

STRATHMORE SCHOOL ANNUAL REPORT AND ANALYSIS OF VARIANCE 2025

Taramoa Strathmore School's annual report and analysis of variance serve as key evaluative tools to review progress towards the strategic goals identified in our 2025 annual plan. Guided by the principles of the refreshed curriculum, 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 2025 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 our ākonga.

STRATEGIC PLAN

KAUPAPA O TE KURA O TARAMOA 2024 > 2026 STRATEGIC GOALS, STRATHMORE SCHOOL, 2024 - 2026

Tūruapō Tā Matou ~ 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, Roopu 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 Matou ~ 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

Ti Rearea Teitei Kahikatea ka Taea
The rearea is the smallest bird in the forest yet it files up in the highest trees

Our vision *Te Hoatu Ngā Tamariki ki Maeke Nei* Giving our children a fulfilling future

Our two pou: Cultural Wellbeing and Vibrant Learning

We celebrate diversity, strengthen whānau connections and support the wellbeing of all ākonga and kaimahi.

BOARD OF TRUSTEES OVERVIEW

Akarere Henry	Presiding Member
Tutunoa Tereu-Solomona (Noa Tereu)	Principal
Nicole Andrews	Staff Representative
Karley Rawiri	Elected Member
Andrew Brock	Elected Member
Ngere Orauamai	Co-opted Member
Matua Robert Wehipeihana	Co-opted member/Kaumatua
Tamihana Coxhead	Co-opted member
Stephen Schuster	Co-opted member

Following the 2025 triennial election, three elected members resigned due to changes in their availability. Consequently, several individuals were co-opted to address these vacancies.

The Strathmore School Board uses the [SchoolDocs](#) online platform to manage, store, and regularly review school policies and procedures. This supports alignment with current legislation, Ministry of Education requirements, and good governance practice.

The Board follows the SchoolDocs review cycle, ensuring policies are updated in a timely way and that staff and community consultation occurs where appropriate. This supports transparency, accountability, and consistency across school operations.

The Board also 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 kaimahi, guided by equity, integrity, and professionalism.

Strathmore School Board Good Employer Checklist

Area of Responsibility	Key Actions	Evidence
Equal Employment Opportunities (EEO)	Maintain a current EEO policy and review fair hiring and promotion practices.	EEO policy maintained and reviewed through SchoolDocs. Recruitment processes aligned with fair employment practices.
Staff Wellbeing and Safety	Monitor Health and Safety obligations and ensure a workplace free from bullying and harassment.	Health and Safety reports to the Board, wellbeing surveys, hazard register, incident reporting systems, emergency procedures, and principal reports.
Culturally Responsive Practice	Promote Te Tiriti o Waitangi obligations and build staff cultural capability.	Internal PLD, curriculum and achievement hui, culturally responsive practices embedded through school initiatives, and support from cultural leadership and kaumātua guidance where appropriate.
Fair and Transparent Recruitment Practices	Follow merit-based appointment processes with clear role descriptions and structured interviews.	Appointment documentation, interview panel records, role descriptions, and employment procedures guided by SchoolDocs and NZSBA advice.
Induction and Professional Growth	Provide induction for new staff and support ongoing professional growth.	Induction documentation, mentoring support, Professional Growth Cycle (PGC), inquiry sprint documentation, curriculum hui notes, and PLD records.
Staff Representation and Voice	Ensure staff have opportunities to contribute feedback and engage with governance processes.	Staff Representative Board reports, staff hui, wellbeing survey feedback, and Board meeting minutes.
Performance Management	Implement fair performance management aligned with Teaching Standards.	Professional Growth Cycle portfolios, appraisal documentation, inquiry documentation, and curriculum/achievement hui notes
Work and Leave Entitlements	Ensure compliance with leave entitlements and employment legislation.	Leave request records, payroll systems, employment records, and adherence to collective agreements.
Employment Agreements	Ensure all staff are employed under appropriate agreements and contracts are updated as required.	Signed employment agreements held securely, supported by NZEI/NZSBA guidance.
Exit and Feedback Processes	Gather feedback from departing staff and use information for improvement where needed.	Exit interview notes (where applicable), leadership reflections, and Board reporting where relevant.
Policy Review and Governance Compliance	Regularly review employment-related policies and governance procedures.	SchoolDocs annual review schedule, Board review records, consultation feedback, and policy adoption minutes.

Annual Assurance Statement

The Strathmore School Board confirms it has met its obligations as a good employer during the reporting year and has taken all reasonable steps to provide a safe, inclusive, culturally responsive, and legally compliant workplace for all kaimahi.

KIWISPORT FUNDING



Kiwisport is a government initiative aimed at increasing students' participation in organised sport. In 2025, Strathmore School received a total of \$2, 596.84 in Kiwisport funding.

Kiwisport funding was used to subsidise sporting opportunities for our tamariki, particularly basketball, due to the higher cost of hiring the South Waikato Events Centre gymnasium.

The funding also supported transport costs for inter-school sporting events and helped maintain our Bikes in Schools programme through the purchase of puncture repair kits and bike parts.

Additional sports equipment was purchased for soccer, netball and basketball, supporting coaches to provide quality training sessions and game-day opportunities for our students.

GIVING EFFECT TO TIRITI O WAITANGI

Taramoa Strathmore School actively gives effect to Te Tiriti o Waitangi by embedding te ao Māori values, language, tikanga, and meaningful whānau partnerships throughout school life, while working intentionally towards our goal of Māori achieving success as Māori.

We continue to access support through the Māori Achievement Collaborative – Te Arahou to strengthen our culturally responsive practices, leadership capability, and strategic direction in supporting equitable and excellent outcomes for Māori learners.

We warmly welcome new students and whānau each term through *mihi whakatau*, fostering a sense of belonging and connection from the outset. Tikanga Māori practices are a natural part of our daily routines, including *karakia tīmatanga*, *karakia whakamutunga*, and *karakia mō te kai*, helping to strengthen cultural identity and shared values across our kura.

Our *whānau rōpū* structure — Raukawa, Tōtara, Pōhutukawa, and Kōwhai — provides daily opportunities to foster *manaakitanga*, *whanaungatanga*, and tuakana-teina relationships. Students gather each morning in their rōpū for *karakia* and *Pai ki te Kōrero* learning, strengthening te reo Māori me ōna tikanga and cultural understanding.

Celebrating significant cultural events remains an important expression of our commitment to Te Tiriti partnership. Our Matariki celebration brought together over 300 whānau and community members, where memorial stars were placed on our Pōhutukawa mural in remembrance of loved ones, alongside wishes shared on our Hiwa-i-te-Rangi star, creating a powerful sense of connection, reflection, and aspiration.

Our annual *Tohu Poutama* prizegiving was attended by over 400 people, reflecting the rich cultural diversity and strong community spirit within our kura. The event included a *mihi whakatau-tuoro* (Cook Islands welcome), honouring and celebrating the multicultural identity of our school community.

Our school kaumātua plays a vital role in strengthening our cultural capability by providing guidance to our Cultural Lead teacher, visiting classrooms weekly, and mentoring five senior students in *whaikōrero*, helping to build leadership, confidence, and cultural knowledge in our emerging rangatahi leaders.

TARAMOA STRATHMORE SCHOOL

ANNUAL REPORT 2026

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

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

We continue to work towards the goals set for 2024–2026, which remain highly relevant and achievable, with a strong focus on cultural wellbeing and vibrant learning. Under each strategic goal sit key initiatives that guide our actions. Our kaupapa has always been grounded in upholding the principles of Te Tiriti o Waitangi. Through this commitment, we have developed goals that bring Te Tiriti to life through Cultural Wellbeing and Vibrant Learning. Through these priorities, we aim to grow outstanding members of our community who are secure in their personal and cultural identity, uplifted, and empowered for success.

By the end of 2026, we aim to see continued acceleration and success in Reading, Writing, and Mathematics. To support this, we will maintain a strong focus on evidence-based teaching approaches including structured literacy through BSLA, The Code by Liz Kane Literacy, structured mathematics through Pr1ME, and authentic inquiry through STEAM learning in Term 3 this year. Kaiako will continue to engage in professional learning centred on the science of learning, structured literacy, and the implementation of the refreshed mathematics curriculum through Ministry-funded professional learning opportunities.

TARAMOA STRATHMORE SCHOOL

ANALYSIS OF VARIANCE 2025

STRATEGIC GOAL 1: ACHIEVED

CULTURAL WELLBEING: Embrace cultural diversity & inclusivity.

IMPROVE ENGAGEMENT WITH WHĀNAU & COMMUNITY

Prioritise the cultural values and identities of our school community by celebrating significant cultural events and authentically embedding *te reo Māori*, *te ao Māori*, and Pasifika cultures throughout our kura. Strengthen meaningful partnerships with whānau and the wider community to support ākonga success, belonging, and engagement.

STRENGTHEN STUDENT & STAFF WELLBEING / HAUORA

Prioritise student and staff hauora by fostering a safe, inclusive, and supportive school environment where wellbeing is valued and nurtured. Introduce the **PULSE digital wellbeing platform** for senior students to support regular wellbeing check-ins, strengthen student voice, and enable early identification of wellbeing needs. Staff hauora will be prioritised through intentional wellbeing initiatives, supportive leadership practices, and opportunities that promote work-life balance, connection, and professional wellbeing.

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

PROGRESS

Business as usual / embedded practice:

- Continued to authentically embed pōwhiri / mihi whakatau for welcoming new staff, students, and whānau, with ongoing support from our kaumātua.
- Our kaumātua mentored a group of five student leaders in whaikōrero, building student leadership capacity and enabling ākonga to take an active speaking role in our mihi whakatau.
- As a reflection of our kura's unique cultural identity, a Cook Islands tūoro has been incorporated into our mihi whakatau, creating a meaningful fusion of our Māori and Pasifika cultures.
- Daily karakia is embedded across the kura, including at the beginning and end of the school day, and karakia mō te kai at morning tea and lunch.
- Strengthened our partnership with kaumātua, who regularly works alongside classes, supports staff and leadership, and provides cultural guidance to the Board and kura community.

Whānau engagement and consultation:

- Further reviewed and refined the reporting to whānau system to better align with Ministry guidelines for reporting to parents/whānau
- Held IDP / whānau-teacher conferences, achieving strong whānau participation and strengthening home-school learning partnerships. (75-80% schoolwide average attendance)
- Gathered ongoing student, staff, and whānau voice through kanohi ki te kanohi conversations, HERO communications, Google Forms, and consultation processes to inform school decision-making.

Cultural identity and belonging:

- Continued to authentically embed te reo Māori, tikanga Māori, and Pasifika cultures throughout school life, celebrations, and learning programmes.
- Celebrated significant cultural events including Matariki, language weeks, and cultural celebrations that reflect the identities of our school community.

Curriculum and learning environment:

- Implementation of learning contexts that reflect Aotearoa-New Zealand - Turangawaewae, Maunga to Awa, Pakihi (Enterprise) and Whakanui (Celebrations)
- Developed culturally responsive classroom environments that promote whanaungatanga and collaboration.
- Continued embedding PB4L / REAL values to strengthen belonging, positive relationships, and student leadership across the kura.

NEXT STEPS

- **Strengthen student cultural leadership opportunities** by expanding roles for ākonga in tikanga-based practices such as mihi whakatau, karakia, waiata leadership, and cultural events, building confidence, identity, and leadership capability across the kura.
- **Strengthen the school's cultural leadership capacity** by further developing the role of the cultural lead teacher to support the authentic integration of *te reo Māori, tikanga Māori*, Pasifika perspectives, and culturally responsive practices across the kura, while also facilitating and growing student cultural leadership opportunities across the school.
- **Further embed culturally responsive practice across teaching and learning** by continuing to strengthen the integration of *te reo Māori, te ao Māori*, Pasifika perspectives, and local histories so that all ākonga see their identities, languages, and cultures authentically reflected in everyday learning.

STRATEGIC GOAL 2: PARTIALLY ACHIEVED

ACHIEVEMENT:

Ensure our ākonga, alongside their whānau and community, reach their educational potential with high aspirations by reducing barriers, maximising learning opportunities, and developing self-managing, confident, lifelong learners.

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

RESULTS: Reading: 70% At or Above. Writing: 74% At or Above. Maths: 71% At or Above. **See a breakdown of results at the end of this report**

PROGRESS

Business as usual:

- Collected, analysed, and tracked achievement data across reading, writing, and mathematics to monitor progress, inform teaching decisions, and report to the Board.
- **Leadership Transition:** Successfully transitioned to a new SENCo, strongly supported by the LSC and the new Tumuaki (the previous SENCo), ensuring excellent continuity of care.
- **Targeted Interventions:** Prioritised wrap-around support for high-needs learners through effective RTLB and SWiS referral pathways.
- **Classroom Accommodations:** SENCo, LSC and RTLB collaborated with teaching staff to implement practical, inclusive adjustments within the classroom to support diverse learning needs.
- Continued fortnightly **SENCO / learning support team meetings** to coordinate interventions, plan support, monitor progress, and access assistance through RTLB, Learning Support, SWiS, and other external agencies.
- Provided equitable support for students requiring additional assistance through in-class support, targeted interventions, and specialist programmes.

- Continued implementation of the **Better Start Literacy Approach (BSLA)** and structured literacy practices, supported by trained staff and teacher aides delivering targeted 1:1 and small group interventions.
- Strengthened teacher aide capability through professional learning to better support children learning and hauora needs.
- Celebrated student progress, achievement, and success through weekly assemblies, PB4L / REAL acknowledgements, classroom celebrations, and annual prizegiving.
- Timetabled daily teaching of **reading, writing, and mathematics** to ensure a strong focus on foundational learning areas.
- Embedded **Pai ki te Kōrero** to strengthen student and staff confidence in *te reo Māori*, supporting Māori achieving and succeeding as Māori.
- Continued support from the **Māori Achievement Collaborative (MAC)** and kaumātua to strengthen culturally responsive practice and Māori learner success.
- Continued use of digital technologies and assistive tools to support student learning, including platforms that strengthened literacy, numeracy, and accessibility for learners with additional needs.
- Strengthened internal moderation practices through in-house professional learning and collaborative teacher discussions to improve consistency of overall teacher judgements.

Strategic priorities / targeted improvement:

- Strengthened teacher capability through targeted professional learning in structured literacy, refreshed curriculum implementation and mathematics.
- Developing a more coherent and meaningful local curriculum that integrates literacy, numeracy, cultural identity, authentic contexts for learning, and student engagement.
- Continued to promote a more **hands-on, engaging approach to teaching and learning**, where literacy and numeracy were increasingly integrated into authentic learning contexts.

NEXT STEPS

- Strengthen teacher capability in literacy, mathematics, and assessment practice to ensure consistent, high-quality teaching.
- Accelerate progress for priority learners through stronger tracking, targeted teaching, and timely intervention.
- Continue developing engaging, culturally responsive learning programmes that strengthen student engagement and achievement.

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

PROGRESS

Business as usual:

- Continued to provide a safe environment that our young people wish to be a part of
- Strengthened and consistently use PB4L frameworks to further safeguard our learners
- Provided extracurricular sporting opportunities through the Sports Coordinator, registering tamariki in local netball, football, and basketball competitions.
- Promoted regular physical activity through teacher-led sport, fitness, bike track use, and the annual **Life Education** visit.
- Supported student hauora, teamwork, and engagement through active learning opportunities.
- Actively teach and promote our school values
- Maintained participation in Health, Physical Education and Sports
- Maintain our zero tolerance for bullying
- Maintain, implement and promote SunSmart procedures, including wearing of hats during spring and summer terms (Term 1 and Term 4)
- Complete bike pump track and astroturf basketball courts
- 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 lunches and Kickstart Breakfast.

NEXT STEPS

- Strengthen wellbeing monitoring through regular student voice and check-ins, with a targeted focus on our junior school.
- Increase whānau partnership in wellbeing, behaviour, and safety initiatives.
- Continue reviewing physical, emotional, and cultural safety systems across the kura.

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)

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

ATTENDANCE DATA (Regular Attendance): Māori: 55%. Pasifika: 56%. NZE: 60%. (Data based on Every Day Matters Reports)

PROGRESS

Business as usual:

- Maintained the attendance van in partnership with SWPICS to support tamariki with attendance below 70%.
- Strengthened connections with whānau of students with low attendance through regular communication from the office manager and attendance services.
- Implemented attendance incentives, including weekly class recognition (certificates and mini chocolates), Tumeke Tumuaki attendance trackers, and termly celebration lunches for students achieving 95–100% attendance.
- Continued to develop a modern, engaging and innovative learning environment that encourages tamariki to attend school every day.
- Implement twice-termly themed dress-up Fridays to boost attendance, build positive school culture, and rebrand Fridays from a low-attendance day to a day tamariki are excited to attend.
- Developed and began implementing an attendance plan aligned with the Ministry of Education's Stepped Attendance Response framework to provide targeted support for students with emerging and ongoing attendance concerns.

NEXT STEPS

- Strengthen implementation of the Ministry's Stepped Attendance Response framework through consistent monitoring and targeted support for priority learners.
- Establish an **Attendance and Engagement Lead teacher** role to coordinate check-in/check-out support for priority tamariki, strengthen whānau connections, and lead engagement initiatives such as themed attendance dress-up days to positively rebrand Fridays.
- Review and refine attendance supports, incentives, and interventions to accelerate attendance improvement, particularly for students attending below 70%.

Analysis of Variance:

The aspirational target of **80% regular attendance** was not achieved, as it was significantly higher than the school's 2024 baseline and national averages. Regular attendance improved across 2025 (**40%–56%**), showing positive progress. For 2026, a more realistic but still challenging target of **65% regular attendance (90%+ attendance)** has been set.

END OF YEAR ACHIEVEMENT DATA.

After a small variance in reading and mathematics, where we did not reach our 80% target for students working at or above curriculum expectations, and successfully meeting our writing goal in 2024, we set more ambitious targets of 85% in reading and writing. Maths remained at 80%.

While there was strong motivation to improve and lift achievement, this coincided with the challenges of navigating the curriculum refresh. As a result, we did not meet our revised targets, with a variance of -15% in reading, -11% in writing, and -4% in mathematics. **Whilst our targets show a negative variance, achieving outcomes in the 70% range provides the school with a positive foundation to build on as we continue striving for higher achievement.**

END OF YEAR 2025	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	35	23		12	15		19	28		24	30		21	38		2	15		1	50	
AT EXPECTED	70	47	150	82	42	51	68	35	51	79	35	44	56	21	38	13	9	69	2	1	50
TOWARDS EXPECTED	45	30		28	34		14	21		20	25		14	25		2	15		0	0	
	ABOVE Expected			AT Expected						TOWARDS Expected											
	ALL STUDENTS						BOYS						GIRLS								
	MĀORI						PASIFIKA						NZE								





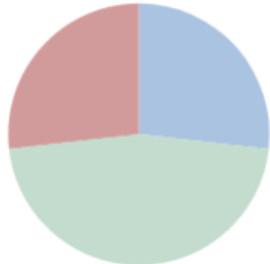
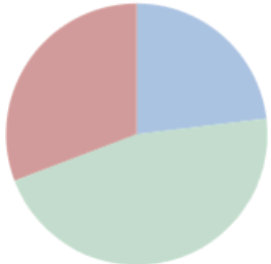
Analysis of Variance: 70% at/above (-15 variance)

The 85% reading and writing achievement target was not met. While achievement outcomes remained positive, the target was likely overly ambitious given the context of significant school-wide change. As a new tumuaki, ambitious targets were set while the school was simultaneously navigating curriculum refresh implementation, intensive structured literacy PLD for teachers, and rapid roll growth. Additional disruption came from establishing a new classroom and transitioning students between classes to manage growing numbers. These factors impacted consistency of teaching and learning, making the target challenging to achieve within the timeframe.

Interventions used to support learners with additional needs:

- Regular contact and partnership with whānau through parent conferences to discuss progress, needs, and next learning steps.
- Send-home reading resources to promote engagement and strengthen reading practice at home, supported through our **Reading League** competition.
- Use of the **StepsWeb** literacy programme in senior classes to support literacy development and accelerate learner progress.
- Explicit teaching of phonological awareness through **The Code** and **Heggerty** resources as part of our structured literacy approach.
- Targeted small-group and individual support provided by learning assistants to reinforce classroom learning and address identified needs.

END OF YEAR 2025	WRITING: YR1-6																			
	EXPECTED CURRICULUM LEVEL																			
	TOTAL			GENDER						ETHNICITY										
	ALL			MALE			FEMALE			MĀORI			PASIFIKA			NZE			OTHER	
TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%
ABOVE EXPECTED	45	30		24	29		29	43		25	32		15	27		3	23		1	50
AT EXPECTED	66	44	82	34	41	68	22	32	79	36	46	56	26	46	13	6	46	2	1	50
TOWARDS EXPECTED	39	26		24	29		17	25		17	22		15	27		4	31			0

 <p>ALL STUDENTS</p>	 <p>BOYS</p>	 <p>GIRLS</p>
 <p>MĀORI</p>	 <p>PASIFIKA</p>	 <p>NZE</p>








Analysis of Variance

74% at/above. (-11 variance)

Interventions used to support learners with additional needs:

- Explicit focus on **handwriting and transcription skills**, as outlined in the refreshed curriculum, to strengthen fine motor development and build confidence for struggling writers.
- Use of **The Code** and **Heggerty** resources to develop phonological awareness, strengthen understanding of spelling patterns, and support early literacy success.
- **House of Science** kits used to provide engaging, hands-on learning contexts that motivate learners and create authentic opportunities for reading, discussion, and writing.

END OF YEAR 2025	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	50	33		29	35		16	24		21	27		15	27		4	31		1	50
AT EXPECTED	57	38	150	30	37	68	31	46	79	29	37	56	26	46	13	5	38	2	1	50
TOWARDS EXPECTED	43	29		23	28		21	31	29	37		15	27		4	31		0	0	

		
ALL STUDENTS 	BOYS 	GIRLS 
MĀORI 	PASIFIKA 	NZE 

Analysis of Variance
71% at/above. (Variance of -9)

The **80% numeracy achievement target** was not met, with a **variance of -9%**. This target was ambitious given the significant change occurring across the school, including implementation of the refreshed curriculum, teachers developing confidence with structured maths through the **PRIME** approach, rapid roll growth, and classroom transitions to accommodate increasing student numbers. These factors impacted consistency of teaching and learning, making the target challenging to achieve within the year.

- Interventions used to support learners with additional needs:**
- Targeted support to strengthen **basic facts knowledge** through the use of **Prototec** and **Study Ladder**, providing additional practice and reinforcement.
 - **Professional learning and development for Learning Assistants** to build capability in supporting learners with appropriate materials and strategies that develop mathematical conceptual understanding.
 - Use of the **PRIME Mathematics** resource to provide a structured, explicit approach to mathematics teaching and learning, supporting consistency and learner progress.

END OF YEAR ACHIEVEMENT DATA COMMENTARY

- **Overall achievement outcomes show a solid foundation across all curriculum areas, with the majority of students achieving at or above expected curriculum levels.**
 - **Reading:** 70% at/above expectation (23% above, 47% at)
 - **Writing:** 74% at/above expectation (30% above, 44% at)
 - **Mathematics:** 71% at/above expectation (33% above, 38% at)
 - While school targets were not fully met, achievement in the 70% range provides a positive base to continue building on.
- **Writing was the strongest curriculum area overall**, with the highest percentage of students achieving above expectation (30%), suggesting positive impact from structured literacy implementation and explicit teaching approaches.
- **Girls outperformed boys in literacy achievement.**
 - **Reading:** Girls 79% at/above vs Boys 66%
 - **Writing:** Girls 75% at/above vs Boys 70%
 - This suggests boys remain a priority group for literacy acceleration, particularly in reading where 34% are still working towards expectation.
- **Mathematics achievement showed a smaller gender gap, but girls continued to outperform boys overall.**
 - Girls: 70% at/above
 - Boys: 72% at/above (*similar overall, but boys had a slightly higher proportion working towards in some cohorts*)
 - PRIME implementation and teacher professional learning are beginning to establish consistency in maths delivery.
- **Māori learners achieved comparably well to the overall school picture.**
 - **Reading:** 74% at/above
 - **Writing:** 78% at/above
 - **Mathematics:** 64% at/above
 - Māori writing achievement is a notable strength, reflecting gains from culturally responsive teaching approaches and literacy focus.
- **Pasifika learners demonstrated strong outcomes, particularly in writing and mathematics.**
 - **Reading:** 76% at/above
 - **Writing:** 73% at/above
 - **Mathematics:** 73% at/above
 - Pasifika learners are achieving at rates comparable to or above school averages in several areas.
- **Reading remains the area of greatest concern**, with 30% of all students still working towards expected curriculum levels.
 - Boys (34%) and Māori learners (25%) make up significant proportions of this group.
 - Continued focus on explicit reading instruction and targeted interventions remains important.
- **Roll growth and schoolwide change likely influenced achievement outcomes.**

During 2025, the school experienced significant roll growth, classroom restructuring, onboarding of new staff, implementation of refreshed curriculum expectations, and intensive professional learning in structured literacy and structured mathematics. These factors likely impacted consistency of delivery while systems were being embedded.

Considerations for 2026

- **Target boys' literacy achievement**, particularly reading, through engaging, explicit, and culturally responsive approaches that strengthen motivation and comprehension.
- **Accelerate mathematics progress for Māori learners**, ensuring consistent use of structured maths approaches and targeted support for learners working towards expectation.
- **Consolidate effective teaching practice**, allowing staff time to embed refreshed curriculum expectations, structured literacy, and PRIME maths implementation to strengthen consistency across classrooms.

CONCLUDING STATEMENT

2025 has been a year of significant growth, transition, and progress for Taramoa Strathmore School. As my second year as tumuaki, the school has continued to navigate considerable change, including the implementation of the refreshed curriculum, the embedding of new leadership systems and expectations, and rapid roll growth requiring organisational adaptation. While our achievement targets were not fully met, the strong foundation of student outcomes in the 70% range across reading, writing, and mathematics reflects the resilience of our staff, tamariki, and whānau during a period of substantial change.

I also acknowledge the ongoing support and strong governance provided by our Board of Trustees, whose leadership has helped guide the school through this period of growth and change with confidence and stability.

Our kura remains firmly focused on continuous improvement, strengthening teaching practice, and ensuring equitable outcomes for all learners as we move forward with confidence, clarity, and a shared commitment to success for every child.

Ngā mihi

A handwritten signature in black ink, appearing to be 'Noa Tereu', is written over a light grey dotted grid background.

Noa Tereu
Tumuaki-Principal

26th May 2026

