



HENDERSON SOUTH SCHOOL

CARING SHARING LEARNING

STRATEGIC
AND ANNUAL PLAN
2018



Henderson South School Goals 2018

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

EDUCATION GOALS	VALUES	LOCAL GOALS
<ul style="list-style-type: none"> 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 2018 Incorporate the Chinese language and culture into our school curriculum in line with the future direction of the school. The use of ICT will continue to support and extend learning throughout the curriculum. Develop and facilitate a blended Modern Learning programme for senior leaders, and staff, focusing on Modern Learning Pedagogy (MLP) and Modern Learning Environments (MLE). Priority learning groups (Maori, Samoan, and Special Needs) will be seen as a priority in teaching and learning. CONNECTING WITH COMMUNITY IN ORDER TO ENHANCE ACHIEVEMENT 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). 	<p><u>THE HENDERSON SOUTH SCHOOL WAY:</u></p> <ul style="list-style-type: none"> Be kind, caring and honest. Have pride in yourself. Show good manners. Have a positive attitude. Respect yourself and consider others. Follow instructions. Work co-operatively. Play fair. Take care of your own property and value your school environment. Speak positively Care share and learn. 	<p>Of significance to the school and its community are:</p> <ul style="list-style-type: none"> Respect and celebration of all cultures represented in our school community. Providing a safe environment that facilitates positive learning outcomes. The need for programmes that meet the individual needs of students. The Henderson South School Way Promote school motto ‘Caring, Sharing, Learning ‘and to link this with <u>Well Being for Success.</u> <u>School focus – At Henderson South School we will focus on our Vision Statement – To be Culturally Creative Critical Thinkers</u>

Revised and Updated-2018

Henderson South School

Our Vision Statement



Caring Sharing Learning

To be Culturally Creative Critical Thinkers

Revised and Updated-2018

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.

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 ō 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.

Revised and Updated-2018

HENDERSON SOUTH SCHOOL STRATEGIC and ANNUAL PLAN 2018

HENDERSON SOUTH SCHOOL STRATEGIC and ANNUAL PLAN 2018				
Our Vision	Creating Cultural Creative Critical Thinkers			
Our Strategic Goals 2018-2020	Raise student achievement and capabilities for all students.	Build capacity in our teachers.	To build cultural responsiveness	Internal Evaluation Notes by BOT
Our Strategic Programmes	<ol style="list-style-type: none"> 1. Focused PLD 2. Create combined teaching as inquiry 3. Set and monitor targets for all students. 4. Integrate rigorous moderation processes. 5. Strategies around accelerating student progress. 	<ol style="list-style-type: none"> 6. Implement the code of standards. 7. Incorporate interrupted teaching model with mentoring and coaching methods 8. Include opportunities for teachers to observe and model great practice 9. Exercise the use of current research. 10. ILE PD to strengthen practices 	<ol style="list-style-type: none"> 11. Use Ka Hikitea, Tataiako, Te Mauratanga and ERO indicators for building a cultural ethos 12. Language programmes, Maori Samoan and Mandarin. 13. Embed Ako, Mahi Tahī Whanaungatanga and Manakitanga. 14. Promote meaningful connections with our whanau. 	
Our Key Initiatives for 2018	<ol style="list-style-type: none"> 1. Undertake the use of the in school leader to promote quality teaching. 2. To establish in depth teaching with target groups, monitor. 3. Establish goal setting for our students at the commencement of the year. 4. Share Literacy and Numeracy indicators for success with parents. 	<ol style="list-style-type: none"> 5. Strengthen the use of in school leaders. 6. Promote the visiting of other schools where there is excellent teaching practice. 7. PAC conversations. 8. Videoing practice. 	<ol style="list-style-type: none"> 9. Weekly Maori lessons on a Monday afternoon. 10. Integrate the Maori language 11. Establish pēpeha for all students. 12. Cultural connection with a local Marae. 	
Our Success Measures	<ul style="list-style-type: none"> • Students will achieve their goals set by Term 2 reporting time • 85% will be working at National Standards (see note) 	<ul style="list-style-type: none"> • Teachers will reach an improved level of one sub-level on their teacher matrixes. • Will share successful teaching with the staff. 	<ul style="list-style-type: none"> • Te Reo competency will grow 100% • The use of Mandarin in classes will encompass Yr. 3,4,5,6 • Te Reo Maori in Yr. 1 and 2 classes .2 teacher 	

	Initiative	Actions	Who?	To be Completed by	Measure of Success	BOT Notes
Strategy : Raise Student Achievement and Capabilities for all students	<ul style="list-style-type: none"> Undertake the use of the ISCOL to promote quality teaching. To establish in depth teaching with target groups, monitor Establish goal setting for our students at the commencement of the year. Share Literacy and Numeracy Indicators for success with parents and students. 	<ul style="list-style-type: none"> Incorporate the use of the ISE to work alongside identified teachers to support teachers with mentoring and coaching. Teachers will be released by the DPs in order to work with their target students for 45 minutes once a week. Teachers, parents and students will meet to establish goals for Literacy, Numeracy and a combined goal. Will be re-visited at report time in term 2. Parents to be given access to Indicators at the goal setting evening in order to follow classroom programme and to allow them to give more informed support. 	Principal/DPs ISCOL DPs All Teachers All Teachers	Term 2 Term 1,2,3,4 Term 1,2 2018	<ul style="list-style-type: none"> 100% of identified teachers will have greater clarity and understanding of the Inquiry process. Raised achievement levels of target groups from Below to At NS. Goals achieved by students 100% of parents have indicators for visible learning and understand the content by attending meetings, interaction and hui's. 	

	Initiative	Actions	Who?	To be Completed by	Measure of Success	BOT Notes
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Strategy : Build Capacity In Our Teachers	<ul style="list-style-type: none"> Strengthen the use of in school leaders. 	<ul style="list-style-type: none"> DPs to release teachers and model teach in order for the teacher to work with more effectively with their target students. 	DPs Teachers ISCOL	2018	<ul style="list-style-type: none"> Teachers will build their capacity to raise levels of achievement by one sub-level according to teacher matrix. 	
	<ul style="list-style-type: none"> Promote the visiting of other schools where there is excellent teaching practice 	<ul style="list-style-type: none"> Teachers will be released during CRT time in order to visit either internal or external schools to observe excellent teaching practice. 	DPs Teachers	Term 1,2,3,4	<ul style="list-style-type: none"> Teachers can articulate, share observations with team members and make a report for whole staff. Be able to use and demonstrate a strategy used by a colleague. 	
	<ul style="list-style-type: none"> PAC conversations 	<ul style="list-style-type: none"> Principal, DPs will lead observation and feedback sessions on teacher practice. 	Principal, DPs, All Teachers	Term 1,2	<ul style="list-style-type: none"> Goals achieved by students 	
	<ul style="list-style-type: none"> Videoing practice 	<ul style="list-style-type: none"> Teachers to video practice and analyze according to focus regarding teacher capabilities. 	All Teachers DPs, Principal	2018	<ul style="list-style-type: none"> Added value to teacher capabilities and improved outcomes for Teaching as Inquiry 	

	Initiative	Actions	Who?	To be Completed by	Measure of Success	BOT Notes
Strategy : To Build Cultural Inclusiveness	<ul style="list-style-type: none"> Weekly Maori lessons on a Monday afternoon Integrate the Maori language. Establish pēpeha for all students. Cultural connection with a local marae 	<ul style="list-style-type: none"> Teachers will teach Reo in their classrooms weekly and integrate as much as possible. Students to be exposed to the language daily via basic instruction through to moderate coverage. Identity through pēpeha in a variety of languages to be taught. Visit Hoani Waititi for the day and to experience marae tikanga. 	<p>Teachers</p> <p>Teachers</p> <p>All Teachers</p> <p>All Teachers</p>	<p>2018</p> <p>Term 1,2,3,4</p> <p>2018</p> <p>Term 1-4</p>	<ul style="list-style-type: none"> Teachers will use Te Mauratanga to incorporate Te Reo and Raised achievement levels of Te Reo Children are able to recite their pēpeha. All children will have a greater understanding of marae tikanga Maintain a relationship and sustain this with identified Iwi – Te Kawerau a maki and Ngati Whatua 	

ANALYSIS OF VARIANCE

School Name:	Henderson South School	School Number:	1310
Strategic Aim:	All students will make accelerated progress and achievement in Literacy and numeracy with a strong focus on Writing.		
Annual Aim:	<p><u>Literacy</u></p> <p>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.</p> <p><u>Numeracy</u></p> <p>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>		
Target:	<p><u>Literacy</u></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>Mathematics</u></p> <p>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.</p>		
Baseline Data:	<p><u>Reading</u></p> <p>66.2% of Maori students reading at or above the national standard at the end of 2016. 72.4% of Pasifika students reading at or above the National Standard at the end of 2016. Overall school reading progress in children achieving at and above was 70.9% at the end of 2016.</p> <p><u>Writing</u></p> <p>72.7% of Maori students writing at or above national at the end of 2016. 81.5% Pasifika students writing at or above national standard at the end of 2016. Overall school writing progress in children achieving at and above was 78.8% at the end of 2016.</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>We introduced a release programme to assist our Target Groups in order to allow our teachers to work more on a one to one basis. Our DPs allocated two hours per day Mon to Wed in six classes on a rotational basis so that teachers could work with their Target students.</p> <p>We wanted our teachers to use an OTJ which involves drawing on and applying the evidence gathered up to a particular point in time, in order to make an OTJ about a student's progress and achievement. No single source of information can accurately summarise a student's achievement or progress. A range of approaches is necessary in order to compile a comprehensive picture of the areas of progress, areas requiring attention, and what a student's unique progress looks like (MOE: TKI).</p>	<p>Teachers found that this programme was highly successful and allowed them to do more in depth teaching and to monitor children's success rates in Literacy and Mathematics.</p> <p>Maori</p> <p>In the At or Above group we have 56 children At and 7 Above which is 82.9%. This is a very positive result for this group. There are 13 children achieving Below or Well Below which is 17.1%. This time last year it was 32.6% Below and 66.35% At or Above with more children in the data.</p> <p>Out of the 34 males within this group there are 2 Above, 28 At, 3 Below and 1 Well Below. There are 42 females with a similar breakdown: 4 Above, 29 At, & Below and 2 Well Below. This is a very good result for both genders.</p> <p><u>Pasifika</u></p> <p>The Pasifika group shows 81.6% of children (128) achieving At and Above with 15.3% (24) in the Below group and 3.3% (%) in the Well Below</p> <p>Out of the 83 males in this group 16 are Above, 48 are At. In the Below group there are 15 and 4 are Well Below. Out of the 74</p>	<p>Our children appear to be confident in Mathematics and even though we have lower numbers this year in the Target Groups the percentages have risen. This would suggest that there are various factors influencing this.</p> <p>Our ISCOL teachers have focussed on shifting children in the Target Groups through the practice of the teachers working with them. The PD delivered to the staff as a whole and four teachers working with the facilitator from Cognition. Teachers thinking about their programs are delivered after the PD in whole school staff meetings.</p>	<p>In the Maori cohort, the below children needed to be added as Target Children for next year. Some are currently on as Targets and these children will roll through to 2018.</p> <p>The Pasifika group, it is mainly after 120 weeks in the below category that needs addressing. These are in one of the bilingual classes and one main stream class.</p> <p>The Well Belows in both groups need specific targeted teaching in addition to being on Target Sheets. This maybe a programme such as COSDMRRICS by Mary Holme, Anne Lomond. Knowledge based intensive intervention programme for small group of students based on Targeted Learning Group.</p> <p>It can be run every day for 15-30 minutes in addition to strategy teaching. The programme lasts for four weeks but can be extended if required.</p> <p><u>Reading and Writing</u></p> <p>55.3% of our students after 1 year are achieving well below the National Standard in Reading. Teachers report that the lack of pre-school knowledge is a contributing factor to the low achievement in Literacy. Many of our New Entrant students arrive at</p>

females there are 18 Above, 46 At 9 Below and 1 Well Below.

Reading and Writing

79% of our students are achieving At or Above the National Standard in Writing and 72% in Reading.

39.4% of our Maori students are achieving well below or below the National Standard in Writing and 36.8% in Reading.

Boys trail our girls in both reading and writing by 5% respectively.

52.1% of our students in Year 4 are well below or below National Standard in writing.

42.9% of our Asian students are well below or below the National Standard in Reading and 50% in writing.

school with little or no oral language (English) and/or alphabet knowledge, so much of their first 40 weeks at school is spent teaching the pre-school skills and knowledge. Data indicate the majority of these students however they will continue to present as being below against the National Standard for their year level.

Planning for next year:

We will be continuing the release for teachers so they can work with their Target Students. This will be done by our DPs on a rotational basis from Monday to Wednesday.

Our ISCOLS will work with identified teachers in order to continue their work building capacity of the teaching and learning for our staff. This will be in conjunction with a Mentoring and Coaching programme supported by a Kahui Ako initiative the PD being delivered by The Education Group/ Kerry Mitchell and Roween Higgle.

We have 150 hours which have been awarded to our school in order for our staff to build their teaching and learning based around Problem Solving. This PLD will be delivered to all staff via Kim Bulliss from Cognition Consulting. A PLD plan has been submitted already and the programme of action for 2018 has been approved for implementation

Our appraisal system includes teachers working with an Inquiry based around child centred needs in their classes with a focus on Target Children. ILE (Innovative Learning Environment) PD to be facilitated by CORE / Nikki Ulrich will be based around establishing robust curriculum delivery for this area and supporting our teachers on this new journey.



Henderson Kahui Ako/Community of Learning

Strategic Plan – 2018

Our Vision	Creating Creating a community of schools in which teachers are experts at delivering quality learning and teaching opportunities for all students from early childhood to Tertiary			
Our Values	<p>Our Community of Learning values:</p> <ul style="list-style-type: none"> • <i>Whanaungatanga</i> • <i>Manaakitanga</i> • <i>Ako</i> • <i>Mahi Tahi</i> <p>Statement about Cultural responsiveness The Henderson Kāhui Ako, honours Te Tiriti o Waitangi because whanaungatanga, manaakitanga, mahi tahi and ako are evident at all levels in our kura with te reo and tikanga woven through all our practice.</p>			
Our Strategic Goals 2018 - 2023	<p><u>Goal 1</u> <i>Raise achievement for Māori and Pasifika in reading, writing and Mathematics in our primary schools.</i></p>	<p><u>Goal 2</u> <i>Increase the percentage of Māori and Pasifika and males leaving school with NCEA Level 3.</i></p>	<p><u>Goal 3</u> <i>Strengthen the pathway from ECE through to tertiary with greater effective collaboration and considered transition programmes.</i></p>	<p><u>Goal 4</u> <i>Strengthen inclusiveness, cultural responsiveness and increased agency of parents, families and whānau.</i></p>
Our Strategic Initiatives 2018 – 2023	<ul style="list-style-type: none"> • Kahui Ako wide PLD for Principals, ASLT, ISLT, and school leaders. • External expert support from Dr Jan Robertson. 	<ul style="list-style-type: none"> • Pasifika Education Plan and Ka Hikitia concepts implemented in schools. 	<ul style="list-style-type: none"> • Transition processes and programmes. • Across Kahui Ako transition / pathway 	<ul style="list-style-type: none"> • Te Kawerau a Maki. • Pasifika community groups. • Sense of belonging

	<ul style="list-style-type: none"> School specific PLD. 	<ul style="list-style-type: none"> Culturally responsive teaching strategies Culturally responsive school/class environments 	<ul style="list-style-type: none"> protocols. Learning support provision. 	<ul style="list-style-type: none"> across all CoL schools with a local marae. Educationally powerful home-school partnerships. Boards of Trustees – NZSTA training.
As demonstrated by 2019	<ul style="list-style-type: none"> Improved leadership capacity reported through leadership surveys. Student achievement and outcomes are higher than in 2017. Enhanced teacher capacity across specific curriculum areas e.g. Mathematics. 	<ul style="list-style-type: none"> Student surveys show improved culturally relevant experiences. Teacher surveys show enhanced awareness and knowledge. Māori and Pasifika student achievement and outcomes are higher than in 2017. 	<ul style="list-style-type: none"> Plan for transition process developed and agreed. Transition pathways and protocols drafted and shared for discussion. Discussions between MoE and Kahui Ako. At risk and special needs ākonga across the Kahui Ako identified. 	<ul style="list-style-type: none"> Kahui Ako Cultural Liaison lead teacher appointed. Schools and local iwi establish and build relationship. In-school hui and fono occur regularly. Informed and empowered Boards of Trustees.
2018 Actions	<ul style="list-style-type: none"> All leaders, including Kahui Ako principals, senior school leaders, ASLT and ISLT participate in Kahui Ako wide PLD with The Education Group with a focus on: <ul style="list-style-type: none"> Leadership coaching Teaching as Inquiry Coaching partnerships developed and in action in schools. Teaching as Inquiry embedded and practice enhanced in each school. External expert partner – Dr Jan Robertson working alongside our lead personnel. Individual schools seek MoE funding for school specific PLD. 	<ul style="list-style-type: none"> Collate and compare EOY NCEA data. MMS survey data for Y9 and 10 students. Coaching for teachers in place in schools. MMS surveys for Y5 and 6 students. 	<ul style="list-style-type: none"> Dialogue between primary, intermediate and college strengthened. Develop a marketing strategy which highlights Bruce McLaren and HHS as the preferred schooling options. Open dialogue with MoE regarding a Kahui Ako approach to special needs service provision. Share learning with current Kahui Ako who have active pilot projects in place related to shared resourcing. Small working group draft transition / pathway protocols – presented to the principals. 	<ul style="list-style-type: none"> PLD day for principals and ASLT with Jan Robertson on Marae protocols. Shared NZSTA training for Boards Appoint Cultural Liaison Lead Teacher. Share educationally powerful home-school partnership initiatives across the Kahui Ako. MMS surveys March and November. Teacher PLD in te reo Maori shared across schools.

