

HUIA RANGE SCHOOL



STRIVING FOR EXCELLENCE

Strategic Plan
2024-2026
&
Annual Plan
2026

Self awareness

Aroha

Thinking

Te Hurihuri

Respect

Whakakoa

Integrity

Te Ngakaupono

Values

Tautokonga

Excellence

Mahina

Huia Range School

Strategic Plan

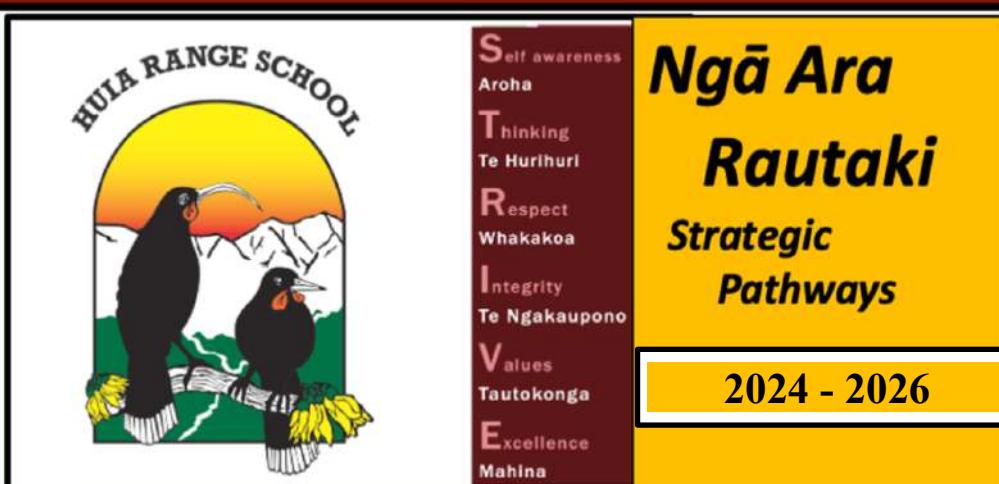
2024 -2026

**“Striving for
Excellence”**

Te Whakangāahu 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”*



Ko te Moemoeā/Our Vision: STRIVING for excellence.

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

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

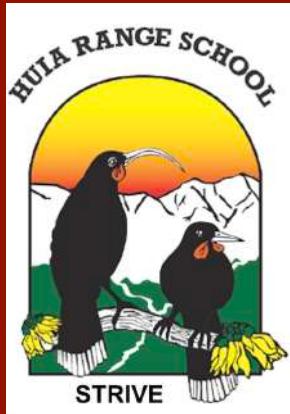
We use restorative practice tools

We include everyone in solution-based conversations

Supportive

We value the partnership between whānau, community, iwi, 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 the New Zealand 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 the NZ Curriculum & other documents 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-rahī

Akonga 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

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 akonga, kaiako and whānau is embedded and ongoing.

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, mihi mihi, 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.

Morning waiata performed at Huia Range School.

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 - 2026 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 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 the NZ Curriculum

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 |
|---|--|--|---|---|
| <p>LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p> <p>1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</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 LCBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p> | <p>BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</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>QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau</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 BYOD² policies, and take advantage of policies to reduce financial dependence on families and whānau</p> | <p>FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives</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>WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable</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> |
| | | | | |

| 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) |
|---|---|--|---|---|--|--|
| STRATEGIC GOAL 1: CONNECT Promote strong cultural identity & partnerships with the community | 1.1 Create a school environment that motivates, inspires and grows positive contributors within our community. | Sections of 127 apply: 1 b (ii) (iii) 1c 1d (i) (ii) (iii) 2 a b c d e | NELP Priorities: 1, 2, 3, 4, 5, 6 Te Whakangārahu Ngātahi: Planning Together for Ākonga Success: Our School, Our Community Attendance and Engagement Strategy Wellbeing in education strategy The New Zealand Child & wellbeing strategy. | All ākonga and whānau feel a sense of welcome to the school. | We will ensure local iwi, and the school community will help decide what cultural programmes, practices, matauranga Māori, and tikanga are implemented at school. Ākonga voice & our school community will be canvased at least twice a year to ensure the school's learning environment still reflects their aspirations. | 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. |
| | 1.2 Parents, whānau, and community feel a belonging and connection to the school and support the learning of the school. | | Ka Hikitia - Ka Hāpaitia Tau Mai te Reo Te Ata Huarau – School improvement framework. NZSTA's guidance for giving effect to Te Tiriti o Waitangi | Our community have contributed to the success of our school. | Our schooling community will be invited to a variety of community connection & engagement events. All ākonga, whānau and staff feel a strong connection and belonging to the school. | 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 |

| 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) |
|---|--|--|---|--|---|---|
| STRATEGIC GOAL 2: BALANCE Promote a school culture that supports wellbeing for all | 2.1 Prioritise the hauora, well-being and safety of our school whānau, through our STRIVE values. | Sections of 127 apply: 1 b (ii) (iii) 1c 1d (i) (ii) (iii) 2 a b c d e | NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātaiaho – NZ Curriculum Refresh Common Practice Model The Te Mātaiaho – NZ Curriculum Refresh Implementation supports pack. Attendance & Engagement Strategy The NZ Child & Wellbeing Strategy | All ākonga and whānau are confident, happy, and respectful. Our Kura is a happy and safe place to work and learn. | Consistent teaching of STRIVE values (lessons) across the school. Inductions programme for new Kaiako. School participates in Kahui Ako Hauora & Relationships PLD. Employment assistance Programmes (EAP) available PB4L baseline data gathered Term 1. Within-school positions x 2 focus on Hauora & Relationships | Increased number of students meeting 90 % on ClassDojo. Track staff well-being through 1-1 and group discussions. Staff feel valued and supported. Track staff retention and length of service. Continue Zones of Regulation programme. STRIVE day at the end of each term. |
| | 2.2 Facilitate programmes that identify and support healthy and safe lifestyles including lifting attendance rates to meet Government targets: 80% of students attending regularly 90% of the time by 2030. | | Wellbeing in Education Strategy Ka Hikitia - Ka Hāpaitia Tau Mai Te reo Tau Mai Te Reo School Physical Reflection Tool | | KOS (keeping ourselves safe) across the school Term 1. LSC and RTLB support programmes for students with learning & behaviour needs. Healthy & Active Learning supported by SportsManawatu | Increased awareness of online content and platforms. Reduction of inappropriate engagements and incidences online. Healthy Lunches in school programme supplied by local iwi. |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

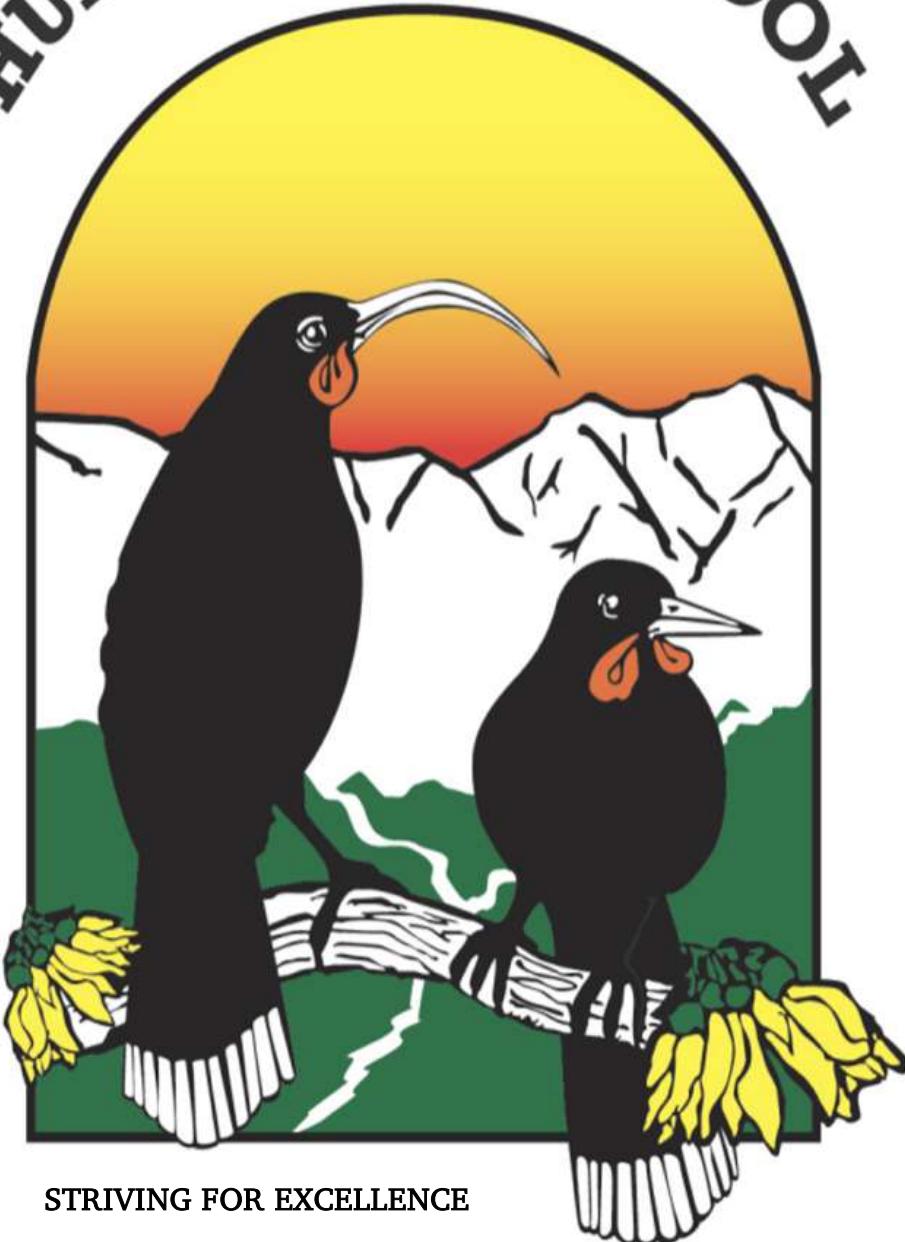
| Strategic Goals Refer Regulations 7(1)(b) | Initiatives Refer Regulations 7(1)(b) | Link to Board Primary Objectives met (Section 127) 7(1)(b) | Links Education Requirements met Refer Regulations 7(d) | Expected Results Refer Regulations 7(g) Successes | How will we achieve or make progress towards our Strategic Goals? Refer Regulations 7(e), 7(f) | How will we measure success? Refer Regulations 7(g) |
|--|--|---|---|---|---|---|
| STRATEGIC GOAL 3: ENGAGE Promote teaching practices that enhance quality outcomes for all ākonga | 3.1 Kaiako engage in professional learning and development to provide quality outcomes for all. | Sections of 127 apply: 1 b (ii) (iii) 1c 1d (i) (ii) (iii) | NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātaiaho and the Common Practice Model Attendance and Engagement Strategy Wellbeing in Education Strategy Ka Hikitia - Ka Hāpaitia Tau Mai te Reo The Literacy, Communication, and Maths Strategy Tau Mai te reo | All kaiako meet high expectations through facilitating equitable, high- quality programmes through targeted and monitored, positive & culturally responsive practices. | Teachers engaged in relevant, needs based PLD that is equitable and culturally responsive. Develop a refreshed localised curriculum based on Te Mātaiaho with our local community. Refine progress reporting systems in HERO | Professional Growth Cycles are used to improve practice and outcomes. Assessment data shows progress for all. Internal reviews through spiral of inquiries used to analysis the effectiveness of practice/programmes PLD will both internally and |

| | | | | |
|---|---|---|---|--|
| | | | | |
| 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. | Continue to develop our Professional Growth Cycle plan. | externally led, explicit to needs of school. |





HUIA RANGE SCHOOL



STRIVING FOR EXCELLENCE

2026 ANNUAL IMPLEMENTATION PLAN

STRATEGIC PLAN

1 MARCH
MOE/PUBLISHED 2027

ANNUAL IMPLEMENTATION PLAN

31 MARCH
PREPARED/PUBLISHED 2026

ANNUAL REPORT

(INCLUDING STATEMENT OF
VARIANCE)

31 MAY MOE/PUBLISHED
2026

2026

National Education Priorities:

Revised NZ curriculum
1 hour day reading/writing/math
Structured Literacy & Numeracy
Revised reporting to parents
Assessment and Aromatawai
Stepped attendance response – STAR
(Te hātepe urupare ki te taetae kura)

Huia Range School Priorities:

Revised NZ curriculum
1 hour day reading/writing/math
Structured Literacy & Numeracy
Revised reporting to parents
Assessment and Aromatawai
Stepped attendance response – STAR
Giving effect to Te Tiriti o Waitangi
Following our Strategic Plan
Supporting priority learners

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 through our school 's culture of having learners at the centre of ALL decision making.

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

We hold high expectations for all.

We are focused on solution-based conversations.

Huia Range School Strategic Plan 2024 -2026



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 2024-2025 (2026)

Minuted 11th December 2023
HRS Board of Trustees Meeting
2023 targets 11th 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.
- Strengthen relationships with all whānau through ongoing partnerships.
- Have mihi whakatau termly

ICT and AI:

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

Huia Range School

Strategic Plan 2024 -2025 (2026)

| Strategic Goals Whāinga | Initiatives Te Ara Tuatahi | Initiatives Te Ara Tuatahi | Successes Tukunga Iho |
|--|---|--|---|
| <i>CONNECT</i> Promote strong cultural identity & partnerships with the community | <p>1.1 Create a school environment that motivates, inspires and grows positive contributors within our community.</p> | <p>1.2 Parents, whānau, manuhiri, and the community feel a belonging and connection to the school and support the learning of the school.</p> | <p>All ākonga, manuhiri and whānau feel a sense of welcome to the school.</p> <p>Our community have contributed to the success of our school.</p> |
| <i>BALANCE</i> Promote a school culture that supports wellbeing for all | <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 including lifting attendance rates to meet Government targets: 80% of students attending regularly 90% of the time by 2030.</p> | <p>All ākonga and whānau are confident, happy and respectful.</p> |
| <i>ENGAGE</i> Promote teaching practices that enhance quality outcomes for all ākonga | <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> |

2026 Annual Plan

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 (2025)

As a school we engaged in strategies for engaging with our school community in an ongoing & sustainable capacity. We reached out and invited the local community into school when we could with the mindset 'we are a school within a community space' to promote our school. In 2025 our school land was handed back to Ngāti Kahungunu ki Tāmaki nui-a-Rua by the Crown. We hosted Dannevirke Kahui Ako PLD days, MOE staff only days, other schools, Dannevirke junior tabloid sports, Tararua Ki 'o' rahi competition, and the annual school showcase. We re-started Breakfast Club and formed a fundraising whānau roopu to support student needs and Year 8 leadership camp.

2026 Annual Target/Goal: We will continue to build on the cultural partnerships that we have developed within our school community to reflect the diverse cultures of our students, whānau & local community. We will continue to develop strategies to raise our profile in the local community to increase manuhiri and enrolments into Huia Range School.

Regulation 9(1)(a)

Successes:

- All ākonga, whānau & manuhiri feel a sense of welcome to the school.
- Our school community will have contributed to the success of our school and support the school in a range of activities and events.
- Increase in student enrolments

What do we expect to see by the end of the year 2026?

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 tikanga.
2. Increased enrolments across all year levels of school.
3. We will maintain the relationships with our school community including iwi, mahuhiri, 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) |
| The school's culturally responsive practices are visible around the school. | Principal Dannevirke Principals Assn. Senior Leadership Team Cultural leader All staff | <ul style="list-style-type: none"> - Cultural Leadership Allowance - Leadership unit allocation - Te Reo lessons - DPA PLD/ TOD - Ka Hikitia – Ka Hāpaitia (The Māori Education Strategy) 2026 Operations budget - The Hikairo Schema for primary – Culturally Responsive Teaching and Learning - Poutama Reo | Term 1 – Term 4 | <ul style="list-style-type: none"> - Lesson plans and Professional Growth Cycles will include culturally responsive teaching (CRT) strategies such as Funds of knowledge, Prior Knowledge and students learning through their own cultural lenses (ALL cultures) - Huia Range School will undertake a survey at the end of Term 3 (to coincide with the HRS Showcase) around culturally responsive practices. |
| Students develop a strong sense of cultural identity by celebrating different cultural events and be taught through their own cultural lens. | School Board Principal Senior Leadership Team All staff School community | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - Ākonga feedback (if 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 is tracked. - Attendance is up, analysed and monitored. - Cultural days are celebrated. |
| Whānau and community are engaged to identify learning needs and are able to positively influence school practice and policy. | School Board Principal Senior Leadership Team All staff School community | <ul style="list-style-type: none"> - Operations budget - REAP - Ministry of Education's Toolkit on school planning and reporting for school boards, principals, and staff. - School consultation Term 3 | Term 1 – Term 4 | <ul style="list-style-type: none"> - Whānau and community feedback (that they recognise their goals and aspirations in the school's strategic plan and annual implementation plan). - The revised curriculum and reporting tools are unpacked with the school community as they are released/finalised. |

| 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) |
| A wide variety of community groups/members providing diverse learning experiences in a range of contexts. | School Board Principal Senior Leadership Team All staff School community Coaches & Managers Outside agencies | <ul style="list-style-type: none"> - Ngāti Kahungunu ki Tamaki nui a Rua Iwi - Rangitane O Tamaki Nui A Rua Iwi - Identified local community connections and expertise. - 2026 Operations Budget - The Hikairo Schema for primary – Culturally Responsive Teaching and Learning. - Events, activities & tournaments | Term 1 – Term 4 | <ul style="list-style-type: none"> - 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. - Reflect on and track the range of diverse learning experiences offered to students. |
| Parents & 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. | School BOT Principal Senior Leadership Team All staff Students School community | <ul style="list-style-type: none"> - Cultural Leader allowance - Niho Taniwha – Improving Teaching and Learning for Ākonga Māori - 2026 Operations budget - Identified local community connections & expertise. - Enrolment packs/parent: whānau book - Digital presence - Iwi provided lunches, KidsCan & Fruit in Schools - Hats supplied - Free stationery – start of 2026 - Free NE Polar fleece | Term 1 -4 | <ul style="list-style-type: none"> - Feedback from parents: whānau on enrolment choice – follow up any whānau that chose an alternative school to ours after visiting HRS. - Track initial visits to number of students who enrol in 2026. - An increase of enrolments throughout the year in 2026. |

2026 Annual Plan 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 (2025)

STRIVE (Self-awareness, Thinking, Respect, Integrity, Values & Excellence) is taught explicitly & heavily embedded in our school culture. There was a heavy focus on imbedding 90% attendance into STRIVE to develop positive self-management & work habit skills and attitudes. Some school activities are based on students reaching 90% attendance to participate in. We worked in partnership with the Tararua attendance adviser and revised our attendance flowchart. The 2025 target was To promote a school culture that tracks, improves and keeps regular attendance at 90%.

2024 attendance: Lateness: 3.34% 0-70%: 2.34% 71-80%: 12.11% 81-90%: 22.27% 91-100%: 63.28%

2025 attendance: Lateness: 2.00% 0-70%: 5.84% 71-80%: 10.11% 81-90%: 19.36% 91-100%: 64.67%.

2025 attendance Term 4: 51/244 students (21%) achieved 100% attendance!

2026 Annual Implementation Target/Goal:

To implement the Huia Range School Attendance Management Plan & STAR (Stepped Attendance Response Framework) from Term 1 2026.

To increase Huia Range School's regular attendance by 15% (from 65% in 2025 65%) to 75% by the end of 2026.

To promote a school culture (that tracks through STAR) that improves regular attendance by making school an inviting place to be through interesting activities and programmes.

Successes:

- All ākonga and whānau are confident, happy, and respectful.
- 75% of students are regularly attending school for 90% or more of the term/year and students are wanting to come to school regularly

What do we expect to see by the end of the year 2026?

Regulation 9(1)(d)

1. Positive Behaviour 4 Learning data reflecting a decrease in major and minor posts on HERO.
2. An increase of teacher/staff capability and confidence in our PB4L programme.
3. A lift in attendance rates for all students and a reduction in absences/lateness.

| 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 All Staff School Board | Classroom Dojo app Huia Range School PB4L resources 2026 PB4L Operations budget HRS badges/ badge system HRS bracelets | Term 1 – Term 4 | <ul style="list-style-type: none"> - PB4L referral monitored, and the Big 5 data tracked. - Continue to deliver PB4L school-wide - More students eligible to attend STRIVE day. - An increase in Dojo points awarded - Classroom culture is consistent across the school (displaying STRIVE values) - More students are receiving leadership & honours badges |
| An environment is established that supports and promotes quality play, sport and physical activity. | School Board Principal Sports Manawatu Sports Unit Holders All staff | 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"> - Increased participation in school-wide and interschool sports days: swimming, cross country, athletics etc. - Teachers are confident and supported to deliver quality physical activity programmes. - The school environment will have a range of updated equipment available and painted resources. - Upgrades in the playground - Astro turf cricket pitch installed and used |
| Nurturing our staff and students by building wellbeing and resilience at Huia Range School. | School Board Principal All Staff | Dannevirke Principals Assn. Well-being PLD Well-being in education strategy The New Zealand Child & wellbeing strategy. 2026 Operational budget | Term 1 – Term 4 | <ul style="list-style-type: none"> - Number of staff leaving and reasons analysed - Staff wellbeing survey - Behaviour Data Review - Number of students leaving and reasons analysed - School Roll numbers steady and/or tracking up. - Monitor staff engagement to understand positive drivers of retention, such as induction, professional development, leadership development, availability of resources |
| Establish and deliver a range of programmes and opportunities to support positive choices for all. | School Board/ Principal Midcentral Health Community & Whānau Wellbeing Team Health Promotion Advisor Healthy Active Learning Te Pae Hauora o Ruahine o Tararua Kahui Ako Within School leader All Staff NZ Police Outside agencies Fonterra/Kick Start | Revised NZ Curriculum Sports unit allowance School lunch programme Fruit in Schools KidsCan Technology budget | Term 1 – Term 4 | <ul style="list-style-type: none"> - Increased awareness of online content and platforms. - Less standdowns due to inappropriate online activity - Updated school cell-phone policy - Twice termly meetings with lunch providers - KOS programme delivered school-wide - Vape free programme delivered 2026 - Teacher's book 'The Hive' delivering our own garden to table style programme - Regular attendance to HRS 'Breakfast Club' – all welcome! |

| 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) |
| | KidsCan Lunch provider - Ngati Kahungunu ki Tamaki nui-a-Rua | | | |
| <p>The school will develop strategies and initiatives to encourage a positive attitude to coming to school and lifting attendance rates</p> <p>Set attendance targets for 2026</p> <p>Create and implement Huia Range School Attendance Management Plan (AMP)</p> <p>Create and implement Huia Range School Stepped Attendance Response (STAR)</p> | <p>School Board Principal School community All staff Outside agencies MOE Whānau</p> <p>Tararua : Wairarapa attendance Services</p> | <p>ClassDojo App. STRIVE incentives HRS badges & bracelets PB4L Budget Trip budget Attendance flowchart STAR resources/framework</p> <p>HERO SMS programme 100% certificates ERO -Attendance : Getting Back to School A guide for parents and whānau</p> | Term 1 -4 | <ul style="list-style-type: none"> - Attendance targets for 2026 are met and or bettered. - Implement Huia Range School Attendance Management Plan (AMP) - Implement Huia Range School Stepped Attendance Response (STAR) - Baseline data then tracked & monitored throughout each term. - Increased MOE intervention - Monthly reporting to School Board - Updated SchoolDocs attendance policy as required - Analysis of attendance data from HERO & MOE Everyday matters reports. - Yearly review of Huia Range School Stepped Attendance Response framework - Yearly review of Huia Range School Attendance Management Plan (AMP) |

2026 Annual Plan

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 (2025)

As a staff we were carried out PLD around the revised NZ Curriculum in maths as unpacked the shift from stages to phases – noting that the final was revised in October 2025 removing Understand, Know, Do. With constant changes/directives from the government we prioritised changes to keep learning & teaching consistent for our learners and staff. Some PLD around the new curriculum was paused while new drafts & final documents were being released. Implementation timelines were also shifted. Staff attended the mandatory two of four MOE led staff only days that were organised by our Kahui Ako. Because of the constant shift we are keeping our 2025 annual target/goal for 2026. The staff are positive about the new Maths & Statistic curriculum content and other curriculum learning areas.

We undertook PAT Maths at the beginning of Term 4.

2026 Annual Target/Goal: Promote high expectations & effective teaching practices in all areas of the curriculum and learning environment. To improve our maths to 75% of ALL students At/Above and transition to use the equivalent common progress descriptors, Emerging, Developing, Consolidating, Proficient, and Exceeding. Subject to when the matrix for each progression gets released and students have been embedded in it long enough to produce reliable and accurate data.

Regulation 9(1)(a)

Successes:

- Huia Range School staff unpack and use the revised NZ Curricula **with confidence and support** due to the MOE and inhouse Professional learning development undertaken and received in 2025.

- As ākonga are exposed to and use the revised maths curriculum there will be improvement & progress in their maths development.

Note: As ākonga transition to the revised maths curriculum, data accuracy will improve over time. Current MOE data tracking prioritises broad curriculum coverage over performance on specific tasks/timeframes; therefore, student success remains dependent on any school's ability to provide comprehensive exposure across all learning areas. This applies to **ALL** curricula areas, and it should be a huge concern that the current NZ system rewards covering the curriculum in a specified timeframe rather than mastering a single task and doesn't acknowledge that children mature/learn at different rates and stages– Principal/Tumuaki

- Huia Range School will commit to a **holistic decision-making process** that values the 'whole child.' While the school recognises that data reliability will increase as ākonga engage with the revised curricula, we will balance academic coverage and mastery with the social, emotional, and cultural progress of every student to ensure our decisions reflect their complete growth.

| 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 unpack the NZ revised curriculum | School Board Principal Deputy Principal Senior Leadership Team Unit holders MOE adviser Dannevirke Principals Assn. (DPA) | October 2025 NZ Curriculum DPA PLD Staff meetings Unit allowance budget 2026 Operational Budget School-wide data HERO SMS MOE PLD 2 x in 2026: 29 th May 2026 21 st August 2026 | Term 1 – Term 4 | <ul style="list-style-type: none"> - Staff unpack and confidently use the October 2025 revised New Zealand Curricula and others as they are finalised. - TOD at the end of January 2026 will unpack release of draft learning areas Years 0-10 and other requirements including SMART tool. - Staff analysis PAT results in Term 1 and Term 4 – especially using the item reports to identify trends across the school in Maths and Punctuation & Grammar - Professional Growth Cycles which identifies current focus, progress, and next steps. - Plan developed to prepare to implement new curricula areas with MOE support - HERO guiding and supporting the revised Curricula for our school. - Consistency within Dannevirke Principal's Assn. |
| Participate in Dannevirke Principal Assn. PLD opportunities. | Dannevirke principals Principal/Tumuaki LSC ECE SWIS REAP | DPA PLD staff meetings DPA SOD PLD Budget HERO SMS | Term 1 – Term 4 | <ul style="list-style-type: none"> - Huia Range School represented at Tamaki Nui a Rua Iwi hui - REAP meetings established within DPA i.e. DP/AP, SENCO, beginning teachers etc. - Support for into school transitions. - Support for transition to high school. - DPA focus on collectively collaborating and working together as one entity. |

| 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) |
| <p>All students show individual progress in achievement in end of year data.</p> <p>Target groups show accelerated progress.</p> <p>Rate of progress is considered when forming targets and actions in the annual plan.</p> <p>Student's individual learning styles, ages, stages and holistic skills & strengths recognised when reporting to parents/MOE</p> | <p>School Board Principal/Tumuaki ERO All staff RTLB LSC SWIS DPA</p> | <p>HERO subscription PLD PLG 2026 Operational Budget Intervention programmes CRT release Numicon</p> | Term 1 -Term 4 | <ul style="list-style-type: none"> - Ongoing student progress plans and reviews - Staff meeting based on achievement & progress - Staff sent to Numicon courses/open days - Principal reporting to the school board - Apply for ESOL funding - Unpack the Assessment & Aromatawai practices & tools - Undertaking Phonics checks/Hihira Weteoro at 20/40 weeks Year 1 - Undertaking for Skills check Year 2 - Undertaking standardised twice-yearly assessment (PAT's) Years 3-8 - Ongoing monitoring of priority learners reported to principal/school board - Review Hero integration into student achievement – moving from goals to phases - Analysis of data and identifying next steps. - Explore further numeracy opportunities of current practices and external developments to extend current programme. - Progress shown in STAR/PAT and other formal tests. - Priority learners identified and discussed at team meetings. |
| <p>Neuro diverse learners participate in learning opportunities that provide appropriate support and activities organised by the school SENCO.</p> | <p>Principal SENCO MOE RTLB LSC MOE Dannevirke High School REAP</p> | | Term 1 - Term 4 | <ul style="list-style-type: none"> - Individual Education plans developed and supported by TA/classroom teacher. - Support for students is available from MOE funding. - Support & ideas are available from RTLB, and other outside agencies including the chance to 'catch up' with others neuro diverse learners. |

| 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) |
| Apply for: SLA funding 0-6 .39 FTTE Maths Acceleration Programme Yr 3-6 .14 FTTE Year 7 and 8 Maths Acceleration Programme (MAPHP) And confirm the continuation of 'The Maths & Literacy Hub' for 2026 | MOE Deb Masters - MOE School Board Principal Deputy Principal Maths & Literacy Hub teacher Pourato | Available teacher Classroom BSLA resources University of Canterbury resources Numicon resources Literacy resources | Term 1 – Term 4 | <ul style="list-style-type: none"> - In person delivery in the M&L Hub for students in sessions in the SLA programme (Structured Literacy Approaches) - In person delivery in the M&L Hub for Year 7/8 students 12-week programme - In person delivery in the M&L Hub for Years 3-6 students for Maths acceleration programme (MAP) |
| Staff undertaking PLD for structured Literacy and Structured Maths | MOE University of Canterbury Numicon facilitators | CRT release Structured Literacy approach courses - BSLA | Term 1 -Term 4 | Staff will be trained in BSLA across the school (including Tumuaki/TA/DP) Specific staff will be trained in SLA BSLA Tier 2 and Tier 3 interventions |