Mākara Model School

Te kura o Mākara

Annual Report 2025

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2025 Reflection

School Organisation and Structures	In 2025 we maintained 4 classes/teachers. Our junior class, Piwakawaka has NE – Year 1 students. Our second junior class, Tui has Year 2-4 students. Our middle class, Kiwi is Year 4-6 and our senior class, Karearea is Year 6 - 8. During 2025 we re-started the Zones of Regulation programme with the support of RTLB and looked to refresh PB4L (positive behaviour for learning) as it has been a long time since it started in 2019. A key part of this was looking at refreshing our school values, behaviour expectations and acknowledgement systems and rebranding the school logo. Students are expected to help each other when they can and we encourage friendships and interactions between all ages and genders. Structured learning programmes continue to be a focus at the school. The iDeal structured literacy programme has been in place for a few years now and in 2025 we introduced the Maths No Problem programme to support the teaching of mathematics. Following feedback from staff and the community, home learning became optional in 2025. All students were encouraged to read every night. Other home learning (spelling, mathematics, etc.) were provided when requested by whānau. We emphasised our open door policy in 2025 and encouraged whānau to make contact any time they had any questions or concerns. There were three formal opportunities for parents to meet with teachers, but many met more regularly than this. A stream restoration project, driven by community members, commenced in 2025. This will be a long term project over many years. We also held a planting day, planting over 300 native trees around the bike track. Our relationship with Capital Kiwi continued to grow with several events throughout the year. The school timetable is set out to ensure one hour of reading, writing and maths each day. There is a school newsletter 2 times a term, fortnightly classroom newsletters are sent and we have two whānau hui a term to celebrate student success and show the work students have been working on. Families are always welcome and we get good turnouts for these. We have regular school and community events to bring the community together. These include a school picnic, meet the teachers, school triathlon, Matariki celebration, school cross country, discos and sports days. Our community is always very supportive of these events as well as helping with the regular trips we take students on.
Review of Charter and Consultation	The charter is reviewed annually and periodically during the year. Levels of consultation within the school community are high with surveys taking place regularly for students, staff and families. During 2025 we surveyed the school community on our health curriculum and our strategic plan. A draft strategic plan was presented to the board at the end of 2025.

Student Achievement Report and Analysis of Variance

Mākara Model School - Progress and Achievement Review - 2025, Analysis Of Variance 2025

Our end of year data review has been based on the New Zealand Curriculum Levels. Teachers have made judgments against these curriculum levels using a range of tools including, standardised tests, observations, anecdotal notes and class work examples. These judgements have been moderated by peers and senior leaders. The New Zealand Curriculum Levels are what the majority of schools are using to gauge where children are working in 2025.

Representation of Learning Phases (New Curriculum)

Phase 1 Thriving in environments rich in literacy and numeracy				Phase 2 Expanding horizons of knowledge and collaborating			Phase 3 Deepening understanding, applying learning, and contributing meaningfully	
Years 0–3				Years 4-6			Year 7-8	
After 6 months	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8

Representation of Learning Levels (Old Curriculum)

Level 1	Level 2	Level 2	Level 3	Level 4
Years 1-2	Year 3	Year 4	Years 5-6	Year 7-8

We have broken each curriculum level into three areas. Beginning, Proficient and Advanced. There is a significant amount of moderation and teacher professional development around unpacking what learning looks like in reading, writing and maths across the curriculum levels.

We are also tracking students' progress. Our aim is to lift all student achievement and to be making accelerated progress with more students. The way that we are trying to achieve this is by focusing on students that are not making the expected levels of progress within a year. Teachers are then developing interventions for these students.

Whole School Data - 2025

Strategic Aim 2 - At Mākara Model School each student achieves their best in all areas of the curriculum.

At Mākara Model School each student achieves their best in all areas of the curriculum.

Data Targets 2025 - Strategic Aim 2.

Reading, Writing and Maths target - 85% at or exceeding expectation

% at or above expectation	Mid 2022 OTJ	End 2022 OTJ	Mid 2023 OTJ	End 2023 OTJ	Mid 2024 OTJ	End 2024 OTJ	Mid 2025 OTJ	End 2025 OTJ
Reading	**76%**	83%	**77%**	85%	**77%**	89%	**81%**	**81%**
Writing	**60%**	72%	**67%**	79%	**74%**	82%	**81%**	**86%**
Maths	**74%**	88%	**80%**	88%	**80%**	91%	**86%**	**88%**

Reading

%	Term 2 2022	Term 4 2022	Term 2 2023	Term 4 2023	Term 2 2024	Term 4 2024	Term 2 2025	Term 4 2025
Working Towards	**24%**	**17%**	**23%**	**16%**	**23%**	**11%**	**19%**	**19%**

At	**57%**	**62%**	**56%**	**57%**	**37%**	**67%**	**48%**	**45%**
Exceeding	**19%**	**21%**	**21%**	**28%**	**40%**	**22%**	**33%**	**36%**

In Term 2 Reading, 81% of students are meeting expected levels.
In Term 4 Reading, 81% of students are meeting expected levels.

Whole School Achievement in Reading

Term 2: At this point in the year we are tracking slightly better than Term Two 2024 at 81% and we are already very close to our goal of 85%.
This is a good place to be as our efforts which have been focusing on lifting and extending students have paid off.
We have now completed **over three full years** of Structured Literacy and classroom programmes continue to support students at both ends of the curriculum. We know that continued use and growth of teacher knowledge and confidence in this area will enable progress.
We also have **33% of students exceeding expectations**.
We have **74% of boys** and **87% of girls** at or above the standard.

Term 4: Progress in Reading is 81% and has been maintained from Term 2.
We have now completed **over four full years** of Structured Literacy and classroom programmes continue to support students at both ends of the curriculum. We know that continued use and growth of teacher knowledge and confidence in this area will enable progress.
We also have **36% of students exceeding expectations**. This is a slight improvement on Term 2 data.
We have **74% of boys** and **89% of girls** at or above the standard.

Māori Achievement in Reading

Term 2: **86%** of Maori students are achieving at or above expectation in Reading and this is higher than our whole school data in this learning area **(81%)**.
Our Māori students have continued to make progress. However, there are still **14%** of students who are at Working Towards.
Overall, the number of students in this group below has seen positive shifts.

Term 2: **91%** of Maori students are achieving at or above expectation in Reading and this is higher than our whole school data in this learning area **(81%)**. This has grown since Term 2.
Our Māori students have continued to make progress and this group has seen positive shifts.

Māori Reading Data Tracking*

%	Term 2 2022	Term 4 2022	Term 2 2023	Term 4 2023	Term 2 2024	Term 4 2024	Term 2 2025	Term 4 2025
Working Towards	36%	27%	28%	7%	18%	12%	14%	7%
At	64%	73%	72%	93%	51%	76%	50%	49%
Exceeding	0%	0%	0%	0%	31%	12%	36%	42%

In Term 2, we have 86% of Maori students achieving in this area.
In Term 4, we have 91% of Maori students achieving in this area.

*This data is heavily impacted by student movement as it is a relatively small cohort (14). This means that **one student** is equal to approx **7%** movement.

Writing

%	Term 2 2022	Term 4 2022	Term 2 2023	Term 4 2023	Term 2 2024	Term 4 2024	Term 2 2025	Term 4 2025
Working Towards	40%	28%	33%	22%	26%	18%	19%	14%
At	48%	59%	55%	64%	45%	72%	55%	66%
Exceeding	12%	13%	12%	15%	29%	10%	26%	20%

In Term 2 Writing, 81% of students are meeting the expected levels.
In Term 4 Writing, 86% of students are meeting the expected levels.

Whole School Achievement in Writing

Term 2: Our mid year results are the highest schoolwide since tracking started in 2022. It has increased at each of the mid year reporting points. Again, this puts us in a strong position as we go into the second half of the year. It is great to see that at the 2025 mid year point, Writing is not the lowest core Learning Area in terms of achievement.
In 2025, we continued to moderate our writing, using more structured planning, as well as more regular writing opportunities / looking at different genres e.g. Descriptive and Persuasive Writing. Literacy is a big focus within the Kahui Ako and with more confidence and work done in the area of regular writing coupled with good Structured Literacy practice, we can continue to strengthen the links between reading and writing.
We also have **26% of students exceeding expectations**.
We have **72% of boys** and **91% of girls** at or above the standard.

Term 4: Our end of year results are the highest schoolwide since tracking started in 2022. It has increased since mid year. Again, this puts us in a strong position as we go into 2026. Writing is the equal highest of the core Learning Area in terms of achievement.
In 2025, we moderated our writing, using more structured planning, as well as more regular writing opportunities / looking at different genres e.g. Descriptive, Persuasive and Narrative Writing. Regular writing coupled with good Structured Literacy practice, we can continue to strengthen the links between reading and writing. We had teams participating in the Lit Quiz, Whakanui Pukapuka, and Speech competitions.
We have **87% of boys** and **91% of girls** at or above the standard.

Māori Progress in Writing

Term 2: **79%** of Maori students are achieving well in Writing. This is excellent news and has progressed well throughout the first half of the year. Our Māori students are currently performing better than the same time last year (2024).
The number of students in this group below has seen positive shifts. It is positive to see a continuation of a low number of students who aren't achieving expectations.

Term 2: **86%** of Maori students are achieving well in Writing. This has progressed from the first half of the year. Our Māori students are performing better than the same time last year (2024).
It is positive to see a continuation of a low number of students who aren't achieving expectations and a move towards students achieving above standards.

Māori Writing Data Tracking *

%	Term 2 2022	Term 4 2022	Term 2 2023	Term 4 2023	Term 2 2024	Term 4 2024	Term 2 2025	Term 4 2025
Working Towards	**72%**	**36%**	**21%**	**21%**	**25%**	**18%**	**21%**	**14%**
At	**28%**	**64%**	**79%**	**79%**	**69%**	**70%**	**72%**	**72%**

Exceeding	**0%**	**0%**	**0%**	**0%**	**6%**	**12%**	**7%**	**14%**

In Term 2 we had 79% of Maori students achieving in this area.
In Term 4 we had 86% of Maori students achieving in this area.

*This data is heavily impacted by student movement as it is a relatively small cohort (14). This means that one student is equal to approx 7% movement.

Maths

%	Term 2 2022	Term 4 2022	Term 2 2023	Term 4 2023	Term 2 2024	Term 4 2024	Term 2 2025	Term 4 2025
Working Towards	**26%**	**12%**	**20%**	**13%**	**20%**	**9%**	**14%**	**12%**
At	**64%**	**76%**	**64%**	**59%**	**45%**	**65%**	**57%**	**58%**
Exceeding	**10%**	**12%**	**16%**	**29%**	**35%**	**26%**	**29%**	**30%**

In Term 2 Maths, **86% of students met the expected levels**.
In Term 4 Maths, **88% of students met the expected levels**.

Whole School Achievement in Maths

Term 2: **86%** of all students are achieving in Maths across the school. Maths is taught in small groups and on a regular basis each day. This is the highest data percentage of the three core learning areas and is already meeting the 2025 target.

There has been a look at Student Agency within this area in some parts of the school, (including a greater focus on times tables) allowing students to have more direct control over their own learning. Additionally, the school has been working with the new Maths with structure programme 'Maths - No Problem' which has helped with the understanding of concepts specifically created for each year level.
A Schoolwide online Maths Hub has been set up to help resource students and teachers.
We also have **29% of students exceeding expectations**.
We have **85% of boys** and **87% of girls** at or above the standard.

Term 2: **88%** of all students are achieving in Maths across the school. Maths is taught in small groups and on a regular basis each day using the 'Maths No Problem' (maths with structure) programme. This has helped with the understanding of concepts specifically created for each year level. Maths has continued to be the highest data percentage of the three core learning areas. Maths with structure has clearly resonated with our Maori learners this year!
A Schoolwide online Maths Hub has been set up to help resource students and teachers.
We have **83% of boys** and **89% of girls** at or above the standard.

Māori progress in Maths

Term 2: **100%** of Maori students are achieving in Maths!
We have seen positive shifts in our Māori student data over the first half of the year.
Our Māori students are currently performing above overall students (86%).

Term 4: **100%** of Maori students are achieving in Maths!
The end of year data has remained consistent from our end of year data.

Māori Maths Data Tracking*

%	Term 2, 2022	Term 4, 2022	Term 2, 2023	Term 4, 2024	Term 2, 2024	Term 4, 2024	Term 2, 2025	Term 4, 2025
Working Towards	**45%**	**27%**	**28%**	**7%**	**25%**	**6%**	**0%**	**0%**
At	**55%**	**73%**	**72%**	**93%**	**62%**	**88%**	**93%**	**93%**
Exceeding	**0**	**0**	**0**	**0**	**13%**	**6%**	**7%**	**7%**

In Term 2, we had 100% of Maori students achieving in this area.
In Term 4, we had 100% of Maori students achieving in this area.

*This data is heavily impacted by student movement as it is a relatively small cohort (14). This means that one student is equal to approx 7% movement.

How we have given effect to Te Tiriti o Waitangi

We continue to foster a relationship with Mana Whenua, Te Ātiawa.

We have engaged regularly with Te Ātiawa ki te Whanganui a Tara and their Kura Ahurea programme to support and enhance our approach to te reo Māori, local historical narratives and mihi whakatau. We received professional development funding to enable two staff members to attend professional development with Kura Ahurea. In turn these staff return to school and lead professional development for all staff members on the local stories of Te Whanganui a Tara from a Te Ātiawa perspective. This ensures all students at MMS receive the benefit of this work.

All students at MMS receive weekly Kapa Haka sessions with a highly skilled instructor, learning waiata, poi and haka. Our kapa haka group performs at an annual Kahui Ako festival and other community events.

We have a staff member that receives a Cultural Allowance to lead this work within our kura.

Statement of Compliance with employment policy

Mākara Model School is an equal opportunity employer and has met its requirements under s597 of the Education and Training Act 2020. We believe that no one should be discriminated against because of their differences, such as age, disability, ethnicity, gender, gender identity and expression, religion or sexual orientation. We are committed to celebrating all dimensions of diversity in the workplace equally and ensuring that everyone feels a sense of inclusion and belonging.

We are committed to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development.

We are constantly listening, learning and evolving to ensure that employment practices are fair and free of any bias.

There have been no known breaches of our Equal Employment Opportunities policy nor have any breaches been reported to the EEO Officer.

Kiwi Sport Statement

During 2025 we spent our $1,320 Kiwi Sport funding on various sports equipment to compliment our Physical Education programmes. Students also attended various sports tournaments and we supplemented the funding for kelly sports to provide sessions for the tamariki and staff. We have purchased gear to top up some of our winter sports such as balls (rugby, football and netballs).

James Appleton
Principal

Strategic Plan Summary

STRATEGIC GOAL

Strengthen Culturally Sustainable Practices

At Mākara Model School we provide a safe and supportive environment for all of our students, community and staff, ensuring Culturally Responsive practices and inclusivity.

NELP 5:
World class inclusive public education

Kahui Ako Goal: We affirm the cultural distinctiveness of all

STRATEGIC INITIATIVES

- **1a** Deepen our understanding of akonga Identity, Language and Tikanga - including the use and practise of Reo.
- **1b** Continue to deepen kaiako understanding of The NZ Histories Curriculum, and our local stories (Kura Ahurea)
- **1c** Develop and Implement Leadership opportunities for our tamariki, especially our Year 7 and 8 tamariki (Tuakana-Teina) ensuring the values drive the culture.

STRATEGIC GOAL

Every student achieves their best in all areas of the curriculum.

At Mākara Model School we are active participants in our learning through a wide range of balanced opportunities, celebrating our strengths and developing our practice..

NELP 2 and 3:
Barrier Free Access &
Quality Teaching and Leadership

Kahui Ako Goal: We are agents of our own learning.

STRATEGIC INITIATIVES

- **2a** Create more opportunities for akonga to be supported and extended as needed, including deepening kaiako understanding of learning progressions and assessment in maths.
- **2b** Deepen Kaiako understanding and improve opportunities for greater Akonga Agency, Student Engagement and growth in Structured Literacy.
- **2c** Aim for 85% of students achieving or exceeding expectations, and 90% achieving accelerated progress.

STRATEGIC GOAL

Growing Connections, Values and Wellbeing

With wellbeing at the core, we grow interconnected relationships as we embody Te ara ō Mākara.

NELP 1 and 4:
Future of Learning and Work
Learners at the Centre

Kahui Ako Goal: We support the wellbeing of all ākonga

STRATEGIC INITIATIVES

- **3a** Continue to work with the PB4L programme, seasons for growth, and impliment Lego therapy and Wellbeing groups.
- **3b** Continue to deepen community connections, whānau involvement and student engagement.
- **3c** Establish the Values Progressions within goal setting, providing specific support to achieve these goals.

STRATEGIC GOAL 1	STRATEGIC GOAL 2	STRATEGIC GOAL 3
Strengthen Culturally Sustainable Practices	Every student achieves their best in all areas of the curriculum.	*Growing Connections, Values and Wellbeing*
Actions	**Actions**	**Actions**
• Provide a broad range of opportunities to develop an holistic child and the understanding of their identity. • Build culturally responsive practices. (Culturally Sustaining Progressions). • Grow understanding of Tikanga and Reo within the school -(Whāea T and Education Perfect). • Ensure staff are capable and confident of supporting NZ unique bicultural and multi cultural identity. • Develop skills and capability to carry out Mihi Whakatau.. • Consult with whānau to find out what we can do to make the school environment and processes more welcoming to Māori. • Grow the values within the school to establish desired culture of learning. • Deepen kiako understanding of NZ Histories, and our local stories (Kura Ahurea)	• Consult with whānau to find out what we can do to ensure our Māori can see themselves reflected in the curriculum and classroom. • Ensure all contexts of learning link back to our NZ histories curriculum and Sciences. • Continue to grow progression understanding within the rubrics on Hero - to ensure a goal driven approach to teaching and learning. • Grow effective agency across the school in literacy, numeracy and Values. • Continue to develop effective Structured literacy teaching. • With a 2024 focus on maths, ensure our kaiako to be ready to effectively implement the new New Zealand Curriculum (refresh) by 2026 • Kaiako implementing 3 hours of Reading, Writing and Maths each day. • Prioritise and establish support and extension groups across the school - targeting specific groups and needs • Continue to develop effective live reporting through Hero.	• Grow connections across the Kahui Ako, with tuakana teina between the two colleges and MMS. • Utalise the Seasons of Growth Programme. • Lego therapy to be resourced and working groups across the school. • Emotional support and resilience work to be done through Art therapy and Mindfulness as needed • Strengthen community engagement in tamariki learning and wellbeing. • Look for parent support in marketing and communications (newsletters etc) • Grow the values programme to develop agency and goal setting as they put their values 'into action' • Continue to develop effective school wide approach with PB4L. • Teacher Wellbeing supported through coaching, PD and opportunities as needed. • Continue to focus on Physical Education opportunities - including accessing external expertise as needed,