

Links to NELPS	Initiatives	Actions	Timeline	Resource	Success indicators
O1 Learners at the centre O2 Barrier-free access O3 Quality teaching and leadership	1.1 Sequence and develop a knowledge-rich curriculum.	a) Sequence KRC planners y9-11 - design team/KRC Coordinator	Term 2	KRC team Books/subscriptions	Functioning team with a clear understanding of their role to support schoolwide implementation of KRC, including departments not represented in the team.
		b) Support departments with Year 11 NCEA course design/consolidation (include peer review)	Term 1	KRC team, HODs, department time	Year 11 KRC focus supports NCEA assessment change.
		c) Embed effective use of knowledge organisers, (including literacy)	Term 3	KRC team, PL	Knowledge organisers are being used effectively & judiciously.
O1 Learners at the centre O2 Barrier-free access O3 Quality teaching and leadership	1.2 Implement a professional development programme.	a) Redesign full staff PLD literacy/num/IE instruction, Mātauranga Māori including KRC/ISLT led department hui.	Term 1-4	PLD staff	Staff are invested in incorporating IEI/literacy/numeracy and Mātauranga Māori into their daily classroom practice.
		b) Audit and update walk through/observation schedule. Implement and BC check ins document. Include objective in PGC relating to Te Ao Māori	Term 1	HODs, CLs	This is evidenced by classroom observations and goal setting in PGC discussions.
		c) Provide leadership PL to HODs and CLs with a clear focus and sequence/progression.	Term 1-4	HODs, department hui, KRC/ISLT team and external PL.	Consistency of implementation of BC/IEI/KRC/Mātarana Māori and teaching and learning observed across all lessons.
		d) Small opt-in skill-based PLD e.g. 'Tech Tuesday', Google Read/Write, AI options. All topics aligned with strategic plan.	Two sessions per term (two weekly)	ISLT	Data abstained via Google Classroom and other sources driving opt in PL focus.
O1 Learners at the centre O2 Barrier-free access O3 Quality teaching and leadership	1.3 Ensure our student demographic is reflected in all course pathways.	a) Provide support for groups who are under-represented in enrichment opportunities and accelerated programmes b) Seek enrichment opportunities for groups who are underrepresented in Merit and Excellence endorsements and STEAM pathways	Term 1-4	Guest speakers, tertiary visits, focussed tutoring.	Tauira succeed in courses that allow them to choose career and study pathways that they are passionate about and enable them to change their world for the better.
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O1 Learners at the centre O4 Future of learning and work	2.1 Explore avenues for partnerships with Māori, Pacific and business communities.	a) Māori ▪ Visit key people re values designs, pou, wraps, window stencils. ▪ Establish a shared understanding of mana whenua	Term 2 Term 1-4	External provider Kāhui Ako/iwi representatives (Te Kawerau ā Maki, Ngāti Whātua), Board	We have finalised, approved designs to start using in documentation and around school. Agree on locations, print and install. All stakeholders are confident in the relationships between local iwi and the school, and this informs decision-making that affects Māori
		b) Pacific ▪ Tutor/s for Polyfest and in-school cultural night ▪ Pacific Island fono	Term 1 or 2 Term 2	Vanua Pasifika/students, funding Staff/students	Samoan and Filipino group perform at Polyfest. Other cultural groups prepare and perform at Fiafia (or similar) nights (Tongan, Cook Is Māori) Pacific voice informs our decisions to support in future.
		c) Business community ▪ Partner with West Auckland business associations ▪ Invite to Open Evening and key groups events e.g. Kapa Haka, Rocket Club, EprO8 in school competitions, cultural days.	Termly Various	Time, membership fee Various staff time.	Make connections with the business community that have the potential to benefit student pathways. An increasing number of local business people are involved in a range of student projects and activities, providing authentic experience for students.

O1 Learners at the centre O2 Barrier-free access	2.2 Develop a communication s plan.	a) Schedule community messages on multiple platforms including scheduled posts from departments – highlighting excellence/providing key messages.	Term 1-4	SLT, HODs, admin staff time	Our communications share a wider range of updates, with a balanced focus on events and learning.
		b) Schoolbridge app	Term 1	\$300 per month, staff training	Improved communication systems within school, with students and whānau.
		c) Update website content	Term 2	HOD/TIC time	The website content is current, representative, interactive and informative. Photos are of current students and alumni when appropriate.
		d) Signage: - Explore use of public signage/motorway billboard to promote enrolments.	Term 1	Include The Grounds signage.	By raising its profile, the wider community sees Henderson High School as an active, attractive educational space.
O1 Learners at the centre O4 Future of learning and work	2.3 Build HHS alumni focused on time, expertise and networks for student development.	a) Create database of ex-students including industry links.	Term 1- 2	Staff time	Alumni database is complete and ready to be regularly updated.
		b) Progress discussions around Foundation and Past Pupils; include recent alumni in discussions.	Term 1	Principal time	Foundation and Past Pupils Association are seen as relevant, enjoyable and meaningful for alumni involvement.
		c) Guest speakers at selected school events.	Term 1 - 4	Staff time, koha	A greater number of school events have a guest alumni to share their experiences with students.
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O2 Barrier-free access O4 Future of learning and work	3.2 Sequence and strengthen career pathways.	a) Develop Ignition Hui focus	Term 1	Form teacher time	Increased attendance at Ignition Hui and improved course selection effectiveness as a result.
		b) Extend Gateway to tertiary focus areas.	Term 2	Careers team	Increased % student retention until at least gaining Level 2 NCEA with major focus of UE. All leaving students have had effective career guidance including 'leavers career kete'.
		c) Include Māori and Pacific businesses/people in an onsite careers day	Term 3	Careers team	Extend business community presence a school community events, with a particular Māori and Pacific focus.
O1 Learners at the centre O2 Barrier-free access O3 Quality teaching and leadership	3.3 Design and implement a tiered hauora programme from Y9 – Y13.	a) Form a design team. Research and decide on models and programme to be used for 2025 pilot, including a Pacific and Māori focus,	Term 2	Design team (counsellor/dean/form teacher/students) time.	A hauora programme has been designed for a pilot to start in mid 2025.
		b) In-school sport programme. Celebrate Mental Health Awareness Week in assembly.	Term 2,3 & 4	Sports and community prefects, volunteer staff	In-school sports comps programme. Guidance team included in new student orientation and introduced at assemblies.
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Learners at the centre	Achievement	Improve NCEA results at Levels 1, 2 and 3		All staff	Level 1 - 90%, Level 2 - 90%, Level 3 - 85%
		Improve Pacific student achievement at Levels 1, 2 and 3		All staff	Level 1 - 90%, Level 2 - 90%, Level 3 - 85%
		Improve Māori student achievement at Levels 1, 2 and 3		All staff	Level 1 - 90%, Level 2 - 90%, Level 3 - 85%
		Improve the % of students gaining NCEA merit and excellence endorsements		All staff	Level 1 - 50%, Level 2 - 45%, Level 3 - 40%
		Improve the % of students gaining University Entrance		All staff	UE - 60%