

Annual Target/Goal: <i>As per the annual implementation plan</i>				
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources 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. Consider if these need to be included in your next annual implementation plan.</i>
<p><u>Action 1 – (Reading)</u> 80% of Akonga will be at or above by the EOY</p> <p>75% of male akonga will be at or above by EOY</p>	<p>Whole school reading data. We have 70% of tamariki At/Above expectations and 30% not at the age-appropriate level. (10% are well below - 14 actual chn).</p> <p>At/Above Year Levels. Y6: 74% Y5: 79% Y4: 78% Y3: 94% Y2: 74% Y1: 17%</p> <p><i>Gender Achievement:</i> -65% all boys At or Above -74% all girls At or Above</p>	<p>Progress was tracked termly with teachers making OTJs at the end of every term.</p> <p>EOY data was gathered in December which collated the teachers final OTJs.</p>	<p>Strong focus upon regular and consistent teaching every day of the core areas, with many PLs receiving follow up support in class with the BoT-funded teacher aides.</p> <p>Moderations by teachers done to ensure we're on the same page.</p>	<p>EOY data shows that not all students who were progressing within the 'Below but on track' category moved up. Therefore, at the start of the 2026 school year, these students become new PLs and require accelerated learning.</p>
<p><u>Action 2 (Writing)</u> 80% of Akonga will be at or above by the EOY</p> <p>75% of male akonga will be at or above by EOY</p>	<p>Whole school writing data. We have 75% of tamariki At/Above expectations and 25% not at the age-appropriate level. (11% are well below - 15 actual chn).</p> <p>At/Above Year Levels. Y6: 78% Y5: 68% Y4: 66% Y3: 69% Y2: 83% Y1: 74%</p> <p><i>Gender Achievement:</i></p>	<p>Progress was tracked termly with teachers making OTJs at the end of every term.</p> <p>EOY data was gathered in December which collated the teachers final OTJs.</p>	<p>Strong focus upon regular and consistent teaching every day of the core areas, with many PLs receiving follow up support in class with the BoT-funded teacher aides.</p> <p>Moderations by teachers done to ensure we're on the same page.</p>	<p>EOY data shows that not all students who were progressing within the 'Below but on track' category moved up. Therefore, at the start of the 2026 school year, these students become new PLs and require accelerated learning.</p>

	<p>-64% all boys <i>At or Above</i> -85% all girls <i>At or Above</i> (Area of Strength)</p>			
<p><u>Action 3 (Maths)</u> 80% of Akonga will be at or above by the EOY</p> <p>75% of male akonga will be at or above by EOY</p>	<p><i>Whole school Math data. We have 80% of tamariki At/Above expectations and 20% not at the age-appropriate level. (9% are well below - 12 actual chn).</i></p> <p><i>At/Above Year Levels. Y6: 74% Y5: 68% Y4: 82% Y3: 82% Y2: 87% Y1: 87%</i> (Area of Strengths Years 4, 3, 2, & 1)</p> <p><i>Gender Achievement:</i> -78% all boys <i>At or Above</i> -85% all girls <i>At or Above</i> (Area of Strength)</p>	<p>Progress was tracked termly with teachers making OTJs at the end of every term.</p> <p>EOY data was gathered in December which collated the teachers final OTJs.</p>	<p>Strong focus upon regular and consistent teaching every day of the core areas, with many PLs receiving follow up support in class with the BoT-funded teacher aides.</p> <p>Moderations by teachers done to ensure we're on the same page.</p>	<p>EOY data shows that not all students who were progressing within the 'Below but on track' category moved up. Therefore, at the start of the 2026 school year, these students become new PLs and require accelerated learning.</p>



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

READING

	Pre L1	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0	90% (9)	10% (1)												0%	0%	100% (10)	0%	7% (10)
Y1	83% (19)	17% (4)												0%	83% (19)	17% (4)	0%	16% (23)
Y2	9% (2)	17% (4)	13% (3)	35% (8)	26% (6)									9% (2)	4% (4)	48% (11)	26% (6)	16% (23)
Y3		6% (1)			81% (13)		13% (2)							6% (1)	0%	81% (13)	13% (2)	11% (16)
Y4	4% (1)	4% (1)		13% (3)			17% (4)	35% (8)	26% (6)					22% (5)	0%	52% (12)	26% (6)	16% (23)
Y5					16% (3)			5% (1)	47% (9)	26% (5)				16% (3)	5% (1)	47% (9)	32% (6)	13% (19)
Y6			4% (1)		4% (1)		4% (1)	15% (4)	26% (7)	11% (3)	33% (9)	4% (1)		11% (3)	15% (4)	37% (10)	37% (10)	19% (27)
Total pupils	22 % (31)	8 % (11)	3 % (4)	8 % (11)	16 % (23)	3 % (4)	9 % (12)	13 % (19)	9 % (12)	2 % (3)	7 % (10)	1 % (1)		10% (14)	20% (28)	49% (69)	21% (30)	(141)

- Whole school reading data. We have **70%** of tamariki At/Above expectations and 30% not at the age-appropriate level. (10% are well below - 14 actual chn).
- At/Above Year Levels. Y6: 74% Y5: 79% Y4: 78% Y3: 94% Y2: 74% Y1: 17%
- Area of concern: Y4 have 22% well below.

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	9	14.3%	13	20.6%	31	49.2%	10	15.9%	63
	Female	5	6.4%	15	19.2%	38	48.7%	20	25.6%	78
	Total	14	9.9%	28	19.9%	69	48.9%	30	21.3%	141
Maori	Male	3	30.0%	2	20.0%	3	30.0%	2	20.0%	10
	Female	1	6.3%	5	31.3%	9	56.3%	1	6.3%	16
	Total	4	15.4%	7	26.9%	12	46.2%	3	11.5%	26
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
Asian	Male	0	0%	1	16.7%	3	50.0%	2	33.3%	6
	Female	0	0%	2	66.7%	1	33.3%	0	0%	3
	Total	0	0%	3	33.3%	4	44.4%	2	22.2%	9
MELAA	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	6	12.8%	10	21.3%	25	53.2%	6	12.8%	47
	Female	4	6.8%	8	13.6%	28	47.5%	19	32.2%	59
	Total	10	9.4%	18	17.0%	53	50.0%	25	23.6%	106

Maori Achievement:

- 58% At or Above (15chn)
- 42% not meeting expectations (11 chn)
- 50% boys At/Above and 63% girls.
- The area of concern is the boys' underachievement.

Gender Achievement:

- 65% all boys At or Above
- 74% all girls At or Above

WRITING

	Pre L1	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0	90% (9)	10% (1)												0%	0%	100% (10)	0%	7% (10)
Y1	26% (6)	70% (16)	4% (1)											0%	26% (6)	70% (16)	4% (1)	16% (23)
Y2	4% (1)	13% (3)	52% (12)	22% (5)	9% (2)									4% (1)	13% (3)	74% (17)	9% (2)	16% (23)
Y3			6% (1)	25% (4)	56% (9)	6% (1)	6% (1)							6% (1)	25% (4)	56% (9)	13% (2)	11% (16)
Y4		9% (2)		9% (2)	17% (4)	26% (6)	30% (7)	4% (1)	4% (1)					17% (4)	17% (4)	57% (13)	9% (2)	16% (23)
Y5			5% (1)		11% (2)	5% (1)	11% (2)	47% (9)	16% (3)		5% (1)			21% (4)	11% (2)	47% (9)	21% (4)	13% (19)
Y6			4% (1)	4% (1)		4% (1)	7% (2)	4% (1)	26% (7)	30% (8)	19% (5)		4% (1)	19% (5)	4% (1)	56% (15)	22% (6)	19% (27)
Total pupils	11 % (16)	16 % (22)	11 % (16)	9 % (12)	12 % (17)	6 % (9)	9 % (12)	8 % (11)	8 % (11)	6 % (8)	4 % (6)		1 % (1)	11% (15)	14% (20)	63% (89)	12% (17)	(141)

- Whole school writing data. We have **75%** of tamariki At/Above expectations and 25% not at the age-appropriate level. (11% are well below - 15 actual chn).
- At/Above Year Levels. Y6: 78% Y5: 68% Y4: 66% Y3: 69% Y2: 83% Y1: 74%

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	10	15.9%	13	20.6%	35	55.6%	5	7.9%	63
	Female	5	6.4%	7	9.0%	54	69.2%	12	15.4%	78
	Total	15	10.6%	20	14.2%	89	63.1%	17	12.1%	141
Maori	Male	3	30.0%	4	40.0%	2	20.0%	1	10.0%	10
	Female	0	0%	6	37.5%	10	62.5%	0	0%	16
	Total	3	11.5%	10	38.5%	12	46.2%	1	3.8%	26
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
Asian	Male	0	0%	0	0%	5	83.3%	1	16.7%	6
	Female	0	0%	0	0%	3	100.0%	0	0%	3
	Total	0	0%	0	0%	8	88.9%	1	11.1%	9
MELAA	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	7	14.9%	9	19.1%	28	59.6%	3	6.4%	47
	Female	5	8.5%	1	1.7%	41	69.5%	12	20.3%	59
	Total	12	11.3%	10	9.4%	69	65.1%	15	14.2%	106

Maori Achievement:

- 50% At or Above (13chn)
- 50% not meeting expectations (13 chn)
- 30% boys At/Above and 63% girls.
- The area of concern is the boys' underachievement.

Gender Achievement:

- 64% all boys At or Above
- 85% all girls At or Above (**Area of Strength**)

MATHEMATICS

	Pre L1	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0	80% (8)	20% (2)												0%	0%	100% (10)	0%	7% (10)
Y1	13% (3)	87% (20)												0%	13% (3)	87% (20)	0%	16% (23)
Y2		13% (3)	30% (7)	57% (13)										0%	13% (3)	87% (20)	0%	16% (23)
Y3			6% (1)	13% (2)	69% (11)	13% (2)								6% (1)	13% (2)	69% (11)	13% (2)	11% (16)
Y4		9% (2)			9% (2)	61% (14)	17% (4)	4% (1)						9% (2)	9% (2)	78% (18)	4% (1)	16% (23)
Y5				5% (1)	16% (3)	5% (1)	5% (1)	42% (8)	5% (1)	21% (4)				26% (5)	5% (1)	42% (8)	26% (5)	13% (19)
Y6		7% (2)					7% (2)	11% (3)	33% (9)	7% (2)	30% (8)	4% (1)		15% (4)	11% (3)	41% (11)	33% (9)	19% (27)
Total pupils	8 % (11)	21 % (29)	6 % (8)	11 % (16)	11 % (16)	12 % (17)	5 % (7)	9 % (12)	7 % (10)	4 % (6)	6 % (8)	1 % (1)		9% (12)	10% (14)	70% (98)	12% (17)	(141)

- Whole school Math data. We have **80%** of tamariki At/Above expectations and 20% not at the age-appropriate level. (9% are well below - 12 actual chn).
- At/Above Year Levels. Y6: 74% Y5: 68% Y4: 82% Y3: 82% Y2: 87% Y1: 87% (**Area of Strengths Years 4, 3, 2, & 1**)
- Area of concern: Y5 have 32% well below.

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	6	9.5%	8	12.7%	41	65.1%	8	12.7%	63
	Female	6	7.7%	6	7.7%	57	73.1%	9	11.5%	78
	Total	12	8.5%	14	9.9%	98	69.5%	17	12.1%	141
Maori	Male	2	20.0%	2	20.0%	4	40.0%	2	20.0%	10
	Female	0	0%	4	25.0%	12	75.0%	0	0%	16
	Total	2	7.7%	6	23.1%	16	61.5%	2	7.7%	26
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
Asian	Male	0	0%	0	0%	5	83.3%	1	16.7%	6
	Female	0	0%	0	0%	3	100.0%	0	0%	3
	Total	0	0%	0	0%	8	88.9%	1	11.1%	9
MELAA	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	4	8.5%	6	12.8%	32	68.1%	5	10.6%	47
	Female	6	10.2%	2	3.4%	42	71.2%	9	15.3%	59
	Total	10	9.4%	8	7.5%	74	69.8%	14	13.2%	106

Maori Achievement:

- 69% At or Above (18chn)
- 31% not meeting expectations (8 chn)
- 60% boys At/Above and 75% girls.
- Math is the strongest curriculum area for Maori achievement.

Gender Achievement:

- 78% all boys At or Above
- 85% all girls At or Above (**Area of Strength**)

Overall, Mathematics is our school's strongest curriculum area.

Term Two vs Term Four Progress

<i>Whole School</i>		
<i>At or Above Percentage</i>	<i>Term Two</i>	<i>Term Four</i>
<i>Reading</i>	47%	70%
<i>Writing</i>	46%	75%
<i>Maths</i>	61%	80%

<i>Maori</i>		
<i>At or Above Percentage</i>	<i>Term Two</i>	<i>Term Four</i>
<i>Reading</i>	39%	58%
<i>Writing</i>	31%	50%
<i>Maths</i>	54%	69%

How we have given effect to Te Tiriti o Waitangi

- Giving effect to Te Tiriti o Waitangi is one of the board's primary objectives. You should describe here anything your board has done to work towards this objective that hasn't already been reported on in other sections of the annual report such as the statement of variance or evaluation of student progress and achievement.

As a school, in 2025 we did the following to show effect to Te Tiriti o Waitangi;

- Strengthened our Kapa Haka group. This is actually our whole school as we have allocated times **during** learning blocks for this, meaning all tamariki participate in this cultural performing group. We continued to employ Whaea Lena as our kaiako, and as a result, we've grown stronger in our waiata and haka. We performed in our local Matamata Kapa Haka Day, where all the schools came together and presented to our wider community. I may be biased, but I believe we were one of the best primary schools on the day 😊
- As seen in the above academic data, our Māori ākonga progressed well in 2025. NEXT STEPS: To get Māori back on par with non-māori in all areas, within the new (new) curriculum expectations.
- Our whole school timetable has allocated learning times for Te Reo and Tiknaga Māori. Again, we utilise the knowledge and expertise of Whaea Lena in these areas to support kaiako teach correct pronunciation and protocol.





Statement of compliance with employment policy

<i>Reporting on the principles of being a Good Employer</i>	
How have you met your obligations to provide good and safe working conditions?	Yes.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	We provide equal employment opportunities to everyone whenever such vacancies arise. Often, this is not an issue because a small rural school like ours does not receive a huge number of applicants.
How do you practise impartial selection of suitably qualified persons for appointment?	Yes. Whenever there is a vacancy (not that we have many) we have an impartial selection process and a pursuit to employ the best person for the position based on the applicants we receive. We used a selection committee that allows for several people (normally board members and selected staff) to share their views on candidates. This eliminates it from becoming a sole person's decision.
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? 	Firstly, we do not ever discriminate against Māori if they seek employment here during an advertised vacancy. Unfortunately, though, we have had no Māori applicants for recent positions advertised. Employees receive our school induction which highlights our aspirations for Māori and non-discriminatory teaching/procedures, along with our high expectations for learning and achievement of Māori tamariki.
How have you enhanced the abilities of individual employees?	Professional Growth Cycle (observations, feedback and support to seek professional development related to their goals and areas of improvement).
How are you recognising the employment requirements of women?	Again, firstly, we do not discriminate against anyone who applies for positions here. We seek the best 'person' for the position, whether that be female or male. Having said that, our staff is predominantly female employees, with the only males being myself (principal) and one teacher. This clearly illustrates a lack of discrimination towards females.
How are you recognising the employment requirements of persons with disabilities?	Our school is accessible to people with disabilities and should anyone with disabilities apply for a vacant position, we would judge them on their merit, not any disabilities. However, we have not had this situation arise.

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

<i>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</i>	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	



Financial statements

The following is a summary of the financial statements that must be included in your annual report.

For further information, including examples (Kiwi Park model), see our [Schools Annual Financial Statement Resources webpage](#).

Statement of responsibility signed and dated

This statement is signed by the principal and the presiding member. It acknowledges that the school board is responsible for the preparation and accuracy of the financial statements and states that the school board has established and maintained a system of internal control to safeguard the assets of the school or kura.

Statement of comprehensive revenue and expense

This statement summarises the revenue and expense of the school or kura over the financial year. It shows whether the school or kura has managed to operate within the funding they have received.

Statement of changes in net assets/equity

This statement shows the value and movements of the Government's investment over the course of financial year in the school or kura, (this is known as 'equity') in the financial statement.

Statement of financial position

This statement shows everything the school or kura owns (assets) and everything it owes (liabilities) as at 31 December of that year.

Statement of cash flows

This statement shows all cash received and all cash paid by the school or kura over the financial year.

Notes to the financial statements

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.

Independent auditor's report signed and dated.

This report is prepared by the auditor of the school or kura and must be included in the annual report. It provides an opinion to the readers of the annual report whether the financial statements comply with generally accepted accounting practice, and fairly represent the financial position, financial performance and cash flows of the school or kura.



Report on other special and contestable funding (required)

During the year, your school or kura may have been the recipient of additional government funding for specific purposes. You may need to report on how these funds are used to support student development.

- *In-Class Support funding for a child in 2025. This was used to assist this child's learning and well-being. A TA was employed to support his student.*

Kiwisport funding

All funds from Kiwisport were spent over the year.

Some examples of use were PE gear, class camps that focused on the Key Comps, sports teams' participation in local competitions, and contributions to class trips.