



# Yendarra School Annual Report

2025

# 2025

## Annual Report



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# Te Tiriti o Waitangi

## How we have given effect at Yendarra

Māori tamariki success is the taonga of Te Reo, Tikanga, Whakapapa (Tupuna, Iwi, Marae etc).

Our tautoko for our tangata whenua and all tamariki is to encourage them to kia kaha, kia maia, kia manawanui and to appreciate the taonga of their reo and tikanga which we believe are unique and significant to unlocking the taonga of their heritage and potential. We aspire for our Māori tamariki to be learners today and rangatira tomorrow, leading from both the Marae paepae as well as in their chosen career path anywhere in the world.

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We celebrate:

Strengthening our **Participation** in learning of Te Ao Māori through curriculum delivery and professional learning. **Protection** of Te Reo, Tikanga and Hitori through teaching and learning

Strengthening **partnership** with whānau as first partners through open morning, whānau korero, hui, tuakana-teina and connections to He Taonga Aroha and the Ōtara rohe

We consider:

**Kawanatanga** (governance) through listening and acting upon the aspirations of our whānau

**Rangatiratanga** (self-determination) through whanaungatanga with respectful and reciprocal relationships developed through the use of our school values of aroha, piripono, manaakitanga and koha

**Oritetanga** (equity) through modelling the principles of 'Te Kotahitanga' manaakitanga (care), mana motuhake (high standards), ngā whakapiringatanga (learning culture), wānanga and ako (teaching and learning), and kotahitanga (collaboration)

We reflect:

Upon whānau aspirations for their tamariki to be happy and safe at school, to have the best kaiako irrespective of ethnicity, gender and age and to teach the school values of **Aroha, Manaakitanga, Whanaungatanga, Piripono and Koha**.

# *Te Tiriti o Waitangi*

## **How we have given effect at Yendarra**

We demonstrate giving effect to Te Tiriti o Waitangi by providing opportunities for active participation in Te Reo Maori, Tikanga Maori and a broad understanding of Mataranga Maori and the histories of Aotearoa through ...

- Sharing the stories relating to our Pou in He Taonga Aroha our whare ako by selecting a pou to explore their mythical legend and characteristics every term which includes regular visits to our whare ako/ wharenuī
- Tamariki and kaiako knowing their pepeha as well as our kura pepeha by reciting the kura pepeha every morning as part of our morning ritual / kawa which emphasises our commitment to growing a sense of belonging across our kaimahi and tamariki
- Using kapa haka, te reo, tikanga as rich curriculum experiences that support tamariki and kaiako practices for implementation and delivery in teaching and learning
- Using Tataiako; Cultural competencies for kaiako of Māori ākonga as a reflective tool to support practice
- Using Hautu; Māori cultural responsiveness self review tool for our Board
- Aotearoa hitori is being learnt and taught with authenticity eg. kaiako hikoi to Rerenga wairua and Ngati kahu to learn of the voyages of the great navigator Kupe, to Waitangi to explore the history and creation of our nation today as Aotearoa, NZ, to Rangiriri pa to explore the land wars and rangatira of the time as our way of connecting our learning of Kingitanga
- Whanau korero, open morning's and EOTC linked to Te Ao Maori provides opportunities for whanau to engage with seeing and participating in learning alongside their tamariki this included a visit to Totara park, Mangere Maunga and Maraetai beach near Umupuia Marae and
- Our strategic goals of Ako, Whanaungatanga and Kete Aronui are connected to and used as the guide to ensure our Maori learners are consistently well supported

# Statement of Compliance with Employment Policy

## Reporting on the principles of being a Good Employer

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

The following questions address key aspects of compliance with a good employer policy:

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

He Taonga Aroha is our whakatauki which means a gift of love and this is our commitment through;

- Creating a culture of care where the hauora of everyone is a priority
- Creating a safe, peaceful and conducive to learning environment both in and outside classrooms
- Investigating all allegations of bullying and mostly we have found that the it is mostly not bullying instead a one off situation of not showing our school values
- Our kaiako providing a robust induction programme for newly enrolled tamariki and they quickly learn the 'Yendarra way' especially when our roll can be transient
- Collectively being responsible for reporting any hazards identified around the school
- Our school values of whanaungatanga, manaakitanga and aroha pervades the classrooms and playground. Happy tamariki happy staff, safe school
- Our board are both respectful and supportive and this behaviour flows through the school.
- We have high expectations for all- tamariki, staff, parents and whānau to be respectful of each other and to live our school values aroha, whanaungatanga, piripono, manaakitanga and aroha. Should an incident arise where an adult was threatening and intimidating we would have no hesitation in issuing a trespass notice as our responsibility is to ensure everyone feels safe, if we felt that a simple kanohi ki te kanohi korero would not work

<p><b>What is in your equal employment opportunities programme?</b></p> <p><b>How have you been fulfilling this programme?</b></p>	<p>Equal Employment opportunities is about the right person for the role and utilising that person's strengths.</p> <ul style="list-style-type: none"> <li>• We are strengths focused and live our school value of 'koha' - everyone has something to give. We all have strengths and weaknesses, no one has it all so we need to utilise the collective strengths that we have. Whanaungatanga in action.</li> <li>• We have been invested in growing the capabilities of our people through ongoing professional learning that supports effective teaching and learning</li> </ul>
<p><b>How do you practise impartial selection of suitably qualified persons for appointment?</b></p>	<p>To live our vision 'Kia pai taea tatou - be the best we can, the BEST person for any position is appointed irrespective of ethnicity, age, religion or gender.</p> <p>Candidates are evaluated according to their experience, the needs of our taura and school, the job description, the strengths they bring and referee reports.</p> <p>Enable pre-visits for applications</p>
<p><b>How are you recognising,</b></p> <ul style="list-style-type: none"> <li>- The aims and aspirations of Māori,</li> <li>- The employment requirements of Māori, and</li> <li>- Greater involvement of Māori in the Education service?</li> </ul>	<p>Please refer to our documentation titled 'Te Tiriti O Waitangi'</p>

<p><b>How have you enhanced the abilities of individual employees?</b></p>	<p>We have allocated Operation Funding to support kaiako and kaitiaki professional development opportunities. School wide leadership responsibilities are shared across our kaimahi and ...</p> <ul style="list-style-type: none"> <li>• Being strengths based we utilise the strengths of our people irrespective of position within the school.</li> <li>• Developing self efficacy through delegating responsibilities and allowing autonomy within the school's kaupapa</li> <li>• Plan for transitioning leadership responsibilities e.g newly appointed SENCO lead had the opportunity to grow her pastoral leadership capabilities</li> </ul> <p>Professional growth cycle to support individual development and coaching opportunities</p> <p>Professional development and learning within a school based system (using external facilitators included)</p> <p>Varied professional learning programs include wananga through place based learning</p>
<p><b>How are you recognising the employment requirements of women?</b></p>	<p>We are a culturally sustaining workplace. We understand that employees have their own set of values and beliefs that shape their culture and inform their thoughts and actions.</p> <ul style="list-style-type: none"> <li>• Four out of five kaitiaki are female and our office manager is female</li> <li>• We are empathetic and understanding of the dual role that often falls on working Mama's and are mindful of sick leave provisions for dependents, personal amenities for women, allowing dependents to come to work when needed, respecting cultural boundaries</li> </ul> <p>We have four males on the staff, and are also empathetic and understanding of how this might be for them.</p>
<p><b>How are you recognising the employment requirements of persons with disabilities?</b></p>	<p>Apart from one staff member that does require hearing aids to support the loss of hearing for her age we do not have any people employed with disabilities.</p> <p>Should we, then we would ensure that their needs were appropriately met. We have in place; accessible toilets, wheelchair access to every key areas of the school, ramp access to most spaces, accessible car park space</p>

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	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	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	While not specifically, it is interwoven throughout reporting.	
Does your EEO programme/policy set priorities and objectives?	It does not stand alone, rather it is intertwined throughout our practices.	

# 2025 Progress and Achievement

## Evaluation of the School's students' progress & achievement Yendarra School TAMARIKI ACHIEVEMENT December 2025

**Excluded from this data:** Tamariki who had not completed 20 weeks of schooling and Year 0 tamariki

Enrolled at Yendarra	Withdrawals from Yendarra
Year 0 - 5	Year 0 - 1
Year 1 - 39	Year 1 - 9
Year 2 - 33	Year 2 - 6
Year 3 - 38	Year 3 - 7
Year 4 - 35	Year 4 - 5
Year 5 - 39	Year 5 - 6
Year 6 - 46	Year 6 - 6



# 2025 Progress and Achievement

## He Taonga Aroha - a gift of love (our school whakatauki)

'Kia pai taea tatou' - our desire is for our tamariki, kaiako and whānau to live our vision to BE the BEST they can with anyone, anywhere. Our school values of aroha, manaakitanga, whanaungatanga, piripono and kōha will enable us to ensure everyday we will:

- Use the Aōtearoa, New Zealand and Yendarra curriculum to provide ambitious, connected and authentic learning for our ākonga to engage with and progress from
- Use Te Reo me ona Tikanga to amplify an appreciation and understanding of belonging in Aōtearoa, New Zealand thus celebrating diversity and inclusion
- Enhance and sustain ākonga hauora through our environment for learning

The essence of the National Education and Learning Priorities are important for reflecting ākonga presence, engagement and progress.

*"Ehara taku toa i te toa takitahi, engari he toa takitini" - Success is not the work of an individual, but the work of many*

### Expectations against the New Zealand Curriculum: Defining the Standard

- ABOVE: Achieving one year above the NZC expected level/standard
- AT: Meeting the NZC expected level/standard
- BELOW: Achieving just below the expected level/standard
- WELL BELOW: Achieving more than one year below the NZC expected level/standard

**To measure tamariki achievement:** We have based our overall teacher judgements on evidence from NZ curriculum levels, used PM and Probe reading assessment, e-Asttle writing, NumPA (diagnostic assessment) and/or DMIC assessment tools



# 2025 Progress and Achievement

## 2025 Pānui/Reading Goal

Improve and accelerate the rate of progress for taura at risk of not achieving the expected window of learning in reading, with a continued focus on increasing achievement across our Junior whānau (Year 0-3)

### Achievement outcomes

- 13% of year 1, 24% of year 2 and 59% of year 3 akōnga achieved
- 44% Māori tamariki & 52% Pasifika tamaiti achieved
- 14% gap between the achievement of girls and boys

	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
<b>Ngā ākonga</b>	9	4.5%	93	46.7%	97	48.7%			<b><u>199</u></b>
<b>Year 1</b>	1	13%	6	75%	1	13%			8
<b>Year 2</b>	2	5%	26	70%	9	24%			37
<b>Year 3</b>	5	11%	14	30%	27	59%			46
<b>Year 4</b>			22	67%	11	33%			33
<b>Year 5</b>	1	3%	24	65%	12	32%			37
<b>Year 6</b>			1	3%	37	97%			38
<b>Māori</b>	3	5%	32	51%	28	44%			63
<b>Pasifika</b>	5	4%	54	44%	65	52%			124
<b>Boys</b>	9	8%	52	50%	44	42%			63
<b>Girls</b>			41	44%	53	56%			94

# 2025 Progress and Achievement

## 2025 Actions to address gaps in reading achievement

- Structured Literacy iDeal approach implemented as best practice and pedagogy for all kaiako teaching Year 0-3
  - We implemented our iDeal Learning Matters structured literacy approach program from Year 0-3 daily increasing confidence in delivery by kaiako and participation by tamariki
  - Kaiako implemented collaborative planning of the new English curriculum to support the alignment and inclusion of knowledge and practices expected at each year level with the iDeal program approach. Planning collaboratively enabled kaiako to also host robust discussions about independent and digital learning activities to support tamariki progress to support how effectively kaiako questioned and used resources to aid tamariki learning
- Accelerated learning in literacy implemented as best pedagogy for two kaiako teaching Year 4-6
  - After our engagement with the Science of learning through English curriculum PLD we engaged with Tautai o le Moana to explore the Science of learning through a culturally responsive lens using the Wayfinding framework to support kaiako pedagogy for Pacific tamaiti
  - We implemented our iDeal Learning Matters spelling approach from Year 4-6 daily engaging tamariki and kaiako in focusing on improving spelling to support tamariki decoding and comprehension
- Bloom's taxonomy framework implemented in guided teaching and learning for Year 4-6 tamariki to consolidate and deepen comprehension
  - Year 4-6 kaiako continued to implement Bloom's taxonomy daily to support comprehension for all tamariki
  - Using the questioning STEM also supported kaiako instruction to enable effective questioning to prompt and extend tamariki learning and to ensure tamariki were not just exposed to literal questioning
- Assessment for learning professional learning engagement for all kaiako aligned with the MOE priorities
  - Through collaborative planning we are growing kaiako understanding of the English curriculum knowledge and practices expected to be delivered at each year level to support with using assessment to plan next step learning

# 2025 Progress and Achievement

## 2025 Tuhituhi/Writing Goal

To improve the rate of progress for taura at risk of not achieving the expected window of learning in writing, with a focus on increasing achievement and consolidating fundamental writing skills across our Junior whānau (Year 0-3)

### Achievement outcomes

- 25% of year 1, 35% of year 2 and 59% of year 3 akōnga achieved
- 62% Māori tamariki & 62% Pasifika tamaiti achieved
- 23% gap between the achievement of girls and boys

	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
<b>Ngā ākonga</b>	1	0.5%	78	39.2%	120	60.3%			<b><u>199</u></b>
<b>Year 1</b>			6	75%	2	25%			8
<b>Year 2</b>	1	3%	23	62%	13	35%			37
<b>Year 3</b>			19	41%	27	59%			46
<b>Year 4</b>			11	33%	22	67%			33
<b>Year 5</b>			18	49%	19	51%			37
<b>Year 6</b>			1	3%	37	97%			38
<b>Māori</b>			24	38%	39	62%			63
<b>Pasifika</b>	1	1%	46	37%	77	62%			124
<b>Boys</b>	1	2%	52	49%	52	49%			105
<b>Girls</b>			26	28%	68	72%			94

# 2025 Progress and Achievement

## 2025 Actions to address gaps in writing achievement

- Structured literacy approach implemented as best practice and pedagogy for all kaiako teaching Year 0-3 (connection to reading)
  - Kaiako committed to deliberately teaching handwriting in both the iDeal Learning Matters structured literacy approach as well as separately before writing time for our year 0-3 tamariki to increase opportunities for handwriting practice and progress
  - Kaiako implemented with growing confidence the spelling focus of the iDeal Learning Matters approach daily which aligned with daily phonetic learning by all tamariki
- Accelerated learning in literacy implemented as best pedagogy for two kaiako teaching Year 4-6 (connection to reading)
  - Year 4-6 kaiako blended digital literacy to support tamariki writing skills through a blog about our Wharekai and Mara
  - Whole class and small group spelling instruction is implemented daily through kaiako who grew their confidence to support spelling through the iDeal Learning Matters program
  - Kaiako confidently used our authentic experiences via STEAM, Sport, Language weeks and Visual art to strengthen tamariki technical terminology and vocabulary learning to include in their story writing
- Continue with Education outside the classroom experiences to strengthen vocabulary development for all ākonga which includes the ongoing reference to the Turu of Tapasa to ensure pedagogical practice is culturally responsive at all ākonga
  - Kaiako continue to develop and strengthen capabilities and strategies for digital learning to support writing knowledge and practices which extends beyond publishing
  - Kaiako reflect on the use of Turu from Tapasa through activity leading and learning through our Pacific language weeks
  - Kaiako using the Wayfinding framework to reflect on best and effective practices for improving tamariki writing skills and planning next teaching steps

# 2025 Progress and Achievement

## 2025 Pāngarau/Mathematics Goal

To improve the rate of progress for taura at risk of not achieving the expected window of learning in mathematics, with a continued focus on accelerating achievement across our Year 4 & 5 taura

### Achievement outcomes

- 70% of our Year 4 & 57% of our Year 5 akōnga achieved
- 78% Māori tamariki & 70% Pasifika tamaiti achieved
- 23% gap between the achievement of girls and boys

	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
<b>Ngā ākonga</b>			58	29.1%	141	70.9%			<b><u>199</u></b>
<b>Year 1</b>			2	25%	6	75%			8
<b>Year 2</b>			13	35%	24	65%			37
<b>Year 3</b>			10	22%	36	78%			46
<b>Year 4</b>			10	30%	23	70%			33
<b>Year 5</b>			16	43%	21	57%			37
<b>Year 6</b>			7	18%	31	82%			38
<b>Māori</b>			14	22%	49	78%			63
<b>Pasifika</b>			37	30%	87	70%			124
<b>Boys</b>			42	40%	63	60%			105
<b>Girls</b>			16	17%	78	83%			94

# 2025 Progress and Achievement

## 2025 Actions to address gaps in mathematics achievement

- Structured mathematics approach implemented as best practice and pedagogy for all kaiako and ākonga
  - Kaitiaki developed a collaborative mathematics planning template that was implemented with kaiako that included a structure for delivery and the expected knowledge and practices for tamariki
  - Post visits, reflection and strategic planning kaitiaki confirmed we will engage in professional learning to implement Numicon math as our structured mathematics approach starting 2026 from Year 0-6
- Professional learning engagement with the mathematics and statistics curriculum for all kaiako
  - We continue to promote growing self agency for kaitiaki by attending Mathematics curriculum webinars to support our delivery with kaiako and to consolidate the learning we are experiencing through curriculum professional learning facilitated by Ministry of Education
  - Math curriculum engagement PLD has supported kaiako to work through the curriculum document engaging with the expected knowledge and practices as well as supporting long term planning using the annual mathematics learning overview as provided through the new curriculum
- Hangarau Matihiko (digital technologies) continue as an independent learning tool to accelerate number knowledge
  - Digital learning focused implementation and planning enabled tamariki to receive immediate feedback on their number knowledge to support consolidating and mathematical knowledge maintenance

# 2025 Statement of Variance

School Name :

Yendarra School

School Number :

1580

<b>Strategic Aim :</b>	<b>Ako</b> Tamariki achievement and pedagogy - Empowering our people for an ever changing diverse world
<b>Annual Aim 2025 :</b>	To improve the rate of engagement and progress for taurira deemed at risk of not achieving
<b>Target 2025</b>	<ul style="list-style-type: none"><li>• Improve and accelerate the rate of progress for taurira at risk of not achieving the expected window of learning in reading, with a continued focus on increasing achievement across our Junior whānau (Year 0-3)</li><li>• To improve the rate of progress for taurira at risk of not achieving the expected window of learning in writing, with a focus on increasing achievement and consolidating fundamental writing skills across our Junior whānau (Year 0-3)</li><li>• To improve the rate of progress for taurira at risk of not achieving the expected window of learning in mathematics, with a continued focus on accelerating achievement across our Year 4 &amp; 5 taurira</li></ul>
<b>Baseline Data EY 2025</b>	<ul style="list-style-type: none"><li>• Reading: 48.7%</li><li>• Writing 60.3%</li><li>• Mathematics 70.9%</li></ul>

# 2025 Statement of Variance

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>We implemented our iDeal Learning Matters structured literacy approach program from Year 0-3 daily increasing confidence in delivery by kaiako and participation by tamariki</p> <p>Kaiako implemented collaborative planning of the new English curriculum to support the alignment and inclusion of knowledge and practices expected at each year level with the iDeal program approach. Planning collaboratively enabled kaiako to also host robust discussions about independent and digital learning activities to support tamariki progress to support how effectively kaiako questioned and used resources to aid tamariki learning</p> <p>We engaged with Tautai o le Moana to explore the Science of learning through a culturally responsive lens using the Wayfinding framework to support kaiako pedagogy for Pacific tamaiti</p>	<p>Reading</p> <ul style="list-style-type: none"> <li>we planned for a shift of 30-40% of Year 1, 2 &amp; 3 akōnga to achieve from mid year and were able to shift 7% of Year 2 and 39% of Year 3</li> <li>we planned for a shift of 30% of Maori &amp; Pasifika akōnga to achieve from mid year and were able to shift 8% of Maori and 14.4% of Pasifika</li> <li>we planned to reduce the gap between boys and girls by 10% from mid year and were able to reduce the gap by 4%</li> </ul>	<p>Kaiako commitment to the implementation of;</p> <ul style="list-style-type: none"> <li>The new English and Mathematics curriculum</li> <li>Structured literacy specifically Ideal for Year 0-2 and spelling across the entire School daily</li> <li>Formative assessment tool for writing focusing on skills and knowledge through any text type/genre</li> <li>engaging and using Dibels, Phonics and PATs assessment across the School</li> <li>digital blending to support with the maintenance and consolidation of number knowledge, decoding, vocabulary and literal understanding</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>Kaiako are confidently implementing iDeal structured literacy approach daily with tamariki</li> <li>Kaiako are implementing Dibels, Phonics and PATs testing with all tamariki for reading</li> <li>Kaiako are strengthening digital inclusion through sunshine classics to support tamariki with decoding and comprehension daily as an independent activity</li> </ul>

# 2025 Statement of Variance

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>We implemented our iDeal Learning Matters spelling approach from Year 4-6 daily</p> <p>Kaiako committed to deliberately teaching handwriting in both the iDeal Learning Matters structured literacy approach as well as separately before writing time for our year 0-3 tamariki to increase opportunities for handwriting practice and progress</p> <p>Kaiako using the Wayfinding framework to reflect on best and effective practices for improving tamariki writing skills and planning next teaching steps</p>	<p>Writing</p> <ul style="list-style-type: none"> <li>we planned to shift 50% of Year 1 akōnga to achieve and 25-30% for Year 2 &amp; 3 akōnga to achieve from mid-year and were able to shift 14% of Year 2 and 19% of Year 3</li> <li>we planned to shift 20-25% of Maori &amp; Pasifika akōnga to achieve from mid-year and were able to shift 9% of Maori and 18.8% Pasifika akōnga</li> <li>we planned to reduce the gap between boys and girls by 5% from mid-year but instead increased the gap by 8%</li> </ul>	<p>Kaiako professional learning focus on</p> <ul style="list-style-type: none"> <li>Summative assessment</li> <li>English and Mathematics curriculum implementation in planning and delivery</li> <li>Reporting to whanau</li> </ul>	<p>Writing</p> <ul style="list-style-type: none"> <li>Kaiako are confidently implementing the iDeal spelling approach daily with tamariki</li> <li>Kaiako are focused on improving the application of writing knowledge and skills through the most appropriate text type/genre</li> <li>Kaiako are implementing Dibels, Phonics and PATs testing with all tamariki for writing</li> </ul>

# 2025 Statement of Variance

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Digital learning focused implementation and planning enabled tamariki to receive immediate feedback on their number knowledge to support consolidating and mathematical knowledge maintenance</p> <p>Kaitiaki developed a collaborative mathematics planning template that was implemented with kaiako that included a structure for delivery and the expected knowledge and practices for tamariki</p>	<p>Mathematics</p> <ul style="list-style-type: none"> <li>we planned to shift 25% of Year 4 &amp; 5 akōnga to achieve from mid year and were able to shift 28% Year 4 and 13% Year 5 tamariki</li> <li>we planned to shift 5% Maori of Pasifika akōnga to achieve from mid year and were able to shift 3% Maori and .4% Pasifika</li> <li>we planned to reduce the gap between boys and girls by 5% but instead increased this gap by 8.7% from mid year</li> </ul>		<p>Mathematics</p> <ul style="list-style-type: none"> <li>Kaiako are engaging with the Structured tool Numicon to compliment the Structured mathematics approach delivered by all kaiako daily with tamariki</li> <li>Kaiako are implementing the proposed new curriculum annual strand overview in Mathematics</li> <li>Kaiako are implementing Dibels, Phonics and PATs testing with all tamariki for mathematics</li> </ul>

## Planning for 2026

- Use the new English and Mathematics curriculum
- Engage with and implement Dibels, Phonics and PATs assessment
- Implement attendance management plan

# Kiwisport Funding

Yendarra Primary School received \$3686.00 in Kiwisport funding for 2025 to support student participation in organised sport.

In 2025 funding was used to

- Purchase break time playground equipment for all year levels for both indoor and outdoor play
- Introduce our senior taura to a skill and performance program facilitated by EK Academy

Some Kiwisport money was also used to help pay for sport transportation due to financial hardship to allow all tamariki the opportunity to participate in Cluster wide organised sports this included 'manaakitanga day, hooked on cricket, netball, football, tag and athletics.