



HENDERSON SOUTH SCHOOL

CARING SHARING LEARNING

STRATEGIC
AND ANNUAL PLAN
2023



Henderson South School Goals 2023

School Motto - Caring Sharing Learning

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 curriculum levels of achievement in literacy and numeracy with a focus on maintaining achievement levels above 90%. ● To improve the skills and knowledge children need in Writing and Spelling ● To make te reo Maori me ona tikanga strong in our school. ● To create cohesion between the Key Competencies (KC) the Learning Muscles (LM) and the School's Vision (SV) ● Priority learning groups (Maori, Samoan, and Special Needs) will be seen as a priority in teaching and learning. ● CONNECTING WITH OUR COMMUNITY IN ORDER TO ENHANCE ACHIEVEMENT. To participate in the Henderson Community of Learners, Kahui Ako (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). 	<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 cooperatively. ● Play fair. ● Take care of your own property and value your school environment. ● Speak positively 	<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 Well Being for Success. ● 2023 Focus – To focus on collaboration, providing a caring, supportive, learning environment and to nurture the well being of staff and students.

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

Henderson South School

Our Vision Statement



Caring Sharing Learning

To be Culturally Creative Critical Thinkers



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.

Revised and Updated 2023

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-2023

HENDERSON SOUTH SCHOOL STRATEGIC ANNUAL PLAN 2022/23/24

February 2023

TE REO MĀORI ME ŌNA TIKANGA IN EDUCATION

Who's saying it...	What it says...
Treaty of Waitangi	<p>The Treaty principles of PARTICIPATION, PROTECTION, and PARTNERSHIP, provides a context for the relationship between the Crown, iwi and Māori. Ensuring Māori students enjoy and achieve education success as Māori is a joint responsibility of the Crown — represented by the Ministry of Education and other education sector agencies — and iwi, hapū and whānau.</p>
The NZ Curriculum The NZ Curriculum	<p>The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga. <i>The New Zealand Curriculum</i>, p 9.</p> <p>... young people who will work to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring. <i>The New Zealand Curriculum</i>, p 8.</p> <p>Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national, and human identities. Every language has its own ways of expressing meanings; each has intrinsic value and special significance for its users, p 24.</p>
Education Review Office	<p>A recent Education Review Office report (2011) states that many school leaders and teachers are finding the Treaty of Waitangi principle challenging to implement. In schools where the principle is evident:</p> <ul style="list-style-type: none">- te reo Māori me ōna tikanga are valued and promoted in school management and in teaching and learning, for example, through pōwhiri, karakia, and kapa haka- all students have the opportunity to learn te reo Māori and to understand and celebrate the place of Māori as tangata whenua in Aotearoa New Zealand

- established relationships with students, parents, whānau, iwi, and other community members support Māori students' learning.

ERO suggested that many schools could improve their practice, for example, by:

- building their understanding of the **Treaty of Waitangi** and its implications for school policy, organisation, and planning
- consulting the local Māori community about the school's direction and their aspirations for Māori students.
- Schools need to consider to what extent the **Treaty of Waitangi** principle is evident in the interpretation and implementation of their school curriculum and is enacted in their classrooms.

Ka Hikitia
Ka Hikitia – Accelerating Success 2013–2017 gives expression to how the principles of the **Treaty of Waitangi** (the Treaty) are applied in education. The rights and duties that stem from the principles of the Treaty include ensuring the position of Māori is considered fairly when developing policies and funding.

We know Māori students do much better when education reflects and values their identity, **language and culture**, and this is a central focus within Ka Hikitia – Accelerating Success 2013–2017.

Ka Hikitia – Accelerating Success 2013–2017 guides how government departments, agencies, education providers and professionals will work together to ensure the education system works well for every Māori student. It prioritises action and resources towards what evidence says works to **achieve strong language and educational outcomes**.

Māori identity, **language and culture** recognises, acknowledges and validates Māori students as Māori. Māori organisations, hapū, whānau, iwi, parents and students are the kaitiaki (guardians) of **Māori identity, language and culture**.

Te Aho Arataki Marau mō te ako i Te Reo Māori - Kura Auraki
Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1-13
[Te Reo Māori Curriculum Guidelines](#)

‘There is an inherent connection between **language and culture**: language is embedded in culture and also expresses culture. The culture and practices of the people who share a language are dynamic within a changing world.

By learning te reo Māori, students discover that speaking a different language involves much more than simply conveying the same message in different words. Communicating in another language means being sensitive not only to what is said but also to how it is said and to what is left unsaid. Every language involves visual features as well as words, and indirect messages as well as direct ones.”

<p>Tau Mai Te Reo - The Māori Language in Education Strategy 2013-2017</p> <p>MOE Website: Tau Mai Te Reo</p>	<p>High quality Māori language in education is important because it:</p> <ul style="list-style-type: none"> ● supports identity, language and culture as critical, but not exclusive, ingredients for the success of all learners ● provides all Māori learners the opportunity they need to realise their unique potential and to succeed as Māori ● gives expression to the national curriculum documents for early learning, primary and secondary schooling, which recognise the importance of te reo and tikanga Māori for Aotearoa New Zealand ● supports community and iwi commitments to Māori language intergenerational transmission and language survival.
<p>HSS Whānau Māori Consultation Feedback</p> <p>Feedback</p>	<p>This year in term 1, a Whānau Māori Hui was held. As part of this evening, whānau were asked to discuss and respond to the following questions, the responses were collated and recorded (refer to the link Feedback);</p> <ul style="list-style-type: none"> ● How can we build respectful working relationships with tamariki, whānau, hapū, iwi, and our wider Māori community? ● How can we affirm Māori learners as Māori? ● How can we demonstrate respect, and sincerity towards Māori beliefs, language, and culture? ● How can we ensure teaching and learning promotes the values, beliefs, aspirations, and cultural identity of our whānau Māori? ● How can we engage in positive communication about learning and achievement with our tamariki and whānau?

HENDERSON SOUTH SCHOOL STRATEGIC ANNUAL PLAN 2022/23/24

February 2023

Strategic Goal 1.	Initiatives (program or strategy)	Action (a series of actions to carry out)	Measures (assess or evaluate the impact)	Accountable	Responsible (person/s responsible to carry out actions)	Forecast completion Date
------------------------------	---	---	--	--------------------	---	---------------------------------

<p>To make te reo Māori me ōna tikanga strong in our school.</p>	<p>a) Normalise te reo Māori me ōna tikanga in our school</p> <p>All staff participate in learning te reo Māori to at least Level 1</p> <p>Implement the use of Te Aho Arataki Marau mō te ako i Te Reo Māori to plan, teach, and assess te reo Māori me ōna tikanga</p> <p>Re-establish Te Reo Māori classes for our wider community</p> <p>Participate in cultural experiences such as; a trip to a marae for a</p>	<p>a) the use of Te reo Māori as the primary language of instruction</p> <ul style="list-style-type: none"> - the use of Te reo Māori as the primary language for formal and informal greetings/farewells (office and reception, as well as the telephone) - install bilingual signage - recite/use karakia timatanga/mutungā/kāi - change the current English names of classrooms to ingoa Māori - participate/learn pōwhiri/whakatau - teach/learn waiata/haka as a whole school - tamariki can choose to refer to teachers as matua/whaea - HSS Way and Motto in te reo Māori - protect and designate time in a staff hui/or for learning te reo Māori me ōna tikanga -PLD of this document in staff hui 	<ul style="list-style-type: none"> - levels of confidence and use of te reo Māori increases, by all staff - students respond confidently and appropriately - use of te reo Māori is evident in their everyday communications and interactions - junior classes are shown on e-Tap and referred to by the whole school - the whole school participate and have an understanding of tikanga process to do with pōwhiri/whakatau - reo proficiency and confidence improves - the use of te reo increases - the desire to learn and know more increases - staff enrol in official classes, e.g. at TWoA - increased use and knowledge of this document - relationships with whānau, hapori, iwi, and hapū are evident - the wider community represented in our school and the use of their expertise - more effective and meaningful teaching and learning practices of te reo Māori me ōna tikanga - report back on teaching and learning in te reo Māori - tamariki achieving Level 1-2 proficiency in te reo Māori 	<ul style="list-style-type: none"> - provide a list of simple instructions for use in classes - provide a list of formal and informal greetings/farewells to be used - stock take of signs and order more - email 'karakia' to be taught in classes <p>Senior Management - discuss and implement change of class names</p> <p>Jo/Keith timetable whole school participation/practice of pōwhiri/whakatau</p> <ul style="list-style-type: none"> - work on translations (checked by other reo exponents). <p>Senior Management - sanction</p> <ul style="list-style-type: none"> - lead learning 	<p>Tātou katoa (all staff and children)</p> <p>John to fix signs to designated areas</p> <p>Amanda to make changes on e-Tap</p> <p>Kaimahi katoa, e.g. teachers, teacher aides, office staff, etc.</p>	<p>All initiatives and actions will commence at the start of Term 1 2020 and are forecasted to be completed within the year or at the latest by the end of 2022 with a view to being embedded and operating fully by the end of 2023 and beyond.</p>
---	--	---	--	---	--	--

	<p>night, making traditional hāngī, etc.</p> <p>Key:</p> <p>Achieved</p> <p>On-going</p> <p>Not started</p>	<ul style="list-style-type: none"> - Use it to guide how we plan/teach/assess te Reo Māori - build relationships with our whānau, hapori, iwi, and hapū - seek guidance and expertise from our whānau, hapori, iwi, and hapū - ascertain interest from wider community to learn te reo Māori or teach it. - designate a space - plan the curriculum - designate day and time - contact and arrange a visit to Henderson High's marae, or alternatively Hoani Waititi Marae - consult with whānau about the possibility of making a hāngī - organise special events for Matariki and Māori Language Week, as well attend hikoi for Te Reo Māori, perform/or attend kapa haka events. 	<ul style="list-style-type: none"> - a good turn out of numbers of whānau attending - confidence and use of te reo amongst whānau increase - whānau feedback reports are positive - whānau seeking to enrol in official reo classes - feedback about the experiences is positive and want more - wider community engagement is evident - wider community involvement is greater 	<ul style="list-style-type: none"> - lead PLD - make contact with mana whenua from Te Kawerau a Maki. - make contact and advertise with people of interest - contact people of interest - contact interested whānau 	<p>Teaching staff & Senior Management, whānau, hapori, iwi, and hapū</p> <p>Teaching staff</p> <p>Whānau, tamariki, kaiako</p>	
--	--	---	--	--	--	--

		- establish a steering group of parents to organise and run special events				
Strategic Goal 2	Initiatives (program or strategy and goals)	Action (a series of actions to carry out)	Measures (assess or evaluate the impact)	Accountable	Responsible (person/s responsible to carry out actions)	Forecast completion Date
To Incorporate the New Zealand Histories curriculum into our school, Viv Hall from Core Education will facilitate the implementation process supported by our staff and senior management team.	The goal for the body of this work is to support teachers with their knowledge of teaching NZ Histories, so that they will be able to support every student to achieve their potential. We want our students to explore the big ideas as outlined in the purpose statement;	Students Learning: Students will be challenged to develop intellectual curiosity through an inquiry approach to learning and inclusive learning programmes that make connections with students' cultural contexts and experiences that engage them in meaningful and exciting learning (ako, whakapapa). This will align with the mahi we are currently embedding this work around Poutama Pounamu and Blended Learning.	We will use self-reflection and feedback from our evaluative partners to measure success. Connection to other PLD To align our work to our Strategic goals and to the kaupapa of the Kahui Ako. We use collaborative spirals of inquiry approach to evaluating impact and informing self-review at Henderson South School and this will be an important part of the design and implementation as our local curriculum evolves.	Facilitator, Principal, Senior Management and Teachers to lead this.	Teaching staff	December 2023/24
	History of Maori	Whānau, students, BoT and teachers will work together to develop informed learning-focused	A tangible outcome will be that our localised curriculum will go from a draft local curriculum framework for 2023 that has a coherent pathway for all learners, dynamic as teams use their learning to feed into more comprehensive planning for 2024.	Principal, Senior management team Management and Teachers to lead this. Facilitator, Principal, Senior Management and Teachers to lead this.	Teaching staff	December 2023/24

	Impact of colonisation and settlement	partnerships to meet student learning goals (whanaungatanga).	A team will lead this kaupapa to develop skills to then continue once the implementation of this work has been completed. We will provide opportunities to provide a sustainable model across the school and through an induction process of new staff:	Facilitator Principal, Senior Management and Teachers to lead this.	Teaching staff	December 2023/24
	The power people and groups hold	For teachers to engage with the Professional Growth Cycle to foster an environment for inclusive, collaborative teacher learning.				
	The relationships that shaped our history	Leaders will develop a better understanding of our students and our teachers' capabilities to respond to student needs in culturally sustaining ways. The development of learning programmes that provide equitable opportunities for all our learners .				
	Stories, local and further a field	We plan to use the Understand, Know, Do framework of the Aotearoa New Zealand Curriculum to centre our learning and grow our cultural capability.				
	How to support student led inquiries	Coherence and alignment will be important so that our values align to our new learning in this space.				
	How students can apply their new learning to new contexts					
	This body of work is focused on kaiako 'knowing their learners', identifying cultural practices that support learning and those that do not support learning.					
					Teaching Staff	December 2023/24

	<p>A key aspect will be strengthening our kaiako knowledge and understanding of Te Tiriti o Waitangi and the rich histories of Aotearoa, New Zealand. As we learn together we grow together as a team to develop a localised curriculum that meets the specific needs of our learners and provides greater equity for all our tamariki.</p>	<p>Ākonga who can see themselves and their culture reflected in the learning in the classroom</p> <p>We will use self-reflection and feedback from our evaluative partners to measure success.</p>			<p>Teaching Staff</p>	
--	---	--	--	--	-----------------------	--

--	--	--	--	--	--	--

Strategic Goal 3.	Initiatives (program or strategy)	Action (a series of actions to carry out)	Measures (assess or evaluate the impact)	Accountable	Responsible (person/s responsible to carry out actions)	Forecast completion Date
------------------------------	--	--	---	--------------------	--	---

<p>To improve the knowledge and skills in writing (we will sustain what we have learnt in the 2022 PLD by moving forward and using our identified expert teachers on staff in conjunction with a consultant to improve achievement in all aspects of writing</p>	<p>To bring the NZC alive in our school and make it a strong focus based on Writing and Spelling.</p> <p>A goal is to support teachers with their knowledge of teaching writing. We want to equip our teachers with the knowledge and skills they need to ensure that every student experiences success.</p> <p>Another goal is to use formative assessment information to plan targeted teaching, and to give feedback to students on their progress towards particular goals.</p>	<ul style="list-style-type: none"> ● meet with the Write Lesson facilitator Helen Walls to plan how she will facilitate and mentor our lead teachers in order to maintain and sustain the writing programme in our school. ● introduce the body of work that she intends to implement in our school for Spelling and Writing. Scope and sequence. ● timetable zoom sessions in order to mentor our lead teachers and give opportunities for the lead teachers to promote robust teaching practice. ● introduce the assessment levels 	<p>Learning is personalised and inclusive to take into account the students aspirations,interests,identity and culture.</p> <p>Work with our teachers to get some shared understanding we want for our school.</p> <p>It will support our Henderson South Way. It will support our school vision.</p> <p>Connect our students to our community resources.</p> <p>Finally, we will be looking at ways to use writing to support learning in other curriculum areas (for example, the Aotearoa Histories curriculum). We know that writing about new knowledge helps with understanding, and that writing on rich topics is far more interesting for students.</p> <p>We would particularly like to upskill our leadership team, so that growth becomes sustainable within our school. So our facilitator will work to upskill this team - preparing them for ongoing mentoring of other teaching staff.</p>		<p>Principal PLD facilitator Write Lesson facilitator for Cognition Consulting Helen Walls Belinda Blick</p>	<p>2022/23/24 end of year.</p>
--	---	--	--	--	--	------------------------------------

	<p>We will also be looking at ways to incorporate student self and peer assessment into our writing routines - to help develop student self awareness, motivation, and independence.</p>	<p>for all classes for writing</p> <ul style="list-style-type: none">● Step 1, 2 and 3● Level 1 basic● Level 2 basic● Level 3 basic● Schonell to be taken twice in term one, once in term 2/3 and 4● writing sample by students in term one to be used as baseline data● PD staff meetings to build capacity in teachers covering-<ul style="list-style-type: none">● short vowels● single consonants● early digraphs● early open syllable words● split digraphs● tricky blends● long vowel sounds● early suffixes● words ending in y● long vowels● contractions and homonyms● quadgraphs● possessive apostrophe				
--	--	--	--	--	--	--

--	--	--	--	--	--	--



Henderson
Community of Learning
 Te Hapori Whānau Akoranga o
 Waipareira

Henderson Kahui Ako Strategic Planning for 2021/23

Our Vision

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 Change Levers are:

- Collaborative Inquiry
- Whānau Partnerships
- Te Tiriti o Waitangi
- Learner Agency

Challenge 1: Raise achievement for all, including our at risk students, by improving teacher practice across all our schools, especially in writing.

Our current reality 2020	Our next steps for 2021-2023
<ul style="list-style-type: none"> + Strengthening Moderation across the Kāhui Ako through the Mahi Ngātahi + Data is collected from our schools based on OTJs twice annually + Using asTTLe language from a range of data + Target Students identified particularly Boys/Writing. + Special Needs Tracking document being implemented. + Using Data(academic and holistic) to form direction and show impact. + Cultural impact on Assessment, meeting the needs of our tamariki. 	<ul style="list-style-type: none"> + Moderation, particularly in writing, strengthening authenticity of data within and across Kura + Target students: Identify support areas to fund PLD + Identifying and communicating rigid timeframes for data collection + PLD in Assessment. What works, what doesn't and exploring new options(other assessment tools that opens other lenses for giftedness(e.g. Cultural))

<ul style="list-style-type: none"> + ECE transition data analysed. + NCEA credits used as a measure of success. + Rongohia Te Hau providing data on where Kura/Kāhui Ako is at + Various Surveys to provide data/information on areas of interest(Well Being, etc) + Range of assessments being used across the schools nothing consistent + Information not transitioning. + ISLT's individual/customised assessment supports/usage + eTap vs Edge vs Kamar + Authenticity of Results + Completing to a timeframe. + National Standards impact and consequences on current practice once removed. 	<ul style="list-style-type: none"> + Explore data information to aid transition (ECE/Primary /Intermediate/High School/Beyond) + Where to next for Special Needs Tracking(Level 1 only). Ensuring data is moderated and relevant across the Kāhui Ako. + Surveys to continue finding relevant/useful data (Well Being Survey) and ensuring Surveys are relevant and appropriate (Not IPT Tool). Making sure to have Ethnicity/Gender/Yr Group identified in surveys. + Consultation about Assessment and Reporting with Whānau, Tamariki and Kura to strengthen approaches. + Kura strategic planning linking with Kāhui Ako Strategic plans. + Mahi Ngātahi Assessment/Data group being given a mandate to facilitate change. Identifying areas that this group can work on (e.g. Next Steps) + PLD blended learning to be included in Mahi Ngātahi + +
<p>Our current reality 2021</p>	<p>Our next steps for 2021 - 2023</p>
<ul style="list-style-type: none"> ● -data collection using OTJ is more refined ● -mahinga ngātahi writing group and some groups with a cultural focus with aspects of PLD blended learning being included ● -collated basic Special Needs information and are still awaiting Te Rito ● -no professional development across the schools for Learning Support but the Special Needs group is strong and well led with good input from MOE and RTLB ● -Special needs group held as a mahinga ngātahi with opt in or out as each school wished 	<ul style="list-style-type: none"> ● Need to fine tune data collection and ensure there is a way to collect data that is smoother and that populates ● Review data collection to ensure that we are collecting it in the same format as we are reporting ● Te Rito being unpacked across the Kahui Ako and looking at privacy policies that align across the schools ● Special needs professional develop option for Learning Support, including with support from SES

Challenge 2: Develop culturally sustaining, critical leadership and pedagogy for all our teachers and leaders.

<p>Our current reality 2020</p>	<p>Our next steps for 2021 - 2023</p>
<ul style="list-style-type: none"> + Rongohia Te Hau - has started the process of Culturally sustained, critical leadership and pedagogy for all our teachers and leaders. As a COL every school is at different stages on the continuum, Having Rongohia Te Hau in our schools - as a tool to support culturally responsive practice - has given us a baseline data, has enabled us to measure Cultural practice. 	<ul style="list-style-type: none"> + Repeat Rongohia Te Hau - consider Deliberate Acts of Leadership that can be put in place to support shifts- using the change levers as lenses to consider these acts of leadership- will look different in each school. + How are we aligning what we do in school/CoL? + Developing understanding across the CoL of the fabric of society on which

<ul style="list-style-type: none"> + Deficit theorising is embedded - we have not yet achieved critical consciousness as a collective + Internalised capitalism is embedded in our systems and structures and culturally - meritocracy + + 	<p>our NZ Ed system is built.</p> <ul style="list-style-type: none"> + Connect as a CoL with mana whenua +
Our current reality 2021	2021-2023
<ul style="list-style-type: none"> ● Kaiwhakaako's have been appointed in our schools and this has been supported by the PLD hours. ● Kaiwhakaako have or are in the process of completing their online Modules which they have been given an extension to complete by early next year. ● All five modules (presentation hui) have been completed by five of our Kahui Ako schools. ● All kaiwhakaako's attended a wananga in Tauranga at the Huria marae ● The wananga was an opportunity to set the scene for the mahi to be done for this year. ● It also gave an opportunity for facilitators from different areas to build a relationship and to share strengths. ● As an outcome from the Blended Learning schools have been asked to reflect on their journey noting, strength,, future direction of individual schools. ● This information will be collated and used to inform strategic direction for schools which will be supported and mentored by Dawn Lawrence, facilitator from Poutama Pounamu. ● We have connected with the mana whenua by inviting a speaker (Robyn Taua-Gordan) ● Mahi Ngatahi remains to be a strong feature of our Kahui Ako and will continue in its current state. ● Rongohia te hau tool not completed this year postponed until the end of 2022. ● We anticipate that the kaiwhakaako will be released one day or two half days whereby they will meet to be mentored by Dawn for sharing ideas and moving theory into practice. 	<ul style="list-style-type: none"> ● Kaiwhakaako working alongside and being mentored by Dawn - PLD delivery. ● Discussion on other Kaiako who may like to take up Blended Learning included ASLT and Henderson Valley ● Implementing and continuation of how the Modules will look like in our Kahui Ako schools. ● Possibility of having MAC facilitator leading learning with BOT across Kahui Ako ● Continuation of working and collaborating across our Kahui Ako-teachers visiting other schools on their CRT days. ● Kaiwhakaako's running staff meetings in their kura to strengthen/continue discussion of Modules. ● Implementing Rongohia te Hau survey in term 4/Student Voice ● Talks of having a Cultural Festival at Henderson High School (Hall). Kahui Ako to donate to the costs. ● Emphasis of putting theory into practise: Rongohia te hau/Blended Learning. ● Each school looks at their own school data first ● Kaiwhakaako getting together and looking at the data collectively. ● Critical Leadership Pedagogy: Deputy Principals ● Rongohia te Hau completed in term 4

Challenge 3: Develop processes and systems that facilitate seamless transitions and information sharing from Early Education to tertiary school and post secondary school job placements.

Our current reality 2020	Our next steps for 2021-2023
<p>+mahi ngātahi - two groups with ECE and intermediate and connections being made, sharing of emails</p> <p>+Liaison between SENCos of the Kahui Ako</p> <p>+improved information from the profile sheets from primary schools and so this makes it so much easier to make the transition for the students</p> <p>+student voice of year 6 to year 7 - very positive - they know there are opportunities and they are not just a number</p> <p>+more enrolments to Bruce McLaren from Oratia and Henderson Valley and Bruce McLaren's roll has gone from 184 - 325 in 4 years</p> <p>+PLD for ECE approved with a focus on culturally responsive pedagogy and hopeful this will help for engaging the ECEs</p> <p>+ wellbeing focus across the Kahui Ako</p> <p>-lots of holes of transition from ECE to primary. 4 schools do formal transition to primary school</p> <p>-barrier of communication and liaison between intermediate and secondary</p> <p>-no</p> <p>-Review where we are at with the Development Maps</p>	<p>-Each school to have designated transition liaison person</p> <p>- Improve transition experience by completing the Student profiles - strengths and areas for consideration (Primary to Intermediate)</p> <p>-improvement of transition information from ECE to primary and intermediate to secondary</p> <p>-improved curriculum transition across Intermediate and High School</p> <p>-track the pathways of students from ECE to High School</p> <p>-mahi ngātahi will need to broaden and take into account High School if they come on board - this might be a transition process where there are people from departments and they give feedback</p> <p>-finding out what the secondary job placement transition looks like and the possibility of using MOE resource to support this (including Amazon, MSD, Google)</p> <p>-possibility of credits for students to coach/service in primary schools - referee sports, kapa haka,</p> <p>-Gateway pathway for ECE, primary, intermediate</p> <p>- Whanau hui group/BOT representative</p> <p>-Student voice across the Kahui Ako and finding out about agency</p> <p>-seamless pathway for bilingual units</p>
Our current reality 2021	2021-2023
<ul style="list-style-type: none"> ● mahi ngātahi - ECE joining in on the culturally responsive session, making connections from their PLD and the Poutama Pounamu course ● HHS ISLT/ASLT leading and attending sessions and connections being made. ● Liaison between SENCos of the Kahui Ako ● student voice of year 6 to year 7 - very positive - they know there are opportunities and they are not just a number ● PLD for ECE delivered with a focus on culturally responsive pedagogy ● Increased engagement from ECE, new ECE rep found ready to transition in 2022 ● wellbeing focus across the Kahui Ako ● Strong connections made with 5 new ECE centers in the local area despite them not being in the Kahui Ako barrier of communication has improved with engagement of HHS regularly talking to Bruce McClaren regarding enrolments and attending Folunga meetings. ● Review where we are at with the Development Maps 	<ul style="list-style-type: none"> ● Support the new ECE rep to take over the role ● Improvement of transition information from ECE to primary and intermediate to secondary ● Increase the participation from ECE in Mahi Ngātahi ● Review the ECE centers that are a part of the Kahui Ako ● Apply for funding for further PLD for ECE to continue on from 2021 PLD ● Improve transition experience by completing the Student profiles - strengths and areas for consideration (Primary to Intermediate) ● Improve curriculum understanding to improve transitions across Intermediate and High School. ● Develop/ initiate a system to track the pathways of students from ECE to High School. ● Mahi ngātahi: Continue to broaden the scope of Mahi ngātahi to provide for wider understanding of the intermediate and secondary transitions space (curriculum, knowledge and skills). ● Finding out what the secondary job placement transition looks like and the

	<p>possibility of using MOE resource to support this (including Amazon, MSD, Google)</p> <ul style="list-style-type: none"> ● Continue to investigate ways for HHS students to work with ākongā at other Kahui Ako kura to gain credit i.e. Coaching, Kapa Haka. ● Gateway pathway for ECE, primary, intermediate ● Whanau hui group/BOT representative ● Student voice across the Kahui Ako and finding out about agency ● Seamless pathway for bilingual units
--	---

<p>Our Strategic Initiatives 2019 – 2023</p>	<ul style="list-style-type: none"> ● Kahui Ako wide PLD for Principals, ASLT, ISLT, and school leaders. ● School specific PLD. 	<ul style="list-style-type: none"> ● Tapasā, Pasifika Education Plan, Tataiako and Ka Hikitia concepts implemented in schools. ● Culturally responsive teaching strategies ● Culturally responsive school/class environments 	<ul style="list-style-type: none"> ● Transition processes and programmes. ● Across Kahui Ako transition / pathway protocols. ● Learning support provision. 	<ul style="list-style-type: none"> ● Te Kawerau a Maki. ● Pasifika community groups. ● Sense of belonging across all CoL schools with a local marae. ● Educationally powerful home-school partnerships. ● Boards of Trustees – NZSTA training.
<p>As demonstrated by 2020</p>	<ul style="list-style-type: none"> ● Improved leadership capacity reported through leadership surveys. ● Student achievement and outcomes are higher than in 2018. ● Enhanced teacher capacity across specific curriculum 	<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 2018. 	<ul style="list-style-type: none"> ● Plan for transition process developed and agreed. ● ECE part of our Kāhui Ako. ● Transition pathways and protocols drafted and shared for discussion. ● Discussions between MoE and Kāhui Ako. 	<ul style="list-style-type: none"> ● Schools and local iwi establish and build relationships. ● In-school hui and fono occur regularly. ● Informed and empowered Boards of Trustees.

	areas as identified in each school.		<ul style="list-style-type: none"> At risk and special needs ākonga across the Kāhui Ako identified. 	
As demonstrated by 2021	<ul style="list-style-type: none"> -Mahi Ngatahi workshops are bringing schools together to share knowledge and good practice -Writing moderation across the Kahui Ako and also looking at assessment tools being used -SENCOs working strongly as a group -DP PLD group working well 	<ul style="list-style-type: none"> -Blended Learning PD very positive in all schools with positive evidence of deeper cultural thinking -Development of cultural leaders within schools ready to follow up with Rongohia te Hau tool -4 MAC schools which aligns well with the work being done 	<ul style="list-style-type: none"> -new ECE leadership representative identified -a cluster of ECEs are working well together but not all in our Kahui Ako -Cultural PLD delivered to ECE was very successful -Student voice from Year 7 and 9 collected and shows evidence of good transitions -Stronger connection being build with Henderson High School 	

School: Henderson South School

Katarina Rangi
Chairperson BOT

Date 01/03/2023

Trevor Diamond
PRINCIPAL

Date 01/03/2022





Henderson
Community of Learning
 Te Hapori Whānau Akoranga o
 Waipareira

Henderson Kahui Ako Strategic Planning for 2021/23

Our Vision

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 Change Levers are:

- Collaborative Inquiry
- Whānau Partnerships
- Te Tiriti o Waitangi
- Learner Agency

Challenge 1: Raise achievement for all, including our at risk students, by improving teacher practice across all our schools, especially in writing.

Our current reality 2020	Our next steps for 2021-2023
<ul style="list-style-type: none"> + Strengthening Moderation across the Kāhui Ako through the Mahi Ngātahi + Data is collected from our schools based on OTJs twice annually + Using aTTLe language from a range of data + Target Students identified particularly Boys/Writing. + Special Needs Tracking document being implemented. + Using Data(academic and holistic) to form direction and show impact. 	<ul style="list-style-type: none"> + Moderation, particularly in writing, strengthening authenticity of data within and across Kura + Target students: Identify support areas to fund PLD + Identifying and communicating rigid timeframes for data collection + PLD in Assessment. What works, what doesn't and exploring new options(other assessment tools that opens other lenses for giftedness(e.g.

<ul style="list-style-type: none"> + Cultural impact on Assessment, meeting the needs of our tamariki. + ECE transition data analysed. + NCEA credits used as a measure of success. + Rongohia Te Hau providing data on where Kura/Kāhui Ako is at + Various Surveys to provide data/information on areas of interest(Well Being, etc) + + Range of assessments being used across the schools nothing consistent + Information not transitioning. + ISLT's individual/customised assessment supports/usage + eTap vs Edge vs Kamar + Authenticity of Results + Completing to a timeframe. + National Standards impact and consequences on current practice once removed. 	<p>Cultural))</p> <ul style="list-style-type: none"> + Explore data information to aid transition (ECE/Primary /Intermediate/High School/Beyond) + Where to next for Special Needs Tracking(Level 1 only). Ensuring data is moderated and relevant across the Kāhui Ako. + Surveys to continue finding relevant/useful data (Well Being Survey) and ensuring Surveys are relevant and appropriate (Not IPT Tool). Making sure to have Ethnicity/Gender/Yr Group identified in surveys. + Consultation about Assessment and Reporting with Whānau, Tamariki and Kura to strengthen approaches. + Kura strategic planning linking with Kāhui Ako Strategic plans. + Mahi Ngātahi Assessment/Data group being given a mandate to facilitate change. Identifying areas that this group can work on (e.g. Next Steps) + PLD blended learning to be included in Mahi Ngātahi + +
<p>Our current reality 2021</p>	<p>Our next steps for 2021 - 2023</p>
<ul style="list-style-type: none"> ● -data collection using OTJ is more refined ● -mahi ngatahi writing group and some groups with a cultural focus with aspects of PLD blended learning being included ● -collated basic Special Needs information and are still awaiting Te Rito ● -no professional development across the schools for Learning Support but the Special Needs group is strong and well led with good input from MOE and RTLB ● -Special needs group held as a mahi ngatahi with opt in or out as each school wished 	<ul style="list-style-type: none"> ● Need to fine tune data collection and ensure there is a way to collect data that is smoother and that populates ● Review data collection to ensure that we are collecting it in the same format as we are reporting ● Te Rito being unpacked across the Kahui Ako and looking at privacy policies that align across the schools ● Special needs professional develop option for Learning Support, including with support from SES

Challenge 2: Develop culturally sustaining, critical leadership and pedagogy for all our teachers and leaders.

<p>Our current reality 2020</p>	<p>Our next steps for 2021 - 2023</p>
<ul style="list-style-type: none"> + Rongohia Te Hau - has started the process of Culturally sustained, critical leadership and pedagogy for all our teachers and leaders. As a COL every school is at different stages on the continuum, Having Rongohia Te Hau in our schools - as a tool to support culturally responsive practice - has given us a 	<ul style="list-style-type: none"> + Repeat Rongohia Te Hau - consider Deliberate Acts of Leadership that can be put in place to support shifts- using the change levers as lenses to consider these acts of leadership- will look different in each school. + How are we aligning what we do in school/CoL?

<p>baseline data, has enabled us to measure Cultural practice.</p> <ul style="list-style-type: none"> + Deficit theorising is embedded - we have not yet achieved critical consciousness as a collective + Internalised capitalism is embedded in our systems and structures and culturally - meritocracy <p>+ +</p>	<ul style="list-style-type: none"> + Developing understanding across the CoL of the fabric of society on which our NZ Ed system is built. + Connect as a CoL with mana whenua +
<p>Our current reality 2021</p>	<p>2021-2023</p>
<ul style="list-style-type: none"> ● Kaiwhakaako's have been appointed in our schools and this has been supported by the PLD hours. ● Kaiwhakaako have or are in the process of completing their online Modules which they have been given an extension to complete by early next year. ● All five modules (presentation hui) have been completed by five of our Kahui Ako schools. ● All kaiwhakaako's attended a wananga in Tauranga at the Huria marae ● The wananga was an opportunity to set the scene for the mahi to be done for this year. ● It also gave an opportunity for facilitators from different areas to build a relationship and to share strengths. ● As an outcome from the Blended Learning schools have been asked to reflect on their journey noting, strength,, future direction of individual schools. ● This information will be collated and used to inform strategic direction for schools which will be supported and mentored by Dawn Lawrence, facilitator from Poutama Pounamu. ● We have connected with the mana whenua by inviting a speaker (Robyn Taua-Gordan) ● Mahi Ngatahi remains to be a strong feature of our Kahui Ako and will continue in its current state. ● Rongohia te hau tool not completed this year postponed until the end of 2022. ● We anticipate that the kaiwhakaako will be released one day or two half days whereby they will meet to be mentored by Dawn for sharing ideas and moving theory into practice. 	<ul style="list-style-type: none"> ● Kaiwhakaako working alongside and being mentored by Dawn - PLD delivery. ● Discussion on other Kaiako who may like to take up Blended Learning included ASLT and Henderson Valley ● Implementing and continuation of how the Modules will look like in our Kahui Ako schools. ● Possibility of having MAC facilitator leading learning with BOT across Kahui Ako ● Continuation of working and collaborating across our Kahui Ako-teachers visiting other schools on their CRT days. ● Kaiwhakaako's running staff meetings in their kura to strengthen/continue discussion of Modules. ● Implementing Rongohia te Hau survey in term 4/Student Voice ● Talks of having a Cultural Festival at Henderson High School (Hall). Kahui Ako to donate to the costs. ● Emphasis of putting theory into practise: Rongohia te hau/Blended Learning. ● Each school looks at their own school data first ● Kaiwhakaako getting together and looking at the data collectively. ● Critical Leadership Pedagogy: Deputy Principals ● Rongohia te Hau completed in term 4

Challenge 3: Develop processes and systems that facilitate seamless transitions and information sharing from Early Education to tertiary school and post secondary school job placements.

Our current reality 2020	Our next steps for 2021-2023
<p>+mahi ngātahi - two groups with ECE and intermediate and connections being made, sharing of emails</p> <p>+Liaison between SENCOs of the Kahui Ako</p> <p>+improved information from the profile sheets from primary schools and so this makes it so much easier to make the transition for the students</p> <p>+student voice of year 6 to year 7 - very positive - they know there are opportunities and they are not just a number</p> <p>+more enrolments to Bruce McLaren from Oratia and Henderson Valley and Bruce McLaren's roll has gone from 184 - 325 in 4 years</p> <p>+PLD for ECE approved with a focus on culturally responsive pedagogy and hopeful this will help for engaging the ECEs</p> <p>+ wellbeing focus across the Kahui Ako</p> <p>-lots of holes of transition from ECE to primary. 4 schools do formal transition to primary school</p> <p>-barrier of communication and liaison between intermediate and secondary</p> <p>-no</p> <p>-Review where we are at with the Development Maps</p>	<p>-Each school to have designated transition liaison person</p> <p>- Improve transition experience by completing the Student profiles - strengths and areas for consideration (Primary to Intermediate)</p> <p>-improvement of transition information from ECE to primary and intermediate to secondary</p> <p>-improved curriculum transition across Intermediate and High School</p> <p>-track the pathways of students from ECE to High School</p> <p>-mahi ngātahi will need to broaden and take into account High School if they come on board - this might be a transition process where there are people from departments and they give feedback</p> <p>-finding out what the secondary job placement transition looks like and the possibility of using MOE resource to support this (including Amazon, MSD, Google)</p> <p>-possibility of credits for students to coach/service in primary schools - referee sports, kapa haka,</p> <p>-Gateway pathway for ECE, primary, intermediate</p> <p>- Whanau hui group/BOT representative</p> <p>-Student voice across the Kahui Ako and finding out about agency</p> <p>-seamless pathway for bilingual units</p>
Our current reality 2021	2021-2023
<ul style="list-style-type: none"> ● mahi ngātahi - ECE joining in on the culturally responsive session, making connections from their PLD and the Poutama Pounamu course ● HHS ISLT/ASLT leading and attending sessions and connections being made. ● Liaison between SENCOs of the Kahui Ako ● student voice of year 6 to year 7 - very positive - they know there are opportunities and they are not just a number ● PLD for ECE delivered with a focus on culturally responsive pedagogy ● Increased engagement from ECE, new ECE rep found ready to transition in 2022 ● wellbeing focus across the Kahui Ako ● Strong connections made with 5 new ECE centers in the local area despite them not being in the Kahui Ako <p>barrier of communication has improved with engagement of HHS regularly talking to Bruce McClaren regarding enrolments and attending Folunga meetings.</p>	<ul style="list-style-type: none"> ● Support the new ECE rep to take over the role ● Improvement of transition information from ECE to primary and intermediate to secondary ● Increase the participation from ECE in Mahi Ngātahi ● Review the ECE centers that are a part of the Kahui Ako ● Apply for funding for further PLD for ECE to continue on from 2021 PLD ● Improve transition experience by completing the Student profiles - strengths and areas for consideration (Primary to Intermediate) ● Improve curriculum understanding to improve transitions across Intermediate and High School. ● Develop/ initiate a system to track the pathways of students from ECE to High School. ● Mahi ngātahi: Continue to broaden the scope of Mahi ngātahi to provide for wider understanding of the intermediate and secondary transitions space (curriculum, knowledge and skills).

<ul style="list-style-type: none"> ● Review where we are at with the Development Maps 	<ul style="list-style-type: none"> ● Finding out what the secondary job placement transition looks like and the possibility of using MOE resource to support this (including Amazon, MSD, Google) ● Continue to investigate ways for HHS students to work with ākongā at other Kahui Ako kura to gain credit i.e. Coaching, Kapa Haka. ● Gateway pathway for ECE, primary, intermediate ● Whanau hui group/BOT representative ● Student voice across the Kahui Ako and finding out about agency ● Seamless pathway for bilingual units
--	--

<p>Our Strategic Initiatives 2019 – 2023</p>	<ul style="list-style-type: none"> ● Kahui Ako wide PLD for Principals, ASLT, ISLT, and school leaders. ● School specific PLD. 	<ul style="list-style-type: none"> ● Tapasā, Pasifika Education Plan, Tataiako and Ka Hikitia concepts implemented in schools. ● Culturally responsive teaching strategies ● Culturally responsive school/class environments 	<ul style="list-style-type: none"> ● Transition processes and programmes. ● Across Kahui Ako transition / pathway protocols. ● Learning support provision. 	<ul style="list-style-type: none"> ● Te Kawerau a Maki. ● Pasifika community groups. ● Sense of belonging across all CoL schools with a local marae. ● Educationally powerful home-school partnerships. ● Boards of Trustees – NZSTA training.
<p>As demonstrated by 2020</p>	<ul style="list-style-type: none"> ● Improved leadership capacity reported through leadership surveys. ● Student achievement and outcomes are higher than in 2018. 	<ul style="list-style-type: none"> ● Student surveys show improved culturally relevant experiences. ● Teacher surveys show enhanced awareness and knowledge. 	<ul style="list-style-type: none"> ● Plan for transition process developed and agreed. ● ECE part of our Kāhui Ako. ● Transition pathways and protocols drafted and shared for discussion. ● Discussions between MoE and Kāhui Ako. 	<ul style="list-style-type: none"> ● Schools and local iwi establish and build relationships. ● In-school hui and fono occur regularly. ● Informed and empowered Boards of Trustees.

	<ul style="list-style-type: none"> ● Enhanced teacher capacity across specific curriculum areas as identified in each school. 	<ul style="list-style-type: none"> ● Māori and Pasifika student achievement and outcomes are higher than in 2018. 	<ul style="list-style-type: none"> ● At risk and special needs ākonga across the Kāhui Ako identified. 	
As demonstrated by 2021	<ul style="list-style-type: none"> -Mahi Ngatahi workshops are bringing schools together to share knowledge and good practice -Writing moderation across the Kahui Ako and also looking at assessment tools being used -SENCOs working strongly as a group -DP PLD group working well 	<ul style="list-style-type: none"> -Blended Learning PD very positive in all schools with positive evidence of deeper cultural thinking -Development of cultural leaders within schools ready to follow up with Rongohia te Hau tool -4 MAC schools which aligns well with the work being done 	<ul style="list-style-type: none"> -new ECE leadership representative identified -a cluster of ECEs are working well together but not all in our Kahui Ako -Cultural PLD delivered to ECE was very successful -Student voice from Year 7 and 9 collected and shows evidence of good transitions -Stronger connection being build with Henderson High School 	

School: Henderson South School

Elaine Fale
Chairperson BOT

Date 01/03/2022



Trevor Diamond
PRINCIPAL

Date 01/03/2022





