



Learning Together
Akona Piri Tahī

TE PUKE PRIMARY SCHOOL ANNUAL REPORT

CONTENTS:

1. School Vision and Focus Areas for
2. Strategic Plan(Annual Plan Big Picture 3 years)
3. Giving Effect to Te Tiriti o Waitangi
4. Statement of Variance (AOV)The work targets and invention
5. Employment Policy
6. Kiwisport Funding 2023
7. Financial Statements

Link to [Annual Implementation Plan](https://www.tepukeprimary.school.nz/annual-implementation-plan/)

<https://www.tepukeprimary.school.nz/attendance-management-plan/>

<https://www.tepukeprimary.school.nz/annual-implementation-plan/>

Vision for 2026: Growing together

As we embark on 2026, we are excited to share our aspirations for the journey ahead. At Te Puke Primary School, our vision of "**IDENTITY Ahurea, CULTURE Tikanga & GROWTH Whakatipu**" guides our efforts.

Our Mission is to consistently create a culture of whānau, showing care, love, and support for each and every tamaiti while empowering them to succeed in their learning journey.

Te Puke Primary School (TPPS) Focus Areas for 2026:

At Te Puke Primary School, our work in 2026 is driven by four key strategic priorities designed to enhance the overall learning experience and elevate outcomes.

1. Accelerating Progress for All Learners Our goal is to ensure every ākonga experiences success. In 2026, we are implementing comprehensive early identification systems for students at risk of underachievement. We will establish targeted intervention programmes with proven efficacy for literacy and numeracy, ensuring that teacher capability in differentiated instruction is constantly enhanced.

2. Deepening Our Localised Curriculum We are creating a responsive, engaging, and culturally sustaining curriculum that connects learning to our local context. A key focus is strengthening partnerships with mana whenua and whānau to co-design meaningful learning experiences. We will map key local stories and environmental features across the curriculum and develop a progressive te reo and tikanga programme aligned with local iwi dialect and protocols.

3. Enhancing Data-Informed Practice We are developing robust systems for collecting and analysing achievement information. This involves implementing a school-wide assessment schedule that balances formative and summative approaches. We are establishing data-focused team meetings to identify trends and creating a data tracking wall that tracks key indicators for Board and leadership decision-making.

4. Strengthening Attendance and Engagement We are committed to ensuring all learners attend school regularly by developing a strong culture of belonging. We will implement an early response system for attendance concerns, develop positive reinforcement systems, and identify and address barriers to attendance for specific groups of students

Where to in 2026

Where to in 2026 (The "Look For" Indicators)

- **Student Agency:** Students will have regular goal-setting conversations and visually track their own progress.
- **Mentoring:** A new system where senior students support junior learners. Tuakana/ Teina
- **Reo Rua:** Expanding bilingual provision within the kura to support pathway development.
- **Attendance:** A welcoming environment prioritising hauora, supported by positive reinforcement.
- **Kaitiakitanga:** Students developing as guardians of their community through authentic learning experiences.

Community Engagement and Professional Development

Community Engagement & Consultation We are strengthening partnerships with whānau to share cultural knowledge and ensure learning reflects the values of our families. We will engage iwi and community partners to provide cultural guidance, support authentic learning experiences, and contribute to the development of our localised curriculum resource bank.

Professional Development (PLD) To support our strategic initiatives, we are investing in teacher capability across three key areas:

- **Instructional Strategy:** Enhancing capability in differentiated instructional strategies and targeted interventions.
- **Local Knowledge:** Building personal capability in local stories, te reo Māori, and weaving local contexts throughout curriculum delivery.
- **Data Literacy:** Developing capability in analysing and responding to diverse achievement data to inform practice.

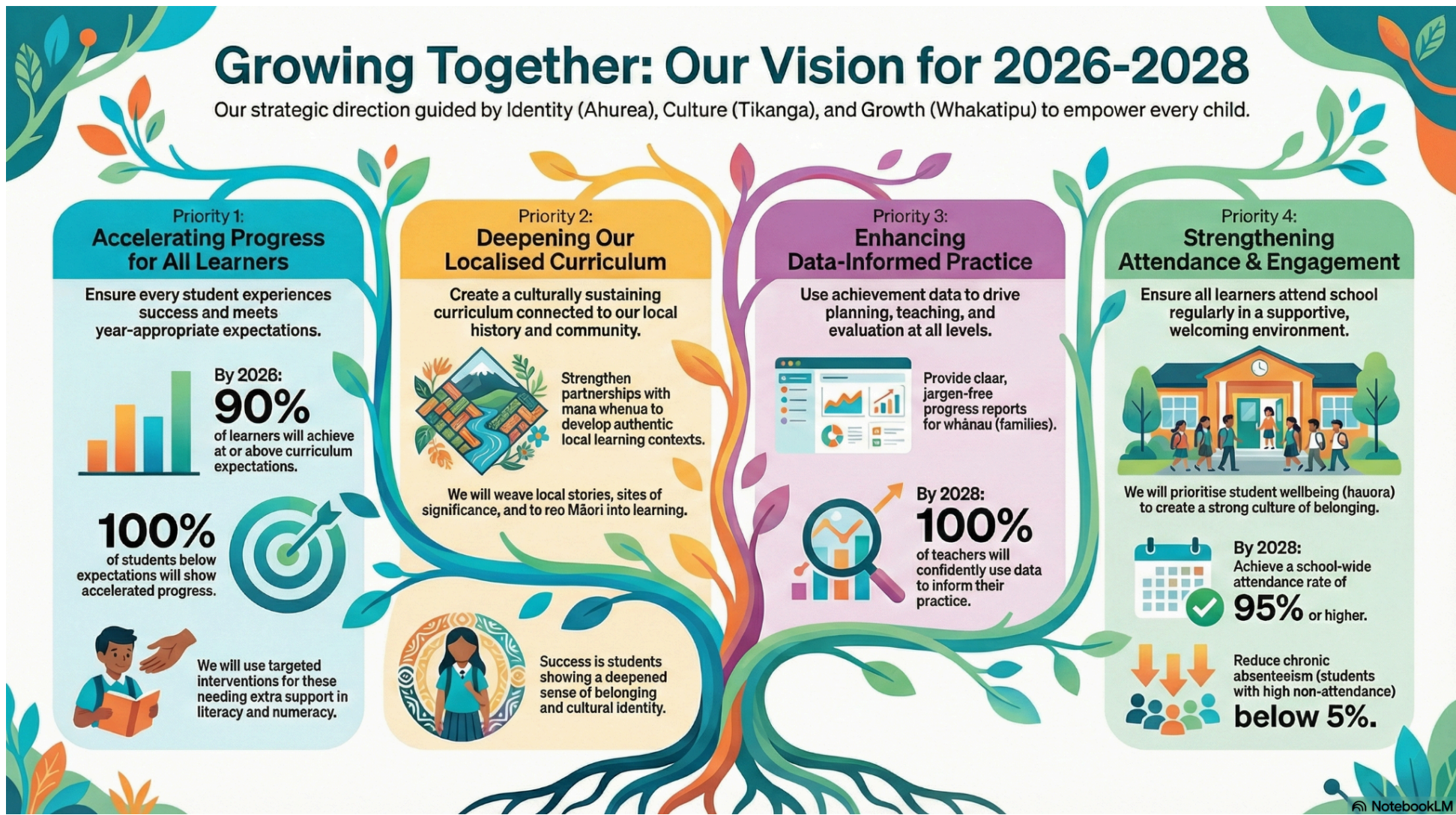
Assessment Changes

Assessment and Reporting We are moving towards a more robust system of data-informed practice. This includes:

- **School-wide Schedule:** Implementing an assessment schedule that balances formative and summative approaches.

- **Reporting:** Enhancing reporting systems to provide meaningful, jargon-free information to whānau about progress and next learning steps.
- **Data Wall for SLT:** Creating visual tracking systems for Board and leadership to monitor strategic progress

Strategic Plan: This is still in DRAFT as far as the visual/ consultation has been completed with all stakeholders



Giving effect to Tiriti o Waitangi:

The Te Puke Primary School Board of Trustees is committed to honouring Te Tiriti o Waitangi as a founding document of Aotearoa New Zealand.

Compliance Statement We do this by:

- Working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.
- Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.
- Achieving equitable outcomes for Māori students.
- Providing opportunities for learners to appreciate the importance of Te Tiriti o Waitangi and te reo Māori.

The Three Principles (The 3 Ps) Te Puke Primary School works from the principles of Partnership, Protection, and Participation to meet these obligations. We have aligned these principles directly to our **2026 Strategic Priorities**.

Partnership (Pātuitanga)

Te Puke Primary School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination.

- **Our Action:** We actively seek the guidance of our local Māori community to help us better meet the needs of our Māori students. We consult with mana whenua to ensure our strategic plan reflects and upholds appropriate tikanga Māori and te ao Māori.
- **2026 Strategic Alignment:** This is realised through **Strategic Priority 2: Deepening Our Localised Curriculum**, where we strengthen partnerships with whānau and iwi to co-design learning experiences and share cultural knowledge.

Protection (Whakamarumarutanga)

Te Puke Primary School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori.

- **Our Action:** We ensure these taonga are meaningfully incorporated into the everyday life of our school. We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori (including Reo Rua provision) and culturally responsive teaching.
- **2026 Strategic Alignment:** This is realised through **Strategic Priority 1: Accelerating Progress** and **Strategic Priority 2**, where we invest in PLD for "Local Knowledge" and track data to ensure Māori students are achieving equitable outcomes.

Participation (Whai Wāhitanga)

We encourage the full participation and engagement of students and their whānau in all aspects of school life.

- **Our Action:** We have high aspirations for every student. Our relationships with our school community help us meet the needs of all students and sustain their identities (Identity/Ahurea), languages, and cultures.
- **2026 Strategic Alignment:** This is realised through **Strategic Priority 4: Strengthening Attendance and Engagement**. By building a culture of belonging and "Identity Ahurea," we remove barriers to attendance, ensuring Māori students can fully participate and experience educational success as Māori.

Statement of Variance (AOV)/Progress and Achievement:

EOY Data

At the end of 2025:

EOY Data

At the end of 2025:

READING:

107/229 (47%) Students achieving within or beyond curriculum expectations

55/229 (24%) Students are working towards with support

67/229 (29%) Students are working towards

WRITING:

108/232 (46%) Students achieving within or beyond curriculum

Summary:

.End-of-Year 2025 Student Achievement Summary – Te Puke Primary School

At the conclusion of 2025, approximately half of our students were achieving within or above curriculum expectations across the core learning areas:

- **Reading:** 47%
- **Writing:** 46%
- **Mathematics:** 49%

expectations

55/232 (24%) Students are working towards with support

69/232 (30%) Students are working towards

MATHS:

148/302 (49%) Students achieving within or beyond curriculum expectations

55/302 (18%) Students are working towards with support

99/302 (33%) Students are working towards

42% of Māori students are achieving within or beyond curriculum expectations for Reading and Writing.

49% of Māori students are achieving within or beyond curriculum expectations for Maths.

YEAR LEVELS:

Y5 - 32% within or above curriculum expectations for reading, 42% for writing and 37% for maths

Y4 - 51% within or above curriculum expectations for reading, 40% for writing and 47% for maths

Y3 - 56% within or above curriculum expectations for reading, 60% for writing and 82% for maths

Y2 - 35% within or above curriculum expectations for reading, 43% for writing and 40% for maths

Note: These are the year level the students were for 2025 - Year 6 students have now moved on so Year 5 data - students are now Year 6 for 2026 etc

End-of-year 2025 achievement data shows that approximately half of students were achieving within or above curriculum expectations across reading (47%), writing (46%), and mathematics (49%).

Achievement patterns varied across year levels, with lower proportions of students achieving within or above expectations in Years 2 and 5, while higher levels of achievement were evident in some middle year cohorts. Māori learner achievement showed

Students Requiring Additional Support:

- 18–24% of students were working towards curriculum expectations with targeted support.
- 29–33% of students were working towards expectations independently, demonstrating the need for continued scaffolding and intervention strategies.

Māori Student Achievement:

- Reading and Writing: 42% achieving within or above expectations
- Mathematics: 49% achieving within or above expectations

Year-Level Achievement Patterns:

- **Year 5:** Reading 32%, Writing 42%, Maths 37%
- **Year 4:** Reading 51%, Writing 40%, Maths 47%
- **Year 3:** Reading 56%, Writing 60%, Maths 82%
- **Year 2:** Reading 35%, Writing 43%, Maths 40%

Context and Considerations:

- Data reflects student achievement against the refreshed curriculum introduced at the end of 2024.
- Further curriculum changes introduced in October 2025 altered expectations and progressions; therefore, this data cannot be used as a baseline for measuring future progress.
- This end-of-year snapshot provides a clear picture of current achievement and highlights areas where targeted interventions and

similar patterns, with 42% of Māori students achieving within or above expectations in reading and writing, and 49% in mathematics.

This data reflects student achievement against the refreshed curriculum released at the end of 2024 and provides a snapshot of achievement at that point in time. However, further curriculum changes introduced in October 2025 altered expectations and progressions, meaning this data cannot be used as a valid baseline for measuring progress over time.

support are required.

-

Key Insights and Next Steps:

- Achievement patterns indicate that additional support is needed for students in Years 2 and 5, particularly in Reading and Mathematics.
- Māori learner outcomes are broadly aligned with overall school patterns, but targeted strategies will continue to ensure equity and acceleration in learning.
- The school will continue to refine teaching programmes, implement targeted intervention strategies, and monitor student progress closely in 2026.
- Data will inform curriculum planning, professional development for teaching staff, and strategies to accelerate achievement for students who are working towards curriculum expectations.
- The Board and leadership team will regularly review progress against school targets and adjust interventions as required to support all learners.

Targets for 2026

Targets for 2026

During 2026, the school will focus on lifting overall achievement while establishing consistent, curriculum-aligned assessment baselines under the current curriculum framework. By mid-year 2026, reliable baseline data will be established across reading, writing, and mathematics, enabling robust progress tracking. Targeted teaching and intervention will prioritise students currently working towards curriculum expectations, particularly in identified year levels and for Māori learners.

By the end of 2026, the school expects to see improved proportions of students achieving within or above curriculum expectations across all learning areas, with a majority of identified priority learners demonstrating accelerated progress as evidenced through curriculum-aligned formative assessments, moderation processes, and agreed learning progressions.

- **Target:** At least **52%** of students achieving within or above curriculum expectations by the end of 2026.
 - **Target:** At least **51%** of students achieving within or above curriculum expectations by the end of 2026.
 - **Target:** At least **54%** of students achieving within or above curriculum expectations by the end of 2026.
-
- **Target:** At least **47%** of Māori students achieving within or above curriculum expectations by the end of 2026 for Reading and Writing.
 - **Target:** At least **54%** of Māori students achieving within or above curriculum expectations by the end of 2026 for Maths.

Because OTJ-to-OTJ progress can't yet be compared:

Progress Target:

By the end of 2026, at least 65% of students identified as working towards or working towards with support will demonstrate accelerated progress, as evidenced through curriculum-aligned formative assessments, moderation, and learning progressions.

By mid-year 2026, the school will have established consistent curriculum-aligned assessment baselines in reading, writing, and mathematics for all students.

Based on the end-of-year 2025 data, the following **target groups** are our key focus areas for 2026:

Critical - students achieving at two or more year levels below

Target - students achieving half-one year level below

Key Actions for 2026:

1. **Data-Informed Practice:** Establish consistent, curriculum-aligned assessment baselines by mid-year 2026 to track individual progress accurately.
2. **Targeted Intervention:** 65% of students "working towards" expectations will be targeted for accelerated progress through small-group, focused lessons (specifically in Writing).
3. **Digital Integration:** Staff PLD in AI to move beyond consumption to creation.

4. **Wellbeing:** Continuation of *The Resilience Project* (GEM) and the *Ngā pou o te hauora* framework for teacher wellbeing.
5. **Attendance:** Aiming for a school-wide attendance rate of 90% or higher to reduce barriers to learning.

Statement of Compliance with employment policy:

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p><i>At Te Puke Primary School, we are committed to fulfilling our obligations as a good employer by providing a safe and supportive working environment for all staff. We adhere to all health and safety regulations, regularly updating our policies and conducting comprehensive risk assessments. Our facilities are well-maintained and regularly inspected to ensure they meet safety standards. We provide ongoing professional development opportunities to support staff growth and well-being. Additionally, we foster a positive workplace culture through open communication, regular staff meetings, and support networks. By prioritising these measures, we ensure that our staff can work in a safe, healthy, and empowering environment.</i></p>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p><i>Under the Education Training Act (2020), Te Puke Primary School operates an employment policy that aligns with the principle of being a good employer. We are guided by our Equal Employment Opportunities (EEO) policy, which aims to foster diversity, inclusion, and equal opportunities for all employees. We strive to recruit and employ staff through a fair, transparent, and bias-free process. To achieve this, we advertise positions widely and actively seek a diverse pool of candidates. Our school provides on-site training on diversity and inclusion, raising awareness through various staff professional learning and development (PLD) sessions. Furthermore, our adherence to collective agreements ensures that our pay</i></p>

	<i>structures are fair and non-discriminatory. By following these principles, we create an inclusive and equitable work environment for all staff members.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>At Te Puke Primary School, we are committed to the impartial selection of suitably qualified persons for appointment. Our practices include objective methods of advertising and interviewing, as well as clear and transparent skills assessments. Our selection panel typically includes members of the senior leadership team, the board (as required), and members of our teaching staff. Interview questions are carefully developed to mitigate bias and ensure a balanced evaluation. Following each appointment process, we conduct a review to fine-tune our methods and ensure they align with our policy. This approach guarantees that our selection process remains fair, transparent, and impartial</i>
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<i>At Te Puke Primary School, we are committed to the principles of Te Tiriti o Waitangi and have strategic aims that outline our aspirations for Ao Māori within our school. These commitments are reflected in our role descriptions, application questions, and requirements for adherence to the teaching standards and code</i>
How have you enhanced the abilities of individual employees?	<i>At Te Puke Primary School, we are committed to enhancing the abilities of individual employees through a robust professional development process. This process is designed to improve teacher capability, ultimately benefiting student progress and outcomes</i>

How are you recognising the employment requirements of women?	<i>At Te Puke Primary School, we prioritise equal opportunities while recognising the specific employment requirements of women. We focus on work-life balance, career advancement, equal pay, family support for dependents, and overall well-being.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>At Te Puke Primary School, we prioritise equal opportunities and recognize the specific employment requirements of persons with disabilities. We focus on work-life balance, identifying and mitigating barriers to access and mobility, ensuring equal pay, and providing necessary support.</i>

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

Kiwisport Statement:

Kiwisport is a government funding initiative to support student participation in organised sport. In 2025 Te Puke received \$4749.80 excluding GST.

The funding was used to support growing sport and involvement/participation in Sport. Areas of designated funding included:

- Engagement in Top Schools
- Support to engage/employ a Sports Coordinator

Financial Statements: to be included once received from the auditor.