



# WHAKAMARU SCHOOL

Growing Creative Thinkers

## ANNUAL- REPORT Whakamaru School

### Principal's report

Our school is committed to aligning with the New Zealand Curriculum by embedding best teaching practices and ensuring consistency in pedagogy. We prioritise data-driven decision-making by aligning assessment tools with our progressions and localised curriculum documents to enhance ākonga learning outcomes. Our focus on structured literacy and Mathematics NZ ensures that ākonga receive high-quality instruction tailored to their needs. Through Learning through Play pedagogy and a commitment to professional growth, we foster an environment that nurtures creativity, resilience, and academic success. Our strategic direction integrates culturally responsive practices, collaboration with iwi and community, and a focus on wellbeing, ensuring that every learner thrives in a supportive and engaging environment.

### List of all school board members.

You may like to list the names of each school board member who have served on the school board during the year, and the date on which each member will finish their term.

Board member names	Date that the board member's term finishes
Shaun Swann	Wednesday 10 September 2025 (new BoT elections date)
Ali Mankelow	Wednesday 10 September 2025 (new BoT elections date)
Janet Anderson	Wednesday 10 September 2025 (new BoT elections date)
Monique Brolly	Wednesday 10 September 2025 (new BoT elections date)
Renee Huffam	Wednesday 10 September 2025 (new BoT elections date)
Alex Sanft	Wednesday 10 September 2025 (new BoT elections date)
Leanda Moor (Staff Rep)	Wednesday 10 September 2025 (new BoT elections date)
Tira Nicolas (Secretary)	Ongoing
James White (Principal)	Ongoing

## Statement of variance: progress against targets End of 2024 (2024-2026)

[A statement of variance shows the progress you have made over the last year towards achieving the targets set out in your annual implementation plan. It offers explanations for any differences and how you will address targets that were not achieved.

The tables below show one way that you could lay this information out. In this format, you will need to copy the rows enough times to cover each of your actions, targets and strategic goals shown in your annual implementation plan.]

### Strategic Goal 1: AKO - LEARNING

#### To ensure we provide a high quality education of best practice with quality teaching and leadership.

- I. Embed our Learning through Play pedagogy within and across the school linking our localised and NZ curriculum in core subjects and ensuring overall curriculum coverage.
- II. Ensure our commitment to Te Tiriti o Waitangi is visible and normalising Te Reo in our school.
- III. Enhancing school wide consistency in our teaching practice using our Whakamaru School Localised Curriculum documents to integrate all aspects of refreshed NZC.
- IV. Align assessment tools with our progressions and our localised curriculum documents to continually review ākonga learning through assessment data.
- V. To enhance all ākonga and staff learning outcomes in Learning through Play Pedagogy that drives our staff Professional Growth Cycle goals.

#### Annual Target/Goal:

*As per the annual implementation plan*

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?                      What impact did our actions have?</i>	<b>Evidence</b> <i>This is the source of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <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>
<b>Action 1A</b> <b>Play based learning (PBL)</b> ākonga agency through the power of play. Longworth mentorship 2024 <b>PBL Observation sheets &amp; Tracking sheets</b> <b>Link PBL to the curriculum and track curriculum coverage.</b>	Teachers increased their confidence in learning stories. We implemented the PBLot observation tool. Had Longworth mentorship that supported teachers learning and effectiveness in a Play-Based environment by creating provocations that challenge learning. Had Notice, Recognise and Respond	More Learning stories were available to the community via Classdojo. Longworth mentorship shared and created goals and targets for teachers from their observations. NRR effectiveness began to help teachers find new provocations for learners.	<b>Continued Growth</b> - As a whole staff we have grown in confidence around the Play-based pedagogy due to the ongoing support from Longworth. This has given us confidence to move forward. PBLot has helped to give us clear ideas to improve in 2025. We are continuing to have Longworth mentorship under our own PD	Implement 2024 actions from the Longworth PD Use PBLot to assess the PBL environment and pedagogy in school Continue to budget for more PD related to PBL for termly review sessions.. Embed our Learning Stories and tracking of our curriculum to provide coverage. Review and challenge our teaching practices and PBL pedagogy through mentorship and support termly.



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	(NRR) time in staff meetings.		budget to ensure our effectiveness in PLAY.	
<b>Action 1B</b> <b>Te Reo Maori</b> To Normalisation Te Reo Māori in school MAC Wayne Lunjevich to help identify how to measure our progress. Teacher observations of ākonga use and teacher oral delivery Aspirations of reaching Level 2 Te Reo Maori - to a multilingual school.	We reviewed our Te Reo practices and implemented “mahi whakarongo” sessions to strengthen ākonga learning. Kapa Haka sessions are going from strength to strength with the guidance of Whaea Margret. Work with MAC around how to use their measuring tool to normalise Te Reo in the school.	Normalised Te reo Māori used throughout the school and a focus and a deeper understanding on tikanga is being displayed throughout the school. A confidence in the use and understanding of Te Reo Māori is being used frequently around the school.	<b>Continued Growth</b> - Tikanga practices have been rigorously reviewed as well as the correct phrases in Te Reo Maori and implemented into our school. We are looking to use the MAC measuring tool to identify progress as a school and where to next.	Review our school Te Reo practises 2025 and continue to improve. Strive to become or maintain a level 2 Te Reo school and promote a bilingual approach. Continue to normalise our practises of te reo and continue with Kapa Haka and create new or identify more authentic waiata from our area to use in our programme. Develop a dual medium class - and visit other schools to see this in action. Create authentic experiences to improve te reo maori at our school marae visits annually.
<b>Action 1C</b> <b>Oral Language</b> Observations in Play (Seniors) NE - KLST (Juniors) ELLPs (ESOL) COL - PD options Record of Oral Language Reading recovery	We have aligned our schools curriculum document with the Oral language Curriculum Refresh and are starting to embed and strengthen oral language in the learning spaces.	Oral language is a big part of the Play-Based approach and we are looking to capture this in our Learning Stories and feeding in high frequency words to improve ākonga vocabulary.	<b>Continued Growth</b> - we have continued to lean on Longworth Education (PBLot) to help support our development of our Play based learning practice, which has encouraged more subject specific oral language in our teaching practice .	Review oral language see developments of PD in Taupo Kahui Ako (CoL) Identify PD opportunities to improve oral language in school. Review assessment of oral language for the whole school, especially in Play. Use 2024 ESOL data and compare with 2023 SoV to identify to target year group in 2026
<b>Action 1D</b> <b>Literacy READING</b> <b>Statement of Variance</b> All Year groups we aim to have over 80% working within or beyond. NZ Curriculum Refresh levels. (Refer School Assessment Guidelines Booklet)	Implement structured literacy programmes (CODE, Heggerty, IDeaL) for targeted learners, ensuring regular reading and phonological awareness. Integrate Orton-Gillingham for ICS learners, upskill staff, and connect learning through PLAY. Use learning progressions for ākonga goals and deliberate teaching. The lead teacher models strategies, and	At the end of 2024, 65% of ākonga were working at or beyond the expected NZ curriculum level in Reading. Year 1 had 100% at the expected level, while Year 8 was at 46%. Males and females showed a slight difference, with 61% and 69%, respectively, meeting expectations. Ethnic breakdowns showed high achievement in Asian (83%) and MELAA (100%) groups, while Pasifika ākonga were at 33%. Of the 35% working	<b>Continued Growth</b> - The goal of 80% at or beyond expectations was not met, but 99% of ākonga made progress. Focus groups, particularly from Years 3, 4, 5, and 7, performed lower than expected due to the ESOL and transient nature of the community. We will continue to monitor these groups into 2025. This is the source of information the board used to determine those outcomes.	Identify Professional Development for future literacy programmes, such as IDEAL, DeBeLS etc.. Review current literacy programmes, and make improvements where needed including assessment. Look at the effectiveness of our learning progressions in our staff meetings.. Review the effectiveness of our assessment tools and links to our learning progression in reading.. Use 2024 data and compare with 2024 SoV to identify the target year group in 2026.

	assessment reviews three times per term guide teaching effectiveness.	towards expectations, 33% are close to achieving with minimal support, and 2% are targeted for extra help through Learning Support or RTLB.	<b>(See our AoV for more details)</b>	
<p><b>Action 1E</b> <b>Literacy WRITING</b> All Year groups we aim to have over 80% working within or beyond. NZ Curriculum Refresh levels. (Refer School Assessment Guidelines Booklet)</p>	Provide targeted writing support using tools like Writer's Toolbox, Quick Writes, and structured literacy programmes. Offer daily writing opportunities, focus on capacity before accuracy, and ensure staff PD. Use writing progressions to set goals and assess progress. The lead teacher shares strategies and resources, with writing reviews three times per term to guide teaching.	At the end of 2024, 51% of ākongā were at or beyond the expected NZ curriculum level in Writing. Year 1 had 100% at the expected level, but higher year levels showed lower percentages, with Year 8 at 15%. Males and females were close, with 39% and 40%, respectively, meeting expectations. Ethnic breakdowns showed higher achievement in Asian (53%) and NZ European (50%) groups, while Pasifika ākongā were at 17%. Of the 40% working towards expectations, 60% are just 1-2 levels away, and 9% are targeted for extra help through Learning Support or RTLB.	<b>Continued Growth</b> - The goal of 80% at or beyond expectations was not met, and only 79% of ākongā made progress in Writing, falling short of the 95% target. Focus groups, particularly in Years 4, 6, 7, 8, and Māori ākongā, performed lower than expected due to the ESOL and transient community. We will continue to monitor these groups into 2025. This is the source of information the board used to determine those outcomes. <b>(See our AoV for more details)</b>	Identify Professional Development for future literacy programmes. Review current literacy programmes, and make improvements where needed including assessment. Look at the effectiveness of our learning progressions in writing. Review the effectiveness of our assessment tools and links to our learning progressions. Use 2024 data and compare with 2023 SoV to identify the target year group in 2026
<p><b>Action 1E</b> <b>Mathematics</b> All Year groups we aim to have over 80% working within or beyond. NZ Curriculum Refresh levels. (Refer School Assessment Guidelines Booklet)</p>	In 2024, targeted Maths programmes like Basic Facts, Prime Maths, and Protech Maths supported learners with regular sessions. A buddy system for senior ākongā focused on number knowledge, and progress was tracked through Niggle sheet updates. Learning progressions guided ākongā goals, and Maths was integrated into Play activities. The lead teacher shared resources and strategies with staff, while working with the SENCO for at-risk ākongā. Assessments, using tools like NZ Maths, BSM, and PATs, were reviewed three times per term, with home	At the end of 2024, 62% of ākongā were at or beyond the expected NZ curriculum level in Mathematics. Year 1 and Year 2 showed 100% at the expected level, while Year 8 was at 38%. Both males and females performed equally, with 62% meeting expectations. Ethnic breakdowns showed high achievement in Asian (94%) and MELAA (100%) groups, while Pasifika ākongā were at 17%. Of the 38% working towards expectations, most are only 1-2 levels away and are expected to move with minimal support. Only 1% require extra help through Learning Support or RTLB.	The goal of 80% at or beyond expectations was not met, but 95% of ākongā made progress in their Maths skills, achieving this target. Focus groups, particularly from Years 5, 6, 7, and 8, performed lower than expected due to the ESOL and transient community. We will continue to monitor these groups into 2025. This is the source of information the board used to determine those outcomes. <b>(See our AoV for more details)</b>	Find Professional Development for future Maths programmes. Continue to improve and use School Progressions in Maths for ākongā' easy use. Review current Mathematical programmes and make improvements where needed including assessment. Use 2024 data and compare with 2023 SoV to identify to target year group in 2026.



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	learning on number knowledge introduced.			
<p><b>Action 1G</b>  <b>Education Outside the Classroom</b>          Year 7-8 annually weekly camps          Year 4-6 three day camps          Year 0-3 overnight camp</p>	<p>Through our Education Outside the Classroom (EOTC) actions, we successfully organized and executed some camps. Year 4-8 Whare Ako ākonga participated Marae noho, fostering cultural understanding and community connection.</p>	<p>Social and emotional growth, and feedback from whānau and community members involved in the Marae noho, as well as attendance and participation records from the various camp experiences, contributed to the evaluation of the impact. These insights helped assess how the camps supported cultural understanding, social skills, and overall ākonga development.</p>	<p>The Year 0-3 overnight camp did not take place due to logistical challenges and external factors. While the Year 4-6 and Year 7-8 camps were successful, this prevented the target from being fully achieved. Plans will be made to address these barriers and ensure Year 0-3 ākonga can participate in future camps.</p>	<p>Review 2024 camps and choose if it was to stay in the cycle. Implement the changes from the 2024 review. Look into grants or fundraisers to keep costs at a minimum. Use code 9321 money for camps if over budgeted in 2024.</p>

## Strategic Goal 2: WHANAUNGATANGA - Connections

To create ākonga success through a strong connection (Whanaungatanga) with a sense of cultural identity (Tuakini) and belonging (Turangawaewae) wae)

- I. Work with Te Pai o Raukawa & Ngati Tuwharetoa to strengthen whanau, hapu, iwi links to our school.
- II. Be active members of the Taupo Kahui Ako to learn alongside and support future strategic plans. Embedding culturally responsive practices.
- III. Embed our Localised curriculum with our vision & mission statement alongside our Pay-Based Learning philosophy while involving ourselves in environmental projects in our community development
- IV. Look at ways to continue to engage and support our whanau, marae, hapu and iwi community through a range of activities.

Annual Target/Goal:

*As per the annual implementation plan*

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the source of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 2A</b> <b>Community engagement</b> After subsequent Lockdowns - reignite school community engagement.	Unfortunately we have not linked to Raukawa yet but have fairly strong links to Tuwharetoa. We have links to Mōkai Marae but will look to try and link to Ōngāroto.	Use of our kaimahi (teacher aid) Whaea Margaret has helped us look at our Te Reo Māori and identify waiata that belong to this area. She is also creating a school waiata that links to some historical events and our school values. .	<b>Continued Growth</b> - we will look to make links to Ōngāroto Marae hopefully through Tuwharetoa or Raukawa. Our aim is to identify where our marae sits or if it sits fluidly between a number of Marae and hapu.	Make physical connections with all the surrounding Marae and create links to our Kura with Ōngaroto, Mōkai, Puakani and Te Hape Marae over time.
<b>Action 2B</b> <b>Kahui Ako (CoL)</b> To collaboratively and inclusively ensure the success of each akonga's journey within Ngati Tuwharetoa.  CPPA hui	Our principal has become a lead in the Tuwharetoa group in the Kahui Ako - supporting a link between Iwi and schools. This also looks at the culturally responsive practices and what that looks like in	We have engaged in a review of the culturally responsive practice. We have re-looked at the Rongohia Te Hau tool and revisited it with the support of the Taupo Kahui Ako ASL. We will be looking to re engage to further look at responses.	<b>Continued Growth</b> - use the data collected last year and look at ways for continuous improvement in this area.	Look at the effectiveness of the Rongohia Te Hau tool and possibly look to see if the Tuwharetoa Culturally Responsive tool is better suited for our tamariki.



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	schools.			
<b>Action 2C</b> <b>Whanau, hapu, Iwi</b>	In 2024 we managed to create some very defined learning spaces. These are significant areas to really strengthen learning through play.	These areas have already made an impact on ākongā learning - encouraging writing for a purpose and growing a creative mind for our older ākongā.	<b>Continued Growth</b> - We will continue to grow these spaces by using the PBLot tool to strengthen these areas in Play and creative play.	Ensure that ākongā have access to resources in these spaces and grow the large parts for outside learning flow.

### Strategic Goal 3: HAUORA - Health & Wellbeing

To create a learning environment that focuses on health & wellbeing (hauora) for all.

- I. Provide support for ākongā through our SENCO support that builds on resilience, growth and wellbeing.
- II. By nurturing ākongā and staff by building wellbeing and resilience at Whakamaru School.
- III. Create vibrant spaces that promote our vision, values and align with our teaching, learning and wellbeing with a Play-based/Inquiry Based Learning lens.

Annual Target/Goal:

*As per the annual implementation plan*

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions? What impact did our actions have?</i>	<b>Evidence</b> <i>This is the source of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <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>
<b>Action 3A</b> <b>SENCO - Learning Support</b> LSC to provide effective support for our SENCO by collaborating with school and external agencies to complete applications etc for ākongā	We have actively provided support for all of our ākongā through the SENCO process. We are working closer with TCoSS, LSC, RTLB to ensure support is available.	Our ākongā continue to grow with the support of ICS, ESOL ākongā are given the support to ensure they are improving in their learning. These programmes a rigorously reviewed at the end of the year and adjusted to help continue growth,	While we have actively supported all ākongā through the SENCO process and strengthened collaboration with TCoSS, LSC, and RTLB, ensuring access to support, some ākongā still require ongoing assistance. ICS and ESOL learners have shown	Review our school LSC action plan and make improvements to the programme. Look at 2024 and make adjustments to further improve classroom and school practices. Reflect on established roles and review to see how effective these

			progress, but continuous adjustments are needed. Annual programme reviews help refine support strategies, ensuring sustained growth and improvement.	have been. Complete applications for 2026 to support our at risk ākonga.
<b>Action 3B</b> <b>ākonga (Attendance)&amp; Staff Wellbeing</b>	ākonga attendance is a challenge for us. We have to create a system that encourages our higher truancy families to get their tamariki to school.	School attendance was 86%, with 8% justified absences and 6% unjustified. Managing attendance remains challenging due to a high transient community, and younger ākonga often miss school as some parents do not prioritize regular attendance. Addressing these issues will require ongoing engagement with whānau to emphasize the importance of consistent schooling.	To improve attendance, we can strengthen whānau engagement, emphasizing the importance of regular schooling. Strategies include clear communication about attendance expectations, support for transient families, incentives for high attendance, and working with community agencies to address barriers. Regular follow-ups on absences and building strong relationships with families will also help encourage consistent attendance.	Embed our Graduate profile and learning journey and cycle. Make adjustments to programmes from attendance data in 2024 Review the Healthy Food programmes in schools Sort out options for the Life education programme for the 2025 ākonga need. Continue to review policies on School Docs Continue to monitor ākonga and staff wellbeing and provide support where needed through our SENCO supports.
<b>Action 3C</b> <b>Learning through Play environment</b> Modernise our school to 'Learning through Play	Rebuild or remodification of toilets and breakout spaces have been successful. This has given ākonga really defined learning spaces to inquiry, experiment and become truly creative thinkers.	With the new development, we are now spending money to furnish it and ensure that all the right resources are made available for our tamariki to create and investigate with.	These areas are creating areas of literacy and mathematical growth. They are providing real authentic spaces for learning. We should see an increased level of progression and coverage in all areas of the curriculum.	Buy the correct furniture for this space. Look at Autex for the classroom walls using 5YA money. Look at donations to build up large loose parts for outside creative play.