

# ANNUAL PLAN 2025



## TARGETS

1. NCEA corequisites >95%
2. UE Pass rate >70%
3. NCEA Pass rates L2/3 >90%
4. NCEA Excellence endorsements L2&3 >20%
5. 55% students involved in organised sport
6. Student attendance: 65% attend 90%+
7. Y7-10 data: PATs > mean 5.8 for numeracy & literacy

## HAUORA

To continue to strengthen student and staff wellbeing, enhancing the pillars of hauora (whenua, emotional, spiritual, social & physical health). **Ākonga are well-rounded, happy and empowered to thrive.**

*He hauora te taonga*

ACTIONS	RESPONSIBILITIES	SUCCESS INDICATORS
<b>Kauri House</b> is established as a wellbeing hub, supporting student wellbeing, tier 2 literacy & numeracy interventions, and	SLT ARM	<input type="checkbox"/> Kauri House is fully operational <ul style="list-style-type: none"><li>- Furniture (budgeted) is installed</li><li>- Staffing (LSC, 2 x TAs, 2xHOYs) are based</li></ul>

students needing support with social/emotional regulation.		<p>here</p> <ul style="list-style-type: none"> <li>- Tier 2 interventions - booster groups in literacy &amp; numeracy - operate successfully</li> <li>- Wellbeing programmes run for students</li> <li>- Strong communication occurs to ensure coherence</li> <li>- An initial impact report is written at the end of term 1, and then an annual report at the end of 2025.</li> </ul>
The <b>HOF Wellbeing</b> oversees our provision of student wellbeing, and initiates programs and interventions as necessary. Existing programs and presentations are reviewed.	HUT	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students are supported to achieve success. Student wellbeing improves year on year.</li> <li><input type="checkbox"/> Targeted interventions successfully support students who are showing high levels of challenge, anxiety or social, emotional and mental health.</li> </ul>
A group of staff, including PPTA representation, explore opportunities for teacher <b>workload reduction</b> informed by <i>Making room for Impact</i> (Hamilton, Hattie & Wiliam) & <i>The Pruning Principle</i> (Breakspeare).	SLT PPTA branch	<ul style="list-style-type: none"> <li><input type="checkbox"/> The group is convened in Term 1 and engages with the literature <ul style="list-style-type: none"> <li>- Recommendations &amp; suggestions are made to SLT by the end of Term 2</li> <li>- A schedule of workload reduction initiatives is developed, and implemented over time.</li> </ul> </li> </ul>
<p>The <b>Y10 Rite of Passage</b> programme, including <b>Hōteo Wero</b>, is fully established and operational for 2025.</p> <p>Sponsorship is sought from the community to enable all students to attend.</p>	SLT Director of Camps	<ul style="list-style-type: none"> <li><input type="checkbox"/> Hōteo Camps run from the start of 2025 <ul style="list-style-type: none"> <li>- Camps are run safely</li> <li>- Ongoing student &amp; parent voice informs and shapes the experience. A google survey occurs after each camp, with summary findings presented termly to SLT.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- Ongoing PD is made available to the Director of Camps</li> <li>- Camps are inclusive &amp; accessible; sponsorship is gained</li> </ul>
<p>Measures to <b>enhance the campus</b> to ensure a pleasant experience for students continue</p> <ul style="list-style-type: none"> <li>- Continue to improve student bathrooms</li> <li>- Complete seating under sheltered areas, to provide respite from sun/rain</li> <li>- Classroom furniture upgrades continue</li> <li>- Swimming pool changing room improvements</li> <li>- Reception spruce-up, including new paint</li> </ul>	BOT Property Principal	<ul style="list-style-type: none"> <li><input type="checkbox"/> B-block bathroom upgrades are planned &amp; included in property plans</li> <li><input type="checkbox"/> Swimming Pool changing room upgrades are planned &amp; included in property plans</li> <li><input type="checkbox"/> New seating for sheltered areas is completed</li> <li><input type="checkbox"/> At least four classrooms have new furniture each year.</li> <li><input type="checkbox"/> E-Block gardens are re-planted</li> <li><input type="checkbox"/> A Performing Arts outdoor stage is planned and presented to the BOT for consideration</li> <li><input type="checkbox"/> The front office reception area is refreshed</li> </ul>
<p>The <b>Sports Strategic Plan</b> informs the provision of coaching, leadership and management support, mentoring, accountability and PD.</p> <p>Strengthening communications ensures parents and coaches/managers are well informed</p>	BLY KOE	<ul style="list-style-type: none"> <li><input type="checkbox"/> The 3-year Strategic Plan for sport is operational.</li> <li><input type="checkbox"/> Student participation grows year on year, as evidenced through College Sport data</li> <li><input type="checkbox"/> Communication channels are fully utilised</li> </ul>
Our <b>EOTC program</b> operates safely and supports our Hauora intent.	TEN	<ul style="list-style-type: none"> <li><input type="checkbox"/> EOTC activities are run safely with zero accidents</li> <li><input type="checkbox"/> H&amp;S minutes show engagement with various scenarios.</li> </ul>

The Health & Safety Committee engages with scenario planning to inform their work. Workplace hazards are anticipated and mitigated.		
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## CULTURE

To continue to grow a culture of inclusivity and genuine mutual respect underpinned by our PRIDE values which drives highly engaged behaviour for learning. **Students feel safe and are fully engaged active learners.**

*Clarity creates an aligned team, and an aligned team sustains culture (Jenny Thompson)*

ACTIONS	RESPONSIBILITIES	SUCCESS INDICATORS
Good <b>classroom behaviour</b> continues to be a priority.  Issues such as <b>bullying</b> continue to be tracked and resolved.	SMT	<input type="checkbox"/> Teachers are fully supported to manage classroom behaviour <input type="checkbox"/> Mahurangi is a safe, calm and positive environment and students behave with consistently high levels of respect for others.

<p><b>Routines</b> continue, and for 2025 include:</p> <ul style="list-style-type: none"> <li>- Y9 lineups</li> <li>- Devices closed when the teacher is speaking</li> </ul> <p>The 'why' of behaviour expectations is presented to students in assemblies.</p> <p>SLT increases their presence in classes to support staff with behaviour management.</p> <p>Kamar 'pastoral' is modified to more efficiently record pastoral issues.</p> <p>Student voice helps inform the strategic direction.</p>	<p>SMT HOYs</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clear instructional &amp; behavioural routines are evident</li> <li><input type="checkbox"/> Students have clarity as to why certain routines and expectations exist</li> <li><input type="checkbox"/> Kamar upgrades are actioned</li> <li><input type="checkbox"/> Student voice on classroom culture is collected as part of our standard processes</li> </ul>
<p>Our <b>Attendance Strategy</b> addresses the needs of students / families who find it challenging to attend school.</p> <p>Pastoral staff are tenacious in tracking and addressing root causes of attendance</p> <p>We continue to review the needs of individual students and put into place <b>individualised programmes</b> to address any attendance issues.</p>	<p>TEN BLY HOYs Wellbeing team</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A <b>STAR</b> (Stepped attendance response) process is developed (required by 2026)</li> <li><input type="checkbox"/> The '<i>Regular Attendance</i>' 90% minimum expectation strategy begins <ul style="list-style-type: none"> <li>- Year 1 (2025). 90%+ AR (Attendance Rate) required for participation in: AIMS, Zone Days, Summer &amp; Winter Sports Tournaments, the Senior Ball, Sports Exchanges &amp; Prefect applications.</li> <li>- Year 2 (2026). Add: Y8 Camp, Hōteo, Premier Sports Teams, Major Production</li> </ul> </li> <li><input type="checkbox"/> Persistently absent students are identified quickly</li> </ul>

<p>Improvement in individual attendance is recognised &amp; celebrated.</p> <p>Peer to peer initiatives (c.f other schools) are investigated and considered.</p>		<p>and effectively. Referrals to <i>Managed Moves</i> occur promptly</p> <p><input type="checkbox"/> System improvements:</p> <ul style="list-style-type: none"> <li>- New MOE attendance codes are used</li> <li>- Messaging to parents is positive, regular and informative</li> </ul>
<p>Maintain &amp; grow opportunities for students to <b>celebrate their culture</b></p> <p>Authentic representations of Te Ao Māori e.g. Pou, Tekoteko are added to the school campus, as appropriate.</p> <p>A self-review (Hautū) of <i>Māori Cultural Responsiveness</i> is undertaken</p>	HUT SCL	<p><input type="checkbox"/> Attend Polyfest 2025; maintain current cultural events</p> <p><input type="checkbox"/> Continue engagement with iwi to support haka &amp; pōwhiri, and to further build our relationship.</p> <p><input type="checkbox"/> Te whanau o Mahurangi group is active and drives Māori engagement &amp; success</p> <p><input type="checkbox"/> Hautū is completed, and findings/recommendations reported to the BOT to inform strategic planning</p>
<p>A staff <b>retention &amp; recruitment</b> approach is developed, which anticipates areas of need. This may include targeted overseas recruitment. A 'staff recruitment' video is commissioned. More Māori &amp; Pacific staff are employed where possible.</p>	SMT	<p><input type="checkbox"/> Mahurangi is fully staffed with passionate professionals.</p> <p><input type="checkbox"/> Staff recruitment video is completed</p>
<p><b>Pacific Learners</b> are supported to be "<i>secure in their identities, languages and cultures, and participating, engaging and achieving in education, contributing fully to Aotearoa, New Zealand's social, cultural and economic wellbeing.</i>" -Tapasa</p>	HUT SCL	<p><input type="checkbox"/> Pacific attendance improves</p> <p><input type="checkbox"/> Pacific academic achievement improves</p> <p><input type="checkbox"/> Pacific student voice indicates connection with Mahurangi College</p> <p><input type="checkbox"/> Staff support the church-based homework club</p>

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## CURRICULUM

To continue to build an ambitious and challenging curriculum, carefully sequenced and underpinned by knowledge, including Mātauranga Māori, with particular focus on literacy and numeracy. **Every student is a competent reader.**

*A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even disadvantaged pupils to clamber in to the discourse and practices of the educated, so that they gain the advantages of the powerful (Christine Counsell)*

ACTIONS	RESPONSIBILITIES	SUCCESS INDICATORS
We continue to build an <b>ambitious and challenging Y7-13 curriculum</b> : <ul style="list-style-type: none"><li>- A process of continual review and refinement of curriculum occurs</li><li>- The Mahurangi College curriculum aligns with the refreshed NZC</li><li>- NCEA changes are embedded</li><li>- Curriculum maps are developed</li></ul>	SMT HOFs	<ul style="list-style-type: none"><li><input type="checkbox"/> Teachers are resourced to confidently teach Science &amp; Geo/Hist at Y8</li><li><input type="checkbox"/> Staff effectively deliver NCEA changes</li><li><input type="checkbox"/> Students achieve well over time and the implementation and impact of the curriculum means that they know more over time. Students are ready for the next stage of their learning.</li></ul>
Curriculum <b>booklets</b> that align with cognitive science continue to be developed, with	SCH TAH	<ul style="list-style-type: none"><li><input type="checkbox"/> Staff confidently use curriculum booklets where appropriate.</li></ul>

oversight from Liana & Gaynor		<input type="checkbox"/> Booklets include thoughtful adaptations to ensure all students can access the curriculum
Support for students <b>needing extra assistance</b> continues.	TAH	<input type="checkbox"/> Tier 3 interventions are developed to support those students who need further, individualised support
<b>Sparx Maths</b> is introduced at Y9	HOF Maths ARM	<input type="checkbox"/> Students make progress in Maths, and are well prepared for the co-requisites
A clear, evidence-informed <b>homework policy</b> is developed to give clarity to staff and parents.	SCL	<input type="checkbox"/> A homework policy is finalised. High quality, evidence-informed homework is set for students. Parents understand how to support their child with homework.
Curriculum areas for <b>review</b> (Board presentations) 2025: <ul style="list-style-type: none"> <li>- Careers</li> <li>- International</li> <li>- Technology</li> <li>- English</li> <li>- Library</li> </ul>	HOFs	<input type="checkbox"/> The Board is well informed on these areas, and can strategically allocate resourcing <input type="checkbox"/> Year on year improvement occurs
The <b>NZC changes</b> in 2025 (Y0-8 Maths & Y0-13 English). An hour a day of instruction in each of reading, writing and maths is required.	HOA	<input type="checkbox"/> MOE Curriculum changes are embedded in our Mahurangi College curriculum <input type="checkbox"/> Compliance is met for the '3 hours a day'



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## PEDAGOGY

To continue to grow highly effective teachers whose understanding of pedagogy is supported by robust research and cognitive science. **High impact teaching practice is visible in every classroom.**

*A school where every teacher believes they need to improve, not because they are not good enough, but because they can be even better (Dylan Wiliam)*

ACTIONS	RESPONSIBILITIES	SUCCESS INDICATORS
We continue to grow the use and understanding of <b>Explicit Instruction</b> as our tier one teaching approach.	SLT KNG	<input type="checkbox"/> There is a clear and shared understanding of what good teaching and learning looks like. Staff can articulate their understanding of explicit instruction.
<b>Professional learning</b> focuses on: <ul style="list-style-type: none"><li>- Explicit teaching</li><li>- Classroom management</li><li>- Culturally responsive teaching</li></ul> Some PD is <b>bespoke</b> , individualised for staff (alongside teaching sprints and whole school PD).  PD programmes including <i>Innerdrive</i> (Teacher CPD Academy), and <i>Steplab</i> are	SLT KNG	<input type="checkbox"/> Comprehensive PD is provided for staff, including <ul style="list-style-type: none"><li>- tiered classroom management PD</li><li>- explicit teaching PD</li><li>- culturally responsive PD</li></ul> <input type="checkbox"/> Video examples of best practice are used extensively  <input type="checkbox"/> Shifts in practice are evident

evaluated, and purchased if show benefit		
Teachers successfully <b>adapt lessons</b> to meet the needs of all learners, including our neurodiverse students.	Staff	<input type="checkbox"/> All students can access the curriculum and make good progress
Our Mahurangi ' <b>Principles of Instruction</b> ' are revisited, so that staff have a good understanding of evidence-informed practice.	SCL HOFs	<input type="checkbox"/> Principles of instruction are evident in lessons, evidenced by lesson plans and conversations with teachers
<p>A whole school <b>writing strategy</b> is developed by a team of staff, which includes:</p> <ul style="list-style-type: none"> <li>- Quality over quantity</li> <li>- Focus at the sentence level</li> <li>- Grammatically correct writing</li> </ul> <p>The Writing Strategy is then shared with faculty.</p>	CRS SCL HOA	<input type="checkbox"/> A writing strategy is developed and shared with staff.