

HENDERSON PRIMARY SCHOOL

Face the future with confidence.

Kia matakite! Kia māia!

ā te tuāhanga te kākano take
At the beginning existed one culture

he taonga te kākano mā
Treasure the bicultural nature of NZ

he awhi te kākano maha
Appreciate the multicultural nature
of our 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



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

2024 Curriculum Initiatives and Operations:

- *Align HPS Curriculum with the NZ Curriculum (NZC).*
- *Develop student agency by moving from compliance to engagement to empowerment.*
- *Implement and review HPS Literacy and Numeracy progressions.*
- *All tamarii 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 |
|--|---|--|
| <p>1. Build strong inclusive relationships through valuing student identity, language and cultural competence.</p> | <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). |
| <p>2. Ensure opportunities for learning are articulated through formative practices.</p> | <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 explicitly taught 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 | <ul style="list-style-type: none"> • Develop Student agency in tamarii by moving from compliance to engagement to empowerment. • Implement and review HPS literacy and numeracy Learning Progressions. |

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| | <p>of Learning (RoL) journals and books.</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 term2-4 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 free snacks with the support of KidsCan. 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. |
| 3. Clear and regular reporting of learner achievement. | | |
| 4. Remove food as a barrier to learning. | | |

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

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

2024 Curriculum Initiatives and Operations:

- Improve outcomes for priority learners; Māori, Pasifika.

| OBJECTIVES | IMPLEMENTATION | OUTCOMES |
|--|--|---|
| 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. | <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. | <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. |
| 2. Māori & Pasifika learners and their whānau are actively engaged in an ongoing partnership with the school. | <ul style="list-style-type: none"> Implementation 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. | <ul style="list-style-type: none"> 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. |
| 3. Data collection, analysis, evaluation, planning and reporting. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> All teachers of Māori & Pasifika students can converse with learners and their whānau about their child's learning and achievement. |
| 4. Clear and regular reporting of Māori & Pasifika learner achievement. | <ul style="list-style-type: none"> 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"> Māori & Pasifika learner achievement is recorded and available for analysis. |

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

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

2024 Curriculum Initiatives and Operations:

- Improve outcomes for priority learners; special education needs.

| OBJECTIVES | IMPLEMENTATION | OUTCOMES |
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| <p>1. There is clear evidence the school is implementing programmes for individuals and groups of learners with special education needs.</p> <p>2. To implement a school-wide programme for monitoring progress during the year for learners with special education needs.</p> <p>3. Appropriately report progress of learners with special education needs in the Annual Report.</p> <p>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.</p> | <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.

2024 Personnel Initiatives and Operations:
-Improve kaiako and kaiarataki practice through embedding 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). | <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. The Tumuaki 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 kaitiako/teachers and kaiarataki/leaders pedagogical knowledge, skills and understanding.

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

2024 Personnel Initiatives and Operations:

- Strengthen our normalisation of Te Ao Māori/The Māori World View at our kura/school through the Mānu Kura project with Te Kawerau ā Maki

| 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. |
| Whānauगतanga | 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: Grow kaiako/teachers and kaiarutaki/leaders pedagogical knowledge, skills and understanding. What does success look like? Knowledgeable, skilled kaiako/teachers and kaiarutaki/leaders with a growing understanding of pedagogy and andragogy. 2024 Personnel Initiatives and Operations:

*-Develop and implement HPS literacy programmes (structured literacy PLD) by 2025
-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. | <ul style="list-style-type: none"> Structured literacy Professional Learning and Development (PLD) is implemented for all kaiako with support from our Liz Kane Literacy facilitator. | <ul style="list-style-type: none"> A structured literacy approach is developed and implemented that enhances our HPS literacy curriculum and progressions. |
| 2. To accelerate digital fluency, for all tamariki. | <ul style="list-style-type: none"> 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 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 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.
2024 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. • Tamariki 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: *Create strong learner focused partnerships with HPS whānau/families*

What does success look like? *HPS tamariki/children, whānau/families, kaiako/teachers and kaiarataki/leaders are partners in empowering learners*

2024 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 |
|--|---|--|
| <p>1. A regular cycle of HPS Community Consultation is in place</p> <p>2. Whānau are encouraged to develop strong partnerships with our kura/school.</p> | <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 karawa/floats on our 'RAWE' net to reflect all cultures of our kura/school. A suggested cycle for 2024 is... <ul style="list-style-type: none"> Term 2 HPS whānau/fanau Community Consultation talanoa - update aspirations and punga/anchors Term 3 HPS whānau/fanau 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. A Whānau Support Group is maintained to promote community spirit by organising a community building event each term. | <ul style="list-style-type: none"> The diverse range of tamarii and whānau cultures are represented in our kura/school. 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. |

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.
2024 Property Initiatives and Operations:

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

| 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). • 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. • R1-6 wall linings and toilet upgrade 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.*

2024 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 \$190 000. • 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 - 2024 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 whānau).
- 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 SYA
- 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