



# Karaka School

EMBRACING LEARNING. BUILDING RESILIENCE. ACHIEVING EXCELLENCE.

*"Ka whangaia, ka tupu, ka puawai."*

Annual Reporting requirements 2025/2026

## Karaka School Annual Plan 2026

With the new Strategic Planning Cycle not due to be completed and sent through to the MoE until the start of 2027, we have decided to create an appendix to our current Strategic Plan for the 2026 school year as outlined below. Having carried out consultation and gaining feedback from key stakeholders such as ERO, staff, the Board, and the wider community (including extensive consultation with our Māori whānau), we have determined that our first goal around 'Whakawhānaungatanga - To Connect' (Strengthening Connections and Partnerships in Learning) has been achieved.

With a number of further actions identified as not yet completed in working towards achieving our second and third goals ('Whakamana - To Empower' and 'Ako - To Learn'), the focus for our 2026 Annual Planning will focus on these as outlined in the table below.

This has resulted in our second goal around developing the capacity of kaiako being split into:

Part A (Middle Leadership development)  
and Part B (practice and pedagogy of all teachers).

<p><b>Our Vision:</b> Embracing Learning, Building Resilience, Achieving Excellence</p>	<p><b>Our Values:</b> Learning, Excellence, Adaptability, Respect, Nurture</p>	<p><b>Our Whakatauki:</b> Ka whangaia, ka tupu, ka puawai That which is nurtured blossoms and grows</p>
<p><b>Strategic Goal 2 - Part A Whakamana - To empower</b></p> <p>Develop the leadership capabilities of middle and senior leaders</p>	<p><b>Strategic Goal 2 - Part B Whakamana - To empower</b></p> <p>Strengthen practice and pedagogy of all kaiako</p>	<p><b>Strategic Goal 3 Ako - To Learn</b></p> <p>Develop a culturally responsive local curriculum that reflects Te Mātaiaho and community aspirations</p>

## Karaka School Annual Plan 2026

To empower - Whakamana - Part A and Part B <a href="#">Alignment to NELP (1, 2, 3)</a>					
Initiative (Goal #2)	Our Actions	Responsibility	Timing/ Resourcing	Measures of Success	Input from SLT, Middle Leaders and Teachers  Term 1 Review Term 2 Review End of Term 3/Mid Term 4 Review
<p><b>Part A</b></p> <p>Develop the leadership capabilities of middle and senior leaders</p>	<ul style="list-style-type: none"> <li>• Leadership Team to continue with Leadership PLD with Learning Architects (4 x full day workshops and scheduled follow up sessions)</li> <li>• Participate in the Papakura Cluster Middle Leadership Workshops (1 x per term)</li> <li>• Learning Architects to work closely with DP throughout the year</li> <li>• Regular 1-1 coaching meetings scheduled throughout the year (Principal/DP; DP/Team Leaders) focused on structured approaches to learning and engaging with the new curriculum</li> </ul>	<p>SLT, Team Leaders, Curriculum Leaders</p> <p>Team Leaders</p> <p>Deputy Principal</p> <p>SLT, Team Leaders</p> <p>Team Leaders</p> <p>Team Leaders</p> <p>Curriculum Leaders</p>	<p>All year Cost for Leadership PLD (PLD Budget)</p> <p>Release for coaching sessions as needed</p> <p>Staff and Board Meeting time allocated</p>	<ul style="list-style-type: none"> <li>• Effective leadership across the school that improves learner outcomes</li> <li>• Teacher practice is lifted across all teams</li> <li>• Leadership Team operates efficiently and cohesively</li> <li>• Coaching becomes embedded</li> <li>• Refreshed curriculum remains top</li> </ul>	

	<ul style="list-style-type: none"> <li>• Present Team Student Achievement Report to the Board 2 x per year (each TL)</li> <li>• Lead Team data inquiries and report back to both the staff and Board</li> <li>• Curriculum Leaders (x 2) to engage with Leadership PLD</li> </ul>			priority for 2027 PLD	
<p><b>Part B</b></p> <p>Strengthen practice and pedagogy of all Kaiako</p>	<ul style="list-style-type: none"> <li>• New/returning teachers + LAT holders complete PLD for Structured Literacy and Structured Maths</li> <li>• Continue to implement and embed pedagogies and programmes as a result of PLD</li> <li>• Continued work by Curriculum Teams (Maths, Literacy and Cultural)</li> <li>• Reflect on new learning through regular coaching sessions with Mentor/Team Leader</li> <li>• Adapt and refine assessment, and moderation and reporting processes in line with curriculum changes</li> <li>• Science of Learning evident in all planning and programmes</li> <li>• Assessment for Learning strategies continue to be a</li> </ul>	<p>New/returning teachers + LAT holders All staff</p> <p>Curriculum Leaders All staff</p> <p>SLT, Curriculum and Team Leaders</p> <p>All kaiako</p>	<p>Term 1</p> <p>All year</p> <p>All year</p> <p>All year</p> <p>Terms 1&amp;2</p> <p>Terms 3&amp;4</p>	<ul style="list-style-type: none"> <li>• Teacher content knowledge of structured approaches to Literacy and Maths improved</li> <li>• New programmes implemented and embedded</li> <li>• Assessment processes are robust and informative</li> <li>• SoL and AFL strategies consistent across the school</li> <li>• Quality induction and transition programmes in place for new staff</li> </ul>	

	<p>core part of pedagogy and practice</p> <ul style="list-style-type: none"> <li>• Ensure robust induction processes are in place for new teachers (with a focus on AFL strategies)</li> </ul>				
<p><b>To learn - Ako</b>  <a href="#">Alignment to NELP (1, 2, 4)</a></p>					
Initiative (Goal #3)	Our Actions	Responsibility	Timing/ Resourcing	Measures of Success	
<p>Develop a culturally responsive local curriculum that reflects Te Mātaiaho and community aspirations</p>	<ul style="list-style-type: none"> <li>• Reorganising and streamlining our Digital Platform (Google Drive)</li> <li>• Continue to provide opportunities for teachers to participate in PLD to further develop understanding of the refreshed curriculum</li> <li>• Develop and refine key documentation for our Karaka School Curriculum Framework</li> <li>• Continue to implement culturally responsive practices across the school</li> <li>• Ensure all documentation is reflected on our school website</li> </ul>	<p>SLT - Anna/John Team Leaders</p> <p>Team Leaders Curriculum Leaders All teachers SLT</p> <p>Leadership Team</p> <p>Cultural Leader All kaiako</p> <p>SLT</p>	<p>Terms 1 &amp; 2</p> <p>All year</p> <p>All year</p> <p>All year</p> <p>Terms 1&amp;2</p>	<ul style="list-style-type: none"> <li>• Quality teaching and learning is evident and reflects the kaupapa of Te Mātaiaho and the curriculum refresh</li> <li>• Well documented curriculum framework is developed and shared</li> <li>• Strong tikanga and Te Reo Māori evident in all learning spaces</li> </ul>	

## Achievement Targets 2026

### Writing

<b>Target</b>	<b>2026 Year 2:</b> To have 80% or more of our Year 2 students heading into Year 3 having attained similar achievement results in Reading to that of the rest of the school
<b>Why</b>	The 2025 achievement data shows that the Yr 2 cohort had the largest number of students working below expectation in Reading (29%)

### Reading

<b>Target</b>	<b>2026 Years 3&amp;4 boys:</b> To have 80% or more of our Year 3&4 boys achieving At or Above expectation in Writing by the end of the year, which will decrease the gender gap in Writing overall
<b>Why</b>	The 2025 achievement data shows a disproportionate number of boys achieving below expectation compared to girls (24% compared to 7%)

### Maths

<b>Target</b>	<b>2026 Years 7&amp;8:</b> To have 80% or more of our Intermediate students achieving At or Above expectation in Maths by the end of the year as part of their preparation for secondary education.
<b>Why</b>	The 2025 achievement data shows that the Yrs 7&8 cohort has the largest number of students working below expectation in Maths (Yr 7 - 28%; Yr 8 - 40%). We want to set our Intermediate learners up so they are well prepared for Mathematics at secondary level and beyond

# Karaka School Analysis of Variance 2025

STRATEGIC AIMS	FOCUS PLANNED ACTIONS
<p><b>Strategic Goal One:</b></p> <p>Strengthen connections and partnerships in learning</p> <p><b>Strategic Goal Two:</b></p> <p>a) Develop the leadership capabilities of middle and senior leaders</p> <p>b) Strengthen practice and pedagogy of all Kaiako</p>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>● Schedule termly events to strengthen connections with our community (Community Picnics/House Days/Curriculum Evenings/Team information sessions/Cultural Day)</li> <li>● Review the way the school is utilising HERO to ensure parents are fully informed about their child’s progress and achievement. Continue to strengthen opportunities for parents to engage with learning and reporting through HERO</li> <li>● Host whānau hui and fono at least twice a year to ensure Māori and Pasifika voice is included in decision making.</li> <li>● Plan and host a Cultural Hui to gather the voice of all our school cultures to ensure all cultures feel included and celebrated</li> <li>● Create leadership roles for Student Cultural Leaders and student led groups - eg Pasifika Group, Indian Dance, Asian Dance</li> <li>● Educate and update whānau on changes to National Curriculum and class programmes</li> <li>● Work with relevant staff and whānau to review and refine attendance procedures (in order to lift attendance). Adopt STAR (Stepped Attendance Response Plan).</li> <li>● Continue to educate and support teachers and whānau around attendance priorities (particularly those families with attendance rates &lt;%90)</li> </ul> <ul style="list-style-type: none"> <li>● Leadership Team to complete the Strengths Based Leadership PLD through Learning Architects</li> <li>● Regular 1-1 coaching meetings scheduled throughout the year (Principal/DP; DP/Team Leaders) focused on structured approaches to learning and engaging with the new curriculum</li> <li>● Refine systems and processes within our PGC cycle</li> <li>● Create curriculum leadership roles</li> </ul> <ul style="list-style-type: none"> <li>● Engage with with PLD for Structured Literacy and Structured Maths</li> <li>● Implement pedagogies and programmes as a result of the PLD</li> <li>● Establish Curriculum Teams</li> </ul>

<p><b>Strategic Goal Three:</b></p> <p>Develop a culturally responsive local curriculum that reflects Te Mātaiaho and community aspirations</p>	<ul style="list-style-type: none"> <li>● Reflect on new learning through regular coaching sessions with Mentor</li> <li>● Adapt and refine assessment, and moderation and reporting processes in line with curriculum changes</li> <li>● Review, refine and relaunch AFL at Karaka School</li> <li>● Ensure robust induction processes are in place for new teachers (with a focus on AFL strategies)</li> </ul> <ul style="list-style-type: none"> <li>● Reorganising and streamlining our Digital Platform (Google Drive)</li> <li>● Continue to provide opportunities for teachers to participate in PLD to further develop understanding of National and Local curriculum</li> <li>● Develop and refine key documentation for our Karaka School Curriculum</li> <li>● Continue to implement culturally responsive practices across the school</li> <li>● Ensure all documentation is reflected on our school website</li> </ul>
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<b>Actions:</b> What did we do?	<b>Outcomes:</b> What happened/ Evidence?	<b>Reasons for variance</b> Why did it happen?	<b>Evaluation:</b> Where to next?
<p>Strengthen connections and partnerships in learning</p>	<ul style="list-style-type: none"> <li>● Parent Curriculum Evening held in Term 1 + 'Meet the Teacher' sessions</li> <li>● Termly team newsletters/overviews</li> <li>● 'Transition to School' parent sessions held each term</li> <li>● Yr 5-8 Camp parent sessions</li> <li>● Production (ECE and Summerset invited)</li> <li>● Penpals (Summerset visits) throughout the year with the Middle Team</li> <li>● PTA discos</li> <li>● Pōwhiri held each term to welcome new students, whanau and staff</li> <li>● Pink Shirt Day 2025</li> <li>● PTA Quiz Night held mid year</li> <li>● Sports Camp - Yr 7&amp;8</li> <li>● Junior team had community members in to help with Poi making for Matariki</li> </ul>	<p>Having carried out consultation and gaining feedback from key stakeholders such as ERO, staff, the Board, and the wider community (including extensive consultation with our Māori whānau), we have determined that our first goal around 'Whakawhānaungatanga - To Connect' (Strengthening Connections and Partnerships in Learning) has been achieved.</p>	<p>Remove from the 2026 Annual Plan (monitor to ensure things that have been embedded do not 'drop away')</p>

	<ul style="list-style-type: none"> <li>● Middle team - Garden to Table programme</li> <li>● Whole School Cultural Day</li> <li>● 3 Way Conferences Terms 1 and 3</li> <li>● Staff enrolled in ongoing HERO PLD</li> <li>● Posts now have comments enabled on HERO (more interactive SMS system)</li> <li>● Parent Feedback Surveys - Ag Day Funds and Cultural Survey - lots of parent engagement</li> <li>● ERO Review - May 2025</li> <li>● Parent and staff Cultural surveys sent out</li> <li>● Consultation with Māori families</li> <li>● Cultural Leader presented parent feedback to staff and SLT shared with the Board</li> <li>● Cultural Leaders selected - taken to Polyfest as start of year inspiration</li> <li>● Cultural Leaders helped organise Matariki celebrations and taught classes a Sasa for Samoan Language Week</li> <li>● Matariki Sharing Assembly + Middle Team made Matariki Soup for the whole school</li> <li>● Cultural Leaders planning and running lessons across the school</li> <li>● Term overviews, updates sent home each term to parents</li> <li>● Term 1 2026 - Parent Information Evening booked (Julie Schumacher)</li> <li>● Attendance celebrations @ Good News Call and via HERO, students celebrated for high attendance levels at assemblies</li> <li>● Attendance Management Plan developed by SLT, shared with Staff, approved by Board</li> </ul>		
<p>Develop the leadership capabilities of middle and senior leaders</p>	<ul style="list-style-type: none"> <li>● Completed Strengths Based PLD - with Rob</li> <li>● Held 1-1 Coaching sessions throughout the year</li> <li>● Modified PGC model introduced for all kaiako</li> <li>● Mentor/Coaching Sessions - DP with Team Leaders</li> <li>● Curriculum Leader roles established</li> </ul>	<p>Team Leaders have all participated in the leadership PLD through Learning Architects and The Education Group. We have created agreed Job Descriptions that ensure clarity for both Team</p>	<p>Leadership PLD scheduled 2026</p> <ul style="list-style-type: none"> <li>● Learning Architects</li> <li>● The</li> </ul>

<p>Strengthen practice and pedagogy of all Kaiako</p>	<ul style="list-style-type: none"> <li>● Curriculum team Meetings</li> <li>● Review of inquiry cycles heading into 2026 (linked to PGC)</li> <li>● PLD at Staff Meetings</li> <li>● Regular observations/feedback</li> <li>● Participation in ERO review</li>   <li>● Yr 3-8 teachers completed the MoE funded Structured Literacy PLD days with Gemma</li> <li>● Observations and in class modelling for Juniors + Yrs 3-8 teachers/classes re The Code</li> <li>● Maths PLD Day - MoE facilitators</li> <li>● Term 2 TOD - Maths</li> <li>● Oxford Maths PLD (lead teachers)</li> <li>● AI PLD sessions run through RTLB</li> <li>● First Aid Training - all staff</li> <li>● RPKA Mini-Meets</li> <li>● Coaching sessions linked to Maths/Literacy</li> <li>● AFL staff meetings - in house and with The Education Group</li> <li>● Continued PLD at Staff Meetings re AfL, Oxford Maths, Structured Literacy</li> </ul>	<p>Leaders and teachers as to their key tasks. The next step is to continue to use this learning to enhance practice across their teams, with a positive impact on student progress and achievement.</p> <p>Teachers have engaged in PLD around STructured Literacy and Maths approaches. We have also continued to work on AfL and Science of Learning through sessions with The Education group and Curriculum Leaders. This work remains a priority for 2026, along with the review and refinement of assessment and reporting processes.</p>	<p>Education Group</p> <ul style="list-style-type: none"> <li>● Papakura Principals Association Cluster</li> </ul> <p>AfL and SoL practices a key component of the 2026 PLD plan</p> <p>Induction processes to become a focus for 2026</p>
<p>Develop a culturally responsive local curriculum that reflects Te Mātaiaho and community aspirations</p>	<ul style="list-style-type: none"> <li>● PLD - Maths, Literacy, AI in Education, Assessment for Learning, Oxford Maths webinars</li> <li>● Annual Reporting and Review</li> <li>● ERO Review/Report shared</li> <li>● Survey sent out for staff to complete from the Cultural Team re baseline data</li> <li>● Paepae bench - implemented in all classes</li> <li>● Staff members sharing/leading Te Reo resources regularly at Staff Meetings</li> <li>● Te Reo resources being shared in the weekly school newsletter</li> <li>● Kapa Haka is strong</li> <li>● Annual Reporting + ERO report on website</li> </ul>	<p>Lots of new learning amidst the continued roll out of new curriculum, assessment and reporting has had an impact on progress.</p> <p>This is likely to continue in 2026 and beyond.</p>	<p>Website needs updating inline with curriculum changes</p> <p>Access to documents in the Shared Drives needs reviewing/ updating</p> <p>Staff induction needs strengthening</p>

## Annual Targets

Each year schools set achievement targets in each of the core learning areas: Reading, Writing and Mathematics. These targets are set through the analysis of the previous year's data. These targets are presented to, discussed and approved by the Board before being sent to the MoE. Class teachers use these targets alongside their class data to establish target groups and undertake inquiry into their practice, in order to raise the achievement of students.

### READING

#### **2025 Years 1&2:**

To maintain the shifts in the Junior Reading achievement data and achieve over 80% of students achieving at or above expectation for their year level.

#### **WHY?**

#### **Based on the 2023 EOY data:**

The EOY 2023 data showed that there was a significant gap between the reading achievement of Yr 1&2 compared to other year levels. A lot of work went into this throughout 2024 as new assessments were introduced and teachers engaged with a new Structured Literacy approach (LLLL). Embedding of this programme and the related assessments needs to be a focus in 2025 to ensure our Junior Reading data maintains the shifts that were made.

### Writing

#### **2025 Years 5&6:**

To accelerate the progress of the learners in Years 5&6 to attain parity

**Result:** 79.1% of Yr 1&2 students achieved the target.

**Analysis:** While the combined total narrowly missed the 80% mark, the Year 1 cohort performed exceptionally well at 90% At or Above. The Year 2 cohort (69.6% At/Above) remains an area for continued focus in 2026 to ensure the momentum from Year 1 is maintained.

- All teachers have undergone the 3 days of MoE funded Structured Literacy PLD with GEM Literacy. The Little Learners Love Literacy programme was introduced late 2024 with a selected group of target students and was rolled out across the entire Junior school in 2025. Teachers were also administering the LLLL phonics assessments to gather timely data in an ongoing way.
- Our Structured Literacy Intervention Teacher has been working alongside Tier 2 and Tier 3 learners this year and this has also had a beneficial impact on our Junior and Middle Team achievement data.
- All teachers feel their content knowledge in this area has greatly improved - this would have also had a beneficial impact in the rest of the classroom programme.
- We are still determining how the LLLI programme aligns with the new 'Phases of Learning' in the refreshed curriculum.

Note - Literacy assessments will continue to be an area of focus in 2026 as we shift into the new era of assessment and reporting. The MoE Phonics checks will be administered at 20 and 40 weeks, which will also have an impact on reporting in terms of process and timeframe.

**Result:** 81.1% of Yr 5&6 students achieved the target.

**Analysis:** This target was successfully met. Year 5 students reached 78.8%, and Year 6 students reached 85%, showing that the structured approach to literacy implemented in the Middle and Senior teams is having a positive impact on achievement.

with 'All Students' and have over 75% achieving At or Above expectation.

#### **WHY?**

##### **Based on the 2023 EOY data:**

The EOY 2024 data shows that these two cohorts have the lowest achievement levels in Writing across the school. This impacts on both the Middle and Senior Teams who are starting to engage in a more structured approach to Literacy. This will be a major focus for both teams throughout 2025.

#### **Maths**

##### **2025 Year 8 girls**

To accelerate the progress of the Yr 8 girls to gain parity with 'All Students' at 78% At or Above expectation.

#### **WHY?**

##### **Based on the 2023 EOY data:**

The EOY 2024 data shows that 50% of the Yr 7 girls are achieving Below expectation (when compared to only 7% of the Yr 7 boys).

The year we implemented The Code in Years 3-8. This has increased consistency, reduced cognitive load by providing clear routines and structures, and has had a targeted focus on spelling and vocabulary. By the end of the year, boys were evenly represented across all achievement levels, indicating that writing outcomes are no longer disproportionately weighted by gender. This is a positive shift and suggests that the strategies put in place to support boys' engagement and progress in writing have been effective. Boys are achieving on par with girls, with strong representation in both the working within and working beyond expectation categories across Years 5 and 6.

From a school wide perspective however, the 18% gap between boys and girls is persistent. 2026 planning should include high-interest, boy-centric literacy strategies that align with the Science of Learning.

**Result:** 81.1% of Yr 5&6 students achieved the target.

**Analysis:** Maths achievement in Year 8 remains robust at 84%. However, the Year 8 data reveals a stark contrast between genders.

Year 8 Contrast: 85.7% of Year 8 boys are meeting expectations, whereas only 45.5% (6 out of 11) of Year 8 girls reached the target. This highlights a specific area where parity was not achieved in the senior school.

While our Yr 8 girls did not meet the required level to be deemed 'At Expectation', all students did make progress. Two out of the six girls were also on our SENCO register and received a lot of Tier 3 support from Teacher Aides throughout the year as well.

Across the board, the Structured approach to Maths using the Oxford Maths programme is having a positive impact at all year levels.

2025 Student Achievement Data - <u>Reading</u> - Overall - 83% At or Above Expectation in Reading				
	Below	At	Above	Number of students
Year 1	10%	90%	0%	20
Year 2	29%	71%	0%	24
Year 3	20%	77%	3%	30
Year 4	9%	85%	6%	33
Year 5	18%	75%	3%	34
Year 6	3%	81%	16%	37
Year 7	28%	44%	28%	18
Year 8	20%	44%	36%	25
<b>Overall Total</b>	<b>17%</b>	<b>71%</b>	<b>12%</b>	<b>221</b>

Gender & Ethnic breakdown (Reading)				
	Below	At	Above	Number of students
Maori	9%	82%	9%	33
Pasifika	29%	71%	7%	17
Boys	17%	73%	10%	113
Girls	12%	80%	8%	108

2025 Student Achievement Data - Maths Overall - 84% At or Above Expectation in Maths

	Below	At	Above	Number of students
Year 1	0%	100%	0%	20
Year 2	8%	92%	0%	24
Year 3	23%	77%	0%	30
Year 4	9%	91%	0%	33
Year 5	18%	76%	6%	34
Year 6	8%	70%	22%	37
Year 7	28%	44%	28%	18
Year 8	40%	40%	28%	25
<b>Overall Total</b>	<b>16%</b>	<b>74%</b>	<b>10%</b>	<b>221</b>

Gender & Ethnic breakdown (Maths)

	Below	At	Above	Number of students
Maori	18%	73%	9%	33
Pasifika	18%	82%	0%	17
Boys	17%	73%	10%	113
Girls	12%	80%	8%	108

2025 Student Achievement Data - Writing Overall - 84% At or Above Expectation in Reading

	Below	At	Above	Number of students
Year 1	0%	100%	0%	20
Year 2	8%	92%	0%	24
Year 3	27 %	73%	0%	30
Year 4	9%	91%	0%	33
Year 5	24%	76%	0%	34
Year 6	11%	84%	5%	37
Year 7	29%	71%	0%	18
Year 8	18%	63%	19%	25
<b>Overall Total</b>	<b>16%</b>	<b>81%</b>	<b>3%</b>	<b>221</b>

Gender & Ethnic breakdown (Writing)

	Below	At	Above	Number of students
Maori	12%	82%	6%	33
Pasifika	29%	71%	0%	17
Boys	24%	73%	3%	113
Girls	7%	87%	6%	108

Statement on how Karaka School has given effect to  
te Tiriti o Waitangi in 2025

At Karaka School we proudly uphold the principles of te Tiriti o Waitangi by fostering a culturally inclusive environment where all students, regardless of background, feel valued and respected. We integrate Māori perspectives, language, and culture throughout our curriculum, ensuring that our students gain a deep understanding and appreciation of Aotearoa's rich heritage. Our commitment to partnership, participation, and protection underpins our school ethos, promoting unity and celebrating diversity among our students, staff, and wider community.

All our students have learnt Te Reo Māori as part of their classroom programmes. All classes include karakia at the start and end of the day, including the introduction of our class paepae this year. We have a school haka written for us in collaboration with Ngāti Tamaoho. Waiata is a part of our learning, as is the pepeha of the local area and individual students. We hold Pōwhiri every term to welcome new staff, students and their whānau. We have been working on refining our Te Ao Māori rubrics to become cumulative as students move through each year level. This work has been coordinated by our Cultural Leader and will be introduced to staff for 2026.

School leaders continued to engage in culturally responsive PLD. Team inquiries have continued to have a focus on culturally responsive practice and we have introduced a new board funded fixed term 0.2 position for a Te Ao Māori specialist position for 2026 as a way to support and strengthen the capacity of our kaiako.

We have held hui with our Māori whānau, and run an online survey as part of the strategic planning consultation process. Data from this is continually used to make changes and improvement at school.

Our strategic goals have also been aligned to the three poutama in the Education Plan presented by Ngāti Tamaoho, as with other schools in our Kāhui Ako. As a collective, we are continuing to look for ways we can further connect with our iwi, without putting too much time pressure on them as individual schools.

Anna Powrie (Principal)

A handwritten signature in black ink, appearing to read 'Anna Powrie', written in a cursive style.

## 2025 Kiwi Sport Funding

Amount of Grant - \$3,763.12

Expenditure Included:

The maintenance of sports equipment, the subs related to joining East Counties and Counties sports groups and general expenses related to providing a balanced Fitness, Sports and Physical Education programme.

The remainder was spent assisting with the continued operating costs of our school swimming pool including maintenance, chemicals and compliance with pool testing requirements.

The school has also relied heavily on parents who have assisted in transporting children to various sporting venues.

Note that total expenditure in the PE and Sport related activities far exceeded the grant.

### Kiwi Sport Calculations

PE Equipment etc as above	\$ 2,347.68
School Pool	\$ 1,415.44
	<b><u>\$ 3,763.12</u></b>

Anna Powrie (Principal) - 16/02/26



## Statement of compliance with employment policy.

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020)

### Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?

Yes

*Karaka School has and is compliant with the following policies and procedures:*

- *Health and Safety including digital safety*
- *Up to date emergency procedures and plans and evacuation procedures (including practice drills)*
- *Specific planning and processes for EOTC activities*
- *Duty of Care - see Policy and Registers*
- *Risk management procedure*
- *Health and Hygiene*
- *Hazard and injury register*
- *Employment Policy*
- *Student behaviour management policy*
- *Worker engagement and participation*
- *Complaints Policy*
- *Wellbeing*
- *Supportive and collegial work environment*
- *Access to EAP for all staff*
- *Ongoing conversation with all staff and support form leadership where needed*
- *Induction for all new staff*
- *Staff A-Z updated and introduced to staff annually*

<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p><i>Yes- we follow and adhere to the Equal Employment Opportunities policy, set out in the Karaka School Docs file.</i></p> <p><i>The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be “good employers”, that is:</i></p> <ul style="list-style-type: none"> <li><i>• to maintain, and comply with their school's Equal Employment Opportunities policy, and to include in the annual report a summary of the year's compliance</i></li> <li><i>• Follow NZSTA and legislation processes with all appointments</i></li> <li><i>• Advertise through the Ed Gazette all permanent teaching positions</i></li> <li><i>• Encourage all applicants and enable pre visits when requested</i></li> <li><i>• Use a compliant application form and process for all appointments - we also carry out verification of all documentation</i></li> <li><i>• References are made and referees are checked by Principal and/or DP</i></li> </ul> <p><i>An annual assurance of compliance with this is with EEO policy or procedures is given to the board Annual check (walk through) carried out by Leadership and the Board to ensure Health and Safety and property is fit for purpose and all areas accessible. Principal assurances are given at every board meeting.</i></p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p><i>Follow NZSTA and legislation processes with all appointments</i></p> <p><i>Advertise through the Ed Gazette all permanent teaching positions</i></p> <p><i>Encourage all applicants and pre-visits are made available upon request</i></p> <p><i>Use a compliant application form and process for all appointments - We carry out verification of all documentation</i></p> <p><i>Follow-up references are made</i></p> <p><i>Appointment panels are selected to ensure suitability of the person and no conflicts of interest</i></p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>- The aims and aspirations of Māori,</li> <li>- The employment requirements of Māori, and</li> </ul>	<ul style="list-style-type: none"> <li><i>• Aim to give effect to Te Tiriti o Waitangi in all processes</i></li> <li><i>• Follow EEO principles</i></li> <li><i>• Provide for school visits prior upon application and build relationships</i></li> <li><i>• Offer the opportunity for whānau support at interviews</i></li> <li><i>• Facilitate te reo conversations and embrace their feedback around all aspects of te ao Māori, te reo Māori, matauranga Māori - follow Tikanga</i></li> </ul>

- Greater involvement of Māori in the Education service?	<ul style="list-style-type: none"> <li>• Include a Te Tiriti o Waitangi element in the employment questions</li> <li>• Support with appropriate professional learning for culturally responsive practice</li> <li>• Working to strengthen links to local iwi</li> </ul>
How have you enhanced the abilities of individual employees?	<i>Professional Growth Cycle - individual development and coaching opportunities</i> <i>Professional Development and Learning - Coaching and Mentoring within a school based system</i> <i>Varied professional learning and development programme</i> <i>Connection with development through the Kāhui Ako</i> <i>PLD staff fund for all staff to access</i>
How are you recognising the employment requirements of women?	<i>Following the principles of EEO</i> <i>Conversations regarding return to work following parental leave</i> <i>Consider / facilitate flexible return to work plans following parental leave where possible</i>
How are you recognising the employment requirements of persons with disabilities?	<i>On a case by case basis if this was an issue.</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		✓
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?		✓



# Karaka School's

## Strategic Implementation Plan

### 2024 - 2025

'Ka whangaia, ka tupu,  
ka puawai'

*That which is nurtured,  
grows and blossoms.*



Learning  
Akoranga



Excellence  
Hiranga



Adaptability  
Urutau



Respect  
Whakaute



Nurture  
Poipoi

Our Values



Our Goals	WHAKAWHANAUNGATANGA To connect NELP 1, 2, 3	WHAKAMANA To empower NELP 1, 2, 3	AKO To learn NELP 1, 2, 3, 4
Our Initiatives	Strengthen connections and partnerships in learning	Develop the leadership capabilities of middle leaders Strengthen practice and pedagogy of all kaiako	Develop a culturally responsive local curriculum that reflects Te Mātaiaho and community aspirations
Our Indicators of Success	Collaborative partnerships and effective communication between school and home Cultures in the school are empowered and celebrated Induction programmes in place for new students and whānau	Strong professional leadership schoolwide Coherent and consistent delivery of teaching and learning Quality induction programmes are in place for new staff	Quality teaching and Learning is evident and reflects the kaupapa of Te Mātaiaho and the curriculum refresh Well documented local curriculum Strong tikanga and Te Reo Māori evident in all learning spaces

# Our Vision

Embracing Learning  
Building Resilience  
Achieving Excellence

Kia Ora, Welcome to  
**Karaka School**  
 EMBRACING LEARNING. BUILDING RESILIENCE. ACHIEVING EXCELLENCE.

*"Ka whāngai, ka tupu, ka puawai"*

**LEARNING AKORANGA**  
*We take pride in being open to learning new things.*

**EXCELLENCE HIRANGA**  
*We always strive to do our very best.*

**ADAPTABILITY URUTAU**  
*We are adaptable and can think flexibly.*

**RESPECT WHAKAUTE**  
*We show respect for others, ourselves and the environment at all times. We follow safety and game rules. We demonstrate fair play.*

**NURTURE POIPOI**  
*We show nurturing for one another through kind actions and words. We help and encourage each other.*

**We like to have FUN – PAREKAREKA.**

**LEARN**

Whakatauki	<p><b>‘Ka whangaia, ka tupu, ka puawai’</b>  <b>‘That which is nurtured, grows and blossoms’</b></p>
Cultural Diversity	<p>Roll numbers in February of the past three years:</p> <p>2024 Feb Roll- 237          2025 Feb Roll- 221          2026 Feb Roll- 231</p> <p>MoE Ethnicity Groups*</p>
Special character	<p>Karaka School is a full primary (Year 0 – 8) school in South Auckland. Established in 1903, Karaka School has a long history of educational achievement. Our Agricultural Day continues to be a highlight of our school calendar each year. EOTC and Sporting events are also important aspects of our school culture. Growing and developing young leaders who are confident in their learning, adaptable, nurturing and respectful, and who consistently strive for excellence, is at the core of what we do.</p>



# Karaka School

EMBRACING LEARNING. BUILDING RESILIENCE. ACHIEVING EXCELLENCE.

"Ka whangaia, ka tupu, ka puawai."

With the new Strategic Planning Cycle not due to be completed and sent through to the MoE until the start of 2027, we have decided to create an appendix to our current Strategic Plan for the 2026 school year as outlined below. Having carried out consultation and gaining feedback from key stakeholders such as ERO, staff, the Board, and the wider community (including extensive consultation with our Māori whānau), we have determined that our first goal around 'Whakawhānaungatanga - To Connect' (Strengthening Connections and Partnerships in Learning) has been achieved.

With a number of further actions identified as not yet completed in working towards achieving our second and third goals ('Whakamana - To Empower' and 'Ako - To Learn'), the focus for our 2026 Annual Planning will focus on these as outlined in the table below. This has resulted in our second goal around developing the capacity of kaiako being split into:

Part A (Middle Leadership development)  
and Part B (practice and pedagogy of all teachers).

<p><b>Our Vision:</b> Embracing Learning, Building Resilience, Achieving Excellence</p>	<p><b>Our Values:</b> Learning, Excellence, Adaptability, Respect, Nurture</p>	<p><b>Our Whakatauki:</b> Ka whangaia, ka tupu, ka puawai That which is nurtured blossoms and grows</p>
<p><b>Strategic Goal 2 - Part A Whakamana - To empower</b></p> <p>Develop the leadership capabilities of middle and senior leaders</p>	<p><b>Strategic Goal 2 - Part B Whakamana - To empower</b></p> <p>Strengthen practice and pedagogy of all kaiako</p>	<p><b>Strategic Goal 3 Ako - To Learn</b></p> <p>Develop a culturally responsive local curriculum that reflects Te Mātaiaho and community aspirations</p>

## Karaka School Annual Plan 2026

To empower - Whakamana - Part A and Part B <a href="#">Alignment to NELP (1, 2, 3)</a>					
Initiative (Goal #2)	Our Actions	Responsibility	Timing/ Resourcing	Measures of Success	Input from SLT, Middle Leaders and Teachers  Term 1 Review Term 2 Review End of Term 3/Mid Term 4 Review
<p><b>Part A</b></p> <p>Develop the leadership capabilities of middle and senior leaders</p>	<ul style="list-style-type: none"> <li>• Leadership Team to continue with Leadership PLD with Learning Architects (4 x full day workshops and scheduled follow up sessions)</li> <li>• Participate in the Papakura Cluster Middle Leadership Workshops (1 x per term)</li> <li>• Learning Architects to work closely with DP throughout the year</li> <li>• Regular 1-1 coaching meetings scheduled throughout the year (Principal/DP; DP/Team Leaders) focused on structured approaches to learning and engaging with the new curriculum</li> <li>• Present Team Student</li> </ul>	<p>SLT, Team Leaders, Curriculum Leaders</p> <p>Team Leaders</p> <p>Deputy Principal</p> <p>SLT, Team Leaders</p> <p>Team Leaders</p>	<p>All year Cost for Leadership PLD (PLD Budget)</p> <p>Release for coaching sessions as needed</p> <p>Staff and Board Meeting time allocated</p>	<p>Effective leadership across the school that improves learner outcomes</p> <p>Teacher practice is lifted across all teams</p> <p>Leadership Team operates efficiently and cohesively</p> <p>Coaching becomes embedded</p> <p>Refreshed curriculum remains top priority for 2027</p>	

	<p>Achievement Report to the Board 2 x per year (each TL)</p> <ul style="list-style-type: none"> <li>• Lead Team data inquiries and report back to both the staff and Board</li> <li>• Curriculum Leaders (x 2) to engage with Leadership PLD</li> </ul>	<p>Team Leaders</p> <p>Curriculum Leaders</p>		PLD	
<p><b>Part B</b></p> <p>Strengthen practice and pedagogy of all Kaiako</p>	<ul style="list-style-type: none"> <li>• New/returning teachers + LAT holders complete PLD for Structured Literacy and Structured Maths</li> <li>• Continue to implement and embed pedagogies and programmes as a result of PLD</li> <li>• Continued work by Curriculum Teams (Maths, Literacy and Cultural)</li> <li>• Reflect on new learning through regular coaching sessions with Mentor/Team Leader</li> <li>• Adapt and refine assessment, and moderation and reporting processes in line with curriculum changes</li> <li>• Science of Learning evident in all planning and programmes</li> <li>• Assessment for Learning strategies continue to be a core part of pedagogy and practice</li> </ul>	<p>New/returning teachers + LAT holders</p> <p>All staff</p> <p>Curriculum Leaders</p> <p>All staff</p> <p>SLT, Curriculum and Team Leaders</p> <p>All kaiako</p>	<p>Term 1</p> <p>All year</p> <p>All year</p> <p>A</p> <p>II year</p> <p>Terms 1&amp;2</p> <p>Terms 3&amp;4</p>	<p>Teacher content knowledge of structured approaches to Literacy and Maths improved</p> <p>New programmes implemented and embedded</p> <p>Assessment processes are robust and informative</p> <p>SoL and AFL strategies consistent across the school</p> <p>Quality induction and transition programmes in</p>	

	<ul style="list-style-type: none"> <li>Ensure robust induction processes are in place for new teachers (with a focus on AFL strategies)</li> </ul>			place for new staff	
<b>To learn - Ako</b> <a href="#">Alignment to NELP (1, 2, 4)</a>					
Initiative (Goal #3)	Our Actions	Responsibility	Timing/ Resourcing	Measures of Success	
Develop a culturally responsive local curriculum that reflects Te Mātaiaho and community aspirations	<ul style="list-style-type: none"> <li>Reorganising and streamlining our Digital Platform</li> <li>Continue to provide opportunities for teachers to participate in PLD to further develop understanding of the refreshed curriculum</li> <li>Develop and refine key documentation for our Karaka School Curriculum Framework</li> <li>Continue to implement culturally responsive practices across the school</li> <li>Ensure all documentation is reflected on our school website</li> </ul>	<p>SLT - Anna/John Team Leaders</p> <p>Team Leaders Curriculum Leaders All teachers SLT</p> <p>Leadership Team</p> <p>Cultural Leader All kaiako</p> <p>SLT</p>	<p>Terms 1 &amp; 2</p> <p>All year</p> <p>All year</p> <p>All year</p> <p>Terms 1&amp;2</p>	<p>Quality teaching and learning is evident and reflects the kaupapa of Te Mātaiaho and the curriculum refresh</p> <p>Well documented curriculum framework is developed and shared</p> <p>Strong tikanga and Te Reo Māori evident in all learning spaces</p>	

## Achievement Targets 2026

### Reading

**Target**

2026 Year 2:

To have 80% or more of our Year 2 students heading into Year 3 having attained similar achievement results in Reading to that of the rest of the school

**Why**

The 2025 achievement data shows that the Yr 2 cohort had the largest number of students working below expectation in Reading (29%)

### Writing

**Target**

2026 Years 3&4 boys:

To have 80% or more of our Year 3&4 boys achieving At or Above expectation in Writing by the end of the year, which will decrease the gender gap in Writing overall

**Why**

The 2025 achievement data shows a disproportionate number of boys achieving below expectation compared to girls (24% compared to 7%)

### Maths

**Target**

2026 Years 7&8:

To have 80% or more of our Intermediate students achieving At or Above expectation in Maths by the end of the year as part of their preparation for secondary education.

**Why**

The 2025 achievement data shows that the Yrs 7&8 cohort has the largest number of students working below expectation in Maths (Yr 7 - 28%; Yr 8 - 40%). We want to set our Intermediate learners up so they are well prepared for Mathematics at secondary level and beyond



# Karaka School's

## Strategic Implementation Plan





### 2024 - 2025

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ka puawai'

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**Learning**  
Akoranga

Our Goals	WHAKAWHANAUNGATANGA To connect NELP 1, 2, 3	WHAKAMANA To empower NELP 1, 2, 3	AKO To learn NELP 1, 2, 3, 4	<b>Our Values</b>  <b>Excellence</b> Hirango  <b>Adaptability</b> Urutau  <b>Respect</b> Whakaute  <b>Nurture</b> Poipoi
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<b>Our Vision</b> Embracing Learning Building Resilience Achieving Excellence				

