

HENDERSON PRIMARY SCHOOL

Face the future with confidence.

Kia matakite! Kia māia!

he tuāwhiri te kākana tāhū
the beginning existed one culture
he tanga te kākana mā
measure the bicultural nature of NZ
he whiri te kākana mā
the bicultural nature of the multicultural nature
of the community.

WORK HARD
Pakeke Mahi
ACT SAFELY
Mahi Ora
RESPECT
Manaaki
MAKE GOOD
CHOICES
Kia Pai Kowhiringa
HEARTED

MANAGING SELF

RELATING TO
OTHERS

PARTICIPATING
& CONTRIBUTING

THINKING

USING
LANGUAGE,
SYMBOLS & TEXTS

2023 Charter

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2023 CHARTER

(SCHOOL N0. 1309)

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HENDERSON PRIMARY SCHOOL VISION:

To equip our students to...

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SCHOOL VISION EXPLAINED:

Our vision is for our tamariki/children to:

- be creative, confident, connected, actively involved, and lifelong learners.
- seize the opportunities provided by new knowledge and technologies.
- recognise Māori and Pakeha as full Treaty partners and value all cultures for the contributions they bring. This is supported by the following whakatauki...

I te tuapapa te kākano tahi

At the beginning existed one culture

He taonga te kākano rua

We must treasure the bicultural nature of NZ

Me awahi te kākano maha

We must embrace the multicultural nature of our community

- to develop the values, knowledge and competencies needed to live full and satisfying lives.

The school vision is supported by the school's values. There is an expectation that the school and school's community work together, fostering and promoting the school's vision and values to build and sustain a community of Henderson Primary School Learners.

CORE VALUES OF HENDERSON PRIMARY

SCHOOL:

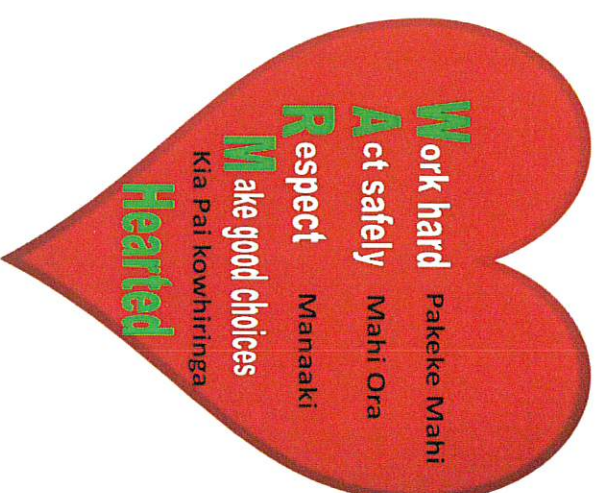
- We all strive to be WARM hearted:

Work hard (Pakeke mahi)

Act safely (Mahi ora)

Respect (Manaaki)

Make good choices (Kia pai kowhiringa)



- We value our tamariki/children, whānau/families and kaimahi/staff.
- We value diversity in our community so we strive to show respect for all people and their cultures.

Our Learner Profile encompasses everything our tamariki need to...

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DESCRIPTION OF SCHOOL AND COMMUNITY

Henderson School was established in 1873 and is the oldest school in West Auckland. We are a Year 1-6 School with 9 classes. Henderson Primary School has a rich social and cultural background. Children from many ethnic and socio-economic groups attend our kura/school, which makes our kura an exciting and vibrant place to be.

We believe positive relationships between tamariki/children, whānau/families and our kura are essential to maximise the learning potential of our tamariki. We are committed to high academic standards and high standards of behaviour. We expect that all tamariki will achieve as we strive to **equip our students to face the future with confidence. Kia matakite! Kia māia!**

At our kura we focus on using quality formative assessment teaching practices as the vehicle for effective learning. The main components of formative assessment are:

- The active involvement of students in their own learning.
- Sharing learning goals with students.
- Involving students in self-assessment.
- Effective questioning.
- Providing effective feedback, which leads to students recognising their next learning steps and how to take them.
- Adjusting teaching to take account of the results of assessments.
- Confidence that every pupil can improve.

We are a well-resourced school with a large library, one to one devices for Y3-6 tamariki, whānau hub, gymnasium, swimming pool, bike track and extensive grounds.

In 2018 we began establishing collaborative learning environments and we will continue this in 2023. Our kaimahi/staff are very dedicated and provide our tamariki with a safe but challenging learning environment. We provide a balanced and engaging curriculum for our learners. Our kaimahi/staff are committed professionals who work collaboratively in order to lead Henderson Primary School from the present to a positive future.

We are a whānau/family orientated school, providing a physically and emotionally safe environment for our learners. All students have equal access to learning opportunities regardless of ability, gender, race and personal circumstances.

School Roll February, 2023:

Tamariki/Students:	Tāne	Kōtiro	Total	%
Māori	38	42	80	37
Pasifika *	25	30	55	24
Asian**	13	10	23	11.5
NZ	16	10	26	12.5
European/Pākehā				
Indian	12	7	19	9
Middle East	2	1	3	1.5
Other European	2	3	5	2
African	2	0	2	1
Latin American	2	1	3	1.5
All Students	112	104	216	100

*Pasifika ethnic groups include (Samoan 12%, Fijian 5%, Tongan 5%, Other PI group 3.5% and Cook Island 0.5 %)

** Asian ethnic groups include (Filipino, Cambodian, Chinese, Japanese, and Other Asian)

TEACHING FRAMEWORK:

Our school philosophy relating to class programmes and teaching...

- kaiako/teachers are responsible for teaching and tamariki/children are responsible for their learning outcomes.
- all tamariki can learn provided they are motivated and receive appropriate help, guidance and encouragement.
- all kaimahi will contribute to our WARM Hearted environment.
- we will provide a wide range of learning experiences based on each of the NZ Curriculum (NZC) learning areas and developing the NZC key competencies.

CULTURAL DIMENSIONS

Cultural Perspectives

Henderson Primary School's curriculum recognises the unique position of Māori within New Zealand society. It provides tamariki with experiences and understandings in cultural traditions, language and local and national histories. At Henderson Primary School we are able to enjoy tuakana tēina relationships in our learning and teaching environment.

Tikanga Māori and Te Reo Māori

Henderson Primary School will take all reasonable steps to provide learning opportunities in tikanga Māori and te reo Māori for fulltime students. For parents indicating their intention to enrol their tamariki at Henderson Primary School, a discussion will be held to share/inform the parents of the current level of teaching of tikanga Māori and te reo Māori. We will discuss any possible future developments considering financial, human and physical resourcing. Existing parents of Māori children attending Henderson Primary School have the opportunity at hui, to participate in discussions on any issues, concerns or matters of interest concerning Māori and Māori student achievement.

BOARD'S UNDERTAKINGS

Consultation

The Henderson Primary School Board of Trustees consults regularly with the Māori community and the wider community. Processes for consultation include Board meetings, school newsletters, school web page, Facebook page, e-mail, Skool Loop app, Henderson Whānau Hub & Whānau Support Group, Student Led 3-Way (Pupil/Parent/Teacher) Learning Conferences, school questionnaires, whānau hui (meetings), and kanohi ki te kanohi (face to face) hui with individual whānau.

Planning Year

Henderson Primary School's planning year is January to December. The implementation of the school's plans are from the beginning of the new school year.

School's Charter

The Henderson Primary School Board will send an electronic copy of the School Charter to the Ministry of Education by March 1.

Annual Report

The Henderson Primary School Board will send an electronic copy of the Annual Report to the Ministry of Education by May 31.

Signed:



Anthony Biddick
Principal
Henderson Primary School

Dated: March 1, 2023

Signed:



Kristina Tucker
Board Presiding Member
Henderson Primary School

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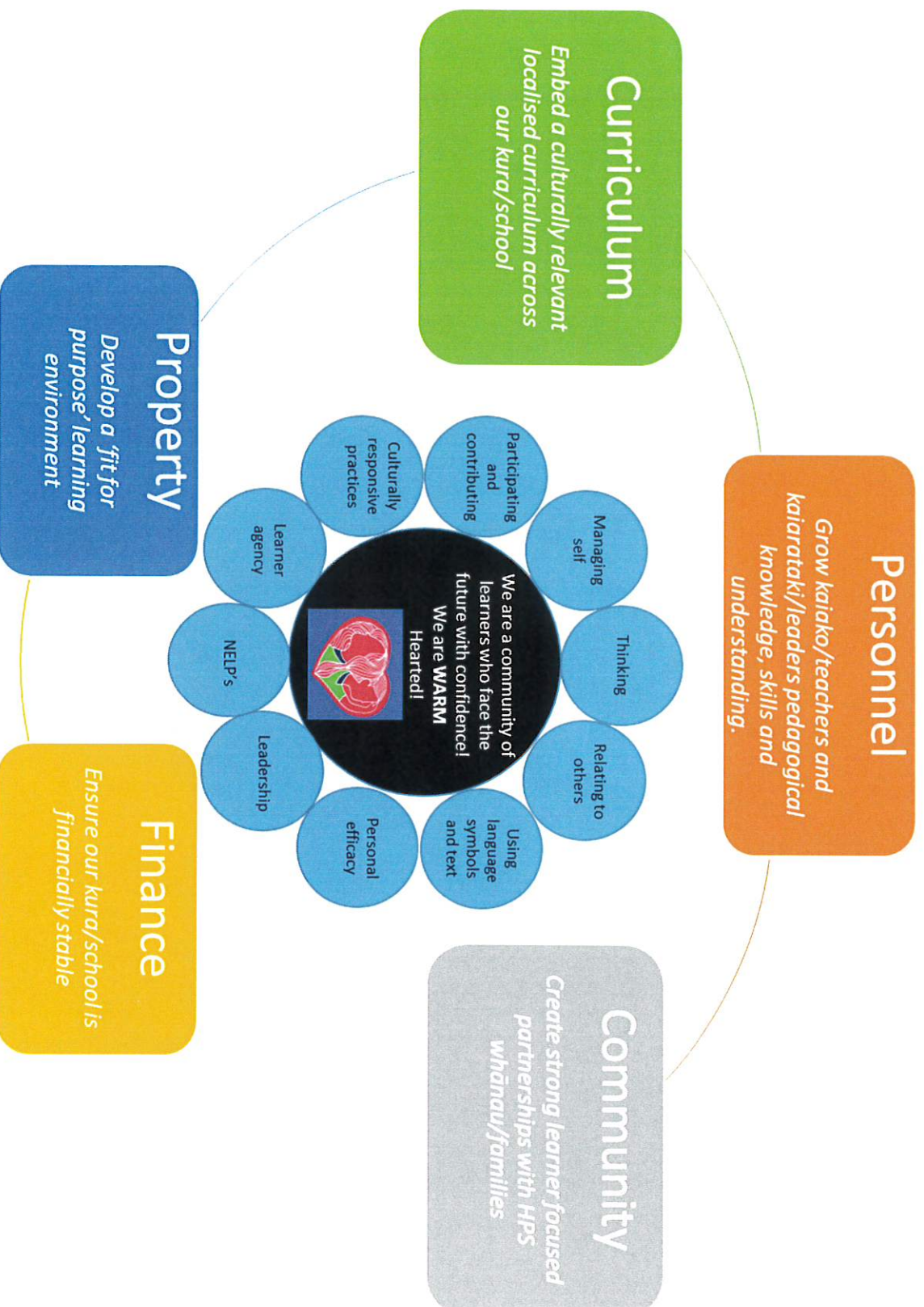
Strategic Section

HENDERSON PRIMARY SCHOOL

Strategic Goals!

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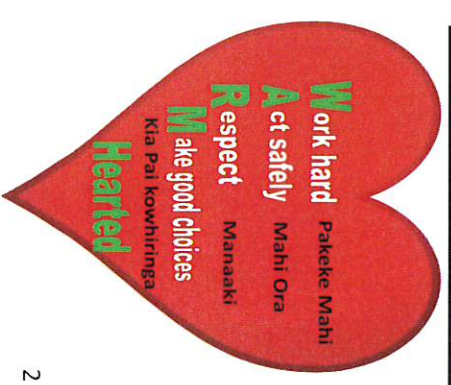
HENDERSON PRIMARY SCHOOL

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Strategic Plan 2021—2023

<p>Curriculum Strategic Goal <i>Embed a culturally relevant localised curriculum across our kura/school</i></p> <p>Success <i>Tamariki/children are empowered as learners</i></p> <p>Initiatives and Operations <i>Align HPS Curriculum with the NZ curriculum</i> <i>Strengthen our normalisation of te ao Māori/ Māori world view at our kura</i> <i>Improve outcomes for priority learners</i> <i>Develop student agency by moving from compliance to engagement to empowerment</i> <i>Implement and review HPS Literacy and Numeracy progressions</i> <i>All tamariki working at or above Level 3 of the NZC, in Reading, Writing and Maths, by the end of Year 6</i> <i>Remove food as a barrier to learning</i></p>	<p>Personnel Strategic Goal <i>Grow kaiako/teachers and kaiarataki/leaders pedagogical knowledge, skills and understanding.</i></p> <p>Success <i>Knowledgeable, skilled kaiako/teachers and kaiarataki/leaders with a growing understanding of pedagogy and andragogy</i></p> <p>Initiatives and Operations <i>Improve kaiako and kaiarataki practice through embedding a Professional Growth Cycle (PGC)</i> <i>Develop and implement Aotearoa/NZ Histories Curriculum (2023)</i> <i>Develop and implement HPS writing programme (WTB PLD) by 2022</i> <i>Implement learning through play philosophy in Y1/2</i> <i>On-going development of digital literacy best practice</i> <i>On-going engagement with WAPA2020 community of schools</i></p>	<p>Community Strategic Goal <i>Create strong learner focused partnerships with HPS whānau/families</i></p> <p>Success <i>HPS tamariki/children, whānau/families, kaiako/teachers and kaiarataki/leaders are partners in empowering learners</i></p> <p>Initiatives and Operations <i>Create a high quality learning community by developing strong partnerships with HPS whānau</i> <i>Implement a cycle of regular community consultation with HPS whānau</i></p>	<p>Property Strategic Goal <i>Develop a 'fit for purpose' learning environment</i></p> <p>Success <i>A healthy, safe learning environment is enjoyed by all HPS tamariki/children and kaimahi/employees</i></p> <p>Initiatives and Operations <i>Implement 5 year agreement (5YA) planned work</i> <i>Implement HPS 10 year Property Strategic Plan</i> <i>Develop flexible learning environments that enhance collaboration</i> <i>Develop environmentally sustainable energy sources</i></p>	<p>Finance Strategic Goal <i>Ensure our kura/school is financially stable</i></p> <p>Success <i>A financially stable kura is empowered to support teaching and learning</i></p> <p>Initiatives and Operations <i>Develop and implement HPS 10 year Finance Strategic Plan</i> <i>Establish and implement financially sustainable practices</i></p>
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Strategic Initiatives Timeline 2021—2023

Strategic Initiatives	2021	2022	2023
	<p><i>Student agency</i> _____</p> <p><i>Literacy and Numeracy progressions</i> _____</p> <p><i>Learning through play in Y1/2 classes (Year 3 of 3)</i> _____</p> <p><i>Better Start Y1 oral language programme (Year 2 of 2)</i> _____</p> <p><i>Bikes in Schools</i> _____</p> <p><i>Remove food as a barrier to learning</i> _____</p>	<p>_____</p> <p><i>Professional Growth Cycle (PGC)</i> _____</p> <p><i>WTB writing PLD (Year 3 of 3)</i> _____</p> <p><i>Implement 5 YA planned work</i> _____</p> <p><i>Flexible learning environments (R6-9)</i> _____</p> <p><i>Environmentally sustainable energy sources</i> _____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

	2021	2022	2023
Strategic Operations	Align HPS Curriculum with the NZ curriculum		
	Strengthen our normalisation of te ao Māori		
	Priority learners		
	All tamariki working at or above Level 3 of the NZC, in Reading, Writing and Maths, by the end of Year 6.		
	Digital literacy		
	WAPA2020 community of schools		
	Develop strong partnerships with HPS whānau		
	Cycle of regular community consultation with HPS whānau		
	Implement HPS 10 year Property Strategic Plan		
	Implement HPS 10 year Finance Strategic Plan		
	Implement financially sustainable practices		

Curriculum Strategic Roadmap 2021-2023

Strategic Goal: *Embed a culturally relevant localised curriculum across our kura/school.*

What does success look like? *Tamariki/children are empowered as learners.*

Initiatives and Operations:

- *Align HPS Curriculum with the NZ Curriculum (NZC).*
- *Strengthen our normalisation of Te Ao Māori/The Māori World View at our kura/school*
- *Improve outcomes for priority learners; Māori, Pasifika and learners with special education needs.*
- *Develop student agency by moving from compliance to engagement to empowerment.*
- *Implement and review HPS Literacy and Numeracy progressions.*
- *All tamariki working at or above Level 3 of the NZC, in Reading, Writing and Maths, by the end of Year 6.*
- *Remove food as a barrier to learning.*

<i>School-wide Foci</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>
Literacy (Write that Essay) PLD contract	COVID	Year 3	
Maths (DMIC) PLD contract	Year 2		
Assessment- Student Agency progressions for all tamariki	Year 3	Year 4	Year 5
Healthy Active Learning (HAL) PLD	Year 2	Year 3	
Oral Language (Better Start) for Y0/1	Year 2		
Learning Through Play for Y1/2	Year 3		
Māori Achieving Success as Māori (MASAM) by the normalisation of Te Ao Māori – HPS & WAPA2020 goal	Year 3	Year 4	Year 5
Science/Technology/Engineering/Arts/Maths (STEAM) - WAPA2020 goal	Year 3	Year 4	
Collaborative Learning Environment (CLE)	Year 3	Year 4	Year 5
Digital Literacy (e-learning)	Year 5	Year 6	Year 7
Ka Ora, Ka Ako-Free and Healthy School Lunches Programme	Year 1	Year 2	Year 3

Nb: Links to Personnel Initiatives and Operations

Personnel Strategic Roadmap 2021-2023

Strategic Goal: *Grow kaiako/teachers and kaiarataki/leaders pedagogical knowledge, skills and understanding.*
What does success look like? *Knowledgeable, skilled kaiako/teachers and kaiarataki/leaders with a growing understanding of pedagogy and andragogy.*

Initiatives and Operations:

- Improve kaiako and kaiarataki practice through embedding a Professional Growth Cycle.*
- Develop and implement Aotearoa/NZ Histories Curriculum (2023).*
- Implement learning through play philosophy in Y1/2.*
- Implement Better Start Y1 oral language programme in 2021.*
- On-going development of digital literacy best practice.*
- On-going engagement with WAPA2020 community of schools.*

	2021	2022	2023
Professional Growth Cycle	<p>Ensure an appraisal system is in place for all staff to enhance personal efficacy</p> <p>Ensure Teachers engage in a Professional Growth Cycle</p> <p>Engage staff and tamariki in self-review surveys...</p> <p>Term 3- NZCER Teaching and School Practices Survey</p> <p>Term 4- NZCER Inclusive Practices Student Survey (Y3-6)</p>	<p>Ensure a system is in place for all staff to enhance personal efficacy</p> <p>Ensure Teachers engage in a Professional Growth Cycle</p> <p>Engage staff and tamariki in self-review surveys...</p> <p>Term 3- NZCER Teaching and School Practices Survey</p> <p>Term 4- NZCER Inclusive Practices Student Survey (Y3-6)</p>	<p>Ensure a system is in place for all staff to enhance personal efficacy</p> <p>Ensure Teachers engage in a Professional Growth Cycle</p> <p>Engage staff and tamariki in self-review surveys...</p> <p>Term 3- NZCER Teaching and School Practices Survey</p> <p>Term 4- NZCER Inclusive Practices Student Survey (Y3-6)</p>

Nb: Links to Curriculum Initiatives and Operations

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Community Strategic Roadmap 2021-2023

Strategic Goal: *Embed a culturally relevant localised curriculum across our kura/school.*

What does success look like? *Tamariki/children are empowered as learners.*

Initiatives and Operations:

-Create a high quality learning community by developing strong partnerships with HPS whānau.

-Implement a cycle of regular community consultation with HPS whānau.

	2021	2022	2023
Term 1	HPS Charter Community Consultation	HPS Charter Community Consultation	HPS Charter Community Consultation
Term 2	HPS whānau/fanau Community Consultation talanoa - update karewa/floats	HPS Whānau Community Consultation talanoa - update karewa/floats	Review HPS Vision and Values
Term 3	HPS whānau/fanau Community Consultation talanoa - update karewa/float	HPS Health and Physical Wellbeing Curriculum	Review HPS Whānau Community Consultation framework - update aspirations and punga/anchors
Term 4	2022 Charter Strategic Goals Consultation	2023 Charter Strategic Goals Consultation	2024 Charter Strategic Goals Consultation

Property Strategic Roadmap 2021-2023

Strategic Goal: *Develop a 'fit for purpose' learning environment.*

What does success look like? *A healthy, safe learning environment is enjoyed by all HPS tamariki/children and kaimahi/employees.*

Initiatives and Operations:

- Implement 5 YA planned work*
- Implement HPS 10 year Property Strategic Plan.*
- Develop flexible learning environments that enhance collaboration.*
- Develop environmentally sustainable energy sources.*

Finance Strategic Roadmap 2021-2023

Strategic Goal: *Ensure our kura/school is financially stable.*

What does success look like? *A financially stable kura is empowered to support teaching and learning.*

Initiatives and Operations:

- Develop and implement HPS 10 year Finance Strategic Plan.*
- Establish and implement financially sustainable practices.*

nb: HPS 10 year Property and Finance Strategic Plan follows.

HENDERSON PRIMARY SCHOOL

10 YEAR STRATEGIC PLAN - PROPERTY AND FINANCE - 2019 TO 2028

PROPERTY GOAL:	Develop a 'fit for purpose' learning environment.									
FINANCE GOAL:	Ensure our kura/school is financially stable.									
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Reserves	80,000	80,000	80,000	150,000	170,000	190,000	210,000	230,000	250,000	270,000
Cyclical Maintenance - External Painting	80,000		20,000	20,000 & Explore repaint of substandard areas	20,000	20,000	20,000	20,000	20,000	20,000
Cyclical Maintenance - Cesspits, Roof & Gutters		Clean all		Clean all		Clean all		Clean all		Clean all
5/10Year MoE Capital Works		Rm 6-9 upgrade & \$146,916 School Investment package		10YPP/5YA prep \$288K 5YA and \$200K MoE top up					10YPP/5YA prep	
Playgrounds	30,000 New Top Court Playground		Edge/Bark upgrade		Edge/Bark upgrade		Edge/Bark upgrade		Edge/Bark upgrade	
Special projects:	Solar 22,000 (55,000 total)	Check protected oak on field	Bikes in Schools project		Check protected oak on field	Explore Solar increase &/or storage	Bike track asphalt-top coat re-spray	Check protected oak on field		
Digital Literacy/E-learning	Explore upgrade			Explore upgrade			Explore upgrade			Explore upgrade
Operational Budget - Annual budget balance to zero	0	0	0	0	0	0	0	0	0	0

Asset replacement (covered by previous years depreciation)	68,000	72 000	75,000	75,000	80 000	TBC	TBC	TBC	TBC	TBC	TBC
HPS Leases/Agreements	TELA x9	TELA x1 Energy Broker	TELA x3 Photocopiers Rubbish	TELA x9 Eftpos Energy Broker	TELA x1 Advertising sign-go digital?	TELA x3	TELA x9	TELA x1	TELA x3	TELA x9	
Uncommitted funds	90,385	59,000	128,000	63,000	TBC	TBC	TBC	TBC	TBC	TBC	TBC

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Strategic Goal: Embed a culturally relevant localised curriculum across our kura/school.

What does success look like? Tamarii/children are empowered as learners.

2023 Curriculum Initiatives and Operations:

- Strengthen our normalisation of Te Ao Māori/The Māori World View at our kura/school

Competency	Implementation	Outcomes: What does this look like at Henderson Primary School (HPS)?
Ako	Practice in the classroom and beyond - all of us, taking responsibility for our own learning and that of our Māori learners, learning community.	<ul style="list-style-type: none"> Te Ao Māori at HPS Procedures created through consultation with HPS whānau, keeping Māori learners at the forefront of our minds. Teachers are guided by and respond to procedures and this can be seen in their interactions with the learners (teachers and whānau are also learners, learning with and being taught by the students). Provide authentic contexts for learning giving students access to te ao Māori, te reo Māori & tikanga Māori and explore shared values.
Wānanga	Communication, problem solving, innovation - we all participate with learners and communicate in robust dialogue for the benefit of the Māori learners' achievement.	<ul style="list-style-type: none"> Professional learning and capability of educators is developed. Implementing a shared understanding of culturally responsive practice. Engagement of parents, whānau and hapu to promote and support the learning of our children.
Manaakitanga	Values - integrity, trust, sincerity, equity - we demonstrate integrity, sincerity and respect towards Māori beliefs, language and culture.	<ul style="list-style-type: none"> Great value is placed on being Māori and the unique qualities of being Māori. Te Reo is used daily. Māori culture is included in curriculum delivery—karakia, waiata, powhiri. Māori names are pronounced accurately.
Tangata Whenuatanga	Place-based, socio-cultural awareness and knowledge - we affirm Māori learners as Māori—provide contexts for learning where their identity, language and culture (Cultural locatedness) and whānau is affirmed.	<ul style="list-style-type: none"> Encouragement to acknowledge whakapapa through research of their own whānau links (pepeha). Actively acknowledge and act upon the implications of the Treaty of Waitangi, e.g. foster Tikanga, Te Reo Maori, Mana Whenua. Culturally relevant activities and initiatives.
Whānauangatanga	Relationships - students, school wide, community, with high expectations - we actively engage in respectful working relationships with Māori learners, parents and whānau, hapu and the Māori community.	<ul style="list-style-type: none"> An open door and inclusive policy, encouraging whānau to walk in and visit at any time. Regular whānau hui, personal invitations to whānau to come to school. Respectful relationships are developed and maintained with whānau and hapu. Positive and affirming interactions with our whānau. Strengthening Hapu / Iwi relationships: Establish and sustain a relationship with Te Kawerau a Maki.

Strategic Goal: Embed a culturally relevant localised curriculum across our kura/school.

What does success look like? Tamariki/children are empowered as learners.

2023 Curriculum Initiatives and Operations:

- *Align HPS Curriculum with the NZ Curriculum (NZC).*
- *Develop student agency by moving from compliance to empowerment.*
- *Implement and review HPS Literacy and Numeracy progressions.*
- *All tamariki working at or above Level 3 of the NZC, in Reading, Writing and Maths, by the end of Year 6.*
- *Remove food as a barrier to learning.*

OBJECTIVES	IMPLEMENTATION	OUTCOMES
1. Build strong inclusive relationships through valuing student identity, language and cultural competence.	<ul style="list-style-type: none"> Staff maintain a positive value perspective in all interactions with students. Teachers knowing their students - through encouraging and listening to them, and having empathy for them in their circumstances Staff value student's individual identity, culture and personal strengths. Teachers providing learning contexts that are culturally responsive and link into prior experiences Ensuring that the HPS class paepae process is utilised to facilitate the building of relationships. Key Competencies: Students are introduced to strategies to support self-awareness and ability to calm themselves and focus on their learning. This will be a part of supporting overall wellbeing. 	<ul style="list-style-type: none"> HPS Curriculum is in alignment with the NZ Curriculum (NZC).
2. Ensure opportunities for learning are articulated through formative practices.	<ul style="list-style-type: none"> Learner Voice: Use student and teacher voice, as well as other forms of evidence and assessment to inform planning, teaching, learning and curriculum design. Develop opportunities for learners to know themselves as learners, by building capacity for lifelong learning. Eg student agency, growth mindset, learning to learn, reflection. Foster learner progress and achievement by identifying educational needs and providing teaching and learning programmes that will raise achievement, particularly in the areas of Literacy and Numeracy. Literacy and Numeracy progressions are developed and used by learners and teachers to support learners to develop student agency. Student agency allows students to: <ul style="list-style-type: none"> Be empowered as learners. Articulate what they are learning. Articulate how they and their teacher are helping them with their learning. Articulate why they are learning. Create understanding. Co-construct new learning with peers, experts and whānau. Share their learning. We need to reflect on our teacher modelling, making sure that each stage of the learning process is being modelled and draw on 'high quality' practices from a range of sources to support the process. Identifying next steps in learning – Student's specific goals are recorded in their Record of Learning (RoL) journals and books. 	<ul style="list-style-type: none"> Student agency is developed in tamariki by them moving from compliance to engagement to empowerment. Student agency is fostered and HPS Learning Progressions are in place and used for literacy and numeracy. Quality formative assessment practices are developed to ensure learners and teachers can identify 'what went well' and 'next steps' in learning.

<p>3. Clear and regular reporting of learner achievement.</p>	<ul style="list-style-type: none"> • We use exemplars & models to show expectations. • Teaching students to be better learners: language of learning used by students as 'their tool' to assist/support their learning. • Deliberate Acts of teaching are utilised to enhance learning and shown in Teacher planning. • Continue to seek increased involvement of whānau and community as resource people particularly in student learning. • Consistent, regular reflection by staff (formally at meeting times and informally, in the course of the day to day teaching and conferencing with students). • Interviews with whānau of all new enrolments. • Support Transition adjustment: build positive relationships and good communication with whānau. • Moderation of literacy and numeracy practice by all staff to develop consistency and confidence in making OTJ's. • Mid/end of year OTJ's. • Co-construction of Learning Goals: Continue to involve parents in the term 1-3 collaborative co-construction of learning goals with the teacher and child at Student led (3-way) learning conferences. • Collect, analyse and report on student achievement data and against target students as per the agreed assessment plan. • Share achievement information with teaching staff, BoT and whānau. • Implement the Ka Ora, Ka Ako-Free and Healthy School Lunches Programme. • Continue to provide a breakfast club with the support of Sanitarium, Fonterra and volunteers. • Continue to provide free fruit with the support of Countdown. 	<ul style="list-style-type: none"> • All tamariki are working at or above Level 3 of the NZC, in Reading, Writing and Maths, by the end of Year 6. • Food as a barrier to learning is removed.
<p>4. Remove food as a barrier to learning.</p>		

Strategic Goal: Embed a culturally relevant curriculum across our kura/school.
What does success look like? Tamarii/children are empowered as learners.

2023 Curriculum Initiatives and Operations:

- Improve outcomes for priority learners; Māori, Pasifika.

OBJECTIVES	IMPLEMENTATION	OUTCOMES
<p>1. Foster Māori & Pasifika learner progress and achievement by identifying educational needs and providing teaching and learning programmes that will raise achievement, particularly in the areas of Literacy and Numeracy.</p> <p>2. Māori & Pasifika learners and their whānau are actively engaged in an ongoing partnership with the school.</p> <p>3. Data collection, analysis, evaluation, planning and reporting.</p> <p>4. Clear and regular reporting of Māori & Pasifika learner achievement.</p>	<ul style="list-style-type: none"> Māori & Pasifika students either requiring extra support to raise achievement levels or be challenged further (GATE) are identified and programmes are put in place. Learning Support Workers designated to At Risk learners as a priority. Continuation of Whānau Hub and Whānau Support Group. Continuation of Kapa Haka, and Tikanga Māori programmes that are offered to all students; teachers will foster and promote te reo Māori. Understandings of cultural traditions, language, local and national issues are incorporated into classroom programmes. Use of Te Reo Māori in school communications. Consideration of Māori & Pasifika dimension in school curriculum conceptual framework. Classroom teachers will be responsible for: <ul style="list-style-type: none"> identifying the ethnicity of all students in their class. tracking learning, progress and achievement of Māori & Pasifika students. closely monitoring and regularly evaluating the needs of 'at risk' Māori & Pasifika learners. establishing and implementing 'targeted learning' for at risk Māori & Pasifika learners. keep the SENCo informed of changing needs, progress and achievement of at risk Māori & Pasifika learners. maintain a body of clear evidence supporting teacher judgements concerning all Māori & Pasifika students achieving below and well below expected achievement standards in reading, writing and maths. incorporate teaching strategies that promote accelerated learning for 'at risk' Māori & Pasifika learners. Collect, analyse and report on student achievement data and against target students as per the agreed assessment plan. Share Māori & Pasifika achievement information with teaching staff, BoT and whānau. 	<ul style="list-style-type: none"> All Māori & Pasifika students are achieving at or above the NZC level 3, in Reading, Writing and Maths, by the end of year 6. Māori & Pasifika students and their whānau/families feel their culture is valued and they are actively engaged in all aspects of Henderson Primary School and the School community e.g. parent helpers, BoT and Whānau Support Group. All teachers of Māori & Pasifika students can converse with learners and their whānau about their child's learning and achievement. Māori & Pasifika learner achievement is recorded and available for analysis.

Strategic Goal: Embed a culturally relevant localised curriculum across our kura/school.
What does success look like? Tamarii/children are empowered as learners.

2023 Curriculum Initiatives and Operations:

- Improve outcomes for priority learners; learners with special education needs.

OBJECTIVES	IMPLEMENTATION	OUTCOMES
<ol style="list-style-type: none"> 1. There is clear evidence the school is implementing programmes for individuals and groups of learners with special education needs. 2. To implement a school-wide programme for monitoring progress during the year for learners with special education needs. 3. Appropriately report progress of learners with special education needs in the Annual Report. 4. The Board to provide a focus on provision of professional learning for the senior Leadership team/teachers regarding the inclusion of teaching and learning for learners with special education needs. 	<ul style="list-style-type: none"> • Children with special educational needs (achieving below, or well below the level expected for their age; students who are under achieving for the level expected for their ability; students who are achieving at a level above that expected for their age, and time at school), to be identified and their progress logged in our children with special needs/abilities (CWSN/CWSA) register. Regular monitoring of CWSN/CWSA to occur (Week 5 & 10 Term 1-3 & Week 7 T4).) • Timetable created to track each child is being monitored regularly. • Individual Education Plan and Student Support Register used at each meeting to monitor and record summary of progress made and further ideas for ways of supporting these students. Support can be in-class, in-school and external agencies. • SENCo gathering data for CWSN/A; analysing the data for specific learning needs and teachers collectively deciding on next steps and forward focus. • This information can be shared at Team/Staff Meetings and at Board Level to indicate trends and progress towards accelerating the learning of these students. • Professional learning to be made available for addressing the needs of the students and their specific needs as opportunities avail and where appropriate. Some professional learning can take place within the school, within local schools, provided by the Ministry and through e-learning. 	<ul style="list-style-type: none"> • Students with special educational needs will be monitored regularly, progress identified and new learning progressions identified and possible strategies shared between teaching staff. • Regular Monitoring of students • CWSN/A kept up to date and records in Support Register updated (Week 5 & 10 Term 1-3 & Week 7 T4). • Unified effort that is consistent and focused on the learner and their needs. • Principal and Board informed of progress. • Staff are supported in providing for the specific needs of the students.

Strategic Goal: Grow kaiako/teachers and kaiarataki/leaders pedagogical knowledge, skills and understanding.

What does success look like? Knowledgeable, skilled kaiako/teachers and kaiarataki/leaders with a growing understanding of pedagogy and andragogy.

2023 Personnel Initiatives and Operations:

-Improve kaiako and kaiarataki practice through developing a Professional Growth Cycle (PGC).

OBJECTIVES	IMPLEMENTATION	OUTCOMES
<p>1. To support and encourage kaiako/teachers and kaiarataki/leaders to develop their personal efficacy as teachers, professionals and leaders of learning through a Professional Growth cycle.</p> <p>2. To support and encourage support staff to develop their personal efficacy through appraisal.</p>	<ul style="list-style-type: none"> Kaiako & kaiarataki will engage with the HPS Educational Leader Professional Growth and Attestation system to help them reflect on their practice as Educational Leaders. Kaiako will engage in a PGC to help them reflect on and improve their teaching practice. Teachers chosen focus area(s) will be shared with their colleagues. Engage staff and tamariki in self-review surveys: Term 3- NZCER Teaching and School Practices Survey; Term 4- NZCER Inclusive Practices Student Survey (Y3-6). <p>Support staff will have an annual appraisal of their performance against agreed criteria.</p>	<ul style="list-style-type: none"> HPS Educational Leader Professional Growth and Attestation system will help identify what we know, what we need to learn, and the best ways to move forward in our learning, being supported and encouraged by our learning community. Kaiako & Kaiarataki will be informed professionals and will be able to support children's learning. Kaiako & Kaiarataki will be apt at making fast decisions to address the learning and emotional needs of the student in a timely and affirming manner. Kaiarataki will be apt at making fast decisions to address the learning and emotional needs of the students/staff in a timely and affirming manner. The Tumaki can attest to kaiako performance against the 'Our Code, Our Standards' Criteria and support staff performance against job descriptions. Support staff are supported in their mahi.

Strategic Goal: *Grow kaiako/teachers and kaiarataki/leaders pedagogical knowledge, skills and understanding. What does success look like? Knowledgeable, skilled kaiako/teachers and kaiarataki/leaders with a growing understanding of pedagogy and andragogy.*
2023 Personnel Initiatives and Operations:

***-Develop and implement Aotearoa/NZ Histories curriculum.
-On-going development of digital literacy best practice.***

OBJECTIVES	IMPLEMENTATION	OUTCOMES
1. Ensure all kaiako have the opportunity to engage in corporate and/or individual PD to enhance personal efficacy. 2. To accelerate digital fluency, for all tamariki.	<ul style="list-style-type: none"> Aotearoa/NZ Histories Professional Learning and Development (PLD) is implemented for all kaiako with support from our Māori Achievement Collaborative facilitator. The Board will provide financial assistance to support the implementation of the Digital Literacy (e-learning) strategic plan. Staff will review Digital Literacy (e-learning) strategic purchasing plan priorities... How's it going? What are the challenges? How can we better support the students? Are there better resources? Is our purchasing plan sustainable? What other options are there to support digital fluency? A Digital Literacy (e-learning) expert will be employed to provide professional development and support for all learners (kaiako and tamariki). 	<ul style="list-style-type: none"> An Aotearoa/NZ Histories curriculum is developed and implemented. An assessment of Digital Literacy (e-learning) needs is made. A Digital Literacy (e-learning) strategic plan and purchasing plan is in place with priority order of needs clearly identified. Digital Literacy (e-learning) tools will be used as a resource so that tamariki will be engaged as learners and increase their digital fluency. We will have an accurate picture of Digital Literacy (e-learning) needs to help tamariki and kaiako become digitally fluent. A climate of support for digital fluency will be created for all kaiako and learners. Digital Literacy (e-learning) pedagogy/best practice will be explored articulated and reviewed so that kaiako will be engaged as learners and increase their digital fluency.

Strategic Goal: *Grow kaiako/teachers and kairataki/leaders pedagogical knowledge, skills and understanding. What does success look like? Knowledgeable, skilled kaiako/teachers and kairataki/leaders with a growing understanding of pedagogy and andragogy.*
2023 Personnel Initiatives and Operations:

-On-going engagement with WAPA2020 community of schools.

OBJECTIVES	IMPLEMENTATION	OUTCOMES
<p>1. To improve learning outcomes for all tamariki including Māori & Pasifika learners, tamariki who are under-achieving and tamariki who are excelling.</p>	<ul style="list-style-type: none"> In partnership with WAPA2020 schools we will continue to share best practice and participate in joint professional development in MASAM* by: <ul style="list-style-type: none"> Trialling new strategies informed by shared best practice literature and research. Prioritise approaches/practices to be used at Henderson Primary School. Reflect and use evidence to evaluate the effectiveness and impact of approaches over time. Readjusting practices on the basis of outcomes. Share successes and findings. Participate in PLG's and engage in 'open to learning' conversations. Participate in ToD's, PD days and Reference Group meetings <p>*MASAM = Māori achieving success as Māori.</p>	<ul style="list-style-type: none"> MASAM kaiarataki/leaders are developing their practice. MASAM kaiarataki are sharing best practice with kaiako/teachers. Tumuaki are supporting/fostering the effective implementation and development of PD foci. New learning is reflected in school-wide documentation. (curriculum implementation plans and procedural documentation).

Strategic Goal: Embed a culturally relevant curriculum across our kura/school.

What does success look like? Tamariki/children are empowered as learners.

2023 Community Initiatives and Operations:

*-Create a high quality learning community by developing strong partnerships with HPS whānau.
-Implement a cycle of regular community consultation with HPS whānau.*

OBJECTIVES	IMPLEMENTATION	OUTCOMES
1. A regular cycle of HPS Community Consultation is in place	<ul style="list-style-type: none"> The Board will engage in consultation with their community each term. The 'RAWE' community consultation model developed in 2018 will be our framework. The aim is to update the karewa/floats on our 'RAWE' net to reflect all cultures of our kura/school. A suggested cycle for 2023 is... <ul style="list-style-type: none"> Term 2 Review HPS vision and values Term 3 HPS whānau/fānau Community Consultation talanoa - update aspirations and punga/anchors The Board will engage in consultation with their community (Term 1/4) each year, about the Charter and its Strategic Goals. 	<ul style="list-style-type: none"> The diverse range of tamariki and whānau cultures are represented in our kura/school.
2. Whānau are encouraged to develop strong partnerships with our kura/school.	<ul style="list-style-type: none"> A Whānau Support Group is established to promote community spirit by organising a community building event each term. Celebration of the schools 150th anniversary is co-ordinated by the organising committee in consultation with the Board. 	<ul style="list-style-type: none"> The community are consulted and informed about the current Years Charter (Term 1) and its Strategic Goals (Term 4). Whānau are seen as partners in our kura/school. Saturday 21 October-Labour weekend 150th anniversary celebration occurs.

Strategic Goal: Develop a 'fit for purpose' learning environment.
What does success look like? A healthy, safe learning environment is enjoyed by all HPS tamariki/children and kaimahi/employees.
2023 Property Initiatives and Operations:
-Implement HPS 10-year Property Strategic Plan.
-Develop flexible learning environments that enhance collaboration.

OBJECTIVES	IMPLEMENTATION	OUTCOMES
1. To ensure the Board maintains school property and plans for future projects based on MoE and local needs.	<ul style="list-style-type: none"> • Ensure the school is painted on a cyclical basis (10 years). • Explore repaint of standard areas. • Cesspits, roofs and gutters are cleaned • Relevant TELA laptop leases are upgraded. • Explore upgrades of e-learning digital devices. • MoE 5 Year Agreement & 10 Year Property is completed. • Playground bark and edging upgrade • Liaise with council to check the protected oak on the field 	<ul style="list-style-type: none"> • \$20 000 is set aside for external painting annually. • Teachers have access to laptops. • \$10 000 is budgeted for purchases and 1:1 devices are maintained for Y3-6 tamariki. • Funding is sought for replacement devices. • R6-9 stage 2 of the CLE modernisation project is completed. • Playgrounds meet safety standards. • The protected oak is cared for and safe.

Strategic Goal: Ensure our kura/school is financially stable.

What does success look like? A financially stable kura is empowered to support teaching and learning.

2023 Finance Initiatives and Operations:

-Develop and implement HPS 10 year Finance Strategic Plan.

-Establish and implement financially sustainable practices.

OBJECTIVES	IMPLEMENTATION	OUTCOMES
1. To ensure the school uses its funds to support learning and teaching now and in the future.	<ul style="list-style-type: none"> The Board will add to our reserve annually (\$20 000) to cover risks such as: personnel issues, property issues and special projects. The intention is to have funding to repaint our kura in 2028. The Board spends operational grants appropriately. Asset replacement is calculated into annual budgets Fundraising grants are sought for approved projects. Uncommitted funds are identified and monitored. 	<ul style="list-style-type: none"> The school has a reserve fund of \$170 000. An annual operational budget balance is maintained at zero. Depreciation is monitored and allowed for in the budget. Seek funding for Board approved projects. Uncommitted funds are used for Board approved projects.

HENDERSON PRIMARY SCHOOL - 2023 operations, governance and management.

Curriculum:-

Key school documents that inform the Henderson Primary School Charter relating to curriculum include:

- Henderson School's Vision and Values
- Henderson School Learner Profile
- Henderson School Curriculum including Effective Pedagogy, Planning and Assessment Ethos; Curriculum Implementation Plans (for each of the 'learning areas' stating requirements for teachers); and Administration requirements.
- Planning, Assessment and Reporting Plan
- Student Record of Learning Journals (electronic student reporting to parent's information).
- Henderson School Information Booklet
- Policy and Procedures
- Henderson School Charter Strategic Goals and Henderson School Charter Annual Aims

Human Resources:-

Key school documents that inform the Henderson Primary School Charter relating to human resources include:

- Job Descriptions
- Performance Agreements

- Staff Professional Growth Cycles and/or appraisal
- Staff Professional Development Programme
- Staff Responsibilities
- Accidents & Medical Register
- Personnel & Curriculum Policies and Procedures
- Henderson School Charter Strategic Goals and Henderson School Charter Annual Aims

Finances:-

Key school documents that inform the Henderson Primary School Charter relating to finances include;

- Annual Budget
- 10 Year Property Plan (10YPP) including cyclical maintenance and 5YA
- SUE Reports
- Assets Register
- Auditors Reports
- Policy and Procedures
- Henderson School Charter Strategic Goals and Henderson School Charter Annual Aims

Property:-

Key school documents that inform the Henderson Primary School Charter relating to property include;

- 10 Year Property Plan (10YPP)
- 5 Year Property Agreement (5YA)
- Cyclical Maintenance Schedule
- Hazards Register
- Evacuation Procedures
- Insurance
- Policy and Procedures
- Henderson School Charter Strategic Goals and Henderson School Charter Annual Aims

Health and Safety:-

Key school documents that inform the Henderson Primary School Charter relating to health and safety include;

- Hazards Register
- Cyclical Maintenance Schedule
- Emergency Procedures
- School Building Systems and Features Manual
- Student Support Programmes and Procedures
- Policy and Procedures
- Henderson School Charter Strategic Goals and Henderson School Charter Annual Aims