



HURUNUI COLLEGE

enter to learn, leave to serve

whakauru ki tē ako, wehe atu kia manaakitia

Charter and Strategic Plan 2019 - 2021

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From the Chairperson and Principal

Welcome to Hurunui College ...

At Hurunui College, we want to

... support and challenge our students to aim high and achieve their potential

... work with our parents and the wider community to raise student achievement

... encourage and support our staff to become expert practitioners through an ongoing process of professional learning and development

Our charter documents these goals. It is a document that we can update and review regularly. It is a public statement to our parents, staff and students of our commitment to achieving these goals. We can also use it to measure, review and report on our progress to meeting these goals.

The Charter also documents out statutory requirements. It helps ensure that all National Educational Guidelines are being met. It is forward-looking and it reflects the uniqueness of our College and our community.

Signed:



Chairperson, Board of Trustees



Principal

1. Introduction

Governance

The Board is entrusted to work on behalf of the stakeholders. It emphasises strategic leadership rather than administrative detail and ensures that it complies with legal and policy requirements. Enhancing student achievement is its focus.

Management

The Board delegates all authority and accountability for the day-to-day operational organisation of the College to the Principal. [For detail see Operational Policies]

Education Act 1989

The legal responsibility of the Board of Trustees is determined by Section 75 of the Education Act 1989.

Section 75

Boards to control management of Schools –

Except to the extent that any enactment of the general law of New Zealand provides otherwise, a School's Board has complete discretion to control the management of the School as it sees fit.

Section 76

Principals –

1. A School's Principal is the Board's Chief Executive in relation to the School's control and management.
2. Except to the extent that any enactment of the general law of New Zealand provides otherwise, the Principal –
 - a. Shall comply with the Board's general policy directions; and
 - b. Subject to paragraph (a) of this subsection, has complete discretion to manage as the Principal thinks fit the School's day to day administration.

Section 65

A Board may from time to time, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss staff.

Statement of Commitment

Section 61 of the *Education Act 1989* states that the 'purpose of a school charter is to establish the mission, aims, objectives, directions and targets of the board that will give effect to the Government's national education guidelines and the board's priorities, and provide a base against which the board's actual performance can later be assessed'.

1. The Charter will indicate the Board's commitment to:
 - Developing policies and practices that reflect New Zealand's cultural diversity and the unique position of Tikanga Maori;

- Taking all reasonable steps to provide instruction in Te Reo Maori and Tikanga Maori;
- Establishing a realistic and meaningful long-term strategic direction and ensuring that this is followed by the development of a detailed annual plan that shows clearly how long-term goals will become a reality;
- Monitoring and reporting on student achievement against the NZ curriculum objectives; School targets; and National Standards (as required by Section 9 of the Education (National Standards) Amendment Act 2008); and
- Effectively managing all School resources – including human resources – assets, liabilities, finances and property.

Section 60A of the Education Act 1989 clarifies the National Education Guidelines as comprising:

1. **National Education Goals** which are
 - Statements of desirable achievements by the school system, or by an element of the school system; and
 - Statements of government policy objectives for the school system.
2. **Foundation Curriculum Policy Statements** which are statements of policy concerning teaching, learning and assessment that are made for the purposes of underpinning and giving direction to:
 - The way in which curriculum and assessment responsibilities are to be managed in schools;
 - National curriculum statements and locally developed curriculum.
3. **National Curriculum Statements** which are statements of
 - the areas of knowledge and understanding to be covered by students;
 - the skills to be developed by the students; and
 - desirable levels of knowledge, understanding, and skill to be achieved by students during the years of schooling.
4. **National Standards** which are standards in regard to matters such as literacy and numeracy that are applicable to all students of a particular age or in a particular year of schooling.
5. **National Administration Guidelines** which are guidelines relating to school administration and which may (without limitation):
 - Set out statements of desirable codes or principles of conduct or administration for specified kinds or descriptions of person or body, including for the purpose of Section 61;
 - Set out requirements relating to planning and reporting including:
 - i. Scope and content areas where appropriate;
 - ii. The timeframe for the annual update of the school charter;
 - iii. Broad requirements relating to the school's consultation with parents, staff and school communities, and the broad requirements ensure that Boards take all reasonable steps to discover and consider the views and concerns of Maori communities living in the geographical areas the school serves, in the development of a school charter;
 - iv. Variations from the framework for school planning and reporting for certain schools or classes of schools, based on school performance.
 - Communicate the Government's policy objectives;
 - Set out transitional provisions for the purposes of national administration guidelines.

In accordance with this section of the Education Act, therefore, the Hurunui College Board of Trustees undertakes to support all initiatives to achieve the aims and aspirations of the School's community and to take full account of the National Education Guidelines.

The charter incorporates the college's strategic plan and the annual targets for improving student learning outcomes. The needs of students will be the focus of the College. The Board of Trustees will monitor progress toward meeting the goals and objectives set out in this charter and provide support to ensure optimum learning outcomes in an emotionally and physically safe environment.

The Board of Trustees will ensure that all students are given an education that enhances and challenges their learning and respects their individual needs and dignity. The curriculum will be designed to allow students to achieve personal standards of excellence and to reach their full potential.

Background to our College

As an area school, Hurunui College offers many advantages. It is proud of its family atmosphere where students from Year 0 to Year 13 learn together and care for each other.

Founded in 1927, the school was known as Hawarden District High School from 1931-76. In 1977 it became Hawarden Area School, before becoming Hurunui College in 2001. Situated on an elevated site with great views to the north and east, the school is blessed with spacious grounds. Since 2008, the school has been involved in an extensive modernisation and rebuilding programme, and now possesses very modern and attractive facilities.

From an early age, pupils have access to specialist rooms, equipment and staff in subjects such as art, music and physical education. Students at Years 11 to 13 level enjoy the services of well-qualified teachers in relatively small classes.

A high value is placed on participation, self-discipline and trust. All students have the chance to take part in the whole range of school activities.

The School and its community

Hurunui College is a focus for its rural community. Parents are highly supportive of school activities and facilities are widely used by community groups and individuals.

Adult community members take part in many school activities as participants, spectators and valued helpers; examples are music and dramatic productions, sporting events such as the annual cross country, triathlon and the school ball. The library is a shared facility with the community, and our gym/hall and swimming pool are shared with community groups. There is a very active PTA group which facilitates meetings on school developments and raises extra funds for school equipment and activities. Our students develop a strong sense of belonging to a community and confidence in dealing with people of all ages.

Hurunui College serves an area bounded on the east by the sea and the Hurunui River to the north; outlying district to the south and west encompass Amberley, Waipara, McDonald Downs, Virginia Road, the Peaks and Medbury. Primary schools at Waikari, Omihi, Greta Valley and Waipara mostly contribute students at Year 9 level, while students from other district attend from age five. Five bus routes ensure convenient travel for pupils.

Hurunui College is an active member of the Canterbury and New Zealand Area Schools Associations, and through these groups is able to provide additional opportunities for student leadership and sport as well staff and Board of Trustees professional development.

National Education Priorities

These have been set out by the government and form the basis of the current National Administration Guideline 1. Hurunui College recognises these Government's National Education Priorities:

Success for all	We provide child centred programmes based on the revised NZ Curriculum (2007). Student's individual needs are catered for and they are encouraged and assisted to achieve to the best of their ability.
A safe learning environment	A safe emotional and physical environment is maintained by the monitoring, and regular review of school policies, procedures and practices.
Improving literacy and numeracy	Staff are committed to improving literacy and numeracy. Emphasis is placed on both areas when developing long-term plans, setting budgets, providing professional development, setting annual targets, and in curriculum reviews to the Board of Trustees.
Better use of student achievement information	Summative and formative assessment is used to inform teachers of next-step teaching and learning steps and programme priorities for children's future. Diagnostic and assessment tools are used to supplement teacher assessment to provide timely, specific and appropriate feedback.
Improving outcomes for students at risk	Students who are at risk academically are identified through formative and summative assessment. Adaptions are made to their learning programmes. Students who may be at risk in other ways are identified through formal and informal means (such as observations). Special learning programmes that cater to individual needs are developed using internal and external resources and agencies. This may be for remedial or extension purposes.
Improving Maori student outcomes	Identification of Maori students is made from the time of enrolment. Student academic needs are sensitively and accurately monitored and recorded. The results of achievement are reported to the Board of Trustees in a discreet manner that ensures that no student is identified in the process.
Reporting	Hurunui College reports to the communities it serves on all aspects of student achievement, through the following ways – community assemblies, parent information evenings, parent/teacher/student interviews, weekly newsletter, notes or phone calls from teachers, local newspaper, twice yearly 'plain language' written reports and curriculum reporting to the Board of Trustees according to a scheduled cycle.

The College integrates the National Education Goals and National Education Priorities at governance and operational levels by giving them full consideration when planning College developments or College/class programmes. Literacy and numeracy are currently recognised as curriculum priorities in years 1-10 (see strategic goals). Achievement results are carefully analysed each year to identify students or groups of students at risk. Planning ensures that strategies are put in place to improve achievement outcomes. Career education is integrated into our programmes from Year 1 - 13, and there is a heightened focus on careers through Y10 to Y13.

Cultural Diversity - Maori Responsiveness Plan

Hurunui College will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori Culture, as is appropriate to the school community.

In recognising the unique position of Maori culture, Hurunui College will take all reasonable steps to provide instruction in Tikanga Maori and Te Reo Maori.

Hurunui College works with its local "whanau group" (open to all parents of Maori children) in developing plans for increasing Maori achievement and reporting in Maori achievement. Hurunui College is also a member of a cluster of schools working with Ngai Tahu to implement Te Kete o Aoraki and the Memorandum of Understanding between the Crown and Ngai Tahu.

If a Whanau requests a higher level of Tikanga and/or Te Reo than is at present evident in our school's Maori programme, the staff and the family will discuss and explore the following options:

- Further, explain the existing programmes;
- Further, extend the existing programmes if and as appropriate;
- Provide enrollment where feasible through NetNZ classes;
- Dual enrollment with correspondence school;
- Provide in-school support and resources to further enhance inclusion of Te Reo and Tikanga within the child's classroom;
- Explore other schools who may offer programmes closer to their expectations;
- Other negotiated actions

Community of Learners - TIPU MĀIA

Since 2016 Hurunui College has been a member of Tipu Māia – a community of 13 schools made up six Area Schools and seven contributing primary schools on the peripheral of the Christchurch region. The region extends towards Oxford and Hanmer Springs in the west, Cheviot to the north and Akaroa in the east. At the heart of the cluster are the shared values of education from Y1-13 and for most, the challenges faced with being geographically isolated.

Our vision for this community is:

" Brave, capable confident learners working together to enable high-quality schools with excellent teaching to create the best future for each and every learner"

Our emerging community goal is to increase overall student achievement through writing across the curriculum from Year 1-13 through agency, collaboration and engagement as the levers to enable success.

The theory of improvement is if we focus on developing agency, collaboration and engagement through the context of writing across the curriculum, then we will see increases in student achievement in mathematics, reading, writing and NCEA.

The community has appointed a Lead Principal in 2016, and in 2017 expects to identify its Achievement Challenges, and a work plan to achieve the Community goals.

Our community of schools comprises 13 schools:

Greta Valley, Hanmer, Omihi, Rotherham, Waiau, Waikarai, & Waipara primary schools;

Akaroa, Amuri, Cheviot, Hurunui, Oxford, & Rangiora New Life area schools.

We are a community of over 2100 students and 153 teachers.

2. Strategic Plan

Motto:

Enter to Learn, Leave to Serve

Whakauru Ki Tē Ako, Wehe Atu Kia Manaakitia

Vision: An aspirational learning community where all are empowered to reach their potential.

What we want	What we will see
Quality relationships of care and respect exist between all members of the school community	Staff and students working happily and purposefully together Open, timely, honest communication between the school and parents Prompt and supportive addressing of issues
Quality teaching by skilled and committed teachers	Catering for individual student needs and knowing students as individuals Teachers actively pursuing their own professional development in the interests of higher student achievement Teachers sharing their practice in an active professional learning community
Quality learning by positive responsible students who develop the competencies for success in life	Students who are: <ul style="list-style-type: none">• Independent and self-motivated• Responsible for own learning• Goal setters and achievers• Creative and critical thinkers• Confident, resilient and proud• Able to discover and pursue their passions
Safe attractive environment	Well-maintained classrooms and playing fields Provision of necessary equipment and resources Individual rights being respected

Values

Hurunui College's ethos is underpinned by its four key values of **Respect, Integrity, Service and Excellence**:

- **Respect** for themselves, for others, and having due regard for someone's feelings, wishes and human rights.
- **Integrity** is about Being honest, responsible, accountable, true to yourself, and having strong moral principles.
- **Service** is the action of helping others, giving back and supporting those in the school and wider community.

- Excellence is about aiming high and by persevering towards being the best that they can be and reaching your own potential.

The analogy of **RISE** at Hurunui College reflects the idea of the ākongā growing, standing tall for what is right as they progress through and graduate from the school.

Strategic Goals –Hurunui College will work towards developing ...

1: A Dynamic, seamless curriculum - We meet the needs of our learning community by setting clear achievement goals and consistently applying best practice teaching methods to ensure our ākongā are challenged to the best of their abilities.

2: Adaptable, innovative teaching & learning environments - We meet the needs of our learning community by utilising our local environment and adopting the practices which most enhance learning and ākongā achievement.

3: Active, positive and caring citizens – We meet the needs of our learning community by ensuring all ākongā are supported, nurtured and prepared and ready to contribute fully to the life of Canterbury, Aotearoa and the wider world.

Strategic Goal	Key Strategies for Achieving Goals 2019 - 21	
1. Dynamic, seamless curriculum		
Student Progress & Achievement	Monitor, record and report on each student's progress and achievements to enhance their learning, provide accurate 'easy to understand' information to parents, and help the school measure the effectiveness of the teaching alongside student progress	<ul style="list-style-type: none"> • Set clear, measurable and achievable student achievement targets alongside national priorities and the needs and abilities of our students. • Enhance data collection to ensure student progress is closely monitored • On-going review of reporting procedures including online reporting; and ensure these meet the needs of students and parents • Continue to work on moderation of OTJs with teachers within and outside of Hurunui College
	increase overall student achievement through writing across the curriculum from Year 1-13	<ul style="list-style-type: none"> • Work alongside the COL achievement challenge with a focus on writing across year 1-13 • Incorporate both oral and writing as a focus of staff PLD
	Raise and promote Maori achievement across the school.	<ul style="list-style-type: none"> • Maori students are clearly identified by classroom teachers • Maori at risk of underachieving are identified on the special education register and supported in their learning • Set clear, measurable and achievable student achievement targets for Maori students.
	Monitor our Hurunui College leavers	<ul style="list-style-type: none"> • A system is developed to track student destinations from school. • Accurately track our graduates and the contribution they make to community and society.
Special Education	To improve the learning outcomes for students on our Special Education register	<ul style="list-style-type: none"> • Improve targeted resourcing around supporting students with special education needs • Better support students in the secondary school that are working at levels 1 and 2 of the curriculum • Increase resourcing around supported learning in the secondary school
Learning Communities	Learning communities are developed to better foster consistency in teaching and learning and improve student engagement and agency.	<ul style="list-style-type: none"> • Learning Community Leaders remain appointed for the four Learning communities and form the basis of the leadership team • Clear job descriptions maintained for Learning Community leaders and status given to the positions • The focus of learning is built upon and defined across Learning Communities • Progressive pedagogy and practice are developed within learning communities. • Opportunities for collaborative teaching and planning are investigated • Review on-going effectiveness of Learning Communities and make on-going adaptations and improvements as seen necessary

	NCEA course construction	<ul style="list-style-type: none"> • Opportunities for modular and integrated curriculum delivery are explored at NCEA level, through the Aspiring Learning Community.
	Kate Brown – Concept-Based Curriculum	<ul style="list-style-type: none"> • Investigate the development of deeper curriculum links through a concept based curriculum in the Exploring and Investigating Communities
	Supportive Learning Groups	<ul style="list-style-type: none"> • Supportive learning groups are developed to provide academic monitoring and counselling and on-going career and pathway development for y11-13 • Teachers are appointed to the position of Supportive Learning Teachers (SLT's) • A user-friendly format developed to assist in academic counselling and pathway development • Priority is given in the timetable and status given to the role within the school • Review on-going effectiveness of SLG's and make on-going adaptations and improvements
Teaching & Learning	A common language for thinking and learning is implemented school-wide.	<ul style="list-style-type: none"> • Solo taxonomy remains a focus within the school-wide professional development • New teachers are introduced to Solo Taxonomy • Solo Taxonomy is maintained as a focus within Learning Community professional discussions • Hurunui supports and is involved in the Hurunui Learning Community Cluster initiatives around SOLO Taxonomy

2. Adaptable, innovative teaching & learning environment

E-Learning Strategic Direction	Teaching and learning is supported through the development and of an E-LEARNING strategic plan focused on raising engagement and student achievement	<ul style="list-style-type: none"> • Digital citizenship is developed and promoted within the school and wider community • E-LEARNING professional development is maintained within the staff professional development programme • E-LEARNING strategic plan to continue to be developed • Expenditure is linked to E-LEARNING strategic plan • Expand on opportunities around BYOD and build student capacity in the use of BYOD • Develop school website to portray a modern look and improve communication with the community and public. • Investigate the implementation of techie breakfasts as a means of PLD
Effective use of classroom, school and wider local	Maximise and broaden the use of the local environment to improve opportunities for teaching and learning.	<ul style="list-style-type: none"> • Develop a plan for adapting Computer room into the Aspiring Learning Hub • Develop a master plan for junior primary building development, • The junior playground area is developed on the primary building development • Improve connections with our wider local environment and resources

environment		<ul style="list-style-type: none"> - explore the development of a community garden associated with Hurunui College, - Concept-based and cross-curricular focus are developed to utilise local expertise and environments - Class trips are focused, when relevant and appropriate for our local environments - build strong relationships with local sporting and recreational resources
Digital Technologies	Develop Teacher competence and understanding of the digital technologies curriculum	<ul style="list-style-type: none"> • Provide targeted professional development for teachers around the implementation of the digital technologies curriculum • Develop teacher competence and understanding if in the implementation of the digital technologies curriculum • Monitor the use of digital technologies in the school

3. Active, positive and caring citizens		
SWPB4L	Provide a safe physical and emotional environment for everyone who is Hurunui College through the School Wide implementation of PB4L	<ul style="list-style-type: none"> • Develop team to lead PB4L within the school • Appoint and resource a team leader within the school • Develop beliefs statements and review current practices • Restorative Practices to be embedded alongside SWPB4I
Restorative Practices	Restorative Practices underpin how we manage relationships in the school	<ul style="list-style-type: none"> • All teachers are trained in restorative practices • Restorative practices are maintained as the means for dealing with behaviour incidents and resolving conflict
Cultural Responsiveness	Recognise our commitment to the Treaty of Waitangi by ensuring that every student is enriched by an environment which values and reflects NZ's bi-cultural heritage.	<ul style="list-style-type: none"> • Build staff capacity in their knowledge of Tikanga Maori and Te Reo. • Work with the local whanau to build relationships and improve outcome for Maori students • Encourage staff to use Te Reo in formal and informal interactions
	Know and understand the cultural backgrounds of all students who come to Hurunui College and follow practices that reflect and cater to their differing needs	<ul style="list-style-type: none"> • Review the effectiveness of our processes and programmes to meet the cultural needs and diversities of students • Ensure that the staff are aware of the cultural needs and diversities of students
Environmental Awareness	To foster an awareness of the environmental impacts of our behaviours	<ul style="list-style-type: none"> • Build on the success of the Kiwi Watch and Nina Valley programme and look towards closer curriculum integration

	at a local, national and global level	<ul style="list-style-type: none"> • Improve our rubbish and recycling programmes to minimise the impact on landfills and the environment – reduce, reuse, recycle
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Annual Plan

Note – This Annual Plan is supported by other documentation in the College including:

- School Curriculum Plan
- Professional Development Plan
- Performance Management Programme (including Principal and staff appraisal processes)
- EEO Plan
- Annual budget
- 10-Year Property Plan
- 5-Year Property Plan
- Board policies
- Special Needs Programme
- Career Education at Hurunui College
- Careers Professional Support Plan
- Student Behaviour Management System
- Teachers’ Handbook
- Managing Relationships with Students (Handbook)

Strategic Goal 1: Dynamic, seamless curriculum.

Annual Goal 1.1: Student Progress and Achievement – All students at Hurunui College work towards reaching their full potential

Annual achievement targets:

- 80% of students in Y1-10 will be working at or above their curriculum level in writing
- NCEA - 85% of school leavers will obtain a level two or higher qualification
- 30% of students in Y11-13 will gain a merit or excellence endorsement at their appropriate NCEA level
- Maori achievement in Writing is raised to be in line with overall school achievement
- 85% of Maori school leavers will attain a level 2 qualification or higher.

Baseline information:

80% of students in Y1-10 will be working at or above the curriculum level in writing

Writing is seen as a key determinate of academic success across the curriculum. Through a focus on writing is felt that achievement in other levels will be raised. This will include reading and mathematics data and NCEA achievement into the future. Writing has consistently underperformed in relation to other national standard data at Hurunui College and also across our COL. In 2018 our Y1-10 OTJ data in writing sits at 67% (at or above) down on our 2017 data. Boys writing achievement (at or above) was lower than the overall school results, 64% (an improvement from 2018, 59%) and when also compared to girls, 70% (a significant decrease from 83% in 2018). A significant variable for 2018 is the inclusion of an OTJ at Y9 and Y10, which does have an impact on the overall trends.

NCEA - 85% of school leavers will obtain an NCEA level two or higher qualification

This target is in line with the Government's previous target that 85% of 18-year-olds will have achieved NCEA Level 2 or equivalent. Hurunui College school leavers data is currently below both the national level and what is reflected in overall achievement across our COL's. 2018 results show that of all our school leavers 72% left with NCEA level two or higher (compared with 71% in 2017). It needs to be noted that a number of those students that did not achieve NCEA Lv2 have continued into tertiary or alternative training pathways. Students that have transferred to another school are not included in these results.

30% of students in Y11-13 will gain a merit or excellence endorsement at their appropriate NCEA level.

Although our overall NCEA level achievement is satisfactory, it is of concern the number of students gaining NCEA Level endorsement at their appropriate level. Across all three levels in 2018 we achieved 11%, with no students gaining excellence endorsements. This is well below national data, which sits around 30% across all three NCEA levels.

Maori achievement in Reading, Writing and Mathematics is raised to be in line with overall school achievement.

Reading , Writing and Mathematics – Maori are disproportionately reflected in the Well Below and under-represent in the Above data in all areas. However reading and in particular Maori female reading shows the greatest disparities.

Reading - WB 12% cf. 8%, B 44% cf. 26%, At 44% cf. 48%, Ab 0% cf. 18%

Writing - WB 2% cf. 5%, B 42% cf. 28%, At 53% cf. 52%, Ab 3% cf. 15%

Mathematics - WB 4% cf. 3%, B 32% cf. 24%, At 59% cf. 59%, Ab 14% cf. 4%

85% of Maori school leavers will attain a level 2 qualification or higher.

Of the 18 school leaver in 2018, 7 are identified as Maori, 3 achieved NCEA Lv2, and 2 transitioned to another secondary school in 2019. 60% of Maori school leavers gained NCEA Lv2, compared to 72% across the school. This is a decrease in our 2018 data, where 100% of Maori school leavers gained NCEA Level 2 or higher. It is also noted that no Maori school leavers gained an endorsement at their highest leaving qualification.

Actions to achieve targets	Led by	Budget	Timeframe
1. Review assessment data with staff and identify students who will need extra support	Principal, Leadership Team		March 2019
2. Review and discuss the progress of identified students at syndicate and learning community meetings	Syndicate leaders, SLT's		Throughout year
3. Review existing programmes and provide tailored responsive support to meet the learning needs of the group and individuals within it.	Principal, Leadership Team		Term 1
4. Ensure an on-going focus on assisting identified students to make accelerated progress through staff meetings and professional learning programme	Principal, Leadership Team		Throughout year
5. Work with parents, families and whānau to find effective ways of supporting students' learning	Principal, Leadership Team, Subject teachers		Throughout year
6. Analyse end-of-year data to inform progress and planning for the following year	Leadership team		End of year

Annual aim 1.2: To improve the learning outcomes for students on our Special Education register.

Target: To provide targeted support for students on the special education register to allow them to make progress relative to their abilities and feel valued and included at Hurunui College

Baseline information: *Data identifies a number of students that are consistently working well below the National Standards in two or more areas or that are working at curriculum level 1 or 2 in years 9-13. The register identifies 37 students between Y1-13 that are identified in this way. These students require additional support and strategies to allow them to make progress relative to their abilities.*

Actions to achieve targets	Led by	Budget	Timeframe
1. Update special education register and make available to all teachers	SENCO		Term 1
2. Ensure SEG grant and target funding is equitably distributed amongst those with the highest needs	SENCO, Principal		Reviewed each term
3. Collate resources and run a session at a staff meeting where existing resources are shared, and ideas for other support canvassed	SENCO		By April

4. Explore innovative and inclusive ways of meeting the needs of our students with Special Education needs	SENCO, Principal		By May
5. Access PLD to assist teachers in meeting the diverse needs in their class, including those with Special Education needs	SENCO, Principal	PLD budget	Throughout year
6. Review existing classroom practices and the role the teacher aide plays, with a view to targeting the best teaching to those with the greatest need.	SENCO, Principal		By May
7. Encourage teacher aides to undertake professional learning so that they have a deeper understanding of children with Special Education needs, and are better equipped to assist them to achieve.	Principal, SENCO		Throughout year
8. Fund programmes and resources that best meet individual needs (e.g. SPEC)	Principal, SENCO	As required	Throughout year
9. Analyse end-of-year data to inform progress and planning for the following year	Senior leadership team		End of year

Annual aim 1.3: Learning Communities are utilised to foster student engagement and agency

Annual Targets:

- a. Curriculum pedagogy, teaching practice and collaboration is to be focused through the learning communities
- b. Conceptual Based Curriculum framework is implemented within the Investigating Learning Communities
- c. NCEA modular course construction is embedded in the Aspiring Learning Community
- d. Supportive Learning Groups utilised to foster academic and career counselling and mentoring

Baseline information: *2018 will the fourth year learning communities have been established at Hurunui College. Learning Communities are focused on developing greater collaboration, consistency and defining the learning experiences of the students in each community. The needs of the students are shared and continuity maintained. At Y11-13 they are designed to additionally support our Y11-13 students as they navigate their journey through NCEA and into employment or further tertiary or alternative education.*

Actions to achieve targets	Led by	Budget \$ or FTE	Timeframe
1. Learning Community Leaders remain appointed for the four Learning communities and form the basis of the leadership team	Principal	Nil	Feb 2019

2. Teachers are appointed to the position of Supportive Learning Teachers (SLT's)			
3. Clear job descriptions maintained for Learning Community leaders and status given to the positions	Principal	Nil	Feb 2019
4. Focus of learning is built upon and defined across Learning Communities	LC Leaders	Nil	Feb 2019
5. A user-friendly format developed to assist in academic counselling and pathway development	Aspiring Leader	As required	Feb 2019
6. Deeper curriculum links are formed through the delivery of the concept based curriculum in the Investigating Community.	Principal, Investigating Leader	PD budget	Term 1 and 2 2019
7. Modular and integrated curriculum delivery continues to be developed at NCEA level through the Aspiring Learning Community	Aspiring Leader, Sec DP	Nil	Term 2 and 3
8. Progressive pedagogy and practice are developed within learning communities.	LC Leaders and teams	Nil	Throughout the year
9. Opportunities for collaborative teaching and planning are investigated	LC Leaders and teams	Nil	Throughout the year
10. Review on-going effectiveness of SLG's and make on-going adaptations and improvements	Aspiring Leader	Nil	Term 4 2019
11. Review on-going effectiveness of Learning Communities and make on-going adaptations and improvements as seen necessary	Principal/LC Leaders	Nil	Term 4 2019

Annual aim 1.4: Teaching and Learning - A common language for thinking and learning is implemented school-wide

Annual Targets:

- a. Solo taxonomy remains a focus within the school-wide professional development and is utilised across the school

Baseline information: *Hurunui College was first introduced to Solo Taxonomy in 2014 has continued to slowly embed the constant language within learning and thinking across the school. This was support by the focus being extended across the Hurunui region as part of the Hurunui Learning Community Cluster and is now widely utilised across our three neighbouring Area Schools and within a number of our surrounding primary schools.*

Actions to achieve targets	Led by	Budget \$ or FTE	Timeframe
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1. New teachers are introduced to Solo Taxonomy	Principal, DP's, LC Leaders	Nil	As required
2. Solo taxonomy remains a focus within the school-wide professional development	Principal	Nil	Throughout the year
3. Solo Taxonomy is maintained as a focus within Learning Community professional discussions	LC Leaders	Nil	Throughout the year
4. Hurunui supports and is involved in the Hurunui Learning Community Cluster initiatives around SOLO Taxonomy	Principal	As required	Throughout the year

Annual aim 1.5: Hurunui College leaver's destinations from school are tracked and monitored.

Annual Target:

- a. Develop a system to monitor our Hurunui College leavers so we are better able to accurately track our graduate's contribution to community and society.

Baseline information: *Hurunui College is very aware that a number of our students who leave with no or minimal qualifications continue to move on and be very successful and contribute to the local and wider community. We are interested in trying to gather this information as a better measure of on-going success for our school leavers.*

Actions to achieve targets	Led by	Budget \$ or FTE	Timeframe
1. COL Within school Lead is employed to develop an inquiry to investigate school leavers qualification and destination data	Principal, SLT	NA	Term 1 2019
2. Inquiry is established and student data is collected	Principal SLT	NA	Term 2 2019
3. Assessment practices that contribute to school leavers qualifications is closely looked at.	Principal SLT	NA	Term 3/4 2019
4. Analysis of data present and recommendation made.	Principal SLT	NA	Term 4 2019

Strategic Goal 2: Adaptive, innovative teaching and learning environment

Annual aim 2.1: Develop the Hurunui College E-Learning Strategy and Direction

Targets:

- a. The E-Learning strategic plan is reviewed and focused on engagement and raising student achievement
- b. Provide for staff professional development on use of devices and transformational practice – CORE Ed or alternative
- c. Provisioning of devices for the Aspiring Community is monitored and evaluated at the end of 2019

Baseline information: *The E-Learning strategic plan was drafted in 2015 and the school has been working towards refining a clearer direction for E-Learning in the school. A new lead teacher of E-Learning was appointed at the end of 2016 and has worked hard to drive the strategic plan forward. The school invests heavily in devices and is important that we are seeing benefit for student achievement. It is important for us to now build staff capability in the use of these devices.*

Actions to achieve targets	Led by	Budget \$ or FTE	Timeframe
1. E-Learning committee to meet regularly to review and build on the strategic plan.	TIC E-LEARNING, Principal		Termly 2019
2. E-Learning strategic plan to continue to be developed	TIC E-LEARNING, Principal		Term 1 2019
3. A Digital citizenship plan is developed and promoted within the school and wider community	TIC E-LEARNING, Principal	As required	Term 1 and 2 2019
4. E-Learning professional development is maintained through staff meetings and one on one sessions.	TIC E-LEARNING	As required	Throughout the year
5. All expenditure is linked to the E-Learning strategic plan	TIC E-LEARNING, Principal	As required	Throughout the year
6. Monitor and review the Y11-13 use of provided devices.	Staff-wide		Throughout the year

Annual aim 2.2: Make effective use of the classroom, school and wider local environment

Targets:

- a. To maximise and broaden the use of the local environment to improve opportunities for teaching and learning.
- b. Investigate best use of current classroom use and future Discovery classroom buildings
- c. Discovery and Exploring Communities Integrated inquiry over view to reflect the local environment, history and its people.

Baseline information: The Hurunui Area is rich in history and natural resources and the school needs to look to more closely utilise these opportunities in our local environment.

Actions to achieve targets	Led by	Budget \$ or FTE	Timeframe
1. Develop a master plan for junior primary building development	Principal, EO, Logic Group		Term 1 and 2
2. Concept-based and cross-curricular focus is developed to utilise local expertise and environments	LC Leaders	As required	Throughout the year
3. Build strong relationships with local sporting and recreational resources	All staff		Throughout the year

Annual aim 2.3: Implement the Digital Technology curriculum across years 1-10

Targets:

- a. All staff to complete their digital passport.
- b. Staff to be up-skilled in digital technology framework.
- c. Professional development opportunities made available to staff.

Baseline information: The Digital Technology curriculum is due to be implemented in 2020 and it is important that our teachers are adequately up skilled and confident in the implementation of the curriculum.

Actions to achieve targets	Led by	Budget \$ or FTE	Timeframe

1. Ensure the digital technology curriculum is woven into our Professional Development plan for 2019	Principal, E-Learning Coordinator		Term 1
2. External professional development is accessed for staff.	Principal, E-Learning Coordinator	As required	Term 1 and 2 2019
3. On-going support giving to staff during the year	Principal, E-Learning Coordinator		Throughout the year

Strategic Goal 3: Active, positive and Caring Citizens

Annual aim 3.1: Provide a safe supportive physical and emotional environment for everyone who is at Hurunui College

Targets:

- a. Continue the implementation of School-Wide Positive Behaviour for Learning (SWPB4L) and implement the move to tier two.
- b. Restorative practices continue to underpin how we manage relationships at Hurunui College

Baseline information: Hurunui College has a long-standing association with restorative practices and has built on this from 2015, becoming an SWPB4L school. Embedding and integrating the underpinning philosophies of both Restorative Practices and SWPB4L is seen as essential in managing relationships within our school, and ensuring a consistent approach is utilised to manage school-wide behaviours and expectations. In our 2018 PB4L SET the school scored very high and began tier 2 training in late 2018.

Actions to achieve targets	Led by	Budget	Timeframe
1. Appoint and resource a team leader within the school	Principal	0.1 Staffing	January 2019
2. Develop team to lead both Tier 1 and tier 2 PB4L within the school	Principal, Team Leader, Pastoral team	\$7000	Term1
3. Complete PB4L Set	PB4L Team Leader		Term 2
4. New teachers to be trained in restorative practices	Principal	PD	Term 1
5. Attend both tier1 and tier 2 PB4L Cluster meetings and training	PB4L Team Leader/Coach, Tier 2 team		Throughout the year
6. PB4L expectations to become embedded in regular staff meetings and taught to students	PB4L Team Leader		Throughout the year

7. Restorative Practices to be embedded alongside SWPB4I	Leadership Team		On-going
8. Review SWPB4L implementation	Team Leader		Term 4

Annual aim 3.2: Cultural Responsiveness

Targets:

- a. Recognise our commitment to the Treaty of Waitangi by ensuring that every student is enriched by an environment which values and reflects NZ's bi-cultural heritage.
- b. Know and understand the cultural backgrounds of all students who come to Hurunui College and follow practices that reflect and cater to their differing needs.
- c. Maintain the momentum developed through Kapa Haka and Te Reo across the school.
- d. Support teachers in accessing Professional Development

Baseline information: *Hurunui College needs to continually challenge itself to improve our cultural awareness and inclusive practices. In 2016 we hosted the CASA Kapa Haka event as well as a community-wide Matariki celebration. We will look to build on this momentum in 2017 with a strong focus on engaging with our Maori community.*

Actions to achieve targets	Led by	Budget	Timeframe
1. Build staff capacity in their knowledge of Tikanga Maori and Te Reo.	Principal, TiC Maori	As required	Throughout the year
2. Whanau hui's to be held with the local whanau to build relationships and improve outcome for Maori students	TiC Maori		Termly
3. Powhiri's are regularly used to welcome new staff and students to the school	Principal, TiC Maori		As required
4. Te Reo to increasingly be incorporated as staff PLD	Principal, TiC Maori		Throughout the year
5. Ensure that the staff are aware of the cultural needs and diversities of students	Principal, TiC Maori		Throughout the year
6. School to continue to be involved in regular cultural activities eg CASA Kapahaka, Matariki, Maori language week	Principal, TiC Maori	\$1000	Throughout the year
7. Review the effectiveness of our processes and programmes to meet the cultural needs and diversities of students	Principal, SLT, TiC Maori, Staff		Term 4

Annual aim 3.3: Developing Environmental Awareness

Targets:

- a. To foster an awareness of the environmental impacts of our behaviours at a local, national and global level
- b. Develop school wide rubbish strategy

Baseline information: *The strategic review identified a need to better develop our environmental awareness in the school and become more inclusive of current practices that are in place.*

Actions to achieve targets	Led by	Budget	Timeframe
1. Investigate opportunities to integrate Kiwi Watch and Nina Valley programme closer within the curriculum	TiC Nina Valley		Term 1 and 2
2. To build on the recommendation based on Improving our rubbish and recycling programmes to minimise the impact on landfills and the environment – reduce, reuse, recycle	All Staff		Throughout the year
3. School wide rubbish strategy to empower students to be more strongly connected to where our rubbish goes and becoming an integral part of the process.	All staff	As required	Throughout the year