

# HAURAKI SCHOOL



## CHARTER 2022

|                     |                                      |             |       |                          |             |
|---------------------|--------------------------------------|-------------|-------|--------------------------|-------------|
| <b>Signed</b> _____ | <i>J.Greenway.</i>                   | Feb 2022    | _____ | C. Franklin.             | Feb 2022    |
|                     | <b>James Greenway</b>                | <b>Date</b> |       | <b>Clarinda Franklin</b> | <b>Date</b> |
|                     | <b>Chairperson Board of Trustees</b> |             |       | <b>Principal</b>         |             |

# 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 give 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**

**2022 – 2025**

The following strategic section sets out a broad outline of education priorities at Hauraki School for 2022– 2025 with a focus on student progress and achievement. It reflects government priorities as set out in the NEGs and plans for other key areas of the school.

# HAURAKI SCHOOL STRATEGIC PLAN 2022 – 2025

## Strategic Aim 1

**Teaching and Learning: The National Curriculum is delivered effectively so that all students/akonga are able to access this with engagement and challenge to the best of their ability.**

### *Strategic Goals:*

**Implementation of the history curriculum by providing learning experiences that embrace and inter-weave the 3 key elements: understanding, know and do.**

**Continued development of future focused inquiry learning**

### *Using Actions*

**Provide background and guidance to staff for the history curriculum  
Develop teacher knowledge  
Include guidance for implementation into our School Scheme**

**Consider local curriculum and use of local expertise  
Draw on students different languages, cultures and values as resources for the learning of everyone and to celebrate identity  
Consider environmental impact in as many inquiries as possible  
Ensure adequate coverage of the teaching of inquiry skills  
Consider balance of teaching strategies to accommodate different learning styles (neurodiverse learners)  
Consider increased focus on science with more**

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| <p><b>Ongoing monitoring of literacy and numeracy programmes to ensure quality delivery</b></p>  | <p><b>experiments</b><br/> <b>Opportunity for students to pursue own passions using the inquiry process</b><br/> <b>Continue with student inquiry staff development</b></p>   |
| <p><b>Continued focus on furthering student agency and assessment capability</b></p>   | <p><b>Progress a structured literacy approach school wide</b><br/> <b>Review problem solving approach in maths</b><br/> <b>Provide targeted teacher professional development</b></p> <p><b>Encourage thinking critically by reviewing how we use thinking tools and graphic organisers, questioning strategies into our programmes</b><br/> <b>Use student voice effectively</b><br/> <b>Revisit assessment for learning strategies</b><br/> <b>Revisit SOLO taxonomy</b><br/> <b>Ensure the ‘third teacher’ is visible in all classrooms to enhance student agency</b></p> |
| <p><b>Digital technology that supports quality teaching and learning</b></p>   | <p><b>Encourage a more interactive approach using seesaw/zoom</b><br/> <b>Provide a TV/projector in staffroom</b><br/> <b>Improve technology in classrooms</b><br/> <b>Provide robotic/coding opportunities for students/ akonga</b><br/> <b>Provide staff development for digital technology</b></p>   |
| <p><b>Continued curriculum reviews as set out in the School Scheme across all areas for the purpose of enhancing teaching and learning</b></p> | <p><b>Health/P.E Curriculum, Reading, Writing, Handwriting, Spelling, Maths, Maori, Inquiry (Science, Social Science, Technology) , P.E./Health, Music, Dance, Drama</b><br/> <b>Consider puberty education</b></p>   |

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| <p><b>Enhanced library environment</b></p> <p><b>Assurance that current assessment practices inform teaching and learning and demonstrate progression of learning</b></p> <p><b>Increased opportunities for learning are considered.</b></p> <p><b>Continued development of sporting opportunities</b></p> | <p><b>Provide class sets of balls or P.E. lessons</b><br/> <b>Develop students' understanding of the need for healthy eating</b></p> <p><b>Review library systems currently in place</b><br/> <b>Celebrate events with displays</b><br/> <b>Develop a teacher reference section</b><br/> <b>Develop a magazine section for akonga</b><br/> <b>Promote new books</b><br/> <b>Support students with inquiry learning</b></p> <p><b>Review current online assessment tools and practices used</b><br/> <b>Streamline data entry as far as possible</b></p> <p><b>Provide after school programmes as practical</b></p> <p><b>Include flippaball</b><br/> <b>Provide a balance of competitive and non-competitive events</b></p> |
| <p><b>Strategic Aim 2</b><br/> <b>Te Tiriti o Waitangi/Treaty of Waitangi: The principles of partnership, participation and protection provide a foundation for school decision making by affirming New Zealand's unique identity.</b></p>   |   |
| <p><b>Assurance of culturally responsive practices</b></p> <p><b>Ensure that our local curriculum reflects local tikanga Maori,</b></p>  | <p><b>Include a section in our School Scheme that details strategies used to promote culturally responsive practices</b></p> <p><b>Establish productive partnerships so whanau, hapu,</b></p>   |

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| <p><b>maatauranga Maori, and te ao Maori</b></p> <p><b>Enhance te reo and tikanga instruction</b></p> <p><b>Achieve equitable outcomes for Maori and Pasifika students</b></p> <p><b>Signage that reflects bi-culturalism</b></p>  | <p><b>iwi and Maori are participating and making decisions about the education of Maori learners.</b></p> <p><b>Provide PD for developing cultural capability</b><br/> <b>Continue to develop te reo Maori instruction in classrooms</b><br/> <b>Engage with Te Puna Tuatahi model for teaching of te reo in the senior school</b><br/> <b>Continue to report separately on Maori/Pasifika students achievement</b></p> <p><b>Classroom numbers, classroom blocks, welcome sign</b></p>   |
| <p><b>Strategic Aim 3</b><br/> <b>School Culture: A values based place of learning that is safe, caring, inclusive and where there are strong connections and partnerships with learners/akonga and families/whanau.</b></p>   |   |
| <p><b>Consideration of strategies for promoting mental health, well being and resilience</b></p> <p><b>Provision of a safe and inclusive learning environment that is free from racism, discrimination and bullying</b></p> <p><b>Enhanced communication to ensure a well informed community</b></p> | <p><b>Education of learners/akonga on mindfulness and resilience, e-safety training for students and parents</b></p> <p><b>Educate learners/akonga on bullying</b><br/> <b>Provide more visible access to bullying policy</b><br/> <b>Use junior/senior buddy system purposefully on occasions</b><br/> <b>Hold multicultural events</b></p> <p><b>Streamline communications to the school community</b><br/> <b>Improve communication and clarity around school events and requirements for parents/caregivers/whanau help and participation</b></p> |

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| <p><b>Provision of a learning environment which reduces barriers to education for all learners/akonga</b></p> <p><b>Improved quality of the school uniform</b></p> | <p><b>Email activity forms to parents</b><br/> <b>Inform parents on health topics being covered</b><br/> <b>Increase communication from board of trustees</b><br/> <b>Update school website including greater visibility of policies</b><br/> <b>Update prospectus</b></p> <p><b>Consider smaller class sizes and/or increasing teacher aides in so far as possible</b><br/> <b>Continue to provide additional learning support students with additional learning needs</b><br/> <b>Provide different learning opportunities for neurodiverse learners? See Strategic Aim 1.</b></p> <p><b>Improve durability of shirt fabric</b><br/> <b>Improve quality of socks</b><br/> <b>Consider a sports t-shirt for lunch times and sports events</b></p> |
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**Strategic Aim 4**  
**Environment: A focus that promotes school wide environmental awareness and sustainability.**

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| <p><b>Encourage people/students to work collaboratively in our environment, reflecting our bicultural heritage and the diversity of our community.</b></p> <p><b>Develop &amp; foster programmes that focus on learning about the interaction between people and the environment and developing attitudes and behaviours for a more sustainable future.</b></p> | <p><b>Increase number of native trees and name plaques</b><br/> <b>Continue to participate in active sharing and collaboration with others to celebrate learning actions and success</b></p> <p><b>Continue to develop values and attitudes of concern for the environment, while experiencing outdoor learning in the environment</b><br/> <b>Re-create gardens for garden to table inquiry</b></p> |
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| <p><b>Drive sustainable practices and ensure they are part of school culture instigated by students and staff to make a more resilient community for the future</b></p> <p><b>Create a place where students and their community work together willingly to reduce their impact on the planet for future generations to enjoy the diverse and beautiful world we live in</b></p> | <p><b>Continue promotion of Travelwise</b><br/> <b>Review cycle/scooter policy</b><br/> <b>Install water tanks for watering</b><br/> <b>Pursue solar heating for pool</b></p> <p><b>Develop an improved rubbish management system including naming recycling bins</b><br/> <b>Have appropriate bins in all classrooms</b><br/> <b>Consider energy efficient heating/cooling pumps in some classrooms</b></p>   |
| <p><b>Strategic Aim 5</b><br/> <b>Property: Provision of a physically purposeful and attractive environment that contributes to enhanced student achievement.</b></p>   |  |
| <p><b>Achieve new pool</b></p> <p><b>Explore possibility of additional land/more parking</b></p> <p><b>Maintain painting schedule</b></p> <p><b>Create more covered space</b></p> <p><b>Maintain safe and purposeful playground equipment</b></p> <p><b>Upgrade selected classrooms</b></p>   | <p><b>Support pool committee with seeking Ministry approval, applying for additional funding, repricing building of pool</b></p> <p><b>Explore idea for drop off zone idea</b></p> <p><b>Paint whole school exterior (except new block)</b></p> <p><b>Consider options for increasing covered space bigger hall/auditorium/gym</b></p> <p><b>Upgrade of middle and senior playgrounds</b></p> <p><b>Focus on rooms 18, 19, 20, 21.</b><br/> <b>Consider a teacher toilet in middle school vicinity</b><br/> <b>Recarpet selected rooms</b><br/> <b>Provide heat pumps for heating and cooling (Strat</b></p> |

**Enhance school grounds/ gardens/buildings**

**Upgrade alarm system**

**Aim 4)  
Replace toilet seats and door locks as required**

**Replant selected gardens  
Create a friendship seat  
Upgrade drinking fountains for senior school  
Repaint court markings  
Widen concrete path to front gate  
Display vision mosaics currently in storage  
Paint boundary fence  
Create green walls  
Drain field  
Purchase a new ride on mower  
Provide shade for junior area**

**Ensure alarm system is connected to whole school  
for fire, bell and intercom system**

# HAURAKI SCHOOL

## ANNUAL PLAN AND REPORT 2022

Part 1 – Strategic and Non-Strategic

Part 2 – Target Groups

The following annual section is aligned to the Strategic Plan. It provides direction for 2022 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:**

**Teaching and Learning: The National Curriculum is delivered effectively so that all students /akonga are able to access this with engagement and challenge to the best of their ability.**

1.1. Strategic Goal: Implementation of the history curriculum by providing learning experiences that embrace and inter-weave the 3 key elements: understanding, know and do.

| Actions   | When | Who | Annual Report |
|---|------|-----|---------------|
| Engage with Te Tuatahi Trust and mana whenua to develop our local histories curriculum<br><br>Develop a history teaching framework for our School Scheme that provides guidance for staff |      |     |               |

1.2 Strategic Goal: Continued development of future focused inquiry learning

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| Celebrate identity by ensuring that students are able to understand and articulate their own cultures and backgrounds<br><br>Ensure adequate coverage of the teaching of inquiry skills<br><br>Provide opportunity for students to pursue their own passions using the inquiry process |  |  |  |
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1.3 Strategic Goal: On going monitoring of literacy and numeracy programmes to ensure quality delivery

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| Provide a structured literacy school wide approach - staff development major focus<br><br>Ensure maths problem solving approach is balanced with the explicit teaching of selected strategies |  |  |  |
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| Set high expectations for the learning of basic facts across the school                               |  |  |  |
| 1.4 Continued focus on furthering student agency and assessment capability                            |  |  |  |
| Revisit Assessment for Learning strategies with teachers and students - staff development minor focus |  |  |  |
| Revisit SOLO Taxonomy - staff development minor focus   |  |  |  |
| Ensure the 'third teacher' is visible in all classrooms to enhance student agency                     |  |  |  |
| 1.5 Strategic Goal: Digital technology that supports quality teaching and learning                    |  |  |  |
| Consider a more interactive approach using seesaw/zoom  |  |  |  |
| Provide a TV projector for the staffroom  |  |  |  |
| Continue to improve technology in classrooms  |  |  |  |
| Provide robotic/coding opportunities for students using outside expertise - 'Brian Play'              |  |  |  |
| 1.6 Continue curriculum reviews as set out in the School Scheme                                       |  |  |  |
| Health/P.E.<br>Maori<br>Visual Art<br>Drama   |  |  |  |
| 1.7 Enhanced library environment  |  |  |  |
| Celebrate events with displays  |  |  |  |

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| Develop a magazine section for akonga   |  |  |  |
| Promote new books actively  |  |  |  |
| 1.8 Assurance that current assessment practices including reporting inform teaching and learning, demonstrate progression of learning, and comply with MOE requirements.  |  |  |  |
| Streamline data entry as far as possible<br>Collate and analyse school wide literacy and numeracy data for a mid and end of year achievement report based on national curriculum expectations outlined in our School Scheme |  |  |  |
| Provide an Analysis of Variance Report on specialist groups   |  |  |  |
| 1.9 Extra curricular opportunities are provided   |  |  |  |
| Provide after school programmes as practical  |  |  |  |
| Perform a school musical show for all year 5 and 6 students   |  |  |  |
| Organise orchestras and choirs  |  |  |  |
| Organise basketball, hockey, netball, cricket, rugby and soccer sports teams  |  |  |  |
| <b>Strategic Aim 2</b><br><i>Te Tiriti O Waitangi: The principles of partnership, participation and protection provide a foundation for school decision making by affirming New Zealand's unique identity</i>               |  |  |  |
| 2.1 Ensure that our curriculum reflects local tikanga Maori, maatauranga Maori, and te ao Maori   |  |  |  |
| Establish productive partnerships with Maori and Pasifika whanau  |  |  |  |
| Consult with our Maori whanau   |  |  |  |

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| Increase use of Maori language in newsletters  |  |  |  |
| Organise a junior and senior kapa haka   |  |  |  |
| 2.2 Enhance te reo and tikanga instruction   |  |  |  |
| Engage with Te Puna Tua Tahī model for teaching of te reo in the senior school - major staff development focus   |  |  |  |
| Employ a specialist teacher for the teaching of te reo in the middle school  |  |  |  |
| 2.3 Achieve equitable outcomes for Maori and Pasifika students   |  |  |  |
| Continue to report on Maori and Pasifika separately  |  |  |  |
| Consider bicultural signage  |  |  |  |
| <p><b>Strategic Aim 3:</b><br/> <i>School Culture: A values based place of learning that is safe, caring, inclusive and where there are strong connections and partnerships with learners/ākonga and families/whānau</i></p> |  |  |  |
| 3.1 Consideration of strategies for promoting mental health, well being and resilience   |  |  |  |
| Provide e-safety training for students and parents   |  |  |  |
| 3.2 Provision of a safe and inclusive learning environment that is free from racism, discrimination and bullying   |  |  |  |
| Make bullying policy more visible  |  |  |  |
| Educate students on bullying as part of hauora assemblies  |  |  |  |
| Provide a teacher aide refresher course for  |  |  |  |

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| staff  |  |  |  |
| 3.3 Enhances communication to ensure a well informed community   |  |  |  |
| Streamline communication by using the fortnightly school newsletter as the main avenue   |  |  |  |
| Provide clear guidance for parent help and participation in events/sports  |  |  |  |
| Inform parents and survey them on health topics being covered  |  |  |  |
| Update school web site   |  |  |  |
| 3.4 Improved quality of the school uniform   |  |  |  |
| Continue to work on improved durability of the shirt fabric  |  |  |  |
| Consider a revised sports t-shirt for lunch times and sports events  |  |  |  |
| <b>Strategic Aim 4</b>   |  |  |  |
| <b>Environment: A focus that promotes school wide environmental awareness and sustainability</b>   |  |  |  |
| 4.1 Encourage students/akonga to work collaboratively in our environment, reflecting our bi-cultural heritage and the diversity of our community |  |  |  |
| Increase number of native trees and plaques  |  |  |  |
| 4.2 Drive sustainable practices  |  |  |  |
| Continue promotion of Travelwise   |  |  |  |
| Install water tanks for watering purposes  |  |  |  |
| Improve rubbish bins in all classrooms   |  |  |  |

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| Consider energy efficient heating/cooling pumps in rooms 20 and 21  |  |  |  |
| <b>Strategic Aim 5</b><br><b>Property: Provision of a physically purposeful and attractive environment that contributes to enhances student achievement</b> |  |  |  |
| 5.1 Achieve new pool  |  |  |  |
| Continue to work with the Ministry to achieve permission to build our new school pool   |  |  |  |
| Support pool committee with raising funds and funding applications  |  |  |  |
| 5.2 Maintain painting schedule  |  |  |  |
| Paint whole school with exclusion of the new block  |  |  |  |
| 5.3 Upgrade of selected classrooms and staffroom  |  |  |  |
| Recarpet room 15  |  |  |  |
| Upgrade rooms 18, 19, 20, 21  |  |  |  |
| Replace toilet seats and locks as required  |  |  |  |
| Recover staffroom chairs  |  |  |  |
| 5.4 Enhance school grounds/gardens  |  |  |  |
| Drain field   |  |  |  |
| Create a friendship seat  |  |  |  |
| Replant selected gardens  |  |  |  |

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| <p>Create two green walls</p> <p>Display vision mosaics currently in storage</p> <p>Stain boundary fence</p> <p>Upgrade senior school drinking fountains</p> <p>Consider purchase of new ride on mower</p> |  |  |  |
| <p>5.5 Upgrade alarm systems</p>   |  |  |  |
| <p>Connect security and fire system to new classroom block</p> <p>Upgrade and increase current security cameras to new IP system</p>   |  |  |  |