

HENLEY SCHOOL CHARTER 2021-2023 VISION



HENLEY SCHOOL VISION

Reach high - Ki runga rawa
Strive for knowledge - Whāia te iti kahurangi
Live with all your heart - Kia whāi ī te taumata

Updated January 2021



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HENLEY SCHOOL VISION

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Our Henley School Vision and School Charter has been developed over a number of years following extensive consultation with the staff, students and community. It is the most important document in the school and sets the direction and tone for which all teaching and learning will occur.

At the heart of the vision is the statement “Reach high, Strive for knowledge, Live with all your heart.” This can be further described as follows:

Reach high

- Give things a go
- Do the best you can (try your hardest)
- Try hard with everything and do not quit

Strive for knowledge

- Go for the challenge
- Discover new things

Live with all your heart

- Always have your head up high
- Be strong, care and share
- Make the most of life
- Give life everything you have got
- Believe in yourself

This will be achieved by providing a rich curriculum which promotes community involvement and encourages the development of

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HENLEY MISSION STATEMENT

The Henley School Board of Trustees will aim to ensure that all students will be given an education which enhances their learning, builds on their needs and respects their dignity. All school activities will be designed to advance these purposes.

Our goal is to develop confident, connected, actively involved, lifelong learners.

HENLEY SCHOOL VALUES

Integrity (honest, responsible, ethical, accountable)

Respect (themselves, others and human rights)

Excellence (aiming high and by persevering in the face of difficulties)

Innovation, inquiry and curiosity (thinking critically, creatively and reflectively)

Equity (fairness and social justice)

Community and participation (for the common good)

Ecological sustainability (care for the environment)

Diversity (as found in different cultures, languages and heritages)

HIGH FIVE VALUES/HOMAI KI A RIMA

The following Values are seen as being central to our curriculum here at Henley

Caring/Manaakitanga

Fairness/Ngākau Tapatahi

Respect/Whakaute

Responsibility/Tūtika

Honesty/Pono

Our values and curriculum priorities are modelled in ways that safe-guard our students' identity, languages, abilities, cultures and talents.

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DESCRIPTION OF OUR SCHOOL AND COMMUNITY

- Henley School was opened 28 November 1962. Henley School is in the unique position of being in an educational complex with Futures Early Education, Henley Kindergarten, Maitai Satellite Unit, Waimea Intermediate and Waimea College.
- The grounds are extensive and well maintained and are shared by all of the above institutions. Henley School is well positioned to make full use of a wide range of cultural, sporting and recreational facilities. We are in close proximity to the Saxton Field sporting complex and the Richmond Aquatic Centre. Henley School is a zoned, state funded co-educational contributing school catering for children from Y0 to Y6. A compulsory school uniform provides equality, pride and a greater sense of belonging amongst the children.
- Henley School is part of the Waimea Community of Learners/Kāhui Ako and has taken an active and leading role in the formation of this group of 12 schools as they seek to address achievement challenges collaboratively. www.waimeacol.org/
- The majority of children attending Henley School are European New Zealanders (77%). The remaining children are Maori (9.6%), Asian (5.2%), Australian (2.2%), and Other (6%). Our school is becoming increasingly more diverse and the number of students of Asian descent has been steadily increasing over time.
- The School Administration block was rebuilt in 2014 and the Learning Centre (incorporating Library and flexible teaching spaces) was completed in June 2015.
- 12 classrooms are operating as shared spaces or collaborative classrooms – these innovative learning spaces have 2 teachers working across the flexible space.
- The Nelson Marlborough District Health Board, in conjunction with Henley School, opened a new Dental Hub servicing the Waimea Plains in April 2011.
- 2012 saw the opening of the special needs satellite class which is a joint venture between Henley, Waimea Intermediate and Maitai Schools. It allows special needs students from the Waimea Plains access to a purpose built facility.
- A multi-purpose all weather turf court was laid in 2020/21 and this enables children to maximise opportunities for physical exercise

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MAORI ACHIEVEMENT STATEMENT

When developing policies and practices for Henley School every endeavour will be made to reflect New Zealand's cultural diversity including the unique position of Māori. We regularly consult with our Māori community and provide them with specific achievement results related to the 9.6 percent of the school roll that identify as Māori. Teaching staff will be encouraged and fully supported with professional development to extend their current abilities in Te Reo. The Ka Hikitia resource will be utilised to support the promotion of Māori student achievement through the building of relationships with whanau and iwi.

Our school programmes and practices will foster positive cultural understandings through the involvement with local Māori community. Regular consultation (at least annually) will take place with our Māori community and they will be kept informed of Māori achievement. Henley School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture.

In recognising the unique position of the Māori culture, Henley School will take all reasonable steps to provide instruction in tikanga (Māori culture) and te reo Māori (Māori language) for students whose parents request it. If a whānau requests a higher level of tikanga and/or te reo than is at present evident in our school's Māori programme the staff and family will discuss and explore the following options:

- Further explain the existing programmes.
- Further extend the existing programmes if and as appropriate.
- Seek assistance from the Resource Teacher of Māori.
- Utilise the skills of the neighbouring school 'Te Kura Kaupapa Māori o Tūiaia te Matangi'.
- Dual enrolment with Correspondence School.
- Provide in and outside of school support and resources to further enhance inclusion of te reo and tikanga within the child's classroom.
- Parents/whānau can explore other schools who may offer programmes closer to their expectations.

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SPECIAL NEEDS/ABILITIES ACHIEVEMENT STATEMENT

At Henley School we aim for ALL children to experience educational success and achievement irrespective of their ability. Every child has the right to learn and be part of a welcoming, nurturing and safe environment. At our school we foster and encourage collegial, supportive relationships between all stakeholders invested in children's education to ensure the best possible learning experiences for them. Collaborative partnerships would include the child, the parents/caregivers, whanau, teachers and/or principal and agencies and services which support students with special education needs (eg: Ministry for Children - Oranga Tamariki, Resource Teacher of Learning and Behaviour).

Special Educational Needs/Abilities can be for those children who have difficulty accessing the curriculum at their chronological age/level or for those children whose skills and talents exceed the curriculum expectation associated with their age/level. Henley School will maintain a Special Educational Needs Register (including those children with special abilities) to ensure that those children who require additional learning support and/or extension are recorded and having their needs met.

We will endeavour to:

- Gather, collate and review data, progress and achievement of students on the Special Needs Register.
- Use external agencies and expertise to provide additional support and/or funding to assist children. This may include (but is not limited to) Ministry for Vulnerable Children - Oranga Tamariki, Resource Teacher of Learning and Behaviour, Resource Teacher of Literacy, Ministry of Education specialists, Public Health, Te Aho o Te Kura Pounamu - The Correspondence School, Health Camp.
- Use of Teacher Aides to support and facilitate support or extension programmes, either in class or withdrawal. Programmes may include: Phonological Awareness, Early Words, Rev Up Reading, Forbes Robinson Reading programme, Maths support.
- Utilise a Learning Support Teacher to work alongside those children requiring additional learning support, in particular, those groups of children identified through the annual School Targets.
- Provide dedicated support from a Deputy Principal to oversee the coordination responsibilities as the school special needs coordinator. Timely Individual Education Plans (when required) to provide planning and review of students learning. Working with parents/caregivers to support their children with their learning and transitions into our school or beyond.

SECTION B: STRATEGIC SECTION – OUR STRATEGIC GOALS CURRICULUM

GOAL: In collaboration, the BOT and staff will provide the highest possible learning outcomes for our students.

Objectives	2021 - Development	2022 - Consolidate	2023 - Maintain
Support the Waimea Community of Learners/Kāhui Ako in addressing the achievement challenges and goals as outlined https://www.waimeacol.org/	<ul style="list-style-type: none"> • Appoint Within School lead teachers to support the work of the Community of Learners/Kāhui Ako • Take part in Community of Learners/Kāhui Ako professional development 	<ul style="list-style-type: none"> • Appoint Within School lead teachers to support the work of the Community of Learners/Kāhui Ako • Take part in Community of Learners/Kāhui Ako professional development 	<ul style="list-style-type: none"> • Appoint Within School lead teachers to support the work of the Community of Learners/Kāhui Ako • Take part in Community of Learners/Kāhui Ako professional development
Provide rich, child-centred learning opportunities through a school based curriculum founded on quality numeracy and literacy, integrated learning, sporting and cultural experiences.	Investigate the use of specialist teachers to support and deliver in areas that are traditionally hard to staff or teach.	<ul style="list-style-type: none"> • Review Curriculum Plan to ensure it is meeting the needs of the students and community. • Specialist art teaching space. 	Review use of specialist teachers to deliver Art, Music, Maori
Foster a love of learning based on a framework of strong values and attitudes.	Raise the profile of the school wide values system (Henley High Five) based on the NZ Curriculum vision and values and the community's expectations	Make greater use of the school visual environment to articulate our vision, values, behaviour expectations and local history.	Ensure a culture of mutual respect for staff and students through a clear understanding of our values and expectations.
Work towards becoming a culturally responsive school through learning languages, learning about different cultures and maintaining connections. Incorporate and promote our school Māori values into the High Five values	<ul style="list-style-type: none"> • Extend the use of te reo and tikanga • Continue Chinese Mandarin classes for the Senior Syndicate • Take part in the Asia NZ 'Global Schools' programme (Singapore exchange for teachers) 	Continue Chinese Mandarin classes for the Senior Syndicate	Become 'Asia Equipped'
Recognise the unique campus setting of Henley School and utilise this for the benefit of the staff and students.	Build links with the Campus Schools Via the Kāhui Ako – investigate opportunities for our campus with MoE	Foster the development of Waimea Community of Learners	Investigate campus Social Worker concept
Introduce collaborative teaching as a teaching and learning model utilising our Innovative Learning Spaces	12 teachers working collaboratively in Innovative Learning Spaces	14 teachers working in collaborative spaces – 2 pairs in each syndicate	14 teachers working in collaborative spaces – 2 pairs in each syndicate

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SECTION B: STRATEGIC SECTION – OUR STRATEGIC GOALS

PERSONNEL

GOAL: In collaboration, the BOT and Senior Leadership Team will aim to recruit, retain and support the development of high quality staff.

Objectives	2021 - Development	2022 - Consolidate	2023 - Maintain
<p>Recruitment and Retention</p> <ul style="list-style-type: none"> Employ the best person for the job while being aware of the EEO regulations Employ staff who will support and uphold the school's Mission and Vision Provide an environment where staff are encouraged to explore leadership opportunities and personal/professional interests 	<ul style="list-style-type: none"> Where possible seek to address the current gender imbalance (5 male teachers v 19 female teachers) Ensure the succession plan has been reviewed Take part in the Asia NZ 'Global Schools' programme (Singapore exchange programme for teachers) Support teachers who wish to apply for a sabbatical 	<ul style="list-style-type: none"> Continue to address the current gender imbalance (5 male teachers v 19 female teachers) Support teachers who wish to apply for a sabbatical 	<ul style="list-style-type: none"> Ensure the succession plan has been reviewed Support teachers who wish to apply for a sabbatical
<p>Development Promote personal and professional development and encourage ownership of it</p>	<ul style="list-style-type: none"> Ensure sufficient professional development is put in place to support any newly appointed leaders in their role 	<ul style="list-style-type: none"> Continue to ensure sufficient professional development is put in place to support the newly appointed leaders in their role 	

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SECTION B: STRATEGIC SECTION – OUR STRATEGIC GOALS

PROPERTY AND FINANCE

GOAL: In collaboration, the BOT and Senior Management Team will endeavour to provide a safe and effective teaching and learning environment.

Objectives	2021 - Development	2022 - Consolidate	2023 - Maintain
Upgrade the teaching spaces in line with the MoE Innovative Learning Spaces approach	<ul style="list-style-type: none"> Review the 5 Year Property Plan with school property consultant (Redbox Architects) Continue upgrade programme for classroom furniture Redevelop Rooms 3 and 4 Redevelop Hall Kitchen 	<ul style="list-style-type: none"> Refer to 5YA for specific targets Complete upgrade programme for classroom furniture 	Refer to 5YA/10 Year Plan for specific targets
Weathertightness issues (Henley School Hall)	<ul style="list-style-type: none"> Look at options for the flat roof part of the hall 	<ul style="list-style-type: none"> Continue working with the MoE to facilitate weathertightness repairs to the Hall 	Ensure the Hall is well maintained as part of the 10 year property plan
Maintain effective and prudent financial procedures	<ul style="list-style-type: none"> Target relevant funding organisations through grant applications 	Investigate the use of a contracted funding applications	<ul style="list-style-type: none"> Build up the school reserves to a minimum of \$200k Review Financial Accounts provider contract
Investigate the potential for accepting Foreign Fee Paying Students (international students) on the campus	<ul style="list-style-type: none"> Liaise with the MoE international team and Waimea Campus International Department 	<ul style="list-style-type: none"> Liaise with the MoE international team and Waimea Campus International Department Complete application process Approval as a FFP school provider 	<ul style="list-style-type: none"> Host students if spaces available
Increase the income from external funding - consider the use of an outside provider to prepare and apply for grants on our behalf	<ul style="list-style-type: none"> Investigate the use of http://www.communityfunding.co.nz/ to apply on our behalf 	<ul style="list-style-type: none"> Review the use of http://www.communityfunding.co.nz/ to apply on our behalf 	

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SECTION B: STRATEGIC SECTION – OUR STRATEGIC GOALS

GOVERNANCE

GOAL: The Board of Trustees will confidently and effectively govern Henley School

Objectives	2021 - Development	2022 - Consolidate	2023 - Maintain
Ensure that student achievement through effective governance is the major focus of the BOT	<ul style="list-style-type: none"> • Ensure that Student achievement data and progress against targets and goals is monitored through principal's reports to the board and review processes. • Trustees are committed to attending professional development workshops, webinars and / or NZSTA conference 	Promote Professional Development opportunities to trustees (such as the annual STA conference)	Review the Governance Handbook
Ensure a succession plan is in place for new trustees with the Triennial BOT elections in 2022	<ul style="list-style-type: none"> • A process for identifying / encouraging people to put themselves forward as candidates is in place 	<ul style="list-style-type: none"> • Induction pack for new trustees – promotion of the role of a trustee through personal voice of current elected trustees • A board induction policy/package developed and included in Governance Policies 	<ul style="list-style-type: none"> • Review the Governance Handbook • A process for identifying / encouraging people to put themselves forward for the BOT as candidates is in place
Community Engagement – explore ways of strengthening communication between home and school	<ul style="list-style-type: none"> • Support the Friends of the School group • Communicate and engage with the community through regular slots in the newsletter • Seek to enhance the working relationship between the Waimea Campus BOT's 	<ul style="list-style-type: none"> • Communicate and engage with the community through regular slots in the newsletter • Seek to enhance the working relationship between the Waimea Campus BOT's 	Communicate and engage with the community through regular slots in the newsletter and other forms of communication (Facebook page etc)

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SECTION C: ANNUAL SECTION – ANNUAL PLAN

STRATEGIC AIM: In collaboration, the BOT and staff will provide the highest possible learning outcomes for students.

ANNUAL OBJECTIVE

1. Support the Waimea Community of Learners/Kāhui Ako in addressing the achievement challenges and goals as outlined

<https://www.waimeacol.org/>

What needs to be done to meet our objective?	Resources	By Who? By When?	Monitoring
<ul style="list-style-type: none"> Identify target students, set specific goals and regularly monitor progress. PD-staff meetings Regular moderation within and across syndicates. Group/individual teaching Additional programmes 	<ul style="list-style-type: none"> Across and Within School Teachers Staff PD Kāhui Ako PD Forbes Robinson Programme STAR Rev Up reading Early Words Reading Recovery PM Benchmark kits STEPS to Literacy 	<ul style="list-style-type: none"> Across and Within School Teachers – regular hui Classroom Teachers Each term with daily/weekly monitoring Senior Leadership Team Literacy Team-staff PD Term 1 and 2 Syndicate Leader Teacher Aides Reading Recovery Teacher 	<p>Feedback each term to Leadership Team - verbal/ written evidence</p> <p>Work books/samples</p> <p>Kāhui Ako combined data</p> <p>Regular monitoring of the effectiveness of support programmes</p>
<h3>ANNUAL OBJECTIVE</h3> <p>2. To identify and reduce the number of students at risk of not achieving in Reading, Writing and Maths</p>			
<ul style="list-style-type: none"> Identify target students, set specific goals and regularly monitor progress. Focus on an identified group of Māori operating below expected levels PD-staff meetings Regular moderation within and across syndicates. 	<ul style="list-style-type: none"> Across and Within School Teachers Staff PD Kāhui Ako PD Forbes Robinson Programme STAR Rev Up reading Early Words 	<ul style="list-style-type: none"> CoL Within School Teachers Classroom Teachers Literacy Leader/Team Reading Recovery Teachers Teacher Aides Senior Leadership Team Leadership Team lead moderation 	<p>Feedback each term to Leadership Team - verbal/ written evidence</p> <p>Writing progress made</p> <p>Work books/samples</p> <p>Regular monitoring of students identified at risk of not achieving</p> <p>Regular monitoring of the effectiveness of support programmes</p>

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	<ul style="list-style-type: none"> • Reading Recovery • PM Benchmark kits • STEPS to Literacy 		
ANNUAL OBJECTIVE			
3. Students to extend their cultural understanding and their ability to interact with students from other cultures.			
<ul style="list-style-type: none"> • All students receive quality Māori language instruction including Te Reo and Tikanga, integrated into classroom programmes and unit planning. • Kapahaka group • Enlist specialist teacher of Mandarin. • Global Schools Initiative • Bi-cultural curriculum focus in Term 3 	<ul style="list-style-type: none"> • Kapahaka Group • Rich programmes planned and delivered • Nelson Provincial Museum • Māori Language Week • Include culturally responsive contexts for learning – Kāhui Ako week • Specialist Teacher of Mandarin • Exchange programme with Compassvale Primary School 	<p>Senior Leadership Team Leadership Team Kawahaka lead teacher Curriculum Focus Team – Social Science Asia NZ Foundation Confucius Institute Parents Classroom Teachers-daily All teachers modelling throughout the day and assemblies Bi-cultural Celebration Day</p>	<p>Senior Leadership Team Leadership Team-listening for evidence of use</p>
ANNUAL OBJECTIVE			
4. Embed the Collaborative Teaching and Learning model using our Innovative Learning Spaces			
<ul style="list-style-type: none"> • Refine teaching practice and visit Flexible Learning spaces in the region • Coaching model to support change develop • To increase the number of flexible learning environments across the school from 12 to 14 with the redevelopment of developed of Rooms 3 and 4 • Student led learning further developed 	<ul style="list-style-type: none"> • Teaching spaces developed • Coaching model 	<ul style="list-style-type: none"> • Classroom teachers in 11 and 12 (Seniors); Rooms 7 and 8, Rooms 9 and 10 (Middles) Rooms 1 and 2, Rooms 5 and 6 and Fantail and Tui Rooms (Juniors); • Curriculum Team • Coaching PD • Teacher PD in Flexible Learning Spaces 	<p>Leadership Team Curriculum Team Classroom Teachers</p>

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ANNUAL OBJECTIVE

5. Integrate ICT into learning programmes and build capability for students and staff

<ul style="list-style-type: none"> Continue to upskill teachers in the use of Chromebooks (Chromebook Leaders) Chromebook Team to support teachers and students in the classroom Ensure students have daily access to devices for learning in classrooms. Update guidelines for Henley e-portfolios Continue progress with SeeSaw Move to eReports on eTAP 	<ul style="list-style-type: none"> IT Specialist-Dan Robinson PD for teachers on new curriculum Digital Learning Week 	<ul style="list-style-type: none"> Classroom teachers Chromebook Team-staff meetings, syndicate meetings, in-class support Senior Leadership Team Kāhui Ako team 	<p>Chromebook Team</p> <p>Viewing children's blogs</p> <p>Feedback from children, teachers and syndicate leaders to Senior Leadership team</p> <p>Monitoring of e-portfolio and moderation at Syndicate level</p>
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ANNUAL OBJECTIVE

6. Implement Tier 1 training for Positive Behaviour for Learning (Schoolwide – MOE initiative)

<ul style="list-style-type: none"> Develop and use an action and communications plan Attend Tier 1 training Share information and consult with all staff, students and the wider school community The coach and team leader to attend a coach network meeting every month. 	<ul style="list-style-type: none"> External MOE facilitator School based leadership team MOE funding (\$10k) 	<p>As per PB4L School - Wide: Tier 1 Training Schools -Timetable for 2021:</p> <ul style="list-style-type: none"> School wide evaluation tool (3rd March) by MOE Facilitator Team training and workshops (1 per term) 	<p>School Based Team Team responsibilities:</p> <ul style="list-style-type: none"> Assess and monitor behaviour support practices and patterns across the school Gain wider staff participation Develop, oversee, monitor, evaluate and update the school wide action plan Ensure effective participation of parents/whānau Meet regularly (at least monthly) Report effectively to internal and external audiences as required
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SECTION C: ANNUAL SECTION - STUDENT ACHIEVEMENT TARGETS

STRATEGIC AIM: In collaboration, the BOT and staff will provide the highest possible learning outcomes for our students.

ANNUAL OBJECTIVE: To increase the number of students achieving at their expected year level for Writing.

BASELINE DATA: Our 2020 end of year data showed our achievement rate (working at expected level) to be 74%.

STUDENTS: At the end of 2020 the achievement data including years 2-6 shows that Writing is still our area of greatest need in relation to students achieving at the expected year level. As it stands, 97 boys (including Māori) are underachieving compared to 56 girls (including Māori). From years 1-6, Māori students compared to non-Māori students show that they are achieving at a slightly higher rate (75% of our Māori students are achieving at the expected year level compared to 74% of all students).

2021 Beginning of the year	All Other Boys	All Other Girls	Maori	Totals
Year 2	17	12	5 boys, 4 girls	38
Year 3	21	10	1 boy, 1 girl	33
Year 4	21	17	2 boys, 3 girls	43
Year 5	17	6	2 boys, 0 girls	25
Year 6	9	2	2 boys, 1 girl	14
Totals	85	47	21 (12 boys, 9 girls)	153

When:	What:	Who:	Indicators of Progress:
Term 1	Teachers identify which students need priority support – targeted instruction to accelerate progress. Initial meetings with parents and whānau. Initiate appropriate support.	Senior Leadership Team and Syndicate Leaders Teachers	Priority list developed. Pre-assessment data recorded. Plan developed and implemented to support students and teachers.
Ongoing throughout the year.	Regular monitoring of target students using Literacy Learning Progressions	Teachers, Syndicate, Leadership Team	Tracking is ongoing with appropriate gains in achievement levels recorded
Term 2	Work with parents and whānau around ways to support students' learning Review effectiveness of support	Senior Leadership Team and Parents/whānau Teachers	Parents, family and whānau are more confident in supporting student progress. Support programmes and initiatives are in place.
Term 2 and 3	In-school professional development at Syndicate level in writing Regular slots at full staff/syndicate meetings	Senior Leadership Team and Syndicate Leaders, Within School Leaders, Kāhui Ako	Mid-year OTJ and report to parents and BOT
End of year	Analyse and reflect on the end of year data to inform progress and planning for the following year.	Senior Leadership Team Syndicate Leaders Literacy Team Within School Leaders	End of year results used to inform next steps. End of year OTJ and report to parents and BOT Percentage of priority learners decrease.
MONITORING:	Regular monitoring of the students by the Senior Leadership Team and classroom teachers		
RESOURCING:	Additional staffing and funding (included in 2021 PD budget) for professional development – COVID Funding used for extra teaching time		

SECTION C: ANNUAL SECTION - STUDENT ACHIEVEMENT TARGETS

STRATEGIC AIM: In collaboration, the BOT and staff will provide the highest possible learning outcomes for our students.

ANNUAL OBJECTIVE: To reduce the number of behaviour incidents by taking part in the MOE Positive Behaviour for Learning (School Wide) programme (refer to <https://pb4l.tki.org.nz/PB4L-School-Wide/What-is-PB4L-School-Wide> for more info)

BASELINE DATA: (7 stand downs in 2020; 7 Red Book entries; 73 Orange Book entries; 168 Yellow Book entries). Additional supporting data to be gathered by MOE PB4L facilitator in early March 2021. Majority of recorded behaviour incidents are committed by boys (90 percent v 10 percent for girls). Predominant year level for behaviour incidents is Year 5 (2021 Year 6 students).

Year Level	Stand downs	Red Book Incidents	Orange Book Incidents	Yellow Book Incidents	2020 End of the year totals	
Year 1	0	0	11	35	Year 1	46
Year 2	0	0	6	28	Year 2	34
Year 3	1	0	3	9	Year 3	13
Year 4	2	0	7	33	Year 4	42
Year 5	3	2	26	35	Year 5	66
Year 6	1	3	20	25	Year 6	49
	7 incidents (6 boys and 1 girl)	7 incidents (5 children all boys)	73 incidents (33 boys and 1 girl)	165 (144 boys and 21 girls)		Total 250

When:	What:	Who:	Indicators of Progress:
Term 1	School wide assessment via evaluation tool Appoint PB4L team Whole team training PB4L Leaders Workshop	Senior Leadership Team PB4L facilitator	<ul style="list-style-type: none"> Baseline data gathered Team formed Training underway
Ongoing throughout the year.	Regular monitoring meetings to discuss progress	Leadership Team	Meetings are ongoing with a focus on effectiveness of implementation and consistency of behaviour interactions across the school
Term 1 and 2	<ul style="list-style-type: none"> Develop a consistent schoolwide acknowledgement system that reflects culturally responsive practice. Inform parents/whānāu about the programme 	Senior Leadership Team PB4L facilitator PB4L team Parents/Whanau	<ul style="list-style-type: none"> Professional development is in place for behaviour management. Parents, family and whānau are more confident in supporting student progress.
Term 2 and 3	All staff developing a clearer understanding of the purpose of the programme, what will be expected of them, and the steps involved in implementation.	Senior Leadership Team PB4L facilitator PB4L team Parents/Whanau	<ul style="list-style-type: none"> Staff more consistently using PB4L methods and students understand its purpose.
End of year	Analyse and reflect on the year end data to inform progress and planning for the following year.	Senior Leadership Team, Syndicate Leaders and PB4L facilitator and team	<ul style="list-style-type: none"> Incidents of problem behaviour declining Behaviour of students improving Teachers spending more time teaching Students more engaged and achieving
MONITORING:	Regular monitoring of the students by the Senior Leadership Team, MOE Facilitator and School Wide PB4L Team		
RESOURCING:	Additional staffing and funding (included in 2021 PD budget) for professional development – MOE funding for PB4L (\$10000)		

PROCEDURAL INFORMATION

Henley School will lodge a copy of its annually updated Charter to the Ministry of Education by the required due date of March 1st. This Charter will include the school's annually updated targets for improvement.

Henley School will consult with its community, including its **Māori** and Pasifika community, on a regular basis as part of its self-review process.

Targets for student achievement will be identified by:

- Analysis of student achievement data for Henley School
- Information gathered from regular monitoring
- National priorities and research
- Board, School and Syndicate self-review

DETAILED TIMELINE

- **Work on annual objectives** - throughout school year
- **Data gathering and Review of Charter** - September – December
- **Setting of targets for following year** – November – December – January
- **Send updated Charter to Ministry of Education** – by 1st March
- **Compilation of Annual Report** - January - February – March - April
- **Send Annual Report to Ministry of Education** – end of May

SUPPORTING DOCUMENTATION

- BOT Workplan
- Current 5 year Property Agreement
- Annual Budget
- Supporting analysis of school achievement information
- Henley School Curriculum Plan
- BOT Documentation Trail

Reach high – Strive for knowledge – Live with all your heart
Ki runga rawa - Whāia te iti kahurangi - Kia whāi i te taumata