

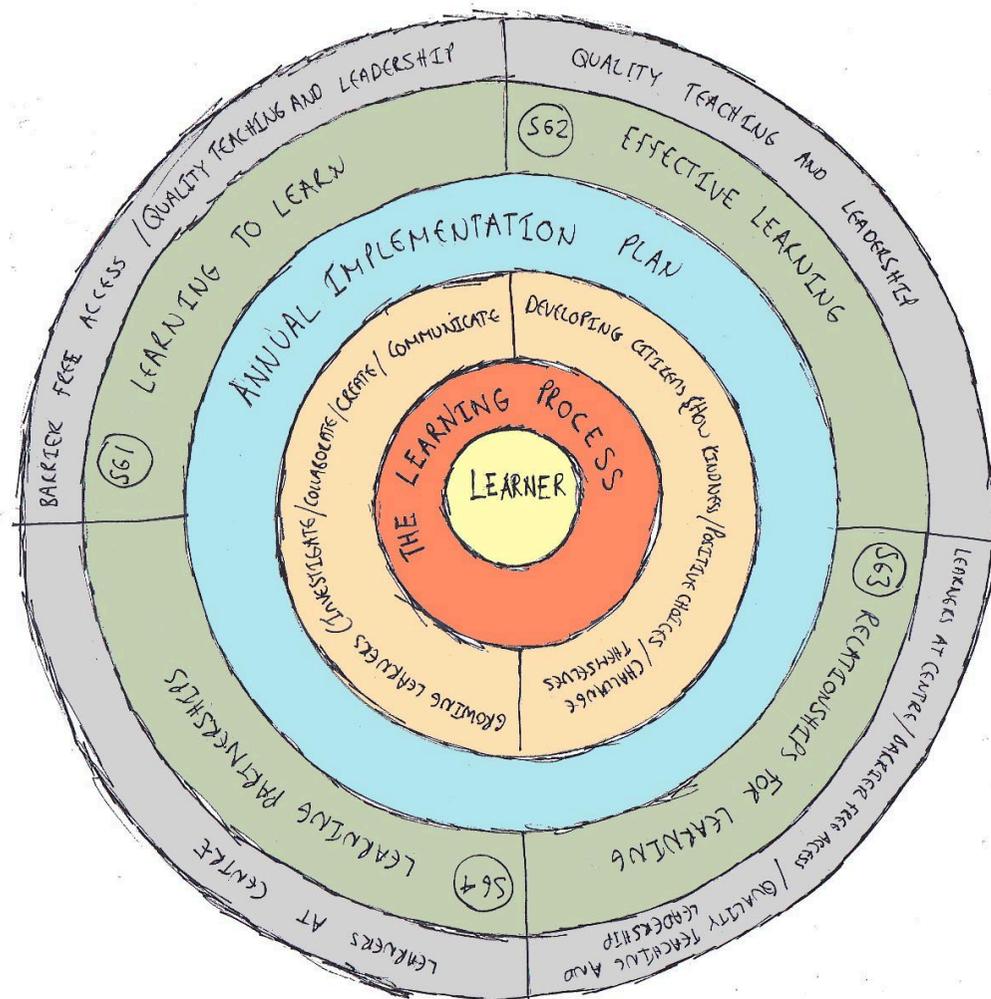


Hillsborough Primary School



Strategic Goals and Annual Plan

A visual presentation of how the HPS learner is developed and nurtured by the processes and systems that exist within the school, and informed by external requirements. All areas are expanded within the Strategic and Annual plan to give the overall strategy and direction for the school.



Hillsborough Primary School Strategic Plan

Our Vision - to Grow Learners and Develop Citizens

Our Mission Statement

Growing Learners -

we will shape and grow our students to think critically, connect, learn and participate, by providing opportunities to

★ Investigate ★ Collaborate ★ Create ★ Communicate

- our Learner Actions

Developing Citizens -

we will develop citizens by teaching students how to

★ Show Kindness ★ Make Positive Choices ★ Challenge Themselves

- our School Values

Strategic Plan Focus Areas for 2026

Strategic Focus #1	HPS Vision Principle - Effective Teaching	
Definition: What do we want?	Teaching and Learning programmes at HPS will promote effective teacher practice to ensure positive learning outcomes for all students	
Educational Priorities:	Barrier Free Access ; great education opportunities and outcomes are within reach for every learner - Ensure every learner/ākonga gains sound foundation skills in literacy and numeracy. Quality Teaching and Leadership ; make the difference for learners and their whānau - Develop staff to strengthen teaching	
What it looks like in:		
2026 Refine and consolidate teaching and learning practices for structured literacy and maths	2027 <i>To be developed when revised</i> <i>Educational Priorities are confirmed</i>	2028 <i>To be developed when revised</i> <i>Educational Priorities are confirmed</i>

Strategic Focus #2	HPS Vision Principle - Learning to Learn	
Definition: What do we want?	Teaching and learning programmes at HPS will grow engaged and empowered learners who strive for personal excellence and achieve success through knowing what to learn and how to achieve that	
Educational Priorities:	Learners at the Centre ; learners with their whānau are at the centre of education - Have high aspirations for every learner/ākonga	
What it looks like in:		
2026 Use Making Learning Visible practices across the school to promote learner agency based on the new curriculum	2027 <i>To be developed when revised</i> <i>Educational Priorities are confirmed</i>	2028 <i>To be developed when revised</i> <i>Educational Priorities are confirmed</i>

Strategic Focus #3		HPS Vision Principle - Opportunities for Learning		
Definition: What do we want?		Teaching and Learning programmes at HPS will integrate an inquiry process to build knowledge and skills to improve student learning outcomes		
Educational Priorities:		Quality Teaching and Leadership; makes the difference for learners and their whānau - Develop staff to strengthen teaching		
What it looks like in:				
2026 Re-develop a collective understanding of an integrated inquiry process based on the new curriculum		2027 <i>To be developed when revised</i> <i>Educational Priorities are confirmed</i>		2028 <i>To be developed when revised</i> <i>Educational Priorities are confirmed</i>

Strategic Focus #4		HPS Vision Principle - Learning Partnerships		
Definition: What do we want?		Collaborative relationships to support and improve student learning outcomes		
Educational Priorities:		Learners at the Centre; learners with their whānau are at the centre of education - Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and community - Ensure places of learning are safe and inclusive		
What it looks like in:				
2026 Develop clear and open systems of sharing learning (progress & achievement), celebrating success and diversity, and supporting student engagement (attendance)		2027 <i>To be developed when revised</i> <i>Educational Priorities are confirmed</i>		2028 <i>To be developed when revised</i> <i>Educational Priorities are confirmed</i>

Annual Plan Overview for 2026

What do we want for Hillsborough Primary School in 2026?

Effective Teaching

Learning to Learn



Reflective and evaluative teaching practice
as a means to enhance teacher capability and improve learning outcomes for ako

Engaged and empowered learners who strive for
personal excellence and achieve success through
knowing what to learn and how to achieve that



By consolidating redefined maths and literacy
teaching across the school, through

- Individual and group PLD for Maths, Structured Literacy and Writing
- Collaborative planning within teams and/or cohorts
- CAT's to develop tools and resources
- PLD provider to work alongside the HPS teaching team upskilling in Writing and Maths pedagogy

By unpacking new assessment
requirements and creating systems
for:

- assessing students
- collecting and collating data
- data analysis and goal setting

By making learning visible and expectations
clear in the classroom, through

- Having student learning tools with progress steps broken into manageable chunks
- Sharing learning tools and systems for reflection, for Literacy and Maths, with students
- Teaching students how to reflect on learning and set next steps, particularly in Writing and Maths



This will lead to:

- Skills and knowledge to teach using a Structured Literacy approach that is responsive to learners needs
- Skills and knowledge to teach the progress points for writing
- Skills and knowledge to teach maths which is inclusive of ideas, concepts and processes to develop mathematical understanding

This will lead to:

- having an understanding of assessment practices based on the new curriculum
- Identification of students requiring learning support and promote equitable outcomes for Maori learners
- reporting progress and achievement with whanau and the Board

This will lead to:

- Student agency - learners tracking their learning and setting goals
- Responsive teaching - robust conversations between teacher and student around next steps for learning
- Progress and Achievement - improved outcomes
- Robust Learning Conversations - between student-teacher, student-student and student-whanau

What do we want for Hillsborough Primary School in 2026?

Opportunities for Learning

An inquiry process that will grow knowledge and skills through an integrated curriculum to improve student learning outcomes

By reviewing our current inquiry process, through

- Researching inquiry models
- Individual and whole staff PLD

This will lead to:

- Teachers having a collective understanding of an integrated inquiry process which builds on understanding
- Students making connections with their learning

By reviewing our current inquiry overview, through

- Gathering teacher and student voice
- Investigating curriculum requirements

This will lead to:

- Teachers having a clear understanding what is required for the new curriculum areas
- A knowledge rich curriculum based on interests
- Increased student engagement in cross curricula learning

Learning Partnerships

Collaborative relationships to support and improve student learning outcomes

By developing clear and open systems of sharing and celebrating learning, through

- Whanau workshops and/or sharing information about curriculum expectations and new assessment requirements
- Encouraging whanau to be part of experiences, performances, sharing of knowledge and skills involving their tamariki

This will lead to:

- Whanau having a clear understanding of teaching, learning and achievement at HPS
- A greater home-school partnership
- Stronger connections with our community

By supporting whanau with student engagement at school, through

- Sharing clear expectations for school attendance
- Monitoring and tracking attendance levels with termly reports
- Offering support and/ or suggesting systems to help engage learners and support whanau

This will lead to:

- Improved attendance levels and student engagement

Annual Plan Goals for 2026

2026 Annual Goals for Strategic Focus #1 - Effective Teaching; Teaching and Learning

Objective for 2026	By consolidating redefined maths and literacy teaching across the school, through <ul style="list-style-type: none"> • Individual and group PLD for Maths, Structured Literacy and Writing • Collaborative planning within teams and/or cohorts • CAT's to develop tools and resources • PLD provider to work alongside the HPS teaching team upskilling in Writing and Maths pedagogy 	
Expected Outcome for 2026	This will lead to: <ul style="list-style-type: none"> • Skills and knowledge to teach using a Structured Literacy approach that is responsive to learners needs • Skills and knowledge to teach the progress points for writing • Skills and knowledge to teach maths which is inclusive of ideas, concepts and processes to develop mathematical understanding 	
Actions to Meet Outcome:	Resourcing:	Monitoring:
<ul style="list-style-type: none"> • <u>Structured literacy refinement and consolidation</u> <ul style="list-style-type: none"> - Programming and planning review - is it responsive to learners' needs? <ul style="list-style-type: none"> → Reading → Spelling - Focus on extending learners - Support for Tier 2 learners 	Team leaders <ul style="list-style-type: none"> • L.Kiwi • Kiwi • Tui 	<u>Term 1 update</u>
<ul style="list-style-type: none"> • Upskilling to teach <u>writing</u> <ul style="list-style-type: none"> - Rubric ?? - Writing overview? - Teaching sequence 	Louise Dempsey English curriculum leader + CAT	<u>Term 1 update</u>
<ul style="list-style-type: none"> • Refinement of <u>maths teaching</u> <ul style="list-style-type: none"> - Programming and planning using 10 day cycle - Review of MNP resources - Focus on extending learners - Support for Tier 2 learners 	Lucie Cheeseman Maths curriculum leader + CAT	<u>Term 1 update</u>

2026 Annual Goals for Strategic Focus #1 - Effective Teaching; Progress and Achievement

<p align="center">Objective for 2026</p>	By unpacking new assessment requirements and creating systems for: <ul style="list-style-type: none"> • Assessing students • Collecting and collating data • Data analysis and goal setting 	
<p align="center">Expected Outcome for 2026</p>	This will lead to: <ul style="list-style-type: none"> • Having an understanding of assessment practices based on the new curriculum • Identification of students requiring learning support and promote equitable outcomes for Maori learners • Reporting progress and achievement with whanau and the Board 	
<p align="center">Actions to Meet Outcome:</p>	<p align="center">Resourcing:</p>	<p align="center">Monitoring:</p>
Review and understand the new assessment requirements as set out by the MOE	SLT	<u>Term 1 update</u>
Develop systems across the school to capture assessment in line with MOE requirements <ul style="list-style-type: none"> - Upskilling staff 	SLT PLD if required Whole staff	<u>Term 1</u> <ul style="list-style-type: none"> • Phonics checks
Develop reporting systems <ul style="list-style-type: none"> - Whanau - Board - MOE in line with MOE requirements, which may include whanau workshops communicating changes	SLT PLD if required Whole staff Whanau	<u>Term 1 update</u>

2026 Annual Goals for Strategic Focus #2 - Learning to Learn

<p align="center">Objective for 2026</p>	<p>By making learning visible and expectations clear in the classroom, through</p> <ul style="list-style-type: none"> • Having student learning tools with progress steps broken into manageable chunks • Sharing learning tools and systems for reflection, for Literacy and Maths, with students • Teaching students how to reflect on learning and set next steps, particularly in Writing and Maths 	
<p align="center">Expected Outcome for 2026</p>	<p>This will lead to:</p> <ul style="list-style-type: none"> • Student agency - learners tracking their learning and setting goals • Responsive teaching - robust conversations between teacher and student around next steps for learning • Progress and Achievement - improved outcomes • Robust Learning Conversations - between student-teacher, student-student and student-whanau 	
<p align="center">Actions to Meet Outcome:</p>	<p align="center">Resourcing:</p>	<p align="center">Monitoring:</p>
<ul style="list-style-type: none"> • Student learning tools created for writing and maths (investigate for reading) <ul style="list-style-type: none"> - Unpack progress steps 	<p>Maths CAT English CAT</p>	
<ul style="list-style-type: none"> • Teachers learn / implement strategies to teach students how to reflect on their learning and explain/show evidence of their learning 	<p>Whole staff ? Louise for writing ? Lucie for maths</p>	
<ul style="list-style-type: none"> • Learning conversations 		

2026 Annual Goal for Strategic Focus #3 - Opportunities for Learning

<p align="center">Objective for 2026</p>	<p>By reviewing our current inquiry process, through</p> <ul style="list-style-type: none"> ● Researching inquiry models ● Individual and whole staff PLD ● Gathering teacher and student voice ● Investigating curriculum requirements 	
<p align="center">Expected Outcome for 2026</p>	<p>This will lead to:</p> <ul style="list-style-type: none"> ● Teachers having a collective understanding of an integrated inquiry process which builds on understanding and a clear understanding what is required for the new curriculum areas ● A knowledge rich curriculum based on interests so that students can make connections with their learning, leading to increased student engagement in cross curricula learning 	
<p align="center">Actions to Meet Outcome:</p>	<p align="center">Resourcing:</p>	<p align="center">Monitoring:</p>
<p>Research/investigate inquiry models</p>	<p>SLT</p>	
<p>Review existing inquiry overview - Gather student and teacher voice</p>	<p>SLT Teachers</p>	
<p>Review MOE curriculum implementation guides for each curriculum area - Key changes - Requirements</p>	<p>SLT</p>	
<p>Participate in Curriculum MOE Leadership PLD, with a focus on the initial major focus area for the beginning of 2027</p>	<p>SLT ?Teachers</p>	

2026 Annual Goal for Strategic Focus #4 - Learning Partnerships

<p>Objective and Expected Outcomes for Sharing Learning 2026</p>	<p>By developing clear and open systems of sharing and celebrating learning, through</p> <ul style="list-style-type: none"> • Whanau workshops and/or sharing information about curriculum expectations and new assessment requirements • Encouraging whanau to be part of experiences, performances, sharing of knowledge and skills involving their tamariki <p>This will lead to:</p> <ul style="list-style-type: none"> • Whanau having a clear understanding of teaching, learning and achievement at HPS • A greater home-school partnership • Stronger connections with our community 	
<p>Objective and Expected Outcomes for Attendance 2026</p>	<p>By supporting whanau with student engagement at school, through</p> <ul style="list-style-type: none"> • Sharing clear expectations for school attendance • Monitoring and tracking attendance levels with termly reports • Offering support and/ or suggesting systems to help engage learners and support whanau <p>This will lead to:</p> <ul style="list-style-type: none"> • Improved attendance levels and student engagement 	
<p>Actions to Meet Outcome:</p>	<p>Resourcing:</p>	<p>Monitoring:</p>
<ul style="list-style-type: none"> • Whanau workshops for curriculum sharing 	<p>SLT Whole staff</p>	
<ul style="list-style-type: none"> • Use the planning doc - The Treaty Principles in Practice ... to guide Collaboration and Participation partnerships with whanau 	<p>SLT Whole staff</p>	
<ul style="list-style-type: none"> • Review procedures for Attendance @ HPS <ul style="list-style-type: none"> - Share with staff - Share with Board - Share with whanau 	<p>SLT</p>	
<ul style="list-style-type: none"> • Monitor and track school attendance 	<p>SLT</p>	
<ul style="list-style-type: none"> • Pastoral care support for students and whanau 	<p>SLT</p>	