

HENDERSON NORTH SCHOOL

Te Rākau Kauri

2022

Honour Thy Word

1957

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www.hns.school.nz

Strategic Plan 2024-2025

Date: 27-2-2024

Signed Board of Trustees Chairperson:





MISSION STATEMENT

To provide a Quality School with a caring environment which promotes learning through a balanced curriculum, and offers opportunities for children and teachers to reach their full potential, and encourages positive relationships with others.

VISION	VALUES	PRINCIPLES
<p>✓ through the support and example of the school and family working together we aim to help learners:</p> <ul style="list-style-type: none"> ● to be independent and believe in themselves as learners ● to recognise achievements and plan ways of improving ● to take responsibility for their choices ● to have respect for themselves, for others, and for the environment ● to be resilient with challenges and optimistic about future success 	<p>✓ values for self:</p> <ul style="list-style-type: none"> ● honesty ● responsibility ● respect <p>✓ values with others</p> <ul style="list-style-type: none"> ● kindness ● co-operation ● tolerance ● fairness ● cultural respect ● reliability ● empathy 	<p>✓ The school climate meets the needs of all students and supports the partnerships between home and school.</p> <p>✓ Programmes promote learner confidence to ask questions and take risks, and to make choices.</p> <p>✓ Kaiako develop the skills for working together and value diversity and the Treaty of Waitangi.</p> <p>✓ There are high expectations of learners and kaiako, resulting in effective learning and teaching.</p> <p>✓ Resources are up to date; expertise is appreciated within the school and community and beyond.</p>

Consultation process:

Staff, whanau and learners and the board re-affirmed the vision, values, and principles that they believed were relevant to Henderson North School for 2024

Charter Undertaking:

This charter was ratified by the Board of Trustees on 27.02.2024 and will be submitted to the Ministry of Education

Henderson North School will reflect



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Te Tiriti o Waitangi

- ✓ The school follows Te Tiriti o Waitangi values of participation, partnership and protection
- ✓ Students participating in a bicultural environment to acquire knowledge of te reo Maori and tikanga Māori.
- ✓ The involvement of our Māori community encouraged through kanohi ki te kanohi (face to face) and hui and wananga.
- ✓ Programmes and teaching practices to encourage positive cultural understanding through Te Waharoa Initiative, Mana Kura- Te Kawerau a Maki and MAC schools programme
- ✓ Aspects of Te Ao Māori integrated across the curriculum
- ✓ Te Reo Māori promoted and taught across the school

New Zealand's Cultural Diversity

- ✓ Follows practice which show sensitivity to diverse cultures within the school community
- ✓ Programmes and practices fostered to encourage positive cultural understanding based upon the principles of the Pasifika Education Plan.
- ✓ Teacher and teacher aid employed to provide support for ESOL learners
- ✓ Engagement of Pasifika communities encouraged through aiga and fono and talanoa.
- ✓ Pasifika groups formed to perform at school and community events.
- ✓ Filipino community engaged and consulted

The Key Competencies

- ✓ The key competencies develop capabilities for living and lifelong learning - thinking (metacognition, critical, creative, caring and managing thinking), using language, symbols and texts, managing self, relating to others, and participating and contributing.
- ✓ Curriculum mapping fosters inquiry strategies - immersion (tuning in), wondering (finding out), organising (sorting out), evaluating (making conclusions), reflecting and taking action (inventing and 'so what'). Programmes integrate the curriculum and involve learners in goal setting and negotiated learning activities so that the inquiry is meaningful.



Strategic Goals 2024 -2025

- **Speaking and Listening**
 - **To enhance cultural responsiveness by understanding student's history customs and working in partnership with learners and whānau.**
 - **To continue with effective teaching and learning strategies to increase engagement and achievement**
- **Develop teacher strategies to accelerate student learning in oral language**
- **Create learner focused partnerships with our diverse whanau and community**
- **Provide a safe physical and emotional environment for the school community**

Speaking and Listening - 2024

Actions

Improvement Plan - NELP Domain: Barrier free access; Quality Teaching and Leadership

- Ensure every learner/akonga gains sound foundation skills, including language, literacy and numeracy
- Develop staff to strengthen teaching, leadership and learner support capability

Strategic goals:

- To continue with effective teaching and learning strategies to increase engagement and achievement
- To enhance cultural responsiveness by understanding students history, customs and working in partnership with students and whanau. Engage staff in PLD in culturally responsive practice and pedagogy

Annual Goal: To accelerate the progress of students performing below expectations in reading and writing , in particular Māori and Pasifika boys .

Annual Target: Students who are below or well below, particularly Māori or Pasifika will achieve at a higher level

Baseline data:

In 2022 we used STAR data for year3-6 as an indicator to show shifts students were making in oral language. Our goal was to build rich vocabulary through explicit teaching and encourage students to participate more in class discussions. We anticipated this would build students' capacity in sentence and paragraph comprehension , hence why we used STAR data as our indicator. Year level of concern were our Year 5 and 6 pupils. Even though they had made some gains in confidence and were starting to take a more active role in oral language, support and strategies were needed to become successful learners. whole school data also showed similar evidence.

Writing - Achievement Target 2022

Whole School Target	60% at or above National Curriculum Expectation					School Target at or above	Students within 2 sub-levels of their year group target	
	Beg '22	Term 1 End '22	Term 2 End '22	Term 3 End '22	Term 4End '22		Whole School	Target Group
Whole School	12.87%	23.68%	29.77%	49.42%	50.71%	60%	35.61%	
Maori	11.34%	21.00%	26.72%	43.44%	43.09%	60%	34.96%	
Pasifika	11.76%	24.73%	30.85%	47.67%	47.19%	60%	40.45%	
Boys	11.61%	19.28%	27.01%	45.40%	47.46%	60%	36.16%	
Girls	14.19%	28.39%	32.56%	53.53%	54.02%	60%	35.06%	
Target Group	25.45%	28.07%	29.82%	50.91%	51.85%	50%	37.04%	

In 2023 whole school reading (43%) and writing(54%) data showed shifts of improvement compared to 2022. Improvement is seen in Maori and Pasifika achievement data as well as gender. in both writing and reading

Writing - Achievement Target 2023

Writing - Achievement Target 2023

Whole School Target	80% at or above National Curriculum Expectation						Students within 2 sub-levels of their year group target	
	Beginning 2023	Term 1 End '23	Term 2 End '23	Term 3 End '23	Term 4 End '23	School Target at or above		
Whole School	17.97%	18.18%	33.24%	46.95%	54.41%	60%	Whole School	29.47%
Maori	17.27%	17.09%	29.27%	43.75%	46.92%	60%	Maori	37.69%
Pasifika	13.58%	17.07%	35.48%	44.55%	51.96%	60%	Pasifika	26.47%
Boys	16.77%	16.67%	29.83%	40.96%	46.97%	60%	Boys	30.81%
Girls	19.21%	19.75%	36.90%	52.91%	61.81%	60%	Girls	28.14%
Target Group	21.43%	19.57%	27.66%	35.56%	50.00%	50%	Target Group	45.45%



Develop teacher strategies to accelerate student learning in oral language

GOAL	TIMEFRAME	Actions	Evidence	LINK TO EFFECTIVE PEDAGOGY
<p>1. Expanding teacher knowledge of different pedagogical speaking and listening approaches.</p> <p>2. Develop and implement Oral Language Assessment Tools to collate measurable data on the effectiveness of Oral Language Programmes</p>	<ul style="list-style-type: none"> ● Ongoing 2024 ● Ongoing 2024 ● Ongoing 2024 <p>Term 1-4</p>	<p>Understand that there are different approaches to engage students in oral language, including diverse cultural practices. Research practices that promote speaking and listening. Engage teachers in the use of the oral language matrix to embed into their practice. Observe teachers, leaders providing feedback and feed-forward.</p> <p>Literacy Team - Inquiry cycle - Investigate Oral Language Matrices (ELPs etc)</p>	<p>Teachers will have a kete of resources and strategies to promote listening and speaking Teachers will share their oral language practices at team and whole staff meetings</p> <p>Teachers use assessment processes to measure progress e.g. STAR, Oral Language Matrix, school entry testing</p> <p>Teachers cite matrices as evidence of student progress. SMT organise resources for PLD facilitators to work with teachers/students on RTeach</p> <p>Observations from HNS Leaders</p> <p>Target Learners - monitor shifts in progress/achievement in Oral Language for a cohort of learners - ESOL learners - Target learners in each class</p>	
<p>3. Weaving teacher knowledge of oral language across the curriculum.</p>	<ul style="list-style-type: none"> ● Ongoing 2024 	<p>Plan explicitly for speaking and listening activities across all curriculum areas. Expanding and enriching vocabulary. Ensure classroom programmes & displays are language rich.</p>	<p>Teachers have a variety of classroom activities that promote oral language Leaders monitor classrooms to assess programmes and environments. Leaders observe oral language activities through a variety of curriculum lenses. Teams organise events that showcase oral language, and support community engagement e.g. Day of the Notables, poetry recital, school and inter school speech competitions.</p>	



<p>4. Reviewing and developing comprehension strategies and criticalthinking skills</p>	<p>Term 1</p> <p>●Ongoing 2024</p> <p>Term 1</p>	<p>Teachers will research resources promoting comprehension strategies: Effective Literacy, Literacy Learning Progressions; RTeach PLD etc.</p> <p>Teachers will plan, track, monitor and report on students, particularly target learners.</p> <p>PLD providers will facilitate teachers strategies to engage students with text and develop more complex comprehension strategies: RTeach and Tools for Teachers</p>	<p>SMT/Teachers work with RTeach facilitators to assess the development of more complex comprehension strategies. Students show skills of clarifying, predicting, summarising and questioning.</p> <p>Teachers model and gift to students, appropriate language to use in both a formal and informal setting.</p> <p>Students express themselves in a range of situations, demonstrating confidence, ability to problem solve, and take risks.</p>	
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Create learning focused partnerships with our diverse whānau and community

GOAL	TIMEFRAME	Actions	Evidence	LINK TO EFFECTIVE PEDAGOGY
1. Building learning partnerships with our families.	Term 1 Each Term	<p>Inform families of our school focus for the year through newsletters, meet the teacher etc.</p> <p>Will hold regular term meetings with our cultural communities to create opportunities to discuss connections between the school’s values for learning and local values.</p> <p>A reciprocal process of sharing between school and whanau: Learn from parents about student skills /knowledge they have at home - use parent knowledge - their expertise and areas of strength.</p> <p>Engaging with other schools to hear their successes at connecting with families.</p>	<p>Survey the community to see preferred communication methods, how parents perceive learning,</p> <p>Whānau hui and or engagement 1 x per term</p> <p>To hold events or informal opportunities which allow teachers and community to interact e.g. meet the teacher, open days, pool parties, longest table</p>	•
2. Engaging with families, whanau and community	Term 1-4	<p>Connect with families to collect information regarding what they value for their child’s learning.</p> <p>Engage with local schools seeking examples of graduate profiles.</p> <p>Consult community leaders on ways to connect with families from diverse communities.</p> <p>Research ways to connect with families from diverse communities.</p> <p>Remunerate Leadership of Kaiako with responsibility of Community Engagement and Partnerships Lead</p>	<p>Survey the community for preferred communication methods, and parents' perception of learning.</p> <p>Making connections with community/ individual and groups e.g. church groups and police, community organisations</p>	



<p>3. Improving attendance at HNS, with a particular focus on our Māori and Pasifikafamilies</p>	<p>Term 1-4</p>	<p>Connect with local schools on examples of supporting attendance.</p> <p>Use data to inform and strengthen existing attendance practices</p> <p>Survey community on their barriers to attendance.</p> <p>Engage with the Attendance West to monitor attendance and support attendance processes at HNS.</p>	<p>Discussions with teachers and discussions through team meetings</p> <p>Attendance Team reporting data to Learning Support Team meetings/LSC/SwiS</p> <p>SMT to survey both new and existing whānau on what their challenges are for attendance.</p> <p>Attendance Team developing new connections with the new attendance model that is being introduced through the CoL.</p>	
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Community Engagement Annual Plan 2024

<u>Specific Strategies for 2024</u>	<u>When</u>	<u>Who</u>	<u>Budget</u>	<u>Expected Result</u>	<u>Actual Result</u>
Team: Mary Jane, Cindy, Paul, Donna	Term 1	CMT			
Student-led conferences with teachers and family members	Term 2	Whanau, Tamariki, and kaiako		Effective communication between the whanau and the school Whanau	
Powhiri	During 2024	New whanau and students		Welcoming new whanau and tamariki to the school	
Spring Fling	Term 3	Junior Show		Encourage parents to come and join in this celebration of dance from other cultures.	
Whanau Ako Tahī Parents Survey	Term 2- Term3	Maths Team Literacy Teachers		Ties between whanau and school Encourage whanau to be more engaged and	



				<p>motivated in supporting their children's learning.</p> <p>Get parents voice, suggestions and ideas</p>	
Parent partnership/Volunteering programmes	During 2024	Whanau		Volunteer in school works such as reading to children, garden to table, arts and crafts etc.	
Poetry Recital	PLG -			Children share coral and individual poems as part of oral language programme.	
School Trips	During 2024	Whanau		Get parents involved to be part of the school activities and children's learning.	
Matariki Cultural Performance	Term 2	Pasifika Group Maori kapa haka Filipino community		Parents to respect other cultures	



Provide a safe physical and emotional environment for the school community

Property	Short Report	Finance	Short Report
<ul style="list-style-type: none"> • Updated 10-year plan. • Projects from the 5-year plan will be completed. • Flood remediation works completed • Continued maintenance of school property and gardens safe • Implementation of plans to keep the school grounds secure and protected as much as from theft and vandalism. 		<ul style="list-style-type: none"> • Annual report completed for 2024 • Budget prepared for 2024. • Allocation of budget areas. • Maintenance projects with new funding from the government. 	
Personnel	Short Report	Community Engagement	Short Report
<ul style="list-style-type: none"> • Ensure the school is fully staffed. • Professional Development allocated according School wide Strategic Goals especially in regard to Te Tiriti o Waitangi • Provide release for Curriculum Mapping Team and Professional Learning Group leaders to support their teams, develop and collate curriculum maps. 		<ul style="list-style-type: none"> • BoT in place and training for 2024 NZSTA conference • Planned opportunities and events for whanau to participate in the school. • Regular reporting to whanau on progress and achievement. • Opportunities to collect whanau voice through hui and talanoa, collate results and produce action plans - cycle of reporting 	