



# **Helensville Primary School**

## **Strategic & Annual Implementation Plan**

### **2024-2025**



## *Our Pepeha*

Ko Ngāti Whātua te iwi  
Ko Te Tāoū te hapu  
Ko ngā marae e rima ōku marae  
Ko ngā maunga rangatira o te rohe  
nei ōku maunga  
Ko Te Awaroa te awa  
Ko Kaipara te moana

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Ngāti Whātua is our tribe  
Te Tāoū is our sub tribe  
The five marae are our marae  
The chiefly mountains of this area  
are our mountains  
Te Awaroa is our river  
Kaipara is our Ocean



# Helensville Primary School

## Strategic & Annual Implementation Plan 2024–2025



### Our School

#### Vision

Where we know what it is to be a learner

#### Mission

To engage, to challenge, to achieve

#### Motto

Arohia Ake – Aim High

#### Values

Respect – *Whakaute*

Resilience – *Hihiri*

Excellence – *Kairangi*

Assertiveness – *Maia*

Citizenship – *Kotahitanga*

Honesty – *Pono*

#### *Strategic Goal 1*

### **Kotahitanga Unity / Collaboration**

To ensure staff effectively collaborate both within teams and across the school to consistently meet the goals and aspirations of all ākonga through high quality teaching and learning practices.

#### *Strategic Goal 2*

### **Whanaungatanga Relationships / Community**

To nurture an inclusive and reciprocal relationship between staff, ākonga, whānau and iwi to further involve them in the learning of their tamariki.

#### *Strategic Goal 3*

### **Manaakitanga Mana / Values**

To promote the mana of all (ākonga, staff, hapori) through a safe learning environment, bringing their identity, language and culture to life at school.



# ***Strategic Goal 1***

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## ***Kotahitanga – Unity / Collaboration***

To ensure staff effectively collaborate both within teams and across the school to consistently meet the goals and aspirations of all ākonga through high quality teaching and learning practices.

## **What does this goal look like in HPS?**

As one whānau, we at HPS will extend awhina (support) to others, and unite to tautoko our kaiako, ākonga and community to continue to uplift each other.

## **Whakatauki**

*Nāu te rourou, nāku te rourou, ka ora ai te iwi*

With your food basket and my food basket the people will thrive





## ***Strategic Goal 2***

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### **Whanaungatanga – Relationships / Community**

To nurture an inclusive and reciprocal relationship between staff, ākonga, whānau and iwi to further involve them in the learning of their tamariki.

### **What does this goal look like in HPS?**

At HPS we will form and maintain relationships that strengthen ties between students, staff, whānau and the wider community including iwi. This goal is the essential glue that binds people together, providing the foundation for a sense of belonging and cohesion.

### **Whakatauki**

*Ma te pa te tamaiti e whakatipu*

It takes a village to raise a child



## ***Strategic Goal 3***

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### **Manaakitanga – Mana / Values**

To promote the mana of all (ākongā, staff, hapori) through a safe learning environment, bringing their identity, language and culture to life at school.

### **What does this goal look like in HPS?**

Here at HPS we will create opportunities for all ākongā, kaiako and staff to develop and whakamana, demonstrating qualities of integrity, empathy, whakaute and generosity.

### **Whakatauki**

***He mana tō te tamaiti***

Every child has mana

***He mauri tō te tamaiti***

Every child has a burning energy and life force

\*see Footnotes | The Mana Model

# Strategic Goal 1 Kotahitanga – Unity / Collaboration

To ensure staff effectively collaborate both within teams and across the school to consistently meet the goals and aspirations of all ākonga through high quality teaching and learning practices.

2024 Implementation indicated by shaded rows

Strategic Initiatives	NELPs	Specifications	Responsibility	Measures	Timeframe
All staff are supported to be critically conscious and reflective of their practice	O1 / P2 & O3 / P6	<ul style="list-style-type: none"> <li>Teachers engage in an annual Professional Growth Cycle (PGC) where their professional goals / teaching practice are linked to students needs and the strategic direction of the students / community / iwi</li> <li>Support staff and administrative staff engage in ongoing goal setting and reflection that links to our strategic plan</li> <li>We will have a solution focused approach</li> <li>Team Leaders must all be accredited leadership coaches (Growth Coaching - Leadership PLD) and be coaches for teachers in their teams</li> </ul>	SMT All staff TL	<ul style="list-style-type: none"> <li>Annual PGC summary attestation reports completed for staff</li> <li>Other annual attestation reports for support staff and administrative staff</li> <li>Progress and achievement data analysed</li> </ul>	To commence in 2025
Increase staff capability and awareness of priority learners	O1 / P2 & O2 / P4	<ul style="list-style-type: none"> <li>Identify progress priorities for ākonga</li> <li>Monitor and respond to any priority learners' needs</li> <li>Regular team conversations regarding student progress so that we can collaboratively lift achievement / engagement across the team</li> <li>Creation of staff whānau teams (vertical teams) to promote transition knowledge and awareness of ākonga needs across the school</li> </ul>	SMT / SLT TL  Teaching / Support Staff	<ul style="list-style-type: none"> <li>Progress and achievement data analysed</li> <li>Sharing of information from minutes and reports from whānau team / syndicate team meetings</li> </ul>	To commence in 2025
To improve student learning outcomes by using effective teaching and assessment practices, through a responsive localised school curriculum, to enable ākonga to drive their own progress and achievement	O1 / P2	<ul style="list-style-type: none"> <li>Clarity PLD continued and staff supported</li> <li>For all ākonga to make an average of at least one year's gain over 2024 in summative assessments in Literacy and Numeracy</li> <li>For programmes to be in place that support students who are not making progress, particularly as identified in Literacy and Maths</li> <li>Enable student agency to personalise and co-construct their own learning building on their strengths</li> </ul>	SMT All staff TL	<ul style="list-style-type: none"> <li>Clarity 'Walkthroughs' conducted regularly by SMT and students assessed</li> <li>(The 5 Waterfall Questions)</li> </ul>	By the end of Term 3



## Strategic Goal 1 Cont.

Strategic Initiatives	NELPs	Specifications	Responsibility	Measures	Timeframe
<p><b>2024 Implementation</b></p> <p>Implement elements of Te Mātaiaho (The Refreshed New Zealand Curriculum)</p>	<p>O1 / P2 &amp; O2 / P4</p>	<ul style="list-style-type: none"> <li>• PLD on Te Mātaiaho (The Refreshed New Zealand Curriculum)</li> <li>• Continue with the implementation of Aotearoa New Zealand Histories Curriculum</li> <li>• Look at the implementation of the Literacy, Mathematics and Social Science Learning Areas</li> </ul>	<p>SMT / SLT All staff Curriculum Lead Teachers MOE</p>	<ul style="list-style-type: none"> <li>• Feedback on Te Mātaiaho PLD and its effectiveness</li> </ul>	<p>To review in Term 2, and for elements to be implemented in Term 4 / 2025 (awaiting CPM roll out)</p>



# Strategic Goal 2 Whanaungatanga – Relationships / Community

To nurture an inclusive and reciprocal relationship between staff, ākonga, whānau and iwi to further involve them in the learning of their tamariki.

2024 Implementation indicated by shaded rows

Strategic Initiatives	NELPs	Specifications	Responsibility	Measures	Timeframe
Engage and nurture reciprocal learning partnerships within and beyond our community	O1 / P2 & O4 / P7	<ul style="list-style-type: none"> <li>Regular opportunities for communication with parents and whānau</li> <li>Hui and Fono conducted regularly with Māori and Pasifika community to acknowledge their voice in our school</li> <li>To support the PATHS team with their initiatives for helping our school</li> <li>Information hui / workshops held when required with our community to keep them updated and informed</li> <li>Connections with local iwi strengthened to acknowledge their voice in our school (Ngāti Whātua o Kaipara)</li> <li>Supporting the Parent Advisory Group (PAG) at present, and help the school transition to self governance under an elected board some time in 2024</li> <li>Strengthen transitions with the local ECEs, Kaipara College and the Transition Project (Attendance West) to promote sharing of data and discourse around our learners, their strengths and their areas for development (academically, socially and culturally)</li> </ul>	SMT Cultural Lead Teachers TL PAG (Parent Advisory Group)	<ul style="list-style-type: none"> <li>Community attendance at meetings</li> <li>Feedback from Kaipara College on transitioned students progress / wellbeing (E Tu Tauira Programme)</li> </ul>	<p>Hui and Fono meetings to be held Termly</p> <p>PATHS (Monthly meetings)</p> <p>Meeting in Term 1 with Mana Whenua / Kāhui Ako re: PLD delivery</p>
Contribute to our Community of Learning schools (Kāhui Ako o Kaipara)	O4 / P7	<ul style="list-style-type: none"> <li>Further develop working relationships with our Kāhui Ako o Kaipara Schools</li> <li>Support and attend Kāhui Ako Teacher Only Days (TODs) and events (Kaipara Festival)</li> <li>Identify and appoint teachers to relevant Kāhui Ako positions with portfolios that align with our school's needs</li> </ul>	SMT WSL All staff	<ul style="list-style-type: none"> <li>Monitor and collate student achievement data relevant to our Kāhui Ako strategic goals</li> <li>Regular feedback from WSLs to staff</li> </ul>	To commence in 2025

## Strategic Goal 2 Cont.

Strategic Initiatives	NELPs	Specifications	Responsibility	Measures	Timeframe
Robust communication systems within the school to ensure clear and consistent information sharing between all parties	O3 / P6	<ul style="list-style-type: none"> <li>Staff actively participate in regular meetings to ensure information is shared and understood (review meeting frequency for 2024)</li> <li>Co-construct a rubric for staff that sets out clear expectations for communication e.g. where information is recorded, email response times, information that goes into eTAP, notification about events to staff and whānau, what will be covered in meetings and what can be an email that staff are expected to read</li> <li>Review the staff handbook for 2024. Update information and ensure that it aligns with what is on School Docs (make sure School Docs are personalised to our school)</li> </ul>	SMT All staff PB4L Leadership Team	<ul style="list-style-type: none"> <li>Staff feedback / Review of systems</li> </ul>	To commence in 2025
<b>2024 Implementation</b>					
Nurture staff collegiality	O3 / P6	<ul style="list-style-type: none"> <li>To provide a safe environment that will enable all staff to be heard and feel valued</li> <li>Implementing clear expectations for behaviour of staff that focuses on teaching and learning (PB4L)</li> <li>For staff to understand that our conversations are windows into our school culture</li> </ul>	All staff	<ul style="list-style-type: none"> <li>Staff feedback</li> </ul>	Termly meetings and check ins between teams, and across the school

# Strategic Goal 3 **Manaakitanga – Mana / Values**

To promote the mana of all (ākonga, staff, hapori) through a safe learning environment, bringing their identity, language and culture to life at school.

2024 Implementation indicated by shaded rows

Strategic Initiatives	NELPs	Specifications	Responsibility	Measures	Timeframe
<p><b>2024 Implementation</b></p> <p>Staff to grow their cultural competencies to recognise and respect the diversity within our school community</p>	O1 / P1 & O3 / P5	<ul style="list-style-type: none"> <li>Review and refresh our curriculum to reflect greater support Te Tiriti o Waitangi, and our bicultural values</li> <li>Development of culturally sustaining pedagogies through PLD – MAC, Mana Kura, Te Tataiako / Kā Hikitia, Mana Whenua, Local iwi</li> <li>Pasifika cultural competency PLD – APPE 2020-2030, Tapasā</li> <li>The designing of differentiated approaches for ākonga to acknowledge their unique identities and diversity of talents</li> </ul>	SMT All staff Cultural Lead Teachers PLD facilitators / providers	<ul style="list-style-type: none"> <li>Wellbeing surveys – to ascertain if our school is an inclusive and accepting learning environment for all</li> </ul>	<p>Pasifika cultural competency PLD in Term 1 (Tapasā)</p> <p>MAC and Mana Whenua Māori PLD in Term 2</p>
<p>Actively implement strategies to ensure inclusivity and that students are holistically catered for at school</p>	O1 / P1 & O3 / P6	<ul style="list-style-type: none"> <li>Introduction and implementation of ‘The Mana Model’ across the whole staff and students</li> <li>Halberg Trust Inclusivity Training PLD (2024)</li> <li>Implementation of the “Little people, Big feelings” programme in association with the “I am Hope” foundation</li> <li>Provision of wellbeing services, systems, procedures and pastoral care practice</li> <li>Provide a range of opportunities for all ākonga to participate in and shine across the curriculum (Academia, Sports, Arts, Culture, Sciences)</li> <li>Tū Maia ki te Awaroa – Behaviour Plan.</li> <li>Ensuring all ākonga and their whānau have access to learning and support that targets individual needs</li> <li>Draw on staff expertise across the school to improve learning outcomes for ākonga</li> </ul>	SMT LSC All staff	<ul style="list-style-type: none"> <li>Staff participation in PLD and feedback</li> <li>Referrals and support established / gained</li> <li>Range of programmes offered and catered for</li> </ul>	To commence in 2025

## Strategic Goal 3 Cont.

Strategic Initiatives	NELPs	Specifications	Responsibility	Measures	Timeframe
<p><b>2024 Implementation</b></p> <p>Create clarity and ownership around the schools values, expectations, and vision</p>	O1 / P1	<ul style="list-style-type: none"> <li>Develop and Implement the Positive Behaviour for Learning programme (PB4L) 2023 - 2025. (Tū Maia ki te Awaroa).</li> <li>Shared understanding within the school of our our behaviour expectations / systems</li> <li>Ensure consistency in the schools understanding and delivery of behaviour expectations (PB4L)</li> </ul>	<p>SMT</p> <p>PB4L Leadership Team</p>	<ul style="list-style-type: none"> <li>Staff participation in PLD and feedback</li> </ul>	<p>Termly PLD with all staff</p> <p>By EOY school staff &amp; student 'Expectations Matrix' shared and implemented across the school</p>
<p>Improve student attendance</p>	O2 / P3 & O2 / P4	<ul style="list-style-type: none"> <li>Attendance tracking document monitored regularly by DP in charge of attendance</li> <li>Regular meetings with whānau to put in place support systems</li> <li>Keeping in regular communication with our truancy agency, Managed Moves, and tapping into them when needed</li> </ul>	<p>SMT Office Staff</p> <p>LSC / DP in charge of Truancy</p>	<ul style="list-style-type: none"> <li>Data analysis and reporting of attendance / truancy</li> <li>'Everyday Matters' report data</li> </ul>	<p>To commence in 2025</p>





# Footnotes

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## The Mana Model

*Webber and Macfarlane 2018, 2020*

This model identifies five key forms of mana that help our ākonga to thrive:

**Mana Whānau** – Children & staff need to believe they occupy a central and valued position in their whānau, including their school whānau, so they develop a sense of self and feel connected to others.

**Mana Ūkaipō** – Children & staff need to feel belonging and connection to the place where they live and learn and to the people in those places. By celebrating differences and knowing their knowledge and history is important and shared, children get the connection they need to thrive.

**Mana Motuhake** – Children need to believe they can be successful and that they can achieve at school by setting goals, being persistent, and taking responsibility. Supporting children involves providing positive role models they can aspire to together with setting high expectations and showing them how to succeed.

**Mana Tū** – Children need the skills to understand and deal with differences and adversity such as courage, resilience, self discipline, humility and tenacity.

**Mana Tangatarua** – Children have the skills, knowledge and confidence to navigate, with mental wellness, two or more worlds. They become open to learning different ways of doing things and make decisions using integrity, appreciating other people's values and needs.

