

HAURAKI SCHOOL

ANNUAL PLAN AND REPORT 2018

Part 1 – Strategic and Non-Strategic

Part 2 – Target Groups

The following annual section is aligned to the Strategic Plan. It provides direction for 2018 as well as evidence of on going monitoring. It includes:

- actions to be taken
- who will lead the work
- when completed
- report on progress made

Strategic Aim 1:

Students' Learning: The National Curriculum is delivered effectively in a culture of excellence, so all students are able to access the N.Z. Curriculum and achieve to the best of their ability.

1.1 Strategic Goal: On going curriculum monitoring and evaluating takes place to ensure delivery of quality programmes.

Actions	When	Annual Report
<ul style="list-style-type: none">• Conduct curriculum reviews for each of:<ul style="list-style-type: none">- Reading (Logan)- Inquiry (Logan, Kate, Elizabeth, Chris, Clarinda)- Dance/Drama (Chelsea)- Maori (Clarinda, Seann)- PE/Health (Chris) • Follow up on recommendations made in previous curriculum reviews (curriculum leaders) • Ensure adequate curriculum coverage and alignment across syndicates of timetables (all staff) • Complete class descriptions and store in Class Organisation section in digital term planning folder (all staff) • Review weekly planning of maths. (senior management)• Review weighting of number to strand and integration of these.• Hold a Mathex Competition for senior students. • Use and record pre and post testing consistently to inform teaching of strand maths.	<p>Term 1/2 Term 1/2</p> <p>Term 4 Term 4</p> <p>On going</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>On going</p> <p>Term 3/4</p>	<ul style="list-style-type: none">• The triennial P.E. review has been completed by curriculum leader, Christopher Pipes. See attached.• The triennial Maori review has been completed by Clarinda Franklin assisted by teacher Seann Ashley. See attached.• A Dance curriculum review is almost completed by teacher in charge, Chelsea Devine.• Reviewing the Inquiry Scheme has been a year long process but significant progress has been made. Implementation of the revised scheme is to take place in 2019 school wide. It is pleasing that teachers have willingly embraced this more authentic new approach school wide. See attached.• The planned reading review is re-scheduled for 2019. • A number of new resources were purchased to support learning in various curriculum areas.• Handwriting expectations as a result of recommendations made last year were outlined as part of teacher only day.• All classes were tightly timetabled to ensure alignment for withdrawal groups and class programmes so that no student was missing out on something in their mainstream class. • Class descriptions have been completed by all teachers. This assisted staff with getting to know their children as quickly as possible at the beginning of the year. • All staff trialled a weekly Maths planning template as a result of Lucie Cheesman professional development and was evaluated later in the year. This has involved a shift in teaching practice to accommodate a problem solving approach that provides authentic application for the knowledge and strategies taught.• Maths Week 13-17 August was celebrated with a Mathex Competition involving middle and senior students that was won by North house.• Pre/post tests for middle and senior school measurement, statistics, geometry and algebra at varying levels have been created in accordance with national curriculum expectations and administered across the school. These have proved useful for informing teaching.• During week 1 of term 2 ASB assisted with the teaching of financial literacy across the

<ul style="list-style-type: none"> • Explore financial literacy as part of maths programme. • Review spelling programme school wide as a result of Yolanda Sorrell's professional development (all staff) • Revisit sequence for teaching of sounds at new entrant level. (Logan) • Review the process of goal setting for students with staff (all staff). • Enhance the profile of learning through play in the junior school. (Logan) • Continue to foster a love of reading and the library. • Collate and analyse 'health' data from end of 2017 survey. (Chris) • Consider implementation of the new digital curriculum. Science? 	<p>Term 1</p> <p>Term 1</p> <p>On going</p> <p>On going</p> <p>Term 3</p> <p>Term 3</p> <p>Term 2/3</p>	<p>school.</p> <ul style="list-style-type: none"> • Junior and Middle school spelling programmes were updated in 2017, and this year the senior school programme has also been updated. Copies of the Grammar Handbook 4 for year 5 and Grammar Handbook 5 for year 6 were purchased and now form the basis of the senior spelling programme that has created flow and consistency school wide for spelling. • The sequence for teaching sounds has been reviewed using the Yolanda Sorrell resource and the sound assessment sheet has been updated. These are now limited to teaching three per week across all junior classes. • All students have goals for reading, writing, maths and handwriting that are visible in their books or in the case of juniors in folders. Strategies for using these effectively have been shared with all staff and there is on going monitoring of how well they are being implemented. A staff meeting was spent reviewing how these are to be used with the aim of encouraging greater student ownership. The on going aim of enhanced student agency is to be an on going goal in 2019. • Directed learning through play and hands on activities are an on going focus in the junior school that is being increasingly integrated into inquiry learning. A number of resources to support this have been purchased and shared across junior classrooms. • A successful Book Week was held 27-31 August. Visiting authors featured and a character parade also took place. All children had a reading related activity often combined with art on view that made for a colourful display. Parents were invited to view this and at the same time were encouraged to purchase books for themselves as well as our school library. Over \$6000 worth of books were purchased during the week and as a result the school was able to select \$2000 worth of new books for the library. • Health data from the end of 2017 community survey was collated and results fed into the P.E./Health Review in 2018 and suggestions noted as recommendations to be addressed. • A Keeping Ourselves Safe programme was a focus in term 1 across the school in conjunction with police. A reasonably well attended parent meeting was held 15 March. • A combination of robotics and coding for year 4 classes has been facilitated by outside expert Bayley Hughes and her colleague during term 3. The students in years 3 and 4 have worked with 'Meet Edison' robots, Makeblock mBots, and Blockly coding programmes. Children have also been made aware of how coding helps the robots to move and do things and likened it to the instructions 'brain' for the robot. Such opportunity has also supported our visionary learning by catering for a wider variety of learning styles by using a more hands approach.
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1.2 Strategic Goal: Deep learning that encourages student ownership is strengthened by the teaching of our models for learning in particular AFL and SOLO taxonomy.

<ul style="list-style-type: none"> •Upskill in using Assessment for Learning (AFL) strategies. (all staff) •Ensure learning intentions and success criteria are differentiated for students and are visible in teacher planning and in classrooms on a daily basis. (all staff) •Link goals for reading, writing, handwriting and maths to the WALTs (we are learning to) as part of daily teaching. (all staff) •Discuss goals with students regularly and ensure that at any one time they can articulate the goal they are working on for reading, writing and maths. (all staff) •Improve teacher capability to provide effective feedback and feed forward that is linked to WALTs, and in a way that is manageable for teachers, yet provides each student with maximum opportunity for feedback on his/her learning. (all staff) •Incorporate self and peer assessment into teaching practice regularly using success criteria as a guide. (all staff) •Use plenaries regularly to reflect on student learning and develop next steps. (all staff) •Further develop the third teacher concept by having enlarged exemplars displayed for reading, writing and maths that identify features needed to be successful (all staff) 	<p>On going</p>	<ul style="list-style-type: none"> • A staff meeting in February focused on the implementation of AFL across the school, one of our school wide models for learning. All components of this were presented along with a pack of relevant information. It is to be a regular item on the syndicate meeting agendas and we have linked this to each teacher’s inquiry that is part of the appraisal process. • Learning intentions and success criteria that are part of AFL are aligned to student goals for reading, writing and maths. This reflects a streamlined approach that all teachers have embraced. Student books provide evidence that these goals are regularly linked to learning. Most students are able to articulate what they are learning, how they will know they have learned, and why when questioned. • Most classrooms consistently display learning intentions and success criteria daily so they are visible for students and these are used to encourage self assessment. • A staff meeting held 14 May provided opportunity for staff to share Assessment For Learning strategies they have used successfully in their classrooms. This provided opportunity to learn from each other. A matrix was presented that enabled teachers to reflect on their practice and identify where they are at with implementing this model of learning. • Walk throughs as part of the appraisal process continued to focus on the implementation of assessment for learning strategies throughout the year. • An AFL staff meeting highlighted the value of formative assessment by expert, Dylan William and gave opportunity for all staff to share their further successes with various components in particular use of success criteria, exemplars, teacher modelling, self and peer assessment and feedback. • As part of AFL teachers have been strongly encouraged to consider the third teacher concept in particular, by having exemplars for writing enlarged and on display. On these it is recommended that teachers and children co-construct and write evidence of the success criteria on these exemplars so they can be used as a future reference point. This is evident in a number of classrooms but is an area for on going development. • Using AFL strategies as part of student inquiry is also being encouraged as this links well.
<ul style="list-style-type: none"> •Upskill teachers in the use of SOLO taxonomy to assist learning. (all staff) • Have students and teachers use the language of SOLO as part of daily teaching as much as possible across the curriculum. (all staff) •Develop the third teacher concept by creating, displaying, and using SOLO rubrics for children to self assess against, and determine what they need to do to reach the next step. (all staff) 	<p>On going</p>	<ul style="list-style-type: none"> • SOLO is also one of our models for learning at Hauraki and it has continued to be used effectively in some classrooms. No particular time was given to SOLO staff development this year but with a number of new staff it is intended to be a focus in 2019.

1.3 Strategic Goal: Redesigned conceptual approach to inquiry based learning that considers the Reggio philosophy and embraces environmental sustainability.

<ul style="list-style-type: none"> • Ensure the skills of inquiry are explicitly taught in term 1. • Align inquiry learning context (medieval) for seniors in term 2 with proposed school show. (Senior syndicate) • Redesign our inquiry School Scheme to include Science, Social Science, Health, and Technology. (Inquiry team) • Consider integration with other curriculum areas. • Include aspects of environmental sustainability in inquiry Scheme (saving oceans, waterways, shore birds, forests, pests) (Inquiry team) • Explore the Reggio philosophy as part of the redesign by: <ul style="list-style-type: none"> focusing on a connection with the natural world promoting hands on discovery learning setting up classrooms as a ‘third teacher’ considering the design of classrooms in the light of new classroom build (Logan, Clarinda) (Logan, Clarinda) 	<p>Term 1</p> <p>Term 2</p> <p>Term 3</p> <p>Term 3</p> <p>Term 2</p>	<ul style="list-style-type: none"> • Teaching the skills of inquiry such as questioning, selecting information, summarising were a focus in term 1 using the contexts of what it means to be a good learner and also keeping ourselves safe. • Term 2 senior inquiry theme was based on the middle ages to coincide with the school show context. This made for authentic learning and was embraced with passion by all. • Six staff have met regularly during the second half of the year led by Logan Burson to further develop a revised inquiry overview for the school. The focus has been on building a shared understanding of conceptual understandings that underpin inquiry, and are engaging, relevant, challenging, significant and ensure coverage in an integrated way for each of science, social science, health and technology. An explanation of what true inquiry looks like was presented to all staff, along with the draft overview for feedback. • A new inquiry overview that has been a collaborative exercise led by Logan was presented at a whole staff meeting. At a following staff meeting the first stages of the inquiry cycle were explained. An increase in aspects of environmental sustainability now feature in the revised Inquiry Scheme. • During term 4 some classes trialled the beginning stages of our new inquiry approach and a staff meeting provided opportunity for those teachers to share what they have done to date with the aim of assisting other teachers with future planning. It is intended that this new scheme would be implemented more fully in term 1 2019. • See link to Reggio presentation for the board and staff. https://docs.google.com/document/d/1kpyOhb-xqbbYa9gkWzhHJ01a4MBvaWWCsXZhkWwvMas/edit <ul style="list-style-type: none"> • This year there has been an emphasis on making children’s thinking more visible and to focus on the pedagogy of listening to children. Providing increasingly varied and open ended opportunities to embrace the One Hundred Languages using their hands and having equipment readily available has been strongly encouraged. At the same time teachers have been encouraged to stand back and listen to children’s voice before jumping in. We have also started to explore the use of documentation for assessment purposes. • The junior school staff has developed a bank of transient art resources to be shared and used as part of developmental programmes. We have continued to build on our resources, for example, light boards and art boards on easels have been purchased. • Professional development outside our own work space has been encouraged. The junior school attended a Reggio meet at Bailey Road School on the evening of the 16 August. A number of junior teachers, particularly Juniors attended a Reggio workshop on the morning of Sat 27 October at a Glenfield Pre-School that was also motivating for students and provided some new ideas for incorporating into our new building.
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1.4 Strategic Goal: Updated School Scheme to ensure it reflects current practices.		
<ul style="list-style-type: none"> • Review the entire front section of the School Scheme. (Clarinda) • Update Inquiry section of Scheme once review completed. (Logan, Clarinda) • Update all Scheme folders held by staff and/or place on Hauraki site. (Clarinda) 	<p>Term 1</p> <p>Term 3</p> <p>Term 3</p>	<ul style="list-style-type: none"> • The front section of the School Scheme has now been converted into a google format that will enable this document to be kept up to date much more easily. All curriculum statements have now been converted to google as well. This was a big task and I am grateful to staff member, Kristy Graveson for her assistance with this. The contents of the School Scheme are now stored in the team drive 2018 School Organisation folder making for easy access when planning. • The hard copy School Schemes have now become obsolete although a master in hard copy form is kept in the principal's office.
1.5 Strategic Goal: Sustained and strengthened provision for teaching of te reo and tikanga.		
<ul style="list-style-type: none"> • Provide outside expertise to teach te reo in the middle school weekly. (Ally) • Provide outside expertise to teach te reo in the three year 6 classes weekly. Teresa) • Use Maori commands as a regular part of daily instruction. (all staff) • Continue to provide a junior and senior kapa haka. (Ally, Matua Gary) • Participate in the Onepoto kapa haka festival (Seann) • Continue to explore ways to celebrate matariki as part of our programme. (all staff) 	<p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>Term 4</p> <p>Term 3</p>	<ul style="list-style-type: none"> • Two staff have been employed to teach te reo. Parent, Ally Gamby taught all year 3's and year 4's for 30 minutes each on a Friday morning. Teresa Walker who is part of the te reo tua tahi initiative taught the three year 6 classes for half an hour each also on a Friday morning. We welcomed her with a powhiri on arrival. Our two tutors for Maori have proved to be of great value and children have progressed well. • The use of commands in Maori by class teachers feature regularly in most classrooms on a daily basis. • Two kapa hakas featured all year. Ally Gamby took the juniors, years 1-3 on Friday before school and Matua Garry took the seniors years 4-6 Thursday lunch times. The junior kapa haka performed for their teachers at a special performance near the end of the year. • The senior performed admirably at the Onepoto annual festival in November. • Each syndicate focused on matariki in late term 2. For examples, seniors learned about the seven stars in depth and juniors completed a range of activities based on a matariki story that was read to them.
1.6 Strategic Goal: The provision of a range of cultural and sporting opportunities is an on going priority.		
<ul style="list-style-type: none"> • Provide opportunity for all year 6's to attend camp. (Chris) • Establish Middle, Senior Choir, and Boys' Choir (Wendy, Rebekah, Tony) 	<p>Term 1</p> <p>Term 1</p>	<ul style="list-style-type: none"> • A successful year 6 camp took place over four nights at Camp Adair in February and provided a number of new experiences for all children. I am very grateful to Christopher Pipes for his willingness to organise this so well and also to the other staff, Kristy Graveson and Keitha Bramwell for their excellent support. Parents also played a vital role. • Two senior orchestras and a rock band were set up under the guidance of Tony Ramsay. Also a junior school extension music group featured.

<ul style="list-style-type: none"> • Establish orchestral groups. (Tony, Rebekah) • Establish a rock band. (Tony) • Perform a senior musical show. (Show team) • Establish a chess club. • Select cricket teams for interschool matches. (Clarinda) • Select netball teams years 2-6. (Kristy) • Select hockey teams years 3-6. (Chris) • Select basketball teams years 5 & 6. (Melanie) • Select rugby teams. (Chris, Mike) • Select soccer teams. (Chris) • Hold annual sports events for each of swimming, cross country, athletics. (all staff) 	<p>Term 1 Term 3</p> <p>Term 2</p> <p>Term 1</p> <p>Term 1</p> <p>Term 2</p> <p>Term 2</p> <p>Terms 1/2, 3/4</p> <p>Term 2</p> <p>Term 3</p> <p>On going</p>	<ul style="list-style-type: none"> • A middle school choir was organised by teacher, Wendy Saelmans and teacher, Rebekah Waller facilitated a senior choir once the school show had finished. • Auditions for a senior school musical happened at the beginning of the year and regular rehearsals featured in terms 1 and 2. This included show practices each Sunday and Tuesday afternoons during term 2. • A chess club facilitated by parent, Mark Gallop takes place each Thursday 8am in the library. Unfortunately Mark was unable to continue so we facilitated this the best we could ourselves for the remainder of the year. • Two cricket teams were selected. A match against Belmont at Hauraki took place early term 2 for both teams that was greatly enjoyed by all students. Our 1st X1 won their game convincingly. • Also a house cricket competition took place over a number of lunch times at the end of term 1 that North won. • Three boys' teams and one girls' cricket team took place at TGS on 17 October. • Ten netball teams were registered and played for the winter season that began with a series of grading games. There ranged from year 2 to 6. • Three summer netball teams were registered for play in term 4. • Three winter hockey teams were registered and played each Monday night during terms 2 and 3. • Two summer hockey teams played in term 4 in a summer competition. • Three basketball teams were registered for the first semester and two teams for the second semester. Hauraki Falcons won their grade in the first semester. • The first rugby field day took place in week 1 in term 2 and one tackle team and five rippa teams participated with some good results. These teams participated in a second field day on 14 June. An inter-school rugby field day took place on 14 August. Our one tackle team and four rippa teams participated. • Another inter-school rugby tournament took place at TGS on 26 September. • Eight teams registered for the peninsula touch rugby competition that took place over six weeks in term 4. • A football field day involving two teams took place in Takapuna on 7 November. Both teams reached the finals but lost their final games. • Separate sports for each of year 1, 2, 3 and 4 took place in our school pool. The senior
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<ul style="list-style-type: none"> •Enter the North Shore primary schools gymnastics competition. 	Term 4	<p>event took place at the Birkenhead Pool that once again proved to be a perfect venue. A number of our top swimmers participated successfully in the inter-school event.</p> <ul style="list-style-type: none"> • The annual school cross country event for juniors, middles and seniors took place on 22 May and 30 students represented us the inter-school event on 15 June. • The Annual Athletics Sports events took place on 13 November for middle and senior schools, and 15 November for juniors. <ul style="list-style-type: none"> • Trials took place for gymnastics teams and a total of 30 children practised at lunch times over several months thanks to teacher, Chloe Ferguson and parent helper, Angela McCarthy. Hauraki performed admirably at the North Shore Competition.
<p>1.7 Strategic Goal: A values philosophy that is extended to embrace emotional well being and personal life skills for all students.</p>		
<ul style="list-style-type: none"> •Focus on the values of hauora, assertiveness, understanding and respect by introducing at assemblies and explicitly teaching in classrooms. (Clarinda and staff) •Teach anti-bullying strategies as part of term 1 inquiry. (all staff) •Build resilience an emotional well being in students as part of values focus. (Clarinda and staff) <ul style="list-style-type: none"> •Encourage student leadership. 	<p>On going</p> <p>On going</p> <p>Term 1</p>	<p>Hauora is our values of focus for term 1 and has been an integral part of the context for teaching inquiry skills this term. Anti-bullying strategies have been discussed as part of the keeping ourselves safe programme by the local constable.</p> <p>In term 2 <i>Assertiveness</i> was introduced at a whole school assembly and this was followed up with explicit teaching in the classrooms.</p> <p>Term 3 value of <i>Understanding</i> was introduced at a whole school assembly and this was a focus for each assembly during term 3. It was pleasing to see some students’ presentations at assemblies as a result of the value being followed up in classrooms.</p> <p><i>Respect</i> was the value of focus for term 4. This was introduced at a whole school assembly and continued to be followed up on over the course of the term.</p> <ul style="list-style-type: none"> • All year 6 students spent a day with ex-board chairperson, David Hansen exploring different styles of leadership. • House captain elections were held and students awarded with badges as well as various monitors. All year 6 house captains attended a Leadership Forum at Kristin School on 29 August. This featured five inspirational speakers who had overcome challenges and demonstrated admirable leadership in their own and the lives of others.
<p>1.8 Strategic Goal: Further development of IT integration across the school that supports teaching and learning opportunities.</p>		
<ul style="list-style-type: none"> •Upgrade our wireless system. •Redesign team drives for term planning, assessment, class and school organisation. (all staff). •Update class blogs weekly using the google site domain to include a variety of quality learning. (all class teachers). 	<p>Term 1</p> <p>Term 1</p> <p>On going</p>	<ul style="list-style-type: none"> • A SNUP upgrade initiated by the Ministry was completed. • Team drives were redesigned with the aim of streamlining teacher planning, assessment and school organisation as well as improving accessibility and consistency. These were well received and teachers no longer require hard copy term planning and assessment folders. • Class blogs were to be updated weekly by each class teacher and this happened consistently in most cases.

<ul style="list-style-type: none"> • Include evidence of IT integration into weekly planning, in particular reading, writing and maths tumbles (all staff) • Design tasks that are meaningful to the learning so that the learning dictates the task, not the device dictating the task. (all staff) • Upskill staff on the use of seesaw (years 1-3) and explore how this can be being used. (Nikki) • Purchase upgraded version of seesaw. (Nikki) • Explore ways to use google docs within a google account. (Nikki, Kristy) • Provide each class with a checklist of serial numbers for the devices they are responsible for. (Nikki) • Continue with subscription for hapara to use in year 6 classes. (Nikki) • Upskill new staff on the use of activeboards. (Nikki) • Consider replacement of six active board projectors. (Nikki, Clarinda) 	<p>Weekly</p> <p>Weekly</p> <p>On going</p> <p>Term 1</p> <p>On going</p> <p>Term 1</p> <p>Term 1</p> <p>Ongoing</p> <p>On going</p>	<ul style="list-style-type: none"> • IT integration in all teacher planning school wide to enhance teaching quality was evident. • The creation of meaningful tasks as independent activities to support learning particularly for maths and reading has improved but this should be an ongoing area of focus for teachers. • Good progress has been made to date by the junior syndicate with using seesaw as a way of recording their learning to share. Work was shared with parents on the sharing morning by all junior classes at the end of term 3. • See saw was upgraded and a subscription purchased for the year. • A spread sheet was set up and all digital equipment in each class school wide has been recorded. • All class teachers have been provided with serial numbers for the computers they have in their rooms and are responsible for. • Hapara subscription was purchased. • New staff members were upskilled with use of active boards by Prometheum. One new projector was purchased for room 17. • No active board projectors were bought, but replaced two failing boards with TV screens at a considerably reduced cost.
<p>1.9 Strategic Goal: Homework that is consistent and progressive across the levels.</p>		
<ul style="list-style-type: none"> • Ensure homework content reflects reinforces recent teaching. (all staff) • Check across syndicates that the amount given is progressive. 	<p>On going</p>	<ul style="list-style-type: none"> • Homework is organised so that it is consistent within each syndicate and generally reinforces classroom teaching. • This check has been re-scheduled for 2019.
<p>1.10 Strategic Goal: New opportunities for learning are considered.</p>		
<ul style="list-style-type: none"> • Continue with teaching of Chinese three days a week after school. • Continue with teaching of French each Friday lunchtime. (Helen) • Consider the teaching of Spanish out of school hours. 	<p>Wed,Thu Fr</p> <p>Friday</p>	<ul style="list-style-type: none"> • Chinese classes took place at Hauraki three days a week after school all year. There was pressure to extend this but it was not possible because of insufficient space. • The teaching of French was provided Friday lunch times for a group of students. • Due to lack of classroom space this could not be considered.

<ul style="list-style-type: none"> •Continue with the lego club after school Friday. (Sarah) •Continue with after school music opportunities. •Provide further possibilities once more space is available. 	<p>Friday</p> <p>Each day</p>	<ul style="list-style-type: none"> •Lego club met on Fridays after school throughout the year and proved very popular. •Music In Schools Education continued to use our music facilities after school twice weekly throughout the year to provide individual tuition. •Soccer on the field using a blow up pitch after school is taking place weekly facilitated by outside expertise.
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Strategic Aim 2

Student Achievement: Teacher inquiry is used effectively to support improved student progress and achievement particularly for literacy and numeracy.

2.1 Strategic Goal: Collation of progress and achievement data that is used effectively to support improved outcomes for all students.

<ul style="list-style-type: none"> •Base the collection, collation and analysis of reading, writing and maths data on the following: (all staff) •After one year at school, students should be reading at blue level 10 or better. •After two years at school, students should be reading at Turquoise level 17 or better. •After three years at school, students should be reading at Gold level 21 or better. •By the end of year 4 students should be reading at curriculum level 2, i.e. 2P or their chronological age (9 years) or better. •By the end of year 5 students should be reading at curriculum level 3, i.e. 3B or their chronological age (10 years) or better. •By the end of year 6 students should be reading at curriculum level 3, i.e. 3P or their chronological age (11 years) or better. •By the end of year 1, students should be writing within curriculum level 1, i.e. level 1P or better. •By the end of year 2, students should be writing within curriculum level 1, i.e. level 1A or better. •By the end of year 3, students should be writing within curriculum level 2, i.e. level 2B or better. •By the end of year 4, students should be writing within curriculum level 2, i.e. level 2P or better. •By the end of year 5, students should be writing within curriculum level 3, i.e. level 3B or better. •By the end of year 6, students should be writing within curriculum level 3, i.e. level 3P or better. 	<p>June and Novembe</p>	<ul style="list-style-type: none"> •Mid-year assessment for reading, writing and maths was collated. An analysis of this indicated how well students across the school were tracking towards achieving the end of year expectation. See report. • End of year data for 2018 has been collated. See attached.
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<ul style="list-style-type: none"> • After one year at school, students should be working at early level 1 of the National Curriculum, and be achieving at Gloss stage 3 i.e. 1P or better. • After two years at school, students should be working at curriculum level 1 of the National Curriculum, and be achieving at Gloss stage 4 i.e. 1A or better. • After three years at school, students should be working at early level 1 of the National Curriculum, and be achieving at Gloss stage 3 i.e. 1P or better. • By the end of year 4, students should be working at curriculum level 2 of the National Curriculum, and be achieving at Gloss stage 5 i.e. 2P or better. • By the end of year 5, students should be working at curriculum level 3 of the National Curriculum, and be achieving at Gloss stage 5 i.e. 3B or better. • By the end of year 6, students should be working at curriculum level 3 of the National Curriculum, and be achieving at Gloss stage 6 i.e. 3P or better. 		
<p>2.2 Strategic Goal: Maori and Pasifika students who are engaged in their learning and achieving educational success as Maori and Pasifika respectively.</p>		
<ul style="list-style-type: none"> • Use end of 2017 data to identify Maori and Pasifika students who are not meeting expectation and ensure these children are targeted within the classroom or special group programmes. (all staff) • Target Maori students below expectation for maths and writing. (all staff) 	<p>On going</p>	<ul style="list-style-type: none"> • Maori and Pasifika students not meeting curriculum expectation were identified at the beginning of the year and monitored. Reporting of progress for these students is included in the above mid-year report. • November data is included in the above end of year report. Children identified as below standard are target students within the classroom or are in special groups.
<p>2.3 Strategic Goal: ESOL students are reported on using the MOE ELLP template.</p>		
<ul style="list-style-type: none"> • Monitor the number of students coming into the various groups provided. (Debbie) • Align ESOL lessons with class programmes as much as possible. (Debbie) • Consider timetabling so that withdrawing students does not impact on core learning. (Debbie) 	<p>On going</p>	<ul style="list-style-type: none"> • Groups organised by ESOL teacher, Debbie Bevan were adjusted throughout the year to accommodate the arrival of new students or leaving of others. • ESOL instructional lessons were aligned to class programmes as much as possible. • Progress of the various groups is recorded as part of the 2018 Analysis of Variance Report.
<p>2.4 Strategic Goal: Progress and achievements for target groups including special needs and special abilities is reported on (Variance report).</p>		
<ul style="list-style-type: none"> • Identify strengths and areas for improvement using 2017 data and 	<p>Term 1</p>	<ul style="list-style-type: none"> • Special Needs and Special Abilities Registers were up dated twice during 2018.

<p>Special Needs and Gifted and Talented registers to determine target groups for 2018. (Christine, Kerry, Sandy)</p> <ul style="list-style-type: none"> • Establish base line data, targets and planned actions for groups needing additional support that include year 4, 5 and 6 maths groups and year 4, 5 and 6 writing groups. See details for target groups at the end of this document. • Provide reading support using the rainbow reading programme. (teacher aides) • Reduce number of year 4 students who are achieving below expectation in maths. (Kerry) • Reduce number of year 5 and 6 students who are achieving below expectation in maths. (Christine) • Reduce number of year 5 and 6 students who are achieving below expectation in writing. (Christine) • Support individual students with other specific learning needs, for example, speech therapy, using in school expertise as well as outside professional help. • Analyse the links between school wide achievement and progress and that of target groups to determine next steps and inform future planning. • Use above information for Variance reporting. (Clarinda) • Provide extension opportunities for year 4, 5, and 6 maths groups. (Sandy) • Provide extension opportunities for able writers. (Sandy) <p>Develop future problem solving with selected senior students. (Sandy)</p> <ul style="list-style-type: none"> • Continue to provide PMP for at least two terms for year 1 students. (Karenne) • Provide additional programmes for year 1 and 2 students achieving below expectation, for example, Reading Recovery, ALL, SPELD, Quick 60, Alpha to Omega Steps to Literacy, phonic awareness support for students identified by six year nets and teacher observation. (Carolyn) • Design an ‘on top of’ writing programme for year 6 students to lift overall achievement. 	<p>Term 1</p> <p>On going</p> <p>On going</p> <p>Term 1</p> <p>On going</p> <p>Term 3</p>	<ul style="list-style-type: none"> • Year 5 and 6 writing and maths groups requiring additional support were set up by Christine Dean. Also a year 4 writing and maths withdrawal group was taught by Kerry Clark. • A year 5 and 6 writing group that provided additional support was facilitated by teacher, Christine Dean throughout 2018. • Extension Maths programmes for each of year 4, 5, and 6 were taught by specialist teacher, Sandy Couuts for the first half of the year. During the second half of the year the year 4 and 6 groups were taken back into their classrooms while the year 5 group continued to be taught by Clarinda Franklin. • Also there were year 5 and 6 extension writing groups and a future problem solving group. The future problem solving group researched toxins in our environment and how they are being linked to health issues, then considering possible solutions for the future. They performed with great promise but unfortunately the group was unable to continue because of their teacher needing to take leave. • Evidence of learning for all the above target groups is featured in the 2018 Analysis of Variance. See attached. • PMP is being provided for each of the year 1 classes for their first six months of school. • Four students were taken at any one time who were below standard and received reading recovery taken by Carolyn Jones. She also taught a number of specialist programmes mainly to individual students identified as needing additional support. • Additional writing time at least twice a week was provided for all senior and middle school classes. • A group of six year 2 students were identified as needing additional writing help from Logan Burson three times a week for the term on top of the usual class programme. • In terms 3 and 4 an additional writing opportunity was provided by teacher, Keitha Bramwell twice a week for several year 6 boys with the aim of providing writing mileage and lifting their achievement. • Hauraki hosted a day long low vision workshop for a number of students from the North Shore • A group of six boys were selected based on mid-year data to join ‘The Explorers Group’ and be provided with additional writing sessions on top of class writing. They met every Tuesday during assembly (30 mins) and on Fridays during Te Reo session (45min-1hour 30 mins depending on activity). This began in Term 3 Week 7 and continued in Term 4 for half the term • Sessions began with brainstorming what they wanted to explore, to engage them (this including the playground, nature (beach, trees, plants), food • Objectives: • engaging in purposeful, motivating writing experiences
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		<ul style="list-style-type: none"> - viewing themselves as confident, successful writers - targeting specific writing skills which will develop their independence as writers - being able to use their senses to describe - language features (similes, personification, metaphors) • Activities - describe the jelly (what am I), beach (where am I), chocolate (sell me), the storm (what's happening), the playground, instructions for how to make toasted sandwiches. <p>This 'on top of' approach saw an improvement in the boys' writing that enabled the majority of them to reach standard by the end of the year.</p>
2.5 Strategic Goal: Teacher and student assessment practices and recording of these across the curriculum are consistent.		
<ul style="list-style-type: none"> • Review use of digital assessment sheets. (Clarinda and staff) • Review expectations for assessment by teachers as outlined in the School Scheme. • Review template for school reports to parents 	<p>Term 1</p> <p>On going</p> <p>Term 2 /4</p>	<ul style="list-style-type: none"> • Digital assessment sheets were set up for each class in team drives. These were accessible for all staff who teach these children, so our system has been streamlined and is consistent across the school. • All teachers completed mid and end of year assessments. • End of year report templates for parents were altered to align with the abolition of National Standards.
Strategic Goal: Effectiveness of SMS system is reviewed.		
<ul style="list-style-type: none"> • Monitor effectiveness of SMS for recording student achievement over the year. (Clarinda and staff) 	<p>On going</p>	<ul style="list-style-type: none"> • Monitoring of data in Edge was on going and used for collation of assessment data.
<p>Strategic Aim 3: Personnel: All staff support students to maximise their potential in a positive, motivating and challenging learning environment.</p>		
3.1 Strategic Goal: Well supported and valued teaching staff.		
<ul style="list-style-type: none"> • Increase number of teacher aides in classrooms to include all year 2 and 3 classes. • Consider a balance of strengths across the curriculum when appointing staff. • Review roles and responsibilities for curriculum (Library, Travelwise, Environmental, Community Liaison, Resources, sports). (senior management) • Provide regular music release time for class teachers. (Clarinda) 	<p>Term 1</p> <p>On going</p> <p>Term 1</p> <p>On going</p>	<ul style="list-style-type: none"> • Six teacher aides were assigned to the three year 2 classes and three year 3 classes. Other teacher aides took PMP and assisted with specific special needs children in various rooms. • Considering teacher strengths when appointing new staff became secondary to finding quality teachers due the shortage of applicants. • It was decided that all teachers take responsibility for the library and each syndicate took turn about providing a display over the course of the year. Travelwise continued to be managed by the principal. • All class teachers have been provided with 40 minutes weekly CRT release while they attend music with Mr Ramsay.

<ul style="list-style-type: none"> • Provide two days release for each class teacher to conduct mid-year and end of year testing. (Clarinda) • Consider career pathways for teacher aides. (Kerry) • Provide professional development opportunities identified as part of staff appraisal. (appraisers) • Appoint at least two new entrant teachers for mid-year class, and term 4 class. (Clarinda) 	<p>On going</p> <p>On going</p> <p>On going</p> <p>Term 3</p>	<ul style="list-style-type: none"> • All teaching staff were provided with additional release of four days each in total for testing purposes and some received more depending on need. • Professional development opportunities for teacher aides were provided during the year, usually by our own SENCO, Kerry Clark. • The teacher inquiry focus for each staff member coincided with our main staff development emphasis this year, Assessment for Learning. This was a regular item on weekly syndicate meeting agendas and was also the subject of some whole staff meetings. Senior staff attended a day session on formative assessment facilitated by international renowned speaker Dylan William. • The new entrant class of five students opened on 20 August and was taught by Mrs Meredyth McFarlane and Mrs Madeleine Langley-Rooke. No new class was needed in term 4 as in recent years.
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3.2 A refined appraisal process that is closely aligned to effective teacher inquiry.

<ul style="list-style-type: none"> • Provide digital appraisal performance documents that incorporate teacher registration criteria, teacher inquiry questions, as well as development goals that were identified from end of 2017 appraisal. (Clarinda) • Provide opportunity for reflection and setting of personal goals. (all staff) • Encourage observation of each other's lessons. (all staff) • Appraise all staff in accordance with the registered teacher criteria and with a continued focus on teacher inquiry, AFL, SOLO, and student inquiry. (appraisers) • Have each staff member select an inquiry question and develop a plan of action for the year. (all staff) • Appraiser observations to focus on specific aspects to be decided. (senior management) • Select priority students (4-6) to be tracked not already in specific groups. (all staff) • Identify learning needs and strategies to meet these needs. (all staff) • Be able to explain how teaching practice was changed to meet the needs. (all staff) 	<p>Term 1</p> <p>Term 1</p> <p>On going</p> <p>On going</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>On going</p> <p>On going</p>	<ul style="list-style-type: none"> • All teaching staff were provided with appraisal documents in accordance with registered teacher criteria and professional standards. The process for teacher inquiry was also reviewed at a recent staff meeting. This year all staff pursued the same overarching inquiry question that was aligned to our professional development. • Appraisees met with their appraisers and noted goals for this year based on end of last year's performance and in some cases professional learning goals some want to pursue. This was in conjunction with planned whole staff development. They also met at the end of the year to discuss and sign off appraisal documents. • Observation of each others' lessons mainly occurred for beginning teachers. • 'Walk throughs' and classroom visits by appraisers were on going and particularly focused on the incorporation of assessment for learning strategies into daily teaching practice. • All class teachers selected up to six children as target students who were considered fragile learners but not part of special programmes and receiving specialist tuition. These children were also the subject of regular discussion at syndicate meetings. Evidence of strategies implemented as interventions and the results were recorded on Target Student Sheets.
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3.3 Teacher development that strengthens the link between evidence and practice.

<ul style="list-style-type: none"> • Provide on going staff development that is aligned to identified areas of need, i.e. AFL, SOLO, Maths, Literacy, Inquiry, ESOL. (senior management) • Repeat ALL concept with a group of year 2 students ourselves. (Mel) and year 6 students (Keitha) 	<p>On going</p> <p>On going</p>	<ul style="list-style-type: none"> • Lucie Cheesman modelled a maths lesson at each level that most teachers were able to watch. She also assisted with developing a consistent planning template across the school. • Four senior school staff attended a Louise Dempsey ‘Editing’ after school course on 17 May. • Five year 2 students identified at risk were part of an ‘on top of’ writing group that was modelled on the ALL project we implemented last year. Also a group of six year 6 boys were taken by Keitha Bramwell and provided with ‘on top of’ their normal writing programme.
<p>3.4 A positive and motivating learning environment that maximises learning opportunities.</p>		
<ul style="list-style-type: none"> • Explore Reggio philosophy as an alternative to traditional formal learning approach 	<p>On going</p>	<ul style="list-style-type: none"> • Logan and I attended the Reggio International Study Group in April that provided a valuable insight into this child centred approach, as well as ideas that could be successfully implemented to enhance our practice particularly in the first year at school. We are now members of REANZ who meet regularly.
<p>Strategic Aim 4 School Organisation and Structures: A culture where a strong sense of identity, community, including home and school partnership, prevails.</p>		
<p>4.1 Effective communication with parent community.</p>		
<ul style="list-style-type: none"> • Review cycle for reporting to parents. • Hold regular open Days. • Encourage parent participation in all aspects of school life. • Promote new immigrant family involvement. • Extend use of school app to include class blogs. • Explore other avenues for enhancing communication e.g. flixibuzz 	<p>Term 1</p> <p>On going</p> <p>On going</p> <p>Term 1</p> <p>On going</p>	<ul style="list-style-type: none"> • Parent interviews were held 28 February to provide opportunity for open communication between parent and teacher and these were well attended. • Parent interviews held at the end of term 2 were well attended. <p>An Open day was held 16 March that a reasonable number of new families attended. A second open day was held 8 June for prospective parents and children. A third open day was held 7 September and reasonably well attended. Parents of current children joined in with the junior assembly that they appreciated.</p> <ul style="list-style-type: none"> • A sharing assembly to which all parents were invited was held 18 September. • At the end of the term parents were invited to listen to their children share their learning with them and this was very well attended. In addition the senior school presented their technology show Trash to Fashion. • A successful international dinner 23 February was a reflection of the large number of ethnicities we have and provided a great opportunity to mix and mingle. • This has been rescheduled for 2019.

<ul style="list-style-type: none"> • Review quality of school uniform socks. 	Term 1	<ul style="list-style-type: none"> • Quality of socks has been discussed with our supplier who assures us that quality of product is always monitored.
4.2 Encouragement of a healthy environment is evident.		
<ul style="list-style-type: none"> • Review nuts policy. • Reinforce healthy lunch box message. • Move to a water only school. • Trial engaging in <i>Eat My Lunch</i> programme. • Increase number of duty teachers to three during second half lunch time. 	Term 1 On going Term 4 Term 3 Tem 1	<ul style="list-style-type: none"> • Children with nut allergies were managed without needing to ban nuts for all children. Severely allergic cases have become more tolerant as they have become older. • Healthy lunch boxes were encouraged periodically usually via newsletters. • At a recent PTA meeting it was suggested that children have water rather than juice as part of sausage sizzles and this was well supported by most. It was discussed by the board who unanimously agreed that we should implement this in 2019. • This has been rescheduled for 2019. • There are now three teachers on duty each day from 1 – 1.30pm. Areas covered have been reorganised accordingly.
4.3 Commitment to travelwise, safety and active modes of transport.		
<ul style="list-style-type: none"> • Maintain Travelwise gold status. • Use house leaders to influence their peers as safe and active road users. • Hold a competition at least termly to encourage using active modes for getting to and from school. • Invite Auckland Transport to bring along mascot to promote Travelwise awareness • Promote the walking school bus regularly. • Provide rewards for regular walking school bus participants. • Celebrate successes in newsletters and assemblies. • Liaise with Council regards a dedicated drop off zone. 	On going	<ul style="list-style-type: none"> • Six year 6 house captains who had assisted with various Travelwise promotions at school and principal attended the end of year celebration at the Cloud when we were awarded Gold status once again for our efforts. • Walking school bus routes were well supported and the ‘big walk’ promotion saw a number of new families join the bus. All were rewarded and AT acknowledged our great efforts. • All classes took part in a travelwise survey that Auckland Transport requested. • Walking Bus conductors served muffins and hot chocolate in winter as a treat for those involved. • Also to encourage active modes of transport a travelwise initiative that took place 10-14 September encouraged children to walk, bike or scooter to school. Those who did received a sticker from house captains on an AT card for their efforts and all those who did this most of the time have gone into a draw for special prizes. • Walking school Bus tags were presented at the last assembly of term 3 to children who had completed 50, 100 or 200 walks and again in term 4. • The Walking Bus was promoted regularly via newsletters and at school assemblies. • We participated in the Safety at the School Gate programme this year. The parking wardens visited three times and issued two parking infringements.

Strategic Aim 5

School Finance and Property: Provision of a physically and emotionally safe as well as a purposeful and attractive environment that contributes to enhanced student achievement.

5.1 Refined financial management to ensure systems are as efficient as possible.

<ul style="list-style-type: none">• Comply with financial MOE requirements.• Seek fund raising opportunities.• Support selected charities• Explore an online system for all monies owed.	Term 1	<ul style="list-style-type: none">• The annual financial report signed off by the auditors and school was submitted to the Ministry.• The recent factathon raised approximately \$14 000.• Participation in the Shore to Shore Fun Run earned us \$966 worth of P.E. gear.• We supported the charity ' Give A Blanket' that resulted in a large van full of blankets donated by our school community.• We provided groceries for City Mission at the end of the year.• Various systems were looked at and it was agreed to use the system that is linked to our SMS system, Edge.
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5.2 Upgraded senior classrooms and rooms 5 and 6.

<ul style="list-style-type: none">• Alter some existing internal partitions and increase footprint by small amount near room 18. (Clarinda + MOE)• Create glazed partitions between classrooms and corridor.• Replace pinboard and carpet.• Upgrade lighting ad electrical fittings.• Replace spouting and guttering.• Replace toilets, urinals, taps, dryers and install warm water.• Move bag cubicles to outside edge of verandah in rooms 5 and 6.• Create additional withdrawal space.• Replace lower windows.• Consider efficiency of heating and cooling systems.• Upgrade drinking fountains in senior block.	Term 1 and 2	<ul style="list-style-type: none">• Progress with upgrade of senior block and rooms 5 and 6 is on going. A Memorandum of Understanding was signed to enable this project to progress. Rob Gunter was employed to manage this project and near the end of the year the Ministry approved it. The original plan was altered and no longer includes the upgrade of rooms 5 and 6 that has been deferred to the next five year plan in 2021. This was a result of moving the senior boys' toilets to the old bike rack area that would provide more space for the forthcoming new classroom block.• Council building consent approval was also obtained but it came too late for the preferred builders to begin in the Christmas school holidays. The project has been deferred till the April holidays.• Spouting in several areas of the school was replaced.
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5.3 As part of the MOE strategic building plan for the school, increased classroom capacity with a new two storied classroom block and provision of withdrawal spaces and additional storage.

<ul style="list-style-type: none">• Build a new classroom block in vicinity of pergola. (MOE)• Include office space, and at least two withdrawal spaces for small groups of students. (Board + MOE)	Term 4	<ul style="list-style-type: none">• A procurement plan for a ten classroom block has been developed by the Ministry and they have indicated that the job has been advertised on GETS and gone through the tender process.• C3 Construction is the appointed building firm scheduled to begin work around the middle of 2019. Building consent is currently being sought ad the final design completed.• A number of personnel are on board including representatives from Ministry of Architecture (architect Thyra Nelson), MOE (Felicity Chandler), Maltbys (QS Services), Hegley Acoustic Consultants, RD Pacific (project management), Mesh (services).
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		<p>Demolition works are programmed to happen between 14 December and 4 February. A number of on site visits have already taken place to plan for diversion and re-establishing of services.</p> <ul style="list-style-type: none"> • Three Portacom prefabs were brought on site on January 10 and located on the far side of the field to accommodate senior students. • Development of the pool is included in the contract works as a Separable Portion which will provide efficiencies in terms of cost savings. The geo-tech report for example was sent to our pool architect. • Regular meetings were held over several months regards the design and layout of the new building, car parking and so forth. Consultation with staff and board took place and a number of new schools were visited by myself and also senior staff. The plans went to the Ministry Design Panel in October who approved most of what we wanted but a few minor compromises have had to be made in order to keep the project moving forward. There is on going discussion about timber versus carpet flooring. • Moving rooms 1 and 2 and all contents of the brick building happened before the year ended.
5.4 Additional parking in response to increased demand.		
• Create angled parking along fence line below dental clinic. (Board +MOE)	Term 4	• There was on going discussion with the Ministry about additional parking as part of the new classroom build. It has been agreed that most of the additional parking will be located on the boundary alongside the current driveway entrance into the school.
5.5 Extended use of school field to accommodate increased student numbers.		
• Consider drainage of school field. (Board + PTA)	On going	• This project has been put on hold in favour of additional raised funds being dedicated to the swimming pool project.
5.6 Acquisition of additional land to accommodate increasing roll growth demands.		
<ul style="list-style-type: none"> • Consider a second entrance and exit to the school to improve safety and traffic flow. • Continue discussions with Ministry and Ngati Whatua. 	On going	• These considerations are on going.
5.7 Upgraded and extension of senior playground.		
<ul style="list-style-type: none"> • Consider astro turfing the senior playground surface. • Upgrade flying fox. • Explore possibility of installing a new piece of equipment. • Powder coat some pieces of equipment. 	On going	<ul style="list-style-type: none"> • Astro-turfing was postponed because of very wet conditions earlier in the year but was installed during the September holidays and is a huge improvement. • Other items were not addressed in 2018.
5.8 Upgraded pool to meet needs of all students and community demand..		
• Continue to fund raise for a new/upgraded pool. (PTA)	On going	• This is a major fund raising focus for the PTA this year and the next couple of years.
5.9 On going commitment to ensuring high standards of safety, functionality, and presentation.		

<ul style="list-style-type: none"> • Install a barrier along lower hall windows to prevent breakages. (Clarinda) • Replace broken hall windows. • Repair hall spouting. • Provide modern flexible furniture as needed. • Replace room 7 carpet. • Replace staff toilet seats. • Replace staff dish washer. • Repair hot water system in hall • Upgrade sound equipment in hall. • Provide a binding machine for staff usage. • Replace soccer nets. • Consider screen for foyer. • Paint boundary fence. 	<p>Term 1</p> <p>Term 1</p> <p>On going</p>	<ul style="list-style-type: none"> • A quote was obtained but this has not been actioned as yet. • Hall windows were all repaired and no further breakages occurred during the year. • Leaking spouting on east side of hall was repaired and funded from the 5 year property money. • A sagging cable from hall to senior block was lifted and secured. • One year 3 class lot of furniture was completely replaced. New jelly bean tables and stools were purchased for two junior rooms. • Room 7 carpet was not replaced. • One staff toilet was replaced, but the other not due to pending demolition. • Staff dish washer was repaired and is working satisfactorily. • Hot water system in hall has been repaired. • The hall sound system was upgraded with the aim of improving efficiency and reliability. A new head mic was purchased and four more hired for the show. • A binding machine was purchased. • Soccer nets were not replaced. • Screen for foyer is still being considered. • Boundary fence has not been painted yet.
<p>5.10 Improved school security systems</p>		
<ul style="list-style-type: none"> • Investigate improved security practices for the library to minimise book loss. (all staff) 	<p>Term 1</p>	<p>This was investigated but after much discussion it was decided that the expense involved did not warrant such a system. Teachers are monitoring as closely as possible.</p>