

**PORTLAND SCHOOL**  
**Te Kura o Tikorangi**

**2025**

**Annual Report**

FOR THE YEAR ENDED 31 DECEMBER 2025

**Evaluation and Analysis of the school's students'  
progress and achievement  
&  
Analysis of Variance**



# Portland School Te Kura o Tikorangi



2025  
Annual Report

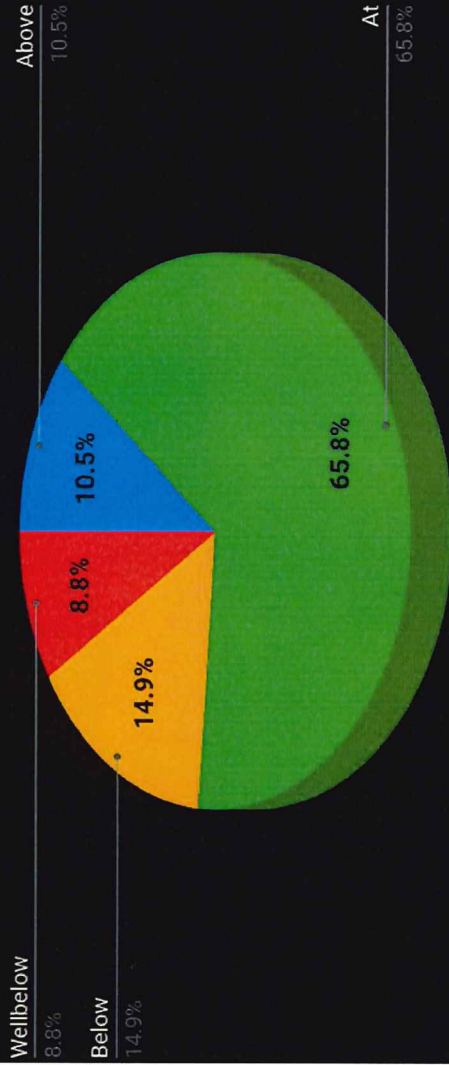


Portland School Te Kura o Tikorangi

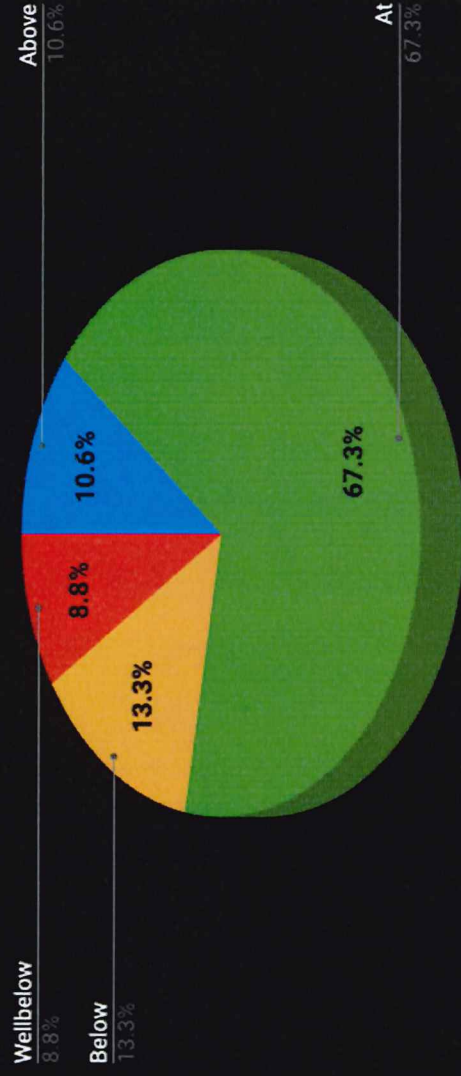
2025

# Analysis of Variance

## 2024 Whole School Reading Term 4 Data



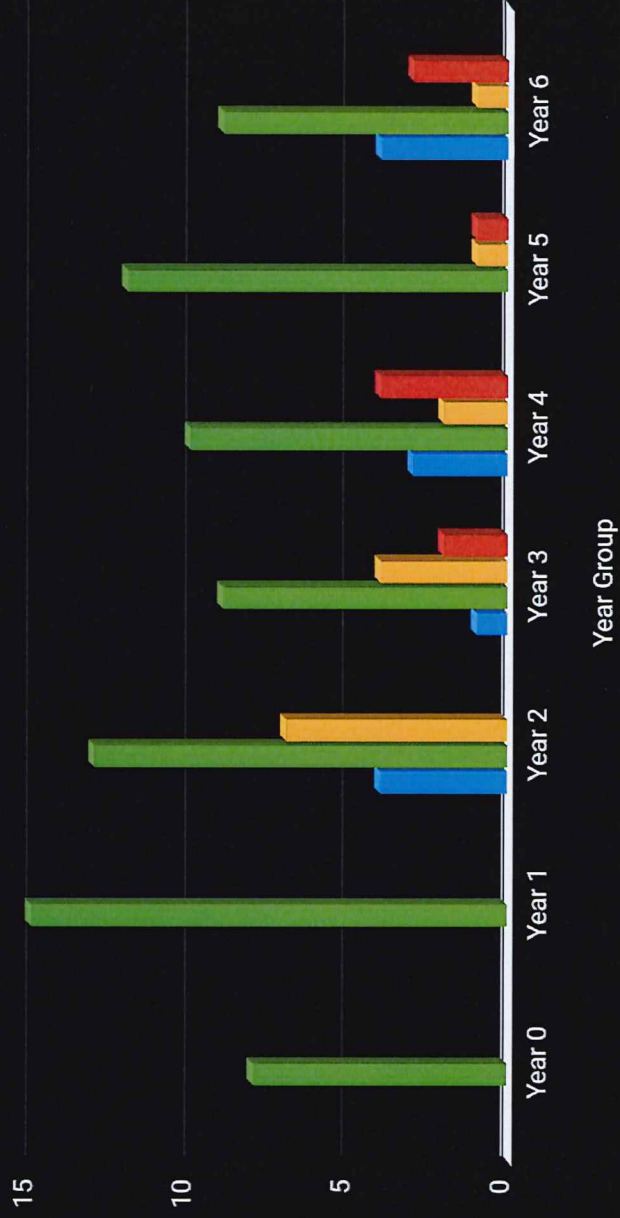
## 2025 Whole School Reading Term 4 Data



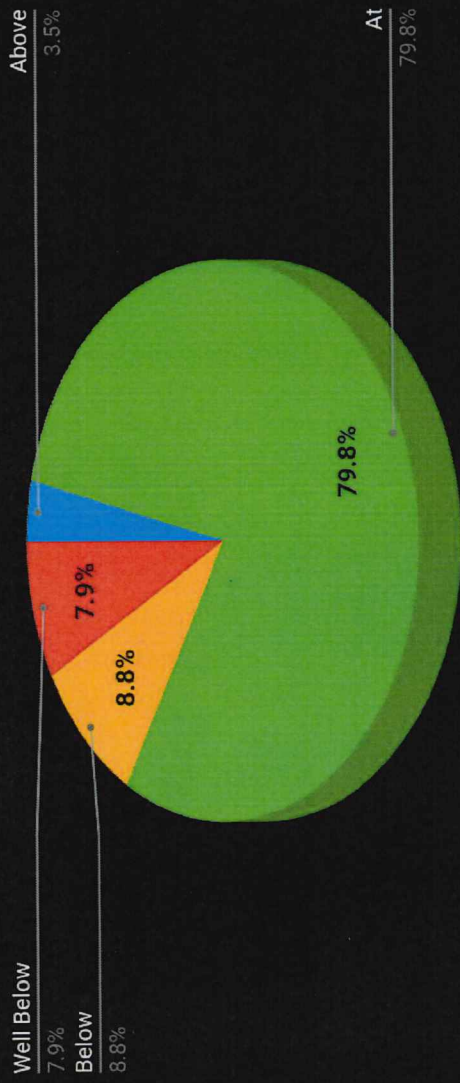
# Progress in Literacy 2024-2025

## 2025 Whole School Reading Term 4 Data

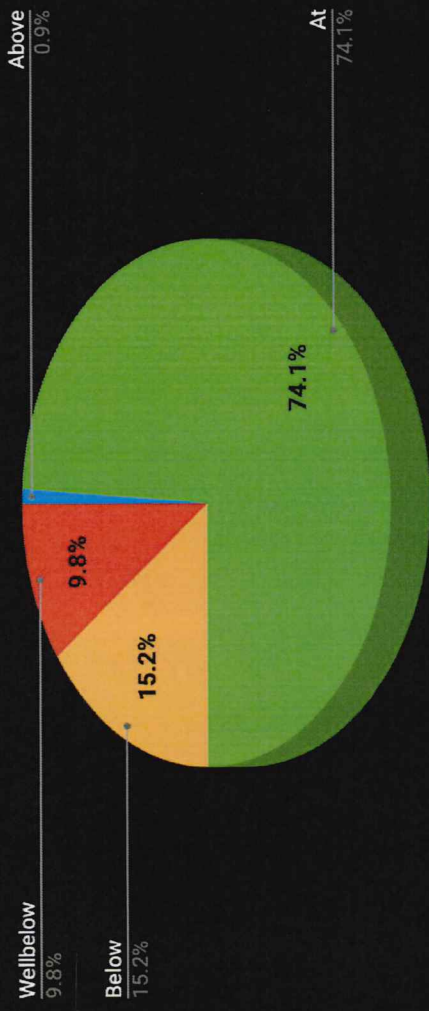
■ Above
 ■ At
 ■ Below
 ■ Wellbelow



## 2024 Whole School Writing Term 4 Data



## 2025 Whole School Writing Term 4 Data

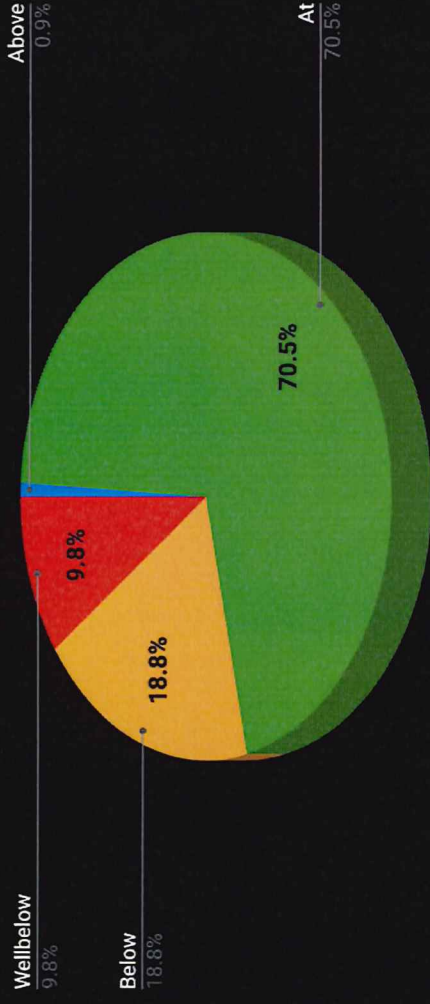


# Progress in Literacy 2024-2025

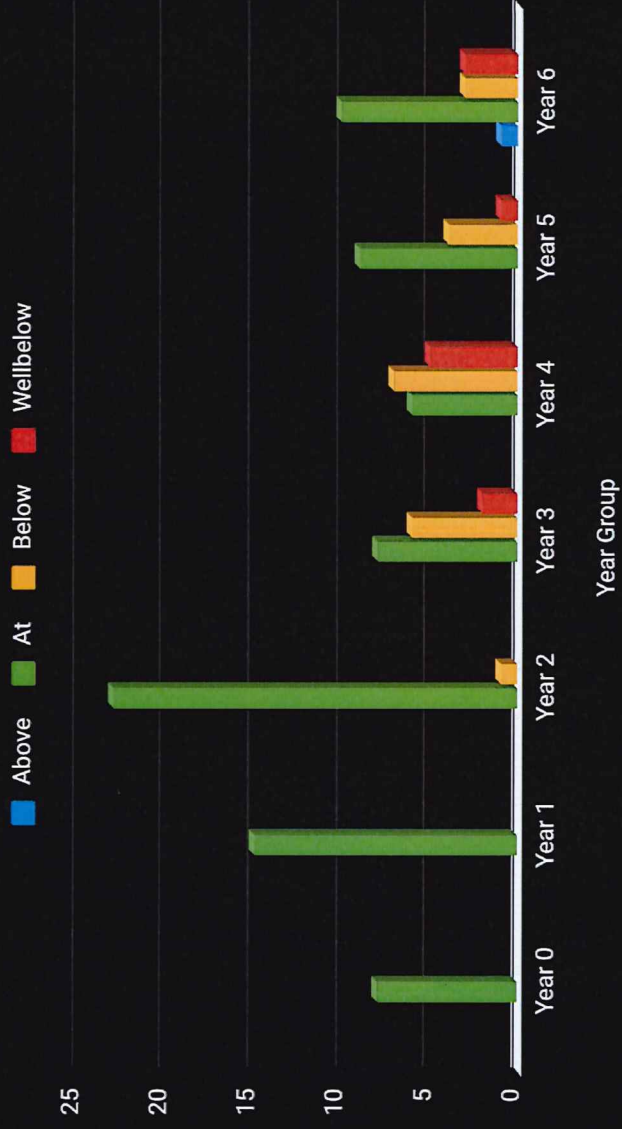
## 2025 Whole School Writing Term 4 Data



## 2025 Whole School Maths Term 4 Data



## 2025 Whole School Maths Term 4 Data



Progress in  
Numeracy  
2024-2025





# CURRICULUM & EVALUATION - MARAUTANGA ME AROTAKENGA

REVIEW AND SUSTAIN EFFECTIVE LEARNING PROGRAMMES AND INITIATIVES THROUGH AND AUTHENTIC LOCALISED CURRICULUM WITH MEANINGFUL EXPERIENCES.

Strategic Aim: Strengthen consistent, evidence based teaching and learning practices for Structured Literacy across the whole school.

Annual Aim: Lift **Literacy** outcomes across year 2 & 3.

## Baseline Target Results

- Term 4 2024 76.3% of students at Portland School are performing At or Above the expected level in Reading.
- By Term 4 2025 77-80% of students at Portland School to be performing At or Above the expected level in Reading.
- Results: Term 2 2025 72.1% of students at Portland School are performing At or Above the expected level in Reading.
- Results: Term 4 2025 77.9% of students at Portland School are performing At or Above the expected level in Reading.
- Term 4 2024 83.3% of students at Portland School are performing At or Above the expected level in Writing.
- By Term 4 2025 84-85% of students at Portland School to be performing At or Above the expected level in Writing.
- Results: Term 2 2025 74% of students at Portland School are performing At or Above the expected level in Writing.
- Results: Term 4 2025 75% of students at Portland School are performing At or Above the expected level in Writing.
- To improve the level of our target cohorts students - Year 2 & 3's

Reading	Above	At	Below	Well Below
2025 Term 2	0	9	7	2
2025 Term 4	1	9	4	2

Reading	Above	At	Below	Well Below
2025 Term 2	3	11	8	0
2025 Term 4	4	13	7	0

- To improve the level of our target cohorts students - Year 2's

Writing	Above	At	Below	Well Below
2025 Term 2	0	12	10	0
2025 Term 4	0	19	5	0

### Actions: What did we do?

- Continued structured literacy programmes across the kura.
- Maintained clear guidelines, shared expectations, and consistent teaching approaches.
- Began adjusting planning to align with the new Literacy Curriculum progressions.
- Professional learning focused on: Understanding the refreshed Literacy Curriculum, Explicit teaching practices, Interpreting new progressions and achievement expectations, Collaborative staff discussions to share effective practice and unpack curriculum changes, Support for kaiako to transition to new assessment tools and criteria.

### Outcomes: What happened?

- The kura met its 2025 Reading target, with achievement increasing from 72.1% in Term 2 to 77.9% in Term 4. This represents steady progress across the year and a positive upward shift overall despite raised expectations under the refreshed curriculum.
- Writing achievement declined compared to 2024 levels and did not meet the 2025 target. While there was slight improvement from Term 2 to Term 4, overall results reflect the impact of curriculum and assessment shifts.
- Positive shifts in practice.

### Reasons for the variance: Why did it happen?

- The refreshed Literacy Curriculum introduced higher expectations in several areas.
- The benchmark for “At” has shifted in some year levels, making achievement more challenging to attain.
- Comparisons with previous years must be interpreted carefully due to these shifts.
- Assessment tools and moderation criteria changed.
- Kaiako were learning new progressions, new expectations, and new ways of making Overall Teacher Judgements (OTJs).
- Kaiako were simultaneously: Learning the new curriculum, Adjusting planning, Embedding structured literacy, Interpreting new assessment framework - This transition period required significant professional capacity building.
- Structured literacy continues to support engagement.
- Digital platforms enable independent access and equity.
- Collaborative reflection has strengthened consistency across classrooms.
- Teacher confidence in explicit instruction continues to grow.

### Evaluation: Where to next?

- Continue strengthening understanding and implementation of the refreshed Literacy Curriculum.
- Deepen moderation practices to ensure consistent interpretation of new benchmarks.
- Renew strategic focus on Writing in 2026 - Strengthen explicit Writing instruction across all year levels.
- Maintain Reading gains while ensuring Writing receives equal intensity.
- Continue small-group targeted acceleration.
- Support kaiako with ongoing professional learning to build confidence and precision in assessment and explicit instruction.
- Structured Literacy Intervention cohorts as part of Ministry funding.



# CURRICULUM & EVALUATION - MARAUTANGA ME AROTAKENGA

REVIEW AND SUSTAIN EFFECTIVE LEARNING PROGRAMMES AND INITIATIVES THROUGH AND AUTHENTIC LOCALISED CURRICULUM WITH MEANINGFUL EXPERIENCES.

Strategic Aim: Strengthen consistent, evidence based teaching and learning practices for Structured Literacy across the whole school.

Annual Aim: Lift Numeracy outcomes across year 4, 5 & 6.

## Baseline Target Results

- Term 4 2024 83.3% of students at Portland School are performing At or Above the expected level in Maths.
- By Term 4 2025 84-85% of students at Portland School to be performing At or Above the expected level in Maths.
- Results: Term 2 2025 75% of students at Portland School are performing At or Above the expected level in Maths.
- Results: Term 4 2025 71.4% of students at Portland School are performing At or Above the expected level in Maths.

→ To improve the level of our target cohorts students - Year 4, 5 & 6's

Maths		Above	At	Below	Well Below
2025 Term 2	Year 4	0	10	5	3
2025 Term 4	Year 4	0	6	7	5
2025 Term 2	Year 5	0	8	6	1
2025 Term 4	Year 5	0	9	4	1
2025 Term 2	Year 6	0	9	5	2
2025 Term 4	Year 6	1	10	3	3

### Actions: What did we do?

- Maintained standardised assessment practices and clear school-wide guidelines.
- Strengthened moderation conversations to align with new curriculum expectations.
- Began whole-school rollout of the Numicon structured maths programme.
- Targeted professional learning in: The refreshed Numeracy Curriculum, Structured maths instruction (Numicon), Explicit teaching strategies
- Collaborative staff discussions to unpack curriculum shifts and share effective practice.

### Outcomes: What happened?

- Maths achievement declined in 2025 and did not meet the target of 84-85%. Achievement decreased from Term 2 to Term 4.
- While this represents a significant shift from 2024 data, results must be interpreted within the context of curriculum changes, raised expectations, and the first year of implementing a new structured maths programme.
- Positive shifts in practice.

### Reasons for the variance: Why did it happen?

- The refreshed Numeracy Curriculum introduced clearer and, in some cases, higher expectations.
- Benchmarks for “At” have shifted in some year levels.
- Comparisons with previous years are impacted by these raised standards.
- Kaiako were developing confidence in making OTJs aligned with the new expectations.
- Kaiako were simultaneously: Learning the refreshed Numeracy Curriculum, Embedding Numicon, Adjusting assessment practices - This required significant professional learning and adaptation.

### Evaluation: Where to next?

- Continue full implementation of the whole-school Numicon as one approach to structured numeracy.
- Strengthen teacher confidence and fluency in the refreshed Numeracy Curriculum.
- Deepen moderation practices to ensure consistent interpretation of achievement levels.
- Maintain explicit instruction and concrete-pictorial-abstract sequencing.
- Continue small-group “double dosing” for targeted learners.
- Strengthen acceleration strategies for students below expectation.
- Monitor cohort progress closely to track the impact of Numicon over time.
- Structured Numeracy Intervention cohorts as part of Ministry funding.



Portland School  
Te Kura o Tikorangi  
**2025**  
Evaluation and Analysis of the  
school's students'  
progress and achievement





### Literacy/Writing

- Term 4 2024: 83.3% At or Above
- Term 4 2025: 75% At or Above
- Target: 84-85%

Writing achievement declined compared to 2024 and did not meet the 2025 target. While modest gains occurred between Term 2 (74%) and Term 4 (75%), overall results reflect:

- Raised benchmarks under the refreshed curriculum
  - Shifts in interpretation of "At" expectations
  - Significant professional learning demands on kaiako during transition
  - Simultaneous implementation of new planning and assessment frameworks
- Importantly, classroom practice strengthened, and teacher confidence in explicit writing instruction improved. The variance reflects system transition rather than reduced instructional quality.

### Numeracy

- Term 4 2024: 83.3% At or Above
- Term 2 2025: 75%
- Term 4 2025: 71.4%
- Target: 84-85%

Mathematics achievement declined in 2025 and did not meet the annual target.

This decrease must be interpreted within context:

- Introduction of the refreshed Numeracy Curriculum
- Raised and clarified progress expectations
- First-year implementation of the whole-school Numicon structured maths approach
- Adjustments to OTJ processes and moderation

This pattern reflects what research commonly describes as an "implementation dip" during the first year of a significant pedagogical shift. Despite reduced headline achievement percentages, there were notable positive shifts:

- Stronger explicit instruction
- Clearer sequencing (concrete-pictorial-abstract)
- Improved teacher diagnostic conversations
- Increased consistency across year levels

Cohort tracking indicates early signs of acceleration in targeted groups, particularly in Year 5 and 6.

## **Social-Emotional and Cultural Development**

### **Level 3 Bilingual Integration**

A defining achievement of 2025 was the successful formalisation of Level 3 Bilingual teaching (30-50% Te Reo Māori) across all classrooms.

This shift has:

- Strengthened Mana Motuhake (identity)
- Normalised daily use of Te Reo Māori and Tikanga
- Increased student confidence in cultural expression
- Embedded bicultural practice authentically rather than as an “add-on”

Student-led cultural events, including Matariki celebrations and regular whakatāu, demonstrate growing learner agency and cultural leadership.

### **Relational Foundations**

The “Relationships First” kaupapa continues to underpin all success at Portland School Te Kura o Tikorangi.

Strong kaiako-ākongā relationships resulted in:

- Sustained high attendance relative to national trends
- Positive classroom climates
- High engagement in inquiry learning
- Strong participation in co-curricular activities

The embedding of Manaaki, Pono, Kaitiaki, and Kawenga continues to foster resilience, empathy, and accountability.

There remains a clear and positive correlation between student belonging, attendance, and academic engagement.

### **Overall Evaluation**

The 2025 data reflects a year of significant transition.

- Reading progress demonstrates that structured, consistent approaches are effective.
- Writing and Maths results reflect raised curriculum expectations and first-year implementation adjustments.
- Professional capability across the kura has strengthened considerably.
- Bilingual integration has enhanced cultural identity and student confidence.
- Relational trust remains a defining strength of the school.

While achievement data shows variance in Writing and Maths, the foundations for sustained acceleration are now stronger than in previous years.



## Strategic Priorities for 2026

Based on the 2025 evaluation, the following priorities will guide improvement:

### 1. Targeted Academic Acceleration

- Implement "Double Dose" support for learners below expectation.
- Maintain Reading gains.
- Renew strategic intensity on Writing.
- Monitor cohort progress term-by-term.
- Strengthen targeted Numeracy acceleration in Years 4-6.

### 2. Curriculum Mastery and Professional Learning

Shift from curriculum understanding to curriculum precision.

Focus areas:

- Advanced Numicon implementation
- Explicit Writing instruction
- Deepened moderation practices
- Diagnostic assessment fluency
- Sustaining Level 3 Bilingual delivery (30-50% Te Reo Māori)

### 3. Strengthening Wellbeing and Attendance

- Further embed Te Whare Tapu Whā within daily practice.
- Strengthen PB4L alignment within "Relationships First."
- Maintain strong attendance monitoring and whānau partnership.

### 4. Expanding Engagement Opportunities

- Increase inter-school sports participation through WPSSA.
- Host and lead a Ki-o-rahi event.
- Continue authentic inquiry learning grounded in local context.

### Concluding Statement

Portland School Te Kura o Tikorangi remains committed to equity, excellence, and cultural integrity.

The 2025 evaluation confirms that while system-wide curriculum shifts present short-term variability in achievement data, our structured approaches, strengthened professional capability, and deep commitment to bilingual education are positioning the kura strongly for sustained growth.

By focusing on targeted acceleration, precision in practice, and authentic partnerships with whānau, we move into 2026 with clarity, confidence, and collective purpose.



# Portland School Te Kura o Tikorangi

## Report on Other Special and Contestable Funding

Year Ended 31st December 2025

During 2025, Portland School Te Kura o Tikorangi received a range of special and contestable funding to support student learning, wellbeing, and engagement. This funding was used to provide additional learning support, professional development for staff, and opportunities to enhance student participation in school programmes and activities.

All funding was applied in accordance with the conditions attached to the funding and aligned with the school's strategic priorities.

The Board is satisfied that the funding was used appropriately and contributed positively to supporting the learning and wellbeing of students.