

Annual Implementation Plan

Summary of the plan

Hukarere has been in a state of challenge and change for several years. Cyclone Gabriel meant that there were a lot of changes forced on the kura by the simple fact that the kura now had no site. This plan hopes to help the kura and community adapt to the changes and challenges by supporting the kura in its current state and providing some stability where there has been ongoing change for some time. Forward planning has been difficult with uncertainty around a regular physical space. Now that has been secured, this plan allows for Hukarere to strategize for the government priorities and also other key directions.

Government Priorities - 2025				
Government Priority	2025 Term I	2025 - Term II	2025 Term III	2025 Term IV
Clearer Curriculum	Gather student and staff voice regarding curriculum offered	Review and implement a timetable that allows for rich curriculum experiences	Ensure Curriculum changes, Te Mataiaho directions inform 2026 curricula	Planning and preparing for 2026 is based on feedback and review
Better approach to literacy/numeracy	Establish baseline data for NCEA LITNUM, CAA and Curriculum levels	Schedule appropriate programs of learning to support LITNUM success	Identify gaps in LITNUM progress and use data to provide targeted interventions	Implement professional advice to expand LITMUM beyond maths/english
Smarter assessment and reporting	Review reporting and assessment schedules from the previous year	Synchronise reporting and assessment to indicate student development and growth	Provide further update through reporting and assessment and highlight progress	Reporting at end of year and start of year educates community on strategic goals

Attendance Action Plan

The Attendance Action Plan below highlights the steps taken at school to approach attendance from a place of aroha and manaakitanga. The responses are scaled depending on the level of attendance. Attendance has been poor at Hukarere. COVID and the direct impact of Cyclone Gabrielle have contributed to low attendance rates. For Term I of 2025 the percentage of students attending school regularly was 12%.

Our target is for all students to be in regular attendance (90% or more). Students who demonstrate commitment to attending school regularly are celebrated. Regular attendance is something that is commendable and is incentivized through Hāpai ō classes who register the highest collated attendance rates for a 4-week period. Hāpai ō classes are made up of year levels. Further to this, the annual house competition is another way where individual students' attendance rates are collated and contribute to house points. Where there are concerns with attendance the Hāpai ō teacher is the first port of call to identify and support a student.

Actions that can be taken when we have irregular absences is to work with the student to find a solution. This is recorded on KAMAR. Whānau are notified but it is at a level where the student can make the necessary improvements. The Hāpai ō teacher's role is to monitor the student improvements which are subsequently celebrated. If student attendance drops to 80% it is clear that the measures in place have not worked. Consequences are put into place here. These include the student being withdrawn from co-curricular activities such as sports and cultural activities. a college Ball (senior) or socials (junior), trips and similar opportunities that are privileges.

The Hāpai ō teacher informs the whānau of this. Improvement is expected and attendance is closely monitored. SLT will meet with whānau to highlight the situation and the need for an immediate change in attendance. If a student drops below 75% a referral is made to Te Taiwhenua o Heretaunga who have the regional Attendance Service contract. The students timetable is removed. Students are removed from any Secondary tertiary partnership and/or trades courses or University papers they may be undertaking. Whānau are advised that the intention is to unenrol the student from Hukarere. SLT will meet with whānau to look at alternative pathways for the student that might suit the student better.

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Attendance Action Plan - 2025				
Attendance Rate	Action 1	Action 2	Action 3	Action 4 +
Regular Attendance - 90% + (90% + MOE standard)	Hāpai ō teacher celebrates student attendance with whānau through e-mail	100% attendance celebrated by kura at end of term assemblies	In Week 4 and 8 the best Yr level/Hāpai ō class best attendance go out for lunch	Each term attendance counts towards inter-house competition.
Irregular Absence - 85% - 89% (80% - 90% MOE standard)	Hāpai ō teacher has discussion with student to highlight concerns	Whānau are emailed by Hāpai ō teacher to highlight concerns	Students commit to plan to improve attendance. Entered on KAMAR	Attendance is closely monitored and the improvement is celebrated by teacher
Moderate Absence - 75% (70% - 80% MOE standard)	Sport, co-curricular, ball, social, trips privileges are withdrawn at 80%	Hāpai ō teacher follows up with student and email whānau to inform	Hāpai ō teacher monitors attendance closely to chart improvement	At 80% SLT meet with student and whānau to plan immediate response
Chronic Absence - 74% or less (70% or less MOE standard)	A student with 74% attendance or less is referred to the local Attendance service	The students timetable is removed	An intention to unenrol the student from Hukarere is shared with the whānau	SLT meet with whānau to look at alternative pathways for the student
Celebrating Improvement	While students may find themselves in less than ideal standards of attendance, it should be noted that improvement at any level is to be recognized and encouraged. For a student who is a long way off regular attendance, it may seem like a long road, Praise and small steps forward are important.			
Whānau Engagement	Similarly - all steps of this plan involve consistent communication and expectations being shared with whānau. By having whānau engaged with the plan and seeing the importance of their role and also understanding the different steps, will help to ensure the support is in place from home, the hostel and at school.			

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Literacy and Numeracy Action Plan

Literacy and Numeracy are a concern at Hukarere as they are nationwide. The plan below is a stepped indication of how we can better support our students to be literate and numerate during their junior years so that they are well prepared as senior students and have what they need. It is clear that this approach needs to be phased in across several years as there is currently need in the senior school. **Our target is for 100% of students to have their numeracy and literacy requirements necessary for qualifications.** Typically this will mean students in the junior school have achieved their Common Assessment Activities in Year 9 or Year 10. Students in the senior school will have achieved the required Literacy and Numeracy standards in NCEA. Typically students will achieve what they need in alignment with their year levels.

The junior program can leverage off of the CAA's. This provides an immediate indicator if further work is needed or not. There may be students who start at Hukarere with this already so the snapshot is a necessary measure. That said it is prudent to have a course of work leading up to these to help students prepare and to ensure that they are performing to their potential and have a course of pre-learning that contributes to developing comprehension.

A two-year junior program will be based on Maths and English however consideration will be made for as many curriculum areas as possible to contribute to a students growing understanding of literacy and numeracy. For example a composition piece in Te Ao Haka or a research task in Tikanga ā Iwi can all support students to improve their reading and writing. Training programs in Active As or measuring tasks in Food Technology can support numeracy.

Typically Year 10 is where the CAA will occur for most students. Having the initial assessment in May and the subsequent one in September provides a window to identify students who have missed out in the May assessment. An individualised program of support will include one on one time with a teacher aid to work through a program of help for each student. To ensure we look after the student holistically and to whakamana their time with us at Hukarere, all students will move through with their year level cohort. Should a student require CAA as a senior student they will sit it in May and September as needed. Leading into this they will also be identified from the previous year and have a program of support to help them with the CAA.

All students at Hukarere do English, Maths and Te Reo Māori at all NCEA levels. This provides twelve standards at Level 1 where students can gain their literacy and numeracy NCEA requisites. Further to this a support course made up of standards in Geography, Commerce and Religious studies can provide a further 4 standards that carry the requirements. Similar opportunities exist at both Level 2 and Level 3. To reiterate - Hukarere will keep students with their year level cohort and support those who still need to achieve their requisites through extra support rather than working below their level.

Literacy and Numeracy Action Plan - 2025				
Focus	Action 1	Action 2	Action 3	Action 4 +
CAA- Reading	Year 9/10 English course leads in to May reading assessment	All Year 9/10 rotation classes include reading focused tasks	One on one tuition for Year 9/10 students who miss May CAA	Any who need to repeat in May are tutored in the 3 week lead
CAA - Writing	Year 9/10 English course leads in to May writing assessment	All Year 9/10 rotation classes include writing focused tasks	One on one tuition for Year 9/10 students who miss May CAA	Any who need to repeat in May are tutored in the 3 week lead
CAA - Numeracy	Year 9/10 Maths course leads in to May Numeracy assessment	All Year 9/10 rotation classes include Numeracy focused tasks	One on one tuition for Year 9/10 students who miss May CAA	Any who need to repeat in May are tutored in the 3 week lead
NCEA Literacy and numeracy	Ensure all L1 students enrolled in 40+ NCEA LITNUM credits	10 week L1 course for those in need (extra 20 LITNUM credits)	Ensure any L2/L3 students needing LITNUM are enrolled	One on one tuition for any L2/3 student needing LITNUM

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Data Based	Both recent and historical data from CAA's and e-asttle will be used to inform practice and set targets for literacy and numeracy. NCEA has been a two year program for Year 11's that we have moved away from. Historical data prior to 2023 will be used to guide also.
Individualised Learning	While not an intention of this plan, it is an opportunity for students to know and understand the NCEA and LITNUM requirements of the system they are enrolled in. It will grow their sense of agency and drive to have individualised programs that cater to their needs.

Where we are at currently:

We have moved from a transition of spaces and places due to Cyclone Gabriel to now being in a steady location. In 2024 this took time to adjust to the space and to allow curriculum areas to adjust and adapt. NCEA data is positive for Hukarere with a number of initiatives put in place to work around the challenges and issues caused by the 2023 disruption and the adjustment to a new space.

ERO visited Hukarere at the end of 2024 which has been an opportunity to align strategic direction with their findings. You can find the Statement of Variance through [this link here](#). That highlights targets for the year for each of the strategic aims.

How will our targets and actions give effect to Te Tiriti o Waitangi:

Hukarere is an integrated school for Māori kōhine that comes through the Anglican faith. Targets and actions all give effect to Te Tiriti as this defines our essence of who we are. The identified targets and actions are crucial for Hukarere to realise its aspirations. The principles of Te Tiriti are also realised through these actions and Targets. All students achieving NCEA qualification and the focus on attendance ensures Māori participation in all achievement measures. Working with whānau and community to develop and imbed systems and structures that support achievement provides partnership. Curriculum Development allows for protection of Te Ao Māori - specifically as it relates to this kura and its 150 year history. Ensuring that our foundational knowledge at the junior school flows into the senior school means that we have pathways and direction. Being a kura Māori that is able to be guided by faith and culture ensures that we are responsible for our own direction and respective measures of success - Tino Rangatiratanga.

1. *Develop Data and evidence informed practices and processes - Target: 95% of all students achieve the NCEA qualification for their year level*

This ensures that our expectations and standards that Hukarere holds are high and all students are expected to excel. The use of Data ensures that decisions and actions taken share a singular focus and allows us to align our identity, our faith and our purpose with shifts and developments that are made towards supporting our kōhine to be successful.

2. *Strengthen systems to support regular attendance - Target: Student regular attendance rate grows to 90% or more*

Our students need to be here to do well. Hukarere has already been through a lot with the impact of the Cyclone in 2023. By focusing on attendance ensures that our kōhine are not only in a position to perform well, but it also allows them the time to return to a state of regularity, routine and repetition. Change and adaptation have been constants for two years and now is a time to settle and allow for students to focus on being students.

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3. Develop Systems and Structures to grow capacity and capability - Target: All systems and structures in place connect to student achievement

For our students to thrive and engage in their learning, we need to ensure the systems and structures we put in place around them will support them to do this. Central to this is engaging with our parents, caregivers and whānau so that vision and aspiration are shared across an entire community. While this seems obvious, the time required to stand on solid foundations after a period of upheaval due to the Cyclone is intensive and requires strategy and intent.

4. Curriculum Development - Target: Operating a full curriculum with clear pathways from junior to senior

Hukarere is a small school and often Te Kura is used to allow senior students to study when specialist teacher support may not be available. Focusing on Curriculum development at a junior level can help us to broaden the curriculum and subsequent opportunities for kōhine. Te Kura will always allow for further options for specialist resourcing but this aim and target can also allow Hukarere to develop strengths and programs that extend from Year 9 through to Year 13.

Information on teaching and learning strategies:

In 2025 Teacher PLD is focusing on pedagogy. Using Bishops ‘teaching to the North-East’ as a basis the intent is to develop positive relationships as a means for high academic expectations and standards. This will include reporting to whānau being reviewed and revised to connect to our use of data.

Data to inform practice is going to be a combination of attitudinal progress, attendance percentages, academic outcomes and teacher perspective. The CAA’s are crucial but perhaps not the be all and end all to report on. Rather it will be used as baseline data that allows us to respond to individual need.

Specific actions taken in 2025 will be:

- Teacher PLD focused on pedagogy
- Reporting to whānau being reviewed and revised
- Data informed practices informing decisions and accurate reporting as well as individual support

As detailed in the Attendance Action Plan we will meet this Government priority by:

- Celebrating regular attendance and improvement
- Clear communication and expectations shared with our community
- Accurate recording and monitoring of attendance data

As detailed in the Literacy/Numeracy Action Plan we will meet this Government priority by:

- Aligning curriculum with literacy and numeracy focused learning
- Using data to inform practice and support for individual student need
- Creating targeted interventions for literacy and numeracy