

# HAURAKI SCHOOL



## CHARTER 2021

Signed

**James Greenway**  
**Chairperson Board of Trustees**

22 Feb. 2021

**Date**

**Clarinda Franklin**  
**Principal**

22/2/21

**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 DIMENSION

### 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 EXPECTATIONS

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

**2020 – 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 NEG's and plans for other key areas of the school.

## HAURAKI SCHOOL STRATEGIC PLAN 2020 – 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 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
- Conduct curriculum reviews for each of: <ul style="list-style-type: none"><li>o Handwriting (Clarinda)</li><li>o Maori (Seann/Lesley)</li><li>o Visual Art (Sharon/Gaea)</li><li>o Drama (Emily)</li></ul>	Term 1 Term 2 Term 3 Term 4	
- Follow up on recommendations made in curriculum reviews (curriculum leaders)	On going	
- Complete class descriptions and store in Class Organisation section in digital term planning folder (all staff)	Term 1	
- Set up digital folders schoolwide for 2021 that ensures consistency with planning, assessment and general organisation (Nikki)	Term 1	
- Implement selected Murray Gadd writing strategies into the Scheme.	On going	
-Increase focus on the learning of basic facts early in the year for middle and senior school.	On going	
- Implement financial literacy as part of the maths programme.	Term 1	
- Review the process of goal setting for students with staff (all staff).	On going	
	On going	

<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>	On going	
<p><b>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.</b></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"> <li>• Self and peer assessment</li> <li>• Plenaries</li> <li>• Feed back and feed forward</li> <li>• Metacognition</li> </ul>	On going	
<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>	On going	
<p>-Focus on following the inquiry cycle and explicit teaching of inquiry skills to students</p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Researching</li> <li>• Analysing and selecting information</li> <li>• Organising ideas</li> <li>• Reflecting/taking action</li> </ul>	On going	
<p>-Continue to seek opportunities for students to be actively involved in assessment as much as possible to promote a</p>	On going	

<p>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"> <li>• 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>• having enlarged exemplars displayed for reading, writing and maths that identify features needed to be successful (all staff)</li> </ul>	<p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p>	
<b>1.4 Strategic Goal: Updated School Scheme to ensure it reflects current practices.</b>		
- Make any changes to the updated School Scheme as required e.g Murray Gadd suggestions.	On going	
<b>1.5 Strategic Goal: Sustained and strengthened provision for teaching of te reo and tikanga.</b>		
- Continue to provide for the teaching of te reo in the middle school. (Lesley)	On going	
-Use internal expertise for the teaching of te reo in year 5 and the junior school (Tess, Seann)	On going	
	On going	

<ul style="list-style-type: none"> <li>-Continue to provide a junior and senior kapa haka. (Tess, Matua Gary)</li> <li>- Participate in the Onepoto kapa haka festival (Seann)</li> <li>- Continue to explore ways to celebrate matariki as part of our programme. (all staff)</li> </ul>	<p>Term 4</p> <p>Term 2</p>	
<b>1.6 Strategic Goal: The provision of a range of cultural and sporting opportunities is an on going priority.</b>		
<ul style="list-style-type: none"> <li>- Provide opportunity for all year 6's to attend camp. (Chris)</li> <li>- Establish Middle, Senior Choir, and Boys' Choir (Wendy, Tony, Rebekah)</li> <li>- Establish orchestral groups. (Tony)</li> <li>- Establish a rock band. (Tony)</li> <li>-Establish dance groups (Chelsea)</li> <li>-Establish drama groups</li> <li>- Perform an arts festival.</li> <li>- Select cricket team for inter-school matches. (Clarinda)</li> <li>- Select netball teams years 2-6. (Jessie)</li> <li>- Select hockey teams years 3-6. (Chris)</li> <li>- Select basketball teams years 3-6. (Melanie)</li> <li>- Select rugby teams. (Chris)</li> <li>- Select soccer teams. (Chris, Jared)</li> </ul>	<p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 3</p> <p>Term 1</p> <p>Term 1</p> <p>Term 2</p> <p>Term 1/3</p> <p>Terms 2-4</p> <p>Terms 2-4</p>	

-Introduce a school flippaball team.	Term 1	
- Hold annual sports events for each of swimming, cross country, athletics. (all staff)	Terms 1, 2, 4	
<b>1.7 Strategic Goal: A values philosophy that is extended to embrace emotional well being and personal life skills for all students.</b>		
- Focus on the values of hauora, accountability, kindness, and integrity by introducing at assemblies and explicitly teaching in classrooms. (Clarinda and staff))	On going	
- Build resilience and emotional well being in students as part of values focus. (Clarinda and staff)	On going	
<b>1.8 Strategic Goal: Further development of IT integration across the school that supports teaching and learning opportunities.</b>		
- 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).	On going	
- Year 5 to show evidence of use of new class Chromebooks integrated into classroom programme	Ongoing	
- 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 tumblers (all staff)	On going	
- Continue to develop teacher knowledge of using seesaw effectively. (Nikki)	On going	
- Purchase upgraded version of seesaw. (Nikki - completed)	Term 1	

- Explore ways to use google docs within a google account. (Nikki)	On going	
- Provide each class with a checklist of serial numbers for the devices they are responsible for. (Nikki)	Term 1	
- Continue with subscription for Hapara to use in year 6 classes. (Nikki)	Term 1	
- Continue to use JamF to purchase apps and updating ipads.	Term 1	
-Replace remaining Activeboards with TV screens when necessary (Nikki)	On going	
<b>1.9 Strategic Goal: Homework that is consistent and progressive across the levels.</b>		
- Ensure homework content reinforces recent teaching. (all staff)	On going	
- Check across syndicates that the amount given is progressive.		
<b>1.10 Strategic Goal: New opportunities for learning are considered.</b>		
- Increase teaching of Chinese from three to five days a week after school in room 19.	Mon- Fri	
- Continue with Spanish teaching on a Friday lunch time.	Friday	
- Continue with the lego club after school Friday. (Sarah)	Friday	
- Provide a weekly after school dance class. (Jane)	Wed	



**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.**

- Base the collection, collation and analysis of reading, writing and maths data on the following: (all staff)

**Reading**

- 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.

**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**

June and  
November

<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul>		
<b>2.2 Strategic Goal: Maori and Pasifika students who are engaged in their learning and achieving educational success as Maori and Pasifika respectively.</b>		
<ul style="list-style-type: none"> <li>- 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)</li> </ul>	On going	
<b>2.3 Strategic Goal: ESOL students are reported on using the MOE ELLP template.</b>		
<ul style="list-style-type: none"> <li>- Monitor the number of students coming into the various groups provided and their progress. (Jill)</li> <li>- 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)</li> </ul>	On going	

## 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)	Term 1	
- Establish base line data, targets and planned actions for groups needing additional support based on the following:	Term 1	
<ul style="list-style-type: none"> <li>Number of year 3 and 4 students who are achieving below expectation in writing and maths. (Belinda)</li> <li>Number of year 5 (10) and year 6 (12) students who are achieving below or well below expectation in writing. (Christine)</li> <li>Number of year 5 (10) and year 6 students (10) who are achieving below or well below expectation in maths. (Christine)</li> <li>Number of Year 6 students who are achieving below expectation for reading (8) and for writing (10). (Belinda)</li> </ul>	On going	
See details for these target groups at the end of this document that are to inform Analysis of Variance reporting.	On going	
- Design an 'on top of' writing programme for year 5 students below curriculum expectation each Thursday afternoon (Rebekah)	On going	
- 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.	On going	
-Review the year 5 planning and teaching for reading, writing and maths particularly to ensure meaningful instructional and independent programmes are being implemented (Rebekah).	On going	
-Provide home readers every day for all year 5 students and ensure that students are accountable for this home reading.	On going	

Provide all year 6's who were below curriculum expectation at the end of 2020 with home readers daily. (18 students).	On going	
- Provide additional spelling support for individual/groups of students at different levels by a specialist teacher. (Carolyn)	On going	
- Provide additional programmes for year 1 and 2 students achieving below expectation, for example, Reading Recovery, ALL, SPELD, identified by six year nets and teacher observation. (Logan)	On going	
- Continue to provide PMP for at least two terms for year 1 students twice a week. (Irina)	On going	
- Support individual students with other specific learning needs, for example, speech therapy, using in school expertise as well as outside professional help.	On going	
- Provide extension opportunities for year 4, 5, and 6 maths groups,.(Sandi)	On going	
- Provide competition opportunities for selected students including:(Sandi) Supertmatik Mental Maths Kids' Lit Quiz Tournament of Minds Ethics Olympiad Rock our Future ICAS Write On Storyathon EPro8Challenge Future Problem Solving Mathex	On going	

Maths Olympiad		
<b>2.5 Strategic Goal: Teacher and student assessment practices and recording of these across the curriculum are consistent.</b>		
- Ensure regular assessment as set out in our School Scheme takes place and is recorded.	On going	

<b>Strategic Aim 3:</b>		
<b>Personnel: All staff support students to maximise their potential in a positive, motivating and challenging learning environment.</b>		
<b>3.1 Strategic Goal: Well supported and valued teaching staff.</b>		
- Consider a balance of strengths across the curriculum when appointing staff.	On going	
- Allocate teacher aide support in year 1-4 classes where most needed and in accordance with funding allowed.	Term 1	
- Review roles and responsibilities for curriculum with a focus on providing additional support for Sport, IT and Visual Art.	Term 1	
- Continue to provide regular music release time for class teachers. (Clarinda)	On going	
- Provide two days release for each class teacher to conduct mid-year and end of year testing. (Clarinda)	On going	
- Consider career pathways for teacher aides. (Belinda)	On going	
- Provide professional development opportunities identified as part of 2021 staff appraisal process.	On going	
-Consider timing and use of teacher only days.	On going	
	Term 1	

<ul style="list-style-type: none"> <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>	On going	
<b>3.2 A refined appraisal process that is closely aligned to effective teacher inquiry.</b>		
<ul style="list-style-type: none"> <li>- Provide newly designed digital appraisal performance documents that are aligned to recently revised Teacher Council requirements i.e. Professional Growth Cycle. (Clarinda)</li> <li>- 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)</li> <li>- Encourage observation of each others' lessons. (all staff)</li> <li>- 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)</li> </ul>	<p>Term 1</p> <p>On going</p> <p>On going</p> <p>Term 1</p>	
<b>3.3 Teacher development that strengthens the link between evidence and practice.</b>		
<ul style="list-style-type: none"> <li>-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.</li> <li>-Follow up on professional development provided by outside expertise.</li> <li>- Each syndicate takes a turn of presenting a display in the school library. (each syndicate)</li> </ul>	<p>On going</p> <p>On going</p> <p>On going</p>	

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

- Continue to explore possibilities for the new classroom block with consideration to the Reggio philosophy.

On going

#### *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.

- Update enrolment form to include questions around contribution to school life.

On going

- Hold sharing assemblies periodically.

On going

- Hold new parent morning teas periodically.

On going

-Consider extending the use of the school app.

Term 1

- Promote new immigrant family involvement.

On going

-Hold parent evenings for reporting as appropriate.

Term 1  
and 2

- Have an official opening of the new block

Term 3

-Carry out a community survey in preparation for a new strategic plan.

Term 3

### 4.2 Encouragement of a healthy environment is evident.

-- Reinforce healthy lunch box message.

Term 1/2

-. Instil a greater awareness of the importance of recycling by reviewing use of bins at the school

On going

- Trial engaging in *Eat My Lunch* programme.

Term 3

### 4.3 Commitment to travelwise, safety and active modes of transport.

- Maintain Travelwise gold status.	On going	
- Use house leaders to influence their peers as safe and active road users.	On going	
- Hold a competition at least termly to encourage using active modes for getting to and from school.	Ongoing	
- Invite Auckland Transport to bring along mascot to promote Travelwise awareness	On going	
- Promote the walking school bus regularly.		
- Continue to provide rewards for regular walking school bus participants and celebrating at school assemblies.	On going	
.	On going	
- Continue to celebrate successes in newsletters and assemblies.	On going	

### *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.

-Continue to develop the online system for all monies owed.	Term 1	
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#### 5.2 Upgraded classrooms

- Replace carpet in room 17. (5YA)	Term 3	
-Devise new 10 year property plan	Term 2	



-Upgrade rooms 18 and 19 as part of 5YA plan	Terms 3/4	
<b>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.</b>		
Finish off the new junior block, in particular -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 -Buid a whare -Carry out landscaping	Terms 1-3	
<b>5.5 Extended use of school field to accommodate increased student numbers.</b>		
- Carry out drainage of school field. (Board)	Term 3	
-Create multipurpose astro turf court on edge of the field. (SIP)	Term 2	
<b>5.4, 5.6 Acquisition of additional land to accommodate increasing roll growth demands.</b>		
- 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	
<b>5.7 Upgraded and extension of playgrounds.</b>		
- Provide some painted games and number resources on asphalt.	Term 2	
<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.</li> <li>-Consider the timing of the first stage of the new pool development.</li> <li>-Explore solar heating for the pool.</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>- Upgrade drinking fountains in senior block.</li> <li>-Replace existing shade sails in front of the senior block.</li> <li>-Build vegetable gardens at the rear of the middle school.(Grant received)</li> <li>-Have senior roof cleaned.</li> <li>- Replace soccer nets.</li> <li>-Install rugby posts.</li> <li>- Widen footpath at school entry.</li> <li>- Consider screen for foyer.</li> <li>-Paint boundary fence up driveway.</li> <li>-Increase number of native trees on the fringes of the field.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> <li>Term 1</li> <li>Term 1</li> <li>Term 1</li> <li>Term 1</li> <li>Term 1</li> <li>Terms 2/3</li> <li>On going</li> <li>Term 3</li> <li>Term 2</li> </ul>	
<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>	On going	

## HAURAKI SCHOOL

### PART 2 -ACTION PLAN FOR TARGET GROUPS 2021

**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 2019 analysed literacy and numeracy data.

## SPECIAL NEEDS

Target Group 1	Year 3/4 Writing Group (11 students)	Led By	Time Frame	Budget
Base Data	Of the eight year 3 students, three were at 1P and five were at 1A, The three year 4 students were all at 1A.	Belinda	Terms 1 - 4	1.0 Teacher
Target Set	Overall aim is to accelerate these students so that they move at least one sub-level by the end of the year.			
Assessment Tool	E-asttle writing, Schonell Spelling, overall teacher judgement.			
Action	These children are to be withdrawn from their class five 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)			
Base Data	At the beginning of the year <b>one</b> student was at 1P, <b>five</b> were at 2B, and <b>two</b> others were at 2P, therefore all functioning below expectation.	Christine	Terms 1 - 4	.56 Teacher

<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 (12 students)</b>			
<b>Base Data</b>	At the beginning of the year <b>two</b> students were well below expectation at 2B, and the other <b>ten</b> 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 or within one sub-level of this 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 6 Writing Group (10 students)</b>			
<b>Base Data</b>	At the beginning of the year <b>three</b> students were below expectation at 2P, and the other <b>eight</b> students were at 2A.	Belinda	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 or within one sub-level of this 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 five days a week during writing time to work with an experienced teacher according to individually identified needs. Ongoing monitoring is to take place.			
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<b>Target Group 5</b>	<b>Year 6 Reading Group (8 students)</b>			
<b>Base Data</b>	At the beginning of the year five students were reading at 9-10years, and four were reading at 9.5-10.5.	Belinda	Terms 1 - 4	
<b>Target Set</b>	Overall aim is to accelerate these students so that the 9-10 students are at least reading 10-11, and the 9.5-10.5 are at least reading 10.5-11.5 so they all meet the curriculum expectation.			
<b>Assessment Tool</b>	asTTle, PAT, overall teacher judgement.			
<b>Action</b>	These children are to be withdrawn from their class four days a week during reading time to work with a specialist teacher who is to provide reading mileage and in depth instructional teaching according to individually identified needs. Ongoing monitoring is to take place.			

<b>Target Group 6</b>	<b>Year 3/4 Maths Group (11 students)</b>			
<b>Base Data</b>	At the beginning of the year, <b>five</b> year 3's had an OTJ of 1P and of the five year 4's <b>three</b> were at 1A and two were at 2B.	Belinda	Terms 1 - 4	
<b>Target Set</b>	Overall aim is to accelerate these students so that they all meet the curriculum expectation of 2B and 2P or better respectively.			
<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.			

Target Group 7	Year 5 Maths Group (10 students)			
Base Data	At the beginning of the year <b>five</b> students were below curriculum expectation at 2B, and <b>five</b> others were 2P.	Christine	Terms 1 - 4	
Target Set	Overall aim is to accelerate these students so that they are all achieving at least two sub-levels above their current level which is curriculum expectation.			
Assessment Tool	asTTle, Gloss, Ikan and PAT, overall teacher judgement.			
Action	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.			
Target Group 8	Year 6 Maths Group (10 students)			
Base Data	At the beginning of the year <b>one</b> student was well below expectation at 2B and <b>nine</b> were at 2P.	Christine	Terms 1 - 4	
Target Set	Overall aim is to accelerate these students to be meeting expectation by the end of the year i.e. 3P or late stage 6.			
Assessment Tool	asTTle, Gloss, Ikan and PAT, overall teacher judgement.			
Action	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 9	ESOL Students Listening, Speaking, Reading and Writing Total 35 students	Led By	Time Frame	Budget
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<b>Base Data</b>	<p>Listening: <b>15</b> students at foundation stage, <b>12</b> students at stage 1, and <b>8</b> students are at stage 2.</p> <p>Speaking: <b>Seventeen</b> students are at foundation stage, <b>11</b> at stage 1, <b>6</b> are at stage 2 and <b>one</b> is at stage 3.</p> <p>Reading: <b>13</b> students are at foundation stage, 14 students are at stage 1, <b>7</b> students are at stage 2 and <b>1</b> student is at stage 3.</p> <p>Writing: <b>23</b> students are at foundation stage, <b>8</b> students are at stage one and <b>4</b> are at stage 2.</p>	Jill	Terms 1 - 4	0.56 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			