

SUMMARY OF OUR PLAN

Our Strategic Goals in 2024-25 are;

- Reach our learning potential
- Strengthen and enhance our local curriculum
- Give effect to Te Tiriti o Waitangi enabling positive impact on learner outcomes and the curriculum

Government priorities are as follows;

Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning.

Better approach to literacy and numeracy: Implementing evidence-based instruction in early literacy and mathematics.

Smarter assessment and reporting: Implementing consistent modes of monitoring student progress and achievement.

Improved teacher training: Developing the workforce of the future, including leadership development pathways.

Stronger learning support: Targeting effective learning support interventions for students with additional needs.

Greater use of data: Using data and evidence to drive consistent improvement in achievement.

Attendance Action Plan.

All Heriot school ākonga/students will be supported to achieve their highest levels of learning progress and achievement

Targeted learner progress will be accelerated.

Ākonga, parents and kaiako can articulate their learning journey and next steps

Having an informed, contributing community that works in a partnership with the school for improved student outcomes.

Promotion and engagement of our revised vision and values amongst students and community

Continuous improvement and enhancement of our sense of team amongst staff, students, and whānau

Respect for ourselves, for our school and for our community.

Knowledge about where we have come from helps us understand where we are going.

We will be open to learning and nurture a growth mindset.

Achieve and embed at least Taumata Level 1 - Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki (Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-Medium Schools: Year 1-13)

Increase understanding and unity across our community

WHERE WE ARE AT CURRENTLY

[Internal Evaluation for Improvement - End of Year Student Achievement Information 2024](#)

[Statement of Variance 2024](#)

HOW WILL OUR TARGETS AND ACTIONS GIVE EFFECT TO TE TIRITI O WAITANGI

Pātuitanga (Partnership) Mana Taurite (Equity) Whakamarumarutia (Active Protection) Kowhiringa (Options) Tino Rangatiratanga (Self-Determination)

- Commitment to develop and instill Te Reo Māori in our tamariki and amongst our school community by employing an external provider; Whaea Jaki Eales to facilitate Te Aho Arataki Marau mō te Ako i te Reo Maori - Kura Auraki.
- Monitoring learning progress and achievement to ensure that Māori learners achieve success as Māori.
- [Matatau](#) is the name of the programme that we have given to our 'programme' whereby we are attempting to maintain consistency in our community approach to Te Ao Māori.

INFORMATION ON TEACHING AND LEARNING STRATEGIES

Student learning progress data goals;

To have more than 80% of all learners achieving within or above their expected level of NZC attainment

To sustain $\geq 90\%$ sufficient learning progress in reading, writing and maths.

Almost all teachers have received full training in Structured Literacy. We adopted the PR1ME maths programme more than two years ago. So with the changes to the NZ curriculum and the current MOE resourcing, we have decided to persevere with PR1ME whilst experimenting with Numicon in the Junior/NE classrooms.

Raising student achievement and accelerating learning progress remain a firm focus. 32/70 (46%) of our tamariki have individual learning plans. This is endemic at our school but also in our region and nationally. Moving those most at risk of not achieving as well as achievement in boys are important priorities in raising our overall achievement .

We are adapting to the requirements of the new curriculum at our own pace in order to embed changes effectively. We have system changes that are taking place alongside professional learning and development (eg. Teacher Only Day scheduled for Friday 11 April with the Poumahaka Kahui Ako.)

Writing is an area that we continue to develop and something that was highlighted in our 2024 student achievement and learning progress data. This is an area which we have identified and are addressing with the support of various school wide and classroom programs (eg. iDeal) The support and input of our RTLit (Resource Teacher of Literacy) is crucial to this development in 2025.

Our Local Curriculum is extremely important to us as a connection to our community and also in affirming our partnership. We also view it as a vehicle to promote relationships between our male learners and their role models. (eg.fathers, uncles and grandfathers)

Strategic Goal **REACH OUR LEARNING POTENTIAL**

Annual Target/Goal

To have more than 80% of all learners achieving within or above their expected level of NZC attainment

To sustain $\geq 90\%$ sufficient learning progress in reading, writing and maths.

READING

- To have at least 81% of our Year 4 learners reading within or above our expected level in READING
- To have at least 78% of our Year 5 learners reading within or above our expected level in READING

WRITING

- To have at least 81% of our Year 4 learners writing within or above our expected level in WRITING
- To have at least 67% of our Year 5 learners writing within or above our expected level in WRITING

MATHS

- To have at least 86% of our Year 3 learners achieving within or above our expected level in MATHS
- To have at least 78% of our Year 5 learners achieving within or above our expected level in MATHS

What do we expect to see by the end of the year?

Our expectations are low in this space because of the variation that the new curriculum and new assessment requirements will create. At this stage of the year we will be assessing using our current expectations set against the (new) e Mātaiaho-New Zealand Curriculum at mid-year and it looks as though we will be using a new set of criteria set against the (new) Te Mātaiaho-NZ Curriculum at the end of the year.

Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
Structured literacy - particularly writing	Penny Colin	PLD - 30 May - iDeal - 10 April - Literacy Connections - T2 - Literacy Connections	Terms One & Two	School-wide writing expectations to align with Te Mātaiaho/New NZC Transferral of learned skills and strategies to teaching and learning.
Assessment-aligned with NZC	Teachers	PLD - 10 April - Literacy Connections - T2 - Literacy	Term One/Two	Review and align 'Heriot School Expectations of Student Achievement in the New Zealand Curriculum' with Te Mātaiaho/New NZC

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		Connections		
Maths - Numicon. TOD	Aimee/Debra, Alena	Professional Learning and Development (Numicon) - TOD	Term One	'What to Learn' - align with Te Mātaiaho/New NZC - see below. Build capacity with Numicon and ensure a progression with PR1ME.
Clearer curriculum (Tē Mātaiaho - new curriculum)	All staff	Te Mātaiaho	Ongoing	Establish a knowledge rich curriculum grounded in the science of learning.
Review 'What to Learn' - Curriculum Programme of Work	Penny Colin	Te Mātaiaho	Term One/Two	Include refreshed curriculum progression outcomes and framework, understand, know and do Include details of Heriot School programmes and how they are implemented in classes
Attendance Action Plan	Colin	STAR & MOE resources. Southern REAP	Ongoing	Improved/consistent attendance. Daily target 94% (68/72) 4 absences each day

Strategic Goal **STRENGTHEN AND ENHANCE OUR LOCAL CURRICULUM**

Annual Target/Goal

Having an informed, contributing community that works in a partnership with the school towards striving to improve student outcomes.

What do we expect to see by the end of the year?

Improved learning for all students (especially boys). Continue to challenge and evaluate ideas, systems and processes. Embed small changes and then build on them.

Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
Review Local Curriculum Plan 2025	Colin/staff	Local Curriculum 2025	Term One/start of Term 2	Topic coverage, variability and range. Engagement with male learners in particular. Student achievement data and learning progress
Developing partnership between home and school	All staff	Weekly newsletters and regular communication (ie. email, phone) Classroom/School/BOT newsletters. Email, website, FaceBook communication.	Ongoing	Student achievement data and learning progress information. Parent/whanau willingness to be involved in 'inherent' opportunities to promote learning and support children.
Engaging with male (role models) to better support our male learners	All staff	PLD. Inquiry into our own teaching and learning. Teachers help learners engage with the knowledge, values, and competencies	Term Two Term Three	Shaping confident and connected lifelong learners. Be responsive to the needs, identity, language, culture, interests, strengths and aspirations of our learners and their families.
Integrate Te Tiriti o Waitangi into classroom learning	Classroom teachers	Matatau programme. Whaea Jaki Eales	Ongoing	Knowledge of Te Ao Māori and te reo Māori. Enactment of Te tiriti o Waitangi principles
Have a clear focus on what supports the progress of all learners	Classroom teachers	Knowledge of individual learners (eg. learning progress, student achievement, whānau, next learning steps and hobbies/interests).	Term Two Term Three	Student achievement data and learning progress information. Student voice. Internal evaluation.

Strategic Goal GIVE EFFECT TO TE TIRITI O WAITANGI ENABLING POSITIVE IMPACT ON LEARNER OUTCOMES AND THE CURRICULUM				
Annual Target/Goal To strengthen aspects of language, culture and identity in all tamariki				
What do we expect to see by the end of the year?				
Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
Internal evaluation of Matatau	Colin/Penny	Matatau	Term Two	Are we on the pathway to sustaining long term change? Consultation with our community.
Level 1 & 2 Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki (Y1-13) teaching and learning	Classroom Teachers Whaea Jaki Eales	Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki (Y1-13) Curriculum Guidelines for teaching and learning Te Reo Māori in English-medium Schools: Years 1-13	Term One (March 26) Term Four (Oct 29)	Evaluation (Matatau) Te reo Maori language acquisition.
Whānau hui	Colin	Review Māori curriculum delivery plan Māori whānau and community members input	Term Two	Hui with whānau to discuss and establish aspirations for our tamariki
Working to ensure our plans,	Colin/Penny	Review Māori curriculum delivery	Term Three	Community consultation.

policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori		plan Māori whānau and community members input		Success of curriculum programme delivery. Matatau evaluation.
Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori	Teachers/ Colin	Whaea Jaki Eales PLD. Individual staff learning resources	Ongoing	Use of te reo Māori. Development of Matatau goals
Achieving equitable outcomes for Māori students.	Colin	Funds/resourcing to address disparities and ensure inclusive education for all students	Terms Two/Four	Monitoring the progress of Māori students and comparing their results demonstrates a commitment to the Treaty principle of equity.