



# Strategic Plan 2025-2026



# “Nurturing the heart of our community”

## **EXCELLENCE**

To embody this value we would:

- strive to achieve
- be the best we can be
- set goals for ourselves
- try new things and take opportunities
- persevere and not give up

## **OUR VALUES**

*Communication*

*A safe environment for all*



## **HONESTY**

To embody this value we would:

- tell the truth
- take ownership and be responsible
- have self-worth—be true to ourselves
- be self-aware—know ourselves

## **RESPECT**

To embody this value we would:

- be inclusive
- accept differences & diversity
- have empathy
- be friendly and kind
- look after ourselves, others & property
- use our manners

## DESCRIPTION OF OUR SCHOOL

Heriot School is a contributing primary school in the heart of rural West Otago. Our roll averages between 50-70 students and in 2025 we will begin the year with 70. An enrolment scheme has been in place since the beginning of 2023.

We are predominantly a rural farming community and most other businesses in our school whānau support our farming and rural community.

Our school staff, community, and Board of Trustees are committed to providing the best opportunities for our learners to improve their outcomes. We are determined to offer connections for our ākonga in order for them to develop as lifelong learners, to serve their community and others, as well as living full and happy lives.

Heriot School has a proud history of over 146 years and together, with a strong community involvement, we work to continually improve for our tamariki.

## COMMUNITY GOALS

- We will provide a positive learning environment that is inclusive and safe
- We will ensure all students have the opportunity to reach their full potential in all New Zealand Curriculum areas (especially literacy and numeracy)
- We will support the development and growth of staff and students
- We will work and communicate clearly with parents to empower them in supporting their child's progress, achievement, and next learning steps
- We will manage and provide resources to effectively support digital technology and 21<sup>st</sup> century learning
- We will regularly review and adjust our performance to provide the best possible learning opportunities for students
- We will prioritise sustainability because we want to meet our needs and aspirations without compromising the ability of future generations to meet theirs

# MĀORI DIMENSIONS AND CULTURAL DIVERSITY

**Toi te kupu**  
Language is permanent

**Toi te mana**  
Prestige is permanent

**Toi te whenua**  
Land is permanent

**Ko te reo rangatira e kōiri atu nei.** The resonating sound of the prestigious Māori language.

**Te reo Māori is indigenous to Aotearoa New Zealand. It is a taonga recognised under Te Tiriti, a primary source of our nations self-knowledge and identity, and an official language. By understanding and using te reo Māori, New Zealanders become more aware of the role played by the indigenous language and culture in defining and asserting our point of difference in the wider world.**

**Page 8 – Te Mātaiaho - Draft for Testing - September 2022**

## **Supporting Information**

At Heriot School we aim to provide planning and delivery of high quality programmes for teaching and learning te reo Māori by using 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*.

Te reo Māori, the indigenous language of Aotearoa, New Zealand is a taonga and is guaranteed protection under te tiriti o Waitangi. It was declared an official language in 1987.

There are three main principles in Te Mātaiaho (**Pages 14-15 Draft for testing- March- 2023**

Principle: Give effect to Te Tiriti o Waitangi

This is a shift from acknowledgement to authentic understanding and valuing of Te Tiriti o Waitangi and its principles.

As students learn te reo Māori, they also deepen their knowledge and understanding of tikanga Māori and develop their own personal, group, and national identities.

We will adhere to the Heriot School Te Tiriti o Waitangi policy as well as to current legislation from the Education Act 2020; The Act provides, in section 127, that one of the primary objectives for Boards is to give effect to Te Tiriti o Waitangi by:

- working to ensure their plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori

- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori and
- achieving equitable outcomes for Māori students.

### **Reflecting New Zealand's multi-cultural diversity**

All cultures will be valued and accepted through the active encouragement of an inclusive school culture and ethos. All staff treat students as individuals with unique differences and cultural discourse that is respected.

**Acknowledging the unique position of Māori culture** We are improving our cultural understanding and building a better awareness of tikanga Māori and Te Reo Māori. We adhere to te tiriti o Waitangi, and we look to continually develop the professional knowledge of all staff. We seek assistance from Māori parents/caregivers, whānau and kaumātua for input and to develop expertise, where possible.

**What reasonable steps will the school take to incorporate tikanga Māori (Māori culture and protocol) into the school's curriculum?** Our school culture, classrooms and school celebrations will reflect Māori culture (through such things as our values, signage, waiaita, and every day greetings). We will continue to build resources to support tikanga Māori programmes. We aim to build te reo Maori so we have a strong knowledge base from which to foster te ao Māori in our community.

**What will the school do to provide instruction in Te Reo Māori (Māori language) for full time students whose parents ask for it?** All such requests will be given full and careful consideration by the Board of Trustees with regard to personnel with the requisite skills and qualifications; the overall school financial position; and availability of suitable facilitation within our school. Alternative teaching and learning arrangements would be discussed with parents and whānau.

### **What steps will be taken to discover the views and concerns of the school's Māori community?**

On-going consultation with Māori whānau and the whole school community. The Board of Trustees has actively sought professional learning in developing cultural responsiveness and as a result have maintained the use of Hautū as a self-review tool.

# Enjoying and Achieving Education Success as Māori

**Excellent outcomes:** We will support Māori learners and their whānau to achieve excellent education outcomes

**Belonging:** We will ensure Māori learners and their whānau have a strong sense of belonging across our education system

**Strengths-based:** We will recognise and build on the strengths of Māori learners and their whānau

**Productive partnerships:** We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes

**Te Tiriti o Waitangi:** (Education and Training Act 2020) Section 127 (d)

The school gives effect to Te Tiriti o Waitangi, including by:

- working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- achieving equitable outcomes for Māori students.

We will give practical effect to Te Tiriti o Waitangi in the education system

Guiding principles from Ka Hikitia 2023

Tikanga Māori will flow into all areas of school operation and culture if we use te reo regularly.

Staff development of culturally responsive practices will be evidenced in our 2024 school program; Matatau Supporting component; (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*) run by Whaea Jaki Eales (CO REAP) Foster Tuakana Teina in our school and amongst our community. Share this concept as modelling (and as we can) at all levels of interactions amongst our kura.

## Heriot School Strategic Goals 2025

<b>Strategic Goal 1</b> <b>Reach our learning potential</b> <i>What will this look like if we get it right?</i> All Heriot school ākonga/students will be supported to achieve their highest levels of learning progress and achievement Targeted learner progress will be accelerated. Student learning progress data -To have more than 80% of all learners achieving within or above their expected level of NZC attainment and to sustain ≥90% sufficient learning progress in reading, writing and maths. Ākonga, parents and kaiako can articulate their learning journey and next steps	<b>Strategic Goal 2</b> <b>Strengthen and enhance our local curriculum</b> <i>What will this look like if we get it right?</i> 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.	<b>Strategic Goal 3</b> <b>Give effect to Te Tiriti o Waitangi enabling positive impact on learner outcomes and the curriculum</b> <i>What will this look like if we get it right?</i> 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
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### National Education and Learning Priorities (NELP) Objective Links

<b>Learners at the centre</b> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities , languages and cultures	<b>Learners at the centre</b> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities , languages and cultures	<b>Learners at the centre</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
<b>Barrier Free Access</b> Ensure every learner /ākonga gains sound foundation skills, including language, literacy and numeracy	<b>Future of Learning and Work</b> Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	<b>Barrier Free Access</b> Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
<b>Quality Teaching and Leadership</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		<b>Quality Teaching and Leadership</b> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

Key Actions that align our strategic goals with NELP		
Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations	Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations	Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau
Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective	Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning	Work with whānau and Pacific families to identify and understand any barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them.
Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists	Support learners/ākonga to see the connection between what they're learning and the world of work	Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Maori and tikanga Maori.

## WHAT DOES THE DATA SAY?

NB: 2024 Target - **To have more than 80% of all learners achieving within or above their expected level of NZC attainment and to sustain  $\geq 90\%$  sufficient learning progress in reading, writing and maths.**

MID YEAR '24 vs **END OF YEAR '24** SUFFICIENT LEARNING PROGRESS

*Sufficient progress (6 months progress in 6 months) and Insufficient progress (less than 6 months progress in 6 months).*

	MID YEAR 2024 Sufficient	END OF YEAR 2024 Sufficient
<b>Reading</b>	91%	<b>94%</b>
<b>Writing</b>	92%	<b>89%</b>
<b>Maths</b>	89%	<b>89%</b>

Reading shows we have maintained 94% of learners making sufficient learning progress. Writing shows a slight decrease of learners making sufficient learning progress. Mathematics shows we have maintained 89% of learners making sufficient learning progress

	END OF YEAR 2023 SUFFICIENT PROGRESS		MID YEAR 2024 SUFFICIENT PROGRESS		END OF YEAR 2024 SUFFICIENT PROGRESS	
<b>Reading</b>	<b>94%</b>		<b>91%</b>		<b>94%</b>	
Boys <b>Girls</b>	<b>86%</b>	<b>91%</b>	89%	<b>94%</b>	<b>94%</b>	<b>94%</b>
Māori	<b>100%</b>		75%		<b>89%</b>	
<b>Writing</b>	<b>94%</b>		<b>92%</b>		<b>89%</b>	
Boys <b>Girls</b>	<b>80%</b>	<b>92%</b>	91%	<b>94%</b>	<b>87%</b>	<b>91%</b>
Māori	<b>100%</b>		88%		<b>89%</b>	
<b>Maths</b>	<b>93%</b>		<b>89%</b>		<b>89%</b>	
Boys <b>Girls</b>	<b>78%</b>	<b>77%</b>	93%	<b>76%</b>	<b>87%</b>	<b>91%</b>
Māori	83%		100%		<b>89%</b>	

## Heriot School Expectations of Student Achievement against the New Zealand Curriculum

*Our goal is to have our ākonga/student or learner achieving within or above our expectations. These are in line with the New Zealand Curriculum.*

**Reading** student achievement data is **83%** within or above our expected level of progress at END OF YEAR 2024.

**Reading** student achievement data was **79%** within or above our expected level of progress at MID YEAR 2024.

**Reading** student achievement data was **88%** within or above our expected level of progress at END OF YEAR 2023.

**Writing** student achievement data is **78%** within or above our expected level of progress at END OF YEAR 2024.

**Writing** student achievement data is **80%** within or above our expected level of progress at MID YEAR 2024.

**Writing** student achievement data is **85%** within or above our expected level of progress at END OF YEAR 2023.

**Maths** student achievement data is **83%** within or above our expected level of progress at END OF YEAR 2024.

**Maths** student achievement data is **78%** within or above our expected level of progress at MID YEAR 2024.

**Maths** student achievement data is **78%** within or above our expected level of progress at END OF YEAR 2023.

**Table showing Gender % of Above, Within, Below (EOY 24 in BLACK- Mid Year 24 in Red)**

	Reading		Writing		Maths	
	Within/Above	Below	Within/Above	Below	Within/Above	Below
Girls <b>32 34</b>	<b>91% 88%</b>	<b>9% 12%</b>	<b>91% 82%</b>	<b>9% 18%</b>	<b>76% 74%</b>	<b>14% 16%</b>
Boys <b>44 47</b>	<b>66% 78%</b>	<b>34% 22%</b>	<b>73% 74%</b>	<b>27% 26%</b>	<b>79% 90%</b>	<b>21% 10%</b>

## CONCERNS

### Reading

31% (5/16) of Y4 students are achieving **below** our expected level in READING

33% (3/9) of Y5 students are achieving **below** our expected level in READING

### Writing

31% (5/16) of Y4 students are achieving **below** our expected level in WRITING

56% (5/9) of Y5 students are achieving **below** our expected level in WRITING

### Maths

29% (2/7) of Y3 students are achieving **below** our expected level in MATHS

33% (3/9) of Y5 students are achieving **below** our expected level in MATHS

## Annual Plan 2025

Goals	2025 Key Actions	What does it look like if we get it right?	Progress Comments <b>Term 1, Term 2, Term 3, Term 4</b>
<b>Strategic Goal 1</b> <b>Reach our learning potential</b>			
Encourage strong relationships with ākonga & whānau	<p>Meet the teacher opportunity</p> <p>Termly learning conferences and follow up family interaction(s) and attendance</p> <p>Prioritise family communication eg. classroom newsletters, time to talk.</p> <p>Opportunities for whānau to contribute &amp; question decision making and learning</p>	<p>Shared understanding of classroom expectations</p> <p>Reflecting on learning steps and next steps</p> <p>Genuine partnership</p> <p>Increased communication</p> <p>More whānau input to (individual ākonga) learning journey(s)</p> <p>Community consultation, coffee and chat session(s), informal parent group meetings/discussions</p>	<p>Term 1 - Learning Conferences 'This is how learning happens in our room' ' - Each classroom T1 ILP's - Prepared and shared at learning conferences</p> <p>Term 2 - Learning Conferences ILP's updated and shared during conferences</p> <p>Term 4 - Learning conferences, Special Persons day</p>
Develop professional capability and collective capacity	<p>Challenging professional development</p> <p>Invest in growing leadership (ie. release, PLD, communication/internal evaluation)</p> <p>Management unit applications</p> <p>Develop professional learning plan 2025 (prioritising raising achievement) based on learner and school priorities</p> <p>Learning needs and ongoing improvement, take precedence</p>	<p>Relational trust</p> <p>Staff/BOT are focussed on continuous improvement - including professional discussions and all PLD</p> <p>Striving to achieve equitable and excellent outcomes for all learners</p> <p>Staff/BOT adapt to meet our school priorities. (This requires an understanding of strategic direction and plan 2025-26)</p> <p>Evaluation, monitoring and reporting inform our progress</p> <p>Regular communication and discussion between staff, principal, BOT, PTA and parent community.</p> <p><i>Students are the focus of all effective</i></p>	<p>Structured Literacy - Colin and Penny</p> <p>Numicon training - Aimee and Debra</p> <p>TOD - Refreshed Maths Curriculum</p> <p>Learning Activities Report</p> <p>Lyn Jansen - STOP - PD session</p> <p>Structured Literacy - Colin and Penny</p> <p>iDeal - Penny and Alena</p> <p>Learning Activities Report</p> <p>Structured Literacy - Colin and Penny</p> <p>Think Farm - Penny</p> <p>Danny Bedingfield - Cyclone - PD</p> <p>Bronwyn Fennessy - PD with teachers and TA's</p> <p>Learning Activities Report</p> <p>Jo Helby - Role of LSC</p>

## Annual Plan 2025

Goals	2025 Key Actions	What does it look like if we get it right?	Progress Comments <b>Term 1, Term 2, Term 3, Term 4</b>
		<i>professional learning: enhancing student outcomes is both the purpose of professional learning and the basis for evaluating its success.</i>	John Parsons - Sleep Karen Blackall - APD Assessment and Data
Introduce Te Mātaaho	Elements of curriculum change are reflected in; Planning (progress outcomes), Assessment, Evaluation, Programmes of work, Student achievement and learning progress ie. reporting to parents and whānau	<p>Increased NZ Curriculum knowledge and understanding from all staff</p> <p>Two MOE scheduled TODs (dates TBC) as in 2025</p> <p>Ongoing curriculum review</p> <p>Maintain triennial plan and its review cycle (with focus on new curriculum)</p> <p>Comprehensive coverage over the year prioritising progress outcomes expected for each individual student</p> <p><b>To have more than 80% of all learners achieving within or above their expected level of NZC attainment and to sustain ≥90% sufficient learning progress in reading, writing and maths.</b></p>	<p>TOD - Refreshed Maths Curriculum Maths - Curriculum Review 'What to Learn' - Penny working on Structured Literacy course - updated assessment tools.</p> <p>School wide literacy writing scope and sequence</p> <p>Health and PE Curriculum review</p> <p>Updated assessment and reporting information</p> <p>Internal Evaluation from EOY data</p>
Learner progress and achievement	<p>Monitor and report on attendance with detail</p> <p>Review Heriot School Expectations against the NZC progress outcomes in each phase</p> <p>Respond to the needs of all diverse learners as indicated through assessment and monitoring</p>	<p>Improved student achievement systems and outcomes (In 2025 this looks like preserving or surpassing EOY 2024 results)</p> <p>Learning progress (equitable and excellent outcomes for all learners)</p> <p>Focus on specific aspects of attendance ie. individual ākonga &amp; whānau. Assisting where we can. Persevering with and prioritising everyday matters.</p> <p>Systematic and sustained school practice</p> <p>Implications of 2024 evaluation;</p> <ul style="list-style-type: none"> <li>- address the learning needs of our boys eg. in our teaching and learning, and</li> </ul>	<p>Staff - STAR discussions and regular updates in Admin meetings</p> <p>PD - Dibbels and new assessment tools</p> <p>Banquer - Managing self</p> <p>Structured Literacy PLD - Penny and Colin - extending into all staff</p> <p>T2 - School community letter re. Attendance changes</p> <p>Awhi Atu - on hold - await counsellor T3</p> <p>Data collection and analysis - Term 2</p> <p>Self-management - celebration and emphasis</p> <p>DIBELS - data collection for structured lit</p>

## Annual Plan 2025

Goals	2025 Key Actions	What does it look like if we get it right?	Progress Comments Term 1, Term 2, Term 3, Term 4
		<ul style="list-style-type: none"> <li>- in promoting male role models as learners.</li> <li>- Self management - instill skills and strategies for ākonga to better manage themselves and their belongings</li> <li>- Structured Literacy PLD for all teachers (focus on writing)</li> <li>- Student Counselling - Awhi Atu (CO REAP) Counsellor on site from T2 - 2025 for 1:12 student sessions</li> </ul>	PLD Awhi Atu commenced Poumahaka Student Support Meeting Updated assessment and reporting documents Awhi Atu - continued support for individual and whole classes
<b>Strategic Goal 2</b> <b>Strengthen and enhance our local curriculum</b>			
Improved stakeholder communication and consultation	Newsletter communication (school, class, BOT and PTA) is regular and consistent More regular community consultation and involvement where possible Regular learning conferences and opportunities to talk about learning progress with whānau Parent Information events	Community see transparency and willingness for a mutually beneficial relationship between home and school (see also above - Reach our Learning Potential Goal 1 - Encourage strong relationships with ākonga & whānau) Increased responsibility from the community for the actions and purpose of our school. Utilise opportunities to engage and consult with community and whānau eg. Arts and Crafts week, sporting/cultural events, community muster, PALs. Actively seek feedback at these points. Information events. For example; PRIME, structured literacy.	Farm Safety Day - T1 Collie Club visit - T1 Camp - T1 PAL's started up again. Training at Tapanui - T1 Craig Simpson - Water care BOT - Mid Year data Wool - Tally ho visit, various community members visiting for knitting demonstrations, spinning wool, crocheting and finger knitting Wig Wednesday Heart Foundation and LIFE Ed Writing book - going around families Special Persons Day - Waste Management
Embed our new	Staff, student, community consultation	Reinvigorated sense of pride and belonging in	Self management - All values - T1 focus

## Annual Plan 2025

Goals	2025 Key Actions	What does it look like if we get it right?	Progress Comments <b>Term 1, Term 2, Term 3, Term 4</b>
vision and values	Promote and advertise our new values; Respect, Honesty, Excellence.	our place, our school. Increased ownership and understanding of our direction and our purpose Students, staff and the community take greater ownership and responsibility for increased learning progress, a stronger local curriculum and for improving outcomes for all learners.	Self management - Excellence T2 focus Honesty - T3 Focus Respect - T4 Focus, Vests BOT - Internal Evaluation EOY
Establish community aspirations	Embrace the whole community so that they feel connected to our school. We want to present, and have them, utilise opportunities to contribute in any way (which will in turn benefit our school and students as well as students in the future). Review Community goals Development of (old school house) area	Gather and utilise the skills that our wider community have to offer to continue to build the sense of belonging for everyone. Reinforced home/school partnership	Term 2 - Pool consultation Heriot School Aspirations for Tamariki - consultation
<b>Strategic Goal 3</b> <b>Give effect to Te Tiriti o Waitangi enabling positive impact on learner outcomes and the curriculum</b>			
Realising the intent of Te Tiriti o Waitangi	Support and promotion of Māori language, knowledge and culture.  Akongā, Kaiako, BOT, Whānau and community activity in referencing and linking 'our way' to Te Tiriti	Key shifts and calls to action (P11 Te Mātaiaho-The Refreshed NZ Curriculum)  Give effect to our obligations to Te Tiriti Build a more inclusive bicultural sense of nationhood Include Te Tiriti in our local curriculum  For all stakeholders to be aware of the three principles in education of Te Tiriti; Partnership Participation Protection and to take responsibility for enacting these.	Whaea Jaki - Matatau, Mauri Ora Matariki Whaea Jaki - Matatau, Mauri Ora Matariki Whaea Jaki - Matatau, Mauri Ora Matariki
Whānau Hui	Communicate explicitly the purpose and	Whānau feel valued and empowered to voice	Heriot School Aspirations for Tamariki -

## Annual Plan 2025

Goals	2025 Key Actions	What does it look like if we get it right?	Progress Comments Term 1, Term 2, Term 3, Term 4
	direction of Matatau to our Māori whānau Consult and create a joint path for future direction of whānau hui	their opinions and share aspects of their culture to enrich our environment and that of our whole community	consultation
Te Aho Arataki Marau mo te Ako i Te Reo Maori - Kura Auraki sessions with Whaea Jaki.	(Senior, Middle + Junior/NE) Weekly 30 minute sessions with Whaea Jaki for the year following Taumata 1 -Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-Medium Schools : Years 1-13)	Engagement from staff and students in te reo Māori and tikanga Māori. Staff are empowered to facilitate further learning. Students display elements of these concepts; Manaakitanga (authority and to encourage and acknowledge), Whanautanga (establishing links + making connections), Ako(reciprocal teaching and learning), and Mahi tahi (unity of a group of people working towards a specific goal)	Whaea Jaki sessions started. Pepeha/Whakapapa/Mihi preparation Te Mauri Ora - preparation New school karakia Whaea Jaki - Matatau, Mauri Ora Matariki Whaea Jaki - Matatau, Mauri Ora Matariki
Matatau	Realising the intent of Te Tiriti o Waitangi Te Aho Arataki Marau mo te Ako i Te Reo Maori - Kura Auraki sessions with Whaea Jaki. Whānau Hui	Increase understanding and unity across our community Heriot school accepts its responsibility to fulfil the intent of Te Tiriti o Waitangi, with reference to The Education and Training Act 2020. Supporting our tamariki to better enact our school values and vision	Whaea Jaki - Matatau, Mauri Ora Matariki Whaea Jaki - Matatau, Mauri Ora Matariki Heriot School Aspirations for Tamariki - consultation - 1 response from our community Whaea Jaki - Matatau, Mauri Ora Matariki



Heriot School Strategic Goals 2025-2026			
Goals	2024 Key Actions	2025 Possible Key Actions	2026 Possible Key Actions
<b>Strategic Goal 1 - Reach our learning potential</b>			
Encourage strong relationships with ākonga & whānau	Meet the teacher opportunity Termly learning conferences Prioritise family communication	Termly learning conferences Aspects of Google space sharing real time learning Reciprocal communication	Termly learning conferences Google space sharing real time learning Reciprocal communication
Develop professional capability and collective capacity	Challenging professional development Invest in growing leadership (ie. release, PLD, communication/internal evaluation) Management unit applications Develop professional learning plan 2024 (including raising achievement) based on learner and school priorities Learning needs are the priority	Professional development flows from 2023 goals and aspirations Adequate budgeting for PLD goals Adapt to less management units - potentially two with a decreased roll and staffing Professional Learning Plan derived from aspects of 2023 as well as	Professional development flows from 2024 priorities Retain DP position however staffing 2025 entitlement presents
Curriculum Development and Refresh 2024	Familiarise ourselves with the new curriculum through PLD and learning opportunities Engage in all new learning opportunities (PLD, TOD, PGC) Review 'What to Learn' -Curriculum Program Establish and prepare for TODs allocated by the MOE	Curriculum delivery review Schoolwide introduction of all NZC refreshed curriculum requirements	Schoolwide introduction of all NZC refreshed curriculum requirements Curriculum delivery review
Learner progress and achievement	Review suggested outcomes from Student Achievement Function Practitioner Review Heriot School Expectations against Te Mātaaho Respond to the needs of all diverse learners as indicated through assessment and monitoring	Carry through and evaluate all plans and requirements Systematic and sustained school practices, processes and actions improve outcomes for all learners	Ongoing evaluation of all plans and requirements as necessary Systematic and sustained school practices, processes and actions improve outcomes for all learners
<b>Strategic Goal 2- Strengthen and enhance our local curriculum</b>			
Improved stakeholder communication and consultation	Newsletter communication (school, class, BOT) is regular and consistent Regular community consultation and involvement where possible	Sustained regular communication Website (or similar) reintroduced Annual/Biannual community consultation School community picnic	Sustained regular communication Review our most successful avenues of communication with community
Implement our new vision and values	New vision and values fully implemented Incorporate into school life as appropriate Internal evaluation into outcomes	Incorporated vision and values into school life as appropriate Include any changes to logo, branding.	Evaluate impact and changes Tweaks and planning for future review Vision & values evaluation cycle (years)

Heriot School Strategic Goals 2025-2026			
Goals	2024 Key Actions	2025 Possible Key Actions	2026 Possible Key Actions
Establish community aspirations	<p>Embrace the whole community so that they feel connected to our school. We want to present, and have them, utilise opportunities to contribute in any way (which will in turn benefit our school and students as well as students in the future).</p> <p>Collect and prioritise community goals</p> <p>Utilise (any) opportunities to listen to and connect with community</p>	<p>Opportunities for community to share skills with students through local curriculum and increased ownership and understanding</p> <p>Regular community consultation</p>	<p>Review community goals/aspirations</p> <p>Regular structure in place for consultation and involvement</p>
Development of (old school house) area	<p>Consultation (discussion and documentation) with BOT, staff, students and community around proposed ideas for developing this area.</p> <p>Develop and begin implementing a short and long term plan.</p> <p>Begin (at least) initial work on this space</p>	<p>Plans carried out and moving towards completion or refinement of project</p> <p>Planting and grassing established</p> <p>Storage solutions in skyline garage</p> <p>Doors resurrected</p>	<p>Plans carried, refinement of project and any further development</p>
Strategic Goal 3 - <b>Give effect to Te Tiriti o Waitangi enabling positive impact on learner outcomes and the curriculum</b>			
Realising the intent of Te Tiriti o Waitangi	<p>Support and promotion of Māori language, knowledge and culture; Matatau Te Ao Māori sessions with Whaea Jaki</p> <p>Working in with the Kahui Ako to share their resources to further promote things Māori in our school and community (eg. Matariki celebrations)</p> <p>Akongā, Kaiako, BOT, Whānau and community activity in referencing and linking 'our way' to Te Tiriti</p>	<p>Introduction of all 2025 NZC Refresh/ Te Mātaiaho requirements</p> <p>Build partnership with Central Otago REAP - Whaea Jaki Eales</p> <p>Grow kapa haka group at Heriot School</p> <p>Further development of community links with local iwi and kaumatua</p> <p>Whānau hui consultation</p>	<p>Introduction of all 2026 NZC Refresh/ Te Mātaiaho requirements</p> <p>Further development of community links with local iwi and kaumatua</p> <p>Whānau hui consultation</p>
Whānau Hui	<p>Consult and create a joint path for future direction of whānau hui</p> <p>Communicate explicitly the purpose and direction of Matatau to our Māori and all whānau</p> <p>Initial meeting to develop ongoing planning and direction</p> <p>Develop community aspirations for our tamariki</p>	<p>Regular whānau hui</p> <p>Shared documentation review eg. Matatau 2025?, Policy and Procedure 2025 Policy and Procedure review</p> <p>Review community aspirations for our tamariki</p>	<p>Regular whānau hui</p> <p>Shared documentation review eg. Matatau 2026?, Policy and Procedure 2026 Policy and Procedure review</p>
Te Aho Arataki Marau mo te Ako i Te Reo Maori - Kura Auraki sessions with Whaea Jaki.	(Senior, Middle + Junior/NE) Weekly 30 minute sessions with Whaea Jaki for the year following Taumata 1 -Curriculum Guidelines	Proficiency - Te Whakatōtanga (beginning to use te reo Māori) Levels 1&2 Weekly 30 minute sessions with Whaea	Proficiency - Te Tupuranga (developing communication skills in te reo Māori) Levels 3&4

Heriot School Strategic Goals 2025-2026			
Goals	2024 Key Actions	2025 Possible Key Actions	2026 Possible Key Actions
	for Teaching and Learning Te Reo Māori in English-Medium Schools : Years 1-13) Proficiency - Te Whakatōtanga (beginning to use te reo Māori) Levels 1	Jaki Establish 'other' whanau/kaumatua/ community links	Establish 'other' whanau/kaumatua/ community links
Matatau	Realising the intent of Te Tiriti o Waitangi Te Aho Arataki Marau mo te Ako i Te Reo Maori - Kura Auraki sessions with Whaea Jaki. Whānau Hui Adhere to Heriot School Te Tiriti o Waitangi policy and develop a procedure to achieve this.	Community consultation and feedback Te Aho Arataki Marau mo te Ako i Te Reo Maori - Kura Auraki sessions Whānau Hui - ongoing development. Implementation of ideas and plans from hui Review Heriot School Te Tiriti o Waitangi policy and procedure	Community consultation and feedback Whānau Hui - ongoing development. Implementation of ideas and plans from hui

## ANNUAL PLAN 2024

Strategic Goals 2024	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			
	Encourage strong relationships with ākonga & whānau	Develop professional capability and collective capacity	Curriculum Development and Refresh (2024)	Learner progress and achievement	Improved stakeholder communication and consultation	Implement our new vision and values	Establish community aspirations	Development of (old school house) area	Realising the intent of Te Tiriti o Waitangi	Whānau Hui	Te Aho Arataki Marau mo te Ako i Te Reo Maori - Kura Auraki sessions with Whaea Jaki.	Matatau
Term One	Meet the Teacher Learning Conferences Attendance monitoring and reporting	Prioritise opportunities for professional discussions in PLP 2024 Professional Growth Cycle 2024	Review 'What to Learn' - Curriculum Programme of Work	Review Heriot School Expectations against the NZC ERO goals Review SAFP suggestions + next steps Statement of Variance 2023 Principal appraisal	Community Muster Moa Flat Trail Ride 2024 Whānau Hui	Reshare and promote vision and values Values certificates		Demolition completed. Grounds rectified  Community consultation. PTA/BOT ideas	Heriot School Te Tiriti o Waitangi Policy BOT/Staff PLD	Make initial contact with Māori families	Te Reo Māori - Every Wednesday 1.30-3.00	Communicate clear purpose and discuss rationale of programme
Term Two	Learning Conferences Attendance monitoring and reporting	PGC - check in	TOD - Friday 31 May W5	Report Format review ERO goals due mid-year Annual Plan due	Consult re: Community goals		Review current 'Community Goals'			Initial meeting with Māori whānau to establish goals going forward this year		
Term Three	Learning Conferences Attendance monitoring and reporting	PGC - check in			Health and sexuality consultation and info evening	Front signage - change (as budget allows)		Begin work on new plan for grounds	Review year progress in meeting our Te Tiriti o Waitangi Policy and goals			Evaluation of progress and proficiency
Term Four	Learning Conferences Attendance monitoring and reporting	PGC - Summary and report to BOT	TOD - Friday 15 Nov W5				Aspirations for our tamariki 2025			Proficiency - Te Whakatōtanga (beginning to use te reo Māori) Levels 1 & 2		

