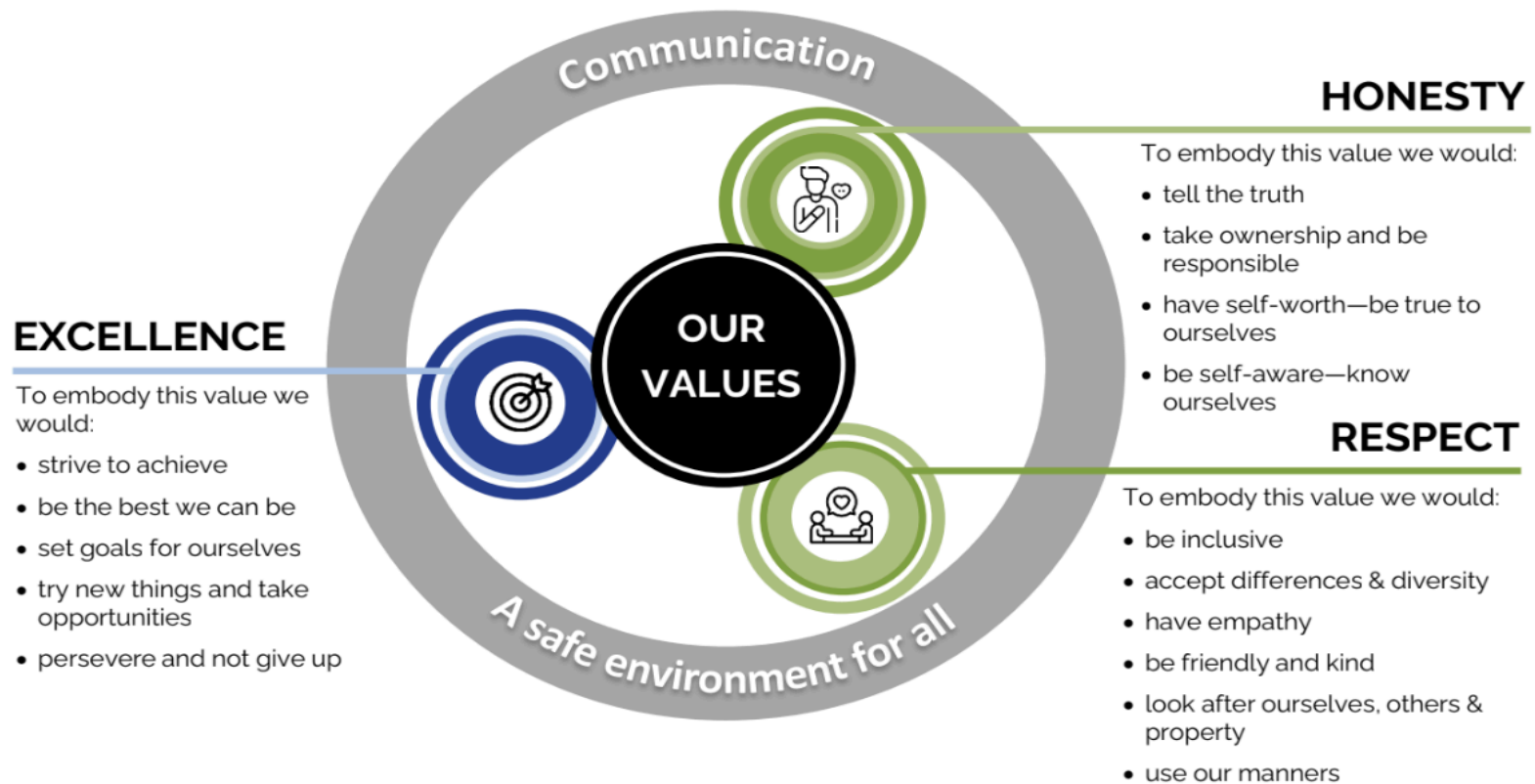




Strategic Plan 2024-2025



“Nurturing the heart of our community”



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 2024 we will begin the year with 72. 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 144 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 21st 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 to 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, waiata, 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 2024

<p>Strategic Goal 1 Reach our learning potential <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</p>	<p>Strategic Goal 2 Strengthen and enhance our local curriculum <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.</p>	<p>Strategic Goal 3 Give effect to Te Tiriti o Waitangi enabling positive impact on learner outcomes and the curriculum <i>What will this look like if we get it right?</i> We will be open to learning and nurture a growth mindset. Achieve 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</p>
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National Education and Learning Priorities (NELP) Objective Links

<p>Learners at the centre 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</p> <p>Barrier Free Access Ensure every learner /ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p>Quality Teaching and Leadership Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Learners at the centre 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</p> <p>Future of Learning and Work Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>Learners at the centre Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>Barrier Free Access Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Quality Teaching and Leadership Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</p>
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Key Actions that align our strategic goals with NELP

<p>Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations</p>	<p>Identify and respond to learner/ ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</p>	<p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p>
<p>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</p>	<p>Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning</p>	<p>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.</p>
<p>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</p>	<p>Support learners/ākonga to see the connection between what they're learning and the world of work</p>	<p>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Maori and tikanga Maori.</p>

WHAT DOES THE DATA SAY?

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

	MID YEAR 2023 Sufficient	END OF YEAR 2023 Sufficient	MID YEAR 2023 Insufficient	END OF YEAR 2023 Insufficient
Reading	94%	94%	6%	6%
Writing	83%	94% (11% increase)	17%	6%
Maths	89%	93% (4% increase)	14%	7%

Reading shows we have maintained 94% of learners making sufficient learning progress

Writing shows an increase of 11% of learners making sufficient learning progress

Mathematics shows an increase of 4% of learners making sufficient learning progress

	END OF YEAR 2022 SUFFICIENT PROGRESS		MID YEAR 2023 SUFFICIENT PROGRESS		END OF YEAR 2023 SUFFICIENT PROGRESS	
Reading	90%		94%		94%	
Boys Girls	85%	85%	81%	85%	86%	91%
Māori	67%		100%		100%	
Writing	90%		83%		94%	
Boys Girls	83%	88%	65%	77%	80%	92%
Māori	67%		86%		100%	
Maths	88%		89%		93%	
Boys Girls	81%	83%	69%	77%	78%	77%
Māori	83%		100%		100%	

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

Reading student achievement data was **82%** within or above our expected level of progress at MID YEAR 2023.

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

Writing student achievement data was **70%** within or above our expected level of progress at MID YEAR 2023.

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

Maths student achievement data was **73%** within or above our expected level of progress at MID YEAR 2023.

Table showing Gender % of Above, Within, Below (EOY 23 in BLACK- Mid Year 23 in Red)

	Reading		Writing		Maths	
	Within/Above	Below	Within/Above	Below	Within/Above	Below
Girls 34 34	85% 91%	15% 9%	77% 92%	23% 8%	77% 77%	23% 23%
Boys 46 50	81% 86%	19% 14%	65% 80%	35% 20%	69% 78%	31% 22%

CONCERNS

Reading

40% (4/10) of Y3 students are achieving **below** our expected level in READING

20% (3/15) of Y5 students are achieving **below** our expected level in READING

Writing

40% (4/10) of Y3 students are achieving **below** our expected level in WRITING

27% (4/15) of Y5 students are achieving **below** our expected level in WRITING

Maths

35% (6/17) of Y2 students are achieving **below** our expected level in MATHS

38% (5/13) of Y6 students are achieving **below** our expected level in MATHS

Annual Plan 2024

Goals	2024 Key Actions	What does it look like if we get it right?	Progress Comments Term 1 , Term 2 , Term 3 , Term 4
Strategic Goal 1 Reach our learning potential			
Encourage strong relationships with ākonga & whānau	Meet the teacher opportunity Termly learning conferences and follow up family interaction(s) and attendance Prioritise family communication eg. classroom newsletters, time to talk. Opportunities for whānau to contribute & question decision making and learning	Shared understanding of classroom expectations Reflecting on learning steps and next steps Genuine partnership Increased communication More whānau input to (individual ākonga) learning journey(s) Community consultation, coffee and chat session(s), informal parent group meetings/discussions	
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 (prioritising raising achievement) based on learner and school priorities Learning needs and ongoing improvement, take precedence	Relational trust Staff/BOT are focussed on continuous improvement - including professional discussions and all PLD Striving to achieve equitable and excellent outcomes for all learners Staff/BOT adapt to meet our school priorities. (This requires an understanding of strategic direction and plan 2024-25) Evaluation, monitoring and reporting inform our progress Regular communication and discussion between staff, principal, BOT, PTA and parent community. <i>Students are the focus of all effective professional learning: enhancing student outcomes is both the purpose of professional learning and the basis for evaluating its success.</i>	
Curriculum Development and	Familiarise ourselves with the new version of curriculum 2024 through PLD	Increased NZ Curriculum refresh knowledge and understanding from all staff	

Annual Plan 2024

Goals	2024 Key Actions	What does it look like if we get it right?	Progress Comments Term 1, Term 2, Term 3, Term 4
Refresh (2024)	and any available learning opportunities Engage in all new learning opportunities (PLD, TODs, Inquiry, PGC 2024) Establish TODs allocated by the MOE (T2- 27 May W5 - 7 June W6) (T4- 21 October W2 - 15 November W5)	Begin to explore and experiment with elements of the NZC refresh in planning and reporting Working with BMC to avoid unnecessary impact on buses and families Additional time or TODs as required in 2024. (According to MOE requirements in 2024.) Ongoing curriculum review Maintain triennial plan and its review cycle (with focus on curriculum) Staff in charge of curriculum responsibilities manage budget, resources, reporting and evaluating curriculum areas in association with principal/DP	
Learner progress and achievement	Identify Student Achievement Function Practitioner Chris Morris evaluation and suggestions for ongoing development Monitor and report on attendance with detail Review Heriot School Expectations against the NZC Respond to the needs of all diverse learners as indicated through assessment and monitoring	Improved student achievement systems and outcomes (In 2024 this looks like preserving or surpassing EOY 2023 results) Learning progress (equitable and excellent outcomes for all learners) Focus on specific aspects of attendance ie. individual ākongā & whānau. Assisting where we can. Persevering with and prioritising everyday matters. Systematic and sustained school practice Consider the implications of any evaluation and review from 2023. Apply these learnings as we deem appropriate.	
Strategic Goal 2 Strengthen and enhance our local curriculum			
Improved stakeholder communication and consultation	Newsletter communication (school, class, BOT and PTA) is regular and consistent More regular community consultation	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	

Annual Plan 2024

Goals	2024 Key Actions	What does it look like if we get it right?	Progress Comments Term 1, Term 2, Term 3, Term 4
	and involvement where possible Regular learning conferences and opportunities to talk about learning progress with whānau Parent Information events	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; Health & sexuality, PRIME, structured literacy.	
Implement our new vision and values	Staff, student, community consultation Promote and advertise our new values; Respect, Honesty, Excellence.	Reinvigorated sense of pride and belonging in 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.	
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).	Promote our new vision and values with the wider community so that they have a knowledge of the process we have been through and feel a sense of connection to our school (regardless of direct links...) Gather and utilise the skills that our wider community have to offer to continue to build the sense of belonging for everyone.	
Development of (old school house) area	Consultation (discussion and documentation) with BOT, staff, students and community around proposed ideas for developing this area.	Fulfil (and adapt) our short and long term plans as we progress through 2024 We create opportunities for future learning and local curriculum expansion.	

Annual Plan 2024

Goals	2024 Key Actions	What does it look like if we get it right?	Progress Comments Term 1, Term 2, Term 3, Term 4
	Develop and begin implementing a short and long term plan.	We are creating a 'hook' into learning in all areas which our learners and community foster together.	
Strategic Goal 3 Give effect to Te Tiriti o Waitangi enabling positive impact on learner outcomes and the curriculum			
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.	
Whānau Hui	Communicate explicitly the purpose and direction of Matatau to our Māori whānau Consult and create a joint path for future direction of whānau hui	Whānau feel valued and empowered to voice their opinions and share aspects of their culture to enrich our environment and that of our whole community	
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)	

Annual Plan 2024

Goals	2024 Key Actions	What does it look like if we get it right?	Progress Comments Term 1, Term 2, Term 3, Term 4
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	

Heriot School Strategic Goals 2024-2026			
Goals	2024 Key Actions	2025 Possible Key Actions	2026 Possible Key Actions
Strategic Goal 1 - Reach our learning potential			
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 Mātaiaho 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
Strategic Goal 2- Strengthen and enhance our local curriculum			
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 2024-2026			
Goals	2024 Key Actions	2025 Possible Key Actions	2026 Possible Key Actions
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). Collect and prioritise community goals Utilise (any) opportunities to listen to and connect with community	Opportunities for community to share skills with students through local curriculum and increased ownership and understanding Regular community consultation	Review community goals/aspirations Regular structure in place for consultation and involvement
Development of (old school house) area	Consultation (discussion and documentation) with BOT, staff, students and community around proposed ideas for developing this area. Develop and begin implementing a short and long term plan. Begin (at least) initial work on this space	Plans carried out and moving towards completion or refinement of project Planting and grassing established Storage solutions in skyline garage Doors resurrected	Plans carried, refinement of project and any further development
Strategic Goal 3 - Give effect to Te Tiriti o Waitangi enabling positive impact on learner outcomes and the curriculum			
Realising the intent of Te Tiriti o Waitangi	Support and promotion of Māori language, knowledge and culture; Matatau Te Ao Māori sessions with Whaea Jaki Working in with the Kahui Ako to share their resources to further promote things Māori in our school and community (eg. Matariki celebrations) Akongā, Kaiako, BOT, Whānau and community activity in referencing and linking 'our way' to Te Tiriti	Introduction of all 2025 NZC Refresh/ Te Mātaiaho requirements Build partnership with Central Otago REAP - Whaea Jaki Eales Grow kapa haka group at Heriot School Further development of community links with local iwi and kaumatua Whānau hui consultation	Introduction of all 2026 NZC Refresh/ Te Mātaiaho requirements Further development of community links with local iwi and kaumatua Whānau hui consultation
Whānau Hui	Consult and create a joint path for future direction of whānau hui Communicate explicitly the purpose and direction of Matatau to our Māori and all whānau Initial meeting to develop ongoing planning and direction Develop community aspirations for our tamariki	Regular whānau hui Shared documentation review eg. Matatau 2025?, Policy and Procedure 2025 Policy and Procedure review Review community aspirations for our tamariki	Regular whānau hui Shared documentation review eg. Matatau 2026?, Policy and Procedure 2026 Policy and Procedure review
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 2024-2026

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