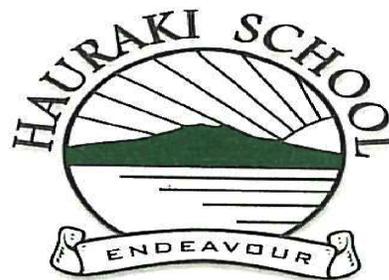


# HAURAKI SCHOOL



## CHARTER 2019

Signed \_\_\_\_\_

**Brendon Clark**  
Chairperson Board of Trustees

Date \_\_\_\_\_

**Clarinda Franklin**  
Principal

Date \_\_\_\_\_

# HAURAKI SCHOOL

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# HAURAKI SCHOOL

## MISSION STATEMENT

To provide excellent academic, sporting and cultural programmes in a safe and challenging environment which encourages all students to develop their unique potential and be contributing citizens within their community.

## VALUES

- **Hauora**
- **Assertiveness**
- **Understanding**
- **Respect**
- **Accountability**
- **Kindness**
- **Integrity**



## VISION

**In a culture of excellence our students:**

- **learn to know**
- **learn to do**
- **learn to live together**
- **learn to be**

## CULTURAL DIVERSITY AND MAORI

### New Zealand's cultural diversity

All cultures within the school will be valued and accepted through active encouragement of a non-racist school culture and ethos. Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student irrespective of cultural backgrounds.

### The unique position of the Maori culture

Our curriculum will respect the principles of the Treaty of Waitangi and our bicultural nation by providing opportunity for all students to acquire knowledge of tikanga Maori and te reo Maori.

### What reasonable steps will the school take to incorporate tikanga Maori (Maori culture and protocol) into the school's curriculum?

- Classroom and school celebrations will reflect Maori culture through signage, waiata, greetings and poi.
- The integrated nature of our curriculum will incorporate components of tikanga Maori appropriate to the topic and the class level as indicated in our Maori School Scheme document

### What will the school do to provide instruction in te reo Maori (Maori language) for full time students whose parents ask for it?

- All such requests will be given careful consideration by the Board of Trustees with regard to personnel, with the prerequisite skills and qualifications, the overall financial position, and the availability of accommodation within the school.

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

- The school will formally consult every three years by way of a letter and a survey from the Principal. The results will be collated, analysed, recommendations made and a report sent to all Maori families. Following this process, any recommendations will be addressed.

## COMMUNITY

Community expectations are underpinned by the school's 'Principles'. They are reflected in the Hauraki Strategic and Annual Plans and can be summarised as follows:

- To provide a learning environment where each student is assisted in developing their full potential and where key competencies are also developed through high quality teaching.
- To create a culture that nurtures effective home school partnerships.
- To be a learning focussed school where high levels of student engagement and academic performance are achieved.
- To provide a wide range of quality cultural and sporting opportunities.
- To provide a safe and physically attractive school environment.

## PRINCIPLES

The following principles that coincide with the National Curriculum guide all actions and relationships at Hauraki School.

### **High Expectations**

Personnel excellence is fundamental to Hauraki School's philosophy so that all students can exceed national standards.

### **Inclusion**

All students regardless of race, gender and ability are fully supported with all areas of the curriculum.

### **Learning to Learn**

Our 'Models for Learning' teach transferable skills so students can be independent lifelong learners.

### **Community Engagement**

Our curriculum focuses on the use of local resources where possible and engages the support of their families.

### **Coherence**

Our integrated curriculum that makes links within and across learning areas is offered to all students.

### **Future Focus**

Future focused issues such as sustainability, citizenship, and globalisation feature in our curriculum.

# **HAURAKI SCHOOL**

## **STRATEGIC PLAN**

**2019 - 2022**

The following strategic section sets out a broad outline of education priorities at Hauraki School for 2019– 2022 with a focus on student progress and achievement. It reflects government priorities as set out in the NEGs and plans for other key areas of the school.

## HAURAKI SCHOOL STRATEGIC PLAN 2019 – 2022

### ***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.***

### ***Strategic Goals:***

- 1.1 On going curriculum monitoring and evaluating takes place to ensure delivery of quality programmes.
- 1.2 Deep learning is encouraged through strengthening the teaching of models for learning in particular AFL (Assessment For Learning) and SOLO (Structured Overview of Learning Outcomes) taxonomy.
- 1.3 Redesigned conceptual approach to inquiry based learning that captures environmental sustainability.
- 1.4 Updated School Scheme to ensure it reflects current practices.
- 1.5 Sustained and strengthened provision for teaching of te reo and tikanga.
- 1.6 The provision of a range of cultural and sporting opportunities is an on going priority.
- 1.7 A values philosophy that is extended to embrace emotional well being and personal life skills for all students.
- 1.8 Further development of IT(Information Technology) integration across the school that supports teaching and learning opportunities.
- 1.9 Homework that is consistent and progressive across the levels.
- 1.10 New opportunities for learning are considered.

### ***Strategic Aim 2***

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

***Strategic Goals:***

- 2.1 Collation of progress and achievement data that is used effectively to support improved outcomes for all students.
- 2.2 Maori and Pasifika students who are engaged in their learning and achieving educational success as Maori and Pasifika respectively.
- 2.3 ESOL (English as a Second language) students using the MOE Ministry of Education) ELLP (Early Literacy Language Progressions) template are reported on.
- 2.4 Progress and achievement for target groups including special needs and special abilities is reported on (Variance report).
- 2.5 Teacher and student assessment practices and recording across the curriculum are consistent and effective.
- 2.6 Effectiveness of SMS (Student Management System) system is reviewed.

***Strategic Aim 3***

***Personnel: All staff support students to maximise their potential in a positive, motivating and challenging learning environment.***

***Strategic Goals:***

- 3.1 A well supported and valued teaching staff.
- 3.2 A refined appraisal process that is closely aligned to effective teacher inquiry.
- 3.3 School wide staff development and/or professional training to address identified areas for development that strengthens the link between evidence and practice.
- 3.4 A positive and motivating learning environment that maximises learning opportunities.

***Strategic Aim 4***

***School Organisation and Structures: A culture where a strong sense of identity, community, including home and school partnership, prevails.***

***Strategic Goals:***

- 4.1 Values philosophy that continues to underpin all aspects of day to day school life.
- 4.2 Effective communication with school community.

4.3 Encouragement of a healthy environment is evident.

4.4 Commitment to travelwise, safety and using active modes of transport.

***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.***

***Strategic Goals:***

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

5.2 Upgraded classrooms.

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, additional storage and science lab.

5.4 Additional parking in response to increased demand.

5.5 Extended use of school field to accommodate increased student numbers.

5.6 Explore creative ways to accommodate increasing roll growth demands.

5.7 Upgraded and extension of senior playground.

5.8 Upgraded pool to meet needs of all students and community demand.

5.9 On going commitment to ensuring high standards of safety, functionality and presentation. (driveway lights, 3D printer, screen in foyer, outdoor seating, fence painting)

5.10 Improved school security systems.

# HAURAKI SCHOOL

## ANNUAL PLAN AND REPORT 2019

Part 1 – Strategic and Non-Strategic

Part 2 – Target Groups

The following annual section is aligned to the Strategic Plan. It provides direction for 2019 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"><li>- Conduct curriculum reviews for each of:<ul style="list-style-type: none"><li>o Reading (Logan)</li><li>o Inquiry (Logan, Kate, Melanie, Clarinda)</li><li>o Music</li><li>o PE/Health (Chris)</li></ul></li><li>- Follow up on recommendations made in previous curriculum reviews<ul style="list-style-type: none"><li>• (curriculum leaders)</li></ul></li><li>- Ensure adequate curriculum coverage and alignment across syndicates<ul style="list-style-type: none"><li>• of timetables (all staff)</li></ul></li><li>- Complete class descriptions and store in Class Organisation section in<ul style="list-style-type: none"><li>• digital term planning folder (all staff)</li></ul></li><li>- Set up digital folders schoolwide for 2019 that ensures consistency with planning, assessment and general organisation (Kristy)</li><li>- Review the teaching order for literacy and numeracy so that students are not disadvantaged at mid-year testing time</li><li>- Complete pre and post maths tests to inform teaching for Levels 2,3,4.</li><li>- Explore financial literacy as part of maths programme.</li><li>- Review the process of goal setting for students with staff (all staff).</li><li>- Further embrace the Reggio Emilia approach in the junior school.<ul style="list-style-type: none"><li>• (Logan)</li></ul></li><li>- Ensure library skills lessons are taught as part of regular library visits<ul style="list-style-type: none"><li>• and that these skills are reinforced as part of the regular reading</li><li>• tumble. (all teachers)</li></ul></li></ul>	<p>Term 1 Term 1/2 Term 3 Term 3/4 On going  Term 1  Term 1  Term 1 Term 1  Term 1 On going On going  Term 3/4</p>	

**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"> <li>- Upskill in using Assessment for Learning (AFL) strategies. (all staff)</li> <li>- Use AFL strategies consistently across the curriculum</li> <li>- Further reinforce the linking of goals for reading, writing, handwriting and maths to the WALTs (we are learning to) as part of daily teaching. (all staff)</li> <li>- Further 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)</li> <li>- Incorporate self and peer assessment into teaching practice regularly using success criteria as a guide. (all staff)</li> <li>- Use plenaries regularly to reflect on student learning and develop next steps. (all staff)</li> <li>- Upskill teachers in the use of SOLO taxonomy to assist learning. (all staff)</li> <li>- Further 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)</li> <li>- 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)</li> </ul>	<p>Term 1/On going</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>Term 2</p> <p>On going</p> <p>On going</p> <p>On going</p>	
<p><b>1.3 Strategic Goal: Redesigned conceptual approach to inquiry based learning that embraces environmental sustainability.</b></p>		
<ul style="list-style-type: none"> <li>- Complete our revised inquiry School Scheme to include Science, Social Science, Health, and Technology. (Inquiry team)</li> <li>- Consider integration with other curriculum areas.</li> <li>- Include aspects of environmental sustainability in inquiry Scheme (saving oceans, waterways, shore birds, forests, pests) (Inquiry team)</li> <li>- Further embrace the Reggio philosophy as part of the Inquiry redesign. (Logan, Clarinda)</li> </ul>	<p>Term 1</p> <p>Term 2</p> <p>Term 3</p> <p>Term 3</p>	

**1.4 Strategic Goal: Updated School Scheme to ensure it reflects current practices.**

- Complete review of the entire front section of the School Scheme. (Clarinda)
- Update Inquiry section of Scheme once review completed. (Logan, Clarinda)

Term 1

Term 3

**1.5 Strategic Goal: Sustained and strengthened provision for teaching of te reo and tikanga.**

- Provide outside expertise to teach te reo in the senior school weekly. (Freda)
- Support newly appointed staff member with the teaching of te reo in the junior and middle school
- 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)

On going

On going

On going

On going

**1.6 Strategic Goal: The provision of a range of cultural and sporting opportunities is an on going priority.**

- Provide opportunity for all year 6's to attend camp. (Chris)
- Establish Middle, Senior Choir, and Boys' Choir (Wendy, Rebekah, Tony)
- Establish orchestral groups. (Tony, Rebekah)
- Establish a rock band. (Tony)
- Perform an arts festival (all staff)
- Select cricket team for inter-school matches. (Clarinda)
- Select netball teams years 2-6. (Kristy)
- Select hockey teams years 3-6. (Chris)
- Select basketball teams years 3-6. (Melanie)
- Select rugby teams. (Chris, Mike)
- Select soccer teams. (Chris)
- Hold annual sports events for each of swimming, cross country, athletics. (all staff)

Term 1

Term 1

Term 1

Term 3

Term 2

Term 1

Term 2

Term 2

Term 1

Term 2

Term 2

Terms 1, 2, 4

**1.7 Strategic Goal: A values philosophy that is extended to embrace emotional well being and personal life skills for all students.**

- Focus on the values of hauora, accountability, kindness and integrity by introducing at assemblies and explicitly teaching in classrooms. (Clarinda and staff)
- Build resilience an emotional well being in students as part of values focus. (Clarinda and staff)
- Survey (NZCER) students as a check on well being. (Clarinda)

On going

On going

Term 1

**1.8 Strategic Goal: Further development of IT integration across the school that supports teaching and learning opportunities.**

- Set up team drives for term planning, assessment, class and school - Organisation in 2019. Archive 2018 information.(all staff).
- Explore the digital curriculum. (all staff)
- Update class blogs weekly using the google site domain to include a - variety of quality learning. (all class teachers).
- Include evidence of IT integration into weekly planning, in particular reading, writing and maths tumblers (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)
- Continue to 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)
- Trial a different version of hapara.
- Investigate MDM for updating of ipads.
- Purchase TV screens as required (Nikki, Clarinda)

Term 1

Weekly

Weekly

On going

On going

Term 1

On going

Term 1

Term 1

Ongoing

**1.9 Strategic Goal: Homework that is consistent and progressive across the levels.**



- 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.
  
- 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.

**2.2 Strategic Goal: Maori and Pasifika students who are engaged in their learning and achieving educational success as Maori and Pasifika respectively.**

<ul style="list-style-type: none"> <li>- Use end of 2018 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)</li> <li>- Target Maori students below expectation for reading, maths and writing. (all staff)</li> </ul>	<p>On going</p>	
<p><b>2.3 Strategic Goal: ESOL students are reported on using the MOE ELLP template.</b></p>		
<ul style="list-style-type: none"> <li>- Monitor the number of students coming into the various groups provided. (Jill)</li> <li>- Align ESOL lessons with class programmes as much as possible. (Jill)</li> <li>- Consider timetabling so that withdrawing students does not impact on core learning. (Jill)</li> </ul>	<p>On going</p>	
<p><b>2.4 Strategic Goal: Progress and achievements for target groups including special needs and special abilities is reported on (Variance report).</b></p>		
<ul style="list-style-type: none"> <li>- Identify strengths and areas for improvement using 2018 data and Special Needs and Gifted and talented registers to determine target groups for 2019. (Christine, Sandy)</li> <li>- 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.</li> <li>- Continue to provide PMP for at least two terms for year 1 students.(Irina)</li> <li>- 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)</li> <li>- Provide ‘on top of’ reading mileage for 13 selected children using the rainbow reading programme. (teacher aides)</li> <li>- Design an ‘on top of’ writing programme for 32 year 6 students below expectation.</li> </ul>	<p>Term 1</p> <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"> <li>- Provide additional spelling support for individual/groups of students at different levels by a specialist teacher. (Carolyn)</li> <li>- Reduce number of year 4 students who are achieving below expectation in maths. (Kerry)</li> <li>- Reduce number of year 5 and 6 students who are achieving below expectation in maths. (Christine)</li> <li>- Reduce number of year 5 and 6 students who are achieving below expectation in writing. (Christine)</li> <li>- Support individual students with other specific learning needs, for example, speech therapy, using in school expertise as well as outside professional help.</li> <li>- Analyse the links between school wide achievement and progress and that of target groups to determine next steps and inform future planning.</li> <li>- Use above information for Variance reporting. (Clarinda)</li> <li>- Provide extension opportunities for year 4, 5, and 6 maths groups in the second half of the year.(Sandy)</li> <li>- Provide extension opportunities for able writers. (Sandy)</li> <li>- Develop future problem solving with selected senior students. (Sandy)</li> <li>- Consider other extension opportunities as they arise. (Sandy)</li> </ul>	<p>On going</p>	
<p><b>2.5 Strategic Goal: Teacher and student assessment practices and recording of these across the curriculum are consistent.</b></p>		
<ul style="list-style-type: none"> <li>- Review use of digital assessment sheets. (Clarinda and staff)</li> <li>- Continue to review expectations for assessment by teachers as outlined in the School Scheme.</li> </ul>	<p>Term 1</p> <p>Term 1</p>	
<p><b>2.6 Strategic Goal: Effectiveness of SMS system is reviewed.</b></p>		
<ul style="list-style-type: none"> <li>- Monitor effectiveness of SMS for recording student achievement. (Clarinda and staff)</li> </ul>	<p>On going</p>	

**Strategic Aim 3:**

**Personnel: All staff support students to maximise their potential in a positive, motivating and challenging learning environment.**

**3.1 Strategic Goal: Well supported and valued teaching staff.**

<ul style="list-style-type: none"><li>- Consider a balance of strengths across the curriculum when appointing staff.</li><li>- Continue to provide teacher aide support in all year 2 and 3 classes.</li><li>- Review roles and responsibilities for curriculum (Library, Travelwise, Environmental, Community Liaison, Resources, sports). (senior management)</li><li>- Provide regular music release time for class teachers. (Clarinda)</li><li>- Provide two days release for each class teacher to conduct mid-year and end of year testing. (Clarinda)</li><li>- Consider career pathways for teacher aides. (Kerry)</li><li>- Provide professional development opportunities identified as part of staff appraisal. (appraisers)</li><li>- Appoint at least two new entrant teachers for mid-year class, and term 4 class. (Clarinda)</li><li>- EEO guidelines are to be adhered in accordance with EEO policy. (Clarinda)</li></ul>	Term 1  On going  Term 1  On going On going  On going On going  Term 3/4  On going	
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**3.2 A refined appraisal process that is closely aligned to effective teacher inquiry.**

<ul style="list-style-type: none"><li>- Provide digital appraisal performance documents that incorporate teacher registration criteria, teacher inquiry questions, as well as development goals that were identified from end of 2018 appraisal. (Clarinda)</li><li>- Provide opportunity for reflection and setting of personal goals. (all staff)</li><li>- Encourage observation of each other's lessons. (all staff)</li></ul>	Term 1  Term 1  On going On going	
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<ul style="list-style-type: none"> <li>- Appraise all staff in accordance with the registered teacher criteria and with a continued focus on teacher inquiry, AFL, SOLO, and student inquiry. (appraisers)</li> <li>- Have each staff member select an inquiry question and develop a plan of action for the year. (all staff)</li> <li>- Appraiser observations to focus on specific aspects to be decided. (senior management)</li> <li>- Select priority students (6-8) to be tracked not already in specific groups. (all staff)</li> <li>- Identify learning needs and strategies to meet these needs. (all staff)</li> <li>- Be able to explain how teaching practice was changed to meet the needs. (all staff)</li> </ul>	<p style="text-align: center;">Term 1</p> <p style="text-align: center;">Term 1</p> <p style="text-align: center;">Term 1</p> <p style="text-align: center;">On going</p> <p style="text-align: center;">On going</p>	
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### **3.3 Teacher development that strengthens the link between evidence and practice.**

<ul style="list-style-type: none"> <li>- Provide on going staff development that is aligned to identified areas of need, in particular AFL, SOLO, Maths, Literacy, and Inquiry. (senior management)</li> <li>- Repeat ALL concept with a group of identified students ourselves.</li> <li>- Attend REANZ workshops when the opportunity arises. (Logan, Clarinda)</li> <li>- Enhance school library. (each syndicate)</li> </ul>	<p style="text-align: center;">On going</p> <p style="text-align: center;">Term 1</p> <p style="text-align: center;">Term 1</p> <p style="text-align: center;">On going</p>	
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### **3.4 A positive and motivating learning environment that maximises learning opportunities.**

<ul style="list-style-type: none"> <li>- Explore possibilities for the new to be built classroom block with consideration for the Reggio philosophy.</li> </ul>	<p style="text-align: center;">On going</p>	
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## ***Strategic Aim 4***

***School Organisation and Structures: A culture where a strong sense of identity, community, including home and school partnership, prevails.***

### **4.1 Effective communication with parent community.**

<ul style="list-style-type: none"> <li>- Continue to encourage parent participation in all aspects of school life.</li> <li>- Hold at least one sharing assembly per term.</li> <li>- Extend use of school app to include class blogs.</li> <li>- Explore other avenues for enhancing communication e.g. flixibuzz.</li> <li>- Promote new immigrant family involvement.</li> </ul>	<p>On going On going On going Term 1 On going</p>	
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**4.2 Encouragement of a healthy environment is evident.**

<ul style="list-style-type: none"> <li>- Reinforce healthy lunch box message.</li> <li>- Implement the decision to be a water only school.</li> <li>- Trial engaging in Eat My Lunch programme.</li> </ul>	<p>Term 1/2 On going</p>	
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**4.3 Commitment to travelwise, safety and active modes of transport.**

<ul style="list-style-type: none"> <li>- Maintain Travelwise gold status.</li> <li>- Use house leaders to influence their peers as safe and active road users.</li> <li>- Hold a competition at least termly to encourage using active modes for getting to and from school.</li> <li>- Invite Auckland Transport to bring along mascot to promote Travelwise awareness</li> <li>- Promote the walking school bus regularly.</li> <li>- Provide rewards for regular walking school bus participants.</li> <li>- Celebrate successes in newsletters and assemblies.</li> <li>- Pursue the parking issue for the school with the MOE.</li> </ul>	<p>On going</p>	
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***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"> <li>- Explore an online system for all monies owed.</li> </ul>	<p>Term 1</p>	
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**5.2 Upgraded senior classrooms and rooms 5 and 6.**

- Alter some existing internal partitions and increase footprint by small amount near room 19. (Clarinda + MOE)
- Create glazed partitions between classrooms and corridor.
- Replace pinboard and carpet.
- Upgrade lighting and electrical fittings.
- Replace spouting and guttering.
- Demolish existing boys' toilet and rebuild alongside girls.
- Replace toilets, urinals, taps, dryers and install warm water.
- Create additional withdrawal space.
- Replace lower windows.
- Consider efficiency of heating and cooling systems.
- Upgrade drinking fountains in senior block.

Term 1/2

**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.**

- Build a new classroom block in vicinity of pergola that includes office space, and at least two withdrawal spaces for small groups of students. (MOE)
- Purchase furniture for new block.
- Explore flooring possibilities.
- Plan garden court yard area in front on new block.
- Create new parking area.
- Build a new caretaker office and storage area.

Term 2

**5.4 Additional parking in response to increased demand.**

- Create angled parking along fence line below dental clinic. (Board +MOE)

Term 2

**5.5 Extended use of school field to accommodate increased student numbers.**

- -Consider drainage of school field. (Board + PTA)

On going

<b>5.6 Acquisition of additional land to accommodate increasing roll growth demands.</b>		
<ul style="list-style-type: none"> <li>- Consider a second entrance and exit to the school to improve safety and traffic flow.</li> <li>- Continue discussions with Ministry and Ngati Whatua regarding acquisition of additional land.</li> </ul>	On going	
<b>5.7 Upgraded and extension of playgrounds.</b>		
<ul style="list-style-type: none"> <li>- Upgrade flying fox.</li> <li>- Explore possibility of creating a petanque green.</li> <li>- Provide some large outdoor games.</li> </ul>	On going	
<b>5.8 Upgraded pool to meet needs of all students and community demand.</b>		
<ul style="list-style-type: none"> <li>- Continue to fund raise for a new/upgraded pool. (PTA)</li> </ul>	On going	
<b>5.9 On going commitment to ensuring high standards of safety, functionality, and presentation.</b>		
<ul style="list-style-type: none"> <li>- Consider installing a barrier along lower hall windows to prevent breakages. (Clarinda)</li> <li>- Replace broken hall windows.</li> <li>- Provide modern flexible furniture as needed.</li> <li>- Replace room 7 carpet.</li> <li>- Repair hot water system in hall.</li> <li>- Upgrade sound equipment in hall.</li> <li>- Provide a binding machine for staff usage.</li> <li>- Replace soccer nets.</li> <li>- Widen footpath at school entry.</li> <li>- Consider screen for foyer.</li> <li>- Paint boundary fence.</li> <li>- Consider shade cloth area in front of new building.</li> </ul>	<p>Term 1</p> <p>Term 1</p> <p>On going</p>	
<b>5.10 Improved school security systems</b>		
<ul style="list-style-type: none"> <li>- Continue to impress on staff the need to carefully monitor book issues and returns. (all staff)</li> </ul>	Term 1	

## HAURAKI SCHOOL

### PART 2 -ACTION PLAN FOR TARGET GROUPS 2019

**Strategic Aim** All students are able to access *The N.Z. Curriculum* as evidenced by achievement in relation to the National Curriculum.

**Annual Objective:** Improve areas of weakness and enhance areas of strength identified from end of 2018 analysed literacy and numeracy data.

### SPECIAL NEEDS

Target Group 1	Year 4 Writing Group (10 students)	Led By	Time Frame	Budget
<b>Base Data</b>	All students were below expectation and functioning at 1A at the beginning of 2019. This is a higher entry level than at the beginning of 2018.	Kerry	Terms 1 - 4	0.8 Teacher Salary
<b>Target Set</b>	Overall aim is to accelerate these students so that they all meet Standard or better by the end of the year and are achieving at least 2P.			
<b>Assessment Tool</b>	E-asttle writing, Schonell Spelling, overall teacher judgement.			
<b>Action</b>	These children are to be withdrawn from their class four days a week during writing time to work with a specialist teacher according to individually identified needs. Ongoing monitoring is to take place.			
Target Group 2	Year 5 Writing Group (10 students)			
<b>Base Data</b>	All students were below expectation at the beginning of the year. Six students were at 2B, three students were at 1A and one student is at 1P.	Christine	Terms 1 - 4	

<b>Target Set</b>	The overall aim is to accelerate the progress of these children and have all students progressing and achieving at least two sub-levels where they are currently at by the year's end.			
<b>Assessment Tool</b>	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
<b>Action</b>	These children are to be withdrawn from their class four days a week during writing time to work with an experienced teacher. Ongoing monitoring is to take place.			
<b>Target Group 3</b>	<b>Year 6 Writing Group (10 students)</b>			
<b>Base Data</b>	At the beginning of the year all ten students were below the expected curriculum level. Five students were at 2A, and five students were at 2P.	Christine	Terms 1 - 4	
<b>Target Set</b>	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 3P by the end of the year.			
<b>Assessment Tool</b>	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
<b>Action</b>	These children are to be withdrawn from their class four days a week during writing time to work with an experienced teacher according to individually identified needs. Ongoing monitoring is to take place.			
<b>Target Group 4</b>	<b>Year 4 Maths Group (12 students)</b>			
<b>Base Data</b>	At the beginning of the year all 12 students had an OTJ of 1A.	Kerry	Terms 1 - 4	
<b>Target Set</b>	Overall aim is to accelerate these students so that they all meet the curriculum expectation of 2P or better.			
<b>Assessment Tool</b>	asTTle, Gloss, Ikan and PAT, overall teacher judgement.			
<b>Action</b>	These children are to be withdrawn from their class four days a week during maths time to work with a specialist teacher according to individually identified needs. Ongoing monitoring is to take place.			

<b>Target Group 5</b>	<b>Year 5 Maths Group (11 students)</b>			
<b>Base Data</b>	At the beginning of the year all eleven students were below curriculum expectation. Nine students were at 2B, and two were at 1A.	Christine	Terms 1 - 4	
<b>Target Set</b>	Overall aim is to accelerate these students so that they are all achieving at least two sub-levels above their current level.			
<b>Assessment Tool</b>	asTTle, Gloss, Ikan and PAT, overall teacher judgement.			
<b>Action</b>	These children are to be withdrawn from their class four days a week during maths time to work with a specialist teacher according to individually identified needs. Ongoing monitoring is to take place.			
<b>Target Group 6</b>	<b>Year 6 Maths Group (9 students)</b>			
<b>Base Data</b>	At the beginning of the year all students were below expectation. Three were at 3B, five were at 2A, and one was at 2P.	Christine	Terms 1 - 4	
<b>Target Set</b>	Overall aim is to accelerate these students to be meeting expectation by the end of the year i.e. 3P or late stage 6.			
<b>Assessment Tool</b>	asTTle, Gloss, Ikan and PAT, overall teacher judgement.			
<b>Action</b>	These children are to be withdrawn from their class four days a week during maths time to work with an experienced teacher according to individually identified needs. Ongoing monitoring is to take place.			

## E.S.O.L

Target Group 7	ESOL Students Listening, Speaking, Reading and Writing (30 middle and senior students years 3-6 )	Led By	Time Frame	Budget
<b>Base Data</b>	<p>Listening: <b>Twenty</b> students at foundation stage, <b>eleven</b> students at stage 1, <b>eight</b> students are at stage 2.</p> <p>Speaking: <b>Sixteen</b> students are at foundation stage, <b>fifteen</b> at stage 1, and <b>eight</b> are at stage 2.</p> <p>Reading: <b>Nine</b> students are at foundation stage, <b>eighteen</b> students are at stage 1, <b>twelve</b> students are at stage 2.</p> <p>Writing: <b>Twenty seven</b> students are at foundation stage, and <b>twelve</b> students are at stage one.</p>	Jill	Terms 1 - 4	0.5 Teacher Salary
<b>Target Set</b>	To achieve two stages by the end of the year.			
<b>Assessment Tool</b>	ELLP stages			
<b>Action</b>	Students are withdrawn from their mainstream class twice a week, and are taught in small groups of four to six students per group			