



HURUNUI COLLEGE

Te Kura o Hurunui College

STRATEGIC PLAN

2024 - 2025

Motto: Enter to Learn, Leave to Serve - Whakauru Ki Tē Ako, Wehe Atu Kia Manaakitia

Vision: A connected community where all are supported to achieve success

Whakataukī: Ehara taku toa i te toa takitahi, engari kē he toa takitini

**My success should not be bestowed onto me alone,
it was not individual success but the success of a collective**

Appendix 1 - [Hurunui College Te Tiriti o Waitangi](#)

Appendix 2 - [Consultation Process](#)

VALUES

Hurunui College's beliefs are underpinned by our four key values of **Respect, Integrity, Service and Excellence**


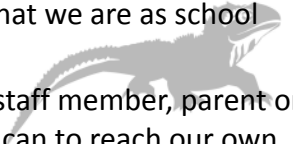
RISE at Hurunui College reflects the idea of the ākonga growing, standing up for what is right, developing a strong foundation to persevere beyond school and to be supported into their chosen pathway.



- **RESPECT - He kura te tangata** - We are all precious

Respect is symbolised by the Tuatara - Reptiles and Tuatara were often seen as kaitiaki (guardians) and as such represents what we are as school and a community and our role in preserving and enhancing our natural environment for the years to come.

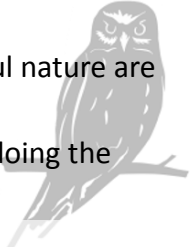
Respect is about the importance of respectful relationships: how we treat everyone in the school, adult or child, student or staff member, parent or visitor, in the way we wish to be treated – with courtesy and kindness. We respect ourselves as learners, and do the best we can to reach our own potential.



- **INTEGRITY - He toi whakairo he mana tangata** - the integrity of one's character is seen in what they produce

Integrity is symbolised by the Ruru - The Ruru (Morepork) provides a rich source of symbolism for Māori. Their haunting cry and watchful nature are linked with tapu, guardianship and forewarning. Like the Ruru we aspire to be steadfast and unwavering in our purpose and behaviours.

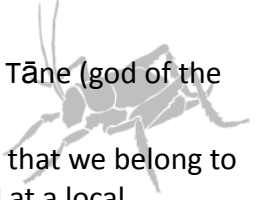
Integrity is about being true to ourselves, especially to the best version of ourselves. It is about being honest and acting responsibly, by doing the right thing because it's the right thing to do.



- **SERVICE - Whatungarongaro te tangata, toitū te whenua** - As people disappear from sight, the land remains

Service is symbolised by the Wētā - Te aitanga pepeke (the insect world) including wētā dwelt among the trees under the care of Tāne (god of the forest) and have the job of protecting the sacred forests as was symbolised in the story of Rātā and the multitude.


Service is also about the action of giving back and supporting those in the school and wider community. It is about understanding that we belong to a community that is bigger than ourselves and that we all play a role in supporting, caring for and giving back. This can be focused at a local, national and international level.



- **EXCELLENCE - Kia uru kahikatea ki tū** - Success through unity of purpose

Excellence is symbolised by the Kahikatea - The Kahikatea is the tallest of the trees in the forest and through being nurtured by the other trees stands tall and proud and is not afraid to lift its crown above that of others.

Excellence exists alongside the idea of ako and that learning is reciprocal. We constantly move between being a teacher and a learner and striving to reach our potential. It is about doing our best in whatever we are doing. To persevere in the face of difficulties, and keep on trying until we find a way to overcome the obstacle in our path



2024 - HURUNUI COLLEGE - STRATEGIC PLAN

Strategic Goal	1. Whakamārama – Student Success and Achievement	2. Ako – Quality Teaching and Learning and Professional Excellence	3. Whakawhanaungatanga - Community Engagement and Partnership	4: Manaakitanga – Safe, Inclusive and Welcoming Environment
NELP Priorities	2, 3, 4, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6
Board Objectives	127 (1 a, c, d, 2 a & b)	127 (1 a-d, 2 a & b)	127 (1 a-d, 2 a & b)	127 (1a-d, 2 a & b)
Long Term Outcomes	<ol style="list-style-type: none"> 1. Student achievement is prioritised and clear achievement targets implemented 2. Assessment practices are consistent and focused on promoting student progress 3. Progress is acknowledged and valued 4. Teaching and learning is targeted to the needs of individual ākonga (students) 	<ol style="list-style-type: none"> 1. School wide consistent practices promote positive student learning and engagement 2. Curriculum implementation is engaging and focused on students’ needs and interests 3. Professional development is relevant and purposeful 4. Teachers and students learn together in a reciprocal environment 	<ol style="list-style-type: none"> 1. Strong connections with whānau are valued and strengthened 2. Students' backgrounds and identities are understood and valued 3. Positive interactions across the school community are promoted and enriched 4. Partnership with tangata whenua is developed and nurtured 	<ol style="list-style-type: none"> 1. Diversity is embraced. 2. Hurunui College continually strives to be a safe and inclusive environment. 3. Staff and students feel valued and want to be part of Hurunui College. 4. Hurunui College is an environmentally aware and sustainable school.
Annual Targets	<ol style="list-style-type: none"> 1. Student achievement targets are developed and prioritised 2. OTJ’s are made by using a range of agreed assessment practices that are robust, relevant and fit for purpose 3. Use assessment data effectively to inform teaching and learning for students in Y9/10 	<ol style="list-style-type: none"> 1. Strengthen Teaching as Inquiry and PGC to focus on raising student achievement 2. UDL is supported and implemented school wide 3. Continue to develop and implement Year 1-8 Integrated Inquiry to incorporate our cultural narrative 	<ol style="list-style-type: none"> 1. Improve relationship and engagement with whānau 2. Teachers recognise, value and use the richness of the cultural heritage, knowledge and skills that students and their whanau bring to our community 3. Strengthen connection with tangata whenua 	<ol style="list-style-type: none"> 1. PB4L SW, Restorative practices and culturally inclusive practices are promoted and embedded within school wide systems, language and actions. 2. Student attendance is promoted, valued and monitored. 3. Develop digital citizenship and safety online

2024 - HURUNUI COLLEGE - ANNUAL PLAN

Strategic Goal 1: Whakamārama – Student Success and Achievement - striving for understanding, personal growth, and excellence				
Long Term Outcome	Student achievement is prioritised and clear achievement targets implemented			
Annual Target 1	Student achievement targets are developed and prioritised			
Action	Responsibility	Resources	Deadline	Measure of Success
Set student achievement targets, identify targeted groups of students, track and monitor targeted group to meet expectation	Principal - Jane Leadership team - Janet, Lewis, Georgia & William Ako Teachers - WH & BM, HR, SMcN, PB, JBr TiC Careers - VM All Classroom Teachers	EDGE Data Spreadsheets	In place beginning of Term 1 End of Term 2 (Year 9) Ongoing	- Monitoring of target groups and actions regularly tracked and recorded - Meetings are held regularly to report on progress, moderate, share successful effective practice - Increase in number of targeted students making accelerated progress to be working at expected level - Increase in number of students who leave school with a plan and pathway for the future
Strategic Goal 1: Whakamārama – Student Success and Achievement - striving for understanding, personal growth, and excellence				
Long Term Outcome	Assessment practices are consistent and focused on promoting student progress			
Annual Target 2	OTJ's are made by using a range of agreed assessment practices that are robust, relevant and fit for purpose.			
Action	Responsibility	Resources	Deadline	Measure of Success
Develop & implement a process for forming consistent OTJ's in writing based on a variety of evidence and a range of sources	Principal - Jane Leadership team - Lewis, Janet, Will & Georgia All Classroom Teachers	Tipu Maia Kāhui Ako Moderation in Writing Learning Community & Syndicate Meetings	End of 2024	- Effective moderation practices are established - Data is consistently accurate across all year levels - Teachers have a shared understanding of levels and progressions of learning

Strategic Goal 1: Whakamārama – Student Success and Achievement - striving for understanding, personal growth, and excellence				
Long Term Outcome	Assessment practices are consistent and focused on promoting student progress			
Annual Target 3	Use assessment data effectively to inform teaching and learning for students in Year 9/10			
Action	Responsibility	Resources	Deadline	Measure of Success
Develop a plan for assessment using a range of approaches, sources and assessment practices across all learning areas in Years 9 & 10	Deputy Principal - Lewis Investigating Learning Community Leader - William All teachers of Year 9 & 10	Learning Community & Syndicate Meetings	End of 2024	- Assessment plan developed - Sound teacher judgements will be supported by reliable assessment tools and ongoing observations and conversations
Use data effectively to inform teaching and learning and to report on student progress and achievement for students in Year 9 & Year 10	Deputy Principal - Lewis Investigating Learning Community Leader - William All teachers of Year 9 & 10	Learning Community & Syndicate Meetings MoE Assessment for Learning Resources	Ongoing 2024	- Assessment is used to inform teaching - Parents and students are accurately informed of progress and next steps in learning

Strategic Goal 2: Ako - Quality Teaching and Learning and Professional Excellence - acknowledging that we are all learners and can learn from each other.				
Long Term Outcome	Curriculum implementation is engaging and focused on students' needs and interests			
Annual Target 1	Strengthen Teaching as Inquiry and Professional Growth Cycle (PGC) to focus on raising student achievement			
Action	Responsibility	Resources	Deadline	Measure of Success
Set PGC goals and focus Teaching as Inquiry on raising student achievement of the targeted students	Principal - Jane Leadership team - Janet, Lewis, Georgia & William All Classroom Teachers	New Zealand Curriculum pg 35 Staff Meetings	End of Term 1	- All teaching staff have an explicit link between PGC and student achievement targets - Evidence of Teaching as Inquiry showing links to targeted students shared at staff meetings by every staff member

Strategic Goal 2: Ako - Quality Teaching and Learning and Professional Excellence - acknowledging that we are all learners and can learn from each other.				
Long Term Outcome	School wide consistent practices promote positive student learning and engagement			
Annual Target 2	UDL is supported and implemented school wide			
Action	Responsibility	Resources	Deadline	Measure of Success
Use UDL practices to meet the diverse and variable needs of all students	Learning Support Coordinator - Rachael Specialist Classroom Teacher - Mik Leadership Team - Lewis, Janet, Georgia & William All Classroom teachers	Staff Meetings Syndicate Meetings Websites https://inclusive.tki.org.nz/guides/universal-design-for-learning/	Launch Mid Term 1	- Barriers to learning for all students are removed and students are connected, engaged and successful in their learning

Strategic Goal 2: Ako - Quality Teaching and Learning and Professional Excellence - acknowledging that we are all learners and can learn from each other.

Long Term Outcome	Curriculum implementation is engaging and focused on students' needs and interests			
Annual Target 3	Continue to develop and implement Year 1-8 Integrated Inquiry to incorporate our cultural narrative			
Actions	Responsibility	Resources	Deadline	Measure of Success
Develop a resource that captivates our cultural narrative and local history of our area to support the Year 1-8 Integrated Inquiry	PD Provider - Matt Bateman Principal - Jane Deputy Principal - Janet TiC Maori - Chris	Year 1-8 Syndicate Meetings Aotearoa NZ Histories Curriculum External Provider - Matt Bateman Learning Assistant - Mel J Teacher - Will H	By end of 2024	- Improvement of teacher knowledge of our cultural narrative and local history of our area - Planning and teaching programmes show that teachers are beginning to use our cultural narrative and history of our area as part of the teaching of Integrated Inquiry

3. Whakawhanaungatanga - Community Engagement and Partnership - establishing and building strong relationships, connections and a sense of whānau and unity.

Long Term Outcome	Strong connections with whānau are valued and strengthened			
Annual Target 1	Improved relationship and engagement with whānau			
Actions	Responsibility	Resources	Deadline	Measure of Success
Strengthen and provide improved opportunities for whānau to engage with learning, sporting and cultural events at school	TiC Māori - Chris Principal - Jane Leadership Team - Janet, Lewis, Georgia, William All Teaching Staff		Term 1 launch Ongoing throughout the year	- Increase in engagement and attendance of whānau at events such as learning conferences and meet the teacher, sporting and cultural events, assemblies, school trips, and pick up and drop off times

3. Whakawhanaungatanga - Community Engagement and Partnership - establishing and building strong relationships, connections and a sense of whānau and unity.

Long Term Outcome	Strong connections with whānau are valued and strengthened			
Annual Target 2	Teachers recognise, value and use the richness of the cultural heritage, knowledge and skills that students and their whānau bring to our community			
Actions	Responsibility	Resources	Deadline	Measure of Success
Identify and learn about the lives and cultural backgrounds of all ākonga and use this knowledge to support and engage learners	All Teaching Staff	Whānau	Ongoing throughout the year	- Improvement in engagement and achievement of all ākonga with diverse cultural backgrounds

3. Whakawhanaungatanga - Community Engagement and Partnership - establishing and building strong relationships, connections and a sense of whānau and unity.				
Long Term Outcome	Partnership with tangata whenua is developed and nurtured			
Annual Target 3	Strengthen connection with tangata whenua			
Actions	Responsibility	Resources	Deadline	Measure of Success
Establish and build on a connection with Ngāi Tūāhuriri Rūnanga	PD Provider - Matt Bateman Hurunui College Cultural Leader - William Area Schools Principal Advisor - Stephen Beck Principal - Jane Deputy Principals - Lewis & Janet	Professional development at staff meetings Tipu Māia Kāhui Ako - professional development	Ongoing throughout the 2024 year	- Connection and relationship between the iwi of the West Coast, iwi of the East Coast and Hurunui College will be established - Improved understanding by Hurunui College staff of our cultural narrative and local history of our area

4. Manaakitanga – Safe, Inclusive and Welcoming Environment - nurturing and expressing kindness and care for others, showing respect for ourselves, our environment and supporting all individuals without discrimination				
Long Term Outcome	Hurunui College continually strives to be a safe and inclusive environment			
Annual Target 1	PB4L SW, Restorative practices and culturally inclusive practices are promoted and embedded within school wide systems, language and actions.			
Actions	Responsibility	Resources	Deadline	Measure of Success
Staff will engage and participate in restorative practices training workshops and will work restoratively to support students with learning and behaviour	PB4L Team Leader - Mik Principal - Jane Leadership Team - Janet, Lewis, Georgia, William All Teaching Staff	External Provider - Richard Matler PB4L SW Network Meetings	Term 1 launch Ongoing throughout the year	- EDGE data will show restorative practices have been consistently used in interactions between staff and students
4. Manaakitanga – Safe, Inclusive and Welcoming Environment - nurturing and expressing kindness and care for others, showing respect for ourselves, our environment and supporting all individuals without discrimination				
Long Term Outcome	Hurunui College continually strives to be a safe and inclusive environment			
Annual Target 2	Student attendance is promoted, valued and monitored			
Actions	Responsibility	Resources	Deadline	Measure of Success
Identify and support students with low attendance rates and remove barriers to attend school	Principal - Jane Deputy Principals - Lewis, Janet All Teaching Staff	EDGE - attendance data Attendance Officer	Ongoing 2024	- EDGE data will show Increase in attendance of identified students

4. Manaakitanga – Safe, Inclusive and Welcoming Environment - nurturing and expressing kindness and care for others, showing respect for ourselves, our environment and supporting all individuals without discrimination

Long Term Outcome	Hurunui College continually strives to be a safe and inclusive environment			
Annual Target 3	Develop digital citizenship and safety online			
Actions	Responsibility	Resources	Deadline	Measure of Success
Students and parents will participate and engage in cyber safety workshops	Principal - Jane Deputy Principals - Lewis, Janet TiC eLearning - Phil	External Providers - Netsafe	End of 2024	- EDGE data will show decrease in the number of incidents involving online interactions - Number of parents attending cyber safety workshops