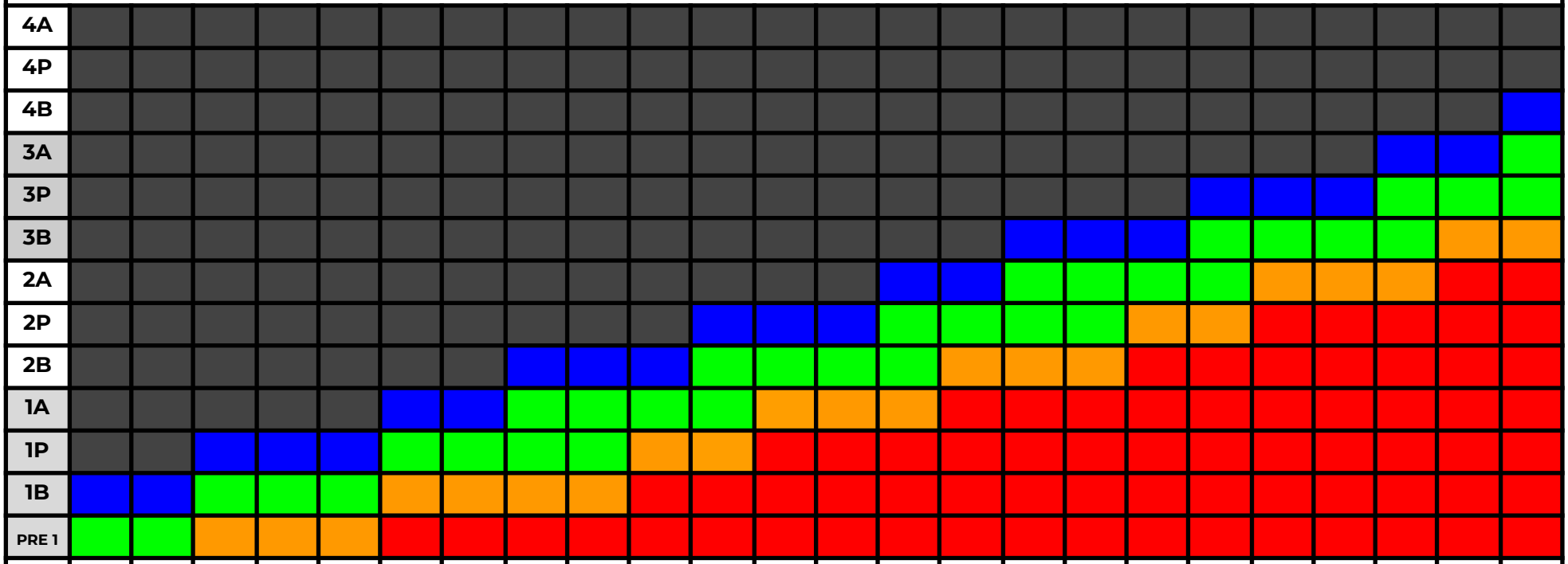
Titahi Bay School Data Report 2025

OVERALL TEACHER JUDGEMENT ALIGNED WITH CURRICULUM LEVELS

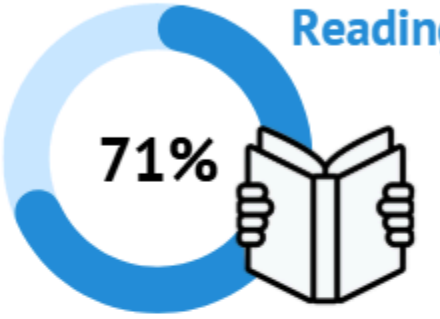


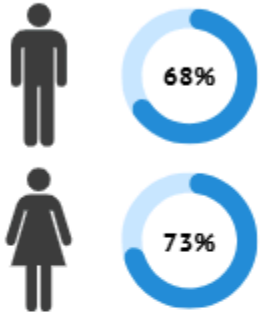
An OTJ will be graded on a child's instructional level

Titahi Bay SCHOOL

2025 End Year Data

Reading







Achieving at or above expected curriculum level

Writing

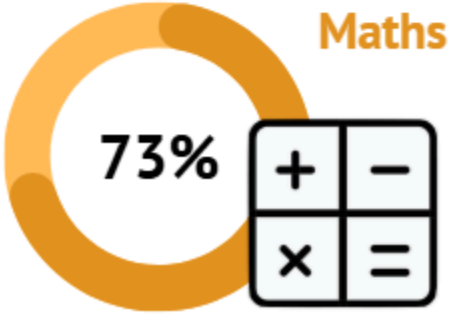






Achieving at or above expected curriculum level

Maths







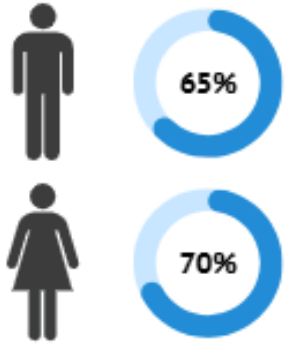
Achieving at or above expected curriculum level

Titahi Bay SCHOOL

2025 Mid Year Data

Reading







Achieving at or above expected curriculum level

Writing

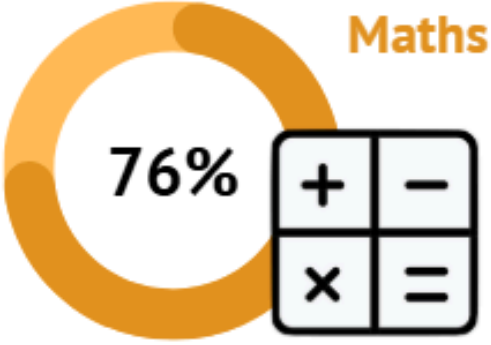


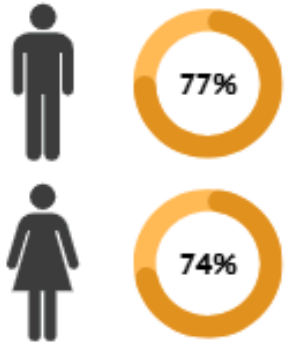




Achieving at or above expected curriculum level

Maths





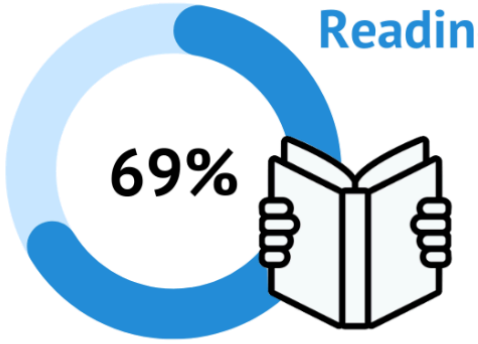


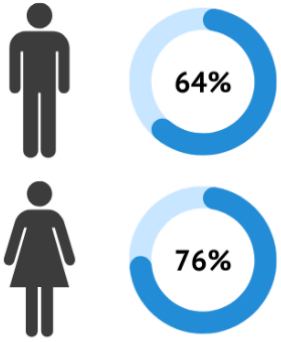
Achieving at or above expected curriculum level

Titahi Bay SCHOOL

2024 Mid-Year Data

Reading







Achieving at or above expected curriculum level

Writing

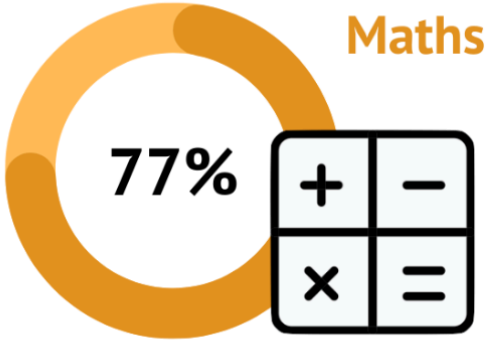






Achieving at or above expected curriculum level

Maths





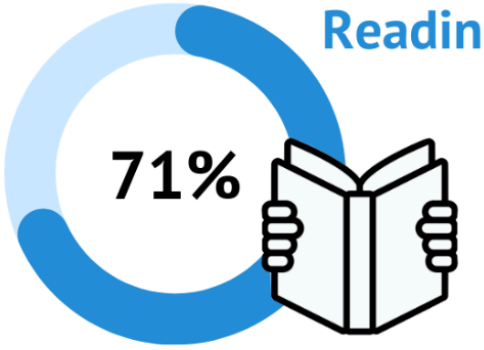


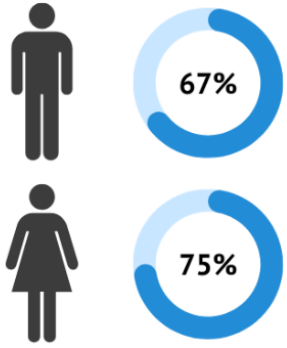
Achieving at or above expected curriculum level

Titahi Bay SCHOOL

2024 End of Year Data

Reading





Māori	Pasifika	Pākehā	Other
72%	63%	76%	86%

Achieving at or above expected curriculum level

Writing

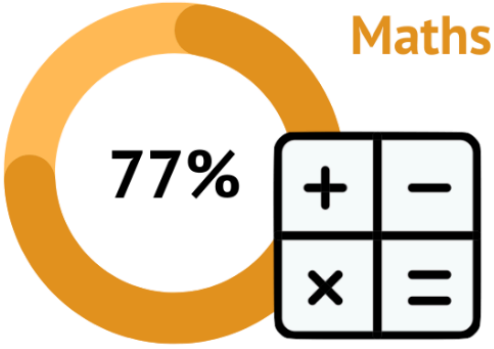


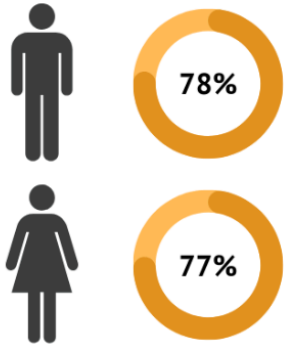


Māori	Pasifika	Pākehā	Other
72%	60%	74%	77%

Achieving at or above expected curriculum level

Maths





Māori	Pasifika	Pākehā	Other
78%	58%	85%	85%

Achieving at or above expected curriculum level

READING TERM 2 - STUDENTS WORKING TOWARDS

Ethnicity	Yr 1	%	Yr 2	%	Yr 3	%	Yr 4	%	Yr 5	%	Yr 6	%	Total	%
Māori	11	31	10	42	10	38	5	23	17	55	6	27	**59**	**37**
Pasifika	0	0	2	33	1	33	0	0	5	63	3	50	**11**	**34**
NZE	2	7	4	24	7	41	7	39	14	56	4	20	**33**	**31**
Kura Total	**13**	**17**	**19**	**35**	**19**	**35**	**12**	**27**	**36**	**53**	**13**	**25**	**112**	**32**

READING TERM 4 - STUDENTS WORKING TOWARDS

Ethnicity	Yr 0	%	Yr 1	%	Yr 2	%	Yr 3	%	Yr 4	%	Yr 5	%	Yr 6	%	Total	%
Māori	1	7	17	47	11	48	6	23	7	32	18	56	6	25	**66**	**37**
Pasifika	0	0	0	0	3	50	0	0	0	0	5	63	3	50	**11**	**32**
NZE	0	0	2	7	4	22	7	39	5	31	8	32	3	15	**29**	**22**
Kura Total	**1**	**4**	**21**	**28**	**20**	**38**	**13**	**25**	**12**	**27**	**31**	**45**	**12**	**22**	**110**	**29**

READING ANALYSIS STATEMENTS - END YEAR 2025

1. Overall reduction in students working towards expectations

Across the kura, the proportion of students working towards reading expectations dropped from **32% in Term 2 to 29% in Term 4**, indicating steady improvement in overall reading achievement.

2. Māori student progress has been positive but remains a key focus area

Māori students improved slightly, moving from **37% working towards in Term 2 to 37% in Term 4** (same percentage but with more students in the cohort). Although there is evidence of progress across several year levels—particularly Year 1 and Year 4—Māori learners continue to

make up a significant proportion of those still working towards.

3. Targeted interventions

Mrs King's programmes appear to be working most effectively in the junior school, where sustained gains from Term 2 to Term 4 show strong early literacy foundations being established through consistent structured literacy practice.

4. New Zealand European learners show the greatest improvement overall

New Zealand European (NZE) students improved from **31% working towards in Term 2 to 22% in Term 4**, representing the strongest shift among all groups. Notable gains occurred in Years 1, 4, and 6.

5. Significant progress seen in junior years as structured literacy intervention embedded

Year 1 students improved substantially (Term 2: **17%** → Term 4: **4%**) and Year 2 also showed positive movement (Term 2: **35%** → Term 4: **28%**). This reflects the impact of early structured literacy implementation and intervention and consistent teaching practice in the junior school.

WRITING TERM 2 - STUDENTS WORKING TOWARDS

Ethnicity	Yr 1	%	Yr 2	%	Yr 3	%	Yr 4	%	Yr 5	%	Yr 6	%	Total	%
Māori	9	25	11	46	10	38	8	36	14	39	10	45	**62**	**38**
Pasifika	0	0	1	17	1	33	1	33	5	63	3	50	**11**	**34**
NZE	2	7	2	12	3	18	7	44	11	44	9	45	**34**	**28**
Kura Total	**11**	**15**	**15**	**27**	**17**	**33**	**16**	**36**	**31**	**45**	**25**	**47**	**115**	**33**

WRITING TERM 4 - STUDENTS WORKING TOWARDS

Ethnicity	Yr 0	%	Yr 1	%	Yr 2	%	Yr 3	%	Yr 4	%	Yr 5	%	Yr 6	%	Total	%
Māori	1	7	7	19	10	43	11	42	10	45	17	53	11	46	**67**	**38**
Pasifika	0	0	0	0	4	67	1	33	1	33	5	63	3	50	**11**	**40**

NZE	1	17	2	7	6	33	5	28	8	50	11	44	8	40	**41**	**31**
Kura Total	**2**	**8**	**9**	**12**	**24**	**45**	**20**	**38**	**19**	**43**	**34**	**49**	**23**	**42**	**131**	**35**

WRITING ANALYSIS STATEMENTS - END YEAR 2025

1. Over one-third of students remain working towards expectations in writing

Across the kura, **35% of students** are working towards writing expectations. This is higher than the reading data and highlights writing as an ongoing schoolwide priority.

2. Māori learners represent the largest group working towards in writing

Māori students sit at **38% working towards**, slightly above the overall kura rate. The highest concentrations are in **Years 4–6**, indicating that writing support needs to continue strongly into the senior years.

3. Senior students continue to require the highest level of writing support

This is suggesting that increased task complexity, stamina demands, and deeper curriculum expectations are contributing factors that will benefit from strengthened moderation, explicit teaching, and scaffolded writing frameworks.

4. NZ European learners show relatively stronger achievement but still have notable senior-level needs

NZE students sit at **31% working towards**, lower than Māori and Pasifika cohorts. However, Years 4–6 show a noticeable increase in need (40–50% working towards), indicating writing challenges are more pronounced as students progress into upper primary levels.

5. Writing remains a persistent challenge across middle and senior school levels

Years 4–6 hold some of the highest percentages of students working towards (43–49%), suggesting that writing becomes increasingly demanding as curriculum expectations rise. This pattern reinforces the need for continued structured writing support, explicit teaching, and sustained scaffolding in senior classes.

MATHS TERM 2 - STUDENTS WORKING TOWARDS

Ethnicity	Yr 1	%	Yr 2	%	Yr 3	%	Yr 4	%	Yr 5	%	Yr 6	%	Total	%

Māori	7	20	8	33	5	19	5	23	12	40	8	36	**45**	**28**
Pasifika	0	0	1	17	1	33	1	33	5	63	3	40	**11**	**35**
NZE	0	0	0	0	2	12	6	37	9	36	6	30	**23**	**19**
Kura Total	**7**	**10**	**11**	**20**	**8**	**15**	**12**	**27**	**28**	**42**	**18**	**34**	**84**	**24**

MATHS TERM 4 - STUDENTS WORKING TOWARDS

Ethnicity	**Yr 0**	**%**	**Yr 1**	**%**	**Yr 2**	**%**	**Yr 3**	**%**	**Yr 4**	**%**	**Yr 5**	**%**	**Yr 6**	**%**	**Total**	**%**
Māori	1	7	6	17	11	48	9	34	9	41	16	50	6	25	**58**	**33**
Pasifika	0	0	0	0	4	67	1	33	1	33	5	63	4	67	**15**	**44**
NZE	0	0	1	4	3	17	3	17	4	25	8	32	6	30	**25**	**19**
Kura Total	**1**	**4**	**7**	**9**	**19**	**36**	**13**	**24**	**14**	**32**	**30**	**43**	**17**	**31**	**101**	**27**

MATHS ANALYSIS STATEMENTS - END YEAR 2025

1. Overall maths achievement has remained relatively stable with a slight increase in students working towards
The kura total moved from **24% in Term 2 to 27% in Term 4**, showing a small rise in students working towards maths expectations.

2. Māori learners show an increase in need, particularly in the middle and senior years

Māori students increased from **28% working towards to 33%**. The largest shifts are in **Years 2, 4, and 5**, suggesting that targeted support is needed as mathematical concepts become more complex.

3. Maths achievement patterns indicate growing complexity from Year 3 onwards

There is a noticeable jump in students working towards in the middle school. This highlights the importance of consolidating number knowledge earlier and ensuring smooth transitions into more abstract mathematical thinking.

4. NZ European learners remain the strongest performing group with consistent results

NZE students stayed stable (Term 2: **19%** → Term 4: **19%**). While overall achievement remains higher, senior students (Years 5 and 6) still show notable proportions needing further support.

5. Middle and senior school levels show the greatest need across all groups

Years **4, 5, and 6** continue to hold the highest percentages of students working towards (32–43%), signalling the need for strengthened maths scaffolding and targeted teaching in upper primary to support increased curriculum demands.

ANALYSIS STATEMENTS - MID YEAR 2025

- ★ It is important to note that much of our ethnicity data has been tidied up with our switch to HERO.
- ★ Our Pasifika numbers have dropped from 67 to 31 due to HERO picking them up as Māori first. This has resulted in a shift in data up for our Pasifika students but a drop in Māori students showing that many students who were below the standard are identified as first ethnicity in HERO as Māori.
- ★ As a new year begins, new standards are upon students and the numbers are very aligned with mid year data from 2024 with reading and maths nearly identical and a slight shift by 2% in writing.

FINAL ANALYSIS STATEMENTS

Our reading data shows a positive upward trend overall. With our intervention programme in place, many tamariki who were previously below expectations have now moved to the working level. The ongoing challenge will be sustaining this progress. As we continue to embed a structured literacy approach, it is important to note that a child who is currently “working at” may not yet demonstrate fluency, and this will remain a key focus moving forward.

Mathematics results show a slight decrease this year. Although assessments were completed against the previous curriculum, staff were mindful of the significant shifts in expectations within the refreshed curriculum. As a result, many kaiako have taken a cautious approach when making judgements. Students sitting right on the cusp—our “cliff-hangers”—were recorded as working below, as we anticipate they will fall short of the new expectations once fully implemented. This early call will support targeted planning for 2026.

Writing data has also dipped slightly. This is largely due to a shift in our major assessment tool. Following national guidance last year, we transitioned to e-asTTle, which is currently the only standardised writing assessment widely in use across Aotearoa. PaCT, which we previously relied on, is no longer recommended. While our overall judgements remain triangulated, the weighting now given to e-asTTle

has resulted in some changes to teacher judgements compared to previous years.

NEXT STEPS FOR 2026

Writing

Writing will remain a key focus area in 2026. We will continue strengthening a structured approach to writing across the school, ensuring alignment with our iDeal programme and with the structured literacy practices already in place for reading and spelling. This shift reflects both national trends and our local data, particularly in relation to persistently low writing outcomes for boys. A schoolwide move to more explicit, sequenced instruction will provide greater clarity for kaiako and more consistent progress for tamariki.

Mathematics

To support the implementation of the refreshed mathematics curriculum, we will begin rolling out *Maths No Problem*. This programme will offer a cohesive, conceptually driven approach that aligns strongly with the curriculum's increased expectations. It will also support teachers with high-quality modelling, rich problem-solving tasks, and clear scaffolding to lift confidence and capability across all year levels.

Reading and Structured Literacy

We will continue our successful reading intervention programme, which has already helped many learners move to expected levels. In 2026, we will further embed a schoolwide structured literacy approach, ensuring consistency in screening, targeted support, and classroom practice from Year 1 through to Year 6. This will help maintain the gains already made and strengthen long-term reading fluency and comprehension.

HONOURING TE TIRITI O WAITANGI AT TITAHI BAY SCHOOL

As a kura in Aotearoa, Titahi Bay School acknowledges Te Tiriti o Waitangi as the founding document of our nation and affirms its ongoing significance for all people of Aotearoa. In 2025, the kura has implemented and engaged in a range of kaupapa that demonstrate our commitment to honouring Te Tiriti o Waitangi. These initiatives are outlined below and reflect our ongoing focus on embedding Te Tiriti principles across all areas of kura life.

While the Education and Training Act 2020 was amended in November 2025, changing the statutory language from "giving effect to Te Tiriti o Waitangi," Titahi Bay School has made a clear and public commitment to continue to give effect to Te Tiriti as a Crown entity and as a kura situated within Aotearoa.

This commitment continues to include:

- ensuring that kura plans, policies, and the local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to provide instruction in tikanga Māori and te reo Māori
- working deliberately toward achieving equitable and excellent outcomes for Māori learners

These commitments are embedded within our strategic direction and guide our decision-making, teaching and learning practices, and engagement with whānau, hapū, and iwi.

Participation and Partnership:
We are committed to maintaining strong, reciprocal relationships with tangata whenua and ensuring that tangata whenua have meaningful opportunities to engage in decision-making processes at all levels of the kura.

➔ **Participation and Partnership with mana whenua, Ngāti Toa Rangatira:**

➔ **Establishment of our Waharoa and Pou Whenua –** Over the past two years, we have worked closely with kaiwhakairo Matua Nathan Rei of Ngāti Toa Rangatira to bring this kaupapa to life. We are deeply grateful for the time, expertise, and guidance Matua Nathan contributed throughout this process. We also worked alongside Matua Taku Parai, kaumātua of Ngāti Toa Rangatira, who guided us through the kaupapa and ensured correct tikanga was followed and appropriate kōrero was embedded within the Pou Whenua and Waharoa.

Our Waharoa, Te Tikanga, stands at the entrance of our kura as a welcoming presence, carrying its whakapapa and stories. Its design draws on the kōtuku concept and connects closely to our kura waiata, Te Tikanga. The kōtuku, depicted as kaitiaki at the top of the waharoa, watches over all who enter our kura. Each morning, it is beautiful to see our tamariki walking through the waharoa and gently placing their hand around our Pou Whenua, Hera Titahi, acknowledging her presence and the mauri she carries.

Our Pou Whenua, Hera Titahi, further strengthens our kura's long and rich history. It is named in honour of Hera Titahi, after whom the

Bay area was originally known, and who once had a village near the old rugby gym at Onepoto. This pou reflects our commitment to sharing knowledge with past, present, and future generations of tamariki at Titahi Bay School.

- ➔ **Strategic Planning – Our strategic goals include:**
  - 1.1 Connect and partner with Ngāti Toa Rangatira
- ➔ **Poutama Reo –** As part of our Professional Growth Cycles, kaiako have used the Poutama Reo self-review tools to reflect on and strengthen their practice. At a leadership level, the Poutama Reo self-review identified next steps in governance, which led to the development of our Te Reo Māori Strategy (TRM).
- ➔ **Pātaka Kai –** Our Pātaka Kai was developed as a central, accessible resource for kaiako. This Google Site serves as a one-stop teaching and learning hub and includes our Te Reo Māori Strategy, Te Reo Māori progressions and lesson ideas, waiata and karakia resources, and information relating to Ngāti Toa Rangatira.
- ➔ **Year 6 Noho Marae –** Our Year 6 Noho Marae took place at Takapūwāhia Marae. Tamariki stayed overnight and learned about the tikanga and kawa of the marae. Kaiako facilitated weaving, taonga pūoro, and whakaari rotations, providing rich and authentic learning experiences. Tamihana Katene of Ngāti Toa Rangatira shared an in-depth kōrero on taonga pūoro, captivating tamariki, kaiako, and whānau. Tauira from the E Tipu e Rea programme at Mana College also supported this kaupapa by teaching a waiata and its meaning. This hononga continues to grow.
- ➔ **New Waiata by Eru Moriarty –** One of our ākonga, Eru Moriarty, transferred to our kura from a kura kaupapa this year, and her contribution to our kura and Te Ao Māori has been exceptional. Eru composed a waiata that reflects the pepeha of Ngāti Toa Rangatira. Although she has moved on to intermediate, the waiata she gifted to our kura will remain embedded within our kura culture and practice.
- ➔ **Participation and Partnership with Whānau Māori:**
- ➔ **Whānau Hui –** While we held one formal whānau hui this year, it was a meaningful opportunity to connect and conclude a busy year that included multiple other engagement opportunities. In Term 4, whānau were invited into the kura to share kai and engage in kōrero. Whānau were invited to provide feedback and contribute to decision-making for upcoming kaupapa. Topics discussed included:
  - Reflection on this year's celebrations
  - Vivita Toa
  - Te Reo me Ōna Tikanga Pou
  - Whānau Kapa Haka
  - Titahi Bay School Te Reo Māori Strategy
  - Mauri Ora Plans
  - Ngā Iwi o te Motu sessions
  - Building kaupapa for reporting within Te Ao Māori

- ➔ **Whānau Kapa Haka –** Whānau requested the establishment of a whānau kapa haka rōpū in 2024 as a way to strengthen connections between kura, tamariki, and whānau. While 2025 was a particularly busy year and sessions did not take place, the kura has committed to running two whānau kapa haka sessions per term moving forward.
- ➔ **Mauri Ora Hui –** In 2025, we piloted our Mauri Ora Hui programme. This wellbeing plan was gifted to us by Ngāti Toa Rangatira and adapted to suit the hapori of our kura. A total of 67 out of 68 Mauri Ora Hui were completed this year. These hui provided valuable

opportunities for whānau to share kōrero about their tamaiti from their own perspective, including strengths, interests, wellbeing, culture, goals, and aspirations. There was 100% positive whānau feedback. It was a privilege to sit and wānanga with whānau and to lay strong foundations for ongoing partnerships. Looking ahead, we plan to complete the remaining 37 hui for Year 1 tamariki who began in 2024 during Term 1, 2026. We are also developing ways to weave these plans through Koru in 2026, allowing whānau and kaiako to contribute to deeper kōrero and hononga over time.

- ➔ **Vivita Toa –** Our Year 6 tamariki were privileged to be invited by Ngāti Toa Rangatira to participate in Vivita Toa. Vivita Toa is a creative technology hub for rangatahi in Porirua, focused on supporting young people to become confident creators. Tamariki engaged in learning through experimentation, creative exploration, and real-life projects in a supportive and safe environment. This kaupapa aligns strongly with our aspirations for rangatahi voice, creativity, and future-focused learning.

Protection – Active protection of Māori interests, rights, taonga, and rangatiratanga

The following 2026 implementations focus on initiatives and kaupapa that contribute to the active protection of Māori interests, rights, taonga, and rangatiratanga within our kura.

- ➔ **Strategic Planning – Our strategic goals include:**
  - 1.1 Connect and partner with Ngāti Toa Rangatira
  - 1.2 Increase the use of te reo Māori in classrooms
- ➔ **Te Reo Māori Strategic Plan –** Our Te Reo Māori Strategic Plan continues to be implemented. This plan is led by our Board Chair, Kaela, and was developed in partnership with whānau and kaiako. It was shared with Ngāti Toa Rangatira for review, with no additional feedback provided by iwi. The strategic plan has guided kura-wide kaupapa throughout the year and is scheduled for review and renewal in 2026.
- ➔ **Pou Ārahi Māori –** This was the second year of having an established Pou Ārahi Māori role, held by Nadia Collins. This role supports leadership-level decision-making and provides guidance across kaupapa Māori within the kura. The Pou Ārahi Māori acts as a māngai role and represents tangata whenua perspectives within kura processes.
- ➔ **Ngā Iwi o te Motu Sessions –** Matua Gardner continued to pilot our Ngā Iwi o te Motu sessions, beginning with tamariki who whakapapa to Ngāti Toa Rangatira. Tamariki who whakapapa to Ngāti Kahungunu also participated in sessions this year. These sessions provide opportunities for tamariki to connect with whanaunga within the kura and engage in pūrākau and waiata specific to their whakapapa. Engagement with other iwi has resulted in positive and affirming feedback, with whānau expressing appreciation that their tamariki are being supported in this way. We have also identified challenges, including maintaining weekly consistency due to staffing and competing kura kaupapa. In response, the scheduled day for these sessions has been changed for 2026 to support greater consistency. We have also identified the need to strengthen systems for accurately identifying and grouping new tamariki by iwi affiliation, as current processes are manual and require improvement.
- ➔ **Toi Whakaari –** Our Toi Whakaari rōpū consisted of 91 Ngahere tamariki in 2025. The rōpū met weekly on Fridays to learn waiata, haka, and the kōrero that sits behind these taonga, in preparation for two significant events. This was our second year participating in the Te Kiwa Nui Festival, followed by our annual Te Tuauru o te Kotahitanga event, where kura and hapori from the Western Cluster gather to perform and share kai. A significant highlight continues to be visiting kaumātua at Russell Kemp Retirement Village to share waiata.
- ➔ **Toi Whakaari Noho –** We held our second Toi Whakaari noho, which provided a rich opportunity to strengthen relationships between

tamariki, kaiako, and whānau. The noho supported both performance readiness and the development of strong whanaungatanga.

- ➔ **Kapa Haka –** Weekly kapa haka sessions were held every Thursday. Tamariki learned a range of new waiata and explored the kōrero behind each piece. Whānau participation continued to grow, with several whānau members attending sessions regularly.
- ➔ **Year 3 Noho-a-Kura –** The Year 3 Noho-a-Kura was a successful kaupapa and ran smoothly. This initiative provided tamariki with opportunities to learn about noho marae and tikanga while remaining in a familiar kura environment. A key highlight was seeing tamariki share their pepeha and kōrero tuakiri with māia and kaha.
- ➔ **Kaiako Professional Development –** During Terms 2 and 3, professional development was dedicated to te reo Māori me ōna tikanga. These sessions were facilitated fortnightly by Del and Nadia. Kaiako used the Māori Made Easy workbooks by Scotty Morrison, progressing through Books 1 and 2 at a pace appropriate for the group. Kaiako feedback was extremely positive, particularly around the supportive pace and opportunities to revisit learning. These sessions also created space for deeper kōrero around other kaupapa Māori, including learning Eru's waiata and its meaning, and taonga pūoro. Kaiako confidence and use of te reo Māori increased over the course of the year.
- ➔ **Takatū –** Mathew O'Hagan, Nadia Collins, Michaela Evans, Delwyn Gardner, and Khaylen Huriwai completed a 20-week Takatū te reo Māori course. This extended professional development supported kaiako who were already well progressed in their reo Māori learning journey. The course strengthened their capacity to support kura-wide kaupapa Māori, including waiata, te reo Māori instruction, pūrākau, and tikanga. Positive outcomes included increased access to mātauranga Māori for tamariki and support for their growth as both tangata whenua and tangata Tiriti. Challenges relating to timetabling, class sizes, and movement for younger Year 3 tamariki were identified and are being reviewed for 2026.
- ➔ **Te Wiki o te Reo Māori Celebrations –** This was celebrated across kura and including a whole school hāngi.
- ➔ **Matariki Celebrations –** Our annual Matariki parakuihi with whānau was well attended, with many tamariki and their whānau participating. This was supported by hub and class inquiries that explored Matariki through multiple learning lenses.
- ➔ **Te Rōpū Hāpai / Te Reo Māori Curriculum Team –** Te Rōpū Hāpai focused strongly on the development and delivery of our Matariki production. The team also progressed the development of our Te Reo me Ōna Tikanga Poutama, a curriculum document designed to support kaiako to see clear progression of kaupapa Māori from New Entrant to Year 6. The team continued to develop and refine the Pātaka Kai resource to support kaiako practice.
- ➔ **Mihi Whakatau –** Each new cohort was formally welcomed into the kura through a mihi whakatau, ensuring tikanga Māori is upheld and tauira and whānau feel a sense of belonging from the outset

STATEMENT ON KIWI SPORT FUNDING

Titahi Bay School received KiwiSport Funding to support the development of sport and physical activity opportunities for our students. The funding was allocated and spent in the following ways:

- **Travel to and from various sports events:**
  To ensure maximum participation in inter-school and regional sporting opportunities, the funding helped cover transport costs for students attending events such as athletics, cross country, Ki o Rahi, and basketball tournaments.

- **Water Safety Lessons for Senior Students:**
  Recognising the importance of water confidence and safety, KiwiSport funding contributed towards providing specialised water safety lessons for our senior students at local facilities.

- **PPSSA School Contributions:**
  A portion of the funding supported our annual contributions to the Porirua Primary Schools Sports Association (PPSSA), which enables our students to participate in a range of organised sports events and tournaments throughout the year.

This allocation of KiwiSport funding has allowed Titahi Bay School to remove barriers to participation, enhance student experiences in sport and physical activity, and build skills that align with our school's focus on wellbeing and hauora.

ANNUAL PLAN 2025

Initiative:	Key Actions:	Who:	Expected Outcomes:	Progress:
GROW RELATIONSHIPS - NGĀTI TOA AND PASIFIKA				
Current Position: Over the past few years, our kaiako have shown real commitment and growth in their use of te reo Māori in the classroom. This has come through personal dedication to study and professional learning, including the Kāuru Level 3 course we completed together at school in 2024. We've also strengthened our partnership with Ngāti Toa Rangatira, working closely with them to deepen our understanding of tikanga and ensure we honour our local context in authentic and respectful ways. As we move forward, the next part of our journey is to continue building on the capabilities we now have and to develop a clearer, school-wide resource that supports what we teach and when we teach it. This will help us embed te reo Māori and tikanga more meaningfully across our kura, ensuring that our tamariki see and hear our values in action every day.				
1.1 Increase understanding, knowledge & use of te reo me ōnā tikanga Māori	Start our specialist program of *Te Arotahi*. 2 different kaupapa that compliment each other. All tamariki in Koru, Rākau and Ngahere will be immersed in these environments once a week. - Del- Te Reo Māori- incl Whakatauki and sentence structures. waiata - Nirvana- Tikanga, Māori Concepts, Ngāti Toa Rangatira	Del, Nirvana, Nadia Del and Nadia	✅ There will be set desired outcomes for each kaupapa that kaiako will monitor and track. (Tracking process is still in development.) ✅ An increased development and knowledge in Te Ao Māori for each tamaiti. (Pou/"Assessment" tracker in development to assist in tracking growth.) ✅ Strengthening of identity and understanding of self and place in our space (kura, whānau, hapori etc). ✅ Tamariki are taking back their learning to their akomanga, whānau and hapori,	➔ Staff Meetings - Te Reo lead by own kaiako ➔ All students in Koru, Rākau and Ngahere took part in Te Arotahi sessions. Only Ngahere has continued Te ARotahi in Term 3 with Matua Gardner. CRT changes mean Matua will still get time with classes. ➔ Ngahere have te ao Māori books that they take to their sessions with Del. ➔ Pou assessment tracker is still in development. ➔ Toi Whakaari rōpū and Y3 students have engaged in Noho ā kura.

	Introduce te reo Māori workbooks for our seniors to have evidence of the learning in *Te Arotahi* Develop assessment or "pou' for te reo Māori that is specific to our kura along with development of Te Reo Me Ōna Tikanga pou matrix across kura. Launch *Te Pātaka Kai* as our centralised learning platform website for te reo Maori across the kura	Te Rōpū Hāpai Ngā Kaiako	aligning with our Te Reo Māori Strategic planning. ✅ Kaiako are able to see reo Māori progress through the evidence in the pukapuka of their ākonga. ✅ Tamariki, whānau, hapori, kaiako, and kaimahi can see the value placed on te reo Māori in our kura. ✅ Kaiako can connect the learning that ākonga are doing in Te Arotahi with their own akomanga learning. ✅ Kaiako and tauira can use this assessment process to understand where tamariki are in their reo and their next steps. ✅ Kaiako are confident in using the assessment process. ✅ The process will be designed in a way that does not increase workload for kaiako but supports them. ✅ All kaiako gain more understanding of the reo Māori they are teaching and progressions. ✅ TRMOT pou will support kaiako and ākonga in observing their learning of te reo me ōna tikanga through the pou matrix. ✅ Kaiako feel more confident teaching te reo Māori through using this resource. ✅ More te reo Māori is being taught across kura.	➔ The standard of the Y3 mihi was outstanding at their noho. ➔ Last year, lots of students read from paper whereas this year students were confident to recite from memory, as students were helping other students learn their mihi. ➔ Working towards individual Hero posts for te ao Māori. Currently it is a summary post of what is taught, posted by Del. ➔ Te Tiriti mini inquiry in Term 1 ➔ Matariki show in Term 2 ➔ Ngahere is currently in full swing into their pēpeha learning. ➔ Evidence of tamariki using their pepeha with confidence out in the hapori (Y6 tamariki in their league team). Also supported other tamariki. ➔ Kids are noticeably using te reo Māori more in classrooms. ➔ Kaiako are noticeably using more te reo Māori in class. ➔ Every new entrant whānau has had a mauri ora hui. ➔ Kaiako enjoying using Te Pātaka Kai resource. Very handy having resources all in one place. Can see where improvements are needed. ➔ 91 Y5/6 tamariki have joined Toi Whakaari. ➔ Ngā Iwi o te Motu - Del has worked with tamariki from two iwi this year. Ngāti Toa Rangatira and Ngāti Kahungungu. It is

	Mauri Ora Plans- Holistic approach to child well-being. Hui with NE whānau. In depth learning around Matariki, including a production focused on Matariki and Matariki as an inquiry focus. Ngā Iwi o te Motu	Nardz, Nat, Kaiako Del & Nardz	✅ There is consistency throughout kura regarding what reo Māori is being taught to tamariki. ✅ Kaiako throughout kura confidently use Te Pātaka Kai. ✅ Kaiako feel comfortable branching out and using other resources even if they are not in Te Pātaka Kai. ✅ Kaiako become more familiar with our Te Reo Māori Strategic Plan and Te Arotahi Arataki Marau (Te Reo Māori Curriculum). ✅ Kaiako take ownership of their own teaching of te reo Māori. ✅ Whānau build stronger relationships with kaiako and kura. ✅ Kaiako gain better insight into ākonga, their whānau, and their well-being, strengthening relationships. ✅ Kaiako are better equipped to relate to tamariki, engage them, and support their transition into kura. ✅ Opportunities for ākonga-led learning through tuakana contributions to the production. ✅ Tamariki are provided with the opportunity to express their learning through the art of dance. ✅ Whānau and hapori are brought into the learning through production, fostering a connection between kura, whānau, and	clear where system and process improvements need to be made. ➔ Wawata nui - All Year 6 tamariki attended this Ngāti Toa lead leadership dreaming big session. ➔ Hubs are beginning to take ownership over their own reo planning with some planning collaboratively to support each other. ➔ Whānau responses to our Mauri Ora hui strongly reported the positive connection that these hui provided between whānau and kura. ➔ Great end of year whānau Māori hui to celebrate and reflect on the year that has been. We also used this space to ask for whānau voice on our “Ngā Pou o ngā Kaupapa Māori” doc. This feedback was invaluable. ➔ We had a number of tuakana step out and contribute to kura using their strengths. Eru created a beautiful waiata connected to Ngāti Toa Rangatira that speaks of the pepeha of Ngāti Toa. We had other tamariki take on leadership roles and ākonga led learning in the space of Te Ao Māori that allowed for authentic and relevant learning for them e.g. tamariki working on show. ➔ The connection with Ngāti Toa Rangatira continues to be strengthened and dispersed wider through kura e.g. Ang taking Kura Toa through our māra, noho at Takapūwāhia. ➔ Connection with our hapori through

			hapori—the three pou of our TRM Strategy.	kaupapa Māori also continues to be strengthened e.g. Tuakana from Mana College teaching us waiata at the Year 6 noho at Takapūwāhia marae, kaiako connecting with kaiako from Mana. ➔ The establishment of our Pou Whenua and Waharoa by Matua Nathan Rei. This was opened by Matua Taku and Matua Callum.
1.2 Explore the most effective ways to engage with our Pasifika community to increase achievement	Mauri Ora Plans- Holistic approach to child well-being. Hui with NE whānau. Add Mauri Ora to any Irregular attendance issues after two terms.	Nadia Nadia and Matt	✅ Each new entrant whānau would have engaged in a hui with their kaiako. ✅ Whānau would be able to share their cultural values and things significant to them in this hui. ✅ Pasifika whānau with attendance issues will have engaged in a Mauri Ora hui with leadership, to gain insight to support needed.	

Progress: There has been significant growth and much to celebrate in the kaupapa Māori space this year. Term 2 and 3 included kaiako-led Te Reo Māori sessions in staff meetings, with extremely positive feedback. Kaiako reported increased confidence and valued the safe learning environment. Strong engagement with Te Pātaka Kai resources highlighted both successes and areas for improvement to make the resource easier to use. All Koru, Rākau, and Ngahere students participated in Te Arotahi, particularly Rākau and Ngahere tamariki, while the programme was adjusted for Koru to better suit their needs. Ngahere continued sessions with Matua Gardner at the end of the year. Tamariki engaged in noho ā kura, Matariki, and Te Tiriti inquiries, with Ngahere tamariki beginning to confidently use their pepeha in the hapori. Year 3 students delivered outstanding pepeha and kōrero tuakiri, supporting peers in reciting from memory. Reporting on Te Ao Māori learning began in a broader format for classes that Del worked with. Moving forward, this will transition to more individualised posts. Tamariki and kaiako are noticeably using te reo Māori more in classrooms. All new entrant whānau attended mauri ora hui. Del worked alongside Ngāti Toa Rangatira and Ngāti Kahungungu as part of the Ngā Iwi o te Motu programme pilot, with clear steps identified to streamline systems and processes. Additionally, 91 Y5/6 tamariki joined Toi Whakaari, and all Year 6 tamariki participated in the Wawata Nui leadership session. We continue to build the “Ngā Pou o ngā Kaupapa Māori” framework as progression guides for our kaiako and whānau. Assessment for te reo Māori still sits as a future kaupapa for our kura, as we continue to strengthen the depth of our kaiako capacity and knowledge first and foremost. We continue to strengthen our relationships with Ngāti Toa Rangatira. It has been great to see these relationships extending beyond leadership, with kaiako beginning to make their own connections too.

GROW PEOPLE - RAISING ACHIEVEMENT IN LITERACY

Current Position: Due to the rapid changes in government direction and the fast paced implementation of new maths and english curriculums, there has been some natural uncertainty in these areas for kaiako. There is also lots of uncertainty and confusion currently regarding the assessment expectations from the MOE. We will continue using OTJs based on the previous curriculum while teaching to the new curriculum.

2.1 Increase the number of students achieving writing expectation	Hub Tracking Sheets continued and strengthened through Hub meetings Move school to e-asTTle writing assessment to align with government expectations PLD on e-asTTle and moderating levels Ngahere and Rākau -Tier 2 & 3 kids - TA's working in structured literacy program Koru and Ngahere - Writer's Workshops- Tamariki have their own individual targets. Rōpū with the same target sit in workshops together	Team Leaders and Kaiako	✅ The Hub Tracking Sheets are regularly updated by kaiako, ensuring all Tier 2 and Tier 3 students are accurately tracked. ✅ Teachers use the Hub Tracking Sheets to inform their differentiated planning and intervention strategies. ✅ All students in Years 1-6 are assessed using e-asTTle at least twice per year. ✅ In hubs and school wide, moderation meetings confirm consistent judgements across the school. ✅ Teachers demonstrate increased understanding of e-asTTle marking rubrics. ✅ Teachers feel confident using e-asTTle data to inform planning and target teaching. ✅ Identified students (all tamariki working towards) show measurable progress in literacy ✅ Intervention data shows accelerated progress for tier 2 & 3 tamariki ✅ Teachers report increased student confidence and engagement in writing. ✅ Students articulate their individual writing targets and track their progress. ✅ Writing samples from workshop participants show clear progress in target areas. ✅ Clear systems and routines established for writing workshops in Ngahere.	➔ Started using e-asTTle in Terms 1 and 3. Had full staff PD related to this. ➔ Lauren, Kristina, Tanya, Sarah, Leah attended iDeal writing PD ➔ TAs working with teachers and target groups in Ngahere and Rākau to support structured literacy learning. ➔ All Tier 2 and 3 are being targeted through either SENCO programme or TAs ➔ Schoolwide structured literacy spelling through iDeal. ➔ Koru have communicated reading and writing targets with their ākonga. Students know where they are and what they need to do to move up. ➔ Schoolwide book expectations improved ➔ Whole Junior School are doing reading through Structured Literacy. ➔ Rākau having moderation time for writing samples in hui. Gave writing goals to students based off of e-asttle sample to form groups. ➔ Allie taking part in ALL programme (accelerated learning in literacy) with a writing focus.

	Kākano- Starting on Structured Writing programs through iDeal Whole-school- Handwriting All tamariki in Kākano and Koru that are working towards are receiving structured literacy intervention from Tanya King		✅ Teachers receive PLD on Structured Writing to ensure readiness in Kākano & Koru ✅ All Kākano & Koru teachers are implementing structured literacy approaches in writing ✅ Teachers report increased confidence in teaching writing through structured literacy ✅ Regular handwriting instruction is embedded into classroom routines ✅ Students show improved letter formation, fluency, and legibility over time. ✅ Intervention students show accelerated progress in literacy ✅ Regular progress tracking ensures targeted adjustments for student needs. ✅ Whānau of intervention students receive regular updates and support materials.	
2.2 Increase the number of students achieving reading expectation	Running a near full time intervention program in junior literacy through Tanya King Adapt to iDeals new reading structure	SENCo and Leadership Team	✅ A near full-time intervention program is running effectively, targeting junior literacy needs. ✅ Identified tamariki show measurable progress in phonemic awareness, decoding, and fluency. ✅ Regular assessments track student growth and inform next steps for intervention. ✅ All kaiako understand and implement iDeal's new reading structure in their classrooms. ✅ Classroom reading programs align with the updated iDeal approach.	➔ Jacinta, Ang, Michalea, Khaylen are attending iDeal reading PD ➔ Mathew, Cheryl and Reece completed iDeal Structured Literacy PD (T3 '24 - T2 '25) ➔ TAs working with teachers and target groups in Ngahere and Rākau to support structured literacy learning. ➔ Structured literacy reading lessons taking place in each hub. ➔ Novel studies happening in Ngahere and

	All kaiako exposed to the most recent structured literacy PLD		✅ Student reading progress reflects improved decoding, fluency, and comprehension. ✅ All kaiako participate in PLD on the latest structured literacy approaches. ✅ Structured literacy pedagogy is evident across all year levels in planning and teaching. ✅ Kaiako report increased confidence in explicit phonics, spelling, and sentence structure instruction.	Rākau with box sets. ➔ Tanya and Hayley's intervention groups. Koru, Kākano, Rākau? ➔ Senior school trialling whole class reading
Progress:				

GROW INNOVATION - IMPLEMENT NUMICON WITH REFRESHED CURRICULUM

Current Position: We are at the very early stages of implementing the refreshed Mathematics curriculum, and our teaching team is only beginning to build their understanding of the changes. Throughout 2026, we will move forward with deliberate, careful steps, recognising that guidance and expectations may continue to evolve.

At this stage, there is limited information available around assessment within the refreshed curriculum, so we will proceed cautiously as we explore what effective assessment practice will look like for our school context.

Similarly, with Numicon, we acknowledge that our collective knowledge is still developing. We intend to take time to investigate and trial the resource before making any long-term pedagogical decisions. Our focus will be on ensuring that any approach we adopt aligns with the needs of our kaiako and supports the best learning outcomes for our tamariki.

3.1 Begin to implement the refreshed maths curriculum	Kaiako are supported to explore and use the new content through staff and team meetings Kaiako engages with the new content through staff and team meetings, increasing their confidence in implementation.	Kaiako	✅ Opportunities for collaborative discussions lead to shared strategies and best practices. ✅ Kaiako feel supported and have the resources needed to explore and integrate new content into their teaching. ✅ Increased kaiako engagement in professional discussions about curriculum changes and pedagogy. ✅ Kaiako plan with confidence, incorporating the refreshed curriculum	➔ Whole school have explored Numicon planning and resources. ➔ Kaiako had a brief introduction into Numicon resources and planning. ➔ Most kaiako attended an introduction of Maths No Problem. ➔ Spent time looking at the refreshed Maths Curriculum in Hub meetings.

	Planning confidently through the new refreshed curriculum Assess tamariki using the sliders and scope and sequence indicators via HERO		into their long-term and daily planning. ✅ Planning reflects the curriculum's intent, ensuring alignment with national expectations and school values. ✅ Tamariki engagement and learning outcomes improve as a result of more intentional, curriculum-aligned planning. ✅ Kaiako confidently assess tamariki using HERO sliders and scope and sequence indicators. ✅ HERO data is used effectively to track student progress and inform next steps in learning. ✅ Regular discussions in team meetings ensure consistency in assessment judgments. ✅ HERO assessment data provides clear insights that support targeted teaching and reporting to whānau.	➔ Started to use HERO slider progressions to make judgements. ➔ Rākau been planning and measuring progress against the new curriculum. Breaking down classes to place students against main AOs ➔ Kaiako gaining confidence with Maths No Problem resources and planning. ➔ ToD (October) Mathematics new (new) curriculum review with Ministry guidance.
3.2 Grow understanding of MOE provided Maths Resources.	Offer effective PLD to staff in both iDeal and Numicon Increase the amount of concrete materials used in Maths lessons to support the CPA (concrete, pictorial, abstract) pedagogy of Numicon	Kaiako	✅ Kaiako actively participate in PLD sessions for **iDeal** and **Numicon**, demonstrating increased confidence in using these approaches. ✅ Staff implement strategies from PLD in their classrooms, with visible improvements in student engagement and understanding. ✅ PLD sessions include practical, hands-on applications to ensure kaiako feel prepared to use iDeal and Numicon effectively. ✅ Regular follow-ups and team discussions support ongoing learning and refinement of teaching practices. ✅ Student progress data reflects improved outcomes in literacy (iDeal) and numeracy (Numicon). ✅ Maths lessons regularly incorporate concrete materials to support the **CPA**	➔ Junior school have explored Numicon planning and resources. ➔ Rākau and Ngahere trialled Numicon but found it to be too complicated and overly time consuming for what we gained from it. A decision was made to shift to Maths No Problem after hearing feedback from other schools and visiting Khandallah to see it in action. ◆ Maths No Problem PD held which gained positive praise from kaiako. ◆ All teams have trialled Maths No Problem. ➔ Jimmy, Chelsea, Jacinta observed Numicon at Sacred Heart

			(Concrete, Pictorial, Abstract) approach. ✅ Classroom observations show increased use of Numicon and other hands-on manipulatives. ✅ Tamariki confidently use concrete materials to explore mathematical concepts before transitioning to pictorial and abstract representations. ✅ Kaiako report greater student engagement and understanding when using concrete materials. ✅ Team meetings include discussions on best practices for using CPA strategies effectively.	➔ Chelsea observed Maths No Problem at Pinehaven

Progress: As a kura, we have reviewed our use of Numicon and have decided that this approach is not meeting the needs of our kaiako or our tamariki. Moving forward, Maths No Problem will be used as our main Ministry of Education resource to support maths teaching and learning across the school, while ensuring that the effective teaching practices we already value and know work well for our learners are not lost.

We are very conscious of not moving towards a programme that relies solely on whole class teaching from a single book. It is important that our maths programmes remain balanced, differentiated, and responsive to the needs of our tamariki. In particular, we want to ensure that students who require additional support are not being given material that is beyond their current learning level, which is a concern we are currently hearing in Ministry messaging.

Our focus will remain on strong teaching practice, meeting learners at their level, and ensuring maths programmes are engaging, appropriate, and effective for all tamariki.