

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 |
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| <ul style="list-style-type: none">- Conduct curriculum reviews for each of:<ul style="list-style-type: none">o Reading (Logan)o Inquiry (Logan, Kate, Melanie, Clarinda)o Musico 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)- Review the teaching order for literacy and numeracy so that students are not disadvantaged at mid-year testing time- Complete class descriptions and store in Class Organisation section in digital term planning folder (all staff)- Set up digital folders schoolwide for 2019 that ensures consistency with planning, assessment and general organisation (Kristy)- Explore financial literacy as part of maths programme- Continue to strengthen the teaching of maths using the problem solving approach in conjunction with skills- Review use of pre and post maths tests to inform teaching for Levels 2,3,4. | <p>Term 1</p> <p>Term 2</p> <p>Term 1/2</p> <p>Term 3</p> <p>Term 3</p> <p>On going</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 2</p> | <p>Triennial Maori Curriculum Review is complete. See attached.</p> <p>Triennial Reading Review has been completed. See attached.</p> <p>Triennial Dance Curriculum Review is now complete. See attached.</p> <p>Triennial Inquiry Curriculum Review is complete. See attached.</p> <p>Triennial Music Review is complete. See attached.</p> <p>Triennial Writing Review is now complete. This is to be presented early next year.</p> <p>The meeting of recommendations in accordance with curriculum reviews have been on going.</p> <p>The content of literacy and numeracy teaching has been considered as part of term planning to ensure adequate coverage of the curriculum by mid year testing time.</p> <p>Syndicate leaders monitored planning and assessment by individual staff on an ongoing basis throughout the year. On going discussion at senior meetings ensured adequate curriculum coverage and alignment across classes within syndicates as well as across syndicates.</p> <p>Class descriptions for all classes were completed and held in the team google drive.</p> <p>Digital folders for each teacher were set up for term, weekly and assessment purposes thanks to Kristy Graveson, one of our IT leaders. Expectations of staff that were clearly defined ensured great consistency school wide.</p> <p>Outside expert, Lucie Cheesman, modelled the teaching of maths using a collaborative problem solving approach for each of the junior, middle and senior teams. All teachers observed one of these lessons that were followed by a whole staff meeting. Some useful resources were shared. A discussion about planning templates also took place.</p> <p>Lucie visited the school again and modelled lessons at each level of the school that most got to observe. She also viewed our newly devised Maths Scheme that she was impressed with. This was undertaken by teacher in charge of maths, Keitha Finlayson and shared with staff for further development. She and another teacher,</p> |

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| <ul style="list-style-type: none"> - Review the process of goal setting for students with staff (all staff). - Further embrace the Reggio Emilia approach. (Logan) - Ensure library skills lessons are taught as part of regular library visits and that these skills are reinforced as part of the regular reading tumble. (all teachers) | <p>On going</p> | <p>Emily also shared their learning from a math professional development day they attended facilitated by expert, Jo Boaler.</p> <p>Goal setting with students for reading, writing, maths and handwriting was a staff meeting focus early in the year. All students in the middle and senior school had these in their exercise books and for juniors they were stored in folders. They were encouraged to be an integral part of lessons, align with WALTs, and students are expected to demonstrate ownership of these. Discussion of these and how they are implemented was on going in staff and syndicate meetings.</p> <p>Auckland University lecturer, Ditti Hill presented a staff meeting that focused on the theory that underpins the Reggio philosophy. The pedagogy of listening, image of the child and making pedagogical connections were also explored. Logan and I attended a Reggio sharing morning that followed on from professional development earlier in the year.</p> |
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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.

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| <ul style="list-style-type: none"> - Upskill in using Assessment for Learning (AFL) strategies. (all staff) - Use AFL strategies consistently across the curriculum -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) - 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) - 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) - Upskill teachers in the use of SOLO taxonomy to assist learning. (all staff) - 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) - Further develop the third teacher concept by having enlarged exemplars displayed for reading, writing and maths that identify | <p>Term 1/On going</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>Term 3</p> <p>On going</p> <p>On going</p> | <p>The implementation of AFL continued to be a professional development focus for staff. Some aspects were reviewed and recent focus has been on metacognition, self and peer assessment, plenaries and feedback.</p> <p>All teachers reflected on their use of success criteria, exemplars and self and peer assessment and provided evidence of these at a whole staff meeting in term 2. As well as sharing within syndicates there was sharing across syndicates. Some very effective practice emerged for others to pick up on and were encouraged to try. An overview, presented at the beginning of the year, was also presented again as a reminder of this model of learning that has been a current professional development focus.</p> <p>The linking of goals to AFL learning intentions, ensuring learning intentions, success criteria and exemplars are visible for students on a daily basis, self and peer assessment and use of reflective questioning continued to be strongly encouraged.</p> <p>The use of SOLO taxonomy has been used particularly in inquiry planning to ensure depth of learning. It is also pleasing to see some students have used SOLO rubrics to self assess against which encourages student agency. This has been an ongoing area of focus for all teachers and will need to continue in 2020.</p> <p>Exemplars displayed on classroom walls were strongly encouraged especially for writing to promote student agency and enhance the third teacher concept.</p> |
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| features needed to be successful (all staff) | | |
| 1.3 Strategic Goal: Redesigned conceptual approach to inquiry based learning that embraces environmental sustainability. | | |
| <ul style="list-style-type: none"> - Complete our revised 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) - Further embrace the Reggio philosophy as part of the inquiry redesign. (Logan, Clarinda) | <p>Term 1</p> <p>Term 2</p> <p>Term 3</p> | <p>Several staff meetings were dedicated to an inquiry approach based on a central idea and key concepts and using the cycle provided. A co-constructivist approach with much visual learning was encouraged with the aim of giving children more student agency. This was ongoing.</p> <p>An overview of concepts to be taught were completed for each of the junior, middle and senior school after a number of consultation meetings with the inquiry team. This ensured coverage of the N.Z Curriculum.</p> <p>Meetings with the inquiry team were on going. Dedicated time in syndicate meetings was also given to ensure successful implementation of our new Inquiry Scheme. Recently these focused on following the inquiry cycle and using strategies that ignite a high level of interest for students.</p> |
| 1.4 Strategic Goal: Updated School Scheme to ensure it reflects current practices. | | |
| <ul style="list-style-type: none"> - Complete review of the entire front section of the School Scheme. (Clarinda, Logan) - Update Inquiry section of Scheme once review completed. (Logan, Clarinda) -Review Maths Scheme - Review weekly maths planning, then the maths programme overview | <p>Term 1</p> <p>On going</p> | <p>The front part of the School Scheme was reviewed and updated to reflect changes. It outlined how the curriculum is taught at Hauraki and provides direction for teachers that ensures schoolwide consistency. A recent Ministry document <i>Leading Local Curriculum Guide</i> provided useful guidance for this process.</p> <p>Considerable work on the Inquiry Scheme was undertaken during the April holidays especially. The following sections were updated to reflect our new inquiry approach: Achievement Expectations, Planning and Organisational Requirements, Teaching Performance Indicators, and Management of Resources. The Inquiry Scheme is a working document that provides sound direction for teachers. Recent changes were made to reflect this.</p> <p>The Maths Scheme review was completed thanks to staff input and curriculum leader, Keitha Finlayson. As a result of whole staff Maths professional development over the past couple of years we moved to a more problem solving based approach that supports greater student agency and provides authenticity for what is taught. Our revised Scheme has a new format and includes learning intentions for all levels and strands, up to date suggested activities to reinforce skills taught and related problems. A new term planning template and weekly planning template were devised with the aim of achieving school wide</p> |

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| | | consistency. This revised Scheme was presented to staff recently. |
| 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 senior school weekly. (Freda) - Support newly appointed staff members 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 Bayswater Matariki festival - Continue to explore ways to celebrate matariki as part of our programme. (all staff) -Participate in the Onepoto kapa haka festival (Seann) | <ul style="list-style-type: none"> On going On going On going On going | <ul style="list-style-type: none"> Through the Tua Tahī initiative we engaged a fluent Maori speaker to teach te reo on a weekly basis to our year 6 students. A year 5 teacher with strength in Maori taught all year 5 students on a weekly basis. Newly appointed junior teacher with strength in Maori taught te reo to the junior syndicate on a weekly basis. Junior kapa haka was facilitated by two parents on a Friday morning before school. Senior kapa haka led by Matua Gary took place each Thursday 1-2pm. Junior and senior kapa haka performed at the Bayswater Matariki Festival on 15 June. Senior kapa haka performed admirably at the Onepoto Festival in November. |
| 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) - Establish orchestral groups. (Tony, Rebekah) - Establish a rock band. (Tony) -Host a Peninsula Instrumental Sharing event. -Participate in a local schools' choral event. -Participate in the Peninsula Dance event. -Perform an arts festival at Hauraki for the parent community (all staff) - Select cricket team for interschool 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) | <ul style="list-style-type: none"> Term 1 Term 1 Term 1 Term 2 Term 3 Term 2 Term 3 Term 1 Term 2 | <ul style="list-style-type: none"> All year 6 students attended a very successful camp led by Mr Pipes, assisted by Kristy Graveson, Keitha Finlayson and a number of parents. Year 5 and year 6 orchestras took place Tuesday and Thursday mornings 8-30 till 9.30am. A rock band was also created. A successful instrumental sharing was hosted by us on 22 May involving six of the local primary schools. Our boys' choir and senior girls' choir participated in a choral event hosted by Belmont Primary. The middle school choir performed for the Belmont Lifestyle Village that was greatly appreciated. A senior group performed successfully in the Peninsula Dance event. A successful arts festival involving middle and senior school as well as junior kapa haka was performed on 18 September at 1pm and 7pm. This showcased all extra curricular cultural groups, and as well each child had a piece of art displayed. Our 1st and 2nd X1 cricket teams played Belmont Primary at Hauraki on 20 March. Hauraki 1st X1 won convincingly and Belmont 2nd X1 defeated Hauraki. North won the house cricket competition that took place at lunch times in term 1. Three cricket teams took part in a local field day on 16 October. Nine netball teams were registered for the winter season. |

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| <ul style="list-style-type: none"> - Select soccer teams. (Chris) - Hold annual sports events for each of swimming, cross country, athletics. (all staff) - Select and prepare students for annual North Shre Gymnastics Competition | <p>Terms 1 and 3</p> | <p>Several summer netball were also registered for term 4.</p> <p>Four hockey teams played in the North Shore competition during winter and in the term 4 summer competition.</p> <p>Four basketball teams were registered for each of semesters one and two. For the first time we had year 3 and 4 students playing. New uniforms were purchased for these teams. Thank you to Mrs Sloan for organising these.</p> <p>Six rippa and one tackle rugby team were registered and their first tournament took place on 2 May. A second tournament took place on 15 August.</p> <p>A soccer tournament for a year 3/4 and year 5/6 team took place on 1 August.</p> <p>Five separate swimming sports were held recently, year 1, 2, 3, 4 in our own pool and the year 5/6 sports were held at the Birkenhead Leisure Centre. A representative swimming team attended an inter-school event and achieved some pleasing results. Thank you to Mr Pipes for his organisation of these events.</p> <p>The annual school cross country event was held successfully on 24 May.</p> <p>The inter-school event was held 14 June at Narrow Neck but with limited success compared with other years.</p> <p>Eleven touch rugby teams were registered for a weekly inter-school competition in term 4.</p> <p>A year 3/4 and year 5/6 gymnastics team participated in the North Shore Competition held in early November with considerable success.</p> |
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1.7 Strategic Goal: A values philosophy that is extended to embrace emotional well being and personal life skills for all students.

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| <ul style="list-style-type: none"> - 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) - Encourage leadership opportunities | <p>On going</p> <p>On going</p> <p>Term 3</p> <p>Term 4</p> <p>Term 3</p> <p>Term 4</p> | <p>Hauora was our value of focus in term 1 to encourage self acceptance and development of inner strength. This was part of our whole school assemblies each fortnight as well class programmes.</p> <p>Accountability was the value of focus in term 2 that was introduced at a whole school assembly and followed up on in classrooms and other assemblies.</p> <p>Kindness was the term 3 value that was promoted at school assemblies, in classrooms, and sometimes newsletters.</p> <p>Integrity was the value of focus for term 4.</p> <p>A well being survey for year 5 and 6 students was administered and analysed.</p> <p>Year 6 house captains and deputies attended a Leadshep Day on 21 August.</p> |
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1.8 Strategic Goal: Further development of IT integration across the school that supports teaching and learning opportunities.

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| <ul style="list-style-type: none"> -Set up team drives for term planning, assessment, class and school - Organisation in 2019. Archive 2018 information.(all staff). | <p>Term 1</p> | <p>Digital folders for all planning and assessment were set up to ensure year long consistency school wide. 2018 information was archived in separate but accessible</p> |
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| <ul style="list-style-type: none"> - 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 classroom (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) - Purchase TV screens as required (Nikki, Clarinda) - Investigate the new Digital Technologies Curriculum and trial interventions and strategies | <p>Weekly</p> <p>On going</p> <p>On going</p> <p>Term 1 On going</p> <p>Term 1</p> <p>Term 1 Ongoing</p> <p>Term 2/ 3</p> | <p>digital folders.</p> <p>Class blogs were updated regularly in each class as a means of on going communication with families.</p> <p>The use of ipad/ online activities took place regularly in all classes as part of reading and maths tumblers. These were aligned so they reinforced skills being taught at any one time or to assist with maintaining what has been taught.</p> <p>Providing resources that are aligned to what is being taught and suitable for use independently has been a focus, for example, the Resource Cupboard.</p> <p>Hapara subscription for use in year 6 classes was purchased and continues to be useful for teachers.</p> <p>Four TV screeens were purchased for the three new rooms on the field and also one year 4 room where the interactive board failed. Replacing these with TV screens is very cost effective with a good result.</p> <p>Three further TV screens were purchased for three of the recently renovated senior classrooms.</p> <p>Attended a two day course (Logan and myself) on digital technologies curriculum that focused on learning about technology and being a creator as opposed to extending e-learning capability.</p> <p>Engaged with outside expertise to have all middle and senior students experience creating digital solutions using technology.</p> |
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1.9 Strategic Goal: Homework that is consistent and progressive across the levels.

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| <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> | |
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1.10 Strategic Goal: New opportunities for learning are considered.

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| <ul style="list-style-type: none"> - Continue with teaching of Chinese three days a week after school. - Introduce Spanish on a Friday lunch time. - Continue with the lego club after school (Sarah) | <p>Wed, Thur, Fri Friday Friday</p> | <p>Chinese classes continued from last year three days a week.</p> <p>Spanish took place each Friday lunch time in room 0.</p> <p>Lego club also continued from last year in the library each Friday after school.</p> <p>Chess Power was engaged on a user pay basis to provide tutoring. An introductory</p> |
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| <ul style="list-style-type: none"> - Provide further possibilities once more space is available. - Provide a chess club. | Mondays | <p>session for all middle and senior children took place to give an idea of what chess is before opening it up for registration.</p> <p>Seventeen children registered. Some students successfully competed in a local tournament held at Stanley Bay School. This group continued in terms 3 and 4.</p> |
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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.

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| <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 green level 12 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 | July and November | <p>A mid- year report that outlines reading, writing and maths progress and achievement against National Curriculum expectations has been completed. This includes a break down for Maori and Pasifika students. See attached.</p> <p>An end of year report on school wide achievement for reading, writing and maths has been collated and analysed. A break down of Maori and Pasifika achievement has also been included. This has been circulated in a separate document. See attached.</p> <p>An Analysis of Variance that compares beginning of the year data with end of year data for selected withdrawal groups of students from years 4-6 has been carried out. See attached.</p> <p>This data is to be used to determine withdrawal groups for 2020 and help set direction for additional programmes.</p> |
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| <p>level 3, i.e. level 3P or better.</p> <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 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) - Target Maori students below expectation for reading, maths and writing. (all staff) | <p>On going</p> | <p>These students were either target students within the classroom setting or were provided with additional support in small withdrawl groups at least four times a week. Target students were reviewed in the light of mid –year assessment data.</p> |
| <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. (Jill) - Align ESOL lessons with class programmes as much as possible. (Jill) - Consider timetabling so that withdrawing students does not impact on core learning. (Jill) | <p>On going</p> | <p>ESOL students were withdrawn from their classrooms and taught English three times a week by Mrs Jill McDonald in small groups. The main focus was on conversational English as well as reading and writing. These sessions were carefully timetabled to minimise children missing out in their own rooms. ESOL documentation was submitted and funding for thse students received.</p> |

2.4 Strategic Goal: Progress and achievements for target groups including special needs and special abilities is reported on (Variance report).

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| <ul style="list-style-type: none"> - 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) - 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. - Continue to provide PMP for at least two terms for year 1 students. (Irina) - 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) - Provide 'on top of' reading mileage for 13 selected children using the rainbow reading programme. (teacher aides) - Design an 'on top of' writing programme for 32 year 6 students below expectation. - Provide additional spelling support for individual/groups of students at different levels by a specialist teacher. (Carolyn) - 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 in the second half of the year.(Sandy once she returns) - Provide extension opportunities for able writers. (Sandy once she | <p>Term 1</p> <p>Term 1</p> <p>On going</p> <p>On going</p> <p>Term 2/3</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>On going</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p> | <p>Data from end of 2018 was analysed and used to determine target groups for 2019. Mrs Clark taught a year 4 maths and writing group for almost two terms before going on leave till the end of term 3 for health reasons. Mrs Dean taught a year 5, also year 6 maths and writing groups, four groups in all.</p> <p>Year 1 students all attended PMP sessions regularly each week.</p> <p>Mrs Carolyn Jones taught four students a day as part of the reading recovery programme.</p> <p>Rainbow reading was provided throughout the year for selected students to enhance their fluency and reading speed.</p> <p>Mrs Carolyn Jones continued to provide individual spelling assistance for selected dyslexic students.</p> <p>Students achieving below expectation or who are only just a expectation have received small group instruction for writing and maths throughout the year by a specialist teacher. All have made some progress at least having either moved a sub-level up or progressed within the sub-level they were on at the beginning of the year.</p> <p>Regular teacher and teacher aide support that was on going provided for low vision students. RTLB and MOE assisted with providing support for students with severe behavioural issues and their teachers. This was ongoing.</p> <p>Sandy Coutts returned to school each Friday and picked up three extension maths</p> |
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| returns) - Consider other extension opportunities as they arise. (Sandy when she returns) | On going | groups with a focus on problem solving for each of year 4, 5 and 6. She also took an extension writing group on this day with a focus on competition work. Other extension classes were not provided this year. |
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2.5 Strategic Goal: Teacher and student assessment practices and recording of these across the curriculum are consistent.

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| -Set up digital assessment sheets. (Kristy) - Investigate the PACT tool. | Term 1 Term 1 | All digital assessment sheets were set up. |
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2.6 Strategic Goal: Effectiveness of SMS system is reviewed.

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| - Monitor effectiveness of SMS for recording student achievement. (Clarinda and staff) | On going | We have continued to use Musac/Edge during 2019 but recently had a demonstration of LinkedEd as a potential alternative. The pros and cons are still being considered. |
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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.

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| - Consider well being of staff. - Consider a balance of strengths across the curriculum when appointing staff. - Continue to provide teacher aide support in all year 2 and 3 classes. - Review roles and responsibilities for curriculum (Library, Travelwise, Environmental, Community Liaison, NZEI, Resources, sports) (senior management) - Provide regular music release time for class teachers. (Clarinda) - 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) | Term 1 On going Term 1 On going On going On going On going Term 3/4 On going | The afternoon of Teacher Only Day 31 January was facilitated by outside expert, Suzanne Hansen who took a mindfulness session with staff. All teachers were provided with a hauora kete. Teacher aides in all junior and year 3 classes provided wonderful support for these rooms. A two day course to assist with the implementation of the new digital curriculum to be implemented in 2020 was attended by Logan and myself. A draft document for our School Scheme was created. That was introduced to the whole staff with a view to fully implement in 2020 . Chris and I attended the North Shore Principals' Leadership Day that focused on school culture. The senior team all attended a Kath Murdoch course <i>Nurturing Learning Agency Through Inquiry</i> that was very relevant for us. Teacher aides all attended an autism course on 12 September. All teachers had release during music lessons and sometimes in assembly time as well. |
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| <ul style="list-style-type: none"> - Appoint at least two new entrant teachers for mid-year class, and term 4 class. (Clarinda) - EEO guidelines are to be adhered in accordance with EEO policy. (Clarinda) | | <p>All teaching staff were provided with two days for each of mid-year and end of year testing release.</p> <p>Staff for the new entrant class to start on 22 July were appointed. Staff for the new entrant class to start on 14 October were also appointed.</p> <p>The new entrant class of 21 students started on the first day of term 3 in one of our newly renovated classrooms, Mondays and Fridays with Logan Burson and the other three days with Meredyth McFarlane.</p> <p>The next new entrant class started at the beginning of term 4 by Mrs Stefanie Kingston and orientation visits for these ten students took place.</p> <p>EEO guidelines wer adhered to as per our policy.</p> |
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3.2 A refined appraisal process that is closely aligned to effective teacher inquiry.

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| <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 2018 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 (6-8) 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> | <p>Appraisal documents were set up for all teaching staff and a meeting held to explain. Teachers were appraised against the registered teacher criteria, as well as their own inquiries and progress of target children. All teachers selected their inquiry question to focus on as part of their daily practice which for most was linked to whole staff professional development.</p> <p>Walk Throughs by syndicate leaders (appraisers) took place on an ongoing basis.</p> <p>All staff tracked 6-8 students in their class who required additional support but were not in withdrawal programmes. Their profiles were updated after mid-year testing and again at the end of the year.</p> |
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3.3 Teacher development that strengthens the link between evidence and practice.

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| <ul style="list-style-type: none"> - To focus on enhancing student agency in particular through the vehicles of Assessment for Learning, SOLO, Inquiry, Reggio approach and maths problem solving. - Repeat ALL concept with a group of identified students ourselves. - Attend REANZ workshops when the opportunity arises. (Logan, Clarinda) | <p>On going</p> | <p>Two teacher only days were held 31 January and 1 March. The first focused on our staff development emphasis, Assessment for Learning strategies, and looked particularly at self and peer assessment, marking and feedback as well as aspects of metacognition. The second day involved outlining expectations and administrative matters.</p> <p>Sixteen junior and middle school teachers attended a Reggio two hour session at Bailey Rd School that was facilitated by university lecturer, Diti Hill.</p> <p>All junior and middle teachers attended a Reggio session in May facilitated by expert Tiziana Phillipini from Italy. Logan Burson and myself also attended a two and half day course with her.</p> |
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3.4 A positive and motivating learning environment that maximises learning opportunities.

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| <ul style="list-style-type: none"> - Explore possibilities for the new to be built classroom block with consideration for the Reggio philosophy. | <p>On going</p> | <p>Building design was completed for our new block to include five classrooms upstairs and five down.</p> <p>There was on going discussion regarding acoustics that included flooring. Our request for timber flooring as opposed to carpet was approved on the proviso that the board contribute \$60 000 to the additional cost involved. Thank you to the board for agreeing to the hard flooring option in the new build and supporting this financially.</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.

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| <ul style="list-style-type: none"> - Continue to encourage parent participation in all aspects of school life. - Hold at least one sharing assembly per term. - Extend use of school app to include class blogs. - Explore other avenues for enhancing communication - Promote new immigrant family involvement. - Provide a welcoming atmosphere for new students and parents -Hold Open Days for prospective parents and children -Engage with our Maori community to ensure educational success as Maori | <p>On going</p> <p>On going</p> <p>On going</p> <p>Term 1</p> <p>On going</p> | <p>A ‘Meet the teacher’ evening was held 7 February which began with an introductory talk and meeting of staff. Following on parents met in syndicates to hear about expectations and routines for the year.</p> <p>A well attended Open Day was held on 15 March for prospective parents and children.</p> <p>A Sharing Assembly was held Tuesday 9 April and again on 19 November tht were well attended by parents.</p> <p>New entrant visits for children beginning school and their parents took place on two mornings late in term 2. This included a parent meeting</p> |
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| | | <p>facilitated by Logan.</p> <p>Written mid-year reports for reading, writing and maths were provided for each student at the end of term 2 as well as a parent interview opportunity. Students were able to attend this as well.</p> <p>A second Open Day for the year was held 23 August that was well attended.</p> <p>A hui was held for our Maori parents. A presentation that focused on the teaching of Maori students as Maori, their level of achievement, a discussion time, and the sharing of kai. This was not well attended but the discussion was useful. <u>See attached.</u></p> <p>It was followed up with a whanau games evening for all families that proved to be a worthwhile and enjoyable event. A second whanau games evening also took place.</p> |
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4.2 Encouragement of a healthy environment is evident.

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| <ul style="list-style-type: none"> -- Reinforce healthy lunch box message. - Implement the decision to be a water only school. - Trial engaging in <i>Eat My Lunch</i> programme. - Health and Safety Committee to meet regularly. - Health and safety issues are addressed. -Regular emergency drills are scheduled -Review health and safety school procedures | <p>Term 1/2 On going</p> | <p>Juices were excluded from sausage sizzle days in favour of water only.</p> <p>Health and Safety meetings by the health and safety team took place on 7 February, 15 May, 2 August and 23 October to identify potential hazards and develop action plans.</p> <p>Safety matting was installed on the ramp and steps for the senior classrooms on the field as these had become slippery.</p> <p>A trial lockdown occurred on 27 July and a fire drill took place 27 August.</p> <p>A health and safety staff meeting took place to outline procedures we have in place for emergencies, risk management and general school safety.</p> |
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4.3 Commitment to travelwise, safety and active modes of transport.

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| <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. | <p>On going</p> | <p>Several walking school bus routes are up and running. Children participating were rewarded with swims.</p> <p>Walking Bus awards were handed out at assembly for those who used this regularly.</p> <p>A muffin and milo morning on arrival at school was provided for walking bus children in late term 2.</p> <p>Celebration of successes recognised in assemblies and newsletters was on going.</p> |
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- Celebrate successes in newsletters and assemblies.

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.

- Explore an online system for all monies owed.

Term 1

The PTA engaged with kindo for payments. This was also investigated for all online payments at school.

5.2 Upgraded senior classrooms.

- 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.
- 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

The senior upgrade by Astley Construction was completed by the end of August in time for the opening of a new entrant room in number 20. A newly created boys' toilet alongside the girls' toilet was created. The old senior boys' toilet area was demolished. New radiators were installed, along with new lighting, new carpet, wall coverings and sliding glass doors. Available funds did not allow for the replacement of lower windows and so this will need to become part of our next round of five year property funding. This successful renovation has now been signed off by the Council.

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)
- Continue to build up developmental equipment in classrooms
- 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

The pergola, and rooms 1 and 2 were demolished and new services were provided over the Christmas holiday break. Three Portocom classrooms were brought on site in addition to the two we already have that are occupied by the senior school. I attended several meetings over the holiday break. Building consent was approved and the final design completed. There was much discussion about carparking without having to remove too many trees and this finally managed to be achieved satisfactorily. The services room at the back of the school was completed and heating has been connected to most of the school. Drainage work was undertaken

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| | | <p>over the holidays as part of the new building project which began round the end of August.</p> <p>A container has been provided (located outside room 3) by the MOE to house all the P.E. gear in the meantime. The MOE has agreed to a new building/container to be used for the caretaker and storage so that the existing PE storage room can be used solely for PE equipment.</p> |
| 5.4 Additional parking in response to increased demand. | | |
| - Create angled parking along fence line below dental clinic. (Board +MOE) | Term 2 | The MOE agreed that additional car parking be created adjacent to the driveway entrance and also a couple of extra parks created alongside the existing parks. This is now complete except for line markings. |
| 5.5 Extended use of school field to accommodate increased student numbers. | | |
| - Consider drainage of school field. (Board + PTA) | On going | |
| 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 | This is to be considered again in 2020. |
| 5.7 Upgraded and extension of senior playground. | | |
| <ul style="list-style-type: none"> - Upgrade flying fox. - Explore possibility of installing a new piece of equipment on senior playground.. - Purchase large outdoor games. | On going | |
| 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 | The pool plan presented to the Board has also been presented to the Ministry who were impressed with the plan and have expressed approval of it. |
| 5.9 On going commitment to ensuring high standards of safety, functionality, and presentation. | | |
| - Provide modern flexible furniture as needed. | Term 1 | Several new pieces of furniture including jelly bean tables and painting |

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| <ul style="list-style-type: none"> - Replace room 7 carpet. - Upgrade sound equipment in hall and outside. - Replace soccer nets. - Widen footpath at school entry. - Consider screen for foyer. - Paint boundary fence. -Consider shade cloth area in front of new building - Consider pest control as required. - Carry out tag testing on all electrical cables - Astro turf area around library | <p style="text-align: center;">Term 1 On going</p> | <p>easels have been purchased for the junior school. Some incidental pieces have been bought for other areas of the school as well.</p> <p>A classroom set of furniture has been purchased for the new entrant room as a trial with a view to furnishing the new block in a similar theme.</p> <p>Some new furniture has also been purchased for room 19, Christopher and Elizabeth’s year 6 newly renovated classroom.</p> <p>A second set of classroom furniture has been purchased for our next new entrant class starting on the first day next term.</p> <p>Classrooms have been fumigated to manage a cockroach infestation.</p> <p>Tag testing of all electrical cabling took place during the April holidays.</p> <p>Area around the library has now been astro –turfed thanks ot the PTA. which has been a notable improvement.</p> |
| <p>5.10 Improved school security systems</p> | | |
| <ul style="list-style-type: none"> - Continue to impress on staff the need to carefully monitor book issues and returns. (all staff) - Reinstate school alarm system. | <p style="text-align: center;">Term 1</p> | <p>Careful monitoring book issues and returns by staff has been spoken about with the aim of reducing the number of books lost.</p> <p>School alarm system was reactivated after demolition of the junior block but issues with the fire alarm are on going.</p> |