

## Annual Plan 2020

### Strategic Goal

#### TEACHING EXCELLENCE AND LEADERSHIP

Outcome	How	Who is responsible	Progress (Nov. 2020)
All teachers will have opportunities to develop professional areas of strength, interest and/or need	Through the 2019 appraisal process, areas for individual professional development were discussed and teachers are able to participate in opportunities as they arise and within the constraints of the budget	Principal Senior staff Team leaders	
All teachers will be proficient and effective at implementing the NPDL Framework in their teaching	Continue with the plan for the 3 <sup>rd</sup> year of professional development for teachers. See evidence of implementation of NPDL in class programmes	Principal Senior staff Team leaders	
Teacher will be able to opt into involvement in the ALL and ALIM, literacy and maths professional development programmes as learners or leaders	Provide the opportunity for teacher release to attend PD sessions and for planning time. Funding is provided by the MOE.	Deputy Principal Lead teachers of literacy and maths	
The school will retain and attract professional, caring and highly effective teachers	Continue to use Appointment process as outlined in School docs.	Principal Senior staff Team leaders BOT	

	<p>Involve a range of teachers in the appointments process for leadership experience</p> <p>Ensure and monitor support for all teachers</p> <p>Ensure the professional, social and physical environment of the school and its culture supports all teachers in their professional and personal development and well-being. Teachers complete the NZCER teacher wellbeing survey in Term 3 as a tool to aid the identification and analysis of areas of strengths and any concerns.</p> <p>Implement any agreed actions to further support our team</p>		
<p>All teachers will have opportunities for their development as leaders</p>	<p>Through appraisal conversations and knowing each teacher well, the principal and senior staff are aware of individual needs and aspirations to ensure opportunities for leadership development. Eg. Participation in Rebuild process, curriculum leadership, pastoral care leadership, house leaders</p>	<p>Principal Senior management Team leaders</p>	

## Strategic Goal

### STUDENT ACHIEVEMENT

Outcome	How	Who is responsible	Progress (Nov. 2020)
<p>Students at risk of not achieving within Level 4 of the reading, writing and maths curriculums by the end of Year 8, are identified as early as possible in the year.</p>	<p>The progress of these groups of students are closed tracked and supported by intervention programmes with the goal of accelerating their progress. Target students are identified and each house team of teachers, with the support of the Learning Support team, takes responsibility for tracking and implementing intervention programmes. Detailed Target and Planned Actions have been developed for 44 students in writing, 27 students in reading and 47 students in maths. The literacy and maths lead teachers report twice a year to the staff and BOT on schoolwide trends and student achievement</p>	<p>House teams Literacy lead teacher Literacy team Principal</p>	
<p>Opportunities in all curriculum areas and leadership are provided for students who are achieving</p>	<p>Funding is continued to employ an extension maths teacher and LRC coordinator.</p>	<p>BOT Gifted and Talented Coordinator Principal</p>	

<p>above the expected level for Year 7/8</p>	<p>Students who are achieving above the expected level for Year 7/8 have opportunities to be extended in each curriculum area and in leadership. This may be through placement in extension classes or extension programmes available for students in any class</p>		
<p>All students are technologically fluent and take a discerning approach to the use of technology</p>	<p>Online learning has increased as part of the class and specialist teaching programmes. The Covid-19 lockdown period provided a unique opportunity for the students and staff to learn and maximise the benefits of online learning. The students and staff have completed 2 surveys about online learning in order to provide feedback to the teaching team and to support the development of good teaching practice. Rigorous application of the Digital Citizenship contract ensures students use technology safely Integration of the Digital Curriculum into the school wide curriculum is being developed by the CT lead teacher</p>	<p>All teachers ICT lead teacher Principal</p>	

<p>Students who are Māori experience success as Māori, in all aspects of their learning</p>	<p>Continue to strengthen Culturally responsive practice in all aspects of the school with support from our Te reo Māori teacher  Achievement of all Māori students is tracked in all curriculum areas  Whānau hui with kapa haka performance and consultation in Term 3  Regular hui with Māori students  Identification of whānau prepared to be part of a focus group for feedback and consultation  Te re Māori programme for all Year 7 students and extension programme for identified students  Secondment of a parent who is Māori to the BOT to guide the cultural narrative for the school's rebuild and to provide a Māori perspective across all areas of the school</p>	<p>Te reo Māori teacher  All teachers  Senior management  BOT</p>	
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## Strategic Goal

### COMMUNITY ENGAGEMENT

Outcome	How	Who is responsible	Progress (Nov. 2020)
<p>Members of the Heaton community are provided with a range of opportunities to be involved in all aspects of the school in order to feel connected and valued partners in their children's education</p>	<p>Regular communication about events in the school, especially important through the Covid-19 lockdown and return to school</p> <p>Teachers encourage and respond as quickly as possible to questions and queries from whānau</p> <p>The wider Heaton community is provided with opportunities to contribute and provide feedback on the Masterplan for the school</p> <p>Regular contact is maintained with our contributing schools and high schools by the principal and SENCO in particular</p> <p>The BOT initiates contact with the BOTs of our contributing and local high schools</p> <p>The PTA is supported by the school and BOT as a vital contributor to the partnership between the community and the school</p>	<p>BOT Principal SENCO Teachers</p>	

## Strategic Goal

### WELL-BEING

Outcome	How	Who is responsible	Progress (Nov. 2020)
<p>All students feel safe and happy in our school. They have a strong sense of belonging and are accepted as individuals with diverse backgrounds, strengths, needs and interests</p> <p>Students are prepared to take risks with their learning and are motivated to strive for success</p> <p>Students and staff develop strong, mutually respectful relationships “It takes a village to raise a child.”</p>	<p>The Pastoral Care committee meets every fortnight to identify students of concern, implement actions and plans to address individual needs and to monitor progress</p> <p>Most students completed the Well-being and learning survey during the lockdown period which was developed by ERO</p> <p>Students will complete the NZCER Well Being in Schools in Term 3</p> <p>Parents/whānau are encouraged to quickly make contact with class teachers or other staff members if they have concerns about their child</p> <p>House teams take overall responsibility for the development of a house culture that is inclusive, caring and responsive to the needs of their students</p>	<p>Senior staff Team leaders Principal SENCO Mana Ake worker Teachers</p>	

	<p>The principal and senior management team take responsibility for ensuring a schoolwide culture that is inclusive, caring and responsive to the needs of all members of the Heaton community</p>		
<p>Students cope well with the transition to Heaton from primary school and the transition to high school</p>	<p>Annual review of procedures and systems to keep improving these transition points for students Establishing relationships with our contributing schools and local high schools is key to ensuring seamless transitions for students. Each year we work to find ways to build on these relationships.</p>	<p>Year 7 and 8 coordinators SENCO Team leaders Principal Teachers</p>	
<p>All staff feel safe and happy in our school. They have a strong sense of belonging and are accepted as individuals with diverse backgrounds, experiences and skills</p> <p>All staff have opportunities to develop as professionals</p>	<p>The NZCER wellbeing for Teachers survey is completed in term 3, shared with staff, analysed and actions taken if required</p> <p>Team leaders ensure ongoing support for each of their team member through regular meetings and passing concerns quickly to the principal/senior staff</p>	<p>Principal Team leaders Senior staff</p>	

	<p>The principal/senior staff support house leaders with guidance and support for individual team members. New staff have a buddy and consistently report feeling supported by the whole team.</p> <p>Regular opportunities were made by team leaders and others for ongoing contact through the COVID-19 lockdown eg. Daily morning tea catchups, Friday drinks, weekly team meetings, quick follow-up on any staff of concern by principal</p> <p>Social activities are regularly undertaken to provide staff opportunities to get to know each other beyond professional contact</p>		
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## Strategic Goal

### OPPORTUNITIES FOR STUDENTS

Outcome	How	Who is responsible	Progress (Nov. 2020)
<p>To maintain and continue to develop a diverse range of curricula and extra curricula opportunities to inspire, engage and build confidence that leads to personal growth</p> <p>Every student is involved in at least one extra curricula activity.</p> <p>(We recognise that a key reason that parents/students choose our intermediate school for education for Year 7/8 is because of the wide range of opportunities that are available for all students. It is a key aspect that contributes to our unique character as an intermediate school.)</p>	<p>Review each year the opportunities available in:</p> <ul style="list-style-type: none"> <li>Sport</li> <li>Performing Arts</li> <li>Visual Arts</li> <li>Science</li> <li>Technology</li> <li>Literacy</li> <li>Maths</li> <li>Future problem solving</li> <li>Leadership and responsibilities</li> <li>Lunchtime clubs such as Chess club, lego club, Comic club, knitting club, LRC games and reading options</li> <li>Outdoor education – camps and activity days</li> </ul> <p>Respond to the requests of students for new and different extra clubs and activities where possible</p> <p>Ensure the workload of running an extra curricula activity is fairly distributed across the staff</p>	<p>Principal All staff BOT</p>	

	<p>Ensure a balance of types of extra curricula activities in the school e.g. Sport, the Arts, other types of activities</p> <p>Review the value and engagement of students in extra curricula activities through the Student leader team</p>		
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## Strategic Goal

### PHYSICAL ENVIRONMENT

<b>Outcome</b>	<b>How</b>	<b>Who is responsible</b>	<b>Progress (Nov. 2020)</b>
The school is an inspirational, future focused and healthy physical environment (learning spaces and landscaping) for students and staff	The Masterplan, which reflects the 2018 Heaton Education Brief and was presented to the staff in June, is fully implemented within a 5 year timeframe	BOT Principal	
While the Master plan is being implemented, the school is maintained so that it is a safe and healthy environment for students and staff	MOE funding is sought to resolve Health and Safety issues eg. Leaking roof, blocked toilets, bells that don't work, security system that is failing  Our Property manager, principal and BOT ensures there are regular maintenance and safety checks	Principal BOT Property manager	