



He Tiwai Mātauranga
Heaton Normal Intermediate
Ekea te pae Kahukura

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Strategic Plan 2025-2027



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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(kaupeka): 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).

Our kura has received a significant rebuild completed in late 2024 with 18 new classrooms and new specialist facilities.



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





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Cultural Narrative for He Tīwai 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 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. 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

There 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), pāpera (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), kokopu (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 and the Priorities for Action

STRENGTHEN TEACHING AND LEARNING through the curriculum refresh	PRIDE IN PLACE through creating a welcoming, well maintained and future focused school environment	EMBRACE MULTICULTURAL IDENTITY through celebrating and embracing our diverse cultures and identities	NURTURE POSITIVE RELATIONSHIPS through building and promoting supportive and affirming interactions
We can achieve this by:			
SEAMLESS TRANSITION Managing the pace of change to ensure it is smooth for both teachers and learners	SUSTAINABILITY AND INNOVATION Integrating sustainable practices and forward thinking into our daily actions and surroundings	HONOUR TE TIRITI O WAITANGI Embracing the intent of Te Tiriti o Waitangi in meaningful ways	BOOST STAFF SKILLS Enhancing staff capability in relationship / behaviour management
WELL RESOURCED AND INTENTIONAL Ensuring that curriculum updates are well-planned, structured and adequately supported	CULTURAL NARRATIVE Bringing our cultural story to life through thoughtful redevelopment	CELEBRATE DIVERSITY Recognising and celebrating the multicultural nature of our school	STUDENT WELLBEING Continuing to develop systems and strategies for student wellbeing including recognition and monitoring
IMPROVE MATHEMATICS ACHIEVEMENT Enhancing teacher capacity and student success in mathematics	LANDSCAPING & NAVIGATION Enhancing our school grounds with practical natural planting and easy to follow signage	COLLECTIVE CAPABILITY IN TE REO MĀORI Increasing our collective capability in Te Reo Māori and monitoring student achievement	TARGETED LEARNING SUPPORT Providing effective targeted learning support to students who have the need.
IMPROVE LITERACY ACHIEVEMENT Enhancing teacher capacity and student success in literacy	INCLUSIVE SPACES Integrating intentional inclusivity into our physical environment	FOSTER INCLUSIVITY Using targeted actions to support an inclusive environment where all feel they belong	POSITIVE ENGAGEMENT Engaging positively and constructively with learners, whanau and our community
SUPPORT SPECIALIST SUBJECTS Ensuring that curriculum change in specialist subjects are well resourced, structured and intentional		ENRICH INTERNATIONAL STUDENT EXPERIENCE Create meaningful experiences and a robust programme for our international students	CELEBRATE STRENGTHS Celebrating the strengths and shared talents inherent in our students and staff members

Continuing and Cementing Enhancing and Developing New Learning and Direction



Three Year Strategic Map

Strengthen Teaching and Learning

	2025	2026	2027
<p>SEAMLESS TRANSITION</p> <p>Managing the pace of change to ensure it is smooth for both teachers and learners</p>	Focus on Writing and Maths	Focus on Writing, Assessment and Reporting	Focus on remaining curriculum areas
<p>WELL RESOURCED AND INTENTIONAL</p> <p>Ensuring that curriculum updates are well-planned, structured and adequately supported</p>	<p>Upskill staff on the Maths curriculum</p> <p>Ensure Long Term Plans reflect the new Maths curriculum</p> <p>Exploration of the English Curriculum document</p>	<p>Align assessment practices for the new curriculum in Maths and English</p> <p>Align reporting for the new curriculum</p>	All teachers upskilled in remaining curriculum refresh subject areas
<p>IMPROVE MATHEMATICS ACHIEVEMENT</p> <p>Enhancing teacher capacity and student success in mathematics</p>	Engage with MOE support materials for new curriculum refresh and the supporting workbooks in a way that enhances current teaching practice.	Regular maintenance led by Head of Mathematics	Regular maintenance led by Head of Mathematics
<p>IMPROVE LITERACY ACHIEVEMENT</p> <p>Enhancing teacher capacity and student success in literacy</p>	<p>Engage with Writers Toolbox as primary PLD for 2025.</p> <p>Cohesive spelling programme explored</p>	<p>Writers Toolbox as primary PLD for 2026</p> <p>Review PLD provision and set new priorities</p> <p>Cohesive Spelling programme implemented</p>	T TBC depending on 2026 review of need and the curriculum refresh rollout realities.
<p>SUPPORT SPECIALIST SUBJECTS</p> <p>Ensuring that curriculum change in specialist subjects are well resourced, structured and intentional</p>	Engage with consultation scheduled to commence mid 2025 for specialist subject refresh	Fully engage in consultation process and take a lead role where possible. Engage with material for specialist subjects as it arrives with consideration to alignment with assessment and reporting practices.	Implement specialist subject curriculum changes with review of teaching programmes and their alignment with classroom inquiry delivery.



Pride in Place

	2025	2026	2027
<p>SUSTAINABILITY AND INNOVATION Integrating sustainable practices and forward thinking into our daily actions and surroundings</p>	<p>In conjunction with students create a school sustainability plan Budget for implementation where possible for 2026</p>	<p>Implement sustainability plan within financial possibilities Budget for 2027 implementation</p>	<p>Review Sustainability Plan, refresh Set 2028 budget</p>
<p>CULTURAL NARRATIVE Bringing our cultural story to life through thoughtful redevelopment</p>	<p>Sculpture Erected Pou project underway</p>	<p>Pou project completed School exterior seating and spaces enhanced</p>	<p>Maintenance</p>
<p>LANDSCAPING & NAVIGATION Enhancing our school grounds with practical natural planting and easy to follow signage</p>	<p>Complete native planting programme Plan and start edible garden planting programme Harakeke farm established Wayfinding Plan completed Final signage completed</p>	<p>Maintenance Complete edible garden STAC boundary planting</p>	<p>Maintenance</p>
<p>INCLUSIVE SPACES Integrating intentional inclusivity into our physical environment</p>	<p>International garden planning underway Cultural Leaders consulted on Inclusivity environment</p>	<p>International garden project commenced</p>	<p>International Garden project complete</p>



Embrace Multicultural Identity

	2025	2026	2027
<p>HONOUR TE TIRITI O WAITANGI Embracing the intent of Te Tiriti o Waitangi in meaningful ways</p>	<p>Commission creation of school haka Active implementation of “Our Tikanga” Protocols Meaningful consultation with Maori whanau</p>	<p>School haka used in practice Active implementation of “Our Tikanga” Protocols Meaningful consultation with Maori whānau</p>	<p>Active implementation of “Our Tikanga” Protocols Meaningful consultation with Maori whanāu</p>
<p>CELEBRATE DIVERSITY Recognising and celebrating the multicultural nature of our school</p>	<p>Cultural Ambassadors selected Establish Pasifika Group Whare space concept completed</p>	<p>Cultural Ambassadors selected Whare space adaptations as possible</p>	<p>Cultural Ambassadors selected Whare space adaptations as possible</p>
<p>COLLECTIVE CAPABILITY IN TE REO MĀORI Increasing our collective capability in Te Reo Māori and monitoring student achievement</p>	<p>Group PLD sessions with Kaiarahi to continue fortnightly PAT Maori Data collected and analysed 5 min starts in Te Reo at staff meetings Staff external PLD in Te Reo supported where possible Student insight into PLD provision remaining within PLG process</p>	<p>Group PLD sessions with Kaiarahi to continue fortnightly PAT Maori Data collected and analysed 5 min starts in Te Reo at staff meetings Staff external PLD in Te Reo supported where possible Student insight into PLD provision remaining within PLG process</p>	<p>Group PLD sessions with Kaiarahi to continue fortnightly PAT Maori Data collected and analysed 5 min starts in Te Reo at staff meetings Staff external PLD in Te Reo supported where possible Student insight into PLD provision remaining within PLG process</p>
<p>FOSTER INCLUSIVITY Using targeted actions to support an inclusive environment where all feel they belong</p>	<p>Student engagement in international garden design Short and Sharp targeted cultural PLD Student led initiatives explored</p>	<p>Short and sharp targeted cultural PLD Student led initiatives realised</p>	<p>Short and Sharp targeted cultural PLD Student led initiatives realised</p>
<p>ENRICH INTERNATIONAL STUDENT EXPERIENCE Create meaningful experiences and a robust programme for our international students</p>	<p>Marketing package upgraded Marketing tour budgeted and completed International compliance completed</p>	<p>ESOL provision for International students reviewed Marketing tour budgeted and completed International compliance completed</p>	<p>Marketing tour budgeted and completed International compliance completed</p>



Nurture Positive Relationships

	2025	2026	2027
<p>BOOST STAFF SKILLS Enhancing staff capability in relationship / behaviour management</p>	<p>Refresh staff understanding of school behaviour policy and systems Refresh tier 3 positive behaviour strategies Refresh restorative chat skills for staff Short and sharp Neurodiversity topics</p>	<p>Refresh staff understanding of school behaviour policy and systems Refresh tier 3 positive behaviour strategies Refresh restorative chat skills for staff Short and sharp Neurodiversity topics</p>	<p>Refresh staff understanding of school behaviour policy and systems Refresh tier 3 positive behaviour strategies Refresh restorative chat skills for staff Short and Sharp Neurodiversity topics</p>
<p>STUDENT WELLBEING Continuing to develop systems and strategies for student wellbeing including recognition and monitoring</p>	<p>Engage with PULSE data and respond as required Act on any mandate related to RSE PBS refresher of short activities</p>	<p>Engage with PULSE data and respond as required Pastoral system review</p>	<p>Act on review findings from 2026 Engage with PULSE data and respond as required PBS retraining of all staff</p>
<p>TARGETED LEARNING SUPPORT Providing effective targeted learning support to students who have the need.</p>	<p>Employed and induct SENCO Increase counsellor hours Support staff deployed where required ESOL provision</p>	<p>Learning Support systems review ESOL/Support staff deployed where required</p>	<p>Act on Review Findings from 2026 Support staff deployed where required ESOL provision</p>
<p>POSITIVE ENGAGEMENT Engaging positively and constructively with learners, whānau and our community</p>	<p>Support and enhance learning celebrations Support Reading at home initiative Volunteer coach recognition established</p>	<p>Support learning celebrations Support reading at home initiative</p>	<p>Support learning celebrations Support reading at home initiative Strategic Plan Consultation</p>
<p>CELEBRATE STRENGTHS Celebrating the strengths and shared talents inherent in our students and staff members</p>	<p>Staff wellbeing survey Clubs programme linked to strengths and talents Regular celebrations of achievement in assemblies and wider use of HERO for celebration of achievement</p>	<p>Staff wellbeing survey Clubs programme linked to strengths and talents Regular celebrations of achievement in assemblies and wider use of HERO for celebration of achievement</p>	<p>Staff wellbeing survey Clubs programme linked to strengths and talents Regular celebrations of achievement in assemblies and wider use of HERO for celebration of achievement</p>



Annual Implementation Plan Summary 2025

Strengthen Teaching and Learning	Pride in Place	Embrace Multicultural Identity	Nurture Positive Relationships	General
<p>Focus on Writing and Maths</p> <p>Upskill staff on the Maths curriculum</p> <p>Ensure Long Term Plans reflect the new Maths curriculum</p> <p>Exploration of the English Curriculum document</p> <p>Engage with MOE support materials for new curriculum refresh and the supporting workbooks in a way that enhances current teaching practice.</p> <p>Engage with Writers Toolbox as primary PLD for 2025.</p> <p>Cohesive spelling programme explored</p> <p>Engage with consultation scheduled to commence mid 2025 for specialist subject refresh</p>	<p>In conjunction with students, create a school sustainability plan</p> <p>Budget for implementation where possible for 2026</p> <p>Sculpture Erected</p> <p>Pou project underway</p> <p>Complete Native planting programme</p> <p>Plan and start edible garden planting programme</p> <p>Harakeke farm established</p> <p>Wayfinding Plan completed</p> <p>Final Signage completed</p> <p>International garden planning underway</p> <p>Cultural Leaders consulted on Inclusivity environment</p>	<p>Commission creation of school haka</p> <p>Active implementation of "Our Tikanga" Protocols</p> <p>Meaningful consultation with Maori whānau</p> <p>Cultural Ambassadors selected</p> <p>Establish Pasifika Group</p> <p>Whare space concept completed</p> <p>Group PLD sessions with Kaiarahi to continue fortnightly</p> <p>PAT Maori Data collected and analysed</p> <p>5 min starts in Te Reo at staff meetings</p> <p>Staff external PLD in Te Reo supported where possible</p> <p>Student insight into PLD provision remaining within PLG process</p> <p>Student engagement in international garden design</p> <p>Short and Sharp targeted cultural PLD</p> <p>Student led initiatives explored</p> <p>Marketing package upgraded</p> <p>Marketing tour budgeted and completed</p>	<p>Refresh staff understanding of school behaviour policy and systems</p> <p>Refresh tier 3 positive behaviour strategies</p> <p>Refresh restorative chat skills for staff</p> <p>Short and sharp Neurodiversity topics</p> <p>Engage with PULSE data and respond as required</p> <p>Act on any mandate related to RSE</p> <p>PBS refresher of short activities</p> <p>Employed and induct SENCO</p> <p>Increase counsellor hours</p> <p>ESOL/ Support staff deployed where required</p> <p>Support and enhance learning celebrations</p> <p>Support reading at home initiative</p> <p>Volunteer coach recognition established</p> <p>Staff wellbeing survey</p> <p>Clubs programme linked to strengths and talents</p> <p>Regular celebrations of achievement in assemblies and wider use of HERO for celebration of achievement</p>	<p>Budget approved</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</p> <p>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>T1 T2 T3 T4</p> <p>Barrier arms in place</p> <p>Car port erected</p> <p>International compliance completed</p>

Red= Not Started Green = Underway Black=Comple



Strategic Goal ONE:		To Increase student achievement in Mathematics	
2025 Annual Target:	Target 1 For the 47 current 2024 Year 7 students - 27 boys, 20 girls (Needs include ELL, ASD, GDD, APD, ADHD, Dyslexia pastoral care & behavioural) 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 2025.	<ul style="list-style-type: none"> • 10 students are achieving at the beginning of curriculum level 3 • 32 students are achieving mid-curriculum level 3. 	
	Target 2 For the 3 current 2024 Year 7 students - 2 boys and 1 girl (Needs include ELL, ASD, GDD, APD, ADHD, Dyslexia pastoral care & behavioural) who require learning interventions additional to the classroom programme to progress 1-2 sublevels by the end of 2025.	<ul style="list-style-type: none"> • 1 student is achieving at the beginning of level 1 • 1 student is achieving at the beginning of level 2 • 1 student is achieving at the end of level 2 	
What will we do?			
<ul style="list-style-type: none"> • Appointment of new HOD mathematics completed • Maths Long term plans aligned with Curriculum refresh • Continued extension maths provision • School and regional Cantamaths • Otago Problem Solving challenge in school programme • Continued PLD for teachers related to curriculum refresh • Maths resource books utilised effectively • Kaupeka and Year Level monitoring of target groups 		<ul style="list-style-type: none"> • Attendance monitoring • SENCO Teaching Assistant support • ESOL Teacher support and increased resourcing • Each goal monitored by the lead teacher of Maths, supported by DP/Principal • Hero for data insights • Hero groups tracked priority learners • Reinforce home learning policy and maths requirement 	
Supporting students with needs not well met:	SENCO and Teaching Assistant support ESOL support Counsellor support Extension Maths Teacher HOD maths		



Strategic Goal TWO:		To increase achievement in Reading	
2025 Annual Target:	<p>Target 1 For the 30 current 2024 Year 7 students - 19 boys, 11 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 2025.</p> <ul style="list-style-type: none"> • 8 students are achieving at the beginning of curriculum level 3. • 22 students are achieving mid-curriculum level 3. <p>Target 2 For the 9 current 2024 Year 7 students - 3 boys and 6 girls (Needs include ELL, ASD, GDD, APD, ADHD, Dyslexia pastoral care & behavioural) who require learning interventions additional to the classroom programme to progress 1-2 sublevels by the end of 2025.</p>		
What will we do?			
<ul style="list-style-type: none"> • A.L.L for identified teachers • Kaupeka tracking and targeted support • Peer reading programme continued • Library resourced librarian support for students • Attendance monitoring • Modelling of independent silent reading • Literacy lead teachers (Joan, Olivia) 		<ul style="list-style-type: none"> • SENCO Teaching Assistant support • ESOL Teacher support and increased resourcing • Each goal monitored by the lead teacher of literacy, supported by DP/Principal • Hero for data insights • Hero groups tracked priority learners • Reinforce home learning policy and reading requirement • Whole staff PLD related to Curriculum refresh 	
Supporting students with needs not well met:	SENCO and Teaching Assistant support ESOL support Counsellor support HOD Literacy		



Strategic Goal THREE:		To increase achievement in Writing	
2025 Annual Target:	<p>Target 1 For the 42 current 2024 Year 7 students - 38 boys, 12 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 2025. 15 students are achieving at the beginning of curriculum level 3 35 students are achieving mid-curriculum level 3.</p> <p>Target 2 For the 10 current 2024 Year 7 students - 6 boys and 4 girls (Needs include ELL, ASD, GDD, APD, ADHD, Dyslexia pastoral care, behavioural) who require learning interventions additional to the classroom programme to progress 1-2 sublevels by the end of 2024.</p>		
What will we do?			
<ul style="list-style-type: none"> • Focused Writers Toolbox PLD as Primary PLD for 2025 • Development of consistent school wide spelling strategy • ALL for identified teachers • Kaupeka and year level tracking and targeted support • Peer writing programme • Writer’s workshops twice weekly (Target 2 students) • ESOL programme to support learners 		<ul style="list-style-type: none"> • Attendance monitoring • SENCO and teaching Assistant support • Each goal monitored by the lead teacher of literacy supported by DP/Principal • Hero for data insights • Hero groups tracked priority learners • PLG observations focused on writing best practice. 	
Resourcing and Monitoring:	SENCO and Teaching Assistant support ESOL support Counsellor support HOD Literacy Teacher in Charge of PLD provision		



School Statement on Meeting Treaty Obligations

Our school has an ongoing commitment to the Principles of the Treaty of Waitangi and we demonstrate through the following ways and actions:

<p>A clear strategic focus on embracing our multicultural identity</p> <p>Employment of 0.6 Kaiarahi</p> <p>Regular and sustained PLD for all teachers</p> <p>Evidence of the school cultural narrative being entwined into our physical spaces</p> <p>Strong support and engagement with our Kapa Haka Programme</p> <p>Strong focus on engagement and partnership with our Maori whānau</p> <p>Establishment and development of a dedicated space for our cultural needs</p> <p>Strong connections to Local Iwi</p>	<p>Regular formal assessment on student capability in Te Reo Maori</p> <p>Integration of Te Reo goals into the teacher PLG process</p> <p>Development of School Haka and Pou included in current strategic plan in collaboration with local cultural leaders</p> <p>Consistent NZ Histories programme delivery</p> <p>Clearly established school Tikanga that is understood and consistently applied</p> <p>Evidence in the daily practice observable and tangible within classrooms</p>
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Reporting to the Board of Trustees Schedule 2025

2025

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 Strategic Plan review process	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 and assurances Mid-year achievement	Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP 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 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



Analysis Of Variance 2024

Mathematics

<p>Target 1: For the 41 Year 8 students - 18 boys and 23 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 6 Year 8 students - 3 boys and 3 girls who require learning interventions additional to the classroom programme to progress 1-2 sublevels (students have special education needs).</p>
<ul style="list-style-type: none"> • 66% (27/41) students reached or exceeded the target of achieving within level 4. <ul style="list-style-type: none"> ○ 1 student exceeded the target and is working above their curriculum-level learning expectation. <ul style="list-style-type: none"> ▪ This student made a 4 sub-level shift. ○ 26 students have reached the target of achieving within level 4. <ul style="list-style-type: none"> ▪ 22 students made a 2 sub-level shift. ▪ 4 students made a 3 sub-level shift. • 34% (14/41) students were still working towards achieving within level 4. <ul style="list-style-type: none"> ○ 7 students made a 2 sub-level shift. ○ 7 students made a 1 sub-level shift. 	<ul style="list-style-type: none"> ○ 1 student made no change (attendance) ○ 2 students made 1 sub-level shift ○ 2 student made a 2 sub-level shift ○ 1 student made a 5 sub-level shift

- Achievement data is slightly higher for the whole school. We are comparable with past years EOY data - 86% achieving.
- It was pleasing to see 80 students make progress from the mid-term to meet the expected curriculum levels. This has been achieved through more standardised tests and knowledgeable staff.
- Levels of achievement (at/above) are similar for the year 7s. 83% in 2022, 81% in 2023 and 81% in 2024.
- Levels of achievement for year 8s have increased 4% from last year. 89% in 2022, 86% in 2023, 90% in 2024.
- Levels of achievement for girls at on the curriculum was slightly higher than boys. Although proportionally, more boys achieved above the curriculum expectation.
- Māori students in the year 8 group made good progress at Heaton. They moved 17%. In year 7 (2023) 73% were at/above and in year 8 (2024) 90% were at/above.
- Pacifica students in year 7 need to be monitored. 53% or 9/17 are not at the expected level.
- 66% (27) of the Target 1 students have achieved curriculum level in 2024. This is a large increase from years past. 33% (12) in 2023 and 39% (15) in 2022



Reading

Target 1: For the 35 Year 8 students - 27 boys, 8 girls working towards the Year 8 level expectation to make accelerated progress (2-3 sublevels), achieving within Level 4 by the end of 2024. End of Year Evaluation of Target 1	Target 2: For the 9 Year 8 students - 6 boys and 3 girls (Needs include ELL, ASD, GDD, APD, ADHD, Dyslexia pastoral care and behavioural) who require learning interventions additional to the classroom programme to progress 1-2 sublevels by the end of 2024.
<ul style="list-style-type: none">• 83% (29/35) students reached or exceeded the target of achieving within level 4, a 2-4 sub-level shift.• 28 students made a 2-3 sub-level shift.• 1 student made a 4 sub-level shift.• 17% (6/35) students were still working towards achieving within level 4. All students made at least one sub-level shift.• 4 students made a 2 sub-level shift.• 2 students made a 1 sub-level shift.	<ul style="list-style-type: none">• 100% (9/9) students reached or exceeded the target of a 1-2 sub-level shift.• 1 student exceeded the target making a 6 sub-level shift.• 1 student exceeded the target making a 5 sub-level shift.• 1 student exceeded the target making a 3 sub-level shift.• 1 student reached the target making a 2 sub-level shift.• 5 students reached the target making a 1 sub-level shift.

- Heaton students continue to achieve very well in reading.
- Achievement data is nearly consistent with past trends. In 2023 at the end of the year, 87% of students achieved within or above their curriculum expectation; in 2024 it was 88%.
- Māori students continue to achieve very well at Heaton, with achievement rates in Years 7 and 8 comparable to or higher than NZ European ethnicity groups.
- In both Year 7 and Year 8, there continues to be disparity between girls' and boys' achievement. Girls are achieving at significantly higher rates above the curriculum compared to boys. This is a common trend nationally. However, since mid-year, boys have made significant progress toward reducing this gap with an additional 23% of Year 7 and 20% of Year 8 boys achieving end of year expectations.
- 32/44 or 73% of students in the Y8 target groups made accelerative gains (more than 1 year of progress) through targeted intervention. This is higher than the 53% of students who made accelerative gains in 2023.
- There is lower achievement among some ethnic groups, particularly Pacifica and Other groups. It is challenging to identify trends due to the small numbers of students in these groups, but this is an area to continue to monitor.



Writing

Target 1: For the 42 Year 8 students - 31 boys, 11 girls working towards the Year 8 level expectation to make accelerated progress (2-3 sublevels), achieving within level 4 by the end of 2024.	Target 2: For the 13 Year 8 students - 11 boys and 3 girls (Needs include ELL, ASD, GDD, APD, ADHD, Dyslexia pastoral care and behavioural) who require learning interventions additional to the classroom programme to progress 1-2 sublevels by the end of 2024.
<ul style="list-style-type: none">• 23/42 students reached or exceeded the target of achieving within level 4, a 2-4 sub-level shift.• 17 students made a 2 sub-level shift.• 5 students made a 3 sub-level shift.• 1 students made a 4 sub-level shift.• 19/42 students did not reach the target and are still working towards achieving within level 4.• 15 students made a 1 sub-level shift• 4 students made a 2 sub-level shift	<ul style="list-style-type: none">• 92% (12/13) of students reached the target of progressing 1-2 sublevels by the end of 2024.• 1 student made a 1 sub-level shift• 9 students made a 2 sub-level shift• 1 student made a 3 sub-level shift• 1 student made a 6 sub-level shift• 8% (1/13) of students did not reach the target of progressing 1-2 sublevels by the end of 2024.

- 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.
- Gender has the greatest achievement disparity. Larger proportions of boys compared to girls are not achieving their expected curriculum level - Year 7 (22%) and Year 8 (15%). This is a common trend nationally.
- 38/55 (69%) of students in the Y8 target group made accelerative gains (more than 1 year of progress) through targeted intervention. This was a larger target group than in 2023, when there were 47 students in the Year 8 target groups.
- Māori students are achieving at the same rates as compared to NZ European students.