

# CHARTER AND STRATEGIC PLAN 2022 →



**HENDERSON**  
HIGH SCHOOL

**VISION:** We will empower students with the knowledge to succeed and change their world for the better.

**MOTTO:** He ngākau mōhio ki te tū rangatira A mind conscious of integrity

## VALUES:

### WHANAUNGATANGA

We are connected to each other.

We each contribute to this community.

### MANAAKITANGA

We support our learning and mana.

We treat each other with respect.

### KAITIAKITANGA

We care for our place here.

We are thoughtful in our words and actions.

### KOTAHITANGA

We are unique and united.

We celebrate our diverse community.

## STRATEGIC INTENTS:

### Hauora and behaviour curriculum

Academic, pastoral, behavioural, **cultural** and mental health support.

### Interactive explicit instruction

Professional development programme for pedagogy, literacy/numeracy, **Mātauranga Māori**, leadership and e-learning

### Knowledge-rich curriculum

Consistent, rigorous curriculum from junior levels including literacy, numeracy, **Mātauranga Māori** and NCEA changes.



## UNDERLYING PRINCIPLES

- Develop warm and demanding teachers **so that** students feel valued and challenged
- Reduce cognitive load **so that** students feel safe and can access their working memory
- Make powerful knowledge available to all students **so that** they can access meaningful employment and have agency in their lives
- Provide an environment for students that nurtures confidence in cultural and personal identity **so that** they can reach their full potential and support others

**WE WILL EMPOWER STUDENTS WITH THE KNOWLEDGE TO SUCCEED AND CHANGE THEIR WORLD FOR THE BETTER.**



**HENDERSON**  
HIGH SCHOOL

## TE TŪĀPAPA O PANUKU

**Chinese**  
Fu - Blessings, good fortune

**European**  
Communities United

**Pasifika**  
Kaso – two birds of good luck

**Māori**  
Kaokao – mana, strength, belief in yourself

**Māori**  
Puhoro – traditional symbol – agility and strength

### WHANAUNGATANGA

We are connected to each other.

We each contribute to this community.

### MANAAKITANGA

We support our learning and mana.

We treat each other with respect.

### KAITIAKITANGA

We care for our place here.

We are thoughtful in our words and actions.

### KOTAHITANGA

We are unique and united.

We celebrate our diverse community.

**HE NGĀKAU MŌHIO KI TE TŪ RANGATIRA**

A MIND CONSCIOUS OF INTEGRITY

# ANNUAL PLAN 2023



**HENDERSON**  
HIGH SCHOOL

| Links to NELPS  | Goals                                      | Actions  | Responsibilities  | Success indicators  |
|---|--|--|---|---|
| Quality teaching and leadership, learners at the centre | <b>Professional Learning</b><br><b>DUR</b> | <p>Staff meeting keynotes and department microsessions<br/>- IE Instruction (remaining strategies), Mātauranga Māori, Literacy, Numeracy.</p> <p>Develop coaching skills for instructional strategies</p> <p>Reading Groups<br/>Select professional reading 'canon'<br/>Organise weekly lunch groups to discuss chapters</p> <p>Leadership Diploma<br/>Schedule initial sessions in HOD and Deans meetings<br/>Focus on relevant leadership skills and strategies</p>  | <p>DUR + ISL team</p> <p>DUR + ISL team</p> <p>DUR/ISLs</p> <p>DUR/SLT</p>  | <p>Strategies observed in classroom practice, student feedback, student response in classroom discussion, teacher feedback. Merit and Excellence endorsement rates (depth of understanding). Professional discussion in department meetings. Sharing of good practice.</p> <p>Individual teachers being supported with instructional strategies</p> <p>50% staff involvement in reading groups, ongoing participation, KA observations in groups.</p> <p>Senior teachers practising and sharing leadership practice. More consistent focus on reducing teacher variability.</p> |
| Learners at the centre, barrier-free access             | <b>Literacy</b><br><b>ROS</b>              | <p>Establish literacy team - Include HOD English, JCL English, ASLT and ISLs</p> <p>Build in common strategies specific to English Department</p> <p>Lead cross-curricular literacy strategies (proof-reading tool, conventions, paragraph structure)</p> <p>PAT testing and OTJ used to identify low lit students and measure progress</p> <p>Establish literacy option subject for specific literacy intervention at Year 9 - start in Term 1 Week 8 (second option cycle)</p> <p>Restructure literacy offered by Learning Support</p> | <p>ROS/TEL</p> <p>HOD/JCL English/ASLT/ISL</p> <p>DUR/ISL</p> <p>HOD and English teachers</p> <p>HOD English/time-tabled teacher</p> <p>TEL/LER</p> | <p>Literacy team have increased efficacy at addressing low literacy.</p> <p>Data is used to guide decisions on courses and interventions.</p> <p>The English Dept is actively teaching writing conventions etc, supported by other subject teachers.</p> <p>Low literacy students are identified early in the year and have specific interventions.</p> <p>Target: Improve Year 9 low literacy by 2 CLs.</p> <p>An integrated and cohesive approach to literacy support, evidenced by clear and regular communication and reporting.</p>  |

# ANNUAL PLAN 2023



**HENDERSON**  
HIGH SCHOOL

| Links to NELPS                                      | Goals                           | Actions  | Responsibilities   | Success indicators  |
|---|---------------------------------|--|--|---|
| Learners at the centre, future of learning and work | <b>Hauora TEL</b>               | <p>Revisit guidance website and WHO5 survey data, Year 9 travellers survey, Y10 Goodspace survey</p> <p>Restructure pastoral leadership by year. Employ additional counsellors and youth mentors.</p> <p>Wellbeing lessons on Google Classroom, Y9 &amp; 10 data for guidance referrals</p> <p>Consolidate student leader training and activity planning, lunchtime sports/activities, further development of student-led assemblies</p> <p>Further development of Pae Tata and junior form class activities (work with transitions team)</p> <p>Calendar regular activities, increase clubs and sports activities, further development of House Competition.</p> <p>Form teacher induction and training on how to build wellbeing into form time (five year relationship)</p> | <p>TEL + Counsellors, Deans, Form teachers<br/>ROS</p> <p>TEL, guidance staff</p> <p>TEL<br/>SLT/Deans</p> <p>DUR, ISLs</p> <p>TEL, Student Leaders<br/>KEE, Deans</p> <p>TEL, Deans</p> | <p>Guidance website made available to all students and caregivers for support.<br/>Mental health resources made widely available to students. Faster referrals for mental health support.<br/>Increased communication within the wider pastoral team.</p> <p>Planned and replicable student leadership training programme</p> <p>Increased connection of character and behaviour to school values.</p> <p>At least two lunchtime activities per term</p> <p>At least two House competition activities per term</p> <p>Increased internal sports participation</p> |
| Learners at the centre, future of learning and work | <b>Behaviour curriculum TEL</b> | <p>Implement Entry/Exit, attendance &amp; punctuality, community considerations.<br/>Design review tool to improve and embed consistency with all staff</p> <p>Appoint Attendance Coordinator to set and promote 97% attendance target - assemblies, competitions</p> <p>Use attendance data more effectively.<br/>Continue to strengthen whānau connections and communication around attendance.<br/>Messaging: Explicitly connect attendance to achievement data for students and caregivers.<br/>Link attendance to desirable incentives e.g. senior ball</p>   | <p>TEL + DPs, Deans, teachers Behaviour Curriculum design team</p> <p>TEL, SHA, MER</p>  | <p>Increased follow-through and consistency across classrooms (student feedback)<br/>Earlier consequences and referrals for continual disobedience (comparative Kamar data)<br/>Increased learning time in classrooms (teacher feedback)</p> <p>Achieve 90% attendance average across school.</p> <p>Improve % of regular (90+) and moderately absent (70 - 89) by 5% each, reduce chronically absent (&lt;70) by 10%</p>   |

# ANNUAL PLAN 2023



**HENDERSON**  
HIGH SCHOOL

| Links to NELPS   | Goals  | Actions   | Responsibilities   | Success indicators   |
|--|--|---|--|--|
| Barrier-free access, quality teaching and leadership, learners at the centre | <b>Knowledge-rich curriculum</b><br><b>CLA</b> | <p>Evaluation of the Year 9 programme in Term 1 Week 7. Adjustments made as required.</p> <p>Introduction of supporting resources Term 2 e.g. knowledge organisers</p> <p>Year 10 curriculum reviewed and updated in Term 4.</p>  | <p>CLA + HOD's and JCLs</p> <p>HOD and staff meetings<br/>One to one discussion with HOD/JCLs on misconceptions and unpacking concepts</p> <p>JCLs/All staff</p> <p>JCLs/All staff</p> | <p>All departments understand and are on board with the school direction. Year 9 units are planned using the KRC template.</p> <p>Departments understand the process needed to build a knowledge-rich curriculum for Henderson High School</p> <p>Staff have trialled the use of a knowledge organiser or other introduced resource for at least one KRC unit in Year 9.</p> <p>Departments have designed Year 10 topics/units through a knowledge concept lens and using the KRC unit planner.</p>  |
| Barrier-free access, quality teaching and leadership, learners at the centre | <b>Bicultural leadership</b><br><b>HUK</b>     | <p><u>Strengthening partnerships</u><br/>Build on 2022 initial mahi and hui with mana whenua. Use opportunities such as korero about Te Tuapapa o Panuku taniwha designs starting Term 2, and later hui on the Science building design.</p> <p>Consolidate working group to discuss priorities within the school including hui with whānau and wider community</p> <p>Continue to develop Māori student council to encourage student voice.</p> <p>Establish Te Rito Whanau vertical form class for students and whanau invested in te Reo and/or Kapa Haka.</p> <p>Continued professional development to support Māori learners in the classroom, which has been shaped by discussion at hui and on evidence</p> | <p>HUK + AUR, PEK, Board</p> <p>AUR, PEK, MLN, HUK</p> <p>HUK</p> <p>HUK, ROS, AUR, MLN, PEK</p> <p>HUK, AUR, PEK, ISLs</p>  | <p>Strengthening relationships with mana whenua - this will be a long term mahi in order to have a meaningful and authentic partnership with local iwi.</p> <p>Events and strategies are becoming normalised and the pathway is made easy for them to happen. Increased numbers of staff contributing to hui and kapa haka support.</p> <p>Students leading use of Te Reo and Tikanga at school events. Tangible examples of Māori student feedback guiding school decisions.</p> <p>Increased whanau attendance at hui, improved attendance and achievement for rangatahi involved in Te Rito.</p> <p>Staff feedback is that PLD is relevant and meaningful, and their use of Te Reo and Maturanga Maori is increasing.</p> |

# ANNUAL PLAN 2023



**HENDERSON**  
HIGH SCHOOL

| Links to NELPS   | Goals                               | Actions   | Responsibilities   | Success indicators   |
|--|-------------------------------------|---|--|--|
|  |                                     | <p><u>Physical environment</u><br/>Signage</p> <p>Consider Kowhaiwhai panels</p> <ul style="list-style-type: none"> <li>• Heart of the school</li> <li>• Front end of A Block</li> <li>• Back of gym</li> </ul> <p>Tukutuku panels in shared interior spaces</p> <p>Iwi consultation on use of toi iwi on taniwha designs is complete by the end of the year.</p>   | <p>HUK, ROS</p> <p>HUK, AUR, PEK</p> <p>HUK, AUR, PEK</p> <p>HUK/ROS<br/>ROS/AUR/PEK</p>               | <p>Continue process of changing to bilingual signage as required.</p> <p>Kowhaiwhai patterns in Heart of the School paving is complete, and another suggested area has Māori art installed.</p> <p>At least one shared area has Māori art installed.</p> <p>Decision made and action started.</p> <p>Wharekai is in full use and school staff are educated on appropriate tikanga.</p> |
| Barrier-free access, quality teaching and leadership, learners at the centre | <b>Cultural Pride</b><br><b>HUK</b> | <p>Ensure Ka Hāpaitia and Action Plan for Pasifika Education are included in professional learning (using IE Instruction model)</p> <p>Development of cultural working groups to plan activities.</p> <p>Establish ways to showcase school diversity within the community, particularly individual nations not only broad groups e.g. Tongan vs Pacific Island, Vietnamese vs Asian.</p> <p>Language weeks - acknowledge language weeks in a meaningful way</p> | <p>DUR</p> <p>Vanua Pasifika, Māori, student leaders</p> <p>Student leaders</p> <p>Student leaders</p> | <p>Teachers are aware of contents in these documents and how they support teaching</p> <p>Events are planned into the calendar</p> <p>A regular communication channel updates and celebrates events and cultural days</p> <p>Selected language weeks will be celebrated with a planned programme</p>   |
| Learners at the centre   | <b>Achievement</b>                  | <p>Improve NCEA results at Levels 1, 2 and 3</p> <p>Improve Pacific student achievement at Levels 1, 2 and 3</p> <p>Improve Māori student achievement at Levels 1, 2 and 3</p> <p>Improve the % of students gaining NCEA merit and excellence endorsements</p> <p>Improve the % of students gaining University Entrance</p>   | <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>All staff</p>                   | <p>Level 1 - 90%, Level 2 - 90%, Level 3 - 85%</p> <p>Level 1 - 90%, Level 2 - 90%, Level 3 - 85%</p> <p>Level 1 - 90%, Level 2 - 90%, Level 3 - 85%</p> <p>Level 1 - 50%, Level 2 - 45%, Level 3 - 40%</p> <p>UE - 60%</p>  |