



Pūrongo-ā-Tau 2025

(Annual Report)

Te Kura o Te Wainui-ā-Rua

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List of all school board members

Board member names	Position
Shayna Hough	Presiding Member
Marie Haira	Principal
Lana Poutini	Whānau Elected Board Member
Arcadia Edmonds	Staff Representative
Seletar Taputoro	Co-opted Board Representative Secretary
Following September 2025 Elections	
Tiara Ranginui	Whānau Elected Board Member
Seletar Taputoro	Presiding Member
Manu Poutini	Whānau Elected Board Member
Tia Lawrence	Staff Representative
Marie Haira	Principal

Statement of variance: progress against targets

Strategic Goal 1:

Have high aspirations for every learner and support their individual needs.

Annual Target/Goal:

By the end of 2025, 100% of students will be achieving at or above their expected level in Pānui.

Actions	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i>
Action 1 Hanganga Reo PLD workshops with Mahi by Mahi. RTLB referral support	Kaiako have more confidence to deliver effective programmes for Pānui.	74% of students were achieving at or above in Pānui in Nov 2025.	There was a slight increase from 71% to 74% of students achieving at or above in Pānui due to the additional support received from PLD.	Additional support for individual students who are below or well-below for Pānui.
Action 2 Sending additional te reo Māori readers home for mahi kainga.	An increase in engagement from whanau in supporting their tamariki for Pānui.	Whānau voice collected during whanau hui.	Often readers are not returned to kura and we need to create a more efficient process to manage these.	Implement an online Pānui programme utilizing devices for mahi kainga.
Action 3 Work with whanau to support their tamariki with Pānui	Some whanau were more engaged with their tamariki.	Whānau voice and social media feedback.	Long term negative trauma for some whanau from their time at school as a student.	Share children's learning with whānau

Annual Target/Goal:

By the end of 2025, 100% of students will be achieving at or above their expected level in Tuhituhi

Actions	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine those outcomes.</i>	Reasons for any differences <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i>
Action 1 Hanganga Reo PLD workshops with Mahi by Mahi	Kaiako have more confidence to deliver effective programmes for Tuhituhi.	74% of students were achieving at or above in Tuhituhi in Nov 2025.	There was a slight increase from 72% to 74% of students achieving at or above in Tuhituhi due to the additional support received from PLD.	Additional support for individual students who are below or well-below for Tuhituhi.
Action 2 Sending additional te reo Māori readers home for mahi kainga.	An increase in engagement from whanau in supporting their tamariki for Tuhituhi.	Whānau voice collected during whanau hui.	Often readers are not returned to kura and we need to create a more efficient process to manage these.	Implement an online Tuhituhi programme utilizing devices for mahi kainga.
Action 3 Work with whanau to support their tamariki with Tuhituhi	Some whanau were more engaged with their tamariki.	Whānau voice and social media feedback.	Long term negative trauma for some whānau from their time at school as a whanau from their time at school as a student.	Provide more opportunities to practice their writing in an authentic context.

Annual Target/Goal: <i>By the end of 2025, 100% of students will be achieving at or above their expected level in Pāngarau</i>				
Actions	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the source of information the board used to determine those outcomes.	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i>
Action 1 Numicon PLD workshops with RTLB staff.	Kaiako have more confidence to deliver effective programmes for Pāngarau.	73% of students were achieving at or above in Pāngarau in Nov 2025.	There was a slight increase from 69% to 73% of students achieving at or above in Pāngarau due to the additional support received from PLD.	Additional support for individual students who are below or well-below for Pāngarau.
Action 2 Sending additional Pāngarau resources home for mahi kainga.	An increase in engagement from whanau in supporting their tamariki for Pāngarau.	Whānau voice collected during whanau hui.	Some whānau took advantage of the additional support and their tamariki	Implement an online Pāngarau programme utilizing devices for mahi kainga.
Action 3 Work with whanau to support their tamariki with Pāngarau.	Some whanau were more engaged with their tamariki.	Whānau voice and social media feedback.	Long term negative trauma for some whanau from their time at school as a student.	Provide more examples for whanau to support their tamariki with Pāngarau at home.

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

Our tamariki at Te Kura o Te Wainui-ā-Rua have made steady progress in 2025. We are still in the transition phase from Te Reo Pākehā to Te Reo Māori for teaching and learning. All students are assessed at the start of the year, at the end of Term 2 and at the end of Term 4. We are currently reviewing our kura curriculum to better reflect our location as the only school left on the Whanganui River Rd. As a Kura-ā-iwi, we have strong relationships with our marae, hapū and iwi that our tamariki whakapapa to. Our awa tupua is our guiding force that determines what we do on a daily basis. Our new curriculum reflects the actions of our tupuna including their aspirations for future generations.

In 2025, we began our secondary school provision and are still refining what the secondary curriculum contains based on the interests and needs of our students. Our 2025 data has informed our review of our localised curriculum. We will integrate more relevant contexts into our curriculum that our tamariki are familiar with. Te Pakanga o Moutoa is an example of a significant local event that is part of our curriculum. Our tamariki attend a karakia service on 14th May every year to remember our tupuna that took part in this battle in 1864.



Our data shows that all tamariki are making progress in te reo Māori. This has been supported by our reo strategy which has been developed with support from Ngā Kura-ā-Iwi. All tamariki can confidently recite ruruku, their pepeha and sing a range of waiata for different kaupapa. Whānau have been progressing in their reo journey as well with Te Ahu o Te Reo Māori. In 2025, 5 whānau members completed this course and we have a number enrolled at Te Ataarangi for 2026 as well.

All other curriculum areas are in the process of becoming bilingual. We receive bilingual resources from the House of Science for Pūtaiao. Our music programme includes taonga puoro and composing waiata. Technology includes maara kai, sewing, 3D printing and many more opportunities. Hākinakina happens daily both formally and informally. We have organised teams for sport that travel to town to compete against other schools including Touch, Basketball and Volleyball.

Our analysis of our 2025 achievement data has identified a need for our community to have a kohanga reo on the river. The majority of our tamariki start school without any ECE experience. We are planning to start our own kohanga reo on site when our new classrooms have been completed. This will support our tamariki to transition to kura more successfully.

Statement of compliance with employment policy

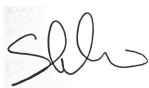
Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>We treat current and prospective staff fairly, make decisions based on relevant merit and work to eliminate bias and discrimination.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>We have appointed an equal employment opportunities representative that consults with staff to hear any concerns. We encourage staff to participate in training and career development, monitoring through staff meetings and board reports and reviewing employment and personnel policies and processes.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Consulting with the board and whānau to ensure that we are employing the best people for our kura and our tamariki.</i>
How are you recognising, – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service?	N/A
How have you enhanced the abilities of individual employees?	<i>Performance management and professional development including acknowledgement of staff achievements.</i>
How are you recognising the employment requirements of women?	<i>Ensuring that all women have equal employment opportunities.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>We provide additional support where required.</i>

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

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

Kiwisport funding

We received \$1,083.02 Kiwisport Funding in 2025. This was used to purchase new sports equipment and to increase students' participation in organised sport for our tamariki

Signed: 

Seletar Taputoro

Presiding member

Signed: 

Marie Haira

Principal