

Annual Plan 2021

Strategic Goal

TEACHING EXCELLENCE AND LEADERSHIP

Outcome	How	Who is responsible	Progress
All teachers will have opportunities to develop professional areas of strength, interest and/or need	<p>Review PGC process with teachers and make adaptations as agreed.</p> <p>Within the constraints of the budget, continue to provide individual/group professional development opportunities for teachers as they become available and/or as requested which are in line with their professional goals.</p>	Principal Teachers	
All teachers will be proficient and effective at implementing the NPDL Framework in their teaching	<p>Develop a team who will lead the continued implementation of NPDL. This team will develop a plan for 2021. Provide this leadership opportunity to teachers who are not currently in leadership roles – a Year 7, Year 8 and specialist teacher.</p> <p>There is evidence that teachers are incorporating the NPDL</p>	Principal NPDL team All teachers	

	philosophy in their planning and programmes.		
Teacher will be able to opt into involvement in the ALL and ALIM, literacy and maths professional development programmes as learners or leaders	<p>Seek funding for 2021. Provide the opportunity for teacher release to attend PD sessions and for planning time. Funding is provided by the MOE.</p> <p>Ensure the group of teachers involved is extended and knowledge and resources are shared with all teachers.</p>	Deputy Principal Lead teachers of literacy and maths	
The school will retain and attract professional, inclusive, caring and highly effective teachers	<p>Continue to use Appointment process as outlined in School docs.</p> <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.</p>	Principal Senior staff Team leaders BOT	

	Teachers complete the NZCER teacher wellbeing survey in Term 2 as a tool to aid the identification and analysis of areas of strengths and any concerns. Implement any agreed actions to further support our team		
All teachers will have opportunities for their development as leaders	Through PGC 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	Principal Senior management Team leaders	
Ensure, through committed and knowledgeable leadership, modelling, expectations and PD, that the principles of Te Tiriti o Waitangi, te reo Māori and tikanga are visible and embedded into the culture of our kura.	Our te reo Māori teacher is on study leave for 2021. Two teachers will lead the continued upskilling of all staff in applying their understanding of Te Tiriti o Waitangi in their programmes and school practices, te reo Māori and tikanga. Refer to Mātauraka Mahaanui website for access to resources.	Mana Whenua Education Facilitator Ākonga and whānau BOT Principal All staff	

	<p>BOT, staff, Māori students and their whānau to complete Indicators of Success template. ((Assessing the level of capability in relation to achieving positive outcomes for Māori achieving education success Māori)</p> <p><b><i>Intellectual Property of Mātauraka Mahaanui</i></b> Plan a development programme from this data.</p> <p>Use resources that have been collated for teachers by Chrissy.</p> <p>In each staff meeting there is an allocated time for PD for teacher in te reo, tikanga and deepen understanding and application of Te Tiriti o Waitangi.</p> <p>Assemblies have a strong bicultural and multicultural focus.</p> <p>Hui to be held in at least Terms 2 and 4 with students who are Māori and also whānau to further develop partnership and participation in decision making about learning programmes,</p>		
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	<p>teaching and all aspects of our kura.</p> <p>BOT member and principal to support work with Manu Whenua Education Facilitator to develop the Cultural Narrative for our kura in partnership with our ākongā, kaiako and whānau.</p>		
<p>Provide PD for staff on the Pacific Education Action Plan 2020-2030 including developing an action for our kura, in partnership with the Pacific families of our 17 Pacific learners</p>	<p>Provide PD for teachers about the Pacific Education Plan.</p> <p>Share Pacific Plan with families at a hui and seek feedback about priorities and needs for the education of their children at our school.</p> <p>In partnership with parents, develop a Pacific Education Plan for Pacific children and their families at our school.</p>	<p>Pacific families Pacific students</p> <p>All our community</p>	

## Strategic Goal

### STUDENT ACHIEVEMENT

Outcome	How	Who is responsible	Progress
<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.</p> <p>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.</p> <p>The ALL and ALIM programmes focus improving teaching in order to raise student progress through in class interventions. Detailed Target and Planned Actions have been developed for 27 Year 8 students in reading, 56 Year students in writing and 52 Year 8 students in maths.</p> <p>The literacy and maths lead teachers report twice a year to</p>	<p>House teams Whānau Students Literacy and maths lead teacher All teachers LRC coordinator SENCO Principal</p>	

	<p>the staff and BOT on schoolwide trends and student achievement.</p> <p>Grow partnership with whānau to improve the progress of all students through IEPs, action plans, regular feedback, promoting recreational reading through Book Fair, LRC coordinator working with students and class teachers and use of blog.</p>		
<p>Opportunities in all curriculum areas and leadership are provided for students who are achieving above the expected level for Year 7/8</p>	<p>Funding is continued to employ an extension maths teacher and LRC coordinator.</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>Be responsive to the needs of students such as the Lego showcase that happened in 2020.</p>	<p>BOT          Gifted and Talented Coordinator          Principal          All teachers</p>	

<p>All students are technologically fluent and take a discerning approach to the use of technology</p>	<p>Rigorous application of the Digital Citizenship contract ensures students use technology safely.</p> <p>Integration of the Digital Curriculum into the school wide curriculum is being developed by the IT lead teacher and teachers.</p>	<p>All teachers ICT lead teacher Principal</p>	
<p>Students who are Māori experience and enjoy success as Māori, in all aspects of their learning and all aspects of being members of our kura</p>	<p>Continue to strengthen culturally responsive practice in all aspects of the school as outlined under Leadership goal.</p> <p>Achievement of all Māori students is tracked in all curriculum areas in order to share in partnership with whānau and to identify trends, areas of concern and areas of omission.</p> <p>Explore tuakana teina and how we are and could apply to achieve positive outcomes for all our ākongā.</p>	<p>All teachers Senior management BOT</p>	





and valued partners in their children's education

Teachers encourage and respond as quickly as possible to questions and queries from whānau.

The wider Heaton community is provided with opportunities to contribute and provide feedback on the Masterplan for the school.

Regular contact is maintained with our contributing schools and high schools by the principal, SENCO, and other staff.

The BOT initiates contact with the BOTs of our contributing and local high schools.

## Strategic Goal

### WELL-BEING

Outcome	How	Who is responsible	Progress
<p>All students feel safe, connected and happy in our school. They have a strong sense of belonging and feel accepted as individuals with diverse backgrounds, cultures, 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>Year 7 students to complete transition to Heaton survey in Term 2 which will be analysed for trends, areas of strength and areas for improvement. Action plan is developed with student leaders.</p> <p>Students and teachers will complete the NZCER Well Being in Schools in Term 2. An analysis is received from NZCER which will be shared with staff and students and action plans developed to improve wellbeing for students and teachers.</p> <p>Parents/whānau are encouraged to quickly make contact with</p>	<p>Whānau Senior staff Team leaders Principal SENCO Mana Ake worker Teachers</p>	

	<p>class teachers or other staff members if they have queries 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>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>		
Students cope well with the transition to Heaton from primary school and the transition to high school	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.	Year 7 and 8 coordinators SENCO Team leaders Principal Teachers	
All staff feel safe, connected and happy in our school.			

They have a strong sense of belonging and are accepted as individuals with diverse backgrounds, cultures, experiences and skills.

Team leaders ensure ongoing support for each of their team member through regular meetings and passing concerns quickly to the principal/senior staff.

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.

Social activities are regularly undertaken to provide staff opportunities to get to know each other beyond professional contact.

## Strategic Goal

### OPPORTUNITIES FOR STUDENTS

Outcome	How	Who is responsible	Progress
<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

Outcome	How	Who is responsible	Progress
<p>The school is an inspirational, future focused and healthy physical environment (learning spaces and landscaping) for students and staff</p>	<p>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</p> <p>MOE has agreed to a 4-5 year Complete rebuild/refurbishment programme at meeting held on 12 March.</p> <p>The budget for this is not capped.</p> <p>The first building of 9 classrooms will begin in summer 2021.</p>	<p>BOT Principal MOE</p>	
<p>While the Master plan is being implemented, the school is maintained so that it is a safe and healthy environment for students and staff</p>	<p>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</p> <p>Our Property manager, principal and BOT ensures there are regular maintenance and safety checks.</p>	<p>Principal BOT Property manager MOE</p>	