



He Tīwai Mātauranga
Heaton Normal Intermediate
Ekea te pae Kahukura

He Tīwai Mātauranga Heaton Normal Intermediate Strategic Plan 2026

Note: Due to significant changes underway related to legislative requirements for strategic planning in schools this document is for the 2026 year only.



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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





He Tīwai Mātauranga
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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 from 2025-2027 Strategic Plan

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



Strategic Map

Strengthen Teaching and Learning

	2026
<p>SEAMLESS TRANSITION</p> <ul style="list-style-type: none"> Managing the pace of change to ensure it is smooth for both teachers and learners 	<ul style="list-style-type: none"> Focus on Writing, Assessment and Reporting
<p>WELL RESOURCED AND INTENTIONAL</p> <ul style="list-style-type: none"> Ensuring that curriculum updates are well-planned, structured and adequately supported 	<ul style="list-style-type: none"> Align assessment practices for the new curriculum in Maths and English Align reporting for the new curriculum in Maths and English Explore and enact changes to specialist curriculum
<p>IMPROVE MATHEMATICS ACHIEVEMENT</p> <ul style="list-style-type: none"> Enhancing teacher capacity and student success in mathematics 	<ul style="list-style-type: none"> Ensure long term planning aligns with curriculum Continue to upskill staff on curriculum changes and connections Identify, support and Monitor target groups Implement maths extension and acceleration programmes
<p>IMPROVE LITERACY ACHIEVEMENT</p> <ul style="list-style-type: none"> Enhancing teacher capacity and student success in literacy 	<ul style="list-style-type: none"> Cementing Writers Toolbox as primary PLD for 2026 Review PLD provision and set new priorities Cohesive Spelling programme implemented Identify, support and Monitor target groups
<p>SUPPORT SPECIALIST SUBJECTS</p> <ul style="list-style-type: none"> Ensuring that curriculum change in specialist subjects are well resourced, structured and intentional 	<ul style="list-style-type: none"> Engage with material for specialist subjects as it arrives with consideration to alignment with assessment and reporting practices.
<p>IMPROVE ATTENDANCE</p> <ul style="list-style-type: none"> Improving the rate of regular attendance from 2025 	<ul style="list-style-type: none"> Enact attendance plan
<p>OUR ROLE AS EDUCATORS OF EDUCATORS</p> <ul style="list-style-type: none"> Review our provision for student teachers during placement 	<ul style="list-style-type: none"> Review student teacher provision , PLD requirements and ongoing relationships



Pride in Place

	2026
SUSTAINABILITY AND INNOVATION <ul style="list-style-type: none">Integrating sustainable practices and forward thinking into our daily actions and surroundings	<ul style="list-style-type: none">Consult with our school community around sustainability as part of our strategic plan consultation process
CULTURAL NARRATIVE <ul style="list-style-type: none">Bringing our cultural story to life through thoughtful redevelopment	<ul style="list-style-type: none">Pou project underway (if the timber can be processed to high enough quality)Wayfinding completed
LANDSCAPING & NAVIGATION <ul style="list-style-type: none">Enhancing our school grounds with practical natural planting and easy to follow signage	<ul style="list-style-type: none">Consult with our school community around future external improvements as part of our strategic plan consultation process
INCLUSIVE SPACES <ul style="list-style-type: none">Integrating intentional inclusivity into our physical environment	<ul style="list-style-type: none">International garden project commencedSchool exterior seating and spaces enhanced



Embrace Multicultural Identity

	2026
<p>HONOUR TE TIRITI O WAITANGI</p> <ul style="list-style-type: none"> Embracing the intent of Te Tiriti o Waitangi in meaningful ways 	<ul style="list-style-type: none"> School haka used in practice Active implementation of “Our Tikanga” Protocols Meaningful consultation with Maori whānau
<p>CELEBRATE DIVERSITY</p> <ul style="list-style-type: none"> Recognising and celebrating the multicultural nature of our school 	<ul style="list-style-type: none"> Identify and support Pasifika target group Consult with our school community around embracing diversity as part of our strategic plan consultation process
<p>COLLECTIVE CAPABILITY IN TE REO MĀORI</p> <ul style="list-style-type: none"> Increasing our collective capability in Te Reo Māori and monitoring student achievement 	<ul style="list-style-type: none"> 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
<p>FOSTER INCLUSIVITY</p> <ul style="list-style-type: none"> Using targeted actions to support an inclusive environment where all feel they belong 	<ul style="list-style-type: none"> Short and sharp targeted cultural PLD
<p>ENRICH INTERNATIONAL STUDENT EXPERIENCE</p> <ul style="list-style-type: none"> Create meaningful experiences and a robust programme for our international students 	<ul style="list-style-type: none"> ESOL provision for International students provided Marketing tour budgeted and completed International compliance completed



Nurture Positive Relationships

	2026
<p>BOOST STAFF SKILLS</p> <ul style="list-style-type: none">• Enhancing staff capability in relationship / behaviour management• Ensure Adequate First Aid coverage among staff	<ul style="list-style-type: none">• 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>STUDENT WELLBEING</p> <ul style="list-style-type: none">• Continuing to develop systems and strategies for student wellbeing including recognition and monitoring	<ul style="list-style-type: none">• Engage with PULSE data and respond as required• Pastoral system review• Act on any mandate regarding Relationship and Sexuality Education in schools
<p>TARGETED LEARNING SUPPORT</p> <ul style="list-style-type: none">• Providing effective targeted learning support to students who have the need.	<ul style="list-style-type: none">• Learning Support systems review• ESOL/Support staff deployed where required
<p>POSITIVE ENGAGEMENT</p> <ul style="list-style-type: none">• Engaging positively and constructively with learners, whānau and our community	<ul style="list-style-type: none">• Support learning celebrations• Support reading at home initiative
<p>CELEBRATE STRENGTHS</p> <ul style="list-style-type: none">• Celebrating the strengths and shared talents inherent in our students and staff members	<ul style="list-style-type: none">• 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• Strengthen connections to Normal Schools Association



Annual Implementation Plan Summary 2026

Strengthen Teaching and Learning	Pride in Place	Embrace Multicultural Identity	Nurture Positive Relationships	General
Continue to upskill staff on the Maths curriculum	In conjunction with students, create a school sustainability plan	Cement school haka as cultural norm	Refresh staff understanding of school behaviour policy and systems	Budget approved
Ensure Long Term Plans reflect the new (new) Maths curriculum	Budget for implementation where possible for 2026	Active implementation of “Our Tikanga” Protocols	Refresh restorative chat skills for staff	H and S Meeting T1 T2 T3 T4
Implement English Curriculum changes and align long term planning	Pou project underway	Meaningful consultation with Maori whānau	Short and sharp Neurodiversity topics	Finance Meeting T1. T2 T3 T4
Engage with MOE support materials for new curriculum refresh	Wayfinding Plan completed	Identify and support Pasifika Group	Engage with PULSE data and respond as required	Strategic Plan submitted
Engage with Writers Toolbox as primary PLD for 2026.	International garden planning developed	Group PLD sessions with Kaiarahi to continue fortnightly	Act on any mandate related to RSE	Annual Report submitted
Cohesive spelling programme cemented into systems and structures		PAT Maori Data collected and analysed	Sustain increased counsellor hours	Audit complete
Plan for and act upon Specialist subject refresh with appropriate PLD		5 min starts in Te Reo at staff meetings	ESOL/ Support staff deployed where required	Principal Appraisal Complete
First Aid Course provided for staff		Staff external PLD in Te Reo supported where possible	Support and enhance learning celebrations	All Staff PGC signed off
New assessment and reporting practices cemented		Student engagement in international garden design	Support reading at home initiative	Policy review T1 T2 T3 T4
Target Groups identified, supported and monitored		Short and Sharp targeted cultural PLD	Staff wellbeing survey completed	Fire and Evacuation T1 T2 T3 T4
Maths acceleration initiative implemented		Marketing package distributed	Tuesday Clubs programme linked to strengths and talents	Car port erected
Review of student teacher provision as per 2025 study findings		Marketing tour budgeted and completed	Regular celebrations of achievement in assemblies and wider use of HERO for celebration of achievement	International compliance completed
Attendance plan enacted		International identity recognition through school events	Strengthen connections with Normal Schools Association and explore executive engagement	Attendance plan completed and published Strategic Plan review completed NELP removed from all processes

Red= Not Started Green = Underway Black=Comple



Strategic Goal ONE:		To Increase student achievement in Mathematics	
2026 Annual Target:	<p>Target 1 For the 45 current 2025 Year 7 students - 25 boys and 20 girls (Needs include ELL, ASD, GDD, APD, ADHD, Dyslexia, pastoral care & behavioural) who will be working towards becoming Proficient within the Phase 3, Year 8 Progress markers to make accelerated progress by the end of 2026.</p> <ul style="list-style-type: none"> ● 9 students are currently Emerging against Year 7 Progress Markers (previously Beginning Level 3). ● 36 students are currently Developing against Year 7 Progress Markers (previously Mid Level 3). <p>Target 2 For the 7 current 2025 Year 7 students - 6 girls and 1 boy (Needs include ELL, ASD, GDD, APD, ADHD, Dyslexia pastoral care & behavioural) who require learning interventions additional to the classroom programme to make accelerate progress. By the end of 2026, through Personalised Learning Plans (PLPs), these students are aiming to move from Phase 1 foundations to Developing or Consolidating status against Phase 2 Progress Markers (previously Level 3).</p> <ul style="list-style-type: none"> ● All 7 students are currently working within Phase 1 Progress Markers (previously Level 1 to End of Level 2). ● Within the Year 7 cohort framework, these students are identified as Emerging, as they require significant support and adapted programs to access the curriculum. 		
	What will we do?		
<ul style="list-style-type: none"> ● Appointment of new HOD extension and enrichment 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 ● Maths acceleration programme implemented 	
Supporting students with needs not well met:	SENCO and Teaching Assistant support ESOL support Counsellor support	Extension and Acceleration Maths Teacher HOD maths oversight and support	



Strategic Goal TWO:	To increase achievement in Reading	
2026 Annual Target:	<p>Target 1 By the end of 2026, all 29 identified current 2025 Year 7 students (19 boys, 10 girls) will demonstrate accelerated progress, becoming Proficient within the Phase 3, Year 8 Progress markers.</p> <ul style="list-style-type: none"> • 7 students are currently Emerging against Year 7 Progress Markers (previously Beginning Level 3). • 22 students are currently Developing against Year 7 Progress Markers (previously Mid Level 3). <p>Target 2 16 Year 7 students (10 boys, 6 girls). Priority learners with diverse needs, including ELL, ASD, GDD, APD, ADHD, Dyslexia, and those requiring pastoral/behavioural support. By the end of 2026, all 16 students will demonstrate accelerated progress relative to their Personalised Learning Plans (PLPs), moving from Phase 1 foundations to Developing or Consolidating status against Phase 2 Progress Markers (previously Level 3), supported by targeted interventions.</p> <ul style="list-style-type: none"> • All 16 students are currently working within Phase 1 Progress Markers (previously Level 1 to End of Level 2). • Within the Year 7 cohort framework, these students are identified as Emerging, as they require significant support and adapted programs to access the curriculum. 	
What will we do?		
<ul style="list-style-type: none"> • 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 and Curriculum lead resourced	



Strategic Goal THREE:		To increase achievement in Writing	
2026 Annual Target:	Target 1	<p>By the end of 2026, all 51 current 2025 Year 7 students (37 boys, 14 girls) will demonstrate accelerated progress, becoming Proficient within the Phase 3, Year 8 Progress markers. 2 of these students have left Heaton.</p> <ul style="list-style-type: none"> 12 students are currently Emerging against Year 7 Progress Markers (previously Beginning Level 3). 37 students are currently Developing against Year 7 Progress Markers (previously Mid Level 3). 	
	Target 2	<p>Target Cohort: 16 Year 7 students (10 boys, 6 girls). Priority learners with diverse needs, including ELL, ASD, GDD, APD, ADHD, Dyslexia, and those requiring pastoral/behavioural support.</p> <p>By the end of 2026, all 16 students will demonstrate accelerated progress relative to their Personalised Learning Plans (PLPs), moving from Phase 1 foundations to Developing or Consolidating status against Phase 2 Progress Markers (previously Level 3), supported by targeted interventions. Within the Year 7 cohort framework, these students are identified as Emerging, as they require significant support and adapted programs to access the curriculum.</p> <ul style="list-style-type: none"> All 16 students are currently working within Phase 1 Progress Markers (previously Level 1 to End of Level 2). 	
What will we do?			
<ul style="list-style-type: none"> Focused Writers Toolbox PLD as Primary PLD for 2026 Implementation of consistent school wide spelling strategy 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:		<p>SENCO and Teaching Assistant support</p> <p>ESOL support</p> <p>Counsellor support</p> <p>HOD Literacy</p> <p>Teacher in Charge of PLD provision</p>	



Strategic Goal THREE:		To improve attendance		
2026 Annual Target:	Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030.			
	Regular Attendance is defined as present over 90% of the time			
	Term	% 2024	% 2025	Target 2026
	1	75%	77%	80%
	2	61%	66%	70%
				Slight Improvement over 2024
				Slight Improvement over 2024 Winter Illness a feature
				Very high levels of student and staff sickness reported this term
				Notable Improvement from 2024
What will we do?				
<ul style="list-style-type: none"> ● Having a commitment to support students return to regular attendance ● Having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students ● Recording all absences, and responding accordingly ● Having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance publishing this attendance management plan on the school's website. <p style="text-align: center;">See school website for the school's detailed attendance management plan for 2026.</p>				
Resourcing and Monitoring:		The Principal is the designated attendance officer for the school with admin support and monitoring provided from admin staff. Board reporting termly.		



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:

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



Heaton Intermediate School He Tiwai Mātauranga Reporting to the Board and Self Review Schedule 2026

2026

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 Policy review and assurances Previous Year staff appraisal assurances Charter Goals Draft	Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report Charter Submitted Analysis of Variance	Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report Policy review and assurances	Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report Annual Report Submitted	Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report Policy review and assurances Student voice topic	Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report 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	Sport, PE and Health written and verbal report	Wellbeing survey data and analysis Performing and Visual Art Written and Verbal Report Attendance mid-year written report	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 Maori Achievement written and verbal report



Analysis Of Variance 2025

Mathematics

Target 1:	Target 2:
<p>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.</p> <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. 	<p>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.</p> <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

Target 1

For the 44 Year 8 students - 26 boys and 18 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.

36% (16/44) of students reached or exceeded the target of achieving within level 4

- 14 students reached the target of achieving at the beginning of level 4, and 2 students at mid-level 4
- 14 students made a 2 sub-level shift
- 2 students made a 3 sub-level shift

34% (28/44) students were still working towards achieving within level 4.

- 6 students made a 2 sub-level shift
- 19 students made a 1 sub-level shift
- 3 students made no change

Target 2

- For the 2 Year 8 students (2 boys) who require learning interventions in addition to the classroom programme to progress 1-2 sublevels (students have special education needs)
- 2 students made 1 sub-level shift



Reading

Target 1:	Target 2:
<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>

Target 1

48% (14/29) of students **reached or exceeded the target** of achieving within level 4, a 2-4 sub-level shift.

- 14 students made a 2-3 sub-level shift

52% (15/29) of students **were still working towards** achieving within level 4. All students made at least one sub-level shift.

- 14 students made a 2-sub-level shift
- 11 students made a 1 sub-level shift

Target 2

100% (8/8) students **reached or exceeded the target** of a 1-2 sub-level shift.

- 1 student exceeded the target, making a 4 sub-level shift
- 1 student exceeded the target, making a 3 sub-level shift
- 3 students reached the target, making a 2 sub-level shift
- 3 students reached the target, making a 1 sub-level shift



Writing

Target 1:	Target 2:
<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>

Target 1

14/49 students **reached or exceeded the target of achieving within level 4**, a 2-5 sub-level shift.

- 14 students made a 2 sub-level shift
- 0 students made a 3 sub-level shift
- 2 students made a 4 or 5 sub-level shift

35/49 students **did not reach the target and are still working towards** achieving within level 4

- 29 students made a 1 sub-level shift
- 14 students made a 2 sub-level shift

Target 2

78% (7/9) of students **reached the target** of progressing 1-2 sublevels by the end of 2025.

- 2 students made a 1 sub-level shift
- 5 students made a 2 sub-level shift

22% (2/9) of students **did not reach the target** of progressing 1-2 sublevels by the end of 2025.