

HAURAKI SCHOOL

ANNUAL REPORT 2017

Part 1 – Strategic and Non-Strategic Report

Part 2 – National Standards

Part 3– Analysis of Variance

Part 4 – ELLP Progressions

The following is my 2017 Annual Report. Progress against objectives outlined in the Annual Plan, that is derived from the Strategic Plan, and Target Action Plan are reported on for the school community, Board of Trustees and Ministry of Education. Five Strategic Aims provide a framework for this report.

Introduction:

The school opened on 31 January 2017 with 451 students compared with 438 at the beginning of 2016, 430 students at the beginning of 2015, 418 students at the beginning of 2014, 396 in 2013, 384 in 2012, 370 at the beginning of 2011, 362 at the start of 2010, 338 and at the beginning of 2009. 2017 started with 18 classes, seven in the Junior School, six in the Middle School and five in the Senior School. Class sizes varied throughout the year depending on the number transitioning in and out of the school at any one time, but the maximum was 28 in each of the Junior and Middle Schools, and 32 in the Senior School. A third new entrant class opened at the start of term 3, and a fourth new class was started at the beginning of term 4. The roll grew steadily during the year and the year finished on the 14 December with 524 students, compared with 496 at the end of 2016.

PART 1 –STRATEGIC AND NON-STRATEGIC ANNUAL REPORT 2017

Strategic Aim 1: Student learning: The National Curriculum is delivered effectively in a culture of excellence, so all students can achieve to the best of their ability

Goals as per Annual Plan	Actions/Outcome	Evaluation
<ul style="list-style-type: none"> All students are able to access the N.Z. Curriculum evidenced by the quality of programmes being delivered and progress and achievement data. 	<ul style="list-style-type: none"> Reading, writing and maths were taught consistently in all classrooms across the school each day. Timetabling has continued to be aligned and at any one year level reading, writing and maths took place at the same time so that children who were withdrawn for additional support or extension purposes were not being disadvantaged by missing out on something else. Teacher aides working in year 2 classes each morning proved very worthwhile. This additional support provided by the board benefited both teachers and students. A level 3 spelling programme that outlined specific skills to be taught was implemented and ensured consistency of delivery across the senior syndicate. Term plans clearly outlined the reading strategy to be taught at any one time for each syndicate. These were usually selected to coincide with what was most appropriate for writing and inquiry. Differentiated teaching was evident in all classrooms for reading, writing and maths and in most instances consistently. Each class teacher selected a group of 6-8 target students who were not receiving help from any specialist teacher to particularly focus on. This involved regularly identifying what the students needed to learn next, strategies needed to achieve these, and recording how the teaching practice changed to meet the needs. Many pleasing gains were noted. We engaged in a Ministry Accelerating Learning in Literacy (ALL) initiative. Six year 2 girls and six year 2 boys below National Standard were selected. Providing students with small group instruction as an 'on top of' rather than an 'instead of' has meant the students in the two ALL groups have made accelerative progress. Their upward achievement traction was much stronger than in their previous learning. Acceleration was most certainly achieved by engaging the students in high interest 	<p>The benefit of teacher aides in classrooms has resulted in the board agreeing to extend this to all year 2 and 3 classes in 2018, a total of six teacher aides.</p> <p>Need to ensure that this is implemented consistently. Will be useful to consider this programme in the light of Yolanda Sorrell's spelling expertise.</p> <p>This had worked well as an integral part of the appraisal process.</p> <p>Proposed to use this same model in 2018.</p>

<p>1.1 Focus on deep learning and in particular continue to strengthen the teaching of models for learning in particular AFL and SOLO taxonomy.</p> <p>1.2 The School Scheme reflects current practices.</p> <p>1.3 Student inquiry encourages ownership of learning for students.</p> <p>1.4 Strengthen provision for teaching of te reo and tikanga.</p>	<p>and motivating learning experiences. A separate ALL report has been completed.</p> <ul style="list-style-type: none"> • Triennial curriculum reviews were carried out over the course of the year for Handwriting and Music. For each of these, the process included reviewing quality of teaching, quality of learning, quality of resourcing and making recommendations. Findings were presented to staff and board. Copies of these reviews are on the Hauraki digital site, and also in a hardcopy master Self Review folder. Scheduled curriculum reviews for Dance/Drama and Inquiry are in progress and are to be completed in 2018. • AFL (Assessment for Learning and one of the models of learning Hauraki uses) is generally well implemented school wide. Learning intentions and success criteria are normally made explicit to children so they understand what they are learning and why. Co-constructing success criteria with students is a more common practice now. The quality of feedback and feed forward by teachers has shown a pleasing improvement with most teachers regularly indicating to students what they have done well and what they need to work on. Self and peer assessment also features to some extent. • The implementation of SOLO (Structured Overview of Learning Outcomes) has continued across the school with teachers using this as a guide to encourage deeper learning. SOLO rubrics have also been used regularly for student and teacher assessment. Teacher planning for student inquiry continues to be formatted using SOLO. • The School Scheme continues to be our guiding document for curriculum delivery at Hauraki School. Aspects were updated, in particular mid-year assessment and spelling sections. • A focus on teaching inquiry skills rather than context during term 1 proved worthwhile. Skills such as questioning, and selecting and recording information were explicitly taught as well as self management and collaborative skills so that students learned what it is to be a good learner and how to successfully interact with one another. Putting greater emphasis on these, enabled students to apply the skills to inquiry contexts with greater success in subsequent terms. • During 2017 the teaching of te reo and tikanga Maori was facilitated by classroom teachers and an integral part of class programmes. This had a strong oral focus. We were fortunate to be supported by newly appointed 	<p>Updated curriculum reviews have provided future direction for continuing improvement. Presentation of handwriting and books is an on going area to be aware of. Need to outline expectations at the beginning of 2018.</p> <p>With a number of new staff on board over the past couple of years, AFL is to be a staff development focus in 2018. Also further development of the third teacher concept so next steps for students are visible on the classroom wall, the aim being to further encourage student ownership of learning. Goal setting by students is also an area for upskilling given the number of new staff. Again with new staff on board, SOLO is to be a professional development focus in 2018. Continue to build into appraisal system again.</p> <p>The front section and also the inquiry sections are to be updated in 2018.</p> <p>Developing a toolkit of skills and dispositions will again be a focus in term 1, 2018.</p> <p>Additional support for teaching of te reo in the junior and senior school is to be trialled again in 2018.</p>
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<p>1.5</p> <p>1.6 Review ESOL programme.</p> <p>1.6 Health and P.E. programmes currently being taught reflect the needs of students and our community.</p> <p>1.7 The provision of a range of cultural and sporting opportunities for students is given priority.</p>	<p>teacher, Mr Seann Ashley</p> <ul style="list-style-type: none"> • A new ESOL teacher was appointed at the beginning of the new year. There was a review of existing processes and a number of changes made to strengthen alignment between classroom practice and ESOL programmes, but also to accommodate the increasing demand for this service. The ELLP matrices were used for tracking and monitoring progress and results are attached at the end of this annual report. • Health programmes taught were normally taught as part of inquiry learning and followed our two yearly cycle. Life Education programmes proved a useful resource and in particular a new focus on the health risks associated with sugar was introduced to senior students. • A range of cultural and sporting opportunities were once again on offer. Singing assemblies were held fortnightly. A middle choir and a senior choir met weekly taken by Mrs Wendy Saelmans. The Middle Choir performed at the Kids for Kids concert held in the Bruce Mason Theatre in term 4. A boys' choir, rock n roll choir, a junior music extension group, rock band and a year 5 and a year 6 orchestra were taken by music specialist, Mr Tony Ramsay. Miss Holly Griffin took a marimba group weekly as well. Senior kapa haka was facilitated by outside expertise Matua Garry and took place weekly all year. Once again we participated successfully in the local Onepoto Festival and the group also performed at various school events during the year. A junior kapa haka was started during the year by two parents and proved successful. Dance was taught to various groups throughout the year, and there was also opportunity to be involved in drama. A Junior Christmas concert is about to be performed by each of the nine classes and promises to be a memorable experience for children and parents. A successful Arts festival performed for the community at the end of term 3 provided opportunity to show case skills taught. • As in previous years the waterwise programme continued at Narrow Neck beach for year 6 students and we are grateful to the willing group of parent instructors who assisted. All year 6 students participated on a fortnightly basis in terms 1 and 2 and as usual this proved to be a popular component of the school programme. They learned to sail and kayak. 	<p>Parents surveyed late last year indicated were overwhelmingly supportive of health related programmes provided. Promoting healthy lunch boxes and moving to a water only school were also well supported. Review nut policy.</p> <p>All of the Arts activities were performed admirably with children who participated achieving a high level of skill.</p> <p>Great range of sporting opportunities made available for children. Many successes.</p>
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	<ul style="list-style-type: none"> • Two children competed in the Mt Ruapehu primary schools ski competition over the course of a week in August under the supervision of parents. • Twelve netball, five basket ball, and six hockey teams represented the school on a weekly basis outside school hours and achieved a number of worthwhile results. Senior children, in particular, were encouraged to take part in at least one representative sport. I am grateful to Mr Christopher Pipes, Miss Melanie Rickard, Mrs Donna Golightly and Mrs Donna Golightly for their organisation of these teams. Summer netball and hockey teams as well as touch rugby also featured during term 4. Support from parents as coaches, managers and/or referees was also much appreciated. • Also, there was one tackle rugby and five rippa teams thanks to Mr Michael Hebden, Mr Pipes and parents. • Two soccer teams competed in a North Shore Primary Schools competition. I am grateful to Mr Pipes for trialling and organising these teams. • Two cricket teams that played two inter-school matches were organised by Mrs Franklin and ably assisted by coach, Mr Gordon McCutcheon. • Annual Sports Days were held school wide for each of swimming, athletics, and cross country and many parents attended these events. Children who excelled in each of these participated in inter-school events and again it was a very successful year for Hauraki School with a number of our athletes taking the top placings. • Kiwi Sport funding of?? was spent on providing all students with the opportunity school wide to participate in snag golf, and also contributed towards the cost of squash tuition. 	
<p>1.8 Environmental sustainability is encouraged.</p>	<ul style="list-style-type: none"> • A significant achievement was maintaining our travelwise gold status. A variety of incentives were provided throughout the year to encourage children to use active modes of transport for getting to and from school. Several Walking School Bus routes continued to be well supported throughout the year. Allowing children younger than nine years of age to ride to school with a parent has been appreciated by the community and successfully implemented. • The Garden Club that was facilitated by Mrs Jess Ryder met regularly and proved popular and successful for a keen group of students. 	<p>Sustain our gold status by providing incentives for children on a regular basis.</p> <p>Incorporate environmental sustainability into revised inquiry teaching.</p>
<p>1.9 Values teaching which reflects the school's underlying philosophy is built on.</p>	<ul style="list-style-type: none"> • The teaching of values continued by focussing on one per term and during 2017 Hauora, Accountability, Kindness and Integrity were integrated into daily school life, assemblies and as well in the classroom and playground. Recipients of certificates were acknowledged on our values tree in the foyer. Most teachers showed a high level of support for the teaching of these by 	<p>Positive feed back following school trips and visitors to the school is frequent and reflects explicit teaching of the values.</p>

<p>1.10 Further develop the integration of IT across the school to maximise teaching and learning opportunities.</p> <p>1.11 The information centre provides improved accessibility to resources that support teaching and learning.</p> <p>1.12 Review homework across the school to ensure consistency.</p>	<p>following up in classrooms with a variety of activities and some were shared at assemblies.</p> <ul style="list-style-type: none"> • Once again all year 6 students were encouraged to develop leadership skills with the launch of a Leadership Day facilitated by ex- Board Chairperson, Mr David Hansen. This involved exploring the leadership concept, a range of team building exercises, and listening to inspirational Takapuna Grammar student leaders. • The election of house and deputy house captains also took place at the beginning of the year and they were given a number of specific responsibilities during the year. Also there were library, computer, road patrol, P.E, and lunch monitors selected. • The integration of IT into learning continued to develop in 2017 across the school that was supported by specialist staff. See detailed ICT report by Donna Golightly. • Class pages continued to be on a google site within the Hauraki School domain. Donna has monitored these ensuring each class teacher updates these at least weekly. • Each class once again was set up with their own gmail account in the Hauraki School domain. This has been used by the students, and younger classes have access to google docs for publishing purposes. • Using digital devices to support learning as opposed to devices dictating tasks, was an on going area of focus that staff are demonstrating a greater awareness of. This was evident in reading, writing and maths daily tumbles. Controlled use of apps has provided worthwhile so teachers can focus on utilising a select few efficiently in their classrooms. • The use of seesaw in the junior school particularly, has been well used and useful for communicating learning to parents. • The year 6 classes continued as BYOD but any student without a device was provided with one by the school. The remainder of resources have been distributed fairly throughout the school but some classes have made better use of the equipment than others. • Access It software has improved the efficiency of the library considerably. Our librarian has continued to build up the collection of books that is appreciated by students and staff. Losing approximately 150 books last year is a problem that needs to be addressed. • Teachers, are aware of the importance of providing homework that is reinforcement of what is taught in the classroom as much as possible, and that the amount should be progressive across levels. 	<p>Providing all year 6 students with a responsibility meant some students needed close monitoring to ensure they carried out their duties.</p> <p>Teachers need to ensure that updates are completed regularly.</p> <p>Focus on being able to select the most appropriate app for a given purpose. Staff have appreciated specific guidance with the use of apps as part of their tumbles that relate directly to what children are learning at anyone time and to provide reinforcement of previous recent teaching.</p> <p>On going training of the new library software, Access It by librarian Paula Gray is needed at beginning of 2018. Need to investigate a sensor system for monitoring books being taken from the library. Need to consider redistribution of devices to ensure that the use of resources we have are maximised. Continued monitoring of homework needed. When surveyed most parents were satisfied with the amount of homework provided. Reminders about coinciding it with what is being taught in the classroom is important.</p>
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<p>1.13 New opportunities for learning are considered outside of school hours.</p>	<ul style="list-style-type: none"> • Kelly Sports taught a skills based programme once a week after school for part of the year. • A number of sports practices took place before and after school particularly during the winter terms. • Small groups and individual tuition was provided throughout the year in our Music Centre for students learning a range of instruments. • French was taught weekly at lunch time on a Friday to a small group of committed students. • Chinese was taught to a group of students three times a week after school. • The lego club run by a school family that was held each Friday after school proved popular for a number of children. 	<p>Providing these after school services is appreciated by children and parents. A request for the teaching of Spanish is to be considered for 2018.</p>
<p>Strategic Aim 2: Documentation and National Standards: These are used effectively to support improved student progress and achievement for literacy and numeracy.</p> <p>2.1 -2.7 Refer to Part 3 of this document: NAG 2A (B) and (C) including the Analysis of Variance for all details of National Standards reporting.</p>		
<p>2.8 Special needs students are supported so that they progress to the best of their ability.</p>	<ul style="list-style-type: none"> • The Registers for Special Needs and Gifted and Talented continued to be updated twice during the year. • In addition to specialist teachers, Kerry Clark, Carolyn Jones, Christine Dean and nine teacher aides special needs programmes were supported by a number of outside agencies including Ministry group education personnel, speech language therapists, teacher for the deaf, paediatric occupational therapist, educational psychologist, RTLBs, and RT Lits. • Three teacher aides were used four mornings each week to provide support in the year 2 classes. As well teacher aides ran the perceptual motor programme four mornings a week. • Small groups of year 3 and year 4 students needing additional support were withdrawn from their classes separately for each of writing and maths and taught by specialist teacher, Mrs Kerry Clark three days a week. This extra help was also provided for year 5 and 6 students taught by Mrs Christine Dean. These groups have allowed children to work at a slower pace in order to consolidate their learning. Details of progress made for students are recorded in the Analysis of Variance Report. • Reading recovery continues to be a highly valued and an effective intervention for our struggling six year olds. Nine children went through the reading recovery programme with Mrs Carolyn Jones and a further three will continue in 2018. One child remained with Mrs Jones for additional reading support. • Mrs Jones also took five students through an individualised spelling programme 	<p>Up to date registers were achieved.</p> <p>Learning to transfer what they know is a focus for these children as they gain confidence in themselves and their ability. Increased confidence for students noted. Virtually all made progress in each of writing and maths with a few achieving National Standard. See Analysis of Variance report.</p>

<p>she designed using the Seven Steps to Literacy word bank as a base. They are organised into levels of difficulty that the children systematically work through.</p> <ul style="list-style-type: none"> • This year three teacher aides trained to facilitate Rainbow Reading. We focused on working with Year 3 and Year 4 classes to get as many children at standard as possible before they moved into the Senior School. This programme has been run at the same time as reading in the class but we now believe that the real benefits of this programme only happens if it is run ‘as well as’ and not ‘instead of’ the classroom programme. This year Rainbow Reading has helped 21 children to gain confidence in their reading ability. • Teacher aide, Lesley Gunning has worked this year as a teacher’s assistant for maths. She worked in the Middle and Senior Syndicates with groups in the classroom setting, with individuals and with withdrawal groups to build their basic facts and number knowledge. The teachers have reported that the children enjoy these sessions and have gained in confidence over the time they have spent with Lesley. • A number of other programmes were facilitated by teacher aides under the guidance of Special Needs Coordinator, Mrs Kerry Clark. These included: <ul style="list-style-type: none"> - A phonological awareness and phonetic awareness group for year 1 and 2 students to help consolidate sounds needed to attempt unknown words in writing and reading. It has been very beneficial for the reading recovery children. - Fine motor groups for year 1 and 2 students to strengthen underlying skills needed to write, such as finger and hand strength, dexterity and coordination. Alongside this they practise developing a motor memory from letter formation, size and placement of letters, which are vital for the writing task to become automatic. -Gross motor sessions were provided regularly for children who needed motor support after finishing PMP. They particularly struggle with co-ordination, strength and balance and their socialising is impacted on because they often cannot keep up with their peers. -Eye tracking exercises to check children’s sight in the junior school was on going. If there were any concerns with the movement of the eyes then seeing a Behavioural Optometrist was recommended. Several children were picked up and received treatment in the form of exercises or they needed glasses. • All new entrants and year 1 students took part in a perceptual motor programme for half an hour daily three days a week to help fine and gross motor development. Sufficient help to run the programme was an ongoing issue. • A lego club and also the Friendship Bus were two lunch time activities run by teacher aides for children requiring extra support with socialising and peer interaction. 	<p>Therefore next year we will run Rainbow Reading after lunch in the sustained silent reading time and a little longer. The children will remain within the normal class reading programme</p> <p>In Term 4 the Senior Syndicate staff reviewed Lesley’s timetable in their syndicate to ensure they were using her in the most efficient manner.</p> <p>It is a slow process but the children progress well with this intervention.</p> <p>This not only increased children’s skill level but also their self-confidence in the playground.</p> <p>This only takes a minute or two per child and is well worth the time spent on children who are struggling as part of the elimination process.</p>
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<p>2.9 Challenging programmes and different opportunities for students achieving above National Standard are provided.</p> <p>2.10 Comply with Ministry reporting and legal requirements.</p>	<ul style="list-style-type: none"> • Extension maths classes were held daily for each of year 4, 5 and 6 maths students. These coincided with maths time in their mainstream classes. • Extension writing took place daily for able year 6 students. • Future problem solving was a focus for a group of senior students. • Extension opportunities in science were provided also for middle school students. <p>The following policies were reviewed and adopted by the board:</p> <ul style="list-style-type: none"> • Assessment • English As A Second Language • Gifted and Talented • Reading Recovery • Water Safety • Maori Consultation and Achievement • Reporting • Self Review • Appointment of Staff • Classroom Release • Complaints • Job Share Responsibility • Leave and Holidays • Treaty of Waitangi • Cash Management • Property Management • Food • HIV and Other Blood Borne Viruses • Uniforms • Two new policies were introduced including Rehabilitation and Parental Contact. <ul style="list-style-type: none"> • Prepared a 2017 Charter that included Mission statement, Values, Vision, statements on cultural diversity, Maori dimension, community expectations, and Principles, Strategic Plan 2017 – 2019, Annual Plan 2017, and an action plan for target groups. <ul style="list-style-type: none"> • The school was open for instruction for the required 384 half days. <ul style="list-style-type: none"> • A review of the Code of Practice for International Students took place in August 2017 and as part of this we attested to meeting compliance as outlined. Recruiting additional students was a focus for 2017 that we achieved. The number of international students varied but we finished the year with six. 	<p>These programmes all ran successfully and had the effect of reducing the size of mainstream classes.</p> <p>Policies are kept on to the Hauraki website as they are reviewed and a master copy is held by the principal.</p> <p>.</p> <p>The 2017 School Charter was approved by the Ministry. Reports have provided clear direction for identifying school wide strengths and weaknesses. Target groups are able to be easily identified using 2017 data. The ESOL target group was reported on using the new ELLP MOE template and included as part of the <i>Analysis of Variance</i> for the first time. Communication was received from the Ministry acknowledging our COP compliance.</p>
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Strategic Aim 3: Personnel: All staff support students to maximise their potential in a positive, motivating and challenging learning environment.

<p>3.1 Reduction of class sizes is a focus.</p> <p>3.2 Consider appointment of staff that ensures strength across the curriculum.</p> <p>3.3 A refined appraisal process that is closely aligned to effective teacher inquiry.</p> <p>3.4 Teacher inquiry practices strengthen the link between evidence and practice.</p> <p>3.4 Provision of professional development that coincides with identified needs.</p>	<ul style="list-style-type: none"> • Reduction of class sizes has been an on going challenge due to an increased number of families attending the school. However, additional support was provided for teachers and students in different ways. Employment of specialist staff for small withdrawal programmes has had the effect of reducing class sizes during writing and maths times particularly in year 3-6 classes. As well, a teacher aide was allocated to each of the three year 2 classes four mornings a week. • Appointment of new staff in 2017 focused on the ability to deliver quality classroom programmes. Some curriculum responsibilities were reallocated but overall we have been fortunate to have strength in all curriculum areas. • Staff appraisals were carried out for all teachers by appraisers, either syndicate leaders or the principal. Practising Teacher Criteria and interim professional standards were used as a basis for this. Each teacher was provided with a performance appraisal document, and a schedule was followed. Individual developmental goals as well as whole staff development goals and an inquiry focus of teacher's choice was built into the process. The identification and monitoring of target children are an integral part of the appraisal process as well. Teachers were encouraged to explain how their teaching practice changed in response to needs of identified target students. Most appraisal documents were completed digitally, and the remainder presented as hard copies. • Professional development with Lucie Cheesman continued to provide opportunity to reflect on teaching practice. The problem solving approach using real life contexts was a regularly implemented strategy for the teaching of maths across the school. We trialled planning the first part of each week, reflecting on what has been achieved mid-week, then planning for the second half of the week. The idea of integrating strand was also a goal. Both these concepts proved challenging for a number of staff. • Oral language was a staff development focus. A number of staff attended a Sheena Cameron day course based on her newly published book. Each of those who attended shared ideas to try with the remaining staff. • Aspects of health including epilepsy and allergies were communicated to staff by 	<p>Employment of teacher aides in classrooms as opposed to withdrawing children was a successful strategy that is to be repeated and increased in 2018.</p> <p>It is recommended that teacher inquiry, student inquiry, AFL and SOLO continue to be an integral part of appraisal documents in 2018.</p> <p>Whole staff development will emerge from trends identified in student data and teacher inquiry at end of 2017. A review of the delivery of maths is needed for 2018.</p> <p>Consider further first aid opportunities in</p>
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<p>3.5 Teacher and student assessment practices and recording across the curriculum are consistent.</p> <p>3.6 Commitment to EEO.</p>	<p>outside expertise. Two staff members attended a first aid course during the year.</p> <ul style="list-style-type: none"> • P.E. professional development was delivered over several sessions by North harbour sport. The focus was on teaching of throwing and catching and ?? • Various staff meetings were held during the year to upskill staff with the integration of IT into class programmes. Three staff members attended U-Learn and one staff member attended a three day science academy. • A number of junior staff attended a Reggio day course. Logan, Carlyn and I continued on with this over several weekends during the first half of the year. This philosophy has the potential to incorporate environmental awareness and learning through play into the junior school more effectively. • Other professional development related to individual needs identified through the appraisal process took place. • Storage of teacher planning was held in hard copy term planning folders by most teachers, and digitally in team drives by the remainder. This is in a transition stage for us. A site for teacher planning was set up within our google domain and this continues to develop. • As well each teacher trialled recording assessment data in a digital folder. This concept was well received overall but having to download each assessment sheet to complete then upload again was problematic for some staff. • Teaching staff were provided with their classroom release entitlement. This was mainly provided during music time when classes were taught by specialist Music teacher, Mr Tony Ramsay. Additional time was allocated in terms 2 and 4 for testing and report writing. • EEO guidelines were followed with the appointment process. These are reflected in a number of current policies, for example, EEO, and Staff Appraisal. <p>Once again over the past year we have consistently aimed to achieve a very positive work environment for staff where job security and self worth are valued. The staff is formally supported in their professional duties through regular whole staff meetings, syndicate meetings, CRT, and the appraisal system.</p> <p>Our values based culture is evident with staff as well as students. A high level of collaboration and professionalism is evident in all aspects of school life.</p>	<p>2018.</p> <p>Further investigation of this philosophy is to be undertaken in 2018.</p> <p>All term planning to be stored digitally by reach teacher in 2018. Further refinement needed to ensure assessment sheets are able to be completed more efficiently.</p> <p>All teacher staff were provided with classroom release entitlement but additional time over and above CRT was also provided for testing purposes.</p> <p>Continued overseeing of our values based culture to ensure that a positive collaborative and professional atmosphere is maintained.</p>
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Strategic Aim 4: Community Engagement: A culture where a strong home and school partnership prevails.

<p>4.1 Consult regularly with the school community.</p> <p>4.2 Enhanced communication with parent community to ensure greater transparency by board and school.</p> <p>4.3 Increased parental participation is to be encouraged.</p> <p>4.4 An updated web site that provides increased</p>	<ul style="list-style-type: none"> • A community survey was conducted late 2017 in preparation for a new strategic plan. As well, staff and board met over several hours to reflect on past achievements and review current vision, and mission statement. Senior students were also consulted. • A maths evening was presented to parents by Donna Golightly that aimed to provide them with an understanding of the various mathematical strategies we use. This was an excellent presentation but poorly attended. • A very worthwhile presentation was also made by Mrs Donna Golightly to parents of year 5 and some year 4's who are to be in digital classrooms in 2018. • Regular formal communication with the parent community took place throughout the year. In week 2 of the school year all parents were given the opportunity to listen to their child's teacher about programmes and expectations for the year, then in week 4 a ten minute interview slot was provided for each parent and teacher to discuss progress to date. At the end of term 1 students shared their work for the term with parents. At the end of term 2 a written report for reading, writing and maths was provided followed by a parent interview. At the end of term 3 children shared their term 3 inquiry as well as other work, and at the end of term 4 a written report covering all curriculum areas was provided.. • Rostered parent help in classrooms has been appreciated by teachers. • Open Days were held in each of terms 1, and 3 for prospective parents and their children. Regular visits were made to each of the contributing preschools. • Sharing assemblies were well received by parents. • A 2017 Year Book was produced that all students contributed to. • A successful end of the year assembly was largely a celebration of our year 6 students who are leaving but also a chance for children to display their singing and performance skills. The total number of special presentations was thirty eight. All year 6 students were presented with a leaving certificate and those who received trophies also received a medal with their name engraved on it for keepsake. • Enrolment form was reviewed and a section incorporated on how new parents might contribute to the life of the school. • The web site continues to be well used by the parent community. Parents also appreciate other forms of communication including the app although it has been 	<p>Our new strategic plan is to be developed over the holiday break and presented in draft in early 2018.</p> <p>Parents indicate they are keen to have this information but do not always take advantage of opportunities. Need to consider other ways of communicating.</p> <p>This sequence of formal reporting worked well and provided good balance. Continue to review written reports we provide.</p> <p>Review enrolment pack for 2018.</p> <p>Look at maximising use of existing app. Consider new system for payments in 2018.</p>
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<p>information.</p> <p>4.5 Greater exposure in local newspapers to reflect school events and achievements is to be encouraged.</p>	<p>suggested that more information could be provided on this. Also some parents have indicated that they would like to be able to make all payments on line.</p> <ul style="list-style-type: none"> • Little effort was made to reflect school events and achievements in local papers. 	<p>This is an area for development and requires a dedicated person.</p>
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Strategic Aim 5: School Finance and Property: Provision of a physically and emotionally safe as well as purposeful and attractive environment that enhances students achievement and sense of community.

<p>5.1 Upgrade pergola area.</p> <p>5.2 Classroom capacity that reflects flexible learning environments is to be increased over the next few years.</p> <p>5.3 Explore possibility of incorporating some surrounding land into the school grounds.</p> <p>5.4 Upgrade and extension of playgrounds to be considered.</p> <p>5.6 An on going commitment to ensuring high standards of health and safety.</p>	<ul style="list-style-type: none"> • A combination of government grants, parent donations, international student fees, and the P.T.A. financed the school's operations in 2017. • The pergola area was not upgraded. After much on going discussion there is to be a new classroom block built in this area. An initial sketch has been provided and a business plan is underway. There has been considerable concern raised about the health and safety of students while this project takes place due to one access point only. • A plan has been developed for the upgrade of the senior block and rooms 6 and 7. This is to improve some structural features, incorporate new windows, recover wall interiors, replace carpet, and make better use of the existing corridor. • The purchase of some surrounding land and incorporation of this into the existing school footprint is still being considered but in the meantime it has been decided to go ahead with a new build. <p>The astro turfing of the junior playground was completed at the beginning of the year and an extension incorporated to include a new piece of equipment. Re-powder coating of most equipment and replacement of some wooden structure with steel was completed and existing wood water blasted. A new sandpit cover was also installed.</p> <ul style="list-style-type: none"> • <i>Top Trust Cleaning Services</i> continued to provide a satisfactory standard of cleaning throughout the year that was monitored on an on going basis. • On going hazard checks are made and minor repairs and maintenance to buildings, grounds and playgrounds took place over the course of the year. • The school buildings received an updated warrant of fitness at the end of the year. • The swimming pool also received a certificate for meeting the required standards. 	<p>Building is scheduled to begin later in 2018.</p> <p>Scheduled for April holidays 2018.</p> <p>Upgrade of the junior playground has been very successful.</p> <p>Regular checks throughout the year according to checklist ensured potential hazards were eliminated as much as possible.</p>
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	<ul style="list-style-type: none">• Regular fire drills, as well as a tsunami and earthquake drill were carried out at regular intervals during the year.• A record number of staff took advantage of flu injections paid for by the board. Unfortunately this coincided with a particularly high percentage of staff needing to take sick days.• A wall was built between the server and rest of room 0.• The health and safety committee met several times during the year. On going maintenance of playgrounds and buildings took place throughout the year.	
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2017 National Standards Reporting (Due 1 March 2018)

Note the ethnicity figures below:

- are reported at Level 1 (Stats NZ Classifications)
- exclude students in ethnic groups MELAA or Other

School Number	Name	Report Name					Excluded >= 1 March	Excluded: No OTJ		
1304	Hauraki School	NAG2A(c) Reporting					52	0		
Reading										
		Well Below		Below		At		Above		Total
		Number	%	Number	%	Number	%	Number	%	No
All Students		12	2.6	49	10.6	257	55.4	146	31.5	464
Maori		1	2.5%	4	10.0%	25	62.5%	10	25.0%	40
Pasifika		1	10.0%	1	10.0%	7	70.0%	1	10.0%	10
Asian		8	7.6%	15	14.3%	56	53.3%	26	24.8%	105
NZ European/Pakeha/Other European		2	0.7%	23	7.9%	158	54.3%	108	37.1%	291
Male		7	3.0%	31	13.3%	129	55.4%	66	28.3%	233
Female		5	2.2%	18	7.8%	128	55.4%	80	34.6%	231
After 1 year at school		1	1.2%	15	18.3%	48	58.5%	18	22.0%	82
After 2 years at school		2	2.4%	9	10.6%	53	62.4%	21	24.7%	85
After 3 years at school		1	1.6%	6	9.5%	35	55.6%	21	33.3%	63
End of year 4		4	4.8%	3	3.6%	46	55.4%	30	36.1%	83
End of year 5		1	1.4%	12	17.4%	43	62.3%	13	18.8%	69
End of year 6		3	3.7%	4	4.9%	32	39.0%	43	52.4%	82
End of year 7		0	-	0	-	0	-	0	-	0
End of year 8		0	-	0	-	0	-	0	-	0

2017 National Standards Reporting (Due 1 March 2018)

Note the ethnicity figures below:

- are reported at Level 1 (Stats NZ Classifications)
- exclude students in ethnic groups MELAA or Other

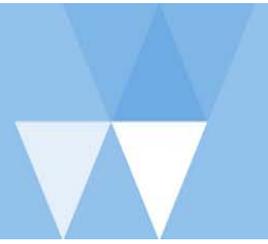
School Number	Name	Report Name		Excluded >= 1 March	Excluded: No OTJ					
1304	Hauraki School	NAG2A(c) Reporting		52	0					
Writing										
		Well Below		Below		At		Above		Total
		Number	%	Number	%	Number	%	Number	%	No
All Students		13	2.8	94	20.3	291	62.7	66	14.2	464
Maori		1	2.5%	8	20.0%	25	62.5%	6	15.0%	40
Pasifika		0	0.0%	2	20.0%	8	80.0%	0	0.0%	10
Asian		6	5.7%	22	21.0%	60	57.1%	17	16.2%	105
NZ European/Pakeha/Other European		6	2.1%	55	18.9%	189	64.9%	41	14.1%	291
Male		8	3.4%	60	25.8%	141	60.5%	24	10.3%	233
Female		5	2.2%	34	14.7%	150	64.9%	42	18.2%	231
After 1 year at school		1	1.2%	5	6.1%	66	80.5%	10	12.2%	82
After 2 years at school		2	2.4%	18	21.2%	51	60.0%	14	16.5%	85
After 3 years at school		2	3.2%	14	22.2%	38	60.3%	9	14.3%	63
End of year 4		4	4.8%	18	21.7%	49	59.0%	12	14.5%	83
End of year 5		1	1.4%	31	44.9%	37	53.6%	0	0.0%	69
End of year 6		3	3.7%	8	9.8%	50	61.0%	21	25.6%	82
End of year 7		0	-	0	-	0	-	0	-	0
End of year 8		0	-	0	-	0	-	0	-	0

2017 National Standards Reporting (Due 1 March 2018)

Note the ethnicity figures below:

- are reported at Level 1 (Stats NZ Classifications)
- exclude students in ethnic groups MELAA or Other

School Number	Name	Report Name		Excluded >= 1 March	Excluded: No OTJ					
1304	Hauraki School	NAG2A(c) Reporting		52	0					
Mathematics										
		Well Below		Below		At		Above		Total
		Number	%	Number	%	Number	%	Number	%	No
All Students		3	0.6	60	12.9	299	64.4	102	22.0	464
Maori		0	0.0%	12	30.0%	22	55.0%	6	15.0%	40
Pasifika		0	0.0%	1	10.0%	9	90.0%	0	0.0%	10
Asian		0	0.0%	9	8.6%	68	64.8%	28	26.7%	105
NZ European/Pakeha/Other European		2	0.7%	33	11.3%	190	65.3%	66	22.7%	291
Male		1	0.4%	28	12.0%	138	59.2%	66	28.3%	233
Female		2	0.9%	32	13.9%	161	69.7%	36	15.6%	231
After 1 year at school		0	0.0%	5	6.1%	69	84.1%	8	9.8%	82
After 2 years at school		0	0.0%	11	12.9%	62	72.9%	12	14.1%	85
After 3 years at school		1	1.6%	16	25.4%	28	44.4%	18	28.6%	63
End of year 4		1	1.2%	9	10.8%	54	65.1%	19	22.9%	83
End of year 5		1	1.4%	12	17.4%	43	62.3%	13	18.8%	69
End of year 6		0	0.0%	7	8.5%	43	52.4%	32	39.0%	82
End of year 7		0	-	0	-	0	-	0	-	0
End of year 8		0	-	0	-	0	-	0	-	0



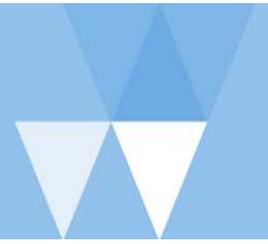
Analysis of variance reporting

School name: Hauraki School	School number: 1304
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Focus: Year 5 Writing – 8 students
Strategic Aim: National Standards are used effectively to support improved student progress and achievement for writing.
Annual Aim: Reduce the number of year 5 students in the <i>below</i> category so that they meet National Standard.
Target: Accelerate these students' writing so that they move at least one sub-level by the end of the year.
Baseline data: At the beginning of 2017 seven students were <i>well below</i> Standard two at 1P, five at 1A, and one student was <i>below</i> Standard at 2B.

Tātaritanga raraunga

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>These students were withdrawn from their classes four times a week during writing time and received small group instruction and 1-1 attention by specialist teacher, Mrs Christine Dean.</p> <p>The programme largely followed that of the mainstream class but was adapted to meet student needs as much as possible.</p>	<p>At the end of 2017 six of the <i>well below</i> students had moved one or two sub-levels to <i>below Standard</i>. The other student who was <i>below</i> at the beginning of the year was still <i>below</i> at the end of the year.</p> <p>All had progressed within their levels.</p>	<p>Small group and much individual attention was of benefit for these students. Teaching was often taken slowly and repetition often featured to consolidate learning.</p> <p>Through a variety of genre aligned to class programmes these students focused on creating and following a writing plan, writing a variety of sentences that were correctly punctuated, developing ideas and adding detail and proofreading.</p>	<p>It is recommended that these students would benefit from being in a small group situation within the class setting for writing in 2018 where individual attention from a support teacher is readily available so their specific learning needs can be met. Mrs Christine Dean will continue to work with these children.</p>
<p>Planning for next year: Continue to support this group of students in a small withdrawal group with Mrs Christine Dean.</p>			

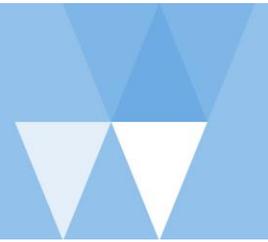


Analysis of variance reporting

School name: Hauraki School	School number: 1304
Focus: Year 6 Writing – 9 students including one Pasifika student.	
Strategic Aim: National Standards are used effectively to support improved student progress and achievement for writing.	
Annual Aim: Reduce the number of year 6 students in the <i>below</i> category.	
Target: Accelerate these students' writing so that they all meet National Standard and are achieving <i>at 3P</i> or better by the end of the year.	
Baseline data: At the beginning of 2017 seven students were <i>below</i> Standard mostly at at 2A, and two students were <i>well below</i> Standard at 1A and 2P.	

Tātaritanga raraunga

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>These students were withdrawn from their classes four times a week during writing time and received small group instruction and 1-1 attention by specialist teacher, Mrs Christine Dean.</p> <p>The programme largely followed that of the mainstream class but was adapted to meet student needs as much as possible.</p>	<p>At the end of 2017 five <i>below</i> students had moved one or two sub-levels and were <i>at Standard</i>, One student remained at <i>below</i>. One <i>well below</i> student moved to <i>below</i> and the other remained at <i>well below</i> but had moved up two sub levels.</p>	<p>Small group and individual tuition has helped address needs for these children. Close on going monitoring featured as well as praise and celebration of achievements. Teaching was often taken slowly and repetition often featured to consolidate learning.</p> <p>Children were expected to record their ideas in sequence and in a structured manner that showed development of descriptive language and complexity of ideas as the year progressed. Punctuation and paragraphing were also a focus to ensure an easy flow for the reader.</p>	<p>It is recommended that these students would benefit from much explicit teaching and monitoring going forward in a supportive environment so that they continue to progress with confidence.</p>
<p>Planning for next year: Recommend to Intermediate School that these students should continue to support and monitor these children.</p>			



Analysis of variance reporting

School name: Hauraki School	School number: 1304
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Focus: Year 3 Maths – 9 students including one Maori student and two Asian students.
Strategic Aim: National Standards are used effectively to support improved student progress and achievement for maths.
Annual Aim: Reduce the number of year 3 students in the <i>below</i> category.
Target: Accelerate these students' mathematical ability so that they all move at least one sub-level by the end of the year.
Baseline data: At the beginning of 2017 five students were <i>below</i> National Standard, and five were <i>well below</i> .

Tātaritanga raraunga

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>These students were withdrawn from their classes three times a week during maths time and received small group instruction by specialist teacher, Mrs Kerry Clark.</p> <p>The programme largely followed that of the mainstream class but was adapted to meet student needs as much as possible.</p>	<p>By the end of 2017, seven students were <i>below</i> Standard, and two students had achieved Standard. All indicated at least some progress.</p> <p>Gaining confidence and learning to transfer what they know to solve mathematical problems was a focus for these students.</p>	<p>The small group situation has allowed these students to learn in small steps each building on the other. A lot of one to one as well as small group teaching took place. Expectations were frequently modelled using equipment to assist with poor sequential memory.</p>	<p>Learning to transfer what students know to solve more difficult mathematical problems is a focus for these students as they gain confidence in themselves and their ability.</p> <p>It is recommended that they continue to be taught in a small group situation for maths in 2017.</p>
<p>Planning for next year: Year 3 students are to be supported within the classroom environment in 2018.</p>			

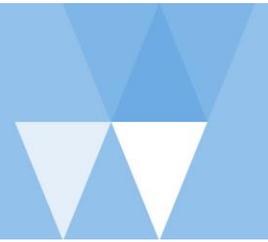


Analysis of variance reporting

School name: Hauraki School	School number: 1304
Focus: Year 4 Maths – 9 students including one Maori student.	
Strategic Aim: National Standards are used effectively to support improved student progress and achievement for maths.	
Annual Aim: Reduce the number of year 4 students in the <i>below</i> category.	
Target: Accelerate these students' mathematical ability so that they all move at least one sub-level by the end of the year.	
Baseline data: At the beginning of 2017 seven students were <i>below</i> National Standard, and two <i>well below</i> . Three of these students were new to Hauraki School.	

Tātaritanga raraunga

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>These students were withdrawn from their classes three times a week during maths time and received small group instruction by specialist teacher, Mrs Kerry Clark.</p> <p>The programme largely followed that of the mainstream class but was adapted to meet student needs as much as possible.</p>	<p>By the end of 2017, seven students were <i>below</i> Standard, and two students were <i>well below</i>. They had however all made some progress within their respective levels.</p>	<p>The small group situation has allowed these students to learn in small steps each building on the other. A lot of one to one as well as small group teaching took place. Expectations were frequently modelled using equipment to assist with poor sequential memory.</p>	<p>Learning to transfer what students know to solve more difficult mathematical problems is a focus for these students as they gain confidence in themselves and their ability.</p> <p>It is recommended that they continue to be taught in a small group situation for maths in 2018.</p>
<p>Planning for next year: Continue to support this group of students within a small withdrawal group taken by Mrs Dean.</p>			



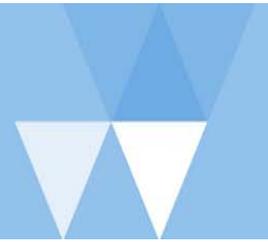
Analysis of variance reporting

School name: Hauraki School	School number: 1304
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Focus: Extension Year 4 Maths – 12 students including five Asian students.
Strategic Aim: Overall teacher judgements are used effectively to support improved student progress and achievement for maths.
Annual Aim: Enhance the mathematical performance of students in the above National Standard category.
Target: To achieve at least one level above the beginning of the year score.
Baseline data: At the beginning of 2017, all students were <i>above or well above</i> National Standard. Nine students were at 3B and three at 3P.

Tātaritanga raraunga

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>These students were withdrawn from their classes five days a week during maths time to work with specialist teacher, Mrs Sandy Coutts.</p>	<p>By the end of 2017 all students had moved up one sub-level with the exception of one student who was absent from school for a term. Eight students were at 3P, three were at 3A and one at 3B. Very sound progress indeed.</p>	<p>Students were accelerated using the beginning of the year data as a starting point. Small group tuition allowed for targeted teaching according to where children were at and on going individual assistance to move them forward.</p>	<p>Because these students are achieving well above their peers, continued instruction at this level is important so their needs are catered for.</p>
<p>Planning for next year: These students will benefit from continuing in an extension programme that meets their mathematical needs and Mrs Coutts will continue to teach them in 2018 as year 5 students.</p>			



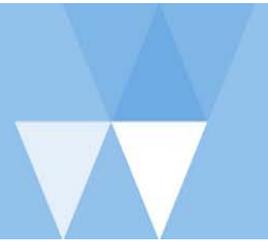
Analysis of variance reporting

School name: Hauraki School	School number: 1304
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Focus: Year 5 Maths – 6 students including one Maori student.
Strategic Aim: National Standards are used effectively to support improved student progress and achievement for maths.
Annual Aim: Reduce the number of year 5 students in the <i>below</i> category.
Target: Accelerate these students' mathematical ability so that they all move at least one sub-level by the end of the year.
Baseline data: At the beginning of 2017, 2 students were <i>below</i> National Standard and four students were <i>well below</i> Standard

Tātaritanga raraunga

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>These students were withdrawn from their classes four times a week during maths time and received small group instruction by specialist teacher, Mrs Christine Dean.</p> <p>The programme largely followed the o mainstream class programme but was adapted to meet student needs as much as possible.</p>	<p>By the end of 2017, all six were at <i>below</i> Standard but they had all moved at least one sub-level.</p>	<p>The small group situation has allowed these students to learn in small steps each building on the other. A lot of one to one as well as small group teaching took place. This was very specific to address identified needs.</p>	<p>Learning to transfer what students know to solve more difficult mathematical problems is a focus for these students as they gain confidence in themselves and their ability.</p> <p>It is recommended that they continue to be taught in a small group situation for maths in 2018.</p>
<p>Planning for next year: Continue to have Mrs Dean support this group of students in 2018.</p>			



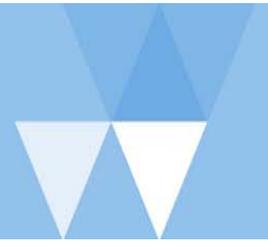
Analysis of variance reporting

School name: Hauraki School	School number: 1304
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Focus: Extension Year 5 Maths – 10 students including four Asian students.
Strategic Aim: Overall teacher judgements are used effectively to support improved student progress and achievement for maths.
Annual Aim: Enhance the mathematical performance of students in the above National Standard category.
Target: To achieve at least one level above the beginning of the year score.
Baseline data: At the beginning of 2017, all students were <i>above</i> National Standard. Six were at 3A, and four were at 4B.

Tātaritanga raraunga

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>These students were withdrawn from their classes five days a week during maths time to work with specialist teacher, Mrs Sandy Coutts.</p>	<p>By the end of 2017 all ten students had moved one sub-level. Six students were achieving at 4B and four students were at 4P. Overall this represents excellent progress. All children are performing <i>well above</i> the National Standard.</p>	<p>Students were accelerated using the beginning of the year data as a starting point. Small group tuition allowed for targeted teaching according to where children were at and on going individual assistance to move them forward.</p>	<p>Because these students are achieving well above their peers, continued instruction at this level is important so their needs are catered for.</p>
<p>Planning for next year: These students will benefit from continuing in an extension programme that meets their mathematical needs and this is planned for in year 6 with Mrs Coutts again.</p>			



Analysis of variance reporting

School name: Hauraki School	School number: 1304
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Focus: Year 6 Maths – 11 students including two Pasifika students and one Maori student.
Strategic Aim: National Standards are used effectively to support improved student progress and achievement for maths.
Annual Aim: Reduce the number of year 6 students in the <i>below</i> category.
Target: Accelerate these students' mathematical ability so that they all move at least one sub-level by the end of the year.
Baseline data: At the beginning of 2017 eight students were <i>below</i> National Standard, and three students were <i>well below</i> Standard.

Tātaritanga raraunga

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>These students were withdrawn from their classes four times a week during maths time and received small group instruction by specialist teacher, Mrs Christine Dean.</p> <p>The programme largely followed that of the mainstream class but was adapted to meet student needs as much as possible.</p>	<p>By the end of 2017, five students had achieved National Standard and five were <i>below</i>. Three of these had moved from <i>well below</i> to <i>below</i>.</p>	<p>The small group situation has allowed these students to learn in small steps each building on the other. A lot of one to one as well as small group teaching took place. Expectations were frequently modelled and repeated.</p>	<p>It is recommended that these students continue to be taught and monitored in a small group situation for maths in 2018.</p>
<p>Planning for next year: Make Intermediate aware of these students so they continue to be monitored and supported.</p>			

Analysis of variance reporting

School name: Hauraki School

School number: 1304

Focus: Extension Year 6 Maths – 14 students including six Asian students.

Strategic Aim: Overall teacher judgements are used effectively to support improved student progress and achievement for maths.

Annual Aim: Enhance the mathematical performance of students in the above National Standard category.

Target: To achieve at least one level above the beginning of the year score.

Baseline data: At the beginning of 2017, all students were *above* National Standard. One student was at 4B, twelve were at 4P, and one was at 4A.

Tātaritanga raraunga

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>These students were withdrawn from their classes five days a week during maths time to work with specialist teacher, Mrs Sandy Coutts.</p>	<p>By the end of 2017 all 14 students had progressed one sub-level. One was at 4P, twelve were at 4A, and one was at 5B.</p> <p>All children in this group have achieved excellent results at a very high level and are performing <i>well above</i> the National Standard.</p>	<p>Students were accelerated using the beginning of the year data as a starting point. Small group tuition allowed for targeted teaching according to where children were at and on going individual assistance to move them forward.</p>	<p>Because these students are achieving well above their peers, continued instruction at this level is important so their needs are catered for.</p>
<p>Planning for next year: These students will benefit from continuing in an extension programme that meets their mathematical needs at intermediate.</p>			



English Language Learning Progressions Reporting

The school population includes a number of students who are English Language Learners (ELL) who may not yet be making marked progress in relation to National Standards.

This reporting provides further information about ELL progress in relation to the ELL Progressions (ELLP) for reading, writing, speaking or listening.

Date: Dec 2017	
School name: Hauraki Primary	School number: 1304

<i>Listening</i>						
ELLP Stage End 2017	23					
	%	Stage 3				
	43 %	10	Stage 2	2	3	5
	52 %	13	Stage 1	4	5	4
%		Foundation Stage				
ELLP Stage Beginning 2017			Foundation Stage	Stage 1	Stage 2	Stage 3
	Total number of students	23	6	8	9	0
			26 %	35 %	39 %	
<p>The data provided in the table above shows the progress these students are making in relation to the ELL Progressions.</p> <p>Additional Comments: We had 2 children go from foundation stage to stage 2 throughout the year. We also had 4 children that were at stage 2 at the beginning of the year but scored stage 1 at the end. Because we have had a change of ESOL teacher during the year, it could be a result of how the forms have been read rather than the children not making progress. When you look at the forms, all children have made progress in Listening during the year.</p>						



English Language Learning Progressions Reporting

The school population includes a number of students who are English Language Learners (ELL) who may not yet be making marked progress in relation to National Standards.

This reporting provides further information about ELL progress in relation to the ELL Progressions (ELLP) for reading, writing, speaking or listening.

Date: Dec 2017	
School name: Hauraki Primary	School number: 1304

<i>Speaking</i>						
ELLP Stage End 2017	23					
	%	Stage 3				
	43 %	10	Stage 2	3	2	5
	57 %	13	Stage 1	3	9	1
	%	0	Foundation Stage			
ELLP Stage Beginning 2017			Foundation Stage	Stage 1	Stage 2	Stage 3
	Total number of students	23	6	11	6	
			26 %	48 %	26 %	
The data provided in the table above shows the progress these students are making in relation to the ELL Progressions.						
Additional Comments: All children made progress in Speaking throughout the year. 3 children went from Foundation to Stage 1, and 3 went to Stage 2. One child went from Stage 2 to Stage 1, but again this is due to the way the forms were interpreted.						



English Language Learning Progressions Reporting

The school population includes a number of students who are English Language Learners (ELL) who may not yet be making marked progress in relation to National Standards.

This reporting provides further information about ELL progress in relation to the ELL Progressions (ELLP) for reading, writing, speaking or listening.

Date: Dec 2017	
School name: Hauraki Primary	School number: 1304

<i>Reading</i>						
ELLP Stage End 2017	23					
	%	Stage 3				
	61 %	14	Stage 2	6	5	3
	39 %	9	Stage 1		7	2
%		Foundation Stage				
ELLP Stage beginning 2017			Foundation Stage	Stage 1	Stage 2	Stage 3
	Total number of students	23	6	12	5	
			26 %	52 %	22 %	

The data provided in the table above shows the progress these students are making in relation to the ELL Progressions.

Additional Comments: All children made progress with Reading throughout the year. All children from Foundation Stage went to Stage 2. Two children from Stage 2 went to Stage 1. These changes are due to the interpreting of the forms.



English Language Learning Progressions Reporting

The school population includes a number of students who are English Language Learners (ELL) who may not yet be making marked progress in relation to National Standards.

This reporting provides further information about ELL progress in relation to the ELL Progressions (ELLP) for reading, writing, speaking or listening.

Date: Dec 2017	
School name: Hauraki Primary	School number: 1304

<i>Writing</i>						
ELLP Stage End 2017	23					
	%	Stage 3				
	4 %	1	Stage 2	1		
	70 %	16	Stage 1	6	10	
26 %	6	Foundation Stage	4	2		
ELLP Stage Beginning 2017			Foundation Stage	Stage 1	Stage 2	Stage 3
	Total number of students	23	11	12		
			48 %	52 %	0%	

The data provided in the table above shows the progress these students are making in relation to the ELL Progressions.

Additional Comments: All children have made progress with writing throughout the year. The 2 that have gone from Stage 1 to Foundation, is due to the way the form was read, not because of a lack of progress.