

HAURAKI SCHOOL



CHARTER 2024

Sarah Keber
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Hauraki School

MISSION STATEMENT

To provide excellent academic, sporting and cultural programmes in a safe and challenging environment which encourages all students to develop their unique potential and be contributing citizens within their community

VALUES

Haoura
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

Hauraki School

STRATEGIC PLAN 2024-2025

The following strategic section sets out a broad outline of education priorities at Hauraki School for 2024-2025 with a focus on student progress and achievement. It reflects government priorities.

HAURAKI SCHOOL STRATEGIC PLAN 2024-2025

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 using the inquiry process

Continue with student inquiry staff development

<p>Ongoing upskilling of literacy and numeracy to ensure quality delivery</p> <p>Continued focus on furthering student agency and assessment capability</p> <p>Digital technology that supports quality teaching and learning</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>Progress a structured literacy approach school wide Review problem solving approach in maths Provide targeted teacher professional development</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>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>Health/P.E Curriculum, Reading, Writing, Handwriting, Spelling, Maths, Maori, Inquiry (Science, Social Science, Technology) , P.E./Health, Music, Dance, Drama Consider puberty education Provide class sets of balls or P.E. lessons Develop students’ understanding of the need for healthy eating</p>
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<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>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>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>Include a section in our School Scheme that details strategies used to promote culturally responsive practices</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</p>

<p>Achieve equitable outcomes for Maori and Pasifika students</p> <p>Signage that reflects bi-culturalism</p>	<p>Continue to develop te reo Maori instruction in classrooms Reconsider 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>
<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>	
<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 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</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>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>
<p>Strategic Aim 4 Environment: A focus that promotes school wide environmental awareness and sustainability.</p>	
<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 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>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 the environment, while experiencing outdoor learning in the environment Re-create gardens for garden to table inquiry</p> <p>Continue promotion of Travelwise Review cycle/scooter policy Install water tanks for watering Pursue solar heating for pool Develop an improved rubbish management system</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>including naming recycling bins Have appropriate bins in all classrooms Consider energy efficient heating/cooling pumps in some classrooms</p>
<p>Strategic Aim 5 Property: Provision of a physically purposeful and attractive environment that contributes to enhanced student achievement.</p>	
<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>Maintain safe and purposeful playground equipment</p> <p>Upgrade selected classrooms</p> <p>Enhance school grounds/ gardens/buildings</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>Upgrade of middle and senior playgrounds</p> <p>Focus on rooms 18, 19, 20, 21. Consider a teacher toilet in middle school vicinity Recarpet selected rooms Provide heat pumps for heating and cooling (Strat Aim 4) Replace toilet seats and door locks as required</p> <p>Replant selected gardens Increase number of native trees and name plaques</p>

<p>Upgrade alarm system</p>	<p> Create a friendship seat Upgrade drinking fountains for senior school Repaint court markings Widen concrete path to front gate Display vision mosaics currently in storage Paint boundary fence Paint school exterior Create green walls Drain field Purchase a new ride on mower Provide shade for junior area Ensure alarm system is connected to whole school for fire, bell and intercom system </p>
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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
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	

1.2 Strategic Goal: Continued development of future focused inquiry learning

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

Implement 10 hours of literacy and 5 hours of numeracy school wide per week as directed	Term 1	All staff	
Continue to strengthen the structured literacy school wide approach for spelling and reading	On going	Logan	
Focus on the implementation of the Writing Revolution school wide (PD focus)	On going	Logan/ Castles	
Review the teaching of maths kura wide that is aligned to the Curriculum Refresh. (minor PD focus)	On going	Mel	
Review the literacy and numeracy sections of our School Scheme to align with the Curriculum Refresh	T2/3	Logan/ Mel/Cl arinda	
Consider the introduction of differentiated basic facts tests for middle and senior aakonga	T1/2	Clarinda/ Mel	
1.4 Continued focus on furthering student agency and assessment capability			
Ensure the implementation of Assessment for Learning strategies school wide	On going	All staff	
Revisit SOLO Taxonomy - staff development minor focus			
Ensure incorporation of thinking tools and graphic organisers into curriculum plans is used consistently			
Continue to encourage student agency through the use of student goals, and visibility			

of 'third teacher' in all classrooms			
1.5 Strategic Goal: Digital technology that supports quality teaching and learning			
<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>			
1.6 Continue curriculum reviews as set out in the School Scheme			
<p>Reading</p> <p>Inquiry</p> <p>Writing</p> <p>Drama</p>	<p>T1</p> <p>T2</p> <p>T3</p> <p>T4</p>		
1.7 Enhanced library environment			
<p>Celebrate events with displays</p> <p>Develop a magazine section for akonga</p>	<p>On going</p>	<p>Sandy</p>	
1.8 Assurance that current assessment practices including reporting inform teaching and learning, demonstrate progression of learning, and comply with MOE requirements.			
<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</p>	<p>On going</p>	<p>All staff Clarinda</p>	

Curriculum expectations outlined in our School Scheme			
Provide an Analysis of Variance Report on specialist groups			
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, marimba, kapa haka and sasa			
Organise basketball, hockey, netball, cricket, flipperball, rugby and soccer sports teams			
<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>			
2.1 Ensure that our curriculum reflects local tikanga Maori, maatauranga Maori, and te ao Maori			
Continue to develop productive partnerships 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			

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		Seann	
Employ a specialist teacher for the teaching of te reo in the middle school		Lesley	
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: <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>			
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	On going	Clarinda / all staff	
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			
3.2 Provision of a safe and inclusive learning environment that is free from racism, discrimination and bullying			
Ensure anti -bullying messages are clearly	On	All	

articulated to all students on a regular basis and monitored	going	staff	
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	
3.4 Improved quality of the school uniform			
Consider quality of shirt material			
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	T2	Clarinda /James	
4.2 Drive sustainable practices			
Support Travelwise	On going	Ivy	

Improve rubbish bins in all classrooms			
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		
5.3 Upgrade of selected classrooms/buildings			
Provide classroom desks and chairs as well as other furniture for room 17 (additional class this year)	T1	Clarinda	
Provide furniture suitable for art classroom	T2		
5.4 Enhance school grounds/buildings/gardens			
Replace turf on cricket pitch	T1		
Paint the exterior of the senior school block	T1		
Display mosaics depicting school vision	T1		
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 rest of 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 <i>The N.Z. Curriculum</i> 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.			
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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.			

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 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 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.			