ANNUAL PLAN 2026

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

HENDERSON HIGH SCHOOL

1. EMPOWER KNOWLEDGE	***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 y9-12 - design team/KRC Coordinator. **SAU**	Term 2	KRC team Books/subscriptions	Schoolwide implementation of KRC, and new Year 9 curriculum.
		b) Support departments with new curriculum implementation. **SAU/SHA/CLA**	Term 1	KRC team, HODs, department time, Literacy and Numeracy Leads	Planning and retrieval practice supports new curriculum and assessment.
O1 Learners at the centre O2 Barrier-free access O3 Quality teaching and \leadership	**1.2 Implement a professional development programme to support high quality teaching including new curriculum and assessment.**	a) Consolidate full staff PLD literacy/num/IE instruction, Mātauranga Māori including KRC/ISLT led department hui. **SAU**	Term 1-4	PLD staff	Staff are incorporating IEI/literacy/numeracy & Mātauranga Māori into their daily classroom practice. Increased endorsement and UE rates.
		b) Walk through/observation schedule established. Implement and BC check ins document. **BEE**	Term 1	HODs, CLs	This is evidenced by classroom observations and goal setting in PGC discussions. Evidence extended to include retrieval practice and (retrieval) homework focus for Year 9.
		c) Small opt-in skill-based PLD e.g. 'Tech Tuesday', Google Read/Write, AI options. All topics aligned with strategic plan. **SHA**	Two sessions per term (two weekly), plus PL slots	KAR	AI used safely and effectively, new and existing teachers supported across all platforms.
O1 Learners at the centre O2 Barrier-free access O3 Quality teaching and leadership	**1.3 Ensure all students have equitable access to follow all available course pathways.**	a) Provide under-represented groups in enrichment opportunities, accelerated programmes. **CLA/FIS** b) Seek enrichment and confidence building opportunities for groups who are underrepresented in Merit and Excellence endorsements. **CLA/FIS** c) Promote value of endorsements and depth of understanding **CLA/FIS**	Term 1-4	Guest speakers, tertiary visits, focussed tutoring, mentoring and ambassador/leadership roles.	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. Embedded leadership/service programme for junior students. Improved endorsement rates. Students are focussed on achieving at the highest level.
2. COMMUNITY ENGAGEMENT	***Initiatives***	***Actions***	***Timeline***	***Resource***	***Success indicators***
O1 Learners at the centre O4 Future of learning and work	**2.1 Explore tertiary avenues for Māori, Pasifika and vocational students.**	a) Māori ▪ Establish a shared understanding of mana whenua **DUR/HUK** ▪ Consolidate UoA and UoW akō mātātupu relationship	. Term 1-4	AUR/iwi representatives (Te Kawerau ā Maki, Ngāti Whātua…), Board	All stakeholders are confident in the relationships between local iwi and the school, and this informs decision-making that affects Māori. Tauira Māori are well represented on vocational & tertiary trips & incentives. Modelling of Māori being successful as Māori.
		b) Pacific ▪ Tutor/s for Polyfest and in-school cultural night **SAU** ▪ Pacific Island fono **SAU** ▪ Consolidate UoA and UoW akō mātātupu relationship	Term 1 or 2 Term 2	SAU/DUR/Vanua Pasifika/students, funding Staff/students	Samoan, Filipino and Bollywood groups 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. Pasifika students are well represented on vocational & tertiary trips & incentives.

O1 Learners at the centre O2 Barrier-free access	**2.2** **Embed a communications plan.**	a) Schedule community messages on multiple platforms including scheduled posts from departments – highlighting excellence/providing key messages. **DUR/HIL**	Term 1-4	DUR/HIL, admin staff time	Our communications share a wider range of updates celebrating diverse achievement of students.
O1 Learners at the centre O4 Future of learning and work	**2.3** **Build HHS alumni focused on specific expertise and networks for student development.**	Create database of ex-students including industry links. **BEE/HIL/FIS**	Term 1- 2	Staff time	Alumni database is complete and ready to be regularly updated. Alumni readily coach. Relevant, mentor, host current HHS students and be guest speakers.
3. STUDENT SUPPORT	***Initiatives***	***Actions***	***Timeline***	***Resource***	***Success indicators***
O2 Barrier-free access O4 Future of learning and work	**3.1** **Develop a values-based leadership/ service programme, (improving wellbeing through an outward focus).**	a) Provide leadership opportunities and training for junior students. **CLA**	Term 1	Staff time	Leadership and role models in junior school who uphold Te Tūāpapa o Panuku,
O1 Learners at the centre O2 Barrier-free access O3 Quality teaching and leadership	**3.2** **Design and implement a tiered hauora programme from Y9 – Y13.**	Consolidate hauora programe, including a Pacific and Māori focus, **SAU/HKI**	Term 2	SAU/HKI, design team (counsellor/dean/form teacher/students) time.	A hauora programme has been designed for a pilot to start in mid 2026.
O2 Barrier-free access O4 Future of learning and work	**3.3** **Sequence and strengthen career pathways.**	b) Continue Ignition Hui focus **SAU**	Term 1	SAU/form teacher time	Further increased attendance at Ignition Hui (to 70%) and improved course selection effectiveness as a result.
		c) Extend Gateway to tertiary focus areas. **SHA/HLM**	Term 2	HUK/HLM	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’.
		d) Include Māori and Pacific businesses/people in an onsite careers day **HUK/SAU/HLM**	Term 3	HLM/AUR time	Extend business community presence at school community events, with a particular Māori, Pacific and vocational focus.
Links to NELPS	***Initiatives***	***Actions***	***Timeline***	***Resource***	***Success indicators***
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%