

Hauraki School

ANNUAL PLAN AND REPORT 2024

The following Annual Implementation Plan is aligned to the Strategic Plan. It provides direction for 2024 as well as evidence of ongoing monitoring. It includes:

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

It also includes target groups and planned actions.

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
Continue to Implement the histories curriculum with a focus on early European history, so that one inquiry for each syndicate is achieved during the year. Continue to develop a history teaching framework aligned to the Curriculum Refresh for our School Scheme that provides teaching guidance	On going	All staff	Implementation of the histories curriculum has been a focus for inquiry school wide in term 1. Colonisation and early settlement and how this has impacted on Aotearoa's history over the past 200 years has been the emphasis. Specific areas of focus included whalers, sealers and missionaries for seniors, voyages for middle school and myths and legends for juniors.

1.2 Strategic Goal: Continued development of future focused learning for inquiry and The Arts

Monitor adequate coverage of the teaching of inquiry skills and use of graphic organisers via observations and regular inquiry team meetings Embrace the Reggio philosophy as part of inquiry learning Provide opportunity for students to pursue their own passions using the inquiry process Set up an atelier from term 2	On going	Logan/ inquiry team	The inquiry cycle has been followed school wide and Incorporation of graphic organisers, and thinking tools into planning and teaching is evident. Regular reminders to explicitly teach stages of the inquiry cycle have taken place. The Reggio philosophy has continued to be encouraged in the junior school as part of planning and teaching particularly, on an ongoing basis. Two recent staff meetings have depicted examples of Reggio projects undertaken by other schools with the aim of further developing understanding of this philosophical approach. Art lessons are now being provided by teacher, Mrs Sharon Hawkins, three days a week. Each class will have five blocks of art over five weeks during the course of each term. This provides the additional classroom release that teachers are now entitled to.
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1.3 Strategic Goal: On going monitoring of literacy and numeracy programmes to ensure quality delivery

Implement the government's directive of 10 hours of literacy and 5 hours of numeracy school wide per week	Term 1	All staff	Ten hours of literacy i.e. reading and writing is already in place school wide. The length of Maths lessons have been increased from 45 minutes to an hour daily. Juggling lessons to align with specialist groups was necessary to achieve this.
Continue to strengthen the structured literacy school wide approach for spelling and reading	On going	Logan	One of our 'expert' structured literacy teachers has modelled lessons for new teachers school wide.
Focus on the implementation of the Writing Revolution school wide (PD focus)	On going	Logan/ Castles	Structured literacy has happened in all classrooms regularly several times each week this year.
	On going	All staff/ Mel	A successful application has resulted in 50 hours of professional learning for staff over the course of the year on writing. Outside expert, Fem Castles, has facilitated a staff meeting on the Writing Revolution. A staff meeting and modelling of formal language teaching in classes took place on 16 May. Fem modelled further lessons during a visit in June.
Review the teaching of maths kura wide that is aligned to the Curriculum Refresh. (minor PD focus)	T3	Logan/ Mel/Cla rinda	On going staff meetings have taken place with a focus on writing and also sharing learning with staff on neuroscience <i>The Learning Brain</i> and explicit teaching practices by Dr Anita Archer. A new Maths Scheme has been developed in collaboration with staff that is aligned to the new curriculum. Teachers are beginning to use it for 2025 planning purposes.
	T3		Prime Maths resources that are aligned to the new curriculum have been ordered for use and due to arrive late January. A staff meeting to support usage of these books is to take place in early term 1.
Review the literacy and numeracy sections of our School Scheme to align with the Curriculum Refresh			Teacher Only Day facilitated by outside expert, Marie Hirst, was very successful with an introduction to the new curriculum as well as valuable new ideas for the teaching of maths.
Consider the introduction of differentiated basic facts tests for middle and senior aakonga			A middle school basic facts test has been implemented. The basic facts tests in the middle school are being reviewed to align with the new curriculum.

1.4 Continued focus on furthering student agency and assessment capability

Ensure the implementation of Assessment for Learning strategies school wide Revisit SOLO Taxonomy - staff development minor focus Continue to encourage student agency through the use of student goals, and visibility of 'third teacher' in all classrooms	On going	All staff	A summary of Assessment for Learning strategies was provided on teacher only day along with the expectation that this model of learning is to be implemented school wide on an ongoing basis. A staff meeting to review SOLO took place with the aim of upskilling new staff in particular. All year 3-6 students have goals for reading, writing, maths and handwriting in the front of their books that they are encouraged to refer to regularly with teacher guidance.
1.5 Strategic Goal: Digital technology that supports quality teaching and learning			
Formalise our approach to online learning for each syndicate Provide robotic/coding opportunities for students using outside expertise - 'Brain Play' Replace selected interactive boards with Apple TVs			Two Brain Play sessions were provided for all classes during term 2. Three TVs have been purchased to replace old ones and all are now installed and working well.
1.6 Continue curriculum reviews as set out in the School Scheme			
Inquiry Writing Reading Health	T4 T2 T3 T4		An Inquiry Review was completed in November 2024. See attached. 2024 Inquiry Review As part of a health review currently underway, a well being survey has been administered to year 5 and 6 students. Results have been summarised in the attached link. Well-being survey A Nest Consulting facilitated a Positive Puberty Plus programme for our senior students that took place early in term 4. This proved to be a very successful day for all year 5 and 6 students. Information was delivered in an effective manner appropriate to the age levels of children. A parent meeting took place beforehand.

			Consultation with parents on health programmes provided took place. A health survey sent was to parents and results collated.
1.7 Enhanced library environment			
Celebrate events with displays Develop a magazine section for akonga	On going	Sandy	Displays for various events such as matariki, Easter and Anzac day have taken place during the year. The librarian has also borrowed boxes of National Library books that align with inquiry units. A magazine section has been created.
1.8 Assurance that current assessment practices including reporting inform teaching and learning, demonstrate progression of learning, and comply with MOE requirements.			
Include Ideal Spelling data in reporting 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	On going	All staff Clarinda	The mid-year assessment data for reading, writing and maths has been collated and analysed. See attached. A staff meeting was held beforehand outlining test administration procedures to ensure school wide consistency. The end of year assessment data for reading, writing and maths has been collated and analysed. 2024 End of Year Progress and Achievement Report
1.9 Extra curricular opportunities are provided			
Continue to support activities out of school hours e.g. music and dance Perform a senior school musical show <i>The Button Box</i> Organise orchestras, choirs, drama, dance,	On	Tony/Wendy/Z	The teaching of Spanish at lunch times on Mondays is underway this term facilitated by an outsider. About 15 students are in attendance. <i>The Button Box</i> was successfully performed four times, one matinee and three evening shows from 24 -27 June. All 175 year 5 and 6 students were part of this. All senior classes had dance lessons in terms 1 and 2 in lieu of music. This has involved

marimba, kapa haka and sasa Organise basketball, hockey, netball, cricket, flipperball, rugby, and soccer sports teams	going On going	oe/ Chelsea Seann/J aime Chris	new learning for many students. A year 4 marimba group rehearses weekly. We had nine basketball teams playing in a North harbour Competition. One cricket team enjoyed a match against two local schools. An inter-house cricket tournament was held over several lunch times at the end of term 1. Five flippaball teams played each Sunday last term and in term 2 there are four teams. This has continued in term 3 and 4. Three hockey teams and seven netball teams were registered for the winter season. Two of our netball teams were awarded trophies for their excellent achievement at a recent prize giving. Five teams were registered for summer netball. A rippa and tackle rugby tournament involving 90 students was held on 13 June. Another rippa and tackle rugby field day took place on 22 August. The Brad Johnstone Rugby shield was once again retained by Hauraki. A Girls' Football day and Boys' Football day were held at the end of term 3. A Girls' Football tournament and a Boys' Football tournament took place in early term 4. Four cricket teams participated in a local tournament early in term 4. Three summer hockey teams have been registered. A number of touch rugby teams have also registered for play in term 4.
Enter North Shore Competitions for each of Jump Jam and Gymnastics.	Term 3/4	Ivy	The Hauraki Team was the overall winner in the Jump Jam competition and competed in a national event on 9 November in Tauranga. We achieved second place overall. Three gymnastics teams, a year 3/4, year 5/6 and a boys team successfully competed in the North Shore Primary Schools' gymnastics competition recently.
Strategic Aim 2 <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			
Continue to develop productive partnerships			Performed at the matariki festival at local Bayswater School

with Maori whanau by following up on last year's hui suggestions. Give consideration to culturally responsive practices Organise a junior and senior kapa haka			Hosted a kapa haka festival for all peninsula and other local schools. In November. This was well attended and received by kura and whanau. Performed a powhiri for new students and whanau transitioning to school Mr Ashley thoroughly embraced Maori language Week by setting up different lunch time activities each day which he shared with staff and encouraged participation in these. Senior kapa haka took place each week under the direction of Matua Garry. A junior kapa haka was facilitated by two Takapuna Grammar students.
2.2 Enhance te reo and tikanga instruction			
Develop our own model for teaching of te reo in the senior school - minor staff development focus Employ a specialist teacher for the teaching of te reo in the middle school		Seann Lesley	Digital te reo lessons were provided weekly for all senior classes by Mr Seann Ashley. Classroom teachers joined in these lessons to upskill their own knowledge. Lesley George taught te reo in the middle school on a weekly basis to each class.
2.3 Achieve equitable outcomes for Maori and Pasifika students			
Continue to report on Maori and Pasifika separately Analyse data to identify Maori and Pasifika needing additional support	Mid and end of year	Clarinda	Maori and Pasifika reporting was included in the above Mid-Year Assessment Report and also the end of year report. Additional support groups were reviewed at mid year and some adjustment made with a focus on Maori and Pasifika students.
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			

Educate students from a values perspective at whole school assemblies and in classrooms Carry out a well being survey for senior students as a follow up to term 4, 2023 Provide e-safety training across the school especially in the senior school	On going	Clarinda / all staff	At the first whole school assembly of the year there was a focus on our value hauora which included what it is and how we demonstrate this. Hauora messages have been provided regularly that has included anti- bullying with a focus on addressing any issues noted in the school survey administered last year. Assertiveness was the value of focus in term 2. Understanding is the value of focus in term 3. Respect is the value of focus for term 4.
3.2 Provision of a safe and inclusive learning environment that is free from racism, discrimination and bullying			
Ensure anti -bullying messages are clearly articulated to all students on a regular basis and monitored	On going	All staff	A clear message around bullying is provided regularly at assembles. Behaviour of some students in particular is being closely monitored. This is continuing.
3.3 Enhances communication to ensure a well informed community			
Continue to streamline communication by using the fortnightly school newsletter as the main avenue and providing information as well as practical in advance Make daily notices visible to all parents Provide opportunity to enhance the school home partnership Provide clear guidance for parent help and participation in events/sports Update school web site as required	On going	Clarinda	Fortnightly newsletters are provided with an emphasis on trying to provide information ahead of time as much as possible. Using the class rep pages to reinforce messages has also been a focus. Notices are visible for all parents on a daily basis. A Meet the Teacher evening on 7 February took place which involved a short address from the principal, then time in classrooms where teachers outlined routines and expectations for the year. Approximately a third of parents attended. Parent Interviews on 7 March were reasonably well attended. Mid-year student reports for reading, writing and maths were distributed on 1 July and followed up with parent interviews on Wed 3 July. These were well attended. A second <i>Open Day</i> for prospective parents took place on 30 August that was reasonably well attended.
3.4 Improved quality of the school uniform			
Consider quality of shirt material			The supplier has sourced some shirting material he considers to be of better quality.

Consider quality of socks			We have switched to a new sock supplier that hopefully will be more reliable.
Strategic Aim 4 Environment: A focus that promotes school wide environmental awareness and sustainability			
4.1 Encourage students/aakonga to work collaboratively in our environment, reflecting our bi-cultural heritage and the diversity of our community			
Increase number of native trees and plaques	T2	Clarinda /James	A number of plaques for native trees in the school grounds has now been put in place.
4.2 Drive sustainable practices			
Support Travelwise Improve rubbish bins in all classrooms	On going	Ivy	Travelwise funding has been received and the walking bus routes are been well promoted and used. Ivy Bright teacher in charge, had her efforts acknowledged when she was awarded the Travelwise Manaakitanga award by Auckland Transport at a special function recently, an acknowledgement of all the dedication she has given the school, the leaders and the students, encouraging them to travel to school by bike, scooter or walking.
Strategic Aim 5 Property: Provision of a physically purposeful and attractive environment that contributes to enhances student achievement			
5.1 Achieve new pool			
Support pool committee with raising funds and funding applications to achieve the new school pool	T2/3		The new pool has been constructed and the filtration plant is operating. The tree hedge at the back of the pool has been heavily pruned to enable the seating to be installed. Concreting and fencing around the pool has now been completed and grass sown. Shade sails, seating, covers and heating have now all been installed The upgrade of the changing sheds is underway. Approximately 60 parents have indicated an interest in having their children taught to swim out of school hours in our new pool. An opening of the new pool is scheduled for Friday 29 November. An invitation to ex-students and parents is attached to this information pack.
5.3 Upgrade of selected classrooms/buildings			
Provide classroom desks and chairs as well as other furniture for room 17 (additional class	T1	Clarinda	Desks and chairs for our new classroom have been purchased and are working well. Some additional furniture has been purchased for room 17 including book shelves and

this year)			other storage items.
Provide furniture suitable for art classroom	T2		Furniture for the art room has been purchased.
5.4 Enhance school grounds/buildings/gardens			
Upgrade hall digital projector	T3		Part of the funds raised from our success with Shop for Schools competition has been used to purchase a new digital projector for the hall.
Replace turf on cricket pitch	T1		The cricket pitch was re-turfed at the end of January.
Paint the exterior of the senior school block	T1		The senior school block was painted in January which has completed the painting of the whole school.
Display mosaics depicting school vision	T1		The mosaics depicting the school vision and logo have been reinstated after several years in storage.
Replant hedge on either side of the senior playground	T2		
Create two green walls			
Stain boundary fence			
Upgrade senior school drinking fountains			
Extend concrete path to front gate			
Provide a new cover for long jump pit			
Consider flood gates for senior classrooms			
Investigate drainage issues at rear of field			

HAURAKI SCHOOL

TARGETS AND ACTION PLAN FOR 2024

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 2023 analysed literacy and numeracy data.

SPECIAL NEEDS

Target Group 1	Year 3 Writing Group (8 students)	Led By	Time Frame	Budget
Base Data	At the beginning of 2024, there were 8 students were at 1P.	Belinda	Terms 1 - 4	1.0 Teacher
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 4 Writing Group (10 students)			
Base Data	At the beginning of 2024, nine students were at 1A, and one student was at 2B.	Belinda	Terms 1 - 4	1.0 Teacher

Target Set	The overall aim is to accelerate the progress of these children and have all students progressing and achieving at 2P by the year's end.			
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. Ongoing monitoring is to take place.			
Target Group 3	Year 5 Writing Group (10 students)			
Base Data	At the beginning of 2024, 1 student is at 1A, and 9 were at 2B.	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 4	Year 6 Writing Group (10 students)			
Base Data	At the beginning of 2024, one student is at 2P, 5 are at 2A and 3 are 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.			
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Target Group 5	Year 3 Maths Group (7 students)			
Base Data	At the beginning of 2024, 6 students were at 1P, and one student was at 1A.	Belinda	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 2B by the end of the year.			
Assessment Tool	asTTle, 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 who is to provide and in depth instructional teaching according to individually identified needs. Ongoing monitoring is to take place.			

Target Group 6	Year 4 Maths Group (10 students)			
Base Data	At the beginning of 2024, 9 students were at 1A, and one was at 2B.	Belinda	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 Group (11 students)			
Base Data	At the beginning of 2024, one student was at 1A, and 10 were at 2B.	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 8	Year 6 Maths 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.	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.			