



ANNUAL REPORT 2025

TE KURA KAUPAPA MĀORI
O TAUMĀRERE

KO TE REO TE MAURI
O TE MANA MĀORI



HE KURA HEI KĀINGA, HE KĀINGA HEI KURA

Tumuaki Report



Ko te reo te mauri o te mana Māori.

As we reflect on 2025, we do so with a deep sense of gratitude for our ākonga, whānau, kaimahi, Board members and wider Ngātihiine community. Every success achieved throughout the year has been the result of collective effort, shared commitment and an unwavering belief in the kaupapa of Te Kura Kaupapa Māori o Taumārere.



Education is not simply about preparing young people for employment or academic success. As a kura kaupapa Māori, our responsibility is much broader. We are entrusted with nurturing confident descendants of Ngātihiine who know who they are, where they come from and how they will contribute to their whānau, hapū and iwi. While literacy, numeracy and qualifications remain important, they are only part of what it means to achieve success. Our aspiration is to develop young people who are deeply grounded in their language, identity, culture and responsibility to others.

Throughout 2025, our Board and staff deliberately chose to invest significant time in strengthening the foundations that will shape the future direction of our kura. Rather than focusing solely on short-term initiatives, we challenged many of our existing systems, reflected on our practice and began redesigning important aspects of teaching, learning and leadership to better reflect Te Aho Matua and the aspirations of our community.



One of the most significant pieces of work undertaken during the year was the continued development of Te Mātauranga o Ngātihiine. This work has involved engaging with our people, strengthening our understanding of local mātauranga and beginning to develop a curriculum that is uniquely ours. Rather than adopting learning programmes developed elsewhere, we have continued building a curriculum that reflects our whenua, our whakapapa, our histories and the knowledge that has sustained Ngātihiine across generations. This work represents an investment not only in today's learners but also in those who will follow.

Alongside curriculum development, we also reviewed the way we understand and monitor learner success. Throughout the year we reflected on whether our assessment systems truly reflected the aspirations we hold for our tamariki. This important review has laid the groundwork for a more holistic approach to recognising learner growth that values identity, language, relationships, wellbeing and academic achievement as interconnected aspects of success.

Strengthening te reo Māori also remained a central priority throughout the year. Our Annual Implementation Plan identified the need to strengthen oral language, review language competency and begin developing a kura-wide language strategy. These priorities continued to guide our professional learning, planning and discussions as we worked towards ensuring that the reo of Ngātihine continues to flourish within our kura and beyond.



Improving learner achievement continued to receive significant attention throughout 2025. Teachers used assessment information to identify learners requiring additional support, implemented targeted programmes and strengthened collaborative planning. At the same time, we recognise that learner achievement cannot be viewed in isolation. Attendance, wellbeing, language use within the home and individual learning needs all influence progress. These realities continue to shape how we respond to the needs of our learners and work alongside whānau to support their success.

Attendance remained an ongoing challenge during 2025. Regular attendance is essential if learners are to fully engage with the opportunities provided through kura. While improvements were made in monitoring attendance and strengthening communication with whānau, increasing regular attendance remains a priority as we continue working towards equitable outcomes for every learner.

The Board also continued strengthening its governance capability throughout the year. Governance training, policy development and the ongoing review of governance systems have ensured that the Board remains well positioned to provide effective stewardship for the kura and support our long-term aspirations.

While we celebrate the progress made during 2025, we also acknowledge that meaningful improvement is an ongoing journey. Many of the initiatives begun this year will continue to develop over the coming years as they move from design into full implementation. We are confident that the investment made this year has established strong foundations that will continue to strengthen teaching, learning and whānau partnerships well into the future.



As we look ahead, our focus remains clear. We will continue embedding Te Mātauranga o Ngātihine throughout our curriculum, strengthening te reo Māori, improving learner achievement and attendance, and ensuring that every decision we make reflects the aspirations of Te Aho Matua and the hopes our whānau hold for their tamariki.

On behalf of the Board, we thank every member of our kura community for the contribution they have made throughout the year. Together we continue to build a kura where our tamariki are able to flourish as

confident speakers of te reo Māori, proud descendants of Ngātihine and capable contributors to both te ao Māori and the wider world.

Nāku iti nei, nā

Manu Sinclair

Tumuaki

Evaluation and Analysis of Student Progress and Achievement

Introduction

In 2025, Te Kura Kaupapa Māori o Taumārere evaluated student progress and achievement across Pānui, Tuhituhi, Reo ā-waha and Pāngarau. This evaluation draws on end-of-year kaiako judgements, curriculum progression information, teacher analysis and contextual information about learner needs.

Our 2025 end-of-year data included **122 ākonga from Tau 1–8**.

What does the evidence tell us about learner achievement?

The end-of-year achievement information shows that many ākonga are progressing through expected curriculum pathways across Pānui, Tuhituhi, Reo ā-waha and Pāngarau. The strongest overall pattern is that learners who have had sustained access to immersion learning and consistent attendance are more likely to demonstrate steady progress across learning areas.

Achievement was generally stronger through the middle primary years, particularly where learners had continuity in kura, regular attendance and consistent exposure to te reo Māori. The data also shows that some learners continue to require targeted acceleration, particularly in early reo Matatini, pāngarau and oral language development.

What factors influenced achievement?

Teacher analysis identified several recurring factors that influenced learner progress. These included irregular attendance, illness, behaviour affecting attendance, reduced reo Māori support in the home, first year in immersion education, RTLB support, ORS funding and additional learning needs.

Attendance remained one of the strongest barriers to progress. This aligns with the kura's Annual Implementation Plan, which identified attendance as a strategic priority and set a 2025 target of 90% regular attendance.

Te reo Māori exposure beyond the classroom also influenced achievement. Where ākonga had fewer opportunities to hear and use te reo Māori at home, this affected confidence, oral language development and literacy progress. This reinforces the need for continued whānau reo support.

What has the kura learnt?

The 2025 evidence shows that achievement cannot be understood through academic data alone. For our kura, learner success is connected to attendance, reo Māori, whānau engagement, identity, wellbeing and access to appropriate learning support.

The evidence also confirms the importance of the kura's current direction. Strengthening Te Mātauranga o Ngātihine, redesigning Ngā Hua o te Ako, improving attendance systems and deepening whānau partnerships are all necessary next steps to support improved learner outcomes.

Groups requiring continued focus

The following groups require continued support:

- ākonga with irregular attendance
- ākonga needing acceleration in Pānui, Tuhituhi and Pāngarau
- ākonga in their first year of immersion education
- ākonga with additional learning needs
- ākonga requiring RTLB, ORS or adapted learning support
- ākonga with reduced reo Māori support outside kura

Priorities moving forward

In 2026, the kura will prioritise:

1. continuing to strengthen oral language and te reo Māori
2. supporting whānau to increase reo Māori use at home
3. embedding Te Mātauranga o Ngātihine across learning programmes
4. strengthening regular attendance
5. implementing targeted support for learners requiring acceleration
6. strengthening kaiako use of assessment evidence through Ngā Hua o te Ako

Overall, the 2025 evidence shows that Te Kura Kaupapa Māori o Taumārere has a clear understanding of learner progress and the factors influencing achievement. The next phase is to use this evidence more deliberately to strengthen teaching, whānau partnerships and targeted support so that every ākonga is able to progress as a confident learner grounded in te reo Māori, te tu o Ngātihine and Te Aho Matua.

Statement of Compliance with Employment Policy

Good Employer Statement

Statement of Compliance

The Board of Te Kura Kaupapa Māori o Taumārere confirms that throughout 2025 it has complied with its obligations under section 597 of the *Education and Training Act 2020* to operate as a good employer. The Board is committed to providing a safe, inclusive and culturally responsive workplace where all employees are treated fairly and with respect. Employment practices are guided by Te Aho Matua, the principles of Te Tiriti o Waitangi and the values of our kura.

Reporting on the Principles of Being a Good Employer

How have you met your obligations to provide good and safe working conditions?

The Board is committed to maintaining a physically, culturally and emotionally safe working environment. Health and safety systems are regularly reviewed, workplace hazards are monitored, and staff wellbeing is actively promoted through supportive leadership, open communication and access to professional support where required. Staff are encouraged to raise concerns early and are supported through collaborative problem-solving and restorative practices.

What is in your Equal Employment Opportunities programme? How have you been fulfilling this programme?

The kura is committed to equitable employment practices that provide all staff with fair access to employment, professional growth and leadership opportunities. Recruitment and employment decisions are based on merit, capability and alignment with the kaupapa of Te Aho Matua. Professional learning opportunities are made available across all staff groups, and leadership development is encouraged through mentoring, coaching and collaborative inquiry.

How do you practise impartial selection of suitably qualified persons for appointment?

Appointments are made through fair, transparent and robust recruitment processes. Selection panels consider applicants against the requirements of the position description, professional capability, cultural competency and commitment to Te Aho Matua. Referee checks and appropriate employment screening are completed prior to appointment.

As a Te Kura Kaupapa Māori operating under Te Aho Matua, the aspirations of Māori are central to every aspect of the kura. The Board actively seeks staff who demonstrate commitment to te reo Māori, tikanga Māori and kaupapa Māori education. Staff are supported to strengthen their reo Māori, deepen their understanding of Te Aho Matua and contribute to the ongoing development of Te Mātauranga o Ngātihine. Whānau, hapū and iwi continue to play an important role in shaping the direction of the kura.

How have you enhanced the abilities of individual employees?

Professional growth remains a priority for the Board. Throughout 2025, staff participated in professional learning focused on curriculum development, assessment practice, Te Reo Rangatira, local curriculum design, literacy, numeracy and culturally responsive pedagogy. Teachers engaged in professional inquiry, collaborative planning and ongoing reflection to strengthen teaching practice and improve outcomes for learners.

How are you recognising the employment requirements of women?

The Board is committed to providing equitable employment opportunities for all staff. Flexible approaches are considered where appropriate to support work-life balance, family responsibilities and staff wellbeing. Employment decisions are free from discrimination and based on fairness, capability and professional merit.

How are you recognising the employment requirements of persons with disabilities?

The Board is committed to providing equitable employment opportunities for people with disabilities. Where required, reasonable accommodations are considered to enable staff to fully participate in their roles. Recruitment and employment decisions are based on an individual's skills, experience and ability to perform the requirements of the position with appropriate support where necessary.

Equal Employment Opportunities (EEO)

Requirement	Yes
Does the Board operate an Equal Employment Opportunities programme?	✓
Has the programme been made available to staff?	✓
Does the programme include training and awareness?	✓
Has responsibility for monitoring compliance been assigned?	✓
Is compliance regularly reviewed and reported?	✓
Does the programme establish priorities and objectives?	✓

KiwiSport Funding Statement

During 2025, Te Kura Kaupapa Māori o Taumārere received KiwiSport funding to support increased participation in organised physical activity and sport.

KiwiSport funding was used to reduce barriers to participation by supporting access to sporting opportunities, equipment, transport and event costs. This enabled more ākonga to participate in a wide range of sporting experiences, both within the kura and through inter-school and regional events.

The funding also supported the kura's commitment to promoting lifelong participation in physical activity by providing opportunities for ākonga to develop teamwork, resilience, leadership and healthy lifestyles through sport and recreation.

The Board believes that participation in sport contributes positively to the wellbeing, confidence and overall development of ākonga and complements the holistic aspirations of Te Aho Matua.