

HENLEY SCHOOL STRATEGIC PLAN 2024-2025



HENLEY SCHOOL VISION

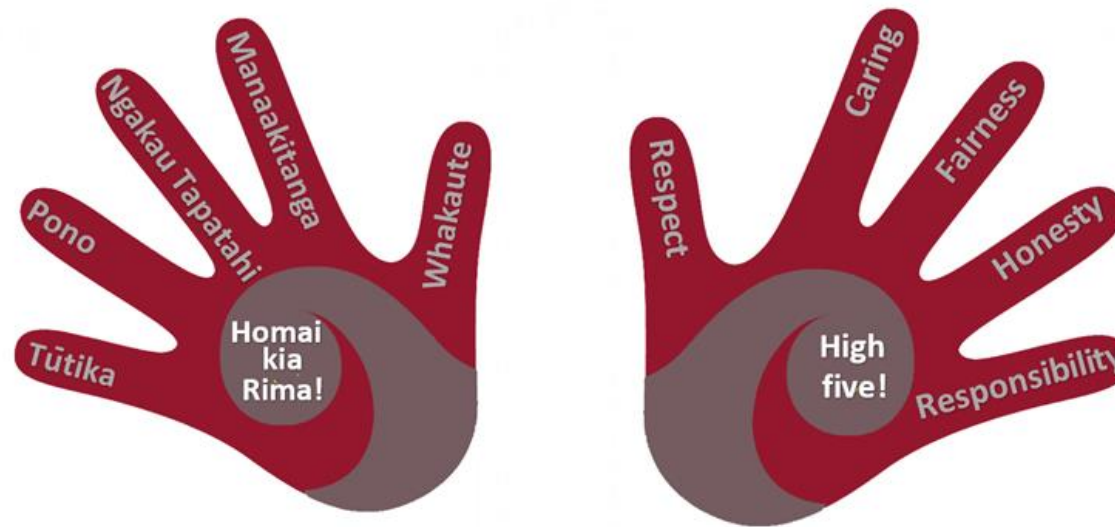
Reach high - Ki runga rawa
Strive for knowledge - Whāia te iti kahurangi
Live with all your heart - Kia whāi ī te taumata

Updated November 2023



HIGH FIVE VALUES - HOMAI KIA RIMA

The following values are seen as being central to our curriculum and operation here at Henley School. These values strengthen respectful relationships in order to create a safe and positive environment where everyone is valued so all learners can thrive.



Our values and curriculum priorities are modelled in ways that prioritise our students' identities, 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 named after a public vote, from names suggested through a “name the school” competition. The name Henley which was selected, proved most appropriate as the contributing area was first named “Henley” by one of the early settlers who came from Henley on Thames, England.
- Henley School is in the unique position of being in an educational complex with Waimea 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 (67.3%). The remaining children are Māori (13.3%), Pasifika (.8%) Asian (8.7%), Australian (.9%), and Other (5.1%). Our school is becoming increasingly more diverse and the number of students of Asian ethnicity (particularly Vietnamese and Filipino) has been steadily increasing in recent years along with South African students.
- The School Administration block was rebuilt in 2014 and the Learning Centre (incorporating Library and flexible teaching spaces) was completed in June 2015. 14 classrooms are able to operate 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.
- Henley School is very well supported by the community. Parents become involved willingly in classrooms, sporting, cultural and social activities involving children. A Friends of Henley School group welcomes new families to the school community and plays a major role in fundraising. The school strives to create a safe and supportive learning environment. The school received a very positive Education Review Office Profile Report in 2023.

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Henley School Strategic Plan 2024-2025



Kura Vision:

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Ki runga rawa-Whāia te iti Kahurangi-Kia whāi te taumata

Information informing this plan:

- Community engagement was sought via Google Forms regarding the strategic goals drafted by the Board of Trustees
- Strategic goals were prioritised according to needs identified through student achievement data, our latest Education Review Office (ERO) Profile Report's next steps
- Embedding of Positive Behaviour for Learning-School Wide (PB4L-SW) practices and The Refreshed New Zealand Curriculum

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<u>Strategic Goal:</u>	<u>Actions:</u> <i>Define one to three high level tangible steps for each strategic goal to inform the annual targets.</i>	<u>Success:</u> <i>Define what you expect to see at the end of three years</i>	<u>NELPS & Relevant Strategies</u>	<u>Board Primary Objectives</u>
1. Enhance hauora (well-being), cultural identity and belonging for all ākonga (learners) to reach their full potential.	<ul style="list-style-type: none"> • Cultural identity is valued and actively explored through the curriculum for all ākonga • School values are 'alive' and actively taught through our PB4L-SW practices in all learning contexts • Promote hauora (well-being) by incorporating the teaching of the four principles - physical, social, emotional and spiritual (values and personal beliefs) 	<ul style="list-style-type: none"> • Teaching of expected behaviours that incorporate our school values and support all students to feel safe and ready to learn • Henley School Values embedded and alive in the school • Ākonga, kaiako, support staff and whānau demonstrate a culture that promotes the principles of hauora (well-being) • Ākonga display a positive sense of cultural identity and are respectful of each others' 	<p>NELPS 1,2,3,4,5,6</p> <p>Ka Hikitia</p> <p>Te Mātaiaho</p> <p>Ngā Kawatau me ngā Tūmanakotanga o Te Tauihu</p> <p>Te Whare Tapa Whā</p> <p>The New Zealand Child and Youth and Wellbeing Strategy</p>	<p>Education and Training Act (2020)</p> <p>All 127</p>

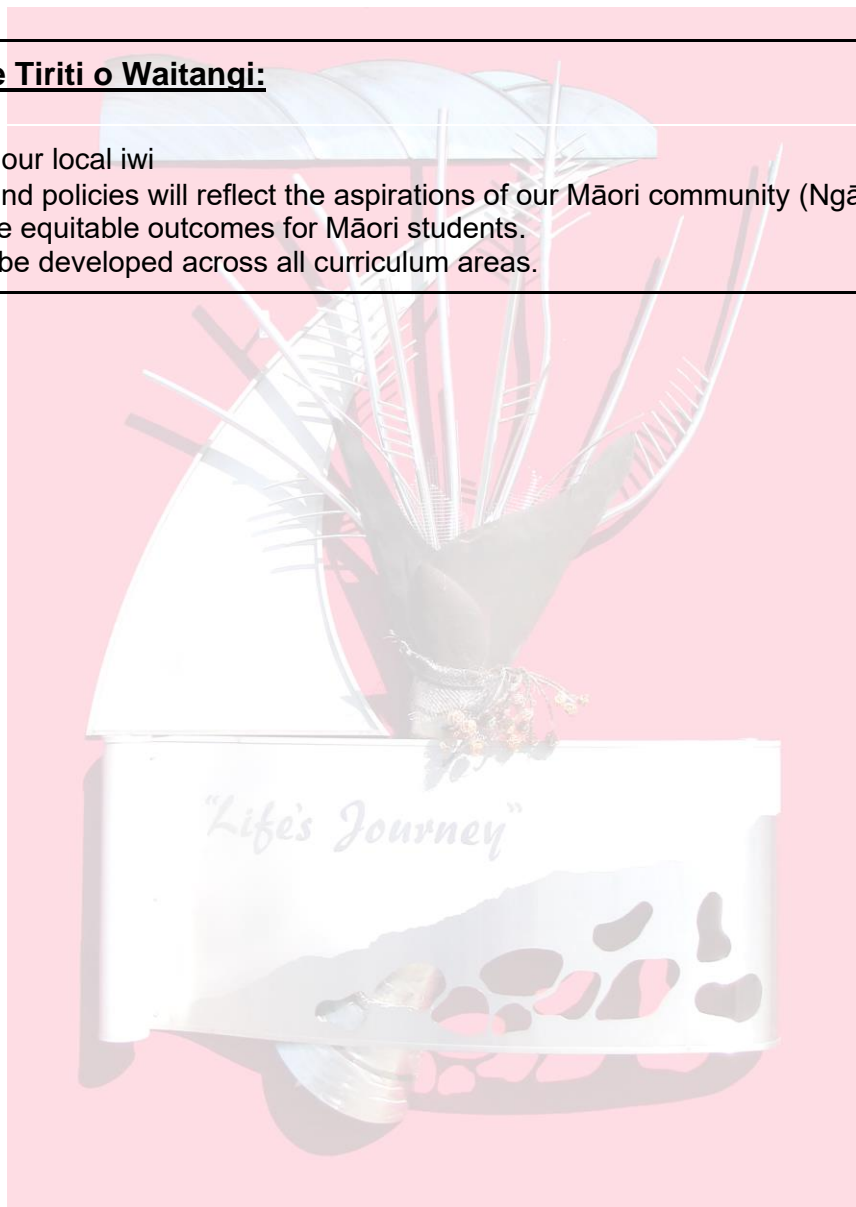
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<p>2. Provide robust, relevant and engaging programmes for all ākonga (learners) through effective teaching and learning practices.</p>	<ul style="list-style-type: none"> Engage with The Refreshed New Zealand Curriculum changes Review and refresh our school curriculum including planning, assessment, reporting and learning pathways Grow the capabilities of leaders, kaiako and teacher aides to deliver high level differentiated instruction 	<ul style="list-style-type: none"> A current school curriculum that reflects the community, the aspirations of iwi and Te Mātaiaho School leaders and kaiako who are knowledgeable and confidently implementing Te Mātaiaho Curriculum Learning Pathways are embedded within the school curriculum Relevant assessment and evaluation practices are utilised to inform curriculum implementation Ākonga are motivated to learn through a school curriculum with engaging and relevant learning experiences for all All children will experience their highest possible educational success and achievement 	<p>NELPS 1,2,3,4,5,6</p> <p>Ka Hikitia</p> <p>Te Mātaiaho</p> <p>Ngā Kawatau me ngā Tūmanakotanga o Te Taihū</p> <p>The Common Practice Model</p>	<p>The Education and Training Act (2020)</p>
<p><u>Evidence:</u></p> <ul style="list-style-type: none"> Annual tracking of our local school curriculum development and implementation plan against the Te Mātaiaho implementation guidance Annual learning and progress achievement data analysis in respect to our school curriculum. Feedback from ākonga and whānau to measure satisfaction with reporting Feedback from ākonga and whānau regarding well-being and belonging measures. PB4L-Tiered Fidelity Inventory (TFI assessment tool) 				

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Strategies for giving effect to Te Tiriti o Waitangi:

- Developing relationships with our local iwi
- Our school curriculum plans and policies will reflect the aspirations of our Māori community (Ngā Kawatau me ngā Tūmanakotanga o Te Taihū), in order to achieve equitable outcomes for Māori students.
- A mātāuranga Māori lens will be developed across all curriculum areas.



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