

Macandrew Bay School 3762

Annual Report 2025



Macandrew Bay
SCHOOL
Simply the best for our Tamariki

STRATEGIC PLAN 2024-2025

Our Vision

- High expectations
- Students succeeding
- To be a strong and flourishing school into the future
- To be the best we can be
- To create an environment that actively supports the health and wellbeing of our tamariki

Our Strategic Goals

Curriculum/Rakatirataka

- **Goal 1:** Ākoka will be supported to set goals and as self-regulated learners, take action to achieve success and progress.
- **Goal 2:** Ākoka will experience a rich, broad curriculum that is engaging, motivating, fosters creativity, innovation and a lifelong passion for learning.

Community/Whānaukataka

- **Goal 3:** We will provide a safe, inclusive and stimulating learning environment. We will nurture a sense of belonging and connection to our kura and our community. We will celebrate our cultural diversity.

Our Values

Kaitiakitaka

- Responsibility
- Honesty
- Independence
- Passion for Learning

Manaakitaka

- Respect
- Kindness and Caring

KO TE TAMAITI TE PŪTAKE O TE KAUPAPA THE CHILD IS AT THE HEART OF THE MATTER

Contents

Presiding member/principal's report (optional)	2
List of all school board members (optional)	2
Statement of variance: progress against targets (required)	Error! Bookmark not defined.
Evaluation of the school's students' progress and achievement (required)	20
How we have given effect to Te Tiriti o Waitangi (required).....	28
Statement of compliance with employment policy (required)	30
Financial statements (required)	32
Statement of responsibility signed and dated	Error! Bookmark not defined.
Statement of comprehensive revenue and expense	Error! Bookmark not defined.
Statement of changes in net assets/equity	Error! Bookmark not defined.
Statement of financial position	Error! Bookmark not defined.
Statement of cash flows.....	Error! Bookmark not defined.
Notes to the financial statements	Error! Bookmark not defined.
Independent auditor's report signed and dated.....	Error! Bookmark not defined.
Report on other special and contestable funding (required)	Error! Bookmark not defined.
Kiwisport funding (required)	Error! Bookmark not defined.

Presiding member/principal's report (optional)

This could be a statement from your board's presiding member or principal informing the school or kura community about the achievements and successes of the previous year. The report also provides an opportunity to tell staff, parents and students about the risks, challenges and opportunities coming up in the year ahead.

List of all school board members (optional)

You may like to list the names of each school board member who have served on the school board during the year, and the date on which each member will finish their term.

Board member names	Date that the board member's term finishes
Will Mc Kee -Presiding Member	September 2028
Fiona Jack	September 2028
Jake Hawker	September 2028
Michelle Walker	September 2028
James Angelson	September 2028
Jess McAuley	September 2028
Nic Brown – (Principal- Tumuaki)	

2025 Statement of Variance- Macandrew Bay School 3762

Strategic Goal 1: Curriculum/Rakatirataka

Ākoka will be supported to set goals and as self-regulated learners, take action to achieve success and progress.

Annual Target/Goal: Engaged learners experiencing success and making progress in Literacy and Mathematics.

- Student achievement in Writing and Maths will show a clear improvement from Term One baseline data to Term Four end of year data. The percentage of students working successfully at or above their expected curriculum level will have increased.

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Increase teacher knowledge of effective pedagogy and assessment for learning practices.	<p>We continued to embed the four components of Assessment For Learning (Purpose, Success criteria, Exemplars, Self/peer assessment) through professional conversations and professional readings. As a staff we continued with our agreed Observation Indicators and two observations for all staff as part of our Professional Growth Cycle. Our 10 Observation indicators are becoming well embedded across the school.</p> <p>We have continued reviewing and discussing our current assessment practices and whether what we are currently doing is fit for purpose and made some changes. These include: <i>Making better use of Peer and Self-</i></p>	<p>Regular updates to the Board through Strategic Plan updates in Principal's report.</p> <p>Staff meeting and Team meeting minutes.</p> <p>Macandrew Bay School Observation Indicators Review October 2025</p>	<p>Assessment For Learning practices have had an impact on overall Student Achievement data and teacher practice.</p>	<p>Review what Effective Pedagogy at Macandrew Bay School is at the start of each year.</p> <p>Continue streamlining our Assessment practices and developing consistency with our current assessment schedule.</p> <p>Continue to make more use of exemplars and self and peer assessment in the classroom.</p> <p>Continue to explore chapters about Assessment from Clarity in the Classroom as a staff and make use of Principles of Assessment MOE resources.</p>

	<p><i>Assessment, Making better use of Exemplars, Streamlining Reading Assessment in the Senior School, Junior School Review of Literacy teaching after MOE PLD, Teachers monitoring a small group of target writers and Moderation with teams and across the school.</i></p>			Align our curriculum delivery plan with the October 2025 NZ English and Maths curricula.
<p>Action 2 Align our curriculum delivery plan with the refreshed NZ 2024 English curriculum this will ensure high quality, consistent Literacy practice is evident across the school.</p>	<p>Successful MOE Liz Kane Structured Literacy Professional Development for all Teachers across the school. Teachers feeling confident with Structured Literacy teaching and how it aligns with the 2024 English curriculum.</p> <p>Teachers reviewed and changed practice according to their new learning and the 2024 English curriculum.</p>	Confident teachers delivering high quality, consistent Literacy practice across the school.	Reading and Writing Student Achievement data reflects the new 2024 English Curriculum expectations.	<p>Understand and implement the 2025 NZ English Curriculum.</p> <p>Align our curriculum delivery plan that reflects the 2025 NZ English Curriculum.</p>
<p>Action 3 Fine tuning and implementation of our new Writing Progressions as well as completing Handwriting and Layout writing progressions.</p> <p><i>Building teachers confidence in using our Writing progressions and making these more visible in the classroom.</i></p>	<p>Through a collaborative process we have completed work on our whole school <i>Writing Progressions including Handwriting and Layout</i>. These are aligned with the 2024 English Curriculum, Murray Gadd's Writing progressions, Literacy progressions, Grammar Project, Liz Kane and e-asTTle.</p> <p>Teachers have used these as a starting point and identified next teaching steps for their 3 target tamariki as well as for planning and informing assessment.</p>	Learning is becoming more visible for our tamariki and they are able to begin to clearly identify and articulate their next learning steps in Writing.	Although the collaborative process of writing our progressions has taken longer than we first anticipated we have a sound understanding of the 2024 English Curriculum. There is a strong crossover of our Writing Progressions and the English Curriculum.	Continue building teachers confidence in using our Writing progressions and making these more visible in the classroom. Ensure that these align with the 2025 English Curriculum.

<p>Action 3 Raise our students' abilities, particularly our struggling writers to write with confidence and enjoyment, and to improve spelling, punctuation and grammar throughout the school.</p> <p><i>* Monitoring the progress of a small group of target tamariki and implementing an action plan to support their needs in writing.</i></p>	<p>Teachers Professional Growth Cycle was linked to Writing and our School wide writing goal- What are some key actions we can take to help raise student engagement, progress and achievement levels in writing? (Principal's Writing Inquiry) and our ERO focus on designing a sustainable model for ongoing support for identified groups of learners not making expected progress.</p> <p>The 10 Effective Writing norms and assessment for learning mahi we have developed has had an impact on raising our writing achievement and effective writing practice.</p> <p>Ministry of Education Liz Kane Structured Literacy -3 day workshops and follow up Zooms for all teaching staff provided excellent Professional Learning Development and support for helping our target writers.</p> <p>Successful Tier 2 Literacy Intervention for 26 tamariki across the school.</p> <p>Planning structures such as: TIDE/CSPACE have been successful for all our tamariki especially our target students.</p>	<p>Overall Writing OTJ 2025 against 2024 English Curriculum: <i>73% of our Year 1-6 ākoka are writing AT or ABOVE the expected level for their age in 2025.</i></p> <p><i>Mid- year- 67% of our Year 1-6 tamariki were At or Above In Writing based on OTJ</i> <i>End of year- 73% of our Year 1-6 tamariki were At or Above in Writing based on OTJ</i></p> <p>6% increase of tamariki achieving At or Above their age expectations from Term 2-4 in 2025.</p> <p>Reflections from teachers on the effectiveness of monitoring of 3 target writers and targeted actions. (Target writers reflections and Writing Norms Review).</p> <p>Student engagement and interest in Writing continues to be high across the school.</p> <p>Writing Samples collected from Term 1 and Term 4 show progress from all students, particularly improvement in spelling, handwriting and punctuation.</p> <p>Our struggling Senior writers have made accelerated progress and increased their knowledge of phonological and phonemic awareness. (Tier 2 Intervention) There has been significant progress for most tamariki since beginning targeted intervention. Ten out of fourteen children made one year or more of progress within a 6–9-month period.</p>	<p>We are very pleased with our overall writing data: Reasons for shifts include:</p> <ul style="list-style-type: none"> • Whole class teaching approach ensures everyone gets everything- exposing our target learners to concepts that they may not get from instructional group work • Pre teaching and preloading target learners • Targeted and tailored support- looking closely at the skills students need more practice with • Through PLD in SL teachers are aware that they need to reduce extraneous load and increase intrinsic load through different strategies such as: segmenting tasks into smaller chunks as well as explicit guided practice, modelling, keeping engagement levels high • SSW and opportunities to write regularly- children getting to share their writing and hear their errors • Grammar project • Partner's to support the target learners in some of our classes • Think Self-Regulated Strategy Development- link with goal setting • Assessment For Learning practices have all contributed to this shift. 	<p>We will continue on with our School Wide Inquiry Around Instructional Writing continuing to build on building teachers' knowledge and levels of proficiency/confidence and in 2026 and teachers will continue monitoring the progress of a small group of target writers, developing an action plan aligned with our writing progressions and the 2025 English Curriculum.</p> <p>Ensuring our Tūhura topic choice provides excellent opportunities and links for writing allowing for successful integration.</p>
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		The remaining four children made between nine months and one year of progress over the same timeframe.		
<p>Action 4 Strengthen teaching, learning and assessment practices in Maths to improve achievement levels for all learners.</p>	<p>Junior teachers have continued to implement a Structured Maths approach (strong focus on the explicit teaching of the foundational Maths skills)</p> <p>Began Professional Development with The Learner First with 2 Teacher only days focusing on raising content knowledge and confidence of teachers and the implementation of the new 2024 Maths curriculum and ensuring we have consistent teaching and learning of Maths across the kura.</p> <p>Reviewing the way we assess Maths and collect Maths assessment data across the school.</p> <p>We have begun to align our curriculum delivery plan with the 2024 refreshed NZ Mathematics curriculum so we can ensure high quality, consistent mathematics practice is evident across the school. This has also helped to better inform our next teaching and learning steps in Mathematics.</p>	<p>Maths Curriculum Review for Board, August 2025.</p> <p>Overall Maths OTJ 2025 against 2024 Maths Curriculum: <i>80% of our Year 1-6 ākoka are AT or ABOVE the expected level in Maths for their age in 2025.</i></p> <p>Term 2- 84% of our Year 1-6 tamariki were At or Above in Maths based on OTJ Term 4 80% of our Year 1-6 tamariki were At or Above in Maths based on OTJ 4% decrease of tamariki achieving At or Above their age expectations from Term 2-4 in 2025.</p>	<p>Our consistently high Maths achievement for a number of years and other focus areas for PLD has meant less time has been focused on PLD in Maths. We have signed up to work with The Learner First again in 2026. The dip in our Maths achievement data is to be expected with the introduction and implementation of the new 2024 Maths curriculum this year. We were not able to hold a parent session on the how we teach Maths in 2025.</p>	<p>Continue working with The Learner First (TLF) to help to raise the confidence of our teachers in the teaching of Mathematics and their content knowledge of Mathematics, Curriculum delivery as well as assessment practices.</p> <p>Align our curriculum delivery plan with the refreshed NZ 2025 Mathematics curriculum this will ensure high quality, consistent mathematics practice is evident across the school. This will also better inform next teaching and learning steps in Mathematics.</p> <p>Parent Education evening/sharing of how we teach Maths is planned for 2026.</p> <p>Goal: We want clarity of how Maths assessment looks across the school. Ensuring we have clear guidelines for frequency and what is it that we want to know? Lead Numeracy Teachers to help to review Maths teaching and assessment in the school and support staff with understanding the 2025 Maths curriculum.</p>
<p>Action 5 Raise our students' abilities and confidence in Mathematics, particularly supporting our target Maths tamariki with accelerating their Maths achievement and</p>	<p>Our tamariki are able to clearly identify their strengths and with support identify the areas they need to work on to ensure they make progress and achieve.</p>	<p>Target tamariki data reported to Board <u>Maths : End of 2024 comparing to End of 2025</u></p>	<p>We need to continue working on developing consistent and sustainable systems to ensure our target tamariki are supported and monitored effectively in class.</p>	<p>Continue to support our hard to move tail target Maths tamariki within our classes 2026 as well as consider how we can provide Tier 2 intervention for our oldest Target Maths learners.</p>

supporting our tamariki that require extension.

The Learner First Resources- (Rich routines helped to activate the Knows and Do's of the curriculum. Children were given challenging tasks that spark deep thought and curiosity and all children are exposed to concepts through some whole class teaching. Preloading our target tamariki so they have been exposed to maths concepts before lessons has been effective.

Following a 'Review, explicitly teach, practise, apply' sequence has helped to support our target learners.

Our struggling maths tamariki have made some good progress and they have increased their knowledge of the foundational maths skills including basic facts, patterning and place value.

End of Year Maths Student Achievement Reporting and data showing cohorts improving.

*Overall: 2/12 **17%** of our Maths Target tamariki made a shift in their progress level in 2025.*
*2/5 **40%** of our target girls moved from **Well below** to **Below** in Maths in 2025.*
7 of our target boys did not shift in their progress levels but still made gains in their Mathematics this year.
2 of our Māori students did not shift in their progress levels but still made gains in their Mathematics this year.

More girls (21%) are **below or well below in 2025** compared to the boys (17%) this is the opposite trend to 2024. (13% of boys in 2024 compared with 8% of girls).

PAT results: Term 4:
Only 8% of our students scored in the lower quartile meaning 92% of our students scored at Stanine 4-9. These are similar 12 months ago where 94% of our students were scoring at or above the level.

Summer Maths challenge available for our target tamariki and all tamariki to help sustain gains made in 2025.

The introduction and implementation of a new Maths curriculum has impacted our Maths student achievement for our target tamariki and for our girls- we have seen less shifts in progress levels which is to be expected with the current changes.

Resourcing for Tier 2 intervention was allocated for Literacy in 2025 so this impacted Maths as our resourcing didn't stretch to offer the same in Maths.

Consider how we can set up an extension group for Maths or support this in the classroom setting.

Research ways in which we can support tamariki that are at the expected level for Mathematics to move them to above the expected level. (Including our Girls)

Develop effective norms for Maths teaching and learning with our staff including norms for supporting target students in class.

Identify areas of Maths that our target students need support with and track this throughout the year.

Strategic Goal 2: Curriculum/Rakatirataka

Ākoka will experience a rich, broad curriculum that is engaging, motivating, fosters creativity, innovation and a lifelong passion for learning.

Annual Target/Goal: Empowered Learners experiencing a rich broad curriculum.

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1 The students' ideas and interests will form the framework for our Integrated Learning Topics. Getting students ideas/voice in other curriculum areas- not just from integrated learning. (Reading, Writing and Maths).	<p>Our tamariki set the direction of learning through their wonderings, use of driving questions and the Tūhura Design Thinking framework.</p> <p>Our tamariki have continued to thrive and be excited by the varied learning opportunities that our rich broad curriculum offers.</p> <p>They are empowered learners who know their strengths and they are able to identify their next learning steps in Reading, Writing and Maths. <i>(Student led conferences and End of year reflections on End of year reports)</i></p> <p>Embedding Assessment for Learning practices that involve supporting our ākoka to self and peer assess using</p>	<p>Student Achievement reporting and evaluation which included reflection and self-assessment elements by our ākoka in the areas of: Health, Science, Visual Arts, Tūhura Exhibition to the Board. Student reflections and self-assessment on Seesaw for parents/whānau to view and comment on.</p> <p>Students reflected on their learning in their mid and end of year reports.</p>	<p>This is a successful model, asking students what they are interested and passionate about then forms the ideas and driving questions that staff then unpack and plan accordingly.</p> <p>Reporting to the Board and parents/whānau using student voice helps in understanding the “why” behind achievement data, not just the “what”.</p>	<p>Continue getting students ideas and interests in other areas including integrated learning and Reading, Writing and Maths. This will continue to ensure that ākoka are empowered, making them active participants in their learning journey and developing their sense of ownership as well as informing next steps for our teaching.</p>

	co-constructed criteria, exemplars and models that have been developed in Reading, Writing and Maths.			
Action 2 Continuing to build both staff and ākoka knowledge of each step of our Tūhura Design Thinking framework. <i>Ākoka will be able to clearly articulate what each step means.</i>	The Tūhura Design Thinking framework is becoming embedded across the school and our tamariki are able to identify and articulate the steps of the Tūhura framework.	Evaluation of the Tūhura Design framework- updates throughout the year to the Board and to our community via newsletter, website and principal reports. Sharing our learning through our Tūhura Exhibition- Scratching Beneath The Surface.	The Tūhura Design Thinking framework requires regular maintenance and unpacking for the success to continue. Our Junior teachers have found it increasingly challenging teaching the core curriculum and fitting in Tūhura teaching.	Continue with this mahi in 2026 to ensure our tamariki continue building their knowledge and independence with each step of the Tūhura process.
Action 3 Use STEAM/PBL learning, Inquiry learning and digital tools effectively to develop our students into 21st Century learners and thinkers. <i>Continue working on our Digital Fluency Skills map in 2025.</i> Explore and foster critical thinking skills through a variety of approaches and purposeful contexts such as Edward de Bono's Six Thinking Hats. <i>Continue ensuring our students develop their understanding of the process they need to follow to achieve success and progress.</i>	Ākoka have continued to develop and become proficient users of digital tools. They have used these tools to enable new and exciting possibilities and opportunities across the curriculum. We have enough devices through leasing and purchasing to ensure we have enough for students to be able to access. Our tamariki successfully explored and developed their critical thinking skills through learning about Edward de Bono's Six Thinking Hats and improving their questioning skills throughout the year. Our tamariki are becoming more confident with knowing what to do to achieve success and progress their learning. E.g. can they set goals and know how to achieve these, refine	Student Achievement reporting that involved evaluation which included reflection and self-assessment elements by our ākoka in the areas of: Health in particular questioning skills and Edward de Bono's Six Thinking Hats. Sharing our learning through our Tūhura Exhibition- Scratching Beneath The Surface	We would like to continue looking for more opportunities for our tamariki to learn in their community and through their community. We did not quite get to reviewing our Digital Fluency skills map for our school this year.	Continue working on reviewing our Digital Fluency Skills map in 2026. <i>Review whether our tamariki are becoming proficient users of digital tools?</i> Continue exploring and fostering critical thinking skills through a variety of approaches and purposeful contexts such as Edward de Bono's Six Thinking Hats. Continue ensuring our students develop their understanding of the process they need to follow to achieve success and progress.

	these and reflect on their goals. (End of year school reports)			
<p>Action 4 Our students will experience a diverse and wide-ranging Arts programme.</p> <p><i>Develop our school wide Arts plan to ensure we have good coverage and a wide range of all The Arts each year.</i></p>	<p>Our Matariki Celebration showcased many Arts/Toi Māori opportunities and participation by all at the Otago Polyfest was another opportunity for our tamariki to experience Kapa Haka.</p> <p>Development of our school wide Arts plan for Visual Arts to ensure we have good coverage and a wide range of The Visual Arts each year.</p> <p>Tamariki all created a sculpture through Ceramics with visiting artist and teacher Zehavit Darlington.</p> <p>Student Voice about the Visual Arts as reflected on by ākoka in their end of year report.</p>	<p>Student Voice/Self-Assessment shared with the Board about the Visual Arts. This was also reflected on in the students end of year report.</p> <p>Ceramic Art project exhibited at school and shared with parents/whanau on Seesaw.</p>	<p>We would like to continue looking for more opportunities to bring in visiting artists to work with our tamariki. (Making good use of Art Auction funding we receive each year)</p> <p>Due to Maths and Literacy being priority areas in 2025, we did not get on to doing the full Curriculum Review for The Arts.</p>	<p>Unpacking and becoming familiar with the draft Arts Curriculum to see that it aligns with our Visual Arts school wide plan. (in development phase- Lead Teachers)</p> <p>Curriculum Review of The Arts and completed school wide Arts plan to ensure we have good coverage of all The Arts at our kura and this is in line with the new draft Arts curriculum.</p> <p>Continue ensuring we have student voice about The Arts as reflected on by ākoka in their end of year report.</p> <p>Continue making The Arts a priority area of learning for our ākoka.</p>
<p>Action 5 Strong LEOTC Programmes will enhance a broad range of learning.</p> <p><i>Look for more opportunities to make the most of the expertise in our community and Education Outside the Classroom in our own backyard. (Stream- adopt a drain programme)</i></p> <p><i>Develop a school wide P.E. plan to ensure we have good coverage of P.E. topics and opportunities.</i></p> <p><i>Introduce a Year 4 Camp.</i></p>	<p>Our tamariki continue to have high participation levels in Sport and they have many opportunities to be involved with Education Outside the Classroom. e.g. Year 4, 5 and 6 Camp, Whole School Hike, Adopt a drain Project, Swimming.</p> <p>A successful Year 4 overnight camp at school introduced in 2025</p> <p>Completed school wide P.E. plan to ensure we have good coverage of P.E. topics.</p>	<p>Newsletters and our website showcase our outdoor adventures and excursions.</p> <p>Children share their favourite memories of Camps in their school reports, Seesaw and school newsletter.</p>	<p>Excellent parent/whānau support and passionate staff have ensured the success of LEOTC in our kura.</p> <p>Due to Maths and Literacy being priority areas in 2025, we did not get on to doing the school wide P.E. plan.</p>	<p>Continue to look for more opportunities to make the most of the expertise in our community and Education Outside the Classroom in our own backyard. (Stream and Drain projects and The Toward a Sustainable Otago Peninsula Community project)</p> <p>Continue to develop a school wide PE plan to ensure we have good coverage of P.E. topics and opportunities. Ensure this in line with our community wishes and the new P.E and Health 2025 draft curriculum. (Lead teacher facilitating this)</p>

				Maximise our Bike and Scooter fleet and Bike skills track to increase students fitness and skill levels.
Action 6 Our Senior ākoka will play a Leadership role within the school and support the learning of others.	<p>Success of Whakarangatira and Ka Hikitia- providing enrichment programmes and opportunities to develop and foster student leadership. High engagement levels with our community, bringing in experts to support learning. Tuakana/Teina relationships evident across the school with Buddy classes providing a great link between our school teams.</p> <p>Year 6 leadership opportunities through School Library, Peer Mediation, National Young Leaders Day, Whakarangatira, EnviroSchools, Class Fair, Day to day responsibilities.</p> <p>Health team was re-established in 2025.</p>	<p>We have empowered students who are confident in leading others. Their leadership skills will have developed through a wide range of opportunities from our rich broad curriculum.</p> <p>Senior school student voice about leadership opportunities are reflected on in their end of year report.</p>	We really value the importance of providing Leadership opportunities across the school.	Re-establish the PALS programme the and Peer mediator programme by accessing training for our Senior Tamariki.

Strategic Goal 3: Community/Whānaukataka

We will provide a safe, inclusive and stimulating learning environment. We will nurture a sense of belonging and connection to our kura and our community. We will celebrate our cultural diversity.

Annual Target/Goal: Strong community partnerships for our tamariki centered around belonging and wellbeing.

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<p>Action 1 Ensure our school values will be evident in everything that happens at school.</p> <p><i>Update school values posters.</i></p> <p><i>Use the Articles of Te Tiriti o Waitangi as a frame/model for developing a class treaty.</i></p>	<p>At Focus Assembly we have unpacked the school values of Manaakitaka- Respect and Kindness and Caring and Kaitiakitaka- Honesty and Responsibility. We regularly discuss what this looks like in classes, in the playground and at home. Teachers follow this up in their classes and the day book. Certificates are awarded based on our school values. Behaviour Education is centred around our school values and manners.</p> <p>Through new learnings supported by MAC (Māori Achievement Collaborative) we have identified that our values of: Passion for Learning and Independence fit better with the Te Ao Māori construct of Rakitirataka</p> <p>Successful implementation of from staff in learning more about and using the Articles of Te Tiriti o Waitangi as a</p>	<p>Regularly gather student voice about what our values look like/feel like and sound like in our kura. Students self-assess how they are doing with their school values for mid and end of year reports.</p> <p>Conversations with whānau/students.</p> <p>Student Voice/Self-Assessment and Student Achievement shared with the Board about Te Tiriti Articles/class treaty in Health Student Achievement report.</p> <p>Regular updates about our school values in our newsletter.</p>	<p>Keeping the values at the centre of everything we do ensures that the tamariki know our school values really well and how to enact them.</p> <p>We did not complete updating our new values posters as we wanted to wait until we had heard back from parents and whānau about our Strategic planning and with new insights from MAC.</p>	<p>Update school values posters to ensure they reflect our new learning around the concept of Rakitirataka. Consolidate learning with staff and tamariki around the three concepts that frame our 6 school values: Manaakitaka-Respect and Kindness and caring Kaitiakitaka- Honesty and Responsibility Rakitirataka- Passion For Learning and Independence</p> <p>Continue to deepen our understanding of the Articles of Te Tiriti o Waitangi and use these as a frame/model for developing a class treaty.</p>

	frame/model for developing a class treaty in Term 1.			
<p>Action 2 Build a sense of belonging and connection with our Parent Community through school Events and Fundraisers</p> <p><i>Organise parent/whānau education information workshops for Structured Literacy and Maths 2025.</i></p>	<p>Successful parent/whānau partnerships and events such as: Whānau Assemblies, Parent/Whānau Classroom information hui, Interviews, Student Led conferences, Matariki Celebration, Polyfest and Tūhura Exhibition have brought our community together to celebrate our tamariki and their learning and success. Fundraisers and events such as Quiz Night, Garden and Home Tour, Art Auction and Whole School Hike were successful in bringing our community together</p> <p>Parent/Whānau Structured Literacy information hui in August was successful with a reasonable turn out from families.</p>	<p>Positive and reaffirming feedback from many families about our Matariki Celebration and Tūhura exhibition.</p>	<p>Involving our parent community in the life of our school and the children's learning is an important part of our kura. We nurture a sense of belonging and connection to our kura and our community. We did not hold our Parent/whānau information hui for Maths due to our staff requiring more time to work with the new Maths curriculum.</p>	<p>We will look to have a Maths parent/whānau education workshops in 2026.</p> <p>We will continue building a sense of belonging and connection with our community in 2026 with many events planned to foster this.</p>
<p>Action 3 All staff and ākoka will learn and progress their knowledge of Te Reo and Tikaka/Tikanga</p> <p><i>Begin to discuss and explore important concepts around tikaka.</i></p>	<p>Staff have continued to progress their Te Reo Māori mahi, working through Scotty Morrisons Book 1 and regular sharing and practice at Staff hui.</p> <p>Our lead Teacher of Māori has facilitated sessions in Staff Hui to maintain and promote our Te Reo long term plan and Te Reo progressions for our kura.</p> <p>We have worked with the MAC facilitator to increase our own knowledge of important Tikaka concepts and we have a resource to support staff with continuing their development in 2026.</p>	<p>Staff voice during professional growth conversations and interviews.</p> <p>Feedback from parents, whānau and colleagues.</p>	<p>Learning Te Reo Māori takes time and requires regular practice. It has been challenging for some staff to fit this into an already full schedule. We will continue to support all our staff with their Te Reo and Tikaka journey.</p>	<p>Staff to continue Te Reo Māori mahi, working through the Scotty Morrison books and other providers. Continue regular sharing and practice at Staff hui. Begin to discuss and explore important concepts around tikaka with our tamariki and continue developing this area.</p> <p>Continue looking for PD opportunities to support staff progressing and learning Te Reo Māori. Explore how are we making Te Reo Māori visible in the classroom so it can be seen and heard. <i>How are we going with progressing our Te Reo in the classroom?</i></p>

<p>Action 4 Involve our families from different cultures and encourage them to share aspects of their culture and identity with the school so we are celebrating our cultural diversity.</p>	<p>Our tamariki and whānau feel that they can bring their whole selves including their culture to kura where it will be valued and celebrated.</p> <p>Matariki Celebration included shared kai and the encouragement of families and whānau to bring food to share from their culture.</p> <p>Celebration during the year of different cultural festivals and days.</p>	<p>Board survey of parents/whānau from neuro diverse families.</p> <p>Strategic Plan survey.</p> <p>Conversations with whānau/students.</p>	<p>Staff are very supportive and encouraging of celebrating cultural diversity and always encourage opportunities to have children or whānau share their culture.</p>	<p>Encourage our tamariki to include their culture and identity when writing and sharing their pepeha.</p> <p>Continue to make the most of learning opportunities centered around our tamariki and their culture and identity.</p>
<p>Action 5 Our school environment ensures the physical, psychological and emotional wellbeing and safety of students, staff and others whom we engage.</p>	<p>Regular discussion at Focus assembly and information in the newsletter about what is bullying and what is not bullying.</p> <p>Keeping Ourselves Safe programme for all our tamariki completed this year. Supportive turnout to the parent hui run by Emily Plew.</p> <p>Weaving Wellbeing programme through St John for our Year 5 and 6 tamariki- supporting their hauora. Brave minds also introduced to support a group of our Year 5/6 tamariki with wellbeing and growing resilience and emotional support. Classes have Movement, fitness, games and Mindfulness as part of their regular routines.</p> <p>Te Whare Tapa whā resources used regularly to support Hauora.</p> <p>Re-establishment of our Health Team- Te Rōpū Hauora.</p>	<p>Emotional Safety Report monitoring the wellbeing of tamariki.</p> <p>Monitoring of attendance ensures that our students really want to come to school because it is a happy environment.</p> <p>EEO staff report- monitoring how our staff are feeling about our school culture.</p> <p>Principal check ins with staff.</p>	<p>We constantly reinforce school expectations around behaviour, our school values and manners. Having high standards and expectations, and clear consistent consequences for unacceptable behaviour. We work in a supportive and caring way with the children to learn new ways of responding when things don't go well.</p>	<p>Plan and review how we teach and support our learners with their wellbeing and resilience. <i>Focus for Professional Development.</i></p>

	Introduction of the buddy bench in the playground to enhance friendships and support children feeling lonely.			
Action 6 Continue to Use MOE and Capital Works funding to provide a safe, stimulating innovative learning environment that is also easily accessible and meets the needs of all our students.	<p>5YA Capital Works Funds signed off. 10YPP - Logic Group appointed as our consultant for 10YPP in Term 3 2025. (Last 5YA allocation was \$143,159 plus GST.</p> <p>NIK Project upgrades: Carpet tiles in teaching spaces, Acoustic Ceiling tiles upgraded in teaching spaces and lighting and electrical upgrades throughout the school.</p>	<p>Property Committee regularly reviews property and maintenance needs within the school. Maintenance plan developed.</p> <p>Review and refine the school's cyclical maintenance and painting plan.</p>	<p>After an assessment of current 2025 external paint condition advice from MOE Property Advisor was to carry out building washes and gutter cleaning to maintain building and painting integrity. Weatherboards were also identified for replacement on Block 1, 2 and 5.</p>	<p>10YPP to progress as managed by Logic Group.</p> <ul style="list-style-type: none"> *Safety Matting to be replaced *Drainage issues to be remediated *Heating upgrades *Flexible Learning Environment upgrades *Roofing projects- Block 4, 5 and 6

Evaluation and analysis of the school's students' progress and achievement in 2025

Annual Target/Goal: Engaged learners experiencing success and making progress in Literacy.

*Target 1: Student achievement in **Writing** will show a clear improvement from Term One baseline data to Term Four end of year data. The percentage of students working successfully at or above their expected curriculum level will have increased.*

Annual Target/Goal: Engaged learners experiencing success and making progress in Mathematics.

Target 2: Student achievement in Maths will show a clear improvement from Term One baseline data to Term Four end of year data. The percentage of students working successfully at or above their expected curriculum level will have increased.

This is the analysis of school-wide achievement data for 2025, based on each teachers' overall teacher judgement. This report gives a picture of where teachers feel the children got to with their achievement this year in the 3 core subject areas of Reading, Writing and Maths.

Overall teacher judgements of achievement and progress involve combining information from a variety of sources, using a **range** of approaches. Evidence may be gathered in the following three ways:

- **Observing** the process a student uses to complete a learning task.
- **Conversing** with the student to find out what they know, understand and can do.
- **Gathering** results from formal assessments, including standardised tools.

Above, At, Below and Well below are The Overall Teacher judgements (OTJ's) that are used to describe where a child is learning in relation to their age expectations in this report.

We have previously identified this as an area that we want to strengthen. This year we have been working hard to ensure our OTJ's are fair and informed by the 3 sources of evidence as mentioned above.

As part of the Government's educational initiatives, a brand-new national curriculum has been introduced in Maths and English (Reading, Writing & Oral Language). This means that all schools are currently changing from the old to the new curriculum. This is a huge shift for schools as these new curricula have only been in place since the beginning of this year.

This year we have been teaching from and implementing these 2 new curricula at our kura (English and Maths-October 2024 versions). Both of these 2 curriculum documents provide clear guidelines for the teaching and learning that needs to happen at each Year level. For some of the year groups the expectations of achievement have increased and there is more content to cover at each Year level.

We have previously indicated to the Board that it is to be expected that we might see a decrease in our student progress and achievement as we implement the new English and Maths curriculum standards. See below for the Statement from the Ministry of Education that we have previously shared with our parents/whānau.

Statement from the Ministry of Education to Support Schools and kura with Reporting to Parents and Whānau



As part of our focus on lifting student and mokopuna achievement we have introduced new, knowledge-rich and internationally-comparable curriculum this year for Maths in Years 0-8 and English in Years 0-6, and Te Reo Rangatira Years 0-6 and Pāngarau Years 0-8 wāhanga ako.

This means we are currently changing from the old to the new curriculum. We want to acknowledge that schools and kura will only have been using the new curricula from the start of 2025, which includes new teaching and assessment methods and content.

Because of this you could see a change in your child and tamaiti on progress or achievement compared to previous years which may be the result of changes in the curriculum expectations for the year level of your child and tamaiti. If you have concerns or questions about the achievement of your child or tamaiti, we strongly suggest you talk with your child and tamaiti and their teacher or kaiako. They will have used their own observations, classroom tasks and other tests to report on the progress your child or tamaiti is making.



[temahau.govt.nz](https://www.temahau.govt.nz)

In this report **the expected level** refers to the year level and the curriculum level that the children are expected to be working at.

In 2025, overall our tamariki were achieving and progressing very well across the national curricula. Our high achievement in Mathematics, Reading, Science and Health continued as it has in the past.

Reading

This continues to be a strong curriculum area at our kura with 82% of our Year 1-6 ākoka reading AT or ABOVE the expected level for their age in 2025 compared with 84% in 2024 and 82% in 2023.

40% of our senior students are achieving **above** the standard expected for their age in 2025.

50% (55% in 2024) of our Year 6 tamariki, 59% (39% in 2024) of our Year 5 tamariki and 26% (50% in 2024) of Year 4 tamariki.

The Years 1-3 children are more in line with the normal curve. We have one Yr. 1 student **above the expected level** in 2025 (none in 2024). 68% of them are **at** and we know that many of these tamariki with more time at school will move to be **above** by the time they finish at our kura. This has always been the case and a definite trend over many years. 29% (11% in 2024) of our Year 2 tamariki are above in 2025. In our current Yr. 3 cohort 24% (17% in 2024) of our tamariki are **above the expected level** in 2025.

32% of all Year 1-6 tamariki were **above** the expected level in 2025 compared with 35% in 2024, 30% in 2023, 38% in 2022, 46% in 2021 and 50% in 2020.

51% of the Year 1- 6 tamariki overall are reading **at** the expected level in 2025 compared with 49% in 2024, 52% in 2023, 45% in 2022 and 34% in 2021.

In the Yrs. 3-6 cohorts this ranges from 36% in Yr. 6, 36% in Yr. 5, 57% in Yr. 4., and 52% in Yr.3 achieving **at** the expected level.

In Yr. 2 (57%) and Yr. 1 (68%) are **at** the expected level for their age.

As mentioned, before you can see the trend that we have greater percentages of students **at** the level in the younger years and then many of them move to be **above** the expected level by the time they move on to the senior school.

Overall, we have 18% of our students **below** or **well below** the expected level in 2025 (16% in 2024, 18% in 2023, 17% in 2022). 10/24 children (**42%**) are from the Junior School compared with **35%** in 2024, **44%** in 2023, **68%** in 2022, **80%** in 2021. You can clearly see the decrease in children over the years that are well below or below and this is a result of the introduction of a Structured Literacy approach to teaching. This is fantastic to see and shows the importance of laying the foundational skills from an early age and teaching both phonological and phonemic awareness in a systematic and explicit way.

14 out of these 24 (58%) tamariki that are **below** or **well below** the expected level are from the Yr. 3-6 cohorts and almost all of these tamariki have received targeted reading intervention to support them this year. (65% below or well below in 2024)

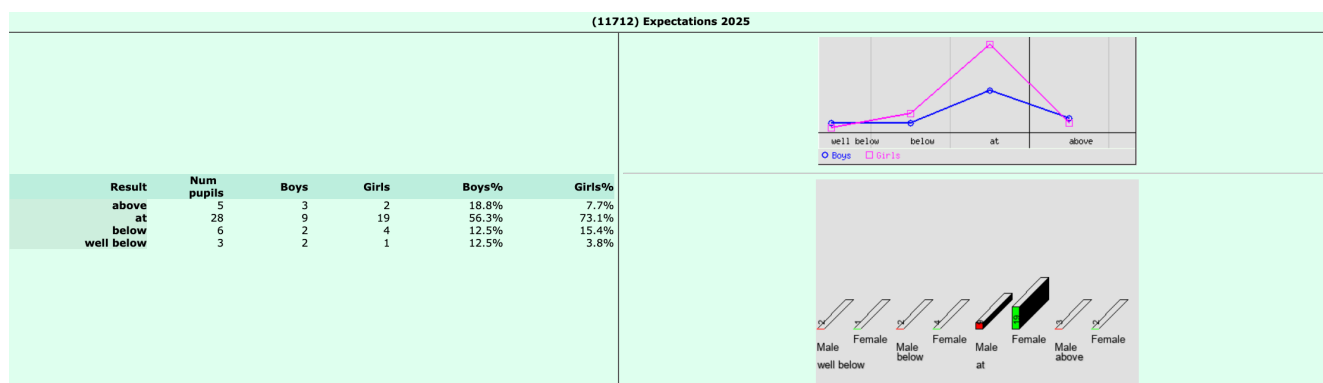
Gender:

Good patterns of high achievement are evident across all ethnic groups and genders.

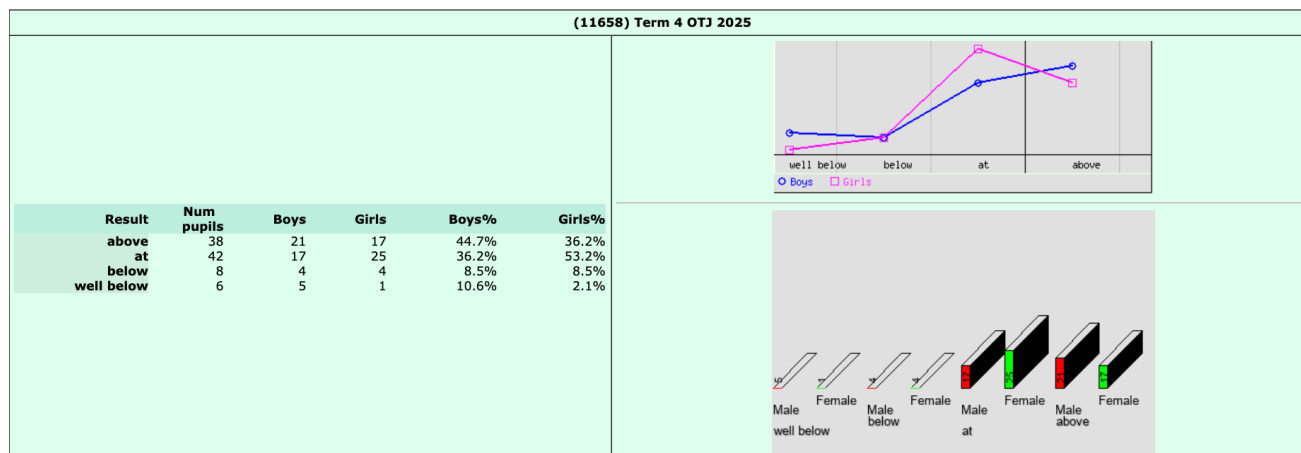
In 2025, **79 %** (81% in 2024) of boys are **at** or **above** the expected level and **86%** (89% in 2024) of girls are **at** or **above** the expected level. We are noticing that slightly more boys than girls are **below** and **well below**. We will continue to monitor this cohort of boys.

Interestingly we have more boys achieving **above** the expected level- 38% as opposed to 26% of girls.

Year 0-2



Year 3-6



Māori:

74% of Māori students are **at** or **above their age expectation** in reading in 2025, compared to 90% in 2024, 67% in 2023. 71% in 2022.

16% of Māori students were **above** and 58% were **at** the expected level this year compared with 19% and 62% in 2024. 6 Māori students were **below** or **well below the level expected for their age** (26%) compared with 3 Māori students or (14%) in 2024. These 6 Māori tamariki need careful monitoring and they were identified as target learners this year. All 6 tamariki have received some form of intervention or targeted reading teaching in 2025. 100% of Pasifika students were at the level expected for their age.

Writing

2025 data has dipped slightly by 4% with 73% of our tamariki writing above or at the expected level for their age compared with 77% in 2024, 71% in 2023, 72% in 2022, 78% in 2021. 27% were well below or below the expected level this year compared with 23% in 2024, 29% in 2023 and 27% 2022. Most of this latter group of tamariki are below-21% rather than being well below- 6% in 2025.

Although this continues to be the curriculum area that is hardest to lift, in terms of the new curriculum expectations we are pleased that it hasn't decreased by more. We have continued to work extremely hard in this area in 2025, building on from the mahi in previous years with class teachers doing their best to cater and support our increasing list of target writers in the classroom setting. We were able to have Tier 2 intervention groups running this year following a Structured Literacy approach across our school. This has made a huge difference to our target tamariki and their confidence to write.

9/28 (32%) of our target writers have shifted from either below to at age expectation or well below to below age expectation in 2025.

Teachers have also been carefully monitoring 3 target writers as part of our ERO focus around: designing a sustainable model for ongoing support for identified groups of learners not making expected progress. Teachers have implemented and tried different teaching strategies around the children's goals for writing to see if this makes an impact or accelerates the rate of progress for that learner.

This year we had 12% of our total pupils **above** the expected level, compared with 18% in 2024 and 19% in 2023. When compared with other years our percentages are continuing to decrease in the amount of tamariki we have **above** the level in writing. Why might this be?

As we continue our journey learning about Effective Writing practice and aligning our expectations for writing across the school, (particularly with the new English Curriculum and following a Structured Literacy Approach) we are wondering if our expectations are also becoming higher? We know the new English Curriculum for Writing expectations have shifted. This is clearly illustrated in how many students we have **above** compared with 2024 when we look at the breakdown of cohorts.

The strongest performing cohorts were in the Senior school, Yr. 6's had 21% (34% in 2024) of the cohort above, the Yr. 5 tamariki had 36% (18% in 2024) above, 4% (40% in 2024) of Yr. 4 tamariki were above the expected level in 2025. Yr. 1 students had no students working above which was the same as 2024. 7% (13% in 2024) of our Yr. 2 students were above and no (4% in 2024) Yr. 3 students were assessed as being above the level expected for their age for writing.

We had consistent percentages of students **at** the expected level over recent years and this year we had 61% **at** the level compared with 59% in 2024, 52% in 2023, 53% in 2022 and 2021.

This year most year group cohorts had large percentages of students sitting at the expected level- 68% of Yr. 0-1, 50% of Yr. 2, 72 % of Yr. 3, 70% of Yr. 4, 50% of Yr. 5 and 54% of Y.6.

The Year 5 cohort had the smallest percentage of students **below** or **well below** with 14%, 25% of Yr. 6's were below or well below, 26% of Year 4, 28% of Yr. 3 students, 43% of Yr. 2 students and 32% of our Year 0-1 students. Our Yr. 2 cohort (6 students who will be in Year 3 in 2026) and Year 1 (Year 2 in 2026) will need very close monitoring and support although our Year 2 cohort were identified last year and have been carefully monitored and 5/6 have received Tier 2 intervention this year.

The Junior school teachers continue to put lots of effort this year into building children's knowledge of sounds and letters to help the tamariki to get underway with writing. They have made great progress in structured literacy learning this year to help strengthen the children's phonological and phonemic awareness.

This year we were able to put extra staffing into structured literacy small group Tier 2 intervention programmes for 26 target children. We think it has made a huge difference and really helped and supported the students to progress and more importantly feel good about their success.

We have continued to support our staff with further developing and consolidating their knowledge of structured literacy through Professional Development opportunities such as the Ministry of Education 3-day Liz Kane Structured Literacy workshops this year. I think that the Structured Literacy teaching is becoming embedded across our kura and other key learnings in writing are also contributing to the success of our writing data.

Cohorts:

Year 3,4,5 and 6 students have the strongest writing achievement in the school this year. Of the senior school children, the Year 5 children had the strongest achievement (86% **at** or **above** the expected level). The Year 6 cohort performed well with 75% of tamariki **at** or **above** the expected level, which is pleasing for our Year 6's who we want leaving our kura as confident writers.

The Yr. 4 cohort had 74% of tamariki **at** or **above** and 26% **below** or **well below** the expected level.

The Yr. 3 cohort had 72% of tamariki **at** or **above** and 28% **below** and **well below** the expected level.

The Yr. 2 cohort have 57% of the cohort **at** or **above** the expected level. Many of these children are still developing their foundational writing skills and so we are hoping that they will progress to be **at** or **above** the expected level next year but as mentioned before this cohort will need careful monitoring.

Our Year 1 cohort however have 68% of tamariki working **at** the expected level which is really good to see this achievement so early on in their schooling.

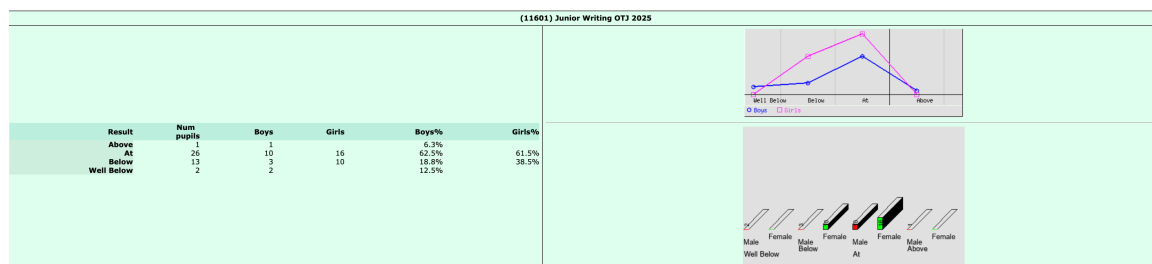
Māori:

We had no pupils **above** for writing in 2025 and 58% of Māori tamariki **at the expected level for writing**, compared with 86% in 2024, 56% in 2023, 52% in 2022, 75% in 2021. (*Note: These past percentages were for both **at** and **above** the expected level*)

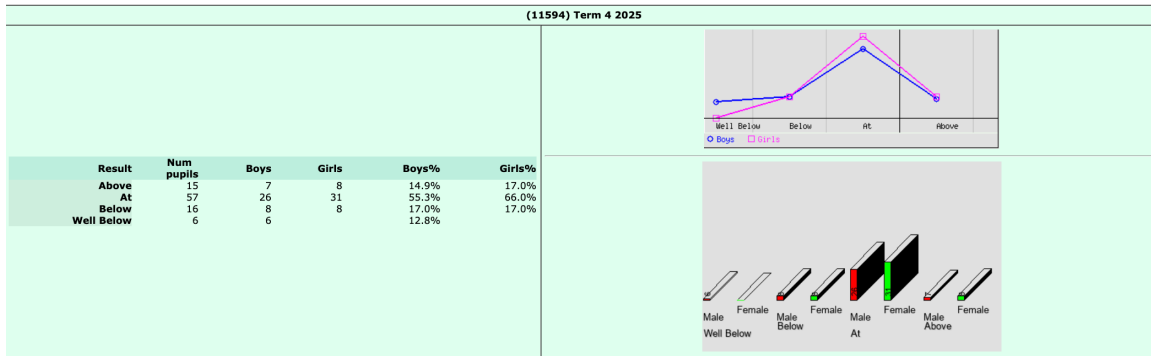
3 Māori students were identified as being well below and 7 Māori students were below the level expected for their age. Some of these Māori students are going to be in Year 4 and Year 5 next year so we will be continuing to work hard to support these students who have been identified as below or well below their expected level to make shifts in their writing achievement in 2026. **Progress** is happening and **gains** are being made for these tamariki which is often hard to show in our student achievement data. These students have been supported through Tier 1 teaching in the classroom and a mixture of both Tier 2 intervention and Tier 3 intervention since 2023.

Gender:

Junior Writing Year 0-2



Senior Writing Year 3-6



Overall, girls continue to do slightly better than boys in writing achievement in 2025, by 5%.

11% of girls are **above the expected level** in 2025 compared with 23% in 2024, 26% in 2023, 27% of girls in 2022, 31% in 2021. 64% of the girls are **at** their expected level this year compared with 60% in 2024, 54% in 2023, 50% in 2022, 54% in 2021.

So, by the end of 2025 - 75% of girls are at or above the expected level for their age (83% in 2024, 80% in 2023, 77% in 2022, 85% in 2021).

13% of our boys were **above the expected level** in 2025 compared with 13% in 2024, 12% in 2023 and 2022, 19% in 2021.

57% achieved **at** the expected level this year. (58% in 2024, 49% in 2023, 55% in 2022, 52% at the level in 2021).

So, therefore 70% of the boys were **at or above the expected level for their age** in 2025 compared with 70% in 2024, 61% in 2023, 67.6% in 2022, 71% in 2021. It is really pleasing to see that this data has been maintained with the introduction of the new English curriculum.

We have 19/63, 30% of boys across the school who are either well below (8 boys – 13% well below) or below the expected level for their age (11 boys- 17%) compared with 30% in 2024, 35% in 2023, 32% in 2022, 29% in 2021.

25% of girls are either below or well below their expected level in writing compared to 30 % of the boys in 2025.

We have worked really hard over the years to address the achievement gap between boys and girls in writing. The boys have improved this year which means that the initiatives and strategies we have been trying are working. We think improving the way boys feel about writing is the key to making a shift in this area. Building the boys' confidence through spelling, grammar and handwriting through a structured literacy approach removes barriers for them so that they feel more confident in their writing ability. Planning through the use of a graphic organizer such as T.I.D.E. format has been successful for our boys this year as has providing Science contexts for writing topics such as explanations. Poetry has also been a really successful genre for engaging our boys. We have also found free choice writing and writing mileage through sustained silent writing has been impactful. We also think that the 10 effective writing norms and assessment for learning mahi we have developed as a school is having an impact on raising our boy's writing achievement. In particular, being explicit with sharing and reflecting on the learning intentions, building success criteria, the use of exemplars (good examples of writing) and opportunities to self-assess, including writing goals.

Maths

Our Maths achievement levels have decreased in 2025 with 80% of our tamariki at or above the expected level for their age in 2025 compared with 90% in 2024. Although Maths has always been a consistently strong over the past 8 years this decrease is to be expected with the introduction and implementation of the new Maths curriculum this year.

67% of our tamariki are **at** the expected level for their age in 2025 (58% in 2024) and 13% (32% in 2024) are **above** the expected level in 2025.

20% of our ākoka are **below or well below the expected level (this was 10% in 2024)**. 5 children (4%) are **well below** the expected level and 22 (16%) are **below** the expected level for their age in 2025.

Cohorts:

Numbers of students who are **below** or **well below** in Maths are reasonably consistent across the year levels. Yr.1, 2, 3, 4 and 6 all have children **well below**. All of our cohorts have a range of 1-5 tamariki who are **below** the expected level for their age.

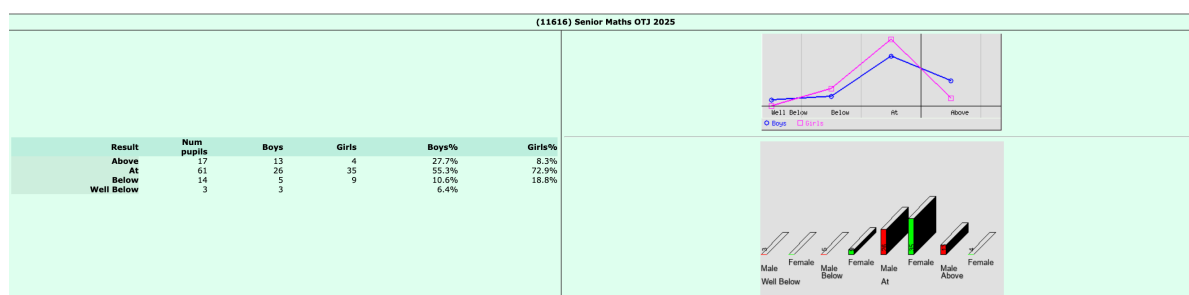
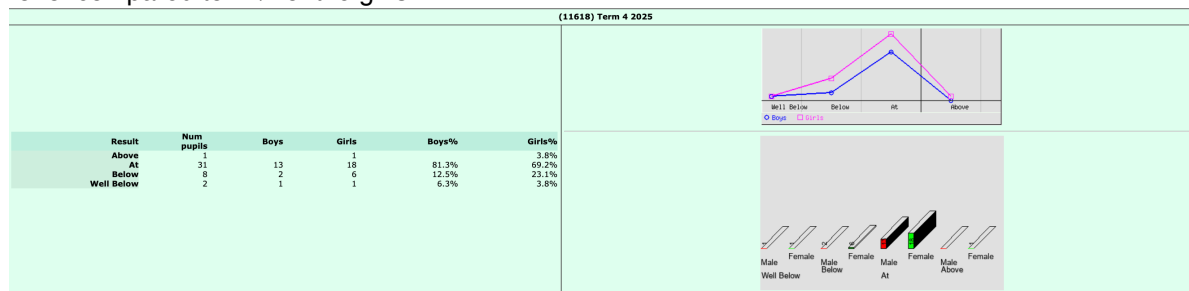
All classes have the majority of the class **at** or **above** the level expected in Maths,

Yr.0- 1- **75%** at or above, Yr. 2- **79%**, Yr. 3- **77%**, Yr. 4- **78%**, Yr. 5- **95%** and Yr. 6- **76%**.

It is good to see the consistency of strong achievement across the school in Maths. A noticeable difference with the introduction of the new maths curriculum is there are more children **at** the expected level and less children **above** the expected level in 2025.

Gender:

In 2025 the boys are again achieving more successfully in Maths than the girls with 21% of the boys **above the expected level** compared to 7 % of the girls.



In 2025 there are 72% of girls **at** the expected level compared with 62% of boys. In 2024 there were 71% of girls **at** the expected level compared with 39% of boys in 2024. In 2023 there were 62% of girls **at** the expected level compared with 51% of boys. In 2022 the percentages of boys and girls **at** the level were very similar- 52% of the boys and 54.3% and in 2021- 54% of the boys and 53% of the girls.

Therefore, in 2025 83% of boys are at or above the expected level in Maths compared with the 2024 data of 87% of boys being at or above the level expected in Maths. (85% in 2023, 86.7% in 2022 and 89% in 2021).

79% of the girls are at or above the expected level in 2025 compared with the 2024 data of 92% of girls being at or above the expected level in Maths. (81% in 2023 and 2022 and 79% of the girls in 2021). It is really pleasing to see that that despite the new Maths curriculum standards both the boys' and girls' achievement is still high. Although there is a noticeable decrease in the number of boys and girls achieving **above** the expected level for their age.

More girls (21%) are **below or well below in 2025** compared to the boys (17%) this is the opposite trend to 2024. (13% of boys in 2024 compared with 8% of girls).

Generally overall both boys and girls are doing well with their Maths. Although as already mentioned above there are less girls **above** the expected level than boys.

Māori:

8% of our Māori students are achieving **above the expected level in 2025** (19% in 2024, 14% in 2023 and 2022, 25% in 2021). 63% are **at** the level expected in 2025, compared with 62% in 2024, 48% in 2023, 57% in 2022, 30% in 2021). 71% of Māori students are **at or above the expected level for their age in 2025** compared with 81% in 2024, 62% in 2023, 71% in 2022 and 55% in 2021.

Only 1 (4%) of our Māori students is well below the expected level in 2025 compared with 0 in 2024, 5% in 2023 and in 2022. 6-25% of Māori are below in 2025 compared with 4-19% in 2024, 8- 38% in 2023, 5- 23% in 2022, 9- 40% in 2021. The 6 tamariki identified will need close monitoring and extra support to help them to accelerate their progress in 2026. We are hoping that an increase in our staffing after the provisional roll review will mean we might be able to offer some targeted Tier 2 Maths intervention.

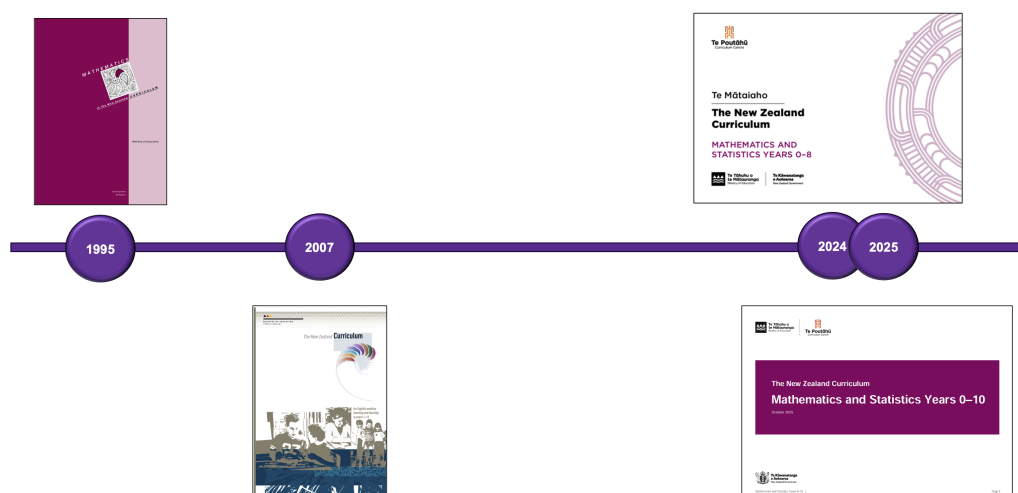
Summary:

Maths and Reading are still our strongest curriculum areas again in 2025. Although our Maths achievement has decreased by 10%, we still have strong levels of achievement in Maths and we have been successful in maintaining these achievement levels over time.

In Reading, although we have less students working above, we know that many students take two or three years to move to this level of success. Across the school we have been implementing a Structured Literacy approach which we believe is having a very positive effect on helping our five, six and seven-year-olds with their foundational skills as they learn to read. This approach is showing evidence of success in our achievement data particularly with our Year 4-6 cohorts. We also know that having a very well stocked library and ensuring all our tamariki have access to these amazing resources as well as building a love for reading across the school is also key to our reading success.

Staff across the school have put a huge amount of effort into Writing and we will continue to maintain our focus on improving our Writing achievement. This is an area we have been working with our ERO Evaluation partner on for the last 3 years. We are seeing a noticeable difference in the confidence of our tamariki particularly in their phonological and phonemic awareness. They have the confidence to write the sounds that they hear in a word with increasing accuracy. The focus on grammar and punctuation through the *Grammar Project* is also having an impact. The tamariki across the school are passionate about writing and we are really excited about this shift in attitude continuing this year. We have found that as we fine tune our assessment practices and expectations in writing that we have become more consistent as a staff in making our overall teacher judgements. Moderating writing samples has really helped with this consistency and validity.

Despite the dip in data from previous years it is worth us remembering that we are currently in a transition period as we are comparing data from the 2007 English and Maths Curriculum data from previous years to this year's data which is based on the 2024 English and Maths Curriculum. (see the history of the Maths Curriculum slide below)



It is also worth noting that our teachers have only just began to implement the 2024 Maths and English curricula this year. On top of this the Ministry of Education has released a final version of the Mathematics and English curricula in October of this year. Although this is overwhelming for our teachers to think about implementing yet another version of the curriculum the Board can feel assured that the work we are doing in our kura alongside partnering with *The Learner First* Maths professional development team is making a difference to our teachers confidence in teaching Maths. This mahi is centred around building teacher capability encouraging a culture of building teacher knowledge, noticing and responsiveness to the needs of the tamariki and will outlast any version of a curriculum.

The New Zealand Curriculum is the official document that **sets the direction for teaching, learning, and assessment** in all English medium state and state-integrated schools in New Zealand. It **guides** schools on what they should teach and how they should teach it, with the goal of fostering lifelong learners who are confident, creative, connected, and actively involved.

I would like to acknowledge the mahi of our amazing team. Our talented teachers are the ones that bring the NZ Curriculum to life, they all go above and beyond to ensure **all** our tamariki achieve success and progress in their own unique way.

Nic Brown
Tumuaki, December 2025

Other Curriculum Areas in 2025

Rich Broad Curriculum- In 2025 our tamariki have continued to thrive and be excited by the varied learning opportunities that our rich broad curriculum offers. Our Term 4 Exhibition showcased our learning around our **Tūhura driving question:**

How do we as exhibition designers create an informative and engaging exhibit that will share our learning about scratching beneath the surface? This exhibition provided a platform for our tamariki to share their knowledge gained through our Tūhura Design thinking model.

Our Matariki Celebration showcased many Arts/Toi Māori opportunities and participation by all. The Otago Polyfest was another opportunity for our tamariki to experience Kapa Haka and performance.

Our tamariki continue to have high participation levels in Sport and they have many opportunities to be involved with Education Outside the Classroom such as: Swimming, Year 4 Camp, Year 5 Camp, Year 6 Camp, Whole School Hike, Adopt a Drain project and Cross Country. The success of Whakarangatira and Ka Hikitia- has provided enrichment programmes and opportunities to develop and foster student leadership as well as high engagement levels with our community, bringing in experts to support learning. Tuakana/Teina relationships are evident across the school. Ākoka have continued to develop and become proficient users of digital tools. They have used these tools to enable new and exciting possibilities and opportunities across the curriculum.

We continue to have very high achievement in areas that were reviewed and student achievement data presented to the Board reflects this.

Student Achievement In the Science Curriculum Area:

In 2025, 94% of students were Above or At the expected level for their age in this unit about Earth Systems and the Living World compared with 99% in 2023, 98% in 2021 and 96% in 2019. Student achievement is still incredibly strong across all cohorts and Science is an area that our students do very well in and have a very strong interest in.

Student Achievement in the Health Curriculum Area:

Overall 100% of our Tamariki were either Above or At for our School Wide Health Assessment on Te Whare tapa whā/Hauora learning in 2025. This is based on an Overall Teacher Judgment of how the tamariki were performing in relation to the learning intentions. There are less students ABOVE the age expectations since 2022 and this has been on a steady decline over the last 10 years of students performing ABOVE the age expectations in Health. Teacher evaluations gave valuable insights into the constant juggle of trying to fit our other curriculum areas into the class timetable and day especially with the introduction of Structured Literacy and the demands of 2 new curricula. This is an increasing challenge for our junior teachers who have the huge task of laying the foundations in Literacy and Numeracy in the early years. Self-assessment is a powerful learning strategy. Students who can assess their own learning are more effective learners. They are more motivated and engaged, have a greater belief that they can succeed, and are able to adapt their approach if learning is not working. The self-assessment produced by our pupils was insightful. It was interesting to note that our older tamariki seem to be not threatened by being judged when completing their rubric self-assessment. This was reflected in their honesty and not just selecting the I am confident and can do this with ease, as is sometimes the case when students are not sure what they are reflecting about.

Attendance in 2025:

In 2025 the average regular attendance by tamariki at our kura was 77% compared with 69% in 2024. Regular attendance is defined for statistical purposes as 90% or higher. In April 2024, the Government announced a regular attendance target of 80 percent of students to be present for more than 90% of the term by 2030.

In term 4 2025, 80.% of our tamariki had an attendance rate of between 90-100%, compared with 71% in 2024 and 74% in 2023. 12% of our tamariki had an attendance rate of between 80-90%, 6% of our pupils had an attendance rate between 70-80%. Only 2% of our students had an attendance rate that was below 70%.

We had an aspirational goal in our 2024 annual implementation plan of 90% attendance for all ākoka- engaged learners who feel good about their learning success and progress. We will continue to work towards this target in 2026. We know that the key to this is continuing to build and sustain relationships with our ākoka and their whānau, as well as continuing to develop and implement strategies to actively encourage regular attendance.

How we have given effect to Te Tiriti o Waitangi in 2025

Our Board regularly discusses how we give effect to Te Tiriti o Waitangi and we have had support to develop our knowledge through NZSTA training and MAC Kaihoe Mātauraka (Regional facilitator) Māori Achievement Collaborative (MAC). We are also working through Hautū, a self-review tool designed for school boards of trustees to evaluate and improve their Māori cultural responsiveness. It helps boards identify areas for development, align with *Ka Hikitia* (the Māori education strategy), and ensure school practices support Māori students to achieve success as Māori.

Our Strategic plan includes local Kāi tahu dialect and we have used [Te Rautaki Mātauranga/Ngāi Tahu Education plan](#) to consider and reflect the hopes and dreams of our Ngāi tahu families in our strategic goals. Manaakitaka and Kaitiakitaka are Te Ao Māori concepts that our 6 school values align to as identified in our Strategic and Annual plans.

In 2025 our Māori whānau rōpū met regularly each term. This rōpū is well established and very well supported. Celebrations included:

- Establishing a rōpū for our tamariki Māori and ngākau Māori tamariki where we develop leadership, teach extension karakia, haka and waiata as well as tikaka.
- Our Māori whānau led our very first Whāngai te Hautapu ceremony on our Macandrew Bay Beach for Matariki

Several areas of importance were identified for future planning including:

- Whānau members expressed a strong desire to support our kura going forward with ensuring Te Ao Māori doesn't lose its prominence as a result of some of the government policies.
- Continue embedding and developing our Mihi whakatau kaupapa each term at kura to welcome new tamariki and their whānau.
- The Kai Tahu creation story about the existing carpet tiles put up on display so everyone can learn and understand this important pūrākau.

We are looking at how our kura can support or help Ōtākou marae in the future and how we can support visits and connecting to Ōtākou marae for some of our Māori tamariki and whānau that whakapapa to Ōtākou. Our kura has been connecting with Hoani Langsbury as part of the project ***Toward a Sustainable Otago Peninsula Community*** which is a collaboration between Te Rūnaka Ōtākou, Otago Peninsula Trust and the Otago Peninsula Biodiversity Trust.

All students and staff will progress their knowledge and understanding of Te Reo me ona Tikaka/ Tikanga (NELP Objective 5 and 6)

In 2025 we continued our Te Reo and Tikaka journey supported by our involvement with the Māori Achievement Collaborative and support from our Māori Lead teachers.

Classes researched and used the 4 Articles of Te Tiriti to create their own framework for their class treaty. Our Kaiako are continuing to develop their knowledge and confidence with teaching this Te Tiriti and Aotearoa/NZ history. We are building up a very good bank of resources for this through our mahi with the Māori Achievement Collaborative (MAC), Ōtākou Runanga website and whānau.

In 2025 our kura has continued to embed our school wide long term plan for Te Reo Māori- with progressions of kupu, phrases and sentence structure at each year level. This resource was developed in partnership with our Māori whānau rōpū and learnings and support from our local rūnaka and the Māori Achievement Collaborative. Our Kaiako and Kaimahi are committed to continuing to implement this plan in 2025 and continuing to progress their own knowledge of Te Reo and Tikaka through professional development opportunities. All staff have been continuing to work through Scotty Morrison's, Māori Made Easy, workbook 1. Regular check ins and discussions at staff hui help to progress our knowledge of Te Reo and Tikaka. This mahi is directly helping our tamariki to increase and progress their knowledge of Te Reo and Tikaka in the classroom setting as teachers implement our Te Reo plan and increase their own confidence with teaching Te Reo. We have found that if we can align the sentence structures that we need to practice with what we are teaching our tamariki this works best. Next year we have committed to teaching Te Reo for a minimum of 3 hours per week achieve Level 4B with all our learners. Deepening our understanding of tikaka, including concepts such as whakapapa, mauri and ahi has begun and we need to continue to increase this knowledge and teach this alongside our Te Reo with all our tamariki.

All our tamariki learnt Kapa Haka in 2025 and all our tamariki took to the stage at the Otago Polyfest performing in 2 rōpū, Tuakana and Teina. Our kaiako, kaimahi and tamariki continued to progress their knowledge of Te Reo Māori and Tikaka through the Kapa Haka context in 2025 and daily integration of karakia, whakatauki/whakatauaki and Te Reo.

Macandrew Bay School

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>Macandrew Bay School Board of Trustees:</p> <ul style="list-style-type: none"> has developed and implemented appropriate policies which promote high levels of staff performance and recognise the needs of students. has reviewed its compliance with these policies and can report that it meets all of the requirements identified and is in accordance with best practice. is a good employer and complies with all conditions included within employee contracts. Ensures all employees are treated fairly, without bias or discrimination Meets all EEO requirements. <p><i>We work hard to maintain a very positive culture within our kura. Manaakitaka is the practice of showing aroha (unconditional love, empathy), hospitality, generosity, and compassion to others. We want our kura to be a place where everyone shows and feels Respect and Kindness and Caring. These are the foundations for positive relationships between staff, students, parents/whānau and the community. In 2025 we developed Staff Values that align with our school values. These are norms of how we work together and what is expected of one another.</i></p> <p><i>The Principal regularly checks in with staff around their wellbeing- pastoral care needs which include regular conversations and catch ups.</i></p> <p><i>We have a staff member responsible for regularly checking with staff on any Health and Safety concerns. Each staff member has written employment agreements and job descriptions and these are updated each year. We have a Classroom Release Time policy that staff have had input into to ensure that this is flexible and meets the needs of individuals. All staff are offered access to EAP/Professional supervision services. We spend time at staff hui discussing wellbeing and staff have Te whare tapu whā plans and we regularly discuss what we are doing to help our Mental Health.</i></p>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p><i>Our EEO programme ensures the implementation of our EEO Policy – refer SchoolDocs.</i></p> <p><i>We completed a staff survey as part of our EEO review Term 3 2025.</i></p> <p><i>We respond to feedback given in these surveys, especially if there is need for support. Suggestions from staff and areas for improvement help form future focus priorities/ objectives.</i></p>

<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p><i>We have a rigorous appointment procedures in place. We appoint a sub-committee for staff appointments and follow our staff appointments policy as well as the latest advice from NZSTA and NZEI. All applicants for employment are treated according to their skills, qualifications, abilities and aptitudes without regard to irrelevant factors.</i></p>
<p>How are you recognising, Te Tiriti o Waitangi</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<p>Article 1: Kāwanatanga</p> <p><i>Macandrew Bay School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community and whānau to help us better meet the needs of our ākoka Māori and ensure they experience educational success as Māori.</i></p> <p><i>We have engaged with our local Māori community on the development of our strategic and annual plan to make sure it reflects and upholds appropriate tikaka Māori, Te Ao Māori. Matauranga Māori and Te Reo Māori We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).</i></p> <p>Article 2: Rangatiratanga</p> <p><i>Macandrew Bay School actively protects and upholds Mātauranga Māori, Te reo Māori, and tikaka Māori, and ensures they are meaningfully incorporated into the everyday life of our school. We actively engage with <u>Ka Hikitia Ka Hāpaitia</u>.</i></p> <p><i>We take all reasonable steps to make instruction available in te reo Māori and tikaka Māori.</i></p> <p><i>We support our teachers/staff to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers/staff to develop their understanding and practice of culturally responsive teaching that takes into account ākoka contexts.</i></p> <p>Article 3: Ōritetanga</p> <p><i>Macandrew Bay School has high expectations and aspirations for every ākoka. We encourage the participation and engagement of students and their whānau in all aspects of school life.</i></p> <p><i>Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure ākoka Māori experience educational success as Māori.</i></p> <p><i>We have regular hui whānau to ensure that whānau can share ideas of how we might better cater for their tamariki.</i></p> <p><i>The mahi we do through the Māori Achievement Collaborative has also contributed to learnings of our Māori staff and for all our staff. We want Macandrew</i></p>

	<i>Bay School to be a safe place to be Māori and for our Māori students to thrive.</i>
How have you enhanced the abilities of individual employees?	<i>The school implements an ongoing Professional Growth Cycle in a positive and supportive way that leads to the development of the abilities of individual teachers/staff. The principal meets with staff each year to ensure their individual needs are being met and to discuss their goals and aspirations for the future. All teaching and support staff are given the opportunity to undertake professional learning in areas they wish to further develop within our school budget means.</i>
How are you recognising the employment requirements of women?	<i>We have flexible working arrangements in place to help cater for staff that have families and their tamariki that may need to support if they are sick or they have appointments. We provide opportunities for our 2 DP's who are both women in Leadership positions to be able to access PD to help further their leadership careers.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Awareness of any disability or issue is reviewed through our EEO survey regularly and support can be given if needed at any time. The Board is also very aware of the importance of health and wellbeing of staff and have granted requests for flexibility of hours under special circumstances.</i>

The Ministry of Education monitors these policies: These policies are available to view on our Macandrew Bay Schooldocs site. <https://macandrewbay.schooldocs.co.nz/1893.htm>

Enter the username (macandrewbay) and password is available from the School Office 03 4761004

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



Use of Kiwisport Funding in 2025

Kiwisport is a government funding initiative to support students' participation in organized sport.

In 2025 the school received \$2,145.92 (excluding GST).

The funding was spent on operating our school pool to enable our students to all learn swimming in Term 1 for 6-7 weeks of the year. We also spent over \$1000 on pool chemicals and also had to pay our caretaker to be in charge of the pool, working with voluntary helpers, and ensuring its smooth running over the summer season. We probably pay approx. \$8000 in labour costs for the pool. As a result of us running the pool over the summer and in most of Term 1 our children make good progress with their swimming. This is so important when we live near the harbour.

We also paid for all students to all attend a whole school hike in Future Forest, Broad Bay. We needed to cover costs for the Bus hire for 142 pupils, this cost came to: \$1529.52.

We have large numbers of students representing the school in a variety of sports:

Rippa rugby
Touch rugby (40 children)
Futsal- (50-60 children)
Netball
Hockey
Cross Country
Athletics
Cricket

We ask parents to pay for after school optional sports but the school pays for the activities in school time.

We have bought sports equipment as we have needed it throughout the year and our Kiwisport money has helped us with this. This includes replacing and maintaining our stocks of sports equipment. We have also had to pay \$330 a day for relievers when we have needed to send staff to events such as South Zone Sports, Otago Athletics/Cross country Champs and this has allowed us to support our students and help run the events.

Nic Brown
Principal
Macandrew Bay School

