



**Henderson Intermediate**



**School Planning and Reporting**

**2024 - 2025**



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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

## SCHOOL PLANNING & REPORTING - STRATEGIC PLAN

### 2024 - 2025



- The 5 Strategic Goals at HIS are, aligned to and reflect, the **NELPs (National Education and Learning Priorities)**.
- At HIS, the **Strategic Goals** will be met through specific **Annual Plan Objectives**.
- The HIS **Strategic Plan** aligns with and includes, the:
  - a. **Tapasa**, Action Plan For **Pacific Education 2020 – 2030**: 5 Key System shifts
  - b. The **Tau Mai Te Reo and Kā Hikitia**: Māori having success as Māori and Promoting Māori Language.
  - c. The Henderson Intermediate School: **Māori Action Plan** and **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". (NELP 1.)**

### Annual Plan Objectives

- To ensure that HIS is a safe place, emotionally and physically, for all students. **(2024)**
- HIS will be inclusive of all students ensuring that individual learning needs are met in an environment that does not use the language of streaming. **(2024)** *(Shift 4.) (Strength based)*
- HIS will actively support strong relationships between learners & whānau, hapu, iwi, educators & others. **(2024)** *(Partnerships)*
- To provide an environment for students and family/whānau which is free from racism and discrimination. **(2024)**
- 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.)* **(2024)**
- HIS 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)*
- HIS will support Māori learners and their whānau to achieve excellent outcomes through recognising and building on the strengths of Māori Learners and their family/whanau. *(Strength based)*



## Strategic Goal 2

**Every learner at Henderson Intermediate School will be provided with educational opportunities and outcomes within reach of all learners. (NELP 2).**

### Annual Plan Objectives

- To reduce barriers to learning, for all students. (2024)
- To remove the language of “streaming” from our pedagogy.
- To ensure that Māori learners thrive when their language and culture is embedded in their learning, and when they have a sense of belonging. (Tuakiritanga)
- HIS will ensure that every learner gain sound foundation skills including language, literacy and numeracy. (2024)
- 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) (2024)
- HIS 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.
- To ensure all students enjoy multiple different, exciting, learning opportunities based on the NZC areas of learning. (2024)

## Strategic Goal 3

**Quality teaching and leadership is priority because these make a substantial difference for learners and their family/whānau. (NELP 3.)**

### Annual Plan Objectives

- To develop and strengthen the quality of teaching through, ongoing professional learning, appraisal and ongoing critical self-review. **(2024)**
- To provide highly competent teachers and leaders of Pasifika heritages. **(2024)** *(Shift 5.)*
- To develop and strengthen school leadership. ie Team Leaders, DPS, WSL, Curriculum Leaders and other leaders. **(2024)**
- To enable every teacher and leader at Henderson Intermediate School to take coordinated action to become culturally competent with diverse Pasifika learners. *(Shift 3)*
- To develop and strengthen learner support capability, ensuring high quality learner support is provided. ie Teachers, Teacher Aides, Specialist visiting teachers etc .
- 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)* **(2024)**
- To ensure Māori learners and their whānau have a strong sense of belonging. **(2024)** *(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. (NELP 4.)**

### Annual Plan Objectives

- To provide liaison with employers and industries through a planned Careers Education Programme. (2024) (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.
- 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, 150,000 Māori aged 15 years and over will use Māori at least as much as English. (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. (NELP 5.)**

### Annual Plan Objectives

- To ensure that HIS 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. **(2024)**
- To ensure that the needs of all learners are met through deliberate, high quality planned teaching. **(2024)**
- That family/whānau, will see HIS 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 HIS will make progress in their learning, regardless of their ability or special learning needs.
- 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. **(2024)**
- To give practical effect to Te Tiriti O Waitangi through Māori Language Education. **(2024)** *(Tau Mai.)*

# Goals for Finance, Property, Health and Safety

## 2024

- To complete the Fale - February. *(Pacific Children – seeing their culture in our place. Sun protection for students)*
- Complete the new Block of 14 classes – end of Term 1. *(Roll growth, modern learning environment)*
- Complete the upgrade to Blocks 10 and 11 by end of Term 1. *(Modern learning environment)*
- Shade Cover in front of Rooms 12 – 17 *(Sun protection for students)*
- Astroturf of the Courts area, behind Rooms 12 – 17. *(Safe surface for students to play on.)*
- Concrete extension to in front of Rooms 12- 17. *(Safe, clean area where students can play in particular during Winter)*

# ANNUAL REPORT & ANALYSIS OF VARIANCE

## **Progress meeting the 2023 School Implementation Plan Objectives** **For the Year Ended December 2023**

The following is a summary of what the end of year achievement data, shows us:

### **READING**

<b>Students at or above expected NZC Level ( OTJS REPORT DATA)</b>						
<b>Group</b>	<b>Year 7 - Mid</b>	<b>Year 7 - End</b>	<b>Increased %</b>	<b>Year 8 - Mid</b>	<b>Year 8 - End</b>	<b>Increased %</b>
<b>All</b>	54%	65%	+11%	63%	70%	+7%
<b>Māori</b>	47%	57%	+10%	58%	63%	+5%
<b>Pasifika</b>	45%	61%	+16%	59%	64%	+5%
<b>Female</b>	57%	70%	+13%	68%	77%	+9%
<b>Male</b>	52%	61%	+9%	60%	64%	+4%

### **Overall Teacher Judgements Report**

This report is compiled from collating the data from the reports that go home to families. The Overall Teacher Judgement, is made based on not just assessment data such as PATs and classroom/school wide tests, but also anecdotal data that teachers have gathered over the year. The OTJ is therefore, not a one off test, but the teacher has made a judgement of a "Best Fit New Zealand Curriculum Framework Level."

**Year 7s:** All 65%, Maori 57%, Pacific 61%, Female 70%, Male 61% Of these student groups, the Year 7 Pacific Students improved by 16% from mid to end of year with a 13% shift for Year 7 Female students.

**Year 8s:** All 70%, Maori 63%, Pacific 64%, Female 77%, Male 64%. Of these student groups, Year 8 Female students made the most progress.

## MATHEMATICS

Students at or above expected NZC Level ( OTJS REPORT DATA )						
Group	Year 7 - Mid	Year 7 - End	Increased %	Year 8 - Mid	Year 8 - End	Increased %
All	43%	57%	+14%	51%	61%	+10%
Māori	32%	46%	+14%	40%	53%	+13%
Pasifika	25%	48%	+23%	42%	61%	+19%
Female	40%	58%	+18%	49%	65%	+16%
Male	45%	54%	+9%	51%	58%	+7%

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**Year 7s:** All 57%, Maori 46%, Pacific 48%, Female 58%, Male 54%. Of these student groups, the Year 7 Pacific Students shifted by 23% from mid to end of year with an 18% shift for Year 7 Female students. This is very pleasing to see.

**Year 8s:** All 61%, Maori 53%, Pacific 61%, Female 65%, Male 58%. Of these student groups, Year 8 Pacific students made the most progress with a 19% shift, with Female a 16% shift.

Year 8s have shown overall better results in terms of the % of students at the expected NZCF Level by year end. In Maths it is interesting that the least progress made has been by Male students, both Year 7 and 8.

Pacific students have made the best progress this year, in Mathematics.

A Target in 2024, will be in Mathematics as ALL YEAR 7S data shows less than 58% achieving where they should be which is too low. We need to look at what we are doing in Maths and what we might do differently to lift Mathematics achievement school wide in 2024.

## WRITING



Students at or above expected NZC Level (OTJS REPORT DATA)						
Group	Year 7 - Mid	Year 7 - End	Increased %	Year 8 - Mid	Year 8 - End	Increased %
All	48%	55%	+7%	50%	63%	+13%
Māori	43%	48%	+5%	40%	47%	+7%
Pasifika	48%	53%	+5%	43%	50%	+7%
Female	60%	64%	+4%	56%	74%	+18%
Male	39%	46%	+7%	45%	52%	+7%

### Overall Teacher Judgements Report

This report is compiled from collating the data from the reports that go home to families. The Overall Teacher Judgement, is made based on not just assessment data such as PATs and classroom/school wide tests, but also anecdotal data that teachers have gathered over the year. The OTJ is therefore, not a one off test, but the teacher has made a judgement of a "Best Fit New Zealand Curriculum Framework Level."

**Year 7s:** All 55%, Maori 48%, Pacific 53%, Female 64%, Male 46%.

Year 7 Female students are our best writers.

**Year 8s:** All 63%, Maori 47%, Pacific 50%, Female 74%, Male 52%.

Of these student groups, Year 8 Female students made the best shift, with 18%.

## **HOW WELL WE MET THE 2023 TARGETS**

The percentages that we had hoped to achieve, by the end of Year 8 in Reading, Mathematics and Writing, are not what we had hoped for.

**But in all areas, some improvement was made.**

The percentage of students at or above the expected NZCF Level in Reading, Mathematics and Writing is as follows:

**Reading** - 64% became 70%, Maori went from 54% to 63% and Pacific went from 60% to 64%.

**Mathematics** - 59% became 61%, Maori went from 42% to 53% and Pacific went from 53% to 63%, Maori from 42% to 47% and Pacific 48% to 50%.

**Writing** - 53% became 63%, Maori 42% became 47% and Pacific 48% became 50%.

## **WHAT ELSE WE ACHIEVED IN 2023**

The Board supported students with **Teacher Aides**. This year we have had a record number of Teacher Aides in the School, 21 for 26 classes! We have also had the benefit of the Ministry of Social Development providing us with 3 extra TAS at a minimal cost to us. Teachers have adopted a strength based approach working with missed ability groups, with common needs. In many classes this has worked very well. This is something that we need to further develop in 2024.

Many opportunities have been provided for parents and whanau to come to school to discuss their **child's progress in learning**.

In every class there has been an expectation that **Te Reo Māori is used and taught**. In 2024, the School plans to have a designated staff member who will every week have 2 – 3 sentences for the whole staff to use and teach in their classes. Teachers are using a variety of different tools to keep themselves connected to whanau/parents. The Whanau Hui has not returned the high numbers that it had previously. This will be a focus again in 2024.

Some staff have again undertaken **PLD in Te Reo Māori**. This programme provided by the Ministry of Education has been useful for staff. It focuses on actual learning of the language.

One of the DPS and also one of our Team Leaders have been granted full funding support to undertake their **Masters Degrees**. The Board Staff Scholarship continues to be well used by all staff for various different PLD opportunities.

All staff were invited to go to **Waitangi** for an overnight stay. This was a life changing experience for staff. This investment in staff from the Board, is a credit to the Board that we have. Staff understanding of the historical importance of the Treaty, was amazing for all who attended. The Board Presiding Member has now suggested that all the student school leaders, 31 students in total, and also all children in the school Maori bilingual Unit, have this same trip in 2024. The Budget for this has been included in the 2024 budget.

In most classes, collaborative goal setting between staff and students has become very successful. This needs more time to become embedded across the School. Students across the School are having 3-4 set periods every week each in Maths, Reading and Writing. This is a priority focus for us as a school and will continue to be so. This year the Ministry provided the school with a lump sum to run an after school **Lost Learning programme**. This involved any teachers keen to run an after school additional support for 5 or 6 students who need it in their classes. The results from this have been incredible. Students have gained a lot of self confidence in their learning. In 2024 the Board are going to fund this so that this programme continues to make a difference for students.

Staff had a significant amount of support in Literacy. The **Writing WSL** teacher has worked with staff on Writing and another staff member has led the use of the Code. Our other two WSL teachers have been in Maori and Pacific Achievement. These roles have been very positive. I feel as if for the first time we are now really wrapping round, Year 8 Maori and Pacific students who are not achieving where they should be, we are working more closely with them than ever before.

Teachers received guidance around the **Curriculum Refresh**.

Looking at the **Māori Action Plan** and **Pacific Action Plan**, these are ongoing, and they tie in with our Strategic Plan. In the Māori Hui and Pacific Celebrations Night again, we got to do the surveying of our parents and whānau. This was very useful, and it gave us great feedback to then look at changes we could make to better meet the needs of students, families and whānau.

The number of parents attending the **Pacific Celebration** nights, continued to grow hugely. A major influence with this has been the Pacific Liaison Roles. The after school Pacific Club has been very successful. The Pacific Choir boasts over 100 students. The different Pacific Performing Groups have expanded significantly. One of our students from Tupu Ma Ola, won the National Year 8 Samoan Speech Contest. This was a thrill for the school. All the staff in Tupu ma Ola, this year went to Dunedin for the National Fagasa Conference. They found this a wonderful time together. It has really motivated them all hugely about learning and teaching in Samoan.

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

All teachers have focussed on their own individual inquiry around achievement of students. This has given them a real focus on particular students needing support. This Action Research model for staff, has been wonderful. **The Pedpals Programme has continued.**

On the **Sporting** front 2023 has been exciting and hugely successful once more. Our school again took a group to SportsCamp and also to NZAIMS.

The Board attended the professional learning provided by the **NZSTA Conference in Rotorua**. Board Members that went to this Conference found it a wonderful time to share learning together! The 3 Deputy Principals and I attended the NZPF Conference in Queenstown which was lovely.

As we think about **Targets in 2024**, we are going to continue to strive for accelerated progress of all students in Reading, Writing and Maths. In 2023, we did not manage to have the usual Careers Education programme but we will address this in 2024.

## **TARGETS - 2024**

# **TARGET 1 - Teachers improving their performance as teachers of Reading, Writing and Mathematics, continue with this in 2024.**

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 whānau/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, 2023, for all Year 7 students provided.
2. Identify the levels of achievement for all 2024 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 2023)	TARGET (By Dec 2024)	ACTION (What we will do.)
<p style="text-align: center;"><b><u>Reading</u></b></p> <p><b>51%</b> of the Dec. 2023 Year 7 Students were at or above the expected NZCF Level.  <b>35% Māori Year 7</b>  <b>56% Pacific Year 7</b></p>	<p><b>70%</b> of the Dec. 2024 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 1 hour periods in Reading each week. Staff provided with regular ongoing, PLD led by MS, MP, KW, AM, IE</p>
<p style="text-align: center;"><b><u>Mathematics</u></b></p> <p><b>59%</b> of the Dec. 2022 Year 7 Students were at or above the expected NZCF Level.  <b>42% Māori Year 7</b>  <b>49% Pacific Year 7</b></p>	<p><b>70%</b> of the Dec. 2024 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 1 hour periods in Maths each week.  Staff provided with regular ongoing, PLD led by FW and TC.</p>
<p style="text-align: center;"><b><u>Writing</u></b></p> <p><b>55%</b> of the Dec. 2023 Year 7 Students were at or above the expected NZCF Level.  <b>48% Māori Year 7</b>  <b>53% Pacific Year 7</b></p>	<p><b>70%</b> of the Dec. 2024 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 AM and IE, WSL.</p>

## KIWISPORT FUNDING 2023

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, Henderson Intermediate received total Kiwisport funding of \$11,498.88. This 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 students went away for a week to compete in different sporting codes, competing with other students the same age. This year we placed 5<sup>th</sup> in Netball and also had a student represent us in Swimming.



# **ANNUAL IMPLEMENTATION PLAN 2024**

This Annual Implementation Plan outlines how Henderson Intermediate School, Staff and Board will achieve the **Strategic Goals** as outlined in the **2024 - 2025 SCHOOL PLANNING AND REPORTING**.

**Attachments to this Annual Implementation Plan are the following documents:**

- H.I.S Curriculum Plan
- 2024 Māori Action Plan
- 2024 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 H.I.S Annual Implementation 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’. (NELP 1.)**

OBJECTIVES	PERFORMANCE INDICATORS AND OUTCOMES
To continue to remove the language of streaming, through the use of workshops rather than ability groups.	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. 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.” Staff sharing good models of how they workshop in their classes.
HIS will continue to actively support strong relationships between learners and whanau, hapu, iwi, educators and others.	Parents communicated with weekly by classroom teachers, and fortnightly by the School, through the newsletter. 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. Written reports sent home twice a year. Mid-Year Report given out to parents at the Parent Interview, face to face.
To continue to ensure that all teachers at Henderson Intermediate School have high aspirations for every learner. <b>(Shift 4.)</b>	Teachers “ <b>talking it up,</b> ” with students on a daily basis. Fostering a growth mind-set in classrooms. Students and teachers carrying out collaborative goal setting. Student voice with planning of units for learning.
To ensure that HIS is a safe place emotionally and physically, for all students, free from racism and discrimination.	Grounds and buildings maintained well so that students are safe. All staff will undergo the one day FIRST AID TRAINING COURSE, on March 8 <sup>th</sup> . Staff having a shared understanding around our Core Culture to ensure that good relationships are maintained. Staff and Students proactively addressing anything that they see or hear, that is in anyway racist or discriminatory. Staff training in the use of the Fire Extinguisher. Staff undergo PHYSICAL RESTRAINT training.
HIS will be inclusive of all students ensuring that their needs are met through teaching in a way that removes the language of streaming.	Students will work in workshops around learning needs. Students working above expectation and students working towards expected level, will have their needs met through careful, planned teaching. Board providing teacher aide support for any students who may need it. Teacher workshops rather than referring to groups that are ability groups.



## STRATEGIC GOAL 2

**Every learner at Henderson Intermediate School will be provided with educational opportunities and outcomes that all learners can enjoy. (NELP 2.)**

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 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 2024.</p> <p>Teaching to student need, being responsive with a flexible approach to planning and teaching.</p> <p>Teachers maintaining and growing a triadic relationship.</p> <p>After School extra support provided by teachers for any student wanting extra support in Reading, Writing and Mathematics.</p> <p>Teacher Aides provided in classes where support is needed.</p>
<p>That Pacific Bilingual teachers will develop linguistically and culturally sustaining curriculum, enact effective teaching and create opportunities for akonga to learn.</p> <p><b>(Curric. Teaching and learning Kafa )</b></p>	<p>Planned teaching and learning provided for all Samoan students in Tupu Ma ola.</p> <p>Use of Samoan language as the language of instruction in the 3 classes, used to enhance learning for students of Samoan.</p> <p>Teacher Aides provided.</p>
To reduce barriers to learning for all students.	<p>Teachers will know their students, know where they come from and know their families.</p> <p>Teachers will know what students needs are and ensure that we do all we possibly can to, reduce/remove, barriers to their learning.</p> <p>Students showing accelerated progress in learning.</p>
<p>To ensure that Maori learners thrive when their language and culture is embedded in their learning and when they have a sense of belonging.</p> <p><b>(Tuakiritanga)</b></p>	<p>All classes will enjoy having Te Reo used and taught every week.</p> <p>Moko Team Marae stay in Term 1.</p> <p>Moko Team attend the PLD provided at the Treaty of Waitangi grounds in Paihia.</p> <p>Maori included in all Unit Plans.</p> <p>School Haka and Karakia learned by all students across the School.</p>

## STRATEGIC GOAL 3

**Quality teaching and leadership is priority because these make a substantial difference for learners and their family/whānau. (NELP 3.)**

OBJECTIVES	PERFORMANCE INDICATORS AND OUTCOMES
To further 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 and MOE, 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> <p>Students viewed holistically as learners.</p>
To continue to ensure Māori learners and their whānau have a strong sense of belonging. <b>(Belonging)</b>	<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>School wide Karakia used in all classes. Staff understand the meaning behind this and the “why”.</p> <p>Teachers proactively supporting Māori students to explore their mihimihi.</p> <p>Sharing of successes, performances, and achievement at Whānau hui.</p>
That leaders at HIS will champion Pacific Bilingual/Immersion provision building relational trust and developing active collaboration & reciprocal partnerships with the Pacific Community. <b>(Leadership Kafa)</b>	<p>TMO growing their engagement with parents of TMO students.</p> <p>Encouraging TMO families to attend and take part in the Pacific Celebrations Evenings.</p> <p>Visits to the School by a variety of Pacific Leaders to talk with staff, students, and parents.</p> <p>To continue to have P24 after school each week.</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. **(NELP 4.)**

OBJECTIVES	PERFORMANCE INDICATORS AND OUTCOMES
To provide liaison with employers and industries through a planned Careers Education Programme. <b>(Shift 4.)</b>	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. Term 4 – CAREERS WEEK. (Speakers in for a day, rotating through the various teams.) Tradesmen associated with the new build coming to Assemblies sharing their knowledge with students. (Term 1, 2024)
To enhance school wide learning in Te Reo Māori in order to grow the number of Māori speakers in New Zealand society. By 2040, 150,000 Māori aged 15 years and over will use Māori at least as much as English. <b>(Korero mai te reo)</b>	Classes following the School wide Plan for the use of Te Reo me ōna Tikanga on a daily basis in classes. Students and Staff completing the MOE Te Reo assessment in March and again in December. Moko Team students making significant progress in their Te Reo me ōna Tikanga capability. All school learn the School Haka and school Waiata/karakia etc. Use of te reo Māori where ever we can in any school documentation.

## 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. *(NELP 5.)*

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 according to strengths and learning needs 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. Teachers working with Teacher Aides to plan for students needing support. Lead teachers assisting other teachers to WORKSHOP with students as we move away from Group Work.
To give practical effect to Te Tiriti O Waitangi through Māori Language Education. <b>(Tau Mai te reo.)</b>	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. 2 sentences/phrases each week.
To use Maturanga Maori to support local, West Auckland, NZ and Global Challenges.	Staff and students, knowledge and understanding of our local area, through a Maori lens. Local iwi, inform HIS of the correct local knowledge.



Henderson Intermediate School  
**PACIFIC EDUCATION ACTION PLAN**  
**2023 - 2025**

The [2024 Pacific Action Plan](#) supports the vision for Pacific Education as outlined in the **Action Plan for Pacific Education 2020-2030**.

The **H.I.S 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.

<b><u>5 KEY SYSTEM SHIFTS NEEDED</u></b> (Shifts needed for PI learners & families to meet objectives.)	<b><u>STRATEGIES</u></b> (What and how will we do it?)	<b>Who will do it?</b>
<p><b><u>SHIFT 1.</u></b>  <b>Work reciprocally with diverse Pasifika Communities to respond to unmet needs, including growing and supporting Pacific Bilingual and Immersion Education pathways.</b></p>	<p>Teachers identify their Pasifika learners and communicate with parents.</p> <p>Teachers work to identify and improve Pasifika student attendance.</p> <p>Teachers are allocated to a Pacific Language Week that they will be part of to help with various Language Group Activities, Daily Notices and Assembly            – <b>Discussion to be had with staff</b></p>	<p>All Staff</p> <p>All Staff</p> <p>All Staff</p>

<p><b>SHIFT 2.</b> Confront systemic racism and discrimination in education.</p>	<p>Survey parents at the PI Celebrations Evening Term 1 (Thursday 21<sup>st</sup> March) to discover the barriers they face to learning; and the needs/wants of our Pasifika families and how we can support them.</p> <p>Staff provided with PLD around pronunciation in the various languages</p> <p>Analyse PI Student literacy and math achievement data and monitor the achievement of PI students. Set realistic, achievable goals and targets for PI learning through the <b>WSL for PI Student Achievement</b>.</p>	<p>TF</p> <p>TF, All Staff</p> <p>MP</p>
<p><b>SHIFT 3.</b> Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pasifika Learners.</p>	<p>PI Celebrations Evenings in Term 1, 2 and 4 to improve cultural understanding.</p> <p>Social Sciences Unit around growing understanding of Pacific history, customs and languages. Cultural greetings and proverbs in the Daily Notices.</p>	<p>TF, SM, RM</p> <p>TMO Teachers</p>
<p><b>SHIFT 4.</b> 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. 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>Utilise parents within specific groups to support events at the school.</p> <p>Teachers to find out what different languages are used at home for Pacific 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><b><u>SHIFT 5.</u></b>  <b>Grow, maintain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages.</b></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>MP, TF</p> <p>MP, DPs</p>
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Review and amendment completed on 15/02/24 by TF, MP, SM, RM (Absent: AA, AT)

## Henderson Intermediate School

# Māori Action Plan

2024

The HIS Māori Action Plan 2024 outlines how we will meet the objectives of the refreshed Ka Hikitia and Tau Mai Te Reo. HIS 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)**. HIS 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 to work towards improved achievement for all Māori learners at HIS. The overarching **NELP Objectives** for NZ are reflected in the HIS Māori Action Plan 2024.

<b><u>Ka Hikitia Ngā Whetū Hei Whai</u></b> <b><u>(Guiding Principles, Objectives)</u></b>	<b><u>Strategies</u></b> <b><u>(What will we do, how will we do it)</u></b>	<b><u>Who will do it?</u></b>
<b><u>He Huangā Kairangi (Excellent Outcomes):</u></b> We will support Māori learners and their whānau to achieve excellent outcomes.	Communicate effectively with Māori parents and whānau about their child's learning and behaviour.	All Staff
<b><u>Te Whai Wāhitanga (Belonging):</u></b> We will ensure Māori learners and their whānau have a strong sense of belonging across our education system.	Maintain a Māori bilingual/immersion unit, where curriculum is delivered through Māori Medium.  Ensure that Te Reo Māori is taught in all classes. Teachers will focus on proper pronunciation and ensure students learn no less than 200 kupu (words) over two years. These kupu are to come from our school environment and home.  To ensure the inclusion of tikanga and in all classes across the school.  To continue to teach the HIS School Haka and its meaning to all students.	MSno, EM, TC  MSno, All teachers  All teachers  All teachers
<b><u>Mauria ngā pukenga (Strengths-Based):</u></b> We will recognise and build on the strengths of Māori learners and their whānau.	Appoint Māori student leaders to lead Hui and represent Māori students at assembly and other school events.  Seek Whānau voice about what they want for their tamariki through regular communication.	MSno, All Staff  All Staff

<p><b>Hononga Whaihua (Productive Partnerships):</b> We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes.</p>	<p>Organise events that will engage with whānau whānui (wider community). Network with whānau and use community expertise in areas of Kaupapa Māori. To provide a Marae stay for Moko Team and to take a trip to Waitangi for TWM students. Provide opportunities for Whānau to engage with our kura. Hui each term with Te Whānau Moko.</p>	<p>MSno, EM, TC All Staff MSno, EM, TC All Staff MSno, EM, TC</p>
<p><b>Te Tiriti o Waitangi:</b> We will give practical effect to Te Tiriti o Waitangi in the education system.</p>	<p>All staff members participate in and are taught the process of a whakatau/powhiri. To see all classes making use of the Whare.</p>	<p>MSno Whole School</p>
<p><b>Objectives for Education (NELPS)</b></p>		
<p><b>Learners at the Centre (NELP)</b> Learners with their whānau are at the centre of education.</p>	<p>To identify Māori student data in achievement reports across all learning areas – to monitor achievement and to provide necessary support when needed, through the <b>WSL Māori Student Achievement</b>. Ensure that there is regular communication with whānau - digitally, written, texts etc. Families well informed. TWM Year 8 students given the opportunity to go and visit Māori Kura suitable for their College years and invite Kura to visit HIS. To proactively raise the profile of Te Ao Māori &amp; celebrate Māori success stories!</p>	<p>KW, JT All Staff TWM All Staff</p>
<p><b>Barrier-Free Access (NELP)</b> Great education opportunities and outcomes are within reach for every learner.</p>	<p>Provide ongoing staff PLD to improve staff capability in te reo Māori through online programmes and in Staff Meeting PLD times for correct pronunciation and building a puna kupu (word bank) of 200 kupu (words) over two years. To ensure all Māori students at HIS progress in their learning through ongoing data analysis through informed and effective teaching strategies.</p>	<p>All Staff All teachers</p>

<p><b>Quality Teaching and Leadership (NELP)</b> Quality teaching and leadership make the difference for learners and their whānau</p>	<p>Kāhui Ako o Waitākere - Māori Teachers network and PLD</p> <p>To provide ongoing staff PLD in staff meetings, to grow te reo Māori language capability of all teachers at HIS with a focus on correct pronunciation.</p>	<p>EM, TC</p> <p>MSno</p>
<p><b>Future of Learning and Work (NELP)</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives.</p>	<p>Provide Extension opportunities to Māori students who wish to take part in these programmes.</p> <p>To continue 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>Curriculum Teams</p>
<p><b>World Class Inclusive Public Education (NELP)</b> New Zealand education is trusted and sustainable.</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 <b>WSL Māori Student Achievement</b>.</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 <b>WSL Māori Student Achievement</b>.</p>	<p>MSno, JT, KW</p> <p>MSno, JT, KW</p>
<p><b>Tau mai te Reo</b> <b>(National Language Strategy Guiding Principles)</b></p>		
<p><b>He taonga te reo:</b> 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>Through TWM, provide for all Māori children who wish to have their learning delivered through Māori Medium.</p> <p>That Te Reo Māori continues to be used in all classes.</p> <p>To celebrate Te Wiki o Te Reo Māori, Te Maramataka, Matariki</p> <p>Provide an opportunity for any student wishing to be part of the School Kapa Haka and to see the School Kapa Haka perform regularly for their whānau.</p>	<p>MSno, EM, TJ</p> <p>All teachers</p> <p>All Staff</p> <p>MSno, EM, HT (external)</p>



<p><b>Tuakiritanga:</b> Māori learners thrive when their identity, language and culture is embedded into their learning, and they have a strong sense of belonging.</p>	<p>School wide 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/mihimihi</p> <p>Share successes, performances, and achievement in whānau hui.</p>	<p>All teachers</p> <p>All teachers</p> <p>MSno, EM, TC, AM (ta) KW</p>
<p><b>Te Whare o te Reo Mauri Ora:</b> 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>Create a network of support systems that makes connections with mana whenua and other language strategy initiatives to develop the confidence for staff to be able to plan and implement appropriate second language acquisition lessons.</p>	<p>All Staff</p>
<p><b>He reo kōrero, he reo ora:</b> 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>MSno, EM, TC, AM (ta)</p> <p>All teachers</p>
<p><b>He huarahi ako:</b> 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>Any Staff member provided with te reo Māori PLD, if required or requested.</p> <p>To use a range of digital apps/platforms, providing skills and digital literacy to all Māori students.</p>	<p>All Staff</p>
<p><b>Tau mai te Reo (National Language Strategy Approach)</b></p>		
<p><b><u>MIHI MAI TE REO</u></b> 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><b><u>KÖRERO MAI TE REO</u></b></p>	<p style="text-align: center;"><b><u>SPECIAL STAFF TARGET</u></b></p> <p>That in 2024, <b>HIS STAFF</b> will continue to learn, through professional development.</p> <ul style="list-style-type: none"> <li>● <b>Te Reo Māori me ōna tikanga</b></li> <li>● <b>A School Waiata</b></li> </ul>	<p>All Staff</p>

<p>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><b><u>TAU MAI TE REO</u></b></p> <p>Our education services will ensure learners can access Māori Medium education services to develop high levels of Māori language proficiency and use.</p>	<ul style="list-style-type: none"> <li>● <b>A School Karakia – timatanga and whakamutunga</b></li> </ul> <p><b><u>At HIS we believe that as staff become increasingly confident to use te reo Māori daily, students will gain confidence to kōrero and understand te reo Māori. This is ongoing.</u></b></p> <p><b><u>In March and November,</u></b> students will be assessed using the NZCER Online Te Reo Language Assessment Tool for years 4 - 9</p>	
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Revised by: Mark Snowden (Deputy Principal)  
As at – March 13, 2024

