

# HAURAKI SCHOOL

## ANNUAL PLAN AND REPORT 2020

Part 1 – Strategic and Non-Strategic

Part 2 – Target Groups

The following annual section is aligned to the Strategic Plan. It provides direction for 2020 as well as evidence of on going monitoring. It includes:

- actions to be taken
- who will lead the work
- when completed
- report on progress made

**Strategic Aim 1:**

**Students' Learning: The National Curriculum is delivered effectively in a culture of excellence, so all students are able to access the N.Z. Curriculum and achieve to the best of their ability.**

**1.1 Strategic Goal: On going curriculum monitoring and evaluating takes place to ensure delivery of quality programmes.**

| Actions   | When   | Annual Report   |
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| <ul style="list-style-type: none"> <li>- Conduct curriculum reviews for each of:               <ul style="list-style-type: none"> <li>o Writing (Logan)</li> <li>o Maths (Keitha)</li> <li>o Handwriting (Clarinda)</li> <li>o Drama (Emily)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Term 1</li> <li>Term 2</li> <li>Term 3</li> </ul> | <ul style="list-style-type: none"> <li>A writing curriculum review was conducted. <a href="#">See attached.</a></li> <li>A maths curriculum review has been completed. <a href="#">See attached</a></li> <li>A handwriting review is almost complete and is to be presented in early 2021.</li> </ul> |
| <ul style="list-style-type: none"> <li>- Follow up on recommendations made in previous curriculum reviews (curriculum leaders)</li> </ul>   | <ul style="list-style-type: none"> <li>Term 4</li> <li>On going</li> </ul>               | <ul style="list-style-type: none"> <li>An end of year Special Needs report has been completed by SENCO, Belinda Callinan.</li> <li>A number of recommendations made in previous curriculum reviews have been actioned.</li> </ul>   |
| <ul style="list-style-type: none"> <li>- Ensure adequate curriculum coverage and alignment across syndicates of timetables (all staff)</li> </ul>   | <ul style="list-style-type: none"> <li>Term 1</li> </ul>                                 | <ul style="list-style-type: none"> <li>Class timetables were aligned across syndicates and include specialist groups.</li> </ul>  |
| <ul style="list-style-type: none"> <li>- Complete class descriptions and store in Class Organisation section in digital term planning folder (all staff)</li> </ul>   | <ul style="list-style-type: none"> <li>Term 1</li> </ul>                                 | <ul style="list-style-type: none"> <li>Class descriptions were completed for all classes.</li> </ul>  |
| <ul style="list-style-type: none"> <li>- Set up digital folders schoolwide for 2020 that ensures consistency with planning, assessment and general organisation (Kristy)</li> </ul>   | <ul style="list-style-type: none"> <li>Term 1</li> </ul>                                 | <ul style="list-style-type: none"> <li>Digital planning folders were set up for each of the junior, middle and senior schools. All timetables have been finalised.</li> </ul>   |
| <ul style="list-style-type: none"> <li>- Review the teaching order for literacy and numeracy so that students are not disadvantaged at mid-year testing time (senior staff)</li> </ul>  | <ul style="list-style-type: none"> <li>Term 1</li> </ul>                                 | <ul style="list-style-type: none"> <li>This was considered prior to mid- year testing. Some on going recommendations have been made for the future as part of the writing review..</li> </ul>   |
| <ul style="list-style-type: none"> <li>- Continue to improve maths tests that inform teaching for Levels 2,3,4.</li> </ul>  | <ul style="list-style-type: none"> <li>Term 1</li> </ul>                                 | <ul style="list-style-type: none"> <li>More of the levelled maths tests have been reviewed and altered to align with term plans for each of the strands.</li> </ul>   |
| <ul style="list-style-type: none"> <li>- Explore financial literacy as part of maths programme</li> </ul>   | <ul style="list-style-type: none"> <li>On going</li> </ul>                               | <ul style="list-style-type: none"> <li>All students had goals for each of reading, writing, maths and hand writing.</li> </ul>  |
| <ul style="list-style-type: none"> <li>- Review the process of goal setting for students with staff (all staff).</li> </ul>   |  | <ul style="list-style-type: none"> <li>Goal setting was addressed in a staff meeting and was an on going focus in each syndicate.</li> </ul>  |

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| <p>- Further embrace the Reggio Emilia approach in the junior school. (Logan)</p> <p>- Continue to investigate the new Digital Technologies Curriculum and trial interventions and strategies.</p> | <p>On going</p> <p>Term 1</p> <p>On going</p> | <p>The junior syndicate participated in a professional online learning module by Longworth Education that promotes a developmental approach to children's learning which aligns to the Reggio approach. Further modules are to be provided.</p> <p>We are grateful for the purchase of Spike Lego funded by the PTA. Outside expertise was used to upskill staff for understanding how this can be used to meet the needs of the new digital curriculum. On going modelling in classrooms using this expertise was organised for the senior school.</p> <p>Three Brain Play sessions for each year 5 and 6 class took place over a two week period. Children learned coding and programming skills.</p> <p>A staff meeting with Brain Play tutor focused on an explanation of the technical skills taught as part of the student sessions. It also highlighted the important role of problem solving and collaboration. This provided useful background for teachers whose knowledge of the new Digital Technology is developing.</p> |
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**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 a SOLO taxonomy, and inquiry learning with a focus on environmental sustainability.**

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| <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> <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"> <li>• Questioning</li> </ul> | <p>On going</p> <p>On going</p> <p>On going</p> | <p>The implementation of these strategies continued to be an expectation for all classroom teachers as part of their daily classroom practice. A staff meeting early in the year reviewed some of the strategies but no further meetings were held. These have been postponed till 2021.</p> <p>Linking goals to learning intentions was promoted by senior leaders as an essential part of successful teaching.</p> <p>Inquiry planning meetings with the inquiry team took place each term. This ensured consistency across syndicates. Frameworks for the various inquiries were discussed and used to further develop these using a guided</p> |
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| <ul style="list-style-type: none"> <li>• Researching</li> <li>• Analysing and selecting information</li> <li>• Organising ideas</li> <li>• Reflecting/taking action</li> </ul> <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>- Use 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> | <p>approach.<br/>Recent inquiry team meetings involved the 2021 overview and detailed planning for term 1.</p> <p>A greater awareness of the final stages of inquiry has been evident but this is an area for continued development.</p> <p>Passion projects were completed by senior students during lockdown. They were encouraged to follow the inquiry process and clear guidance was provided for this.</p> <p>Deferred to 2021.</p> <p>The use of exemplars was promoted as part of successful teaching. This practice is evident in most classrooms. We are still in the process of ensuring that new staff are on board with this technique.</p> |
| <p><b>1.4 Strategic Goal: Updated School Scheme to ensure it reflects current practices.</b></p>   |   |  |
| <p>- Make any changes to the updated School Scheme if required.</p>  | <p>On going</p>   | <p>An explanation clearly outlining how the tier system works for children causing concern has been added to the School Scheme. It outlines the process for referring children who require additional help or intervention.</p>  |
| <p><b>1.5 Strategic Goal: Sustained and strengthened provision for teaching of te reo and tikanga.</b></p>   |   |  |
| <p>- Continue to provide outside expertise to teach te reo in year 6 weekly. (Freda)</p> <p>- Appoint teacher to provide for the teaching of te reo in the middle school. (Lesley)</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>On going</p> <p>On going</p>                 | <p>The teaching of te reo to year 5 and 6 students was erratic due to COVID interruptions and other school commitments.</p> <p>The teaching of te reo in the middle school took place weekly by Lesley George. This has worked well.</p> <p>Senior kapa haka began for the year on 12 March facilitated by outside</p>   |

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| <ul style="list-style-type: none"> <li>-Continue to provide a junior and senior kapa haka. (Ally, 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>On going</p> <p>Term 4</p> <p>Term 2</p>   | <p>expertise, Matua Gary. A junior kapahaka was led by two parents on a weekly basis for much of the year.</p> <p>As there was no Onepoto kapa haka festival this year, Hauraki hosted the event for surrounding schools on a smaller scale on Fri 20 November. It appeared to be well received by those who attended.</p> <p>Our kapa haka performed at the Bayswater Matariki Festival in the middle of the year.</p>  |
| <p><b>1.6 Strategic Goal: The provision of a range of cultural and sporting opportunities is an on going priority.</b></p>  |   |  |
| <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)</li> <li>- Establish orchestral groups. (Tony)</li> <li>- Establish a rock band. (Tony)</li> <li>- Perform a musical show for year 5/6 (all staff)</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> <li>- Hold annual sports events for each of swimming, cross country, athletics. (all staff)</li> </ul> | <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 3</p> <p>Term 2</p> <p>Term 1</p> <p>Term 2</p> <p>Term 2</p> <p>Term 1</p> <p>Term 2</p> <p>Term 2</p> <p>Terms 1, 2, 3, 4</p> | <p>All year 6 students attended a very successful school camp in term 1, week 2.</p> <p>Year 5 and year 6 orchestras were set up and met for weekly practices.</p> <p>Auditions were completed for principal characters in our school show <i>Kidsummer Knights Dream</i>. This was planned for June but after two postponements it was finally performed in late October. Rehearsals were on going and included some Sunday afternoons as well. Lighting and sound assistance using outside expertise was organised and two parents took charge of costumes that were outstanding..</p> <p>Nine winter netball teams were organised but got to play very few games due to Covid. Also there were three teams that played in the summer league during term 4.</p> <p>Two cricket teams were selected and 1<sup>st</sup> and 2<sup>nd</sup> X1. Three inter-school matches were planned but we only managed to play one of these against Vauxhall before lockdown.</p> <p>Six basketball teams played over one long semester instead of two.</p> <p>Three hockey teams were registered and began play at the beginning of term Eleven touch rugby teams were registered for the summer league.</p> <p>The annual school wide cross country event took place on 17 June in perfect</p> |

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|   |   | <p>weather conditions. The top runners were to represent Hauraki at the inter-school event but this event was cancelled.</p> <p>Separate annual junior (27 February), middle (25 February) and senior (2 March) school swimming events took place in Term 1 as scheduled.</p> <p>Middle and senior school Athletics Sports took place on 17 November and the junior event was held on the 18 November.</p> <p>The inter-school event took place on 2 December with 42 students competing. We achieved placings in placed in most events.</p> |
| <p><b>1.7 Strategic Goal: A values philosophy that is extended to embrace emotional well being and personal life skills for all students.</b></p>   |   |  |
| <p>- Focus on the values of hauora, assertiveness, understanding and respect by introducing at assemblies and explicitly teaching in classrooms. (Clarinda and staff))</p> <p>- Build resilience an emotional well being in students as part of values focus. (Clarinda and staff)</p> <p>- Act on recommendations in well being survey conducted at the end of 2019. (Clarinda and staff)</p>  | <p>On going</p> <p>On going</p> <p>On going</p> | <p>The value of Hauora was a focus for term 1.</p> <p>The values of focus for term 2 was Assertiveness.</p> <p>The term 3 value was Understanding.</p> <p>The term 4 value was Respect.</p> <p>As part of school assemblies the idea of encouraging resilience has been combined with values teaching.</p> <p>A teacher only day held at the beginning of the year focused on mindfulness that was facilitated by outside expertise.</p>   |
| <p><b>1.8 Strategic Goal: Further development of IT integration across the school that supports teaching and learning opportunities.</b></p>  |   |  |
| <p>- Update class blogs weekly using the google site domain to include a variety of quality learning. (all class teachers).</p> <p>- 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)</p> <p>- Continue to upskill staff on the use of seesaw (years 1-3) and explore how this can be being used. (Nikki)</p> | <p>On going</p> <p>Term 1</p> <p>On going</p>   | <p>Class blogs were set up at the beginning of the year for all classes.</p> <p>Nine new teacher laptops have been leased and old ones returned to the leasing company after three years.</p>  |



- 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**

- 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.

July and November

Mid year testing for reading, writing and maths has been completed. This was followed up with parent interviews that were well attended on Wed 22 July.

The collation of mid-year data for reading, writing and maths has been completed.

The e-asttle console reports also provide a clear summary of this data in comparison with national norms.

The end of year data for reading, writing and maths has been collated and analysed. **See attached.**

This information is to be used for completing 2020 small group reporting as well as informing the 2021 annual plan.

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| <p>- 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.</p> <p>- 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.</p> <p>- By the end of year 6, students should be working at curriculum level 3 of the National Curriculum, and be achieving at Gloss stage 6 i.e. 3P or better.</p> |  |  |
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**2.2 Strategic Goal: Maori and Pasifika students who are engaged in their learning and achieving educational success as Maori and Pasifika respectively.**

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| <p>- Use end of 2019 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 for reading, writing and maths. (all staff).</p> | <p>On going</p> | <p>These students who were considered to be at risk were included in specialist programmes or were target children within their own classrooms.</p> |
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**2.3 Strategic Goal: ESOL students are reported on using the MOE ELLP template.**

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| <p>- Monitor the number of students coming into the various groups provided and their progress. (Jill)</p> <p>- 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)</p> | <p>On going</p> | <p>Monitoring of ESOL withdrawal programmes was on going. Updated documentation was submitted to the Ministry by 1 August to ensure funding allocations are on going.</p> <p>Testing of ESOL students took place at the beginning of the year to establish baseline data and small groups were withdrawn regularly to work with specialist teacher, Mrs Jill McDonald. These students were reported on by comparing beginning of year data and end of year data to identify the value added.</p> |
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**2.4 Strategic Goal: Progress and achievements for target groups including special needs and special abilities is reported on (Variance report).**

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| <p>- Identify strengths and areas for improvement using Special Needs and Gifted and Talented registers and by analysing the links between school wide 2019 achievement data and that of target groups to determine new groups for 2020. (Christine, Kerry, Belinda, Sandi)</p>                                      | <p>Term 1</p> | <p>Special Needs Register was updated in the middle of the year. End of 2020 data was analysed to determine the appropriate selection of groups for 2021.</p>   |
| <p>- Establish base line data, targets and planned actions for groups needing additional support based on the following:</p> <ul style="list-style-type: none"> <li>• Reduce number of year 3 and 4 students in mainstream classrooms who are achieving below expectation in writing and maths. (Belinda)</li> </ul> | <p>Term 1</p> | <p>For each of years 3 and 4 selected children who would benefit from small group teaching were withdrawn daily to work with specialist teacher, Belinda Callinan, five days a week for writing and maths. This was four groups in total. There were also four withdrawal groups (two year 5 and two year 6) in the senior school for writing and maths that were taught by Mrs Christine Dean.</p> |

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| <ul style="list-style-type: none"> <li>• Reduce number of year 5 and 6 students in mainstream classrooms who are achieving below expectation in writing and maths. (Christine)<br/>See details for these target groups at the end of this document that are to inform Analysis of Variance reporting.</li> </ul> <p>- Design an ‘on top of’ writing programme for 23 year 6 students below expectation.</p> <p>-Provide ‘on top of’ reading mileage for 16 year 6’s below expectation students using the rainbow reading programme. (teacher aides)</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, identified by six year nets and teacher observation. (Carolyn, Logan)</p> <p>- Continue to provide PMP for at least two terms for year 1 students. (Irina)</p> <p>- Support individual students with other specific learning needs, for example, speech therapy, using in school expertise as well as outside professional help.</p> <p>- Provide extension opportunities for year 4, 5, and 6 maths groups, writing, and future problem solving or similar.(Sandi)</p> <p>- Consider competition opportunities as they arise. (Sandi)</p> | <p>On going</p> | <p>These students were below curriculum expectation or fragile at expectation. Details of these groups formed part of the 2020 Charter.</p> <p>Additional time was given for writing each week in the senior classes but an on top programme did not eventuate.</p> <p>On going spelling support programmes for dyslexic children were provided for selected individuals by Carolyn Jones.</p> <p>Logan has worked with several pairs and small groups of students across the school over the course of the year to accelerate their progress.</p> <p>PMP did occur earlier in the year for all year 1 students but because of pressure on the hall this was cancelled for terms 3 and 4. This is to be reviewed for 2021 so that it does not impact on core learning time in the mornings.</p> <p>Outside expertise by a number of professionals has taken place during and out of school hours for specific children, for example, low vision students.</p> <p>Withdrawal groups for each of year 4, 5, and 6 maths were set up for those students exceeding well above curriculum expectation. Also there were extension groups for year 5 writing. Other opportunities were provided, for example a literature competition, a year 5/6 University of Canterbury maths and science competition, and technology challenge, all successfully. These groups were taught by Mrs Sandi Wooldridge.</p> <p>Two of our students also achieved third place in a national writing competition and one was a national winner for another writing competition.</p> |
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**2.5 Strategic Goal: Teacher and student assessment practices and recording of these across the curriculum are consistent.**

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| - 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 | On going |  |
| <b>2.6 Strategic Goal: Effectiveness of SMS system is reviewed.</b>   |          |  |
| - Continue to monitor effectiveness of SMS for recording student achievement. (Clarinda and staff)  | On going |  |

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| <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.<br><br>- Allocate teacher aide support in year 1-4 classes where most needed and in accordance with funding allowed. | On going<br><br>Term 1 | The use of teacher aides has been reviewed. There were two teacher aides shared between four year 1 classes, one teacher aide for the three year 2 classes, and one teacher aide across the six year 3/4 classes. This was in addition to specialist teaching support provided. Some adjustment with teacher aide timetables took place and as well a new teacher aide was appointed to work with year 1 students during the year. She also worked with two new students who had specific funding allocated to them. |
| - Review roles and responsibilities for curriculum (Library, Travelwise, Environmental, Community Liaison, Resources, Sports). (senior management)  | Term 1                 | Curriculum responsibilities continued as per last year. We did however, have a new staff member who took on the Environmental role that included Travelwise. This is expected to continue in 2021.   |
| - Continue to provide regular music release time for class teachers. (Clarinda)<br><br>- Provide two days release for each class teacher to conduct mid-year and end of year testing. (Clarinda)    | On going               | All teachers were provided with music release on a weekly basis. Each classroom teacher was provided with two days release for mid year testing and end of year testing.   |
| - Consider career pathways for teacher aides. (Belinda)<br><br>- Provide professional development opportunities identified as part of   | On going               | New job descriptions and IEA agreements were provided and meetings conducted for all teachers aides that align with the new work matrix as part of the Supports Staff In Schools Collective Agreement.   |

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| <p>2019 staff appraisal process.</p> <ul style="list-style-type: none"> <li>-Consider timing and use of teacher only days.</li> <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> | <p>On going</p> <p>Term 3</p> <p>On going</p> | <p>Teacher only days were postponed till 2021 given the disruptive year.</p> <p>Two teachers were appointed for the new entrant class to begin early term 3 and another class was opened at the beginning of term 4 that was taught by Logan Burson and Jess Ryder.</p> |
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**3.2 A refined appraisal process that is closely aligned to effective teacher inquiry.**

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| <ul style="list-style-type: none"> <li>- Provide newly designed digital appraisal performance documents that are aligned to recently revised Teacher Council requirements. (Clarinda)</li> <li>- Provide opportunity for reflection and setting of personal goals as part of the appraisal process. (all staff)</li> <li>- Encourage observation of each others' lessons. (all staff)</li> <li>- Appraise all staff in accordance with the registered teacher criteria and with a continued focus on teacher inquiry, AFL, SOLO, and student inquiry. (appraisers)</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>Term 1</p> <p>On going</p> | <p>2020 appraisal documents were provided for all teaching staff along with guidance for the completion of these.</p> <p>At the end of the year appraisers met with appraisees to finalise appraisal documents and areas for development in the following year were recorded.</p> <p>Students to be tracked were selected and monitored as part of classroom programmes on an ongoing basis in every classroom. This was reviewed at mid year as well as the end of the year.</p> |
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**3.3 Teacher development that strengthens the link between evidence and practice.**

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| <ul style="list-style-type: none"> <li>-To focus on enhancing student agency in particular through the vehicles of Assessment for Learning, SOLO, Inquiry, Reggio approach and maths problem solving.</li> <li>- Repeat ALL concept with a group of identified students ourselves.</li> </ul> | <p>On going</p> <p>On going</p> | <p>Digital literacy was a focus early in the year but since then little professional development took place due to unforeseen interruptions caused by Covid.</p> |
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| - Attend REANZ workshops when the opportunity arises. (Logan, Clarinda)   | On going |  |
| - Each syndicate take a turn of presenting in the school library. (each syndicate)  | On going | A roster was set up for library displays.  |
| <b>3.4 A positive and motivating learning environment that maximises learning opportunities.</b>                          |          |  |
| - Continue to explore possibilities for the new to be built classroom block with consideration for the Reggio philosophy. | On going | There has been on going research to assist with a Reggio lens for the setting up of classrooms in the new block. This included consideration for outdoor learning. |

**Strategic Aim 4**  
**School Organisation and Structures: A culture where a strong sense of identity, community, including home and school partnership, prevails.**

**4.1 Effective communication with parent community.**

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| -Continue to encourage parent participation in all aspects of school life. | On going | Parent interviews for all classes took place on 4 March and again on 22 July. Written reports were provided for parents at the end of the year. An Open Day morning was held on 13 March.   |
| -Hold Open days periodically   | On going |   |
| - Hold sharing assemblies periodically.                                    | Term 1   | PTA AGM was held on 25 February. Chairperson was Bianca Cornforth, Vice is David Main, Treasurer is Suzanne Perrin and Secretary Sarah Furlong. PTA meetings were held regularly throughout the year but fundraising activity was considerably reduced as a result of Covid.. |
| - Hold new parent morning teas periodically.                               | On going |   |
| - Extend use of school app to include class blogs.                         |          |   |
| - Explore other avenues for enhancing communication e.g. flixibuzz.        |          |   |
| - Promote new immigrant family involvement.                                | Term 1   | A Meet the Teacher evening was provided for all classes on the second day of school that was reasonably well attended.  |
| -Hold parent evenings as appropriate.                                      |          |   |

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



**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

All curriculum leaders were provided with their budgets for the year.

**5.2 Upgraded classrooms**

- Replace carpet in selected rooms.

- Upgrade drinking fountains in senior block.

- Replace furniture in rooms 1 and 2.

- Consider replacement of interactive boards as the need arises.

Term ½

These projects have been moved to 2021.

A set of new classroom furniture for room 2 was purchased but this did not happen for room 1.

On going

Several new TV screens were installed as the interactive boards have failed.

**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.**

- Continue to consider design features to be incorporated into the new classroom block that is currently being built e.g, technology requirements, green walls, indoor-outdoor flow, shade.

-Purchase furniture for new block.

- Plan garden court yard area in front of new block.

-Build a new caretaker office and storage area.

-Relocate P.E equipment in junior area.

On going

Design of the new building was finalised late last year and construction of ten new classrooms continued throughout 2020.The building was completed in mid December and we were able to move all furniture in.

On going

The whole school has been renumbered so we now have classrooms from 0-23! Three of these are empty to allow for future growth.

On going

The design of the area in front of the new building was developed over the course of the year to include the relocated and updated junior playground, and new outdoor learning area which is to be mainly funded out of SIP allocation and 5YA funding. The project was divided into three involving different companies and other quotes sought before identifying our preferred contractors.

A new caretaker shed was placed on in September and was located at the end of the drama room on the edge of the field.

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| <b>5.5 Extended use of school field to accommodate increased student numbers.</b>  |          |   |
| - Continue to consider drainage of school field. (Board + PTA)   | On going | A quote was sought for this and is planned for 2021.  |
| <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 | The ministry are aware of our desire to provide additional land for Hauraki School given the rate of growth predicted over the next few years.        |
| <b>5.7 Upgraded and extension of playgrounds.</b>  |          |   |
| - Upgrade flying fox and reinstate swinging ropes in middle playground.<br><br>- Explore possibility of creating a petanque green or new piece of equipment in senior area.<br><br>- Provide some large outdoor games. | On going | The flying fox and swinging ropes in the middle playground were repaired and are now operational.   |
| <b>5.8 Upgraded pool to meet needs of all students and community demand. uri</b>   |          |   |
| -Continue to fund raise for a new/upgraded pool.<br><br>-Consider the timing of the first stage of the new pool development.<br><br>-Explore solar heating for the pool.   | On going | A new pool filtration system, pump, and dosing machine was installed during term 4. This new equipment is able to be used when the new pool is built. |
| <b>5.9 On going commitment to ensuring high standards of safety, functionality, and presentation.</b>  |          |   |
| - Consider upgrade of sound equipment in hall.   | Term 1   | These projects have been moved to 2021.   |
| - Provide a digital projector in staffroom.  | Term 1   |   |
| - Replace soccer nets. (PTA)   | Term 1   |   |

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| <ul style="list-style-type: none"> <li>- Widen footpath at school entry.</li> <li>- Consider screen for foyer.</li> <li>-Paint boundary fence.</li> <li>-Increase number of native trees on the fringes of the field.</li> <li>-Investigate a new waste management system for the school.</li> </ul> | <p>Holidays</p> <p>Term 1</p> <p>Term 1</p> <p>Terms 2/3</p> <p>On going</p> | <p>Several native trees were purchased and an area in far corner of the field was fenced off to allow a better chance of survival.</p> <p>We trialled a new rubbish system in three classrooms with the aim of recycling more effectively across the school. It is intended to further develop this initiative next year.</p> |
| <p><b>5.10 Improved school security systems</b></p>  |  |   |
| <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>  | <p>On going</p>  |   |