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# *TE TUTOHINGA O TE WHAREKURA O RAKAUMANGA*



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**Front Cover Page:****Tumanako, Whakapono, Manawanui:**

The sculpture at the front of the school bears testimony to the many challenges the school has had to overcome in its relatively short existence as a Kura Kaupapa Maori and later a Wharekura. Many of the challenges at the time seemed insurmountable (as depicted by the steel plates), but through inspired leadership by its Runanga, committed endeavour from the school staff and unwavering community support, it has overcome those challenges (as depicted by the waka piercing the steel plates).

The sculpture also stands as a memorial to the many committed people from this community who gave so much to establishing our Kura but who are no longer amongst us to savour the fruits of their labour.

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## HE MIHI

E nga reo, e nga mana, tena tatou katoa. Tena tatou e noho nei i raro i te korowai atawhai o to tatou Matua nui i te Rangi. E inoi atu ana hoki ki a ia kia tau iho ana manaakitanga ki runga ki to tatou Kuini ki a Nga Wai hono I te Po me tona Whanau, ki te hunga e noho ana i raro i te parekawa o te mate, te hunga e mau iho ana, hoki noa mai ano kia tatou katoa.

Nga mate kua hinga, kua huri ki tua o arai, moe mai ra.

Ko Taupiri te maunga, ko Waikato te awa, Ko Pootatau te Wherowhero te tangata. Waikato Taniwharau, he piko he taniwha, he piko he taniwha. Koia ko Te Wharekura o Rakaumanga tenei e kokiri nei i te whainga kia tu pakari, kia tu mataara, kia tu maia nga uri whakatupu o Waikato Tainui iaianei, apopo, atahi noa ra.

## TYPE OF SCHOOL – Educational Success as Waikato Tainui

*‘Me whakatupu ki te hua o te rengarenga, me whakapakari ki te hua o te kawariki’*

Te Wharekura o Rakaumanga is a co-educational composite (Year1 - Year13) Tribal Wharekura.

The learning and teaching environment that Te Wharekura o Rakaumanga provides is a Waikato Tainui initiative in support of the Crown's commitment to equitable educational outcomes for Maori. The programme is a genuine schooling option within the stated goals of government policy.

Te Runanga o Te Wharekura o Rakaumanga and Wharekura whanau will ensure that all children are provided with an education which respects their Tino Rangatiratanga (their dignity, rights and uniqueness as Maori); which excites them and challenges them to reach their full potential and achieve their personal standards of excellence. All school activities will be designed to advance these purposes.

## GENERAL DESCRIPTION OF THE SCHOOL – A tribal initiative

*‘Maaku ano e hanga tooku nei whare’*

Te Wharekura o Rakaumanga was established as a native primary school under the Native Schools Act on the 21<sup>st</sup> September 1896. The school was originally sited where the Huntly Power Station now stands. Historically it provided primary school education for the children of the Ngati Mahuta, Ngati Whawhakia, Ngati Hine and Ngati Kuirangi hapu of Waikato.

Rakaumanga was integrated into the State system under the control of the Hamilton Education Board in 1969 with the abolition of Native Schools.

The continued existence of Rakaumanga as a school was seriously threatened when construction of the Huntly Power Station began. Fierce lobbying by the local community prevented this and eventually the school was relocated to its present site at 26 McDiarmid Crescent, Huntly West in 1974.

During the late 1970s, major concerns were being expressed regarding the state of the Maori language in the community and the general quality of education that Maori children were receiving from the school and other state schools. In response to this a Bi-lingual Pre-school was established on the school site in 1979 and te reo Maori was introduced as a subject to be taught throughout the school. In progressive years the programme was extended to include the teaching of Waikato Tainui perspectives across the curriculum and the inclusion of the use of te reo Maori as a medium of instruction.

The school was officially re-designated as a Primary Bi-lingual School in 1984.

Total immersion instruction in te reo Maori across all subjects was initiated in 1986 after disillusionment with the speed at which bi-lingual teaching was assisting with the revival of the language as a language of communication amongst students. Immersion Maori instruction was first introduced to the new entrant class of '86 and as they progressed through the school, further immersion classes were established. By 1992, all classes were taught totally in te reo Maori. In 1993 the school retained its form 3 (Year 9) students and established a secondary unit on the school site. All governance, management and pedagogical practice were aligned to reflect Waikato Tainui tikanga and kawa.

The school was re-designated a Kura Kaupapa Maori in 1994 under s155 of the Education Act.

Ministerial approval to re-designate as a Special Character Composite School was received in 1996 officially sanctioning the establishment of a secondary school programme teaching Year 1 - Year 13 students on the one school site.

In December 1997 the first cohort of Year 13 students graduated from Te Wharekura o Rakaumanga.

# TE TUTOHINGA O TE WHAREKURA O RAKAUMANGA

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## **SCHOOL RESOURCING – A conducive teaching and learning environment**

*'Ko ngaa poupou o roto he maahoe he patatee, Ko te taahuuhuu he hiinau'*

### Physical Resources

The Property and Occupancy agreement with the Ministry of Education was signed on 26<sup>th</sup> March 1992. The main site located at 26 McDiarmid Crescent is 2.10802 hectares. All teaching, administration, and service facilities are located at this site. The 2<sup>nd</sup> site located at Harris Street, Huntly West maintains the school's main sports ground facilities. This site was added to the Property and Occupancy Agreement when the school was re-designated as a Wharekura. This site has also enabled the school to regain closer connectivity with its establishment communities of Waahi, Raakaumangamanga, Kaitumutumu and Te Kauri.

### **TE WHAREKURA – Our Community**

*'Teeraa anoo ooku nei hoa kei ngaa toopito o te ao,  
Ko ngaa huumeke, ko nga kaamura me nga parakimete,  
Ahakoa ngaa mano huri atu ki te haamarietanga,  
Mahue mai ki au tahi mano e rima rau, rima tekau, tekau maa rua,  
Ko ahau kei roto ko te Atua tooku piringa,  
Ka puta, ka ora'*

The Wharekura community is best described as those who wish to have their children educated in a school environment which respects their Tino Rangatiratanga (their dignity, rights and uniqueness as Waikato Tainui); which excites them and challenges them to reach their full potential and achieve their personal standards of excellence for personal benefit and tribal gain.

### Catchment Area

The school catchment area is therefore philosophically based rather than geographically based. It caters for the educational needs of pupils not only from its traditional areas of Waahi, Raakaumangamanga, Te Kauri and Te Ohaki, but also pupils who wish to be taught through Kaupapa Maori education from other areas of Waikato Tainui and Aotearoa. In particular, from communities which have Kura Kaupapa Maori primary schools with no Wharekura in close proximity for their students to graduate too.

### Kiingitanga

The essence of Waikato Tainui identity is Kiingitanga. Since the times of Kiingi Pootatau, Waikato Tainui have been resolute in their role as kaitiaki of the Kiingitanga. As an institution, Kiingitanga provide inspiration, courage, cohesion and vision, for its people.

Kiingi Mahuta endorsed the establishment of Rakaumanga as a Native School. Te Arikiniui, Kuini Te Atairangikaahu rededicated the school when it was relocated from its previous site. She also oversaw the re-designation of the school first as a Kura Kaupapa Maori, then as a Wharekura. Te Wharekura o Rakaumanga has adopted a tongi by Kiingi Taawhiaio as its Mission Statement.

The tribe remains fiercely loyal to Te Arikiniui, Kiingi Tuheitia the current Maori monarch. Te Wharekura o Rakaumanga ensures all of its activities are consistent with the tribes' aspirations for and obligations to Kiingitanga.

### Socio - economic Status

Rakaumanga is an officially designated decile 1 school. This designation is reflective of a community that continues to undergo difficult times. Forty per cent of the schools' parents hold permanent jobs, predominantly in the semi-skilled area while sixty per cent are registered as benefit dependent.

### Caregivers

The Maori style of Care-giving is quite apparent with one-fifth of our students 'adopted' out as whaangai to other members of the whanau. Seventeen per cent of the students come from solo parent families.

### Ethnic Composition – Tribal Affiliations

The majority of the school community is Maori, most of who are of Waikato descent. A sizeable percentage comes from other Tainui iwi. A small minority comprise raawaho, those from other tribal areas.

### Marae

Marae are the focal point of a lot of community activity. There are six marae in the Huntly area; Waahi, Te Kauri, Kaitumutumu, Te Ohaki, Maurea and Horahora. The Wharekura also has close affinity and association to other marae within Waikato, in particular but not restricted to, Waikare, Taniwha, Matahuru, Taupiri, Hukanui, Turangawaewae and

Te Papa o Rotu. The school endeavours to fulfil its responsibilities and obligations by participating in most hui held on the various marae.

**OUR MISSION STATEMENT**

**MISSION STATEMENT**

“E kore teenei whakaoranga e huri ki tua o aaku mokopuna

Maaku anoo e hanga tooku nei whare

Ko ngaa poupou o roto he maahoe he patatee

Ko te taahuuhuu he hiinau

Me whakatupu ki te hua o te rengarenga, me whakapakari ki te hua o te kawariki

Teeraa anoo ooku nei hoa kei ngaa toopito o te ao

Ko ngaa huumeke, ko nga kaamura me nga parakimete

Ahakoā ngaa mano huri atu ki te haamarietanga

Mahue mai ki a au tahi mano e rima rau rima tekau tekau maa rua

Ko ahau kei roto, ko te Atua tooku piringa,

Ka puta, ka ora”

*Kiingi Taawhiao*

*“These things will not continue beyond the time of my descendants*

*I shall fashion my own house*

*The ridgepole will be of hiinau; the supporting posts of maahoe and patatee*

*Those who inhabit that house shall be raised on rengarenga and nurtured on kawariki*

*My friends will come from all parts of the world*

*From the working classes of the shoemakers, blacksmiths and carpenters*

*Regardless of the multitudes who seek salvation elsewhere*

*Even if I am left with a thousand, five hundred, fifty or twelve*

*I am secure, for God is my refuge and we shall overcome.”*

King Taawhiao

This proclamation of Kiingi Taawhiao was adopted by Te Wharekura o Rakaumanga as its Mission Statement which advocates self-deliverance through self-endeavour and commitment.

Our Mission Statement also takes into consideration Tainui’s role as kaitiaki of the Kiingitanga and Tainui’s commitment to people as their major resource.

**SECTION 2 – 2025 ANNUAL PLAN**

**1.0 OUR VISION, PURPOSE, GOALS and PRIORITIES**

**1.1 OUR VISION**

Our vision is for Te Wharekura o Rakaumanga, as a Tribal Wharekura, to produce ‘Ideal Waikato Tainui Graduates’  
The ideal Waikato-Tainui Graduate is culturally, intellectually, physically, socially and spiritually enriched to successfully enter the global environment

**1.2 OUR PURPOSE**

Our purpose is to nurture students who are knowledgeable and proud of their Waikato Tainui identity and who are appropriately prepared to contribute and participate as national and global citizens

**1.3 OUR GOALS**

Our key goals are to maintain Te Wharekura o Rakaumanga as a learning and teaching environment that:

- ❖ Upholds and supports Kiingitanga
- ❖ Ensures all school activities are consistent with the tribe’s aspirational goals and objectives
- ❖ Affirms parent, community and tribal custodianship of Te Wharekura o Rakaumanga
- ❖ Provides teaching and learning environments which encourages students to strive for excellence
- ❖ Enable students to acquire the appropriate academic skills and knowledge to succeed in later life experiences.

**2.0 OUR STRATEGIC PRIORITIES**

Our strategic priorities continue to support the goals outlined above and within other Waikato Tainui strategic documents. Of particular significance to us are the tribe’s objectives:

- ❖ All Waikato Tainui tribal members are fluent in Waikato reo me ona tikanga
- ❖ All Waikato Tainui tribal members transition into meaningful pathways
- ❖ All Waikato Tainui tribal members know their whakapapa and are connected to their marae

At this time the Strategic Enhancement Objectives as outlined below remain consistent with those of the above Tribal Education Plan objectives:

- ❖ The students and parents enjoy speaking Maori
- ❖ Parents and community know what is happening at their wharekura and participate in initiatives and activities promoted by the wharekura
- ❖ Teachers are fully engaged in supporting their students to learn and achieve
- ❖ Students enjoy learning and participating in programmes the kura facilitates
- ❖ The students enjoy and are proud of the learning environment they have at Te Wharekura o Rakaumanga
- ❖ The teachers appreciate the teaching environment at Te Wharekura o Rakaumanga and effectively use the resources available to engage and enrich student learning
- ❖ Staff and student behaviour, attitude and appearance reflect their pride and respect of the wharekura

The following tables summarises our strategic priorities, the work involved, a three-year outline of costs and the targets/outcomes envisaged from each identified initiative.

<b>Strategic Priority</b>	<b>Initiative</b>	<b>Target/Outcome</b>	<b>Costs</b>
Uphold and supports Kiingitanga		Kiingitanga hui in the rohe are actively supported; tikanga Maori Kiingitanga Charter goals incorporated into wharekura Marautanga; Ra Maumahara, river trip	\$2k pa \$3k pa
Ensure all wharekura activities are consistent with the tribes’ aspirational goals and objectives a) All Waikato Tainui tribal members are fluent in te reo o Waikato me ona tikanga;	All staff will undertake the on-line tribal kura reo programme  Community partners reo Maori collaboration initiative  Reo Maori classes for parents	Staff are better able to creatively elaborate learning intentions with students. Attendance at Reo Kakaho, Manu Korero, Reo Ukaipo or the tribal on-line Kura Reo wananga Student community gathering spaces encourage and celebrate students speaking Maori Wharekura partners actively support and promote the use of te reo Maori-Reo Kakaho & Manu Korero  Students and parents enjoy speaking Maori. Rakaumanga students and parents comfortably and competently converse in te reo Maori in wharekura/Maori domains and non-Maori domains	\$15k pa  \$6k pa \$5k \$5k pa

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<p>b) All Waikato Tainui tribal members transition into meaningful pathways</p> <p>c) All Waikato Tainui tribal members know their whakapapa and are connected to their marae.</p>	<p>Workplace qualifications programme.</p> <p>Vocational Standards alignment for NCEA L1 &amp; L2.</p> <p>Y13 Careers Internship programme.</p> <p>Y7 and Y10 Noho marae and Kura Reo programme.</p> <p>Amokapua graduate achievement profiles updated.</p>	<p>All Y13 graduates achieve minimum NCEA Level 2, learners/restricted drivers licence, 1<sup>st</sup> aid certificate, Health &amp; Safety in the Workplace, Hazard identification, IRD number, savings account, current passport. Approved course for I Endorsement.</p> <p>All students at L1 &amp; L2 have completed some sector related standards that align to the 6 industries.</p> <p>All Y13 students have completed an internship in a tribal/local industry/business that aligns to their career aspiration.</p> <p>Students use authentic settings to learn marae kawa and tikanga, hapu whakapapa while totally immersed in te reo Maori.</p> <p>Review of Amokapua reanga progressions and performance targets completed.</p>	<p>\$40k pa</p> <p>\$6k pa</p> <p>\$12k pa</p> <p>\$40k pa</p> <p>\$6k pa</p> <p>\$4k pa</p>
<p>Affirm parents, community and tribal custodianship of Te Wharekura o Rakaumanga</p>	<p>Wharekura pukemata (Whanau website). Further develop kura webpage.</p> <p>Google drive and cloud communication strategy. Te Kohanga Reo and marae communication strategy.</p> <p>Classic Edge</p>	<p>Parents and community know what is happening at their wharekura and are proud of their achievements.</p> <p>Parents are able to contribute to and participate in their child's learning online. Te Kohanga Reo whanau and Marae members' views and aspirations are evident within the wharekura.</p> <p>To enable the Wharekura to transition to a more conducive school administration &amp; student management data/information system.</p>	<p>\$7k pa</p> <p>\$4k pa</p> <p>\$15k pa</p>
<p>Provide teaching and learning environments which assists and encourages students to strive for excellence</p>	<p>Greater prevalence of pupil welfare needs to address.</p> <p>LAT, EBBTE teacher trainee programme.</p> <p>Maintain budget for project based learning programmes. To enable Y4-Y6 and Y7-Y8 Vertical Groupings and Collaborative Teaching Programme. Reo Paakehaa programme in a Kura Kaupapa setting.</p> <p>Upgrade of Administration Block</p> <p>School frontage Landscape project.</p> <p>Ka Ora Ka Ako Healthy Lunches programme</p> <p>Install Solar energy + battery storage</p> <p>Play fields upgrade</p> <p>Water storage for ornamental gardens &amp; lawns.</p> <p>Refurbish Gymnasium Showers/toilets, bleachers, court surface</p>	<p>5 students receive RTLB, SES funding + basic teacher PD received from health professionals Neurodiversity environment for students</p> <p>2 trainees commenced the programme in 2025.</p> <p>Assist students and teachers to collaborate on a wide range of projects. Student peer learning collaborations and teacher planning and teaching collaborations effectively promote student achievement. Enable students to be minimum bi-lingual to succeed in later life experiences.</p> <p>Conversion of previous staffroom</p> <p>Refresh school frontage: external painting, pavers, turf, artificial turf, refresh carvings, junior canopy, niho-taniwha decorative fence, gardens,</p> <p>Maintain.</p> <p>Ground mounted</p> <p>Install drainage, cultivate &amp; level fields &amp; replant kikuyu grass Capture Piitongatonga water &amp; tank at rear of building. Underground to gardens.</p>	<p>\$60k pa</p> <p>\$500k</p> <p>\$140k pa</p> <p>\$3k pa</p> <p>\$5k pa</p> <p>\$3k pa</p> <p>\$2m</p> <p>\$1m</p> <p>\$50k</p> <p>\$250k</p> <p>\$250k</p> <p>\$100k</p> <p>\$250k</p>

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Students acquire appropriate culture, social and academic skills and knowledge to succeed in later life experiences	Continue PAFT (Parents as 1 <sup>st</sup> Teachers) development of foundation program of Parent use of te reo at home.	Parents use Maori at home to enhance the child's knowledge and skills in literacy & numeracy. Parents and Home/Wharekura staff meet regularly to discuss and share strategies, activities and resources	\$6k pa
	Project based learning incorporated into programmes from Y4-Y8.	Use of projects to integrate learning areas have improved teacher collaboration student enthusiasm, involvement & achievement.	\$3k pa
	STEM Investigation – Digital technology & Hangarau Matihiko Y9-Y10 programmes.	Inclusion of new Digital Technologies-Hangarau Matihiko curricula into all Y1-Y10 programmes of Learning.	\$10k pa
		Realignment of Y9-Y10 areas of learning to reflect Inquiry & Project Based intentions.	\$5k pa
	Student specific Assessment rubrics produced for units of study. NCEA L1: Literacy and Numeracy NCEA L2: Alignment of Vocational Standards Y12-Y15 Transition Education (pre-employment, training, further education)	Students are actively engaged in self-monitoring their progress and achievement.  Realign student assessment readers to new revised achievement standards.	\$3k pa  \$5k
	To design a course of learning at Y12-Y15 which would enhance & support student acquisition of Vocational Pathway Endorsed credits as well as NCEA L2 & L3.	\$10k	
<b>Total:</b>			<b>\$4.60m</b>

## 3.0 OUR PEOPLE

Key to ensuring the success of Te Wharekura o Rakaumanga is our Runanga. Our Runanga membership is representative of the key stakeholders of the wharekura; Parents, Caregivers, marae, Te Kohanga Reo, single parents, kaumatua and ex-students.

## 3.1 OUR TRUSTEES

Our trustees elected for the triennial term 2025 – 2028 are:

Mahana	Toka	Presiding Co-Chairman
Mania	Hope	Presiding Co-Chairman
Kimiora	Corness	Parent Representative
Matehaere	Clarke	Parent Representative
Waimiria	Eketone	Parent Representative
Endine	Harris	Parent Representative
Alex	Hope	Parent Representative
Donelle	Hughes	Parent Representative
Erana	Kihi	Parent Representative
Rangimarie	Mahuta	Parent Representative
Paimarire	Maipi	Parent Representative
Potaka	Maipi	Parent Representative
Debbie	Maipi-Edwards	Parent Representative
Ihipera	Maipi-Edwards	Parent Representative
Huirama	Matatahi	Parent Representative
Paaniora	Matatahi-Poutapu	Parent Representative
Sheryl	Matenga	Parent Representative
Rangitaawhiti	Nepe-Pohatu	Parent Representative
Rawiri	Thompson	Parent Representative
Tamati	Tiananga	Parent Representative
Tokoaitua	Winiata	Parent Representative
Maka	Tukere	Staff Representative
John	Heremia	Principal

## 3.2 OUR STAFF

Our Runanga is supported by a management team and staff responsible for the day to day operations of the wharekura including achieving the work programme outlined in this plan.

The Wharekura total Teacher Staffing Entitlement for 2026 is 40.33 FTTE's.

This entitlement generates 47 Management Units and 13 Middle Management Allowances.

24 additional staff are employed through the Operations Grant for administration, property care and maintenance, programme support, pupil welfare, and specialist subject purposes.

SECTION 3 – VARIANCE REPORTING STATEMENTS

NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT STANDARDS: YEAR 9 – YEAR 13

<b>Focus:</b> To be a tribal Wharekura that produce Amokapua – the Ideal Waikato Tainui Graduate			
<b>Strategic Aim:</b> Graduates nurtured within a learning and teaching environment underpinned by the unifying principles of Kiingitanga			
<b>Annual Aim:</b> to enable students to acquire appropriate academic skills & knowledge to succeed in later life experiences			
<b>2025: Target:</b> Continue to improve and develop understanding of their academic levels. Continue to conference and advise students of their progress Build student confidence so that they have a clear understanding of the new NCEA structure and how it works To be provided with better clarity and guidance from Ministry and/or NZQA on the implementation of the 'new' standards.			
2025 Actions	Outcomes	Reasons for the variance	Evaluation
Aakonga set individual educational goals within each reanga	Students felt significantly more prepared and aware of their requirements. This clarity contributed to the 81% UE and 85% Level 3 pass rates.	Moving goal-setting to the start of the year prevented the "Term 4 surprise" seen in previous years. Students had a clear roadmap of what was needed to succeed early on.	Continue early-year conferencing to maintain student agency, but ensure goals are formally uploaded into Assay once set to track them in real-time
Student tracking is monitored through Assay Kaiako conference with students detailing progress	Purchased mid-year, Assay became the first centralized system to track term-by-term progress. It provided the visibility needed to identify students at risk before it was too late.	There was a need for a centralized data hub. Implementing Assay mid-year meant some early-year data had to be backdated, but it ultimately improved tracking for senior students	Fully integrate Assay from Term 1, 2026. Train all Kaiako to use the "centralized" view to ensure no student progress is hidden in individual folders or spreadsheets.
Intervention programmes were established for NCEA, Numeracy and literacy to support students at risk of falling behind, or not achieving	Successful for those who attended the organised programme specifically helping lift Level 3 and UE results.	Attendance was the primary barrier. Despite organized sessions, inconsistent student presence meant interventions didn't reach everyone.	Develop a more rigid attendance policy for intervention sessions. Use Assay to trigger "early warning" alerts to parents when a student misses a scheduled intervention.
Expand the vocational exchange and formalize industry partnerships with Genesis to provide real-world work experience and direct employment pathways.	Partnership with Genesis and the reciprocal visit with Hirangi to focus vocational pathways and STEAM workshops with VAKA	By co-organizing activities with Genesis, the kura was able to overcome the difficulty of finding individual internships by leveraging educational companies.	Work with Genesis to create a structured "School-to-Work" transition plan for 2026. Expand Local Network: Use the Genesis success as a case study to invite other local businesses into the vocational program, ensuring more students have access to these high-impact employment outcomes.

**Annual Aim:** To ensure all Kaiako achieve high levels of proficiency in assessing against the new NCEA standards through robust, collegial moderation and professional communication with Kaiako from both, Wharekura and or Mainstream Secondary Schools

**2025: Target:**

Continue to implement 2024 targets.  
 Kaiako to conference, encourage and advise students of their progress  
 Continue to improve and develop knowledge on the designated 'subject' and changes to the curriculum  
 Have an expert understanding of the new NCEA structure and implement it in programmes.  
 That Te Reo Matatini me te Pangarau is implemented and integrated in all programmes.  
 Attend PLD/Webinar tutorials to provide better clarity, resources and guidance from the Ministry and/or NZQA on the implementation of the 'new' standards.

2025 Actions	Outcomes	Reasons for the variance	Evaluation
Kaiako to conference and advise student progress.	Students successfully prioritized their workload, focusing on standards they were most likely to achieve well in. This clarity directly contributed to the 81% UE and 85% Level 3 results.	Moving goal-setting to the start of the year and regular conferencing prevented the "Term 4 surprise". Students had the agency to manage their time based on their strengths.	Continue early-year conferencing to maintain student agency. Use the prioritization strategy to help Level 1 students (75%) focus on core literacy/numeracy early in the year.
Improve and develop subject and curriculum changes.	A kura-wide Marautanga was established with clear progressions for each subject across all year levels.	The curriculum was co-designed with input from Manaaki Whaanau, Kura Teina, and various subject leads to ensure cultural and academic continuity	Review the impact of these new progressions on student engagement. Refine the Marautanga based on 2025 NCEA results to ensure the transitions between Kura Teina and Wharekura are seamless
Have an expert understanding of the new NCEA structure.	Kaiako increased their proficiency by seeking external moderation and professional development.	PLD was sought through subject associations and by proactively reaching out to Kaiako at other kura to moderate work already marked internally.	Formalize the "external moderation buddy" system with other kura for 2026. This will build confidence in marking against the new standards before final NZQA submission.
Te Reo Matatini me te Pangarau implemented in all programmes.	Integration was achieved, though it required significant additional workload for staff.	Due to the severe lack of available Maaori-medium resources, Kaiako either had to translate or create teaching materials available or their own from scratch.	Establish a centralized kura resource bank for translated Pangarau materials. This will reduce the double-handling of translation work for individual Kaiako

Clarity and guidance from Ministry/NZQA.	The kura sought clearer frameworks to align the new standards with the unique context of a Kura Kaupapa setting.	There was a perceived gap between the generic "new" standards and the practicalities of implementing them within a Maaori-medium, tribal-led environment.	Proactively request a specific NZQA/Ministry liaison for the kura in 2026 to ensure the implementation of standards respects the Kura Kaupapa Maaori framework.
<b>NCEA Results</b>			
<b>Year</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
<b>2024</b>	<b>83%</b>	<b>87%</b>	<b>75%</b>
			<b>UE – 65%</b>
<b>2025</b>	<b>75%</b>	<b>88%</b>	<b>85%</b>
			<b>UE – 85%</b>
<p><b>Planning for 2026:</b>                  Continue implementing and improving 2025 targets.                  Continue to conference and advise on student progress.                  Ensures every aakonga has a clear, documented pathway                  Teachers be fully engaged in changes of the curriculum to ensure student learning and achievement is paramount.</p> <p>Teachers be fully engaged in supporting students to achieve high with NCEA Numeracy and Literacy</p> <p>Maintain strong relationships with parents, whanau, and the community so they know what is happening at their kura and feel a sense of pride in their tamariki mokopuna.                  Continue to develop new and innovative approaches that support and motivate students to achieve high</p>			

**SECTION 3 – REPORTING STATEMENTS**

**KURA TEINA in a KURA KAUPAPA SETTING: YEAR 1 – YEAR 8**

<b>Focus:</b> To be a tribal Wharekura that produce Amokapua – the Ideal Waikato Tainui Graduate.			
<b>Strategic Aim:</b> Graduates nurtured within a learning and teaching environment underpinned by the unifying principles of Kiingitanga.			
<b>Annual Aim:</b> To enable students to acquire appropriate academic skills & knowledge to succeed in later life experiences.			
<b>Target 2025:</b> TE REO RANGATIRA (Literacy) – for every student to progress through the learning phase appropriate to their year level. For example – Tau 2 student = Tuarere 1/Phase 1			
<b>Baseline data:</b> Term 3 2024 assessment results for literacy and overall teacher judgements.			
<b>Actions</b>	<b>Outcomes</b>	<b>Reasons for the variance</b>	<b>Evaluation</b>
All Kaiako from Tau 1 to Tau 8 to registered for Rangaranga Reo ā Tā, PLD for 2025.	All Kaiako from Tau 1 to Tau 8 completed the PLD for Rangaranga Reo ā Tā.	Followed through with our plan for all Kaiako from Tau 1 to Tau 8 to complete Rangaranga Reo ā Tā PLD.	Continue to register our Tau 1 to Tau 8 Kaiako in PLD that is relevant to literacy programmes.
Register Kaiako for Aromatawai PLD - Tau 1 to Tau 8.	All Kaiako from Tau 1 to Tau 8 to be registered for Aromatawai PLD that will take place in 2026.	Completed the registration process for each Kaiako from Tau 1-4 to Tau 8.	Continue to register our Tau 1 to Tau 8 Kaiako in PLD that is relevant to current aromatawai practises.
Implement the various areas of Rangaranga Reo ā Tā into whānau Literacy programmes where applicable.	All Tau 1 to Tau 8 literacy programmes have access to Rangaranga Reo ā Tā resources to utilise in their literacy programmes.	Kaiako have ready access to all RRR ā Tā resources and support staff have been designated to build resource kits for the various whānau groups.	Continue to use Rangaranga Reo ā Tā in Tau 1 to 3 as the starter to laying a solid foundation for literacy. NOTE: Utilise RRRāTā in Tau 4-8 where appropriate.
Kaiako of Tau 3 to Tau 8 continue to use existing literacy assessment tools for reading, writing and oral language.	Kaiako continued to use existing literacy assessment tools such as - Pānui haere - He Manu Tuhituhi Writing stages - Hopukina/Kia Tere Tonu/Takapiringa or Kōrerotia.	Management decision to continue with the use of existing literacy assessment tools.	Continue to use existing literacy assessment tools as listed aside.
Utilise Helix (SMS) for housing and analysing literacy assessment results.	Helix was setup to house and analysis literacy and numeracy assessment results.	Management decision to establish our own in school 'Whare Aromatawai' to help manage and monitor literacy and numeracy assessment results.	Prepare and upskill our Tau 3 to Tau 8 kaiako for SMART TOOLS.
<b>Planning for 2026:</b>			
<ul style="list-style-type: none"> <li>• Kaiako to complete PLD for Aromatawai.</li> <li>• To continue using existing literacy assessment tools.</li> <li>• To prepare and upskill our Tau 3 to Tau 8 kaiako for SMART TOOLS.</li> </ul>			

**SECTION 3 – REPORTING STATEMENTS**

**KURA TEINA in a KURA KAUPAPA SETTING: YEAR 1 – YEAR 8**

<p><b>Focus:</b> To be a tribal Wharekura that produce Amokapua – the Ideal Waikato Tainui Graduate.</p>			
<p><b>Strategic Aim:</b> Graduates nurtured within a learning and teaching environment underpinned by the unifying principles of Kiingitanga.</p>			
<p><b>Annual Aim:</b> To enable students to acquire appropriate academic skills &amp; knowledge to succeed in later life experiences.</p>			
<p><b>Target 2025</b>  <b>PANGARAU (Numeracy)</b> – for every student to progress through the learning phase appropriate to their year group.                  For example – Tau 2 student = Tuarere 1/Phase 1</p>			
<p><b>Baseline date:</b>                  Term 3, 2024 assessment results for numeracy and overall teacher judgements.</p>			
Actions	Outcomes	Reasons for the variance	Evaluation
Register Kaiako for Poutama Pangarau PLD for 2026 - Tau 1 to Tau 8.	All Kaiako from Tau 1 to Tau 8 have been registered for the Poutama Pangarau PLD to be facilitated by Kii Ata Mai Education Trust.	Followed through with our plan for all Kaiako from Tau 1 to Tau 8 to complete Poutama Pangarau PLD in 2026.  Kaiako of Tau 1-4 started their PLD in Term 1 and will complete it Term 1 school holidays. Kaiako of Tau 5-8 start their PLD in Term 3 and will complete it Term 3 school holidays.	Continue to register our Tau 1 to Tau 8 Kaiako in PLD that is relevant to numeracy programmes.
Continue to use existing numeracy assessment tools for reading, writing and oral language.	Kaiako continued to use existing literacy assessment tools such as - GloSS - PRIME Let's Do - PRIME Practice - Te Whanaketanga	Management decision to continue with the use of existing numeracy assessment tools.	Continue to use existing numeracy assessment tools as listed aside.
Utilise Helix (SMS) for housing and analysing numeracy assessment results.	Helix was setup to house and analysis literacy and numeracy assessment results.	Management decision to establish our own in school 'Whare Aromatawai' to help manage and monitor numeracy assessment results.	Continue to use Helix for housing and analysing numeracy assessment results until Term 4, 2026.
<p><b>Planning for 2026:</b></p> <ul style="list-style-type: none"> <li>• For Kaiako to complete PLD for Poutama Pangarau.</li> <li>• To continue using existing numeracy assessment tools.</li> <li>• To prepare and upskill our Tau 3 to Tau 8 kaiako for SMART Tools.</li> </ul>			

## SECTION 3 – VARIANCE REPORTING STATEMENTS

## REO PAAKEHAA IN A KURA KAUPAPA SETTING: YEAR 4 – YEAR 8

<b>Focus:</b> To be a tribal Wharekura that produce Amokapua – the Ideal Waikato Tainui Graduate.			
<b>Strategic Aim:</b> Graduates nurtured within a learning and teaching environment underpinned by the unifying principles of Kiingitanga.			
<b>Annual Aim:</b> To enable students to acquire appropriate academic skills & knowledge to succeed in later life experiences (Reo Paakehaa programme in a Kura Kaupapa setting).			
<b>Targets for Kura Teina Reo Paakehaa 2025:</b>			
Reading – for every student to improve in their reading levels by progressing at least one level higher.			
Writing – for every student to demonstrate their ability to write for a range of purposes by progressing at least one level.			
<b>Baseline data:</b>			
Term 1 and 3 2025 assessment results for reading and writing and overall teacher judgements.			
Actions	Outcomes	Reasons for the variance	Evaluation
Foster a sense of pride and passion for reading and writing by encouraging students to take ownership of their work, celebrate their progress, and develop confidence in expressing their ideas creatively and effectively.	<p>Many students demonstrated increased confidence when sharing their writing and reading aloud in class.</p> <p>Students engaged positively with opportunities to publish, display, or share their work with peers and whaanau (eg during Student Led Conferences)</p> <p>A noticeable group of students showed improved willingness to attempt longer, more detailed pieces of writing.</p> <p>Students responded well to creative prompts and showed greater enjoyment during literacy sessions.</p> <p>While several students showed strong gains in confidence and engagement, not all students consistently took ownership of their learning.</p> <p>A group of students still required significant support to express ideas confidently, plan their writing, and reflect on their progress.</p> <p>Students with lower literacy levels were less likely to celebrate their progress without adult prompting.</p> <p>Engagement was higher in reading than in writing, showing uneven progress across the strands.</p>	<p>Students entering the programme with limited English literacy needed more explicit scaffolding before they could build confidence or engage independently.</p> <p>Differences in reading and writing confidence were influenced by students' varying levels of vocabulary and background knowledge.</p> <p>Some students were reluctant to share or publish their work due to fear of making mistakes or being judged by classmates.</p> <p>Inconsistent attendance for a small number of students impacted their ability to build momentum and experience regular success.</p> <p>Time constraints within the timetable limited opportunities for structured celebration of student progress (e.g., publishing, sharing circles).</p>	<p>Strengthen goal-setting routines so that all students regularly identify personal literacy goals and track their growth.</p> <p>Introduce more structured opportunities for students to share and celebrate their reading and writing.</p> <p>Continue providing targeted support for students with lower literacy levels using explicit scaffolds, sentence frames, and vocabulary development.</p> <p>Continue to build a safe, supportive classroom environment where mistakes are normalised and creativity is encouraged.</p> <p>Incorporate more culturally relevant texts and prompts that connect with students' identity, reo, tikanga, and lived experiences, increasing motivation and pride.</p> <p>Enhance home-school connections by sharing student work with whaanau and inviting them to celebrate achievements.</p> <p>Explore ways to increase allocated literacy time or refine lesson structure to ensure consistent opportunities for reflection and celebration.</p>
Build confidence in our students by encouraging self-belief, recognising their achievements, and providing opportunities	Many students demonstrated increased willingness to attempt challenging tasks in reading and writing.	Students entered the programme with varying levels of English literacy, impacting their willingness	Embed explicit teaching of growth mind-set strategies, emphasising perseverance, self-belief, and celebrating small wins.

<p>for them to embrace challenges and grow in their abilities.</p>	<p>Students showed improved self-belief, often expressing pride in their achievements during learning conversations.</p> <p>A growing number of students were able to reflect on their progress and identify what they had done well.</p> <p>Students developed their ability to share their learning with their peers without feeling self-conscious. Several students began taking greater ownership of their learning behaviours, asking for support when needed and persisting for longer periods.</p> <p>Confidence levels varied across the cohort, with some students still hesitant to take risks or engage with more challenging literacy tasks. Students with lower foundational literacy skills continued to require significant support before showing self-belief or independence.</p> <p>While progress was evident, not all students consistently recognised their achievements without adult prompting.</p> <p>Some learners displayed strong confidence in reading but remained less assured in writing (or vice versa).</p>	<p>o take risks and celebrate success.</p> <p>Students with limited vocabulary or decoding fluency were more likely to avoid challenges due to frustration, fatigue, or lack of self-confidence.</p> <p>A small number of students experienced external factors (e.g., attendance, home pressures, anxiety) that affected their confidence and engagement.</p> <p>Some students have not yet internalised self-belief strategies and still rely on teacher reassurance.</p> <p>Mixed ability groupings sometimes made less confident students reluctant to share ideas in front of peers, especially in Humarie Whaanau.</p>	<p>Strengthen routines for recognising achievements. Use scaffolder success criteria and modelling to give students a clear understanding of “what good looks like.”</p> <p>Provide increased opportunities for students to attempt manageable challenges in safe, supported environments (e.g., structured peer sharing, guided writing groups).</p> <p>Target learners needing extra support with personalised scaffolds, vocabulary development, and one-on-one conferencing.</p> <p>Continue building strong learning partnerships with students so they can articulate their progress and next steps with confidence.</p> <p>Create more opportunities for students to see themselves as successful through culturally relevant texts, prompts, and contexts that reflect their identity and strengths.</p>
<p>Ensure that by the end of the year, all students demonstrate measurable progress in reading, writing, or oral communication skills in Te Reo Paakehaa, fostering their confidence and competence in using the language effectively.</p>	<p><b>ACTUAL OUTCOME / RESULTS – YEAR 5</b></p> <p>Reading: Strong progress was made, with students at Manawa Taki reducing from 64% to 24%, and Manawa Ora/Toa increasing to 48% by Wāhanga 3.</p> <p>Writing: Significant acceleration occurred, with Manawa Taki reducing from</p>	<p><b>REASONS FOR VARIANCE – YEAR 5</b></p> <p>Students are new learners of English, transitioning from total immersion Māori-medium learning. Many students began with limited English decoding, vocabulary, and sentence structure.</p> <p>Writing required simultaneous development</p>	<p><b>PLANNED ACTION – YEAR 5</b></p> <p>Continue the structured literacy approach for reading.</p> <p>Provide targeted support for students remaining at Manawa Taki.</p> <p>Strengthen the link between oral language and writing.</p>

	<p>67% to 17%, and 50% of students achieving at Manawa Ora or above by the end of the year.                  Oral Language: Achievement remained stable with 56% of students at Manawa Ora or Toa, and only 8% at Manawa Taki across the year.                  Overall, the majority of Year 5 students demonstrated measurable progress across all three areas, with notable gains in reading and writing.</p> <p><b>ACTUAL OUTCOME / RESULTS – YEAR 6</b>                  Reading: Strong achievement was evident. By Wāhanga 3, 71% of students were at Manawa Toa, with Manawa Taki reducing from 19% to 13%. Most students demonstrated confident and independent reading skills.                  Writing: Clear acceleration occurred. Manawa Taki reduced from 19% to 6%, while Manawa Ora/Toa increased to 58% by the end of the year.</p> <p>Oral Language: Achievement remained consistently high across the year, with 91% of students at Manawa Ora or Manawa Toa, and only 3% at Manawa Taki.                  Overall, the vast majority of Year 6 students demonstrated measurable progress, with particularly strong outcomes in reading and oral language.</p> <p><b>ACTUAL OUTCOME / RESULTS – YEAR 7</b>                  Reading: Achievement remained very high. At Wāhanga 3, 82% of students were at Manawa Toa, with only 9% at Manawa Taki.</p> <p>Writing: Ongoing improvement was evident, with Manawa Ora increasing</p>	<p>of spelling, grammar, and language knowledge.                  Attendance, confidence, and second-language acquisition pace affected some learners.                  Oral language growth often occurred within bands rather than between bands.</p> <p><b>REASONS FOR VARIANCE – YEAR 6</b>                  Students entered Year 6 with varying levels of English literacy, following Māori-medium education.</p> <p>Writing progress required continued development of vocabulary, spelling, and sentence structure.                  A small number of students required additional time and targeted support to accelerate.                  Oral language remained strong as students had greater confidence speaking than writing.</p> <p><b>REASONS FOR VARIANCE – YEAR 7</b>                  Most students entered Year 7 with strong foundational skills in Te Reo Paakehaa following earlier intervention.                  Students still at Manawa Taki require additional support with sentence construction, vocabulary, and accuracy.                  Writing progress is influenced by the increasing</p>	<p>Increase explicit vocabulary and sentence structure teaching.</p> <p>Provide more structured speaking opportunities.</p> <p>Maintain regular progress monitoring and whānau communication.</p> <p><b>PLANNED ACTION – YEAR 6</b></p> <p>Continue to strengthen extended writing and accuracy alongside fluency.</p> <p>Provide targeted writing support for the small group still below expectation.</p> <p>Maintain high-quality guided reading and comprehension programmes.</p> <p>Extend oral language through academic discussion and presentation tasks.</p> <p>Continue regular progress tracking and whānau communication.</p> <p><b>PLANNED ACTION – YEAR 7</b></p> <p>Maintain high-quality reading and comprehension instruction.</p> <p>Provide targeted writing support for students still below expectation.</p>
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	<p>from 67% to 73%, and Manawa Taki remaining low at 9%.</p> <p>Oral Language: Strong oral language was sustained across the year, with 86% of students at Manawa Ora or Manawa Toa by Wāhanga 3.</p> <p>Overall, most Year 7 students demonstrated sustained high achievement, with steady progress in writing and consistently strong oral language and reading outcomes.</p> <p><b>ACTUAL OUTCOME / RESULTS – YEAR 8 Reading</b>                  Achievement was very strong. By Wāhanga 3, 94% of students were working at Manawa Toa, with only 3% at Manawa Ora and 3% at Manawa Taki, indicating very high levels of confidence and independence in reading.                  Writing: Clear progress was evident across the year:                  At Wāhanga 1, 24% of students were at Manawa Taki, 36% at Manawa Aki, 24% at Manawa Ora, and 15% at Manawa Toa.                  By Wāhanga 3, 6% were at Manawa Taki, 33% at Manawa Aki, 33% at Manawa Ora, and 27% at Manawa Toa.                  This resulted in 60% of students achieving at Manawa Ora or above by the end of the year.                  Oral Language: Oral language achievement remained consistently high, with 94% of students at Manawa Ora or Manawa Toa and only 6% at Manawa Aki across both Wāhanga.                  Overall, almost all Year 8 students demonstrated measurable progress, with particularly strong outcomes in reading and oral language and solid improvement in writing.</p>	<p>complexity of curriculum demands at this level.</p> <p>Oral language growth occurred largely within achievement bands rather than between bands.</p> <p><b>REASONS FOR VARIANCE – YEAR 8</b>                  Students entered Year 8 with strong foundations in reading and oral language.</p> <p>Writing progress varied due to differences in:                  Vocabulary knowledge and sentence complexity,                  Confidence in extended writing,                  Individual learning needs.</p> <p>The small number of students still below expectation require additional time and targeted scaffolding.</p>	<p>Focus on extending vocabulary, sentence variety, and text structure in writing. Continue structured oral language and presentation opportunities. Maintain regular assessment and progress monitoring.</p> <p><b>PLANNED ACTION – YEAR 8</b>                  Maintain high expectations for reading comprehension and critical thinking.</p> <p>Provide targeted writing support for students below Manawa Ora. Continue to strengthen extended and accurate writing across curriculum areas.</p> <p>Sustain strong oral language and presentation opportunities. Support transition to Year 9 English through explicit teaching of academic language. Maintain regular progress monitoring and whānau communication.</p>
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<p>Worked towards every student improving their reading levels by progressing at least one level higher.</p>	<p>Majority of students progressed at least one reading level, with some making more significant gains. Targeted reading interventions and individualised support contributed to improved fluency and comprehension.  Increased student motivation and engagement in reading activities.</p>	<p>Differentiated instruction and targeted interventions were successful for most students.  Some students required additional support due to challenges such as limited vocabulary, decoding difficulties, or inconsistent attendance. Motivation and home reading habits influences progress – students who read regularly at home showed greater improvement.</p>	<p>Strengthen home-school partnerships to encourage more reading outside of school.  Continue targeted interventions for students needing additional support.  Explore new reading resources and texts that better match student interests.</p>
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**Planning for 2026:**

Reading Progress & Engagement

By the end of 2026, at least 70% of students will show measurable progress of one or more levels in reading (e.g. PROBE or PM Benchmarks), and all students will be able to identify and talk about at least one reading strategy they use to support comprehension.

Measure: Baseline and end-of-year reading data; student voice reflections.

By the end of the year, all students will independently produce at least two completed pieces of writing in Te Reo Pākehā that have been planned, drafted, and edited, and 80% of students will be able to talk about their strengths and next steps as writers using simple self-reflection tools.

Measure: Writing samples, moderation notes, and student self-assessment. A; student voice reflections.

Oral Language and Self-Belief

By Term 4, all students will participate in at least one structured oral language activity (e.g. presentation, discussion, role-play, or sharing task), with 75% of students demonstrating increased confidence as measured through teacher observation and student voice surveys.

Measure: Oral language rubric, observation records, and student confidence check-ins.

Notes: