

# Ngongotahā School

## Annual Report 2025



**ITI REAREA KAHIKATEA KA TAEA**

Ratified

The School Board reviewed and adopted this Annual Report at their meeting 2 December 2025

# Analysis of Variance

## WRITING 2025

### Targets

Target cohort- Year 4 and Year 6;

- All target children will have moved at least 2 Asttle sublevels by the end of the school year.

### Outcomes

This report summarises the End of Year writing progress for Year 4 and Year 6 target students, outlining the strategies that have contributed to this success.

**This is only the target students**

Asttle writing sub-levels								
	July 2025	Nov 2025	July 2025	Nov 2025	July 2025	Nov 2025	July 2025	Nov 2025
	Total # of Target Students		Students moved 2+ sublevels		Students moved 1 sublevel		Students not moved	
Total # of target students Y4	20	21	1 (5%)	11 (52%)	4 (20%)	6 (28%)	15 (75%)	4 (20%)
Boys - Year 4	12	13	0 (0%)	6 (46%)	2 (17%)	5 (39%)	10 (83%)	2 (15%)
Girls - Year 4	8	8	1 (12%)	5 (63%)	2 (25%)	1 (12%)	5 (63%)	2 (25%)
Maori Students	14	15	0 (0%)	8 (53%)	3 (21%)	5 (34%)	11 (79%)	2 (13%)
Non-Maori Students	6	6	1 (17%)	3 (50%)	1 (17%)	2 (33%)	4 (66%)	1 (17%)
Total # of target students Y6	30	26	19 (63%)	22 (85%)	3 (10%)	3 (12%)	8 (27%)	1 (3%)
Boys - Year 6	21	18	12 (57%)	14 (78%)	3 (14%)	3 (17%)	6 (29%)	1 (5%)
Girls - Year 6	9	8	7 (78%)	8 (100%)	0 (0%)	0 (0%)	2 (22%)	0 (0%)
Maori Students	18	18	11 (61%)	15 (83%)	2 (11%)	2 (11%)	5 (28%)	1 (6%)
Non-Maori Students	12	8	8 (67%)	7 (88%)	1 (8%)	1 (10%)	3 (12%)	0 (0%)

#### Year 4 Writing Progress:

- Significant Progress (2+ Sublevels): 52% of students (11 out of 21) have made progress equivalent to one year of learning.
- Expected Progress (1 Sublevel): 28% of students (6 out of 21) have made progress equivalent to six months of learning.
- No Progress (0 Sublevels): 20% of students (4 out of 21) have shown no sublevel progress.
- This target group includes:
  - 1 child with ORS funding
  - 1 child with ICS funding
  - 1 child is ESOL
  - 4 children are in Rumaki (Māori immersion)
  - 1 child transitioned to Rumaki this year
  - 2 children joined the school this year.

#### Year 6 Writing Progress:

- Significant Progress (2+ Sublevels): An outstanding 85% of students (22 out of 26) have made progress equivalent to one year of learning.
- Expected Progress (1 Sublevel): 12% of students (3 out of 26) have made progress equivalent to six months of learning.

## WRITING 2025

- No Progress (0 Sublevels): Only 3% of students (1 out of 26) have shown no sublevel progress.
- This target group includes:
  - 1 child with ORS funding
  - 1 child with ICS funding
  - 5 children who are in Rumaki (Māori immersion).

### Analysis and Recommendations for 2026

The impressive progress, particularly the 85% of Year 6 students and 52% of Year 4 students achieving significant progress (1 year's growth), is a direct result of the following comprehensive school-wide strategies:

- School-Wide Focus & PLD: A consistent school-wide focus on writing, supported by Professional Learning and Development (PLD) for staff run by the Literacy team.
- High Expectations & Structure: A clear school expectation of 1 hour of writing per day combined with high expectations for all students.
- Targeted Monitoring and Intervention:
  - Continuous monitoring of progress by class teachers, team leaders, and the Literacy Curriculum team.
  - Use of Group Education Plans (GEPs) for all students working below expected curriculum levels in writing.
  - Use of student goal sheets, which give students greater ownership of their learning.
  - Specialised monitoring by the Literacy team, LSC (Learning Support Coordinator), and SENCO (Special Education Needs Coordinator).
- Specific Program Implementation:
  - Introduction of the Senior Spelling Programme.
  - Dedicated extra writing support provided by Whaea Carol in Y6 and Whaea Mel in Y4. (Added support since mid-year data)
  - Te Whanau Wai teachers training in BSLA.
- Engagement: Encouraging children to write about topics that interest them.

#### Cultural and Relational Strategies

- Positive School Culture (PC4L): The PC4L framework promotes positive relationships between students, teachers, the school, and whānau (family), fostering Great Values focused on achievement.
- Relational Pedagogy: Experienced teachers utilise their professional knowledge, embracing cultural responsiveness and relational pedagogy to connect deeply with students.
- Collegial Support: Strong collegial support across the school ensures consistent practice and shared expertise.

#### Recommendations

1. This result, when compared with others reveals that writing continues to be a weaker area of achievement and should be a targeted in a significant way in 2026.
2. All reading interventions should include some writing development.
3. For future reports, it would be beneficial to transition to using raw scores in the Asstle assessment tool. This will provide a more granular and comprehensive understanding of the actual magnitude of progress made by students, especially those making gains within a sublevel. Alternatively, as Asstle is being phased out we may select a different standardised assessment tool (PAT or SMART)

## READING 2025

### Targets

Target cohort- Year 4 and Year 6

- 1) All target children will have an instructional reading age across the curriculum at their chronological age, or above, by the end of the school year.

### Outcomes

Our targeted interventions are showing strong results for our most at-risk readers in the Year 4 and Year 6 cohorts, with over half of the children now reading at their chronological reading age. This demonstrates the effectiveness of the reading support programs here at Ngongotahā School.

#### Only Target Children

Running Records						
	July 2025		Nov 2025		Nov 2025	
	Target Students		Students reading at their age		Students reading below their age	
Target Students - Yr 4	14	14	6 (43%)	8 (57%)	8 (57%)	6 (43%)
Boys - Year 4	7	7	3 (43%)	4 (57%)	4 (57%)	3 (43%)
Girls - Year 4	7	7	3 (43%)	4 (57%)	4 (57%)	3 (43%)
Maori Students	12	12	6 (50%)	5 (42%)	6 (50%)	7 (58%)
Non-Maori Students	2	2	0 (0%)	1 (50%)	2 (100%)	1 (50%)
Target Students - Yr 6	19	18	9 (47%)	10 (56%)	10 (53%)	8 (44%)
Boys - Year 6	12	11	6 (50%)	7 (64%)	6 (50%)	4 (36%)
Girls - Year 6	7	7	3 (43%)	3 (43%)	4 (57%)	4 (57%)
Maori Students	12	12	5 (42%)	6 (50%)	7 (58%)	6 (50%)
Non-Maori Students	7	6	4 (57%)	4 (67%)	3 (43%)	2 (33%)

### Analysis and Recommendations for 2026

#### Year 4 Target Children

8 of 14 children (57%) in the Year 4 target cohort are now reading at their reading age.

Of the remaining six students who are not yet reading at their chronological age:

- 1 child has ORS funding (Ongoing Resourcing Scheme)
- 1 child has ICS funding (Intensive Communication Support)
- 1 child has transitioned to Rumaki this year (Māori immersion class)
- 2 children are currently in the Rumaki class

#### Year 6 Target Children

10 of 18 children (56%) in the Year 6 target cohort are now reading at their reading age.

Of the remaining 10 students who are not yet reading at their chronological age:

- 1 child has ORS funding.
- 4 children are currently in the Rumaki class.

## READING 2025

Ngongotahā School implemented a range of strategies to support target learners towards success and will continue to deliver these next year.

### **Recommendations**

1. Seek the maximum tier 2 literacy support from the Ministry of Education.
2. Appoint a teacher to work fulltime supporting students with literacy needs.
3. Introduce structured literacy (BSLA) in Year 3 and 4.
4. Change the Literacy Lead from a DP to a team leader.

## MATHEMATICS 2025

### Targets

- 1) Year 5 children will be working at Early Level 3 (Within Phase 2), or above, of the NZ curriculum in Number and Algebra, by the end of November
- 2) Year 6 children will be working at Level 3 (End of Phase 2) of the NZ curriculum in Number and Algebra, by the end November

### Outcomes

There has been some natural movement within the **Year 5** cohort over the year, with several students enrolling and leaving. Despite these changes, overall achievement patterns have remained relatively steady, and more than half the cohort reached the expected level by year's end. Mid-year data indicated that **67% of Year 5 students** were on track to meet expectations. By the end of 2025, **56% achieved at or above the expected level**, meaning over half the cohort maintained steady progress through the year.

#### End-of-Year 2025 Update (Only Target Groups)

	Overall Teacher Judgements							
	July 2025		Nov 2025		July 2025		Nov 2025	
	Number of target students		Students who are meeting or exceeding the target		Students who are not meeting the target			
Target Students - Yr 5	73	73	49 (67%)	41 (56%)	24 (33%)	32 (44%)		
Boys - Year 5	34	35	24 (71%)	21 (60%)	10 (29%)	14 (40%)		
Girls - Year 5	39	38	25 (64%)	20 (53%)	14 (36%)	18 (47%)		
Māori Students	40	39	27 (68%)	21 (54%)	13 (32%)	18 (46%)		
Non-Māori Students	33	34	22 (67%)	20 (59%)	11 (33%)	14 (41%)		

There has been some natural movement within the **Year 6** cohort over the year, with several students enrolling and leaving. Despite these shifts, the overall pattern of achievement has remained strong and stable.

At mid-year, **65% of Year 6 students** were on track to meet expectations. By the end of 2025, **67% achieved at or above the expected level**, showing a **continued upward trajectory** for the cohort.

	Overall Teacher Judgements							
	July 2025		Nov 2025		July 2025		Nov 2025	
	Number of target students		Students who are meeting or exceeding the target		Students who are not meeting the target			
Target Students - Yr 6	54	54	35 (65%)	36 (67%)	19 (35%)	18 (33%)		
Boys - Year 6	30	29	15 (50%)	15 (52%)	15 (50%)	14 (48%)		
Girls - Year 6	24	25	20 (83%)	21 (84%)	4 (17%)	4 (16%)		
Māori Students	28	29	17 (61%)	19 (66%)	11 (39%)	10 (34%)		
Non-Māori Students	26	25	18 (69%)	17 (68%)	8 (31%)	8 (32%)		

### Analysis and Recommendations for 2026

#### Year 5

##### Gender comparison:

- **Boys:** 60% achieved at or above expectations.
- **Girls:** 53% achieved at or above expectations.

Boys and girls both showed strong progress across the year, with boys continuing to perform slightly ahead and girls maintaining steady achievement patterns.

##### Ethnicity comparison:

- **Māori:** 54% achieved at or above expectations.

## MATHEMATICS 2025

- **Non-Māori:** 59% achieved at or above expectations.

Both Māori and non-Māori learners demonstrated solid end-of-year achievement, with performance across groups remaining relatively close.

Overall, more than half of the cohort reached the expected curriculum level, and the gap between student subgroups remains comparatively small. This provides a strong foundation for targeted support and acceleration efforts moving into 2026.

### Year 6

#### Gender comparison:

- **Girls:** maintained very strong performance, increasing slightly from 83% to **84%** achieving at or above expectations.  
**Boys:** showed steady progress, moving from 50% to **52%** by year's end.

Girls continue to lead overall achievement, while boys have shown a small but positive lift.

#### Ethnicity comparison:

- **Māori:** increased from 61% to **66%**, reflecting encouraging progress across the second half of the year.
- **Non-Māori:** remained consistently strong, shifting slightly from 69% to **68%**.

Both groups are tracking closely, with Māori learners showing the most notable improvement from mid-year to end of year.

Overall, the Year 6 cohort demonstrated **steady improvement and sustained achievement across the year**, with positive movement in key groups and strong end-of-year outcomes. These results provide a solid foundation for students as they transition into Year 7.

#### Recommendations

1. Employ a teacher 0.6 FTTE to implement maths support teaching for target groups and individuals.
2. Maintain and develop teacher skills in using the Oxford Maths books
3. Use the Ministry of Education funded teacher only days to begin engaging with the new maths curriculum
4. Commend the maths lead teacher for her role in promoting maths development in the school in 2025.

# Schoolwide Achievement

## Introduction

This is a summary of DP Daphne Williams' comprehensive "End of Year Achievement Report 2025."

I wish to acknowledge the wonderful work of Daphne, and the high-quality intervention programmes managed by both her and our other hardworking DP, Alison Astwood.

High-quality data enables our school's governance, leadership, and teachers to make excellent and informed decisions to benefit student learning.

## 2025 Performance

Measuring our school-wide performance against national benchmarks allows us to gauge our overall effectiveness and identify broad patterns across the curriculum. In the core areas of Reading, Writing, and Mathematics at the end of the 2025 we see the following results, based on teacher's 'OTJs' (overall teacher judgement).

Subject Area	% At or Above Expectation	Performance vs. 80% MoE Target	Change from EOY 2024
<b>Reading</b>	78%	2% below target	+2%
<b>Mathematics</b>	76%	4% below target	+7%
<b>Writing</b>	66%	14% below target	+1%

These results clearly identify Reading and Maths as our highest-performing core curriculum areas, while Writing is the area requiring the most significant and immediate strategic focus.

## Detailed Analysis of Core Subject Performance

To move from data to action, we must dissect the performance within each core curriculum area. This granular analysis is essential for understanding our specific strengths and, more importantly, for identifying the precise areas where targeted improvement strategies will have the greatest impact on student outcomes.

### Writing Achievement: An Area for Strategic Focus

The End-of-Year Writing results clearly identify this as the school's primary area for academic development. 66% of students are achieving at or above their expected level. This performance is 14% below the Ministry of Education's 80% target and there is also minimal year-on-year improvement, with only a 1% increase from the end of 2024. This challenge is quantified by the fact that 33% of our students, equating to 130 individual students, are achieving below or well below curriculum expectations. Of the 130 students requiring support, 68 are already receiving interventions beyond standard classroom practice, including funded programmes, support from secondary services, and small group instruction. This data underscores the urgent need for a concerted, school-wide strategic focus on Writing, which forms the basis of my primary recommendation to the Board.

## Strategic Recommendation to the School Board

I recommend that the School Board prioritises the allocation of resources and strategic planning towards improving student achievement in Writing for 2026.

# Attendance

The Attendance Report for November 2025 provides us with clear insights into how often our tamariki are learning with us.

We track all absences under three simple categories: present, justified (like sickness), and unjustified (like truancy or holidays). The overall story is positive:

- On average, 89% of our students are at school every day, with our daily attendance rate consistently sitting between 88% and 91% across the entire year. This stability is a testament to the value our whānau place on education.
- Our biggest single reason for students being away is medical (6% of absences). We saw this play out most clearly in Term 3, where a wave of widespread illness led to a noticeable spike in justified absences. We know when our community gets sick, we see it in our data.
- The biggest positive in the report is the work being done with our most at-risk students. The number of students with chronic absence (attending less than 70% of the time) has almost halved compared to this time last year. This is a massive shift. It means fewer students are falling through the cracks, allowing us to now focus intensively on the small, manageable group that remains. This shows our targeted approach is working.
- The Equity Hurdle: Our most critical challenge lies in equity. Our school roll is 60% Māori, but the data shows that Māori students are currently overrepresented by approximately 10% across all absence categories. We are aware of this disparity, and it is the single most important issue we must confront in the year ahead.

## Recommended Board Actions

I recommend the Ngongotahā School Board take the following specific actions:

1. Formally acknowledge the outstanding work of the DPs in successfully addressing chronic absenteeism, which has led to the number of students attending less than 70% being almost halved.
2. Direct the staff to make the 10% overrepresentation of Māori students across absence data an equity target for the 2026 Attendance Plan.

## Te Tiriti o Waitangi

The School Board has actively implemented Te Tiriti o Waitangi to foster cultural understanding and equity within the educational framework. By incorporating the treaty's principles, such as partnership, participation, and protection, the board ensures that Māori perspectives are integrated into the curriculum. This includes acknowledging the cultural significance of local iwi, incorporating Te Reo Māori into teaching, and promoting tikanga Māori. Additionally, the board actively engages with the Māori community, seeking their input in decision-making processes. These efforts reflect a commitment to honour the treaty and create an inclusive educational environment for all students.

## School roll and days open

The school roll at:	1 March 2025	24 November 2025	The school will be open for:	2025
	358	406		386 half days

## Members of the School Board

Name	Position	How position on Board gained	Term expired/expires
<b>Shayla McLean</b>	Presiding Member	Elected	August 2028
<b>Shaun Nunn</b>	Presiding Member / Parent Rep	Elected	August 2025
<b>Eden Chapman</b>	Principal	Appointed July 2025	-
<b>Jamie Thompson</b>	Staff rep	Elected	August 2028
<b>Jane Nunn</b>	Staff rep	Elected	August 2025
<b>Charelle Marshall</b>	Parent rep	Elected	August 2028
<b>Dylan Oswald</b>	Parent rep	Elected	August 2028
<b>Angela Tamata</b>	Parent rep	Elected	August 2028
<b>Hope Simon</b>	Parent rep	Elected	August 2028
<b>Sophie Brake</b>	Parent rep	Elected	Resigned February 2025
<b>Phill Wilson</b>	Parent rep	Elected	August 2025
<b>Jo Edmonds</b>	Parent rep	Elected	August 2025

# Report on Special and Contestable Funding

## Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$6173.36 (excluding GST).

The funding was spent on new balls and equipment, supporting students to travel to regional sporting events and paying entry fees.

## Good Employer Statement

Our School met our obligations to provide good and safe working conditions by following our health and safety policies. We provide equal employment opportunities to our employees by promoting professional development training and conducting performance review in accordance with our Personnel Policy, Staff Well-Being and Appreciation Policy and Appointments Policy. We practise impartial selection of suitably qualified persons for appointment through our independent selection committee that is delegated by the Board.