



# Henley School Annual Implementation Plan - 2024



## Strategic Goal 1 – Well Being

Annual Implementation Objective: Improving Regular attendance	Key Initiatives	Expected Outcomes for 2024	Who is responsible?	Budget/Resources Requirements																																														
<p>To meet the MOE regular attendance target of 70% by identifying and reducing the number of students who are not attending school regularly.</p>	<ul style="list-style-type: none"> <li>Engage our Attendance Coordinator to collate and analyse attendance data.</li> <li>Discuss and report to the Senior Leaders weekly.</li> <li>Develop and implement an action plan for following up on irregular attendance.</li> <li>Direct communication with the whānau of the students with irregular attendance.</li> <li>Incentivise regular attendance by acknowledging regular attendees.</li> <li>Engage in respectful, values based, conversations with parents/whānau to understand individual circumstances, well-being and supporting for positive change.</li> </ul>	<ul style="list-style-type: none"> <li>Regular attendance has improved to at least the National MOE target of 70%.</li> <li>Consistent coding of absent students</li> </ul>	<p>Senior Leadership Team  Henley Attendance Coordinator.  Henley School Office staff</p>	<p>RRF Regional Response fund – 2 hours per week.</p>																																														
<table border="1"> <thead> <tr> <th rowspan="2">Measure</th> <th rowspan="2">MoE Target 2024</th> <th colspan="6">Percentage Rates</th> </tr> <tr> <th>Term 1 (to date)</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> <th>Term 1 2023</th> <th>End of 2023</th> </tr> </thead> <tbody> <tr> <td>Regular Attendance (Over 90.1%)</td> <td>70%</td> <td>77.87%</td> <td></td> <td></td> <td></td> <td>75.13%</td> <td>71.75%</td> </tr> <tr> <td>Irregular Attendance (80.1% - 90%)</td> <td>19%</td> <td>15.66%</td> <td></td> <td></td> <td></td> <td>19.58%</td> <td>22.55%</td> </tr> <tr> <td>Moderate Attendance (70.1% - 80%)</td> <td>6%</td> <td>2.92%</td> <td></td> <td></td> <td></td> <td>4.23%</td> <td>4.33%</td> </tr> <tr> <td>Chronic Attendance (Less than 70%)</td> <td>5%</td> <td>3.55%</td> <td></td> <td></td> <td></td> <td>1.06%</td> <td>1.37%</td> </tr> </tbody> </table>					Measure	MoE Target 2024	Percentage Rates						Term 1 (to date)	Term 2	Term 3	Term 4	Term 1 2023	End of 2023	Regular Attendance (Over 90.1%)	70%	77.87%				75.13%	71.75%	Irregular Attendance (80.1% - 90%)	19%	15.66%				19.58%	22.55%	Moderate Attendance (70.1% - 80%)	6%	2.92%				4.23%	4.33%	Chronic Attendance (Less than 70%)	5%	3.55%				1.06%	1.37%
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## Strategic Goal 1 – Hauora

Annual Implementation Objective: PB4L	Key Initiatives	Expected Outcomes for 2024	Who is responsible?	Budget/Resources Requirements
<p>To reduce the number of negative behaviour incidents in the playground by embedding Tier 1 of the school-wide PB4L programme.</p>	<ul style="list-style-type: none"> <li>• Ongoing professional development for all staff.</li> <li>• Hold regular staff meetings to inform and upskill staff.</li> <li>• Further analyse the detailed data so we can identify areas of need and improvement while continuing to embed consistent schoolwide practices.</li> <li>• Engaging in values-based, restorative conversations with students to support them develop strategies for solving problems.</li> <li>• Provide alternative options in the school for lunchtime activities.</li> <li>• Continue to increase the visibility of our School Values (Responsibility, Respect, Fairness, Caring, Honesty).</li> <li>• Actively model and teach the expected behaviours incorporating our school values to support all students to learn.</li> <li>• Year six leader’s programme and leadership training for all year 6 students run by Sport Tasman.</li> <li>• Maintain a consistent school-wide acknowledgement system that reflects culturally responsive practice.</li> <li>• Continue to inform parents/whānau of the programme and the positive acknowledgements their children earn.</li> <li>• Observe the cell-phones ‘Away for the Day’ initiative.</li> </ul>	<ul style="list-style-type: none"> <li>• An increase in the number of restorative conversations in our PB4L data and a decrease in the number of consequence-based interventions.</li> <li>• An improved understanding and knowledge of the PB4L programme and values.</li> <li>• A deeper understanding of the support students require, through the analysis of data collected.</li> <li>• More settled students being able to access learning.</li> <li>• Tuakana-teina between our senior students and our younger students.</li> <li>• Year 6 students see themselves as leaders in our school.</li> </ul>	<p>PB4L facilitators PB4L Team Leads All staff</p>	<p>Allocating 4 Permanent Units for staff.</p> <p>16 Release days per year for leads.</p> <p>Signage \$3000</p> <p>PB4L Training Days</p>

## Strategic Goal 2 – Curriculum

Annual Implementation Objective: Curriculum	Key Initiatives	Expected Outcomes for 2024	Who is responsible?	Budget/Resources Requirements
Engage with changes to the Refreshed NZ Curriculum and the 100 Day plan.	<ul style="list-style-type: none"> <li>Grow the capability of leaders within the school to assist with the implementation of the refreshed curriculum.</li> <li>Provide professional development through the Kāhui Ako for staff.</li> <li>Continue to embed the BSLA and Code initiatives into our Literacy Programmes.</li> <li>Ensure Reading, Writing and Mathematics are being taught for an hour each per day.</li> <li>Monitor student achievement in Reading, Writing and Maths with testing twice a year. Provide parents with a written report, twice a year, with detailed information on their child’s progress and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers/Kaiako will be upskilled and prepared to implement the refreshed English and Mathematics curriculum confidently for 2025.</li> <li>Explicit teaching of structured literacy is consistent in all classes across the school.</li> <li>An improvement in student achievement in Literacy and Numeracy</li> </ul>	Kāhui Ako  Senior Leaders  All staff	Lead teachers of English and Mathematics to work with the MOE Curriculum Lead service in 2024 to lead the implementation of the refreshed English and Mathematics learning areas confidently for 2025.  32 days release for Curriculum Leaders. \$8000 for extra release days that are not funded
		Total % of students achieving At or Above Mid-year OTJ’s - 2023	Total % of students achieving At or Above End-year OTJ’s - 2023	2024 End-year % Targets
		Reading      73%	Reading      80%	Reading      82%
		Writing      54%	Writing      61%	Writing      65%
		Maths      71%	Maths      75%	Maths      77%

**Related Documentation:**

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| <ul style="list-style-type: none"> <li>Most recent ERO report on Henley School</li> <li>Henley Attendance Data Reports and Everyday Matters Attendance Reports</li> <li>PB4L Matrix</li> <li>PB4L teaching slides</li> <li>PB4L Set Data</li> <li>Sport Tasman – Healthy, Active Learning Programme</li> <li>Ngā Kawatau me ngā Tūmanakotanga o Te Taiuhu (The Aspirations and Expectations of Te Taiuhu)</li> <li>Te Mātaiaho</li> </ul> | <ul style="list-style-type: none"> <li>The Common Practice Model</li> <li>Curriculum Overview 2024/2025</li> <li>Curriculum Plans</li> <li>Curriculum Focus Teams</li> <li>Mid and End of year student achievement data reports</li> <li>Priority Student Lists for tracking</li> </ul> |
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