



HENRY HILL SCHOOL
2025-2026 STRATEGIC PLAN

GANK KIDZ



INTRODUCTION

Henry Hill School's Strategic Plan clearly sets out the School Boards' aims, actions, and measures, to ensure excellence and equity for all learners.

The Henry Hill School Board's primary objectives are to:

- Ensure the school is a physically and emotionally safe place for all students and staff
- Ensure the school is inclusive of students with differing needs
- Meet their requirements to: Foundation Curriculum Policy Statements, National Curriculum Statements, National Performance Measures
- Meet and other obligations under the Education Act

The Strategic Plan is clear and concise, and allows the Board of Trustees, #CanTeam, #CanKidz and #CanCommunity to easily understand and engage with the school's Mission Statement, Vision, and Values.

The Strategic Plan includes two sections

- Strategic Planning - Sets out how the Board intends to meet it's primary objectives over a 3-year period
- Annual Implementation Plan - Explaining how the Board intends to implement the particular listed strategies for the year

The Strategic Plan sits alongside our school's Curriculum as living documents within our school. The everyday implementation of both are shared through our school's Facebook page, Newsletters, and AWEsemblies.

UARA: OUR VALUES

MANAWA HIRINGA
 Perseverance



AUMANGEA
 Resilience



HONONGA
 Connected



MANA WHAKAHAERE
 Responsibility



TŪ RANGATIRA
 Confident

AUAHA
 Creative



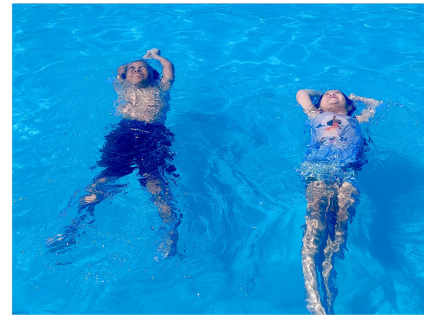


AIMS

Provide a #CanTeam who are Trauma Informed and can connect to and are passionate about working with all #CanKidz

Promote programmes and initiatives that support, work to our children's strengths, passions, and aspirations, excite and ignite a life-long love of learning.

Provide a physically and emotionally safe and regulating place for our #CanKidz, #CanTeam, and #CanCommunity



Provide authentic and organic hands-on Learning Experiences and opportunities to develop an enquiring and inquisitive mind, ensuring there is equitable access to learning for all #CanKidz. From each learning experiences learners can draw on their individual and collective funds of knowledge and develop their risk taking and problem-solving skills.

Strengthen our partnerships with the school's #CanCommunity and greater community - bridging the gap between home and school and drawing upon their funds of knowledge.



PARTNERSHIPS

CAN KIDZ

#CanKidz

- Creative - Recognise opportunities.
- Confident - Step up to challenges.
- Connected - Collaborate and belong.
- Responsibility - Demonstrate ownership.
- Perseverance - Keep on keeping on.
- Resilience - Bounce back.
- Growth Mindset - Know there is a difference between knowing and not knowing ... yet.
- Experiences - Learn best when they are involved and are hands-on

#CanTeam-Kaiako

- Display a Growth Mindset and demonstrate a reflective nature.
- Have high expectations.
- Demonstrate Ako.
- Connected
- Is a Facilitator, Resourcer, Questioner.
- Is Creative, Innovative, and Learning Process

#CanTeam-Support Team / Outside Agencies

- Are supportive of the school's direction and aims.
- Are valued and are part of an inclusive team.
- Provide social, emotional and pastoral care for our #CanKidz.
- Positive, professional, and willing to help ensure excellence and equity for all #CanKidz.

#CanCommunity

- Keep us informed - Contact details, change in circumstances that may affect learning or behaviour, etc.
- Ensure #CanKidz are prepared for school each day - adequate rest/sleep the day prior, have eaten breakfast, have their school uniform, arrive at school before the bell to ensure they have the opportunity to connect with others.
- View home and school relationship as a partnership. Talk to their children about learning and support them with any learning they bring home, view and comment of their children's daily learning, and actively look for ways to support their child at school and at home.
- Provide children with learning experiences - trip to the supermarket, going to the beach, walk through the forest, etc



PARTNERSHIPS

Henry Hill School Board

- Meet requirements of NELPs
- Strategically plan the future of the school.
- Are a good employer.
- Stay informed and in touch with what is happening at school.
- Provide staff with resourcing to help ensure excellence and equity for all.
- Ensure all resources are managed effectively.

Giving Effect to Te Tiriti o Waitangi

We foster a culturally rich environment by:

- Kapa Haka and Waiata: Regular participation in Kapa Haka, practicing our school haka, and singing waiata.
- Powhiri to welcome new #CanKidz and #CanTeam members
- Professional Development: Kaiako engage in ongoing learning of Te Reo Māori, tikanga, and Te Ao Māori.
- Celebrating Māori Identity: Our #CanKidz are proud of who they are and where they come from.
- Bilingual Values: Displaying school values / Uara in Te Reo Māori and selecting meaningful whakatauki with community input.
- Cultural Practices: Daily karakia and Te Reo Māori-led yoga sessions.
- Language Integration: Regular use of basic Te Reo Māori words and phrases.

These initiatives honour Te Tiriti o Waitangi and promote a supportive, culturally inclusive environment for all #CanKidz.

School Curriculum

- Aligned with the New Zealand Curriculum.
- Reflects our Mission Statement, Aims and Vision.
- Is responsive to the needs of our #CanKidz and #CanCommunity.
- Is a living document that encompasses our #CanKidz Philosophy, Growth Mindset, and Learning Experiences.
- Our Values and the Key Competencies are interwoven through all Learning Areas.
- EBL Experiences planned are rich and exciting, and add value and meaning for all #CanKidz.



Environment

- Is a physically and emotionally safe place for all #CanKidz & #CanTeam.
- Well maintained.
- Learning Spaces are vibrant, stimulating and reflect the school Mission Statement, Aims & Vision.

Policies & Procedures

- Are developed and reviewed through consultation and our self-review process.
- Are clearly stated and understood by BOT and #CanTeam.
- Facilitate school organisation.
- Accessible to all school partners through SchoolDocs

Leadership Team

- Provide leadership and vision for all school partners.
- Support, empower, guide, and promote leadership capability in others.
- Model quality learning and demonstrate a commitment towards being reflective practitioners.
- Monitor, moderate and ensure consistency school-wide.
- Maintain effective communication between all school stakeholders.



2-YEAR STRATEGIC PLAN

<p>Strategic Goal 1:</p>	<p>Strategic Goal 2:</p>	<p>Strategic Goal 3 (Target):</p>
<p>Attendance - 80% of children, 90% of the time</p>	<p>Attendance - 80% of children, 90% of the time</p>	<p>By the end of 2025, 80% of our Year 2 #CanKidz will have completed Set 4 of our Structured Literacy programme, using Sunshine Phonics Decodables.</p>
<p>Implement the refreshed New Zealand English and Mathematics curriculum, ensuring a smooth transition and effective integration of new content and teaching practices</p>	<p>Enhance student attendance and engagement to support improved learning outcomes during 2025</p>	<p>Begin to implement and assess structured literacy and structured maths approaches to improve student achievement in reading, writing, and mathematics</p>
<p>Strategic Initiatives</p>	<p>Strategic Initiatives</p>	<p>Strategic Initiatives</p>
<p>2025</p> <ul style="list-style-type: none"> • Align teaching resources and materials with the refreshed curriculum's 'Understand, Know, Do' framework • Schedule/facilitate/attend two mathematics and statistics curriculum days • Take part in curriculum PLD <p>2026</p> <ul style="list-style-type: none"> • Staff to be confident in new curriculum approaches, and fully implement the English and Maths Curriculum 	<p>2025</p> <ul style="list-style-type: none"> • Identify and support students and whānau who are attending less than 90% of the time • Self-review of attendance management policy including responses to absence Familiarise your school with the expectations set out in the Stepped Attendance Response (STAR) • Engagement and attendance data / reports - analysed over time • Provide exciting and engaging learning experiences and opportunities for genuine Whānau engagement <p>2026</p> <ul style="list-style-type: none"> • Continue to monitor attendance - focus on whānau in STAR (Stepped Attendance Response) in Concerning/Serious Concern areas 	<p>2025</p> <ul style="list-style-type: none"> • One staff-member participating in ALL (Accelerating learning in Literacy) • Year 4-6 Cohort Structured Literacy Training • In-school Structured Literacy support • Yolanda Soryl phonics training for untrained Kaiako • Whole-school PLD using e-asTTLe and PAT assessments and analysis of data • Investigate using Hero for assessment data • Begin to use ministry-funded resources: PR1ME and Numicon; take part in PLD relating to these • Start delivering 20- and 40-week phonics checks for Year 1 students. • Classroom target groups <p>2026</p> <ul style="list-style-type: none"> • Staff to be confident in new assessment approaches



Annual Action Plan for 2025

Strategic Goal 1	<ul style="list-style-type: none"> Align teaching resources and materials with the refreshed curriculum's 'Understand, Know, Do' framework 		
Key Strategic Initiatives for 2025	<ul style="list-style-type: none"> Align teaching resources and materials with the refreshed curriculum's 'Understand, Know, Do' framework Take part in Maths PLD Schedule/facilitate/attend two mathematics and statistics curriculum days 		
Intended outcome by the end of 2025	<ul style="list-style-type: none"> ALL Kaiako have a good understanding of these documents, and are ready to fully implement the English and Mathematics curriculum un 2026. 		
WHAT KEY ACTIONS WILL WE TAKE?	WHO IS RESPONSIBLE FOR WHAT?	WHEN WILL THIS HAPPEN?	WHAT ACTUALLY HAPPENED?
Attend Curriculum Connector hui run by MOE (Nicky Anderson)	Zoe / Sam	<ul style="list-style-type: none"> January 2025 - Zoe As they come up during the year 	
Hold curriculum days for Kaiako to unpack and develop understanding of Tāhūrangi	Zoe/Sam to plan and lead	Prior to school starting in 20205	
Engage in professional development - MOE PLD relating to the Maths Curriculum	All staff to attend	6 and 13 May (Term 2) from 4pm - 6pm	
Maths Curriculum Days	Zoe/Sam to plan and lead	Term 2 and/or 3	



<p>Examine current CKP (CanKid Pathway doc) and align with with the new framework, ensuring they cover the 'Understand, Know, Do' components for each learning area</p>	<p>Leadership team</p>		
<p>Incorporate explicit teaching strategies: Design lessons and materials that support explicit instruction</p>	<p>Leadership / Kaiako</p>		



Annual Action Plan for 2025

Strategic Goal 2			
Enhance student attendance and engagement to support improved learning outcomes during 2025			
Key Strategic Initiatives for 2025			
<ul style="list-style-type: none"> • Identify and support students and whānau who are attending less than 90% of the time • Self-review of attendance management policy including responses to absence • Familiarise your school with the expectations set out in the Stepped Attendance Response (STAR) • Engagement and attendance data / reports - analysed over time • Provide exciting and engaging learning experiences and opportunities for genuine Whānau engagement 			
Intended outcome by the end of 2025			
WHAT KEY ACTIONS WILL WE TAKE?	WHO IS RESPONSIBLE FOR WHAT?	WHEN WILL THIS HAPPEN?	WHAT ACTUALLY HAPPENED?
Track attendance and share data in newsletters and over time	Zoe to share attendance in newsletter; admin weekly reports	Fortnightly information for whānau in newsletters and FB	
Share STAR with staff	Kaiako hui	Term 1	
Develop systems to monitor CanKidz who have been absent less than 80% of the time	Admin to create reports for Zoe/ Leadership to analyse	Term 1	
Share learning and experiences through newsletters, Facebook, Hero, AWEsemblies	Kaiako , Leadership	Each Term	



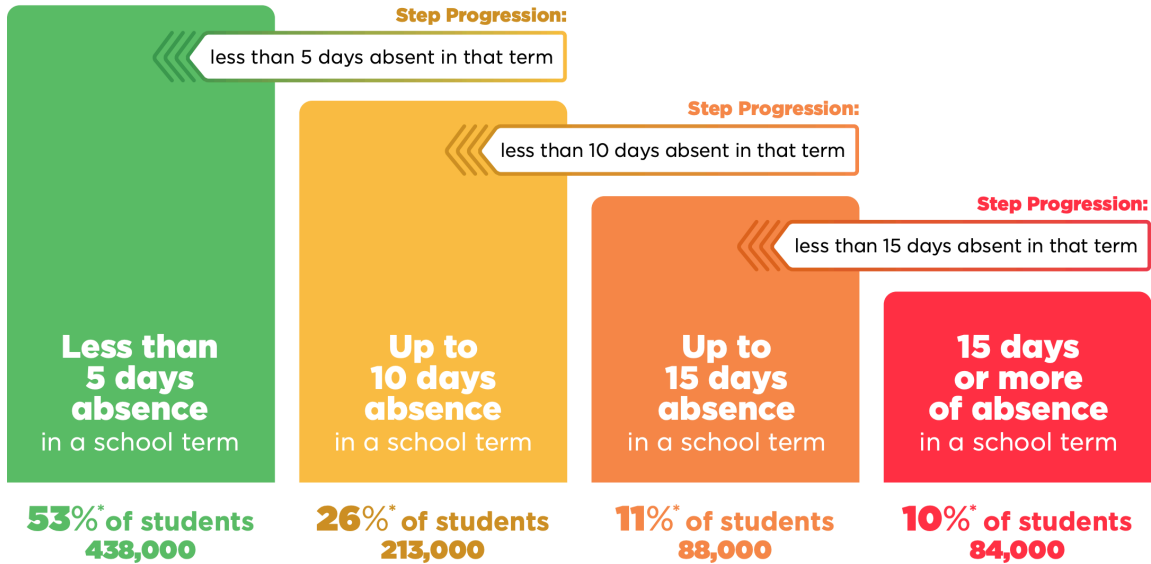
Have visuals/sineage around the school sharing cool things that are coming up and activities and experiences that our CanKidz can choose to attend	DP - posters	Each Term	
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Stepped Attendance Response – STAR

Responding to all absences

The Government's target is for **80% of students to attend regularly**, that is to attend school more than **90% of the time**.

GOOD <small>Good chance of success</small>	WORRYING <small>Less chance of success</small>	CONCERNING <small>Hard to make progress</small>	SERIOUS CONCERN <small>Very hard to make progress</small>
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* These approximate numbers of students are based on the numbers of students in the regular attendance categories in Term 2 2024.



Annual Action Plan for 2025

Strategic Goal 3 Target: <i>By the end of 2025, 80% of our Year 2 #CanKidz will have completed Set 4 of our Structured Literacy programme, using Sunshine Phonics Decodables.</i>	Begin to implement and assess structured literacy and structured maths approaches to improve student achievement in reading, writing, and mathematics		
Key Strategic Initiatives for 2024	<ul style="list-style-type: none"> • Participation in ALL (Accelerating learning in Literacy) • Year 4-6 Cohort Structured Literacy Training • In-school Structured Literacy support • Yolanda Soryl phonics training for untrained Kaiako • Whole-school PLD using e-asTTLe and PAT assessments and analysis of data • Investigate using Hero for assessment data • Begin to use ministry-funded resources: PR1ME and Numicon; take part in PLD relating to these • Investigate and start delivering 20- and 40-week phonics checks for Year 1 students. • Kaiako to monitor target groups within their class 		
Intended outcome by the end of 2024	<ul style="list-style-type: none"> • All kaiako trained in the structured literacy / the code • Kaiako understand how to use and analyse data from e-asTTLe and PAT assessments • Kaiako have developed an understanding of how to use Numicon and PR1ME 		
WHAT KEY ACTIONS WILL WE TAKE?	WHO IS RESPONSIBLE FOR WHAT?	WHEN WILL THIS HAPPEN?	WHAT ACTUALLY HAPPENED?
One kaiako taking part in ALL (Accelerating learning in Literacy)	Sarah F taking part	2025	
Structured Literacy Training - Liz Kane (Year 4-6: The Code)	Kiri, Jayden, Sarah F, Jess, Resina	Cohort 5 - Term 3	



In-school PLD	Kiri and Tina to provide structured literacy support during staff and team hui	When needed during the year	
New kaiako to take part in Yolanda Soryl phonics training	Kiri to organise with kaiako who have not taken part in this previously	Term 1	
e-asTTLE training	Leadership / Year 4-6 team	Term 2	
Numicon Training <ul style="list-style-type: none"> Existing kaiako to continue using Numicon across the school 	New kaiako to take part in Numicon workshops	Training in Term 1 Kaiako to share best practice throughout the year	
Year 4-6 kaiako to take part in PR1ME workshops and begin using these with their CanKidz	Year 4-6 kaiako	Term 1 onwards	
Kaiako to take part in PLD showing how to record Reading/Writing/Maths mid and end of year assessment data in Hero; Use assessment data to track targets	Zoe to run workshops	Term 2 (after mid-year assessments are complete)	