



Tāmaki Primary School
Annual Report 2025

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List of all school board members

Board member names	Date that the board member's term finishes
Paula Toloke-Fakalata (Presiding Member)	September 2028
Carol Leota (Tumuaki)	Ex-officio
Steve Paerau	September 2028
Tania Taylor	September 2028
Anna Bloomfield	September 2028
Evander Oxborough	September 2028
Luti Tafea	September 2028
Kamaka Tarawa (former Presiding Member)	September 2025
Carla Perese	September 2025
Simone Pakieto	September 2025
Fa'atili Toala	September 2025
Mariana Manea Kaitai	September 2025



Tāmaki Primary School

Statement of variance: progress against targets

Strategic Goal 1: Attendance Annual Target/Goal:

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%.

Actions	What did we achieve?	Evidence	Reasons for any variances.	Planning for 2026
<p>Action 1 70% of students are present in school kura for more than 90% of every term by the end of 2025</p> <p>Action 2 No student is left to accumulate absences without an appropriate response to return them to regular attendance.</p> <p>Action 3 School leadership, teachers, school boards, parents, Auckland City Education Service, and the Ministry of Education understand and effectively play their roles in supporting students to attend school and ensure at-risk students are identified and receive the guidance, support and resources necessary to succeed.</p> <p>Action 4 The school, attendance professionals and relevant government agencies collaborate effectively to discuss student-specific strategies and interventions to address barriers preventing at-risk children from attending school regularly.</p> <p>Action 5 A clear attendance plan is in place that incentivises attendance and provides staff, the school and attendance professionals with the support they need to do their job.</p> <p>Action 6 Parents and communities value education and understand the contribution of regular attendance to educational success and to economic and social well being</p>	<p>Term 1 - 67% regular attendance</p> <p>Term 2 - 60% regular attendance</p> <p>Term 3 - 41% regular attendance</p> <p>Term 4 - 47% regular attendance</p> <p>55% regular attendance overall for the school year</p>	<p>Every Day Matters reports collated by the Ministry of Education</p> <p>Despite not meeting the set target - in 2025, TPS achieved the highest rate of regular attendance on record.</p>	<p>During 2025, the Board set a target of 70% regular attendance. This target was not met. Across the year, regular attendance peaked at 67% in Term 1, declined to 60% in Term 2, and fell further in Terms 3 and 4 to 44% and 47% respectively, resulting in an annual average of approximately 55%. The strong start to the year reflected effective early engagement, clear expectations, and established routines, with particularly low levels of chronic absence in Term 1. The decline in the second half of the year was driven largely by increased illness and medical absences during winter, alongside a rise in irregular and moderate absence, where many learners attended frequently but not consistently enough to meet the 90% threshold.</p>	<p>In 2026, the focus will shift from lifting attendance at a single point in time to sustaining regular attendance across the full year. Priority actions will include earlier identification and support for learners at risk of slipping from regular to irregular attendance, with particular attention from Term 2 onwards. The school will strengthen follow-up for students who are close to the 90% attendance threshold, recognising that small numbers of additional absences can have a significant cumulative impact. Clear and consistent attendance expectations will continue to be reinforced with whānau beyond Term 1. In response to winter attendance patterns, the Board has approved improvements to school infrastructure to increase the warmth and comfort of classrooms during colder months, supporting student wellbeing and reducing avoidable illness-related absence.</p> <p>Targets for 2026 Term 1: 70% regular attendance Term 2: 65% regular attendance Term 3: 55% regular attendance Term 4: 60% regular attendance</p>

Strategic Goal 2: Curriculum, Assessment and Achievement

Annual Target/Goal:

75% of ākonga at or above the expected curriculum level for their age in reading, writing and pāngarau/mathematics

85% of ākonga at or above the expected curriculum level for their age in tuhituhi.

90% of ākonga at or above the expected curriculum level for their age in pānui.

Actions	What did we achieve?	Evidence	Reasons for any variances.	Planning for 2026
<p>Action 1 The New Zealand Curriculum Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning.</p> <p>Reading target 75% Writing target 75% Mathematics target 75%</p>	<ul style="list-style-type: none"> 78% students at proficient and excelling levels for Reading 67.5% students at proficient and excelling levels for Writing 70% of the students at proficient and excelling levels for Mathematics and Statistics <p>Implemented structured literacy school-wide to strengthen consistency in literacy teaching.</p> <p>Provided ongoing PLD for teachers and Learning Assistants in Structured Literacy and PR1ME Mathematics.</p> <p>Maintained protected daily learning blocks for Reading, Writing, and Mathematics.</p> <p>Identified target students and implemented deliberate teaching to accelerate progress.</p> <p>Used achievement data to inform teacher inquiry and planning.</p> <p>Prioritised support for New Entrants and Year 1 learners to build strong foundations.</p> <p>Strengthened home-school partnerships through BSLA, whānau conferences, open days, and inquiry showcases.</p> <p>Continued inquiry learning to promote engagement, student voice, and authentic learning experiences.</p> <p>Used Learning Assistants strategically to provide targeted intervention support.</p>	<p>School-wide achievement and assessment data</p> <p>Structured literacy assessments</p> <p>Teacher inquiry documentation</p> <p>Class timetables and planning</p> <p>Team and SLT hui</p> <p>Whānau conferences and engagement events</p> <p>PLD participation and completion records</p>	<p>We exceeded our Reading target through:</p> <ul style="list-style-type: none"> Consistent structured literacy practice across classrooms Strong teacher and Learning Assistant support Explicit vocabulary and language teaching Integration of inquiry learning into literacy programmes <p>Structured literacy assessments enabled teachers to identify gaps quickly and respond with targeted teaching.</p> <p>Writing achievement remains slightly below target at 67.5%. While progress has been made, some students continue to require additional support and acceleration.</p> <p>Whānau engagement remained a strong focus throughout the year through assemblies, conferences, and home-school partnerships.</p>	<ul style="list-style-type: none"> Continue implementing structured literacy across the kura Provide PLD for new staff Strengthen consistency with the refreshed New Zealand Curriculum Continue using data and inquiry to identify learning gaps and respond effectively Maintain targeted support for priority learners through focused teaching and intervention programmes

Action 1
Te Marautanga o
Aotearoa

Pānui target 90%
Tuhituhi target 85%
Pāngarau target 75%

Engaged in regular professional conversations focused on student progress and effective practice.

Implemented structured literacy through Kia Atamai and the Te Ara Tohu me Rangaranga Reo ā-Tā online platform to strengthen kaiako capability.

Participated in Pāngarau PLD with Ally O'Keefe, focusing on whole-class and tuakana/teina approaches.

Engaged in Te Marautanga o Aotearoa and Pāngarau PLD with Jackie Meha to strengthen understanding of curriculum scope, sequence, and Rangaranga Reo ā-Tā implementation.

Continued culturally grounded teaching and learning programmes through EOTC haerenga, Hui Purapura, whānau hui, and pakirehua.

Kohi raraunga (student achievement data)
Ngā Mahere Ako
Teacher inquiry and planning
EOTC and cultural learning experiences
PLD participation and implementation

Pānui: EOY 2025 Toa/Ora: 66.7%
Achievement is now measured against the learner's expected curriculum phase for their year level, rather than length of time in Rumaki Reo. This impacted achievement data for learners transitioning from English- medium settings into Rumaki Reo.

20% of learners were achieving towards, or just below, their expected phase. Several learners were new to Rumaki Reo and had between 2 to 7 years less immersion than same-year-level peers. Learners supported through the school attendance plan showed stronger progress when attendance improved. Some learners were supported through Individual Learning Plans for additional learning needs.

Despite this, data showed accelerated progress for many learners, with trajectory indicating many will achieve at expected levels by the end of 2026.

Tuhituhi: EOY 2025 Toa/Ora: 70%
23.3% of learners achieved above expected phase (Manawa Toa)
46.7% achieved at expected phase (Manawa Ora). Several learners entered Rumaki Reo after spending five to six years in English-medium education, which affected progress against year-level expectations. Some learners also required additional support through Individual Learning Plans.

Pāngarau: EOY 2025 Toa/Ora: 63.3%

Strengthen language acquisition programmes for new learners and students with limited te reo Māori.

Continue deliberate oral language and vocabulary development.

Increase whānau engagement to support learning at home.

Continue PLD focused on Rangaranga Reo ā-Tā and Te Marautanga o Aotearoa implementation.

Strengthen internal evaluation processes to monitor progress and respond earlier to learner needs.

Maintain a culturally responsive learning environment that supports wellbeing, belonging, and achievement.

Continue targeted acceleration support through the Pouārahi Rumaki role.

			<p>63.3% of learners achieved at or above expected curriculum phase 23.3% achieved towards, or just below, expected phase and remaining priority learners for acceleration Achievement was influenced by transitions from English-medium education and additional learning needs. Learners receiving in-school and external support made positive progress.</p> <p>Overall, Te Puna Wairua did not meet the 2025 achievement targets for Pānui, Tuhituhi, or Pāngarau. However, achievement data showed accelerated progress for many learners previously below expectation.</p>	
<p>Action 2 and 3 Assessment and Termly reporting of achievement in relation to the refreshed curriculum phases</p>	<p>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>For both curricula, Tāmaki Primary School reported in relation to updated Ministry of Education reporting expectations.</p> <p>The board received mid and end of year data in relation to the refreshed curriculum.</p> <p>Students, parents, family and whānau received mid and end of year reports in relation to the refreshed curriculum phases.</p>	<p>eTap student management system Board reports</p>	<p>No variance</p> <p>Twice yearly as opposed to termly while we worked to implement the refreshed curriculum and reporting requirements.</p>	<p>Working to implement MOE updates as per the annual implementation plan.</p>

Strategic Goal 3: Curriculum, Assessment and Achievement

Annual Target/Goal:

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

Actions	What did we achieve?	Evidence	Reasons for any variances.	Planning for 2026
<p>Action 1, 2, 3</p> <p>Leo Moana Pacific Bilingual Pathway</p> <p>Lea-faka Tonga Gagana Samoa</p>	<p>Leo Moana strengthened learner engagement, bilingual identity, whānau partnership, and community connections throughout 2025. Learners demonstrated growing confidence as bilingual and biliterate speakers of lea faka-Tonga and Gagana Samoa, alongside strengthened understanding of their identity, language, and culture. Strong partnerships with local early learning centres strengthened transition pathways into the bilingual units and increased programme visibility within the community.</p> <p>Teacher capability was strengthened through targeted Pacific and bilingual PLD facilitated by Reo Moana Va'atele Consultants and WAKA Aotearoa Education, supporting effective bilingual literacy teaching and assessment practices.</p> <p>Overall impact included strengthened biliteracy, high levels of whānau engagement, increased learner confidence and leadership, and stronger community partnerships</p>	<p>100% whānau engagement during whānau conferences and open day events</p> <p>High attendance and participation at Tongan Language Week celebrations</p> <p>Participation in bilingual and Pacific-focused PLD</p> <p>Student participation in intergenerational and cross-school cultural events</p> <p>Increased engagement with local early learning centres</p> <p>Student presentations, speeches, and cultural performances</p> <p>Observed growth in bilingual language proficiency and learner confidence</p>	<p>Some learners transitioning from English-medium settings into Leo Moana Pacific Bilingual Education pathways required significant curriculum scaffolding, language acquisition support, and one-to-one assistance across learning areas. This impacted the pace of progress for some learners as they developed foundational bilingual language skills.</p> <p>There remains an ongoing need to further promote and strengthen visibility of the Leo Moana pathway within the wider community to support continued growth and enrolment sustainability.</p>	<p>Leo Moana will:</p> <ul style="list-style-type: none"> • continue strengthening bilingual literacy and language acquisition programmes • expand Pacific-focused PLD to strengthen culturally responsive pedagogy • strengthen transition pathways with local early learning centres • further promote Leo Moana bilingual pathways within the community • continue creating authentic opportunities for learner leadership, language use, and cultural participation • strengthen targeted support and acceleration for learners transitioning from English-medium settings into bilingual education

<p>Action 1, 2, 3 English Medium</p>	<p>There was high initial whānau engagement with the Ngāti Pāoa Iwi Trust led project Te Kai a Te Hiku.</p> <p>Ākonga Māori from English engaged in</p> <ul style="list-style-type: none"> - Ngā Mahi a Rēhia poiuka kaupapa which focussed on growing reo Māori through Sports. - Matariki unit of learning with a focus on karakia and tuakana/teina. - Whakapapa unit which focussed on introducing ourselves and our whānau at a level beyond basic pepeha. 	<p>The confidence of ākonga Māori in English medium continued to grow through the partnership in PLD alongside Ngāti Pāoa Iwi trust</p>	<p>This year, the kaupapa was led by the principal, alongside Education Lead for Ngāti Pāoa Drina Paratene and Les Hoerara who was the Kaihāpai Ākonga Māori leading the Te Ka a Te Hiku kaupapa.</p>	<p>Working alongside Explore Tāmaki and Tūpuna Maunga Authority on a schoolwide kaupapa through pakirēhua.</p>
<p>Action 4 Transition to School relationships</p>	<p>Regular visits with kindergartens and ECE's in the community with focus on relationships and now well established and operating successfully.</p> <p>Transition for students with high needs from ECE's to primary strengthened through planning and RTLB support. Early collaboration ensures tailored transition plans, resourcing, and support are in place before entry.</p> <p>Transitioning from primary to college through planning and RTLB support</p> <p>Transition visits formalised. Children attend multiple transition visits to become familiar with routines, spaces, and key staff</p>	<p>PoT performance at Community ECE ECE students visiting Tāmaki In Term 1-3</p> <p>SENCO hui</p>	<p>Relationships support well-planned transitions, helping children settle quickly and confidently into the school environment. ECE's tell us that the wairua at our school is very welcoming and they love to visit our school. Shared understanding of children's learning experiences ensures teaching builds on prior knowledge, strengths, and interests.</p>	<p>While relationships with ECE services are already established, we will continue to strengthen and refine these partnerships.</p>
<p>Action 5 Community, sports, music and wellbeing</p>	<p>To increase our visibility in the community as a successful, culture, learning, sports, music and relationships focussed kura</p> <ul style="list-style-type: none"> • Parents consistently tell us that culture and identity are a strength at Tāmaki Primary School, with children feeling proud, affirmed, and a strong sense of belonging through authentic Māori and 	<p>Parent, staff, and student voice from the 2026–2028 community survey</p> <p>Te Puna Wairua enrolment data</p> <p>Leo Moana enrolment and class structure data</p>	<p>The target of increasing community visibility and confidence was met and, in some areas, exceeded, as evidenced by pathway growth and positive whānau voice. However, while relationships are strong, parent voice indicates that these relationships are not yet consistently leveraged to deepen shared understanding of learning and progress across the school.</p>	<p>Having established strong visibility, belonging, and engagement through culture, sport, music, and wellbeing, the next step is to intentionally use these strengths to deepen whānau partnerships for learning and</p>

Evaluation and analysis of the school's students' progress and achievement (required)



Te Marautanga o Aotearoa – Māori Medium Curriculum

Te Puna Wairua

Students learn in a 81-100% te reo Māori immersion environment, with teaching and assessment aligned to *Te Marautanga o Aotearoa*.

In 2025, the school was advised by the Ministry of Education Māori Curriculum Lead Advisor that kura no longer report Overall Teacher Judgements (OTJs) in relation to time spent in immersion. Achievement is now reported against the expected curriculum phase for a learner's current year level, regardless of when they entered immersion.

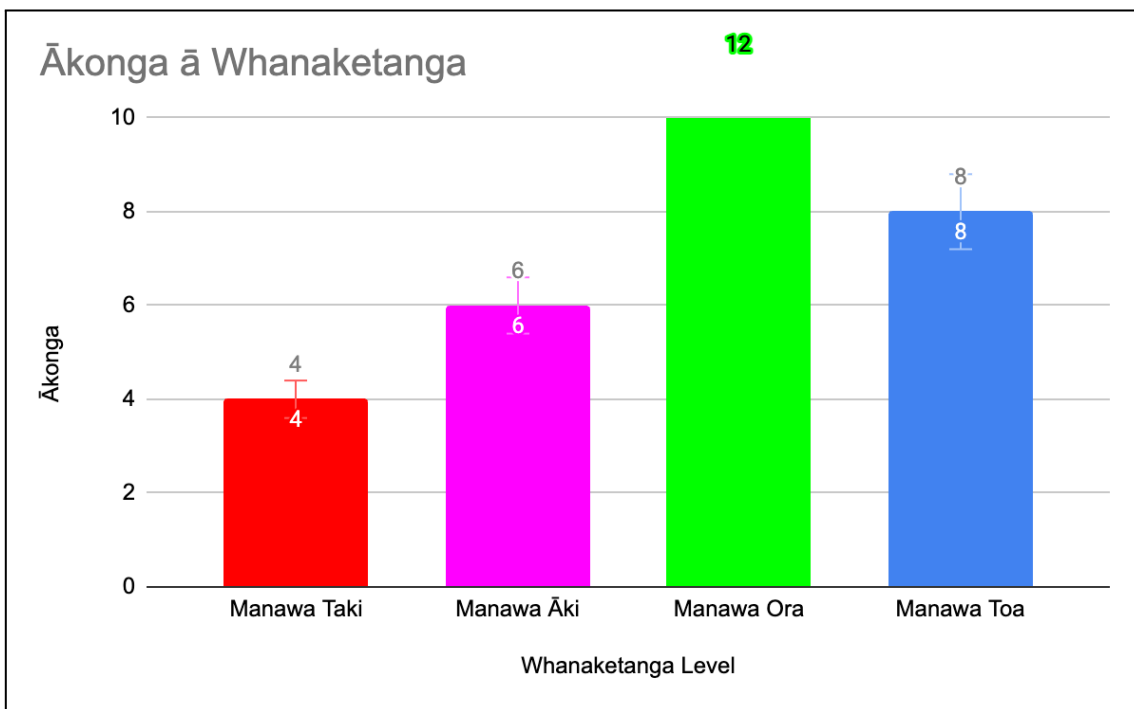
As a result, achievement data is shared with in the following way:

- A percentage of learners are working within or above the expected curriculum phase for their year level.
- A percentage of learners are working towards the expected curriculum phase and are identified as a priority for acceleration.

This shift reflects a change in national reporting expectations rather than a change in learner progress or teacher judgement.

Who is included in the data?

All students enrolled in Te Puna Wairua 20 weeks or more as of 28 November 2025.



- In Pānui EOY 2025, 26.7% of ākonga achieved at Manawa Toa - above their expected tuarere/phase.
- In Pānui EOY 2025, 40% of ākonga achieved at Manawa Ora - at their expected tuarere/phase.
- In Pānui EOY 2025, 20% of ākonga achieved at Manawa Āki - towards their expected tuarere/phase (just below) and are a priority for acceleration.
- In Pānui EOY 2025, 13.3% of ākonga achieved at Manawa Taki - towards their expected tuarere/phase and are a priority for acceleration.

Overall, approximately two thirds of learners in Rumaki Reo are achieving at or above their expected curriculum phase in Pānui.

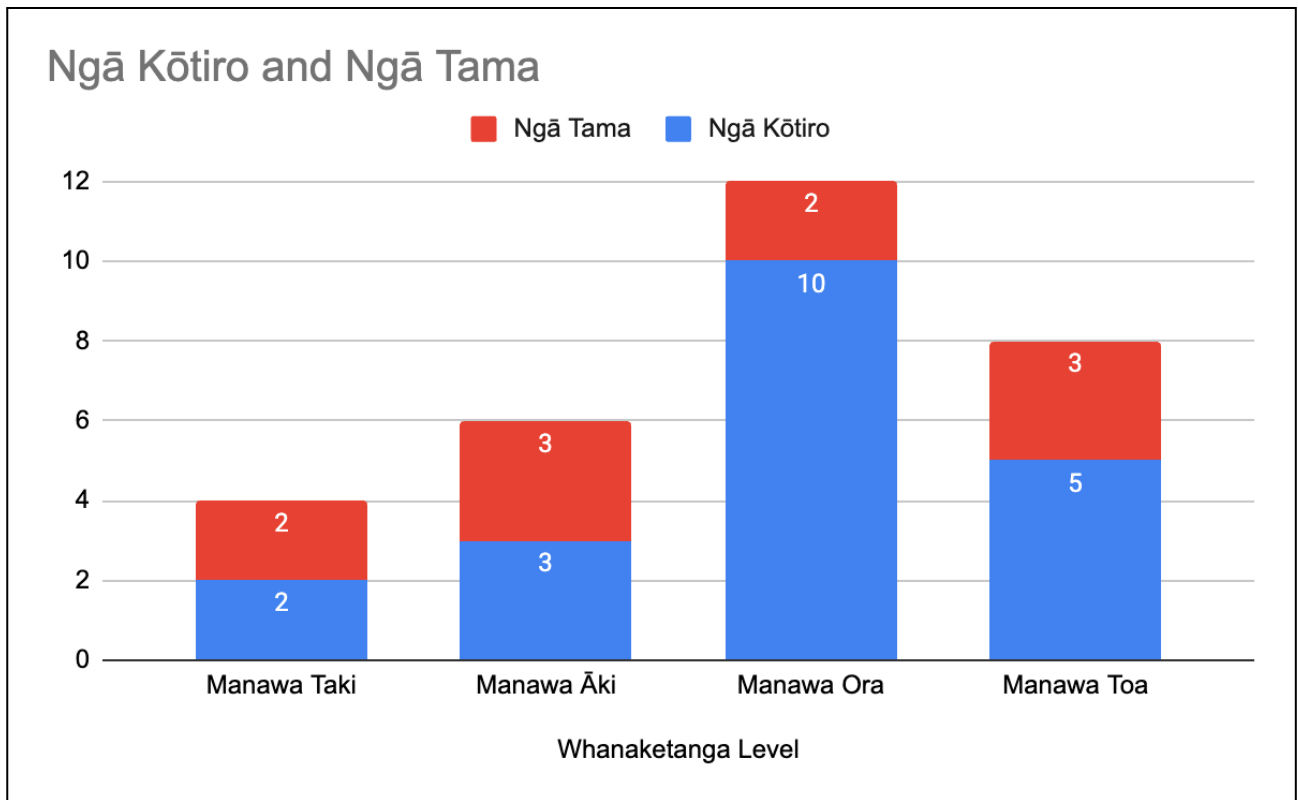
Achievement patterns and progress

Achievement patterns in Pānui reflect a range of learning pathways into immersion, including learners who entered Rumaki Reo after time in English-medium education. Learners who are newer to immersion are demonstrating accelerated progress in reading, indicating strong responsiveness to instruction and targeted support.

A small group of learners experience attendance-related barriers that have impacted learning continuity. Where attendance improves, data indicates these learners are able to make accelerated progress towards their expected curriculum phase.

Learners with additional learning needs are supported through individualised planning and targeted teaching approaches. These supports are focused on sustaining progress at an appropriate pace and ensuring equitable access to the curriculum.

Targeted supplementary acceleration support will continue in 2026, with a clear focus on lifting achievement for learners currently working towards their expected phase.

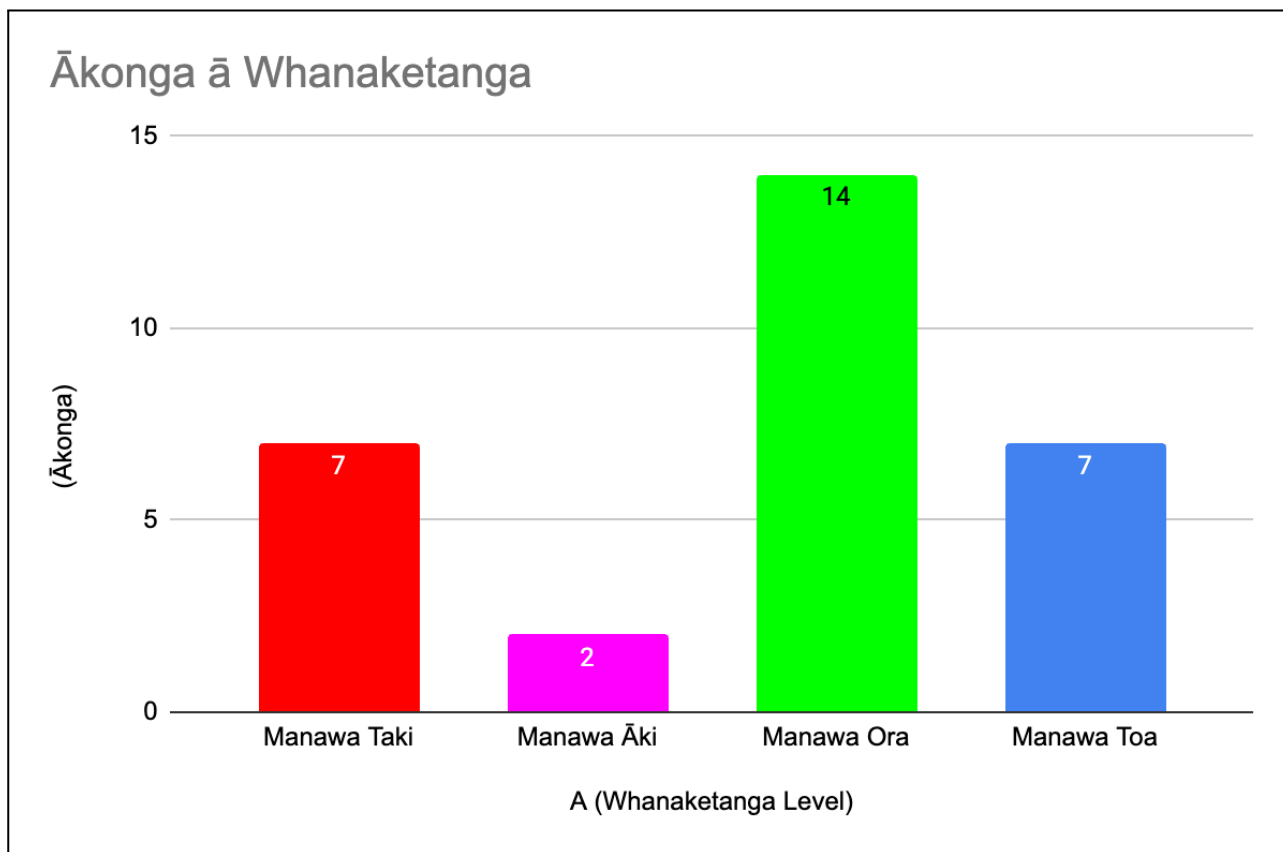


Gender patterns – Pānui

Reading achievement data by gender shows:

- A higher proportion of girls are achieving at Manawa Ora.
- A relatively even distribution of boys and girls at Manawa Āki and Manawa Taki.

This information supports targeted teaching responses and does not indicate gender-based differences in capability.



End of Year 2025 Achievement

- Approximately one quarter of learners are achieving above their expected curriculum phase (Manawa Toa).
Nearly half of learners are achieving at their expected curriculum phase (Manawa Ora).
- A small proportion of learners are achieving towards their expected phase (Manawa Āki).
- Around one quarter of learners are achieving below their expected phase (Manawa Taki).

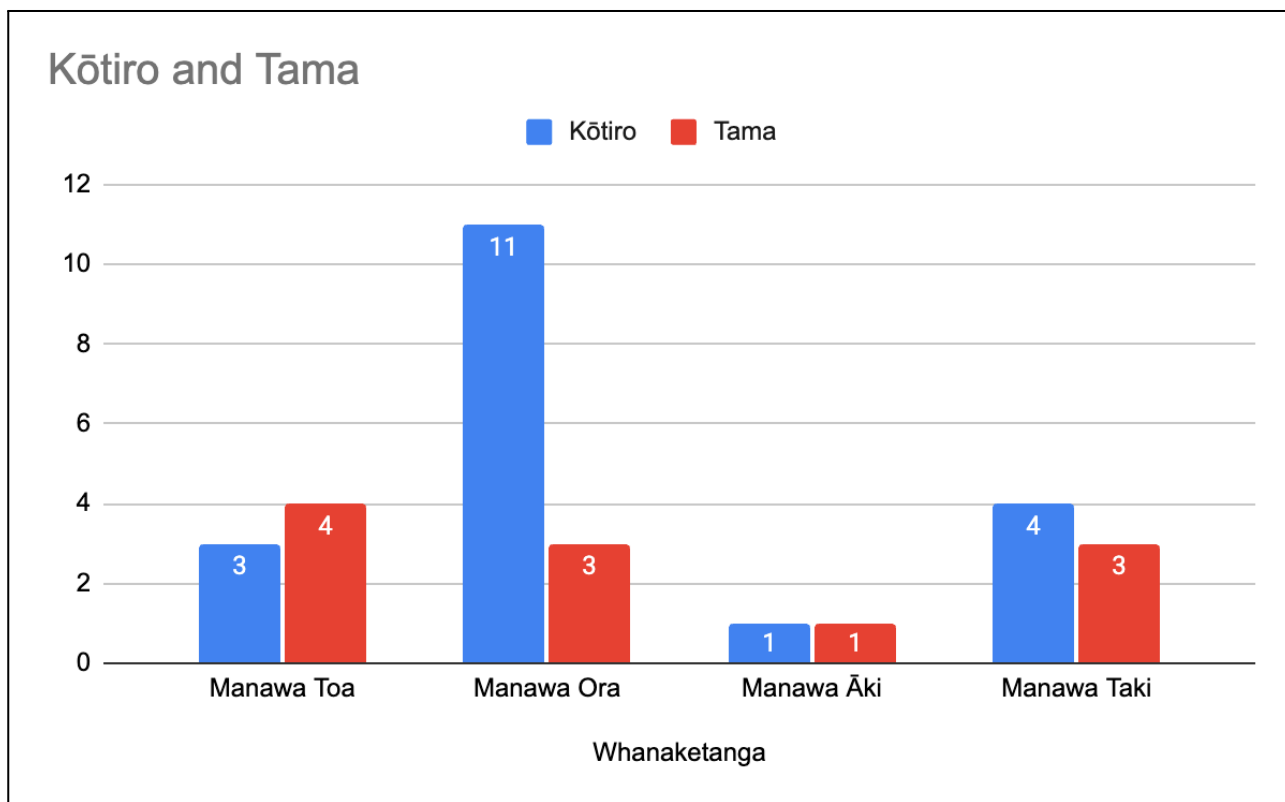
Overall, around 70% of learners in Rumaki Reo are achieving at or above their expected curriculum phase in writing.

Achievement patterns and progress

Learners working towards their expected phase include those who entered Rumaki Reo after several years in English-medium education. These learners have demonstrated accelerated progress in writing during 2025, indicating strong gains within their first year of immersion.

Learners achieving below their expected phase reflect a range of contextual factors, including learning pathways into immersion, interrupted learning, attendance challenges, and additional learning needs. Progress data shows that many learners in this group have made steady gains across the year, with systems in place to support further acceleration.

Learners with additional learning needs are supported through Individual Learning Plans and targeted instruction aligned to their learning profiles. These supports will continue in 2026 with a focus on accelerating progress and strengthening foundational writing skills.

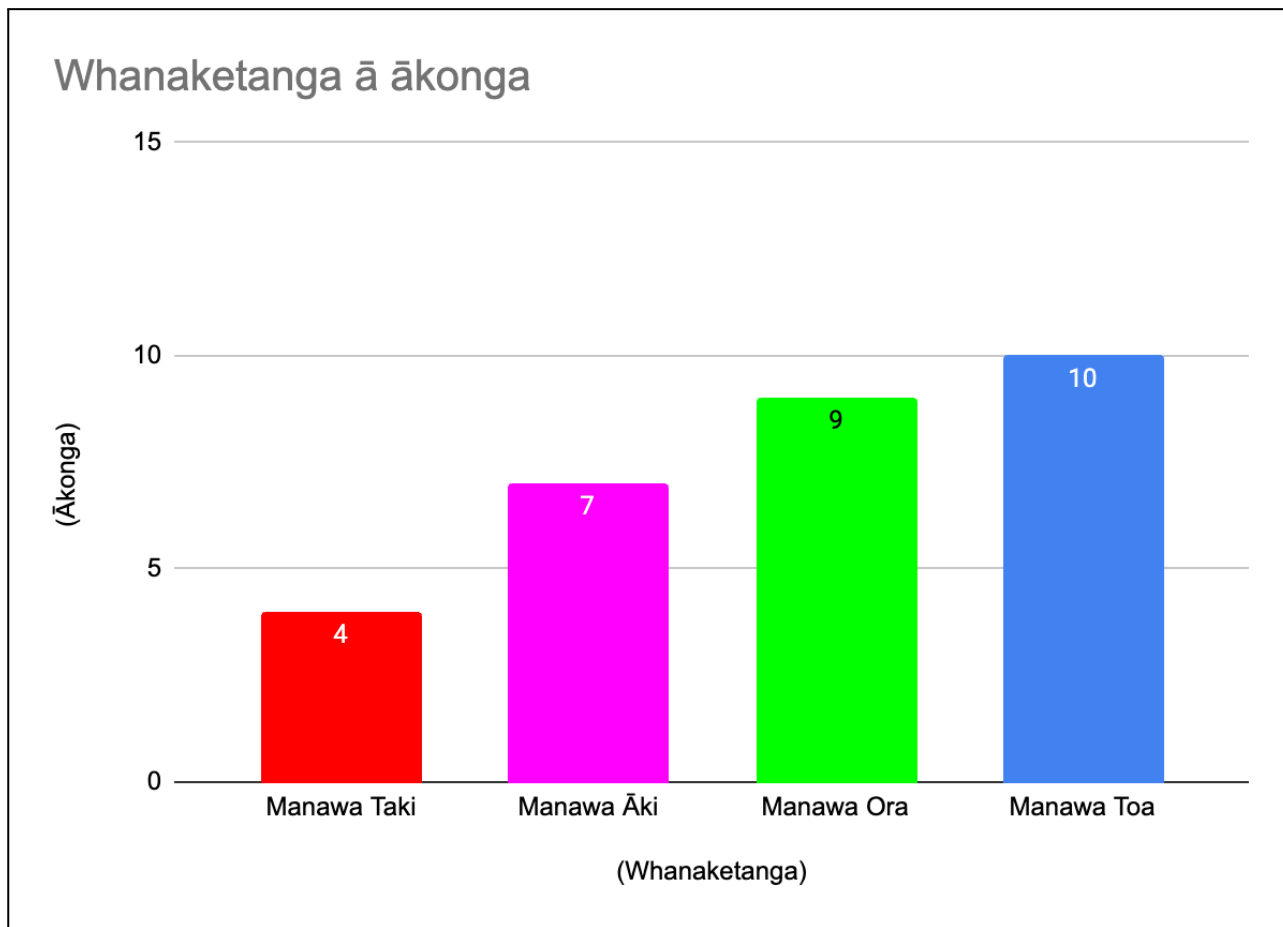


Gender patterns – Tuhituhi

Writing data shows:

- A higher representation of girls in Manawa Ora and Manawa Toa.
- A higher proportion of boys represented at Manawa Āki and Manawa Taki.

This pattern highlights the need for continued targeted support in foundational writing skills, particularly sentence structure and idea development, while recognising that learners across genders are making progress with appropriate strategies in place.



Pāngarau | Mathematics – Te Marautanga o Aotearoa

End of Year 2025 Achievement

- Around one third of learners are achieving above their expected tuarere/phase (Manawa Toa).
- A further group are achieving at their expected tuarere/phase (Manawa Ora).
- Some learners are achieving towards their expected tuarere/phase (Manawa Āki).
- A smaller proportion are achieving below their expected tuarere/phase (Manawa Taki).

Overall, close to two thirds of learners in Rumaki Reo are achieving at or above their expected curriculum phase in mathematics.

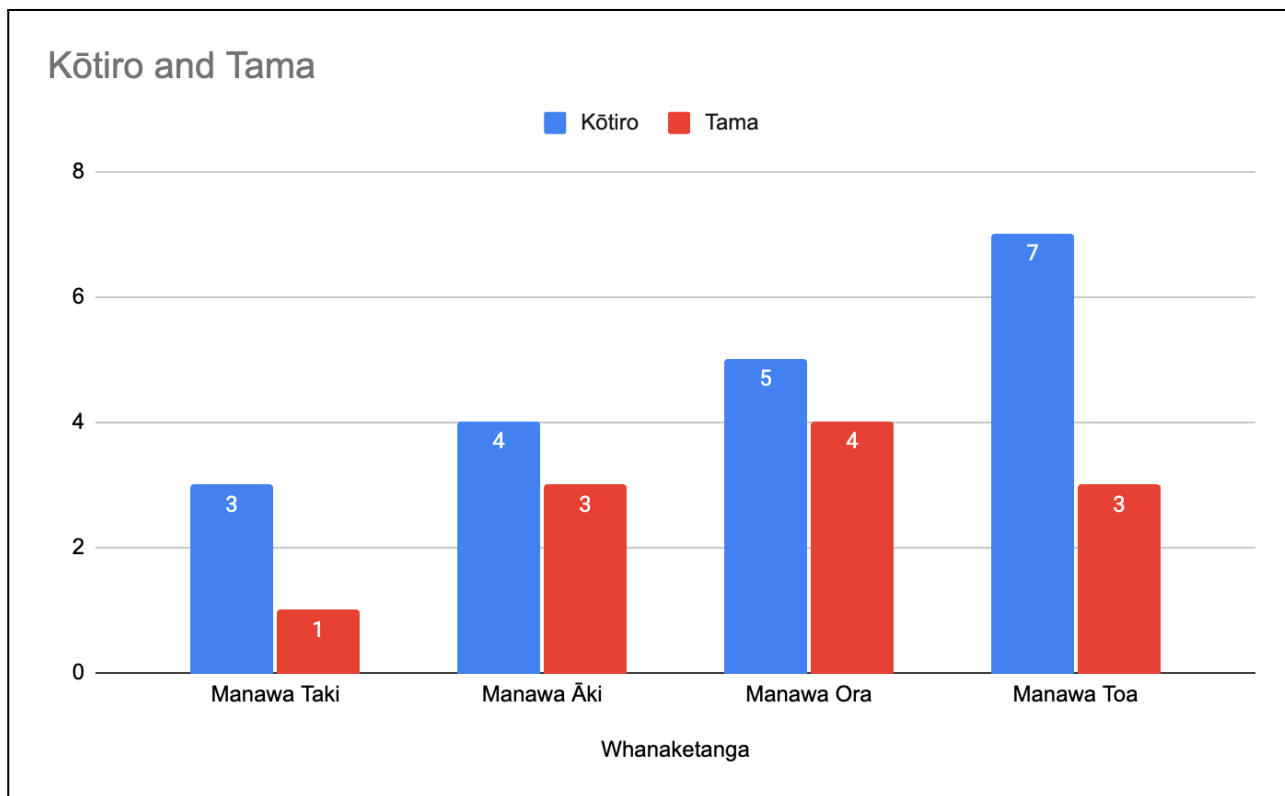
Achievement patterns and progress

Learners working towards or below their expected phase include those who have transitioned into Rumaki Reo from other settings and those who have experienced interrupted learning or

attendance challenges. Progress data indicates that, with consistent attendance and targeted teaching, these learners are capable of making accelerated progress.

Learners with additional learning needs receive explicit, targeted support aligned to their learning profiles. Wraparound and in-class support approaches are in place to strengthen progress and support movement towards expected curriculum phases over time.

Targeted acceleration strategies will continue in 2026, with a focus on consolidating progress and reducing disparity.



Gender Breakdown – Mathematics (Summary)

At Manawa Toa, there is a slightly higher representation of girls than boys, indicating strong achievement at the highest level of mathematics.

At Manawa Āki and Manawa Taki, the gender distribution is relatively even, suggesting that learning needs at these levels are influenced more by learning pathways and context rather than gender alone.

These data support targeted decision-making and acceleration strategies that respond to learner needs rather than gender-based assumptions.

He Kupu Whakakapi

Across Pānui, Tuhituhi, and Pāngarau, achievement patterns reflect learning pathways into immersion, attendance, and additional learning needs rather than learner capability. Data shows that learners who are new to immersion or who have experienced interrupted learning are making

progress, with clear systems and targeted strategies in place to support further acceleration in 2026.

Achievement information in this report is presented in aggregated form and at a cohort level, with particular care taken due to the small cohort size within Rumaki Reo. Narrative commentary has been intentionally framed to describe system-level patterns, learning pathways, and school responses rather than individual learners. No names or directly identifying information are included, and combinations of detail that could reasonably identify individual learners in a small Rumaki Reo context have been avoided.

The New Zealand Curriculum

Examining and Reflecting on Data End of Year 2025

Background and Context

This report is based on End of Year 2025 achievement data collected at the conclusion of Term 4. The dataset includes 136 students and provides information on student achievement in Reading, Writing, and Mathematics.

The data has been collated from learners across both the English Medium and Leo Moana teams, ensuring representation from the different learning settings within the school. It reflects overall achievement levels at a single point in time and is intended to provide a snapshot of student outcomes across the core curriculum areas.

In addition to curriculum achievement, the dataset includes information relating to student ethnicity and gender. A specific focus is given to the representation of Māori students within the English Medium cohort.

The information presented supports analysis of achievement trends and enables comparisons across curriculum areas, teams, and student groupings. It also provides a basis for identifying patterns in engagement and outcomes, including any differences evident across ethnicity and gender.

This background information establishes the context for interpreting the data and supports a deeper understanding of student achievement at the end of the 2025 academic year.

End of Year Reading Data

What is Happening?

Below	6	4%
Progressing towards	25	19%
Proficient	66	48.00%
Excelling	39	29.00%
	136	100%

- A total of 136 students were assessed across Reading, at the end of Term 4, 2025.
- 77% of students (105) are achieving at Proficient or Excelling levels, indicating that the majority of learners are meeting or exceeding expected curriculum outcomes.
- 29% of students (39) are achieving at the Excelling level, demonstrating a strong group of high-performing learners across the cohort.

- 19% of students (25) are Progressing Towards expectations, indicating a group that is approaching expected levels but requires continued support to accelerate progress.
- A smaller group, 4% of students (6), are achieving Below expectation and require targeted intervention and close monitoring.
- Overall, 23% of students (31) are achieving below expected levels (Below and Progressing Towards combined), highlighting the need for ongoing focus on acceleration and equitable outcomes for these learners.

End of Year Writing Data

What is Happening?

Below	13	10%
Progressing towards	31	23%
Proficient	62	45.00%
Excelling	30	21.30%
	136	100%

A total of 136 students were assessed.

- 66.3% of students (92) are achieving at Proficient or Excelling levels, indicating that the majority of learners are meeting or exceeding expected outcomes.
- 21.3% of students (30) are achieving at the Excelling level, demonstrating a strong group of high-performing learners across the cohort.
- 23% of students (31) are Progressing Towards expectations, indicating a group that is approaching expected levels but requires continued support to accelerate progress.
- Overall, 10% of students (13) are achieving below expected levels, highlighting the need for ongoing focus on acceleration and equitable outcomes for these learners.

End of Year Maths Data

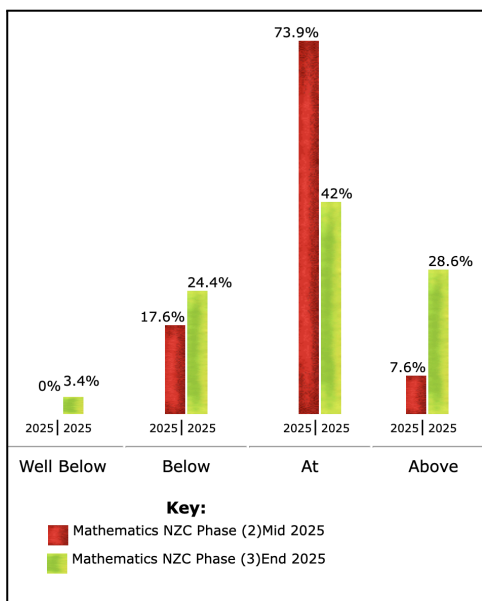
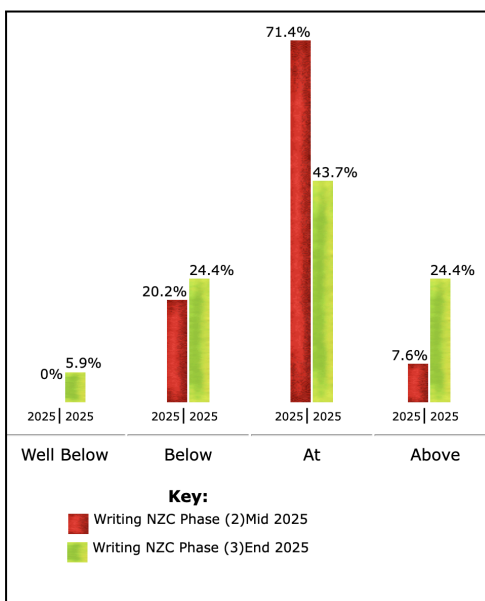
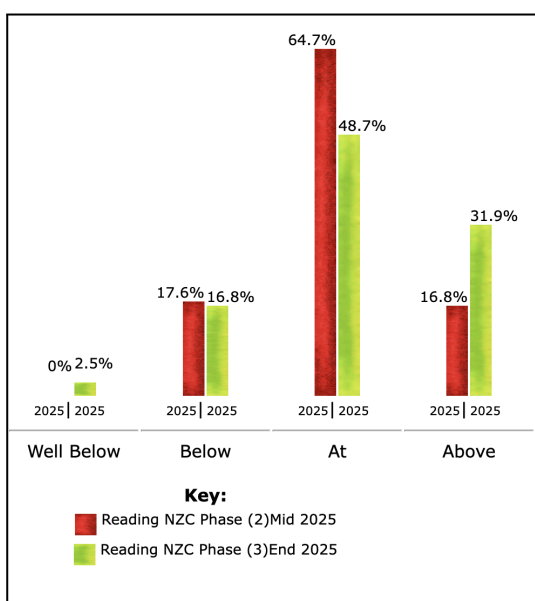
What is Happening?

Below	10	7.40%
Progressing towards	31	23%
Proficient	59	43.40%
Excelling	36	26.00%
	136	99.80%

A total of 136 students were assessed.

- 69.4% of students (95) are achieving at Proficient or Excelling levels, indicating that the majority of learners are meeting or exceeding expected outcomes.
- 26% of students (36) are achieving at the Excelling level, demonstrating a strong group of high-performing learners across the cohort.
- 23% of students (31) are Progressing Towards expectations, indicating a group that is approaching expected levels but requires continued support to accelerate progress.
- 7.4% of students (10) are achieving Below expectations and require targeted intervention and close monitoring.
- Overall, 30.4% of students (41) are achieving below expected levels (Below and Progressing Towards combined), highlighting the need for ongoing focus on acceleration and equitable outcomes for these learners.

What Patterns are noticed from Mid Year to End of Year 2025



Across all three curriculum areas—Reading, Writing, and Mathematics—we have observed positive learner progression over time. A number of students who were achieving at the Proficient level at mid-year have moved into the Excelling category, indicating strong progress and effective teaching and learning practices.

While the overall number of students in the Below category has remained largely stable, there has been a slight increase in this group within Writing and Mathematics. This suggests the need for continued targeted support and monitoring in these areas to ensure all learners are able to make accelerated progress.

What are we going to do differently in 2026?

- All target students will be clearly identified within each achievement level, with teachers deliberately selecting these learners as the focus of their Teacher Inquiry to support accelerated progress.
- A continued strong focus on Literacy and Mathematics will be maintained across the school. Tier 2 students will be identified for intensive, targeted intervention, receiving additional support four times per week with the Deputy Principal.
- The school will continue its Mathematics professional learning and development through the PR1ME Maths programme, while sustaining the use of effective literacy strategies developed over the past four years, which have demonstrated measurable impact on student achievement.

How are ākonga Māori in English medium doing for Reading?

Below	6	15%
Progressing towards	5	13%
Proficient	17	42.50%
Excelling	12	30.00%
	40	100%

A total of 40 students were assessed.

- 72.5% of students (29) are achieving at *Proficient* or *Excelling* levels, indicating that the majority of learners are meeting or exceeding expected outcomes.
- 30% of students (12) are achieving at the *Excelling* level, demonstrating a strong group of high-performing learners.
- 13% of students (5) are *Progressing Towards* expectations, indicating a group that is approaching expected levels and requires continued support to accelerate progress.
- 15% of students (6) are achieving *Below* expectations and require targeted intervention and close monitoring.
- Overall, 28% of students (11) are achieving below expected levels (*Below* and *Progressing Towards* combined), highlighting the need for ongoing focus on acceleration and equitable outcomes for these learners.
- Data shows that Māori students who have been at Tāmaki since starting at age five and are now in Years 7–8 are achieving at *Proficient* or *Excelling* levels in Reading. This indicates strong long-term progress and the sustained impact of teaching and learning programmes over time, particularly in supporting Māori learners to meet and exceed expected outcomes.
- Of the six students achieving *Below* the expected level, a number have complex learning histories, including long-term illness, frequent school transitions, and recent enrolment from other schools. These factors have likely impacted continuity of learning and contributed to their current achievement levels, highlighting the need for targeted, responsive support to address their specific needs.

How are ākonga Māori in English medium doing for Writing?

Below	8	20.00%
Progressing towards	9	23%
Proficient	15	37.50%
Excelling	8	20.00%
	40	100.00%

A total of 40 students were assessed.

- 57.5% of students (23) are achieving at *Proficient* or *Excelling* levels, indicating that just over half of learners are meeting or exceeding expected outcomes.
- 20% of students (8) are achieving at the *Excelling* level, representing a group of high-performing learners.
- 23% of students (9) are *Progressing Towards* expectations, indicating a group that is approaching expected levels and requires continued support to accelerate progress.
- 20% of students (8) are achieving *Below* expectations and require targeted intervention and close monitoring.
- Overall, 43% of students (17) are achieving below expected levels (*Below* and *Progressing Towards* combined), highlighting the need for ongoing focus on acceleration and equitable outcomes for these learners.

How are ākonga Māori in English medium doing for Maths?

Below	5	12.50%
Progressing towards	6	15%
Proficient	18	45.00%
Excelling	11	28%
	40	100.00%

A total of 40 students were assessed.

- 73% of students (29) are achieving at *Proficient* or *Excelling* levels, indicating that the majority of learners are meeting or exceeding expected outcomes.
- 28% of students (11) are achieving at the *Excelling* level, demonstrating a strong group of high-performing learners.
- 15% of students (6) are *Progressing Towards* expectations, indicating a group that is approaching expected levels and requires continued support to accelerate progress.
- 12.5% of students (5) are achieving *Below* expectations and require targeted intervention and close monitoring.
- Overall, 27.5% of students (11) are achieving below expected levels (*Below* and *Progressing Towards* combined), highlighting the need for ongoing focus on acceleration and equitable outcomes for these learners.

Evaluation

Overall, the analysis shows that teaching practices are effectively supporting accelerated achievement in Reading, Writing, and Mathematics. There is clear evidence of targeted

interventions in place for students who have not yet reached expected levels, including learning assistant support, teacher-led targeted instruction, and Tier 2 interventions.

The school is also drawing on external expertise, including RTLB and speech-language therapists, to help remove barriers to learning and provide additional support for students with complex needs.

Progress and impact will be closely monitored, with a planned review of achievement data at mid-year 2026 to evaluate the effectiveness of these interventions and inform next steps.

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. The Board has continued to uphold their obligations to provide good and safe working conditions.
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 Tāmaki Primary School upholds its Equal Employment Opportunities programme through equitable recruitment practices, culturally responsive staffing, and a strong focus on creating a safe, inclusive, and mana-enhancing workplace. The school actively supports Māori and Pacific aspirations through its bilingual and immersion pathways, while providing ongoing professional learning and leadership opportunities for all staff. An explicit equity lens in leadership and decision-making ensures barriers are reduced and fair access to employment and development opportunities is maintained.
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, <ul style="list-style-type: none"> – 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. Since 2024, the number of Māori staff at TPS has doubled.
How have you enhanced the abilities of individual employees?	We have comprehensive PLD 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	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	

Kiwisport funding

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 2025 to the School's Operation Grant was \$2654.76. A contribution of \$540.00 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 cluster sports tournaments and for the cost of cluster sports tournament fees and transport to off-site events.

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