

Annual Plan

March 2022

STRATEGIC GOAL

Māori are enjoying and achieving education success as Māori, as they develop the skills to participate in te ao Māori, Aotearoa and the wider world.

Outcome	How	Who is responsible	Progress November 2022
Support Māori learners and their whānau to achieve excellent educational outcomes.	Bring the Cultural Narrative for our kura to life through embedding all aspects of it through our learning programmes, names of areas of the school, use of colour, art work and flora and fauna. Refer to the research that Chrissy used to identify strengths and needs of staff based on questions from a school based survey.	All members of the Heaton/He Tīwai Mātauranga community lead by Kaiārahi i te reo See term plans by our Kaiārahi i te reo	

<p>Ensure Māori learners and their whānau have a strong sense of belonging across our kura.</p>	<p><i>Protection</i> Normalising te reo and tikanga so it is visible and embedded in our daily practice in our kura. Valuing and protecting local knowledge through place based learning particularly in social sciences and science.</p> <p>Prepare for the implementation of the Aotearoa New Zealand Histories curriculum to be implemented in 2023 through professional development for all staff.</p> <p>Develop a new logo for the kura that reflects our Cultural Narrative. Investigate who could help us with this.</p>	<p>All members of the He Tiwai Mātauranga/Heaton community</p>	
<p>Recognise and build on the strengths of Māori learners and their whānau</p>	<p>Teachers in partnership with tamariki and whānau identify strengths and aspirations of each Māori learner and provide opportunities to build on these strengths and aspirations. Eg. Opportunity for Māori students to further develop their reo through working with our Kaiārahi I te reo.</p>	<p>Teachers Kaiārahi I te reo Tamariki Whānau</p>	

<p>We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes.</p>	<p><i>Partnership</i> Regularly engaging with our Māori students and whānau through regular hui to 3orero about curriculum, opportunities for Māori learners etc Meaningfully connecting with our local hapū, and iwi as partners in the learning and aspirations of our Māori students</p>	<p>Kaiārahi I te reo BOT Principal Tamariki Whānau Staff</p>	
<p>We will give practical effect to Te Tiriti o Waitangi in our community.</p>	<p>Ensure, through committed and knowledgeable leadership, modelling, expectations and PD, that the principles of Te Tiriti o Waitangi are visible and embedded into all aspects of the culture of our kura. The requirements of the Professional Growth Cycle for teachers will reflect the need for teachers to be demonstrating professional and personal growth in practically implementing the principles of Te Tiriti o Waitangi.</p>	<p>Kaiārahi I te reo Principal BOT</p>	

STRATEGIC GOAL

Teaching excellence is actively promoted through high expectations, opportunities for collaboration and sharing, support, resources and professional learning opportunities.

Outcome	How	Who is responsible	Progress November 2022
We will ensure that all teachers have opportunities to develop professional in areas of strength, interest and/or need as well as supporting the goals of the 2022 Annual Plan	<p>Review PGC process each year 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 Kaiārahi reo	
We will ensure that all teachers will be proficient and effective at implementing the NPDL Framework in their teaching	There is evidence that teachers are incorporating the NPDL philosophy in their planning and programmes.	Principal NPDL team All teachers	
Teachers will be able to opt into involvement in the ALL and ALIM, literacy and	Seek funding for 2022.	Deputy Principal Lead teachers of literacy and maths	

<p>maths professional development programmes as learners or leaders</p>	<p>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>		
<p>The school will retain and attract professional, inclusive, caring and highly effective teachers</p>	<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. Areas of strengths and any concerns. Implement any agreed actions to further support our team.</p>	<p>Principal Senior staff Team leaders BOT</p>	

<p>All teachers will have opportunities for their development as leaders</p>	<p>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.</p>	<p>Principal Senior management Team leaders</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 19 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

All students are successful learners whatever their strengths and needs

Outcome	How	Who is responsible	Progress November 2022
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.	<p>The progress of these groups of students are closely tracked and supported by interventions programmes to accelerate their progress.</p> <p>Reading: 32 students Writing: 62 students Maths: 41 students (see end of year achievement reports) Lead teachers report to the BOT twice a year</p> <p>Teachers have professional development in implementing Structural Literacy – a new approach to improving literacy learning outcomes for all students</p>	Lead teachers of literacy and maths	
Opportunities in all curriculum areas and leadership are provided for students who are achieving above the expected level for Year 7/8	<p>Students are in kaupeka for maths teaching to ensure students achieving above the expected level in maths have the best possible teaching.</p> <p>Students achieving above the expected level in other curriculum areas have enrichment/extension opportunities eg. Science, the arts, music</p>	BOT Gifted and Talented Coordinator Principal All teachers	

All students are technologically fluent and take a discerning approach to the use of technology	<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>	All teachers ICT lead teacher Principal	
---	--	---	--

STRATEGIC GOAL

Our community is engaged and connected with our kura and its special character as a 2 year school for early adolescents. Our kura is valued by the local and wider community as a caring and student focused learning environment.

Outcome	How	Who is responsible	Progress November 2022
<p>Members of the Tīwai/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>Consult whole school community before the end</p>	<p>Regular communication about events and students' achievements in the school, through a range of ways.</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 be informed, contribute and provide feedback on the Masterplan for the school.</p>	All members of the our community	

<p>of 2022 regarding vision, values, educational goals. Consider the implementation of Aotearoa New Zealand Histories (new Principal)</p> <p>A “Friends of the School” group to be established to replace the PTA.</p>	<p>Regular contact is maintained with our contributing schools and high schools by the principal, SENCO, and other staff.</p> <p>The BOT initiates contact with the BOTs of our contributing and local high schools.</p> <p>Begin development of 2023-2026 Strategic Plan.</p> <p>Principal and an ex PTA meeting to advertise to our community the need for this group and what will be its function. (before end of Term 1)</p>		
--	---	--	--

STRATEGIC GOAL

The well-being, health and safety of our students, staff and community is embedded in our culture and actively promoted and maintained through all our learning programmes and actions.

Outcome	How	Who is responsible	Progress November 2022
<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. Action plan for 2022 is to focus on Kindness. This is being led by student leaders.</p> <p>Parents/whānau are encouraged to quickly make contact with class teachers or other staff members if they have queries about their child.</p> <p>Kaupeka take overall responsibility for the development of their culture that is inclusive, caring and responsive to the needs of their students.</p> <p>Investigate an effective way to measure student and staff wellbeing.</p>	<p>Whānau 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, 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.</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>The principal/senior staff support house leaders with guidance and support for individual team members.</p> <p>New staff have a buddy and consistently report feeling supported by the whole team.</p> <p>Social activities are regularly undertaken to provide staff opportunities to get to know each other beyond professional contact.</p>		

STRATEGIC GOAL

The needs of early adolescents to try new opportunities and develop strengths are recognised and catered for through providing a wide range of extracurricular opportunities.

Outcome	How	Who is responsible	Progress November 2022
<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"> Sport Performing Arts Visual Arts Science Technology Literacy Maths Future problem solving Leadership and responsibilities Lunchtime clubs such as Chess club, lego club, Comic club, knitting club, LRC games and reading options Outdoor education – camps and activity days <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>Ensure a balance of types of extra curricula activities in the school e.g. Sport, the Arts, other types of activities</p>	<p>Principal All staff BOT</p>	

	Review the value and engagement of students in extra curricula activities through the student leader team		
--	---	--	--

STRATEGIC GOAL

Learning spaces and the physical environment is designed to meet the needs of early adolescents and inspire learning and teaching for all our Tiwai/Heaton community

Outcome	How	Who is responsible	Progress November 2022
<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. Timeframe is unknown.</p> <p>MOE has agreed to a 4-5 year Complete rebuild/refurbishment programme at meeting held on 12 March 2021. The budget for this is not capped. The first building of 9 classrooms will begin in April 2022. A second block of 9 classrooms will then be built in the Block 2 area.</p> <p>The BOT regularly update the community about progress of the Rebuild/refurbishment.</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>	

