

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	A draft digital technology framework has been devised for the year. Assessment practices have been reviewed for reading, writing and maths to align with the new curriculum. For reading in the junior school we are using LLARS (phonics, non-word and heart word test) and ORF (an oral fluency test). In year 3 a non-word test, ORF and a MAZE test (cloze activity) are administered. Year 4, 5 and 6 do the ORF and MAZE as well as a PAT Reading Comprehension. In addition, any students at risk also have a running record administered on them to provide more information about reading behaviours. For writing a spelling test is administered school wide, and recount writing has taken place that has been marked against a Hauraki School Rubric.
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 Term 1/2	Sen mgt Sen mgt	

Update the assessment and reporting sections of the School Scheme Explore the new SMART (new Student Monitoring Assessment and Reporting Tool) that is curriculum aligned and tracks student progress twice yearly.	Term 3/4	Clarinda /Logan	For maths, years 1-6 Ministry provided snapshot tests are to be administered as well as PATs for years 3-6. Mid-year assessment data for reading, writing and maths has been collated and analysed. See below. Mid-Year 2026 Achievement Reporting This has been delayed to 2027 as this tool is still being trialled.
1.2 Strategic Goal: Continue with effective implementation of our models of learning school wide that focus on strengthening student agency and assessment capability			
Continue to monitor adequate coverage of the teaching of inquiry skills and use of graphic organisers via observations and regular inquiry team meetings Continue to implement the Reggio philosophy as part of inquiry learning Continue to ensure the ‘third teacher’ is visible in all classrooms to enhance student agency Upskill teachers especially new staff with the use of SOLO (Structured Overview of Learning Outcomes) taxonomy	On going Term 1 Term 1-4 Term 1/2	All teachers Logan and junior teachers All teachers Clarinda	A Reggio Open Morning was held in the junior rooms at Hauraki on Sat 28 February with a particular focus on the environment. Several schools visited over the course of the morning. A staff meeting on 28 July was a reminder about SOLO, one of our models of learning, as well as for upskilling new teachers. Various ideas were presented for implementation.
1.3 Strategic Goal: Continue to strengthen the teaching of literacy			

Continue to strengthen the structured literacy school wide approach for spelling with new staff particularly.	On going	All staff	On 23-25 February two beginning teachers in the junior school attended a three day Ministry funded Structured Literacy course 16-19 February, and two other beginning teachers attended the same course.
Strengthen understanding of the science of writing and reading	On going	Outside expert Logan	On 28 April all staff attended a DIBELS session with expert, Emma Nahna. Letter name fluency, Phoneme segmentation, Nonsense word fluency, oral reading fluency, and MAZE (cloze passage task) were all covered.
Consolidate SRSD (Self Regulated Strategy Development) school wide using the POWER framework (PD focus)	On going	Logan	On 21 May Emma Nahna ran a zoom meeting for all staff on developing independent learning linked to literacy.
	On going	Carlyn	On 4 May Bethany from Learning Matters modelled reading testing for all teachers.
			On 29 June Learning Matters (Bethany) ran a staff meeting on successful components for a novel study that all middle and senior class are undertaking this year.
			All class teachers attended a very worthwhile Sunshine Books Professional Development and Learning workshop on 29 January that reviewed the science of reading and writing and its relation to the structured literacy approach.
Target students school wide to address learning needs individually and/or groups			A Literacy Symposium was attended by the senior management team on 2 July.
			We have entered some students into a poetry writing competition.
			A group of year 6 students attended the Writers Festival at the Aotea Centre.
			A group of year 6's took part in an inter-school Book Battle Competition on 12 June.
1.4 Continue to strengthen the teaching of maths			

Establish a maths team	Term 1	Mel, Bridget, Sian, Courtney	A maths team of four has been established with at least one staff member representing each of the junior, middle and senior syndicates.
Strengthen understanding of the latest revised maths curriculum (Nov 2025)	Term 1	All staff	All class teachers attended a Maths workshop on 30 January with outside expert, Jacqui Sharp that focussed on unpacking the latest new Maths curriculum. This provided invaluable guidance.
	On going	Mel	Four teachers attended a Maths course to assist with implementation of the new maths curriculum on 16 Feb. On May 4 three teachers attended a maths to upskill in teaching the new curriculum. On 6 May three teachers attended a multiplication/division seminar on line presented by expert Marie Hirst. On 12 May Marie Hirst spent the day facilitating workshops plus a whole staff meeting to assist teachers with the implementation of the new curriculum including assessment. A group of year 6 students participated in the inter-school Mathex Competition on 10 June. On 23 July Jacqui Sharp (Ministry funded PLD) provided the senior management team with a range of modules aligned to the new curriculum which provided further clarity for maths. These are to be shared with all teachers.
Continue to provide extension and competition opportunities for students			
1.5 Continue to strengthen the teaching of inquiry learning			
Develop an updated inquiry overview	Term 1	Logan and team	Year 6 students are currently pursuing passion projects using all the skills learned to date.
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	The technology specialist, Anna Heale, is underway with her lessons that for the year will focus on digital literacy, e-safety and understanding how selected apps are used. The use of seesaw has been reviewed in the light of community survey feedback. This platform will be confined to communicating messages to parents and posting examples of learning each week. Parents will have their own logins for easier access that are to be sent home on Friday 13th Feb. Homework is to be completed in a book. Teachers are now using seesaw more consistently with some pleasing feedback. Gaea is providing regular tecky brekkies before school on a Thursday.
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 Gaea/sen mgt	
Review the use of seesaw school wide			
Provide tekky brekkies to upskill staff including AI training	On going	Gaea	
1.7 Enhance the teaching of P.E. and sporting opportunities			
Consider swimming professional development for staff	Term 1	Lauren	On the afternoon of 29 January Lauren Boyle (swim school provider) ran two sessions for each of the junior and senior school teachers that provided tips/suggestions for in school swimming lessons that was appreciated. Lauren Boyle's swimming lessons are to start again on 21 October after school on Wednesdays, Thursdays, Fridays and Saturdays.
1.8 Incorporate Te Ao Maori lens across our curriculum			

Continue to incorporate regular te reo Maori instruction in classrooms as part of daily practice to create productive partnerships	Terms 1-4	All staff	Lesley George has commenced her weekly te reo lessons with each of the middle school classes. A summary of Maori achievement at mid-year is included in the above link, Mid- Year 2026 Achievement Reporting. Mid -year data was analysed and some adjustments made to special groups to accommodate as many students as possible needing additional support. Senior kapa haka is underway for year 4-6 students each Thursday 1-2pm.
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 separately	Term 2 and 4	Clarinda	
Analyse data to identify Maori 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	
1.9 Cater for all staff adequately			
Streamline CRT release including the provision of teacher guidelines for how this is to be used	Term 1	Clarinda	CRT allocation entitles each teacher to have 25 hours per term non-contact time with students. Most of this is to be accommodated with music, art and technology release. The remaining five hours per term (equates to one day) which will be held over till later in term 2 when each teacher will have two release days for testing and report writing.
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	Terms 1-4	Clarinda /Logan	The register for students with special learning needs and associated documentation has been reviewed and streamlined with the aim of improving efficiency and accessibility. Senior staff are meeting weekly to discuss the management of special needs students and to ensure support is in place.

Strategic Aim 2

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

2.1 Focus on promoting holistic mental health, well being and resilience that is free from racism, discrimination and bullying

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	Hauora has been a focus for whole school assemblies in term 1. Assertiveness is the value of focus for term 2. Understanding is the value of focus for term 3.
Survey senior students regards wellbeing and compare with previous results	Clarinda and staff	Term 2	
Perform a senior school musical show	Clarinda and staff	Term 3	Rehearsals for a school musical show <i>What A Knight</i> near the end of term 3 are underway.

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	An Attendance Management Plan has been created as required by the Ministry of Education and is posted on the website. Term 1 2026 Attendance Report  Attendance Term 1 2026.pdf Term 2 2026 Attendance Report  Attendance Term 2 2026 (1).pdf This compares with 82% in Term 1 2025, and 81% in Term 2 2025.
--------------------------------------	----------	--------	--

2.3 Streamline communication to ensure a well informed community

Launch a newly updated website	Term 1	Clarinda/Virginia	The new website has gone live. A few additions are still to be made.
Streamline communication with parents	Term 1	Clarinda	The web site, seesaw, term syndicate letters, and the school fortnightly newsletter are to be the main avenues for communication this year. The class rep system is to be used for PTA messages and the occasional urgent message only.

Review homework with the aim of improving the number of students completing this	Term 1	Clarinda and staff	A new report format that aligns with new Ministry expectations has been designed for use this mid-year.
Improve quality of the school uniform	Ongoing	Samara	This year all students have a homework book. Homework is provided on a Friday and collected/marked the following Friday. It is expected that all students complete this. We have engaged with a new supplier for uniform shirts and these will be slowly introduced over the coming months.

2.4 Maintain health and safety practices

Ensure regular hazard checks are carried out particularly for playgrounds	On going	Scott	All aspects of health and safety have been reviewed with staff as part of a staff meeting on 28 January. New staff have completed the induction worker check list that is kept on file. All parents of students who have particular health needs have been contacted to ensure that medication and information we hold in the sick bay is up to date.
Replace locks in junior toilets	On going	Clarinda/ Scott	
Continue using app 365Safe for recording purposes	Term 1	Clarinda/ All staff	
Review all aspects of health and safety with staff including emergency procedures, hazards, RAMs reports, policies with staff	Term 1	Clarinda	
All new staff to complete an updated induction worker check list.	On going	BOT/Clarinda	
Maintain Hazards Register	On going	Clarinda	
Encourage healthy eating in line with our policy	Term 1	Logan/office	
Ensure medication is stored in the sickbay for identified students and procedures for administration are clear			

Strategic Aim 3:

Environment: Provision of a physically purposeful and attractive environment that promotes school wide awareness and sustainability

3.1 Consider future growth of the school in response to intensification of the Hauraki area

Explore possibility of additional land for future buildings and providing a drive through option	On going	BOT	
Explore possibility of covering the astro-turf field			
Consider a gate at the back entrance			

3.2 Drive sustainable practices and focus on developing attitudes and behaviours that are aligned

Develop an improved rubbish management system	On going	Clarinda/BOT/PTA	
Consider solar heating for the pool			
Continue promoting Travelwise including the Walking School Bus			A message promoting the Walking School Bus was in our first newsletter and there will be on going messages to encourage families to support this initiative.

3.3 Improve building and classroom functionality including storage facilities

Re-paint selected areas school wide	Term 1	Clarinda	Selected areas were re-painted in January including the hall foyer and passage way, staffroom, railings, middle school entrance and doors, and senior school corridor. (cyclical maintenance funding)
Provide heat pumps for rooms 11, 12, 13, 14, 15 and 17	Term 1	Clarinda/Koair	Heat pumps for each of rooms 11, 12, 13, 14, 15 and 17 were installed late December. (5 YR funding).
Provide heat pumps for rooms 22 and 23, also the two small classrooms that are opposite.	Term 1	Clarinda Clarinda/MOE	Heat pumps for rooms 22 and 23 plus the two nearby small teaching spaces had heat pumps installed over King's birthday weekend. This was funded from the last of our current 5YA money.
Improve ventilation system in junior block			

Re-carpet rooms 11, 12, 13, 14, 15 Review locks on doors in junior toilets Purchase new furniture for room 17 Create a functional technology room in room 0 including suitable furniture Create a storage space for balls outside the P.E shed Increase pinboard in senior corridor	Term ½ Term 1 Term 1 Term 1 Term ½ Term 4	Ian Hunt Scott Sebel Furnware Scott Clarinda/MOE	Rooms 12, 13, 14 and 15 have been re-carpeted. New locks on junior toilets have been installed. A new class set of desks and chairs were purchased for the newly established year 5 class. Some new furniture, a computer storage unit and charging station were purchased for the new technology room (partial PTA contribution)
3.4 Enhance grounds and gardens			
Consider re-asphalting in front of the senior block and outside middle block Provide additional more effective signage e.g No dogs or golf Add to the native tree collection Create raised gardens for garden to table inquiry Consider a bar across the front entrance	On going Term 1 Term 2 Term ½ On going	Clarinda Clarinda Clarinda Scott PTA	Two new signs have been erected stating no golf, dogs or powered bikes and scooters permitted on the school grounds. Two additional cameras have been added pointing on to the bike area, and also signage has been increased. Several new native trees have been planted on the perimeter of the field. Name plaques have also been added.
3.5 Maintain safe and purposeful playground equipment			

Consider additional equipment for the senior playground	On going	PTA	We are working with the PTA to enhance the senior playground.
Consider shade over junior sandpit			

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.

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 the end of 2025 analysed literacy and numeracy data.

Target Group 1	Year 4 Writing Support Group (6 students)	Led By	Time Frame	Budget
Base Data	At the beginning of 2026, there were 6 students below expectation.	Carlyn Milicich	Terms 1 - 4	.48 Teacher
Target Set	Overall aim is to accelerate these students so that they are achieving at 2P 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 5 Writing Support Group (10 students)			

Base Data	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
Target Set	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.			
Assessment Tool	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during writing time to work with an experienced teacher according to individually identified needs. Ongoing monitoring is to take place.			

Target Group 3	Year 6 Writing Support Group (10 students)			
Base Data	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
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, 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 5 Maths Support Group (10 students)			
Base Data	At the beginning of 2026, 8 students were at 2B, and two were at 2P.	Christine Dean	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, snapshot, 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 6	Year 6 Maths Support Group (10 students)			
Base Data	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

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, snap shot, 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.			

Target Group 8	Year 4 Maths Extension Group (12 students)			
Base Data	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
Target Set	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.			
Assessment Tool	Snapshot, asTTle, 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 for extension. On the 5th day they will work independently in their own classroom. Ongoing monitoring is to take place.			

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

Target Group 7	Year 6 Writing Extension Group (11 students)			
Base Data	At the beginning of 2026, 10 students were at 3A and one student was at 4A.	Mel Scavone	Terms 1 - 4	.56 Teacher
Target Set	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.			
Assessment Tool	asTTle, Schonell Spelling, overall teacher judgement.			
Action	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.			

