



# HURUNUI COLLEGE

## Te Kura o Hurunui College

STRATEGIC PLAN  
DRAFT - 2024 - 2026

**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**

## VALUES

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


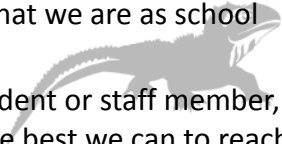
**RISE** at Hurunui College reflects the idea of the ākonga growing, standing up for what is right, developing a strong foundation to persevere beyond school and to be supported into their chosen pathway.



- **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.

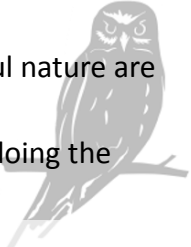
**Respect** is about the importance of respectful relationships: how we treat everyone in the school, adult or child, ākonga/student or staff member, parent or visitor, in the way we wish to be treated – with courtesy and kindness. We respect ourselves as learners, and do the best we can to reach our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

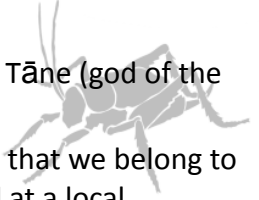
**Integrity** is about being true to ourselves, especially to the best version of ourselves. It is about being honest and acting responsibly, by doing the right thing because it's the right thing to do.



- **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 dwell 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 Kaiako/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



## 2026 - HURUNUI COLLEGE - STRATEGIC PLAN

Strategic Focus	1. Whakamārama – ākonga/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
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	1. Ākonga/student achievement is prioritised and clear achievement targets implemented 2. Assessment practices are consistent and focused on promoting ākonga progress 3. Progress is acknowledged and valued 4. Teaching and learning is targeted to the needs of individual ākonga/students	1. School wide consistent practices promote positive ākonga/student learning and engagement 2. Curriculum implementation is engaging and focused on ākonga needs & interests 3. Professional development is relevant and purposeful 4. Kaiako/Teachers and ākonga/students learn together in a reciprocal environment	1. Strong connections with whānau are valued and strengthened 2. Ākonga/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	1. Diversity is embraced. 2. Hurunui College continually strives to be a safe and inclusive environment. 3. Kaimahi/staff and ākonga/students feel valued and want to be part of Hurunui College. 4. Hurunui College is an environmentally aware and sustainable school.
Annual Integrated Targets	<b>Responsive Teaching and Learning - (<i>The How of Teaching</i>)</b> <b>Goal:</b> To deliver the refreshed New Zealand Curriculum through evidence-based, culturally responsive, and inclusive teaching practices that meet the needs of all ākonga.			
	<b>Empowering Achievement and Pathways - (<i>The What of student achievement</i>)</b> <b>Goal:</b> To implement a transparent assessment and reporting system that empowers ākonga to set high expectations, track their own growth, and secure meaningful qualifications for their future.			

# 2026 - HURUNUI COLLEGE - ANNUAL IMPLEMENTATION PLAN

## Annual Integrated Target 1: Responsive Teaching and Learning - *(The How of Teaching)*

**Goal:** To deliver the refreshed New Zealand Curriculum through evidence-based, culturally responsive, and inclusive teaching practices that meet the needs of all ākonga.

**Strategic Alignment:**

- 2. Ako:** Focuses on quality teaching, professional development, and reciprocal learning.
- 3. Whakawhanaungatanga:** Enhances cultural capability and integration of mātauranga Māori.
- 4. Manaakitanga:** Employs inclusive strategies and data-driven interventions for diverse learners.

**Note:** Combines 2025 targets: 2, 3 and 4

Key Actions	Responsibility	Resources	Timeframe	Measures
<b>1.1. Evidence-Based PLD:</b> Provide staff professional development that supports the revised NZC and integrates with Mātauranga Māori and inclusive teaching practices.	Principal, Cultural Leaders, DP Primary	PLD budget allocation Release/reliever teacher funding Resource purchases Coaching & mentoring Dedicated PLD time	Over the year	Kaiako surveys show increased confidence in both curriculum knowledge and delivery and cultural responsiveness.
<b>1.2. Culturally Responsive Planning:</b> Support Kaiako to update learning plans so they reflect the refreshed NZC and local cultural narratives	TiC Māori, Leadership Team, SCT	PLD funding, facilitators Time for staff collaboration and inquiry Iwi/whānau partnerships Planning tools and exemplars	Over the year	Lesson planning and observations show clear links to Māori perspectives and refreshed curriculum frameworks.
<b>1.3. Data-Informed Inclusion:</b> Use attendance, wellbeing, and achievement data to implement targeted interventions and inclusive teaching strategies.	SENCO, PB4L Committee, AKO Teachers	Data systems and tools PLD in data literacy and inclusive practice SENCO and learning support resources Time for inquiry and monitoring	Over the year	100% of ākonga with low attendance receive intervention; 10% improvement of term by term data of students attending regularly (90% of the time).

				70% of ākongā report improved wellbeing
<b>1.4. Observational Growth:</b> Conduct regular classroom walkthroughs and observations focused on consistent, positive learning behaviours.	Leadership Team, SCT, Specialist Kaiako	Observation tools and frameworks Leadership and release time PLD in effective pedagogy and coaching Data tracking systems	Terms 2 and 3	Observation data reflects consistent implementation of "Teaching for Positive Behaviour" and inclusive strategies.

## Annual Integrated Target 2: Empowering Achievement and Pathways - *(The What of student achievement)*

**Goal:** To implement a transparent assessment and reporting system that empowers ākongā to set high expectations, track their own growth, and secure meaningful qualifications for their future.

**Strategic Alignment:**

- 1. Whakamārama:** Prioritises ākongā success, academic excellence, and clear achievement targets.
- 2. Ako:** Encourages Kaiako and ākongā to learn together in a reciprocal environment where progress is valued.
- 3. Manaakitanga:** Ensures every student, regardless of their starting point, has a supported and identified pathway.

**Note:** Combines 2025 Targets: 1 and 2

Key Actions	Responsibility	Resources	Timeframe	Measures
<b>2.1. Clear Assessment &amp; Reporting:</b> Finalise and embed a school-wide assessment plan that provides clear, consistent feedback to whānau and ākongā.	Leadership Team	Assessment tools and templates PLD in assessment for learning Time for moderation and collaboration Communication platforms	Over the year	Assessment and reporting plans are active; surveys show parents/whānau understand student progress.
<b>2.2. Student-Led Goal Setting:</b> Facilitate regular sessions for all Year 1–13 ākongā	AKO/Homeroom Teachers	Goal-setting tools and templates PLD in student agency and assessment for learning	Over the year	Tracking documents show 100% of ākongā have active, monitored learning goals.

to set, monitor, and adjust learning goals that reflect high expectations.		Time for conferencing and reflection Digital or paper tracking tools		
<b>2.3. Targeted Achievement Interventions:</b> Use achievement data to identify and support students performing below expectations with a clear focus on literacy and numeracy.	SENCO, Secondary DP, All Kaiako	Assessment and data tools PLD in structured literacy and numeracy Teacher aide and intervention support Time for monitoring and inquiry	Terms 1 and 2	Data analysis shows accelerated progress for identified ākonga working just below the expected level; <b>including improved CAA results.</b> (See Achievement targets below)
<b>2.4. Future-Focused Pathway Mapping:</b> Ensure every Year 11–13 student has a documented pathway toward a relevant qualification and future employment or study.	DP Secondary, Careers/AKO Teachers	Careers advice and guidance tools Student planning templates Time for mentoring and meetings Community and tertiary partnerships	Over the year	100% of Y11-13 school leavers have a confirmed pathway identified.

Our Annual Integrated Targets are underpinned by our specific Student Targets	
<b>Engagement:</b>	At least 70% of ākonga report improved wellbeing and school experience.
<b>Attendance:</b>	100% of identified students receive appropriate interventions. 10% improvement of term by term data of students attending regularly (90% of the time).
<b>Achievement:</b>	Year 1-10 Reading, Writing, Maths <ul style="list-style-type: none"> <li>- 65% of students are working at or above the expected level.</li> </ul> 75% of students in Year 9-10 will be working at the expected level in Science, Social Science, Health & PE. CAA results - 50% by end of year 10, 75% by end of year 11, 100% by end of year 12. NCEA Endorsements - all identified students are supported to achieve merit and excellence endorsements.

All school leavers have a clear identified pathway onto further education, training or employment.

### Annual Implementation Plan and ERO Integration

The 2026 Annual Integrated Targets explicitly incorporate the key next steps identified in our recent ERO evaluation. These priorities ensure that Hurunui College remains focused on continuous improvement through four critical pillars. These are as follows...

**Whānau Partnership:** We are committed to co-designing a revised assessment and reporting system with our community to ensure ākonga and whānau have a clear, shared understanding of current achievement and future learning pathways.

**Curriculum Excellence:** We continue to align our local school curriculum and cultural narrative with the refreshed New Zealand Curriculum to ensure our teaching remains current, relevant, and engaging.

**Data-Driven Inclusion:** Our kaiako are focused on using data; including attendance, wellbeing, and achievement data to implement inclusive teaching strategies that meet the diverse needs of all learners, including NCEA success.

**Cultural Capability:** We are actively building staff confidence and capability in mātauranga and te ao Māori, ensuring our practice is culturally responsive and grounded in the local narratives of our community.

ERO Next Step	Annual Integrated Actions
1. Assessment & Reporting	Action 2.1: Finalise and embed a school-wide assessment plan focused on clear feedback to whānau
2. NZC Alignment	Action 1.1 & 1.2: PLD and unit planning updates to reflect the refreshed New Zealand Curriculum
3. Data & Inclusion	Action 1.3: Using attendance, wellbeing, and achievement data for targeted inclusive interventions
4. Cultural Capability	Action 1.1: Integrating Mātauranga Māori into staff PLD and classroom practice