

HAURAKI SCHOOL

ANNUAL IMPLEMENTATION PLAN 2025

The following implementation plan is aligned to the Strategic Plan. It provides direction for 2025 as well as evidence of ongoing monitoring. It includes:

- actions to be taken
- who will lead the work
- when it is to be 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 new curricula for English and Maths by providing learning experiences that embrace and inter-weave the 3 key elements: understanding, know and do.

Actions	When	Who	Annual Report
Develop a new Maths Scheme that documents how the new curriculum is to be interpreted at Hauraki School. Develop a new English Scheme that documents how the new English curriculum is to be interpreted at Hauraki School. Ensure reading, writing and maths are being taught an hour per day each week. Continue to develop a history teaching framework aligned to the Curriculum Refresh for our School Scheme that provides teaching guidance	Term 1 Term 1/2 On going Term 2	All staff	

1.2 Strategic Goal: Continued development of future focused inquiry learning

Continue to monitor adequate coverage of the teaching of inquiry skills and use of graphic organisers via observations and regular inquiry team meetings	On going	Logan/inquiry team	
Continue to strengthen embracing the Reggio philosophy as part of inquiry learning	Term 4		
Provide opportunity for students to pursue their own passions using the inquiry process		Sen School - year 6	
Continue to provide an art specialist		Sharon H	

1.3 Strategic Goal: On going monitoring of literacy and numeracy programmes to ensure quality delivery

Continue to strengthen the structured literacy school wide approach for spelling and reading with new staff particularly.	On going	All staff	
Focus on the implementation of SRSD (Self Regulated Strategy Development) school wide using the POWER framework (PD focus)	On going	Logan	
Target a small group of year 3 students by providing 'on top' of writing four sessions a week	On going	Carlyn	
Implement the teaching of maths kura wide that is aligned to the new curriculum using the Prime Resource as a guide. (PD focus)	Term 1	Mel	
Target a small group of year 4 students by providing 'on top' of maths four sessions a week	Term 1	Mel	
Continue to set high expectations for the learning of basic facts by introducing differentiated tests for year 3 and 4 aakonga		Middle staff	

Continue to promote 'the third teacher' concept in all classrooms with the aim of developing independent learners			
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1.4 Continued focus on furthering student agency and assessment capability

<p>Continue to strengthen the implementation of Assessment for Learning strategies school wide</p> <p>Revisit SOLO Taxonomy - staff development minor focus</p> <p>Ensure incorporation of thinking tools and graphic organisers into curriculum plans is used consistently</p> <p>Continue to encourage student agency through the use of student goals, and visibility of 'third teacher' in all classrooms</p>	<p>On going</p> <p>Term 2</p> <p>On going</p>	<p>All staff</p>	
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1.5 Strategic Goal: Digital technology that supports quality teaching and learning

<p>Improve the accessibility and use of seesaw?</p> <p>Provide robotic/coding opportunities for students using outside expertise - 'Brain Play'</p>	Term2/3	Logan	
1.6 Continue curriculum reviews as set out in the School Scheme			
<p>Inquiry</p> <p>Handwriting</p> <p>Literacy - reading and writing</p>	<p>T1</p> <p>T1</p> <p>T2/3</p>		
1.7 Assurance that current assessment practices including reporting inform teaching and learning, demonstrate progression of learning, comply with MOE requirements and align to new curricula			
<p>Re-introduce PAT testing</p> <p>Align new testing recommendations with new Maths and English Curricula</p> <p>Collate and analyse school wide literacy and numeracy data for a mid and end of year achievement report based on National Curriculum expectations</p> <p>Provide an Analysis of Variance Report of specialist groups</p>	On going	All staff Clarinda	
1.8 Extra curricular opportunities are provided			

Continue to support activities out of school hours e.g. music and dance	On going		
Perform an Arts festival	Term 3		
Organise orchestras, choirs, marimba, kapa haka, drama	Terms 1 and 3		
Organise basketball, hockey, netball, cricket, water polo, rugby and soccer sports teams	Term 1		
Set up a swim school to operate out of school hours that will support running costs of the pool			

Strategic Aim 2

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

2.1 Ensure that our curriculum reflects local tikanga Maori, maatauranga Maori, and te ao Maori

Continue to develop productive partnerships with whanau by following up on 2023 hui suggestions	Staff		
Introduce food blessing daily before lunch.	Students		
Continue with powhiri at Open Days	Clarinda		
Organise a junior and senior kapa haka			

2.2 Enhance te reo and tikanga instruction

Continue to develop our own model for teaching of te reo in the senior school	Sen staff Lesley		
Continue to 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	Mid and end of year	Clarinda	
Analyse data to identify Maori and Pasifika needing additional support			

Strategic Aim 3:

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

3.1 Consideration of strategies for promoting mental health, well being and resilience

Continue to educate students from a values perspective at whole school assemblies and in classrooms	On going	Clarinda/ all staff	
Re-survey senior students regards well being and compare with 2023 and 2024 results	Mid year	Staff	
Provide e-safety training across the school especially in the senior school	On going	Gaea	
Monitor attendance school wide to ensure 80% of students are achieving 90% of the time or better		Chris	

3.2 Provision of a safe and inclusive learning environment that is free from racism, discrimination and bullying

<p>Ensure anti -bullying messages are clearly articulated to all students on a regular basis and monitored through assemblies and classrooms</p> <p>Review all health and safety procedures</p>	<p>On going</p> <p>All year</p> <p>Term 1</p>	<p>All staff</p> <p>All About People</p>	
<p>3.3 Enhance communication to ensure a well informed community</p>			
<p>Develop an updated school web site and prospectus</p> <p>Consult with parents on the health curriculum.</p>	<p>On going</p>	<p>Clarinda</p> <p>Chris/Clarinda</p>	
<p>3.4 Improved quality of the school uniform</p>			
<p>Introduce new netball uniforms</p> <p>Numbers on back of all basketball uniforms</p>	<p>Term 2</p> <p>Term 1</p>	<p>Clarinda</p> <p>Samara</p>	
<p>3.5 Review health and safety practices currently in place</p>			
<p>Move to paperless system by using app 365Safe for recording purposes</p> <p>Review all aspects of health and safety with staff including emergency procedures, hazards, RAMs reports, policies</p> <p>All staff to complete an updated induction worker check list.</p> <p>Develop an updated Training Competency Register</p> <p>Develop an information sheet for relieving teachers</p>	<p>Term 1</p>	<p>Clarinda</p> <p>Chris</p> <p>James</p>	

<p>Develop an updated Hazards Register</p> <p>Ensure some staff have up to date first aid certificates</p>			
<p>Strategic Aim 4 <i>Environment: A focus that promotes school wide environmental awareness and sustainability</i></p>			
<p>4.1 Encourage students/akonga to work collaboratively in our environment, reflecting our bi-cultural heritage and the diversity of our community</p>			
<p>Continue to build on number of native trees</p>	<p>T2</p>	<p>Clarinda/James</p>	
<p>4.2 Drive sustainable practices</p>			
<p>Support Travelwise</p>	<p>On going</p>	<p>Ivy</p>	
<p>Strategic Aim 5 <i>Property: Provision of a physically purposeful and attractive environment that contributes to enhances student achievement</i></p>			
<p>51 Enhance school grounds/buildings/gardens</p>			

Replant hedge on one side of the senior playground			
Install six heat pumps in middle school classrooms	T1	Clarinda	
Provide additional security cameras for pool area	T1	Clarinda/ PTA	
Complete changing sheds			
Create a green wall			
Stain boundary fence			
Upgrade senior school drinking fountains			
Extend concrete path to front gate			
Provide a new cover for long jump pit			
Install an additional piece of equipment in the senior playground			
Consider shade over junior sandpit			
Upgrade soccer goals			
Consider flood gates for remainder of senior classrooms			

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 identified from end of 2024 analysed literacy and numeracy data.

Target Group 1	Year 3 Writing Support Group (5 students)	Led By	Time Frame	Budget
Base Data	At the beginning of 2025, there were 5 students below expectation.	Carlyn	Terms 1 - 4	ALL funding
Target Set	Overall aim is to accelerate these students so that they are achieving at 2B by the end of the year.			
Assessment Tool	E-asttle writing, Schonell Spelling, SL, 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 Support Group (10 students)			
Base Data	At the beginning of 2025, 5 students were at 2B, and 4 were at 2P plus there is one new student not tested.	Christine	Terms 1 - 4	.56 Teacher

Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 3B by the end of the year.			
Assessment Tool	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
Action	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.			

Target Group 3	Year 6 Writing Support Group (11 students)			
Base Data	At the beginning of 2025, one student was at 2B, three students were at 2P, 6 were 2A and one was at 3B.	Christine	Terms 1 - 4	.56 Teacher
Target Set	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.			
Assessment Tool	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
Action	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.			

Target Group 4	Year 4 Maths Support Group (10 students)			
Base Data	At the beginning of 2025, 5 students were achieving at 1A.	Mel	Terms 1 - 4	ALiM funded
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 2P by the end of the year.			
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 5	Year 5 Maths Supprt Group (9 students)			
Base Data	At the beginning of 2025, five students were at 2B, three were at 2P and one new student wasn't tested.	Christine	Terms 1 - 4	.56 Teacher
Target Set	Overall aim is to accelerate these students so that they are all achieving at 3B 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 6	Year 6 Maths Supprt Group (10 students)			
Base Data	At the beginning of 2025, three students were at 2B, one was at 2P, and six at 2A.	Christine	Terms 1 - 4	.56 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 3P by the end of the year.			
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.			

Target Group 3	Year 6 Writing Extension Group (10 students)			
Base Data	At the beginning of 2024, 1 student is at 1A, and 9 were at 2B.	Mel	Terms 1 - 4	.56 Teacher

Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 3B by the end of the year.			
Assessment Tool	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
Action	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.			

Target Group 6	Year 4 Maths Extension Group (10 students)			
Base Data	At the beginning of 2024, 9 students were at 1A, and one was at 2B.	Mel	Terms 1 - 4	1.0 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 2P by the end of the year.			
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 7	Year 5 Maths Extension Group (11 students)			

Base Data	At the beginning of 2024, one student was at 1A, and 10 were at 2B.	Mel	Terms 1 - 4	.56 Teacher
Target Set	Overall aim is to accelerate these students so that they are all achieving at 3B 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 Extension Group (8 students)			
Base Data	At the beginning of 2024, 1 student was at 2B, 2 at 2P, 4 at 2A and 1 at 3B.	Mel	Terms 1 - 4	.56 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 3P by the end of the year.			
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.			
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