ANNUAL IMPLEMENTATION PLAN 2024

We will empower students with the knowledge to succeed and change their world for the better

HENDERSON HIGH SCHOOL

MENS CONSCIA RECTI

Summary:
Our annual implementation plan focuses on both new and continuing work in three key strategic areas that impact on student achievement and wellbeing - teaching of a knowledge-rich curriculum, community engagement and student support. All goals and initiatives include an explicit emphasis on accelerating Māori students' equity and excellence, and addressing any barriers that are able to be influenced by the school.

Where are we currently at:

1. In 2023 we implemented our first year of a sequenced, concept-driven knowledge-rich curriculum at Year 9. This included an explicit focus on teaching literacy in each topic, and including Mātauranga Māori in many aspects of the curriculum.

   Teachers also prepared courses to ensure the new Level 1 NCEA programme would provide our students with the richness and depth of learning they deserve. Teachers were introduced to the elements of interactive explicit instruction, which ensures students are very clear on each lesson's purpose and meaning.

   We have noted that not all groups of students engage in all parts of the curriculum through to senior levels, and therefore their career opportunities are more limited. Our work on the curriculum is designed to build student confidence, but we also need to look for other reasons.

2. Hui whānau in 2021/2022 led to the establishment of Te Rito, our vertical, whānau-based form class in 2023. This is for students who wish to immerse themselves in Te Ao Māori while still working and achieving in the wider school environment. It has helped us to form closer ties with our Māori community, and this was emphasised through the official opening and naming of Reitu Ramari wharekai in 2023, We have a foundation on which to build better connections with local iwi.

   During Covid our Samoan group was depleted and finally stopped. In late 2023 we found new tutors and hope to have both Samoan and Tongan groups at Polyfest this year. Our links with the Pacific community have lessened over time and we would like to improve on that.

   Our dealings with the local business community are limited to some Gateway placements. We think there is a real opportunity to support local business as well as provide our students with aspirations and opportunities.

3. We currently have a widening range of support for student wellbeing and mental health. However, the increase in the number of services offered means that a more cohesive approach and system would be beneficial to ensure we provide the right support and best use of resources for each stage of student development and challenges.

   Similarly, there are a number of quality career initiatives already in place, but there are some year groups that don't have the level of access to career advice we would like. The goal is to ensure each year group and each student has the right career support to help them navigate their education in readiness for further training and employment.

Literacy:
We had a particular focus on literacy in 2023 because of an increase in the proportion of incoming students with low literacy, the huge impact literacy skills have on understanding in all other subjects, and the introduction of the new literacy co-requisites for NCEA. Our strategies were:
- Establish a literacy-intensive option class for Year 9s identified as needing literacy support
- Increase the amount of literacy-specific teaching in junior English classes (comprehension, grammar and punctuation)
- Provide all staff with professional learning for proof-reading and essay structure to ensure a common approach across all subjects
- Include the teaching of literacy in all topic units as part of our knowledge-rich approach
- Use PAT testing along with teacher judgement to measure progress in literacy

Next steps:
- Continue and refine our 2023 strategies
- Introduce asTTle testing for reading and writing - a more accurate diagnostic tool
- Increase the number of ESOL classes available

Giving effect to Te Tiriti o Waitangi:
We are focused on high expectations for our Māori students, and for them to be proud and knowledgeable of their whakapapa (heritage), te reo (their language) and their place in the world (te ao Māori).This creates a foundation for them to build on and aspiration for learning. It is also important for our non-Māori students to value what makes us uniquely Aotearoa-New Zealand. We have found, and it is supported by research, that building strong, positive learning relationships while keeping expectations high works well for Māori and non-Māori alike. Our interactive explicit instruction of a knowledge-rich curriculum is designed to increase learning and raise achievement for students who struggle, and students who don't, so It is exciting to see both academic and general success growing for all members of our student body.

Strategic goal 1 TEACH KNOWLEDGE		Build quality and equity of achievement for all students through explicit teaching of a knowledge-rich curriculum.		MEASURES OF SUCCESS All our students have a breadth and depth of knowledge that equips them for life and meaningful work.	
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) Establish new KRC design team/KRC Coordinator DUR	Term 1	KRC team Books/subscriptions	Functioning team with a clear understanding of their role to support schoolwide implementation of KRC.
		b) Support departments with Year 11 NCEA course design (include peer review) DUR/CLA	*Term 4 (2023)*	KRC team, HODs, department time	Year 11 KRC focus supports NCEA assessment change.
		c) Embed effective use of knowledge organisers, (including literacy) DUR	Term 2	KRC team, PLD	Knowledge organisers are being used effectively and judiciously.
O1 Learners at the centre O2 Barrier-free access O3 Quality teaching and \leadership	**1.2 Implement a professional development programme.**	a) Strengthen full staff PLD literacy/num/IE instruction, Mātauranga Māori including development of diploma model. DUR	Term 1 – 2	PLD staff	85% of staff are fully invested in incorporating IEI/literacy/numeracy and Mātauranga Māori into their daily classroom practice.
		b) Establish walk through/observation schedule and guidelines using updated IEI observation document. DUR	Term 2	HODs, CLs	This is evidenced by classroom observations and goal setting in PGC discussions.
		c) Provide leadership PLD to HODs and CLs with a clear focus and sequence/progression. DUR/HUK/ROS	Once per term	HODs	Emerging and established leaders participate in leadership PLD.
		d) Small opt-in skill-based PLD e.g. 'Tech Tuesday', Google Read/Write, AI options. All topics aligned with strategic plan. DUR	Three sessions per term (two weekly)	ISL team, other	Practical supports are provided in a timely and responsive manner.
Strategic goal 2 ENGAGE COMMUNITY		Engage the community in shared aspiration and increased opportunities for our students.		MEASURES OF SUCCESS Our school and community have an active, reciprocal relationship that benefits our students.	
NELPS	**Initiatives**	**Actions**	**Timeline**	**Resource**	**Success indicators**
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 HUK ▪ Visit key people re values designs ▪ Establish a shared understanding of mana whenua	. Term 2 Term 2	HUK/ROS/AUR AUR/Kāhui Ako/iwi representatives (Te Kawerau ā Maki, Ngāti Whātua), Board	We have finalised, approved designs to start using in documentation and around school. 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 HUK ▪ Pacific Island fono ROS	Term 1 Term 2	HUK/ROS/Vanua Pasifika/students, funding Staff/students	Pacific groups prepare and perform at PolyFest (Samoan, Tongan, Cook Is Māori ?) Pacific voice informs our decisions for future support.
		c) Business community ▪ Partner with West Auckland business associations ROS ▪ Invite to Open Evening and key groups events e.g. Kapa Haka, Rocket Club, EprO8 in school competitions, cultural days. SLT	Termly Various	ROS – time, membership fee Various staff time.	Connections have been made 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.

NELPS	Initiatives	Actions	Timeline	Resource	Success indicators
O1 Learners at the centre O2 Barrier-free access	**2.2 Develop a communications plan.**	a) Schedule community messages on multiple platforms including scheduled posts from departments – highlighting excellence/providing key messages. ROS/HIL	Term 1	SLT, HODs, admin staff time	Our communications share a wider range of updates, with a balanced focus on events and learning.
		b) Schoolbridge app ROS/HUK	Term 1	$300 per month, staff training	Improved communication systems within and beyond school.
		c) Update website content ROS/HIL	Term 2	ROS/MOR, HOD/TIC time	The website is current, representative, interactive and informative.
		d) Explore use of public signage/motorway billboard to promote enrolments. ROS/HIL	Term 1 prep for Term 3	ROS/HIL	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 a database of ex-students including industry links. TEL/HIL	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. ROS	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. SLT	Term 2 - 3	Staff time, koha	A greater number of school events have a guest alumni to share their experiences with students.

Strategic goal 3 SUPPORT STUDENTS		**Instil students with a sense of purpose and belonging, empowering them to change their world for the better.**		**MEASURES OF SUCCESS Our students have a sense of self, purpose and belonging and are empowered to change their world for the better.**	
NELPS	*Initiatives*	*Actions*	*Timeline*	*Resource*	*Success indicators*
O2 Barrier-free access O4 Future of learning and work	**3.2 Sequence and strengthen career pathways.**	a) Develop Ignition Hui focus TEL	Term 1	TEL/form teacher time	Excellent communication and clarity of purpose lead to increased attendance at Ignition Hui.
		b) Firm up sequence of programme e.g. Career kete for Year 12/13 school leavers with certificate. TEL	Term 2	TEL/HLM time	Increased % student retention until at least gaining Level 2 NCEA. All leaving students have had effective career guidance including 'leavers career kete'.
		c) Include Māori and Pacific businesses/people in an onsite careers day TEL	Term 3	HLM/AUR time	We have an increasing number of business contacts contributing to 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, TEL/HKI	Term 4	TEL/HKI, design team (counsellor/dean/form teacher/students) time.	A hauora programme has been designed for a pilot to start in 2025.
		b) Wellness lunchtime fitness programme – opt in. Celebrate Mental Health Awareness Week in assembly. TEL	Term 3 - 4	TEL, sports and community prefects, volunteer staff	A Winter Fitness lunchtime programme runs through Term 2 and 3. Mental Health is explicitly promoted at assemblies.

NELPS	*Initiatives*	*Actions*	*Timeline*	*Resource*	*Success indicators*
Learners at the centre	**Achievement**	• Improve NCEA results at Levels 1, 2 and 3 • Improve Pacific student achievement at Levels 1, 2 and 3 • Improve Māori student achievement at Levels 1, 2 and 3 • Improve the % of students gaining NCEA merit and excellence endorsements • Improve the % of students gaining University Entrance		All staff All staff All staff All staff All staff	Level 1 - 90%, Level 2 - 90%, Level 3 - 85% Level 1 - 90%, Level 2 - 90%, Level 3 - 85% Level 1 - 90%, Level 2 - 90%, Level 3 - 85% Level 1 - 50%, Level 2 - 45%, Level 3 - 40% UE - 60%