

# Te Kauwhata Primary School (#2005) Statement of Variance - 2025



Our School Values by our Student Leaders in 2025

School Vision and Strategic Aim

*'Successful learners in an engaging, inclusive environment'*

Strategic Goal 1 -

Deliver accelerated learning outcomes for all students at Te Kauwhata Primary School.

School-wide initiatives aligned with this goal:

- Engage with structured literacy approaches
- Engage with structured mathematics approaches

## 2025 - Data Analysis

The 2023 and 2024 Overall Teacher Judgements (OTJs) in this document were based on Te Kauwhata Primary School's learning progressions, the New Zealand Curriculum (2007), and our curriculum and achievement plan. Teachers formed OTJs at the end of each year using a range of evidence, including progress indicators, conversations with students, teacher observations, and standardised assessment data. Student progress was reported using the descriptors Well Below, Below, At, and Above in relation to the New Zealand Curriculum.

In 2025, Te Kauwhata Primary School implemented the refreshed English and Mathematics curricula. Overall Teacher Judgements in reading, writing, mathematics, and oral language were informed by multiple sources of evidence, including standardised assessments, conversations with students, teacher observations, and students' learning in relation to the refreshed curriculum in classroom programmes. Progress was reported using the Ministry of Education descriptors introduced in 2025: Needs Support, Progressing Towards, Proficient, and Exceeding. These descriptors will be updated in 2026 to reflect the revised progress descriptors released by the Ministry of Education in December 2025.

As the Learning Languages curriculum area is currently under review, existing school progressions in Te Reo Māori were used to form Overall Teacher Judgements. These judgements were based on conversations with students, teacher observations, and

evidence of students' learning in the classroom. Te Reo Māori is a taonga within our school community, and we remain committed to promoting and normalising the use of Te Reo Māori across our school, now and into the future.

## Summary of Students' Learning - 2025

Reading (Against Refreshed Curriculum)				Writing (Against Refreshed Curriculum)				Maths (Against Refreshed Curriculum)			
At or above - %age (number) Shaded red below 50% Shaded yellow below 60% Shaded blue above 75%				At or above - %age (number) Shaded red below 50% Shaded yellow below 60% Shaded blue above 75%				At or above - %age (number) Shaded red below 50% Shaded yellow below 60% Shaded blue above 75%			
	2023	2024	2025		2023	2024	2025		2023	2024	2025
All	210/311 67.5%	232 / 362 64.1%	273 / 402 67.9%	All	187 /311 60.1%	209 / 362 57.8%	239 / 402 59.5%	All	205/ 311 65.9%	242 / 362 66.9%	235 / 402 58.5%
Boys	101/161 62.7%	116 /189 61.4%	133 /211 63%	Boys	84/161 52.2%	95/189 50.3%	102 /211 48.3%	Boys	109/161 67.7%	127/189 67.1%	116/211 55%
Girls	109/150 72.7%	116 /173 67.1%	140 / 191 73.3%	Girls	103/150 68.7%	114/173 65.8%	137 / 191 71.7%	Girls	96/150 64%	115/173 66.5%	119 / 191 62.3%
NZE	90/114 78.9%	80/ 105 76.2%	78 / 101 77.2%	NZE	83/ 114 72.9%	68/105 64.8%	69 / 101 68.3%	NZE	92/114 80.7%	80/105 76.2%	62 / 101 61.4%
NZM	79/130 60.8%	92 /168 54.8	101 / 180 56.1%	NZM	66/130 50.8%	86/168 51.2%	76 / 180 42.2%	NZM	75/130 57.7%	94/168 55.9%	86 / 180 47.8%
Pacific Learners	21/29 72.4%	23/35 65.7%	36 / 49 73.5%	Pacific Learners	18/29 62.1%	18 /35 51.4%	33 / 49 67.3%	Pacific Learners	21/29 72.4%	25/35 71.4%	30 / 49 61.2%
Other / MELAA / Asian		37/54 68.5%	58 / 72 80.5%	Other / MELAA / Asian		37/54 68.5%	61 / 72 84.7%	Other / MELAA / Asian		43/54 79.6%	57 / 72 79.2%
#Note - this table does not include our ORs students.				#Note - this table does not include our ORs students.				#Note - this table does not include our ORs students.			

Te Reo Maaori (Against existing progressions)			
At or above - %age (number) Shaded red below 50% Shaded yellow below 60% Shaded blue above 75%			
	2023	2024	2025
All	150/ 311 48.2%	131/ 362 36.2%	168 / 402 41.7%
Boys	79/ 161 49.1%	63/189 33.3%	84 /211 39.8%
Girls	71/ 150 47.3%	68/173 39.3%	84 / 191 43.9%
NZE	54/ 114 47.4%	27/ 105 25.7%	41 / 101 40.6%
NZM	72/ 130 55.4%	79/168 47%	67 / 180 37.2%
Pacific Learners	10/29 34.5%	10/35 28.6%	24 / 49 48.8%
Other / MELAA / Asian		15/54 27.7%	36 / 72 50%

*#Note - this table does not include our ORs students.*

Oral Language (Against Refreshed Curriculum)			
At or above - %age (number) Shaded red below 50% Shaded yellow below 60% Shaded blue above 75%			
	2025	2026	2027
All	314 / 402 78.1%		
Boys	155 /211 73.5%		
Girls	159 / 191 83.2%		
NZE	84 / 101 83.2%		
NZM	126 / 180 70%		
Pacific Learners	38 / 49 77.5%		
Other / MELAA / Asian	66 / 72 91.6%		

*#Note - this table does not include our ORs students.*

## Summary of Schoolwide data:

### Reading:

In 2025, 67.9% of students achieved at or above the expected curriculum level in reading, showing a small improvement on 2024 and similar performance to 2023. Girls (73.3%) continue to outperform boys (63%). NZ European learners (77.2%) and Pacific learners (73.5%) are achieving well, while NZ Māori learners (56.1%) remain below the school average, indicating a need for continued targeted support. Overall, reading remains a relative strength, with steady achievement across most groups.

### Writing:

In 2025, 59.5% of students achieved at or above expectation in writing, which is broadly consistent with previous years but remains below reading outcomes. There is a significant gender disparity, with girls (71.7%) performing well above boys (48.3%). NZ Māori learners (42.2%) are achieving at a lower level than other groups, while Pacific learners (67.3%) and MELAA/Asian learners (84.7%) show strong achievement. Writing continues to be an area requiring focused improvement, particularly for boys and NZ Māori learners.

### Maths:

In 2025, 58.5% of students achieved at or above expectation in mathematics, representing a decline from 2024. Boys (55%) and girls (62.3%) show relatively similar outcomes, though both have decreased. NZ European learners (61.4%) remain above the school average, while NZ Māori learners (47.8%) and Pacific learners (61.2%) indicate variability. Mathematics is an identified priority area, with a need to lift overall achievement and address equity gaps, particularly for NZ Māori learners.

### Te Reo Māori:

Achievement in Te Reo Māori remains low, with 41.7% of students achieving at or above expected progression in 2025. This represents a slight improvement on 2024 but remains below 2023 levels. Achievement is relatively consistent across boys and girls. Pacific learners (48.8%) and NZ Māori learners (37.2%) show emerging progress, while overall outcomes highlight the ongoing need to strengthen Te Reo Māori provision, teacher capability, and consistency of delivery across the school.

### Oral Language:

In 2025, oral language achievement is a clear strength, with 78.1% of students achieving at or above expectation. Girls (83.2%) outperform boys (73.5%), and strong outcomes are evident across all ethnic groups, particularly MELAA/Asian learners (91.6%), NZ European learners (83.2%), and Pacific learners (77.5%). These results reflect effective teaching practices and a strong focus on oral language across the curriculum.

**Student Learning - Year 0 - 6**

*Percentages of students at each descriptor. The numbers in the brackets are the number of students at that descriptor in that year level.*

Writing - 2025

Year Group	Number of Students	Needs Support	Progressing Towards	Proficient	Exceeding
Year 0	28	0% (0)	0% (0)	96.4% (27)	3.6% (1)
Year 1	76	0% (0)	39.5% (30)	57.9% (44)	2.6% (2)
Year 2	50	10% (5)	20% (10)	62% (31)	8% (4)
Year 3	70	15.7% (11)	31.4% (22)	52.9% (37)	0% (0)
Year 4	59	23.7% (14)	30.5% (18)	33.8% (20)	12% (7)
Year 5	57	21.1% (12)	21.1% (12)	49.1% (28)	8.7% (5)
Year 6	62	16.1% (10)	30.6% (19)	48.4% (30)	4.9% (3)

*#Note - this table does not include our ORs students.*

Reflection:

- Writing achievement is strongest in Years 0-2, with almost all students achieving proficient or exceeding and no students needing support in Years 0 and 1
- From Years 3-4, the proportion of students needing support or progressing increases, particularly in Year 4 where fewer than half of the students are proficient or exceeding
- In Years 5-6, around half of the students are proficient, indicating a continued need for targeted support and acceleration in senior writing

### Maths 2025

Year Group	Number of Students	Needs Support	Progressing Towards	Proficient	Exceeding
Year 0	28	0% (0)	0% (0)	85.7% (24)	14.3% (4)
Year 1	76	0% (0)	18.4% (14)	77.6% (59)	4% (3)
Year 2	50	2% (1)	34% (17)	62% (31)	2% (1)
Year 3	70	12.8% (9)	42.8% (30)	44.4% (31)	0% (0)
Year 4	59	20.3% (12)	30.5% (18)	39% (23)	10.2% (6)
Year 5	57	14% (8)	43.8% (25)	29.8% (17)	12.4% (7)
Year 6	62	7	26	25	4

*#Note - this table does not include our ORs students.*

#### Reflection:

- Junior mathematics outcomes (Years 0-2) are strong, with most students achieving proficient or exceeding and minimal support needs
- In Years 3-4, proficiency levels decline, and a larger group of students sit in the progressing towards category.
- Senior maths (Years 5-6) shows increased variability, with fewer students achieving proficiency and a clear need to strengthen consistency and extension.

### Te Reo Maaori 2025

Year Group	Number of Students	Needs Support	Progressing Towards	Proficient	Exceeding
Year 0	28	0% (0)	0% (0)	96.4% (27)	3.6% (1)
Year 1	76	0% (0)	47.4% (36)	52.6% (40)	0% (0)
Year 2	50	2% (1)	32% (16)	66% (33)	0% (0)
Year 3	70	7.1% (5)	32.8% (23)	60.1% (42)	0% (0)
Year 4	59	33.8% (20)	30.5% (18)	35.7% (21)	0% (0)
Year 5	57	80.7% (46)	15.2% (7)	4.1% (4)	0% (0)
Year 6	62	100% (62)	0% (0)	0% (0)	0% (0)

*#Note - this table does not include our ORs students.*

#### Reflection:

- Te Reo Māori achievement is strong in Years 0–3, with most students achieving proficient and very low support needs
- From Year 4 onwards, there is a sharp increase in students needing support, particularly in Years 5 and 6
- These results indicate a need to strengthen continuity and progression in Te Reo Māori across the senior school.

### Reading 2025

Year Group	Number of Students	Needs Support	Progressing Towards	Proficient	Exceeding
Year 0	28	0% (0)	0% (0)	100% (28)	0% (0)
Year 1	76	0% (0)	35.6% (27)	57.8% (44)	6.6% (5)
Year 2	50	6% (3)	22% (11)	56% (28)	16% (8)
Year 3	70	22.9% (16)	12.8% (9)	42.9% (30)	21.4% (9)
Year 4	59	23.7% (14)	13.6% (8)	47.4% (28)	15.3% (9)
Year 5	57	17.5% (10)	19.3% (11)	45.7% (26)	17.5% (10)
Year 6	62	14.5% (9)	17.7% (11)	64.5% (40)	3.3% (2)

*#Note - this table does not include our ORs students.*

### Reflection:

- Reading achievement is very strong in the junior school, with 100% of Year 0 students proficient and high outcomes maintained in Years 1-2
- In Years 3-5, achievement is more spread across categories, with notable numbers of students both needing support and exceeding expectations
- Year 6 reading results remain largely positive, with most students proficient, though a continued focus on support and extension is required

### Oral Language 2025

Year Group	Number of Students	Needs Support	Progressing Towards	Proficient	Exceeding
Year 0	28	0% (0)	0% (0)	96.4% (27)	3.6% (1)
Year 1	76	0% (0)	11.9% (9)	86.8% (66)	1.3% (1)
Year 2	50	4% (2)	16% (8)	80% (40)	0% (0)
Year 3	70	4.3% (3)	27.1% (19)	68.6% (48)	0% (0)
Year 4	59	11.8% (7)	13.6% (8)	74.6% (44)	0% (0)
Year 5	57	17.5% (10)	8.8% (5)	73.7% (42)	0% (0)
Year 6	62	12.9% (8)	14.5% (9)	72.6% (45)	0% (0)

*#Note - this table does not include our ORs students.*

#### Reflection:

- Oral language is a school-wide strength, with the majority of students in every year group achieving proficiency.
- Only small proportions of students across the school require support in oral language, particularly in the junior years.
- Very few students are identified as exceeding, suggesting an opportunity to develop greater challenge and extension for high oral language capability.

## Summary against delivering equitable learning outcomes for all learners at TKP:

Our overall results for 2025 show the following changes:

- A **3.8%** increase in students achieving at or above the expected curriculum level in **Reading**
- A **1.7%** increase in students achieving at or above the expected curriculum level in **Writing**
- An **8.4%** decrease in students achieving at or above the expected curriculum level in **Mathematics**
- A **4.6%** increase in students achieving at or above the expected curriculum level in **Te Reo Māori**

While we have seen positive growth in Reading, Writing, and Te Reo Māori, there has been a decrease in the percentage of students achieving at or above the expected level in Mathematics. This decline was anticipated following the introduction of the refreshed curriculum. In 2026, our team will continue to implement and refine teaching practices using the revised curriculum documents to ensure students experience a consistent and well-structured approach to Mathematics and English.

It is noteworthy that TKP has experienced significant growth in student enrolments. At the end of 2024, we had 363 students, and by the end of 2025 this had increased to 405 students—an increase of 42 students compared with the previous year.

Despite this growth, we have also seen positive achievement trends across most curriculum areas. In Reading, 41 more students achieved the expected curriculum level from 2024 to 2025. In Writing, there was an increase of 30 students achieving the expected curriculum level from 2024 to 2025. In Mathematics, there were seven fewer students achieving the expected curriculum level from 2024 to 2025. In Te Reo Māori, 33 additional students achieved the expected curriculum level between 2024 and 2025.

Overall, this growth is encouraging, with increased achievement evident in three of the four curriculum areas we monitor. These positive outcomes have been underpinned by our professional learning and development (PLD), particularly in relation to the curriculum refresh and structured literacy. The ongoing development of teachers' pedagogical content knowledge has contributed to improved student achievement and greater numbers of students meeting expected curriculum levels in 2025.

## Disparity 2023 - 2025

### Reading

Group	2023	2024	2025	Comment
Boys - Girls	10%	5.7%	10.3%	<i>The gender disparity in reading decreased between 2023 and 2024, but has increased between 2024 and 2025.</i>
NZE - Maaori	18.1%	21.4%	21.1%	<i>The disparity in reading increased between 2023 and 2024 for NZE and Maaori but decreased slightly in 2024.</i>

### Writing

Group	2023	2024	2025	Comment
Boys - Girls	16.5%	15.5%	23.4%	<i>The gender disparity in writing decreased between 2023 and 2024, but has increased between 2024 and 2025.</i>
NZE - Maaori	22.1%	13.6%	26.1%	<i>The disparity in writing decreased between 2024 and 2025 for NZE and Maaori and increased significantly between 2024 and 2025.</i>

### Maths

Group	2023	2024	2025	Comment
Girls - Boys	3.7%	0.6%	7.3%	<i>The gender disparity in maths decreased between 2023 and 2024 but increased again between 2024 and 2025.</i>
NZE - Maaori	23%	20.3%	13.6%	<i>The disparity in maths for NZE and Maaori has decreased over the past three years.</i>

### Te Reo Maaori

Group	2023	2024	2025	Comment
Boys - Girls	1.8%	6%	4.1%	<i>The gender disparity in Te Reo Maaori increased between 2023 and 2024 but has decreased between 2024 and 2025.</i>
Maaori - NZE	8%	21.3%	3.4%	<i>The disparity increased in Te Reo Maaori between 2023 and 2024 for NZE and Maaori and has decreased significantly between 2024 and 2025.</i>

### Oral Language

Group	2025	Comment
Boys - Girls	9.7%	<i>The gender disparity in Oral Language is nearly 10% in 2025.</i>
Maaori - NZE	13.2%	<i>The NZE and Maaori disparity in Oral Language is nearly 15% in 2025.</i>

### Gender

Across learning areas, gender disparity shows a consistent pattern of improvement followed by regression. In reading, writing, and mathematics, the gap between boys and girls narrowed from 2023 to 2024 but widened again in 2025, with the most significant difference evident in writing. Girls continue to outperform boys overall, and this gap is particularly pronounced in literacy. In Te Reo Maaori, the gender disparity increased in 2024 but improved in 2025, although a gap remains. Oral Language data from 2025 shows a notable gender disparity of nearly 10%, indicating ongoing challenges in achieving equitable outcomes for boys.

### NZE - Maaori

Ethnic disparity between Māori and NZ European learners remains a significant concern, particularly in literacy. In reading and writing, the gap increased from 2023 to 2024, with some improvement in 2025; however, disparities remain substantial, especially in writing. Mathematics shows a positive trend, with the disparity steadily decreasing over the past three years, suggesting improving outcomes for Maaori learners. In Te Reo Maaori, a large disparity in 2024 reduced significantly in 2025, indicating strong progress. Oral Language data from 2025 highlights a continued ethnic gap, reinforcing the need for sustained focus on equity for Maaori learners.

**Considerations for 2026:**

**Delivering accelerated learning outcomes for all students at Te Kauwhata Primary School:**

While we have seen an increase in the number of children achieving at the expected curriculum levels in Reading, Writing, and Te Reo Māori, we recognise that we must continue our ongoing journey of learning how to effectively accelerate the progress of students who are achieving below expectation. This will continue to be a strategic goal for us in 2026 and will be a key focus as we work to embed the teaching sequences of the refreshed curriculum in English and Mathematics, engage in structured Mathematics (MOE) and English PLD, and continue the implementation of Liz Kane Structured Literacy across the school.

**Māori having success as Māori:**

In 2026, we will also begin implementing *Te Marautanga o Aotearoa* in two classrooms. We are hopeful that this will further raise achievement in Te Reo Māori and support our ongoing commitment to ensuring our Māori students experience success as Māori in all aspects of school life.

**Looking ahead:**

Despite the inevitable challenges that come with implementing a refreshed curriculum in 2025, we believe we are well positioned to continue realising our vision of successful learners in an engaging and inclusive environment. This vision will continue to drive our team to strengthen teaching practice and improve learning outcomes for all students.

## 2025 - Tamariki Motuhake Learning Improvement Plan to deliver accelerated learning outcomes for students at TKP

Domains	Goals / Challenges	Target	Short Report				
<p><b>Students' Learning - Literacy - Writing</b></p> <p>Link to Kaahui Ako ~ Too Taatou Haerenga Achievement Challenge: - To raise the achievement in literacy for all Year 1 - 13 learners with a focus on accelerating the students who need it.</p>	<p><b>Goal:</b> To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those that need it.</p> <p><b>Year 1 - 3 Team Challenge</b></p> <p>To raise the achievement in writing for all Year 1 - 3 learners, focusing on accelerating the students who need it.</p>	<p><b>Aim -</b> To raise the achievement of the 32 students in Years 1 - 3 who currently need acceleration in their writing.</p> <p>To accelerate the achievement of this group of learners so they will achieve the expected curriculum expectation in writing.</p> <p>With a clear focus on</p> <ul style="list-style-type: none"> <li>● 17 Maaori Learners</li> <li>● 7 NZE Learners</li> <li>● 21 Boys</li> <li>● 11 Girls</li> </ul>	<b>Year 1 - 3 Writing Challenge</b>				
				<b>End of 2024</b>	<b>T2 2025</b>	<b>EOY - 2025</b>	
			<b>All</b>	0 / 32 0% At and Above	21/32 66% At and Above	14 / 31 45% At and Above	
				32 / 32 100% Below	11 / 32 34% Below	17 / 31 55% Below	
			<b>Boys</b>	0 / 21 0% At and Above	13 / 21 62% At and Above	7 / 20 35% At and Above	
	21 / 21 100% Below	8 / 21 38% Below	13 / 20 65% Below				
<b>Girls</b>	0 / 11 0% At and Above	8 / 11 73% At and Above	7 / 11 64% At and Above				
	11 / 11 100% Below	3 / 11 27% Below	4 / 11 36% Below				
<b>NZE</b>	0 / 7 0% At and Above	6/7 86% At and Above	4 / 7 57% At and Above				
	7 / 7 100% Below	1 / 7 14% Below	3 / 7 43% Below				

			<table border="1"> <tr> <td data-bbox="1126 159 1386 376">NZM</td> <td data-bbox="1386 159 1630 376">0 / 17 0% At and Above  17 / 17 100% Below</td> <td data-bbox="1630 159 1874 376">8 / 17 47% At and Above  9 / 17 53% Below</td> <td data-bbox="1874 159 2148 376">5 / 16 31% At and Above  11 / 16 69% Below</td> </tr> <tr> <td data-bbox="1126 376 1386 577">Other (Pac. Learners, Asian, MELAA)</td> <td data-bbox="1386 376 1630 577">8 / 8 0% At and Above  8 / 8 100% Below</td> <td data-bbox="1630 376 1874 577">7 / 8 87% At and Above  1 / 8 13% Below</td> <td data-bbox="1874 376 2148 577">5 / 8 62% At and Above  3 / 8 38% Below</td> </tr> </table> <p data-bbox="1126 577 2148 845"><b>Mid-Year Progress towards Year 1 - 3 Writing goal:</b> There has been a <b>65.6% shift</b> in students working below the expected curriculum level to achieving their curriculum expectations (21 out of 32 students). Boys have shown a <b>61.9% shift</b> (13 out of 21 boys), while girls have made a <b>72.7% shift</b> (8 out of 11 girls), indicating stronger acceleration among girls. Among ethnic groups, students identifying as NZ European have made an <b>85.7% shift</b> (6 out of 7 students), NZ Māori students have shown a <b>47.1% shift</b> (8 out of 17), and students in the "Other" category (Pacific, Asian, MELAA) have demonstrated the strongest gain with an <b>87.5% shift</b> (7 out of 8 students).</p> <p data-bbox="1126 845 2148 1021">These results reflect substantial progress overall, with particular acceleration seen in girls and culturally diverse learners. Continued focus on NZ Māori learners may help increase equity in outcomes</p> <p data-bbox="1126 1021 2148 1410"><b>End of Year Summary - Year 1 - 3 Writing goal (Term 2 and Term 4 comparison):</b> There has been a <b>45%</b> shift in students moving from below the expected curriculum level to meeting the Year 1–3 writing expectation by the end of 2025 (15 out of 31 students). Girls have maintained strong progress with a <b>64%</b> shift, compared with a <b>35%</b> shift for boys. Across ethnic groups, learners from Pacific, Asian, and MELAA backgrounds have shown the strongest sustained acceleration (<b>62%</b>), followed by NZ European learners (<b>57%</b>), and NZ Māori learners (<b>31%</b>).  These results indicate that while significant gains were made mid-year,</p>	NZM	0 / 17 0% At and Above  17 / 17 100% Below	8 / 17 47% At and Above  9 / 17 53% Below	5 / 16 31% At and Above  11 / 16 69% Below	Other (Pac. Learners, Asian, MELAA)	8 / 8 0% At and Above  8 / 8 100% Below	7 / 8 87% At and Above  1 / 8 13% Below	5 / 8 62% At and Above  3 / 8 38% Below
NZM	0 / 17 0% At and Above  17 / 17 100% Below	8 / 17 47% At and Above  9 / 17 53% Below	5 / 16 31% At and Above  11 / 16 69% Below								
Other (Pac. Learners, Asian, MELAA)	8 / 8 0% At and Above  8 / 8 100% Below	7 / 8 87% At and Above  1 / 8 13% Below	5 / 8 62% At and Above  3 / 8 38% Below								

			<p>maintaining acceleration through to the end of the year remains an area for focus, particularly for boys and NZ Maori learners. One NZM boy left the school for the EOY data.</p>			
	<p><b>Goal:</b> To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those who need it.</p> <p><b>Year 4 - 6 Team Challenge</b> To raise the achievement in writing for all Year 4 - 6 learners, focusing on accelerating the students who need it.</p>	<p>Aim - To raise the achievement of the 24 students in Years 4 - 6 who currently need acceleration in their writing.</p> <p>To accelerate the achievement of this group of learners so they will achieve the expected curriculum expectation in writing.</p> <p>With a clear focus on</p> <ul style="list-style-type: none"> <li>• 11 Maaori Learners</li> <li>• 6 NZE Learners</li> <li>• 15 Boys</li> <li>• 9 Girls</li> </ul>	<p><b>Year 4 - 6 Writing Challenge</b></p>			
				<p><b>End of 2024</b></p>	<p><b>T2 2025</b></p>	<p><b>EOY - 2025</b></p>
			<p><b>All</b></p>	<p>0 / 24 0% At and Above  24 / 24 100% Below</p>	<p>10 / 24 42% At and Above  14 / 24 58% Below</p>	<p>9/23 39% At and Above  14 / 23 61% Below</p>
			<p><b>Boys</b></p>	<p>0 / 15 0% At and Above  15 / 15 100% Below</p>	<p>7 / 15 47% At and Above  8 / 15 53% Below</p>	<p>5 / 15 33% At and Above  10 / 15 67% Below</p>
			<p><b>Girls</b></p>	<p>0 / 9 0% At and Above  9 / 9 100% Below</p>	<p>3 / 9 33% At and Above  6 / 9 67% Below</p>	<p>4 / 8 50% At and Above  4 / 8 50% Below</p>
			<p><b>NZE</b></p>	<p>0 / 6 0% At and Above  6 / 6 100% Below</p>	<p>3 / 6 50% At and Above  3 / 6 50% Below</p>	<p>4/6 67% At and Above  2/ 6 33% Below</p>
			<p><b>NZM</b></p>	<p>0 / 11 0% At and Above  11 / 11 100% Below</p>	<p>2 / 11 18% At and Above  9 / 11 82% Below</p>	<p>1/10 10% At and Above  9 / 10 90% Below</p>

			<table border="1"> <tr> <td data-bbox="1137 180 1384 371">Other (Pac. Learners, Asian, MELAA)</td> <td data-bbox="1384 180 1630 371">0 / 7 0% At and Above</td> <td data-bbox="1630 180 1877 371">5 / 7 71% At and Above</td> <td data-bbox="1877 180 2123 371">4 / 7 57% At and Above</td> </tr> <tr> <td></td> <td data-bbox="1384 308 1630 371">7 / 7 100% Below</td> <td data-bbox="1630 308 1877 371">2 / 7 29% Below</td> <td data-bbox="1877 308 2123 371">3 / 7 43% Below</td> </tr> </table>	Other (Pac. Learners, Asian, MELAA)	0 / 7 0% At and Above	5 / 7 71% At and Above	4 / 7 57% At and Above		7 / 7 100% Below	2 / 7 29% Below	3 / 7 43% Below
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	<p><b>Goal:</b> To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of</p>	<p><b>Aim -</b> To raise the achievement of the 11 students in NMoNM who currently need acceleration in their writing.</p>	<p><b>Mid - Year Progress towards Year 4 - 6 Writing goal:</b> There has been a <b>41.7% shift</b> in students working below the expected curriculum level to achieving their curriculum expectations (10 out of 24 students). Boys have shown a <b>46.7% shift</b> (7 out of 15 boys), while girls have made a <b>33.3% shift</b> (3 out of 9 girls), indicating stronger progress among boys at this stage. Among ethnic groups, students identifying as NZ European have made a <b>50% shift</b> (3 out of 6 students), NZ Māori students have shown an <b>18.2% shift</b> (2 out of 11), and students from Pacific, Asian, and MELAA backgrounds have made a <b>71.4% shift</b> (5 out of 7 students), demonstrating the most significant improvement.</p> <p>While overall progress is positive, the disparity in acceleration for NZ Māori students and girls highlights areas for targeted support moving forward.</p> <p><b>End of Year Summary - Year 4 - 6 Writing goal (Term 2 and Term 4 comparison):</b> There has been a <b>39%</b> shift of Year 4–6 learners achieving the expected writing curriculum level by the end of 2025 (9 out of 23 students). Girls showed the strongest end-of-year acceleration, increasing their shift from <b>33.3%</b> (at and above) at mid-year to <b>55.6%</b> (at and above), while boys' progress reduced from <b>46.7%</b> to <b>33.3%</b>. Learners from Pacific, Asian, and MELAA backgrounds sustained strong progress (<b>57% shift</b>), followed by NZ European learners at <b>66.7%</b>. NZ Māori learners dropped from <b>18.2%</b> shift from mid-year to <b>10%</b> at the end of the year, highlighting the need for ongoing targeted support. These results show largely stable progress from Term 2 to Term 4, with noticeable improvement among girls but limited additional acceleration across the wider cohort. One NZ Māori girl left the school for the EOY data.</p> <p><b>NMoNM Writing Challenge</b></p> <table border="1"> <thead> <tr> <th data-bbox="1137 1265 1384 1321"></th> <th data-bbox="1384 1265 1630 1321">End of 2024</th> <th data-bbox="1630 1265 1877 1321">T2 2025</th> <th data-bbox="1877 1265 2123 1321">EOY - 2025</th> </tr> </thead> <tbody> <tr> <td data-bbox="1137 1321 1384 1410">All</td> <td data-bbox="1384 1321 1630 1410">0 / 11 0% At and Above</td> <td data-bbox="1630 1321 1877 1410">4/11 36% at and Above</td> <td data-bbox="1877 1321 2123 1410">0 / 11 0% At and Above</td> </tr> </tbody> </table>		End of 2024	T2 2025	EOY - 2025	All	0 / 11 0% At and Above	4/11 36% at and Above	0 / 11 0% At and Above
	End of 2024	T2 2025	EOY - 2025								
All	0 / 11 0% At and Above	4/11 36% at and Above	0 / 11 0% At and Above								

	<p>those that need it.</p> <p><b>Ngaa Maramara o Ngaa Muka Team Challenge</b></p> <p>To raise the achievement in writing for all NMoNM learners, focusing on accelerating the students who need it.</p>	<p>To accelerate the achievement of this group of learners so they will achieve the expected curriculum expectation in writing.</p> <p>With a clear focus on</p> <ul style="list-style-type: none"> <li>• 11 Maaori Learners</li> <li>• 6 Boys</li> <li>• 5 Girls</li> </ul>	<table border="1"> <thead> <tr> <th></th> <th>11 / 11 100% Below</th> <th>7 / 11 64% Below</th> <th>11 / 11 100% Below</th> </tr> </thead> <tbody> <tr> <td><b>Boys</b></td> <td>0 / 6 0% At and Above</td> <td>3 / 6 50% At and Above</td> <td>0 / 6 0% At and Above</td> </tr> <tr> <td></td> <td>6 / 6 100% Below</td> <td>3 / 6 50% Below</td> <td>6 / 6 100% Below</td> </tr> <tr> <td><b>Girls</b></td> <td>0 / 5 0% At and Above</td> <td>1 / 5 20% At and Above</td> <td>0 / 5 0% At and Above</td> </tr> <tr> <td></td> <td>5 / 5 100% Below</td> <td>4 / 5 80% Below</td> <td>5 / 5 100% Below</td> </tr> <tr> <td><b>NZM</b></td> <td>0 / 11 0% At and Above</td> <td>4 / 11 36% At and Above</td> <td>0 / 11 0% At and Above</td> </tr> <tr> <td></td> <td>11 / 11 100% Below</td> <td>7 / 11 64% Below</td> <td>11 / 11 100% Below</td> </tr> </tbody> </table>					11 / 11 100% Below	7 / 11 64% Below	11 / 11 100% Below	<b>Boys</b>	0 / 6 0% At and Above	3 / 6 50% At and Above	0 / 6 0% At and Above		6 / 6 100% Below	3 / 6 50% Below	6 / 6 100% Below	<b>Girls</b>	0 / 5 0% At and Above	1 / 5 20% At and Above	0 / 5 0% At and Above		5 / 5 100% Below	4 / 5 80% Below	5 / 5 100% Below	<b>NZM</b>	0 / 11 0% At and Above	4 / 11 36% At and Above	0 / 11 0% At and Above		11 / 11 100% Below	7 / 11 64% Below	11 / 11 100% Below
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<p><b>Mid - Year Progress towards NMoNM Writing goal:</b></p> <p>There has been a <b>36.4% shift</b> in students working below the expected curriculum level to achieving their curriculum expectations (4 out of 11 students). Boys have shown a <b>50% shift</b> (3 out of 6 boys), while girls have shown a <b>20% shift</b> (1 out of 5 girls), indicating stronger progress among boys in this group.</p> <p>These results highlight a moderate overall gain, with boys leading the progress. Continued focus on supporting girls in this group will be important to lift equitable outcomes by the end of the year.</p> <p><b>End of Year Summary (Term 2 and Term 4 comparison) - NMoNM Writing goal:</b></p> <p>There has been a <b>0% shift</b> in students meeting the expected curriculum level by</p>																																		

			<p>the end of 2025, with all learners in the Ngaa Maramara o Ngaa Muka group continuing to work below the Year 1-6 writing expectation.</p> <p>No Maori boys or girls are currently meeting the expected outcome for their year level.</p> <p>While mid-year results showed encouraging progress, the group was unable to sustain achievement through Term 4. Continued, consistent, and targeted support will be essential in 2026 to strengthen writing outcomes and ensure that mid-year gains translate into sustained progress.</p>
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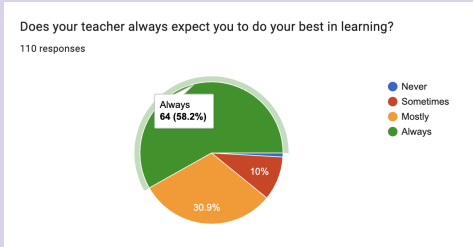
**#Note:**  
 In addition to using our Localised Curriculum here are a few resources that we will utilise to support our Maori and Pacific Learners at TKP to ensure we are delivering equitable outcomes for all students:

- Tātaiako, Ka Hikitia, Hautu, Te Takanga o Te Wā - Maori History, Our Code, Our Standards, TKP Te Reo Maori / kapa haka overviews
  - [Link to refreshed Ka Hikitia - Ka Hāpoitia | The Māori Education Strategy \(English\)](#)
  - [Tātaiako](#) - Teachers Council
  - [Hautu](#)
  - [Te Takanga o Te Wā](#)
  - [Our Code, Our Standards](#)
  - [TKP Te Reo Maaori / kapa haka overviews](#)
- Tapasā - Cultural Competencies Framework for Teachers of Pacific Learners
- [Action Plan for Pacific Education Plan 2020 - 2030](#)

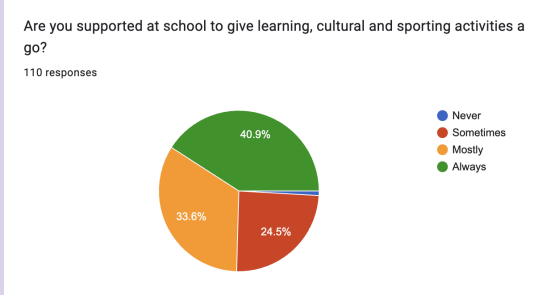
## 2025 Overall Attendance

<b>Strategic Goal</b> <ul style="list-style-type: none"> <li>• Grow engagement with whaanau and wider</li> </ul>	<b>2025 Attendance and Engagement goals</b> <ul style="list-style-type: none"> <li>• Percentage of learners attending school regularly will increase to 56% across the school in 2025 <a href="#">(See below for progress)</a></li> <li>• Percentage of learners moderately attending or who attend school irregularly will decrease to 40% in 2025 <a href="#">(See below for progress)</a></li> </ul>	<b>TKP Attendance - Term 1 and 2 2025</b>				
			Chronically Absent (Attendance 70% or less)	Moderately Absent (Attendance more than 70% up to 80%)	Irregular Attendance (Attendance more than 80% up to 90%)	Regular Attendance (Attending more than 90%)

<p>community groups</p> <p>Key - Red - Not Achieved Blue Achieved Ongoing</p>	<ul style="list-style-type: none"> <li>Percentage of learners who are chronically absent will decrease to 4% in 2025 (See below for progress)</li> </ul> <p>The number of students arriving late to school will reduce to less than 4% in 2025</p> <ul style="list-style-type: none"> <li>The current lateness rate for Terms 1 and 2, is 6.47%, which is 2.47% higher than our target of 4%. This indicates that there is room for improvement in punctuality. To address this, we should continue emphasising to our community the importance of arriving at school on time.</li> <li>At the end of 2025, our lateness percentage was 6.24%. In 2024, it was 6.74% which means we have reduced this by 0.5% over the past year. This is a small win, and we will continue to encourage our parents to get their children to school on time.</li> </ul> <p>Students will be engaged with school and their learning in class.</p>	<table border="1"> <tr> <td>All students</td> <td>22</td> <td>41</td> <td>119</td> <td>197</td> </tr> <tr> <td>379</td> <td>5.80%</td> <td>10.82%</td> <td>31.40%</td> <td>51.98%</td> </tr> </table>	All students	22	41	119	197	379	5.80%	10.82%	31.40%	51.98%				
		All students	22	41	119	197										
		379	5.80%	10.82%	31.40%	51.98%										
		<p><b>TKP Attendance - Term 3 and 4 2025</b></p>														
			Chronically Absent (Attendance 70% or less)	Moderately Absent (Attendance more than 70% up to 80%)	Irregular Attendance (Attendance more than 80% up to 90%)	Regular Attendance (Attending more than 90%)										
All students	36	46	125	198												
405	8.89%	11.36%	30.86%	48.89%												
<p><b>TKP - Overall Attendance 2025</b></p>																
	Chronically Absent (Attendance 70% or less)	Moderately Absent (Attendance more than 70% up to 80%)	Irregular Attendance (Attendance more than 80% up to 90%)	Regular Attendance (Attending more than 90%)												
All students	28	45	130	202												
405	6.91%	11.11%	32.10%	49.88%												
<p><b>Ministry of Education Attendance Targets</b></p>																
Measure	2022 TKP	2023 Target	2024 Target	2025 Target												



- Of the 110 students surveyed, 89.1% of our students feel that their teacher mostly and always has high expectations of them.







- Of the 110 students surveyed, 99.1% of students felt supported at some point to engage in learning, cultural and sporting activities.

TKP will remove the financial strain on parents by being a part of the school donations scheme in 2025

- The Donation scheme is working well at TKP. In 2025, we used the funding to ensure all students have access to -
  - Online Programmes - including Reading Eggs, Mathletics, Maths Seeds, Meraki, Pulse App and Mindplus
  - Trips - including Year 5

Percentage of akōnga attending school <b>regularly</b> (attending more than 90%, an average of 9 days a fortnight)	49.35%	MOE Aim 60% TKP Aim - 60% <b>Term 2 37.62%</b> EOY 39.44%	MOE Aim 70% TKP Aim - 55% <b>Term 2 50.47%</b> EOY 48%	MOE - 70% TKP Aim - 56% <b>Term 2 51.98%</b> EOY 49.88%
Percentage of akōnga who are <b>moderately absent</b> or have <b>irregular attendance</b> (attending more than 70% up to 90%, missing two to three days a fortnight)	45.15%	MOE Aim 35% TKP Aim - 40% <b>Term 2 47.2%</b> EOY 52.8%	MOE Aim 25% TKP Aim - 40% <b>Term 2 41.33%</b> EOY 47%	MOE - 25% TKP Aim - 40% <b>Term 2 42.22%</b> EOY 43.21%

	<p>Leadership Week, Year 6 Camp, NYLD, excursions to Kelly Tarltons and Hamilton Zoo</p> <ul style="list-style-type: none"> <li>Leadership development with the Waikato Institute for Leadership, Sports Studies for our Year 5 and 6 Leaders</li> <li>Ukulele lessons for all our Year 5 - 6 classes</li> <li>Outstanding uniform and stationery payments for families who were unable to cover these basic needs.</li> </ul> <ul style="list-style-type: none"> <li>TKP will engage with the North Waikato Attendance Service to support the families of TKP by helping them get their children to school <ul style="list-style-type: none"> <li>The North Waikato Attendance Service has been a huge support in getting our chronically absent students back to class. They have completed house visits on our behalf and set up hui between the school and home to develop a plan to get tamariki back at school.</li> <li>They have assisted us in identifying barriers to attending school and helped us to formulate plans to meet the needs of our families.</li> </ul> </li> <li>Our parents/caregivers believe their children are engaged in school and their learning, and want them to come to school each day. <ul style="list-style-type: none"> <li>In 2025 we saw a small increase of 1.88% in the</li> </ul> </li> </ul>	<table border="1"> <tr> <td data-bbox="1059 180 1247 691">Percentage of akōnga who are <b>chronically absent</b> (attending 70% or less, missing three or more days a fortnight)</td> <td data-bbox="1247 180 1435 691">5.5%</td> <td data-bbox="1435 180 1624 691">MOE Aim 5%  TKP Aim - 5%  Term 2 15.18%  EOY 7.76%</td> <td data-bbox="1624 180 1827 691">MOE Aim 5%  TKP Aim - 5%  Term 2 8.20%  EOY 5%</td> <td data-bbox="1827 180 2033 691">MOE Aim 5%  TKP Aim - 4%  Term 2 5.80%  EOY 6.91%</td> </tr> </table> <p><b>#Note - Completed at two data points - T2 as a snapshot of attendance at that time and Term 4 to represent the whole of 2025</b></p> <p><b>Considerations - Term 2:</b></p> <p>Since the end of 2024, there has been a/an</p> <ul style="list-style-type: none"> <li>3.98% increase in the number of students attending school 90% of the time (Regular attendance)</li> <li>4.78% decrease in the number of students attending school 70% - 90% of the time (Moderate or Irregular attendance)</li> <li>0.80% increase in the number of students attending school below 70% of the time (Chronic Attendance)</li> </ul> <p>Concerning our goals/targets that we set at the start of the year:</p> <p>56% of our students attend 90% of the time We are on track to achieve this goal as we currently have 51.98% of our students attending regularly. This is only 4.02% below our target of 55%.</p> <p>40% of our students have moderate or irregular attendance We are on track to achieve this goal as we currently have 42.22% of our</p>	Percentage of akōnga who are <b>chronically absent</b> (attending 70% or less, missing three or more days a fortnight)	5.5%	MOE Aim 5%  TKP Aim - 5%  Term 2 15.18%  EOY 7.76%	MOE Aim 5%  TKP Aim - 5%  Term 2 8.20%  EOY 5%	MOE Aim 5%  TKP Aim - 4%  Term 2 5.80%  EOY 6.91%
Percentage of akōnga who are <b>chronically absent</b> (attending 70% or less, missing three or more days a fortnight)	5.5%	MOE Aim 5%  TKP Aim - 5%  Term 2 15.18%  EOY 7.76%	MOE Aim 5%  TKP Aim - 5%  Term 2 8.20%  EOY 5%	MOE Aim 5%  TKP Aim - 4%  Term 2 5.80%  EOY 6.91%			

	<p>percentage of our students attend regularly. From 48% in 2024 to 49.88% in 2025. This was an increase of 27 students (202 in 2025) from the end of 2024 (175). This is a positive shift and is an indicator that our parents want their children to attend school regularly.</p> <p>Termly Attendance - 2025</p> <ul style="list-style-type: none"> <li> 2025 - Te Kauwhata Primary School / Ter...</li> <li> 2025 - Te Kauwhata Primary School / Ter...</li> <li> 2025 - Te Kauwhata Primary School / Ter...</li> <li> 2025 - Te Kauwhata Primary School / Ter...</li> </ul>	<p>students attending moderately or irregularly. This is only 2.22% above our target of 40%.</p> <p>4% of our students have chronic attendance We are on track to achieve this goal as we currently have 5.80% of our students with chronic attendance. This is only 1.80% above our target of 4%.</p> <p>As a school, we are in a positive position at the end of Term 2, as we have seen a growth in the number of students attending regularly since the end of 2024. At the same point as last year, we are already 1.51% ahead in the number of students attending school regularly.</p> <p>While this is positive growth, we will continue to support our families and remove any barriers that hinder them from getting their children to school.</p> <p><b>Considerations - Term 4</b></p> <p>Since the end of 2024, there has been a/an</p> <ul style="list-style-type: none"> <li>• 1.88% increase in the number of students attending school 90% of the time (Regular attendance)</li> <li>• 3.79% decrease in the number of students attending school 70% - 90% of the time (Moderate or Irregular attendance)</li> <li>• 1.91% increase in the number of students attending school below 70% of the time (Chronic Attendance)</li> </ul> <p>Concerning our goals/targets that we set at the start of the year:</p> <p>56% of our students attend 90% of the time We did not achieve this goal as only 49.88% of our students attended 9 days out of 10 in 2025. This is 6.12% below our target.</p> <p>40% of our students have moderate or irregular attendance We did not achieve this goal as 43.21% of our students attended moderately or had irregular attendance. This is 3.21% above our target.</p> <p>4% of our students have chronic attendance We did not achieve this goal as 6.91% of our students had chronic attendance. This is 2.91% above our target.</p> <p>While we have not achieved the goals we set for 2025. We have seen positive growth in the number of students who have regular attendance - 48% in 2024</p>
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		<p>to 49.88% in 2025. This is positive growth, and it shows that we are on an upward trajectory, which bodes well for 2026.</p> <p>As a school, we will continue to work with our whaanau and community to improve our attendance in 2026 and remove any barriers that hinder them from getting their children to school.</p>
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