

# HAURAKI SCHOOL

## ANNUAL PLAN AND REPORT 2026

The following annual report is aligned to the Strategic Plan. It provides direction for 2026 as well as evidence of ongoing monitoring. It includes:

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

**Strategic Aim 1: Teaching and Learning:**

*The Matahio National Curriculum fresh is delivered effectively so that all students /akonga are able to access this with engagement and challenge to the best of their ability. At the same time the principles of partnership, participation and protection provide a foundation for school decision making by affirming New Zealand's unique identity.*

**1.1. Strategic Goal: Provide teaching guidelines to ensure a consistent and clear teaching approach that is aligned to the Curriculum Refresh.**

Actions	When	Who	Annual Report
Develop a new Maths Scheme that documents how the latest new curriculum is to be interpreted at Hauraki School including an overview, teaching guidelines, expectations, assessment and resources	Term 1/2	Maths team	
Develop a new English Scheme that documents how the latest English curriculum is to be interpreted at Hauraki School for Writing, Spelling and Reading	Term 1/2/3	Logan	
Develop a digital technology framework for our School Scheme that provides teaching guidance	Term 3	Anna	
Review assessment practices for literacy and numeracy that align with Ministry expectations	Term 2	Sen mgt	
Explore the new SMART (new Student Monitoring Assessment and Reporting Tool) that is curriculum aligned and tracks student progress twice yearly	Term1/2	Sen mgt	

Update the assessment and reporting section of the School Scheme	Term 3/4	Clarinda /Logan	
<b>1.2 Strategic Goal: Continue with effective implementation of our models of learning school wide that focus on strengthening student agency and assessment capability</b>			
Continue to monitor adequate coverage of the teaching of inquiry skills and use of graphic organisers via observations and regular inquiry team meetings	On going	All teachers	
Continue to implement the Reggio philosophy as part of inquiry learning	Term 1	Logan and junior teachers	
Continue to ensure the 'third teacher' is visible in all classrooms to enhance student agency	Term 1-4	All teachers	
Upskill teachers especially new staff with the use of SOLO (Structured Overview of Learning Outcomes) taxonomy	Term 1/2	Clarinda	
<b>1.3 Strategic Goal: Continue to strengthen the teaching of literacy</b>			
Continue to strengthen the structured literacy school wide approach for spelling with new staff particularly.	On going	All staff	
Strengthen understanding of the science of writing and reading	On going	Outside expertise/Logan	
Consolidate SRSD (Self Regulated Strategy Development) school wide using the POWER framework (PD focus)	On going	Logan	
Target students school wide to address learning needs individually and/or	On going	Carlyn	

#### 1.4 Continue to strengthen the teaching of maths

Establish a maths team	Term 1	Mel, Bridget, Sian, Courtney	
Strengthen understanding of the latest revised maths curriculum (Nov 2025)	Term 1	All staff	
Continue to provide extension and competition opportunities for students	On going	Mel	

#### 1.5 Continue to strengthen the teaching of inquiry learning

Develop an updated inquiry overview	Term 1	Logan and team	
Provide opportunity for students to pursue their own passions using the inquiry process	Term 4	Year 6	

#### 1.6 Enhance the teaching of digital literacy

Employ a technology specialist to develop student digital skills, use of high quality apps, e-safety, robotic/coding and introductory computational thinking for students	T1-4	Anna	
Provide e-safety training across the school especially in the senior school	T1	Gaea and yr6 teachers	
Maintain infrastructure, access and reliability across all classrooms	T1 - 4	TTS/Gaea	
Redistribute computers/ipads to ensure equitable access	T1	Gaea	

Review the use of seesaw school wide		Gaea/se n mgt	
Provide tekky brekkies to upskill staff including AI training	On going	Gaea	
<b>1.7 Enhance the teaching of P.E. and sporting opportunities</b>			
Consider swimming professional development for staff	Term 1	Lauren	
Carry out a P.E. curriculum review	Term 1/2	Chris	
<b>1.8 Incorporate Te Ao Maori lens across our curriculum</b>			
Continue to incorporate regular te reo Maori instruction in classrooms as part of daily practice to create productive partnerships	Terms 1-4	All staff	
Continue to employ a specialist teacher for the teaching of te reo in the middle school	Terms 1-4	Lesley	
Integrate matauranga Maori and tikanga into curriculum teacher planning	Terms 1-4	All staff	
Continue to report on Maori and Pasifika separately	Term 2 and 4	Clarinda	
Analyse data to identify Maori and Pasifika needing additional support	Term 2 and 4	Clarinda	

Engage with our Maori community including a survey and hui	Terms 2/3	Clarinda	
Establish a junior and senior kapa haka	Terms 1-4	Gary Pratt	
<b>1.9 Cater for all staff adequately</b>			
Streamline CRT release including the provision of teacher guidelines for how this is to be used	Term 1	Clarinda	
Streamline support for students with additional needs by reallocating teacher aide support as efficiently as possible and setting up an effective special needs systems to ensure easy access for staff	Term 1	Clarinda /Logan	
<p><b>Strategic Aim 2</b>  <i>A values based place of learning that is safe, orderly, caring, inclusive and where there are strong connections and partnerships with learners/akonga and families/whanau</i></p>			
<b>2.1 Focus on promoting holistic mental health, well being and resilience that is free from racism, discrimination and bullying</b>			
Continue with the teaching of our already established values at assemblies and in classrooms that is integral to every day school life	Staff/Clarinda	Terms 1-4	
Survey senior students regards well being and compare with previous results	Clarinda and staff	Term 2	
Perform a senior school musical show	Clarinda and staff	Term 3	

**2.2 Improve attendance for all enrolled students by ensuring that at least 80% of students attend 90% of each term in accordance with Ministry of education expectations.**

Create an attendance management plan	Clarinda	Term 1	
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**2.3 Streamline communication to ensure a well informed community**

Launch a newly updated website	Term 1	Clarinda/ Virginia	
Streamline communication with parents	Term 1	Clarinda	
Review homework with the aim of improving the number of students completing this	Term 1	Clarinda and staff	
Improve quality of the school uniform	Ongoing	Samara	

**2.4 Maintain health and safety practices**

Ensure regular hazard checks are carried out particularly for playgrounds	On going	Scott	
Continue using app 365Safe for recording purposes	On going	Clarinda/ Scott	
Review all aspects of health and safety with staff including emergency procedures, hazards, RAMs reports, policies with staff	Term 1	Clarinda/ All staff	
All new staff to complete an updated induction worker check list.	Term 1	Clarinda	
Maintain Hazards Register	On going	BOT/Clari nda  Clarinda	

<p>Encourage healthy eating in line with our policy</p> <p>Ensure medication is stored in the sickbay for identified students and procedures for administration are clear</p>	<p>On going Term 1</p>	<p>Logan/of fice</p>	
<p><b>Strategic Aim 3:</b> <b>Environment: Provision of a physically purposeful and attractive environment that promotes school wide awareness and sustainability</b></p>			
<p><b>3.1 Consider future growth of the school in response to intensification of the Hauraki area</b></p>			
<p>Explore possibility of additional land for future buildings and providing a drive through option</p> <p>Explore possibility of covering the astro-turf field</p> <p>Consider a gate at the back entrance</p>	<p>On going</p>	<p>BOT</p>	
<p><b>3.2 Drive sustainable practices and focus on developing attitudes and behaviours that are aligned</b></p>			
<p>Develop an improved rubbish management system</p> <p>Consider solar heating for the pool</p> <p>Continue promoting Travelwise including the Walking School Bus</p>	<p>On going</p>	<p>Clarind a/BOT/ PTA</p>	
<p><b>3.3 Improve building and classroom functionality including storage facilities</b></p>			
<p>Re-paint selected areas school wide</p>	<p>Term 1</p>	<p>Clarinda</p>	

Provide heat pumps for rooms 11, 12, 13, 14, 15 and 17	Term 1	Clarinda /Koair	
Provide heat pumps for rooms 22 and 23	Term 1	Clarinda Clarinda	
Improve ventilation system in junior block		/MOE	
Re-carpet rooms 11, 12, 13, 14, 15	Term ½	Ian Hunt	
Review locks on doors in junior toilets	Term 1	Scott	
Purchase new furniture for room 17	Term 1	Sebel	
Create a functional technology room in room 0 including suitable furniture	Term 1	Furnwar e	
Create a storage space for balls outside the P.E shed	Term ½	Scott	
Increase pinboard in senior corridor	Term 2	Clarinda a/MOE	
<b>3.4 Enhance grounds and gardens</b>			
Consider re-asphalting in front of the senior block and outside middle block	On going	Clarinda	
Provide additional more effective signage e.g No dogs or golf	Term 1	Clarinda	
Add to the native tree collection	Term 2	Clarinda	
	Term ½	Scott	

Create raised gardens for garden to table inquiry Consider a bar across the front entrance	On going	PTA	
<b>3.5 Maintain safe and purposeful playground equipment</b>			
Consider additional equipment for the senior playground Consider shade over junior sandpit	On going	PTA	

### Extension and Support Groups

The following groups are to be reported on at the end of the year to measure value added. They will be monitored during the school year as well.

<b>Strategic Aim</b> All students are able to access <i>The N.Z. Curriculum</i> as evidenced by achievement in relation to the National Curriculum.
<b>Annual Objective:</b> Improve areas of weakness and identified from the end of 2025 analysed literacy and numeracy data.

Target Group 1	Year 4 Writing Support Group (6 students)	Led By	Time Frame	Budget
<b>Base Data</b>	At the beginning of 2026, there were 6 students below expectation.	Carlyn Milicich	Terms 1 - 4	.48 Teacher
<b>Target Set</b>	Overall aim is to accelerate these students so that they are achieving at 2P by the end of the year.			
<b>Assessment Tool</b>	E-asttle writing, Schonell Spelling, SL, overall teacher judgement.			

<b>Action</b>	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.			
<b>Target Group 2</b>	<b>Year 5 Writing Support Group (10 students)</b>			
<b>Base Data</b>	At the beginning of 2026, 5 students were at 2B, and 4 were at 2P plus there is one new student not tested.	Christine Dean	Terms 1 - 4	.56 Teacher
<b>Target Set</b>	It is our aim to accelerate the progress of these students so that they are all achieving the expected level of 3B by the end of the year.			
<b>Assessment Tool</b>	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
<b>Action</b>	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.			

<b>Target Group 3</b>	<b>Year 6 Writing Support Group (10 students)</b>			
<b>Base Data</b>	At the beginning of 2026, one student was at 2B, three students were at 2P, and five were at 2A, all below expectation. One student is new to Hauraki and is yet to be tested formally.	Christine Dean	Terms 1 - 4	.56 Teacher

<b>Target Set</b>	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.			
<b>Assessment Tool</b>	asTTle, Schonell Spelling, overall teacher judgement.			
<b>Action</b>	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.			

<b>Target Group 5</b>	<b>Year 5 Maths Support Group (10 students)</b>			
<b>Base Data</b>	At the beginning of 2026, 8 students were at 2B, and two were at 2P.	Christine Dean	Terms 1 - 4	.56 Teacher
<b>Target Set</b>	Overall aim is to accelerate these students so that they are all achieving at 3B which is curriculum expectation.			
<b>Assessment Tool</b>	asTTle, snapshot, PAT, overall teacher judgement.			
<b>Action</b>	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.			

<b>Target Group 6</b>	<b>Year 6 Maths Support Group (10 students)</b>			
<b>Base Data</b>	At the beginning of 2026, two students were at 2B, two were at 2P, and six at 2A. All are below curriculum expectation at the beginning of the year.	Christine Dean	Terms 1 - 4	.56 Teacher
<b>Target Set</b>	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.			
<b>Assessment Tool</b>	asTTle, snap shot, PAT, overall teacher judgement.			
<b>Action</b>	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.			

<b>Target Group 8</b>	<b>Year 4 Maths Extension Group (12 students)</b>			
<b>Base Data</b>	At the beginning of 2026, one student was at expectation 2B, 7 students were above expectation working at 2P and three students were well above at 3B. PAT scores ranged from stanines 7-9, also above expectation. Two other students are new to Hauraki.	Mel Scavone	Terms 1 - 4	1.0 Teacher
<b>Target Set</b>	It is our aim to accelerate the progress of these students so that they are all achieving at least one sub-level above by the end of the year.			
<b>Assessment Tool</b>	Snapshot, asTTle, and PAT, overall teacher judgement.			

<b>Action</b>	These children are to be withdrawn from their class four days a week during maths time to work with a specialist teacher for extension. On the 5th day they will work independently in their own classroom. Ongoing monitoring is to take place.			
<b>Target Group 9</b>	<b>Year 5 Maths Extension Group (12 students)</b>			
<b>Base Data</b>	At the beginning of 2026, nine students were at 3B, and three were at 3P.	Mel Scavone	Terms 1 - 4	56 Teacher
<b>Target Set</b>	Overall aim is to accelerate these students so that they are all achieving at least one sub-level above expectation			
<b>Assessment Tool</b>	Snapshot, asttle, PAT, overall teacher judgement.			
<b>Action</b>	These children are to be withdrawn from their class four days a week during maths time to work with a specialist teacher according for extension. On the fifth day they are to work independently completing set work in the class. Ongoing monitoring is to take place.			
<b>Target Group 10</b>	<b>Year 6 Maths Extension Group (13 students)</b>			
<b>Base Data</b>	At the beginning of 2026, 12 students were at 4B, and one at 4P.	Mel Scavone	Terms 1 - 4	.56 Teacher

<b>Target Set</b>	It is our aim to accelerate the progress of these students so that they are all achieving another sub-level at least above their current level by the end of the year.			
<b>Assessment Tool</b>	Snapshot, asTTle, and PAT, overall teacher judgement.			
<b>Action</b>	These children are to be withdrawn from their class four days a week during maths time to work with an experienced teacher for extension. On the fifth day they work independently completing set work in the class. Ongoing monitoring is to take place.			

<b>Target Group 7</b>	<b>Year 6 Writing Extension Group (11 students)</b>			
<b>Base Data</b>	At the beginning of 2026, 10 students were at 3A and one student was at 4A.	Mel Scavone	Terms 1 - 4	.56 Teacher
<b>Target Set</b>	It is our aim to accelerate the progress of these students so that they are all achieving at least one sub-level above by the end of the year.			
<b>Assessment Tool</b>	asTTle, Schonell Spelling, overall teacher judgement.			
<b>Action</b>	These children are to be withdrawn from their class four days a week during writing time for extension purposes to work with an experienced teacher.			

