



Henderson Intermediate School



Charter 2023

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VISION STATEMENT

Henderson Intermediate...where students flourish and grow into confident, connected, actively involved, life-long learners!

MISSION STATEMENT

To provide a variety of learning experiences which prepare students for secondary school and beyond, recognising the individual needs of children and their learning as our first priority.

Henderson Intermediate School

STRATEGIC PLAN

2023 - 2025



- The 5 Strategic Goals at Henderson Intermediate School are, aligned to and reflect, the **NELP** (National Education and Learning Priorities).
- At Henderson Intermediate School, the **Strategic Goals** will be met through specific **Annual Plan Objectives**.
- The H.I.S. **Strategic Plan** aligns with and includes, the:
 - a. Action Plan For **Pacific Education 2020 – 2030**: 5 Key System shifts
 - b. **ERO Pacific Bilingual/Immersion Education Quality Framework**
 - c. The **Tau Mai Te Reo and Kā Hikitia**: Māori having success as Māori and Promoting Māori Language.
 - d. The Henderson Intermediate School: **Curriculum Plan, Māori Action Plan, Pasifika Action Plan**

Strategic Goal 1

Learners at Henderson Intermediate School, with their whānau, are at the 'centre of education'. Every decision made is based on "very best outcomes for H.I.S. students with their family/whānau".

Annual Plan Objectives

- To ensure that H.I.S is a safe place emotionally and physically, for all students **(2023)**
- Henderson Intermediate School will be inclusive of all students ensuring that individual learning needs are met in an environment that does not use the language of streaming. **(2023)** *(Shift 4.) (Strength based.)*
- H.I.S. will actively support strong relationships between learners & whānau, hapu, iwi, educators, & others. **(2023)** *(Partnerships)*
- To provide an environment for students and family/whānau which is free from racism and discrimination
- HIS teachers will enact educationally powerful connections & reciprocal relationships with parents, families and communities. *(Parents, whanau/families and community Kafa)*
- To ensure that all teachers at Henderson Intermediate School have high aspirations for every learner. *(Shift 4.)*
- H.I.S. will partner with students whānau to design education that responds to their needs, sustains their identities, language, culture and will ensure that all students understand that Māori language is an integral part of the national identity of New Zealanders. *(He taonga te reo)*
- Henderson Intermediate School will support Māori learners and their whānau to achieve excellent outcomes through recognising and building on the strengths of Māori Learners and their family/whānau. *(Strength based.)*
- To work reciprocally with diverse Pasifika communities to respond to unmet needs arising from the pandemic. *(Shift 1.)*

Strategic Goal 2

Every learner at Henderson Intermediate School will be provided with educational opportunities and outcomes that all learners can enjoy.

Annual Plan Objectives

- To reduce barriers to learning, for all students. (2023)
- To remove the language of “streaming” from our pedagogy. (2023)
- To ensure that Māori learners thrive when their language and culture is embedded in their learning, and when they have a sense of belonging.(2023) *(Tuakiritanga)*
- Henderson Intermediate School will ensure that every learner gain sound foundation skills including language, literacy and numeracy. (2023)
- HIS Pacific bilingual teachers will develop linguistically and culturally sustaining curriculum, enact effective teaching and create opportunities for akonga to learn. *(Curriculum Teaching and learning Kafa)*
- H.I.S. will ensure that students who speak languages other than English, have the opportunity to be provided with support that enables positive learning outcomes for them.
- To provide a variety of different extra-curricular activities that cater for different students and their individual capabilities and needs. (2023)
- To ensure all students enjoy multiple different, exciting, learning opportunities based on the NZC areas of learning. (2023)

Strategic Goal 3

Quality teaching and leadership is priority because these make a substantial difference for learners and their family/whānau.

Annual Plan Objectives

- To develop and strengthen the quality of teaching through, ongoing professional learning, appraisal and ongoing critical self-review.
- To provide highly competent teachers and leaders of Pasifika heritages. **(2023)** *(Shift 5.)*
- To develop and strengthen school leadership. ie Team Leaders, DPS, WSL, Curriculum Leaders and other leaders.
- To enable every teacher and leader at Henderson Intermediate School to take coordinated action to become culturally competent with diverse Pasifika learners. **(2023)** *(Shift 3)*
- To develop and strengthen learner support capability, ensuring high quality learner support is provided. ie Teachers, Teacher Aides, Specialist visiting teachers etc **(2023)**
- That leadership at HIS will champion Pacific Bilingual/Immersion provision building relational trust and developing active collaboration & reciprocal partnerships with the schools' Pacific Community. *(Leadership Kafa)*
- To ensure Māori learners and their whānau have a strong sense of belonging. **(2023)** *(Belonging)*

Strategic Goal 4

Learning at Henderson Intermediate School will be relevant to the lives of students in West Auckland, as they are, New Zealand adults of the future.

Annual Plan Objectives

- To provide liaison with employers and industries through a planned Careers Education Programme. **(2023)** *(Shift 4.)*
- To ensure learners have the necessary skills, knowledge and pathways to succeed in whatever future workplaces, they may choose. *(Shift 4)*
- To provide students with learning about the local histories in the area. **(2023)**
- To provide a programme on "Financial Literacy" to support students in their future lives.
- To provide learning in Te Reo Māori in order to grow the number of Māori speakers in New Zealand society. By 2040, 150,00 Māori aged 15 years and over will use Māori at least as much as English. **(2023)** *(Korero mai te reo)*

Strategic Goal 5

Henderson Intermediate School will provide a world class, inclusive education for all learners that is trusted by family/Whānau and is sustainable.

Annual Plan Objectives

- To ensure that H.I.S. uses research findings to help address challenges both local (West Auckland and NZ) and global.
- To use Mātauranga Māori to support local, West Auckland, New Zealand and global challenges.
- To ensure that the needs of all learners are met through deliberate, high quality planned teaching. (2023)
- That family/whānau, will see H.I.S. as the school of choice in West Auckland, for Year 7 and Year 8 children, trusting the School to meet the individual learning needs of their child.
- That all students at H.I.S. will make progress in their learning, regardless of their ability or special learning needs.(2023)
- To see all learners make progress over their time at HIS, whatever that progress might look like. ie ESOL learners, Special needs learners, gifted and talented learners.
- To give practical effect to Te Tiriti O Waitangi through Māori Language Education. (2023)(Tau Mai.)

Strategic Goals for Finance, Property, Health and Safety

2023

- To work with the MOE on the new build, 14 classroom blocks.
- To get the upgrade to the Rooms 11 - 16 Block underway.
- To repair/modernise the Block 11 - 2 classes currently closed as unsafe.
- To provide shaded area cover to the Rooms 7 - 11 Block
- New doors in the Hall and also the Library
- Replace windows in the Whare
- New Carpark at the front of the School
- Fale - design, plan

2024

- To continue to work on the things mentioned in 2023 including the Fale.
- Complete the new Block of 14 classes.

2025

ANNUAL REPORT

Analysis Of Variance

For the Year Ended December 2022

As we look back over 2022, it is a FAR MORE POSITIVE REPORT compared to the one at the end of 2021.

For our Year 8 students, they got to enjoy the Point Erin Pools outing and the Grad Dance which for the last 2 years did not happen. In 2022 we only had one lockdown, and this was in Term 1 and was for 2 weeks. The reason for this was that the school suddenly had a big jump in case numbers and so this was done as a CIRCUIT BREAKER.

This year has seen the school grounds and buildings getting a lot of attention. We are well up to date now with any maintenance needed on buildings and the grounds. The Board has spent a significant amount on new mowers, weed eater and other equipment. The sheds, garages etc are all now all tidy and smart, and much better used.

STUDENT ACHIEVEMENT 2022:

In looking at the progress made this year; we have done a comparison of start and end of year PAT as well as a comparison between the Mid and End of Year OTJs around NZ Curriculum Levels.

In summary:

OTJs Report - Our Target set was for us to reach 70% of All Year 8s in Reading, Writing and Mathematics, working at the expected NZCF Level or better. In Reading we reached 74%, Maths 70% and Writing 68%. Female students were the highest achievers in both Reading and Writing, both the Year 7s and Year 8s. The lowest achieving Year 8 Groups were the Māori and Pasifika. Overall progress, however, is exciting. The Year 8 Pasifika Students showed a 35% improvement in Reading, and 24% in Writing.

Year 8 Māori students in Reading showed an improvement of 18% and 30% in Writing which is very pleasing to see.

The data shows that Reading across the School, is the area where we have seen the greatest shift, the greatest improvement.

PAT Report - Reading Comprehension PAT data is fantastic. This far exceeded our expectations! Both the Year 7 and 8 data was pleasing. In the Year 8s the lowest group was Māori on 79% which of course is far from being low. The highest group was Year 8 Females on 90%, Pasifika on 82% and Male students on 80%. In looking at targets for 2023, in Reading we will be aiming far higher than we did this year.

Looking at the shifts made by specific groups, there was a 30% shift in Reading for Year 8 Māori students, a 23% shift for Year 8 Pasifika students

Great to see the Year 7 Male and Pasifika groups improving by 17%.

In the PAT Maths data, Year 7s are slightly better than the Year 8s. The Year 8 Māori students made a shift of 21% while the Year 8 Female students a shift of 19%. The Year 7 Male students were the highest achievers, on 83% with a 19% shift from start to end of year which is really pleasing to see.

This year Staff have had plenty of support in Reading and Writing. This is the area where we have had a lot of staff professional development through workshops and individual staff being given some one-on-one support with Reading. In both the OTJ Report and the PAT Report, Reading shows itself as the most successful learning area for us.

While this year was far more normal, COVID still played a part as we saw a lot of staff absences which meant that often we had to use our TAS who have a LAT to take over in a classroom. Overall, we can feel pleased that we have shown good progress in learning for almost every student group. Teacher conversations about the students in their class who had not achieved so well made the same comments, as in that attendance was an issue and also attitude to work/being engaged in learning, the main reasons for poor achievement. So thinking about 2023, we need to be mindful of these things and look at what we might do differently to change the outcome for these students.

WHAT ELSE HAVE WE ACHIEVED AS A SCHOOL IN 2022?

Many staff have undertaken **PLD** in **Te Reo Māori**. This programme provided by the Ministry of Education has been very useful for staff. It focuses on actual learning of the language. Also, several staff have undertaken a lot of other personal PLD. Two of our teachers have had a **Study Leave** this year too, in Te Reo Māori, which is great. One staff member gained her **Master of Education** and other staff are talking about doing this in 2023. The Board Scholarship helped to support several staff. Staff had a significant amount of support in Literacy and Maths. Two senior staff members worked one of one with 12 teachers giving them in class support around **Reading programmes**. The **Maths WSL** also supported teachers. The **Writing WSL** teacher has worked with staff on Writing and the use of the Code. Our other WSL who worked around **Well-being** activities has provided ideas for staff to use in their classes. Teachers also received guidance throughout the year, from the teacher who was the WSL for the **NZ Histories Curriculum**. One of our team leaders had a very special opportunity supporting and leading workshops for other bilingual teachers in other schools. We also had 3 other teachers undertake Pacific Bilingual teacher training. In 2023 a further 5 teachers will take part in this PLD. With a roll that is growing in terms of the number of Pasifika students, we need to be ready and able to meet the needs of these learners.

Looking at the **Māori Action Plan** and **Pacific Action Plan**, these are ongoing, and they tie in with our Strategic Plan. Things that we had hoped to do in both these plans, are being rolled over to 2023. Because we were able to have the Māori Hui and Pacific Celebrations Night again, we got to do the surveying we planned with our parents and whanau. This was very useful, and it gave us great feedback to then look at changes we could make to better meet the needs of families and whanau. The number of parents attending the **Pacific Celebration** nights, has grown hugely with us having at least 400 at the Term 3 evening. A major influence with this has been the Pacific Liaison Role in 2022. Suli and Rosie Ma'asi have shared this role and they have taken things Pacific to a whole new level this year. An after school Pacific Club has got underway which has been a great success. The Pacific Choir now boasts well over 100 students. The different Pacific Performing Groups have also expanded significantly – Fijian, Niuean, Cook Island, Samoan, Tongan

Throughout the year we have celebrated the various **National Language Weeks**. These have been lovely.

Our **Bollywood** group has come back to life under the leadership of Jess our SWIS and Tracy.

With the changes to Appraisal, teachers had less formal writing to do around their performance. **The Pedpals Programme has continued**. This gave each teacher a critical friend/professional buddy, to give them feedback about their performance. The Pedpals were Report Writing Buddies too which meant that

there was even more opportunity for these partners to work together. The end of term Reflections done by teachers were also done in a full staff meeting time with Pedpals being alongside to edit what each had written. Pedpals edited reports before they then went to the Team leaders.

This year the **Board support made a big commitment to well - being** both of our students and staff. A new programme for classes called, "LET'S GO TO THE MOVIES", has been a real hit. On each weekly assembly, a class is drawn, and they get to have a movie the following week in the hall. That included a can of coke, bag of popcorn and a large Cadbury Chocolate bar. Each week in the staffroom, as a way of getting staff to come into the staffroom again and talk with each other, names are drawn out of a bag and that staff member gets a Countdown Voucher. This has been very well received by all staff. Staff also, twice this year, got to go to lunch at a local café in their syndicates, funded fully by the Board. Fridays are called 305 Well-Being Fridays and that means everyone heads home at 3.05. The Board has done some lovely things around staff well- being this year. Another thing that we have done this year to help with student well-being has been DOG DAY FRIDAYS. This has seen 6 staff who have dogs, bring them in for the day on Friday. Our students have loved being able to pat them!

On the **Sporting** front 2022 has been exciting and hugely successful. For the second time, we won the netball at the NZAIMS Games. For the first time we also took a soccer team that came 8th out of 32 teams. We also had other students doing things like running and even playing squash. The Sporting front has been very well attended and we have had many success stories this year. Our Boys won the Auckland Intermediate Softball Competition. The Bike Track continues to be very well used every day. The inter-class sporting competition has also been a real hit too. Every student got to go to Vector Wero and this was hugely popular. All students got to try out kayaking.

For a second year in a row, our talented **Art Extension** students, showcased their work in two Art Galleries. This continues to be a wonderful thing for our children to be part of. Art is an area of ongoing success! In the absence of our full-time art teacher, we have had a part time Art Teacher. Classes have still got to do some lovely art. Despite Anna being on Study Leave she has still come into School and worked with students doing the Art Exhibitions.

The Board were delighted to be able to go and have professional learning from the **NZSTA Conference**. This year it was in Christchurch at Te Pae Convention Centre. 7 Board Members went to this Conference and found it a wonderful time to shared learning together!

As we think about **Targets in 2023**, we are going to continue to strive for accelerated progress of all students in Reading, Writing and Maths. We will put in place things that will help to grow teacher confidence in teaching of these key areas as well as growing understanding of the NZ Histories Curriculum and the other draft curriculum documents. We ended the 2022 year, having a whole day PLD around Structured Literacy. This was hugely helpful not only for teachers but also all the Teacher Aides.

Our 4 new **WSL Roles** have been appointed and these roles in 2023, include one for Māori Achievement and one for Pacific Achievement. Our hope is that there will be a more deliberate focus each term on the progress made by our Māori and Pasifika students.

We will **TARGET** in particular, the achievement of the 2023 Year 8 Māori and Year 8 Pacific Students in Reading, Writing and Mathematics. The other thing that we will also be doing is having a TEACHER TARGET. This will be done as a mini action research for all homeroom teachers. They will be keeping a very close monitoring of their Year 8 students, end of each term, assessing progress in Reading, Writing and Mathematics and sharing strategies that are successful, visiting and sharing with other colleagues etc.

TARGETS - 2023

TARGET 1 - Teachers improving their performance as teachers of Reading, Writing and Mathematics

This Mini Action Research is to see every teacher, improve their performance as teachers of, READING, WRITING and MATHEMATICS, through our Pedpals.

The purpose of this Action Research is for homeroom teachers to:

1. Closely monitor the progress of their Year 8 students (Target Students) in the key areas of: **Reading, Writing and Mathematics**.
2. Reflect on and inquire into their teaching to see how it is making a difference to student learning, and if not why not? Through this monitoring, teachers will be able to inquire into what works, why and how, and ensure that all students are making accelerated progress in their learning.

INQUIRY QUESTIONS

- What do I know about the whanau/family of this/these students? How can I find out more about them and engage effectively with them? (Weeks 1 – 4)
- What is the possible reason/barrier, as to why this/these students are not achieving where they should be? (Weeks 5 & 6)
- How can I, as the teacher, support this/these students in their learning to enable them to make the progress that they need to make? What could I/should I, do differently to help remove or reduce, the barriers to learning that this/these students face? (Week 7 onwards...)

OUTLINE OF THE PLAN

1. End of Year 7 data, 2022, for all Year 7 students provided.
2. Identify the levels of achievement for all 2023 Year 8 students in your class.
3. Online folder - each Y8 Target student in your Action Research: progress will be tracked throughout the year.
4. Fortnightly the teacher meets with their Pedpal, end of staff meeting time to discuss how each of their Target Students is actually tracking, through anecdotal conversations, assessments completed as part of units of learning etc.
5. End of term, Special Team Meetings where sharing of progress, and good practice is carried out. Discussion of Target Students.
6. Final Staff Meeting each term, Team Leaders provide a brief summary to all Staff. Cross sharing of “what’s *working well*, *why and how*.”

TARGET 2 - Reading, Writing and Mathematics (WHOLE SCHOOL)

HISTORICAL DATA (Dec 2022)	TARGET (By Dec 2023)	ACTION (What we will do.)
<p><u>Reading</u></p> <p>64% of the Dec. 2022 Year 7 Students were at or above the expected NZCF Level.</p> <p>54% Māori Year 7 60% Pacific Year 7</p>	<p>75% of the Dec. 2023 Year 8 Students will be at or above the expected NZCF Level.</p>	<p>Administer the PAT Reading Test in March and November to measure progress. Use other assessment tools including classroom work, anecdotal evidence in class.... etc</p> <p>Analyse student data to identify learning needs of students. Plan to meet those needs.</p> <p>Provide at least 4 x 50minute periods in Reading each week. Staff provided with regular ongoing, PLD led by MS, MP, KW, JT, SS.</p>
<p><u>Mathematics</u></p> <p>59% of the Dec. 2022 Year 7 Students were at or above the expected NZCF Level.</p> <p>42% Māori Year 7 49% Pacific Year 7</p>	<p>75% of the Dec. 2023 Year 8 Students will be at or above the expected NZCF Level.</p>	<p>Administer the PAT Reading Test in March and November to measure progress. Use other assessment tools including classroom work, anecdotal evidence in class.etc Analyse student data to identify learning needs of students. Plan to meet those needs. Provide at least 4 x 50minute periods in Maths each week.</p> <p>Staff provided with regular ongoing, PLD led by Brent Goldsack WSL.</p>
<p><u>Writing</u></p> <p>53% of the Dec. 2022 Year 7 Students were at or above the expected NZCF Level.</p> <p>42% Māori Year 7 48% Pacific Year 7</p>	<p>75% of the Dec. 2023 Year 8 Students will be at or above the expected NZCF Level.</p>	<p>Administer Writing Assessment in March and November to measure progress. Use other assessment tools including classroom work, anecdotal evidence in class...etc Analyse student data to identify learning needs of students. Plan to meet those needs. Staff provided with regular ongoing, PLD led by Andrea Manu WSL.</p>

TARGET 3 - Te Reo Māori (Whole School)

The whole School will use the NZCER Te Reo Assessment to measure success in meeting our 2023 Target.

This Assessment is an online one which every student can access in their classes.

Historical Data (Dec 2022)	TARGET (By Dec 2023)	Action (What we will do?)
19% of the Dec. Year 7s were at Stage 4 or better.	50% of Dec 2023 Year 8 Students at Stage 4 or better.	Daily use of Te Reo Māori in classrooms.
79% of the Dec Year 7 Moko Students at Stage 4 or better.	90% of Dec 2023 Year 8 Moko Students at Stage 4 or better.	Daily use of Te Reo Māori in classrooms

KIWISPORT FUNDING 2022

In 2022 this funding provided through the annual Kiwisport Funding, was used to fund various things. In particular it supported:

- More Bikes – this continues to be very popular. We provided scooters and BMX type bikes to add to our resources.
- NZAIMS - a group of 40 students going away for a week to compete in many different sporting codes, competing with other students the same age. This year we won the Netball and gained 8th Place in the Soccer/Football.



ANNUAL PLAN 2023

This Annual Plan outlines how Henderson Intermediate School, Staff and Board will achieve the **Strategic Goals** as outlined in the **2023 Charter**.

Attachments to this Annual plan are the following documents:

- HIS Curriculum Plan
- 2023- 2025 Māori Action Plan
- 2023 - 2025 Pacific Action Plan
- Pacific Bilingual/Immersion Education Framework
- The NELP Objectives
- The **Waitākere Community of Learners, Learning Framework. These objectives will be met through:** Use of culturally responsive pedagogies, collaborative inquiry across the schools in the Community of Learners, improved student attendance and transition between Schools.

Henderson Intermediate School is committed to confronting systemic discrimination and racism (Refreshed Māori Education Strategies and the 2020-2030 Action Plan for Pacific Island Education).

Through the HIS Annual Plan, the 5 objectives of the National Education Learning Priorities will be met.

STRATEGIC GOAL 1

Learners at Henderson Intermediate School, with their whānau, are at the ‘centre of education’. Every decision made is based on “very best outcomes for H.I.S. students with their family/whānau’.

OBJECTIVES	PERFORMANCE INDICATORS AND OUTCOMES
<p>Henderson Intermediate School will be inclusive of all students ensuring that individual learning needs are met in an environment that does not use the language of streaming. <i>(Shift 4.) (Strength-based.)</i></p> <p>To remove the language of streaming.</p> <p>To reduce barriers to learning.</p>	<p>Students regardless of their achievement level, working in mixed ability groups or groups where no reference is made to the academic level of the groups.</p> <p>Teacher Aides providing support to any learners who need extra support, working in a variety of groupings so that higher and lower-level students are working together. “ Mixed ability common need groups.”</p> <p>Fostering a strength-based approach through tuakana/teina, buddies, partners.</p> <p>Teachers knowing their learners and what barriers they face in their learning.</p>
<p>H.I.S. will partner with students whānau to design education that responds to their needs, sustains their identities, language, culture and will ensure that all students understand that Māori language is an integral part of the national identity of New Zealanders. <i>(He taonga te reo)</i></p> <p>HIS will actively support strong relationships between learners and whanau,hapu, iwi, educators and others.</p>	<p>Parents communicated with weekly by classroom teachers, and fortnightly by the School, through the newsletter.</p> <p>Opportunities every term provided for parents to come down to school to discuss their child's learning needs. ie Meet the Teacher, Whānau Hui, Pasifika Celeb Evening, DoJo, phone calls, weekly emails, texts.</p> <p>Staff and Board trip to Waitangi to visit the Treaty Grounds. Staff informed about this critically important NZ Historical place.</p> <p>Parents providing expertise, sharing their knowledge within the class/school.</p>

<p>To ensure that all teachers at Henderson Intermediate School have high aspirations for every learner. <i>(Shift 4.)</i></p> <p>To ensure that HIS is a safe place emotionally and physically, for all students.</p>	<p>Teachers “talking it up,” with students on a daily basis.</p> <p>Fostering a growth mindset in classrooms.</p> <p>Students and teachers carrying out collaborative goal setting.</p> <p>Grounds and buildings maintained well so that students are safe.</p>
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STRATEGIC GOAL 2

Every learner at Henderson Intermediate School will be provided with educational opportunities and outcomes that all learners can enjoy.

OBJECTIVES	PERFORMANCE INDICATORS AND OUTCOMES
Henderson Intermediate School will ensure that every learner gain sound foundation skills including language, literacy and numeracy.	<p>Teachers providing 4, 50-minute periods each week for the teaching and learning in: Reading, Writing and Mathematics.</p> <p>Teachers regularly monitoring progress of students in these key areas.</p> <p>Teachers reviewing their practice regularly through the Teacher Action Research Project 2023.</p> <p>Teaching to student need.</p> <p>Teachers having a responsive and flexible approach to planning and teaching.</p> <p>Teachers maintaining foundational skills of learners.</p> <p>Teachers maintaining and growing a triadic relationship.</p>
To provide a variety of different extra-curricular activities that cater for different students and their individual capabilities and needs.	<p>After School Groups provided – Pacific Groups, Kapa Haka</p> <p>Netball Terms 2 and 3 after hours</p> <p>Multiple Sporting events every term – Auckland Regional and local too.</p> <p>Speech Contest – Auckland within School competition</p> <p>Engineers group Orienteering Samoan Group Kapa Haka Pasifika Choir Tongan Group</p> <p>Cook Islands Group Niuean Group Fijian Group Indian Dance Group Extension Art group</p> <p>Sports Leaders Enviro Leaders</p> <p>EOTC</p>

To ensure all students enjoy multiple different, exciting, learning opportunities based on the NZC areas of learning.	Exciting learning programmes provided. A wide variety of different learning experiences. Teachers walking the talk.
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STRATEGIC GOAL 3

Quality teaching and leadership is priority because these make a substantial difference for learners and their family/whānau.

OBJECTIVES	PERFORMANCE INDICATORS AND OUTCOMES
<p>To enable every teacher and leader at Henderson Intermediate School to take co-ordinated action to become culturally competent with diverse Pasifika learners. <i>(Shift 3)</i></p> <p>To provide highly competent teachers and leaders of Pasifika heritage.</p>	<p>PLD provided for all staff .</p> <p>Staff engaging in regular conversations that help grow their confidence and capability as culturally responsive practitioners.</p> <p>Established in-school support network through highly competent Pasifika Staff.</p> <p>Providing multiple opportunities to celebrate and promote cultures of the Pacific.</p> <p>Staff identifying their professional learning needs and seeking appropriate support.</p>
To develop and strengthen learner support capability, ensuring high quality learner support is provided. ie Teachers, Teacher Aides, Specialist visiting teachers etc	<p>Board Scholarship provided to allow any staff member, to undertake study.</p> <p>Visiting teachers and other external support agencies working in the school – Blind, Resource Teachers for the Deaf, Speech therapists, SWIS support</p> <p>Regular and appropriate PLD provided for all teachers – Literacy, Maths through the COL</p> <p>Moko Team PLD through the COL, provided.</p> <p>Teacher Aides provided with opportunities for PLD within school through the LSC and SENCO.</p> <p>Teacher Aides provided with PLD from external sources such as the MOE.</p> <p>Pacific Bilingual Teachers receiving PLD through the Reo Moana Project.</p> <p>Information shared within teams and across the school that supports learners.</p>

	Students viewed holistically as learners.
To ensure Māori learners and their whānau have a strong sense of belonging. <i>(Belonging)</i>	<p>The inclusion of Te Reo Māori me ōna Tikanga in all classes across the School.</p> <p>Teaching of the HIS School Haka and its meaning to all students.</p> <p>TWM - for all Māori children who wish to have their learning delivered through Māori Medium.</p> <p>Schoolwide Karakia used in all classes. Staff understand the meaning behind this and the "why".</p> <p>Teachers proactively supporting Māori students to explore their pepehā.</p> <p>Sharing of successes, performances, and achievement at whānau hui.</p>

STRATEGIC GOAL 4

Learning at Henderson Intermediate School will be relevant to the lives of students in West Auckland, as they are, New Zealand adults of the future.

OBJECTIVES	PERFORMANCE INDICATORS AND OUTCOMES
To provide liaison with employers and industries through a planned Careers Education Programme. <i>(Shift 4.)</i>	<p>Local businesses invited to be part of the School in 2023, coming to assemblies to share about what they do, providing opportunities to go and visit various local businesses.</p> <p>Term 4 – CAREERS WEEK. (Speakers in for a day, rotating through the various teams.)</p> <p>Tradesmen associated with the new build coming to Assemblies sharing their knowledge with students.</p>
To provide students with learning about the local histories in the area.	<p>Information provided by families/whānau about how they came to be in the area.</p> <p>Local speakers sharing.</p> <p>Students visiting key places of interest within our area.</p>
To provide learning in Te Reo Māori in order to grow the number of Māori speakers in New Zealand society. By	<p>Classes following the Schoolwide Plan for the use of Te Reo me ōna Tikanga on a daily basis in classes.</p> <p>Students and Staff completing the MOE Te Reo assessment in March and again in December.</p>

2040, 150,00 Māori aged 15 years and over will use Māori at least as much as English. <i>(Korero mai te reo)</i>	Moko team students making significant progress in their Te Reo me ōna Tikanga capability.
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STRATEGIC GOAL 5

Henderson Intermediate School will provide a world class, inclusive education for all learners that is trusted by family/Whānau and is sustainable.

OBJECTIVES	PERFORMANCE INDICATORS AND OUTCOMES
To ensure that the needs of all learners are met through deliberate, high quality planned teaching.	Teachers setting high expectations for achievement. Teachers preparing plans accordingly to strengths and need of students. Teachers providing deliberate acts of teaching to meet identified gaps in student learning. Teachers providing authentic and relevant teaching experiences.
That all students at H.I.S. will make progress in their learning, regardless of their ability or special learning needs.	Teachers providing ongoing and timely feedback, feed forward to students – both oral and written. Teachers using evidence and data to identify individual needs to inform student goal setting. Teachers sharing assessment information to increase student agency.
To give practical effect to Te Tiriti O Waitangi through Māori Language Education. <i>(Tau Mai.)</i>	Te Reo ma ōna Tikanga being taught in all classes. Teachers including a Māori focus/concept in all unit plans school-wide. Teachers utilising the whare.

Henderson Intermediate School

PACIFIC EDUCATION ACTION PLAN

2023 - 2025

The 2023 Pacific Action Plan supports the vision for Pacific Education as outlined in the **Action Plan for Pacific Education 2020-2030**.

The **HIS staff and Board are committed to confronting systemic racism and discrimination in Education and raising the achievement of Pasifika students.**

Overarching NELP Objectives for NZ

- **Barrier Free Access** - Great education opportunities and outcomes are within reach of every learner.
- **World Class Inclusive Public Education** - New Zealand Education is trusted and sustainable
- **Quality Teaching and Leadership** - Quality teaching and leadership make the difference for learners and their whānau.
- **Learners at the Centre** - Learners and their whānau are at the centre of education
- **Future of Learning and Work** - Learning that is relevant to the lives of New Zealanders today and throughout their lives.

5 KEY SYSTEM SHIFTS NEEDED (Shifts needed for PI learners & families to meet objectives.)	STRATEGIES (What and how will we do it?)	Who will do it?
SHIFT 1. Work reciprocally with diverse Pasifika Communities to respond to unmet needs, with an initial focus on needs arising from the Pandemic. (disrupted learning?)	Survey parents at “Meet the Teacher” Evening and the PI Celebrations Evening Term 1 to find out about the well-being and needs of our Pasifika Families and how we can support them. Respond to families accordingly. Communicate with families through text, Dojo, Zoom etc – any way possible. Celebrate the various national Pasifika Language Weeks Teachers identify their Pasifika learners, contact families to find out about their children.	RM,SM All Staff All staff All Staff

	<p>Complete a School Pasifika Students Register - identify various groups and note things of interest for us to be aware of. Appoint a parent to be the leader for each particular Pacific Group.</p> <p>Tupu Ma Ola Students: formalise the assessment of Samoan language capability.</p> <p>Teachers allocated to a Pacific Group that they will be part of to help with various different Language Group Activities.</p>	<p>TF, SM, RM, All Teachers</p> <p>TF, AT, MP</p> <p>All Teachers</p>
<p>SHIFT 2. Confront systemic racism and discrimination in education.</p>	<p>Survey parents in the PI Celebrations Evening Term 1 and at "Meet the Teacher" evening, to find out about the barriers to learning that parents feel their children face at HIS.</p> <p>Student and staff empowered to speak their Cultural Language respectfully with their peers while at school.</p> <p>Staff provided with PLD around pronunciation in the various languages.</p> <p>Analyse PI Student achievement data in every learning area in order to monitor the achievement of PI students. Set realistic, achievable goals and targets for all learners, including PI learners, through the WSL for PI Student Achievement.</p>	<p>TF</p> <p>Staff</p> <p>MP, All Staff</p> <p>MP</p>
<p>SHIFT 3. Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pasifika Learners.</p>	<p>Teachers provide an in-depth class description where they show that they understand the needs of Pasifika students.</p> <p>PI Celebrations Evenings every term, to help improve cultural understanding.</p> <p>Goal Setting evenings 3 times each year, to help teachers become more culturally competent to meet the needs of their Pasifika learners.</p>	<p>All Tchrs</p> <p>TF, SM, RM</p> <p>All Tchrs</p>

	<p>Staff revisit the Tapasā and "Teachers in the North East." by R.Bishop to review teacher understanding of culturally responsive pedagogies.</p> <p>Social Sciences Unit around growing understanding of Pacific history, customs and languages.</p>	<p>TF, WE</p> <p>All Tchrs</p>
<p>SHIFT 4.</p> <p>Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met.</p>	<p>Gather data around issues arising from the survey and from parents meetings for these groups. Find out what their aspirations are for their children and see what we could be doing to help with that future pathway. Collate these and share with Families.</p> <p>Identify parents within specific groups to support events at the school.</p> <p>Teachers to find out what different languages are used at home for Pasifika learners. This information to be shared with the specialist team.</p>	<p>TF, AT, RM, SM,MP</p> <p>TF, AT, RM, SM,MP</p> <p>All Tchrs</p>
<p>SHIFT 5.</p> <p>Grow, maintain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages.</p>	<p>Support and encourage Pasifika Staff to further their qualifications. ie Teacher Aides - becoming Teachers and Teachers to undertake further study/PLD</p> <p>To support teachers in assessing and analysing PI achievement data, through the WSL PI Student Achievement.</p>	<p>WE</p> <p>WE, MP, DPs</p>

As at February 3rd 2023

Henderson Intermediate School

Māori Action Plan

2023 - 2025

The H.I.S Māori Action Plan outlines how we will meet the objectives of the refreshed Ka Hikitia and Tau Mai Te Reo. H.I.S is committed to ensuring that Māori students enjoy and achieve education success as Māori as they develop the skills to participate in Te Ao Māori, Aotearoa and the wider world. **(Ka Hikitia)**

H.I.S is committed to growing te reo Māori through education and growing education through te reo Māori to protect and promote the Māori language for future generations. **(Tau Mai Te Reo)**

The Guiding Principles, Objectives and Tau Mai Approach provide us with direction as a school in 2021 to work towards improved achievement for all Māori learners at H.I.S.

The overarching **NELP Objectives** for NZ are reflected in the HIS Māori Action Plan 2023

<u>Guiding Principles, Objectives and Tau Mai Approach</u> (Ngā whetu hei whai)	<u>Strategies</u> (What will we do, how will we do it)	<u>Who will do it?</u>
<u>Excellent Outcomes:</u> We will support Māori learners and their whānau to achieve excellent outcomes.	Maintain a Māori bilingual unit, where curriculum is delivered through Māori Medium.	EM, AH, MSn
<u>Learners at the Centre (NELP)</u> Learners with their whānau are at the centre of education	Ensure that Te Reo Māori is taught in all classes.	All Teachers
<u>Barrier-Free Access (NELP)</u> Great education opportunities and outcomes are within reach for every learner.	Continue to provide a Whānau Hui each term for all Māori whānau	All Teachers
	To identify Māori student data in achievement reports across all learning areas – to monitor achievement and to provide necessary support when needed, through the WSL Māori Student Achievement .	WE, DPs, KW, AH
	Ensure that there is regular communication with whānau - digitally, written, texts etc. Families well informed.	All Teachers
	TWM Year 8 students given the opportunity to go and visit Māori Kura suitable for their College years. To proactively raise the profile of Te Ao Māori & celebrate Māori success stories!	BOT, AH, EM, AH, MSn
		ALL STAFF

	<p>Provide ongoing staff PLD to improve staff capability in te reo Māori through online programmes and in Staff Meeting PLD times.</p> <p>To ensure all Māori students at H.I.S. progress in their learning through ongoing data analysis.</p>	<p>All Teachers</p> <p>MSn, KW, AH</p>
<p><u>Belonging:</u> We will ensure Māori learners and their whānau have a strong sense of belonging across our education system.</p> <p><u>He taonga te reo:</u> The Māori language is a taonga of iwi and Māori and an integral part of our national identity as New Zealanders. It is important to give practical effect to Te Tiriti o Waitangi through Māori language in education.</p> <p><u>Tuakiritanga:</u> Māori learners thrive when their identity, language and culture is embedded into their learning and they have a strong sense of belonging.</p>	<p>To ensure the inclusion of Te Reo Māori me ōna Tikanga in all classes across the School.</p> <p>Teach the HIS School Haka and its meaning to all students.</p> <p>Through TWM, provide for all Māori children who wish to have their learning delivered through Māori Medium.</p> <p>Schoolwide Karakia used in all classes. Teachers understand the meaning behind this and the "why".</p> <p>To proactively support our Māori students to explore their pepehā.</p> <p>Share successes, performances and achievement at whānau hui.</p>	<p>WE, MSn, AH</p> <p>All Teachers, AH, EM</p> <p>AH, EM</p> <p>All Teachers</p> <p>All Teachers</p>
<p><u>Strengths-Based:</u> We will recognise and build on the strengths of Māori learners and their whānau.</p>	<p>To enable students to learn in a Māori Medium setting.</p> <p>Appoint Māori student leaders to lead Hui and represent Māori students at assembly and other school events.</p> <p>Seek Whānau voice about what they want for their tamariki.</p>	<p>BOT</p> <p>EM, AH</p> <p>All Teachers, KW, MSn, AH</p>
<p><u>Productive Partnerships:</u> We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes.</p>	<p>To provide a Whānau Hui each term for all whanau.</p>	<p>WE, MSn, AH, EM</p>

<p>Te Whare o te Reo Mauri Ora: The Crown and Māori have important roles to play in supporting the Māori language. It is important to work in partnership and support strong relationships between learners and whānau, educators and others.</p> <p><u>Quality Teaching and Leadership (NELP)</u> Quality teaching and leadership make the difference for learners and their whānau</p> <p><u>World Class Inclusive Public Education (NELP)</u> New Zealand education is trusted and sustainable.</p>	<p>Kāhui Ako o Waitākere - Māori Teachers network and PLD</p> <p>To provide ongoing staff PLD in after school staff meetings, to grow te reo Māori language capability of all teachers at HIS.</p> <p>To provide the opportunity for All Staff to go up to Waitangi.</p> <p>To ensure ongoing work to see all Māori students achieving at the same level or better than their cohort in all learning areas, through the WSL Māori Student Achievement.</p> <p>That we unpack Māori achievement data in every learning area in order to monitor the achievement of Māori students. Set realistic, achievable goals and targets for all learners, including Māori learners, through the WSL Māori Student Achievement.</p>	<p>EM, AH</p> <p>MSn</p> <p>BOT</p> <p>WE, KW, AH</p> <p>WE, KW, AH, MSn</p>
<p><u>Te Tiriti o Waitangi:</u> We will give practical effect to Te Tiriti o Waitangi in the education system.</p> <p>He taonga te reo: The Māori language is a taonga of iwi and Māori and an integral part of our national identity as New Zealanders. It is important to give practical effect to Te Tiriti o Waitangi through Māori language in education.</p>	<p>All staff members participate in and are taught the process of a whakatau/powhiri.</p> <p>That teachers include a Māori focus/concept in all unit plans schoolwide.</p> <p>To see all classes enjoying using the school Whare.</p> <p>That Te Reo Māori is used in all classes.</p> <p>To celebrate Te Wiki o Te Reo Māori</p> <p>Provide an opportunity for any student wishing to, to be part of the School Kapa Haka and to see the School Kapa Haka perform regularly for their whānau.</p>	<p>All Staff, all Akonga</p> <p>MSh, MSn, EM, AH</p> <p>All Teachers</p> <p>All Teachers</p> <p>All Teachers, MSn</p> <p>AH, EM</p>
<p>He reo kōrero, he reo ora: It is important to grow the number of New Zealanders with Māori language skills and to grow the environment where conversing in Te Reo Māori in every day contexts is a social norm.</p>	<p>To provide a Māori Medium learning pathway for Māori students who wish for this, through Te Whānau Moko</p> <p>Ensure that all students in the School learn, understand and take part in our HIS Haka.</p> <p>Any Staff member provided with te reo Māori PLD, if required or requested.</p>	<p>EM, AH</p> <p>All Teachers</p> <p>MSn, WE</p>

<p><u>MIHI MAI TE REO</u> Our education services will support learners to value and acquire and use Māori language words, phrases and other forms (for example, waiata and haka) that are used on a regular basis in New Zealand society.</p> <p><u>Aotearoa / Nationhood</u> By 2040, 85% (or more) of New Zealanders will value the Māori language as a key part of national identity.</p> <p><u>KŌRERO MAI TE REO</u> Our education services will provide Māori language to support learners to develop the ability and confidence to talk about a range of things in the Māori language</p> <p><u>Mātauranga / Knowledge & Skills</u> By 2040, on million (or more) New Zealanders will have the ability and confidence to talk about at least basic things in the Māori language.</p> <p><u>TAU MAI TE REO</u> Our education services will ensure learners can access Māori Medium education services in order to develop high levels of Māori language proficiency and use.</p> <p><u>Hononga / Engagement</u> By 2040, 150,000 Māori aged 15 years and over will use the Māori language at least as much as English</p>	<p><u>SPECIAL STAFF TARGET</u></p> <p>That in 2023, HIS STAFF will continue to learn, through professional development</p> <ul style="list-style-type: none"> • Te Reo Māori me ōna tikanga • A School Waiata • A School Karakia – timatanga and whakamutunga <p><u>At HIS we believe that as staff become increasingly confident to use te reo Māori on a daily basis, students will gain confidence to kōrero and understand te reo Māori. This is a 2 YEAR PLAN.</u></p> <p>In March and November, students will be assessed using the NZCER Online Te Reo Language Assessment Tool for years 4 - 9</p>	<p>MSn</p> <p>All Teachers WE, MSn</p> <p>All Teachers</p>
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<p>He huarahi ako: Māori language learning is a life-long journey across many pathways. It is important to ensure learners achieve excellent education outcomes through this journey</p> <p><u>Future of Learning and Work (NELP)</u> Learning that is relevant to the lives of New Zealanders today and throughout their lives.</p>	<p>To use multiple digital apps/platforms, providing skills and digital literacy to all Māori students.</p> <p>Provide Extension opportunities to Māori students who wish to take part in these programmes.</p> <p>To provide Māori links/component in all unit plans</p> <p>To provide the possible pathway for Year 8 Māori students via College options.</p>	<p>All Teachers</p> <p>Various teachers</p> <p>All Teachers</p> <p>MSn, EM, AH</p>
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As at 3rd February 2023