



# HENDERSON SOUTH SCHOOL

*CARING SHARING LEARNING*

STRATEGIC  
AND ANNUAL PLAN  
2024/25



# Henderson South School

Henderson South Primary School is a co-educational contributing, urban, state primary school. The school is located in the Henderson Valley suburb of West Auckland. The school was opened in 1967 with 156 pupils and a staff of six, including Mr Robinson the newly elected principal. The school committee was appointed along with the Parent Teacher Association. Children are enrolled from age five years and generally complete six full years at primary school.

**GENERAL DESCRIPTION OF SCHOOL** The school is currently a U4 category contributing primary school with a roll of between 260-300 students. The school population is diverse with the largest group being Pasifika/Maori. There are also several other ethnic groups represented in the school population including students from India, Africa, China and NZ European. For many students, English is a second language.

**STAFF** Staff at Henderson South School includes the Principal, 2 Deputy Principals, 2 Team Leaders, they comprise the Senior Leadership Team, Teachers, School secretary/PA, Executive Officer, Teacher-Aides/Support Staff, Caretaker and Contract Cleaners.

**SCHOOL PROPERTY** The school covers a large area of land which includes three playing fields. The school buildings comprise 16 teaching classrooms, an administration block, library, hall and a resource room. The school has additional facilities - asphalt areas, a sand pit and two adventure playgrounds.

**COMMUNITY CONSULTATION** The school charter was developed by the elected Board of Trustees in consultation with parents in the school community and with staff. This consultation has included Māori whanau. The Board of Trustees periodically reviews the Charter, with input from the community.

**ANNUAL CONSULTATION** • Written survey for parents • Specific consultation with Māori • Consultation with a random cross section of students • Hui • Periodic consultation on specific matters and issues.

**LANGUAGES** The school employs two bi-lingual teachers that are of Samoan descent.

# Henderson South School Goals 2024/25

## School Motto - Caring Sharing Learning

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 curriculum levels of achievement in literacy and numeracy with a focus on maintaining achievement levels above 90%.</li> <li>To improve the skills and knowledge children need in Writing and Spelling</li> <li>To make te reo Maori me ona tikanga strong in our school.</li> <li>To create cohesion between the Key Competencies (KC) the Learning Muscles (LM) and the School's Vision (SV)</li> <li>Priority learning groups (Maori, Samoan, and Special Needs) will be seen as a priority in teaching and learning.</li> <li>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).</li> </ul>	<p><u>THE HENDERSON SOUTH SCHOOL WAY:</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 cooperatively.</li> <li>Play fair.</li> <li>Take care of your own property and value your school environment.</li> <li>Speak positively</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 Well Being for Success.</li> <li>2024 Focus – To focus on manaakitanga, providing hospitality, kindness, generosity, support, respect and care for others.</li> </ul>

# Henderson South School

## Our Vision Statement



Caring Sharing Learning

# To be Culturally Creative Critical Thinkers

# Henderson South School

## National Education and Learning Priorities

### What are the NELPS?

Henderson South School School will implement the following National Education and Learning Priorities

#### Objective 1: Learners at the centre

Priority 1:	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
Priority 2:	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

#### Objective 2: Barrier-free access

Priority 3:	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
Priority 4:	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

#### Objective 3: Quality teaching and leadership

Priority 5:	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
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Priority 6:

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

#### **Objective 4: Future of learning and work**

Priority 7:

Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

#### **Objective 5: World-class inclusive public education**

Priority 8:

Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only)

### **THE NEW ZEALAND CURRICULUM**

It is the responsibility of Henderson South School to implement the New Zealand Curriculum to ensure all children have the right to gain a broad, balanced education. The Curriculum is for Young People who will be confident, connected, actively involved, lifelong Learners.

The school will progressively participate in the New Zealand Curriculum refresh programme as it is rolled out by the Ministry of Education.

It specifies eight Learning Areas.

- Technology - including Digital Technology
- English
- Health and PE
- Learning languages
- Mathematics and Statistics
- Science
- Social sciences and Aotearoa New Zealand Histories
- The Arts

The curriculum sets out five Key Competencies, Values and, Key Principles which underpin all learning.

Revised and Updated-2024/25



Treaty of Waitangi - te Tiriti o Waitangi - Te reo me o na tikanga Māori The BOARD OF TRUSTEES accepts an obligation to develop policies and practices, which reflect New Zealand's dual cultural heritage.

Every child will be given the opportunity to appreciate the dual cultural heritage of New Zealand and the multicultural nature of our society with opportunities for Te Reo Māori and Tikanga Māori. All reasonable steps will be taken to support families who request instruction in Te Reo Māori and in Tikanga Māori for full time students. Wherever this proves unachievable, the school will assist families with alternatives such as a school nearby, the nearest kura kaupapa, or opportunities for personalised instruction through the correspondence school.

### Consultation with the Community

1. Henderson South School aims to foster positive and effective relationships with the parent community in the belief that education can best be delivered in a partnership between parents and teachers. To this end our school will actively pursue policies and practices to welcome and encourage parent involvement in school activities, and to engage in regular consultation with the parent community.
2. Henderson South School aims to maintain an effective partnership with our Samoan community which will then further support our bilingual unit Ole Whetu Oso which will assist with parent – school consultation.

Revised and Updated-2024/25

## HENDERSON SOUTH SCHOOL STRATEGIC ANNUAL PLAN 2024/25

February 2024/25

### TE REO MĀORI ME ŌNA TIKANGA IN EDUCATION

Who's saying it...	What it says...
<b>Treaty of Waitangi</b>	<p><b>The Treaty</b> 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>
<b>The NZ Curriculum</b> <a href="#">The NZ Curriculum</a>	<p>The curriculum acknowledges the principles of the <b>Treaty of Waitangi</b>, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of <b>te reo Māori me ōna tikanga</b>. <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 <b>Treaty</b> 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>
<b>Education Review Office</b>	<p>A recent Education Review Office report (2011) states that many school leaders and teachers are finding the <b>Treaty of Waitangi</b> principle challenging to implement. In schools where the principle is evident:</p> <ul style="list-style-type: none"><li>- <b>te reo Māori me ōna tikanga</b> are valued and promoted in school management and in teaching and learning, for example, through pōwhiri, karakia, and kapa haka</li><li>- all students have the opportunity to <b>learn te reo Māori</b> and to understand and celebrate the place of Māori as tangata whenua in Aotearoa New Zealand</li><li>- established relationships with students, parents, whānau, iwi, and other community members support Māori students' learning.</li></ul>



	<p>ERO suggested that many schools could improve their practice, for example, by:</p> <ul style="list-style-type: none"> <li>- building their understanding of the <b>Treaty of Waitangi</b> and its implications for school policy, organisation, and planning</li> <li>- consulting the local Māori community about the school's direction and their aspirations for Māori students.</li> <li>- Schools need to consider to what extent the <b>Treaty of Waitangi</b> principle is evident in the interpretation and implementation of their school curriculum and is enacted in their classrooms.</li> </ul>
<p><b>Ka Hikitia</b></p>	<p>Ka Hikitia – Accelerating Success 2013–2017 gives expression to how the principles of the <b>Treaty of Waitangi</b> (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.</p> <p>We know Māori students do much better when education reflects and values their identity, <b>language and culture</b>, and this is a central focus within Ka Hikitia – Accelerating Success 2013–2017.</p> <p>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 <b>achieve strong language and educational outcomes</b>.</p> <p>Māori identity, <b>language and culture</b> recognises, acknowledges and validates Māori students as Māori. Māori organisations, hapū, whānau, iwi, parents and students are the kaitiaki (guardians) of <b>Māori identity, language and culture</b>.</p>
<p><b>Te Aho Arataki Marau mō te ako i Te Reo Māori - Kura Auraki</b> Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1-13 <a href="#">Te Reo Māori Curriculum Guidelines</a></p>	<p>‘There is an inherent connection between <b>language and culture</b>: 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.</p> <p>By learning te <b>reo</b> 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>
<p><b>Tau Mai Te Reo - The Māori Language in Education Strategy 2013-2017</b> <a href="#">MOE Website: Tau Mai Te Reo</a></p>	<p>High quality Māori language in education is important because it:</p> <ul style="list-style-type: none"> <li>● supports identity, <b>language and culture</b> as critical, but not exclusive, ingredients for the success of all learners</li> </ul>


	<ul style="list-style-type: none"> <li>● provides all Māori learners the opportunity they need to realise their unique potential and to succeed as Māori</li> <li>● 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</li> <li>● supports community and iwi commitments to Māori language intergenerational transmission and language survival.</li> </ul>
<p><b>HSS Whānau Māori Consultation Feedback</b></p>	<p>This year in term 3, 2023 a Whānau Māori Hui was held. As part of this evening, whānau were asked to discuss and respond to the following questions How can we build respectful working relationships with tamariki, whānau, hapū, iwi, and our wider Māori community?</p> <ul style="list-style-type: none"> <li>● How can we affirm Māori learners as Māori?</li> <li>● How can we demonstrate respect, and sincerity towards Māori beliefs, language, and culture?</li> <li>● How can we ensure teaching and learning promotes the values, beliefs, aspirations, and cultural identity of our whānau Māori?</li> <li>● How can we engage in positive communication about learning and achievement with our tamariki and whānau?</li> </ul>


# HENDERSON SOUTH SCHOOL STRATEGIC ANNUAL PLAN 2024/25

February 2024/25


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><b>To make te reo Māori me ōna tikanga strong in our school.</b></p>	<p><b>a) Normalise te reo Māori me ōna tikanga in our school</b></p> <p><b>All staff participate in learning te reo Māori to at least Level 1</b></p> <p><b>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</b></p>	<p>a) the use of Te reo Māori as the primary language of instruction</p> <ul style="list-style-type: none"> <li>- the use of Te reo Māori as the primary language for formal and informal greetings/farewells (office and reception, as well as the telephone)</li> <li>- install bilingual signage</li> <li>- recite/use karakia timatanga/mutunga/kai</li> <li>- change the current English names of classrooms to ingoa Māori</li> <li>- participate/learn pōwhiri/whakataui</li> <li>- teach/learn waiata/haka as a whole school</li> <li>- tamariki can choose to refer to teachers as matua/whaea</li> </ul>	<ul style="list-style-type: none"> <li>- levels of confidence and use of te reo Māori increases, by all staff</li> <li>- students respond confidently and appropriately</li> <li>- use of te reo Māori is evident in their everyday communications and interactions</li> <li>- junior classes are shown on e-Tap and referred to by the whole school</li> <li>- the whole school participate and have an understanding of tikanga process to do with pōwhiri/whakataui</li> <li>- reo proficiency and confidence improves</li> <li>- the use of te reo increases</li> <li>- the desire to learn and know more increases</li> <li>- staff enrol in official classes, e.g. at TWoA</li> <li>- increased use and knowledge of this document</li> <li>- relationships with whānau, hāpori, iwi, and hapū are evident</li> </ul>	<ul style="list-style-type: none"> <li>- provide a list of simple instructions for use in classes</li> <li>- provide a list of formal and informal greetings/farewells to be used</li> <li>- stock take of signs and order more</li> <li>- email 'karakia' to be taught in classes</li> </ul> <p>Senior Management - discuss and implement change of class names</p> <p>Jo/Keith timetable whole school participation/practice of pōwhiri/whakataui</p>	<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>All initiatives and actions will commence at the start of Term 1 2024 and are forecasted to be completed within the year or at the latest by the end of 2024 with a view to being embedded and operating fully by the end of 2024 and beyond.</p>

	<p><b>Re-establish Te Reo Māori classes for our wider community</b></p> <p><b>Participate in cultural experiences such as; a trip to a marae for a night, making traditional hāngī, etc.</b></p> <p><b>Key:</b></p> <p><b>Achieved</b></p> <p><b>On-going</b></p> <p><b>Not started</b></p>	<ul style="list-style-type: none"> <li>- HSS Way and Motto in te reo Māori</li> <li>- protect and designate time in a staff hui/or for learning te reo Māori me ōna tikanga</li> <li>-PLD of this document in staff hui</li> <li>- Use it to guide how we plan/teach/assess te Reo Māori</li> <li>- build relationships with our whānau, hapori, iwi, and hapū</li> <li>- seek guidance and expertise from our whānau, hapori, iwi, and hapū</li> <li>- ascertain interest from wider community to learn te reo Māori or teach it.</li> <li>- designate a space</li> <li>- plan the curriculum</li> <li>- designate day and time</li> <li>- contact and arrange a visit to Henderson High's marae, or alternatively Hoani Waititi Marae</li> </ul>	<ul style="list-style-type: none"> <li>- the wider community represented in our school and the use of their expertise</li> <li>- more effective and meaningful teaching and learning practices of te reo Māori me ōna tikanga</li> <li>- report back on teaching and learning in te reo Māori</li> <li>- tamariki achieving Level 1-2 proficiency in te reo Māori</li> <li>- a good turn out of numbers of whānau attending</li> <li>- confidence and use of te reo amongst whānau increase</li> <li>- whānau feedback reports are positive</li> <li>- whānau seeking to enrol in official reo classes</li> <li>- feedback about the experiences is positive and want more</li> <li>- wider community engagement is evident</li> <li>- wider community involvement is greater</li> </ul>	<ul style="list-style-type: none"> <li>- work on translations (checked by other reo exponents).</li> </ul> <p>Senior Management - sanction</p> <ul style="list-style-type: none"> <li>- lead learning</li> <li>- lead PLD</li> </ul> <ul style="list-style-type: none"> <li>- make contact with mana whenua from Te Kawerau a Maki.</li> <li>- make contact and advertise with people of interest</li> <li>- contact people of interest</li> </ul> <ul style="list-style-type: none"> <li>- contact interested whānau</li> </ul>	<p>Kaimahi katoa, e.g. teachers, teacher aides, office staff, etc.</p> <p>Teaching staff &amp; Senior Management, whānau, hapori, iwi, and hapū</p> <p>Teaching staff</p> <p>Whānau, tamariki, kaiako</p>	
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		<ul style="list-style-type: none"> <li>- consult with whānau about the possibility of making a hāngi</li> <li>- organise special events for Matariki and Māori Language Week, as well attend hikoī for Te Reo Māori, perform/or attend kapa haka events.</li> </ul>				
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
<b>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</b>	<p>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</p>	<p>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</p>	<p>We will use self-reflection and feedback from our evaluative partners to measure success.</p> <p>Connection to other PLD</p> <p>To align our work to our Strategic goals and to the kaupapa of the Kahui Ako.</p> <p>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.</p>	<p>Facilitator, Principal, Senior Management and Teachers to lead this.</p> <p>Principal, Senior management team Management and Teachers to lead this.</p>	<p>Teaching staff</p>	<p>December 2024/25</p>

<b>management team.</b>	<p>in the purpose statement;</p>	<p>Poutama Pounamu and Blended Learning.</p>	<p>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.</p>	<p>Facilitator, Principal, Senior Management and Teachers to lead this.</p>	<p>Teaching staff</p>	<p>December 2023/24</p>
	<p>History of Maori</p>	<p>Whānau, students, BoT and teachers will work together to develop informed learning-focused partnerships to meet student learning goals (whanaungatanga).</p>	<p>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:</p>	<p>Facilitator Principal, Senior Management and Teachers to lead this.</p>	<p>Teaching staff</p>	<p>December 2024/25</p>
	<p>Impact of colonisation and settlement</p>	<p>For teachers to engage with the Professional Growth Cycle to foster an environment for inclusive, collaborative teacher learning.</p>				
	<p>The power people and groups hold</p>	<p>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 .</p>				
	<p>The relationships that shaped our history</p>	<p>We plan to use the Understand, Know, Do framework of the Aotearoa New Zealand Curriculum to centre our</p>				
	<p>Stories, local and further a field</p>					
	<p>How to support student led inquiries</p>					<p>December 2024/25</p>
	<p>How students can apply their new learning to new contexts</p>					
<p>This body of work is focused on kaiako 'knowing their learners', identifying cultural</p>						



						
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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
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	To bring the NZC alive in our school and make it a strong focus based on Writing and Spelling.  A goal is to support teachers	<ul style="list-style-type: none"> <li>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</li> </ul>	Learning is personalised and inclusive to take into account the students aspirations, interests, identity and culture. Work with our teachers to get some shared understanding we want for our school.		Principal PLD facilitator Write Lesson facilitator for Cognition Consulting Helen Walls and Lead Teachers	2024/25 end of year.



<p>expert teachers on staff in conjunction with a consultant to improve achievement in all aspects of writing</p>	<p>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. 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>writing programme in our school.</p> <ul style="list-style-type: none"> <li>● introduce the body of work that she intends to implement in our school for Spelling and Writing. Scope and sequence.</li> <li>● timetable zoom sessions in order to mentor our lead teachers and give opportunities for the lead teachers to promote robust teaching practice.</li> <li>● introduce the assessment levels for all classes for writing</li> <li>● Step1,2 and 3</li> <li>● Level 1 basic</li> <li>● Level 2 basic</li> <li>● Level 3 basic</li> <li>● Schonell to be taken twice in term one,once in term 2/3 and 4</li> <li>● writing sample by students in term</li> </ul>	<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 and Lead Teachers</p>	
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one to be used as  
baseline data

- PD staff meetings  
to build capacity  
in teachers  
covering-
- 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 2024**

### **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 Literacy and numeracy

Our current reality 2023	Our next steps for 2024
<ul style="list-style-type: none"> <li>+ Strengthening Moderation across the Kāhui Ako through the Mahi Ngātahi</li> <li>+ Data is collected from our schools based on OTJs twice annually</li> <li>+ Using asTTLe language from a range of data</li> <li>+ Target Students identified particularly Boys/Writing.</li> <li>+ Special Needs Tracking document being implemented.</li> <li>+ Using Data(academic and holistic) to form direction and show impact.</li> <li>+ Cultural impact on Assessment, meeting the needs of our tamariki.</li> <li>+ ECE transition data analysed.</li> <li>+ NCEA credits used as a measure of success.</li> <li>+ Rongohia Te Hau providing data on where Kura/Kāhui Ako is at</li> <li>+ Various Surveys to provide data/information on areas of interest(Well Being, etc)</li>   <li>- Range of assessments being used across the schools nothing consistent</li> <li>- Information not transitioning.</li> <li>- ISLT's individual/customised assessment supports/usage</li> <li>- eTap vs Edge vs Kamar</li> <li>- Authenticity of Results</li> <li>- Completing a timeframe.</li> <li>- National Standards impact and consequences on current practice once removed.</li> </ul>	<ul style="list-style-type: none"> <li>● Moderation, particularly in writing, reading and numeracy, strengthening authenticity of data within and across Kura</li> <li>● Target students: Identify support areas to fund PLD</li> <li>● Identifying and communicating rigid timeframes for data collection and embedding data collection</li> <li>● PLD in Assessment. What works, what doesn't and exploring new options(other assessment tools that opens other lenses for giftedness(e.g. Cultural))</li> <li>● Explore and develop data information to aid transition, including student voice (Primary /Intermediate/High School/Beyond)</li> <li>● Where to next for Special Needs Tracking (Level 1 only). Ensuring data is moderated and relevant across the Kāhui Ako and inclusive of SENCO</li> <li>● Kura strategic planning linking with Kāhui Ako Strategic plans are aligned within each Kahui Ako schools in some form.</li> <li>● Mahi Ngātahi Assessment/Data group being given support to facilitate change. Identifying areas that this group can work on (e.g. Next Steps, Collaboration hour,and ISLTs)</li> <li>● PLD blended learning to be included in the Collaboration Groups.</li> <li>● <i>MOE refresh</i></li> <li>● <i>Work with Te Rito and the policies that sit behind this for Kahui Ako (goto the Te Rito site and ask questions).</i></li> <li>● <i>Continuation of working and collaborating across our Kahui-Ako, teachers visiting other schools on their CRT days.</i></li> </ul>

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

Our current reality 2023	Our next steps for 2024
<ul style="list-style-type: none"> <li>+ 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"> <li>- Deficit theorising is embedded - we have not yet achieved critical consciousness as a collective</li> <li>- Internalised capitalism is embedded in our systems and structures</li> </ul> </li> </ul>	<p>Sharing our Deliberate Acts of Leadership that can be put in place to support shifts to be initiated by individual schools.Consider growing ASLT's. using the change levers as lenses to consider these acts of leadership- will look different in each school; completed in house.</p> <p>How are we aligning what we do in school/CoL? In individual school strategic plans. Developing understanding across the CoL of the fabric of society on which our NZ Ed system is built; change in government.</p> <p>Connect as a CoL with mana whenua.</p>

<p>and culturally - meritocracy</p>	<p>Continuation of working and collaborating across our Kahui Ako - teachers visiting other schools on their CRT days.          Kaiwhaako running staff meetings in their kura to strengthen/continue discussion of culturally sustainable practice.          2025 Festival; preparation throughout 2024 completed by ASLTs.          Each school to analyze own data before Kahui Ako data.          Kaiwhakaako getting together to look at the data collectively.          Critical Leadership Pedagogy: KA groups - bilingual; SENCO; PRTs; AP/DP.</p>
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**Challenge 3:** Develop processes and systems that facilitate seamless transitions and information sharing from Early Childhood Education to Tertiary and future pathways.

Our current reality 2023	Our next steps for 2024
<p>+mahi ngatahi - two groups with ECE and intermediate and connections being made, sharing of emails            +Liaison between SENCOs of the Kahui Ako            +improved information from the profile sheets from primary schools and so this makes it so much easier to make the transition for the students            +student voice of year 6 to year 7 - very positive - they know there are opportunities and they are not just a number            +more enrolments to Bruce McLaren from Oratia and Henderson Valley and Bruce McLaren's roll has gone from 184 - 325 in 4 years            +PLD for ECE approved with a focus on culturally responsive pedagogy and hopeful this will help for engaging the ECEs            + wellbeing focus across the Kahui Ako            -lots of holes of transition from ECE to primary. 4 schools do formal transition to primary school            -barrier of communication and liaison between intermediate and secondary            -no            -Review where we are at with the Development Maps</p>	<p>-Each school to have designated transition liaison person (transitions)            -Review transition experiences and identify next steps.            - Improve transition experience by completing the Student profiles - strengths and areas for consideration (Primary to Intermediate)            -improvement of transition information from ECE to primary and intermediate to secondary and identify next steps.            -improved curriculum transition across Intermediate and High School            -track the pathways of students (Te Rito) from Primary to High School; making connections with MxBuddy; STEPs; ePro8; visits.            Collabs will need to broaden and take into account High School if they come onboard            - this might be a transition process where there are people from departments and they give feedback            -finding out what the secondary job placement transition looks like and the possibility of using MOE resource to support this (including Amazon, MSD, Google)            -possibility of credits for students to coach/service in primary schools - referee sports, kapa haka.            -Gateway pathway for primary, intermediate (High needs)            -Student voice across the Kahui Ako and finding out about transition            -Sharing practices for bilingual units</p> <p>ASLTs = Literacy Numeracy CulturalTransition            ISLTs:            HSS 2</p>

	Sunnyvale 1 BMIS 2 Prospect 2 Oratia 3 HV 2 HHS 6 Total = 18 ASLT = 3
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<b>Our Strategic Initiatives 2021 – 2024</b>	<ul style="list-style-type: none"> <li>• Kahui Ako wide PLD for Principals, ASLT, ISLT, and school leaders.</li> <li>• School specific PLD.</li> </ul>	<ul style="list-style-type: none"> <li>• Tapasā, Pasifika Education Plan, Tataiako and Ka Hikitia concepts implemented in schools.</li> <li>• Culturally responsive teaching strategies</li> <li>• Culturally responsive school/class environments</li> </ul>	<ul style="list-style-type: none"> <li>• Transition processes and programmes.</li> <li>• Across Kahui Ako transition / pathway protocols.</li> <li>• Learning support provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Te Kawerau a Maki.</li> <li>• Pasifika community groups.</li> <li>• Sense of belonging across all CoL schools with a local marae.</li> <li>• Educationally powerful home-school partnerships.</li> <li>• Boards of Trustees – NZSTA training.</li> </ul>
<b>As demonstrated by 2023</b>	<ul style="list-style-type: none"> <li>• Improved leadership capacity reported through leadership surveys.</li> <li>• Student achievement and outcomes are higher than in 2022.</li> <li>• Enhanced teacher capacity across specific curriculum areas <b>as identified in each school.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Student surveys show improved culturally relevant experiences.</li> <li>• Teacher surveys show enhanced awareness and knowledge.</li> <li>• Māori and Pasifika student achievement and outcomes are higher than in 2022.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for transition process developed and agreed.</li> <li>• ECE part of our Kāhui Ako.</li> <li>• Transition pathways and protocols drafted and shared for discussion.</li> <li>• Discussions between MoE and Kāhui Ako.</li> <li>• At risk and special needs ākonga across the Kāhui Ako identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools and local iwi establish and build relationships.</li> <li>• In-school hui and fono occur regularly.</li> <li>• Informed and empowered Boards of Trustees.</li> </ul>

School: Henderson South School

Katarina Rangi  
**Presiding member**

Date 21/02/2024



**Trevor Diamond**  
**PRINCIPAL**

Date 21/02/2024



