

Ngāti Toa School



Annual Report 2025

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List of all school board members

Board member names	Date that the board member's term finishes
Aimee Bishop – Presiding Member (Elected and Appointed)	September 2025 - September 2028 PM Elected Jan 2026
Nirvana Wineera – BOT Parent member (Elected)	September 2025 - September 2028
Cherie Parai - BOT Parent member (Elected)	September 2025 - September 2028
Jeff Hunkin - BOT Parent member (Elected) Presiding member (Elected)	September 2025 - September 2028 September 2025- Jan 2026
Hannah Abera - BOT Parent member (Elected)	September 2025 - September 2028
Taylor Tuffery – Staff Representative (Elected)	Elected Feb 2026 - September 2028
Melissa Luke – Iwi Representative (Appointed)	September 2025 - September 2028
Rhys Mckinley – Interim Principal (Appointed)	(Interim Principal April 2025-Jan 2026)

Previous BOT

Board member names	Date that the board member's term finishes
Fiona King - Presiding Member (Elected and Appointed)	Term expires September 2025
Rebekah Siave – BOT Parent member (Elected)	Term expires September 2025
Mike Rongo - BOT Parent member (Co-Opted)	Term expired June 2025
Jeff Hunkin - BOT Parent member (Elected)	September 2025 - Re- elected
Jessica Paea (Co-opted)	Term expires September 2025
Jude Neiland – Staff Representative (Elected)	Term expires September 2025
Trishleigh – Iwi Representative (Appointed)	Term expires September 2025
Bianca Elkington (Appointed)	Term expires September 2025
Rhys Mckinley – Interim Principal (Appointed)	(Interim Principal April 2025-Jan 2026)
Kathleen O'Hare - Principal (Ex Officio)	Term expires April 2025

Statement of variance: progress against targets (required)

Strategic Goal 1: Whanaungatanga - Ensure valued relationships and connections are made between ākonga, kaiako, whānau, Board of Trustees, Ngāti Toa Rangatira and the wider learning community.

Annual Target/Goal: Develop a Ngāti Toa School communication strategy that provides a variety of ways to connect with our whānau to share information, learning and pedagogy

Arotahi	Tukunga What did we achieve?	Taunakitanga Evidence	Ngā rerekētanga o ngā whakatutukitanga	Ngā mahi ka whai ake
<p>Establish a variety of communication channels to cater to different preferences and accessibility needs of the whānau.</p> <p>This may include newsletters, social media platforms, email updates, phone calls, face-to-face meetings, and a dedicated school website</p>	<p>Mauri Ora plans developed for all students. This gave Kaimahi a greater idea about how to support taurira and their whānau.</p> <p>Posts on Facebook, HERO, Newsletter items, Email and paper copy of the newsletter or school panui is also made available to whānau through the school office.</p> <p>This meant more whānau were aware of what was happening in school.</p>	<ul style="list-style-type: none"> Whanau have an updated and completed Mauri Ora plan for the year that has been constructed by whānau, kaiako and taurira. These can be found in the school drive. (Not easily accessible to whānau at this stage) There are some challenges with having them done on Birthday anniversaries for staff and students. 	<p>While we met the outcome of Mauri Ora plans for whānau. A more consistent structure needs to be developed in 2026 so that whānau and kaiako are able to be prepared for these and ensure they happen in a timely manner. One of the reasons for this not having taken place yet is that we are still developing the Māuri Ora framework for our particular school setting and have tried various models over the past 2 years to gauge the most efficient, helpful and manageable way of upholding this framework so that it functions as effectively as it should.</p>	<ul style="list-style-type: none"> Ngāti Toa will develop a schedule for Mauri Ora whānau iwi in 2026. These will take place at the same time each term in a similar nature to parent teacher interviews; this helps to support easier planning for Kaiako and whānau. Kaiako will consider more appropriate/accessible places to store these Mauri Ora plans in 2026.

<p>Action 2</p> <p>Implement a schedule for regular updates and information sharing to keep the whānau informed about school events, learning activities, and pedagogical approaches. Ensure that communication is timely, relevant, and inclusive of diverse cultural perspectives.</p>	<p>An assessment schedule has been developed and assessment feedback was regularly shared with whānau through the school newsletter.</p> <p>NTS assessment schedule has been matched up alongside the scope and sequence of NTS.</p> <p>Dates of events were also shared on both the school SMS HERO and the school calendar which can be accessed through the school website.</p> <p>Regular HERO posts shared with Whānau regarding in school kaupapa and learning.</p>	<p>The assessment schedule has been shared with the BOT and kaimahi. Available on the drive and evidence of feedback pertaining to assessment in evidence in term 3 and term 4 fortnightly panui to whānau.</p>	<p>Sharing of school events and information apart from assessment feedback did not happen in a consistent nature or on a developed schedule due to big changes in staffing and recruitment for both Principal and Deputy Principal roles in 2025.</p>	<ul style="list-style-type: none"> Formulate a termly schedule for 2026 events. Ensure timely notifications are made to whanau and community in relation to events, learning activities through school newsletter and school online calendar. Deliver information where possible in both te reo Māori and English. Plan events in term time for similar weeks - <i>e.g Mauri Ora planning in week 8 each term, Whānau hui in week 6, Tumuaki hui in week 5 and 10 etc.</i>
<p>Action 3</p> <p>Provide training for staff members to enhance their cultural competence and sensitivity when communicating with whānau. Emphasise the importance of respectful and reciprocal relationships in Māori culture.</p>	<p>Develop and embed understanding for all staff around the Mauri Ora framework.</p> <p>Continued to implement DMIC pedagogy and culturally responsive approaches to literacy through Local Inquiry focus.</p> <p>Regularly upheld Mihi Whakatau practices despite building work constraints etc.</p>	<p>See Mauri Ora framework comment above.</p> <p>DMIC model was visible and present in all akomanga and continued to have a positive impact for learners in math data outcomes.</p> <p>Mihi Whakatau were held</p>	<p>Students continued to perform to high standards in the area of mathematics in comparison to other areas of the curriculum. We need to produce these same outcomes with more culturally responsive pedagogy in other core curriculum areas.</p> <p>While regular mihi whakatau and culturally responsive practices were implemented, future development will focus on deeper engagement with Ngāti Toa Rangatira to ensure school tikanga authentically reflects</p>	<ul style="list-style-type: none"> Review mihi whakatau, pōwhiri, blessings, and ceremonial processes with mana whenua guidance School protocols updated to reflect Ngāti Toa tikanga Implement culturally responsive restorative practices across the kura Form a working group of whānau Māori and BOT whānau that are supporting the Mātauranga of culturally responsive practice at Ngāti Toa School in alignment with Toa Rangatira. Strengthen student understanding and leadership of tikanga practices Include Ngāti Toa values, te reo Māori, and local narratives in newsletters,

	<p>Culturally appropriate practices took place for Blessings of new blocks or buildings and these were led by Kaumatua. Kaiako and whānau were given a voice in helping to shape what this looked like.</p> <p>Continued to offer PLD focused on Ngāti Toa history, tikanga, pūrākau, and local narratives</p>	<p>regularly in week 1, day 1 of each term or when Manuhiri were within school.</p> <p>Feedback from whānau, kaumātua, and staff indicated that blessing ceremonies authentically reflected tikanga Māori and community values.</p> <p>Such as Ngāti Toa Bus tour</p>	<p>local mana whenua values, kawa, and aspirations.</p>	<p>signage, and school communication - Understanding the essence of Ahi Ka.</p> <ul style="list-style-type: none"> • Develop of working group - Pasifika Fono to collect pasifika whānau voice.
<p>Action 4 Whanaungatanga events are scheduled throughout the year for whānau and kaiako to connect and engage socially and for curriculum events</p>	<p>Organise community events such as whānau evenings, Matariki, cultural festivals and events where we share students' learning and achievements.</p> <p>Curriculum teams to plan a hui to share the planning and</p>	<p>Matariki evening, Junior kapa haka and kai afternoon, Senior kapa haka and shared kai morning, inviting whānau into classes to share their culture/students' learning.</p> <p>Te Kiwa Nui - Opportunities for cultural performance and learning. At Te Kiwa Nui there was a strong connection between Ngāti Toa School and other participants. There was a mihi from audience members and engagement from whānau. The tutors, ākonga and staff showed the whānaungatanga towards others.</p> <p>Camp was a success in many ways. The senior school Planning was shared, organisation and fundraising was completed. Whānaungatanga shown by all involved. There were whānau</p>	<p>Due to the changes in leadership and the heavy focus on recruitment in 2025 we did not have as many scheduled whānau events. Many of the events we did have were focussed around fundraising.</p>	<ul style="list-style-type: none"> • Regular Māuri ora hui with whānau. • Opportunities for whānau to be involved and invited to more whānau or sharing assemblies, language weeks and rā kaumatua. • Matariki sharing week with whānau. • Plan for curriculum sharing nights with whānau. • Whānau Hautū wants to set a date for our school community to attend an evening on the DMIC (Developing

	learning for their particular curriculum area	visits, volunteers, staff participation and positive interactions between all ākonga and adults. Activity completion was high		Mathematical Inquiry Communities) approach to pāngarau. This will have a workshop approach for whānau to experience DMIC. Sometime in term 2. <ul style="list-style-type: none"> ● Structure Literacy sharing -some time in term 3.
Action 5: Mauri Ora plans are developed with whānau for all our students	- (See Hauora plan - bit of a crossover)	- (See Hauora plan - bit of a crossover)	See above in relation to outcomes for Mauri Ora Plans	<ul style="list-style-type: none"> ● See above for next steps for Mauri Ora outcomes. ● Gather whānau voice on aspirations for cultural responsiveness
Action 6: Continue to access PLD through Ūpane	Staff and BOT were able to access a few limit offerings from Ūpane	Staff/BOT participation in Ūpane Breakfasts. Visited Kura such as Otaki School to look at the way they are working alongside iwi and the way in which they are implementing Level 2,3 reo Māori and Rumaki reo in their kura.	Current Staff had previously participated in most of offerings at Ūpane but also Ūpane also had a change in structure for the year while implementing Piki te mauri across greater regions and	<ul style="list-style-type: none"> ● Identify ongoing PLD needs for staff ● Access Ūpane PLD under new structure ● Explore other offerings within Te Rūnanga o Ngāti Toa - e.g Ohu reo or Taiao spaces. ● Develop a graduate profile for Te Reo Māori for NTS.
Action 7: Iwi representative on our board of trustees Work with Bianca Elkington to identify a community member/whānau member to join our BOT as a representative of Ngāti Toa Rangatira	Have sustained active Iwi Representation and commitment for all of 2025 on the BOT. In the September Elections a new BOT was elected of 80% Iwi whānau/members	The board elections have resulted in a number of Ngāti Toa whānau being elected to the board. The board has appointed an iwi representative for the next 3 years. This representative was selected by the Governing BOT of Te Rūnanga o Ngāti Toa Rangatira. One of highest levels of engagement in BOT elections in North Island.	Strong community desire and support from the iwi to be represented in our School space. A strong push from staff, leadership, Iwi and admin for whānau to have their say and actively participate in the Elections process.	<ul style="list-style-type: none"> ● Succession planning for continuity - 2026

Statement of variance: progress against targets (required)

Strategic Goal 2: 'Te Poutokomanawa - Te Ao Māori' To ensure that Te Ao Māori informs all we do as a kura
As per the strategic plan

Annual Target/Goal: To ensure that Te Ao Māori informs all we do as a kura
As per the annual implementation plan

Arotahi	Tukunga	Taunakitanga	Ngā rerekētanga o ngā whakatutukitanga	Ngā mahi ka whai ake
<p>Action 1 PB4L team to revisit school values - with staff and with students.</p>	<p>PB4L team alongside the MOE PB4L team have been looking at our staff's understanding of our values and are involved in developing a shared understanding of what PB4L means at Ngati Toa School.</p> <p>Revisit AHIKA values with students -clarify our understandings of the school values - what does it feel like, sound like and look like in our school</p>	<p>Review included an agreement to remove the english wording from school signage and posters because it was limiting the scope of what the words and values could mean in their Māori context. Giving kaiako more room to share stronger values based learning with tamariki to support positive behaviour management.</p> <p>Values were shared in panui regularly</p> <p>Lead by PB4L team in staff hui - Not completed</p>	<p>Changes in leadership of PB4L team and of school wide leadership meant this process was started later in the year and so not all aspects of this were completed as intended this year but good ground work made and clear steps for 2026.</p> <p>While this was started more work needs to be done on coming to a shared understanding on what these concepts mean across the kura and then sharing them with tamariki and whānau.</p>	<ul style="list-style-type: none"> Inviting whānau to celebrate their tamariki in our PB4L assemblies each week or Tumuaiki assemblies each term to spread the AHIKA values across our school community. Continue to share Ahi Ka values on school social media platforms, SMS and in school panui each week. Ahika tokens to give out, Develop a token system and reset the house groups for working towards positive behaviour outcomes in team groupings.

	<p>Prioritise the timely entry of behaviour data into HERO so that the PB4L team and leadership can tailor support to current needs</p> <p>PB4L team led two staff Professional development meetings</p> <p>Create a shared understanding of minor behaviour and major behaviour issues. Who and how we respond to this behaviour issues is also clear</p>	<p>There was an increase number of Posts on HERO in particular terms and an agreement about how these can be recorded for neurodiverse students in a different way. Still work to be done on ensuring we are capturing more accurate information in a timely manner.</p> <p>Staff PLD meetings lead by PB4L team were scheduled in and delivered</p> <p>Staff PLD meetings lead by PB4L team were scheduled in and delivered</p>	<p>Access to a device to record information in a timely manner can be a challenge for support staff. Information being shared between duty teacher, SLT and classroom teacher can sometimes hinder the immediacy of the information being recorded.</p> <p>Training were scheduled into the staff PLD plan for each term which helped to keep the team on track and accountable. Challenge with regularity of the PB4L team hui.</p> <p>We have reviewed and created a 7 step system for responses to behaviour. Continued work will need to be done in order to share this with new staff a more indepth matrix of major and minor behaviours will need to be discussed.</p>	<ul style="list-style-type: none"> ● Develop a paper-based copy of PB4L form for support staff or staff who may not have access to an immediate device to record information. ● Staff PLD for support staff so that they are more familiar with how these needs to be entered and next steps. ● Develop a regular team hui meeting time/day each week so that the work is manageable and is scheduled into the calendar. ● Review the roles and responsibilities of the team members. ● System developed for sharing information about 7 step behaviour response with new staff. ● Matrix of major and minor behaviours will need to be discussed.
<p>Action 2 Continue to develop our relationship with Ngāti Toa Rangatira</p>	<p>Continued to work with Ngāti Toa Runanga hangarau hub to develop our local curriculum - in Science (House of Science</p>	<p>Science kits were used in both the senior and Junior areas of the school to support local curriculum teaching.</p>		<ul style="list-style-type: none"> ● Monitor progress of House of Science and impact on student engagement under the new 2026 framework for house of science. ● BOT to consider what funding this resource will look like beyond the trial

	<p>trial) and Digital technologies</p> <p>Ongoing Access professional development through Upane/Ngati Toa Runanga - learning support/takiwātanga/literacy project - structured Literacy and Puna Mātauranga</p>	<p>Several rounds of Matamoe Hub were enjoyed by all senior students, some of these students also engaged in matamoe hub holiday programme as a result of the in school experience.</p> <p>Ongoing</p>		<p>period.</p> <ul style="list-style-type: none"> Continue to seek PLD opportunities from Upane and Toa based branches for NTS. Consider Taiao and Ohu Reo teams also. Ngāti Toa School to consider how we can become embedded into the Toa education ecosystem.
<p>Action 3</p> <p>MoE property works will support our vision of creating spaces that meet the needs and abilities of both students and staff - ie ability to open two classes into each other, break out spaces to cater for students that need a quiet space but can still be in sight of the classroom teacher</p>	<p>Build and develop a Taiao programme for senior school that will take place once a week - This was started at the beginning of the year after success in 2024 but was not fully implemented and undertaken due to staff changes.</p> <p>Grant was applied for in Term 3 2025 to support continued taiao programme. Grant was unsuccessful but BOT Agreed to garden beds to be constructed using some PNG funding.</p>	<p>New garden beds were constructed and prepared over summer for 2026 start.</p> <p>The Interim Principal took part in local Climate Assembly kahui action group planning.</p>	<p>Changes in staffing and leadership</p>	<ul style="list-style-type: none"> Develop a Taiao programme or curriculum for the kura alongside the rūnanga taiao team and PCC. Join Climate Assembly in 2026 and have a climate assembly commitment from 2026 BOT.

<p>MoE property works will support our vision of creating spaces that meet the needs and abilities of both students and staff - ie ability to open two classes into each other, break out spaces to cater for students that need a quiet space but can still be in sight of the classroom teacher</p>	<p>MOE property works have been completed and reflect more of our Iwi and Māori whānau. Spaces have also been created with flexibility to open and close areas for changing learning environments and needs.</p> <p>Iti Kahurangi project for new flooring, lighting and acoustics.</p>	<p>New hall sliding doors and acoustic panelling met the need of more learners, lighter space, more noise sensitive and warmer environment. Tukutuku panelling inspired by iwi pūrakau.</p> <p>New lighting, flooring and acoustic panelling has been installed supporting many of the neurodiverse needs within the kura.</p>		<ul style="list-style-type: none"> • Ongoing- Floor sanding, heatpump and painting works to be completed in 2026
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Statement of variance: progress against targets (required)

Strategic Goal 3: Te Poutāhuhu - Hauora To protect and promote the wellbeing of our kura to enable equity and excellence
As per the strategic plan

Annual Target/Goal: To protect and promote the wellbeing of our kura to enable equity and excellence
As per the annual implementation plan

Arotahi	Tukunga	Taunakitanga	Ngā rerekētanga o ngā whakatutukitanga	Ngā mahi ka whai ake
<p>Action 1 Mauri Ora plans help to identify abilities and needs of students across our school</p>	<p>Revisit Mauri Ora planning with all staff Communicate with parents/whānau The whakapapa of</p>	<p>Mauri Ora plans were completed on Birthday anniversaries for all students with existing plans where possible and new students</p>	<p>Challenges with birthday anniversaries as a system. School will move to same week per term of evening hui in 2026 to combat this.</p>	<p>A plan for better monitoring suggested for 2026. See above.</p>

	<p>Mauri Ora -(whakawhanaungata nga hui)</p> <p>Ensure every taura has a new or updated Mauri Ora plan within 6 weeks of starting school.</p>	<p>within 6 weeks of starting at NTS.</p> <p>Updated Mauri Ora plans</p>	<p>Some success with this when students started although hard to ensure and manage during busy enrolment periods such term1 and term 3</p>	
<p>Action 2 Ngāti Toa students are provided with appropriate support and enrichment programmes</p>	<p>The learning support register identifies the specific needs and interests of targeted students.</p> <p>Targeted Literacy support programme run for students in year 0-4</p>	<p>Detailed learning support register and learning support systems developed</p> <p>Began working with MOE learning support Severe behaviour team on plan for UBRS and restrain training</p> <p>Regular learning support hui with the whole learning support team fortnightly.</p> <p>Target groups run daily with regular monitoring by Junior team leader.</p>	<p>UBRS has yet to happen due to staffing changes at MOE, schedule for 2026</p>	<p>Ongoing</p> <p>UBRS training and PLD from MOE planned for 2026 TODs</p>

<p>Action 3 Staff professional development is ongoing including in Literacy, Maths, PB4L and Te Reo Māori</p>	<p>Ongoing professional development in PB4L</p> <p>Term 1-3 Professional development in Literacy - with Jenni Dittmer Structured Literacy and assessment practices</p> <p>PLD to support Neurodiverse needs.</p> <p>DMIC In Class support</p> <p>Reo Māori support through Kairahi i te reo Māori</p>	<p>2 staff member continued working with Sarah and Maree from MOE Pb4l team</p> <p>1 staff member took part in</p> <p>Developed and school wide scope and sequence from yr 0-8</p> <p>Dibels assessments undertaken for the whole school.</p> <p>3x Staff took part in Autism NZ PLD Tilting the seesaw through RTLB Support.</p> <p>Limited sessions in 2025</p> <p>Through Staff hui and in class support.</p> <p>Developed an assessment tool for juniors to assess success of Junior kaiako te reo maori teaching and learning. Senior kaiako using PAT to monitor</p>	<p>Ongoing</p> <p>We had limited PLD sessions for DMIC in 2025. This was due in part to DMIC not being one of the funded MOE options for PLD in 2025 but also because we had a heavy focus on literacy in 2025.</p> <p>Some staff were enrolled in funding programmes such as Te Aho o te reo Māori in 2024 but were unable to continue in 2025 due to funding cuts. 2 staff continued accessing reo Māori through Te Wananga o Aotearoa and Whitireia.</p>	<p>Ongoing</p> <p>Embed new learning in teaching teams in 2026. Align with new assessment tools in 2026.</p> <p>Rebuild/redevelopment of the library to support Literacy across the school. School to invest in books that are of high interest to taura to grow love of reading and literacy again.</p> <p>Source ongoing PLD opportunities for staff and whānau in 2026</p> <p>In 2026 explore online PLD DMIC options for staff to support ongoing upskilling in DMIC.</p> <p>Continue to use NZCER to monitor effective teaching and learning of Te Reo Māori</p> <p>Explore Te Reo Māori options for whole staff through Te Ataarangi in 2026.</p>
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		effective teaching and learning of Te Reo Māori.		
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Statement of variance: progress against targets (required)

Strategic Goal : *Strategic Goal for meeting Government Priorities in 2025*

Goal: To enhance student achievement and well-being by aligning teaching, assessment, and support systems with government priorities, ensuring equitable access to high-quality education for all learners, while upholding Te Reo Māori and Mātauranga Māori as foundational to our kura's approach.

Annual Target/Goal: *To enhance student achievement and well-being by aligning teaching, assessment, and support systems with government priorities, ensuring equitable access to high-quality education for all learners, while upholding Te Reo Māori and Mātauranga Māori as foundational to our kura's approach.*

Ngā mātāmua a te kawanatanga	Arotahi	Tukunga	Ngā rerekētanga o ngā whakatutukitanga	Ngā mahi ka whai ake
Clearer Curriculum	Conduct a curriculum review to align with science of learning and Mātauranga Māori by end of term 2	Not completed	A revised curriculum that integrates the latest research in science of learning and Mātauranga Māori principles with clear documentation and implementation was not completed during a change in Principal in term 1 2025.	To be reviewed by the incoming Principal in 2026.
Better approach to Literacy and Numeracy	Engage in professional development in Structured Literacy with Clarity Education Jenni Dittmer. Continue with DMIC maths ensuring DMIC pedagogy is aligned to the new structured maths approach.	Staff undertook the Structured Literacy PLD with Jenni. Developed a scope and Sequence. DMIC support has aligned new booklets with the new curriculum outcomes and staff are using this alongside Numicon resources or Prime math booklets for supplementary support.		Ongoing
Smarter assessment and reporting	Update our current assessment schedule to include MOE requirements and structured literacy assessments that best suit our scope and	Assessment framework has been updated with PLD provider to better reflect the new curriculum expectations and assessment criteria	New ways to collect whole school assessment data from year to year was identified as an area in need of improvement.	Improvements can be made in 2026 with more timely collating of data and feedback to whānau around assessment.

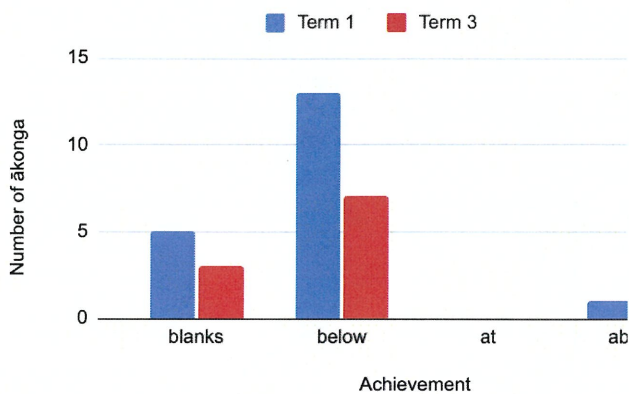
	sequence.			
Improved teacher training	<p>Provide PB4L Professional development for all new team members.</p> <p>Continue to develop our te reo Māori to ensure we continue to meet level 3. -Ongoing</p> <p>Continue to provide ongoing leadership development (Chris Rowan)</p> <p>Literacy and Numeracy ongoing-see above.</p>	<p>New Team leaders have participated in PB4L training</p> <p>A school wide review has begun and new kaiako are familiar with how the approach applies to their teaching practice.</p> <p>Staff have continued to grow their proficiency in te reo Māori and use this in their classroom practice.</p> <p>SLT have continued to receive support from Chris Rowan.</p>	Leadership development as an SLT was	A commitment from BOT to provide support from Chris Rowan again in 2026 to support the new leadership team.
Stronger learning support	-See Hauora			
Greater use of data	<p>Continue to provide training on data literacy- Jenni Dittmer (Clarity Education)</p> <p>Term 1&2</p>	<p>Staff have undertaken training on dibels and how this can inform practice.</p>	<p>Staff have a clearer understanding on the purpose and intended outcomes of many of the previously used data platforms and how to use raw scores to inform next teaching steps.</p>	
Attendance action plan	<p>Continue to develop and implement a targeted attendance plan that includes a kaupapa Māori approach to engagement and whānaungatanga by end of term 2.</p>	<p>Developed an attendance plan and continued to engage in an education and whānau approach first through daily messaging and touch points with admin staff, followed up by kaiako.</p>	<p>Attendance plan was developed later than expected due to change in Principal and Principal and Deputy Principal recruitment.</p>	<p>New Attendance plan to be shared with hāpori in Jan 2026.</p>

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

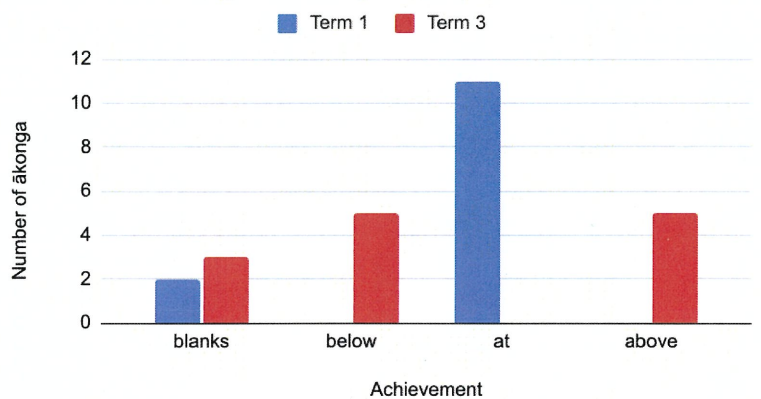
Ngāti Toa School: Data summary 2025 Year 1-8

Dibels Assessment and PAT Reading data 2025

Year 1 Reading 2025

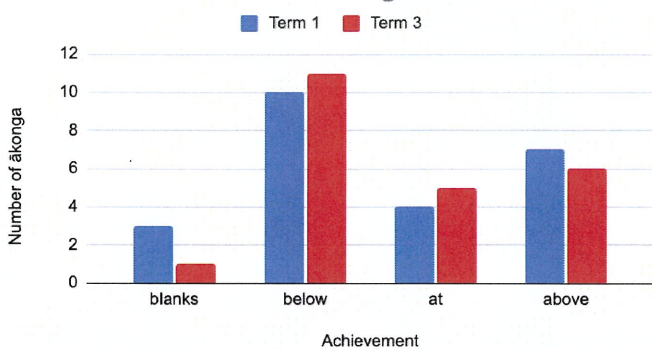


Ākonga Māori year 1 pānui 2025

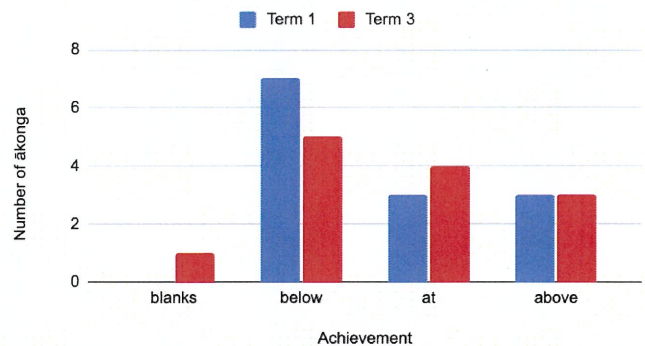


Year 1 learners demonstrated strong progress across the year, with a clear shift from below expectation to above expectation by Term 3. The increase in students achieving above expectation reflects effective early learning support and responsive teaching practices that are accelerating learner achievement. Year 1 Māori learner data also showed notable shifts across the year. By Term 3, there was an increase in Māori learners achieving above expectation, alongside a reduction in learners achieving at expectation. While the number of Māori learners below expectation increased, the growth in high achievement suggests that several learners made accelerated progress during the year.

Year 2 Reading 2025



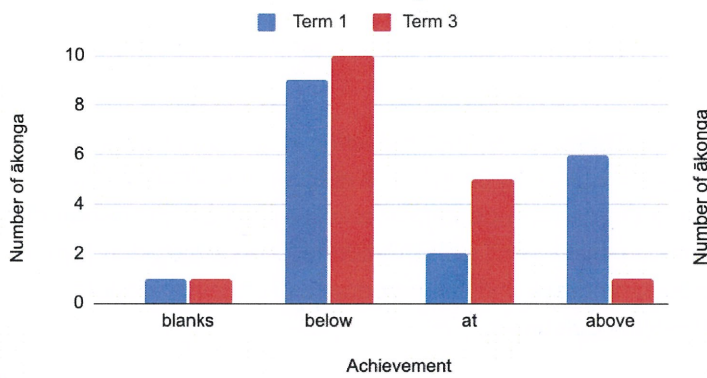
Ākonga Māori year 2 pānui 2025



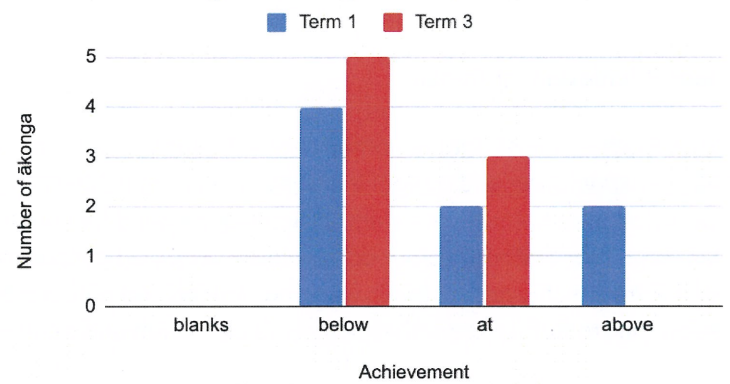
Year 2 Achievement Trends

Year 2 achievement data shows mixed but generally positive progress between Term 1 and Term 3. The number of students achieving below expectation increased slightly from 10 to 11, while students achieving at expectation increased from 4 to 5. Although the number of students achieving above expectation decreased slightly from 7 to 6, overall achievement levels remained relatively stable across the year. Year 2 Māori learner data indicates some positive movement over the year. The number of learners achieving below expectation reduced from 7 to 5, while students achieving at expectation increased from 3 to 4. Achievement above expectation remained stable across both terms. These shifts suggest that targeted interventions and culturally responsive teaching approaches are supporting improved outcomes for Māori learners, although ongoing support will remain important to sustain acceleration and close achievement disparities.

Year 3 Reading 2025



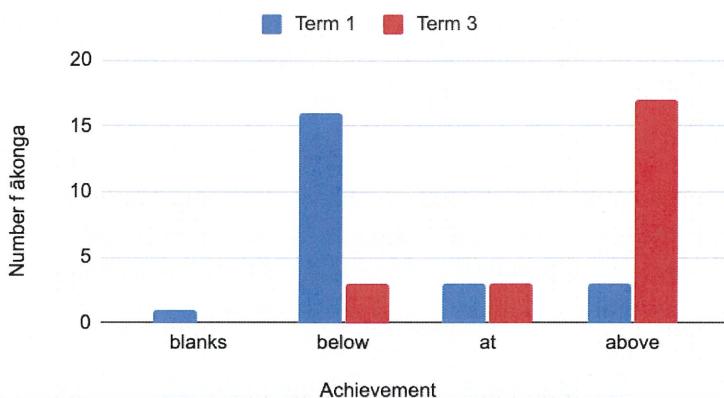
Ākonga Māori year 3 pānui 2025



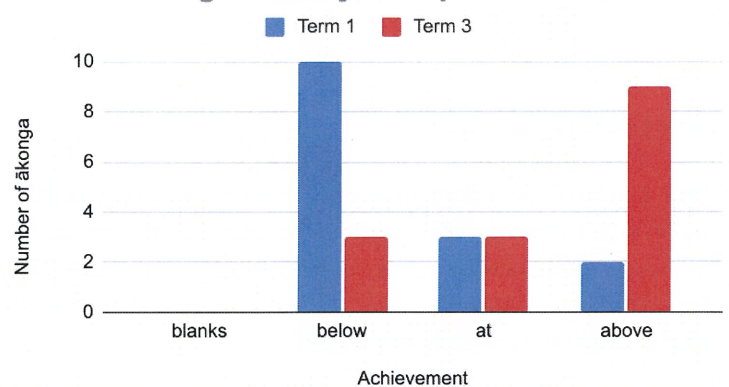
Year 3 Achievement Trends

Year 3 achievement data shows steady progress across the year, with an increase in students achieving at expectation by Term 3. While the number of learners below expectation remained similar, fewer students were identified as achieving above expectation, suggesting a greater consolidation of achievement at expected curriculum levels. Māori learner achievement remained relatively stable across the year. There was a small increase in learners achieving at expectation, while the number of students achieving above expectation was reduced by Term 3.

Year 4 Reading 2025



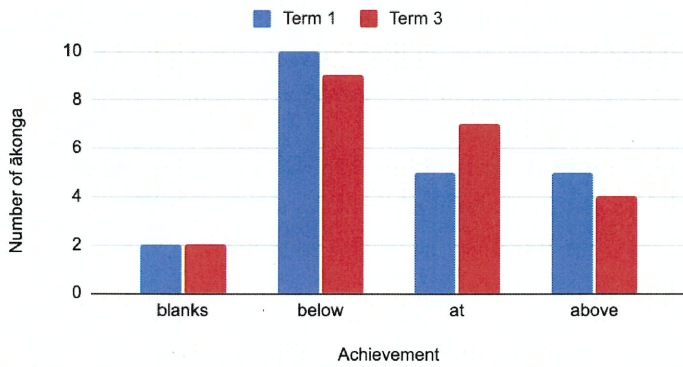
Ākonga Māori year 4 pānui 2025



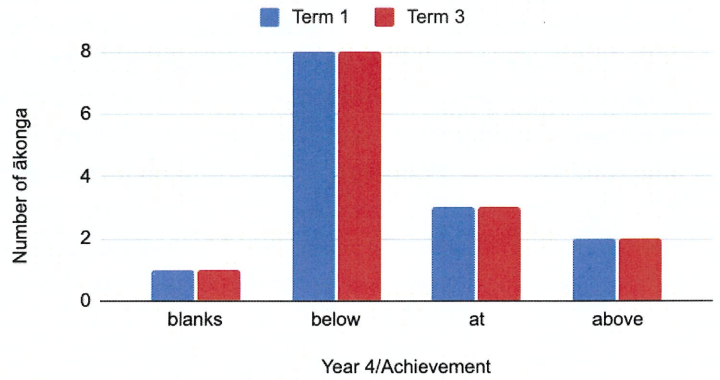
Year 4 Achievement Trends

Year 4 achievement data shows strong progress across the year, with a significant reduction in students achieving below expectation by Term 3. The number of learners achieving above expectation increased substantially, indicating strong acceleration and positive learner outcomes overall. Māori learner data also showed significant improvement across the year. The number of learners below expectation reduced considerably, while students achieving above expectation increased strongly by Term 3. These trends reflect positive acceleration and the impact of targeted support strategies for Māori learners.

Year 5 Reading 2025



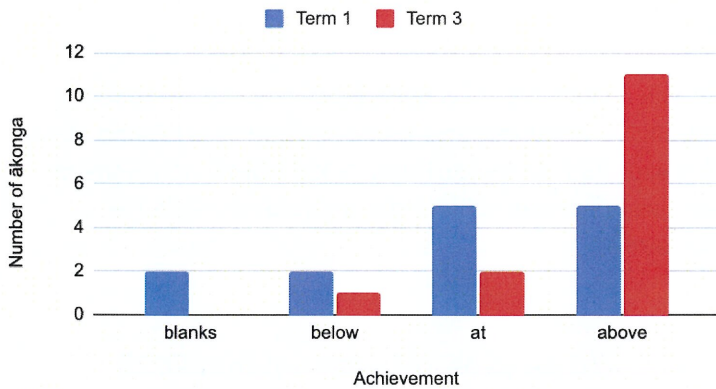
Ākonga Māori year 5 pānui 2025



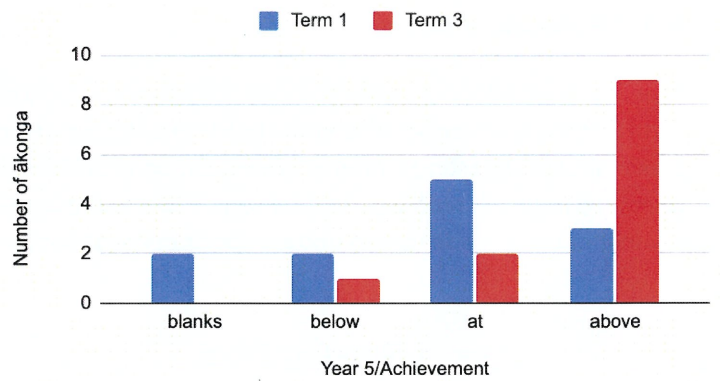
Year 5 Achievement Trends

Year 5 achievement data remained relatively stable across the year. There was a small reduction in students achieving above expectation and a slight increase in learners achieving at expectation by Term 3. The number of students below expectation remained consistent, indicating the need for continued targeted support to accelerate progress for identified learners. Year 5 Māori learner achievement remained consistent across the year, with little overall change between Term 1 and Term 3. Achievement levels were maintained, indicating steady progress and the importance of ongoing support strategies to further strengthen learner acceleration and achievement outcomes.

Year 6 Reading 2025



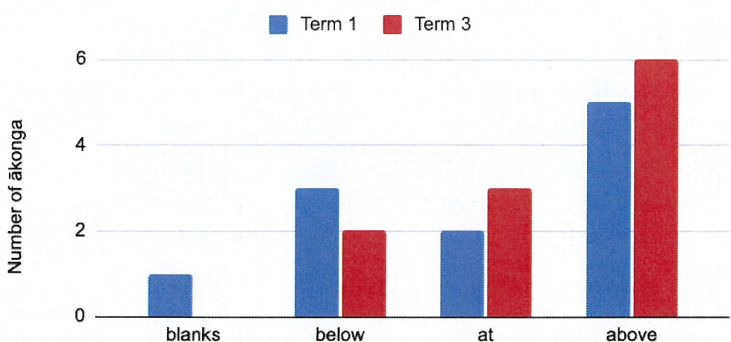
Ākonga Māori year 6 pānui 2025



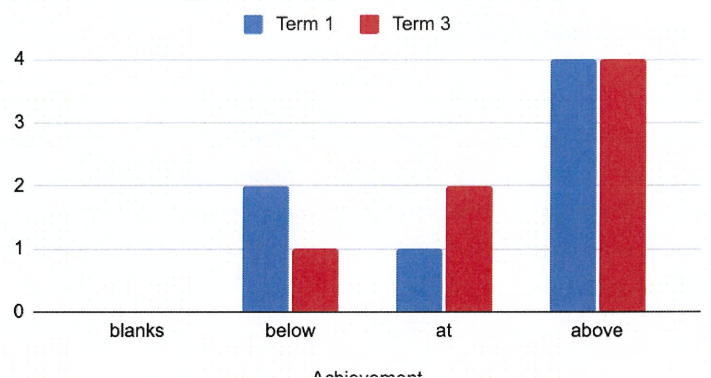
Year 6 Achievement Trends

Year 6 achievement data shows positive progress across the year, with a reduction in students achieving below expectation by Term 3. There was also a strong increase in learners achieving above expectation, indicating positive acceleration and improved achievement outcomes for many students. Year 6 Māori learner data showed significant positive movement across the year. The number of learners achieving above expectation increased substantially by Term 3, while the number of students below expectation reduced.

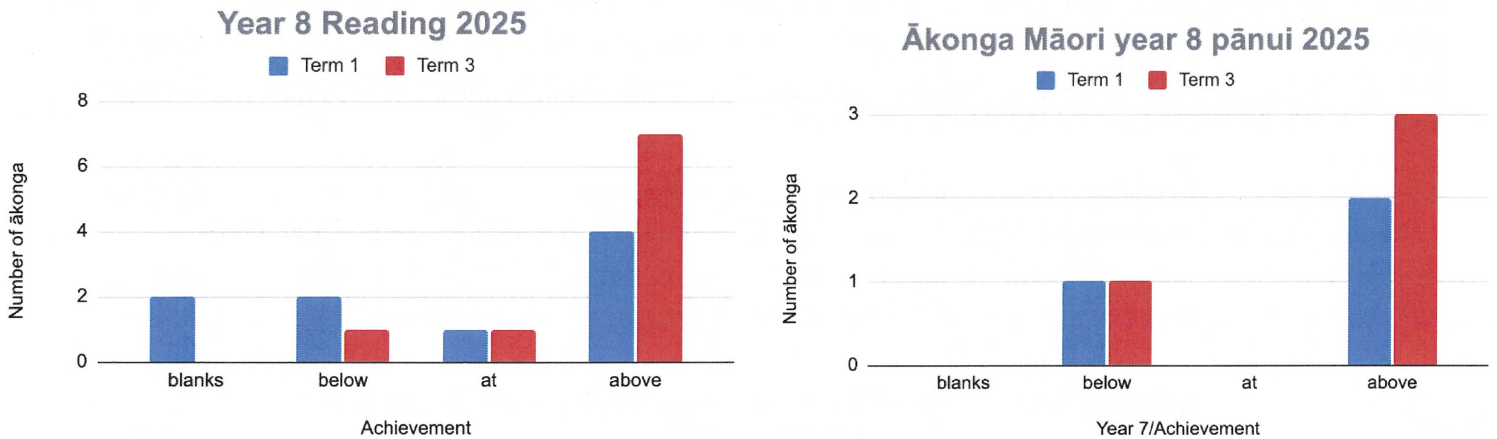
Year 7 Reading 2025



Ākonga Māori year 7 pānui 2025



Year 7 achievement data shows positive progress across the year, with a reduction in students achieving below expectation and an increase in learners achieving above expectation by Term 3. Year 7 Māori learner achievement remained stable across the year. The number of learners achieving above expectation was maintained, while there was a small increase in students achieving at expectation by Term 3. These trends indicate consistent achievement and continued progress for Māori learners.



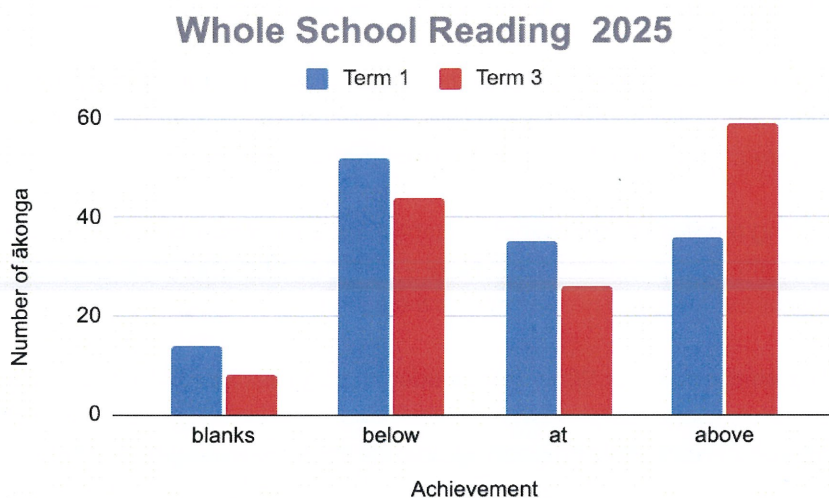
Year 8 achievement data shows steady positive progress across the year. The number of students achieving below expectation reduced slightly, while learners achieving at and above expectation increased by Term 3. Overall achievement levels remained strong, reflecting positive learner engagement and sustained achievement outcomes. Year 8 Māori learner achievement showed positive movement across the year, with an increase in students achieving above expectation by Term 3.

Whole School Achievement Overview

Whole school achievement data shows positive progress between Term 1 and Term 3, with a clear reduction in the number of students achieving below expectation and a significant increase in learners achieving above expectation. These trends indicate that targeted teaching programmes, early interventions, and consistent assessment practices are supporting improved learner outcomes across the school.

The strongest performing outcomes were evident in Years 1, 4, and 6, where there were substantial increases in students achieving above expectation and notable reductions in learners below expectation. Māori learner achievement also showed strong positive acceleration in several year levels, particularly in Years 4 and 6.

Areas for continued improvement include supporting students who remain below expectation in Years 2, 3, and 5, where achievement levels remained relatively stable or showed limited acceleration.



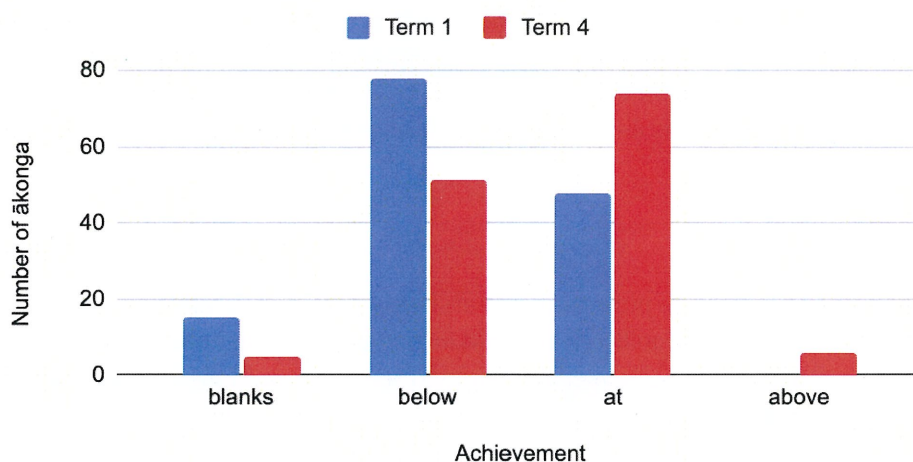
Ngāti Toa School: Asttle data summary 2025 Year 1-8

Whole School Analysis

Whole school e-asTTle Writing data indicates positive overall movement from Term 1 to Term 4. The number of students achieving below expectation reduced significantly from 78 to 51, while the number of students achieving at expectation increased from 48 to 74. Students achieving above expectation also increased by the end of the year. These trends suggest that targeted writing programmes and structured literacy approaches are positively impacting student achievement across the school.

When compared with national curriculum expectations, most year levels showed movement toward expected curriculum sublevels by the end of 2025. However, achievement patterns also indicate that a significant proportion of learners remain below expected national norms, particularly in Years 1–3 and Year 5. This suggests that continued acceleration strategies and targeted writing support remain priorities for the school.

Whole School AsTTle Writing Term 1 and Term 4 EOY 2025



Year 1 students showed early progress in writing achievement, with movement from Level 1 Basic toward Level 1 Proficient by Term 4. Most learners remained below expected national curriculum levels for the end of Year 1, however the increase in students achieving Level 1 Proficient indicates developing foundational writing skills and positive early acceleration.

Year 2 data showed positive movement across curriculum sublevels, with more students progressing into Level 1 Advanced and Level 2 Basic by Term 4. While a number of learners remained below national expectations for Year 2 writing, the cohort demonstrated improving writing capability and growing curriculum progression across the year.

Year 3 students demonstrated gradual progression into Level 2 curriculum levels by Term 4, aligning more closely with national expectations for this year group. Although some students remained below expected levels, there was evidence of acceleration for learners moving from Level 1 into Level 2 writing achievement bands.

Year 4 achievement reflected strong progress and closer alignment with national norms. A larger proportion of students achieved within Level 2 and some students progressed into Level 4 curriculum bands by the end of the year. This cohort showed one of the strongest overall achievement profiles across the school.

Year 5 data showed mixed achievement patterns. While more students progressed into higher curriculum sublevels during the year, a significant proportion of learners remained within lower Level 1 and Level 2 bands, below expected national curriculum levels for Year 5. This cohort represents an ongoing area for targeted writing acceleration.

Year 6 students demonstrated strong acceleration and achievement growth. By Term 4, many learners were achieving within Level 3 and Level 4 curriculum bands, reflecting good alignment with national expectations. This cohort showed one of the strongest shifts toward above-expected writing achievement.

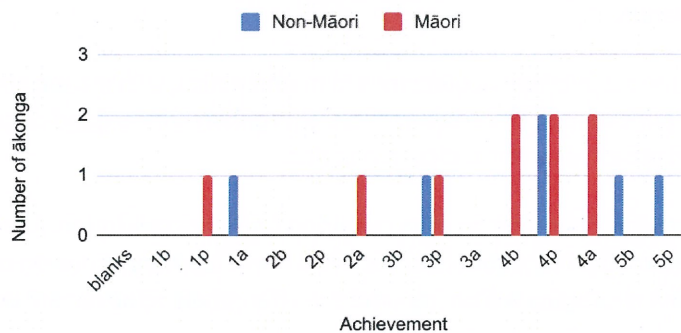
Year 7 achievement data indicates positive alignment with national writing expectations. Most students were achieving within Level 3 and Level 4 curriculum bands by the end of the year, with several students performing above expected curriculum levels. Achievement patterns suggest strong learner engagement and effective writing instruction in the senior school.

Year 8 students achieved the strongest writing outcomes across the school. Most learners were achieving within Level 4 and Level 5 curriculum bands, which aligns well with or exceeds national expectations for Year 8 writing. This cohort demonstrated high levels of writing competency and sustained achievement growth across the year.

Māori learner achievement data showed positive progress across several year levels, particularly in Years 4, 6, 7, and 8 where students increasingly achieved within expected or above-expected curriculum bands by Term 4. Senior Māori learners demonstrated stronger alignment with national writing norms than junior cohorts.

Achievement gaps between Māori and non-Māori learners were more evident in Years 1–3 and Year 5, where Māori learners were more highly represented within lower curriculum sublevels.

Year 8 Non-Māori vs Māori AsTTLe Writing EOY 2025

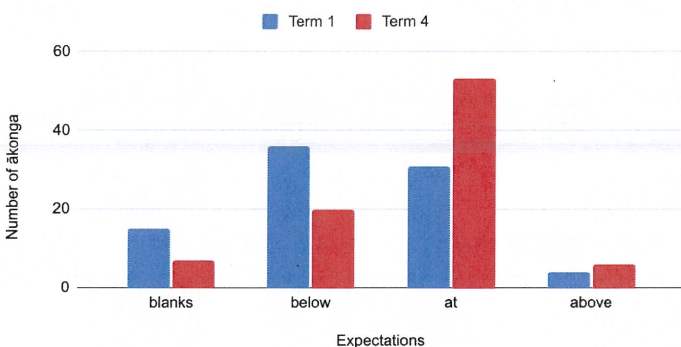


Areas for Improvement

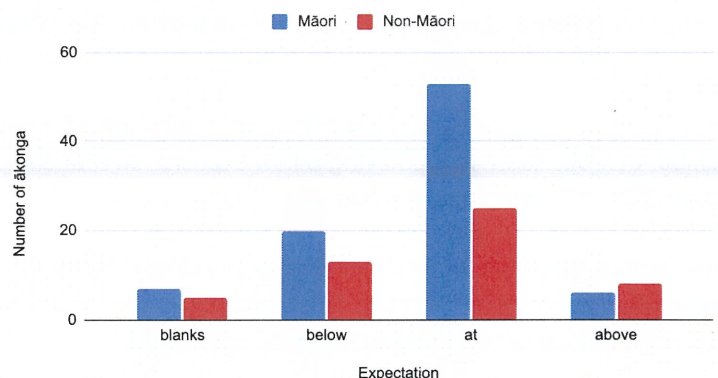
- Continued acceleration required in Years 1–3 and Year 5.
- Ongoing support needed for learners remaining below national writing expectations.
- Strengthening consistency of writing achievement for Māori learners in junior cohorts.
- Continued focus on structured literacy and targeted writing interventions to reduce achievement disparity and improve equity outcomes.

JAM Assessment and PAT Maths data 2025

Māori (whole school) maths achievement term 1 and term 4 2025



Whole School maths achievement Māori vs Non-Māori 2025



Whole School Analysis

Whole school mathematics achievement data shows strong positive movement from Term 1 to Term 4. The number of students achieving below expectation reduced significantly from 36 to 20, while students achieving at expectation increased from 31 to 53. There was also a small increase in students achieving above expectation. These trends indicate that the majority of learners are progressing toward expected curriculum levels and that schoolwide mathematics programmes are supporting improved achievement outcomes.

Compared with national expectations, the school demonstrates improving alignment with curriculum norms, particularly in the middle and senior school. However, achievement gaps remain for some learners, particularly Māori students in selected year levels and cohorts where below-expectation achievement remains comparatively high.

Year 1 mathematics achievement data indicates that many students remain below expected curriculum levels for their year group. While a proportion of learners are achieving at expectation, the relatively high number of students below expectation suggests that foundational number knowledge and early mathematical understanding remain areas for continued support and acceleration.

Year 2 achievement patterns show developing progress toward national norms, with increasing numbers of learners achieving at expectation. However, below-expectation achievement remains evident for a significant group of learners, indicating the need for ongoing targeted mathematics intervention and differentiated classroom support.

Year 3 data suggests gradual movement toward expected curriculum achievement levels. Most learners are progressing within expected curriculum stages, although some students continue to require additional support to strengthen mathematical fluency and confidence.

Year 4 students demonstrated strong achievement outcomes in mathematics, with the majority of learners achieving at expectation and a small number performing above expectation. This cohort shows good alignment with national norms and reflects positive acceleration and effective mathematics instruction.

Year 5 achievement data identifies this cohort as an area requiring further acceleration. A relatively high number of students remained below expectation compared with national norms, while fewer learners achieved above expectation. Continued targeted teaching and intervention strategies will be important to strengthen achievement outcomes in this year group.

Year 6 mathematics achievement showed positive progress, with most learners achieving at expectation and some students performing above expectation. Achievement patterns suggest improving alignment with national curriculum expectations and growing learner confidence in mathematics.

Year 7 students demonstrated strong achievement outcomes, with all learners achieving at expectation and no students identified below expectation. This cohort reflects strong alignment with national mathematics norms and indicates highly positive learner engagement and achievement.

Year 8 students achieved the strongest mathematics outcomes across the school. Most learners achieved at expectation, with some students performing above expectation and no learners identified below expectation. These results indicate strong curriculum alignment and high levels of mathematical capability in the senior school.

Māori Learner Analysis- Māori learner achievement data shows positive overall progress across the year. Schoolwide, the number of Māori learners achieving below expectation reduced significantly from 36 to 20, while students achieving at expectation increased strongly from 31 to 53.

Strongest outcomes for Māori learners were evident in Years 4, 7, and 8, where most students achieved at or above expectation and very few learners remained below expected curriculum levels. These cohorts demonstrate strong alignment with national norms and positive learner acceleration.

Achievement gaps remain more evident in Years 1 and 5, where larger proportions of Māori learners were identified below expectation compared with non-Māori learners.

Key Strengths

- Significant reduction in below-expectation achievement schoolwide.
- Strong achievement outcomes in Years 4, 7, and 8.
- Positive acceleration trends for Māori learners across several year levels.
- Senior school cohorts demonstrate strong alignment with national mathematics norms.

Areas for Improvement

- Continued acceleration required in Years 1, 2, and 5.
- Ongoing support needed for learners below expectation in foundational mathematics skills.
- Further strengthening of equitable outcomes between Māori and non-Māori learners in selected year groups.
- Continued focus on targeted mathematics teaching and differentiated intervention programmes to improve achievement consistency across the school.

2025 Achievement Percentages by Curriculum Area

Reading Achievement Percentages

Year Level	Below National Norms	At National Norms	Above National Norms
Year 1	35.7%	21.4%	42.9%
Year 2	63.6%	13.6%	22.7%
Year 3	87.5%	0.0%	12.5%
Year 4	39.1%	34.8%	26.1%
Year 5	90.0%	5.0%	5.0%
Year 6	25.0%	41.7%	33.3%
Year 7	35.7%	14.3%	50.0%
Year 8	25.0%	12.5%	62.5%

Writing Achievement Percentages

Year Level	Below National Norms	At National Norms	Above National Norms
Year 1	100.0%	0.0%	0.0%
Year 2	57.9%	42.1%	0.0%
Year 3	61.5%	38.5%	0.0%
Year 4	33.3%	61.9%	4.8%
Year 5	27.3%	72.7%	0.0%
Year 6	8.3%	75.0%	16.7%
Year 7	14.3%	57.1%	28.6%

Year 8	12.5%	50.0%	37.5%
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Mathematics Achievement Percentages

Year Level	Below National Norms	At National Norms	Above National Norms
Year 1	57.1%	28.6%	14.3%
Year 2	60.0%	40.0%	0.0%
Year 3	53.8%	46.2%	0.0%
Year 4	4.3%	73.9%	21.7%
Year 5	15.0%	85.0%	0.0%
Year 6	16.7%	66.7%	16.7%
Year 7	0.0%	71.4%	28.6%
Year 8	0.0%	75.0%	25.0%

How we have given effect to Te Tiriti o Waitangi

Our statement of Variance shows evidence of the effect that we have given to Te Tiriti o Waitangi. In 2025 We were able to retain a strong cohort of year 7 and year 8 students. The Evaluation and analysis of the school's students' progress and achievement also shows that taura Māori are making strong improvements. 2025 achievement data demonstrates evidence of the school giving effect to Te Tiriti o Waitangi through ongoing efforts to promote equitable outcomes, culturally responsive practice, and improved achievement for Māori learners.

Across Reading, Writing, and Mathematics, Māori learners showed positive progress and acceleration in several year levels, particularly within the middle and senior school. Mathematics data showed a significant reduction in Māori learners achieving below expectation, alongside a strong increase in students achieving at expectation by the end of the year. Writing achievement for Māori learners also improved in Years 4–8, with increasing numbers of learners achieving within or above expected curriculum levels. These outcomes suggest that targeted support, responsive teaching practices, and strengthened learner engagement are positively impacting Māori student achievement.

The data also reflects the school's commitment to equity by actively identifying and monitoring achievement gaps between Māori and non-Māori learners.

This has enabled targeted interventions, differentiated teaching programmes, and additional support strategies for learners requiring acceleration. The positive achievement trends for Māori learners in Years 4, 6, 7, and 8 indicate that these approaches are contributing to improved learner success and stronger alignment with national expectations.

Evidence of giving effect to Te Tiriti is also demonstrated through:

- the use of culturally responsive teaching practices that affirm Māori identity, language, and culture
- targeted acceleration programmes for Māori learners identified as below expectation
- ongoing tracking and monitoring of Māori learner progress and achievement
- strengthened relationships with whānau and learner-centred approaches to engagement

Statement of compliance with employment policy (required)

For the year ended 31st December 2025 the Ngati Toa School Board:

Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and

proper treatment of employees in all aspects of their employment.

Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.

Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.

Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.

Meets all Equal Employment Opportunities requirements.

Kiwisport funding (required)

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$2,224 (excluding GST). The funding was spent on sporting endeavours.

Conclusion: Kiwisport funding has continued to positively support Ngāti Toa School by increasing opportunities for tamariki to participate in organised sport and physical activity. The funding has helped provide access to equipment, participation in basketball and touch tournaments, transport, and sporting events, enabling greater student participation, confidence, teamwork, and wellbeing. It has also strengthened student engagement and encouraged healthy, active lifestyles within our school hāpori.

Financial statements (required)