

Tab 1

Tokoiti School



2025 Achievement Report

School context

Our roll increased across the year (from 29 in February to 36 in October), reflecting movement of families into the area and the addition of new entrants.

Data note: The achievement analysis in this report uses a cohort of 26 learners with complete start-, mid- and end-of-year learning judgements in all three learning areas. Learners who enrolled during the year and/or did not yet have comparable baseline data are not included in these specific tables. Individual progress significantly influences school-wide percentages. The following data is interpreted with care to avoid overgeneralising from small cohort shifts. Identifiable data is excluded to ensure student privacy.

Strategic direction

- Our strategic priorities are drawn from the 2024–2025 Strategic Plan and implemented through the 2025 Annual Implementation Plan:
- Hauora (Wellbeing): strengthen wellbeing through positive relationships, inclusive practices and holistic support.
- Akoranga (Learning): strengthen foundational skills in language, literacy and mathematics through explicit, evidence-informed teaching.
- Tūrangawaewae (Belonging): ensure every learner feels connected, valued and confident they can succeed.

Giving effect to Te Tiriti o Waitangi

Across 2025 we continued to reflect local tikanga Māori, mātauranga Māori and te ao Māori within curriculum and school practices, strengthen partnerships with whānau and local connections, and ensure Māori learners see their culture and identity reflected meaningfully in daily school life.



Progress against 2025 Annual Implementation Plan targets

Strategic Goal 1: Hauora – Wellbeing

Annual target: all staff and learners engage in and apply trauma-informed practices that reflect cultural responsiveness and promote wellbeing, including implementation of Te Noho Tahi.

Progress and evidence (2025):

- Te Noho Tahi continued to underpin the way we work as a community, strengthening staff connection and professional supervision.
- School-wide routines supported connection, empathy and recognition of strengths, contributing to a culture where learners feel seen and valued.

Strategic Goal 2: Akoranga – Learning (writing focus)

Annual target: raise the percentage of students achieving at/above expectations in writing from 74% to 90%, supported by Structured Literacy and targeted writing actions.

Progress and evidence (2025):

- Structured Literacy was rolled out and embedded as a key school-wide priority.
- Students increasingly planned, drafted and revised writing with growing independence (supported by explicit writing strategies such as Writer's Toolbox).
- End-of-year judgements (cohort with complete data) indicate 22/26 learners (≈84.6%) judged Consolidating or above. This is below the aspirational 90% target, and writing remains a key area for sustained focus.

Strategic Goal 3: Tūrangawaewae – Belonging (attendance focus)

Annual target: lift regular attendance (90%+) towards 95% school-wide through strengthened tracking, whānau follow-up, and a strong sense of connection to school.

Progress and evidence (2025):

- Attendance systems were strengthened through more deliberate monitoring and follow-up processes.
- We continued to build belonging through daily practice, shared reflection, and opportunities for student voice and connection.
- Inclusive practices and whānau engagement remain high priorities and are actively embedded across the school environment.



Key initiatives and highlights in 2025

Te Noho Tahi (Wellbeing and relational practice)

- Te Noho Tahi supported a consistent, school-wide language and approach to wellbeing.
- Ongoing professional supervision and wellbeing routines strengthened staff capability and resilience.

Structured Literacy, assessment and tracking

- Structured Literacy became a core curriculum priority across classes.
- A new tracking tool supported clearer monitoring of progress and teaching responses.
- Reading assessment routines (including Maze) supported accurate information about fluency and comprehension.

Writing development

- Students' confidence in writing grew through explicit teaching of craft and structure.
- Students increasingly used strategies to plan, draft and revise with pride in purposeful work.

Mathematics (PRIME)

- PRIME Maths supported coherent, structured teaching sequences.
- Small-group and mixed-ability instruction helped close gaps and improve engagement.

Integrated curriculum and place-based learning

Integrated inquiry learning strengthened engagement and curriculum coherence, including local history and place-based learning through an Otago goldfields inquiry which supported field experience learning.

Reading

Group	Well Below	Below	At	Above	At + Above	Total
All	2 (7.7%)	1 (3.8%)	17 (65.4%)	6 (23.1%)	23 (88.5%)	26
Māori	0 (0.0%)	1 (25.0%)	3 (75.0%)	0 (0.0%)	3 (75.0%)	4
Boys	0 (0.0%)	0 (0.0%)	10 (90.9%)	1 (9.1%)	11 (100.0%)	11
Girls	2 (13.3%)	1 (6.7%)	7 (46.7%)	5 (33.3%)	12 (80.0%)	15
Year 1	0 (0.0%)	0 (0.0%)	2 (40.0%)	3 (60.0%)	5 (100.0%)	5
Year 2	0 (0.0%)	0 (0.0%)	3 (100.0%)	0 (0.0%)	3 (100.0%)	3
Year 3	0 (0.0%)	0 (0.0%)	3 (75.0%)	1 (25.0%)	4 (100.0%)	4
Year 4	0 (0.0%)	0 (0.0%)	4 (80.0%)	1 (20.0%)	5 (100.0%)	5
Year 5	0 (0.0%)	1 (25.0%)	2 (50.0%)	1 (25.0%)	3 (75.0%)	4
Year 6	1 (25.0%)	0 (0.0%)	3 (75.0%)	0 (0.0%)	3 (75.0%)	4

Note: Dataset includes one Year 0 learner, so the "Year 1-6" rows won't sum to the "All students" total.

End-of-year picture

- 23/26 learners (≈88.5%) were at or above at the end of the year.
- 3 learners remained below, including 2 learners requiring intensive support.

Progress

- 24/26 learners improved by at least one step on the progression scale.
- 16/26 learners moved three or more steps.

What this means

Progress patterns suggest that structured teaching and assessment-informed support has been effective for the majority of learners. The small number of learners still below expectations will remain a priority group for targeted intervention and whānau partnership.

Next steps (2026)

- Sustain consistent school-wide routines and ensure fidelity of implementation.
- Strengthen targeted support plans for learners requiring intensive intervention, including tight monitoring cycles and whānau engagement.
- Continue to build student confidence, independence and learning stamina.

Writing

Group	Well Below	Below	At	Above	At + Above	Total
All	2 (7.7%)	2 (7.7%)	19 (73.1%)	3 (11.5%)	22 (84.6%)	26
Māori	1 (25.0%)	1 (25.0%)	2 (50.0%)	0 (0.0%)	2 (50.0%)	4
Boys	0 (0.0%)	1 (9.1%)	10 (90.9%)	0 (0.0%)	10 (90.9%)	11
Girls	2 (13.3%)	1 (6.7%)	9 (60.0%)	3 (20.0%)	12 (80.0%)	15
Year 1	0 (0.0%)	0 (0.0%)	2 (40.0%)	3 (60.0%)	5 (100.0%)	5
Year 2	1 (33.3%)	1 (33.3%)	1 (33.3%)	0 (0.0%)	1 (33.3%)	3
Year 3	0 (0.0%)	0 (0.0%)	4 (100.0%)	0 (0.0%)	4 (100.0%)	4
Year 4	0 (0.0%)	0 (0.0%)	5 (100.0%)	0 (0.0%)	5 (100.0%)	5
Year 5	0 (0.0%)	1 (25.0%)	3 (75.0%)	0 (0.0%)	3 (75.0%)	4
Year 6	0 (0.0%)	0 (0.0%)	4 (100.0%)	0 (0.0%)	4 (100.0%)	4

Note: Dataset includes one Year 0 learner, so the "Year 1–6" rows won't sum to the "All students" total.

End-of-year picture

- 22/26 learners (≈84.6%) were at or above at the end of the year.
- 4 learners remained below, including 2 learners requiring intensive support.

Progress

- 24/26 learners improved by at least one step on the progression scale.
- 20/26 learners moved three or more steps.

What this means

Progress patterns suggest that structured teaching and assessment-informed support has been effective for the majority of learners. The small number of learners still below expectations will remain a priority group for targeted intervention and whānau partnership.

Next steps (2026)

- Sustain consistent school-wide routines and ensure fidelity of implementation.
- Strengthen targeted support plans for learners requiring intensive intervention, including tight monitoring cycles and whānau engagement.
- Continue to build student confidence, independence and learning stamina.

Maths

Group	Well Below	Below	At	Above	At + Above	Total
All	1 (3.8%)	2 (7.7%)	19 (73.1%)	4 (15.4%)	23 (88.5%)	26
Māori	0 (0.0%)	1 (25.0%)	3 (75.0%)	0 (0.0%)	3 (75.0%)	4
Boys	0 (0.0%)	1 (9.1%)	9 (81.8%)	1 (9.1%)	10 (90.9%)	11
Girls	1 (6.7%)	1 (6.7%)	10 (66.7%)	3 (20.0%)	13 (86.7%)	15
Year 1	0 (0.0%)	0 (0.0%)	2 (40.0%)	3 (60.0%)	5 (100.0%)	5
Year 2	0 (0.0%)	1 (33.3%)	2 (66.7%)	0 (0.0%)	2 (66.7%)	3
Year 3	0 (0.0%)	0 (0.0%)	4 (100.0%)	0 (0.0%)	4 (100.0%)	4
Year 4	0 (0.0%)	0 (0.0%)	5 (100.0%)	0 (0.0%)	5 (100.0%)	5
Year 5	0 (0.0%)	1 (25.0%)	3 (75.0%)	0 (0.0%)	3 (75.0%)	4
Year 6	0 (0.0%)	0 (0.0%)	3 (75.0%)	1 (25.0%)	4 (100.0%)	4

Note: Dataset includes one Year 0 learner, so the "Year 1–6" rows won't sum to the "All students" total.

End-of-year picture

- 23/26 learners (≈88.5%) were at or above at the end of the year.
- 3 learners remained below, including 1 learner requiring intensive support.

Progress

- 25/26 learners improved by at least one step on the progression scale.
- 20/26 learners moved three or more steps.

What this means

Progress patterns suggest that structured teaching and assessment-informed support has been effective for the majority of learners. The small number of learners still below expectations will remain a priority group for targeted intervention and whānau partnership.

Next steps (2026)

- Sustain consistent school-wide routines and ensure fidelity of implementation.
- Strengthen targeted support plans for learners requiring intensive intervention, including tight monitoring cycles and whānau engagement.
- Continue to build student confidence, independence and learning stamina.

Attendance, engagement and belonging

Attendance remained a strategic focus. Our plan prioritised personalised tracking, whānau follow-up, and celebrating positive attendance habits. Across the year we strengthened systems and routines that support learners to feel connected and motivated to attend.

Resourcing, property and learning environments

Across the year we continued to invest in learning environments and resources that support high-quality teaching and safe, engaging play and learning spaces. Property projects were planned and delivered to improve the physical environment and address maintenance needs.

Key priorities moving forward (2026)

1. Sustain and refine Structured Literacy (including intensive support for learners still below expectations).
2. Lift writing outcomes further through engagement, craft, and consistent moderation.
3. Strengthen attendance and engagement through early identification, whānau partnership and positive routines.
4. Embed Te Noho Tahi as a consistent, school-wide wellbeing practice supporting learners and staff.
5. Strengthen tracking and evaluation so the Board can clearly see what is working and where we need to adjust.

Conclusion

Despite a year marked by significant staffing disruption and a range of external pressures that affected staffing levels, the school has maintained a strong focus on quality teaching, learner wellbeing, and steady progress. The consistency and professionalism shown by staff in adapting programmes, supporting one another, and keeping learning on track has been a real strength.

Achievement information at the end of the year shows that most learners are achieving at or above curriculum expectations across Reading, Writing, and Mathematics, with a solid proportion achieving above. Just as importantly, the progress data indicates that targeted support and responsive teaching have helped many learners make meaningful gains across the year, even while staffing stability was under pressure.

The Board can be confident that the team has worked hard to protect what matters most: safe, connected learners; clear routines and expectations; and high-quality learning programmes that continue to lift outcomes. Moving into 2026, the focus remains on strengthening consistency across classrooms, supporting sustained progress for learners who require additional acceleration, and continuing to build a stable staffing platform that enables the school's strategic priorities to be delivered with confidence.