



# Horsham Downs

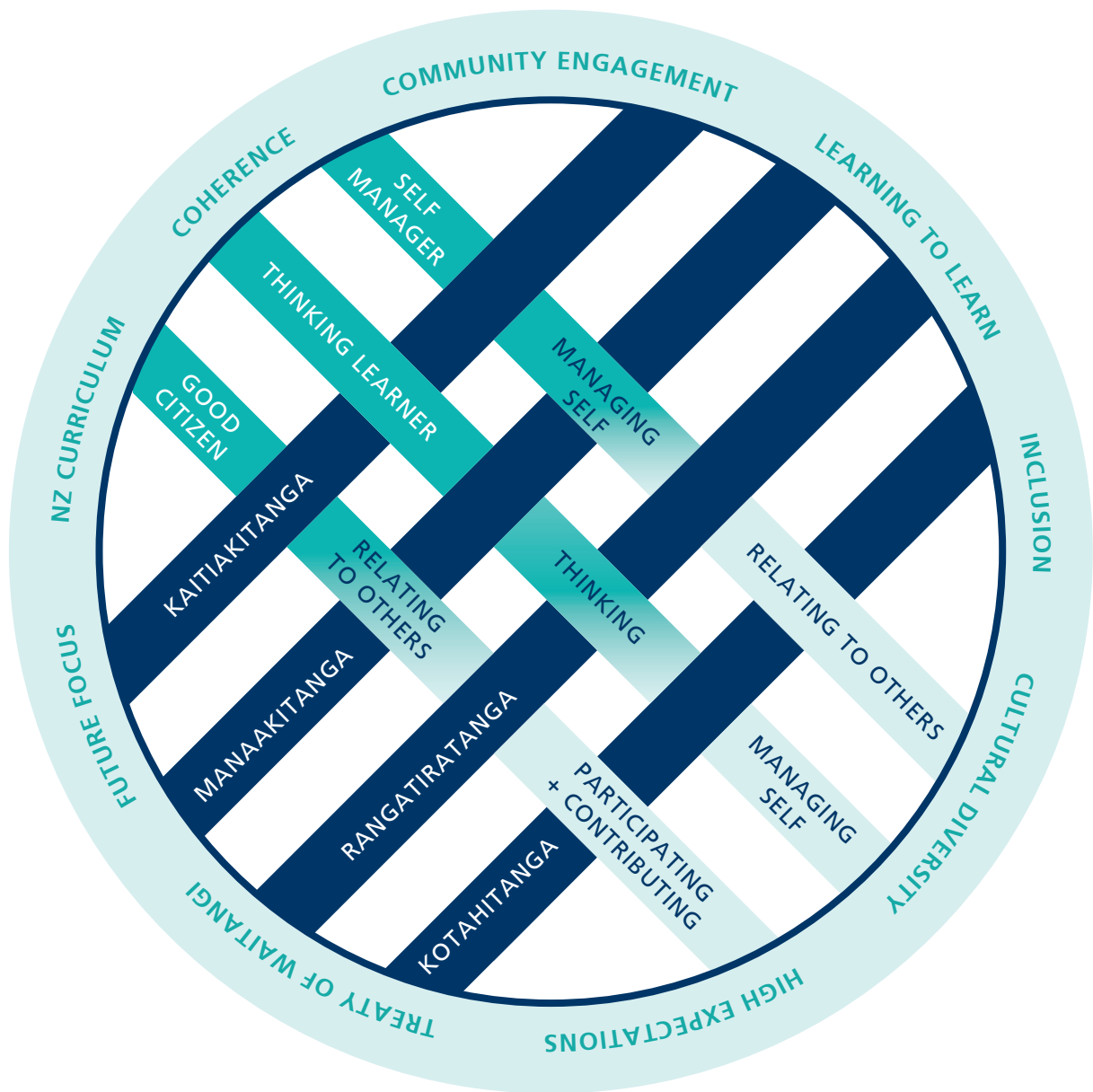
PRIMARY SCHOOL

## 2024-2025 STRATEGIC PLAN

Horsham Downs  
Primary School

TE PAE HERE KAAHUI AKO





**Horsham  
Downs**  
PRIMARY SCHOOL

BUILDING PATHWAYS FOR SUCCESS...





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## STRATEGIC PLAN

OUR PURPOSE	<p>The purpose of Horsham Downs School is to empower aakonga to exceed their own expectations and surprise themselves with what they can accomplish.</p> <p><i>Whaia te iti kahurangi ki te tuohu koe, me he maunga teitei</i> (Seek the treasure you value most dearly: if you bow your head, let it be to a lofty mountain)</p>
OUR MOTTO	Building Pathways for Success
OUR VISION	Learners aspiring, growing and succeeding
OUR VALUES	<p><b>Kaitiakitanga</b> - guardianship and protection</p> <p><b>Manaakitanga</b> - respect, generosity and care for others</p> <p><b>Rangatiratanga</b> - autonomy, control, self-determination and independence</p> <p><b>Kotahitanga</b> - teamwork, working together, all in the same waka</p>
ACKNOWLEDGING TE TIRITI O WAITANGI:	<p>At Te kura o Tikitiki o Tangaroa/Horsham Downs School we value the unique bi-cultural heritage of Aotearoa/New Zealand in a modern multi-cultural context. This is founded on Te Tiriti o Waitangi, a partnership between cultures. We value and celebrate the differences, complexities and opportunities this offers our school.</p>



# HDS STRATEGIC PLAN

## OUR VISION

## LEARNERS ASPIRING, GROWING AND SUCCEEDING

### SUMMARY OF THE INFORMATION USED TO DEVELOP THIS PLAN

This plan was developed by the HDS Board of Trustees, school staff, school community including whānau, information taken from parent survey feedback, student voice through the student council and informal conversations with our wider school community. We also incorporated direct feedback after parent/teacher interviews and took into account the views of former pupils who return to our school.

STRATEGIC GOALS	LINKS TO EDUCATION REQUIREMENTS	WHAT DO YOU EXPECT TO SEE?	HOW WILL WE ACHIEVE OR MAKE PROGRESS TOWARDS OUR STRATEGIC GOALS?	HOW WILL YOU MEASURE SUCCESS?
<p><b>Consistent provision of high quality education for all aakonga.</b></p> <p>All HDS learners/aakonga fulfil their potential and achieve their very best learning outcomes possible.</p> <p>Section 127 (1) (a)(b)(c)(d)</p>	<p>NELP Objective 1 Priorities 1 &amp; 2 <b>Learners at the Centre</b></p> <p>NELP Objective 2 Priorities 3 &amp; 4 <b>Barrier Free Access</b></p>	<p>Equitable and excellent educational outcomes for all aakonga regardless of background or ethnicity.</p>	<ul style="list-style-type: none"> <li>• Implementation of evidence based practices (such as Structured Literacy, play based learning, Reading Recovery)</li> <li>• Engagement with specialist outside agencies and providers for complex needs.</li> <li>• Targeted learning support and extension programmes</li> <li>• Incorporation of place based learning</li> <li>• Communication of outcomes to community</li> </ul>	<ul style="list-style-type: none"> <li>• Development and monitoring of academic targets (AoV)</li> <li>• Sound data collection and analysis across the curriculum</li> <li>• Analysis of learning support and extension programmes</li> <li>• Active engagement of community regarding effectiveness of communication</li> </ul>

STRATEGIC GOALS	LINKS TO EDUCATION REQUIREMENTS	WHAT DO YOU EXPECT TO SEE?	HOW WILL WE ACHIEVE OR MAKE PROGRESS TOWARDS OUR STRATEGIC GOALS?	HOW WILL YOU MEASURE SUCCESS?
<p><b>Developing the best possible teaching teams.</b></p> <p>The HDS teaching team delivers highly effective learning programmes and opportunities for all learners/aakonga thorough our local curriculum.</p> <p>Section 127 (1) (a) (b) (i)</p>	<p>NELP Objective 3 Priorities 5 &amp; 6 <b>Quality Teaching and Leadership</b></p> <p>NELP Objective 4 Priority 7 <b>Future of Learning and Work</b></p>	<p>Cohesive, capable and collaborative teaching teams. Integrated and effective leadership across the school.</p>	<ul style="list-style-type: none"> <li>Continued engagement with Co/Ngaati Wairere</li> <li>High quality and purposeful ongoing PLD</li> <li>Uptake of Te Reo and Tikanga knowledge across the school</li> <li>Recruitment and retention of best possible staff</li> <li>Adoption of modern learning approaches and methodologies</li> <li>Communication of programmes to community</li> </ul>	<ul style="list-style-type: none"> <li>Uptake of PLD opportunities by staff including Te Reo and Tikanga</li> <li>Impact measurement of leadership PLD</li> <li>Unit holder reflections and reporting</li> <li>Applications for tertiary study/awards</li> <li>NZCER Workplace survey and PLG/PGC</li> <li>Achieve improving student outcomes</li> </ul>
<p><b>Ensure Hauora.</b></p> <p>Wellbeing/hauora practices are embedded across the learning community.</p> <p>Section 127 (1) (b) (ii) (iii) (d) Section 5 (4)</p>	<p>NELP Objective 1 Priorities 1 &amp; 2 <b>Learners at the Centre</b></p>	<p>Happy, engaged and motivated aakonga and school staff. Provision of a safe physical and emotional environment for work and learning.</p>	<ul style="list-style-type: none"> <li>Awareness of Whare Tapa Wha concepts</li> <li>Retain specialist outside supports as required</li> <li>Regularly communication with community</li> </ul>	<ul style="list-style-type: none"> <li>NZCER Student Survey</li> <li>NZCER Staff Survey</li> <li>Attendance data</li> <li>Pastoral and Standdown reporting</li> <li>Outcome of regular safety checks</li> <li>Special reporting when required</li> </ul>





STRATEGIC GOAL	2024-25 INITIATIVES - SLT AND TEACHING STAFF	RESOURCES 2024/25	MEASUREMENT OF SUCCESS
Consistent provision of high-quality education for all aakonga	<ul style="list-style-type: none"> <li>Implementation of evidence-based practices</li> <li>Engagement with specialist outside agencies and providers for complex needs</li> <li>Targeted learning support and extension programmes</li> <li>Incorporation of place-based learning</li> <li>Communication of outcomes to community</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate budget allocations</li> <li>Implementation over time of refreshed NZC</li> <li>Ongoing curriculum PLD for all staff</li> <li>PLD for admin/support staff</li> <li>Additional funding to support SWAN</li> </ul>	<ul style="list-style-type: none"> <li>Development and monitoring of academic targets (AoV)</li> <li>Sound data collection and analysis across the curriculum</li> <li>Analysis of learning support and extension programmes</li> <li>Active engagement of community regarding effectiveness of communication</li> </ul>
Develop the best possible teaching teams	<ul style="list-style-type: none"> <li>Continued engagement with CoL/Ngaati Wairere</li> <li>High quality and purposeful ongoing PLD</li> <li>Uptake of Te Reo and Tikanga knowledge across the school</li> <li>Recruitment and retention of best possible staff</li> <li>Adoption of modern learning approaches and methodologies</li> <li>Communicate programmes to community</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate budget allocations</li> <li>Engagement with CoL/Ngaati Wairere</li> <li>Ongoing Leadership PLD</li> <li>Professional Coaching</li> <li>Provision of Tertiary Study opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Uptake of PLD opportunities by staff including Te Reo and Tikanga</li> <li>Impact measurement of leadership PLD</li> <li>Unit holder reflections and reporting</li> <li>Applications for and initiation of tertiary study/awards</li> <li>NZCER Workplace survey and PLG/PGC</li> <li>Achieve improving student outcomes</li> <li>Active engagement of community regarding effectiveness of communication</li> </ul>



STRATEGIC GOAL	2024-25 INITIATIVES - SLT AND TEACHING STAFF	RESOURCES 2024/25	MEASUREMENT OF SUCCESS
Ensure hauora	<ul style="list-style-type: none"> <li>Awareness of Whare Tapa Wha concepts</li> <li>Retain specialist outside supports as required</li> <li>Regular communication with community</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate budget allocations</li> <li>Development of specialist in-school teacher role</li> <li>Whole school PLD</li> <li>Seek external counselling support when required</li> <li>Individualised support for all school staff</li> </ul>	<ul style="list-style-type: none"> <li>NZCER Student Survey</li> <li>NZCER Staff Survey</li> <li>Attendance data</li> <li>Pastoral and Stand-down reporting</li> <li>Active engagement of community regarding effectiveness of communication</li> <li>Outcome of regular safety checks</li> <li>Undertake special reporting when required</li> </ul>



# STRATEGIC GOAL: 1

## CONSISTENT PROVISION OF HIGH-QUALITY EDUCATION FOR ALL AAKONGA

LEARNERS WITH THEIR WHĀNAU ARE AT THE CENTRE OF EDUCATION. GREAT EDUCATION OPPORTUNITIES AND OUTCOMES ARE WITHIN REACH FOR EVERY LEARNER

NATIONAL EDUCATION LEARNING PRIORITY - OBJECTIVES 1&2	INITIATIVES	OUTCOMES
<p><b>Learners at the Centre</b> <b>Barrier Free Access</b></p> <ol style="list-style-type: none"> <li>1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</li> <li>2. Have high aspirations for every learner/aakonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture</li> <li>3. Reduce barriers to education for all, including for Māori and Pacific learners/aakonga, disabled learners/aakonga and those with learning support needs</li> <li>4. Ensure every learner/aakonga gains sound foundation skills, including language, literacy and numeracy</li> </ol>	<ul style="list-style-type: none"> <li>• Implementation of evidence-based practices (such as Structured Literacy and play based learning)</li> <li>• Engagement with specialist outside agencies and providers for complex needs</li> <li>• Targeted learning support and extension programmes</li> <li>• Incorporation of place-based learning</li> <li>• Communication of outcomes to community</li> </ul>	<p><b>All HDS learners/aakonga fulfil their potential and achieve their very best learning outcomes possible:</b></p> <p>Equitable and excellent educational outcomes for all aakonga regardless of background or ethnicity.</p>

# STRATEGIC GOAL: 2

## DEVELOPING THE BEST POSSIBLE TEACHING TEAMS

QUALITY TEACHING AND LEADERSHIP MAKE THE DIFFERENCE FOR LEARNERS AND THEIR WHĀNAU. LEARNING THAT IS RELEVANT TO THE LIVES OF NEW ZEALANDERS TODAY AND THROUGHOUT THEIR LIVES.

NATIONAL EDUCATION LEARNING PRIORITY - OBJECTIVES 3&4	INITIATIVES	OUTCOMES
<b>Quality Teaching and Leadership Future of Learning and Work</b> <ol style="list-style-type: none"> <li>1. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</li> <li>2. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</li> <li>3. Collaborate with industries and employers to ensure learners/ aakonga have the skills, knowledge and pathways to succeed in work</li> </ol>	<ul style="list-style-type: none"> <li>• Continued engagement with CoL/Ngaati Wairere</li> <li>• High quality and purposeful ongoing PLD</li> <li>• Uptake of Te Reo and Tikanga knowledge across the school</li> <li>• Recruitment and retention of best possible staff</li> <li>• Adoption of modern learning approaches and methodologies</li> </ul>	<p><b>The HDS teaching team delivers highly effective learning programmes and opportunities for all learners/aakonga thorough our local curriculum.</b></p> <p>Cohesive, capable and collaborative teaching teams. Integrated and effective leadership across the school.</p>



# STRATEGIC GOAL: 3

## ENSURE HAUORA

QUALITY TEACHING AND LEADERSHIP MAKE THE DIFFERENCE FOR LEARNERS AND THEIR WHĀNAU. LEARNING THAT IS RELEVANT TO THE LIVES OF NEW ZEALANDERS TODAY AND THROUGHOUT THEIR LIVES.

NATIONAL EDUCATION LEARNING PRIORITY - OBJECTIVES 1	INITIATIVES	OUTCOMES
<p><b>Learners at the Centre</b></p> <ol style="list-style-type: none"> <li>1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</li> <li>2. Have high aspirations for every learner/aakonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</li> </ol>	<ul style="list-style-type: none"> <li>• Awareness of Whare Tapa Wha concepts</li> <li>• Implement Mana model of positive school culture</li> <li>• Retain specialist outside supports as required</li> </ul>	<p><b>Wellbeing/hauora practises are embedded across the learning community.</b></p> <p>Happy, engaged and motivated aakonga and school staff.</p> <p>Provision of a safe physical and emotional environment for work and learning.</p>



## 2025 IMPROVEMENT PLAN FOR HORSHAM DOWNS SCHOOL (ACADEMIC): MATHS (Y3-8)

STRATEGIC GOAL Consistent provision of high-quality education for aakonga			
ANNUAL GOAL Equitable and excellent educational outcomes for all aakonga regardless of background or ethnicity.		ANNUAL TARGET 60% of Y3-8 students achieving AT or ABOVE expectations against the new Basic Facts Te Rere Āngitu Programme based on the Refreshed Mathematics NZC.	
BASELINE DATA Not yet available due to implementation of new phases according to Refreshed Mathematics NZC. (PAT Data shown at Annex A for background)			
KEY IMPROVEMENT STRATEGIES What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing.			
<ul style="list-style-type: none"><li>Upskill all kaiako in the Refreshed Mathematics NZC (Head of Mathematics, Team Leaders).</li><li>Support kaiako in implementation of Maths No Problem Structured Numeracy and HDS Te Rere Āngitu Basic Facts (Head of Mathematics).</li><li>Implement Learning Support Groups to address gaps in knowledge (SENCO).</li><li>Increase school resourcing of hands-on and visual math resources in the senior school (Management and Head of Mathematics).</li><li>Further reduce disparity between Maaori and non-Maaori. Aim to shift 20% of our at-risk students to AT/Ab (All School Staff).</li><li>Require implementation of SplashLearn by students across the school and have teachers utilise the information gained from the programme to inform direct teaching. (All School Staff).</li><li>All kaiako engage in Ministry of Education funded PLD regarding refreshed NZC (Rhian Johnson).</li></ul>			
WHEN	WHAT	WHO	INDICATORS OF PROGRESS
By end of T1 SoY testing will be competed and analysed by kaiako.	All teachers will have developed a targeted maths programme for B/ WB students and extension for At/Above.	All full-time teaching staff in conjunction with maths specialist.	Self-monitoring, sharing feedback in staff/team meetings, moderation by team leaders. Comparative Mid and EoY data.
By end of T1 all kaiako have completed initial testing of Te Rere Āngitu and implement self-paced home learning opportunities.	Homework expectation across the school in basic facts to promote kura consistency and accuracy of fact recall.	All full-time teaching staff.	Start/Mid/End of Year testing - improvements shown through comparative data analysis.





WHEN	WHAT	WHO	INDICATORS OF PROGRESS
By end of T1 all classrooms have implemented SplashLearn (+ seniors with BreakOut Edu) with implementation of individual learning pathways.	Specific knowledge gaps are identified and able to inform classroom programmes. Individualised programme is accessible from home and at school.	All full-time teaching staff.	SplashLearn assessments, greater engagement with learning from students with high absences, & improvement shown in comparative data.
By the end of each term, each teaching team has set a goal/sprint to uplift achievement in mathematics.	As a staff, reflect on changing needs of students, how we can change how we teach to meet those needs, and how are we intentionally preparing our students for their next steps.	All full-time teaching staff, Head of Maths, and Supporting Head of Maths.	Comparative Mid and EoY data.  Teaching staff more connected to where students are coming from academically and where they are leading them to.
<b>MONITORING</b> How are we going? Where are the gaps? What needs to change? <ul style="list-style-type: none"> <li>Attendance is likely a major factor impacting achievement data within our Yr 3-8 cohort that are B/WB and are also absent 10% or more.</li> <li>Difficult to assess gaps given our baseline has changed.</li> </ul>			
<b>RESOURCING</b> How much money and time is needed? Who will help us? <ul style="list-style-type: none"> <li>Funding for additional resourcing to support hands-on components of 'Maths, No Problem!' (approx. \$1200 to increase resourcing across the school, approximately \$700 to increase resourcing of age-appropriate, visual &amp; hands-on equipment for usage across Y5 to Y8).</li> <li>Funding for Head of Math to have release to support and observe other teachers in implementing their targeted teaching, to provide learning support to our students with significant needs in mathematics (gifted students and senior students significantly below).</li> <li>Funding for a senior and middle school account with BreakOut Edu (\$140 each) and consider the purchase of the hands-on kits (\$199 with digital subscription included), so more of our educators can bring active learning to lessons through fun problem solving.</li> </ul>			



## 2025 IMPROVEMENT PLAN FOR HORSHAM DOWNS SCHOOL (ACADEMIC): WRITING (Y3-8)

**STRATEGIC GOAL** Consistent provision of high-quality education for all aakonga

**ANNUAL GOAL** Equitable and excellent educational outcomes for all aakonga regardless of background or ethnicity.

### ANNUAL TARGET

- Increase school attainment and reduce race/gender disparity.
- Track the progress of Y5 Boys using the Writers Toolbox data analysis tool- Writing Strength (currently 35%) with target of 60%.
- For teachers to engage in PLD about the new New Zealand Literacy Curriculum and implement their learning within the teaching and planning.

**BASELINE DATA** Simplified Data from 2024 shows At/Above 76% Whole School (Y3-8), 69% Boys,, 84% Girls, 73% Maaori. Y4 boys 16/29 (55%) and Y6 Boys (12/18) 67%, Y7 Boys (11/18) 61% Maaori students 27/37 (73%) At/Above. In Dec 2024, 164 members of school cohort (378) are ELL.

*\*Analysis of data subsets require detailed consideration.*

### KEY IMPROVEMENT STRATEGIES

- Literacy leader role to coordinate whole-school writing improvement plan.
- Utilise professional networks through the CoL.
- Continue to implement Staff PLD for spelling which has been identified as a barrier for writers.
- Continue to fund and implement Writers' Toolbox PLD- less focus on external providers. Aim is to ensure that the Writer's Toolbox is being implemented and well integrated into the writing programme of every class.
- Yr 0-4 teachers participate in Structured Literacy PLD.
- Become familiar with, and implement the Literacy Curriculum within our teaching and planning.

Additional Support:

*Regular targeted support programmes via SENCO support register.*





WHEN	WHAT Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices	WHO	INDICATORS OF PROGRESS What will we see? (e.g., Note measurable changes in leaders' and teachers' behaviours and in student outcomes).
By end T1	<p>Year 3-8 teachers - participate in The Writer's Toolbox PLD, focus on paragraphs.</p> <p>Testing will be done on all students- meeting the criteria for the new Literacy Curriculum and government expectations. All at risk children B/WB (particularly boys/Maori) will be identified through observation and formal data collection. This will be noted on the support register and in class programmes planned. <b>Individual student goals identified and discussed with parents at interview.</b></p> <p>Year 0-4 teachers will participate in Structured Literacy PLD, with continuing support from the government provider- giving in class modelling and/or watching a lesson.</p>	<p>SENCO/Teachers/Lit Leader</p> <p>Teacher/Parent Interview</p>	<p>Changes of practice in writing throughout the school based on PLD.</p> <p>Individual student needs/ groupings analysed.</p> <p>Changes of practice for Y0-4 teachers based on PLD.</p>
By end T2	<p>Teachers will have observed other teachers within the school complete at least two literacy lessons e.g. The Writer's Toolbox, The Code, Structured Literacy.</p> <p>Analysis of mid-year data undertaken. Links made with colleagues through CoL Further recommendations for in-class support to be made to SENCO. Moderation within teams and across teams. Writers' Toolbox trial implementation evaluation.</p>	<p>Literacy Leader/DP/ SENCO</p>	<p>Teachers sharing impact of PLD as part of mid-year moderation. Classroom observations undertaken</p> <p>Mid Yr data analysed and reported.</p>
T3 and end T4	<p>At risk students monitoring continues and any support programme amendments made. Assessment moderated again within and across teams and additional teaching resources allocated as required.</p>	<p>SENCO/Teachers/ Teacher aide</p> <p>SLT/Board</p>	<p>End-of-year reporting data collated. Evaluation of PLD against baseline. Identification of current and future cohorts made for 2025 and beyond.</p>

#### **MONITORING** How are we going – check student outcomes every term

#### **Where are the gaps? What needs to change if this is not working?**

Continued implementation of The Writers' Toolbox. Consistent monitoring, moderation and data analysis will be undertaken by SENCO/Literacy Leader using existing and new assessments for monitoring and reporting. Further resourcing of any additional PLD will be made in response to observed results.

#### **RESOURCING** How much money and time is needed? Who will help us?

Continued funding of PLD for The Writer's Toolbox where needed. Increased resources for new year groups taking on The Code may be required. Additional RTLB resources may also become available for specific interventions with individual students. Release time provided for literacy leader 8 days/year minimum.





# 2025 ATTENDANCE IMPROVEMENT PLAN FOR HORSHAM DOWNS SCHOOL

**STRATEGIC GOAL** Consistent provision of high-quality education for all aakonga

**ANNUAL GOAL** Improve annual attendance in line with government targets such that 80% of students attend school more than 90% of the term by 2030.

**ANNUAL TARGET**

- Remain above the latest national averages for attendance as stated by MoE 51.3% Ave. in T3/2024.
- Decrease by 50% chronic attendance at HDS in 2025 from ave. 3.5% to @2%.
- Increase by 2% regular attendance at HDS in 2025 from ave. 68% to 70%.

**BASELINE DATA** In 2024: Regular attendance average was 68%. Irregular attendance was 24%. Moderate Attendance was 5%. Chronic attendance was <4%.

*\*Analysis of data subsets require detailed consideration. (Regular +90%, Irregular 80%-90%, Moderate 70%, Chronic <70%)*

**KEY IMPROVEMENT STRATEGIES**

- Monitor attendance levels daily thorough SMS and refer to SENCo/Attendance officer as required
- Contact non-attendees whaanau/family immediately on non-attendance
- Discourage the taking of family holidays during term time
- Actively support families with chronic attendance students with Attendance Support Plas if required
- Refer habitual, chronic attendees to MoE/CoL Attendance services

Additional Support:

*Regular targeted support via SENCO support register if required.*



WHEN	WHAT Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices	WHO	INDICATORS OF PROGRESS What will we see? (e.g., Note measurable changes in leaders' and teachers' behaviours and in student outcomes).
By end T1	SENCo will identify chronic attendees and make contact with families/whaanau.  Regular monitoring of attendance rates through Education Counts summary.	SENCO/ Teachers  Admin Team	Identification of chronically absent students completed.  Action to contact families completed.
By end T2	Analysis of mid-year data undertaken. Links made with colleagues through CoL Further recommendations by teachers for in-class support to be made to SENCO.	Literacy Leader/DP/ SENCO	Teachers sharing impact of PLD as part of mid-year moderation. Classroom observations undertaken. Mid Yr data analysed and reported.
T3 and end T4	As above -continuous and impactful processes to support attendance by the few and address irregular attendance by some.	SENCO/ Teachers	End-of-year reporting data collated. Evaluation of programmes against targets.
<b>MONITORING</b> How are we going – check student outcomes every term Where are the gaps? What needs to change if this is not working? Monitoring of school-wide data through Every Day Counts. Reporting Termly to BoT. Maintaining direct communication with families/whaanau.			
<b>RESOURCING</b> How much money and time is needed? Who will help us? Time impact on SENCo for yet another task to be undertaken in lieu of parental responsibility to ensure parents send their children to school. MoE/CoL Attendance Services may be used.			

# DOCUMENTS INFORMING THE HORSHAM DOWNS SCHOOL CHARTER

## HUMAN RESOURCES:

*Key School documents that inform the Horsham Downs School Charter relating to human resources include:*

- Job Descriptions
- Performance Agreements
- Staff Performance Management Appraisal Policy and Procedures
- School Parent Information Booklet
- Staff Professional Development
- Personnel and Curriculum Policies
- Staff Wellbeing Policy and Procedures

## HEALTH AND SAFETY:

*Key School documents that inform the Horsham Downs School Charter relating to health and safety include:*

- Strategic Plan
- Annual Operational Plan
- Hazards Register
- Maintenance Schedule
- Emergency
- Evacuations and Lockdown Procedures
- Student Support Programmes and Procedures
- Associated Policies
- Accident and Medical Register
- Police Vet Check

## CURRICULUM:

*Key School documents that inform the Horsham Downs School Charter relating to curriculum include:*

- The New Zealand Curriculum
- Horsham Downs School Local Curriculum
- Te Whāriki
- Ka Hikitia - Accelerating Success
- Tātaiakio - Cultural Competencies for Teachers of Māori Learners
- Pasifika Education Plan
- Māori Whanau Engagement Plan
- The Convention for the Rights of the Child
- World Education Forum "Towards 2030: a new vision for education"
- Tainui Education Plan
- The National Statement of Education and Learning Priorities (NELP)

## FINANCES:

*Key School documents that inform Horsham Downs School Charter relating to finances include:*

- Annual Budget
- 10 Year Property Plan
- 5 Year Property Schedule
- SUE Reports
- Assets Register
- Auditors Reports
- Monthly financial reports

## PROPERTY:

*Key School documents that inform the Horsham Downs School Charter relating to property include:*

- 10 Year Property Plan
- 5 Year Property Schedule
- Maintenance Schedule
- Hazards Register
- Health and Safety Procedures
- Insurance Documents

*Horsham Downs School acknowledges the National Education Learning Priorities (NELP's), planning and delivering learning programmes which are underpinned by the following objectives:*

### OBJECTIVE 1: Learners at the Centre.

**Priority 1:** Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

**Priority 2:** Have high aspirations for every learner / ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

### OBJECTIVE 2: Barrier-Free Access

**Priority 3:** Reduce barriers to education for all, including for Māori and Pacific learners / ākonga, disabled learners / ākonga and those with learning support needs.

**Priority 4:** Ensure every learner / ākonga gains sound foundation skills, including language, literacy and numeracy.

### OBJECTIVE 3: Quality Teaching and Leadership

**Priority 5:** Meaningfully incorporate Te Reo Māori and tikanga Māori into the everyday life of the place of learning.

**Priority 6:** Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

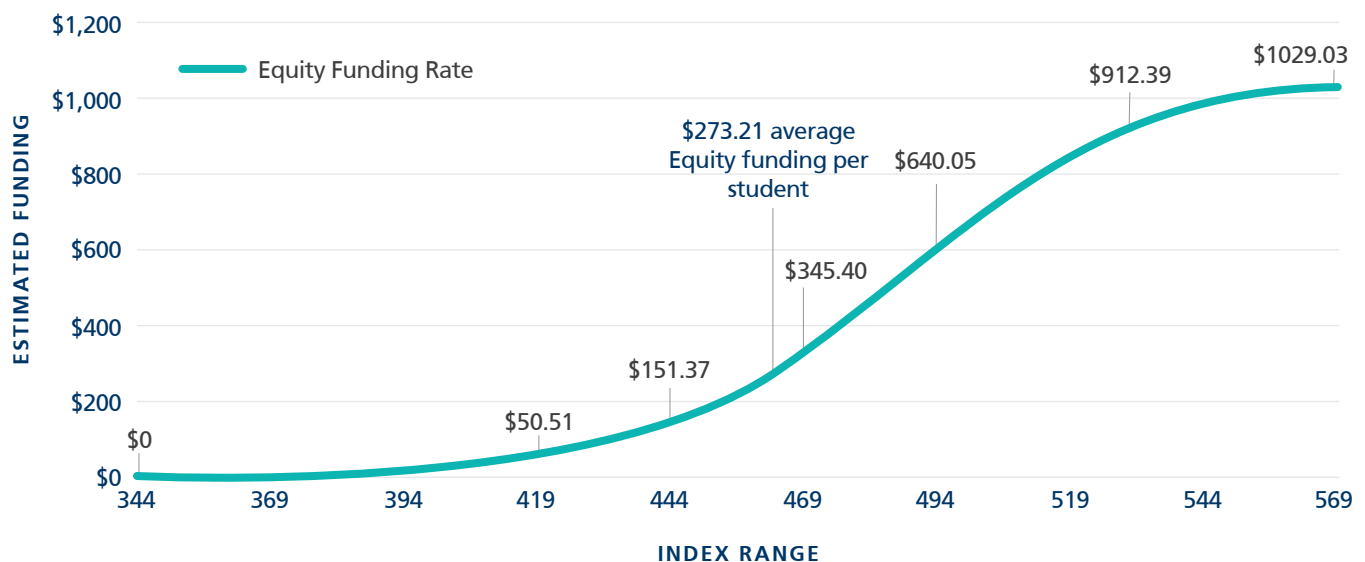
### OBJECTIVE 4: Future of Learning and Work

**Priority 7:** Collaborate with industries and employers to ensure learners / ākonga have the skills, knowledge and pathways to succeed in work.



# STATEMENT ON HORSHAM DOWNS SCHOOL BOARD ACHIEVING EQUITABLE OUTCOMES

New Zealand schools have been challenged for decades to achieve equitable outcomes for Māori students. An ERO study (2014) focussed on secondary schooling and identified the disparity in achievement in New Zealand schools, acknowledging the non-school factors that contribute to this. Our job at Horsham Downs School is to focus on the school factors which we can control to make progress in achieving equitable outcomes. The current government also recognises that social factors play a part in the disparity we see across the motu. It uses an equity index to provide additional resources to school. However the equity funding model which replaced the decile funding system for schools only contributes around 3 % to overall school operational funding.



At Horsham Downs School our Equity Index number is 394. The EQI new numerical scale ranges from 344 – 569 (a 226-point scale). In 2024 our school received just \$6,880 (\$16/child equivalent) towards improving equitable outcomes.

Achieving equitable outcomes at Horsham Downs School is not limited to simply aiming for similar results in Reading Writing and Maths (Sahlberg, 2021). Our whole-child perspective demands that we provide additional services, supports and opportunities to address individual and social inequities that exist. At our school these include:

- Provision of food where required
- Employment of a school counsellor
- Establishment of an Education Trust to support families in need
- Self-funding and development of our own special education class

ERO, 2014 <https://ero.govt.nz/our-research/towards-equitable-outcomes-in-secondary-schools-good-practice>  
Sahlberg, P. (2021) <https://pasisahlberg.com/news/understanding-equity-in-education-new-article/>

# STATEMENT ON HORSHAM DOWNS SCHOOL BOARD GIVING EFFECT TO TE TIRITI O WAITANGI

**One of the objectives of the Education and Training Act 2020 , Section 127 is that:**

The school gives effect to Te Tiriti o Waitangi, including by-

- (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- (iii) achieving equitable outcomes for Māori students.

**The new objective relating to Te Tiriti o Waitangi:**

- emphasises the importance of local history and practices;
- challenges boards to improve the teaching of te reo Māori and tikanga Māori ;
- contributes to meeting the Crown's duty to actively protect tino rangatiratanga rights; and
- makes a significant contribution to achieving the Crown's Strategy for Māori Language Revitalisation 2018 – 2023 – Maihi Karauna.

Horsham Downs School achieves this by incorporating the New Zealand Histories curriculum amendment to reflect the history and current role of Ngaati Wairere as tangata whenua wherever possible. This includes collaboration with other local schools through Te Pae Here.

We also achieve this by setting expectations for teacher and support staff to increase their knowledge of te reo and tikanga Maaori and have employed a specialist teacher to assist with kapa haka and the learning of waiata.

Our school meaningfully and purposefully incorporates teaching of Te Tiriti as part of our local curriculum and use of te reo Maaori is encouraged at all times.

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[https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS274508.html?search=sw\\_096be8ed81e0ce4d\\_127\\_25\\_se&p=1#LMS274508](https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS274508.html?search=sw_096be8ed81e0ce4d_127_25_se&p=1#LMS274508)

[https://www.legislation.govt.nz/act/public/1975/0114/latest/DLM435834.html?search=sw\\_096be8ed81cec2dd\\_127\\_25\\_se&p=1#DLM435834](https://www.legislation.govt.nz/act/public/1975/0114/latest/DLM435834.html?search=sw_096be8ed81cec2dd_127_25_se&p=1#DLM435834)

<https://www.education.govt.nz/our-work/legislation/education-and-training-act-2020/giving-better-effect-to-te-tiriti-o-waitangi/>



# GLOSSARY

LETTER	ABBREVIATION	MEANING	NOTES
A	AoV	Analysis of Variance	Used to report review of school achievement data
	AP	Assistant Principal	
B	BoT	Board of Trustees	Now just known as a Board
C	CoL	Community of Learning	
	CRT	Classroom Release Time	
D	DP	Deputy Principal	
E	EoY	End of Year	
	EOTC	Education Outside the Classroom	
	ELL	English Language Learners	
H	HDS	Horsham Downs School	
L	LMS	Learning Management System	
M	MoE	Ministry Of Education	Te Taahuhu o te Maatauranga
N	NELP	National Education & Learning Priorities	
	NZCER	New Zealand Council for Educational Research	
	NZEI	New Zealand Educational Institute	
	NZPF	New Zealand Principals' Federation	Teachers' Union
O	ORS	Ongoing Resourcing Scheme	Special needs funding
P	PLD	Professional Learning and Development	
	PGC	Professional Growth Cycle	
	PLG	Professional Learning Group	
	PTA	Parent Teacher Association	
R	RTLb	Resource Teacher for Learning & Behaviour	
	RTLit	Resource Teacher for Literacy	
S	SoY	Start of Year	
	SENCO	Special Educational Needs Coordinator	
	SLT	Senior Leadership Team	
	SWANS	Students with Special Needs	
	SMS	Student Management System	At HDS we use EDGE
T	ToD	Teacher Only Day	

Useful Links:

[www.education.govt.nz/assets/Documents/NELP-TES-documents/FULL-NELP-2020.pdf](http://www.education.govt.nz/assets/Documents/NELP-TES-documents/FULL-NELP-2020.pdf)





[www.horshamdowns.school.nz](http://www.horshamdowns.school.nz)