

HAURAKI SCHOOL

ANNUAL PLAN AND REPORT 2021

Part 1 – Strategic and Non-Strategic

Part 2 – Target Groups

The following annual section is aligned to the Strategic Plan. It provides direction for 2021 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
<p>- Conduct curriculum reviews for each of:</p> <ul style="list-style-type: none">○ Handwriting (Clarinda)○ Spelling (Clarinda, Logan)○ Visual Art (Sharon/Gaea)○ Drama (Emily) <p>- Follow up on recommendations made in curriculum reviews (curriculum leaders)</p> <p>- Complete class descriptions and store in Class Organisation section in digital term planning folder (all staff)</p> <p>- Set up digital folders schoolwide for 2021 that ensures consistency with planning, assessment and general organisation (Nikki)</p> <p>- Implement selected Murray Gadd writing strategies into the Scheme.</p> <p>- Increase focus on the learning of basic facts early in the year for middle and senior school.</p> <p>- Implement financial literacy as part of the maths programme.</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 3</p> <p>Term 4</p> <p>On going</p> <p>Term 1</p> <p>Term 1</p> <p>On going</p> <p>On going</p> <p>Term 2</p>	<p>A triennial handwriting curriculum review has been completed. See attached</p> <p>A Spelling Review has been completed. See attached</p> <p>Visual Art and Drama reviews were covid impacted and will be carried out next year.</p> <p>Curriculum leaders checked recommendations as part of budget planning.</p> <p>Class descriptions have been completed by all teachers according to criteria provided, a useful exercise for getting to know students in your class.</p> <p>Digital folders for planning, assessment and general organisation were set up school wide.</p> <p>A staff meeting followed up on our writing teacher only day in January. Several strategies were adopted by teachers.</p> <p>The learning of basic facts has been a recent focus with mid-year testing and the Fact-a-thon.</p> <p>Financial literacy lessons for senior classes provided by the ASB has taken place.</p> <p>Goal setting with students has been addressed on an on going basis as an</p>

<p>- Review the process of goal setting for students with staff (all staff).</p> <p>- Further embrace the Reggio Emilia approach in the junior school. (Logan)</p> <p>- 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> <p>- Continue to strengthen the implementation of the new Digital Technologies Curriculum.</p>	<p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p>	<p>integral part of the teaching of reading, writing, handwriting and maths.</p> <p>We are continuing to add to our bank of natural play materials in the junior school. Logan recently completed a Reggio online course over a week which provided some timely reminders.</p> <p>This needs to be addressed more fully next year.</p> <p>Seann Ashley facilitated spike lego sessions for each of the year 6 classes.</p>
<p><i>1.2 and 1.3 Strategic Goal: Deep learning that encourages student ownership is strengthened by the teaching of our models for learning in particular AFL, SOLO taxonomy, and inquiry learning with a focus on environmental sustainability.</i></p>		
<p>- Continue to review all Assessment for Learning (AFL) strategies with staff to maintain consistency across the curriculum:</p> <ul style="list-style-type: none"> ● Self and peer assessment ● Plenaries ● Feed back and feed forward ● Metacognition <p>-Continue to reinforce the linking of goals for reading, writing, handwriting and maths to learning intentions as part of daily teaching. (all staff)</p> <p>-Focus on following the inquiry cycle and explicit teaching of inquiry skills to students</p> <ul style="list-style-type: none"> ● Questioning ● Researching ● Analysing and selecting information 	<p>On going</p> <p>On going</p> <p>On going</p>	<p>Assessment for Learning, one of our models for learning, has been an ongoing focus this year and implemented across the school. A continuing focus for 2022 is recommended .</p> <p>Linking of the goals to learning intentions has been well implemented in most cases across the school. On going reminders will be needed to ensure that this is ongoing.</p> <p>Regular inquiry team meetings have been held to ensure the cycle is followed and to provide future direction for units of work.</p>

<ul style="list-style-type: none"> ● Organising ideas ● Reflecting/taking action <p>-Continue to seek opportunities for students to be actively involved in assessment as much as possible to promote a learning partnership between teacher and student.</p> <p>-Give greater focus to in depth findings and the last stages of the inquiry cycle by giving opportunity to act on information learned, e.g involvement with community projects.</p> <p>-Provide opportunity to be involved in passion projects using inquiry skills.</p> <p>- Have a focus on SOLO taxonomy to enhance student agency (all staff).</p> <p>- Further develop the third teacher concept by:</p> <ul style="list-style-type: none"> ● 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) ● having enlarged exemplars displayed for reading, writing and maths that identify features needed to be successful (all staff) 	<p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p>	<p>Shifting the locus of control from teacher to student is an overarching goal that should continue to be focused on next year.</p> <p>This has been an ongoing consideration that should continue next year.</p> <p>Passion projects for seniors using the inquiry skills taught earlier were a focus in term 4.</p> <p>A teacher only day on 26 March with Pam Hook focused on SOLO taxonomy. An overview of this was provided for the benefit of new staff, the associated language discussed, a variety of rubrics and resources shared as well as an opportunity to plan incorporating SOLO.</p> <p>Developing the third teacher concept so that students are encouraged to take greater ownership of learning has been on going and a number of strategies have been used/trialled in classrooms.</p>
<p>1.4 Strategic Goal: Updated School Scheme to ensure it reflects current practices.</p>		
<p>- Make any changes to the updated School Scheme as required</p>	<p>On going</p>	<p>Murray Gadd writing strategies have been included, spelling progressions updated, and the tier system for identifying special needs students added.</p>
<p>1.5 Strategic Goal: Sustained and strengthened provision for teaching of te reo and tikanga.</p>		

<p>- Continue to provide the teaching of te reo in the middle school. (Lesley)</p>	<p>On going</p>	<p>Lesley George has continued to teach te reo to each class in the middle school, normally on a weekly basis.</p>
<p>-Use internal expertise for the teaching of te reo in year 5 and the junior school (Tess, Seann)</p>	<p>On going</p>	
<p>-Continue to provide a junior and senior kapa haka. (Tess, Matua Gary)</p>	<p>On going</p>	<p>A large kapa haka met weekly under the direction of Matua Gary.</p>
<p>- Participate in the Onepoto kapa haka festival (Seann)</p>	<p>Term 4</p>	<p>A junior kapa haka group started in term 2 for years 1-3 facilitated by Whaea Tess.</p>
<p>- Continue to explore ways to celebrate matariki as part of our programme. (all staff)</p>	<p>Term 2</p>	

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

<p>- Provide opportunity for all year 6's to attend camp. (Chris)</p>	<p>Term 1</p>	<p>All year 6 students attended a very successful camp thanks to deputy principal, Chris Pipes supported by teachers, Keitha Finlayson and Gaea Ladley as well as a number of parents, eight of whom stayed for the duration.</p>
<p>- Establish Middle, Senior Choir, and Boys' Choir (Wendy, Tony, Rebekah)</p>	<p>Term 1</p>	<p>A boys' choir was organised by Mr Ramsay.</p>
<p>- Establish orchestral groups. (Tony)</p>	<p>Term 1</p>	<p>A middle choir and senior choir were formed by Mrs Saelmans. A marimba group was facilitated by Mrs Marander-Higgins.</p>
<p>- Establish a rock band. (Tony)</p>	<p>Term 1</p>	<p>A year 5 and a year 6 orchestra were established. Hauraki hosted a Peninsula inter-school instrumental sharing morning that we performed at.</p>
<p>-Establish dance groups (Chelsea)</p>	<p>Term 1</p>	<p>A rock band was formed and they practised weekly.</p>
	<p>Term 1</p>	<p>A year 6 and year 3 dance group practised regularly at lunch time.</p>

<ul style="list-style-type: none"> -Establish drama groups - Perform an arts festival. - Select cricket team for inter-school matches. (Clarinda) - Select netball teams years 2-6. (Jessie) - Select hockey teams years 3-6. (Chris) - Select basketball teams years 3-6. (Melanie) - Select rugby teams. (Chris) - Select soccer teams. (Chris, Jared) -Introduce a school flippaball team. 	<ul style="list-style-type: none"> Term 1 Term 3 Term 1 Term 1 Term 2 Term 1/3 Terms 2-4 Terms 2-4 Term 1 Terms 1, 2, 4 Term 1/2 On going Terms 1/2 	<ul style="list-style-type: none"> A year 5 drama group also practised regularly at lunch time. Two cricket teams were selected, a 1st X1 and 2nd X1. They played one inter-school game against Vauxhall at Hauraki and both teams won convincingly. Also a game against Belmont was played and both Hauraki teams narrowly lost. Thanks to Mr Matt Manning and Mr Gordon McLeay for all their great coaching. Both games were hosted by Hauraki. A third game was played against Stanley Bay at the end of term 1 that resulted in convincing wins for both of our teams. Six netball teams were selected, two year 5, two year 6, and two year 4. Their season began at the beginning of term 2. Four junior netball teams were also organised to play on Saturdays at Ngataringa. Three hockey teams were registered for the winter season. Six representative basketball teams were selected with the help of YMCA expertise and their season began 25 March. Several of our teams performed extremely well in their various competitions. For the second semester we had increased interest and doubled the number of teams for the second semester (10 teams). New uniforms were ordered to accommodate the increase in numbers but unfortunately due to Covid they never got to play. A tackle team participated in a Barbarians Rugby Field Day. An inter-school rippa and tackle rugby field day was held 24 June, Our tackle team played against Belmont at Takapuna Grammar for the Brad Johnstone shield. We won 4-3. The final game was cancelled due to lockdown. An inter-school soccer tournament took place on 6 July. A flippaball team has been selected and is practising each Wed after school in
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<p>- Hold annual sports events for each of swimming, cross country, athletics. (all staff)</p> <p>-Continue with the waterwise programme for year 6's.</p>		<p>our pool.</p> <p>Annual swimming events for each of the junior middle and senior schools took place. The senior event was held at Birkenhead Public Pool and a team selected to represent us at the peninsula inter-school sports at the Takapuna Pool. Also a group of students participated in a North Shore zone competition.</p> <p>Our annual Cross Country event for juniors, middles and seniors took place on 21 May. This was followed by a representative team of 30 students competing in the peninsula inter-school event. Some excellent results were achieved.</p> <p>Annual Athletics did not go ahead due to Covid.</p> <p>Waterwise was underway on a weekly basis for one year 6 class at any one time in the first half of the year.</p>
<p>- Focus on the values of hauora, accountability, kindness, and integrity by introducing at assemblies and explicitly teaching in classrooms. (Clarinda and staff)</p> <p>- Build resilience and emotional well being in students as part of values focus. (Clarinda and staff)</p>	<p>On going</p> <p>On going</p>	<p>The value of hauora was a focus at our whole school assemblies in term 1. Accountability was the value of focus for term 2. Kindness was the value of focus for term 3. Integrity was the focus value in term 4 but little was done to promote this.</p>
<p>1.8 Strategic Goal: Further development of IT integration across the school that supports teaching and learning opportunities.</p>		
<p>- Develop class blogs with seesaw for years 1-5 as a platform for homework and sharing of a variety of quality learning with parents (class teachers)</p> <p>- Year 5 to show evidence of new class Chromebooks being integrated into the classroom programme.</p>	<p>On going</p> <p>Ongoing</p>	<p>Seesaw was set up and all children from years 1-5 have logins. This is used for homework on a weekly basis and communicating messages. Zoom was also loaded on to some ipads for use during lockdown.</p> <p>Use of devices to the best effect has been an on going focus this year.</p>

<ul style="list-style-type: none"> - Include evidence of IT integration into weekly planning that is relevant to skills being taught and meaningful to the learning in reading, writing and maths tumbles (all staff) - Continue to develop teacher knowledge of using seesaw effectively. (Nikki/Gaea) - Purchase upgraded version of seesaw. (Nikki/Gaea) - Explore ways to use google docs within a google account. (Nikki/Gaea) - Provide each class with a checklist of serial numbers for the devices they are responsible for. (Nikki/Gaea) - Continue with subscription for Hapara to use in year 6 classes. (Nikki) - Continue to use JamF to purchase apps and updating ipads. -Replace remaining Activeboards with TV screens when necessary (Nikki) 	<p>On going</p> <p>Term 1</p> <p>On going</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>On going</p>	<p>IT integration has been very evident across all year levels and curriculum areas.</p> <p>The upgraded version of seesaw has been purchased and is now in use.</p> <p>A checklist of serial numbers has been held by Nikki and Gaea.</p> <p>We have subscribed to hapara, the digital platform that our year 6 students use.</p> <p>All ipads were collected in over the holidays, JamF engaged to load specific apps on to these machines, then redistributed as equitably as possible. We removed two more malfunctioning active boards and replaced these with apple TVs.</p>
<p>1.9 Strategic Goal: Homework that is consistent and progressive across the levels.</p>		
<ul style="list-style-type: none"> - Ensure homework content reinforces recent teaching. (all staff) - Check across syndicates that the amount given is progressive. 	<p>On going</p>	
<p>1.10 Strategic Goal: New opportunities for learning are considered.</p>		

<ul style="list-style-type: none"> - Increase teaching of Chinese from three to five days a week after school in room 19. 	Mon- Fri	Chinese classes took place five days a week after school in our spare classroom.
<ul style="list-style-type: none"> - Continue with Spanish teaching on a Friday lunch time. 	Friday	A Spanish class took place each Friday lunch time.
<ul style="list-style-type: none"> - Continue with the lego club after school Friday. (Sarah) 	Friday	Lego club took place each Friday after school.
<ul style="list-style-type: none"> - Provide a weekly after school dance class. (Jane) 	Wed	A Pocket Rockets dance class took place each Wednesday after school.
		An after school Brain Play class that teaches robotics was planned but did not go ahead due to Covid.

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) <p>Reading</p> <ul style="list-style-type: none"> - 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. 	June November	<p>School wide testing for reading, writing and maths was completed and collated.</p> <p>A mid year report for reading, writing and maths is attached and an additional link indicates our performance when compared with other schools nationally.</p> <p>See attached. E-Asttle reports</p> <p>Assessment reporting in November did not take place due to Covid. Instead this is to take place in 2022.</p>
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- 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.

Writing

- 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.

Maths

- 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.		
- Use end of 2020 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 particularly for reading, writing and maths. (all staff)	On going	
2.3 Strategic Goal: ESOL students are reported on using the MOE ELLP template.		
- Monitor the number of students coming into the various groups provided and their progress. (Jill) - Align ESOL lessons with class programmes as much as possible by considering timetabling so that when children are withdrawn they are not missing out on other core learning. (Jill)	On going	English as a Second Language groups was taught all year by Mrs Jill McDonald. The timing of ESOL withdrawal groups was carefully considered in so far as possible.
2.4 Strategic Goal: Progress and achievements for target groups including special needs and special abilities is reported on (Variance report).		
- Identify strengths and areas for improvement using Special Needs and Gifted and Talented registers and by analysing the links between school wide 2020 achievement data and that of target groups to determine new groups for 2021. (Christine, Belinda, Sandi) - Establish base line data, targets and planned actions for groups needing additional support based on the following: <ul style="list-style-type: none"> Number of year 3 and 4 students who are achieving below expectation in writing and maths. (Belinda) 	Term 1 Term 1	Careful analysis of end of last year data and discussions with last year's teachers took place before selecting students for small group teaching. As a result of a review at the end of term 2 term some minor adjustments were made to groups. Several children were also added in. Small withdrawal groups for year 3 and 4 writing and maths were taken daily by Belinda Callinan, and in year 5 and 6 Christine Dean took small groups. Students in special groups were reassessed after mid-year testing and

<ul style="list-style-type: none"> ● Number of year 5 (10) and year 6 (12) students who are achieving below or well below expectation in writing. (Christine) ● Number of year 5 (10) and year 6 students (10) who are achieving below or well below expectation in maths. (Christine) ● Number of Year 6 students who are achieving below expectation for reading (8) and for writing (10). (Belinda) <p>See details for these target groups at the end of this document that are to inform Analysis of Variance reporting.</p> <p>- Design an ‘on top of’ writing programme for year 5 students below curriculum expectation each Thursday afternoon (Rebekah)</p> <p>- Provide additional writing mileage by having ‘free’ writing three days a week in years 4-6 from 1.30-1.50pm on days to be decided.</p> <p>-Review the year 5 planning and teaching for reading, writing and maths particularly to ensure meaningful instructional and independent programmes are being implemented (Rebekah).</p> <p>-Provide home readers every day for all year 5 students and ensure that students are accountable for this home reading.</p> <p>Provide all year 6’s who were below curriculum expectation at the end of 2020 with home readers daily. (18 students).</p> <p>- Provide additional spelling support for individual/groups of students at different levels by a specialist teacher. (Carolyn)</p> <p>- Provide additional programmes for year 1 and 2 students achieving below expectation, for example, Reading Recovery, ALL, SPELD,</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>some adjustments made.</p> <p>An ‘on top’ of writing group was taught by Mrs Rebekah Marander-Higgins on a weekly basis to provide additional writing mileage during terms 1 and 2.</p> <p>Extra writing sessions were provided in the middle and senior schools over and above daily instructional writing.</p> <p>Year 5 teachers planned together weekly under the direction of Mrs Marander-Higgins who also supported these teachers by modelling for them each Thursday.</p> <p>Carolyn’s special groups took place on a regular basis all year except for term 4.</p> <p>Four children were in the reading recovery programme at any one time.. Six year nets were on going.</p>
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<p>identified by six year nets and teacher observation. (Logan)</p> <ul style="list-style-type: none"> - Continue to provide PMP for at least two terms for year 1 students twice a week. (Irina) - Support individual students with other specific learning needs, for example, speech therapy, using in school expertise as well as outside professional help. - Provide extension opportunities for year 4, 5, and 6 maths groups. (Sandi) - Provide competition opportunities for selected students including:(Sandi) <ul style="list-style-type: none"> Supertmatik Mental Maths Kids' Lit Quiz Tournament of Minds Ethics Olympiad Rock our Future ICAS Write On Storyathon EPro8Challenge Future Problem Solving Mathex Maths Olympiad 	<p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p>	<p>PMP happened twice a week for two year 1 classes.</p> <p>We have received additional teacher aide funding for several students as a result of applications that have been submitted,</p> <p>A year 4, 5 and 6 maths extension programme took place that coincided with classroom maths.</p> <p>In addition Sandi Wooldridge took a number of other extension groups that mostly worked towards competitions of various kinds as indicated.</p> <p>These included the Kids Lit Quiz involving two teams of four year 6 students in each held at St. Cuthberts College.</p> <p>Also Ethics Olympiad, Australian and NZ competition that 30 students entered.</p> <p>A group of year 4, 5, and 6 students participated in the Supermatik Mental Maths International Competition. Many good results but one of our year 4 students excelled coming 15th out of 20, 440 students.</p> <p>A number of students achieved exceptionally good results in the CEM and ICAS tests.</p>
<p>2.5 Strategic Goal: Teacher and student assessment practices and recording of these across the curriculum are consistent.</p>		
<p>- Ensure regular assessment as set out in our School Scheme takes place and is recorded.</p>	<p>On going</p>	<p>Assessment sheets for 2021 were set up for each teacher.</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.

<p>- Consider a balance of strengths across the curriculum when appointing staff.</p>	<p>On going</p>	
<p>- Allocate teacher aide support in year 1-4 classes where most needed and in accordance with funding allowed.</p>	<p>Term 1</p>	<p>Teacher aides were placed in specific rooms across the middle and junior school with a greater concentration in the year 1 classes. This was much appreciated and is made a considerable difference.</p>
<p>- Review roles and responsibilities for curriculum with a focus on providing additional support for Sport, IT and Visual Art.</p>	<p>Term 1</p>	<p>New teacher Gaea Ladley has been appointed curriculum leader for IT and is also assisting with Visual Art.</p>
<p>- Continue to provide regular music release time for class teachers. (Clarinda)</p>	<p>On going</p>	<p>Jared Free and Melanie Sloan coached basketball teams, and Jessie Meiklejohn was in charge of netball and coached as well.</p>
<p>- Provide two days release for each class teacher to conduct mid-year and end of year testing. (Clarinda)</p>	<p>On going</p>	<p>Two days of teacher release was provided for each classroom teaching for mid-year testing.</p>
<p>- Consider career pathways for teacher aides. (Belinda)</p>	<p>On going</p>	<p>Most teacher aides have attended various courses relevant to their work that helped them develop professionally.</p>
<p>- Provide professional development opportunities identified as part of 2021 staff appraisal process.</p>	<p>On going</p>	
<p>-Consider timing and use of teacher only days.</p>	<p>On going</p>	<p>Teacher Only day took place on January, 28 March 7 April and Friday 4 June. The latter proved to be valuable as it coincided with mid year testing. Moderation of writing across the school took place as well as data entry into our SMS system.</p>
<p>- Appoint at least two new entrant teachers for mid-year class, and term 4 class. (Clarinda)</p>	<p>Term 1</p>	
<p>- EEO guidelines are to be adhered in accordance with EEO policy. (Clarinda)</p>	<p>On going</p>	<p>A fixed term teacher appointment was made to begin the new entrant at the beginning of term 3, and another for the term 4 class.</p>

3.2 A refined appraisal process that is closely aligned to effective teacher inquiry.

- Provide newly designed digital appraisal performance documents that are aligned to recently revised Teacher Council requirements i.e. Professional Growth Cycle. (Clarinda)

Term 1

Each teacher was provided with a Professional Growth document based on the Code of Conduct booklet provided by the Teachers' Council. A staff meeting explaining the new changes took place.

- Appraise all staff in accordance with the registered teacher criteria and with a continued focus on the Hauraki School learning models i.e. AFL, SOLO, and student inquiry. (appraisers)

On going

'Walk throughs' by senior staff was ongoing to ensure expectations were being followed by each classroom teacher.

- Encourage observation of each others' lessons. (all staff)

On going

- Select priority students (6-8) to be tracked, not already in specific groups, and identify learning needs and strategies to meet these needs and be able to explain the strategies that were employed. (all staff)

Term 1

Students to be tracked were identified in each class and their progress was to be tracked closely. Mid-year data was added to target children's profiles school wide.

3.3 Teacher development that strengthens the link between evidence and practice.

-To focus on the third teacher concept by enhancing student agency, for example, through the vehicles of Assessment for Learning, SOLO, Inquiry, Reggio approach and maths problem solving.

On going

The third teacher concept is an area of continuing development.

-Follow up on professional development provided by outside expertise.

On going

- Each syndicate takes a turn of presenting a display in the school library. (each syndicate)

On going

Library displays were on going.

3.4 A positive and motivating learning environment that maximises learning opportunities.

<p>- Continue to explore possibilities for the new classroom block with consideration to the Reggio philosophy.</p>	<p>On going</p>	<p>With all the new wooden furniture in place and the emphasis on the use of natural products has resulted in positive and motivating learning environments.</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 and wider community.

<p>- Update enrolment form to include questions around contribution to school life.</p>	<p>On going</p>	<p>The enrolment form w updated.</p>
<p>- Hold sharing assemblies periodically.</p>	<p>On going</p>	<p>A sharing assembly was held 13 April and was well attended by parents.</p>
<p>- Hold new parent morning teas periodically.</p>	<p>On going</p>	<p>A successful Open day that was well attended was held on Friday 11 June.</p>
<p>-Consider extending the use of the school app.</p>	<p>Term 1</p>	
<p>- Promote new immigrant family involvement.</p>	<p>On going</p>	
<p>-Hold parent evenings for reporting as appropriate.</p>	<p>Term 1 and 2</p>	<p>Meet the Teacher evening was held on the evening of 4 February. Parent interviews were held on the afternoon and evening of 10 March.</p>
<p>- Have an official opening of the new block</p>	<p>Term 3</p>	<p>All students were provided with a mid-year report on reading, writing and maths. This was followed up with parent-teacher interviews in the last week of term 2.</p>
<p>-Carry out a community survey in preparation for a new strategic plan.</p>	<p>Term 3</p>	
<p>- Support charities.</p>		<p>Give a Blanket charity was very well supported as indicated in the local Flagstaff.</p>

4.2 Encouragement of a healthy environment is evident.

<ul style="list-style-type: none"> -- Reinforce healthy lunch box message. - Instil a greater awareness of the importance of recycling by reviewing use of bins at the school - Trial engaging in <i>Eat My Lunch</i> programme. 	<p>Term 1/2 On going Term 3</p>	<p>This is to be considered in 2022.</p> <p>This did not go ahead.</p>
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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. - Continue to provide rewards for regular walking school bus participants and celebrating at school assemblies. - - Continue to celebrate successes in newsletters and assemblies. 	<p>On going</p> <p>On going</p> <p>Ongoing</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p>	<p>Covid impacted.</p> <p>No competitions were held but the children were encouraged to join the 'bus' by offering various incentives.</p> <p>Rewards were given at assembly for students who have completed 50, 100 200 300, 400 and beyond walks this year.</p> <p>More travelwise rewards were presented at the beginning of term 3.</p> <p>Factathon prizes were given out at a recent assembly.</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"> -Continue to develop the online system for all monies owed. 	<p>Term 1</p>	
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5.2 Upgraded classrooms		
<ul style="list-style-type: none"> - Replace carpet in room 17. (5YA) -Devise new 10 year property plan -Upgrade rooms 18 and 19 as part of 5YA plan 	<ul style="list-style-type: none"> Term 3 Term 2 Terms 3/4 	<p>A draft ten year property plan was created using recently carried out MOE reports (lighting, drainage, roofing, plumbing) and including incomplete projects specified in the last 5YA plan. This was signed off by the Ministry in October. This has been moved to 2022.</p>
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.		
<p>Finish off the new junior block, in particular</p> <ul style="list-style-type: none"> -Continue to build up furniture in new junior block. -Install lundia shelving upstairs -Create two green walls -Build outdoor storage boxes. -Relocate and update junior playground to include new equipment and astroturf. - Create a wet pour play area -Install shade sails -Build a sandpit -Build a whare -Carry out landscaping 	<ul style="list-style-type: none"> Terms 1-3 	<p>Five new round tables and 20 chairs was purchased for room 1 which was the next new entrant class to start.</p> <p>Lundia shelving for the upstairs storage area in the new block was installed.</p> <p>Outside storage boxes have been built and are located under the junior block steps.</p> <p>SIP funding for the Creo projects in front of the junior block is expected to be completed by the end of 2021. Moving of the junior playground took place in September during lockdown.</p>
5.5 Extended use of school field to accommodate increased student numbers.		
<ul style="list-style-type: none"> - Carry out drainage of school field. (Board) -Create multipurpose astro turf court on edge of the field. (SIP) 	<ul style="list-style-type: none"> Term 3 Term 2 	<p>This has been postponed till 2022.</p> <p>Funding for the astro turf field court has now been received. The court is now complete and proving to be a very worthwhile addition.</p>
5.4, 5.6 Acquisition of additional land to accommodate increasing roll growth demands.		

- Continue discussions with Ministry and Ngati Whatua regarding acquisition of additional land to provide a second entrance and exit that would enhance safety to the school, and for likely future building	On going	This was raised but the Ministry advised that this is not an appropriate time for pursuing.
5.7 Upgraded and extension of playgrounds.		
- Provide some painted games and number resources on asphalt.	Term 2/3	This is to be moved to 2022.
5.8 Upgraded pool to meet needs of all students and community demand.		
-Continue to fund raise for a new/upgraded pool. -Consider the timing of the first stage of the new pool development. -Explore solar heating for the pool.	On going	Ongoing discussions with the MOE have been happening with the aim of getting a letter from them that will support the building consent process and applications to charities for funding. This is work in progress. Waterproof jackets have been made to compliment the school uniform organised by the PTA. Profit is to go towards the pool project. Beanies have now been added to the collection.
5.9 On going commitment to ensuring high standards of safety, functionality, and presentation.		
- Upgrade drinking fountains in senior block.	Term 1	This has been postponed.
-Replace existing shade sails in front of the senior block.	Term 1	Two new replacement shade sails were installed in the senior area.
-Build vegetable gardens at the rear of the middle school.(Grant received)	Term 1	This has been postponed.
-Have senior roof cleaned.	Term 1	The senior school roof was cleaned over the holidays and the outcome was very successful.
	Term 1	

<ul style="list-style-type: none"> - Replace soccer nets. -Install rugby posts. - Widen footpath at school entry. - Consider screen for foyer. -Paint boundary fence up driveway. -Increase number of native trees on the fringes of the field 	<p>Term 1</p> <p>Terms 2/3</p> <p>On going</p> <p>Term 3</p> <p>Term 2</p>	<p>Rugby posts arrived in late November and are ready for installation.</p> <p>For consideration in 2022.</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) 	<p>On going</p>	<p>This was reiterated at teacher only day at the beginning of the year.</p>