



He Tiwai Mātauranga  
Heaton Normal Intermediate  
Ekea te pae Kahukura

# He Tiwai Mātauranga

## Heaton Normal Intermediate

### Strategic Plan 2024-2026



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## 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. Heaton Normal Intermediate is named after Sir Robert Heaton Rhodes, the well-known landowner, lawyer and politician whose Elmwood estate was purchased by the Canterbury Education Board on 23 August 1945. 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.

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).

**Note** Advice from MOE has stated we do not have to redo our strategic plan immediately if it has only recently been completed. our current strategic plan expires in 2025 therefore we have signalled to our community that full consultation on the new 2025-2028 plan will occur in late 2024 and this may impact on the annual plan for 2025 onwards.



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## Vision and Values

*Excellence – Pai Rawa*

*Ekea te pae kahukura*

*Ascend to the heights of excellence*

*Diversity – Rerenga Ketanga*

*Nāku te rourou, nāu te rourou, ka ora ai te iwi*

*With my food basket and your food basket, the people will thrive*

*Integrity – Ngākau Pono*

*Ko te tumu herenga waka*

*The stump to which the canoe is tied*

*Creativity – Auahatanga*

*Mā te pohewa mā te auaha hoki, ka whakapuaki ngā kura e huna ana*

*With imagination and creativity, a hidden jewel can be revealed*

*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



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## Cultural Narrative for He Tiwai Mātauranga

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 Tiwai Mātauranga.

Tiwai, 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 Tiwai 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.



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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](http://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 (tūī), 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), koukoupapa (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



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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.



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## Our Strategy and the Priorities for Action

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 Tiriiti	2024	2025	2026
The use of Te Reo Māori is intentionally evident throughout our teaching and learning programme	Te Reo assessment tool used to baseline students entering our kura. 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.	<p>Our strategic plan was updated with consultation in early 2023 therefore with advice from MOE regarding this process we have notified our community that we will move to consultation in the latter part of 2024 for the 2025 -2028 strategic and annual plan.</p> <p>This will inform the annual plan for 2025 onwards.</p>
Ākonga engage positively with our localised NZ Histories curriculum	Ensure new staff development delivered and act on any review findings from 2023 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	Clearly identify the ways we realize the intent of the treaty in the staff handbook and in our practice. What is our Tikanga? Strategic Plan consultation completed	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	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	2024	2025	2026
Professional development that supports consistent and high-quality, teaching and learning	<p>Maths extension PLD with Audrey Tann English/Literacy curriculum refresh as a focus.</p> <p>Funding writing PLD applications made Schoolwide wellbeing strategy completed and implemented.</p>	<p>Curriculum refresh specialist subjects (if ready)</p> <p>Curriculum refresh PE and Health</p> <p>Visible Learning pathways explored</p>	<p>Our strategic plan was updated with consultation in early 2023 therefore with advice from MOE regarding this process we have notified our community that we will move to consultation in the latter part of 2024 for the 2025 -2028 strategic and annual plan.</p> <p>This will inform the annual plan for 2025 onwards.</p>
A strong culture of distributed leadership and shared responsibility	<p>Maths and Literacy lead positions continue</p> <p>Wellbeing lead job adapted</p> <p>FTU x 2 allocated</p> <p>Middle leaders leadership programme curriculum completed and underway</p> <p>Principal check-in schedule with school leaders</p> <p>Student council re-convene</p>	<p>FTU x 3 allocated</p> <p>Middle leaders leadership programme continues</p> <p>Principal check-in schedule with school leaders</p> <p>Student council re-convene</p>	
Focus on the engagement of our tamariki in our extra-curricular and co-curricular opportunities	<p>How do we measure engagement?</p> <p>What new opportunities could we offer?</p> <p>What past options can we stop or reduce?</p> <p>What are the passions of our staff and community?</p>	<p>What new opportunities could we offer?</p> <p>What past options can we stop or reduce?</p> <p>What are the passions of our staff and community</p>	
To develop and apply a consistent and universal language of learning across the kura	<p>Staff consultation and a wider discussion on visible learning /UDL strategies</p> <p>Set schoolwide direction for visible learning development and provision.</p>	<p>Visible learning and UDL strategies introduced and developed</p>	



A school of choice for our community	2024	2025	2026
Improve and refine our community communication and engagement strategy	Implement communication strategy from 2023	Implement communication strategy from 2023	<p>Our strategic plan was updated with consultation in early 2023 therefore with advice from MOE regarding this process we have notified our community that we will move to consultation in the latter part of 2024 for the 2025 -2028 strategic and annual plan.</p> <p>This will inform the annual plan for 2025 onwards.</p>
To deliver a consistent and evidence-based wellbeing strategy for tamariki and Kaiako	School pastoral system review Wellbeing committee established Wellbeing survey repeated staff and students trends identified.	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 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	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	
Our International student programme is well presented with a clear underlying philosophy	Refresh the marketing package for our international programme post rebuild Have a clear shared understanding of our philosophy for the international programme at Heaton	Investigate the need for personnel to promote the school in person and act accordingly.	



A positive outcome from the rebuilding process for all	2024	2025	2026
Ensuring that students have the best possible experience with minimal disruption from the building process	Move into Block 2 Tech block completed Landscaping completed Maintenance plan established Weatheritghtness work completed	Use of 5YA for existing older buildings new 10YP	Our rebuild will be complete at this time and we will back to business as normal
Planning for the long-term development of play and recreational spaces	Play spaces completed Field works advocacy Landscaping completed Budget for the remainder of play space requirements	Play equipment finalised for all areas	
Ensuring all spaces are well equipped for learning	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 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 Implementation Plan Summary

Realizing the Intent of Te Tiriiti	Being the Best Version of Ourselves	A School of Choice for Our Community	A positive outcome from the rebuilding process for all.	Compliance
<p>Te Reo assessment tool used to baseline students entering our kura.</p> <p>Te reo curriculum expectations complete and added to staff handbook/curriculum planning</p> <p>Act on assessment tool findings</p> <p>Ensure new staff development delivered and act on any review findings from 2023 to improve programme delivery</p> <p>Clearly identify the ways we realize the intent of the treaty in the staff handbook and in our practice. What is our Tikanga?</p> <p>Strategic Plan consultation completed</p> <p>New uniform introduced</p> <p>School directional signage planned and ordered</p> <p>Planting plan created based on our cultural narrative.</p> <p>Entry and Pou design, School Haka Creation</p>	<p>Maths extension PLD with Audrey Tan</p> <p>English/Literacy curriculum refresh PLD</p> <p>Funding writing PLD applications made</p> <p>Schoolwide wellbeing strategy completed and implemented.</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 T 2 T 3 T 4</p> <p>Student council to re-convene</p> <p>Maths and Literacy lead positions continue</p> <p>Wellbeing lead job adapted</p>	<p>Implement communication strategy from 2023</p> <p>School pastoral system review</p> <p>Wellbeing committee established with analysis of Pulse Data</p> <p>Wellbeing survey repeated for staff</p> <p>Continued 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>Review schoolwide data collection for effectiveness</p> <p>Refresh the marketing package for our international programme post rebuild</p> <p>Have a clear shared understanding of our philosophy for the international programme at Heaton</p>	<p>Move into Block 2</p> <p>Tech block completed</p> <p>Landscaping completed</p> <p>Maintenance plan established</p> <p>Weathertightness work completed</p> <p>Play spaces completed</p> <p>Field works advocacy</p> <p>Budget for BOT contribution tech block furniture order</p> <p>Tech block additional requirements ordered</p> <p>Kaupeka teams established in block 2. Collaborations trialled/ identified</p> <p>Year 7/8 buddy classes cemented</p> <p>Year 7 and 8 YLC and SLT to identify opportunities for 2025</p> <p>Specialist team to identify cross curricular opportunities for piloting in 2025</p>	<p>H and S Meeting</p> <p>T1 T2 T3 T4</p> <p>Finance Meeting</p> <p>T1. T2 T3 T4</p> <p>Strategic Plan 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 T 2 T 3 T 4</p>

Red= Not Started Green = Underway Black=Completed



## 2024 Annual Implementation Plan

Strategic Goal ONE:		Realizing the Intent of Te Tiriiti	
Current Position:	Our kura as made great inroads since the appointment of our Kaiarahi. Our Tikanga is well established and there is evidence of strong connections and usage in classroom practice. Weekly staff professional development across the school has been well received and is assisting teachers to bring Te Reo Maori into the school day.		
Annual Target:	To build on the work we =have completed to set up systems to analyse student progress and value added in Te Reo Maori and to implement the recommendations from the Poutama Reo review around community consultation in a meaningful and useful way.		
What will we do?		Who will do it?	What are the expected outcomes?
<p>Te Reo assessment tool used to baseline students entering our kura.</p> <p>Te reo curriculum expectations complete and added to staff handbook/curriculum planning</p> <p>Act on assessment tool findings</p> <p>Ensure new staff development delivered and act on any review findings from 2023 to improve programme delivery</p> <p>Clearly identify the ways we realize the intent of the treaty in the staff handbook and in our practice. What is our Tikanga?</p> <p>Strategic Plan consultation completed</p> <p>New uniform introduced</p> <p>School directional signage planned and ordered</p> <p>Planting plan created based on our cultural narrative.</p> <p>Entry and Pou design, School Haka Creation</p>		<p>Principal</p> <p>Kaiarahi</p> <p>BOT</p> <p>Teaching Staff</p>	<p>We will have baseline, midpoint and exit data to inform teaching and learning and ascertain value added for our Te Reo Maori teaching.</p> <p>Our Tikanga will be clearly identified in our staff handbook and practices</p> <p>We will develop robust consultation strategies with our Maori whanau that are meaningful and demonstrate the principal of partnership</p> <p>Our The presentation of our Kura will reflect our cultural narrative</p> <p>Our team will continue to develop their own skills and abilities and be empowered to further enact this into the classroom.</p>
Resourcing and Monitoring:		NCZER assessment tool, Kaiarahi resource implemented financial commitment to design and presentation of Kura.	
Supporting students with needs not well met:		This goal is for all but has a clear focus on our Maori students and whanau.	
Supporting Tiriti Obligations:		Self evident	



Strategic Goal TWO:		Being the Best Version of Ourselves			
Current Position:	We have completed a year of maths PLD and staff feedback is that this has been productive and the job is not yet finished. As we move to non-streaming catering for differing needs Levels 2-5 in a single class is extremely challenging and requires further support. The new English refresh will need attention in 2024 and we have identified writing as our next area of focus for funding applications in preparation				
Annual Target:	We are assured that the needs of every learner are being met by analysis of progress data, staff confidence levels and by observation of practice and that we are well positioned to move onto the next phase of development around writing. There is clear shared understanding of what good maths teaching looks like and how differentiation can occur in a non-streamed environment. Our wellbeing systems are cemented with data used effectively to support interventions and promote positive outcomes.				
What will we do?			Who will do it?	What are the expected outcomes?	
Maths PLD with Audrey Tan  English/Literacy curriculum refresh PLD  Funding writing PLD applications made  Schoolwide wellbeing strategy completed and implemented.  Principal check in schedule established and completed  T 1      T2      T3      T4  Student council to re-convene  Maths and Literacy lead positions continue  Wellbeing lead job adapted			Dr Tan and all Staff Maths lead teacher Principal Wellbeing co-ordinator Student Council	Teachers will report confidence in delivering an effective maths programme for students at level 4p and above in a non-streamed classroom. We cement what it is to teach Maths well at Heaton.  All teaching and support staff will have a working understanding of the English curriculum refresh and be able to begin implementation into classroom practice.  Staff members with delegated areas of responsibility will be supported with regular check ins on their area of work.  The student council will be effective and have a true voice in the workings of the kura.  The lead teachers of maths, literacy and wellbeing are well supported with clearly defined roles and expected outcomes.	
Resourcing and Monitoring:		PLD Budget from BOT and MOE. Release time to engage with PLD. Time for Maths lead to observe and support teachers. PULSE survey and NZCER staff wellbeing assessment tool funded.			
Supporting students with needs not well met:		This Goal supports differentiated learning and ensuring each student is reaching potential. It also has a clear focus on maintaining the wellbeing of our student body to be in an optimal space for learning.			
Supporting Tiriti Obligations:		Improving teaching and learning and the removal of interchange (streaming) is in line with Iwi recommendations and best practice for Maori learners.			





Strategic Goal THREE:		A School of Choice for Our Community	
Current Position:	In 2023 we conducted a review of our communication strategies gaining parent/student and staff voice and created a consistent procedure for the school. This has been added to the staff handbook and will be implemented in 2024. We have PULSE up and running well for student wellbeing however have yet to have cemented systems for analysis and action hence the need for a structured wellbeing committee. Our behaviour system has also been reviewed and is ready to launch in 2024. Information form HERO is now consistent and we can collect data effectively to discover patterns for consideration. Staff wellbeing survey was completed with a repeat date set for May 2024. We have set a LOT of groundwork in 2023 and now need to implement.		
Annual Target:	To implement our review findings from 2023 and cement the emergent systems and processes to contribute to the wellbeing of our students and staff.		
What will we do?		Who will do it?	What are the expected outcomes?
<div>Implement communication strategy from 2023</div> <div>School pastoral system review</div> <div>Wellbeing committee established with analysis of Pulse Data</div> <div>Wellbeing survey repeated for staff</div> <div>Continued staff development in Tier 1 and 2 strategies for managing behaviour</div> <div>Communicate our behaviour and reward system to students</div> <div>Make our behaviour system freely available via school docs</div> <div>Review schoolwide data collection for effectiveness</div> <div>Refresh the marketing package for our international programme post rebuild</div> <div>Have a clear shared understanding of our philosophy for the international programme at Heaton</div>		<div>All staff</div> <div>Leadership team</div> <div>Principal</div> <div>Wellbeing co-ordinator</div> <div></div> <div></div> <div></div> <div></div> <div>International Co-ordinator</div>	<div>Clear and consistent communication strategies are used by staff with the community understanding what minimum standards they can expect and receiving it.</div> <div>A wellbeing committee is established that uses the PULSE, behavioural and pastoral data to analyse recommend and act to benefit our students and staff.</div> <div>Our behaviour and reward system will be transparent to all and well used by all staff consistently.</div>
Resourcing and Monitoring:		Wellbeing co-ordinator with clear job description, funding for PULSE and Staff NZCER survey, time to analyse and effect	
Supporting students with needs not well met:		These systems are targeted specifically at these students. Those that are finding school/life difficult or to manage behaviours.	
Supporting Tiriti Obligations:	A focus on wellbeing for all and consistent behaviour management will benefit all students including our Maori cohort. Improved and consistent communication systems allow for greater information flow and partnerships with our Maori families.		



Strategic Goal FOUR:		A positive outcome from the rebuilding process for all.	
Current Position:	We are 2 years into a 3 year build with 18 classrooms complete and technical block /demolition/ landscaping to go. We will continue to carefully monitor the impact of the rebuild on our students and the learning environment and provide adaptations where required. Advocating to rectify our field situation will be a challenge that will need to be robustly explored with the relevant parties. CCC/MOE.		
Annual Target:	That our rebuild has minimal impact on our students and their learning and we continue to work towards and complete and full solution for the school into the future.		
What will we do?		Who will do it?	What are the expected outcomes?
<div>Move into Block 2</div> <div>Tech block completed</div> <div>Landscaping completed</div> <div>Maintenance plan established</div> <div>Weathertightness work completed</div> <div>Play spaces completed and Field works advocacy</div> <div>Budget for BOT contribution tech block furniture order Tech block additional requirements ordered</div> <div>Kaupeka teams established in block 2. Collaborations trialled/ identified Year 7/8 buddy classes cemented</div> <div>Year 7 and 8 YLC and SLT to identify opportunities for collaboration in 2025</div> <div>Specialist team to identify cross curricular opportunities for piloting in 2025</div>		<div>Southbase</div> <div>MOE</div> <div>Principal</div> <div>CCC</div> <div>MP</div> <div>BECA</div> <div>BOT</div> <div>Teaching Teams</div> <div>Year Level Co-ordinators</div> <div>Specialist Staff</div>	<div>Our incoming year 7 students will have a seamless transition into the new teaching space without the need for a midterm shift.</div> <div>The technology block will be completed within the set timeframe to the specifications we have agreed upon.</div> <div>Landscaping around the completed buildings will be underway supplemented by our own tree planting programme</div> <div>There will be a firm plan for the weathertightness s programme with consideration to disruption to learning.</div> <div>We will advocate to our local MP and council for consideration regarding the limitations placed on fixing our field.</div> <div>The tech block will be well provisioned for resource and furniture as required.</div> <div>Staff are able to work together utilising the opportunities available in the new spaces. Collaboration will be evident in our practice.</div> <div>The new tech block will open up opportunities for cross curricular specialist provision. This can be explored in 2024 for implementation in 2025.</div>
Resourcing and Monitoring:		Significant resourcing challenges here to be managed by the Principal and BOT. Ongoing monthly reporting to BOT required	
Supporting students with needs not well met:		These classrooms are MUCH better suited to support students with learning difficulties from an acoustic, heating/cooling, space and design perspective. Teachers working collaboratively will provide greater opportunities for these students.	
Supporting Tiriti Obligations:		Our cultural narrative is the cornerstone document for decisions, materials, design and landscaping being made throughout the process.	



Strategic Goal FIVE:	To utilise targeted intervention to raise achievement in writing reading and maths
<b>Annual Target and Current Position</b>	<p>Writing Target 1: For the 42 current 2023 Year 7 students - 31 boys, 11 girls ( 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 2024.</p> <ul style="list-style-type: none"><li>• 12 students are achieving at the beginning of curriculum level 3</li><li>• 30 students are achieving mid-curriculum level 3.</li></ul> <p>Writing Target 2: For the 18 current 2023 Year 7 students - 15 boys and 3 girls ( ELLs, SEN) who require learning interventions additional to the classroom programme to progress 1-2 sublevels by the end of 2024.</p> <ul style="list-style-type: none"><li>• All students are currently achieving at the beginning of level 1 - end of level 2</li></ul> <p>Reading Target 1</p> <p>For the 38 current 2023 Year 7 students - 38 boys, 11 girls (2 ELLs, 8 SEN) 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 2024.</p> <ul style="list-style-type: none"><li>• 12 students are achieving at the beginning of curriculum level 3.</li><li>• 26 students are achieving mid-curriculum level 3.</li></ul> <p>Reading Target 2</p> <p>For the 11 current 2023 Year 7 students - 8 boys and 3 girls (5 ELLs, 6 SEN) who require learning interventions additional to the classroom programme to progress 1-2 sublevels by the end of 2024.</p> <ul style="list-style-type: none"><li>• All students are achieving the beginning of level 1 - end of level 2.</li></ul> <p>Maths Target 1</p> <p>For the 43 current 2022 Year 7 students - 25 boys, 18 girls (2 ESOL, 18 SEN) 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.</p> <ul style="list-style-type: none"><li>• 11 students are achieving at the beginning of curriculum level 3</li><li>• 32 students are achieving mid-curriculum level 3.</li></ul> <p>Maths Target 2</p>



	<p>For the 8 current 2022 Year 7 students - 5 boys and 3 girls who require learning interventions additional to the classroom programme to progress 1-2 sublevels by the end of 2023.</p> <ul style="list-style-type: none"><li>All students are achieving at the beginning of level 2 - end of level 2</li></ul>	
What will we do?		Who will do it?
<p>Ongoing PLD with Dr Audrey Tan</p> <p>Resourcing maths extension to allow for less variation of ability within class groupings</p> <p>Continued involvement in the ALIM programme.</p> <p>RTLb specific training for PRT</p> <p>Allocation of unit for lead teacher for Maths and for literacy</p> <p>Application for writing PLD</p> <p>Review of timetable to ensure 5/5/5 distribution</p> <p>Tracking and monitoring of focus students by kaupeka leaders lead teachers.</p> <p>Curriculum focused meetings allocated for data analysis.</p> <p>Support staff allocated to areas of need</p>		<p>PLD</p> <p>Principal</p> <p>Lead teacher Maths</p> <p>RTLb</p> <p>Principal</p> <p>Leadership team</p> <p>Leadership team</p> <p>Kaupeka leaders and Lead teachers</p> <p>Leadership team</p> <p>SENCO</p>
Resourcing and Monitoring:	Substantial PLD and staffing budgets allocated to this endeavour with ongoing applications for MOE funded PLD into the future.	
Supporting students with needs not well met:	Self evident	
Supporting Tiriti Obligations:	Maori learners contained within this group will have the benefits of additional support and tracking.	



## Heaton Intermediate School He Tiwai Mātauranga Reporting to the Board and Self Review Schedule 2024-2025

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
Confirmed Budget/ Banked Staffing Correspondence Annual Plan presented Principal Report NELP Policy review and assurances Previous Year staff appraisal assurances Charter Goals Draft	Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Charter Submitted Analysis of Variance	Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Policy review and assurances	Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Annual Report Submitted	Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Policy review Student voice topic	Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Student voice outcome PRT and new teacher feedback	Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Policy review and assurances Projected staffing for next year	Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Principal's appraisal summary
Literacy achievement written and verbal Report  Maths Achievement Report Written and verbal report	Learning Support/ESOL written and verbal report  PE/EOTC and Health written and verbal report	Maori Achievement written and verbal report	Wellbeing survey data and analysis  Performing and Visual Art Written and Verbal Report  Attendance written report	Principal Charter Goal Progress written report  Maths Mid-Year achievement written and Verbal Report  Literacy mid-year Achievement Written and verbal Report	Science written and verbal report  DP Verbal Report (including international)	Technology written and verbal report	Attendance written report