



Tāmaki Primary School 1526

Annual Report 2024

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## List of all School Board Members

Board Member Name	Position	Date that the Board Member's term finishes
Kamaka Tarawa	Presiding Member	September 2025
Carla Perese	Elected Member	September 2025
Simone Pakieto	Elected Member	September 2025
Fa'atili Toala	Co-opted Member	September 2025
Paula Fakalata	Co-opted Member	September 2025
Mariana Kaitai	Staff Representative	September 2025
Carol Leota	Tumuaki	



## Statement of variance: progress towards Strategic Goal 1: Academic Success, Learning Support and Wellbeing Regulation 9(1)(a):

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Progress was made across reading, writing, and mathematics through the implementation of rich, responsive, and culturally grounded teaching practices. In reading, the majority of ākonga across the school achieved at or above expected levels, with 82% success in pānui within Te Marautanga o Aotearoa and 67% in the New Zealand Curriculum. Targeted professional development, the mandated hour-a-day literacy block, and culturally responsive projects like the Schoolwide Hangi and Hibiscus Projects have enhanced engagement and outcomes. In writing, schoolwide achievement increased from 49% in 2023 to 52% in 2024, with ākonga tuhinga (writing) success in Te Puna Wairua (77.8%). These improvements reflect the implementation of pedagogical coaching, localised curriculum design, and Assessment for Learning strategies.

Oral language and cultural identity were strengthened through deliberate teaching and local curriculum integration. Te Puna Wairua students confidently use te reo and tikanga Māori, supported by professional learning and development, and the fostering of warm, learning focused relationships with whānau. In Talamuka-‘a-Tonga, the integration of Lea Faka-Tonga and translanguaging practices promoted student learning progress and achievement, and family involvement. In the English Medium, oral language was strategically taught to enhance vocabulary and literacy outcomes. Across all pathways, home-school partnerships, whānau conferences, and community involvement played a role in supporting learner growth and wellbeing.

While academic progress is improving, attendance remains an ongoing challenge. Wellbeing initiatives contributed to a caring, inclusive culture, and student voice indicated increased engagement—yet schoolwide regular attendance was 36% in relation to the Ministry’s regular attendance benchmark. Despite targeted efforts and strengthened relationships with whānau, persistent absenteeism continues to impact learning outcomes. Going forward, there is a need to review and refine attendance strategies, extend learning support, and continue refining culturally responsive teaching and assessment practices to lift achievement further and work towards equitable outcomes for Tāmaki Primary School learners.



## Strategic Goal 1: Academic Success, Learning Support and Wellbeing Regulation 9(1)(a)

To optimise ākonga potential so that they achieve personal and academic success *As per the strategic plan*

Annual Target/Goal: Regulation 9(1)(a)

Implement rich and responsive learning and teaching programmes that cater for ākonga needs and aspirations, ensuring that each ākonga receives the necessary resources and support, to grow socially, emotionally, culturally, and excel academically (NELP 2 Priority 3, 4) *As per the annual implementation plan*

Actions	What did we achieve?	Evidence	Reasons for variances	Planning for next year – where to next?
<b>Action 1</b> <b>a. Embed effective daily Guided Reading (Pānui) lessons for all ākonga</b>	<p>The End of Year Te Marautanga o Aotearoa Pānui data for Te Puna Wairua shows that the majority of students (74%) are achieving at the expected level in pānui (Manawa Ora), which is a positive indicator of steady progress. There is a small group (18%) needing targeted support (Manawa Taki), and 8% (Manawa Toa) are exceeding expectations.</p> <p>Achievement End of Year 2024 Te Marautanga o Aotearoa   Rumaki Reo 82% Pānui</p>	<p>Data assessments</p> <p>Robust OTJ for Pānui with Te Kaihou Ngarotata, Kaihautū Marautanga Maori</p> <p>Medium-Curriculum Lead</p> <p>Pūkete Pānui Haere Hanganga</p> <p>Te Reo Matatini approach. PLD for pouako with facilitators Te Kaihou Ngarotata, Kaihautū Marautanga Maori</p> <p>Medium-Curriculum Lead and Machel Dick Facilitator Māori and Pasifika Support Services Ltd</p>	<p>PLD Te Kaihou Pānui arahanga. Explicit focus on Relationship Based Learning strategies: learning focussed relationships, effective pedagogy, culturally responsive pedagogy and practices, warm, demanding relationships, high expectations, partnership with parents and caregivers, learning assistant support for accelerative practices.</p>	<p>Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning. A mandated hour a day: Implementing the required "hour a day" of reading, writing, and mathematics mandate school-wide. Better approach to literacy and numeracy: Implementing evidence-based early literacy and mathematics instruction. Implementing structured teaching approaches for literacy and mathematics, or for kura, rangaranga reo ā-Ta and rangaranga pāngarau and how this effectively addresses the learning needs of ākonga in the school or kura. Quality assessment and reporting: Implement consistent monitoring of student progress and achievement. Improving data literacy, assessment for learning and aromatawai, and how this informs decision-making, focusing on how progress is reported to the Board and the community. Greater use of data: Using data and evidence to drive consistent improvement in achievement.</p>
	<p>New Zealand Curriculum   Tongan Bilingual and English Medium End of Year 2024 67% Reading</p> <p>Achievement End of Year 2023 68% Reading schoolwide</p> <p>The majority of students achieve at or above expected curriculum levels in reading.</p>	<p>Overall teacher judgments</p> <p>Assessments including PATs, running records and PROBE</p>	<p>Explicit teaching of Reading, Writing and Maths; Deliberate teaching &amp; planning; Assessment for learning - Target students; Professional development in literacy for all Teachers; Using culturally responsive pedagogy leading to school wide projects; effective use of Dual Language texts</p>	
<b>Action 2</b> <b>b. Strengthen oral language input/output of all ākonga</b>	<p>Te Puna Wairua: Tamariki are beginning to confidently reflect te reo and mātauranga Māori. The majority of tamariki are achieving educational success in literacy and numeracy. Opportunities are provided for tamariki to be proud champions of te reo and mātauranga Māori. An inclusive and caring culture, focused on wellbeing</p>	<p>Ākonga confidence in</p> <ul style="list-style-type: none"> <li>- Karakia</li> <li>- Mihi</li> <li>- Pepeha</li> <li>- Paepae</li> <li>- Pānui</li> <li>- Tikanga Māori</li> </ul>	<p>Explicit teaching Te Reo Māori</p> <p>Modelling</p> <p>Hanganga Te Reo</p> <p>Explicit teaching of kūoro, oropūare, orokati.</p>	<p>Explicitly design and implement local curriculum that continues to advance the development of conversational reo skills. Investigate assessment tools for oral language assessment in te reo Māori Use effective assessment practices and critically reflect on tamariki data to inform</p>



Actions	What did we achieve?	Evidence	Reasons for variances	Planning for next year – where to next?
	<p>contributes to strengthening tamariki identity. Consistent routines and clear expectations contribute to calm focused classrooms. Relational trust with parents and whānau enables the sharing of aspirations and challenges. Respectful partnerships and communication between whānau, teachers and leaders provide a supportive environment for students. Strengthened connections with mana whenua Ngāti Paoa supports the ongoing development of the school's local curriculum.</p>	<p>Ngāti Pāoa Iwi Trust led PLD</p> <ul style="list-style-type: none"> <li>- Whare Tāpere</li> <li>- He Aute Project</li> <li>- Whānau Hui across schools</li> <li>- Tumuaki group hui</li> </ul> <p>ERO review August 2024</p>		<p>next steps.</p> <p>Governance and leadership to grow relational trust with Te Puna Wairua and support the development of strong Māori medium transitional pathways.</p>
	<p>Talamuka-'a-Tonga: Explicitly planned and taught oral language and vocabulary, including frontloading topic-specific terms and using translanguaging strategies. Set and reviewed learning goals each term through ongoing reflection and assessment, including whānau conferences and student self-assessments. Delivered a bilingual Tongan programme with focused teaching of Tongan and New Zealand histories. Staff know students and whānau well and many staff speak additional languages; these relationships support students and parents to be comfortable engaging with staff to seek support when required. Teachers and parents communicate regularly, parents value teachers making contact to share students' successes in class.</p>	<p>PELP fono</p> <p>ERO review August 2024</p>		<p>Integrate curriculum activities that align with local cultural contexts.</p> <p>Encourage students to speak in the Tongan language (<i>talanoa</i>) during class on Wednesdays and Thursdays.</p> <p>Support students in preparing their Lea Faka-tonga speeches in collaboration with parents.</p> <p>Provide opportunities for students to present their speeches in front of their parents, fostering family involvement and cultural pride.</p> <p>Commence the Tongan language assessment process.</p> <p>Develop an integrated, locally responsive curriculum that reflects the values and identity of the Tongan community.</p>



Actions	What did we achieve?	Evidence	Reasons for variances	Planning for next year – where to next?
	<p>English Medium</p> <p>Deliberate and explicit teaching around Schoolwide projects for real life experiences</p> <p>Professional development for Teachers - Vision Education</p> <p>Explicit and planned Oral language teaching and learning before all writing tasks</p> <p>Explicit and planned vocabulary teaching to support oral language outcomes - understanding and knowing before using language in everyday settings.</p> <p>Providing opportunities to use new vocabulary through schoolwide projects</p> <p>Building strong relationships with whānau</p> <p>ERO report August 2024:</p> <p>Leaders promote a culture of professional learning and growth to increase success for students in reading, writing and mathematics.</p> <p>Leadership set appropriate goals and targets to lift and accelerate students' progress in reading, writing and mathematics.</p>	<p>Schoolwide Hangi project</p> <p>Schoolwide Hibiscus project</p> <p>NZ Histories - history of our rohe</p> <p>New Zealand Curriculum</p> <p>Regular weekly Staff PLC sessions</p> <p>Home school partnership hui</p> <p>ERO review August 2024</p>	<p>Explicit Planning and teaching oral language and Vocabulary</p> <p>Explicit frontloading of specific topic vocabulary</p> <p>Using formative and summative assessment to set goals regularly and reflecting continuously on achievement - 3 way whānau conferences, student reflection at the end of each term, modelling books, anecdotal notes</p> <p>Explicit teaching of Aotearoa New Zealand Histories Curriculum</p>	<p>Explicitly plan and implement local curriculum that continues to advance the development of conversational skills leading to improved reading and writing skills</p> <p>Formative assessment through regular observations during class teaching time making anecdotal notes, setting goals for students</p> <p>PLD - setting goals/next steps for teachers to plan and teach effectively</p> <p>Use assessment Data to inform next steps for students and for teachers.</p>
<p>Action 3</p> <p>c. Implement 3rd year iteration of literacy PLD programme to develop Kaiako collaborative planning, teaching, peer observation and practice evaluation conversations, supported by Instructional</p>	<p>PLD has developed the following school-wide</p> <ul style="list-style-type: none"> <li>- effective writing pedagogy</li> <li>-use of culturally responsive approaches</li> <li>- responsive AfL capabilities</li> <li>- development of positive and productive learning relationships with ākonga and whānau</li> <li>- development of our Local curriculum by developing pathways for learning supported by a common language for learning.</li> <li>- understanding Te Mātaiaho and the</li> </ul>	<p>Literacy PLD with Vision Education - Model set on co teaching and planning</p> <p>Schoolwide Culturally Responsive projects e.g.Hangi Hibiscus project</p> <p>NZ Histories - history of our rohe</p> <p>New Zealand Curriculum</p>	<p>We have strengthened AfL and literacy practice to support the honouring of our cultural narrative (with ākonga, kaimahi, Poari, community); to increase Kaiako and leaders' agentic capabilities (cultural, pedagogical, collaborative), to boost ākonga agency (voice, power-sharing), to grow their learning-to-learn dispositions, transferable across the Curriculum and ultimately lift their engagement and</p>	<p>Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning.</p> <p>A mandated hour a day: Implementing the required "hour a day" of reading, writing, and mathematics mandate school-wide.</p> <p>Better approach to literacy and numeracy: Implementing evidence-based early literacy and mathematics instruction.</p> <p>Implementing structured teaching approaches for literacy and mathematics, or for kura, rangaranga reo ā-Ta and rangaranga pāngarau and how this</p>



Actions	What did we achieve?	Evidence	Reasons for variances	Planning for next year – where to next?
Mentoring/Coaching (ICM); to increase ākonga efficacy and agency in writing	<p>Common Practice Model</p> <p>Teachers have developed pedagogical content knowledge and strategically used a variety of approaches in writing across the curriculum in the Te Mātaiaho.</p> <p>New Zealand Curriculum   Tongan Bilingual and English Medium End of Year 2024 52% Writing. Achievement End of Year 2023 49% Writing schoolwide. Tongan Bilingual End of Year 2024. 61.9% Writing Te Puna Wairua End of Year 2024 77.8% Tuhituhi.</p> <p>More than half of students achieve at or above expected curriculum levels in Writing in 2024.</p>	<p>Regular weekly Staff PLC sessions</p> <p>Home school partnership hui</p> <p>Target students identified by each teacher for Reading and writing</p> <p>ERO review August 2024</p>	<p>achievement.</p> <p>Strengthened Kaiako and middle leaders' use of AfL practice enabling reliable, timely informed decisions about ākonga engagement and learning - Strengthened Kaiako accelerative practices to rapidly close the achievement gap - 'jump-starting' ākonga into learning and shifting mindsets.</p>	<p>effectively addresses the learning needs of ākonga in the school or kura.</p> <p>Quality assessment and reporting: Implement consistent monitoring of student progress and achievement. Improving data literacy, assessment for learning and aromatawai, and how this informs decision-making, focusing on how progress is reported to the Board and the community.</p> <p>Greater use of data: Using data and evidence to drive consistent improvement in achievement.</p> <p>Immersion and dual language/bilingual pathways: Developing Penina o Tāmaki our Samoan dual language pathway, and strengthening Te Puna Wairua our full immersion Rumaki Reo pathway and Talamuka-'a-Tonga our Tongan dual language pathway</p>
d. Implement 2nd year of The Learner First (TLF) Mathematics PLD engagement in the Collaborative School Cluster to increase Kaiako maths teaching capability; to increase ākonga agency and efficacy; to distribute maths leadership to support Team collaboration	<p>PLD has developed the following school-wide</p> <ul style="list-style-type: none"> <li>- effective Maths pedagogy</li> <li>-use of culturally responsive approaches</li> <li>- responsive AfL capabilities</li> <li>- development of positive and productive learning relationships with ākonga and whānau</li> <li>- development of our Local curriculum by developing pathways for learning supported by a common language for learning.</li> <li>- understanding Te Mātaiaho and the Common Practice Model</li> </ul> <p>Teachers have developed pedagogical content knowledge and strategically used a variety of approaches in writing across the curriculum in the Te Mātaiaho.</p>	<p>Integrated Maths Curriculum</p> <p>Maths PLD - The Learners First Maths PLD</p> <p>New Zealand Curriculum</p> <p>Regular weekly Staff PLC sessions</p> <p>Home school partnership hui</p> <p>Target students identified by each teacher for Maths</p> <p>ERO review August 2024</p>	<p>Quality teaching and learning</p> <p>Maths PLD with TLF for 2 consecutive years</p> <p>Daily Explicit planning, teaching and learning of</p> <ul style="list-style-type: none"> <li>- Numbertalks, Move and Improves, Rapid routines</li> <li>- Daily Teaching of skills</li> <li>- Having open-ended maths problems</li> <li>- Regular discussions on how students went through the process of solving problems</li> <li>- Regular feedback and next steps</li> </ul>	<p>Stronger learning support: Targeting effective learning support interventions for students with additional needs and developing effective leadership.</p>





Actions	What did we achieve?	Evidence	Reasons for variances	Planning for next year – where to next?
	<p>New Zealand Curriculum   Tongan Bilingual and English Medium End of Year 2024 59.4% Mathematics</p> <p>Achievement End of Year 2023 58% Mathematics schoolwide</p> <p>The majority of students achieve at or above expected curriculum levels in Mathematics in 2024.</p>			
e. Create a local English and Maths curriculum using Te Mātaiaho, TPS values, and UKD. Develop culturally responsive teaching for all ākonga, supported by research-based professional development.	<p>PLD has developed the following school-wide</p> <ul style="list-style-type: none"> <li>- effective Maths pedagogy</li> <li>- use of culturally responsive approaches</li> <li>- responsive AfL capabilities</li> <li>- development of positive and productive learning relationships with ākonga and whānau</li> <li>- development of our Local curriculum by developing pathways for learning supported by a common language for learning.</li> <li>- understanding Te Mātaiaho and the Common Practice Model</li> </ul> <p>Teachers have developed pedagogical content knowledge and strategically used a variety of approaches in writing across the curriculum in the Te Mātaiaho.</p>	<p>Integrated Maths Curriculum</p> <p>Maths PLD - The Learner's First Maths PLD</p> <p>New Zealand Curriculum</p> <p>Regular weekly Staff PLC sessions</p> <p>Home school partnership hui</p> <p>Target students identified by each teacher in the classroom and regularly monitor their progress</p> <p>ERO review August 2024</p>	<p>Maths PLD with TLF for 2 consecutive years</p> <p>Daily Explicit planning, teaching and learning of</p> <ul style="list-style-type: none"> <li>- Numbertalks, Move and Improves, Rapid routines</li> <li>- Daily Teaching of skills</li> <li>- Having open-ended maths problems</li> <li>- Regular discussions on how students went through the process of solving problems</li> <li>- Regular feedback and next steps</li> </ul>	<p>Leadership set appropriate goals and targets to lift and accelerate students' progress in reading, writing and mathematics.</p>
f. Implement flexible, targeted learning support for diverse learners, guided by the Learning Support Plan. Use responsive teaching and	<p>All Learning Support Interventions and programmes are targeted to students for Reading, Writing and Maths</p> <p>Learning assistants did everyday lessons with students who needed extra support in Reading, writing and Maths (Dose and density)</p> <p>Lessons for tier 2 students planned by</p>	<p>Timely identification of Tier 2 akonga through assessments</p> <p>Teacher and LA time timetabled on a weekly basis</p> <p>DP/ LA hui</p>	<p>All Learning Assistants targeted to tier 2 students for maths</p> <p>All teachers have target students</p> <p>Close monitoring of student achievement for all target</p>	<p>Immersion and dual language/bilingual pathways: Developing Penina o Tāmaki our Samoan dual language pathway, and strengthening Te Puna Wairua our full immersion Rumaki Reo pathway and Talamuka-'a-Tonga our Tongan dual language pathway</p> <p>Stronger learning support: Targeting effective learning support interventions</p>



Actions	What did we achieve?	Evidence	Reasons for variances	Planning for next year – where to next?
regular monitoring, with weekly hui to strengthen practice. The DP supports small groups to boost wellbeing and academic progress.	teachers for Learning Assistants to follow with students. Allocation of time for regular collaboration between teachers and Learning assistants and DP to discuss progress and to identify next learning steps		students. Next steps were discussed collaboratively to plan for accelerated progress.  Next goals discussed with students  Regular feedback given to parents	for students with additional needs and developing effective leadership.
g. Strengthen learning-focussed relationships through culturally conscious and responsive practice to increase ākonga efficacy and agency	A culture of professional learning and growth is promoted by leaders to increase success for students in reading, writing and mathematics.	Student voice Attendance lifted significantly in Term Four 2024	A deliberate PLD focus on collecting student voices ERO collection of student voice Deliberate focus on addressing barriers to attendance, and clear messaging to community about the importance of regular attendance Term 2024	Leaders identify the need for ongoing professional learning and leadership development to better support teachers to consistently deliver well-paced lesson student learning time well and strengthen effective teaching practice.
h. Develop ākonga hauora and wellbeing strategies	An inclusive and caring culture, focused on wellbeing contributes to strengthening tamariki identity. Consistent routines and clear expectations contribute to calm focused classrooms. Relational trust with parents and whānau enables the sharing of aspirations and challenges. The school is not yet meeting Ministry of Education 2024 attendance targets, with data for 2024 showing that less than half of learners (36%) attended regularly. 63/176 or 36% of ākonga attended school regularly in 2024	Education Review Office review August 2024 <ul style="list-style-type: none"> <li>Student voice</li> <li>Whānau voice</li> <li>School board voice</li> </ul> Every Day Matters attendance data analysis.	Deliberate focus on eliminating barriers to attendance, and clear messaging to the parent community about the importance of regular attendance in Term Four 2024 Clear messaging to parent community about the trends being identified for absences e.g. Monday and Friday absences Persistent contact for unexplained absences.	To increase daily school wide attendance from 79% to 95%. To increase regular attendance from 42% to 70%. This means 70% of students are present in school for more than 90% of every term. To decrease chronic absence from 15.5% to 5%, moderate absence from 15.6% to 10%, and irregular absence from 27% to 15%.



## Statement of variance: progress toward Strategic Goal 2: Educational Excellence and Future Pathways Regulation 9(1)(a)

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There has been clear progress toward this goal, with evidence of raised student achievement. Professional development in Assessment for Learning, culturally responsive pedagogy, and improvements in writing instruction has led to more agentic learners and more intentional, data-informed teaching. Teachers are demonstrating increased pedagogical content knowledge and are using Te Mātaiaho to deliver curriculum learning. Achievement in writing has improved schoolwide, with more ākonga reaching or exceeding curriculum expectations.

Teachers and ākonga led programmes in sustainability, digital literacy, health, kapa haka, and sport. These experiences have enhanced student voice, agency, and leadership while embedding the school's core values of Rangatiratanga, Manaakitanga, and Kaitiakitanga. Participation in events like the Pacific Kids Learning Film Festival and Te Kōtuku Cultural Festival has given learners opportunities to participate beyond the classroom and represent the school in culturally affirming ways. The success of these initiatives was made possible by teacher leadership and community support.

Within our rumaki and bilingual pathways, Te Puna Wairua and Talamuka-'a-Tonga have demonstrated outstanding success in building learner agency, cultural pride, and whānau engagement. Te Puna Wairua fully embedded its localised Māori medium curriculum through Ngā Matāpono mā Te Puna Wairua, resulting in confident, self-directed learners and high levels of reo Māori use in school and at home. Meanwhile, Talamuka-'a-Tonga has deepened biliteracy and cultural identity through the use of Pacific Early Literacy Project resources and strengthened parent partnerships via regular fono. Both pathways have shown that culturally sustaining pedagogy—rooted in identity and whānau involvement—is a powerful driver of student success. Looking ahead, the school aims to formalise systems for capturing ākonga voice and expand support for reo use beyond the classroom, ensuring that agency, language, and culture remain at the heart of learning.



## Strategic Goal 2: Educational Excellence and Future Pathways Regulation 9(1)(a)

To embed a passion for lifelong learning so that ākonga have the capabilities and values for navigating both academic and personal pathways successfully

### Annual Target/Goal: Regulation 9(1)(a)

Enable each ākonga to pursue and achieve relevant goals preparing them for their future learning pathways. High expectations are held, setting high standards of achievement for each ākonga, providing the necessary resources for their engagement and success (NELP 3 Priority 5, 6)

Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<p>a. Strengthen Kaiako Assessment for Learning (AfL) capability to increase ākonga efficacy and agency</p> <p>b. Strengthen school-wide data use in decisions for implementing and Monitoring targeted actions to promptly benefit all ākonga</p>	<p>Having completed this PLD and focussing on the following -</p> <ul style="list-style-type: none"> <li>- effective writing pedagogy</li> <li>- use of culturally responsive approaches</li> <li>- responsive AfL capabilities</li> <li>- develop positive and productive learning relationships with ākonga and whānau</li> <li>- our Local curriculum by developing pathways for learning supported by a common language for learning.</li> <li>- understanding Te Mātaiaho and the Common Practice Model</li> </ul> <p>We have lifted achievement across the school. We now have a greater percentage of students achieving at and above New Zealand Curriculum expectations, as teachers have developed pedagogical content knowledge and strategically used a variety of approaches in writing across writing in the Te Mātaiaho.</p> <p>We have strengthened AfL and literacy practice to support the honouring of our cultural narrative (with ākonga, kaimahi, Poari, community); to increase Kaiako and</p>	<p>Student voice</p> <p>Teacher voice</p> <p>Formative and summative assessment</p>		<p>Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning.</p> <p>Assessment: The Ministry of Education is currently working to develop a coherent, whole-of-pathway approach to assessment, aromatawai, reporting and monitoring so that good quality data about students' learning is available to inform teaching and learning, and provides timely information to parents, whānau and caregivers.</p> <p>Achievement: Termly reporting of achievement in relation to the refreshed curriculum phases</p>



Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
	leaders' agentic capabilities (cultural, pedagogical, collaborative), to boost ākonga agency (voice, power-sharing), to grow their learning-to-learn dispositions, transferable across the Curriculum and ultimately lift their engagement and achievement - Strengthened Kaiako and middle leaders' use of AfL practice enabling reliable, timely informed decisions about ākonga engagement and learning - Strengthened Kaiako accelerative practices to rapidly close the achievement gap - 'jump-starting' ākonga into learning and shifting mindsets.			
c. Develop innovative leadership practice to increase ākonga led ākonga-led initiatives and activities i. Education for Sustainability: Wastewise/Green Team ii. Education for Sustainability: Travelwise Team iii. Digital literacy: eLearning iv. Ngā mahi a rēhia Kapa Haka v. Health/PE/Sports Coordination	Student-led initiatives schoolwide have supported the development of our shared values of Rangatiratanga, Manaakitanga and Kaitiakitanga. Students have been involved in leading initiatives both within the school and in the wider community. Students have actively engaged in a range of sports and cultural experiences within the school and the wider community. Ākonga have actively participated in digital literacy learning, presenting at the Pacific Kids Learning Film Festival in 2024. Kapahaka (Ngā mahi a rēhia) schoolwide has continued to grow. The school kapahaka roopū Te Matapihi Pounamu participated in Ruapōtaka Marae's Te Kōtuku Cultural Festival 2024.	Oke Garden Trees for Survival Travelwise PALs Pacific Kids Learning Film Festival Te Kōtuku Cultural Festival Tāmaki Cluster Sports	Teacher leadership responsibilities, and accompanying management units for this supported the implementation of this goal.	Student voice collected indicates a desire for more training to lead-in into sports competitions. To increase our visibility in the community as a successful, culture, learning, sports, music and relationships focussed kura



Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
d. Te Puna Wairua: Implement Ngā Matāpono mā Te Puna Wairua - The Foundation Principles of the Local Curriculum of Te Puna Wairua (version 1) to increase ākonga efficacy and agency	<p>Te Whānau o Te Puna Wairua successfully embedded Ngā Matāpono mā Te Puna Wairua – the Foundation Principles of the local Māori Medium curriculum – across its Rumaki setting (Level 1 immersion, 81–100% in Te Reo Māori). These principles (Uri Whakaheke, He Tangata, Puna Kōrero, He Ākonga) guided teaching, learning, and pastoral care while upholding high expectations and cultural integrity.</p> <p>Outcomes for Te Puna Wairua have achieved are: a fully localised curriculum grounded in whakapapa, te reo Māori, mātauranga Māori, and whānau voice; full implementation of the four foundation principles across all aspects of school life; strengthened whānau engagement, accountability, and ownership through regular hui and clear expectations; reaffirmed the kura as a safe, identity-affirming space where tamariki flourish as Māori.</p> <p>Tamariki showed increased confidence, goal-setting, and active participation in learning; significant growth in spontaneous and complex use of Te Reo Māori, both at school and at home; higher whānau involvement in curriculum design, wānanga, and reo-focused events; kaiako adapted teaching practices to better align with the cultural and holistic needs of ākonga.</p> <p>The impact in Te Puna Wairua has been: a shift from passive to active learner agency — tamariki became empowered co-constructors of their learning; whānau became true partners in education, with many now participating in weekly Te Reo lessons; a</p>	<p>ERO review Hahau Puaki February 2024 Whānau Hui 2024 ERO review August 2024</p>	<p>We exceeded our targets in key areas, particularly ākonga agency and whānau engagement. Learners demonstrated a stronger sense of ownership over their learning than expected, transitioning from passive participants to active contributors through the intentional embedding of Ngā Matāpono mā Te Puna Wairua. They confidently articulated goals and reflected on their learning journey. Whānau engagement also surpassed expectations, especially in events and kaupapa linked directly to the marau ā-kura. Strong relationship-based teaching and effective communication were central to this success. Sustained use of Te Reo Māori beyond the akomanga remains inconsistent, particularly in informal and whānau contexts, which limited full realisation of the Puna Kōrero principle. Additionally, while many whānau were engaged, not all felt confident using Te Reo Māori, affecting their ability to contribute in reo-rich spaces. Lastly, although learner agency improved, the absence of formal systems to capture and respond to ākonga voice restricted deeper curriculum co-construction, preventing full implementation of He Ākonga.</p>	<p>Te Puna Wairua continues to uphold a strong reo Māori foundation in the classroom, and there is a valuable opportunity to extend this strength into unstructured settings such as break times, transitions, and whānau interactions. Building on increased whānau engagement, the next step is to deepen whānau reo confidence through more accessible support, including wānanga, home-resource packs, and personalised guidance. These actions will help strengthen spontaneous reo Māori use across all environments, making language revitalisation a shared, lived experience. To support learner-centred growth, further development of systems to capture ākonga voice in long-term curriculum planning is a key opportunity. While learner input has been encouraged, a formalised <i>Ākonga Voice System</i> would ensure their perspectives are consistently integrated into learning design. Including these initiatives—<i>Whānau Reo Strategy</i>, <i>Reo Māori Beyond the Classroom</i>, and the <i>Ākonga Voice System</i>—in the next Annual Implementation Plan will help ensure continued growth in language use, learner agency, and whānau partnership.</p>



Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
	deeper, collective kura culture emerged, rooted in tikanga, reo, and shared responsibility; the local curriculum became a living expression of community aspirations, enhancing both relevance and impact.			
e. Talamuka-'a-Tonga (TmT): Increase student efficacy and agency in Tongan bilingual delivery	In Talamuka-'a-Tonga, nurturing bilingualism is not just about language acquisition, it's about cultivating a rich sense of identity and belonging. The use of Pasifika Early Literacy Project's resources that celebrate Pacific languages alongside English. An important part of achieving the aspirations of PELP are family fono (gatherings). Family involvement is central to sustaining biliteracy, and children learn best when their home languages are actively used. Engaging parents in their children's bilingual journey is essential for reinforcing the skills learned in educational settings. This strong partnership not only enhances children's motivation and confidence but also fosters a vibrant learning environment.	PELP fono ERO review August 2024	The target was achieved	Tāmaki School will continue to foster our community aspirations for Bilingual Tongan education in our community To develop learning focussed relationships with ākongā and whānau To increase whānau engagement in learning focussed relationships To increase our visibility in the community as a successful language, culture and relationships focussed kura To develop leadership capability and capacity



## Statement of variance: progress towards Strategic Goal 3: Cultural Connection and Language Engagement (Regulation 9(1)(a))

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Tāmaki Primary School has made strong progress towards fostering a culturally connected and inclusive environment where ākonga identity is affirmed and celebrated. Through learning-focused home-school partnership events and increased community engagement, we strengthened the ‘power of three’ (ākonga, whānau, and school), creating a more welcoming, inclusive space for all learners. These efforts contributed to improved whānau participation and a greater sense of belonging and wellbeing for ākonga, as noted in the August 2024 ERO review, which highlighted the strength of respectful and supportive relationships across the school community.

A significant enabler of this progress has been our growing partnership with Ngāti Pāoa Iwi Trust (NPIT), whose leadership and expertise have empowered the school towards meaningfully embedding Te Ao Māori within an English-medium context. The development and implementation of the *He Aute* project, alongside schoolwide wānanga and professional learning delivered by NPIT, have supported staff to grow their cultural capability. This has created culturally rich, affirming learning experiences for tamariki Māori. NPIT’s guidance has played a critical role in ensuring our practices align with iwi aspirations for language revitalisation and cultural identity, helping us to give real effect to mana whenua partnership.

Te Puna Wairua and Talamuka-‘a-Tonga have been powerful expressions of Tāmaki Primary School’s commitment to affirming cultural identity and fostering pride in heritage languages. Both initiatives have created safe, empowering spaces where ākonga Māori and Tongan learners can connect deeply with their language, culture, and values. Te Puna Wairua, our Level 1 Rumaki Reo unit, has enriched reo Māori learning and strengthened ākonga connection to Te Ao Māori. Likewise, Talamuka-‘a-Tonga has elevated the visibility and status of lea-fakatonga through cultural learning, performance, and whānau engagement. Together, these programmes have strengthened students’ sense of belonging and identity, and affirmed our kura as a place where diverse cultures are celebrated and sustained.

While we celebrated achievements, delays in the Tāmaki Primary School 100% Master Plan due to changes in Ministry direction and Kāinga Ora timelines meant adjustments to our property plans. Moving forward, we will reinvest in school environment upgrades and prioritise the continuation of our partnership with NPIT through initiatives like Whare Tāpere and Te Kai-ā-Hiku. These next steps will be embedded in our annual implementation plan to sustain momentum towards our cultural connection goals and ensure Māori success as Māori remains central to our vision.





### Strategic Goal 3: Cultural Connection and Language Engagement Regulation 9(1)(a)

To foster and preserve a strong connection to ākonga cultural heritage, so that diversity and inclusivity are valued

Annual Target/Goal: Regulation 9(1)(a)

Positive home-school partnerships enable holistic support for ākonga, and community involvement helps grow a positive learning-focussed and inclusive environment for ākonga engagement and success (NELP1 Priority 1, 2)

Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
a. Strengthen Home School partnerships: Ākonga, parents/whānau and School - the 'power of 3' engagement b. Celebrate cultural diversity and foreground inclusive practice	Students experience a welcoming, positive, and inclusive school environment that acknowledges home languages and cultures and contributes to a sense of well being and belonging. Respectful partnerships and communication between whānau, teachers and leaders provide a supportive environment for students.	ERO review August 2024 Home School Partnership events		To develop learning focussed relationships with ākonga and whānau: To increase whānau engagement in learning focussed relationships To increase our visibility in the community as a successful, culture, learning, sports, music and relationships focussed kura To develop leadership capability and capacity
c. Partner with mana whenua / local iwi to build working relationship and increase Te Ao Māori / Te Reo Māori teaching capability	Ngāti Pāoa Iwi Trust (NPIT) relationships developed between Drina Paratene Matanga Matauranga   Education Lead, Leslie Hoerara Pou Hāpai Akonga Māori   PLD facilitator. He Aute project developed and implemented in partnership with NPIT. Wānanga for kaiako schoolwide.	NPIT PLD application and plan.	Strong, relationship developed between Tumuaki and NPIT. Prioritising active engagement with PLD.	To continue to develop the reciprocal partnership with NPIT through Whare Tāpere wānanga, Te Kai-ā-Hiku programme for ākonga Māori, Matauranga wānanga for kaiārahi, kaiako me kaihāpai. To give effect to NPIT aspirations for language revitalisation through provision of Level 3 reo enrichment in English-medium.
d. Progress the TPS 100% Master Plan to commence the new School build	March announcement of change of Ministry direction regarding the new school build.	Ministry of Education communication	Unanticipated delays to the Kainga Ora housing developments mean that roll projections are inaccurate	Reestablish cyclic-maintenance and upgrade exterior property, upgrade school grounds (areas de-prioritized due to anticipated new school build).



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

### Pānui and Reading Achievement

Overall 67% of students are reading at or above the expected curriculum level.

#### Areas of strength

- Te Puna Wairua: 82% (Manawa Toa/Ora combined).
- Tongan students: 76% at or above, with 44% above.
- Girls: 68% at or above, slightly outperforming boys (62%).

#### Areas of concern

- Boys have a higher percentage of students well below (16%) compared to girls (10.5%).

### Tuhituhi and Writing Achievement

Overall 52% of students are writing at or above expectation.

#### Areas of strength

- Te Puna Wairua: 78% (Manawa Toa/Ora combined).
- Samoan students: 62% at or above.
- Girls: Significantly outperform boys in writing (59% vs 44% at or above).

#### Areas of concern

- Boys: 56% are below or well below.

### Pāngarau and Maths Achievement

Overall Achievement: 59% of students are achieving at or above.

#### Areas of strength

- Te Puna Wairua: 67% at or above (Manawa Toa/Ora combined)
- Talamuka-'a-Tonga: 62% at or above, with 33% at the "above" level.
- Boys: Outperform girls at the "above" level (26% vs 16%).

#### Areas of concern

- Girls: 43% are below or well below.

#### Areas for Focus in 2025

- Support for boys in Writing and Reading.
- Increased intervention in Writing across the school (lowest area of achievement overall).

In 2024, our learners demonstrated strong progress in pānui, reading, tuhituhi, writing, pāngarau and mathematics, with notable achievement in Te Puna Wairua, Talamuka-'a-Tonga and Samoan student groups. Girls continue to achieve, particularly in reading and writing, while boys are achieving well in maths. However, persistent disparities—particularly for boys in literacy and for girls in mathematics—highlight the need for targeted, responsive teaching and learner support.

Looking ahead to 2025, our focus will centre on lifting writing achievement across the school and accelerating progress for boys in both reading and writing. We will also develop strategies to strengthen maths outcomes for girls, while continuing to nurture and extend the progress seen in our bilingual pathways. Equity, excellence, and culturally responsive leading, teaching and learning will remain at the heart of our annual implementation plan actions.



## How we have given effect to Te Tiriti o Waitangi at Tāmaki Primary School

### Partnership

Consultation with Whānau Māori, Ngāti Pāoa Iwi Trust, Whānau Hui 2024; Board Member Representation; Board Hui and Staff Meeting protocol e.g., Karakia tīmatanga and whakamutunga; NELP, Ka Hikitia and Tau Mai te Reo in Strategic/Annual Plans. Active recruitment of a tumuaki with strengths in engaging with Whānau Māori, leading

### Protection

Actively removing barriers that exist in the school systems and practices; reinforcing school values in the life of the school and in relationships with staff, students and parents/whānau; Staff te Ao Māori and te reo Māori PLD and culturally relevant/responsive teaching practice; whānau engagement with the life of the School e.g., events/activities/trips/in-class volunteers; Tumuaki led enrolment processes include culturally appropriate processes for supporting whānau seeking Rumaki instruction and liaising with Kaiako Māori for akomanga pre-visits; PC4L expectations i.e., introduced culturally responsive processes for addressing harm via restorative practices.

### Participation

Whānau Hui and focus groups; whānau kōrero hui with kaiako, ākonga-led; curriculum for kaiako planning and teaching; localised School Karakia, simple mihi and School Pepeha

School Policy, including feedback on Policy review each Term i.e., SchoolDocs Policies (available online via School website)



## Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Yes. The Board completed its ERO Board Assurance Self-Audit documentation for the review in August 2024.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Yes. It is recorded in our School Policies of SchoolDocs Yes, including an annual EEO all staff survey completed in 2024.
How do you practise impartial selection of suitably qualified persons for appointment?	We follow our appointments policy and process, including referee and safety checks
How are you recognising the aims and aspirations of Māori, the employment requirements of Māori, and greater involvement of Māori in the Education service?	Our appointment process is open to and supports applicants who identify as Māori and/or Māori heritage and identity. Including the use of Te reo me ngā tikanga during interviews. Current kaimahi Māori are encouraged and supported to follow their aspirations in all areas of the School (includes application for annual Fixed Term Units). Māori have a significant voice in the direction of the School through positions of responsibility and consultation. Māori and non-Māori kaimahi support the growth and normalisation of Te Reo and Kaiako Māori.
How have you enhanced the abilities of individual employees?	We have a comprehension PLD programme for all staff
How are you recognising the employment requirements of women?	Females have access to relevant/similar opportunities as males (refer to relevant Collective Agreements)
How are you recognising the employment requirements of persons with disabilities?	The School supports any staff with disabilities or environmental needs. Currently this includes modified furniture and allowance for mobility, hearing and or vision

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

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



## Financial statements

Following the completion of the 2024 Annual Audit with BVO Audit, refer to the following documentation:

### Statement of responsibility signed and dated

*This statement is signed by the presiding member and the tumuaki. It acknowledges that the School Board is responsible for the preparation and accuracy of the financial statements and states that the school board has established and maintained a system of internal control to safeguard the assets of the School.*

### Statement of comprehensive revenue and expense

*This statement summarises the revenue and expense of the School over the financial year. It shows whether the School has managed to operate within the funding they have received.*

### Statement of changes in net assets/equity

*This statement shows the value and movements of the Government's investment over the course of the financial year in the School, (this is known as 'equity') in the financial statement.*

### Statement of financial position

*This statement shows everything the School owns (assets) and everything it owes (liabilities) as at 31 December 2024.*

### Statement of cash flows

*This statement shows all cash received and all cash paid by the School over the financial year.*

### Notes to the financial statements

*The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.*

### Independent auditor's report signed and dated

*This report is prepared by the auditor of the School and must be included in the Annual Report. It provides an opinion to the readers of the Annual Report whether the financial statements comply with generally accepted accounting practice, and fairly represent the financial position, financial performance and cash flows of the School.*



## KiwiSport Funding

The KiwiSport funding does not form part of the financial statements. It is shown as a separate statement within this Annual Report.

KiwiSport funding is a Government initiative that promotes sport and aims to increase opportunities for ākonga engagement in sports activities. The Ministry of Education funding for 2024 to the School's Operation Grant was \$2654.76. A contribution of \$1,014.71 was made to the Kāhui Ako Sports Cluster for a share of the appointment of a Cluster Sports Coordinator. Remaining expenditure included payment for additional in-school sports coaching for Touch and Athletics tournaments and for the cost of cluster sports tournament fees and transport to off-site athletics, netball and basketball events.

