



# Elstow Waihou Annual Report 2025

## Contents

- Statement of variance: progress against targets
- Evaluation of the school's students' progress and achievement
- How we have given effect to Te Tiriti o Waitangi
- Statement of compliance with employment policy
- Financial statements -
  - Statement of responsibility signed and dated
  - Statement of comprehensive revenue and expense
  - Statement of changes in net assets/equity
  - Statement of financial position
  - Statement of cash flows
  - Notes to the financial statements
  - Independent auditor's report signed and dated.
- Report on other special and contestable funding (required)
- Kiwisport funding (required)



## Elstow Waihou Annual Report 2025

Progress towards School Targets

Achievement Target:

### Reading

What we did	Next Steps
<p>BSLA (Structured Literacy) programme used extensively in Years 1 to 2 to strengthen foundational understanding.</p> <p>IDEAL (Structured Literacy) introduced into middle and senior classes with a focus on spelling</p> <p>Literacy Intervention teacher available for Tier 2 learners at Y0-2</p> <p>Development of PAT assessment practice to build better understanding of reading comprehension</p>	<p>Raised expectations for reading programme at senior school with an emphasis on quality reading.</p> <p>Development of new class structure to enable smaller classes for literacy at Y6-8.</p>
<p>Outcomes</p>	
<p>Note: WB=Well Below or more than 18 months behind, Below is less than one year behind</p> <p><b>Term 1 28 TL WB 6 B 17 AT 5</b></p> <p><b>Term 4 23 TL (5 LEFT) WB 3 B 11 AT 6 AB 3</b></p>	

### Writing

What we did	Next Steps
<p><i>Focus was very similar to reading:</i></p> <p>BSLA (Structured Literacy) programme used extensively in Years 1 to 2 to strengthen foundational understanding.</p>	<p>Consolidating use of new writing progressions aligned with new curriculum</p> <p>Implementation of new writing curriculum consolidated with</p>



## Elstow Waihou Annual Report 2025

<p>Implementation of new writing descriptors locally <b>redeveloped</b> to reflect new new curriculum</p> <p>Continued focus on whole school moderation</p> <p>Trials of new online writing tool using PATs</p>	<p>focus on sharing progress on school SMS - leading to improved tracking of progress</p> <p>Trial of extension of iDEAL writing programme</p> <p>SMS tracking of curriculum coverage and progress</p>
<p>Outcomes</p>	
<p>Note: WB=Well Below or more than 18 months behind, Below is less than one year behind</p> <p><b>Term 1 31 TL</b> WB 3 B 20 AT 8</p> <p><b>Term 4 25 (6 left)</b> WB 8 B 8 AT 9</p>	

### Maths

<p>What we did</p>	<p>Next Steps</p>
<p>Prime maths teaching implemented from start of year for years 3-8.</p> <p>2 ToD relating to implementation and recording of student progress using Prime towards new curriculum - then redevelopment following unexpected changes to curriculum in late October.</p> <p>Consolidation of PAT as key maths assessment tool.</p>	<p>Consolidation of curriculum progress recording using school SMS</p> <p>Focus on developing best practice around teaching Prime.</p> <p>New structures in senior school to allow for a more streamed approach to teaching maths in smaller groups.</p>
<p>Outcomes</p>	
<p>Note: WB=Well Below or more than 18 months behind, Below is less than one year behind</p> <p>Beginning of Term 1:</p>	



## Elstow Waihou Annual Report 2025

### Priority Learner Comments

We shifted our focus with target learners as we worked through the year. As the teachers were working intensively on developing their structured literacy focus we chose to develop our Tier 2 practice with a particular emphasis on spelling. This does appear to have had some effect in improving reading and writing outcomes for our learners but as we didn't focus explicitly on maths as part of this practice the outcomes there were the result of usual teacher practice (albeit with a heightened awareness of the children's achievement levels.)

### Attendance Targets and commentary

	2025	2024	
<b>Regularly Attending: 90% or more:</b>	<b>107 (70%)</b>	<b>85 (53%)</b>	<b>TARGET 75%</b>
<b>Attending 80% to 90%:</b>	<b>42 (27%)</b>	<b>65 (41%)</b>	<b>TARGET 25%</b>
<b>Moderately Absent: between 70% and 80%:</b>	<b>2 (1%)</b>	<b>9 (6%)</b>	<b>Parents contacted</b>
<b>Chronically Absent: Less than 70% present:</b>	<b>2 (1%)</b>	<b>1 (&gt;1%)</b>	<b>Parents contacted</b>

Our attendance significantly improved in 2025, largely due to a reduced wave of illness compared to 2024. We are grateful to our parent body for a focus on supporting their children's attendance at school. In 2026 we will implement a new attendance management plan for further improvement.



# Elstow Waihou Annual Report 2025

## Achievement Summary

Detailed achievement analysis is available within the school. This summary provides a broad understanding of overall achievement at Elstow Waihou School.

## Reading

### 2025

Reading	Well Below		Below		At		Above	
	M	F	M	F	M	F	M	F
Y0-2			2 (14%)	2 (13%)	3 (21%)	0	9 (65%)	13 (87%)
Y3-5	2 (5%)	3 (11%)	5 (14%)	3 (11%)	11 (30%)	12 (44%)	19 (51%)	9 (33%)
Y6-8	1 (4%)	5 (15%)	7 (25%)	5 (15%)	7 (25%)	12 (36%)	13 (46%)	11 (33%)
Total	3 (4%)	8 (11%)	14 (19%)	10 (14%)	21 (28%)	24 (33%)	36 (49%)	30 (42%)
Overall	11 (8%)		24 (16%)		45 (31%)		66 (45%)	
Māori	4 (15%)		5 (18%)		6 (22%)		12 (44%)	

### 2024

Reading	Well Below		Below		At		Above	
	M	F	M	F	M	F	M	F
Y0-2			1(6%)		2 (13%)	2 (20%)	13 (87%)	7 (77%)
Y3-5	3(8%)	4(11%)	4 (10%)	1 (3%)	15 (38%)	13( 37%)	17 (46%)	17 (46%)
Y6-8	1(5%)	1(4%)		4 (17%)	6 (32%)	2 (8%)	12 (63%)	16 (70%)
Total	4(5%)	5 (7%)	5(6%)	5 (7%)	23 (31%)	17 (25%)	42 (57%)	40 (59%)
Overall	9 (6%)		10 (7%)		40 (28%)		82 (58%)	



## Elstow Waihou Annual Report 2025

Māori	3 (19%)	2 (13%)	3 (19%)	8 (50%)
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Reading - During 2025 we moved the whole school to a structured literacy focus using iDEAL from Learning Matters as our foundation from Y3 upwards with BSLA continuing at Y0-2. Our reading outcomes are positive with 76% of children reading at or above. However, reading outcomes were down a little particularly in the 6-8 area with a handful of children 'just' below where we would have expected them to be. In 2026 there will be a focus on raising expectations at this age level.

### Writing

#### 2025

Writing	Well Below		Below		At		Above	
	M	F	M	F	M	F	M	F
Y0-2	0	0	2 (11%)	1 (4%)	17 (89%)	21 (92%)		1 (4%)
Y3-5	0	3 (11%)	11 (30%)	2 (7%)	24 (65%)	21 (75%)	2 (5%)	2 (7%)
Y6-8	3 (10%)	5 (15%)	7 (24%)	6 (18%)	16 (55%)	17 (52%)	3 (10%)	5 (15%)
Total	3 (4%)	8 (10%)	20 (24%)	9 (11%)	57 (65%)	58 (70%)	5 (6%)	8 (10%)
Overall	11 (7%)		29 (17%)		115 (68%)		13 (8%)	
Māori	4 (12%)		9 (27%)		19 (56%)		2 (6%)	

#### 2024

Writing	Well Below		Below		At		Above	
	M	F	M	F	M	F	M	F
Y0-2			3 (11%)	3 (14%)	19 (70%)	17 (81%)	5 (18%)	1 (5%)
Y3-5	4 (10%)	3 (9%)	9 (23%)	6 (17%)	21 (55%)	19 (54%)	4 (10%)	7 (20%)
Y6-8	1 (5%)	5 (22%)	4 (21%)	1 (4%)	11 (52%)	10 (52%)	3 (14%)	7 (36%)
Total	5 (6%)	8 (10%)	16 (19%)	10 (13%)	51 (60%)	46 (58%)	12 (14%)	15 (19%)





## Elstow Waihou Annual Report 2025

Y0-2			3 (8%)	3 (12%)	13 (52%)	11 (48%)	9 (36%)	5 (26%)
Y3-5		2 (5%)	9 (22%)	9 (26%)	18 (43%)	17 (48%)	12 (29%)	7 (20%)
Y6-8	1 (5%)	3 (14%)	3 (16%)	5 (18%)	9 (47%)	8 (36%)	6 (32%)	7 (32%)
Total	1 (1%)	5 (6%)	15 (18%)	17 (21%)	40 (48%)	36 (47%)	27 (33%)	19 (25%)
Overall	6 (4%)		32 (20%)		76 (46%)		50 (30%)	
Māori	2 (9%)		8 (36%)		10 (45%)		2 (9%)	



# Elstow Waihou Annual Report 2025

## Annual Plan Outcomes 2025

### Targets:

**At least 40% of 'below' learners in Reading, Writing and Maths accelerate in their learning progress.**

**Our attendance improves to 80% of learners attending at least 90% of the time.**

Our local curriculum will reflect the identities of our learners and inspire them to achieve.					
Goal	What	Who	When	Resources	Outcomes
Improve Literacy and Numeracy outcomes through structured best practice programmes of teacher	Embed Junior Structured Literacy (BSLA) and Numeracy (SMA)	All teachers led by Lou (Lit) and Lisa (Num)	Additional training BSLA term 1 Structured Maths ongoing development	Lit and Num strategic plan  PLD time	<p>Development of BSLA continued with a refresher course attended by our junior teachers.</p> <p>Our Y2 and 3 teachers also began to integrate iDeal spelling into their programme which dovetailed with a focus on explicit phonetic teaching and learning.</p> <p>Our literacy intervention teacher supported ongoing and improved levels of achievement amongst our junior school.</p> <p>Our maths development was largely focussed on embedding the structured numeracy programme and then recording curriculum progress using a new system (Spotlight).</p>
	Embed Senior Structured Literacy (IDEAL) and Numeracy (Pr1me)	All teachers led by Lou (Lit) and Lisa (Num)	IDEAL training for all Term 1 and 2 Pr1me initially through internal capacity training		<p>All teaching staff participated in 3 days and a total of 8 after school sessions learning new iDEAL literacy.</p> <p>All staff were observed teaching the new system at least twice through the remainder of the year with a focus on spelling.</p> <p>Teachers also completed 2 Teacher only days of maths learning with a new focus on developing our use of Pr1me maths and recording clear curriculum outcomes using the Spotlight tool.</p>



## Elstow Waihou Annual Report 2025

Collaborative Curriculum embedded in school	Embed LTP and collaborative team planning around it	Team leaders Deane (Junior) and Sheree (Senior)	Term checks		All teams met at least 3 times per term with a focus on curriculum planning.  Significant focus on maths and literacy for 2025 (see above) led to teams planning their maths and literacy programmes collectively at times.
	Embed Local Inquiry curriculum with 3 inquiries through year	Team leaders Deane (Junior) and Sheree (Senior)	Ongoing		Local curriculum inquiry continued but was less frequent than previous years - probably because of the increased focus on maths and literacy. Teams collectively planned and developed inquiries of various lengths with a broad variety of focuses including water and streams, trapping of pests and a science focus.
Improve outcomes for target learners	Target learners systems more formally developed, refined and evaluated	Sheree	Term Reports	Teacher Aide time	A significant shift with this goal towards targeting and developing our Tier 2 spelling students to try and bring them up to speed. This focus came from a discussion around meaningful implementation of additional teaching and became the lead focus from term 2. Results were often positive although somewhat patchy as teachers implemented an entirely new system of teaching spelling.
Develop Te Ao Māori within school	Develop and implement Te Reo and Te Ao Māori plan for school	Sheree	Ongoing		Te Ao Māori plan completed and implemented with positive, visible examples.
	Support development of local Te Ao Māori festival in Te Aroha	Doug	End of T2	Potential financial contribution	School completed an extremely successful and well attended local showcase at Te Aroha College in June before returning to perform at school. Kapa Haka group have since performed multiple times at school events.



## Elstow Waihou Annual Report 2025

Curriculum Extension developed	New classes developed in STEAM, Te Ao Māori and Enviroschools on rotation for Senior school	Doug	Ongoing on rotational basis		Classes were successfully run throughout the year with a number of exciting projects completed including a big push on EPRO 8, a number of Enviro projects including the new Whare Tapa Wha building and a sound focus on embedding Te Ao Māori tikaanga and reo into the school.
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We grow and develop our staff capability to deliver the best outcomes for all					
Goal	What	Who	When	Resources	Outcomes
Pedagogical practice developed	Best practice at EWS developed and reflected upon	Doug	T2		Quality practice template was developed and used with iDEAL lessons with coaching observations completed throughout second half of year (following completion of training). Quality practice descriptors for maths developed through second half of year.
	Beginning Teacher and induction systems for all staff refined	Sheree/Doug	T1		Documented induction process has been developed and implemented for all teachers.
Develop a culture of data informed practice	Clarify data sharing and reflecting processes	Leadership team	T1		Assessment schedules refined and implemented with clear data reflection points throughout year reflected on as staff and in teams.
	Deliberate leadership action to better share data and encourage reflection	Leadership Team	Ongoing		Data processes and meetings developed particularly with regard to assessment around PATs with process for reflecting on class and individuals implemented.
	Explore integration of BSLA, PAT and IDEAL assessment	Doug	T4		PAT and iDEAL data is regularly shared with a clear picture of progress available. BSLA continues to be a work in progress.



## Elstow Waihou Annual Report 2025

We provide a healthy and inclusive environment where our kids thrive					
Goal	What	Who	When	Resources	Outcomes
Develop Enviroschools	Develop Enviroschools Leaders group	Deane	At least 5 meetings per term		Enviroschools leadership group established with some impact throughout year although not as well embedded as individual classes appeared to affect focus of school somewhat.
	New Enviroschools class for 1 term for each Senior class	Deane	Every Friday	.05 Teacher	Variety of Enviroschools projects developed through year with 4 classes each completing a project of significance.
Wellbeing and Hauora	Develop best practice around relationships and connections with -teachers -student leaders	Wellbeing leader	Ongoing	Kahui Ako TiP Champions group	Deferred to 2026
Quiet Space Developed	Quiet space for students investigated, developed and delivered	Doug/Deane	T3	Enviroschools Leadership Financial plan to be shared	Whare Tapa Whā intended to fulfill this function for outside play time. Other spaces still to be developed.
Develop Student Leadership in School	Student Leadership day in T1	Doug	First half of T1	\$500 for space	Student leadership day completed with a good focus on planning for the year.
	JDs and specific meetings regularly arranged for School, House, Enviro, Sports and Cultural Leaders	Doug	Ongoing - at least 5 meetings per term		Meetings occurred throughout year with a variety of opportunities taken by our student leaders team. This will continue to be a focus for 2026.



## Elstow Waihou Annual Report 2025

We partner with our whanau and community to support our learners, honouring the principles of Te Tiriti o Waitangi					
Goal	What	Who	When	Resources	Progress to date
Families and children's culture is shared, valued and evident	Shared cultural kai at Matariki	Deane	T2		Hangi completed successfully with a variety of cultures kai available.
	Children will explore and express their own identity through our curriculum	Leadership Team	Ongoing		Displays and connections with cultural identities evident throughout school, led by cultural leaders.
Partner with our local community	Local experts invited into school, to provide clear role modelling for students	Doug	Termly		Not completed
	Additional focussed opportunities for parents to connect with teachers (which may include goal setting)	Leadership Team	T1 and T3		Additional parent meeting for target students was well attended with parents appreciative of opportunity. Further mid term meetings well attended.
Board Hautu development	Board will continue to work on their Te Ao Māori strategic plan to ensure that we are meeting our Te Tiriti obligations	Doug/Board	Ongoing		Deferred to 2026



# Elstow Waihou Annual Report 2025

## How we have given effect to Te Tiriti o Waitangi:

Giving effect to Te Tiriti o Waitangi is one of our board's primary objectives.

In 2025 we have:

- Developed a strategic plan for our Te Ao Māori instruction at school
- Offered instruction in Te Reo Māori at appropriate times and developed children and staff's understanding of tikanga Māori
- Supported and prioritised Māori learners to ensure that they have opportunities to learn in ways that are appropriate to their cultural identity (see comments in annual plan above)
- Completed Hautu board training and identified steps to improve our ability to meet our obligations from a governance perspective
- Developed curriculum opportunities that include Māori perspectives including focuses on Māori festivals and celebrations and local Māori history.
- Explicitly sought guidance from Māori whanau as to the schools direction

## Statement of compliance with employment policy

The board confirms that it operates an employment policy that has been complied with in 2024. Our policy is known as the personnel policy.:

<b>Reporting on the principles of being a Good Employer</b>	
<b>How have you met your obligations to provide good and safe working conditions?</b>	<i>The board has a strategic goal focussed on ensuring that our workplace is safe, comfortable and has policies in place to enable reporting of any concerns by staff and students.</i>
<b>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</b>	<i>The board has a clear and consistent appointments process that focuses on a fair, impartial appointment of the best person for the role.</i>
<b>How do you practise impartial selection of suitably qualified persons for appointment?</b>	<i>The board has reviewed its appointment process to ensure that it meets compliance requirements.</i>
<b>How are you recognising,</b> <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>	<i>The board has consulted with its Māori community to ensure that appropriate steps are in place.</i>



## Elstow Waihou Annual Report 2025

<b>How have you enhanced the abilities of individual employees?</b>	<i>The board reviews its professional development processes to ensure that individuals are on a supportive path for individual growth.</i>
<b>How are you recognising the employment requirements of women?</b>	<i>The majority of staff at the school are female - the board works hard to ensure that the school is an appropriate employer and regularly receives feedback from its staff.</i>
<b>How are you recognising the employment requirements of persons with disabilities?</b>	<i>The school is well placed to support any staff with disabilities.</i>



Elstow Waihou Annual Report 2025

**Copy of Elstow-Waihou Combined School Audit Management letter 2025**

**Financial statements and Auditor Report:**