

HAURAKI SCHOOL



CHARTER 2023

Sarah Keber
Chairperson Board of Trustees

Clarinda Franklin
Principal

HAURAKI SCHOOL

CONTENTS



INTRODUCTION

Mission Statement

Values

Vision

Cultural Diversity

Maori Dimension

Community Expectations

Principles

STRATEGIC PLAN 2023-2025

ANNUAL PLAN 2023

Part 1- Strategic and Non-Strategic

Part 2 Target Action Plan |

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

2023-2025

The following strategic section sets out a broad outline of education priorities at Hauraki School for 2023-2025 with a focus on student progress and achievement. It reflects government priorities as set out in NEGs and plans for other key areas of the school.

HAURAKI SCHOOL STRATEGIC PLAN 2023-2025

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 experiments
Opportunity for students to pursue own passions**

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

<p>Enhanced library environment</p> <p>Assurance that current assessment practices inform teaching and learning and demonstrate progression of learning</p> <p>Increased opportunities for learning are considered.</p> <p>Continued development of sporting opportunities</p>	<p>Provide class sets of balls or P.E. lessons Develop students' understanding of the need for healthy eating</p> <p>Review library systems currently in place Celebrate events with displays Develop a teacher reference section Develop a magazine section for akonga Promote new books Support students with inquiry learning</p> <p>Review current online assessment tools and practices used Streamline data entry as far as possible</p> <p>Provide after school programmes as practical</p> <p>Include flippaball Provide a balance of competitive and non-competitive events</p>
<p>Strategic Aim 2 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.</p>	
<p>Assurance of culturally responsive practices</p>	<p>Include a section in our School Scheme that details strategies used to promote culturally responsive practices</p>

<p>Ensure that our local curriculum reflects local tikanga Maori, maatauranga Maori, and te ao Maori</p> <p>Enhance te reo and tikanga instruction</p> <p>Achieve equitable outcomes for Maori and Pasifika students</p> <p>Signage that reflects bi-culturalism</p>	<p>Establish productive partnerships so whanau, hapu, iwi and Maori are participating and making decisions about the education of Maori learners.</p> <p>Provide PD for developing cultural capability Continue to develop te reo Maori instruction in classrooms Engage with Te Puna Tuatahi model for teaching of te reo in the senior school Continue to report separately on Maori/Pasifika students achievement</p> <p>Classroom numbers, classroom blocks, welcome sign</p>
--	--

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.

<p>Consideration of strategies for promoting mental health, well being and resilience</p> <p>Provision of a safe and inclusive learning environment that is free from racism, discrimination and bullying</p> <p>Enhanced communication to ensure a well informed community</p>	<p>Education of learners/akonga on mindfulness and resilience, e-safety training for students and parents</p> <p>Educate learners/akonga on bullying Provide more visible access to bullying policy Use junior/senior buddy system purposefully on occasions Hold multicultural events</p> <p>Streamline communications to the school community Improve communication and clarity around school</p>
--	--

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

Strategic Aim 4
Environment: A focus that promotes school wide environmental awareness and sustainability.

<p>Encourage people/students to work collaboratively in our environment, reflecting our bicultural heritage and the diversity of our community.</p> <p>Develop & foster programmes that focus on learning about the</p>	<p>Increase number of native trees and name plaques Continue to participate in active sharing and collaboration with others to celebrate learning actions and success</p> <p>Continue to develop values and attitudes of concern for</p>
---	--

<p>interaction between people and the environment and developing attitudes and behaviours for a more sustainable future.</p> <p>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</p> <p>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</p>	<p>the environment, while experiencing outdoor learning in the environment</p> <p>Re-create gardens for garden to table inquiry</p> <p>Continue promotion of Travelwise</p> <p>Review cycle/scooter policy</p> <p>Install water tanks for watering</p> <p>Pursue solar heating for pool</p> <p>Develop an improved rubbish management system including naming recycling bins</p> <p>Have appropriate bins in all classrooms</p> <p>Consider energy efficient heating/cooling pumps in some classrooms</p>
--	--

Strategic Aim 5
Property: Provision of a physically purposeful and attractive environment that contributes to enhanced student achievement.

<p>Achieve new pool</p> <p>Explore possibility of additional land/more parking</p> <p>Maintain painting schedule</p> <p>Create more covered space</p>	<p>Support pool committee with seeking Ministry approval, applying for additional funding, repricing building of pool</p> <p>Explore idea for drop off zone idea</p> <p>Paint whole school exterior (except new block)</p> <p>Consider options for increasing covered space bigger hall/auditorium/gym</p>
---	--

<p>Maintain safe and purposeful playground equipment</p> <p>Upgrade selected classrooms</p> <p>Enhance school grounds/ gardens/buildings</p> <p>Upgrade alarm system</p>	<p>Upgrade of middle and senior playgrounds</p> <p>Focus on rooms 18, 19, 20, 21.</p> <p>Consider a teacher toilet in middle school vicinity</p> <p>Recarpet selected rooms</p> <p>Provide heat pumps for heating and cooling (Strat Aim 4)</p> <p>Replace toilet seats and door locks as required</p> <p>Replant selected gardens</p> <p>Create a friendship seat</p> <p>Upgrade drinking fountains for senior school</p> <p>Repaint court markings</p> <p>Widen concrete path to front gate</p> <p>Display vision mosaics currently in storage</p> <p>Paint boundary fence</p> <p>Create green walls</p> <p>Drain field</p> <p>Purchase a new ride on mower</p> <p>Provide shade for junior area</p> <p>Ensure alarm system is connected to whole school for fire, bell and intercom system</p>
--	---

Hauraki School

ANNUAL PLAN AND REPORT 2023

Part 1 – Strategic and Non-Strategic

Part 2 – Target Groups

The following annual section is aligned to the Strategic Plan. It provides direction for 2023 as well as evidence of ongoing 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
<p>Continue to engage with Te Tuatahi Trust and mana whenua, also other local resources, to develop our local histories curriculum.</p> <p>Implement the histories curriculum that incorporates local curriculum, so that at least one inquiry for each syndicate is achieved during the year.</p> <p>Continue to develop a history teaching framework for our School Scheme that provides guidance for staff</p>	On going	All staff	

1.2 Strategic Goal: Continued development of future focused inquiry learning

<p>Celebrate identity in greater depth by ensuring that students are able to understand and articulate their own cultures and backgrounds</p> <p>Monitor adequate coverage of the teaching of inquiry skills via regular inquiry team meetings</p> <p>Provide opportunity for students to pursue their own passions using the inquiry process</p>			
---	--	--	--

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 - spelling and reading a major staff development focus			
Ensure maths problem solving approach is balanced with the explicit teaching of selected strategies			
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 - staff development minor focus			
Revisit SOLO Taxonomy - staff development minor focus			
Ensure incorporation of thinking tools and graphic organisers into curriculum plans is used consistently	On going	All staff	
Continue to encourage student agency through the use of student goals, and visibility of 'third teacher' in all classrooms that will ensure infusion of the Reggio philosophy.	On going	All staff	
1.5 Strategic Goal: Digital technology that supports quality teaching and learning			
Improve the accessibility and use of seesaw			

<p>Formalise our approach to online learning for each syndicate</p> <p>Provide robotic/coding opportunities for students using outside expertise - 'Brain Play'</p> <p>Replace selected interactive boards with Apple TVs</p>			
<p>1.6 Continue curriculum reviews as set out in the School Scheme</p>			
<p>Maori Music Visual Art Drama Maths?</p>			
<p>1.7 Enhanced library environment</p>			
<p>Celebrate events with displays</p> <p>Develop a magazine section for akonga</p>			
<p>1.8 Assurance that current assessment practices including reporting inform teaching and learning, demonstrate progression of learning, and comply with MOE requirements.</p>			
<p>Include Ideal Spelling data in reporting</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 outlined in our School</p>			

<p>Scheme</p> <p>Provide an Analysis of Variance Report on specialist groups</p>			
<p>1.9 Extra curricular opportunities are provided</p>			
<p>Continue to support activities out of school hours e.g. Chinese, music, dance, lego</p> <p>Perform an arts festival</p> <p>Organise orchestras, choirs, marimba and kapa haka.</p> <p>Organise basketball, hockey, netball, cricket, rugby and soccer sports teams</p>			
<p><i>Strategic Aim 2</i> <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></p>			
<p>2.1 Ensure that our curriculum reflects local tikanga Maori, maatauranga Maori, and te ao Maori</p>			
<p>Establish productive partnerships with Maori and Pasifika whanau by consulting with them</p> <p>Give consideration to culturally responsive practices</p> <p>Organise a junior and senior kapa haka</p>			
<p>2.2 Enhance te reo and tikanga instruction</p>			

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			
Analyse data to identify Maori and Pasifika needing additional support			
<p>Strategic Aim 3: <i>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</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 as part of values philosophy at whole school assemblies			
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 clear guidance for parent help and participation in events/sports			
Update school web site as required			
3.4 Improved quality of the school uniform			
Create a sports and house t-shirt for lunch times and sporting events			
Strategic Aim 4			
Environment: A focus that promotes school wide environmental awareness and sustainability			
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			
Support Travelwise			
Install water tanks for watering purposes			
Improve rubbish bins in all classrooms			
Consider energy efficient heating/cooling			

pumps in rooms 20 and 21			
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			
5.3 Upgrade of selected classrooms/buildings			
Upgrade rooms 18, 19, 20, 21			
Replace classroom furniture in room 16			
Recover staffroom chairs			
5.4 Enhance school grounds/buildings/gardens			
Replace roof on rooms 18 and 19. Paint remainder of school Replant selected gardens Create two green walls Display vision mosaics and logo in storage 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 Replace seesaw in middle playground Replace some turf in the middle playground			

HAURAKI SCHOOL

PART 2 -ACTION PLAN FOR TARGET GROUPS

Strategic Aim All students are able to access *The N.Z. Curriculum* as evidenced by achievement in relation to the National Curriculum.

Annual Objective: Improve areas of weakness and enhance areas of strength identified from end of 2022 analysed literacy and numeracy data.

SPECIAL NEEDS

Target Group 1	Year 3 Writing Group (10 students)	Led By	Time Frame	Budget
Base Data	At the beginning of 2023, 7 students were at 1P, and 3 were at 1A.	Belinda	Terms 1 - 4	1.0 Teacher
Target Set	Overall aim is to accelerate these students so that they are achieving at 2B 1 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 (9 students)			

Base Data	At the beginning of 2023, one student was at 1P, 7 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 2023, 5 students were at 2B, and 5 were at 2P.	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 2023, 2 students were at 2B, 4 were at 2P, and 4 were 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 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 5	Year 3 Maths Group (10 students)			
Base Data	At the beginning of 2023, 8 students were at 1P, and 2 students were 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 reading time to work with a specialist teacher who is to provide reading mileage and in depth instructional teaching according to individually identified needs. Ongoing monitoring is to take place.			

Target Group 6	Year 4 Maths Group (10 students)			
Base Data	At the beginning of 2023, 3 students were at 1P, 6 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 (10 students)			
Base Data	At the beginning of 2023, one student was at 1A, 7 at 2B, and one at 2P.	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 (10 students)			
Base Data	At the beginning of 2023 2 students were at 2B, 3 at 2P, and 6 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.			

E.S.O.L (English As A Second Language)

Target Group 9	ESOL Students Listening, Speaking, Reading and Writing	Led By	Time Frame	Budget
Base Data	<p>This cohort of students includes four at year 6, seven at year 5, four at year 4, twelve at year 3, nine at year 2 and two at year 1.</p> <p>Listening: 13 students at stage 0, 13 students at stage 1, 11 at stage 2, and 1 at stage 3.</p> <p>Speaking: 13 at stage 0, 11 at stage 1, 13 at stage 2, and 1 at stage 3.</p> <p>Reading: 13 at stage 0, 10 at stage 1 and 15 at stage 2.</p> <p>Writing: 22 at stage 0, 14 at stage 1 and 2 at stage 2.</p>	Jill	Terms 1 - 4	0.56 Teacher Salary
Target Set	To achieve two stages by the end of the year.			
Assessment Tool	ELLP stages			
Action	Students are withdrawn from their mainstream class twice a week, and are taught in small groups of four to six students per group			

