



Tamahere Model Country School

School Charter

2026



School Description

Ko Taupiri me te Maungakawa te maunga
Ko Waikato te awa
Ko Tainui te waka
Ko Ngaati Hauaa te iwi me te hapuu
Ko Te Iti o Hauaa te marae
Ko Wiremu Tamihana Tarapiipipi Te Waharoa te rangatira
Ko te kura tuatahi o Tamahere te kura

Tamahere Model Country School is situated almost equal distance between Hamilton/Kirikiriroa and Cambridge/Kemureti in a semi-rural environment, close to State Highway 1 and Hamilton International Airport.

Established in 1884 our school exists within mature grounds and enjoys spacious playing fields.

Our school has a very supportive community, and parents who have high expectations for their children's education.

An enrolment scheme has operated since 2005, our peak roll is around 430 students. We cater for Year 0 – 6.

Our students/aakonga are encouraged to achieve high academic standards with Numeracy and Literacy being a daily focus. A wide variety of opportunities are offered across all curriculum areas from the Arts/Culture, with kapa haka, choir and productions through to physical education and sports, including outdoor education camps and weekend sporting teams.

We strive for all of our aakonga to reach their potential. Our dedicated staff work hard to support all aakonga in reaching their potential.

Kia atawhai aa mua – Kia tipu ngaatahi Nurturing Our Future – Growing Together

 <p>Kia Manaaki Honour Be Your Guide Kaitiaki Someone who cares for others Ehara taku toa i te toa takitahi, engari he toa takimano My strength is not that of the individual, but that of the collective</p>	 <p>Kia Maia Confident Can-Do Karawhiua 'Go for it – give it heaps!' Mauri mahi, mauri ora Through work, we prosper</p>	 <p>Kia Kotahi Together As One Mahi Tahī Working together as one He waka eke noa We're all in this together</p>
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TAMAHERE
MODEL COUNTRY SCHOOL

Nurturing Our Future – Growing Together Kia atawhai aa mua – Kia tipu ngaatahi

 <p>Kia Manaaki Honour Be Your Guide</p> <ul style="list-style-type: none"> • I am culturally respectful • I value others and the environment • I make good choices 	 <p>Kia Maia Confident Can-Do</p> <ul style="list-style-type: none"> • I am enthusiastic, curious and ask questions • I try my best even when things are hard • I am a responsible risk-taker 	 <p>Kia Kotahi Together As One</p> <ul style="list-style-type: none"> • I am kind and inclusive • I am reliable and trustworthy • I listen, share and contribute
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TAMAHERE
MODEL COUNTRY SCHOOL

Kia Aatawhai aa mua - Kia tipu Ngaatahi - our School Vision drives all aspects of school life. **Kia Kotahi - Together As One, Kia Manaaki - Honour Be Your Guide and Kia Maia - Confident Can-Do.** We are a Positive Behaviour for Learning (PB4L) kura.

School/kura and community/hapori events are valued for their contribution to our children's/tamariki development. Agricultural Day and Pumpkin Night help maintain our rural atmosphere and community/hapori spirit.

Model Status

Tamahere School is a Model Country School. This means we have a special relationship with the University of Waikato – School of Education / Te Kura Toi Tangata and ongoing interaction with student teachers. We value this extra dynamic in our school which enhances our learning and teaching programmes.

Tiriti o Waitangi

In our kura, we are committed to incorporating the Tiriti o Waitangi principles alongside the guiding principles outlined in Ka Hikitia, ensuring that our curriculum reflects the values and aspirations of Aotearoa New Zealand. Our approach is anchored in acknowledging the Tiriti o Waitangi principles, honouring our nation's bicultural foundations, and fostering an environment where aakonga can embrace te reo Maaori and tikanga Maaori.

We are dedicated to achieving excellent outcomes for Maaori learners and their whaanau, by recognising and building upon their strengths. As we grow a sense of belonging and connection in our school community, we aim to create an inclusive and supportive environment where all learners thrive.

We strive to provide instruction in Tikaanga Maaori and Te Reo Maaori and Aotearoa New Zealand Histories for all of our students and provide extension with te reo and Kapa Haka opportunities. Our Maaori Achievement Plan (MAP), as attached, shows the strategies we use to lift and support our Maaori tamariki. Tamahere Model Country School's curriculum recognises the unique position of Maaori within Aotearoa New Zealand society.

Ngaati Hauaa Iwi are an important part of our community and a taonga that help to guide us.



Cultural Diversity

Tamahere Model Country School values the multi-cultural nature of the Aotearoa - New Zealand society and through our Vision strives to support and honour every child in our kura.

Community Goals

At Tamahere Model Country School we value our Tamariki (children).

We strive for:

- Children who are enthusiastic learners, academically challenged and physically fit.
- Children who are able to communicate effectively and are equipped with the skills and values necessary to succeed now and in the future.
- Children who show respect for themselves and others.

At Tamahere Model Country School we value our Environment.

We strive for:

- An emotionally and physically safe, open and inclusive environment that values diversity and challenges our children.
- Strong community and whanau links preserving our rural identity.
- As an Enviro School, we strive for children who respect, protect, appreciate and enhance our local and global environment.

At Tamahere Model Country School we value our Parents/Caregivers/Whaanau.

We strive for:

- A united approach to learning, with strong home and school links, together fostering a love of learning.

At Tamahere Model Country School we value our Staff.

We strive for:

- A skilled teaching staff dedicated to innovative, dynamic and forward-thinking.
- A staff who are focused on creating opportunities for every child to succeed.

Consultation

The Tamahere Model Country School Board consults regularly with our community. Processes for consultation include: School Newsletters, Parent Teacher Association and Board Meetings, Waanau Hui, Ngaati Hauaa, Tamahere Community Centre and committee, on-site activities and events e.g., Grandparents Day, student-centred learning Conferences, Whakatau for new aakonga and Whaanau, parent involvement in camps, 'Dad's Army', surveys and information evenings.

Six Education Priorities

Our Charter and Strategic Goals align with the Government's six education priorities listed below. The National Education Learning Priorities NELPS are also integrated throughout our overall goals.

- **Clearer curriculum:** Establishing a knowledge-rich curriculum grounded in the science of learning.
- **Better approach to literacy and numeracy:** Implementing evidence-based instruction in early literacy and mathematics.
- **Smarter assessment and reporting:** Implementing consistent modes of monitoring student progress and achievement.
- **Improved teacher training:** Developing the workforce of the future, including leadership development pathways.
- **Stronger learning support:** Targeting effective learning support interventions for students with additional needs.
- **Greater use of data:** Using data and evidence to drive consistent improvement in achievement.



Tamahere Model Country School

Strategic Planning

2026



STAFF - Learning Strategic Goal - 2026

Tamahere Model Country School

STAFF GOAL: 2026

Strategic goal: *To collaboratively build and embed staff capability in Maths and English teaching, through living our vision and sustainable TMCS practices. Kia atawhai aa mua kia tipu ngaatahi. (127.1)*

We embrace the Government's Six Education Priorities 2025 within this strategic goal.

- ❖ **Clearer curriculum:** Establishing a knowledge-rich curriculum grounded in the science of learning.
- ❖ **Better approach to literacy and numeracy:** Implementing evidence-based instruction in early literacy and mathematics.
- ❖ **Smarter assessment and reporting:** Implementing consistent modes of monitoring student progress and achievement.
- ❖ **Improved teacher training:** Developing the workforce of the future, including leadership development pathways.
- ❖ **Stronger learning support:** Targeting effective learning support interventions for students with additional needs.
- ❖ **Greater use of data:** Using data and evidence to drive consistent improvement in achievement.

Links shown between our goals and the NELPs:-

Objective 1: Learners at the Centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures

Objective 2: Barrier-Free Access

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gain sound foundation skills, including language, literacy and numeracy

Objective 3: Quality Teaching and Leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objective 4: Future of Learning and Work

Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Initiatives	Actions	Resources	Who is responsible	Due for Completion	Outputs	How will we measure	RAG
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NELP:- Obj.1, 2 & 3	How will we achieve or make progress towards our strategic goal/initiative?				What do we expect to see at the end?	success?	Status
1. Continuing to build and strengthen our Vision & positive school culture, using PB4L strategies. (127.2 C)	<ul style="list-style-type: none"> All staff to participate in professional Learning around PB4L consistency.- Teacher Only Day. - Consistency of recording - Consistent positive expectations - Consistent supervision and response. 	Sheryn Hobbs, MOE PB4L	WP	30th January	Consistent positive expectations, recording and practices from all staff. Increased relational trust and vision coaching with aakonga.	Student wellbeing survey Week 1 Term 2 & Term 4. Decreased unhelpful behaviours. Improved and consistent recording on Edge.	
	<ul style="list-style-type: none"> PB4L team & staff meetings to unpack and develop learning progressions across our 9 Vision statements. 	MOE/ PB4L - Meetings & workshops	Leadership Team & teachers	Week 4 Term 4	Draft progressions developed to enhance the explicit teaching of Vision statements.	Progressions are starting to be used in planning and classroom practice.	
	<ul style="list-style-type: none"> Improve school-wide systems of communication and support using PB4L. 	MOE PB4L Workshops	Leadership Team	Week 4 Term 4	System reviewed & improved with staff input.	Clear guidelines and expectations for all staff to follow.	
	<ul style="list-style-type: none"> Staff trained in creating more specific data to gain special needs support. 	MOE / Special needs	SENCO / Teachers	Term, 4 Week 8	We have better data to seek special needs support.	More successful applications for Special Needs aakonga.	
	<ul style="list-style-type: none"> Signage up around the school to reinforce expectations and 	PTA & MoE finding	WP / NT	Term 3 Week 9	New signage up around the school and visible in	Signage up and guide behaviour around the school.	

	<p>Vision.</p> <ul style="list-style-type: none"> Attendance plan - well-being checks for at-risk students. Professional Growth Cycle linked to school's Vision. 	System in place	SLT	Ongoing	classrooms.	Increased levels of attendance	
		Release time	SLT & LT	Term 2 & 3	Whaanau and kura relational trust improved. Teachers explicitly teach the school vision statements daily in class	PGC observations show explicit teaching of school vision.	
	<p>Happy kids, staff, parents and community</p> <ul style="list-style-type: none"> Positive environment A place where we can all grow and not be scared to make mistakes Improved attendance Fewer incidents in the playground Welcoming environment Thriving and exciting place to be Proud staff and aakonga 						

<u>Initiatives</u>	<u>Actions</u>	<u>Resources</u>	<u>Who is responsible</u>	<u>Due for Completion</u>	<u>Outputs</u>	<u>How will we</u>	<u>RAG</u>
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NELP:- Obj.1, 2 & 3	How will we achieve or make progress towards our strategic goal/initiative?				What do we expect to see at the end?	measure success?	Status
2. Curriculum Collaboratively grow teacher knowledge and skills around best practices through PLD of the New English, and Mathematics & Statistics curriculum. (127.1)	<ul style="list-style-type: none"> Create Mathematics and English Progression Focus Groups The English Team to develop new implementation plans in line with the English curriculum The Mathematics Team to develop new implementation plans in line with the Mathematics&Statistics curriculum Hold a Teacher Only Day to focus on Maths and English Professional Growth Cycle linked to Mathematics & Statistics, and English Curricula 	Time in staff meetings	Focus Teams	Term 2 Week 1	Team meeting with structured goals	Team work sheets	
		Release Time	English Team	Week 10 Term 3	Draft English Implementation plans for new English curriculum developed	Teachers starting to use and give feedback on new English implementation plan.	
		Release Time	Maths Team	Week 10 Term 3	Draft Mathematics & Statistics Implementation plans for the new Maths & Statistics curriculum developed	Teachers are starting to use and give feedback on new Maths & Stats. implementation plan.	
		MOE TOD \$	SLT	Week 8 Term 2	Growth of teacher knowledge and curriculum understanding	Improved teacher practice using new M & E curricula	
		Release Time	SLT	Term 4 Week 2	Teachers have a goal to improve their practice based on the new TCANZ Standards	SLT & LT observe improved practice in classrooms	
		\$	NT	Week 4	Every teacher has Numicon	Numicon is used in	

	<ul style="list-style-type: none"> Order, distribute and organise PLD for new MOE Numicon resources 	storage & facilitator Time	SLT/LT	Term 2	Resources at hand and increased knowledge of the resource.	classrooms to support the Maths & Stats Curriculum	
	<ul style="list-style-type: none"> Hold a Parent Information Evening on the new curricula, assessment, and reporting changes. 	Time MOE Update information	SENCO / Curriculum	Week 10 Term 2	Parents attend an information evening to better understand the MOE changes	Parents are better informed about the MOE changes	
	<ul style="list-style-type: none"> Structured Literacy PLD for teacher aides 	MOE Facilitation		Week 7 Term 1	More knowledgeable Teacher Aides able to support aakonga effectively in consistent way	Teacher Aides supporting Kaiako and aakonga in a consistent manner	
	<ul style="list-style-type: none"> Ongoing PLD and Professional discussions and sharing - including webinars and readings, PLD external opportunities if appropriate. 	Time in Staff and Syndicate meetings MoE	SLT / LT / PFG	Ongoing all year	Teachers involved in professional conversations and sharing, watching webinars, reading & other PLD	More knowledgeable and confident teachers using the new curricula effectively in planning and teaching.	
	<ul style="list-style-type: none"> Teachers feel comfortable and able to use the new Mathematics & Statistics and English curricula. Aakonga are motivated and achieving at higher levels with the structured sequential approach. More consistency of practice and sequence of learning throughout the school. Review and give feedback to the MOE on the new DRAFT curriculum. 						

<u>Initiatives</u> NELP:- Obj.1, 2 & 3	<u>Actions</u> How will we achieve or make progress towards our strategic goal/initiative?	<u>Resources</u>	<u>Who is responsible</u>	<u>Due for Completion</u>	<u>Outputs</u> What do we expect to see at the end?	How will we measure success?	RAG Status
3. Assessment Trial the MoE SMART Tool & develop a clear assessment schedule that aligns with the Ministry Expectations 2026. (127.2(b))	<ul style="list-style-type: none"> Review and update our current assessment plan 	Time / People	LT	Week 4 Term 1	To align our assessments with the new Curriculum	A new assessment schedule is being used to guide teachers	
	<ul style="list-style-type: none"> Teachers and some teacher aides to gain PLD on new assessment tools such as DIBELS and phonics checks 	MOE Facilitator release	Curriculum Leader	Week 9 Term 2	Teachers feel confident in using new assessment tools	Teachers effectively assess with new tools	
	<ul style="list-style-type: none"> Ensure 'Edge' is set up and ready for integration of the SMART Tool 	Time	SLT & LT	Week 9 Term 1	Edge set up ready for SMART Tool	Teachers are able to access the SMART tool for assessment	
	<ul style="list-style-type: none"> PLD to build staff capacity with the SMART assessment tool 	Staff Meeting time. MOE resources	All teachers	Week 4 Term 2	Teachers are confident in using the SMART Assessment	SMART tool being used by teachers	
	<ul style="list-style-type: none"> Hold a Teacher-Only Day to focus on Assessment & reporting 	MOE TOD \$ Facilitator	SLT	Week 6 Term 3	Growth of teacher knowledge of assessment and reporting changes and practice	Improved teacher assessment practices and reporting in line with new MOE Guidelines	

	<ul style="list-style-type: none"> Hold a Parent Information Evening on the new curricula, assessment, and reporting changes. 	Time MOE Update information	SLT/LT	Week 10 Term 2	Parents attend an information evening to better understand the MOE changes	Parents are better informed about the MOE changes
	<ul style="list-style-type: none"> Create an Assessment & Reporting Team to lead and support staff with the new MOE guidelines in Assessment and Reporting 	Time, MOE update information	Assessment team	Term 2 Week 4	An organised team working for the benefit all teachers	Teachers feel informed & confident with clear guidelines shared across all levels of the school
	<ul style="list-style-type: none"> Develop clear guidelines for overall teacher judgement aligned with new curriculum 	MOE Time, Release.	Assessment team	Term 2 Week 5	Guidelines to support consistent Teacher understanding of progress descriptors for OTJ (2026) developing	Teachers using guidelines to inform their OTJ's
	<ul style="list-style-type: none"> Develop new reports that move towards being inline with the Ministry's 2027 legislative requirements. 	Time, MoE information \$ for Edge, Release	Assessment Team	Term 2 Week 5	The teachers using new reporting template	Effective reports presented to parents
	<ul style="list-style-type: none"> Update Target Tracking Sheet to align with the new assessment and 	Time / release	Assessment Team	Term 2 Week 2	Teachers able to input data in line progress descriptors	Tracking progress of target students effectively.

	reporting requirements for 2026							
	<ul style="list-style-type: none">MOE Structured Mathematics and English intervention programmes are operatingSenior leaders to attend Holiday PLD in Auckland - NZAI Assessment Conference	Time 1:1 MoE/ Board funding Release cover, PLD, \$ 1,250 Time	Intervention Teachers & SENCO DP & SL	Ongoing for year. 8-9 April 2026	At risk aakonga receiving regular accelerated support Better-informed leaders to share information with the assessment team and staff	Intervention data in Maths and English shows acceleration. New assessment & reporting guidelines being developed.		
	<ul style="list-style-type: none">Assessments aligned, moderated, and effectively monitoring nga aakonga progress and achievementsImprove student learning, voice and motivation through formative assessment practicesCohesive and seamless system that we are proud of.							
Key:- PFG = Progression Focus Groups, LT = Leadership Team, SY = Syndicates, CT = Classroom Teachers, Stu = Students ASL = Across School Leaders, WSL = Within School Leaders, PGC = Professional Growth Cycle, NZC = New Zealand Curriculum, M&S = Mathematics and Statistics, AS - Assessment Team,								
<div> Not on track (likely to fail)  At risk  On track  Completed</div>								

STUDENT - Learning Strategic Goal - 2026

Tamahere Model Country School

STUDENT GOAL: 2026

Strategic goal: To build student capability, confidence, agency and manaaki through living our vision, and increasing knowledge to accelerate achievement in Maths and English (127.1)

Kia maia, kia manaaki, kia kotahi.

We embrace the Government's Six Education Priorities 2024 within this strategic Goal.

- ❖ **Clearer curriculum:** Establishing a knowledge-rich curriculum grounded in the science of learning.
- ❖ **Better approach to literacy and numeracy:** Implementing evidence-based instruction in early literacy and mathematics.
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Objective 2: Barrier Free Access

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gain sound foundation skills, including language, literacy and numeracy

Objective 3: Quality Teaching and Leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objective 4: Future of Learning and Work



Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

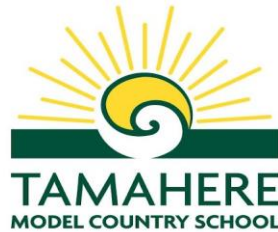
Initiatives NELP:- Obj.1, 2 & 3	Actions How will we achieve or make progress towards our strategic goal/initiative?	Resources	Who is responsible	Due for Completion	Outputs What do we expect to see at the end?	How will we measure success?	RAG Status
1. Aakonga understand and use our Vision to create a kind and positive school culture	<ul style="list-style-type: none"> Each week one of our 9 vision statements will be explicitly taught to all aakonga 	Timetabled.	Teachers and Aakonga	Ongoing	Aakonga increasingly using vision language and actions in and outside of the classroom.	Reduction in unhelpful behaviour incidents.	
	<ul style="list-style-type: none"> Peer mediators develop and share their understanding and practical examples of Vision Statements with the whole school each week. 	Time	Maungatautari Teachers & SLT	Ongoing	Peers supporting and encouraging peers in using our vision - a powerful tool.	Feedback - student voice from Peer Mediators.	
	<ul style="list-style-type: none"> Leadership roles & responsibilities tightened and monitored. 	Time	Maungatautari Teachers & SLT	Ongoing	Senior leaders role modelling effectively for others and setting a positive culture within the school	Manukura leaders being more consistent with their reliability and roles.	
	<ul style="list-style-type: none"> Being deliberate and consistent with PB4L systems across the whole school. 	PLD, Time,	Staff	Ongoing	Aakonga feel secure, safe and motivated to be in school	Increased attendance, engagement, and use of vision language.	
	<ul style="list-style-type: none"> Increased well-being checks, monitoring and support of at-risk 	Time	Attendance Officer	Ongoing Term 1 - Term 4	Improved relationships with whānau. Clear process and expectations.	At-risk aakonga, showing improved attendance. Edge	

	students		SLT. Teachers		Individual support plans.	attendance records.	
	<ul style="list-style-type: none"> Parent information evening about parenting and safety in our digital world. 	\$1,400 Advertising	SLT	Ongoing	Parents are being informed through newsletter video clips, information sharing, and face-to-face meetings.	Parent attendance at John Parsons Information Evening. A decrease in Linewise online well-being alerts from home hours.	
	<ul style="list-style-type: none"> Student safety programmes. 	\$2,000 Time	SLT	Ongoing	Aakonga are more aware of the dangers of online exposure and overuse. Aakonga have better sleep patterns and are more engaged.	A decrease in Linewise online well-being alerts.	
	<ul style="list-style-type: none"> Vibrant student-led activities and celebrations. E.g. International Grandparents Day & Sporting events. 	Time	Staff	Ongoing	Students feel connected and proud, with a strong sense of belonging to our school and community.	Well-supported events with strong Waanau involvement.	
Happy kids, staff, parents and community <ul style="list-style-type: none"> Positive environment A place where we can all grow and not be scared to make mistakes Improved attendance Fewer incidents in the playground Welcoming environment Thriving and exciting place to be Proud staff and aakonga 							

<u>Initiatives</u> NELP:- Obj.1, 2 & 3	<u>Actions</u> How will we achieve or make progress towards our strategic goal/initiative?	<u>Resources</u>	<u>Who is responsible</u>	<u>Due for Completion</u>	<u>Outputs</u> What do we expect to see at the end?	How will we measure success?	RAG Status
2. Exciting sequenced lessons catering for cognitive load, help aakonga to accelerate and build expected knowledge in English & Mathematics. (127.1. 127.2(f))	<ul style="list-style-type: none"> Students understand the learning sequence of lessons 	Time PLD	Teachers	Ongoing	Students feel more confident and more involved in their learning achievements.	Through PGC and observations, aakonga can share what they are learning and their next steps.	
	<ul style="list-style-type: none"> Aakonga use learning progressions to monitor their own progress 	PLD Time	Teachers/ aakonga	Ongoing	Use of concrete materials to reinforce Mathematics knowledge	Improved understanding and achievements in mathematics.	
	Concrete Numicon equipment is being used in classes	PLD Time	Aakonga	Ongoing	Reduced cognitive load. Learning is transferred and reinforced into long-term memory.	Improved understanding and achievements in English and Mathematics.	
	Consistent use of daily review and spaced practice within classes	PLD Time	Teachers	Ongoing	Daily review routines embedded in all classrooms. Teachers explicitly revisiting previously taught content at planned intervals (spaced practice).	Students remember their learning can recall it quickly and accurately. They need less re-teaching and make faster progress over time, including target learners.	
				Ongoing		Accelerated progress in Maths	

	<ul style="list-style-type: none"> Structured Literacy and Structured Mathematics programmes operating 	1:1 Board/ MoE, PLD & Release \$	Intervention Teachers/SENCO Class Teachers	Ongoing	Children are motivated and engaged in small, structured groups as an extra to classroom practice. (Tier 2)	and English, especially for focus groups.	
	<ul style="list-style-type: none"> Provide extra learning support for target learners. 	Release Time \$	Teachers & T.Aides / SENCO	Ongoing	Aakonga supported within classroom programmes	Increased motivation, confidence and achievement	
	<ul style="list-style-type: none"> Specialist Teachers help to cover the knowledge and practice components of Music, STEM and Te Reo Maaori. 	PLD time Resources	Specialist Teachers	Ongoing	Excited, motivated aakonga being taught by passionate educators in the specialist field.	Aakonga gain experiences in deeper learning using the Knowledge-rich curricula	
	<ul style="list-style-type: none"> Trial of Draft Curricula through inquiry - units of work. 	Time	SLT / LT All Teachers		Aakonga are gaining specific knowledge, in line with the trial draft curricula	Aakonga are exposed to a variety of new knowledge and learning that we have not taught before.	
<ul style="list-style-type: none"> Teachers feel comfortable and able to use the new Mathematics & Statistics and English curricula. Aakonga are motivated and achieving at higher levels with the structured sequential approach. More consistency of practice and sequence of learning throughout the school. Review and give feedback to the MOE on the new DRAFT curriculum. 							

Initiatives NELP:- Obj.1, 2 & 3	Actions How will we achieve or make progress towards our strategic goal/initiative?	Resources	Who is responsible	Due for Completion	Outputs What do we expect to see at the end?	How will we measure success?	RAG Status
3. Assessment Setting goals and understanding next steps learning helps to accelerate achievements, along with structured literacy & mathematics interventions. (127.1, 2 (e,f))	<ul style="list-style-type: none"> Students use formative, self and peer assessment practices. 	PLD, Time	Teachers	Term 3 & 4	Students use learning progressions to set goals and to track their progress.	Students are beginning to understand what learning progressions are and how to use them. PGC Observations.	
	<ul style="list-style-type: none"> New MoE assessments introduced 	PLD, Time Release Meetings	SLT, LT, Teacher, aakonga	Ongoing	Teachers and teacher aides guide and support aakonga through new assessments.	Aakonga able to navigate new assessments	
	<ul style="list-style-type: none"> Building parent awareness and understanding MoE changes to curriculum and assessment practices. 	Time, \$. Release time.	SLT / LT / Staff	Terms 1-4	Teacher / Parents meetings, Information evenings and newsletter information to support whaanau with aakonga learning	Parent meetings and learning opportunities provide for whaanau.	
PFG = Progression Focus Groups, LT = Leadership Team, SY = Syndicates, CT = Classroom Teachers, Stu = Students ASL = Across School Leaders, WSL = Within School Leaders, PGC = Professional Growth Cycle, NZC = New Zealand Curriculum, M&S = Mathematics and Statistics, aakonga = students  Not on track (likely to fail)  At risk  On track  Completed							



Nurturing our Future - Growing Together
Kia atawhai aa mua - Kia tipu ngatahi

ATTENDANCE MANAGEMENT PLAN FOR TAMAHERE MODEL COUNTRY SCHOOL 2026

Rationale:

At Tamahere Model Country School we understand that regular attendance is closely linked to student achievement and wellbeing. School age children are required to attend school every day and everyone (school personnel, parents, whaanau and communities) play a vital role to ensure this is a top priority. Tamahere Model Country School's Attendance Management Plan provides a clear process to improve regular attendance by identifying patterns of absenteeism and implementing student centred programmes that are exciting, inclusive and culturally responsive. It complies with Ministry of Education requirements to monitor and report student attendance and aligns with STAR guidelines (Stepped Attendance Response).

The Board

The board takes all reasonable steps to ensure all students/aakonga enrolled attend when school is open for instruction (Education and Training Act 2020 s36). The board will comply with the provisions in the legislation in relation to student attendance by:

- having a commitment to support students return to regular attendance
- having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students
- recording all absences, and respond accordingly

- having an effective method in place for identifying and monitoring student/aakonga absence, including identifying patterns and barriers to student/aakonga attendance
- publishing this attendance management plan on the school's website

Current State:

The government has set a target for 80% or more students to be attending school regularly by 2030. (To be attending regularly, students miss fewer than 5 days across a term.)

At the end of 2025 Tamahere Model Country School's regular attendance was recorded by the government as 74.0%. A further breakdown of this is as follows:

- Term 1 – 80%
- Term 2 – 75%
- Term 3 – 60%
- Term 4 – 80%

Key Objectives and Strategic Goal related to attendance

2026 Regular Attendance Target: >80% *(An incremental, realistically achievable amount based on previous year's percentage).*

- Term 1 - >85%
- Term 2 - >80%
- Term 3 - >70%
- Term 4 – >85%

This target will be reviewed and adjusted for 2027.

Supporting Documentation:

Attendance policy and strategic plan

ATTENDANCE PROCEDURES

DAILY

- All class rolls are completed on Edge (SMS) by the classroom teacher or on paper (if reliever) before 8.45am
- Attendance Officer (AO) follows up on class rolls not received by 8.50am and begins identifying students who are not present
- Any students who are absent (?) are followed up by the Attendance Officer(AO): Identified **AT RISK** students are contacted first
- Send text messages to any parents who have not contacted school regarding where their child is. If there is no response from the parent/caregiver, a text message is resent to the other parent/contact before 9.30am
- If one child in a family is at school and others are not, we will contact parents/caregivers to check where the other children are
- If there is still no response, the Attendance Officer(AO) will follow up with a phone call. **NB Identified AT RISK students are prioritised**
- Attendance Officer(AO) enters codes as per MOE guidelines

PM - 1.10pm

- All class rolls are completed by classroom teachers before 1.20pm
- Attendance Officer(AO) follows up on class rolls not received after lunch break, no later than 1.30pm
- Attendance Officer(AO) follows up with teachers if any child appears as absent and has not been signed out on the office IPad.
- Attendance Officer (AO) to call parents/caregivers immediately if child can not be located
- If a child is still not located, the school will begin a search.
- If child is not found after a phone call to parents and a search of the school, SLT will call 111

NB: Generally speaking, there is seldom a child that remains "unknown" on any day, but if this occurs the attendance officer will continue to follow up with whaanau and update the attendance code when we hear back from parents.

WEEKLY

- Weekly attendance provided by Edge is printed each Monday morning
- DP checks with Attendance Officer(AO) about patterns, explanations and any unjustified absences

- Data is presented to SLT early in the week - students with up to 5 days, 10 days and 15 days absence discussed and further action identified as per Stepped attendance plan
- Each Tuesday - syndicates are provided with attendance data - to discuss and identify supports or next steps which are fed back to SLT at Monday leadership meetings
- Teachers complete "Support" pastoral entry in Edge if any action is taken- e.g parents called, meeting with parents

COMMUNICATION TO SCHOOL COMMUNITY

- At the start of each school year, attendance procedures are outlined to whaanau
 - Explanation of stepped plan eg what they can expect after 5 days absence, 10 days etc
 - Process for attendance letters at the end of each term
- Syndicate letters each term will also reiterate attendance procedures

Stepped Attendance Plan For Tamahere Model Country School:

For students with less than 5 days absence in a school term (0 - 4.5 days) - GOOD

Actions	Who is Responsible	Outcome
<ul style="list-style-type: none"> • Recognition and Celebration: <ul style="list-style-type: none"> - Include attendance achievements in student reports and other reporting methods. • Positive Reinforcement: <ul style="list-style-type: none"> - Teachers and staff provide verbal praise and encouragement. • Whānau Engagement: <ul style="list-style-type: none"> - Send positive communication home to whānau acknowledging their support • Monitoring and Feedback: <ul style="list-style-type: none"> - Track attendance data regularly to ensure students remain on track. - Provide feedback to students on their attendance progress. • - Teacher to contact whānau to understand reasons for absence and offer support 	<ul style="list-style-type: none"> • Classroom Teachers: <ul style="list-style-type: none"> - Monitor daily attendance and encourage students. • Attendance Officer / Admin Staff: <ul style="list-style-type: none"> - Maintain accurate records and generate attendance reports. - Coordinate communication with whānau. • Senior Leadership Team: <ul style="list-style-type: none"> - Ensure alignment with school-wide attendance goals and Ministry requirements. • Whānau / Caregivers: <ul style="list-style-type: none"> - Support regular attendance through routines and communication with the school. 	<ul style="list-style-type: none"> • Positive School Culture: <ul style="list-style-type: none"> - Students feel proud of their attendance and motivated to maintain it. - Attendance is seen as a shared responsibility between school and whānau. • Improved Engagement: <ul style="list-style-type: none"> - Students with strong attendance are more engaged in learning and school activities. - Whānau feel valued and involved in their child's success. • Data-Driven Support: <ul style="list-style-type: none"> - Attendance data used to identify and support students who may be close to the threshold. - Early intervention prevents minor absences from becoming patterns.

NB: Not reportable to the Ministry

When a student has had up to 5 days of absence:

- Students identified from the data and recorded on monitoring sheet
- Monitoring sheets discussed by SLT weekly and shared with syndicates prior to syndicate meetings each week
- Teacher to make contact with whānau to complete a “wellbeing check”
- Wellbeing check to offer any support and assistance to remove barriers
- Wellbeing check documented in Edge - “support”

For students with up to 10 days absence in a school term (5- 9.5 days) - WORRYING

Actions	Who is Responsible	Outcome
<ul style="list-style-type: none"> ● Early Identification and Monitoring: <ul style="list-style-type: none"> - Use weekly attendance monitoring reports in EDGE to flag students approaching or exceeding 10 days of absence. - Track patterns (e.g. frequent Mondays/Fridays, illness-related absences). ● Initial Contact and Check-In: <ul style="list-style-type: none"> - Teachers or pastoral staff initiate a friendly check-in with the student. ● Supportive Conversations: <ul style="list-style-type: none"> - Hold informal meetings with students to discuss attendance and any barriers. ● Hold informal meetings with parents to discuss attendance and any barriers. ● Use restorative practices to build trust and encourage open dialogue. ● Tailored Support Plans: <ul style="list-style-type: none"> - Develop short-term attendance goals with the student/parent if needed. ● Record any conversations, supports in Edge ● Whānau Collaboration: <ul style="list-style-type: none"> - Invite whānau to participate in planning and support strategies. - Provide resources or referrals to external agencies if needed. 	<ul style="list-style-type: none"> ● Classroom Teachers: <ul style="list-style-type: none"> - Monitor attendance and initiate early conversations. ● Pastoral Care / Guidance Counsellors: <ul style="list-style-type: none"> - Lead student meetings and develop support plans. - Liaise with whānau and external support services. ● Attendance Officer / Admin Staff: <ul style="list-style-type: none"> - Generate regular attendance reports. - Record interventions and communications accurately. ● Senior Leadership Team: <ul style="list-style-type: none"> - Oversee implementation of attendance strategies. - Ensure consistency and alignment with school policies and Ministry expectations. ● Whānau / Caregivers: <ul style="list-style-type: none"> - Engage in communication and support attendance goals. - Share relevant information that may impact attendance. 	<ul style="list-style-type: none"> ● Proactive Support: <ul style="list-style-type: none"> - Students feel noticed and supported before attendance becomes a serious concern. - Staff respond with empathy and solutions, not punishment. ● Improved Attendance: <ul style="list-style-type: none"> - Students begin to attend more regularly due to increased support and motivation. - Absences decrease over time, especially when barriers are addressed. ● Stronger Relationships: <ul style="list-style-type: none"> - Trust builds between students, staff, and whānau. - Students feel safe discussing challenges and asking for help. ● Data-Driven Decisions: <ul style="list-style-type: none"> - Attendance data informs targeted interventions. - School leadership can evaluate the effectiveness of strategies and adjust as needed.

NB: Reportable to the Ministry of Education - Need to record response/follow up detail and notes once a child appears in this threshold (yellow)

When a student has had up to 10 days of absence:(unless SLT has received previously notified and accepted reasons)

- USLT make contact with whaanau to discuss attendance, offer support and develop a plan
- Support plan put in place and monitored

For students with up to 15 days absence in a school term (10 - 14.5) - CONCERNING

Actions	Who is Responsible	Outcome
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<ul style="list-style-type: none"> ● Comprehensive Attendance Review: <ul style="list-style-type: none"> - Conduct a detailed review of the student's attendance history and patterns and identify underlying causes (e.g. health, anxiety, family issues). ● Formal Meeting with Student and Whānau: <ul style="list-style-type: none"> - Schedule a meeting involving the student, whānau, and key staff. - Discuss barriers to attendance and co-develop a re-engagement plan. ● Individual Attendance Improvement Plan (AIP): <ul style="list-style-type: none"> - Create a written plan with clear goals, timelines, and support strategies. ● Referral to Support Services: <ul style="list-style-type: none"> - Engage internal supports (e.g. SENCO) and external agencies (e.g. RTLB, social workers, health services). - Ensure wraparound support is coordinated and culturally responsive. ● Regular Monitoring and Follow-Up: <ul style="list-style-type: none"> - Maintain ongoing communication with whānau. ● Escalation if Necessary: <ul style="list-style-type: none"> - If attendance does not improve, follow school procedures for escalation. This may include formal letters, involvement of Attendance Service, or further agency referrals. 	<ul style="list-style-type: none"> ● Classroom Teachers: <ul style="list-style-type: none"> - Provide learning support and maintain a positive classroom environment. ● Pastoral Care / SENCO / Guidance Counsellors: <ul style="list-style-type: none"> - Lead meetings and coordinate support plans. - Liaise with external agencies and monitor wellbeing. ● Attendance Officer / Admin Staff: <ul style="list-style-type: none"> - Track attendance data and document interventions. - Ensure accurate reporting to the Ministry and Attendance Service. ● Senior Leadership Team: <ul style="list-style-type: none"> - Oversee implementation and ensure accountability. - Approve referrals and manage escalations. ● Whānau / Caregivers: <ul style="list-style-type: none"> - Actively participate in meetings and support attendance goals. - Communicate openly about challenges and progress. 	<ul style="list-style-type: none"> ● Structured Support: <ul style="list-style-type: none"> - Students have a clear plan and know who is supporting them. - Staff work collaboratively to address barriers and monitor progress. ● Improved Attendance and Engagement: <ul style="list-style-type: none"> - Students begin to re-engage with school and attend more consistently. - Academic and social outcomes improve as attendance stabilises. ● Stronger Whānau Partnerships: <ul style="list-style-type: none"> - Whānau feel heard and supported, leading to better collaboration. - Trust and communication between home and school are strengthened. ● Accountability and Escalation Pathways: <ul style="list-style-type: none"> - Clear documentation and procedures ensure accountability. - Escalation is used appropriately when support efforts are exhausted.
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NB: Reportable to the Ministry of Education

When a student has up to 15 days absence in one term: (unless SLT has received previously notified and accepted reasons- e.g overseas with sick relative)

- SLT to contact parents to escalate concerns
- Hold meeting to analyse reasons for absence and to collaborate on a support plan
- Develop and implement a support plan tailored to the reasons and circumstances around the child's absence
- Use in-school resources as appropriate to remove barriers and request support from Attendance Service or other agencies as needed

For students with 15 days or more absence in a school term (15+ days) - SERIOUS CONCERN (VERY CONCERNING)		
Actions	Who is Responsible	Outcome
<ul style="list-style-type: none"> • Urgent Case Review: <ul style="list-style-type: none"> - Conduct a full review of the student's attendance, wellbeing, academic progress, and previous interventions. Identify chronic patterns and contributing factors • Formal Intervention Meeting: <ul style="list-style-type: none"> - Convene a formal meeting with the student, whānau, senior leadership, and relevant support staff. Include external agencies if appropriate. • Comprehensive Re-engagement Plan: <ul style="list-style-type: none"> - Develop a detailed plan with clear attendance goals, timelines, and wraparound support. Include flexible learning options (e.g. part-time attendance, online learning). • Multi-Agency Collaboration: <ul style="list-style-type: none"> - Coordinate with external services to address complex needs (e.g. housing, mental health, family support). Ensure 	<ul style="list-style-type: none"> • Classroom Teachers: <ul style="list-style-type: none"> - Maintain a welcoming environment and provide differentiated support. - Communicate learning progress and needs to support staff. • Pastoral Team / SENCO: <ul style="list-style-type: none"> - Lead the development and implementation of the re-engagement plan. Coordinate with external agencies and monitor wellbeing. • Attendance Officer / Admin Staff: <ul style="list-style-type: none"> - Maintain accurate records and ensure timely reporting to the Ministry and Attendance Service. - Support communication with whānau and agencies. 	<ul style="list-style-type: none"> • Intensive, Individualised Support: <ul style="list-style-type: none"> - Students receive tailored interventions that address both academic and personal challenges. - Staff and agencies work together to provide holistic care. • Flexible Learning Pathways: <ul style="list-style-type: none"> - Students may access alternative education, part-time attendance, or online learning to support re-engagement. Plans are responsive to student needs and circumstances if appropriate. • Improved Attendance and Wellbeing: <ul style="list-style-type: none"> - With consistent support, students begin to attend more regularly and feel safer at school. - Wellbeing improves as barriers are addressed.

<p>culturally responsive and trauma-informed approaches are used.</p> <ul style="list-style-type: none"> ● Intensive Monitoring and Support: <ul style="list-style-type: none"> - Assign a key adult to track attendance daily and adjust support as needed. ● Escalation and Legal Compliance: <ul style="list-style-type: none"> - If non-attendance persists, follow legal protocols including formal notifications and referrals to the Attendance Service. <p>- Document all actions and communications thoroughly.</p>	<ul style="list-style-type: none"> ● Senior Leadership Team: <ul style="list-style-type: none"> - Oversee the intervention process and ensure accountability. - Authorise flexible learning arrangements and manage legal compliance. ● Whānau / Caregivers: <ul style="list-style-type: none"> - Engage actively in meetings and support the re-engagement plan. Communicate and collaborate openly about barriers and progress. ● External agencies <ul style="list-style-type: none"> - Provide specialist support and resources tailored to the student's needs. 	<ul style="list-style-type: none"> ● Clear Documentation and Accountability: <ul style="list-style-type: none"> - All actions are recorded to ensure transparency and legal compliance. The school can demonstrate proactive efforts to support the student.
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NB: Reportable to the Ministry of Education

When a student has more than 15 days absence in one term: (unless SLT has received previously notified and accepted reasons - e.g overseas with sick relative)

- SLT to contact parents to inform of escalated response
- Request support from Attendance Service or other agencies as needed
- Participate in multi-agency response
- Maintain implementation and monitoring of support plan
- Undertake school-led prosecution, or request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up
- Unenroll if student will not be returning to school

Review: December 2026 as part our charter/strategic plan review

Maaori Achievement Plan - 2026

Tamahere Model Country School

Strategic goal: 2026 - Maaori Achievement Plan

To build student & staff capability and sustainability. Lift: achievement, resilience and cultural connectedness through living our vision, embedding collaboration and consistency.

Kia atawhai aa mua kia tipu ngatahi. Kia maia, kia manaaki, kia kotahi.

We embrace the Government's Six Education Priorities 2024 within this strategic goal.

- ❖ Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning.
- ❖ Better approach to literacy and numeracy: Implementing evidence-based instruction in early literacy and mathematics.
- ❖ Smarter assessment and reporting: Implementing consistent modes of monitoring student progress and achievement.
- ❖ Improved teacher training: Developing the workforce of the future, including leadership development pathways.
- ❖ Stronger learning support: Targeting effective learning support interventions for students with additional needs.
- ❖ Greater use of data: Using data and evidence to drive consistent improvement in achievement.

Links shown between our goals and the NELPs:-

Objective 1: Learners at the Centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures

Objective 2: Barrier Free Access

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 3: Quality Teaching and Leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objective 4: Future of Learning and Work

Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work



Initiatives	Actions <i>How will we achieve or make progress towards our strategic goal?</i>	Outputs <i>What do we expect to see?</i>	Measure of success	RAG Status
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<p>1. To embrace Te Ao Maaori practice and tikanga.</p> <p>To strengthen and increase success of our Maaori Aakonga academically, and achieving as Maaori</p>	<ul style="list-style-type: none"> • To celebrate and welcome every child and their whaanau who enrol at our school with a Tamahere Model Country School Whakatau • Continue to develop strong links with Ngaati Hauaa • Te reo Maaori and tikanga used daily and throughout school and classroom programmes • Consultation with our whaanau and aakonga to better understand & respond to the needs of our learners. • Achievement expectations and targets are set each year and regularly monitored to ensure learners are making progress. • Emphasising Positive Behaviour for Learning 	<p>Our whaanau feel welcomed to our school and have an opportunity to meet other new families.</p> <p>Regular School-wide Whakatau to celebrate and welcome whaanau and students.</p> <p>Positive relationship with Ngaati Hauaa established</p> <p>Increased number of classes operating at 4B</p> <p>Classes to start the Aotearoa/NZ way.</p> <p>Teachers and students value te reo Maaori by showing their respect and passion for the language in a range of settings.</p> <p>School communications consistently incorporate te reo Maaori in newsletters, signage, and vision awards.</p> <p>Whaanau and aakonga meetings to support aakonga's learning and possibly identify and address barriers to Maaori learner success.</p> <p>Actively reaching out to our Māori whaanau through pepeha</p>	<p>More whaanau getting involved and attending kura activities</p> <p>Ongoing collaboration and marai visits every two years.</p> <p>Newsletters and school communications use te reo Maaori.</p> <p>School signage and certificates etc that uses Maaori phrases and wording to encourage the use of Maaori on a day-to-day basis.</p> <p>Gather feedback from whaanau about their experiences and hopes for their tamariki</p> <p>Having Kanohi ke te kanohi conversations and other authentic engagement with our whaanau with Maaori and Pasifika tamariki to gain their feedback on a range of areas, including academic, cultural, and emotional areas.</p>	
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	<p>(PB4L) schoolwide which is part of our school culture. Sharing and building on our Vision virtues of Kia Manaaki, Kia Kotahi and Kia Maia under our umbrella - with Kia atawhai aa mua Kia tipu ngatahi.</p> <ul style="list-style-type: none"> • Embed Maaori histories, narratives, and values into all learning areas, ensuring the <i>Aotearoa New Zealand Histories</i> curriculum is authentically delivered. • Connecting with our Maaori aakonga to know and understand their whakapapa. • Identify and build greater opportunities for student leadership, developing and recognising role models. Including Kapa Haka. 	<p>and conversations. Greater motivation and engagement due to strong interpersonal relationships and trust.</p> <p>Student achievement is regularly discussed and acted upon at a class, syndicate and school-wide level.</p> <p>Increase achievement and success of our Maaori students</p> <p>Our school vision is demonstrated in the day-to-day behaviour of our students.</p> <p>PB4L data is used to plan actions for teaching and learning - being responsive to the story the data is telling us.</p> <p>Talking the common language through our vision of what positive actions look like in a range of settings across the school and community.</p> <p>Maori traditional stories, and tikanga, are authentically incorporated into classroom learning.</p> <p>Provide support to whaanau with</p>	<p>Survey whaanau to ensure we are meeting the needs of our learners</p> <p>Analysis of progress and acceleration data</p> <p>Evidence of Maaori traditional stories incorporated in teacher planning and student work.</p> <p>Survey students to gain student voice.</p> <p>Maaori learners and their whaanau report feeling valued and supported (measured via surveys and hui feedback).</p> <p>Staff share an increased confidence in culturally responsive teaching strategies.</p>	
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	<ul style="list-style-type: none"> • Identify and reduce any barriers for Maaori Aakonga to achieve success • Weekly Kapa haka programme for all students to attend. • Performance Roopuu for the highly motivated aakonga 	<p>financial challenges. Subsidise camps, after-school care, uniforms and devices, stationery, food, etc.</p> <p>Connect with and support whaanau who have students with attendance issues.</p> <p>All students attend kapa haka lessons in their hapu groups.</p> <p>Senior and middle students can perform in our kura's Kapa haka roopuu to compete at Kapa haka festivals.</p>	Pride and high-quality Kapa Haka performances	
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<p>2.</p> <p>To raise the achievement of our Maaori Aakonga in Mathematics and English.</p>	<p>Structured literacy, mathematics and statistics provide clear guidelines for teaching and learning.</p> <p>Whole class learning caters for all and is inclusive.</p> <p>Teachers cater for a wide range of learning needs from those who have special needs to those who are gifted learners.</p> <p>Literacy and numeracy are areas we spend most of our learning time to build knowledge and confidence in all learners.</p> <p>Target learners are identified and tracked on the target doc. across the year. Strategies to accelerate learning are discussed and shared at syndicate, and whole school level.</p> <p>Te reo Maaori is taught in all classes for a minimum of 30 minutes a week.</p> <p>Weekly Te reo Maaori extension classes offered to aakonga.</p>	<p>Staff supported with PLD in the new Curricula</p> <p>Special needs supports are in place to support learners who have extra needs.</p> <p>Celebrate aakonga's gifts and talents, including; the Arts and cultural competencies to build mana.</p> <p>Teachers are supported and set up for success to be able to teach literacy and numeracy in a highly competent manner.</p> <p>Structured literacy and numeracy resources (e.g., decodable texts, Prime Maths, Numacin equipment) and approaches are used across all classrooms.</p> <p>Regular small-group interventions support identified for Maaori learners.</p> <p>Child-friendly literacy and numeracy progressions, are being developed in line with the new curricula.</p>	<p>Gather student voices to inform what is working well and guide the next learning steps.</p> <p>Mathematics and Literacy intervention group assessment data showing accelerated progress</p> <p>Achievement data shows progress for Māori learners in writing and maths (tracked via consistent formative and summative assessments). Students in Tier 2 and Tier 3 interventions show accelerated progress in targeted learning areas.</p> <p>Increased confidence and engagement in literacy and numeracy reported by students, teachers, and whaanau.</p> <p>Teachers consistently use progressions and assessment data to inform planning and adapt teaching practices.</p>	
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	<p>Specialist CRT weekly slots for te reo Maaori classes.</p> <p>Each term a plan is set in place to ensure there is a systematic approach for teaching te reo Maaori.</p> <p>Teachers to implement the plan that the staff have co-constructed for the planning and teaching of te reo Maaori.</p> <p>Te Reo Maaori Plan</p> <p>Weekly te reo Maaori upskilling at Staff meetings</p> <p>Aakonga attend fortnightly Kapa haka general and performance roopu offered to aakonga.</p>	<p>Syndicate and whole-school meetings focus on discussing and sharing strategies for target learners to ensure consistent approaches, monitoring and acceleration.</p>		
<p>3. Build staff capability in Culturally Responsive Teaching</p>	<p>Staff also attend fortnightly Kapa haka general and performance roopu offered to aakonga.</p> <p>Teacher PLD to continue to build capacity in te reo Maaori capabilities.</p> <p>Students and staff learn and share karakia together each morning.</p> <p>School communications and rewards use Maaori language</p>	<p>Teachers and students demonstrate their respect and passion for tikanga Maaori through their positive actions and attitudes.</p> <p>Professional development opportunities to support teachers' understanding of Te Ao Maaori and culturally responsive practices.</p>	<p>Pride and high-quality Kapa Haka performances</p> <p>Teacher planning and Professional Growth Cycle classroom observations.</p>	

	<p>to encourage the use of Maaori on a day-to-day basis.</p> <p>Marae visits on a biannual basis to Ngaati Hauaa-Te Iti o Hauaa.</p> <p>We are continuing to build strong and positive relationships with Ngaati Hauaa.</p> <p>Local stories (history) are being fused by kaiako to support aakongato.</p> <p>Resources are available for the whole school to use to plan for and teach te reo Maaori, local histories and tikanga Maaori.</p>	<p>Our students know and value our local stories and can relate them to the environment they live in.</p> <p>Our students know aspects of the history of our country Aotearoa and are able to share this with their whaanau.</p> <p>Local histories resources created and used.</p> <p>Unit plans developed in alignment with the refreshed Social Studies curriculum.</p> <p>Te retro Maaori and tikanga are increasingly being integrated throughout our learning areas.</p>	<p>Teacher planning and Professional Growth Cycle classroom observations.</p>	
KEY:	<p>FG = Focus Groups, LT = Leadership Team, SY = Syndicates, CT = Classroom Teachers, Stu = Students</p> <p>ASL = Across School Leaders, WSL = Within School Leaders</p> <p>  Not on track (likely to fail)  At risk  On track  Completed </p>			

Property Strategic goal 2026: - To provide a safe and inclusive physical environment that enhances learning and teaching within a positive culture. (127.(c) (i))

Kia Manaaki - I value others and the environment.

We embrace the Government's Six Education Priorities 2024 within our strategic goals.

- ❖ Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning.
- ❖ Better approach to literacy and numeracy: Implementing evidence-based instruction in early literacy and mathematics.
- ❖ Smarter assessment and reporting: Implementing consistent modes of monitoring student progress and achievement.
- ❖ Improved teacher training: Developing the workforce of the future, including leadership development pathways.
- ❖ Stronger learning support: Targeting effective learning support interventions for students with additional needs.
- ❖ Greater use of data: Using data and evidence to drive consistent improvement in achievement.

Links shown between our goals and the NELPs:-

Objective 1: Learners at the Centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures

Objective 2: Barrier Free Access

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 3: Quality Teaching and Leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objective 4: Future of Learning and Work

Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Initiatives <i>Kia Kotahi!</i>	Actions How will we achieve or make progress towards our strategic goal?	Resources	Who is responsible?	Completion	Outputs What do we expect to see?	How will we measure success?	RAG Status
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1. Develop the Kowhai 4 area using student voice and input.	<ul style="list-style-type: none"> • A feature walking and meeting area connecting the school developed to replace Kowhai 4. 	Time PTA \$ MOE \$	Ro Laurence Volunteers	Term 1 Week 2	Creating another beautiful entrance way through our kura.	The Kowhai 4 site will seamlessly fit into our school campus
	<ul style="list-style-type: none"> • Meet with 2026 Manukura involved in the planning and development of the area. 	Time	WP	Term 1 Week 4	Create shaded pathways, seating and play areas celebrating our magnificent trees.	Beautiful learning and play environment under mature trees, enjoyed by all.
	<ul style="list-style-type: none"> • Design of area finalised and shared with the Board 	Time PTA\$\$	Ro Laurence WP	Term 1 Week 6	Children's artwork proudly on display along with their whaanau in pou designs.	Visitors to our school will easily be able to follow pathways into the different areas.
	<ul style="list-style-type: none"> • Four whaanau Pou purchased and painted, ready for the area. 	Release time \$\$	Allan / Monica Student Artists	2025 Purchased and designed. Term 2 Week 2	Tamariki will see their ideas come to life.	
	<ul style="list-style-type: none"> • Waka ordered and ready to place in the centre of the pathways. 	Time PTA\$\$	WP to order	Term 1 Week 5	Tribute and acknowledgement to tangata whenua, as requested by our tamariki.	A new play area involving natural stone and timber amongst trees and plants is created.
	<ul style="list-style-type: none"> • Working bee to plant the gardens 	Time PTA\$\$	Parents and tamariki	Winter Term 3 Week 2		

Initiatives <i>Kia Kotahi!</i>	Actions How will we achieve or make progress towards our strategic goal?	Resources	Who is responsible?	Completion	Outputs What do we expect to see?	How will we measure success?	RAG Status
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2. Achieve positive Vision signage around the site to reinforce our Vision.	<ul style="list-style-type: none"> All graphic designs are proofed, correct and ready to implement. 	PB4L \$	NT / WP	Term 1 Week 6	Finalised high-resolution files with no mistakes of all images and posters.	All files are in the correct format for sign writers.
	<ul style="list-style-type: none"> Develop a proposed locational plan for signage across the school. 		NT / WP	Term 1 Week 1,	Location plan created	High-interest areas selected to put signage on.
	<ul style="list-style-type: none"> Invite at least three sign writers to share their ideas and provide quotes. 	PTA\$, Board\$ and PB4L \$	WP	Term 2 Week 1	Three signwriters share ideas and produce quotes to be considered	
	<ul style="list-style-type: none"> Decide on Sign Writing Company to take the contract 		NT/WP	Term 1 Week 8	One Company selected.	Select the best design and installation costs, and creativity of ideas
	<ul style="list-style-type: none"> Seek approval from the PTA and Board. 	PTA\$, Board\$ and PB4L \$	Sign Company	Term 2 Week 9	PTA and Board approve monies needed for signage	PTA and Board agree to fund project
	<ul style="list-style-type: none"> New signs proofed and checked ready to install. New signs installed around the school. 		Sign Company / WP	Term 3 Week 1	Signage up and looking good around the school.	Visitors, staff and tamariki like the new signage and the Vision statements help encourage us all to live our vision.

Initiatives <i>Kia Kotahi!</i>	Actions How will we achieve or make progress towards our strategic goal?	Resources	Who is responsible?	Completion	Outputs What do we expect to see?	How will we measure success?	RAG Status
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3. To progress our 5YA projects effectively and efficiently.	Continue with OCTA as our Property managers for our 5YA projects	\$	Board/SLT	Term 1 Week 4	Board approves to continue with OCTA	Property projects are effectively managed and completed
	Comply with all P1 & P2 areas in 5YA as identified.	\$\$	Board/SLT	Term 1 Week 3	Health and Safety issues identified and resolved and achieved in a timely manner.	A safe and healthy School environment for everyone to enjoy
	Replace and upgrade the roofing on the Admin block and other identified roofs across the school	\$70,000	OCTA/Roofing company/ Property team (PT)	2025 → Term 1 Week 9	10YPP & 5YA operating effectively.	The remedial roof project is complete and meets MOE health and safety standards
	Gain three quotes from companies		OCTA/Board		All roofs are in good condition and weather tight.	
	Procurement of roofing Companies		OCTA & PT	Term 1 Week 9 & Holidays.	No skylights in classroom areas. Shed skylights made safe.	
	Roofing and skylights replaced					
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	Reconfigure and rebuild of the end-of-life Middle School Toilets, with a withdrawal room	\$362,000	OCTA & PT	Term 4 Week 8 and Christmas Holidays	Toilets in BlockL (middle school area) are reconfigured and rebuilt	New toilets meet the needs of students. Withdrawal space utilised by teachers
	Initial ideas shared with architects		OCTA	Term 1 Week 7	Desires, needs and wants shared to keep open and creative perspective	Creating the best use of space with most toilets and space for the withdrawal room.
	Procurement of an architect		OCTA & PT	Term 2 Week 5	Architect selected who can achieve the project within the timeframes	Designs are improved and tweaked with input of staff ideas.
	Designs developed and approved.		OCTA & PT Board/Staff	Term 3 Week 3		
	Designs sent to Building Companies for tender		OCTA	Term 3 Week 4		Approved designs used for builder procurement.
	Procurement of Builders for the project		OCTA & PT	Week 3 Term 9	Builders selected who can achieve the project within the timeframes at reasonable cost.	Paperwork all approved by MOE early to achieve
	MOE Final approval &		OCTA	Term 4 Week 3		

KEY:	<p>FG = Focus Groups, LT = Leadership Team, SY = Syndicates, CT = Classroom Teachers, Stu = Students ASL = Across School Leaders, WSL = Within School Leaders, PT = Property Team</p> <p>  Not on track (likely to fail)  At risk  On track  Completed </p>	
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Tamahere Model Country School

Business As Usual

2026



From Goal to Strategies:- School Organisation & Structure

Goal				
♦ <i>Self-Review Old Nag 2 – To monitor systems and achievements to ensure students reach their potential.</i>				
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation
1. To have a robust self review system	<ul style="list-style-type: none"> To continue to develop our Self Review System and follow the School Docs review of policies. 	2026 ?	LT / BOT	
	<ul style="list-style-type: none"> To continually review and update our practices across all old N.A.G. / NELP areas in line with our overview and as needs arise. 	2026? & ongoing	Board / Leadership Team / Staff / Principal	
	<ul style="list-style-type: none"> To use our self-review processes effectively to raise student achievement and standards across the school. 	ongoing		
	<ul style="list-style-type: none"> To review and consult with our School's Maaori Community about their student achievement and strategies to help support and improve achievement. 	Ongoing 1-2 times annually	Board / Leadership Team / Staff / Principal	
	<ul style="list-style-type: none"> To continue to review and update our implementation plans and reporting to parents' systems in line with the revised New Zealand Curriculum. 	Ongoing		
	<ul style="list-style-type: none"> To regularly report back to the Board areas of self-review. Each Board meeting to check that policy reviews have been kept up to date in line with the School Docs schedule. 	Ongoing		
	<ul style="list-style-type: none"> To keep on top of any current relevant legislation. 	Ongoing		

❑ From Goal to Strategies:- Business as Usual

Goal					
◆ Personnel NAG Old 3 – To ensure that our Staff are positively supported in a fair and open environment in order to achieve the best possible learning and teaching opportunities.					
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation	RAG Status
1. To have a quality, happy, loyal, and positive staff, who feel well supported and valued.	☐ Attract, appoint and retain quality staff - aiming to be the employer/school of choice for staff by developing a culture and teaching environment that both attracts and retains the very best teachers in the region.	2026 ⑦	Budget flexible enough to cover bases.		
	☐ Celebrate successes and achievements openly. e.g. Friday awahi time with bakery vouchers. ☐ Look at issues on a case by case, fair and equitable basis - responding to life's crises. ☐ Have positive role models in our Principal, Leadership Team and Board of Trustees. ☐ Foster and enjoy a positive supportive parent / teacher climate through regular communication strategies, community events and open door policies. ☐ Have planned staff and staff/ board social events ☐ Have celebration morning teas, etc. with the Board thanking staff for efforts. ☐ Celebrate the work achieved by staff that are leaving for new opportunities with gifts, speeches and functions and Board presence.	Ongoing 2026 ⑦	Principal, Board, Staff, Leadership team / staff.		

	<ul style="list-style-type: none"> ☐ Consult with staff over Growth Cycle process and unit distribution in a fair and open manner. ☐ To have a school-wide Growth Cycle / appraisal system where we reflect against the standards required, our Vision & Our Code. ☐ To continue to practice coaching and mentoring across all areas of the school. ☐ To raise awareness and encourage Wellbeing by using Mindfulness as a technique to support staff and ultimately our students. ☐ To have all staff, and board implementing restorative practices. ☐ Follow Support Staff contracts and implement wage increases. ☐ To have open communication at all levels in the school. ☐ Ensure E.E.O. principles are integrated throughout general practice. ☐ To achieve letters in a timely manner and keep paper trail up to date. ☐ To hold staff exit interview process (face-to-face where possible) 	<p>2026 7</p> <p>   </p> <p>    7</p>	<p>Lisa L / WP</p> <p>WP / SLT</p>		
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2. To have sound personnel policies and procedures that are fair, open and transparent.	☐ To continue to regularly review policies in line with School Docs. ☐ Continue to implement Vulnerable Children Act procedures. - Overview sheet for appointments - Relievers Systems ☐ To continue to develop robust appointment procedures and packs including VCA legislation. ☐ To regularly review our procedures as appropriate. ☐ To consult with other schools and advisors to solve any issues and to achieve quality robust documents.	2026 ⑦	Personnel Committee & BOT		
		2026 ⑦	Personnel & H&S com. WP SLT /WP		
		Ongoing	P Com TWKK o Aotearoa - NZ Sch Bd Ass. / NZEI / NZPF & other Principals		

3. To provide leadership and career opportunities for all staff through the provision and support of professional development programmes	<ul style="list-style-type: none"> ☐ All Staff and Board members are encouraged to be life-long learners. ☐ Staff may apply for professional development based upon identified needs, leadership roles, career paths, and personal interest within our budget. ☐ Staff will be consulted on school-wide curriculum contracts and staff development opportunities. ☐ Through our Growth Cycle/Appraisal process staff can identify areas for further development. ☐ To provide a robust and fair Growth Cycle/Appraisal system that provides a focus on continuous improvement and promotes professional excellence. ☐ To provide a meaningful and beneficial Annual Principal Growth Cycle/Appraisal Process. ☐ To be constantly in pursuit of excellence - underpinned by our assessment of individual and school-wide performance. ☐ Encourage and support staff with tertiary or ongoing study. B.O.T. to set guidelines for financial support and time allowance ☐ Provide opportunities for self-reflection and sharing and observation with others on staff. ☐ Encourage and support Kahui Ako In School and Across School Roles and involvement 	<p>Ongoing</p> <p>2026 7</p> <p>2026 7</p> <p>2026 7</p> <p>2026 7</p> <p>Term 1, 2026 7</p> <p>2026 7</p>	<p>Board & Staff</p> <p>Priority area in the budget</p>		
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From Goal to Strategies:- Business as Usual

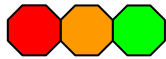
Goal					
◆ Finance Old 4 – To ensure financial resources and systems are in place to effectively support our school goals.					
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation	RAG Status
1. To have a well resourced school with financial stability.	☐ Manage and allocate funding to support quality learning programmes, whilst maintaining adequate reserves & continued capital purchase programmes. ☐ Budget consulted with stakeholders. Draft achieved by November. Ratified at our December Board meeting of each year. ☐ Aim for a break-even Budget. ☐ Regular reporting to B.O.T. ensuring that the Budget reflects strategic goals, charter aims, and operational plans. ☐ Regular Finance Meetings to review reporting against the budget, record variations and make adjustments if necessary. ☐ Annual accounts are prepared and submitted by M.O.E. deadlines. Currently to auditors by 31st March and to M.O.E. by 31 st May. ☐ Accumulate and manage adequate reserves to achieve major projects.	Annually NAG 4 Annually Annually 7-10 times annually 2 – 4 times annually	Staff, Board, Principal Budget flexible enough to cover bases. Principal, Board, Staff,		

	☐ Maintain a contingent reserve of \$50,000.				
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2. To develop sound financial policies and procedures that are clear, robust and transparent.	☐ To further develop our Finance Folder & efolder for easy access of information. ☐ Regular review and update of policies. Using School Docs ☐ Regular review and update of appropriate procedures. ☐ Consult with other schools and advisors to achieve quality robust documents. ☐ Ensure accurate, prudent and well-organised financial systems are in place.	Ongoing Ongoing	Finance Committee & BOT + Admin Staff.		
3. To achieve long term development goals.	☐ Effectively manage the 5-Year Property Agreement monies. ☐ Maintain & manage appropriate painting / cyclic maintenance fund reserve. ☐ Review and manage funds effectively to allow ongoing progress, sustainability & development of site & facilities in accordance with planned capital commitments & priorities. <div style="margin-left: 40px;"> - Professional Development - Board owned facilities - Central Resource Area - Classrooms </div>	Ongoing 2026 ⑦ 2026 ⑦ 2026 → 2026 →	Finance Committee & Board Board – Property team		

4. To develop efficient systems and procedures in Office Administration area	☐ Review Administration Officer's jobs and procedures ☐ Continue to develop robust systems for checking and efficiency. ☐ Continue to review and develop clear and specific job descriptions and procedures for managing day to day and longer term finances. ☐ Appraisal of staff against job descriptions. ☐ Provide professional development for up-skilling of staff where necessary. ☐ Review service suppliers and contractors for performance and cost effectiveness (i.e., banks, insurers, software, etc).	Annually Ongoing / Annual Review Ongoing / Annual Review Annually As needed Ongoing			
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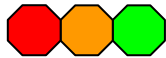
From Goal to Strategies:- Business as Usual 2026-2027

Goal ♦ <u>Property - Old NAG 4</u> - To provide a safe and inclusive physical environment that enhances collaborative learning and teaching. / <i>value others and the environment.</i>					
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation	RAG Status
1. To effectively and efficiently operate within our 10YP and 5YA agreements	<ul style="list-style-type: none"> • See Main Property Strategic Goal • To achieve our P1 & P2 areas. • Effectively continue to use 5YA, 10YPP and Cyclical Maintenance funds according to our school needs 	2026 2026 2026	Board -Buddy. WP/ DP		

2. Progressing high-quality, learning environments & updating areas as needed.	<ul style="list-style-type: none"> • Upgrade furniture in classes and maintain as needed 	2026	Allan/John, Board - Buddy. WP/ DP		
	<ul style="list-style-type: none"> • Update classroom environments (M11, T12) 	2026	Allan/John, Board - Buddy. WP/ DP		
	<ul style="list-style-type: none"> • Continue to commit finances towards the ongoing upkeep of the Kahikatea Library, Koromiko Suite, Ponga Iti, Pool & Shed. 	2026	Allan/John, Board - Buddy. WP/ DP		
	<ul style="list-style-type: none"> • Ongoing maintenance and enhancement of our buildings. 	2026	Allan/John, Board - Buddy. WP/ DP		
	<ul style="list-style-type: none"> • Apply for a heritage assistance fund for assistance where needed. 	2026	Allan/John, Board - Buddy. WP/ DP		
3. To continue to maintain infrastructure to facilitate an effective e-learning environment.	<ul style="list-style-type: none"> • Monitor needs and efficiency. Plan for future developments if needed. 	2026	Danny NT/WP/LSS Board		
	<ul style="list-style-type: none"> • Ongoing Maintenance and replacing where necessary. 	2026	Danny NT/WP/LSS Board		
	<ul style="list-style-type: none"> • Ongoing replacement plan developed. 	2026	Danny NT/WP/LSS Board		
	<ul style="list-style-type: none"> • Maintain website - keeping it updated and easy to use 	2026	Danny/Admin		

8. To have an ongoing Wish List with ideas for future developments where the money and opportunity arise.	<ul style="list-style-type: none"> • See Main Property Strategic Goal • Alarm extension around our school - staged progression. No funds - future project. 	2026 onwards	WP/DP / Board		
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From Goal to Strategies:- Business as Usual 2026-2027

Goal ♦ <u>Health and Safety Old NAG 5</u> - To provide a safe physical and emotional environment for all of our school community to enhance learning, teaching and community involvement.					
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation	RAG Status
1. To have an active culture of Health & Safety, ensuring the safety of staff, students and the wider community.	☐ Encourage and celebrate involvement around H & S with staff, community and students.	2026 ⑦ Ongoing	Board, all Staff, Parents & students, Contractors and volunteers. Personnel, H & S & Legal committees.		
	☐ Use OSHBOX and School Docs to ensure awareness and implementation of Health & Safety policy and procedures in relation to the Health & Safety Amendment Act	2026 ⑦ Ongoing	Board, SLT, DP-H&S, and H & S Committee		
	☐ Continually update emergency contacts and health concerns information on staff and students using Edge - S.M.S. Using TMCS Induction form.	Ongoing	Admin, Principal and H & S Committee		
	☐ Continue to collect emergency contacts and health concerns information on student teachers in line with staff and students.	Practice 1 each Term	WP / DP- Ass. Lecturer		
	☐ Continually review and improve crisis management and emergency	Ongoing	Admin / SLT /DP-H&S		

	<p>evacuation plans following regular practices.</p> <ul style="list-style-type: none"> ☐ Police Vetting - of all staff and contractors is required, e.g., builders, plumbers, etc. Also parent volunteers for overnight camps. ☐ Continue to review our swimming pool procedures as well as induct and educate staff, children and community as required. ☐ Continue an effective system for relievers with all appropriate character and identity checks. ☐ Follow all Government mandates, and guidelines set out by MOE & MOH in the prevention and reduction of such things as COVID and its impacts on staff, students and community. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Admin/ WP / DP / H & S / Legal</p> <p>WP /DP-H&S / LT/ Staff</p> <p>DP / Lisa B</p> <p>Principal, Board, DP-H&S, LT, H & S Committee, Staff, Admin</p>		
2. To provide a safe emotional environment.	<ul style="list-style-type: none"> ☐ To celebrate and live our School Vision. ☐ To continue to develop PB4L/Restorative practices staff and students. ☐ For the leadership team to continue to train in Tier 2 PB4L. ☐ To link Mindfulness practices and wellbeing into the daily lives of staff and students. 	<p>2026 ⑦</p> <p>2026 ⑦</p> <p>2026 ⑦</p> <p>ᠮᠤᠩᠮᠤᠮᠤᠯᠤᠰ ᠤᠯᠤᠰ ᠤᠯᠤᠰ</p>	<p>Staff, parents & students</p> <p>Staff and students</p> <p>WP / DP's</p> <p>Staff and students</p>		

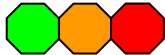
3. To ensure our school property is a safe physical environment for all.	<ul style="list-style-type: none"> ☐ Identify and register hazards and carry out safety inspection of the school on a regular basis. Eliminate, Isolate and minimize. ☐ Hazards register to be kept in the Staff Room that is visible for all teachers to add hazards to. ☐ Electrical safety checks to be completed. ☐ Ensure H & S briefings and contracts are completed for all contractors working on site. ☐ Playground safety is part of our regular weekly checks. This is documented. 	<p>2026 ongoing monthly checks</p> <p>Ongoing 7</p> <p>2026 7 8 9 10 11 12</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Health and Safety Com.& Property Manager / DP-H&S, WP</p> <p>All staff</p> <p>WP/ DP-H&S / Property Manager</p> <p>WP / DP-H&S / Property Manager / Property Team /</p>		
4. To improve hygiene and reduce spreading infections. Keeping everyone healthy.	<ul style="list-style-type: none"> ☐ To keep up with all Infectious disease requirements from the Government and ensure we are proactive and organised with; hygiene, signage, tracing and management of the different Levels. ☐ Continue to keep up with and implement ideas to improve hygiene. ☐ Continue to develop / implement pandemic planning strategies and resources. 	<p>2026→</p> <p>2026 →</p> <p>2026 7</p>	<p>WP & All staff.</p> <p>Staff, Health and Safety Committee, Property Manager</p> <p>WP / DP</p>		

	☐ Follow an ongoing review of the school's pandemic policy to be in line with current advice from the Ministry of Health using School Docs. ☐ To raise awareness and strengthen our Healthy Eating Policy and Sugar Free School practices. ☐ Supervise and support students with food allergies with monitoring and surface cleaning and encouraging no nuts at School, washing hands and surfaces after kiwi fruit and fish.	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Staff, T Aides, Parents, students</p> <p>Staff, T Aides, Parents, students</p> <p>DP-H&S/ Staff, T Aides, Parents, students</p>		
5. To address H & S risks as part of property development.	☐ Continue to develop further shade areas & plant trees as necessary. ☐ Continue to improve the safety of pathways. ☐ Ensure onsite contractors follow all Health and Safety procedures	<p>2026 →</p> <p>2026 →</p> <p>Ongoing</p>	<p>Health & Safety / Property Committee</p> <p>DP-H&S/Property Manager</p>		
6. To provide quality and safe Education Outside The Classroom (E.O.T.C.) experiences for our children	☐ Continue to review and revise E.O.T.C. procedures and up-skill staff members in line with latest guidelines ☐ All staff to gain and keep updated - First Aid Certificate. ☐ To continually review and upskill staff re the use of our swimming pools	<p>2026 ⑦</p> <p>As needed for new staff</p> <p>As needed & for new staff</p>	<p>E.O.T.C. teachers and staff, Board.</p> <p>Reception / WP</p> <p>E.O.T.C. teachers and staff,</p>		

7. To develop a positive, can do, safe and happy school culture for students and staff.	<ul style="list-style-type: none"> ☐ Continue to integrate the Vision and vision statements into our School culture using PB4L learning and teaching. Linking strongly with our local curriculum. ☐ Continue to integrate Mindfulness practices across the school. ☐ Celebrating successes through our vision at Assemblies, School gatherings, promotions in newsletters. ☐ Continue to develop leadership and confidence in our students along with a supportive family atmosphere – Whanau groups, school camps, leadership positions, etc. 	<p>Ongoing</p> <p>2026 ⑦</p> <p>2026 ⑦</p> <p>2026 ⑦</p>	<p>Staff and Board, students, parents.</p> <p>Staff, students</p> <p>WP & Staff</p> <p>All Staff</p>		
8. To ensure the school infrastructure is safe and maintained.	<ul style="list-style-type: none"> ☐ To comply with the conditions of the Resource Consent applying to Sewage. ☐ Monitoring and maintaining of alarm system and maintenance schedule relating to Sewage System ☐ Continue maintenance contract with S3. 	<p>2026 ⑦</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Health & Safety Committee and Property Manager</p> <p>Ministry of Education, School, W.D.C, Hydrozone</p> <p>Board, Property Manager</p>		

9. To keep in line with the Health and Safety Reform Act 2015. http://www.mbie.govt.nz/pdf-library/what-we-do/workplace-health-and-safety-reform/gas-health-safety-reform-bill.pdf	☐ Continue hazards reporting in place that relies on all staff to be aware of hazards. Up on the Fridge .	2026 ⑦	H & S Com., Staff, Property Manager,DP- H&S		
	☐ Continue to abide by the working at heights legislation.	Ongoing	Property Manager/DP- H&S/Staff		
	☐ Hazardous substances listed and reviewed six monthly.	Ongoing	DP-H&S / Property Manager/Oshbox		
	☐ Ensure Caretakers have protective equipment and clothing.	2026 ⑦	WP / Allan / DP. Board, John		
	☐ Report all accidents to the Board and serious harm incidents to WorkSafe NZ as well.	2026 ⑦	WP / DP / Allan		
	☐ Review approved contractors list- e.g. plumber, electrician, cleaner, property project manager, lawn mower, bus driver, relievers, music tutors, kapa haka. All inducted in H&S.	Ongoing	DP / H&S Committee		
	☐ Review all Health and Safety policies and procedures according to School Docs. timelines.	2026 ⑦	H&S Committee DP / WP & H&S Com to check		
	☐ Coordinate with OSHBOX to keep our school's H&S procedures and manual up to date.	Ongoing ⑦	DP-H&S /WP /		

From Goal to Strategies:- Business as Usual

Goal					
♦ Legislation Old NAG 6 – To enhance learning by complying with relevant legislation.					
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation	RAG Status
1. To keep up with and comply with all relevant legislation.	☐ To continually be aware and keep up to date with legislative changes.	2026 ⑦	Legislation committee, Board, Principal		
	☐ Report any legislative changes to the Board.				
	☐ If necessary have Legislation meetings to review any changes and new compliances. Make any variations and adjustments necessary. Usually achieved in committee responsibility areas.	2026→	Legislation committee, Board, Principal		
	☐ Carry out well-informed and legal Board Elections as and when needed.				
	☐ Use Te Whakarōputanga Kaitiaki Kura o Aotearoa - New Zealand School Boards Association, Gov-Hub and N.Z.E.I. to help support compliance and documentation	Ongoing			
	☐ Follow the Health and Safety Amendment Act, Vulnerable Children's Act.	2026 ⑦			
	☐ Comply with the Education Training and Amendment Act 2022- Follow NELPS and ongoing changes.	2026→			

	☐ Use the NELP (National Education and Learning Priorities). to help guid our practice.	2026→	Leadership Team / BOT		
	☐ Develop Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint (2022 review).	2026→	Principal / BOT		
	☐ Follow the Ministry of Education guidelines for Stand-downs, suspensions, exclusions and expulsions - part 1, 1999.	2026 →	Principal / BOT/ Staff		
	☐ Follow all Government Mandates, MOE & MOH guidelines around the management of such things as a COVID pandemic.		Principal / BOT/ Staff		
	☐ Follow government policy on an hour of reading, writing and maths a day.	2026 →	Principal / BOT/ Staff		
		2026 →			

From Goal to Strategies:- *Developing a Quality Learning Community - Business as Usual*

Goal					<div><div></div><div></div><div></div></div>
♦ To provide high-quality mentored practicums for Initial Teacher Educator (ITE) students and providers					
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluati on	RAG Status
To continue to a be part of the Collaborative University & Schools Partnership (CUSP) - School Based Programme linked with the University of Waikato to provide professional site-based experiences for Year One student teachers and Grad. Students. To provide placement support for all Initial Teacher Education (ITE) Providers where possible.	☐ To work alongside the Division of Education Faculty (D.O.E.) at the University of Waikato and other ITE Providers.	2026 ☐ NEP / NAG1	All teachers		
	☐ To support the Associate Lecturer from our staff in line with the University and other ITE guidelines.	Ongoing ☐	Principal / F.O.E.		
	☐ Coordinate the effective linking of the Professional Practice requirements to learning and teaching at our School.	Ongoing	Associate Lecturers and D of Ed. Team.		
	☐ To place around 30 student teachers across the school throughout the year. A combination of Grad. Students and First Year students (undergraduate).	Ongoing throughout the year.	\$300? per student-teacher from the University of Waikato for LTR teachers		
	☐ To mentor and appraise students, and feed back information to ITE students and Providers.	At least once per term	All teachers involved / Associate Lecturers		
	☐ To develop a high-quality and authentic student teacher education experience and provide the best learning and teaching opportunities for our students.	Ongoing	All staff involved		
	☐ To link with lecturers at the university at staff meetings and on a day-by-day basis.	Staff meetings +	All staff involved Associate Lecturer.		
	☐ To review the year and put forward recommendations for improvement.	Ongoing	All staff involved Associate Lecturer.		
	☐ To cater for 1st, 2nd & 3rd year & Grad CUSP students.	Ongoing	Waveney		
	☐ Waveney to continue on the National Executive to keep up to date and help drive this space nationally.	Ongoing			

Māori Target

There are 9 students we are targeting who are Māori. The target for these students is the same as the target for all students. These students are included in the main totals.

<u>Year One</u>	1
<u>Year Two</u>	1
<u>Year Three</u>	2
<u>Year Four</u>	2
<u>Year Five</u>	3
<u>Year Six</u>	0

Teaching and Learning Programme development and focus

This year we will continue to refine and develop our assessment schedule and continue to improve teacher practice and raise student achievement. Teams will use the assessment data, moderation, and deliberate acts of teaching to raise and measure student achievement. Teachers are embedding SOL and Structured literacy approaches in their teacher practice. SMART will be used to assess achievement in years 3-6 Phonics Checks used to assess achievement Years 0-2 Structured Literacy PLD for new staff

Baseline Information (Historical)

O.T.J.s and a range of data from the end of the 2025 indicated our areas of need throughout the school. At risk students have been identified as targets, we will track their individual progress throughout the year.

Achievement Target – 2026 Curriculum Area: READING data is from end of year reports.

Target for improving student achievement

Our overarching target is for 80% of target students to achieve expected or accelerated progress by the end of the year.

Year 1- 14 students in this cohort are Below or Well Below.

Year 2- 6 students in this cohort are Below or Well Below.

Year 3- 7 students in this cohort are Below or Well Below.

Year 4- 6 students in this cohort are Below or Well Below.

Year 5- 5 students in this cohort are Below or Well Below.

Year 6- 1 students in this cohort are Below or Well Below.

In total, including 9 Māori students, there are 38 target students, in READING.

Link to Strategic Planning

Strategic goal: To build student capability, confidence, agency and manaaki through living our vision, and increasing knowledge to accelerate achievement in Maths and English (127.1)

Ongoing Assessment

Individual formative assessment evident.
Self and peer assessments.
Syndicate moderation and discussions.
Summative assessments. PAT-Reading Comprehension, Reading Vocabulary, Dibels, Code, Running records (optional) and PROBE (optional), MOE phonics, 20 and 40 week check N.Z.C.E.R. marking and analysis of PAT tests.

Review

In Term Two and Four using curriculum standards data and test results, review progress made. Have we met our target? Have children made progress? What percentage are still below where we want them to be? Others at risk? Analyse results and identify areas for future development.

Community Involvement

Celebrating success in school newsletter across a range of areas.
Examples of student work shown at parent open days and at learning conferences.
Homework activities & online homework tasks.
Open feedback/dialogue with parents.
Whaanau hui to discuss achievement

Professional Development

Junior, middle and senior school Structured literacy PLD
Intensive work as teams and linked to growth cycle
Staff sharing and professional discussions around best practice in syndicate meetings.
Staff sharing of identified children and their progress during syndicate meetings.
Professional readings as appropriate.
Analysis of data and professional discussions in staff meetings.
Reminders in the use of the N.Z.C.E.R. tool.
Assessment PLD

Reporting

To Community: Via Reports,, Interviews and student centred learning conversations.
To Learners: through specific learning conversations, success criteria and feedback, goal setting.
To BOT: Via data at middle and end of the year and Target Analysis.

Resourcing

Funding support available through appropriate channels within the school.
Structured Literacy intervention staff resourcing.
IMSLE tier 2 training

Māori Target

There are 19 students we are targeting who are Māori. The target for these students is the same as the target for all students. These students are included in the main totals.

<u>Year One</u>	0
<u>Year Two</u>	1
<u>Year Three</u>	5
<u>Year Four</u>	5
<u>Year Five</u>	8
<u>Year Six</u>	0

Teaching and Learning Programme development and focus

This year we will continue to refine our writing implementation plan, aligning assessments and teacher practice to raise achievement. Teams will trial the MOE rubrics, curriculum writing samples, and invest in moderation feedback loops to measure progress. Teachers are developing narrative, informational, and persuasive writing strategies through deliberate acts of teaching.

Baseline Information (Historical)

O.T.J.s and a range data from the end of the 2025 indicated our areas of need throughout the school. The students have been identified by name and we will track their individual progress throughout the year.

Achievement Target – 2026 Writing: data is from end of year reports.

Target for improving student achievement

Our overarching target is for 60% of target learners to achieve expected or accelerated progress. Year 1 - 5 students in this cohort are Below or Well Below.

Year 2 - 4 students in this cohort are Below or Well Below.

Year 3 - 28 students in this cohort are Below or Well Below.

Year 4 - 20 students in this cohort are Below or Well Below.

Year 5 - 34 students in this cohort are Below or Well Below.

Year 6 - 15 students in this cohort are Below or Well Below.

In total, including 19 Māori students, there are 106 target students in WRITING.

Link to Strategic Planning

Strategic goal: To build student capability, confidence and agency through living our vision, and increasing knowledge to accelerate achievement in Mathematics and English.

Ongoing Assessment

Individual formative assessment evident.
Self and peer assessments.
Syndicate moderation and discussions.
PAT Punctuation and Grammar assessment
PAT writing for Year 5
Moderated writing samples

Review

In Term Two and Four using curriculum standards data and test results, review progress made.
Have we met our target? Have children made progress? What percentage are still below where we want them to be? Others at risk?
Analyse results and identify areas for future development.

Community Involvement

Celebrating success in school newsletter across a range of areas
Examples of student work shown at student centred conferences, parent interviews, open days and in classes
Homework activities & online homework tasks.
Open feedback/dialogue with parents.
Whaanui hui held through the year.

Agency Support

Teacher Aide support
Advisors/Experts.
On-going ext and int PD

Professional Development

Junior, middle and senior school Structured literacy PLD
Work collaboratively in teams and writing goal linked to growth cycle
Staff sharing and professional discussions around best practice in syndicate meetings.
Staff sharing of target children and their progress during syndicate meetings.
Professional readings as appropriate.
Analysis of data and professional discussions in staff meetings.
Reminders in the use of the N.Z.C.E.R. tool.
SMART trialled

Reporting

To Community: Via Reports, Class Work and Student Centred Learning Conversations.

To Learners: through specific learning conversations, success criteria and feedback, goal setting.

To BOT: Via data at end of the year and Target Analysis.

Resourcing

Funding support available through appropriate channels within the school.

Maaori Target

There are 20 students we are targeting who are Māori. The target for these students is the same as the target for all students. These students are included in the main totals.

Year One - 0
Year Two - 6
Year Three - 3
Year Four - 2
Year Five - 8
Year Six - 1

Achievement Target– 2026 Curriculum Area: MATHS data is from end of year reports.

Target for improving student achievement

Our overarching target is for 60% of target learners to achieve expected or accelerated progress.

Year 1 - 9 students in this cohort are Below or Well Below.

Year 2 - 19 students in this cohort are Below or Well Below.

Year 3 - 14 students in this cohort are Below or Well Below.

Year 4 - 8 students in this cohort are Below or Well Below.

Year 5 - 24 students in this cohort are Below or Well Below.

Year 6 - 11 students in this cohort are Below or Well Below.

In total, including 20 Maaori students, there are 85 target students in Math.

Professional Development

Structured Maths, new Mathematics & Statistics Curriculum. NUMICON PLD for all staff. Staff share best practice, identify student progress, and data analysis in syndicate/staff meetings.

Teaching and Learning Programme development and focus

This year we will continue to align our implementation plan, assessments and teacher practice to raise student achievement. Teams will use learning conversations, assessment data, moderation and deliberate acts of teaching to raise and measure student achievement.

Link to Strategic Planning

Strategic goal: *To build student capability, confidence and agency through living our vision, and increasing knowledge to accelerate achievement in Mathematics & Statistics and English.*

Ongoing Assessment

Formative assessment evident.

Self and peer assessments.

Syndicate moderation and discussions.

Summative assessments, Pre and post-tests class tests, PAT, school based assessments.

N.Z.C.E.R. marking and analysis of tests.

SMART Assessment Trialled

Review

In Term Two and Four using curriculum expectations data and test results, review progress made.

Have we met our target? Have children made progress? What percentage are still below where we want them to be? Others at risk?

Analyse results and identify areas for future development.

Reporting

To Community: Via Reports, Class Work and Student Centred Learning Conversations.

To Learners: through specific learning conversations, success criteria and feedback, goal setting.

To BOT: Via data at end of the year and Target Analysis.

Baseline Information (Historical)

O.T.J.s and a range data from the end of the 2025 indicated our areas of need throughout the school. The students have been identified by name and we will track their individual progress throughout the year.

Community Involvement

Celebrating success in school newsletter across a range of areas

Examples of student work shown at parent interviews.

Homework activities & online homework tasks.

Open feedback/dialogue with parents.

Whaanau hui held throughout the year.

Resourcing

Funding support available through appropriate channels within the school.

TA to work with small groups in Maungatautari and Pirongia Syndicate Maths intervention in years 3-6

Using PRIME Maths and NUMICON resources to support curriculum teaching .

Reference Library - 2026 - Our Key Documents

<p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • School Curriculum Framework • Curriculum Implementation Plans for each of the learning areas. • Assessment Overview. • Cumulative Folders Green • Curriculum-related Policies • Special Needs Register. • EDGE (SMS) documentation. • Teacher Shared Drive • Aotearoa Histories Slide folder • Online curriculum resources • PRIME Mathematics Teacher, Course and Practice Book • NUMICON hands-on resources, and Teacher and student books • MOE curriculum support documents 	<p style="text-align: center;">Finance</p> <ul style="list-style-type: none"> • Annual Budget • 10 Year Property Plan – Cap. Ex. Sheet. • S.U.E. Reports • Assets Register • Auditors Reports • Finance Policies & Procedures - School Docs. • F.I.S.H. Document. 	<p style="text-align: center;">Property</p> <ul style="list-style-type: none"> • 10 Year Property Plan. • 5 Year Property Schedule. • Site development Plan. • Hazards Register. • Evacuation Procedures. • Insurance Information. • Policies and Procedures. • Cyclical Maintenance Plan. • OCTA Contract 	<p style="text-align: center;">Human Resources / Personnel</p> <ul style="list-style-type: none"> • Job Descriptions • Performance Agreements • Staff Appraisals - PGC • Teacher Shared information • Staff Induction Book • School Parent Information Booklet • Staff Professional Development Programme • Roles & Responsibilities Schedule • Accidents & Medical Register • Personnel Policies & Procedures – Nag folder. • Emergency Contact Register. • PB4L Folders • Term Pukapuka
<p style="text-align: center;">Partnership with the School and Community</p> <ul style="list-style-type: none"> • Weekly Newsletter / blog • Emails & information sheets • Web site • T.M.C.S. Plan on a Page & Annual Plan • T.M.C.S. Strategic Plans • T.M.C.S Attendance Plan • Attendance and Maaori Achievement Plan • Tamahere Community Committee Minutes • Tamahere Forum Website • School information signs 		<p style="text-align: center;">Health & Safety</p> <ul style="list-style-type: none"> • Hazards Register • Maintenance Schedule • Evacuations Procedures • Behaviour Procedures • T.M.C.S. Health & Safety, School Docs, OSHBOX • Safety Culture App. • T.M.C.S. Strategic Plan • T.M.C.S. Annual Plan • EOTC Safety forms 	<p style="text-align: center;">Self Review / Reporting</p> <ul style="list-style-type: none"> • Learning Targets • School Docs - N.A.G. / NELP Folders - Policies & Procedures • Charter • Annual Reports • Board/Sc.Docs Self Review Plan • T.M.C.S. Strategic Plan • T.M.C.S. Annual Plan • Analysis of Variance



2025 TMCS End of Year Performance Data

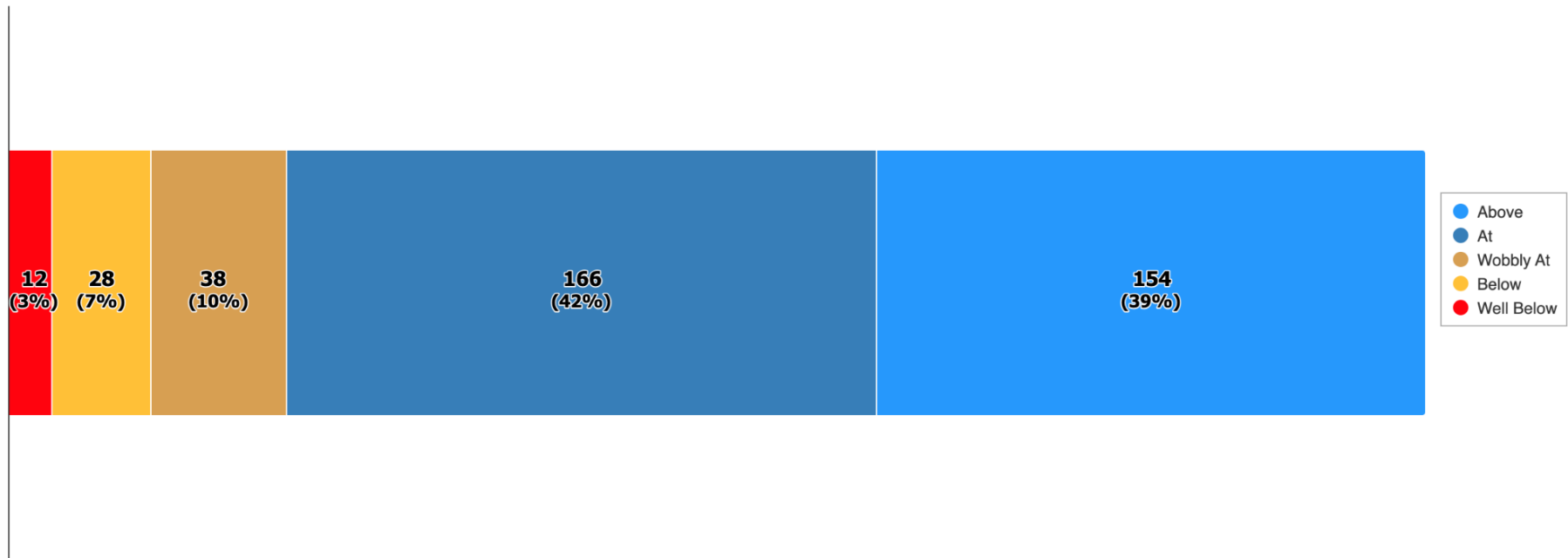
This report supports the end-of-year target and Analysis of Variance report that is due March 2026, which outlines the results of our targeted learners for 2025, the actions taken and the plans for 2026.

Since the beginning of 2018, National Standards reporting has been abolished. This has removed the requirement to report to the Ministry of Education against the National Standards for the end of 12, 24 and 36 months as well as the end of Years 4, 5 and 6. However, we have still chosen to report to our families and the Board using what we call the *curriculum standards*. At Tamahere Model Country School, our END OF YEAR expectations are:

Year Zero	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<u>Reading</u> Level 1-9 <u>Writing</u> Level 1B <u>Maths</u> Beginning Level One	<u>Reading</u> Level 12-14 <u>Writing</u> 1P <u>Maths</u> Early Level One	<u>Reading</u> Level 17-18 <u>Writing</u> 1A <u>Maths</u> At Level One	<u>Reading</u> Level 21-22 <u>Writing</u> 2B <u>Maths</u> Early Level Two	<u>Reading</u> Level 25: 9.0-9.5 years <u>Writing</u> 2A <u>Maths</u> At Level Two	<u>Reading</u> Level 27: 10-10.5 years <u>Writing</u> 3B <u>Maths</u> Early Level Three	<u>Reading</u> Level 29: 11-11.5 years <u>Writing</u> 3A <u>Maths</u> At Level Three

Reading Year One-Six. These results exclude Year Zeros

Reading - Tm4 - 2025 - 100% Bar Chart



2025

- Reading results show that for all year levels, 91% of our students are AT or ABOVE (including WOBBLY ATS).

2024

- Reading results show that for all year levels, 90% of our students are AT or ABOVE (including WOBBLY ATS).

2023

- Reading results show that for all year levels, 91% of our students are AT or ABOVE (including WOBBLY ATS).

2022

- Reading results show that for all year levels, 91% of our students are AT or ABOVE (including WOBBLY ATS).

2021

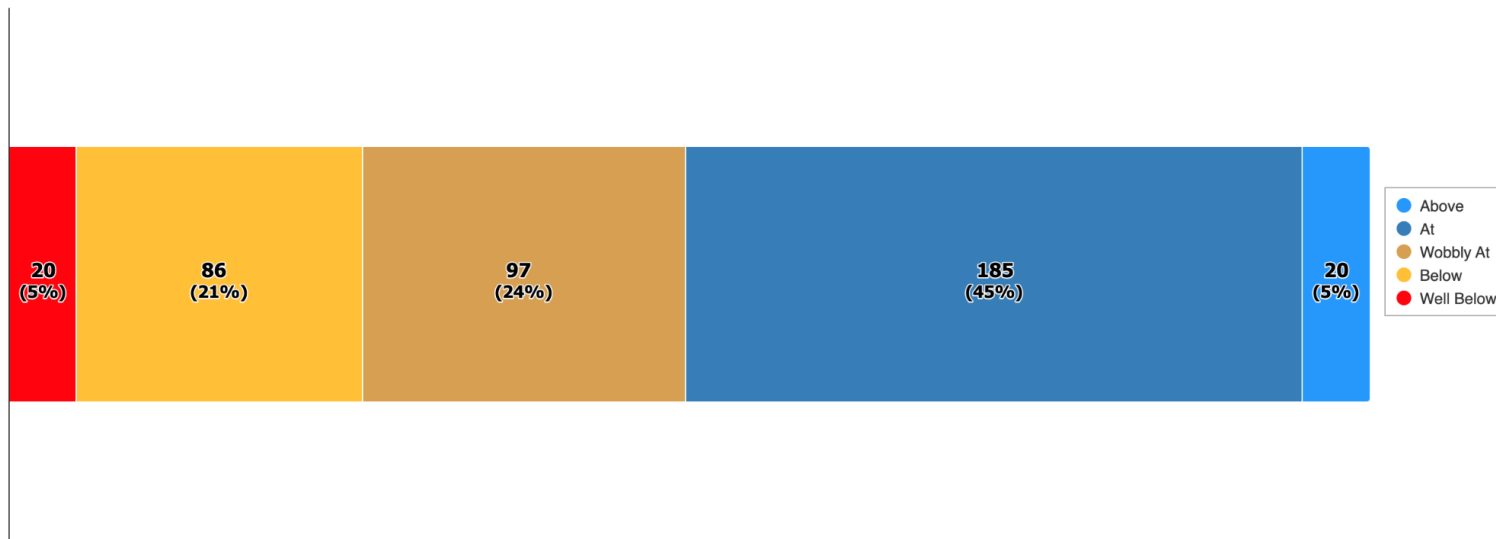
- Reading results show that for all year levels, 85% of our students are AT or ABOVE (including WOBBLY ATS).

2020

- Reading results show that for all year levels, 92% of our students are AT or ABOVE (including WOBBLY ATS).

Writing Year One-Six. These results exclude Year Zeros

Writing - Tm4 - 2025 - 100% Bar Chart



2025

- Writing results show that for all year levels, 74% of our students are AT or ABOVE (including WOBBLY ATS).

2024

- Writing results show that for all year levels, 74% of our students are AT or ABOVE (including WOBBLY ATS).

2023

- Writing results show that for all year levels, 79% of our students are AT or ABOVE (including WOBBLY ATS).

2022

- Writing results show that for all year levels, 74% of our students are AT or ABOVE (including WOBBLY ATS).

2021

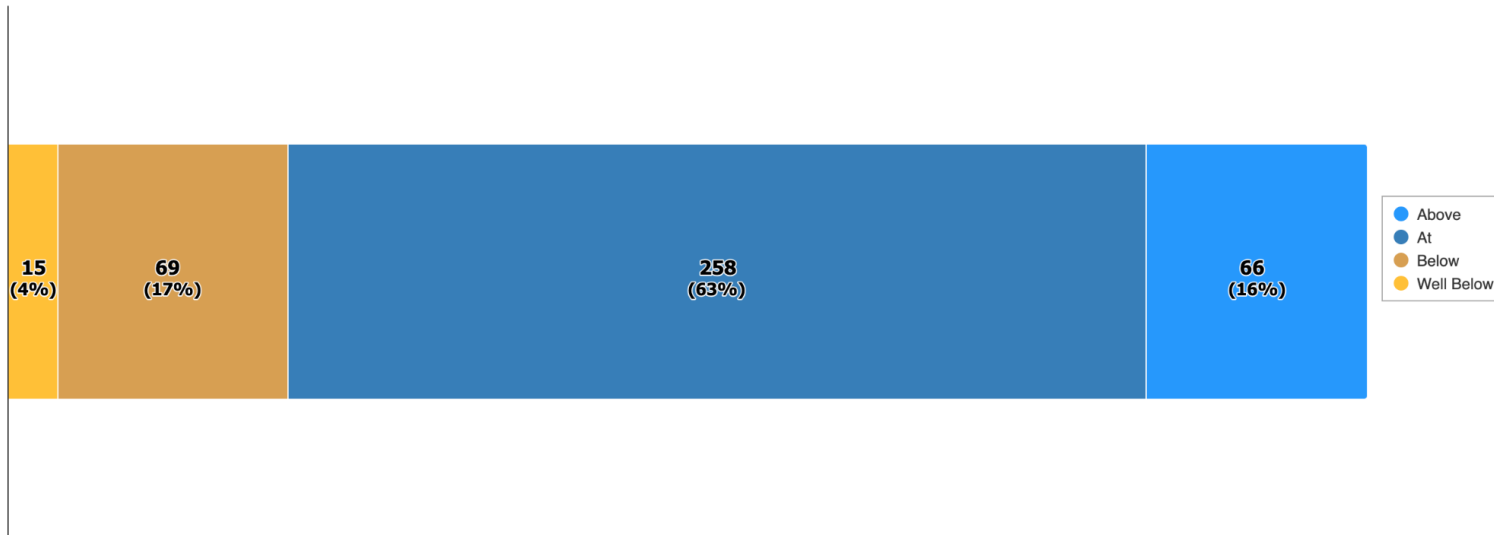
- Writing results show that for all year levels, 78% of our students are AT or ABOVE (including WOBBLY ATS).

2020

- Writing results show that for all year levels, 77% of our students are AT or ABOVE (including WOBBLY ATS). This is down from 2019 and an area we will need to invest more support in for 2022. Potentially this is an area of learning that COVID 19 may have had an impact on.

Maths Year One-Six These results exclude Year Zeros

Maths - Tm4 - 2025 - 100% Bar Chart



2025

- Maths results show that for all year levels, 79% of our students are AT or ABOVE (including WOBBLY ATS).

2024

- Maths results show that for all year levels, 74% of our students are AT or ABOVE (including WOBBLY ATS).

2023

- Maths results show that for all year levels, 79% of our students are AT or ABOVE (including WOBBLY ATS).

2022

- Maths results show that for all year levels, 79% of our students are AT or ABOVE (including WOBBLY ATS).

2021

- Maths results show that for all year levels, 74% of our students are AT or ABOVE (including WOBBLY ATS).

2020

- Maths results show that for all year levels, 82% of our students are AT or ABOVE (including WOBBLY ATS).

Reading, Writing and Maths Comparison 2024-2025

Year One - 2025

<p><u>Reading</u>- 72% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing</u>- 90% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths</u>- 82% of students AT or ABOVE (including WOBBLY ATS).</p>	
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Year Two - Cohort Comparison

<p><u>2025 - Year Two</u></p> <p><u>Reading</u>- 90% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing</u>- 94% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths</u>- 69 % of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2024 - Year One</u></p> <p><u>Reading</u>- 71% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing</u>- 91% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths</u>- 57% of students AT or ABOVE (including WOBBLY ATS).</p>
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Year Three - Cohort Comparison

<p><u>2025 Year Three</u></p> <p><u>Reading</u>- 91% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing</u>- 60% of students AT or ABOVE (including WOBBLY ATS).</p> <p>At Year Three, there is no allowance for students to be 'wobbly at' due to there only being one phase of Writing to achieve, i.e., 2B.</p> <p><u>Maths</u>- 80% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2024 - Year Two</u></p> <p><u>Reading</u>- 93% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing</u>- 94% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths</u>- 74% of students AT or ABOVE (including WOBBLY ATS)..</p>
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Year Four - Cohort Comparison

<p><u>2025 Year Four</u></p> <p><u>Reading</u>- 88% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing</u>- 67% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths</u>- 89% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2024 Year Three</u></p> <p><u>Reading</u>- 93% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing</u>- 65% of students AT or ABOVE (including WOBBLY ATS).</p> <p>At Year Three, there is no allowance for students to be 'wobbly at' due to there only being one phase of Writing to achieve, i.e., 2B.</p> <p><u>Maths</u>- 83% of students AT or ABOVE (including WOBBLY ATS).</p>
<p><u>Year Five - Cohort Comparison</u></p>	
<p><u>2025 Year Five</u></p> <p><u>Reading</u>- 92% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing</u>- 53% of students AT or ABOVE (including WOBBLY ATS). Year Five, there is no allowance for students to be 'wobbly at' due to there only being one phase of Writing to achieve, i.e., 3B.</p> <p><u>Maths</u>- 67% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2024 Year Four</u></p> <p><u>Reading</u>- 91% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing</u>- 74% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths</u>- 71% of students AT or ABOVE (including WOBBLY ATS).</p>

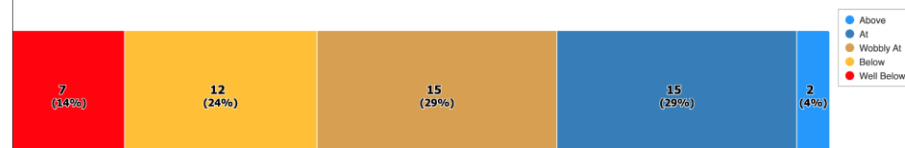
Year Six - Cohort Comparison

<p><u>2025 Year Six</u></p> <p><u>Reading</u>- 91% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing</u>- 78% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths</u>- 84% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2024 Year Five</u></p> <p><u>Reading</u>- 94% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing</u>- 54% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Year Five, there is no allowance for students to be 'wobbly at' due to there only being one phase of Writing to achieve, i.e., 3B.</p> <p><u>Maths</u>- 82% of students AT or ABOVE (including WOBBLY ATS).</p>
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Maaori Results

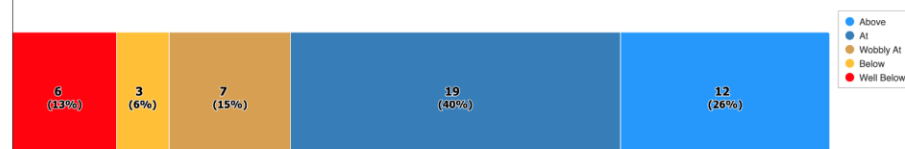
Writing - Tm4 - 2025 - 100% Bar Chart

Filtered By: Maori



Reading - Tm4 - 2025 - 100% Bar Chart

Filtered By: Maori



Maths - Tm4 - 2025 - 100% Bar Chart

Filtered By: Maori



Maaori Results

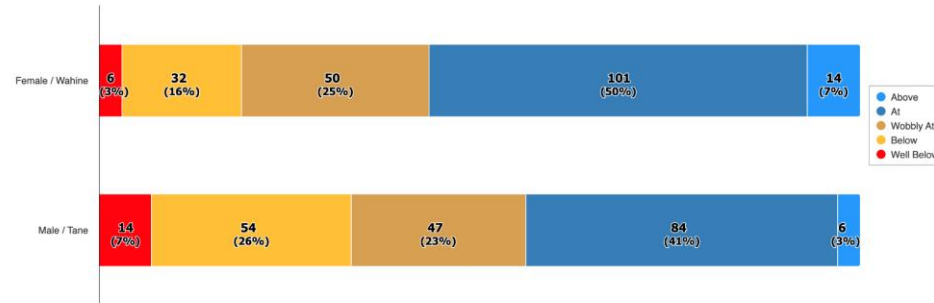
<p><u>2025:</u></p> <p><u>Reading:</u> 81% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 62% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 61% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2024:</u></p> <p><u>Reading:</u> 73% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 68% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 51% of students AT or ABOVE (including WOBBLY ATS).</p>
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<p><u>2023:</u></p> <p><u>Reading:</u> 77% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 63% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 63% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2022:</u></p> <p><u>Reading:</u> 81% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 66% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 74% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2021:</u></p> <p><u>Reading:</u> 63% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 70% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 52% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2020:</u></p> <p><u>Reading:</u> 82% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 68% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 52% of students AT or ABOVE (including WOBBLY ATS).</p>
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Gender Results

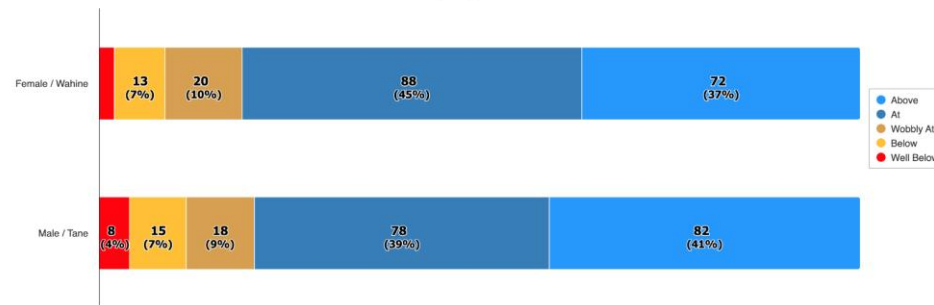
Writing - Tm4 - 2025 - 100% Bar Chart

Split By: Gender



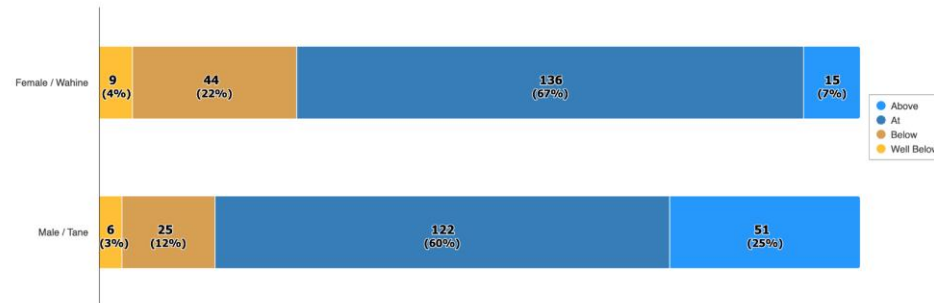
Reading - Tm4 - 2025 - 100% Bar Chart

Split By: Gender



Maths - Tm4 - 2025 - 100% Bar Chart

Split By: Gender

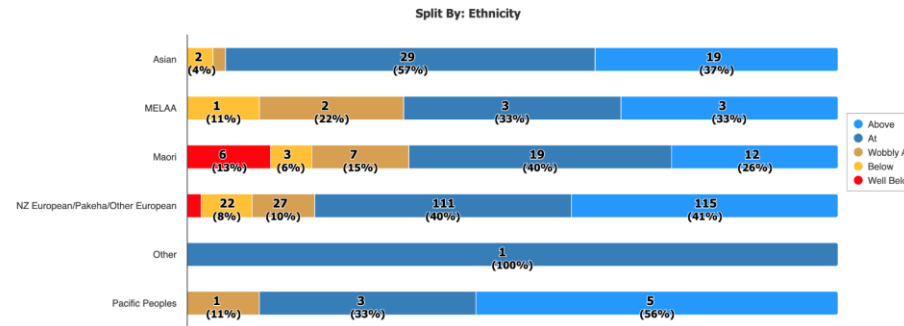


Gender Results

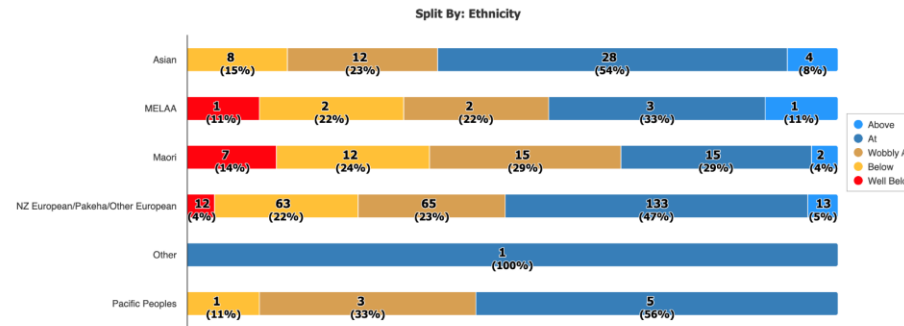
<p><u>2025 Boys:</u></p> <p>Reading: 89% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Writing: 67% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Maths: 85% of students AT or ABOVE (including WOBBLY ATS).</p>			<p><u>2025 Girls:</u></p> <p>Reading: 92% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Writing: 82% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Maths: 74% of students AT or ABOVE (including WOBBLY ATS).</p>		
<p><u>2024 Boys:</u></p> <p><u>Reading:</u> 89% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 65% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 81% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2024 Girls:</u></p> <p><u>Reading:</u> 90% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 86% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 70% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2023 Boys:</u></p> <p><u>Reading:</u> 91% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 70% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 81% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2023 Girls:</u></p> <p><u>Reading:</u> 93% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 87% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 78% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2022 Boys:</u></p> <p><u>Reading:</u> 89% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 64% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 83% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2022 Girls:</u></p> <p><u>Reading:</u> 94% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 85% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 82% of students AT or ABOVE (including WOBBLY ATS).</p>

Ethnicity Results

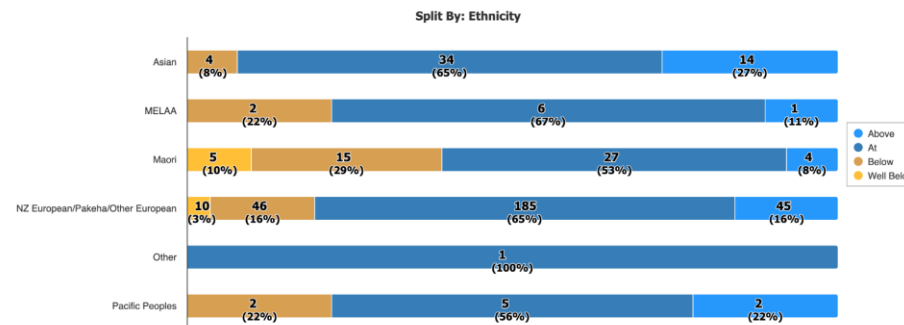
Reading - Tm4 - 2025 - 100% Bar Chart



Writing - Tm4 - 2025 - 100% Bar Chart



Maths - Tm4 - 2025 - 100% Bar Chart



Ethnicity Results

<p><u>2025 Asian</u></p> <p>Reading: 94% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Writing: 85% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Maths: 92% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2025 Maaori:</u></p> <p>Reading: 81% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Writing: 62% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Maths: 61% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2025 MELAA</u></p> <p>Reading: 88% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Writing: 66% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Maths: 78% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2025 NZ European/Pakeha</u></p> <p>Reading: 91% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Writing: 75% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Maths: 81% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2025 Other</u></p> <p>Reading: 100% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Writing: 100% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Maths: 100% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2025 Pacific Peoples</u></p> <p>Reading: 89% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Writing: 89% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Maths: 78% of students AT or ABOVE (including WOBBLY ATS).</p>
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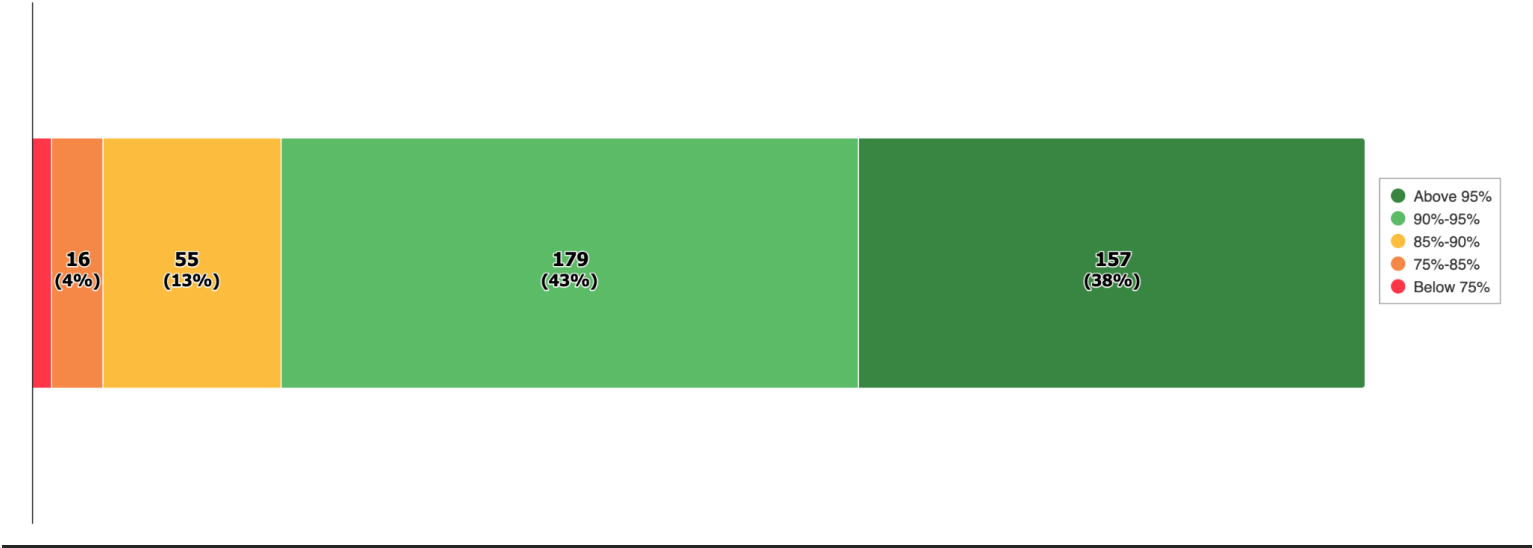
<p><u>2024 Asian</u></p> <p>Reading: 97% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Writing: 82% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Maths: 96% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2024 Maaori:</u></p> <p>Reading: 73% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Writing: 68% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Maths: 51% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2024 MELAA</u></p> <p>Reading: 92% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Writing: 67% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Maths: 84% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2024 NZ European/Pakeha</u></p> <p>Reading: 92% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Writing: 76% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Maths: 77% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2024 Other</u></p> <p>Reading: 100% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Writing: 0% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Maths: 100% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2024 Pacific Peoples</u></p> <p>Reading: 84% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Writing: 100% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Maths: 67% of students AT or ABOVE (including WOBBLY ATS).</p>
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<p><u>2023 Asian</u></p> <p><u>Reading:</u> 94% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 85% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2023 Maaori:</u></p> <p><u>Reading:</u> 78% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 62% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 70% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2023 MELAA</u></p> <p><u>Reading:</u> 89% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 66% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 78% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2023 NZ European/Pakeha</u></p> <p><u>Reading:</u> 93% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 79% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 80% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2023 Other</u></p> <p><u>Reading:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2023 Pacific Peoples</u></p> <p><u>Reading:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p>
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<p><u>2022 Asian</u></p> <p><u>Reading:</u> 98% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 86% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 95% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2022 Maaori:</u></p> <p><u>Reading:</u> 74% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 66% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 63% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2022 MELAA</u></p> <p><u>Reading:</u> 92% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 75% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 75% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2022 NZ European/Pakeha</u></p> <p><u>Reading:</u> 91% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 80% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 78% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2022 Other</u></p> <p><u>Reading:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2022 Pacific Peoples</u></p> <p><u>Reading:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 67% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p>
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Attendance

Attendance Data (5 Point Scale) Year To Date - 2025 - 100% Bar Chart



<u>2025</u> <ul style="list-style-type: none"> • 38% (157 students) are above 95% attendance (less than a week of term) • 43% (179 students) are at 90-95% attendance (a week a term) • 13% (55 students) are at 85 - 90% attendance (a week and a half) • 4% (16 students) are at 75-85% attendance (two and a half weeks a term) • 1% (6 students) are at below 75% attendance (more than two and a half weeks) 	<u>2024</u> <ul style="list-style-type: none"> • 38% are above 95% attendance (less than a week of term) • 37% are at 90-95% attendance (a week a term) • 17% are at 85 - 90% attendance (a week and a half) • 6% are at 75- 85% attendance (two and a half weeks a term) • 2% are at below 75% attendance (more than two and a half weeks) 	<u>2023</u> <ul style="list-style-type: none"> • 30% are above 95% attendance (less than a week of term) • 36% are at 90-95% attendance (less than a week of term) • 23% are at 85 - 90% attendance (a week and a half) • 10% are at 75- 85% attendance (two and a half weeks a term) • 1% are at below 75% attendance (more than two and a half weeks) 	<u>2022</u> <ul style="list-style-type: none"> • 30% are above 95% attendance (less than a week of term) • 39% are at 90-95% attendance (less than a week of term) • 19% are at 85 - 90% attendance (a week and a half) • 3% are at 75- 85% attendance (two and a half weeks a term)
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General Statements:

For all year levels, the percentage of students Above, At or Wobbly At is:

Reading – 91% 2025 including Year Zeros (90% 2024, 91% 2023, 91% 2022, 85% 2021, 92% 2020)

Writing – 74% 2025 including Year Zeros (74% 2024, 79% 2023, 74% 2022, 78% 2021, 77% 2020)

Maths – 79% 2025 including Year Zeros (74% 2024, 79% 2023, 79% 2022, 74% 2021, 82% 2020)

Summary of trends:

Reading achievement has improved slightly from 90% in 2024 to 91% in 2025, returning to the strong long-term pattern shown in previous years.

Writing achievement remains stable at 74% for the second consecutive year. While this is below earlier achievement peaks, the stability suggests the drop from 2023 has now levelled.

Maths achievement shows a marked improvement from 74% in 2024 to 79% in 2025, signalling positive response to school-wide maths changes and teacher practice shifts.

Maaori student achievement patterns show substantial recovery in Reading and Maths compared to 2024:

- Reading increased from 73% (2024) to 81% (2025)
- Maths increased from 51% (2024) to 61% (2025)

Attendance shows continued improvement: 2025 attendance above 90% sits at 81% compared to 75% in 2024, and 66% in 2023, signalling ongoing attendance support success.

Areas of Strength

- Reading remains a sustained strength school-wide at 91%, with Year 5 and Year 6 cohorts exceeding 90%.
- Year 1, 2 and 3 cohorts have strong overall results in Reading and Maths. The Year 2 cohort has shown exceptional growth from Year 1 (Reading +19%, Maths +12%).
- Across-school maths improvement is a major success marker for 2025. Overall maths gains (74% → 79%) indicate system-wide growth following structured teaching routines, consistent hour-per-day focus, and intervention support.
- Māori learners demonstrated significant positive growth in Reading (+8%) and Maths (+10%), reflecting strategic focus and culturally responsive practices.
- Pacific learners continue to achieve very highly across all three curriculum areas (Reading 89%, Writing 89%, Maths 78%).
- Asian learners continue to outperform school averages, sitting above 90% in all areas.
- Year 2 writing achievement remains high at 94%.
- Gender reading gap remains minimal: Boys 89%, Girls 92%.

Areas to Target

- Writing continues to be the area of greatest concern school-wide, sitting at 74% for the second year in a row.
- Writing drops significantly after Year 2, particularly in Years 3, 5 and 6:
 - Year 3 Writing = 60%
 - Year 5 Writing = 53%
 - Year 6 Writing = 78% (although improving)
- The removal of 'wobbly at' in Year 3 and Year 5 writing continues to show an impact on data patterns, compressing student movement and affecting overall percentages.
- A continued achievement gap exists between boys and girls in Writing (67% vs 82%). Although boys' writing has lifted slightly, the gender gap remains.
- Despite major improvement, Maths remains uneven across cohorts (Year 2 at 69% vs Year 4 at 89%).
- NZ European/Pākehā students remain strong in Reading and Maths, but Writing has stalled at 75%.

This is one angle of data analysis that presents one picture. Staff also consider other forms of analysis to identify strengths, success stories and areas of need with data. Some of these are qualitative and not so easily measured using numbers. Examples include: student voice (motivation, how they see themselves as learners).

Basis for Identifying Areas for Improvement

The data highlights key areas to be targeted, particularly in writing and maths, with a specific focus on addressing gender and ethnic disparities. While reading remains a strength, writing and maths remain a focus.

Planned Actions for Lifting Achievement

Embed the School Vision

- Ensure all staff use a common language and have consistent high expectations for all learners.
- The school vision continues to form the basis of how we do things and is connected to the Te Mātaiaho kaupapa of equity, excellence, and knowledge-rich, well-sequenced learning.

Increase Confidence, Knowledge, and Skills in Mathematics:

- Ensure all students engage in an hour of maths daily, maintaining consistent and structured lessons aligned with the New Zealand Curriculum (NZC). This will contribute to the required 5 hours per week of maths learning time in Years 0–6.
- Implement a systematic teaching sequence to build foundational skills and progress to more complex maths tasks across year levels that is aligned with the Mathematics and Statistics year-by-year teaching sequences and knowledge strands (number, algebra, measurement, geometry, statistics, probability).
- Develop student confidence and assessment skills through self and peer assessment, along with feedback opportunities to promote reflection and growth using the common progress descriptors Emerging, Developing, Consolidating, Proficient, Exceeding, to help students understand their next steps.
- Provide small, manageable learning chunks and additional support for at-risk aakonga, such as participation in the Structured Maths intervention support. Use high-quality assessment information and progress markers to select and monitor these learners. Increase opportunities for teacher aide support and one-on-one instruction to accelerate learning
- Teachers and students will integrate Prime Maths and the 2026 Numicon resources into classroom instruction to support learning from the curriculum alongside other knowledge-rich resources that reflect the deliberate sequencing in Te Mātaiaho.
- Organise PLD focused on using Numicon resources and strategies to improve maths outcomes across all year levels.
- To continue to read and discuss structured maths to deepen teachers' understanding of the science of learning as it applies to maths (explicit teaching, retrieval practice, carefully managed cognitive load).
- Teacher aide support in the classroom will be planned to align with the teaching sequence so that support is targeted to the concepts and practices aakonga are currently consolidating.

Increase Confidence, Knowledge, and Skills in Reading, Writing, and Oral Language

- Ensure all students participate in an hour of reading and writing daily, maintaining consistent and structured lessons aligned with the New Zealand Curriculum (NZC) so that the required 10 hours per week of reading and writing (with a strong oral language focus) are met.
- Use a systematic teaching sequence that builds foundational skills and progresses to more complex writing tasks across year levels that is directly aligned to the English learning area's year-by-year expectations for reading and writing.
- Grow student confidence by teaching students how to self-assess and peer-assess effectively, and provide regular feedback to support their growth as writers and readers using the common progress descriptors (Emerging–Exceeding) and sharing these with whaanau in plain language.

- Support at-risk ākonga with targeted structured literacy and other interventions, using robust assessment information and monitored against Te Mātaiaho progress markers.
- Break learning into achievable, manageable chunks to prevent students from becoming overwhelmed and to build confidence gradually using explicit teaching routines (I do, We do, You do) informed by the science of learning.
- Teachers and students will utilise Structured Literacy resources to support the development of reading and writing.
- Organise PLD on Structured Literacy for new teachers and teacher aides to ensure consistency of practice across the school.
- Increase teacher aide support in the classroom, focussing on decoding, fluency, and handwriting practice for learners working at Emerging or Developing levels.
- STEPS for at-risk students. Progress in STEPS and other interventions will be tracked alongside curriculum progress markers to evaluate acceleration.

Teachers have a deep understanding of the curriculum and are able to use effective teaching strategies, improving student achievement in reading, writing, and maths.

- Break down the NZC descriptors into child-friendly language so that students can understand their own learning journey and the expectations set for them and can talk about whether they are Emerging, Developing, Consolidating, Proficient, or Exceeding in different learning areas.
- This includes knowing and using the year-by-year teaching sequences, knowledge strands, and progress markers from Te Mātaiaho.
- Provide modelled lessons and observation opportunities for teachers as part of the PGC, allowing for ongoing reflection and development of teaching practices with a specific focus on explicit teaching, responsive formative assessment, and managing cognitive load.
- Continued PLD focused on the Science of Learning to develop teachers' knowledge of how students learn best, particularly in the areas of reading, writing, and maths and to ensure this informs planning and grouping of students.
- Track the progress of a sample of students at different achievement levels and evaluate the effectiveness of acceleration strategies using both school-based assessment tools and the national SMART Tool.
- Small group intervention from structured literacy and maths teachers.

Māori students to feel capable and confident as Māori by ensuring high expectations for achievement, strong identity, language, and culture, and deliberate planning for success across all learning areas. We will:

- Identify target learners and track their progress using syndicate and whole-school strategies to accelerate learning with a clear focus on those assessed at Emerging and Developing, and on learners who are not achieving in current data (boys in writing, some Māori learners in writing and maths).
- Differentiate teaching focus to meet the learning needs of all students by using flexible grouping, scaffolds, and explicit instruction that responds to assessment information.
- Continue to teach Māori histories, values, and narratives in learning areas to create a safe and connected learning environment that reflects local knowledge and supports the development of capabilities such as communication, problem solving, and relating to others.
- Implement the Te Reo Māori IPit Plans with 30-minute weekly lessons, kapa haka participation, and extension classes.
- Consult with whānau to understand and respond to Māori learners' needs.

- Strengthen connections with Ngāti Hauā, including regular marae visits, local stories, and tikanga practices.
- Create spaces for Maaori students to lead and have their voices heard.

2025 End of-Year Analysis of Variance

<u>School Name:</u>	Tamahere Model Country School	<u>School Number:</u>	1976		
<u>Strategic Aim:</u>	<i>Strategic goal: To build student capability, confidence and agency through living our vision, and increasing knowledge to accelerate achievement in Maths and English.</i>				
<u>Annual Aim:</u>	Priority Areas for Improving Student Achievement <ul style="list-style-type: none">To raise overall achievement in Literacy & Mathematics and all learning areas at Tamahere Model Country School.To collaboratively build staff capability in Maths and English teaching, through living our vision, and sustainable TMCS practices. Kia atawhai aa mua kia tipu ngatahi.To build student capability, confidence & agency through living our vision, & increasing knowledge to accelerate achievement in Maths & English.				
<u>Target:</u>	<u>Target for improving student achievement</u> <p>Our overarching target is to move 60% of all children on the target list more than 1/2 a curriculum level in one year, or to AT by the end of the year.</p> <u>Reading 2025</u> <table><tr><td><u>2025</u> <u>Year 1</u>- 27% (14/51) students in this cohort who are Below or Well Below. <u>Year 2</u>- 10% (6/61) students in this cohort who are Below or Well Below. <u>Year 3</u>- 10% (7/70) students in this cohort who are Below or Well Below.</td><td><u>2024</u> <u>Year 1</u>- 29% (17/58) students in this cohort who are Below or Well Below. <u>Year 2</u>- 7% (7/62) students in this cohort who are Below or Well Below. <u>Year 3</u>- 5% (3/59) students in this cohort who are Below or Well Below.</td></tr></table>			<u>2025</u> <u>Year 1</u> - 27% (14/51) students in this cohort who are Below or Well Below. <u>Year 2</u> - 10% (6/61) students in this cohort who are Below or Well Below. <u>Year 3</u> - 10% (7/70) students in this cohort who are Below or Well Below.	<u>2024</u> <u>Year 1</u> - 29% (17/58) students in this cohort who are Below or Well Below. <u>Year 2</u> - 7% (7/62) students in this cohort who are Below or Well Below. <u>Year 3</u> - 5% (3/59) students in this cohort who are Below or Well Below.
<u>2025</u> <u>Year 1</u> - 27% (14/51) students in this cohort who are Below or Well Below. <u>Year 2</u> - 10% (6/61) students in this cohort who are Below or Well Below. <u>Year 3</u> - 10% (7/70) students in this cohort who are Below or Well Below.	<u>2024</u> <u>Year 1</u> - 29% (17/58) students in this cohort who are Below or Well Below. <u>Year 2</u> - 7% (7/62) students in this cohort who are Below or Well Below. <u>Year 3</u> - 5% (3/59) students in this cohort who are Below or Well Below.				

Year 4- 11% (7/61)
students in this cohort
who are Below or
Well Below.

Year 5- 7% (5/73)
students in this cohort
who are Below or
Well Below.

Year 6- 1% (1/69)
students in this cohort
who are Below or
Well Below.

In total including 9
Maaori students,
there are 40 target
students in
READING.

Year 4- 8% (6/67)
students in this cohort
who are Below or
Well Below.

Year 5- 4% (3/71)
students in this cohort
who are Below or
Well Below.

Year 6- 8% (5/62)
students in this cohort
who are Below or
Well Below.

In total including 12
Maaori students,
there are 21 target
students in
READING.

Reading Progress Results of Target Learners from Term 4 2024 - Term 4 2025 (students who have been here for 12 months)

Year	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress (2025)
2	0	0	6	6/6 100%
3	3	1	2	3/6 50%
4	1	3	3	6/7 86%
5	1	1	2	3/4 75%
6	0	0	1	1/1 100%

Maaori Reading Target 2025

<u>2025</u> <u>Year One- 1/7</u> <u>Year Two- 1/10</u> <u>Year Three- 2/8</u> <u>Year Four- 2/8</u> <u>Year Five- 3/10</u> <u>Year Six- 0/5</u> There are 9 students we are targeting who are Maaori. The target for these students is the same as the target for all students. These students are included in the main totals.	<u>2024</u> <u>Year One- 3</u> <u>Year Two- 1</u> <u>Year Three- 1</u> <u>Year Four- 4</u> <u>Year Five- 1</u> <u>Year Six- 2</u> There are 12 students we are targeting who are Maaori. The target for these students is the same as the target for all students. These students are included in the main totals.
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Ethnicity	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
Maaori	1	1	6	7/8 88%

Gender Reading Target Results 2025:

Gender	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
Female	2	2	5	7/9 78%
Male	3	3	11	14/17 82%

Writing Target 2025

Target for improving student achievement

Our overarching target is to move 60% children on the target list more than ½ a curriculum level in one year, or to AT by the end of the year.

<u>2025</u> <u>Year 1</u> - 10% (5/51) students in this cohort who are Below or Well Below. <u>Year 2</u> - 7% (4/61) students in this cohort who are Below or Well Below. <u>Year 3</u> - 40% (28/70) students in this cohort who are Below or Well Below.	<u>2024</u> <u>Year 1</u> - 9% (5/58) students in this cohort who are Below or Well Below. <u>Year 2</u> - 6% (4/67) students in this cohort who are Below or Well Below. <u>Year 3</u> - 37% (22/60) students in this cohort who are Below or Well Below.
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Year 4 – 33% (20/61)
students in this cohort
who are Below or
Well Below.

Year 5 – 47% (34/73)
students in this cohort
who are Below or
Well Below.

Year 6– 22% (15/69)
students in this cohort
who are Below or
Well Below.

In total including 19
Maaori students,
there are 106 target
students in WRITING.

Year 4 – 25% (17/67)
students in this cohort
who are Below or
Well Below.

Year 5 – 44% (33/75)
students in this cohort
who are Below or
Well Below.

Year 6– 29% (18/63)
students in this cohort
who are Below or
Well Below.

In total, including 17
Maaori students,
there are 89 target
students in WRITING.

**Writing Progress Results of Target
Learners from Term 4 2024 - Term 4 2025**

Year	Insuffic ient Progre ss Less than 1 year progre ss	Expect ed Progre ss 1 year progre ss (½ Curricu lum Level)	Accele rated Progre ss More than 1 year progre ss	Total of expect ed/acc elerate d Progre ss
2	0	3	1	4/4 100%

3	12	12	1	13/25 52%
4	6	12	2	14/20 70%
5	4	20	6	26/30 87%
6	2	9	4	13/15 87%

Writing Maaori Target

2025

There are 19 students we are targeting who are Maaori. The target for these students is the same as the target for all students. These students are included in the main totals.

Year One- 0/3

Year Two- 1/9

Year Three- 5/8

Year Four- 5/8

Year Five- 8/9

Year Six- 0/5

2024

There are 14 students we are targeting who are Maaori. The target for these students is the same as the target for all students. These students are included in the main totals.

Year One- 2

Year Two- 2

Year Three- 2

Year Four- 5

Year Five- 1

Year Six- 2

Ethnicity	Insufficient Progress	Expected Progress	Accelerated Progress	Total of expected /
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	Less than 1 year progress	1 year progress (½ Curriculum Level)	More than 1 year progress	accelerated Progress
Māori	6	9	3	12/18 67%

Gender Target Writing Results:

This table is reflective of 2024 Term 4 to 2025 Term 4 end-of-year data.

Gender	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
Female	11	16	6	22/33 67%
Male	10	29	4	33/43 77%

Math 2025

Target for improving student achievement

Our overarching target is to move 60% of children on the target list more than ½ a curriculum level in one year, or to AT by the end of the year.

<p><u>2025</u></p> <p><u>Year 1</u>- 18% (9/51) students in this cohort who are Below or Well Below.</p> <p><u>Year 2</u>- 31% (19/60) students in this cohort who are Below or Well Below.</p> <p><u>Year 3</u>- 20% (14/70) students in this cohort who are Below or Well Below.</p> <p><u>Year 4</u> – 13% (8/61) students in this cohort who are Below or Well Below.</p> <p><u>Year 5</u> – 33% (24/73) students in this cohort who are Below or Well Below.</p> <p><u>Year 6</u>- 16% (11/69) students in this cohort who are Below or Well Below.</p> <p>In total including 20 Maaori students, there are 85 target students in MATHS.</p>	<p><u>2024</u></p> <p><u>Year 1</u>- 43%(25/58) students in this cohort who are Below or Well Below.</p> <p><u>Year 2</u>- 23% (16/67) students in this cohort who are Below or Well Below.</p> <p><u>Year 3</u>- 17% (10/60) students in this cohort who are Below or Well Below.</p> <p><u>Year 4</u> – 25%(17/67) students in this cohort who are Below or Well Below.</p> <p><u>Year 5</u> – 19% (14/75) students in this cohort who are Below or Well Below.</p> <p><u>Year 6</u>- 22% (14/63) students in this cohort who are Below or Well Below.</p> <p>In total, including 23 Maaori students, there are 96 target students in MATHS.</p>
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Math Progress Results from Term 4 2024 - Term 4 2025				
Year	Insuffic	Expect	Accele	Total

	ient Progre ss Less than 1 year progre ss	ed Progre ss 1 year progre ss (½ Curricu lum Level)	rated Progre ss More than 1 year progre ss	of expect ed/acc elerate d Progre ss
2	5	10	0	10/15 67%
3	2	9	2	11/13 85%
4	1	5	1	6/7 86%
5	6	15	0	15/21 71%
6	3	6	1	7/10 70%

Math Maaori Target

2025

There are 20/51 students we are targeting who are Maaori. The target for these students is the same as the target for all students. These

2024

There are 21 students we are targeting who are Maaori. The target for these students is the same as the target for all students. These

students are included in the main totals.

Year One- 0/0

Year Two- 6/10

Year Three- 3/8

Year Four- 2/8

Year Five- 8/10

Year Six- 1/5

students are included in the main totals.

Year One- 6

Year Two- 3

Year Three- 1

Year Four- 7

Year Five- 2

Year Six- 2

Ethnicity	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress ($\frac{1}{2}$ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
Maaori	4	12	1	13/17 76%

Gender Target Math Results:

This table is reflective of Term 4 2024 Term 4 2025 data

Gender	Insufficient Progress Less than 1 year	Expected Progress 1 year progress	Accelerated Progress More than 1 year	Total of expected / accelerated Progress

		progre ss	(½ Curricu lum Level)	progre ss	
	Female	7	32	3	35/42 83%
	Male	12	13	1	14/26 54%
<u>Baseline Data:</u> This was derived from the term 4 of 2024 and term 4 2025 data. The data came from the End of Year Reports, which include the testing and observations from the start of 2024 to the end of 2025.					

<u>Actions</u> <u>What did we do?</u>	<u>Outcomes</u> <u>What happened?</u>	<u>Reasons for the variance</u> <u>Why did it happen?</u>	<u>Evaluation</u> <u>Where to next?</u>
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<ul style="list-style-type: none"> • Shared the responsibility for supporting students at risk with the wider team. • Teaching, using best practice models and programmes to raise student achievement. • Sharing & support across staff and Syndicates. • Teachers share ideas and resources at syndicate and full staff meetings. • Analysis of data and professional discussions, full staff meetings & syndicate discussions. • Parents were made aware of any students who were on the target list to enable them to also provide extra support. • Programmes were focused on individual learning and achievements of children and provided specific feedback and forward for both teacher and student. • Assessment of students using a range of standardised assessment tools. formative and teacher-made assessments. • A focus on knowledge fluency, e.g. maths basic facts, tables, letters, word 	<p>The targets above show the results for 2024 and 2025 in Reading, Writing and Mathematics.</p> <p>Reading progress - The accelerated and expected progress was pleasing across most year levels in 2025, with particularly strong gains in Years 2, 4, and 6. Year 2 and Year 6 both increased to 100% of target students making expected or accelerated progress. Progress in Year 3 was below the expected target at 50%.</p> <p>Māori learners made excellent progress, with 88% of target learners achieving expected or accelerated progress.</p> <p>Both genders exceeded the schoolwide acceleration target, with: 78% of female students and 82% of male students making expected or accelerated progress.</p> <p>Progress in writing shows large improvements in 2025 across most year levels, with increases in the proportion of target students making expected or accelerated progress compared to the previous year, 2024.</p>	<p>The variance in progress, particularly in writing and maths in the middle and senior school, can be attributed to several key factors.</p> <p>One significant influence has been staffing disruption in the middle syndicate, including changes in classroom teachers and the transitional impact on learner consistency, routines, and classroom instruction. The introduction of a new Prime Maths resource has also created a level of adjustment as teachers adapt to a different structure. A noticeable discrepancy has emerged between the Ministry of Education's expectations—where students are taught at their curriculum year level with scaffolding for those not yet meeting expectations—and the Prime Maths approach, which teaches students at their current level of understanding. This misalignment has led to some confusion around coverage, assessment, and progress tracking.</p> <p>Other factors that may be contributing include variability in the implementation of structured instruction across classes, the junior</p>	<p>We are strengthening communication and collaboration across all layers of support by establishing regular check-ins between classroom teachers, intervention teachers, outside providers, and whānau. This includes teacher aides meetings and syndicate and whole staff planning sessions to ensure shared understanding of goals, progress, and next steps for each learner.</p> <p>Allocated staff meetings are focused on unpacking the new Ministry of Education English and Mathematics & Statistics curriculum. We are aligning our teaching practices, assessment expectations, and planning with the new refreshed curriculum, and providing targeted professional learning to build teacher confidence and consistency.</p> <p>To reduce the discrepancy between the structured approach of Prime Maths and the Ministry's expectation to teach students at their year-level, we are supporting teachers to scaffold learning through small group instruction while maintaining curriculum coverage. Mathematics learning support in Years 3–6 has been introduced this year.</p>
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