



# HENDERSON SOUTH SCHOOL

*CARING SHARING LEARNING*

CHARTER, STRATEGIC  
AND ANNUAL PLAN  
2017

# Henderson South School Charter 2017

**Mission Statement: ‘Our goal is to help you Care, Share and Learn Together.’**

EDUCATION GOALS	VALUES	LOCAL GOALS
<ul style="list-style-type: none"> <li>◆ The community strongly requests that teachers continue to strive for on-going improvement in the children’s achievement in literacy and numeracy with a focus on improving reading and linking this to specific targets for 2017.</li> <li>◆ Incorporate the Chinese language and culture into our school curriculum in line with the future direction of the school.</li> <li>◆ The use of ICT will continue to support and extend learning throughout the curriculum.</li> <li>◆ Develop and facilitate a blended Modern Learning programme for senior leaders, and staff, focusing on Modern Learning Pedagogy (MLP) and Modern Learning Environments (MLE).</li> <li>◆ Priority learning groups (Maori, Samoan, and Special Needs) will be seen as a priority in teaching and learning.</li> <li>◆ <b>CONNECTING WITH COMMUNITY IN ORDER TO ENHANCE ACHIEVEMENT</b> To participate in the Henderson Community of Learners (a cluster of local primary, intermediate and a secondary school) to raise achievement for all our students (see insert at the end of the Charter).</li> </ul>	<p style="text-align: center;"><u><b>THE HENDERSON SOUTH SCHOOL WAY:</b></u></p> <ul style="list-style-type: none"> <li>◆ Be kind, caring and honest.</li> <li>◆ Have pride in yourself.</li> <li>◆ Show good manners.</li> <li>◆ Have a positive attitude.</li> <li>◆ Respect yourself and consider others.</li> <li>◆ Follow instructions.</li> <li>◆ Work co-operatively.</li> <li>◆ Play fair.</li> <li>◆ Take care of your own property and value your school environment.</li> <li>◆ Speak positively</li> <li>◆ Care share and learn.</li> </ul>	<p><b>Of significance to the school and its community are:</b></p> <ul style="list-style-type: none"> <li>◆ Respect and celebration of all cultures represented in our school community.</li> <li>◆ Providing a safe environment that facilitates positive learning outcomes.</li> <li>◆ The need for programmes that meet the individual needs of students.</li> <li>◆ The Henderson South School Way</li> <li>◆ Promote school motto ‘Caring, Sharing, Learning ‘and to link this with <u><b>Well Being for Success.</b></u></li> <li>◆ <u><b>School focus – At Henderson South School we will improve achievement in Literacy and Numeracy with an emphasis on Reading.</b></u></li> </ul>

**This Charter establishes the Mission, Aims, Objectives, Strategic Direction and the Targets for student achievement.**

# Henderson South School

## Our Vision Statement



Caring Sharing Learning

Our school has strong community links that enhance learning opportunities across the curriculum. We work to utilize the strengths of our staff and community in order to tailor learning programmes that cater for the multicultural backgrounds of our students. These quality linkages form the basis of our home-school partnership approach to school development.

We celebrate success and strive to provide a positive and safe learning environment. Our school is a focal point in our local community and we encourage feedback, interaction and mutual support as part of our consultation and future development process.

Quality learning and teaching are paramount in our learning institution. We have developed and will continue to develop robust academic programmes that promote thinking, problem solving, exploration and interaction. These programmes are assisted by structured assessment and data gathering to ensure successful learning outcomes and suitability for our learners.

Our students are encouraged to make choices that contribute to a better quality of life through well-being in physical, emotional, spiritual and social health. We reinforce these qualities through examples of positive leadership and the use of role models. Our school values and code of conduct is clearly defined in the 'Henderson South School Way.' Our school motto, 'Caring, Sharing and Learning,' will underpin our school values and reinforce them.

Our aim is to prepare students for a lifetime of learning and change as a 21<sup>st</sup> Century Learner. We need to ensure they have the skills to progress to higher learning and to adapt in fast-paced, information based, global community. Our micro learning environment needs to be a reflection of the macro learning environment of our nation and beyond.

Revised and Updated-2017

# Henderson South School

## School Aims

### NAG 1 Curriculum Delivery

Implement teaching and learning programmes based upon the essential learning areas and skills of numeracy, literacy and oracy.

Offer richness of experience in cultural, artistic and physical areas of learning.

Provide quality learning resources, including ICT in all classrooms.

Foster achievement of Maori and Pasifika students in dialogue with the local community, specifically through regular fono and whanau hui meetings.

All reasonable steps will be taken to implement and provide instruction in Tikanga Maori and Te Reo for full time students if required to do so.

### NAG 2 Reporting, Self-Review and Community Consultation

Document and maintain an on-going programme of reporting, self-review and community consultation. This will involve:

- ❑ Consultation with parents, staff and any others in respect to the Charter, Strategic Planning, Annual Action Plan and Student Achievement Targets.
- ❑ Developing policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture - taking all reasonable steps to ensure that instruction in Maori culture and language is provided for full time students. (61,3a (i) (ii).

### NAG 3 Personnel

Promote high levels of staff performance by providing planned professional development programmes school wide, alongside individual goals nominated at the beginning of the Appraisal process each year.

Establish and maintain systems that ensure the BOT fulfils its role as a 'good employer'.

Promote a professional climate where effective work is supported and celebrated.

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### NAG 4 Finance and Property

Allocate funds to reflect the school's priorities and monitor and control expenditure.  
Ensure annual accounts are prepared and audited.  
Follow conditions of an asset management agreement and implement a maintenance programme for a safe, healthy learning environment for students.  
Develop and maintain school property to promote a safe and attractive learning environment for students and staff.  
Implement 10-year property plan ensuring an efficient programme of maintenance and improvement for school buildings and facilities.

#### NAG 5 Health and Safety

Comply with – and where possible exceed – legislation and provide a safe physical environment for students and staff. To provide a safe and attractive physical environment through the review and implementation of relevant policies and procedures

#### NAG 6 General and Legislative

Develop systems to comply with all current legislation through policy and procedure as a minimum requirement.  
Ensure that Henderson South School meets all its obligations under legislation.  
Develop practices which acknowledge the value of te Tiriti o Waitangi, and reflect Aotearoa / New Zealand's bi-cultural identity and multicultural society taking all reasonable steps to ensure that the needs and wants of the community are met.

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NAG 1 Curriculum STRATEGIC GOALS	2017	2018	2019/20
<p><b>Long Term Strategic Curriculum Goals. All students will make accelerated progress and achievement in Literacy and Numeracy with a strong focus on writing.</b></p>	<p><b>Literacy</b> – For all Maori and Pasifika students who were below the National Standard for Literacy to achieve at or above the National Standard in Reading and Writing by the end of Year 6.  <b>Numeracy</b> – For all Maori and Pasifika students who were below the National Standard for Mathematics to achieve at or above the National Standard in Mathematics by the end of Year 6.</p>		
<p><b>LITERACY GOALS &amp; TARGETS</b></p> <p><b>Reading</b></p> <p>All students who were below the National Standard for Reading will achieve at or above the National Standard and will make accelerated progress by November 2017, as evidenced by OTJs which consist of e-asTTLe, Ready to Read, PM Benchmark, anecdotal information, student voice and teacher observations.</p> <p><u>Baseline data</u> – <b>66.2% of Maori students</b> reading at or above the national standard at the end of 2016. <b>72.4% of Pasifika students</b> reading at or above the National Standard at the end of 2016.  <b>Overall school reading progress in children achieving at and above was 70.9% at the end of 2016.</b></p> <p><b>Writing</b></p> <p>All students who were below the National Standard for Writing will achieve at or above the National Standard and will make accelerated progress by November 2017, as evidenced by OTJs which consist of writing samples, e-asTTLe writing, anecdotal information and exemplars.</p> <p><u>Baseline data</u> – <b>72.7% of Maori students</b> writing at or above national at the end of 2016. <b>81.5% Pasifika students</b> writing at or above national standard at the end of 2016.  <b>Overall school writing progress in children achieving at and above was 78.8% at the end of 2016.</b></p>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>◆ We will continue to develop collaborative planning and assessment formats and present these at our end of term staff meetings at Henderson South School. We will continue specific teacher professional development, observations and professional discussions, linked to our target goals and target groups of students and continue to monitor their progress. We will implement, monitor and constantly review and reflect the Leadership and Assessment Professional development embedding this process through our management team. The focus will be to embed teacher capabilities according to the teacher matrix.</li> <li>◆ Teachers will self review and monitor effectiveness in Literacy, using the self review and enquiry cycle, as part of appraisal. There will be three SMART goals, Reading / Writing / Personal goal.</li> <li>◆ We will use data systems and structures effectively to ensure that collected data is analysed, shared and used effectively to meet the specific learning needs identified. E-asTTLe will be embedded as part of selected data gathering. This data will also be shared with the BOT, management, teachers, students and parents to improve and inform learning and teaching.</li> <li>◆ We will identify students at, above, below and well below National Standards in Literacy and plan specific teaching programmes and teaching strategies to meet the needs of students to raise student achievement. Monitoring progress will be on-going throughout the year in PLGs and management. Students will receive specific formative feedback on their achievements and learning from the teachers. The teachers will share what the data says about their learning with the students.</li> <li>◆ We will meet with Maori Whanau and Pasifika parents to discuss Literacy progress and support for these students. Continue to use ‘The Writing Book,’ by Sheena Cameron which will enthuse and motivate our teachers. We will re-visit this resource to help consolidate the teaching methods outlined in this book. Staff meetings will be used to do this.</li> <li>◆ DPs/ Principal will administer and embed the PD for Literacy based on ‘Clarity in the Classroom,’ by Michael Absolum using the Leadership and Assessment Professional development cycles. Observation/Feedback will be an integral part of this process. PAC.</li> </ul>	<p><b>Future Planned Developments</b></p> <ul style="list-style-type: none"> <li>◆ Parent conferencing will be further developed – teachers will explain and consolidate the 40/80/120 report which has been developed. This report is now compliant with National Standard requirements. Further consolidation will be needed so that parents fully understand it and how it can help their child’s learning. Student lead conferences in the senior school will be investigated.</li> <li>◆ Continue to develop consistency in the collection and analysis of data and assessment tools used to measure Literacy and Numeracy progress. Continue to collaboratively review and develop our data collection and reporting systems – link to E-asTTLe reading and writing, Deputy Principal to monitor in conjunction with the Principal. Continue to refine systems and structures to ensure data is communicated and used effectively to raise student achievement and to use Edge our new SMS system.</li> <li>◆ Continue to ensure teacher effectiveness in raising student achievement – link to buddy in-class observations, open professional conversations and feed back. link to appraisals. Continue with PAC (Practise analysis conversations).</li> <li>◆ Continue to talk about discuss the data and our teaching, together.</li> <li>◆ Students will be increasingly able to articulate their achievements and progress towards their goals and be able to talk about their next learning steps in most or all curriculum areas. Stronger use of student voice to be applied in its many forms. Learning Intentions, Success Criteria, Self and Peer Assessment for next learning steps will be incorporated into class programmes.</li> <li>◆ Students will be able to articulate their learning and progress towards targets and goals. They will be able to talk about their next learning steps in Literacy. Aim to provide Reading Recovery to all Maori students who are well below cohort after 1 yr at school and to provide teacher intervention in Reading.</li> <li>◆ Glenda Sumich, will continue Reading Recovery this year being employed .7 to provide reading intervention and support for 2017 for Yr1,2 and 3 students that have been identified as reading below national standard.</li> </ul>	<p style="text-align: right;">Revised and Updated 2017</p>

## NAG 1 NUMERACY GOALS & TARGETS

### Maths

All students who were below the National Standard for Maths will achieve at or above the National Standard and will make accelerated progress as evidenced by OTJs by November 2017.

Baseline data – **66.3% of Maori students** are at or above national standard as evidenced in Maths at the end of 2016. **76.7% Pasifika students** are at or above National Standard at the end of 2016.

**Overall school maths progress in children achieving at and above was 74.2% at the end of 2016.**

### How?

- ◆ Strengthen Home, Community/ School partnerships with Maths evenings so parents can support children in Numeracy at home.
- ◆ Introduce JAM, Target Tracking sheets,e-asTTLe,New Gloss interviews.
- ◆ Use in house expertise for PD, Angela Scroggins with the possibility of releasing to demonstrate model lessons.
- ◆ Pedagogical transfer eg writing PD to Numeracy
- ◆ Continue to ensure that our data systems and structures are used effectively to ensure that collected data is analysed, shared and used effectively to meet the specific learning needs identified.
- ◆ This data will also be shared with the BOT, management, teachers, students and parents to improve and inform learning and teaching.
- ◆ We will identify students above, at, below and well below National Standards in Numeracy and plan specific teaching programmes and teaching strategies to meet the needs of students and to raise student achievement.
- ◆ Students will receive specific formative feedback on their achievements and learning from the teachers. The teachers will share what the data says about their learning with the students and with parents – and where to next.
- ◆ Students will be able to articulate their learning and progress towards targets and goals. They will be able to talk about their next learning steps in Numeracy.
- ◆ Progress and achievement in Numeracy will be discussed regularly at staff meetings and in syndicates. We will have professional conversations and share data and best practice.
- ◆ Maths progressions to be re-visited and formalised for all students so there is common understanding of progress and achievement.
- ◆ Goal setting will be set in Term One for our students with the parents, students and the teachers. These goals will be re-visited when we have reporting to parents.

### Future Planned Developments

- ◆ Parent conferencing will be further developed – teachers will explain the 40/80/120 report which has been developed and is compliant with National Standard requirements. Professional development and whole school involvement will be needed to embed this new report soundly.
- ◆ Goal Setting
- ◆ Continue to build and strengthen relationships with parents and Whanau – to bring maths into the home and to work in partnership with families to develop Numeracy achievement.
- ◆ Continue to develop consistency in the collection and analysis of data and assessment tools used to measure Literacy and Numeracy progress.
- ◆ Continue to collaboratively review and develop our data collection and reporting systems.
- ◆ Continue to refine systems and structures to ensure that Numeracy data is communicated and used effectively to raise student achievement.
- ◆ Continue to ensure teacher effectiveness in raising student achievement - link to buddy in-class observations, professional conversations and feedback. Link to appraisals.
- ◆ Continue to target cohorts and groups of students indicated by data collected.
- ◆ Continue to talk about the data, student progress and our teaching, together. Students will be increasingly able to articulate their achievements and progress towards their goals and be able to talk about their next learning steps in most or all curriculum areas.
- ◆ Continue to build some funding into Maths budgets to offer strengthening maths programmes to meet identified needs.
- ◆ DPs to release teachers in order for them to work with target students in depth on a weekly basis in conjunction with normal class work rotations.

<p><b>NAG 1 STRATEGIC GOALS MAORI</b></p> <ul style="list-style-type: none"> <li>◆ <b>Continue to develop and communicate our school’s plans and targets for improving the achievement of Maori students and for involving and consulting with our Maori community.</b></li> <li>◆ Provide all students with opportunities to understand and respect Tikanga Maori and to speak some Te Reo.</li> <li>◆ Encourage Maori community participation in our school &amp; BOT.</li> <li>◆ To implement Maori enhancement in all areas of the school.</li> <li>◆ To use the guiding principles of Ka Hikitea as our primary resource in order to accelerate success for Maori students.</li> </ul>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>◆ Continue to foster strong ties with our Maori community and identify a Kaumatua for 2017 from our immediate community using Ka Hikitea as a prime resource.</li> <li>◆ Develop links with Henderson High School in order to visit their marae.</li> <li>◆ Gain an understanding of the local Iwi-Te Kawerau o maki</li> <li>◆ Deliberately target Maori under-achievement in Literacy and Numeracy.</li> <li>◆ Involve Whanau in talking about Maori achievement and ways they can be involved in supporting their children’s progress.</li> <li>◆ Continue to integrate Tikanga Maori and Te Reo in curriculum and in classrooms.</li> <li>◆ Involve the skills and leadership of Teacher with Maori responsibility, including support and time for this as needed-Jo Rangi</li> <li>◆ Jo Rangi and tutor to continue with Kapa Haka Term 1-4 2017.</li> <li>◆ Base our plans for Maori on Ka Hikitia (revised edition) and responses from our Maori community.</li> <li>◆ Teachers to further applyTātaiako (cultural competencies) PD for staff on the document and its implementation,teachers to base their teaching on these competencies, Ako, Manakitanga, Tangata Whenaungatanga, Mahi Tahi.</li> <li>◆ Maori language programmes to be a component of every class Monday afternoons.</li> <li>◆ Staff will have PD on the Treaty of Waitangi on TOD 2017- Taken by Aimee Matiu Auckland University.</li> </ul>	<p><b>Future Developments</b></p> <ul style="list-style-type: none"> <li>◆ Continue to make the progress and achievement against National Standards for our Maori students, especially in Numeracy and Literacy, a priority until school goals and targets are met.</li> <li>◆ Continue parent groups – increasingly involve community in leading and organising these as the needs arise.</li> <li>◆ To encourage Maori representation to be part of our Board of Trustees.</li> <li>◆ Student voice and leadership for Maori students to be further explored.</li> <li>◆ Implement Tātaiako and incorporate revised Ka Hikitia document.</li> <li>◆ Waiata for whole staff will become part of the school culture in order to strengthen awareness and to build cultural capability.</li> <li>◆ Continue to raise expectations for Maori to achieve success in education.</li> </ul>
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**NAG 1  
STRATEGIC GOALS  
PASIFIKA**

- ◆ **Continue to develop and communicate our school’s plans and targets for improving the achievement of Pasifika students and for involving and consulting with our Pasifika community.**
- ◆ **To administer a survey asking parents what they wanted to see at Henderson South School which would provide their wishes to further their child’s learning.**
- ◆ **To continue Professional Development with ASBEC (Auckland Samoan Bilingual Educational Cluster) 2017.**
- ◆ **To promote our Samoan bilingual classes, their term by term events calendar, Pasifika Education Plan for the unit and its incorporation of the key concepts.**
- ◆ **Share the information with our parents and staff members and to align their work with the school focus and direction.**
- ◆ **To value and embrace the language/s predominantly Samoan and to increase the level of participation from our Pasifika community.**

**How?**

- ◆ Continue to foster consultation with our local community.
- ◆ Identify key people in our school and local community, to lead and to guide and support us, Matai and minister of the church.
- ◆ Working alongside ASBEC (Auckland Samoan Bilingual Education Cluster) for Professional Development and in class facilitation for our bilingual teachers, this year focussing on coaching and mentoring.
- ◆ Deliberately target Pasifika under-achievement in Literacy and Numeracy and report the progress to BOT and parents.
- ◆ Continue teaching our three bilingual classes with levels of Samoan according to recommended percentage level of acquisition Y1/2 80/20 Y3/4 50/50 Y5/6 20/80.
- ◆ To participate in our school speeches for Samoan students.
- ◆ To foster parent support from our community to give assistance at fonos and students in classes with their learning.
- ◆ Administer the Anofale and STAR tests.

**Future Planned Developments**

- ◆ Samoan Bilingual classes will be monitored using data from these areas. The Team Leader Mrs Auva’a will monitor the bilingual classes.
- ◆ To encourage greater participation of our Pasifika community leaders to be part of planning and management of our bilingual unit under the guidance of the Team Leader and Principal.
- ◆ Team leader (Mrs Auva’a) will help support all PD being offered by ASBEC for 2017.
- ◆ An introductory and analysis meeting will form part of the initial programme to meet and discuss the collection of baseline data.
- ◆ Key Elements – to undertake an initial analysis of student achievement and practice.
- ◆ To encourage further growth in this area promoting our bilingual classes in every way.

**NAG 2: Documentation and Self Review** (Major Focus areas for the current year in bold font)

STRATEGIC GOALS	2017	2018	2019/20
To maintain a programme of on-going self-review.	<ul style="list-style-type: none"> <li>◆ Review policies as per policy review schedule.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Review policies as per policy review schedule – yearly</li> </ul>	<ul style="list-style-type: none"> <li>◆ Review policies as per policy review schedule – yearly</li> </ul>
<b>Curriculum – Teaching and Learning</b>	<ul style="list-style-type: none"> <li>◆ <b>Positive Behaviour for Learning Strategy.</b></li> <li>◆ Continue to focus on formative assessment, student learning goals– students being aware of what they are learning, when they have learned it and what their next learning steps or goals are.</li> <li>◆ Focus on students being able to articulate their learning achievements and learning goals, in Literacy and Numeracy in particular.</li> <li>◆ Continue to implement the National Standards and the NZ Curriculum, 2017</li> <li>◆ Oral Language and ESOL focus,Continue to develop Key Competencies,Hauora development and review – Health, Sports, PE,Well being and Resilience,Responding to Diversity</li> <li>◆ <b>Written Language</b> – Coninue Exemplars and moderation of these school wide, cold samples beginning of the year (Management Team)-e-asTTLe Writing. There will be once a term OTJ moderation (using a variety of evidence) with six local schools decile 2d to decile 10.</li> <li>◆ <b>Reading</b> – Continue Ready to Read / PM Benchmark assessments for running records. Fully implement e-asTTle Reading assessments (Jo)</li> <li>◆ <b>Numeracy</b> – Continue IKAN and Gloss assessments, Report to the BOT on student achievement June /November</li> </ul>		
To report to parents/caregivers on student achievement.	<ul style="list-style-type: none"> <li>◆ <b>To continue development of reporting to parents</b> and to develop plain language reporting that informs parents, involves students and gives progress and next learning steps of goals. Link to National Standards. <b>Review new report. 40/80/120</b></li> <li>◆ Develop Goal Setting for all students. These goals will be established at a Goal Setting night.They will replace the Meet the Teacher Evening.</li> </ul>		
To communicate and consult effectively with our school community.	<ul style="list-style-type: none"> <li>◆ <b>Plan a Hui in 2017</b>, to discuss the Modern Learning Environment/Pedagogy for Henderson South School.with community involvement.</li> <li>◆ Develop parent education sessions to help students in Literacy and Numeracy achievement.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Parent meetings &amp; education sessions.</li> <li>◆ Informal meetings and school events</li> </ul> <p style="text-align: right;">Revised and Updated- 2017</p>	

### NAG 3: Employer Responsibilities

STRATEGIC GOALS	2017	2018	2019/20
To be a good employer.	<ul style="list-style-type: none"> <li>◆ Prepare job descriptions for all staff, by March.</li> <li>◆ Comply with law relating to good employer responsibility - in liaison with STA and NZEI.</li> <li>◆ Review staff induction programme with new staff</li> <li>◆ Develop an induction and orientation programme, including initial assessment kit, for all new students</li> <li>◆ Review relievers' information and orientation processes, and persons responsible.</li> </ul>		
To provide opportunities for all school personnel, staff and BOT members, to undertake professional development relevant to their role and school development.	<ul style="list-style-type: none"> <li>◆ Update, communicate, consult and implement staff appraisal programme, including our school focus areas, by mid-March. Link Appraisals to our school goals for student achievement, reading focus, tātaiako and a personal goal. These are SMART Goals</li> <li>◆ Link Appraisal process to school goals and direction, be compliant with Registered Teacher Criteria by 2016</li> <li>◆ Ensure that there is sufficient budget allocated to meet staff &amp; BOT development needs, and most importantly towards supporting student achievement.</li> </ul>		

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### Employer Responsibility Policy and Documentation Review

2017	2018	2019/20
<ul style="list-style-type: none"> <li>◆ Theft and fraud prevention</li> <li>◆ Disaster response</li> <li>◆ Policy on medical issues</li> <li>◆ School library policy</li> <li>◆ Referral to outside agencies policy</li> <li>◆ EEO</li> <li>◆ Fixed assets</li> <li>◆ IEP policy</li> <li>◆ Working co-operatively with other agencies</li> <li>◆ School Info Booklet</li> <li>◆ Attendance</li> <li>◆ Induction of new staff</li> <li>◆ Use of the swimming pool</li> </ul>	<ul style="list-style-type: none"> <li>◆ Coming to and from school</li> <li>◆ Theft and fraud prevention</li> <li>◆ Disaster and response</li> <li>◆ Policy on medical issues</li> <li>◆ Treaty of Waitangi Policy</li> <li>◆ School Library Policy</li> <li>◆ Information Skills</li> <li>◆ Referral to outside agencies</li> <li>◆ EEO, Fixed Assets</li> <li>◆ IEP, working with other agencies</li> <li>◆ Equity in Learning and teaching</li> <li>◆ School info booklet attendance</li> <li>◆ Induction of new staff, use of the swimming pool</li> </ul>	<ul style="list-style-type: none"> <li>◆ Taha Maori, Te Reo Maori</li> <li>◆ Hall hireage, community consultation</li> <li>◆ Self-review ORS students, safety issue</li> <li>◆ Storage of medicines</li> <li>◆ NESB</li> <li>◆ Physical and emotional safety ORS</li> <li>◆ Resource management</li> <li>◆ Curriculum budget and programmes</li> <li>◆ Learning programmes</li> <li>◆ Equity-children with special needs</li> <li>◆ Reporting to parents, policy on homework</li> <li>◆ Classroom release time</li> <li>◆ Homework</li> </ul>

Revised and Updated-2017

### NAG 4: Finance and Property

STRATEGIC GOALS	2017	2018	2019/20
To effectively allocate funds to support raising student achievement and to monitor expenditure against budget allocations.	<ul style="list-style-type: none"> <li>◆ Develop a budget that reflects the school’s priorities and supports student achievement draft by end of February/March annually.</li> <li>◆ Monitor monthly budget spending and report to the Board, executive officer, Christine Stott.</li> <li>◆ Prepare annual accounts for audit - by March annually.</li> <li>◆ Ensure that there is adequate funding to support professional development of teachers and the principal and especially for our focus areas of Positive Behaviour for Learning, Numeracy and Literacy in 2017 with a strong focus on embedding Literacy skills.</li> </ul>		
To systematically develop information technology equipment throughout the school in order to give students full opportunities to effectively use information technology as part of their education.	<ul style="list-style-type: none"> <li>◆ Continue IT, networking, E- asTTle reading and writing and training for staff, as needed</li> <li>◆ Implement computer pod/ information centre in the library.</li> <li>◆ Review office IT systems and effectiveness.</li> <li>◆ Up-skill teachers in the authentic integration of IT into class programmes and effective professional, personal use of I.Pads and chrome books. Strategic Plan to be implemented by Mark Armstrong for TOD.</li> <li>◆ Investigate and purchase further Information Technology for classroom and school use from TTS.</li> <li>◆ Budget for IT support person, web updates and review the website to make it user friendly and purposeful – Trevor/Matthew(Vivid).</li> </ul>	<ul style="list-style-type: none"> <li>◆ Review and maintain classroom sound systems.</li> <li>◆ Renew classroom computers and encourage use of I pads.</li> <li>◆ Maintain and replace IT equipment as required.</li> <li>◆ Consolidate input of student data and reporting systems school wide using EDGE.</li> <li>◆ Staff training on-going ineffective use of student management systems and ENROL.</li> <li>◆ Purchase another set of I Pads for Junior and Senior classes (20 xs), monitor Wi-Fi and N4L.</li> </ul>	
To systematically develop/improve/ maintain and replace the school’s equipment to ensure that student learning is supported and enhanced.	<ul style="list-style-type: none"> <li>◆ Continue to purchase classroom equipment and ICT School wide as per planned budgets.</li> <li>◆ Library - Repair and replace furniture and equipment as required and as budget allows.</li> <li>◆ Improve sandpit area.</li> <li>◆ Improve water fountains.</li> </ul>		
To plan and build a Modern Learning Environment Building	<ul style="list-style-type: none"> <li>◆ To work with the MOE to implement a modern two storied six classroom teaching block.</li> <li>◆ To have fortnightly meetings to plan the concept/development plan and get it approved by the MOE so that the commencement of the new building can start. The opening for this is scheduled for Dec1st 2017.</li> <li>◆ Work alongside White Associates, MPM Projects, Marty’s, KGA, Apex Surveying, ACH consulting Engineers and Pacific Consultants and the MOE (Yasmin Renders, School Property).</li> </ul>		

Revised and Updated-2017

**NAG 5: Health and Safety**


STRATEGIC GOALS	2017	2018	2019/20
<p>To provide a safe physical and emotional environment for students and staff.</p> <p>To ensure that students are able to learn and achieve, and that teachers are able to teach without undue disruptions at Henderson South School.</p>	<ul style="list-style-type: none"> <li>◆ Update Emergency Procedures and Personnel for 2017.</li> <li>◆ Maintain, refill bark in all adventure playgrounds yearly, as needed. Review regularly.</li> <li>◆ Review pandemic planning and procedures.</li> <li>◆ School trips or outdoor education experiences, EOTC - RAMS and safety procedures.</li> <li>◆ <b>Review Henderson South Behaviour Management plan.</b></li> <li>◆ Continue whole school Well-being and values- Caring Sharing Learning- Henderson South Way.</li> <li>◆ Review playground supervision procedures.</li> <li>◆ Review and update student personal (family, medical records regularly).</li> <li>◆ Update school Medical List termly.</li> <li>◆ Review internet access procedures (Keith).</li> <li>◆ Review student stand down and exclusion procedures (Principal).</li> <li>◆ Maintain hazard register.</li> <li>◆ On-going safety checks (playground equipment).</li> <li>◆ Meet Building Warrant of Fitness requirements – to get all electrical equipment checked (by Carter Electrical)</li> <li>◆ Monitor Playground Health and Safety monitors programme in the playground.</li> <li>◆ Continue implementing Health Promoting School programme.</li> </ul>		
<p>To comply with health and safety legislation.</p>	<ul style="list-style-type: none"> <li>◆ Review accident reporting procedures.</li> <li>◆ Review Accidents register regularly – at least termly. Respond to trends, accidents.</li> <li>◆ Community health, and other, consultations.</li> <li>◆ Review animal welfare procedures.</li> <li>◆ Review attendance and truancy procedures.</li> </ul>		

Revised and Updated -2017

## NAG 6: Administration

STRATEGIC GOALS	2017– 2020 priorities
To ensure that clear, specific organisational and administrative procedures are in place.	<ul style="list-style-type: none"> <li>◆ Ensure that responsibilities for DP and Management team are clear and equitable. Consultation re units. An appointed appraiser to work with Principal and DPs.</li> <li>◆ Ensure that all staff have timetables, planning and assessment in place, electronic attendance registers are in use in all classrooms.</li> <li>◆ Emergency evacuation procedures in place, by Term 1. Implement regular practices.</li> <li>◆ Establish rosters and timetables to support teaching and learning, and update these termly.</li> <li>◆ Maintain effective and clear lines of staff communication through regular staff meetings, PLGs, both formal and informal and involving a range of other communication strategies, Friday musters will be put on hold for a term. Weekly overviews will be emailed out to staff on Fridays for the following week.</li> <li>◆ Negotiate curriculum and other responsibilities by March.</li> <li>◆ Prepare job descriptions for all staff by end of March.</li> </ul>
To continue the development of effective communications between the community, the Board of Trustees and the school.	<p>Communicate and consult with our school community;</p> <ul style="list-style-type: none"> <li>- Teachers will make verbal, phone contact with their students’ parents within the first three weeks of Term One 2017.</li> <li>- Re- changes to policies, curriculum areas, school direction, and times of the school day regularly.</li> <li>- Re- school activities - newsletters, open days, school events, parent/ teacher meeting opportunities.</li> <li>- Re- the work of the school through access to Board of Trustees meeting minutes, other reports, Chairperson, Principal, annual financial statements/budget.</li> <li>- Continually review and revise reporting to parents/caregivers on student achievement.</li> <li>- Ensure that several parent contacts happen for each student with positive reports, as well as clear and specific information and plain language reporting about student achievement.</li> <li>- <b>Every effort will be made to have our school website up-dated regularly by Vivid.</b></li> </ul>
To monitor and encourage the regular attendance of all students.	<ul style="list-style-type: none"> <li>◆ Monitor student attendance through marking electronic attendance registers twice daily, office returns, late/visitors’ book, follow-up of absences, use of truancy services as required by Waipareira (Amanda Cumming to follow up) and make report to Principal. Tina Pusaloa to collate term by term totals for attendance.</li> <li>◆ Implement ENROL, electronic attendance, 2017.</li> <li>◆ To continue to encourage and promote regular attendance of all students, and the importance of regular attendance for a good education – in school and in our school community. Attendance cup to be given to the winning class at every Friday assembly.</li> <li>◆ Students arriving late will be monitored and parents notified if there is a noticeable trend of lateness.</li> </ul>
To monitor the length of the school day and school year.	<ul style="list-style-type: none"> <li>◆ Review school day and term dates for the year, annually. Communicate with Cluster schools.</li> <li>◆ Ensure that the length of the school day and school year are in accordance with legal requirements.</li> <li>◆ Review any changes in school times; make adjustments for 2017, if required.</li> </ul> <p style="text-align: right;">Revised and Updated-2017</p>
To enhance the school’s position and perception in the local and wider school community.  For our school to have a sense of belonging	<ul style="list-style-type: none"> <li>◆ Promote, maintain and encourage high standards, goals and expectations for our school uniform and behaviour.</li> <li>◆ Continue to focus on what we do well, our special character and strengths; celebrate and communicate these.</li> <li>◆ Maintain regular contact and interactions with pre-school organisations, especially our Early Learning Centre – Feiloai Ma Uso Aoga Mata.</li> <li>◆ Utilise the media and other media to show-case and promote school activities and achievements.</li> <li>◆ Provide opportunities for our students to contribute to specific outside of school organisations – Jandal Day, Daffodil Day.</li> <li>◆ Target information to go to local kindergartens, play centres and church groups e.g. Samoan Church (Minister of the Samoan Church).</li> </ul>

<p>to and contributing to our local community.</p> <p>Our students to be exposed to a culture of well being</p> <p>Our students to be exposed to Travel wise programme experiences.</p>	<ul style="list-style-type: none"> <li>◆ Newsletters/ Banners/ Pamphlets informative and positive – highlight what we do well.</li> <li>◆ Meet and greet parents at the gate at the end and beginning of the school day, Principal and Management Team.</li> <li>◆ Create and contribute to opportunities for our school to participate in outside events and performances – Henderson Intermediate School/ Primary School’s Cultural Festival, Henderson, community fundraising and other events.</li> <li>◆ To compare achievement levels in Numeracy and Literacy for main stream Samoan bilingual as opposed to children that are taught in our bilingual classes.</li>   <li>◆ There will be desired outcomes of student wellbeing, belonging, connection, achieving, resilience, socially, emotionally competent, active, nurtured, cared for, safe, secure, included with a strong sense of identity, (Well Being for Success ERO document, 2013) updated version, Well Being for Success at Primary School February 2016.</li>   <li>◆ Continue monitoring the Walking School Bus for our school to be organised by Una Cama. Term by term events according to the Travel wise programme to be advised.</li> </ul> <p style="text-align: right;">Revised and Updated - 2017</p>
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	<b>Henderson South School Annual Plan</b>			<b>2017</b>
	<b>NAG 1 Curriculum Delivery</b>			
Goals		Establish by	Resources/Budget	Expected Outcome

<ul style="list-style-type: none"> <li>♦ Fully Implement the National Standards for Reading, Writing and Numeracy.NZ Curriculum being delivered in its entirety.</li> </ul>	Ongoing	All teachers		All staff will be confident in implementing the New Zealand Curriculum and National Standards document.
<ul style="list-style-type: none"> <li>♦ Review of curriculum documentation updated</li> </ul>	Ongoing	Senior Managers		Ongoing development of implementation plans for all curriculum areas.
<ul style="list-style-type: none"> <li>♦ Review targets. Set new targets for Literacy/Numeracy based on historical data.</li> </ul>	Ongoing	Senior Managers		Identify target students from current data and develop appropriate programmes.
<ul style="list-style-type: none"> <li>♦ Implement Leadership and Assessment development for staff</li> </ul>	2017/18	Senior Managers, Principal		Achievement levels will improve and we will see accelerated progress in Literacy.
<ul style="list-style-type: none"> <li>♦ Maintain junior, middle and senior bilingual classes</li> </ul>	Term 1 – Term 4 2017	Bilingual teachers, senior managers		Classes operating using 80/20, 50/50 and 60/40 teaching model for Samoan Language.
<ul style="list-style-type: none"> <li>♦ E-asTTLe writing/reading, Ikan and Gloss and running records results to provide history of school wide achievement.</li> </ul>	Ongoing	Teaching staff, senior managers		Current data is used to inform teaching practices.
<ul style="list-style-type: none"> <li>♦ Continually look for key assessment tools to assist forward planning and lesson modification for maximum learning potential.</li> </ul>	Ongoing	Senior Managers		Exploring the possibility of integrating it with current assessment tools. Consolidate e-asTTLe reading in Year 4/5/6. Embed e-asTTLe writing.
<ul style="list-style-type: none"> <li>♦ New curriculum programmes up and running with CWSN provision</li> </ul>	Ongoing	Senior Managers and curriculum leaders		Teaching staff have access to curriculum implementation plans that inform classroom practice incorporating children with special needs.  Revised and Updated-2017
<ul style="list-style-type: none"> <li>♦ Review programme for CWSN and their effectiveness.</li> </ul>	Term 1 – 4 2017	Senior Managers, ESOL teacher		Regular reports are compiled and viewed by senior managers to measure the progress of students and the effectiveness of the programme. Teachers explicitly teach for literacy and language learning needs of



<ul style="list-style-type: none"> <li>◆ Modify teaching PD/strategies for implementing NZC</li> <li>◆ Apply strong linkages for Maori across all curriculum documentation.</li> <li>◆ Explore ways to expand and develop Maori programmes.</li> <li>◆ Classroom upgrades to take into account IT considerations, future proof.</li> <li>◆ To incorporate Chinese Mandarin Language / Culture into our Year 1/2 classes for 2016.</li> </ul>	<p>Term 1 – 4 2017</p> <p>Term 1 – 4 2017</p> <p>Term 1 - 4 2017</p>	<p>ESOL facilitator, senior teachers, literacy leaders</p> <p>Senior Managers, Curriculum leaders</p> <p>Kapa Haka Tutor, Curriculum leader, Senior managers Principal.</p> <p>Principal, MOE BOT Chairperson and consultants.</p> <p>Principal, DPs, teachers and MLA (Mandarin Language Assistant, Aifeng Sheng).</p>		<p>students across the curriculum.</p> <p>Term plans are compiled and include a Maori component/Ka Hikitia strand and Tātaiako (cultural competencies).</p> <p>Maori programmes are enhanced, teachers are being developed and consultation is ongoing with the Maori community.</p> <p>Three phase wiring and installation of ten computer nodes per room. Up-grade the staffroom. Incorporate the six classroom modern learning block. MOE approved due to roll growth. Completion date term 4 2017. Complete 5YA cycle.</p> <p>Miss Sheng will teach Yr. 1,2,3 and 4 classes for 45 minutes per week and will be under the guidance of the Mandarin co-ordinator, Mrs Cama.</p> <p style="text-align: right;">Revised and Updated-2017</p>
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## Henderson South School Annual Plan

# 2017

### NAG 2 Reporting Self- Review and Community Consultation

Goals	Establish by	Personnel	Resources/Budget	Expected Outcome
<ul style="list-style-type: none"> <li>◆ Annual Charter Review</li> <li>◆ Follow review schedule for: -</li> <li>◆ Policies Reporting to BOT on Curriculum achievement</li> <li>◆ School organisation</li>   <li>◆ Community surveys on Health and Physical well-being.</li>   <li>◆ Maori/PI Achievement</li>   <li>◆ Impact report on use of new Maori/Pasifika resources.</li>   <li>◆ Feedback sought from community on quality of new programmes.</li>   <li>◆ Reporting to parents twice a year</li> </ul>	Term 1	BOT, Staff, Community		Strategic plan that represents schools vision.
	All Year	Curriculum leaders, Principal, Staff		Self-review schedule followed.
	Term 2 & 4	Principal, All Staff		All staff will be confident in implementing the New Zealand Curriculum document.
	Term 1	Principal / All Staff		Surveys are collected to review the Health and physical well-being learning of students. Administer the self-review tool for health and safety.
	Term 1	Principal/All staff		Staff and the principal are reporting to parents and the BOT on how Maori and Pacific Island students are performing at school and towards meeting the National Standards.
	Annually	Principal / DPs/All staff		All teachers, including bilingual unit teachers, document how Maori and Pasifika resources impact on classroom programmes.
	Term 2 & 4	Principal / All Staff		School wide performance surveys are collected and analysed.  Teachers write reports twice a year using EDGE identifying areas of strengths and needs. An interim or end of year report for 40/80/120/pupils. End of year and interim reports for year 4/5/6 pupils.

Use of Classroom Manager software to generate ethnicity specific data in all curriculum areas.	Terms 1-2	Tina Pusaloa to enter data, in to Classroom Manager, DP and Principal to monitor		On-going training to assist Tina into this position she works being supervised by the Junior DP Senior school DP and Principal.
♦ National standards reporting, review.	All Year	Trevor to present PD to staff and to the BOT		Present data to BOT in a transparent manner outlining strengths gains trends and patterns.
♦ Newsletters (fortnightly) Report to BOT on Literacy, Numeracy and other key curriculum areas.	All Year	All Staff		Keep BOT / Community fully informed.
♦ Parent education meetings	All Year	Principal/Deputy Principal's Numeracy Leader, Literacy Leader & other Curriculum Leaders		Build stronger more meaningful relationships.
♦ After School Care	All Year	Principal Skids		To sustain and grow the current roll to provide a service to our school
♦ Board training	All Year	Principal/Board Chairperson		Will be updated with new initiatives and strengthen capability in BOT as per NZ STA programme.



## Henderson South School Annual Plan

# 2017

### NAG 3 Personnel

Goals	Establish by	Personnel	Resources/Budget	Expected Outcome
<input type="checkbox"/> Appraisal system followed as lay out in the Henderson South handbook.	All Year	Principal, Senior Staff, Outside Appraiser, (will appraise Principal, Deputy Principals)	\$2000	All teachers and staff will be appraised-2017.
<input type="checkbox"/> Review and appraise office staff job descriptions.	Term 2/3	Principal to appraise		Job descriptions reviewed and completed.
<input type="checkbox"/> To employ staff as our school grows	2017	Principal/BOT		To employ high quality staff as the need arises according to roll growth.
<input type="checkbox"/> Teacher Aides employed for identified special needs students/ESOL	2017	Principal / SENCO		Job descriptions finalised and IEP's determined.
<input type="checkbox"/> After School Care worker	Term 1/2/3/4	Principal/SKIDs programme to operate in 2017		SKIDs after school programme will work together in a consultative manner to monitor and formulate the best outcomes for after school care and holiday programmes.
<input type="checkbox"/> Refer NAG 1 <input type="checkbox"/> Ensure policies and procedures are correctly and fully implemented	All Year	Principal		BOT and Principal regularly review policies and procedures ensuring all areas of compliance are being met.



## Henderson South School Annual Plan

# 2017

### NAG 4 Finance and Property

Goals	Establish by	Personnel	Resources/Budget	Expected Outcome
<ul style="list-style-type: none"> <li>◆ Budget completed and approved by BOT.</li> </ul>	Term 4	Principal, BOT, Executive Officer		Approved budget.
<ul style="list-style-type: none"> <li>◆ Maintenance of financial procedures in conjunction with BOT and Executive Officer and Principal</li> </ul>	All Year	Principal, Executive Officer and BOT.	Executive Officer Salary	Regular meetings, monthly financial reports prepared for BOT meeting.
<ul style="list-style-type: none"> <li>◆ Curriculum leaders responsible for management of all curriculum resources.</li> </ul>	All Year	All Staff		All resources purchased supporting targeted professional development and curriculum priorities.
<ul style="list-style-type: none"> <li>◆ Five – 10 Year Property Plan reference</li> </ul>	All Year	Principal		School buildings and property will be well maintained. All areas of property plan development addressed for 2017 consult with property manager he is approved by MOE as a preferred consultant.

Revised and Updated - 2017



## Henderson South School Annual Plan

# 2017

### NAG 5 Health and Safety

Goals	Establish by	Personnel	Resources/Budget	Expected Outcome
♦ Ensure all parents and visitors sign into the school.	All Year	BOT/Office Staff/Principal		All parents and visitors understand protocols for health and safety within the school.
♦ Parents collecting children early must report to office and sign children out with a legitimate reason.	All Year	As above		All parents will follow school policy on removing children from school early.
♦ School Safety Monitors	All Year	Deputy Principals/Jo and Keith		Students are trained in school safety and assist with minor playground incidences.
♦ Garden Project Walkway	All Year	Principal, Lead teacher, Mark Armstrong and classes	\$3000	Continue maintenance of this area by Mark Armstrong and his Trail Blazers promoting this as a huge learning area potential for all curriculum areas. Take a group of children to the yearly Te Atatu art walk to promote creativity and a possible piece of art work/s for our Nature trail as a consequence of this trip.
♦ Review tuckshop and food options.	Ongoing	Principal		Healthier lunch choices for children. Children will order lunches and pay the correct amount in an envelope. The lunch orders will be collected by Sue and delivered back to the school daily by 11:00am.
♦ Electrical Testing	Once a year	John Clifford – School Caretaker/Carter Electrical	\$600.00	Safe electrical equipment.

Revised and Updated-2017



## Henderson South School Annual Plan

# 2017

### NAG 6 General Legislation

Goals	Establish by	Personnel	Resources/Budget	Expected Outcome
<ul style="list-style-type: none"> <li>◆ Maintain EEO annual reporting</li> </ul>	Ongoing	Principal		Equal opportunities for all staff, cultural, gender, emotional and spiritual safety.
<ul style="list-style-type: none"> <li>◆ Implementation of NZ Curriculum and National Standards</li> </ul>	Established	Principal & Staff		NZ Curriculum document will be completed. School vision, principles and values clearly aligned with NZ Curriculum document and National Standards and re-visited on a regular basis as a point of reference for curriculum areas.
<ul style="list-style-type: none"> <li>◆ NZ Teacher Registration</li> </ul>	2017	Principal		Constantly update and modify to ensure current legislation is reflected in our documentation. Implement Teacher Registration Criteria and align with appraisal goals.



## Henderson Community of Learning

### Community of Learners – Improving Educational Success

#### Charter Statement and Board of Trustees report - 2017

#### **Vision**

Our vision is to create a community of schools in which teachers are experts at delivering quality learning and teaching opportunities for all students from early childhood to Tertiary.

#### **We aim**

To inquire deeply into effective practice in order to provide equitable opportunities for all and specifically for Maori, Pasifika and boys so they can flourish, accelerate their learning and be highly engaged learners;

- **Challenge 1:** Raise achievement for Māori and Pasifika students in Reading Writing and Mathematics in our primary schools;
- **Challenge 2:** increase the percentage of Māori and Pasifika and males leaving school with NCEA Level 3
- **Challenge 3:** strengthen the pathway from Primary through to tertiary with greater effective collaboration and considered transition programmes.
- **Challenge 4:** strengthen inclusiveness, cultural responsiveness and increased agency of parents, families and whānau;

#### **Progress to date:**

***'Me and my school'*** survey for all students set for March 2017 to collect student voice data.

Surveys created and data collected for teacher voice – February/March 2017

CoL challenges endorsed	November 2016
Memorandum of Understanding signed off	November 2016
CoL Boards of Trustees meet together to share the challenges	November 2016
Lead principal appointed	November 2016
Across school lead teachers appointed	December 2016
Within-school lead teachers appointed	January 2017
CoL Principals, and all lead teachers meet together for orientation and development of action plans	January 2017
Dr Jan Robertson of Waikato University CoL appointed as external	



expert advisor	December 2016
Across-school Lead teacher job descriptions drafted and circulated	February 2017
Within-school lead teacher job descriptions drafted and shared	February 2017
2016 End of Year data collated for analysis and target setting	December and February 2016/17
PLD for across-school lead teachers - Coaching and Mentoring	February 2017
PLD for CoL Principals and Across-school lead teachers – Cultural Responsiveness	March 2017

### **Professional focus in Year (2017)**

Coaching and mentoring for across and within-school lead teachers – All year

Cultural competencies for CoL lead teachers and Principals – All year

Ministry Funded Inquiry Mathematics Terms 2 to 4

Teaching as Inquiry

### **We will achieve this by working together on *three* important areas:**

- ◆ culturally responsive pedagogies – where teachers understand how to work effectively with diverse groups of students;
- ◆ collaborative inquiry to identify and share best practice in working towards the targets for literacy, mathematics, NCEA Level 2+ and retention;
- ◆ more effective transition processes to support students as they move from primary and intermediate into secondary schools.

#### **Schools involved:**

##### **Primary schools:**

- Henderson South Primary School
- Henderson Valley Primary School
- Oratia District School
- Prospect Primary School
- Sunnyvale Primary School

##### **Intermediate:**

- Bruce McLaren Intermediate School

##### **Secondary Schools:**

- Henderson High School

**Review and evaluation:**

CoL Principals meet fortnightly

Lead Principal Meet Across-school leader's weekly

CoL Principals and all lead teachers meet together in April to review and evaluate progress to date

Progress report to Boards of Trustees

**Communication:**

E-mail

Google docs

Google sheets

Google Sites

Telephone calls

Face to face meetings

Signed for and on behalf of:

School: Henderson South School

\_\_\_\_\_  
Elaine Fale  
**Chairperson BOT**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Trevor Diamond  
**PRINCIPAL**

\_\_\_\_\_  
Date

