



# Strathmore School

## Annual Report and Analysis of Variance 2024



Taramoa Strathmore School's annual plan and analysis of variance serve as key evaluative tools to review progress towards the strategic goals identified in our 2024 annual plan. Guided by the principles of Te Mātaiaho, our reporting framework focuses on two strategic pou: **Cultural Wellbeing** and **Vibrant Learning**.

We report on curriculum implementation, analyse student achievement and attendance data, and assess progress against the 2023 annual report targets. This reflective process ensures we remain responsive to learner needs, uphold the aspirations of Te Tiriti o Waitangi, and continue to strengthen culturally sustaining, future-focused learning pathways for all ākonga.

# KAUPAPA O TE KURA O TARAMOA 2024 > 2026

## STRATEGIC GOALS, STRATHMORE SCHOOL, 2024 > 2026

*Tūnāpō Tā Mātou ~ Our Vision*  
**TE HOATU NGĀ TAMARIKI KI MAEKE NEI**  
Giving our Children a Fulfilling Future

### *Whakapono Rautaki ~ Strategic Goals*

#### **CULTURAL WELLBEING**

Embrace cultural diversity & inclusivity

#### **VIBRANT LEARNING**

Empower tamariki with the tools they need to succeed

### *Ta Tatou Mahi ~ Our Initiatives*

#### **IMPROVE ENGAGEMENT WITH WHĀNAU & COMMUNITY**

Prioritise cultural values of our community by celebrating cultural events and authentically embedding Te Reo and Te Ao Māori, and Pasifika cultures, throughout our kura

#### **STRENGTHEN STUDENT & STAFF WELLBEING ~ HAUORA**

Ensure inclusivity for all by listening to and enacting the needs of ākonga, kaimahi and whānau

#### **BUILD ON OUR SUCCESSES**

Review and develop our values, Rōpu Whānau and leadership throughout our kura

#### **FOSTER A GROWTH MINDSET**

Review tamariki goal-setting, foster ways for ākonga to have ownership of their learning, and reward participation and positivity

#### **IMPLEMENT INNOVATIVE DESIGNS FOR LEARNING**

Develop real-world learning applications and include 'STEAM' outcomes across the curriculum

#### **PROVIDE CHOICE AND AUTONOMY IN LEARNING**

Implement learning opportunities to enable ākonga to grow at their own pace

### *Kua Toa Mātou ~ Our Success*

We flourish in a culturally supportive learning place where hauora and growth are prioritised

We are secure in our personal and cultural identity

Ākonga and kaimahi are uplifted and empowered for excellence

### *Whanonga Pono ~ Our Values*

WHAKAUTE  
RESPECT

HIRANGA  
EXCELLENCE

WAIARO  
ATTITUDE

HAUTŪ  
LEADERSHIP

*Ma Te Huruhuru Ka Rere te Manu*  
Adorn the Bird with Feathers and it will Fly

*Iti Rearea Teitei Kahikatea ka Taea*  
The rearea is the smallest bird in the forest yet it flies up in the highest trees

# STRATEGIC PLAN

Taramoa Strathmore School Strategic Direction 2024–2026

Our vision, Te Hoatu Ngā Tamariki Ki Maeke Nei – Giving our Children a Fulfilling Future, guides our focus on two key goals: Cultural Wellbeing and Vibrant Learning.

We celebrate diversity, strengthen whānau connections, and support the wellbeing of all ākonga and kaimahi. Our learning programmes foster student voice, innovation, and real-world learning through STEAM and goal setting.

At Taramoa, every child is empowered to grow, thrive, and succeed in a culturally rich and inclusive environment.

# BOARD OF TRUSTEES OVERVIEW

|   |                                     |
|---|-------------------------------------|
| <b>Akarere Henry</b>                      | <b>Presiding Member</b>             |
| <b>Tutunoa Tereu-Solomona (Noa Tereu)</b> | <b>Principal</b>                    |
| <b>Nicole Andrews<sup>1</sup></b>         | <b>Interim Staff Representative</b> |
| <b>Neville Takiri</b>                     | <b>Elected Parent</b>               |
| <b>Karley Rawiri</b>                      | <b>Elected Parent</b>               |
| <b>Desiree Morunga</b>                    | <b>Elected Parent</b>               |
| <b>Ngere Orauamai</b>                     | <b>Co-opted member</b>              |
| <b>Robert Wehipeihana</b>                 | <b>Co-opted member</b>              |

The Strathmore School Board of Trustees uses the SchoolDocs online platform to manage, store, and regularly review school policies and procedures. The SchoolDocs framework ensures our policies are aligned with current legislation, Ministry of Education requirements, and best practice in school governance. [Strathmore SchoolDocs Website](#)

The Board follows a scheduled review cycle through SchoolDocs, enabling timely updates and consultation with staff and the school community where appropriate. This system supports transparency, accountability, and consistency across all aspects of school operations.

The Strathmore Board of Trustees meets its obligations as a good employer under the Education and Training Act and related legislation. We are committed to providing a safe, inclusive, and legally compliant working environment for all staff, and we uphold the principles of equity, integrity, and professionalism in our governance practices.

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<sup>1</sup> *Nicole Andrews is currently serving as the interim staff representative on the Board. She was invited to the role by the Board in November 2024, following Noa Tereu's appointment as Tumuaki and subsequent resignation from the position. A formal staff representative election will take place during the scheduled Board elections in September.*

## BOARD OF TRUSTEES GOOD EMPLOYER CHECKLIST

| Area of Responsibility                     | Key Actions   | Evidence/Notes  |
|--|---|---|
| Equal Employment Opportunities (EEO)       | <ul style="list-style-type: none"> <li>Have a current EEO policy in place.</li> <li>Review hiring and promotion practices.</li> </ul>   | EEO policy on SchoolDocs  |
| Staff Wellbeing and Safety                 | <ul style="list-style-type: none"> <li>Monitor Health and Safety obligations under the Health and Safety at Work Act 2015.</li> <li>Ensure the workplace is free from bullying and harassment.</li> </ul>             | Wellbeing surveys, Principal reports to the Board   |
| Culturally Responsive Practice             | <ul style="list-style-type: none"> <li>Promote Te Tiriti o Waitangi obligations in employment practices.</li> <li>Develop staff capabilities through Tataiako, Tapasa, Kaumatua and Cultural Lead teacher.</li> </ul> | Curriculum and Achievement Hui notes with internal PLD<br><br>Kaumatua support plan notes.                |
| Fair and Transparent Recruitment Practices | <ul style="list-style-type: none"> <li>Follow merit-based recruitment processes</li> <li>Use structured interview processes and clear role descriptions</li> </ul>  | Appointment practices and records of interview panels.  |
| Induction and Professional Growth          | <ul style="list-style-type: none"> <li>Provide robust induction for new staff, with a designated support person for onboarding</li> <li>Support ongoing PLD and Professional Growth Cycle.</li> </ul>                 | Induction documents, PLD plans, Inquiry Sprint documents as well as Curriculum and Achievement Hui notes. |
| Staff Representation and Voice             | <ul style="list-style-type: none"> <li>Staff Representative engagement at Board hui</li> <li>Keep open channels</li> </ul>  | Monthly Staff Rep board report, meeting minutes.  |
| Performance Management                     | <ul style="list-style-type: none"> <li>Implement fair performance management systems aligned with the Teaching Standards</li> </ul>   | Professional Growth Cycle (PGC) portfolios, Curriculum and Achievement Hui notes.                         |
| Work and Leave Entitlements                | <ul style="list-style-type: none"> <li>Ensure compliance with Holidays Act, parental leave, sick leave etc</li> <li>Offer flexible work arrangements where possible</li> </ul>  | Leave records - Google Form with Google Sheet.  |
| Employment Agreements                      | <ul style="list-style-type: none"> <li>Ensure all staff are on the correct collective or individual agreement.</li> <li>Update agreements when necessary.</li> </ul>  | Signed contracts in staff folders. Contracts are guided by NZEI and NZSBA.                                |
| Exit and Feedback Processes                | <ul style="list-style-type: none"> <li>Conduct exit interviews</li> <li>Use feedback to make improvements if required</li> </ul>  | Exit interview notes, board reports   |



# KIWISPORT FUNDING REPORT

Kiwi Sport is a Government initiative aimed at increasing students' participation in organised sport. In 2025, Taramoa Strathmore School received a total of \$2,241.00 (excluding GST) in Kiwi Sport funding.

This funding was used to subsidise a range of sports-related expenses, including swimming fees and transport costs to support student participation in inter-school events such as athletics, swimming and cross-country. The funds also supported our Bikes in Schools programme, with the purchase of new pumps to maintain our bikes, keeping them safe for use during school hours.

Additionally, Strathmore tamariki participated in town-wide soccer, netball, and basketball competitions, held after school during the week and on weekends. Kiwi Sport funding has been instrumental in reducing financial barriers and ensuring our ākonga can enjoy a diverse range of physical activity and sporting opportunities.



# GIVING EFFECT TO TE TIRITI O WAITANGI

At Taramoa Strathmore School, we are committed to giving practical and meaningful effect to Te Tiriti o Waitangi by embedding te reo Māori, tikanga Māori, and mātauranga Māori into the everyday life and learning of our kura.

Our Pai ki te Kōrero programme supports this commitment through regular opportunities for all ākonga and kaimahi to engage in learning karakia, waiata, kupu hou, kiwaha, and whakataukī. This programme is central to promoting te reo Māori as a living language and fostering cultural pride and understanding.

Each day begins with whānau groups gathering to uphold tikanga Māori through shared karakia, manaakitanga, and whanaungatanga. Karakia timatanga, karakia mō te kai, and karakia whakakapi are embedded as daily practices. We are fortunate to receive weekly guidance and cultural leadership from our kaumātua, Matua Robert Wehipeihana, who supports our staff and tamariki in deepening their understanding of tikanga and te ao Māori. Each kaiako leads one week per term where they create the slideshow presentation, launch the learning for the new week at our Hui Tīmatanga on Monday morning, then leading the Hui Whakamutunga on Friday afternoon. This builds teacher capability and knowledge which adds to their professional learning.

Our long-term curriculum planning intentionally incorporates learning contexts that reflect Māori values and concepts such as:

- Tūrangawaewae (Belonging)
- Rangatiratanga (Leadership)
- Pakihi (Enterprise)
- Taiao (Flora and Fauna, including Rongoā Māori)

These contexts strengthen our culturally responsive approach and ensure Māori knowledge is visible and valued. Practices such as tuakana-teina relationships and building strong whanaungatanga within classrooms are intentionally used to support Māori succeeding as Māori.

Our connection with mana whenua has been strengthened through our visit to Ngātira Marae, deepening our understanding of local tikanga and whakapapa. Around our school, visual imagery, murals, and bilingual signage proudly reflect and declare the importance we place on te reo me ōna tikanga.

Looking ahead, we are committed to further engagement with Raukawa iwi and aim to expand Pai ki te Kōrero by increasing our focus on local histories and pūrākau. This will help ensure our ākonga develop a deeper sense of identity, belonging, and place within our rohe, while continuing to honour and enact the principles of partnership, protection, and participation under Te Tiriti o Waitangi.

# TARAMOA STRATHMORE SCHOOL

## ANNUAL REPORT 2024

Taramoa Strathmore School is committed to welcoming and catering to diverse cultural and learning needs. Through vibrant learning programmes and opportunities, we provide an inclusive and caring learning environment where all learners can achieve their personal excellence. We are dedicated to reflecting the significant place of Māori and Mana Whenua (Ngāti Raukawa ki Waikato) within our kawa and tikanga, and to developing our local area curriculum.

Our mission is to advance a culturally responsive learning environment where school, whānau, and community support ākonga to succeed in all their endeavours. We connect our ākonga to their culture and identity, enabling them to become lifelong learners, leaders, and outstanding members of our community.

We continue to pursue our goals for 2024–2026. These goals remain relevant and achievable, with a strong focus on culture and engaged learning. Under each goal are targeted initiatives. Our kaupapa has always been to uphold the principles of Te Tiriti o Waitangi. In doing so, we have developed two key goals that bring Te Tiriti to life: **Cultural Wellbeing** and **Vibrant Learning**. Through these, we aim to grow outstanding members of our community—secure in their personal and cultural identity, uplifted, and empowered for success. #WhateverItTakes

In May 2024, a group of 18 students, the Deputy Principal, a Board member, and two support staff travelled to the Cook Islands for three weeks to attend the Bicentennial Celebration of the Gospel's Arrival on Mangaia, following an invitation extended in 2022 by King Numangatini. Travelling under the banner of the Tokoroa Mangaia Society, the group strengthened cultural ties by connecting tamariki with their heritage, our Tokoroa community, and tribal leaders from Rarotonga and Aitutaki.

By the end of 2024, we made steady progress in reading, writing, and mathematics. To further accelerate our progress in 2025, we will continue implementing structured literacy approaches such as The Code by Liz Kane Literacy, and PR1ME Mathematics.

Teachers are engaging in professional learning focused on the science of learning and structured literacy supported by the regionally funded provider - Blended Learning. In 2025, kaiāko will engage in two days of targeted professional development through the Kāhui Ako, with a focus on deepening understanding and implementation of the refreshed mathematics curriculum.

# TARAMOA STRATHMORE SCHOOL

## ANALYSIS OF VARIANCE 2024

### STRATEGIC GOAL 1: **ACHIEVED** CULTURAL WELLBEING:

**DOMAIN:** Learning environment    **FOCUS AREA:** Ethnicity    **TARGET GROUP:** Whole school  
**GENDER:** all    **ETHNICITY:** Māori & non-Māori

Alignment with NELP Objective 1: Learners at the Centre

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

NELP Priority 2: Have high aspirations for every learner, 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.

**Rationale:** This goal centres on embedding tikanga Māori and Pasifika values into everyday learning, fostering inclusive environments and strengthening identity through local iwi connections and cultural leadership.

### PROGRESS

Business as usual:

- Pōwhiri and Mihi Whakatau are used authentically with the support of the Māori Achievement Collaborative, our Kaumātua, and Cultural Lead. Mihi whakatau are held for special guests and at the start of each term to welcome new students and their whānau.
- Karakia are practised daily in alignment with tikanga Māori:
  - Karakia timatanga, karakia mō te kai, and karakia whakakapi.
- Whānau reporting systems were further reviewed and developed to better meet whānau needs.
- Student and whānau voices are regularly gathered to inform the ongoing review and development of the school curriculum.
- Kai is provided at all school events to support and strengthen whanaungatanga.
- A deeper relationship is maintained with our Kaumātua to grow our understanding of Strathmore School's unique history, tikanga, and identity within Tokoroa and the Raukawa rohe.
  - Kaumātua also advises the Board and staff.
  - Every Tuesday morning, Kaumātua works onsite delivering sessions on karakia and local history to classes.

Priority:

- Embed consistent school-wide strategies for teaching and learning procedures and learning relationships that embrace Maori and Pasifika views and interests.



## NEXT STEPS

- Continue to develop the school's outdoor spaces and EOTC opportunities that reflect our whānau, local knowledge, and cultural identity.
- At the end of 2024, Rangi Lockington was appointed as our new Cultural Lead. Her expertise will enhance our mihi whakatau, with tamariki learning haka pōwhiri and tuoro (Cook Islands welcome practices).
- All ākonga will now participate in the welcome, with haka pōwhiri and traditional Cook Islands tuoro (chants and hula) taught during weekly waiata assemblies.
- This is a shift from previous years, where a small group of drummers and a child performing a pe'e led the welcome, alongside whaikōrero from our Kaumātua.
- Further develop the mihi whakatau process by working with Kaumātua and student leaders to teach whaikōrero, enabling ākonga to speak from the paepae.
- Identify appropriate people and approaches to teach girls to karanga, so this element can be included in our welcome ceremonies.
- Review and redevelop the Pai ki te Kōrero programme to include local iwi history and tangata rongonui (notable ancestors) such as Tūrongo, Mahinarangi, and Hoturoa.
- Integrate rerenga kōrero (useful phrases) for daily classroom use by kaiako and ākonga.
- Deepen connections with Raukawa through waka programme and marae visit.

## STRATEGIC GOAL 2: PARTIALLY ACHIEVED

**ACHIEVEMENT:** Ensure our ākonga, with their whānau & community, will reach their educational potential with high aspirations, by reducing barriers, maximising learning opportunities, to become self-managers and life-long learners. **Target of 80% of learners at or above in reading, writing and maths.**

**DOMAIN:** Teaching / Learning    **FOCUS AREA:** Achievement    **PRIORITY GROUP:** Below expected  
**GENDER:** All    **ETHNICITY:** Māori & non-Māori

**RESULTS:** Reading: 78% At or Above. Writing: 81% At or Above. Maths: 78% At or Above. See a breakdown of results at the end of this report

**Alignment with NELP Objective 2: Barrier-Free Access & Objective 3: Quality Teaching and Leadership**

- **NELP Priority 3:** Reduce barriers to education for all learners, including for Māori and Pacific learners, disabled learners and those with learning support needs.
- **NELP Priority 4:** Ensure every learner gains sound foundation skills, including language, literacy and numeracy.
- **NELP Priority 5:** Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.
- **NELP Priority 6:** Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

**Rationale:** This goal prioritises reducing achievement disparities, implementing structured literacy and numeracy programmes, and focusing on the science of learning and curriculum refresh (Te Mātaiaho), aligning with quality teaching and removing barriers.

## PROGRESS

Business as usual:

- Increase student engagement through vibrant programmes of learning, including House of Science projects, and STEAM learning.
- Collected and tracked data (OTJs for all year groups - data presented to the Board in November 2024). Achievement data reported to the Board in July and November. Weekly focus on Priority Learners (3 Priority Learners per teacher at any given time)
- Tracked literacy (reading and writing) and numeracy, reported to the Board in June and November 2024, with a weekly focus on priority learners
- SENCo team meets fortnightly to plan and provide support through RTLB intervention, including in class support (ICS) for individuals and groups and whole classes, teachers and individual student achievement. Achievement data continues to be monitored by LSCs at Kāhui Ako level
- Provided equitable support to all students through outside agencies such as SWiS, RTLB and MoE's Learning Support

- Provided PLD for TAs to grow in abilities to support learning. This includes the Better Start Literacy Approach (BSLA). This programme is delivered through 1:1 and small group work) and SENCO support team (learning support interventions as priorities)
- Celebrated student success and progress / achievement through weekly assembly, PB4L acknowledgements and annual prize giving (Poutama Awards)
- Review curriculum, procedures and continue to improve student achievement in Literacy and Numeracy, with the inclusion of House of Science and some STEAM learning
- Reviewed systems to identify, track/monitor and support the progress of our priority learners and the whole student population
- Māori Achieving and Succeeding as Māori: Continue to develop teacher and student knowledge of Te Reo through our Pai ki te Korero programme (with ongoing support from the Māori Achievement Collaborative and Kaumatua)
- Prioritised students within one sub-level of their curriculum expectation with a weekly focus, and in groups of three to ensure achieved targets
- Timetabled daily and weekly reading, math and writing (in response to the MoE's 1 hours instruction per day expectation.
- Included technology to support learning, i.e. learners with transcription difficulties using devices to write texts, StepsWeb for struggling readers, Prototec, e-ako and Study Ladder.
- Changes to current teaching and learning model, focusing on the science of learning and explicit teaching practices.
- Māori Achievement Collaborative (MAC) and Kaumatua to support Māori Achieving and Succeeding as Māori

#### Priorities:

- Continued PLD to implement Te Mataiaho with the English and Maths curriculum refresh going live in 2025.

#### NEXT STEPS

- Continue The Code throughout the whole school with refresher internal PLD by Literacy Lead teacher. Introduce Heggerty Phonemic Awareness resource as an added tool to implement structured literacy practices that align with the curriculum refresh.
- Continue with two strategic goals focused on cultural **wellbeing** and **vibrant learning**. Embed this language with our whanau through usage in newsletters, social media platforms and school website.
- Continue to update BSLA reading resources onto website for parent use at home

#### STRATEGIC GOAL 3: ACHIEVED

**WELLBEING:** ensure ākonga, kaimahi, whānau and community are provided a culturally, physically, emotionally and spiritually safe environment where everyone can build resilience, confidence and cultural identity

**DOMAIN:** Community engagement    **FOCUS AREA:** Procedures    **TARGET GROUP:** Community  
**GENDER:** all    **ETHNICITY:** Māori & non-Māori

**Alignment with NELP Objective 1: Learners at the Centre & Objective 2: Barrier-Free Access**

- **NELP Priority 1: Safe, inclusive learning environments.**
- **NELP Priority 3: Reduce barriers to education for all learners.**

**Rationale:** Focuses on creating emotionally, physically, and culturally safe spaces where students and staff can thrive, promoting resilience and cultural confidence through PB4L, REAL values, and outdoor play initiatives.

#### PROGRESS

Business as usual:

- Continued to provide a safe environment where our young people feel a sense of ownership and belonging.
- PB4L programme discussions during weekly briefing to ensure fidelity of the school REAL values.
- Analyse PB4L data to identify playground hotspots for active supervision to ensure safety and wellbeing inside and outside of the classroom.

- The leadership and kaiako teams regularly met whānau and community kanohi ki te kanohi (face to face).
- Collected ākonga voice to review and further develop PB4L and curriculum
- Actively teach and promote our school values
- Maintained participation in Health and Physical Education
- Maintain our zero tolerance for bullying through swift action when reports are made and preventative measures through our REAL values discussions where manaakitanga and respect are unpacked.
- Refurbished and regenerated public areas of the school
- Developed, implemented and promoted SunSmart procedures, including wearing of hats during spring and summer terms (Term 1 and Term 4)
- Extend the playground to include a wider range of play equipment such as bikes
- Bike track usage during morning tea and lunchtime with school leaders providing supervision and distribution of bikes and helmets.
- Provide bicycles and scooters (including helmets) for use while at school
- Remove / make safe hazardous buildings, parts of buildings and debris as soon as possible after hazards are identified
- Continue to encourage ākonga to eat healthy school meals, and maintain a healthy foods/ drinks policy

### NEXT STEPS

- Flat bike track is completed. Continue next phase with the completion of a pump track.
- Increase participation in sports and PE, including PL for teachers

### STRATEGIC GOAL 4: ACHIEVED

**ATTENDANCE:** provide engaging learning opportunities so that our ākonga, with the support of whānau / aiga, kōpu tangata, will attend school regularly (90% of the time) **Ministry set target of 80% regular attendance**

**DOMAIN:** Teaching and Learning **FOCUS AREA:** Engagement **TARGET GROUP:** Teachers, Whānau and Students **GENDER:** all  
**ETHNICITY:** Māori & non-Māori

Alignment with NELP Objective 1: Learners at the Centre & Objective 2: Barrier-Free Access

- NELP Priority 2: Partner with whānau and communities to design and deliver responsive education.
- NELP Priority 3: Reduce barriers to education for all learners.

**Rationale:** This goal promotes regular attendance through vibrant learning and community partnership, aligning with strategies to increase participation and engagement, particularly among Māori and Pasifika learners.

**ATTENDANCE DATA (Regular Attendance): Māori: 41%. Pasifika: 40 %. NZE: 22%.**

### PROGRESS

Business as usual:

- Maintained the attendance van in association with SWPICS, used by children whose attendance is 70% or below
- Increased links with whānau whose children have low attendance through the office manager and attendance officer
- Developed a programme of monthly celebration and reward for 90% and 100% attendance (certificates and prizes)
- Continued to develop a modern and innovative school that inspires all learners to want to come to school
- Weekly updates on social media platforms detailing attendance rates. Embed the message that EVERYDAY MATTERS.
- Celebrated with whānau our safe, happy and thriving school, where our REAL values, whanaungatanga and manaakitanga are essential to everything

#### Priorities

- Consult with whānau about curriculum, communication and reporting
- Teachers use HERO to inform parents and provide support for whanau to assist children's learning in the home
- Teachers and students set learning goals using HERO

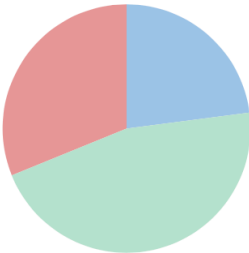
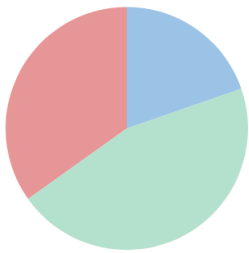
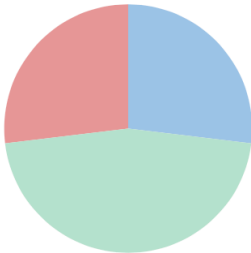
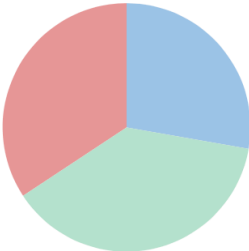
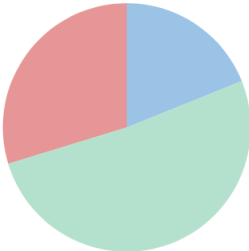
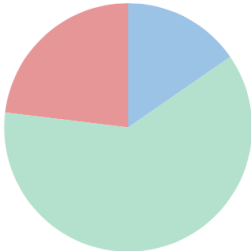
#### **NEXT STEPS**

- Increase regular attendance to 70% through deeper focus on attendance services
- Rebrand Fridays (a day where absence is high) with projects, school dress up days and sports events.
- Continue focus on vibrant learning through a fortnightly hui on Wednesdays to upskill teachers on art, project ideas, waiata and increase their cultural knowledge of Cook Islands and te reo Maori.
- Celebrate attendance and place value on it through ATTENDANCE HERO awards to be given out at Friday assemblies along with Student of the Week awards.



**END OF YEAR ACHIEVEMENT DATA:** As with our Mid Year Data, this data is drawn from OTJs (Overall Teacher Judgements)

**Reading:**

| END OF YEAR<br>2024 | READING: YR1-6  |    |    |        |    |    |        |    |   |           |    |    |          |    |    |     |  |    |       |   |   |     |  |  |
|---------------------|---|----|----|--------|----|----|--------|----|---|-----------|----|----|----------|----|----|-----|--|----|-------|---|---|-----|--|--|
|                     | EXPECTED CURRICULUM LEVEL   |    |    |        |    |    |        |    |   |           |    |    |          |    |    |     |  |    |       |   |   |     |  |  |
|                     | TOTAL   |    |    | GENDER |    |    |        |    |   | ETHNICITY |    |    |          |    |    |     |  |    |       |   |   |     |  |  |
|                     | ALL   |    |    | MALE   |    |    | FEMALE |    |   | MĀORI     |    |    | PASIFIKA |    |    | NZE |  |    | MELAA |   |   |     |  |  |
|                     | TOT   | #  | %  | TOT    | #  | %  | TOT    | #  | %   | TOT       | #  | %  | TOT      | #  | %  | TOT | #  | %  | TOT   | # | % |     |  |  |
| ABOVE EXPECTED      | 122   | 28 | 23 | 66     | 13 | 20 | 56     | 15 | 27  | 69        | 19 | 28 | 37       | 7  | 19 | 13  | 2  | 15 | 2     | 0 | 0 |     |  |  |
| AT EXPECTED         |   | 56 | 46 |        | 30 | 45 |        | 26 | 46  |           | 26 | 38 |          | 19 | 51 |     | 8  | 62 |       | 2 | 2 | 100 |  |  |
| TOWARDS EXPECTED    |   | 38 | 31 |        | 23 | 35 |        | 15 | 27  |           | 24 | 34 |          | 11 | 30 |     | 3  | 23 |       | 0 | 0 | 0   |  |  |
|                     | <div><div></div>ABOVE Expected</div> <div><div></div>AT Expected</div> <div><div></div>TOWARDS Expected</div> |    |    |        |    |    |        |    |   |           |    |    |          |    |    |     |  |    |       |   |   |     |  |  |
|                     | ALL STUDENTS  |    |    |        |    |    |        |    | BOYS  |           |    |    |          |    |    |     | GIRLS  |    |       |   |   |     |  |  |
|                     |                              |    |    |        |    |    |        |    |   |           |    |    |          |    |    |     |   |    |       |   |   |     |  |  |
|                     | MĀORI   |    |    |        |    |    |        |    | PASIFIKA  |           |    |    |          |    |    |     | NZE  |    |       |   |   |     |  |  |
|                     |                             |    |    |        |    |    |        |    |  |           |    |    |          |    |    |     |  |    |       |   |   |     |  |  |

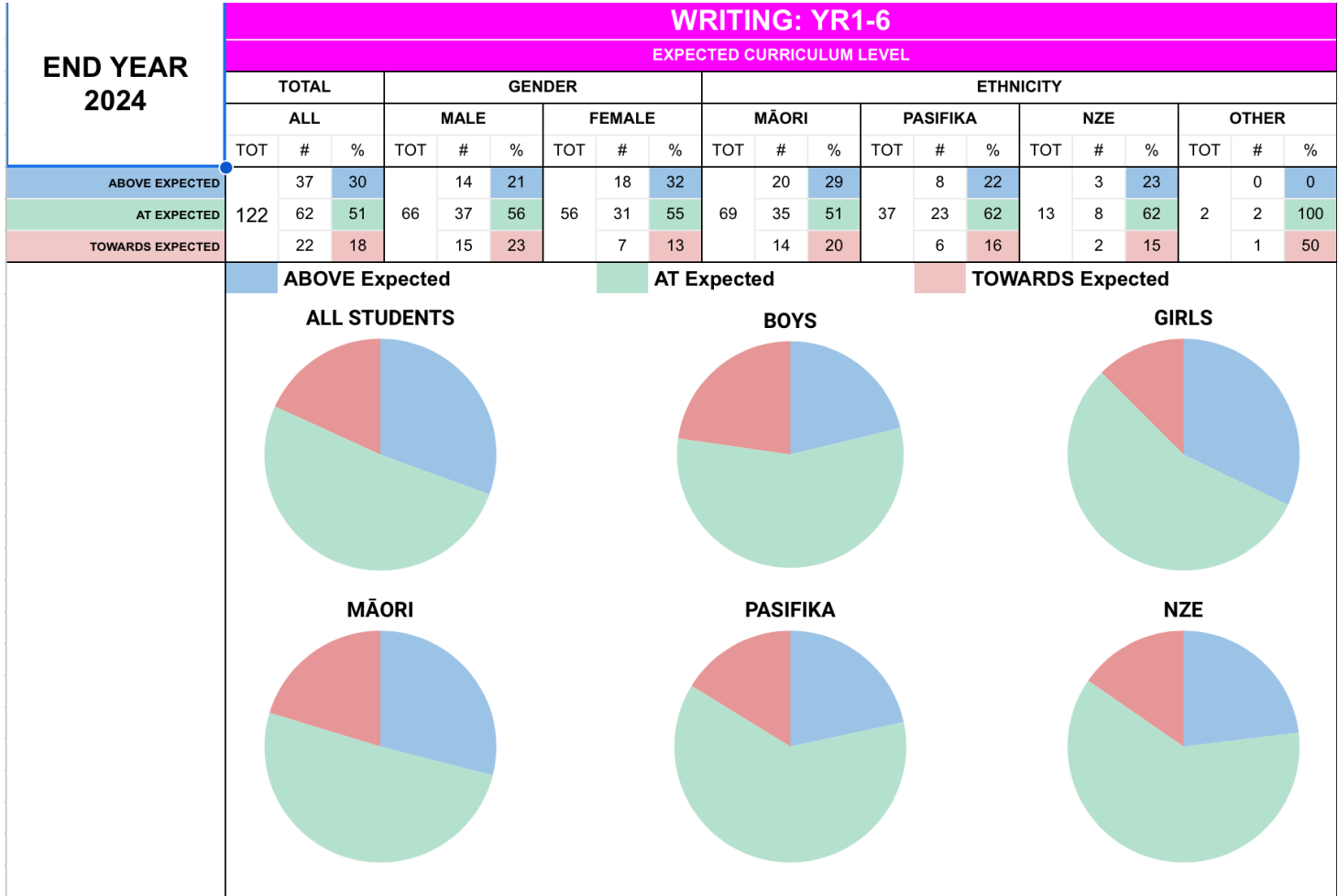
**Mid Year Data for Reading was 53%.**

**Interventions used to accelerate priority learners.**

- contact made with whanau and resources sent home for children to participate in the Reading League (Home-School Partnership for Reading) as well as tips on how families can help at home.
- Building phonological awareness and decoding skills through The Code.
- StepsWeb used to support struggling readers.
- House of Science experiments provide high interest reading texts for tamariki, especially our boys. Collaborative mahi with other students provides scaffolding for struggling readers, developing their reading skills and giving them access to the activity.
- Learning assistants provide learning support for priority learners. e.g. language experiences with procedural texts, reading mileage - reading to and shared reading

**End of Year Data for Reading was 78%. (- 2% variance on our target)**

Writing:



Mid Year Data for Writing was 71%.

Interventions used to accelerate priority learners.

- Building phonological awareness, encoding and decoding skills through The Code and Heggerty.
- BSLA
- A concerted focus on handwriting provided structure and confidence for our struggling writers, supporting their ability to form letters, build fluency, and engage more successfully in written tasks.
- StepsWeb used to support struggling writers through the follow up activities
- House of Science experiments provide high interest reading and oral language for tamariki, especially our boys. Writing about experiments provides an authentic context.
- Learning assistants provide learning support for priority learners. e.g. language experiences
- High interest writing prompts
- Digital publishing through Canva - increased children’s interest in writing.

End of Year Data for Writing was 81%. (+1% variance on our target)

Maths:

| END YEAR<br>2024   | NUMERACY: YR1-6           |    |    |        |    |    |        |    |    |           |    |    |          |    |    |     |    |    |       |    |    |    |   |    |   |   |    |
|--|---------------------------|----|----|--------|----|----|--------|----|----|-----------|----|----|----------|----|----|-----|----|----|-------|----|----|----|---|----|---|---|----|
|  | EXPECTED CURRICULUM LEVEL |    |    |        |    |    |        |    |    |           |    |    |          |    |    |     |    |    |       |    |    |    |   |    |   |   |    |
|  | TOTAL                     |    |    | GENDER |    |    |        |    |    | ETHNICITY |    |    |          |    |    |     |    |    |       |    |    |    |   |    |   |   |    |
|  | ALL                       |    |    | MALE   |    |    | FEMALE |    |    | MĀORI     |    |    | PASIFIKA |    |    | NZE |    |    | OTHER |    |    |    |   |    |   |   |    |
|  | TOT                       | #  | %  | TOT    | #  | %  | TOT    | #  | %  | TOT       | #  | %  | TOT      | #  | %  | TOT | #  | %  | TOT   | #  | %  |    |   |    |   |   |    |
| ABOVE EXPECTED   | 122                       | 30 | 25 |        | 15 | 23 |        | 15 | 27 |           | 16 | 23 |          | 10 | 27 |     | 2  | 15 |       | 1  | 50 |    |   |    |   |   |    |
| AT EXPECTED  |                           | 65 | 53 |        | 66 | 32 |        | 48 | 56 |           | 33 | 59 |          | 69 | 39 |     | 57 | 37 |       | 18 | 49 | 13 | 7 | 54 | 2 | 1 | 50 |
| TOWARDS EXPECTED   |                           | 27 | 22 |        |    | 19 |        | 29 |    |           | 8  | 14 |          |    | 14 |     | 20 |    |       | 9  | 24 |    | 4 | 31 |   | 0 | 0  |
| <div><div>ABOVE Expected</div><div>AT Expected</div><div>TOWARDS Expected</div></div> <div><div>ALL STUDENTS</div><div>BOYS</div><div>GIRLS</div><div>MĀORI</div><div>PASIFIKA</div><div>NZE</div></div> |                           |    |    |        |    |    |        |    |    |           |    |    |          |    |    |     |    |    |       |    |    |    |   |    |   |   |    |

Mid Year Data for Maths was 78%.

Interventions used to accelerate priority learners.

- Focus on maths vocabulary to increase problem solving skills
- Embed PRIME math pedagogy of Concrete (use materials such as Numicon, counters, unifix cubes etc), Pictorial and Abstract. Give akonga many opportunities to “play” with materials to embed abstract concepts.
- Rich learning tasks - low entry, high ceiling math problems
- Gamification of maths - use maths games to motivate students and teach number knowledge.

End of Year Data for Maths was 78%. (-2% variance on our target)

# ACHIEVEMENT DATA COMMENTARY

The following data compares the percentage of students achieving at or above curriculum expectations in Reading, Writing, and Mathematics from mid-year to end-of-year 2024.

| Learning Area | Mid-Year % At/Above | End-of-Year % At/Above | Variance for 80% target |
|---------------|---------------------|------------------------|-------------------------|
| Reading       | 53%                 | 78%                    | -2%                     |
| Writing       | 79%                 | 81%                    | +2%                     |
| Maths         | 78%                 | 78%                    | -2%                     |

## Key Findings:

- Reading achievement showed a significant increase of 25%, indicating strong gains in student literacy outcomes across the second half of the year.
- Some of our junior reading data showed improvement following professional discussions about curriculum expectations. Initial judgments had been set at an aspirational level, and through moderation and collaborative review, more accurate and consistent expectations were applied. This led to a shift in data that better reflects students' actual progress and achievement in relation to the curriculum.
- The second half year saw the continued rollout for the schoolwide implementation of structured literacy programme - The Code by Liz Kane Literacy.
- Resources were sent home with reading priority learners <sup>2</sup>to enable participation in the school Reading League. Teachers contacted whanau to encourage them to engage in daily reading at home.
- At each weekly staff meeting, teachers would discuss the actions steps taken for priority learners.
- Writing remained consistently high, with a 2% improvement, reinforcing the effectiveness of current writing programmes.
- Mathematics achievement remained stable, maintaining the same performance from mid-year to end-of-year.

## Considerations:

- Student absence in Term 4 was notably high, impacting the number of students assessed at the end of the year.
- This may have influenced the achievement percentages, particularly if students who were working towards expectations were underrepresented in the final data.
- Further analysis will be required to track individual student progress and support those with inconsistent attendance

## Next Steps:

- Continue targeted support in Reading to consolidate recent gains.
- Review Mathematics instruction and programmes to identify opportunities for greater growth.
- Strengthen attendance strategies in 2025 to ensure all learners are present and able to demonstrate their progress.

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<sup>2</sup> priority learners = students who are six months below curriculum expectations. Teachers give extra focus to these students to shift them to curriculum expectations.



# CONCLUDING STATEMENT

As the new Tumuaki of Taramoa Strathmore School, I am proud of the collective progress we have made in 2024. This report reflects the strength of our commitment to cultural wellbeing, vibrant learning, and the aspirations of our ākonga, whānau, and wider community. Through targeted initiatives, collaborative professional learning, and strong partnerships with mana whenua, we have uplifted both the cultural and academic success of our tamariki.

We continue to set high expectations for raising achievement and attendance, while remaining deeply focused on nurturing the hauora of our tamariki and the wellbeing of our entire school community. Our commitment is not only to learning outcomes, but also to creating a safe, inclusive, and empowering environment where every learner feels valued and supported.

We carry forward our professional learning from 2024—particularly in Te Mātaiaho, the science of learning, and explicit teaching strategies—with enthusiasm and purpose. In 2025, we look forward to embedding these further into our everyday teaching practice to strengthen learner outcomes across the curriculum.

Ngā mihi nui to our Board of Trustees, kaimahi, whānau, and community partners for your support and shared belief in our vision—Te Hoatu Ngā Tamariki Ki Maeke Nei – Giving our Children a Fulfilling Future.

Special thanks to our former Tumuaki - Jason Wright for his leadership and vision which has left the school in a position to springboard into a fulfilling future for our whanau.

We look ahead to 2025 with optimism, determination, and a shared commitment to doing whatever it takes for our tamariki.

Noa Tereu

Tumuaki – Taramoa Strathmore School

*Ma Te Huruhuru Ka Rere te Manu*  
Adorn the Bird with Feathers and it will Fly



*Iti Rearea Teitei Kahikatea ka Taea*  
The rearea is the smallest bird in the forest yet it flies up in the highest trees

