



He Tiwai Mātauranga Heaton Normal Intermediate Charter 2023



HEATON
NORMAL INTERMEDIATE
SCHOOL

School Profile

He Tīwai Mātauranga, Heaton Normal Intermediate School is a school situated in the suburb of Merivale, Christchurch with a roll of about 550, Year 7 and Year 8 students.

The school was established in 1948, initially for boys only and from 1953 for girls and boys. Land for the school was donated by Sir Heaton Rhodes after which the school was named.

Classes are grouped into 6 houses: Kōwhai, Raukawa, Hīnau, Kōtukutuku, Amoka, and Tūrutu. The names of the houses all have links to our native flora and fauna. There are 3, Year 7 houses and 3, Year 8 houses with 3 classes in each house making a total of 18 classes of about 30 students.

We have 7 specialists who teach, food and fibre technology, hard materials technology, digital technology, visual art, performing arts, science, physical education, and Te Reo Māori. In addition, there are dedicated Learning Support and ESOL teachers.

As a Normal School, Heaton has an important role in supporting pre-service teacher training providers, the College of Education at the University of Canterbury and the New Zealand Graduate School of Education (NZGSE).



Vision and Values

Creativity – Auahatanga

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

“Creativity involves breaking out of established patterns in order to look at things in a different way”

~ Edward de Bono

Excellence – Pai Rawa

Aiming high, striving, hard work, persistence, resilience

“One of the best things about growing up in New Zealand is that if you are prepared to work hard and have faith in yourself, truly anything is possible.”

~ Sir Peter Jackson

Diversity – Rerenga Ketanga

Tolerance, empathy, justice, inclusiveness

“They are us. But with that memory comes a responsibility. A responsibility to be the place that we wish to be. A place that is diverse, that is welcoming, that is kind and compassionate. Those values represent the very best of us.”

~ Rt Hon Jacinda Ardern

Integrity – Ngakau Pono

Honesty, responsibility, respect, fairness, accountability, courage

“Success isn’t about how much money you make. It’s about the difference you make in people’s life”

~ Michelle Obama

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.

Our Vision



Cultural Narrative for He Tiwai Matauranga

Heaton Normal Intermediate is located in the rohe of the Te Ngāi Tūāhuriri rūnanga, with a tribal area extending from the Main Divide to the sea, bounded by the Hurunui and Hakatere rivers. The school has requested a school name from Ngāi Tūāhuriri. In deciding upon a name, the geographical and cultural aspects of the area the school is situated upon have been considered. The gifted name is He Tīwai Mātauranga.

Tīwai, meaning tree trunk and mātauranga meaning knowledge, are derived from the school's relationship to the English Elm trees that historically lined the Papanui Road boundary and the significance of nearby podocarp forest, Pūtaringamotu.

He Tīwai Mātauranga translates to 'The Trunk of Knowledge'.

The name is gifted with consideration of the history of the area, through the gifting of the land from the larger farm land area owned by Sir Heaton Rhodes. His name is reflected in other ways in and around the area, with the Elmwood Bowling Club land, the Elmwood Normal School land, and Elmwood Park all being part of the former estate of Sir Heaton Rhodes. Within this school, places of significance to Sir Heaton Rhodes are the names of the six learning teams (houses) in the school. Here is a link to the Christchurch District Plan that gives some history of the land..

The name also has links to the history of the Papanui area. Papanui was the original Māori name for the Bishopdale and Papanui district and one explanation for the name is that it is a Māori word for 'a platform in a tree from which birds are snared'. The Māori narrative handed down reveals another original of the name.

Papanui Bush once boasted an abundance of forest birds that were regularly snared for kai. This was at a time when the area was covered by a large stand of forest, dominated by tōtara, mātai, kahikatea and kānuka trees. A smaller stand of bush remains in Riccarton, traditionally known as Pūtaringamotu.

Papanui Bush generated a thriving business for the timber industry in the early years of European settlement. Sadly, the milling of this area in the 1850s rapidly demolished the entire 30 hectares of bush that was standing. The site of Papanui Bush is the present day Papanui Domain, located off Sawyers Arms Road. A small native garden and a mural painted on the nearby community hall today commemorate the great forest trees that once dominated the area.

The name Papanui also refers to a large funeral pyre. Ngāti Mamoe ancestor Marukore and his wife Tūhaitara, a high born Ngāi Tahu princess, had separated and due to events surrounding the separation Tūhaitara sent her eldest son Tamaraeroa to kill his father who was at a place named Papanui in the North Island. Tamaraeroa, accompanied by his younger brother Huirapa, travelled to Papanui in search of their father. Marukore however, knew of their intent and lay in wait. He killed them both and built a huge pyre with great layers of wood to burn the bodies of his two sons. Papanui in Christchurch is named after that place and those events.

Sites of significance

These are many areas of significance located near He Tīwai Mātauranga. This information is sourced from the Ngāi Tahu atlas, Kā Huru Manu at www.kahurumanu.co.nz



Wairarapa

The Wairarapa Stream is a tributary of the Ōtākaro (Avon River) in Christchurch. During the 1879 Smith-Nairn Royal Commission of Inquiry into the Ngāi Tahu land claims, Wiremu Te Uki and others from Ngāi Tūāhuriri recorded Wairarapa as a kāinga nohoanga (settlement) and kāinga mahinga kai (food-gathering place). Kāuru (root of the tī kouka), aruhe (bracken fernroot), inaka (whitebait), tuna (eels) and kiore (Polynesian rat) were all gathered here.

Pūtarikamotu

Pūtarikamotu (Riccarton Bush) is the sole remnant of ancient podocarp forest in Canterbury that once covered large parts of the region. During the 1879 Smith-Nairn Royal Commission of Inquiry into the Ngāi Tahu land claims, Ngāi Tūāhuriri kaumātua recorded Pūtarikamotu as a kāinga nohoanga (settlement), kāinga mahinga kai (food-gathering place), and he pā tūturu where tuna (eels), kanakana (lamprey), and aruhe (bracken fernroot) were gathered. Pūtarikamotu was also described as a forest where whīnau (*Eleocarpus dentatus*), pōkākā (*Elaeocarpus hookerianus*), mātai (black pine), and kāhika (white pine) grew. The birds gathered here included kererū, kākā, kōkō (tūi), kōparapara (bellbird) and mahotatai. (a fish). Pūtarikamotu is the southern dialect for “Pūtaringamotu” (they are the same place).

Puāri

Puāri is a kāinga nohoanga (settlement) and kāinga mahinga kai (food-gathering place) on the banks of Ōtākaro (the Avon River) in Christchurch. While the name Puāri dates from as recently as the 19th century, the area is believed to have first been inhabited more than 700 years ago during the Waitaha period of Māori occupation. Puāri refers to a large area within the extensive wetlands that later became the central city, and is centred on the riverbanks encompassing the sites around what is now Durham St, which became occupied by the Provincial Chambers, Law Courts, the Christchurch Town Hall, and Victoria Square. Puāri remained one of the principal kāinga mahinga kai in Christchurch, right up to the Ngāi Tahu signing of the Canterbury Purchase in 1848. Twenty years later Pita Te Hori, the first Upoko Rūnanga of Ngāi Tūāhuriri, claimed Puāri as a mahinga kai. However, his claim was dismissed, as the Crown had already alienated the land. A further unsuccessful claim to Puāri was brought as part of the wider Ngai Tahu Claim (Wai 27) in 1986.

Ōtautahi

Although Ōtautahi is the general Māori name used nowadays for Christchurch, it is specifically a kāinga nohoanga (settlement) and kāinga mahinga kai (food-gathering place) on the banks of the Ōtākaro (Avon River). There are numerous references to the location of the kāinga nohoanga, but all place it within the same general area: the junction of the now-disappeared Free's Creek and the Ōtākaro, or St Mary's Creek and the Ōtākaro, or near Kilmore St close to the present day Christchurch City Fire Station. The settlement was established by Tautahi, the son of the Ngāi Tahu rangatira (chief) Huikai. Tautahi and his people stayed here during their frequent food-gathering expeditions to the extensive wetlands that once existed throughout Christchurch. In 1868 Hakopa Te Ata-o-Tū from Ngāi Tūāhuriri claimed Ōtautahi as a mahinga kai in the Native Land Court, which the Court dismissed on the basis that the land had already been sold. During the 1879 Smith-Nairn Royal Commission of Inquiry into the Ngāi Tahu land claims, Ngāi Tūāhuriri kaumātua recorded Ōtautahi as a kāinga nohoanga, he kāinga tūturu, and kāinga mahinga kai. The foods gathered here included tuna (eels), inaka (whitebait), mata (juvenile whitebait), kōkopu (native trout), koukoupāra (giant

kōkopu), pārerā (grey duck), pūtakitaki (paradise duck), raipo (New Zealand scaup), tataa (brown duck), pāteke (brown teal), pora ('Māori turnip') and aruhe (bracken fernroot).



Ōtākaro

Ōtākaro (Avon River) is the iconic spring-fed river that flows through Christchurch into Te Ihutai (the Avon-Heathcote Estuary). It was an important part of the interconnected network of traditional travel routes, particularly as an access route through the swampy marshlands of Christchurch. The mouth of the Ōtākaro was a permanent mahinga kai, and the river supported numerous kāinga mahinga kai (food-gathering places). Foods gathered included tuna (eel), inaka (whitebait), kōkopu (native trout), kanakana (lamprey), waikōura (freshwater crayfish), waikākahi (freshwater mussel), tuere (blind eel), and pātiki (flounders). Eeling weirs made from mānuka stakes were situated half a mile from the river mouth, until they were removed in the 1920s. A variety of birds were also harvested on the river, including pūtakitaki (paradise ducks), pārerā (grey duck), raipo (New Zealand scaup), tataa (brown duck), and pāteke (teal). On the banks of the rivers, plant-based foods such as aruhe (bracken fernroot) and kāuru (root of the tī kouka) were also gathered. Waipapa Pā This smaller pā settlement (smaller than Puari Pā or Ōtautahi Pā) was located in the area often known as Little Hagley Park, some say Pilgrims Corner, and is referred to in this Government Gardens document. The name Waipapa is used for the naming of a new building in the Christchurch Hospital and for Hagley Community College, two locations nearby.

Ihutai Native Reserve 900

Native Land Court Award 1868 'Fishing Easement' This ten-acre reserve was originally situated near the mouth of the Avon/Ōtākaro River, between Sumner and New Brighton, and was one of 15 fishing easements set aside by the Native Land Court in 1868 to allow Ngāi Tahu to continue the practice of mahinga kai. In 1887 the Native Land Court investigated the title under the provisions of the Native Equitable Owners Act 1886, to determine all those who held a beneficial right to the reserve. The court found that those entitled were the owners who had appeared on the 1868 Kaiapoi list and the successors to those on the list who were deceased. In 1956, the reserve was compulsorily acquired by the Crown under the Public Works Act 1928 for a sewage treatment works and vested in the Christchurch Drainage Board.

Tuahiwi Marae, Te Kai-a-Te-Karoro Pā and Rapanui are all additional places of significance in the near vicinity. Learning about these places is important to understand the history to inform the future.



Our Strategy

Drivers for Change		
Our School Values	Te Matāiaho	NELP
Excellence Diversity Integrity Creativity	Realizing the Intent of Te Tiriti Broadening our View of what success looks like Setting high expectations for all	Learners at the centre Barrier-free access Quality teaching and leadership





Strategic Focus			
Realising the Intent of Te Tiriti	Being The Best Version of Ourselves	A School of Choice For Our Community	A positive outcome from the rebuilding process for all







Vision Statement			
National focus to shift from acknowledgement to authentic understanding and valuing of Te Tiriti	Our staff and students are given the opportunities, support and expertise to achieve to the very highest level of their potential by setting high expectations for all	Our kura is seen as a positive place for learning that attracts the best educators and provides for the diversity within our community whilst broadening our view of what success looks like.	The student experience during the rebuild will not be compromised and the project outcome is positive and long lasting for our community.
How will this Integrate into Our Strategic plan?			
The use of Te Reo Māori is intentionally evident throughout our teaching and learning programme	Professional development that supports consistent and high quality, teaching and learning	Improve and refine our community communication and engagement strategy	Ensuring that students have the best possible experience with minimal disruption from the building process
Students engage positively with our localized NZ Histories curriculum	A strong culture of distributed leadership and shared responsibility	To deliver a consistent and evidenced based Wellbeing strategy for students and staff	Planning for the long-term development of play and recreational spaces
Kaiako will demonstrate intentional genuine actions to build an inclusive sense of nationhood	Nurturing and strengthening our extra curricular and co-curricular opportunities for students	The Teaching of Mathematics and Literacy is aligned with Te Matāiaho and consistently applied across the school	Ensuring all spaces are well equipped for learning
Te Reo Māori and our Cultural Narrative is evident in the presentation and identity of our Kura	To develop and apply a consistent and universal language of learning across the Kura	Our positive behavior management system is mana enhancing, well designed, well communicated and consistently applied	Identify and utilize the new teaching opportunities that will arise as a result of the new learning spaces







Three Year Strategic Map

Realizing the intent of Te Tiriti	2023	2024	2025
 The use of Te Reo Māori is intentionally evident throughout our teaching and learning programme	Cultural competency assessment tool completed to provide baseline for our future work. Development of our expected Te reo Curriculum continues	Te reo curriculum expectations complete and added to staff handbook/curriculum planning Act on assessment tool findings	Entry and exit assessment of students ability in Te reo and reporting to ascertain value added and areas for development.
 Ākonga engage positively with our localised NZ Histories curriculum	Deliver our planned two-year cycle with localised excursions, strong connections to local iwi and learning opportunities evident in planning Reviewed in term 4	Ensure new staff development delivered and act on any review findings to improve programme delivery	Delivery will be consistent and applied throughout the school to a high standard.
 Kaiako will demonstrate intentional genuine actions to build an inclusive sense of tuakiritanga/nationhood	Individualised development goals for each staff member will be identified and added to the professional growth cycle	Clearly identify the ways we realize the intent of the treaty in the staff handbook and in our practice. What is our Tikanga?	Continued staff development and execution of the plan. Provide support to new staff members
 Te reo Māori and our cultural narrative is evident in the presentation and identity of our kura	Bi-lingual signage design for new buildings complete Awareness of new logo and cultural significance raised in the wider community Transfer of school image to new logo and messaging	New uniform introduced School directional signage planned and ordered Planting plan created based on our cultural narrative. Entry and Pou design, School Haka Creation	Old uniform phased out year-end All image/marketing and presentation (excluding sports) are consistent with new logo and significance Planting plan completed Art work and sculpture evident within school grounds







Being the best version of ourselves	2023	2024	2025
 Professional development that supports consistent and high-quality, teaching and learning	Maths extension PLD with Audrey Tann Maths PLD ALIM with a small group of staff Maths Cluster PLD on curriculum refresh Pause Breath Smile training for all staff	English/Literacy curriculum refresh as a focus. PLD funding applications made. Visible Learning pathways explored Schoolwide wellbeing strategy completed and implemented.	Curriculum refresh specialist subjects (if ready) Curriculum refresh PE and Health Visible learning and UDL
 A strong culture of distributed leadership and shared responsibility	Maths PLD cluster lead appointed Wellbeing lead job description finalised Specific leadership PLD for middle leaders identified FTU x 1 Allocated FTU x 2 Allocated Principal check in schedule established and completed with school leaders. Student council to re-convene	Maths and Literacy lead positions advertised FTU x 3 allocated Middle leaders leadership programme curriculum completed and underway Principal check-in schedule with school leaders Student council re-convene	FTU x 3 allocated Middle leaders leadership programme continues Principal check-in schedule with school leaders Student council re-convene
 Focus on the engagement of our tamariki in our extra-curricular and co-curricular opportunities	Appoint and induct sports co-ordinator Review of what the opportunities are now and how we can increase engagement within them External facilitators /options what is out there?	How do we measure engagement? What new opportunities could we offer? What past options can we stop or reduce? What are the passions of our staff and community?	What new opportunities could we offer? What past options can we stop or reduce? What are the passions of our staff and community
 To develop and apply a consistent and universal language of learning across the kura	Nothing in 2023	Staff consultation and a wider discussion on visible learning /UDL strategies Set schoolwide direction for visible learning development and provision.	Visible learning and UDL strategies introduced and developed



A school of choice for our community	2023	2024	2025
 Improve and refine our community communication and engagement strategy	Communication strategy developed Move to HERO pro Retire school apps	Implement communication strategy	Implement communication strategy
 To deliver a consistent and evidence-based wellbeing strategy for tamariki and Kaiako	Pause Breath Smile Training for All staff Wellbeing co-ordinator job description created Wellbeing survey introduced for staff and students annually School counsellor appointed Review our school pastoral systems to ensure they are fit for purpose.	School pastoral system review recommendations in place Wellbeing survey repeated staff and students trends identified. New staff upskilled in PBS internally	Wellbeing survey repeated staff and students trends identified. New staff upskilled in PBS internally
 The teaching of Mathematics and Literacy is aligned with Te Matāiaho and consistently applied across the kura	Whole staff development on the new Mathematics curriculum refresh. Extension provision reviewed and aligned	Whole staff development on the new English/Literacy curriculum refresh.	New Staff upskilled as required in school systems and curriculum.
 Our positive behaviour management system is mana enhancing, well designed, well communicated and consistently applied	Finalise our behaviour and acknowledgement system. Staff development in Tier 1 and 2 strategies for managing behaviour Communicate our behaviour system to students Make our behaviour system freely available via school docs Neurodiversity training for all staff	Continued staff development in Tier 1 and 2 strategies for managing behaviour Communicate our behaviour system to students Make our behaviour system freely available via school docs Review data collection for effectiveness	Continued staff development in Tier 1 and 2 strategies for managing behaviour Communicate our behaviour system to students Make our behaviour system freely available via school docs



A positive outcome from the rebuilding process for all	2023	2024	2025
 Ensuring that students have the best possible experience with minimal disruption from the building process	2 portable classes on site Move into block 13 Tech options revised for 2023 /24	Move into Block 2 Move into tech block Landscaping completed	Use of 5YA for existing older buildings new 10YP
 Planning for the long-term development of play and recreational spaces	Hard courts finished with nets/lines etc Playground finished Landscaping plan completed Campaign to CCC as required for remediation solution for field drainage	Play spaces completed Field works completed Landscaping completed Budget for the remainder of play space requirements	Play equipment finalised for all areas
 Ensuring all spaces are well equipped for learning	New furniture block 13 24/01/2022 Move tech spaces as per plan Donate green desks to Tonga Old Blue desks sent for repair as required	Budget for BOT contribution Block 2 furniture order Tech block additional requirements ordered	Budget for BOT contribution
 Identify and utilise the new teaching opportunities that will arise as a result of the new learning space	Kaupeka teams established in block 13. Collaborations identified Year 7/8 buddy classes cemented Year 7 YLC and SLT to identify opportunities for 2024	Kaupeka teams established in block 2. Collaborations trialled/ identified Year 7/8 buddy classes cemented Year 7 and 8 YLC and SLT to identify opportunities for 2025 Specialist team to identify cross curricular opportunities for piloting in 2025.	Specialist pilot programmes underway Collaborations trialled/ identified All staff to identify cross curricular opportunities for piloting in 2025.



Annual Plan Summary Of Progress to BOT

Realizing the Intent of Te Tiriti	Being the Best Version of Ourselves	A School of Choice for Our Community	A positive outcome from the rebuilding process for all.	Compliance
<p>Cultural competency assessment tool completed</p> <p>Development of our expected Te reo Curriculum</p> <p>Deliver our planned two-year cycle for NZHC</p> <p>Individualised Te Reo development added to the professional growth cycle</p> <p>Bi-lingual signage design for new buildings complete</p> <p>Awareness of new logo and cultural significance raised in the wider community</p> <p>Transfer of school image to new logo and messaging</p>	<p>Maths extension PLD with Audrey Tann</p> <p>Maths PLD ALIM with a small group of staff</p> <p>Maths Cluster PLD on curriculum refresh</p> <p>Pause Breath Smile training for all staff</p> <p>Maths PLD cluster lead appointed</p> <p>Wellbeing lead job description finalised</p> <p>Specific leadership PLD for middle leaders identified</p> <p>FTU x 1 Allocated</p> <p>FTU x 2 Allocated</p> <p>Principal check in schedule established and completed</p> <p>T 1 T2 T3 T4</p> <p>Student council to re-convene</p> <p>Appoint and induct sports co-ordinator</p> <p>Review of current extra curricular provision</p>	<p>Communication strategy developed</p> <p>Move to HERO pro</p> <p>Retire school apps</p> <p>Wellbeing survey for staff and students T2</p> <p>School counsellor appointed and in place</p> <p>Review our school pastoral system</p> <p>Whole staff development on the new Mathematics curriculum refresh.</p> <p>Extension provision reviewed and aligned</p> <p>Finalise our behaviour and acknowledgement system.</p> <p>Staff development in Tier 1 and 2 strategies for managing behaviour</p> <p>Communicate our behaviour system to students</p> <p>Make our behaviour system freely available via school docs</p> <p>Neurodiversity training for all staff</p>	<p>2 portable classes on site</p> <p>Move into block 13</p> <p>Tech options revised for 2023 /24</p> <p>Hard courts finished with nets/lines etc</p> <p>Playground finished</p> <p>Landscaping plan completed</p> <p>Campaign to CCC as required for remediation solution for field drainage</p> <p>New furniture block 13 24/01/2022</p> <p>Move tech spaces as per plan</p> <p>Donate green desks to Tonga</p> <p>Old Blue desks sent for repair as required</p> <p>Kaupeka teams established in block 13.</p> <p>Collaborations identified with YLC</p> <p>Year 7/8 buddy classes cemented</p> <p>Year 7 YLC and SLT to identify collaboration opportunities for 2024</p>	<p>H and S Meeting</p> <p>T1 T2 T3 T4</p> <p>Finance Meeting</p> <p>T1. T2 T3 T4</p> <p>Charter Submitted</p> <p>Annual Report Submitted</p> <p>Audit complete</p> <p>Principal Appraisal Complete</p> <p>All Staff PGC signed off</p> <p>Policy review</p> <p>T1 T2 T3 T4</p> <p>Fire and Evacuation</p> <p>T 1 T2 T3 T4</p>

Black = Not Started Green = Underway Red = Completed



Strategic Goal ONE: Support the wellbeing of our tamariki and Kaiako

Annual Target: To use HERO effectively and complete a credible wellbeing survey in term two and use its findings to act and provide support as required.

Baseline data: There is currently no benchmark or process for ascertaining schoolwide wellbeing. Although there are some excellent interpersonal wellbeing strategies employed by individual staff members there is no tracking of wellbeing data between year 7 and 8 and no clearly evident way of ascertaining areas of need or concern. Our pastoral systems have not historically used the HERO interface so we are unable to collate data and trends.

When	What (examples)	Who	Indicators of Progress
2022	Appoint school counsellor Integrate Pastoral information into HERO Clarify wellbeing co-ordinator job description	Principal Pastoral Team	Appointed Job description completed and signed HERO systems up and running
Term 1	Identify credible survey for students and staff Use HERO for all pastoral information storage and tagging All staff trained in Pause Breath Smile Programme	Wellbeing/Health coordinator SLT Pastoral team	Survey identified and staff prepared to administer HERO tagging is evident on all posts Survey administered with over 90% participation rate
Term 2	Administer and analyse survey and provide recommendations PBS integrated into class programmes	Wellbeing/Health coordinator	Analysis completed
Term 3	Analysis considered and a baseline established for year 7 and staff. Report recommendations concerns implemented /addressed where appropriate /possible 2024 development needs identified and resourced Pastoral system reviewed supported by findings	SLT BOT Wellbeing/Health coordinator Pastoral team	Clear outcomes from the report established Trends identified to the leadership team and Board 2024 planning evident and resourced
Term 4	None		

Monitoring: This will be monitored by the Principal in collaboration with the Wellbeing coordinator.

Resourcing: 1 x unit for coordinator position and funding for survey and wider use of HERO.



Strategic Goal Two: To raise student achievement Reading, Writing and Mathematics

Annual Target and Baseline Data

Writing

Target 1

For the 46 current 2022 Year 7 students - 30 boys, 16 girls (5 ELLs) who will be working towards the Year 8 curriculum level expectation to make accelerated progress (2-3 sublevels), achieving within level 4 by the end of 2023.

6 students are achieving at the beginning of curriculum level 3

40 students are achieving mid-curriculum level 3.

Target 2

For the 11 current 2022 Year 7 students - 5 boys and 6 girls (4 ELLs, 2 SEN) who require learning interventions additional to the classroom programme to progress 1-2 sublevels by the end of 2023.

All students are currently achieving at the end of level 1 - end of level 2

Reading

Target 1

For the 23 current 2022 Year 7 students - 12 boys, 11 girls (2 ELLs) who will be working towards the Year 8 curriculum level expectation to make accelerated progress (2-3 sublevels), achieving within level 4 by the end of 2023.

5 students are achieving at the beginning of curriculum level 3

18 students are achieving mid-curriculum level 3.

Target 2

For the 11 current 2022 Year 7 students - 6 boys and 5 girls (5 ELLs, 3 SEN) who require learning interventions additional to the classroom programme to progress 1-2 sublevels by the end of 2023.

All students are achieving the beginning of level 1 - end of level 2



Maths

Target 1

For the 38 current 2022 Year 7 students - 19 boys, 19 girls who will be working towards the Year 8 curriculum level expectation to make accelerated progress (2-3 sublevels), achieving within level 4 by the end of 2023.

8 students are achieving at the beginning of curriculum level 3

30 students are achieving mid-curriculum level 3.

Target 2

For the 5 current 2022 Year 7 students - 2 boys and 3 girls who require learning interventions additional to the classroom programme to progress 1-2 sublevels by the end of 2023.

All students are achieving at the beginning of level 2 - end of level 2

When	What (examples)	Who	Indicators of Progress
Year Long	Group Professional Development with Audrey Tan Kaupeka specific targeted support with Dr Tan Maths Cluster PLD linked to curriculum refresh ALIM for identified teachers On-going Monitoring and support from Lead teachers and SENCO Teacher differentiation and tracking within kaupeka groups	Teaching staff Lead Teacher Literacy Numeracy and Cluster Lead School leadership team SENCO	Each goal will be tracked and monitored by the leader teacher in that area with regular termly check ins with the Principal for support. Mid-year data will inform progress. Data on Hero to allow for comparison Group created on HERO to track priority learners



Strategic Goal Three: To implement a powerful and meaningful New Zealand Histories Curriculum

Annual Target: For students to identify with key learning in the NZHC curriculum and be able to engage with the material and local context

Baseline data: This is a new curriculum therefore there is no baseline to work from. The quality of our mahi will be ascertained by a post-unit reflection by students administered to the entire school to ascertain level of engagement and understanding of the content taught. Our goal is to test the effectiveness of the programme with the intention for the majority of students to be positive in reflection and able to articulate key learning points.

When	What (examples)	Who	Indicators of Progress
Term 1	Complete staff development on the agreed two year teaching plan Develop post unit assessment	Teaching staff Kaiarahi	
Term 2	Implement the teaching plan including the local curriculum contextual visits Support new teaching staff as required to implement the plan.	Teaching staff Kaiarahi	
Term 3	Implement the teaching plan including the local curriculum contextual visits Support new teaching staff as required to implement the plan.	Teaching staff Kaiarahi	
Term 4	Implement the teaching plan including the local curriculum contextual visits Support new teaching staff as required to implement the plan. Administer student voice survey to ascertain levels of engagement and understanding post-unit. Celebrate on/Adapt the programme as required based on feedback received.	Teaching staff Kaiarahi Principal	



Analysis Of Variance 2022

Target	Outcome	Analysis of Overall data
<p>Maths</p> <p>Target 1 For the 38 Year 8 students - 11 boys and 27 girls at the beginning of level 3 and mid-level 3 of the NZ curriculum to make accelerated progress towards achieving within level 4 by the end of the year.</p> <p>Target 2 For the 3 Year 8 students - 2 boys and 1 girl who require learning interventions additional to the classroom programme to progress 1-2 sublevels (students have special education needs).</p>	<p>End of year Evaluation on Target 1 61% (23/38 students) made accelerated progress (2 or more sub-level shifts) ○ 15 students made 1 sub-level shift ○ 22 students made 2 sub-level shifts ○ 1 student made 3 sub-level shifts 39% (15/38 students) progressed to achieving within the Year 8 expectation.</p> <p>End of year Evaluation on Target 2</p> <p>○ All 3 students made 1 sub-level shift</p>	<p>Achievement data is consistent with past trends for year level, Māori students and gender. Levels of achievement were similar for girls and boys, although proportionally, more boys achieved above the curriculum expectation. Proportionally, less Māori students achieved at or above the expectation than NZ European students. This disparity slightly widened from 2021 data.</p>
<p>Reading</p> <p>Target 1 For the 26 Year 8 students - 17 boys, 9 girls (4 ELLs) working towards the Year 8 level expectation to make accelerated progress (2-3 sublevels), achieving within level 4 by the end of 2021.</p>	<p>End of year Evaluation on Target 1 14/26 (54%) students reached the target of achieving within level 4, a 2-3 sub-level shift. ○ 6 students made a 2 sub-level shift. ○ 8 students made a 3 sub-level shift. 12/26 (46%) students were still working towards achieving within level 4. ○ 2 students made a 1 sub-level shift. ○ 7 students made a 2 sub-level shift. ○ 3 students made a 3 sub-level shift.</p>	<p>Heaton students continue to achieve very well in reading. Achievement data is consistent with past trends. In 2021 at the end of the year, 90% of students achieved within or above their curriculum expectation. Māori students are achieving very well at Heaton, with achievement rates in Year 7 & 8 comparable to NZ European ethnicity groups.</p>



<p>Target 2 For the 5 Year 8 students - 3 boys and 2 girls (1 ELLs, 1 Orrs, 3 SEN) who require learning interventions additional to the classroom programme to progress 1-2 sublevels by the end of 2022.</p>	<p>End of year Evaluation on Target 2 1 student exceeded the target making a 3 sub-level shift. 1 student reached the target making a 2 sub-level shift. 3 students reached the target making a 1 sub-level shift.</p>	<p>There is little disparity between girls and boys achievement. However, girls are achieving at slightly higher rates above the curriculum.</p>
<p style="text-align: center;">Writing</p> <p>Target 1 For the 47 Year 8 students - 34 boys, 13 girls working towards the Year 8 level expectation to make accelerated progress (2-3 sublevels), achieving within level 4 by the end of 2022.</p> <p>Target 2 For the 6 Year 8 students - 3 boys and 3 girls (1 ELLs, 1 Orrs, 4 SEN) who require learning interventions additional to the classroom programme to progress 1-2 sublevels by the end of 2022.</p>	<p>End of year Evaluation on Target 1</p> <ul style="list-style-type: none">• 21/47 (45%) students (11 boys & 10 girls) reached the target of achieving within level 4, a 2-4 sub-level shift.<ul style="list-style-type: none">○ 7 students made a 2 sub-level shift.○ 11 students made a 3 sub-level shift.○ 3 students made a 4 sub-level shift.• 26/47 (55%) (21 boys & 3 girls) students were still working towards achieving within level 4. However, these students made the following sub-level shifts.<ul style="list-style-type: none">○ 3 students made a 1 sub-level shift.○ 18 students made a 2 sub-level shift.○ 13 students made a 3 sub-level shift. <p>End of year Evaluation on Target 2</p> <ul style="list-style-type: none">○ 1 student exceeded the target making a 5 sub-level shift.○ 2 student exceeded the target making a 3 sub-level shift.○ 2 students reached the target making a 2 sub-level shift.○ 1 student reached the target making a 1 sub-level shift.	<p>Achievement data is consistent with past trends for overall, year level, Māori students and gender. Girls continue to achieve at higher rates, especially at the advanced level in writing, compared to boys. Larger proportions of boys compared to girls are not achieving their expected curriculum level. However, 11 boys in the Y8 target group did make accelerative gains (more than 1 year of progress). Māori students are achieving at slightly lower rates compared to NZ European students.</p>



Heaton Intermediate School He Tiwai Mātauranga Reporting to the Board and Self Review Schedule 2023-2024

2023

Term 1 Meeting 1	Term 1 Meeting 2	Term 2 Meeting 1	Term 2 Meeting 2	Term 3 Meeting 1	Term 3 Meeting 2	Term 4 Meeting 1	Term 4 Meeting 2
<p>Confirmed Budget/ Banked Staffing Correspondence Annual Plan presented Principal Report NELP Policy review and assurances Previous Year staff appraisal assurances</p> <p>Charter Goals Draft Strategic Plan review process</p>	<p>Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Charter Submitted Analysis of Variance</p>	<p>Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Policy review and assurances</p>	<p>Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Annual Report Submitted</p>	<p>Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Policy review and assurances Student voice topic Mid-year achievement Report on Community Consultation for Strategic Plan</p>	<p>Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Student Voice Outcomes Health and Safety written report PRT and new teacher feedback</p>	<p>Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Policy review and assurances Projected staffing for next year</p>	<p>Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Principal's appraisal summary</p>
<p>Literacy achievement written and verbal Report</p> <p>Maths Achievement Report Written</p>	<p>Learning Support and ELL written and verbal report</p> <p>PE/EOTC and Health written report</p>	<p>Maori Achievement written and verbal report</p>	<p>Wellbeing survey data and analysis</p> <p>Performing and Visual Art Written Report</p> <p>Attendance written report</p>	<p>Charter Goal Progress written report</p> <p>Maths achievement written and Verbal Report</p> <p>Literacy Achievement Written Report</p>	<p>Science written report</p> <p>DP Verbal Report</p>	<p>Technology written and verbal report</p>	<p>Attendance written report</p> <p>International Students written Report</p>



Heaton Intermediate School He Tiwai Mātauranga Reporting to the Board and Self Review Schedule 2023-2024

2024

Term 1 Meeting 1	Term 1 Meeting 2	Term 2 Meeting 1	Term 2 Meeting 2	Term 3 Meeting 1	Term 3 Meeting 2	Term 4 Meeting 1	Term 4 Meeting 2
<p>Confirmed Budget/ Banked Staffing Correspondence Annual Plan presented Principal Report NELP Policy review and assurances Previous Year staff appraisal assurances Charter Goals Draft</p>	<p>Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Charter Submitted Analysis of Variance</p>	<p>Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Policy review and assurances</p>	<p>Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Annual Report Submitted</p>	<p>Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Policy review Student voice topic Mid-year achievement Report on Community Consultation for Strategic Plan</p>	<p>Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Student voice outcome Health and Safety written report PRT and new teacher feedback</p>	<p>Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Policy review and assurances Projected staffing for next year</p>	<p>Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Principal's appraisal summary</p>
<p>Literacy achievement written and verbal Report Maths Achievement Report Written</p>	<p>Learning Support and ELL written report PE/EOTC and Health written and verbal report</p>	<p>Maori Achievement written report DP Verbal Report</p>	<p>Wellbeing survey data and analysis Performing and Visual Art Written and Verbal Report Attendance written report</p>	<p>Maths achievement written and Verbal Report Literacy Achievement Written Report</p>	<p>Science written and verbal report</p>	<p>Technology written report</p>	<p>Attendance written report International Students written Report</p>