a range of programmes and opportunities to support positive choices for all.	School BOT Principal Kahui Ako Within School leader All Staff NZ Police Outside agencies Lunch provider - Ngati Kahungunu ki Tamaki nui-a-Rua	Te Mātaiaho – Curriculum Refresh NZ Curriculum Within-school unit allowance Sports unit allowance School lunch programme	Term 1 – Term 4	<ul style="list-style-type: none"> <li>- Increased awareness of online content and platforms.</li> <li>- Less standdowns due to inappropriate online activity</li> <li>- Updated school cell-phone police</li> <li>- Twice termly meetings with lunch providers</li> <li>- KOS programme delivered school-wide</li> </ul>

Actions	Who is responsible?	Resources required	Time Frame	How will we measure success?
<p>Regulation 9 (1)(b)</p> <p>The school will develop strategies and initiatives to encourage a positive attitude to coming to school and lifting attendance rates.</p>	<p>Regulation 9 (1)(c)</p> <p>School BOT Principal School community All staff Outside agencies</p>	<p>Regulation 9 (1)(c)</p> <p>ClassDojo App. STRIVE incentives HRS badges &amp; bracelets PB4L Budget Trip budget Attendance flowchart HERO SMS programme 100% certificates</p>	<p>Term 1 -4</p>	<p>Regulation 9 (1)(d)</p> <ul style="list-style-type: none"> <li>- Baseline data then tracked &amp; monitored throughout each term.</li> <li>- HRS attendance flowchart.</li> <li>- Increased MOE support</li> <li>- Updated attendance policy as needed.</li> <li>- Analysis of attendance data from HERO &amp; MOE Everyday matters reports.</li> </ul>

## Goal 3: ENGAGE

### Promote teaching practices that enhance quality outcomes for all ākonga

**Initiative 3.1** Kaiako engage in professional learning and development to provide quality outcomes for all.

Regulation 9(1)(a)

**Initiative 3.2** Provide a well-balanced curriculum that has quality outcomes for all ākonga supported by professional learning and development opportunities for kaiako.

Regulation 9(1)(a)

#### Where we are currently at (2024)

As a staff we were carried out PLD around the Te Mātaioho: the Refreshed NZ Curriculum in maths as unpacked the shift from stages to phases. With a change of govt direction some PLD around the new curriculum was paused while new drafts & final documents are being released. Implementation timelines were also shifted. We continued teaching within the 2007 NZC while attending Staff only days facilitated by MOE curriculum leads and advisers.

**2025 Annual Target/Goal:** Promote high expectations & effective teaching practice in all areas of the curriculum and learning environment. To improve our maths to 75% of ALL students At/Above.

Regulation 9(1)(a)

#### Successes:

Our learning environment engages, motivates, and sets high expectations with quality outcomes so all ākonga will STRIVE for excellence. Teachers are beginning to implement and teach the new curriculum with support.

#### What do we expect to see by the end of the year?

Regulation 9(1)(d)

1. Kahui Ako PLD opportunities undertaken by Kaiako that strengthen our communities of learning teaching practice.
2. Staff development of Huia Range School LTP & outcomes for Maths under the Te Mātaioho: the Refreshed NZ Curriculum.
3. Staff development of Huia Range School LTP & outcomes for Literacy under the Te Mātaioho: the Refreshed NZ Curriculum.
4. Staff have unpacked & have a good understanding of the content of the Te Mātaioho: the Refreshed NZ Curriculum.

## Term 4 2024 End of Year Baseline Data (OTJ's) for 2025 Target Data (Increasing student achievement)

<p><b>Maths (N&amp;A)</b>  <b>2025 Target</b>  <i>To improve our maths to 75% of ALL students At/Above.</i></p>	<p><b>2024:</b>            55% of the students are AT and Above            33 % of the students are towards            12 % of the students are with additional support towards.  <b>2023</b>            48% of the students are AT and Above            42 % of the students are towards            10 % of the students are with additional support towards.</p>	<p><b>Moving forward/priority learners: 2025</b>            HRS Data is not cleaned (students removed)            67+ enrolments in 2024 including 10+ ESOL students            New HERO goals with have all maths areas included in one area (G&amp;M, Statistics, N&amp;A) which will benefit us.            PLG on working towards Te Mātaioho: the Refreshed NZ Curriculum.            PLG on moderation assessing/OTJ's etc.            Priority learners tracked in each classroom and reported to BOT.            Teacher aides working to support.            Referrals to RTL/LSC as needed            ESOL applications as needed</p>
<p><b>Writing</b></p>	<p><b>2024:</b>            55% of the students are AT and Above            30% of the students are towards            14% of the students are with additional support towards.  <b>2023</b>            50% of the students are AT and Above            41 % of the students are towards            9 % of the students are with additional support towards.</p>	<p><b>Moving forward/priority learners: 2025</b>            HRS Data is not cleaned (students removed)            67+ enrolments in 2024 including 10+ ESOL students            PLG on working towards Te Mātaioho: the Refreshed NZ Curriculum.            PLG on moderation assessing/OTJ's etc.            Priority learners tracked in each classroom and discussed at team meeting.            Referrals to RTL/LSC as needed            ESOL applications as needed            Structured literacy support from MOE            BSLA facilitator in school            BSLA implementation 0-3/trial years 4-6</p>

## Term 4 2024 End of Year Baseline Data (OTJ's) for 2025 Target Data (Increasing student achievement)

<p><b>Reading</b></p>	<p><b>2024:</b>            54% of the students are AT and Above            35% of the students are towards            12% of the students are with additional support towards.</p> <p><b>2023</b>            59% of the students are AT and Above            35 % of the students are towards            6 % of the students are with additional support towards.</p>	<p><b>Moving forward/priority learners: 2025</b>            HRS Data is not cleaned (students removed)            67+ enrolments in 2024 including 10+ ESOL students            Move to HERO manual sliding for accurate data – the 2023 data is not reflective of all student's progress in 2023.            PLG on working towards Te Mātaioho: the Refreshed NZ Curriculum.            PLG on moderation assessing/OTJ's etc.            Priority learners tracked in each classroom and discussed at team meeting.            Teacher aides working to support.            Referrals to RTL/LSC/RT: Lit as needed            ESOL applications as needed            Structured literacy support from MOE            BSLA facilitator in school            BSLA implementation 0-3/trial years 4-6            Dedicated Structured Literacy &amp; Maths Hub.</p>
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Actions	Who is responsible?	Resources required	Time Frame	How will we measure success?
Regulation 9 (1)(b)	Regulation 9 (1)(c)	Regulation 9 (1)(c)		Regulation 9 (1)(d)
Staff will continue to undertake professional learning to understand Te Mātaiaho (The Refreshed New Zealand Curriculum).	School BOT Principal DP Senior Leadership Team Unit holders MOE adviser Kahui Ako	Te Mātaiaho – NZ Curriculum Refresh resources Kahui Ako PLD Staff meetings Unit allowance budget School-wide data HERO SMS	Term 1 – Term 4	<ul style="list-style-type: none"> <li>- Staff unpack and develop HRS Te Mātaiaho (The Refreshed New Zealand Curriculum) maths plan.</li> <li>- Staff unpack and develop HRS Te Mātaiaho (The Refreshed New Zealand Curriculum) English plan.</li> <li>- Professional Growth Cycles which identifies current focus, progress, and next steps.</li> <li>- Plan developed to prepare to implement new curriculum.</li> <li>- HERO guiding and supporting Te Mātaiaho   the refreshed NZ curriculum with Hero’s Curriculum Pathway.</li> <li>- Consistency with Dannevirke Principal’s Assn.</li> </ul>
Participate in Tāmaki-nui-a-Rua Kahui Ako PLD opportunities.	Kahui Ako principals Principal Kahui Ako Kahui Ako Within school leaders LSC	Kahui Ako PLD staff meetings Kahui Ako TOD Kahui Ako – Within-school leaders Kahui Ako Budget HERO SMS	Term 1 – Term 4	<ul style="list-style-type: none"> <li>- Huia Range School represented at Tamaki Nui a Rua Kahui Ako Roopu.</li> <li>- Two within school positions appointed.</li> <li>- Meetings groups established within Kahui Ako i.e. DP/AP, SENCO, beginning teachers etc.</li> <li>- Support for into school transitions.</li> <li>- Support for transition to high school.</li> <li>- Kahui Ako focus on Hauora &amp; Relationships</li> </ul>
All students show progress in achievement in end of year data. Target groups show accelerated progress. Rate of progress is considered when forming targets and actions in the annual plan.	School BOT Principal ERO All staff RTL LSC	HERO subscription	Term 1 - Term 4	<ul style="list-style-type: none"> <li>- Ongoing student progress plans and reviews</li> <li>- Preparing for SEA (new entrants)</li> <li>- Preparing for Phonics checks at 20/40 weeks Year 1</li> <li>- Preparing for Skills check Year 2</li> <li>- Preparing for standardised twice yearly assessment (PAT’s)</li> <li>- Ongoing targeted student progress plans and reviews</li> <li>- Review Hero integration into student achievement – moving from goals to phases</li> <li>- Analysis of data and identifying next steps.</li> <li>- Explore further numeracy opportunities of current practices and external developments to extend current programme.</li> </ul>

Actions	Who is responsible?	Resources required	Time Frame	How will we measure success?
Regulation 9 (1)(b)	Regulation 9 (1)(c)	Regulation 9 (1)(c)		Regulation 9 (1)(d)  - Progress shown in STAR/PAT and other formal tests. - Priority learners identified and discussed at team meetings.
Neuro diverse learners participate in learning opportunities that provide appropriate support and activities organised by the school SENCO.	Principal SENCO MOE RTL LSC		Term 1 _ Term 4	- Individual Education plans developed and supported by TA/classroom teacher. - Support for students is available from MOE funding. - Support & ideas are available from RTL, and other outside agencies including the chance to 'catch up' with others neuro diverse learners.