

Heaton Normal Intermediate School

Charter

2017

Analysis of Variance

Description of the School

Heaton Normal Intermediate School is a decile 9 school situated in the suburb of Merivale, Christchurch. There are 569 students including 4 international fee paying students. There are 274 students in Year 7 and 295 students in Year 8. 47% of the students are females and 53% are males. The school was established in 1948 for boys only and 1952 for girls and boys. Students contribute from over 20 different schools throughout the Christchurch area but with 82% coming from Elmwood Normal, Paparoa Street, St Albans, St Albans Catholic and Waimairi Primary Schools. 72% of students are New Zealand European, 13% New Zealand Māori, 2% Pasifika, 2% British/Irish, 1% Asian, 2% Indian, 1% Japanese and 7 % from other cultures.

Classes are grouped into six houses, Otahuna, Elmwood, Rhodes, Purau, Lansdowne and Tikao. There are three Year 7 and three Year 8 classes in each house making a total of 18 classes. Staff and students in each house, work collaboratively under the professional leadership of a house leader. Each house selects student leaders who have a range of responsibilities around the school. There are seven specialists, teaching food and fibre technology, wood technology, visual art, digital technologies, performing arts, science, physical education and Te Reo Maori.

As a Normal School, Heaton has a special role in supporting preservice teacher training providers, the College of Education at the University of Canterbury and New Zealand Graduate School of Education (NZGSE). All teachers regularly provide mentoring for student teachers/teacher interns from both providers.

Our vision

In partnership with families and our community, to develop students who are confident, respectful and motivated lifelong learners who can meet challenges, take responsibility for themselves and contribute to our community.

Mission Statement

Our mission is to ensure student achievement and wellbeing through teaching excellence and community partnership.

Educational Principles

These educational principles have been developed, in consultation with teachers and the Board of Trustees and underpin all educational programmes and school organisation.

1. Teachers are supported to strive for personal excellence in their teaching.
2. Teaching programmes and school organisation are responsive to the special characteristics and needs of early adolescents. *Nag 1(i)a, (ii)b, (iii), (iv)*
3. Teaching programmes are developed to actively engage all students through a range of learning programmes that are purposeful, authentic and targeted to meet individual needs. *Nag1 (i)a, (ii)b, (iii), (iv)*
4. Students are supported to have high expectations and to achieve their personal best regardless of their individual circumstances. *Nag 1(i)a, (ii)b, (iii), (iv)*
5. Priority is given to literacy and numeracy being taught to a high level of competency and students are supported to achieve their personal best in these essential learning areas. *Nag 1(i)b, (ii)a, (iii), (iv)*
6. Critical, creative, reflective and metacognitive skills are taught through all curriculum areas. *Nag 1(i)a*
7. All students engage in regular physical exercise and are encouraged to develop lifelong habits of healthy nutrition and living. *Nag 1(i)c, Nag 5*
8. Students experience a curriculum that reflects New Zealand's bicultural heritage and its multicultural society.
9. Students are encouraged to become independent, responsible learners with a passion for lifelong learning through being active participants in their own learning. *Nag 1(vi)*
10. The Māori community (whanau and students) is regularly consulted in order to develop policies, plans and targets to ensure the continued achievement of Māori students *Nag 1(v)*
11. Students are actively encouraged to develop a sense of social justice and become responsible members of our local and global communities.
12. As the link between primary and secondary school education, our school initiates educational dialogue between local schools in order to optimise our students' learning.
13. All reasonable steps, within the resources of the school, are taken to provide instruction in tikanga Māori and Te reo Māori for full time students whose parents ask for it.

Heaton Community Values

We strongly encourage our students to value:

Excellence:

Aiming high, striving, hard work, persistence, resilience

“If you are going to achieve in big things, you develop the habit in little matters. Excellence is not an exception it is a prevailing attitude.”

Colin Powell

Diversity:

Tolerance, empathy, justice, inclusiveness

“We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.”

Jimmy Carter

Integrity:

Honesty, responsibility, respect, fairness, accountability, courage

“The time is always right to do what is right.”

Martin Luther King Jr

Creativity:

Openness, wonderment, fun, intuition, risk taking, originality, excitement

“ The creative is the place where no one has ever been. You have to leave the city of your comfort and go into the wilderness of your intuition. What you’ll discover will be wonderful. What you will discover is yourself.”

Alan Alda

We do this by:

- **Being role models for our students through our relationships and actions**
- **Ensuring there are learning opportunities across all areas of the school for students to explore and develop their personal values**
- **Ensuring all our school systems, procedures and ways of doing things are consistent with our values**

Strategic Goals 2017-2019

Goal: Teaching excellence

All students receive excellent teaching in a well-maintained, well-resourced, creative, safe and supportive environment.

Goal: Student achievement

All students are successful learners.

Goal: Community Involvement

Our school, with its unique character, is valued by the local and wider community as an innovative and effective learning environment that meet the needs of all students and staff.

Strategic Goals 2017-2019

Teaching excellence (Nag 1 and 3)

2017	2018	2019
<p>Continue to recruit excellent teachers. Ensure leadership pathways within the school and coaching and mentoring to develop leadership.</p> <p>Appraisal focuses on all of the registered teacher criteria with an emphasis on critically investigating effective teaching through individuals developing professional learning portfolios.</p> <p>Teachers' effectiveness is continually monitored informally via house leaders and the principal through classroom observations, feedback from students and parents and analysis of assessment data. Teachers' effectiveness is monitored formally through the appraisal process.</p> <p>Teachers of concern because of ineffective teaching/relationships with students or staff are identified quickly and a support plan with clear goals, expectations and timeframes are put in place with the principal and team leader. An external expert evaluates the professional learning programme for teachers of concern when necessary.</p>	<p>Continue to recruit excellent teachers. Ensure leadership pathways within the school and coaching and mentoring to develop leadership.</p> <p>Appraisal focuses on all of the registered teacher criteria. Developments from evaluation of appraisal model are incorporated into 2018 appraisal.</p> <p>Developments from evaluation of feedback given to students incorporated into effective teaching practice. Monitoring teacher effectiveness continues.</p> <p>Identification of teachers of concern continues to occur quickly with support plans put in place.</p>	<p>Continue to recruit excellent teachers. Ensure leadership pathways within the school and coaching and mentoring to develop leadership.</p> <p>Appraisal focuses on all of the registered teacher criteria. Monitoring teacher effectiveness continues.</p> <p>Monitoring teacher effectiveness continues.</p> <p>Identification of teachers of concern continues to occur quickly with support plans put in place.</p>

<p>The intensive induction programme for new teachers continues to be developed and refined by the Deputy Principal. Feedback is sought from new staff about the effectiveness of this.</p> <p>An intensive programme for provisionally registered teachers continues to be evaluated and refined.</p> <p>Integrate learning from curriculum reviews into developing a Heaton Curriculum. With staff and BOT, investigate the implementation of the MYP or PYP from the International Baccalaureate Programme. Expression of interest by June. Consult with the community.</p> <p>Complete Education brief for Master planning by the beginning of October 2017.</p> <p>The 2017 strategic plan for E-Learning is reviewed by E-Learning coordinator in consultation with staff, students and the community. Focus on e-learning for effective learning.</p> <p>A school wide Professional Learning Plan is developed for 2017 based on strategic goals of school as well as PL being available to meet individual/groups needs and Registered Teacher Criteria.</p> <p>Endeavour to move towards the Te Kahui cluster becoming a COL incorporating Christchurch Girls' High School and Christchurch Boys' High School. MOE approval for COL is obtained.</p>	<p>Induction programme continues to be evaluated and refined if required by Deputy Principal.</p> <p>Provisionally registered teacher programme continues to be evaluated and refined as required.</p> <p>If MYP is implemented, work with IB international team towards accreditation in 2019.</p> <p>Implement Education brief and refurbishment of the school with architect.</p> <p>The 2018 Strategic Plan for E learning continues to be implemented.</p> <p>2018 Professional Learning Plan continues to meet school, individual needs and Registered Teacher Criteria.</p> <p>Evidence of progress of achievement challenges can be seen in all cluster schools. Regular assessment and evaluation of progress occurs by cluster leadership team.</p>	<p>Induction programme continues to be evaluated and refined if required by Deputy Principal.</p> <p>Provisionally registered teacher programme continues to be evaluated and refined as required.</p> <p>If MYP is implemented, work with IB international team towards accreditation in 2019.</p> <p>Refurbishment of the school continues.</p> <p>The Strategic Plan for E-Learning continues to be refined, evaluated and implemented.</p> <p>2019 Professional Learning Plan continues to meet school, individual needs and Registered Teacher Criteria.</p> <p>Evidence of progress of achievement challenges can be seen in all cluster schools. Regular assessment and evaluation of progress occurs by cluster leadership team.</p>
---	---	--

Goal: Student achievement (Nag 1, 5)

2017	2018	2019
<p>Focus on whole school student achievement through: Share results of curriculum reviews and develop next steps. External review of ESOL and Learning Support. Internal reviews of student achievement in all curriculum areas each year of National Standard areas each year. Development of a Heaton school wide curriculum utilising the International Baccalaureate, Middle Years Programme.</p> <p>Maori student achievement Establish regular consultation with whanau. Consultation with Maori students. Analysis of Maori student achievement data as part of Targeted and Priority Students. Action plans developed, implemented and evaluated. Targeted professional learning for staff.</p>	<p>Analysis of student achievement in all curriculum areas each year. External review of Gifted and Talented and Te Reo Maori programmes. Internal reviews of student achievement in all curriculum areas each year of National Standard areas each year. Development of school wide curriculum (MYP?)</p> <p>Consultation with Maori students. Analysis of Maori student achievement data as part of Targeted and Priority student. Action plans developed, implemented and evaluated for each student. Targeted professional learning for staff.</p>	<p>Internal curriculum reviews: Literacy, Maths, technology and science.</p> <p>Internal reviews of student achievement in all curriculum areas each year of National Standard areas each year. Development of school wide curriculum (MYP?)</p> <p>BOT consultation with whanau. Consultation with Maori students. Analysis of Maori student achievement data as part of Targeted and Priority students. Action plans developed, implemented and evaluated for each student. Targeted professional learning for staff.</p>

<p>Pasifika student achievement Consultation with Pasifika community and students. Analysis of Pasifika student achievement data as part of Priority Students group. Action plans developed, implemented and evaluated. Targeted professional learning for staff.</p> <p>ESOL and international students Highly skilled teaching is maintained. Feedback sought from ESOL students and parents. Annual plan reviewed and updated after feedback from parents, students and analysis of student achievement data. External review.</p> <p>Students needing learning support Highly skilled teaching is maintained. Formal consultation with parents of students needing learning support. Annual plan reviewed and updated. Learning Support Coordinator and her team continue to develop learning strategies and support in collaboration with staff and families. Learning hub is established to support these learners. External review.</p>	<p>Analysis of Pasifika student achievement data as part of Priority Students' group. Action plans developed, implemented and evaluated. Targeted professional learning for staff.</p> <p>Same as 2017</p> <p>Highly skilled teaching is maintained. Annual plan is reviewed and updated after feedback from parents, students and analysis of student achievement data and external review.</p>	<p>Consultation with Pasifika community and students. Analysis of Pasifika students' achievement data as part of Priority Learners group. Action plans developed, implemented and evaluated. Targeted professional learning for staff.</p> <p>Same as 2018.</p> <p>Same as 2018.</p>
---	---	---

<p>Students with behaviour needs Highly skilled teaching is maintained. Students with behavioural needs are identified on entry in Year 7. Student achievement and progress is closely monitored Individual plans developed with parents/caregivers as required. School wide survey on Student Well (NZCER) will be completed.</p> <p>Students who are gifted and talented A register of all students identified as gifted and talented is developed each year through teacher, student and parent information. The register will continue to be updated through the year. Teachers agree to and use the guidelines and requirements for extension activities when planning extension programmes. Programmes will be developed that meet the needs of GATE students. Effectiveness of GATE extension programmes will be regularly monitored through student, teacher evaluation and parent/caregiver feedback. Professional development continues for teachers about ways to differentiate learning programmes in order to meet the individual learning needs of students.</p>	<p>Highly skilled teaching is maintained. Students with behavioural needs are identified on entry in Year 7. These students are closely monitored (Learning and behaviour) and provided with teachers as mentors as required Individual plans developed with parents/caregivers as required.</p> <p>A register of all students identified as gifted and talented is developed each year through teacher, student and parent information. The register will continue to be updated through the year. The effectiveness of GATE procedures and programmes is evaluated by the GATE coordinator each year with strengths and needs identified. Any changes are implemented. The GATE coordinator reports to the BOT at the end of 2018. Professional development for teachers continues. Class teachers complete IEPs for all GATE students who have particular individual needs. External review of GATE the outcomes of GATE procedures and programmes.</p>	<p>Same as 2018.</p> <p>A register of all students identified as gifted and talented will be developed each year through teacher, student and parent information. The register will continue to be updated through the year. The effectiveness of GATE procedures and programmes is evaluated by the GATE coordinator each year with strengths and needs identified. Any changes are implemented. Professional development for teachers continues. Class teachers complete IEPs for all GATE students who have particular individual needs.</p>
--	---	---

<p>Class teachers complete IEPs for all GATE students who have particular individual needs. The GATE coordinator reports to the BOT each year.</p> <p>Students who are at risk of not achieving Ongoing identification of students at risk of not achieving throughout the year. Individual/group plans developed with parents and caregivers as required. Assistant principal to coordinate support for these students and work with staff and families.</p> <p>Student achievement in reading For all students who enter the school below or just below expected levels to achieve at or above the National Standards in reading by the end of Year 8. Annual plan and targeted learning plans developed in response to needs of students.</p>	<p>Same as 2017. Individual/group plans for students at risk of not achieving when considered necessary to support effective learning that cannot be met through usual class programme.</p> <p>Same as 2017.</p>	<p>Same as 2018. Individual/group plans for all students at risk of not achieving when considered necessary to support effective learning that cannot be met through usual class programme.</p> <p>Same as 2018.</p>
--	--	--

<p>Student achievement in writing For all students who enter the school below or just below expected levels to achieve at or above the National Standards in writing by the end of Year 8. Annual plan and targeted learning plans developed in response to needs of students. Apply for central funding (10 hours received December 2016) in order to employ an external consultant to support teacher effectiveness in teaching writing.</p> <p>Student achievement in maths For all students who enter the school below or just below expected levels to achieve at or above the National Standards in maths by the end of Year 8. Annual plan and targeted learning plans developed in response to needs of students.</p>	<p>Continue from developments in 2017.</p> <p>Same as 2018. Focus on teacher effectiveness in teaching maths.</p>	<p>Same as 2018.</p> <p>Continue from developments in 2018.</p>
---	---	---

Goal: Community involvement (Nags 1,2,3,4 and 5)

2017	2018	2019
<p>Parent/caregivers are actively encouraged to be involved in the school. The use of digital technologies to promote the partnership of parents/caregivers and teachers is explored and discussed with the community.</p> <p>Roll numbers are maintained.</p> <p>To continue to increase the success of all students in all areas of the curriculum.</p> <p>Heaton continues to attract and retain excellent teachers. BOT formal community consultation, analysis of results and action plan developed. Information evening is held each year for parents of Year 6 students.</p>	<p>Parents/caregivers involvement in their students' learning and well-being is trialled using digital technologies. These are evaluated and refined in order to promote the best possible partnership between parents, caregivers, students and teachers and outcomes for students. The number of students from in zone (local schools) continues to proportionally increase with the number of Year 6 students in our 4 main contributing schools.</p> <p>To continue to increase the success of all students in all areas of the curriculum.</p> <p>Heaton continues to attract and retain excellent teachers. Informal feedback is sought from the community. Information evening is held each year for parents of Year 6 students.</p>	<p>Parent/caregivers have immediate access to students learning programmes and outcomes via digital technologies. Teachers/students/parents and caregivers are working seamlessly together to promote student learning and well-being. The number of students from in zone (local schools) continues to proportionally increase with the number of Year 6 students in our 4 main contributing schools.</p> <p>To continue to increase the success of all students in all areas of the curriculum.</p> <p>Heaton continues to attract and retain excellent teachers. BOT formal community consultation, analysis of results and action plan developed Information evening is held each year for parents of Year 6 students.</p>

<p>Partnership to enhance student achievement and ensure learning pathways, with local primary and secondary schools continues to be enhanced. Focus for 2017 on the development of more partnership with Christchurch Girls' and Boys' Schools (digital technologies). As a member of Te Kahui Learning Community Cluster goals and targets for 2017 are developed and then evaluated at the end of the year.</p> <p>The possible implementation of MYP is discussed with local secondary schools with the view to be working in partnership with them.</p> <p>Heaton teachers work in partnership with pre-service training providers to ensure trainee teachers are well prepared for teaching.</p>	<p>Partnership to enhance student achievement and ensure learning pathways, with local primary and secondary schools continues to be enhanced. As a member of a COL goals and targets for 2018 are developed and then evaluated at the end of the year.</p> <p>To be determined</p> <p>Heaton teachers work in partnership with pre-service training providers to ensure trainee teachers are well prepared for teaching.</p>	<p>Partnership, to enhance student achievement and ensure learning pathways with local primary and secondary schools continues to be enhanced. As a member of a COL goals and targets for 2019 are developed and then evaluated at the end of the year.</p> <p>To be determined.</p> <p>Heaton teachers work in partnership with pre-service training providers to ensure trainee teachers are well prepared for teaching.</p>
--	---	--

Annual Plan 2017

Current situation	Outcomes	Actions required	Evaluation
<p>Mathematics</p> <p>Refer to 2016 National Standards data and analysis of variance.</p>	<p>1.To increase the number of students achieving at or above the National Standard for mathematics.</p> <p>2.To reduce the number of students achieving below and well below the National Standards.</p> <p>3.To maintain and increase the number of students achieving above the National Standard in their two Years at Heaton.</p> <p>4.To discuss concerns about student achievement in maths on entry to Heaton with contributing schools and collaboratively develop a plan to identify student and teacher needs and an implement action to improve student success in maths.</p> <p>NOTE: Numbers of Pasifika and Asian students too small to meaningfully analyse as part of school wide data. All Pasifika, Asian and Maori students have individual learning plans, which are closely monitored, and students who are well below the expected level have individual IEPs. Maori students also have individual learning plans.</p>	<ol style="list-style-type: none"> 1. Identify all students achieving below and well below the National Standard and the curriculum levels at which they are achieving. 2. In classrooms, teachers adapt activities to enable all students to work on similar tasks. Cooperative groupings are used to support all students to make progress 3. Use Learning Support staff to provide additional teaching for targeted students with specific needs. 4. Teachers focus on students' understanding of concepts and communicating ideas in addition to mathematical procedures. 5. Informal work with individual teachers to develop teachers' knowledge and understanding of ratios and proportions in order to assist in moving students' achievement beyond level 4 (above the National Standard for Year 8) and to help students achieving as additive thinkers (below the National Standard) to multiplicative thinkers (at the National Standard). 	<p>Students not achieving the standard were identified near the beginning of the year.</p> <p>Learning programmes developed for this group of students and implemented by class teachers and the Learning Support tea.</p> <p>See 2017 National Standards data.</p>

		<p>Led by: Lead teachers maths Extension maths teacher Learning support team Principal Senior management team</p> <p>Time: End of 2017</p>	
--	--	--	--

Annual Plan 2017

Current situation	Outcomes	Actions required	Evaluation
<p>Reading</p> <p>Refer to 2016 National Standards data and analysis of variance data</p> <p>(The 4 ORRs funded students or students entering Heaton achieving at Curriculum Level 2 and below are included in this data. All of these students have IEPs.)</p> <p>Led by: Literacy team including principal</p> <p>Time: End of 2017</p>	<p>1.To increase the number of Year 7 and Year 8 students achieving at or above the expected National Standard for students in reading.</p> <p>2.To increase the progress of all Year 7 students from beginning to the end of Year 7. (Progress will be shown through analysis of progress in sublevels of each curriculum level as well as National Standards.)</p> <p>3.To increase the number of boys achieving at and above the standard and their engagement in reading.</p> <p>NOTE: Numbers of Pasifika students (5 beginning of year, 4 end year) too small to meaningfully analyse as part of school wide data. All Pasifika, Asian and Maori students have individual learning plans, which are closely monitored, and students who are well below the expected level have individual IEPs.</p>	<p>Year 7 and Year 8 students achieving below and well below the expected level in National Standards will be identified by week 5, Term 1 and target/group plans put in place. Teachers and Learning Support staff are using an increasing range of strategies to effectively teach students with learning disabilities.</p> <p>School wide data on National Standards is collected mid year and the end of the year and analysed.</p> <p>National standards data is reported to parents/caregivers/whanau in terms 2 and 4 via a written report and parent/student/teacher interviews.</p> <p>Formal and informal identification of students' needs and progress is ongoing by class teachers and house teams and regularly discussed.</p> <p>Students grouped within their class/house according to identified learning needs and next steps and targeted learning programmes implemented.</p> <p>Ongoing professional learning for teachers through staff meetings and other targeted PL, Regular oral and written feedback and conferencing with students about their learning progress and next learning steps.</p> <p>The Learning Resource Centre coordinator provides learning programmes to class groups to develop Information Literacy skills.</p> <p>The book buying plan for the Learning</p>	<p>Priority and targeted learning plans and programmes developed for students achieving below the standard and implemented by class teachers and Learning Support team.</p>

		<p>Resource Centre and student texts is developed from the analysis of student needs.</p> <p>NOTE: the skills and thinking required for students to progress from curriculum level 3 to level 4 and level 4 to level 5 is, for most students more than a year of teaching.</p> <p>Because of this progress is more accurately shown in progress within a curriculum level as shown in the appendices rather than in National Standards data.</p>	
--	--	--	--

Annual Plan 2017

Current situation	Outcomes	Actions required	Evaluation
<p>Writing</p> <p>Refer to 2016 National Standards data and the analysis of variance data</p> <p>(The 4 ORRs funded students or students entering Heaton achieving at Curriculum Level 2 and below are included in this data. All of these students have IEPs.)</p> <p>See appendix for more specific literacy action plan.</p> <p>Led by: Literacy team lead by Deputy Principal Learning support team</p>	<p>1.To increase the number of Year 7 and Year 8 students achieving at or above the expected National Standard for students in writing.</p> <p>2.To increase the progress of all Year 7 students from beginning to the end of Year 7. (Progress will be shown through analysis of progress in sublevels of each curriculum level as well as National Standards.)</p> <p>3. To focus particularly, through targeted learning plans, on increasing the number of boys, students with special learning needs and ESOL students achieving at the National Standard</p> <p>NOTE: Numbers of Pasifika ((5 beginning year, 4 end year) students too small to meaningfully analyse as part of school wide data. All Pasifika and Maori students have individual learning plans, which are closely monitored, and students who are well below the expected level have individual IEPs. Maori students are achieving at similar levels to Year 7 and Year 8 students overall.</p>	<p>Year 7 and Year 8 students achieving below and well below the expected level will be identified by week 5, Term 1 and individual/group programmes and plans developed.</p> <p>School data is collected twice a year on the achievement level of all students against National Standards and analysed. For 2016, National Standards data will be reported to parents of Year 7 students at the beginning of Term 2 so parents are aware as early as possible about the needs of their children. Ongoing formal and informal identification of student needs through in depth analysis of assessment data by class teachers and in house teams.</p> <p>No significant difference in achievement and progress of boys and girls. By the end of Year 8 most students at or above the national standard in writing including Maori and Pasifika students.</p> <p>Students grouped within their class/house according to need and learning programmes implemented to meet these needs.</p> <p>A rigorous process of moderation is being extended.</p> <p>Teacher aides are supporting students in the classroom programme who are below expected level in Year 7 and Year 8. Ongoing professional learning for teachers through staff meetings and individual learning</p>	<p>Targeted learner plans implemented for students achieving below the standard.</p> <p>All ORS students made progress against their IEP goals.</p> <p>See 2017 national Standard data</p>

Principal Senior staff Time: End of 2017		programmes for teachers. Goal setting and feedback for each student on their achievement and next steps in this area is increased. There will be a school wide focus on teachers providing specific, useful and purposeful feedback to students and students being taught how to do this with each other as well as self evaluate. Written reporting to parents on achievement and effort in reading, writing and maths levels, participation in school life, personal development and a general summary at beginning of term 2 for year 7s and end of term 2, Year 8s. Reporting to BOT occurs twice a year with the first one being at the beginning of term 2 followed up with teacher/student/parent interviews at the beginning of Term 2 for Year 7 and end of Term 2 for Year 8. Full written report to parents/caregivers covering all curriculum areas at the end of term 4.	
Current Situation Maori and Pasifika students' achievement 13% of students are Maori (73) and 2%	Outcomes 1. Maori and Pasifika students are achieving success as Maori and Pasifika students in all areas of learning and school life. 2. Priority learner plans are developed for all Maori and Pasifika students by end of term 1 and regularly reviewed	Actions required Regular professional learning about the needs of Maori and Pasifika students occurs for all staff through staff meetings and other learning opportunities. Kapa haka is a strong integral part of the school. Participation in Cultural festival by Kapa haka. Continuation of the Te Reo Maori	Evaluation All outcomes were achieved. Consultation meeting held about achievement of Maori Students. Regular performances of Kapa Haka.

<p>(12) are Pasifika (as taken from the enrolment form) There is a range of achievement levels and engagement with these students that is very similar to the total Heaton student population.</p> <p>Led by: Principal BOT Te Reo teacher Pasifika liaison person Kapa haka leader</p> <p>Time: End of 2017</p>	<p>and adapted.</p> <p>3.Maori and Pasifika communities consider Heaton is meeting the needs of their children.</p> <p>4.Staff are aware of the educational, social, personal and cultural needs of Maori and Pasifika students and incorporate these into their learning programmes and teaching strategies.</p>	<p>language and Tikanga programme taken by our Te Reo teacher, for all Year 7 students with their class teacher attending and participating to model learning to all students and for their own professional learning. Extension programme continues for students who are fluent in Te Reo Maori.</p> <p>Maori and Pasifika language and culture is integrated into inquiry units and other school programmes and school productions in order to promote awareness and understanding of our bicultural and multicultural heritage.</p> <p>Pasifika liaison person meets regularly with Pasifika students and families.</p> <p>BOT consultation this year with Maori and Pasifika families/community.</p> <p>Consultation and feedback from Maori students (by Kapa haka leader) and Pasifika students (by Pasifika liaison person).</p> <p>Ongoing professional learning to raise staff awareness of the Treaty of Waitangi and its implication for the learning and development of all students.</p>	
--	---	---	--

Current Situation	Outcomes	Actions required	Evaluation
<p data-bbox="181 331 439 507">ESOL (English as a second language students)</p> <p data-bbox="181 555 479 746">There are 12 ESOL students who are receiving teaching in learning English as a second language.</p> <p data-bbox="181 970 389 1161">Led by: ESOL teacher, ESOL coordinator Principal Teachers</p> <p data-bbox="181 1201 439 1233">Time: End of 2017</p>	<p data-bbox="510 288 920 435">To ensure all ESOL students are provided with English language support so that individual needs are meet.</p> <p data-bbox="510 480 954 743">To improve the achievement of every refugee, migrant and international fee paying student to enable them to gain a strong foundation on which to build a successful future in New Zealand.</p> <p data-bbox="510 791 913 975">To develop a strong understanding and appreciation of our bicultural and multicultural society by students and staff.</p>	<p data-bbox="978 288 1525 858">The ESOL coordinator and class teachers ensure ESOL students are integrated into the classroom and their learning and social needs are meet. Inquiry units and other aspects of the school programme reflect our multicultural society. Individual learning needs are targeted through individual and small group teaching. There is regular liaison between the ESOL coordinator and class teachers. A translator (Korean, Japanese) is used for parent/teacher/student interviews.</p>	<p data-bbox="1550 288 2047 371">All students made progress in Learning English.</p> <p data-bbox="1550 424 2029 507">Students reported feeling happy and settled at Heaton.</p>

Current Situation	Outcomes	Actions required	Evaluation
<p data-bbox="174 331 365 459">Gifted and Talented Students</p> <p data-bbox="174 512 479 778">There are many students in our school with talents in sport, performing arts, visual art, maths, literacy, ICT, leadership etc.</p> <p data-bbox="174 823 479 1090">More academically able students are placed together in an extension class. There is one extension class in each house.</p> <p data-bbox="174 1169 450 1390">Led by: Principal Gifted and talented coordinator, extension class teachers</p>	<p data-bbox="508 376 949 643">Gifted and talented students are provided with extension and enrichment learning programmes and opportunities in and out of the classroom to meet their learning and personal needs.</p> <p data-bbox="508 687 949 874">Professional learning in differentiating the curriculum to meet the needs of gifted and talented students continues for all teachers</p>	<p data-bbox="978 288 1518 627">Gifted and talented students are identified before placement in Year 7 classes through interviews with Year 6 teachers, interviews with parents/caregivers and the student themselves as well as our own assessment of reading comprehension, written language and maths.</p> <p data-bbox="978 635 1518 901">The top 10% of students who have high ability/gifted in one area or a range of areas are identified from records of learning, parents and teachers and placed in our Gifted and Talented register. This occurs by the end of Term 1.</p> <p data-bbox="978 909 1518 1369">Individual learning plans are put in place for students as required. Extension opportunities are provided in as many areas as resources and budget make possible. In 2016 there are extension programmes in visual art, performing arts, technology, science, sport, ICT, maths, music, leadership, writing, reading. Extension class teachers meet regularly to share programmes and ideas. All teachers participate in</p>	<p data-bbox="1547 288 2011 507">A wide range of extension opportunities were provided for students who were identified as gifted and talented.</p>

Time: End of 2017		regular professional learning to ensure gifted and talented students are extended and enriched in all classrooms and curriculum areas.	
-----------------------------	--	--	--

Current Situation	Outcomes	Actions required	Evaluation
<p>e-Learning</p> <p>Digital technologies are used in a range of ways to promote effective teaching and communication.</p> <p>Led by: Digital technologies lead teacher and team Principal BOT</p> <p>Time: End of 2017</p> <p>(refer to E-learning strategic plan and LRC end of 2016 report)</p>	<p>There is evidence that devices are having a positive impact on student learning.</p> <p>All Heaton staff are knowledgeable and use a range of e-Learning strategies and ICTs for authentic, purposeful and effective teaching and learning.</p> <p>All Heaton students are aware of cyber safety and follow the protocols that enable this to happen.</p> <p>Heaton staff and students are well resourced with e-Learning tools within the constraints of the budget.</p> <p>All students are able to BYOD. The effectiveness and usefulness of this will be evaluated through 2017.</p>	<p>Parents information evening are held in Term 4, 2017.</p> <p>Student and staff evaluation of the use and impact on student learning at the end of Term 3.</p> <p>A professional learning programme is implemented to support school wide strategic goals and individual learning needs through e-Learning.</p> <p>The Learning Resource Centre Coordinator continues to develop ways to ensure the Learning Resource Centre is the hub of multimedia learning in the school. She provides a range of resources and learning opportunities to meet the needs of teachers and students.</p> <p>The Heaton website is continually updated and seen as a highly effective way of communicating by our local community and beyond.</p>	<p>80% of students bring their own devices to school.</p> <p>Regular PD was provided for teachers throughout the year.</p> <p>Digital citizenship is a major focus for teachers and LRC coordinator.</p>

Current situation	Outcomes	Actions required	Evaluation
<p>Property</p> <p>Heaton is scheduled to be repaired in 2018. Until that time there will be some repairs undertaken due to health and safety concerns.</p> <p>Property concerns that the MOE considers to be general maintenance of the buildings must be paid for by BOT funds unless a health and safety concern.</p>	<p>Given the huge constraints of MOE requirements and a limited budget, the Board of Trustees endeavours to maintain and keep the buildings and grounds of the schools as safe and as attractive as possible for students, staff and the community.</p> <p>To work in partnership with the Elmwood Club to provide a sports facility to be used by Heaton Intermediate, the Elmwood Club and the community.</p> <p>Complete Education by October which will have implications for the learning environment.</p>	<p>For the BOT and school staff to continue to investigate modern learning environments and what is needed for our students, staff and community to keep improving student achievement and staff development.</p> <p>Establish a committee to develop the Education brief which includes the Executive Officer who with caretaker oversees the physical environment of the school.</p> <p>To continue maintaining the school property to the highest standard possible given budget constraints and other unknown variables.</p> <p>Led by: BOT Principal Caretaker Executive officer</p>	<p>Education Brief to be completed by March 2018.</p> <p>Concerns about the physical State of the buildings increasing.</p> <p>The main field was out of use for 2 terms due to lack of drainage.</p>

Current Situation	Outcomes	Actions required	Evaluation
<p data-bbox="179 359 403 446">Finance and Resourcing</p> <p data-bbox="179 494 481 686">The school is in a sound financial position due to careful management and planning.</p> <p data-bbox="179 766 414 917">Led by: Principal Executive officer BOT</p> <p data-bbox="179 957 358 1029">Time: End of 2017</p>	<p data-bbox="515 446 963 678">Ensure safe, effective systems of financial management, monitoring and reporting so that all information is easily interpreted in order to make sound financial decisions.</p> <p data-bbox="515 718 929 869">Funding is used to ensure a safe, attractive and effective learning environment for students and staff.</p>	<p data-bbox="985 446 1512 638">Solutions and Services provides accountancy services and advice including developing the annual budget with the principal and executive officer.</p> <p data-bbox="985 678 1512 1141">The principal and the executive officer very closely monitor expenses and ensure items are coded correctly to ensure accurate reporting of finances. Budget holders receive regular reports about their spending and are expected to use their entire budget for the benefit of providing the best possible programmes and resources for students and supporting effective teaching.</p> <p data-bbox="985 1181 1512 1364">User pays policy for all extracurricular expenses. eg camps, a ski trip etc. ensures that most parents/caregivers do not build up large accounts of monies owed to</p>	<p data-bbox="1534 446 2049 494">Budget goals were achieved.</p> <p data-bbox="1534 534 1982 582">Successful audit received.</p>

		<p>the school.</p> <p>Teachers are expected to work with the principal and executive officer to determine reasonable costs to parents and caregivers for extracurricular activities.</p> <p>The principal/executive officer discusses with the BOT, monthly finance reports, which are developed by Solutions and Services.</p>	
--	--	---	--

Current Situation	Outcomes	Actions required	Evaluation
<p>Health and Safety</p> <p>Emergency procedure are maintained which includes ensuring all members of our school community kept well informed about procedures. All parts of the school are regularly checked for hazards and safety.</p> <p>Led by: Principal BOT Senior staff Executive officer and caretaker</p> <p>Time: End of 2017</p>	<p>To fully implement the Health and Safety in Workplace Act, 2015 and the Vulnerable Children's Act.</p> <p>To minimise the potential for accidents, injury or risk of these.</p> <p>The hazard management plan is well maintained and hazards are quickly made safe.</p>	<p>Health and safety committee meets regularly.</p> <p>Continue to Implement and evaluate changes to policies and procedures to meet the requirements of the 2 Acts.</p> <p>Conduct regular safety checks.</p> <p>Keep safety procedures up to date.</p> <p>Ensure all EOTC programmes have safety plans approved by the principal and BOT (camps and ski trips).</p> <p>Staff and students have ways to easily report hazards.</p> <p>An accident register is kept for both staff and students requiring medical support. This is reviewed annually.</p> <p>Up to date emergency plan is in place including a text tree for urgent communication.</p> <p>Fire and earthquake drills are held at least twice a year.</p> <p>Parents/caregivers are informed and involved quickly if there are concerns about learning and behaviour.</p>	<p>Health and safety procedures continue to be improved.</p> <p>All health and safety goals achieved.</p> <p>Concerns remain about the Physical state of buildings and the effect on the health of students and staff.</p>

Current Situation	Outcomes	Actions required	Evaluation
<p>Student well- being and personal development</p> <p>There is an ongoing focus on ensuring the culture of the school is a safe, positive and supportive learning environment for all students, to ensure success as learners and build persistence and resilience.</p> <p>Students participate and learn in caring, collaborative, inclusive and purposeful learning communities.</p> <p>Me and my school survey (NZCER) are completed by all students, analysed and actions implemented in 2016.</p>	<p>There are effective pastoral care practices throughout the school, which are regularly monitoring students' well being, to promote and respond to students' well being needs.</p> <p>The Heaton curriculum is designed and monitored to ensure it authentically, responds to and engages all learners.</p> <p>The Heaton community has agreed values and a vision that underpins all aspects of the school that promotes student wellbeing for success.</p> <p>All students are safe and informed digital citizens.</p> <p>Students at risk of not achieving through social, personal and/or learning needs are quickly identified and</p>	<p>A safe learning environment plan is followed in which there is a particular focus on establishing respectful relationships and developing teaching programmes that engage students and ensure learning is happening for all students.</p> <p>A staff member has been appointed to coordinate support for students who are identified as being at risk of not achieving because of behaviour, social or personal issues.</p> <p>A wide range of learning opportunities and choice, within the classroom and extracurricular, are available to all students. Students are supported to take risks and try something new as well as develop the skills of persistence and resilience when learning becomes challenging.</p> <p>Students' well being is actively</p>	<p>Me and My School survey completed which indicated that overall students happy at school and feel they are learning.</p> <p>Students at risk of finding transition to Heaton challenging were identified and support put in place. AP has role to particularly support Year 7 boys.</p> <p>95% of all students are involved in at least 2 extracurricular activities.</p>

<p>Year 7 boys were identified as a group who needed extra support with the transition to Heaton.</p> <p>Led by: Principal BOT All staff Learning Support Coordinator Coordinator of students who are at risk of not achieving</p> <p>Time: End of 2017</p>	<p>support put in place to ensure success for all students.</p> <p>There are well defined processes and procedures for dealing with and reviewing traumatic experiences and critical incidents in the school.</p>	<p>monitored through regular Pastoral Care meetings, house team meetings and through the development of supportive and caring relationships with staff.</p> <p>Systems are in place to notice and respond to individual high risk issues. Eg. Staff have been trained in recognising and responding to indicators of possible abuse.</p> <p>Staff support students to develop resilience and grit through encouraging and supportive relationships and ensuring students feel safe to take risks with learning and participation in school activities.</p> <p>The Well Being at School survey (NZCER) will be completed in term 2, 2017 for more indepth information about what is working well and areas for improvement in ensuring wellbeing for the success of all students.</p> <p>Students have considerable voice about their learning and all aspects of the school through student leader meetings with the principal, class</p>	
---	---	---	--

		<p>forums and mutually respectful and caring relationships between students and staff.</p> <p>Parents/caregivers are informed and involved quickly if there are concerns about learning and behaviour.</p> <p>Students who are at risk of behaviour concerns, or of not achieving are quickly identified and teachers, house leaders, deputy principals and principal in consultation with parents/caregivers put plans in place in order to ensure the success of every student.</p> <p>Ongoing digital citizenship programmes are implemented for students by e-Learning team, teachers and LRC coordinator.</p> <p>Staff and students are aware of the processes and procedures for dealing with traumatic incidents. Staff receive regular training about how to support students and families.</p>	
--	--	---	--