

He Raupā He Tunga He Tohu Iwi Whakauaua



Tātari Hora Raraunga

Analysis of Variance

2024-2025

Ko wai mātou

Background

Situated at the mouth of the Whanganui River, the establishment is positioned on a gentle rise providing a picturesque view of the river mouth, while capturing the distant sounds of Tangaroa.

Our name, Te Kura Kuapapa Māori o Tupoho, empowers us to deeply connect with our taiao and its rich treasures, cherished as we traverse through generations.

We take pride in our role of supporting 149 tamariki as we look toward the future. We embrace a diverse array of whanau, hapū, and iwi, all proudly representing their heritage.

Rooted in our kura values Ngā Matapono o Te Ora guided by the principles of Te Aho Matua and Te Kai o Te Puku Tupuna, our primary goal is to ensure student success through academic achievement and by offering opportunities for life experiences that align with their career aspirations. The diverse learning experiences provided throughout the curriculum empower all ākonga to reach their fullest potential.

The development of these skills is vital for future success and for enhancing the well-being of both our learners and the broader community. Establishing strong and clear learning progressions is essential. In partnership with educators and whānau, learners are encouraged to set specific goals, reflect on their progress, monitor their achievements, and determine their subsequent learning steps.

At Te Kura Kaupapa Māori o Tupoho, we take great pride in the diverse educational experiences we provide in the domains of Toi, Hākinakina, Hauora, Tikanga, and Kura a waho, which constitute the core of our Kura.

We have established relationships with other kura both locally and nationally, as well as with the following groups: Te Kāhui (Taranaki), Ngā Kura a Iwi, Ngā Kura Māori o Whanganui, and Te Rūnanga o Ngā Kura Kaupapa Māori. These relationships enhance our kura's focus and support our future goals.

Our Pōari is dedicated to delivering exemplary education by implementing the National Education Learning Priorities (NELPS). Additionally, we are committed to being a responsible employer, with a focus on human resources, health and safety, financial stewardship, and the management of property.



Kaupapa

Te Mauri Kohatu.



The kohatu that now stands to protect the mauri came from the most eastern boundary of the Tupoho Rohe, namely Mataitira. Kaumatua John Maihi and Papa Stu took a trip up to Fields Track and the kohatu was then chosen and brought back. The koru patterns carved again by Papa Fred represents “nga hau e whā” in recognition of the different Iwi who support our Kura as well as acknowledging the many Iwi our mokopuna are affiliated to.

Te Whakatauki

“He Raupa, He Tunga, He Tohu Iwi Whakauaua” written by Morvin Simon, the many callouses the whānau received from the leg work they undertook and the many gnarled wounds they received from the testing and challenging times they endured for the benefit of our tamariki, mokopuna graduates from Te Kohanga Reo. These were the signs of consistency and hard work. Today we still commit ourselves to the hard work ahead of us knowing that we will have many trials and tribulations. But our focus is to provide the best for our tamariki, for our mokopuna and we know with the support of all this can be and will be achieved.



Te Tohu

Our whare matauranga is imprinted with the three kete of knowledge, positioned at the entrance of the Whanganui River. This location creates a picturesque scene as the rolling hills recede into the distance. Our kowhaiwhai delineates our boundary, affirming our connection as Ngati Tupoho.

Ngā Matapono o te ora

Our Kura Values

It is our vision that our tamariki will follow and uphold the 7 Principles of Life as stated in our mahou. The strands of Te Aho Matua will be woven in to allow a solid foundation for which the whānau may stand firm.



Ngā matāpono o Te Kura Kaupapa Māori o Tupoho are based on the seven principles of life (Ngā Mātāpono o te ora) as depicted in our whakairo.

The first six principles are attainable objectives that individuals can strive for in life. The seventh principle, Te Makurangi, represents a spiritual vessel that gathers the spirits of those who have achieved perfection and unity with the divine through adherence to these esteemed ancient principles. The Koruru, symbolizing the ancestor, is central to this concept.



Ngā Matapono o te ora

Our Kura Values

The following outlines our core values and educational aspirations that underpin our strategic plan and local curriculum. Consultation process was conducted at the conclusion of 2024 to ensure that the needs and aspirations of our community inform and guide our educational strategies.

Te Wananga:

Way of thinking and growing

Children are encouraged to participate in wānanga-style learning where they;

- ask questions
- engage in group discussions with kaiako, kaumataua, hāpori

Te Oranga: Life

Holistic Wellbeing & Health

Tauira recognises the power of their connection, knowing that nurturing one aspect empowers their growth in all areas.

Te Ihi / Te Wehi

Inspiration & Confidence in Learning

Students actively contribute to the formation of their identities and foster a sense of belonging within the community.

Te Mana:

Restoring & Protecting

Tauira, thrive academically, socially, and emotionally, fostering a sense of belonging and success.

Te Ihowai

Holistic Education

Tauira play a vital role in facilitating, engagement with traditional knowledge and values.

Our values and aspirations are systematically implemented throughout the school via our local curriculum, restorative practices, relationship-based pedagogy, and a shared model of practice. Internal evaluation is a fundamental component of our approach, enabling continuous reflection and refinement of our practices.

	2023 (Historic)	2024 (Baseline)	2025 (Progress)
Pānui	At or above expectation curriculum level Y1-10 65% achieved NCEA Y11 - 100% / Y12-100% / Y13- 100%	At or above expectation curriculum level Y1-10 68% achieved NCEA Y11 - 50% 33% L2/Y12-50% L1 /33% L2 Y13- 80% / UE 50%	At or above expectation curriculum level
Tuhituhi	At or above expectation curriculum level Y1-8 62% achieved NCEA Y11 - 100% / Y12-100% / Y13- 100%	At or above expectation curriculum level Y1-10 49% achieved NCEA Y11 - 50% L1 33% L2 / Y12-50% L1-2 Y13- 80% / UE 50%	
Pāngarau	At or above expectation curriculum level Y1-8 54% achieved NCEA Y11 - 0% / Y12-66% / Y13- 100%	At or above expectation curriculum level Y1-10 51% achieved NCEA Y11 50 %/ Y12- 50 %/ Y13 - 80% /UE 50%	
Taenga mai	20% Regular 47% Irregular 15% Moderate 17% Chronic	28% Regular 67% Irregular 22% Moderate 25% Chronic	

1

Strategic Goal 1: Curriculum

Implement curriculum & curricula

- Tupoho Curriculum
- Refreshed & redesigned curricula



2

Strategic Goal 2: Collaborations

Grow Productive partnerships

- professional relations & relationships
- Leaders and Leadership

3

Strategic Goal 3

NCEA-Future Pathways



4

Strategic Goal 4 :

Collaborations & Innovations

Matauranga

Our Priorities for Improvement

Strategic Goal 1: Curriculum
Implement curriculum & curricula
- Tupoho Curriculum
- Refreshed & redesigned curricula

To deliver a dynamic and updated curriculum program for ākonga in Years 0-6, utilising the Te Reo Rangatira implementation of changes including aromatawai for improved engagement and achievement

Annual Target Goal

All ākonga will show each term improvements in Te Reo Rangatira and Pangarau, and overall significant shifts in achievement levels over the year.

What do we expect

- Kaiako delivering the new refresh curriculum in years 0-8, including TRR and Pangarau
- Changes to NCEA and impact on achievement levels significant change of success rates
- Increased kaiako PLD knowledge through targeted TODs and ongoing wananga
- All kaiako effectively implementing TRR, Rangaranga reo a ta, Hihira Weteoro and all other rauemi from Ministry to support our kaupapa
- Improved Mokopuna learner engagement in the classroom
- Increased mokopuna ownership of learning.

Strategic Goal 2: Collaborations
Grow Productive partnerships
- professional relations & relationships
- Leaders and Leadership

To foster a supportive and inclusive learning environment that prioritises student wellbeing and engagement, ensuring that all students feel valued, motivated, and equipped for success.

Annual Target

By the end of the academic year, enhance student wellbeing and engagement by implementing targeted initiatives that foster a supportive learning environment, increase participation, and improve overall student satisfaction.

What do we expect

- Greater access to counselling and wellbeing resources, with reduced stress and anxiety levels reported in student surveys.
- Stronger peer support networks and positive relationships within the school community.



Strategic Goal 3: Wellbeing
Build professional confidence & competence
- Staff & Student Wellbeing

To empower students with the knowledge, skills, and opportunities necessary to achieve success in NCEA (National Certificate of Educational Achievement) and confidently transition into future pathways, whether in higher education, vocational training, or the workforce.

Annual Target

By the end of the academic year, improve NCEA achievement rates, expand future pathway opportunities, and ensure all students are equipped with the skills and guidance needed for their next steps in education, employment, or training.

What do we expect

- Higher merit and excellence endorsements, with a 10% increase in students attaining these distinctions.
- Reduction in students at risk of not achieving, with at least 90% of students completing their required credits.
- 100% of students in Years 11-13 have a personalized career and learning plan developed in consultation with career advisors.
- At least 30% of students engaged in vocational or alternative learning pathways, including trades, apprenticeships, or industry training.

Strategic Goal 4: Innovation
Encourage improvement and innovation

To foster collaborative partnerships and promote innovation across all aspects of education, ensuring that students, staff, and the wider community benefit from a dynamic, interconnected learning environment that encourages growth, creativity, and future-focused solutions.

Annual Target

To enhance internal and external collaborations and foster innovation across teaching, learning, and community involvement, driving greater engagement, creativity, and real-world opportunities for students, staff, and the community

What do we expect

Increased collaboration: 80% of teaching staff will have participated in cross-departmental projects or professional learning communities (PLCs), fostering a collaborative environment and improving lesson delivery.





Te Kura Kaupapa Māori
o Tupoho



Te Kura Kaupapa Māori
o Tupoho

ANNUAL REPORT 2024

Hauoratanga -Ngā Matapono o te Kura.

Health & Wellbeing

Te Wananga Mana Tangata

He aha te mea nui o te ao he tangata, he tangata, he tangata.

Each year, Uiui Mātua and Manu Kōrero serve as significant opportunities to strengthen school-whānau partnerships. In 2024, increasing whānau engagement was an identified strategic goal. We are pleased to report a positive shift, with greater levels of participation and connection evident across both events. This reflects the impact of our targeted efforts to foster inclusive, culturally responsive engagement practices.

Te Oranga Mana Reo

Kei te pakinga o te ngutu te ora o te reo

The enhancement of Te Kōunga o Te Reo has been identified as a strategic priority for our kaiako. For the year 2025, kaiako will continue their professional development by engaging in Kura Reo programmes, collaborating with esteemed institutions including:

- Te Mita o Whanganui
- Te Wānanga o Aotearoa
- Te Reo o te Uru

These concerted efforts underscore our unwavering commitment to advancing te reo Māori proficiency and cultural capability within our educational team.

Te Ihi, Te Wehi, Te Mana Mana Āhua

Ko au te kaitiaki o tōku ake ahua, runga, raro, roto, waho, whakaarohia he āhua e whakautehia ai i te ao katoa.

Resilience has been emphasised throughout the curriculum, empowering students to embrace and celebrate their uniqueness while fostering a deeper understanding of their individual identities. In 2025, we will dedicate additional resources towards enhancing student achievement, in alignment with the goals outlined in the Student Plan.

Ko te Ihowai Mana Haere

Kei tō ngākau te tika me te pono whakamanahia.

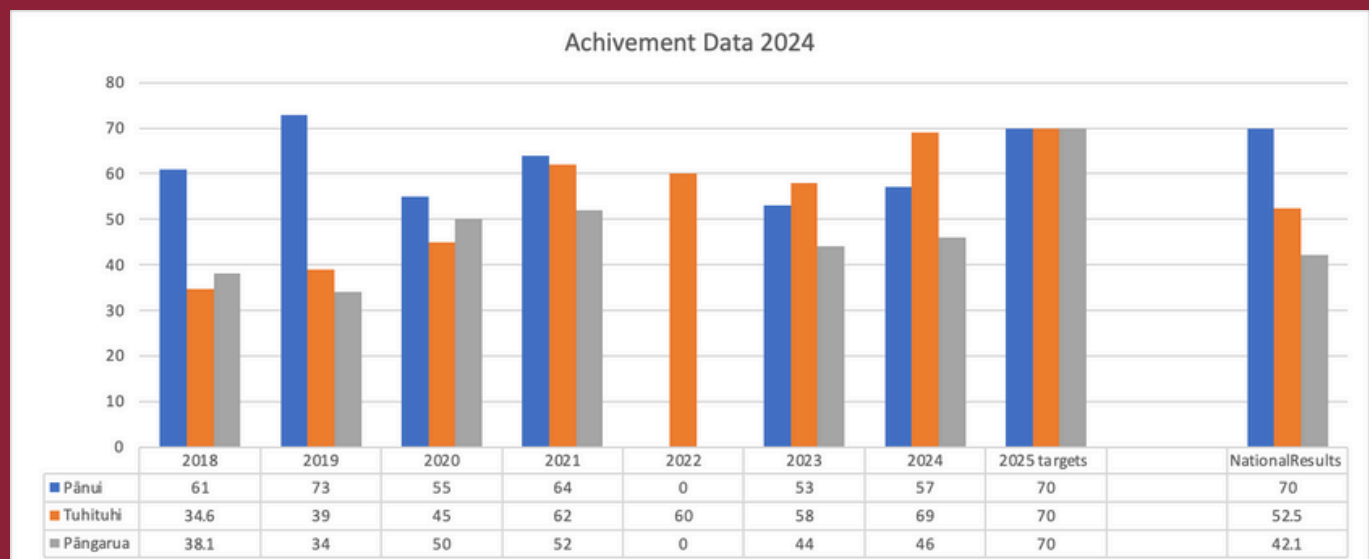
Ngā Matapono o te kura became a focal point of learning for kura. Teaching Tupohotanga utilising drama through performing arts provided an opportunity to walk in the knowledge of their tupuna.

2025

- dedicating resources towards encouraging PLD for our teaching to ensure all kaiako are equipped with knowledge .

Achievement Data Trends 2018-2024

Y1-10



The progress reported is closely aligned with the strategic changes introduced in 2020, including the shift from single-cell teaching to a collaborative model for Years 0–3. This transition was accompanied by an updated literacy approach that emphasises oral language development as a key foundation for enhancing learning outcomes.

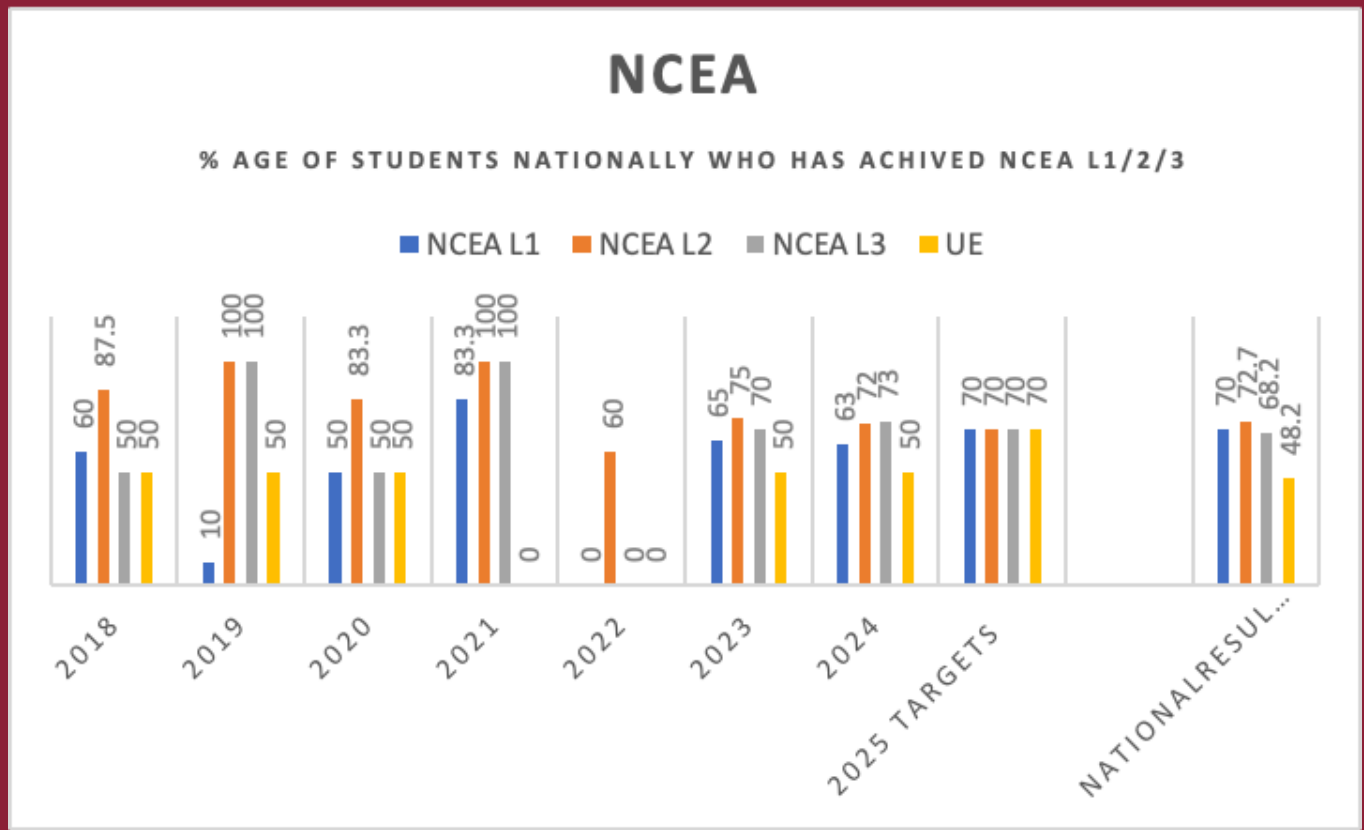
The data includes the 22.5% of students identified as requiring additional support and modified learning programmes. These students are fully accounted for in the overall achievement analysis.

With continued monitoring and targeted interventions, achieving the 2016 national benchmark of 69% remains both realistic and measurable.

To maintain oversight, the Senior Management Team will formally review achievement data twice each term.

Achievement Data Trends 2018-2024

Y11-13



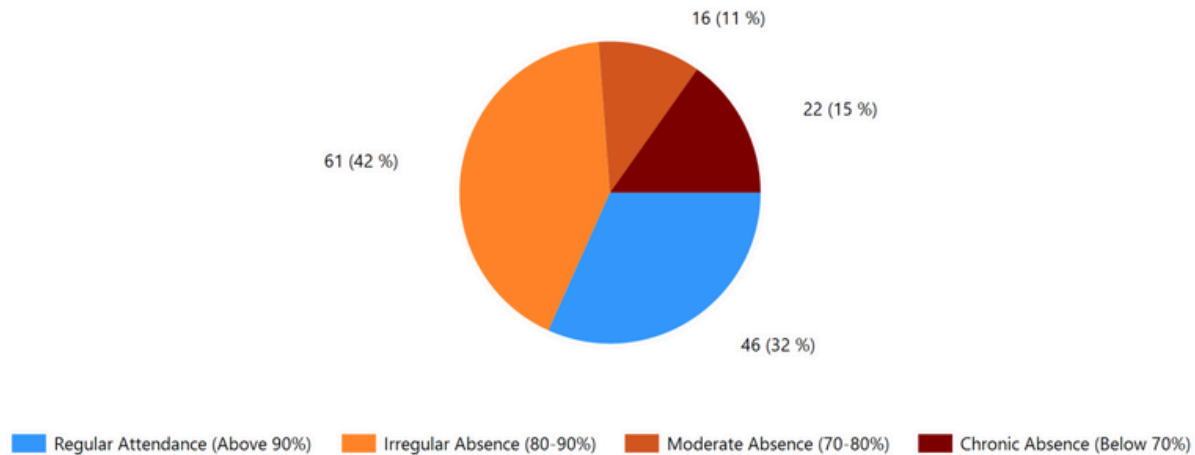
The achievement data indicates a 2% decline in Level 1 (L1) and a 3% decline in Level 2 (L2) outcomes. In contrast, Level 3 (L3) achievement showed a positive shift, with a 3% increase compared to the previous year. These trends suggest that student attendance in 2023 had a significant influence on achievement outcomes across all levels.

It is also important to note that 5% of students have been identified as requiring additional support and modified learning programmes. These students are fully incorporated into the overall achievement analysis to ensure an accurate and inclusive representation of progress.

To maintain effective oversight and inform responsive planning, the Senior Management Team will conduct formal reviews of achievement data twice per term.

Term 4 Detailed View

How many students are in each student attendance category?



While our goal of achieving 80% regular attendance was aspirational, current data indicates that 32% of students are attending regularly. We did see a lot of shift happening with whānau, moving back to the own iwi.

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Impact of Attendance on Educational Achievement

There is clear evidence that attendance is directly influencing learning outcomes. Although achievement across most areas aligns with or exceeds the 2016 national averages, attendance remains a barrier to progress for a significant cohort of students. Specifically, within kura teina, students are not meeting or exceeding national benchmarks due to inconsistent attendance. Similarly, in wharekura, attendance has contributed to students not attaining NCEA Level 1, 2, 3 expectations.

Whānau Engagement and Support

To strengthen home-school partnerships, each pou is equipped with accessible information portals, enabling whānau to monitor student progress. Regular kanohi ki te kanohi hui are held to accommodate parents and caregivers who may require additional support, particularly those unfamiliar with digital systems. Supplementary communication channels include the kura website, the school newsletter, the Loop platform, and a dedicated 0800 contact number.