



**Kawaha
Point
School**

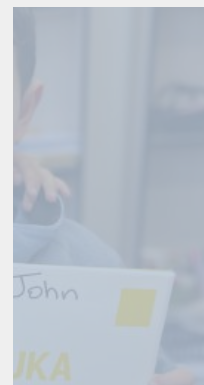
Te Kura o Kawaha
Ki te taumata - Aim for the best

Annual Report 2025

*Ki te Taumata
Aim for the Best*



*Me ako tahi, tātou, kia
puawai, ke te ao marama
Together we learn, care and
grow*



**Kia Kaha- Be Strong
Kia Maia- Be Brave
Kia Manawanui- Be Kind
Kia Angitu- Be Successful**





OUTLINE OF THE VISION AT KPS

01

Vision

Ki te Taumata- Aim for the Best
Striving to reach our potential and be the best of you! Aiming to do better in academic- social-sports and cultural. Never stopping!

02

Vision Principles

Learn  Care  Grow 

03

Values

Kia Kaha- Be Strong
Kia Maia - Be Brave
Kia Manawanui- Be Kind
Kia Angitu- Be Successful

04

KPS Learning Powers

KPS Explorer
KPS Thinker
KPS Citizen
KPS Communicator

05

KPS Educative Purpose

Cause the learning * Serve the Learner* Grow Great Human Beings-
Following the Visible learning Pedagogy and Teaching to the Northeast By Russel Bishop, Learning Pit Strategies by James Nottingham, ZoR, Restorative Practices, Growth Mindset by Carol Dweck, and Learnership by James Andersen



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Our Mission

Great teaching and learning everyday- we navigate our journey through the **STARS**- Our 5 signature practices- **S- Strategies. T- Teamwork. A- Authentic R- Responsible Citizens S- Assessment 4 learning**

Our KPS Strategic Goals

#1. Building Our Effectiveness in the Classroom- LEARN
#2 Building Our Relationships- CARE
#3 Building Our Place- GROW

Our KPS Success Factors

Building Our Effectives in the Classroom (Learning)

- 65% At or above in reading writing and Maths (2025)
- Each learner making 1 years progress for 1 years teaching
- Māori Achievement data showing the closing of the gaps from previous years data
- Target learners making 1.5 years progress in Writing progressions
- Coaching and boschers, team PLG
- Support programmes in place for learners.
- QWEST planned for reflecting local history and school narrative
- QWEST Planning redesigned and 2 year programme
- The Code introduced school wide and understood.
- Learning through Play introduced for year 0.
- Share the learning is focussed in showing learning, one night performance
- Surveys reflecting student voice
- Teaching of ZORS, values and learning powers teaching, circles and mindfulness embedded in the class
- KPS tā tātou- our way curriculum written expressing our focus on the basics and QWEST
- Prime Maths Implemented in the class.



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OUTLINE OF THE VISION AT KPS

09

Our KPS Success Factors

Building Our Relationships- Caring

- ECE have regular contact- 2x a term- advertising our school
- Information package updated and easily read for New enrolments
- Pre school buddies programme has system and people in place
- WSL to support COL Initiatives
- Cultural Narrative unpacked and on displayed through logos- characters- signage- info videos- Branding of our school with new school characters
- Whānau are informed about the learning eg progress interviews are held once a term.
- Newsletter includes spot lights
- Information evenings- 1 x a term
- Whānau Hui and Blg 5 to be introduced
- Parent survey shows further improvement in school reputation
- Team PLG
- Leadership and unit holders tracking projects, working together, steering groups.
- PLD provided for leaders and others to grow
- Teams are showing consistency in following school pedagogy
- Staff culture is positive and affirming
- Teacher Capability profile introduced and Learner Profile.

Building Our Place- growing

- 10 year PP begins with roofing and heat pumps throughout all classes.
- Space 3-7 redesigned and tidied up for year 0 area
- Gardens are redesigned.
- To be a school RSS can rely on for a classroom.
- Health and Safety checks are embedded in the school- termly walk through with Caretaker- policies and procedures updated- emergency practices carried out
- School buildings are well maintained
- Furniture nat and tidy.
- Branding of our school with logos ect - replace old signage around the school
- ICT update infrastructure- 3 year replacement plan
- Website regularly updated with Information
- Roll returns are showing growth
- Maintaining budgets and bank staffing
- HERO becoming a platform regularly used by parents



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KPS initiatives for each Strategic Goal

#1. Building Our Effectiveness in the Classroom

- Achievement and progress data analysed and assessed regularly (use of understanding VL and know thy impact)
- Coaching- boschers on Reading- writing and maths
- PLD in writing
- PLD in the Code
- PLD in Maths- Prime.
- Qwest to be unpacked and streamlined
- Localised curriculum- Know- Understand -Do
- Te reo | Cultural narrative displayed and taught
- School values are taught- ZORS- circles-mindfulness-and learning powers unpacked. Posters aligned.
- PB4L- continue to tweak and refine
- Learner profile written- teacher capability profile written

#2 Building Our Relationships

- Connections to ECE
- Visits to ECE and advertise
- Paperwork - prospectus enrolment books updated- staff have a system for new enrolments
- Cultural narrative is written and displayed around classrooms, on websites , in pamphlets.
- logos and website updated with narrative- office has our school colours and pepeha.
- Whānau engaged in the school
- Whānau more informed around school programmes
- Teams engaged with PLG and reflecting on goals
- leadership growth throughout the school

#3 Building Our Place

- 10yr PP begins
- Space 3-7 redesigned
- Maximise use of space around the school
- update signage and website
- digital devices and planning
- build our roll
- maintain budget and bank staffing
- International school status investigated.



**Kawaha
Point
School**
Te Kura o Kawaha
60 The Esplanade - Ahi Kuri Whānau

Other Indicators

KPS Assessment and Guidelines, Excel sheets, timetable and Data tool

KPS Curriculum- Implementation plans and overview of term

KPS Expectations

KPS Staff Expedia- Job descriptions- Units- coaching- Hub CRT- reflection notes- PLD- staff and hub meetings- socials

KPS Google site and Drive- with updates

KPS Houses- competition- tee shirts- flags- activity

KPS Behaviour Plans- dojos- behaviour steps- behaviour keys

KPS EOTC

KPS Teams- planning and meeting

KPS Year 6 Leaders Programme

KPS BOT- Governance folders- school docs- meetings- work plan

Our Aspirations

- To be a school that the local neighbourhood are proud to send their children too
- Reinstall Angitu hub with the Maori Medium classes coming back together- continuing to grow in our school- 4 hubs
- To grow our roll to 270 and more
- To have a teaching staff of 16 teachers
- Signage around the school reflecting who we are- and the website
- 80% at or above in reading writing and maths
- Visible learning pedagogy embedded
- Learner profile designed and embedded
- School wide posters etc on learning powers
- House tee shirts and flags
- Year 6 leaders programme growing- William Pike Tongariro crossing
- Strong school wide culture of positivity and learning
- Living our vision principles of Learn- care - grow
- Road trips to schools of pre-eminence
- KPS curriculum written- and living- with tweaks being made
- 10 mindframes of teachers being lived
- Behaviour expectations high and little interruptions to the class learning
- Shared language of learning- progressions- waltz- success criteria- etc
- Whanau events
- Clean and tidy school
- Financially OK
- Meet and greet room at back of piazza
- Year 6 artwork
- Matting on playground- space 3-7 redesigned
- Classes warm and inviting
- STEAM and EPRO 8
- Painting of the school in school colours
- Systems in place
- Reports to the board eg learning support- Maori achievement
- International students



To me ako tahi, tatou, kia puawai, ke te ao marama

Together we learn, care and grow

Board Members

Board Chair

Kelly Ross. – kellsross@hotmail.com

**Parent
Representatives**

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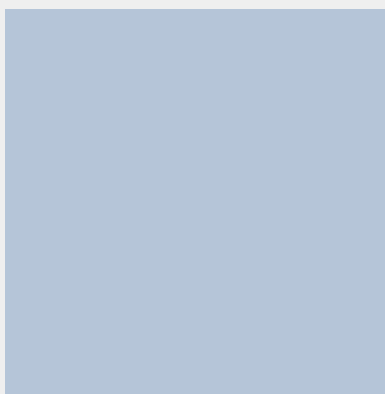
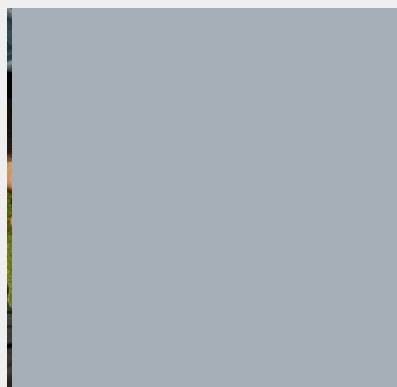
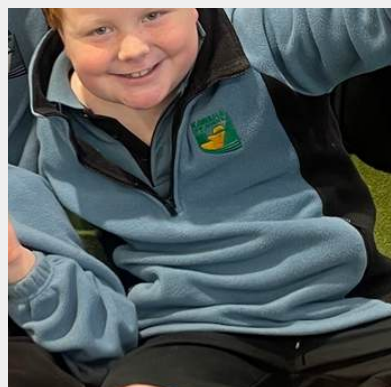
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Ki te Taumata
Aim for the best



PRINCIPAL REFLECTION



At Kawaha Point School, our mission remains clear: Great Teaching and Learning Every Day, guided by our vision of Ki te Taumata – Aim for the Best.

After three years of purposeful improvement, 2025 was a year of embracing the journey we have begun together. While there is still much to achieve, we can look back with pride at the progress that has been made and the strong foundations that continue to shape our future.

Our strategic pillars of Learn, Care and Grow have provided clarity, focus and direction, helping us remain committed to what matters most – our learners.

Throughout 2025, staff focused on strengthening teaching practice, growing leadership capability and building greater consistency across our school. We continued to develop explicit teaching approaches, enhance writing instruction and embed evidence-informed practices. Alongside this work, PrIme Mathematics was introduced across the school and Structured Literacy continued to be strengthened, particularly within the junior years. Teachers engaged in professional learning designed to build confidence in assessment practices, collaborative inquiry and reflective teaching.

Leadership development also remained a priority. Team Leaders increasingly supported professional conversations, coaching and collective responsibility for learner outcomes, while collaborative structures continued to evolve and strengthen.

Our greatest success story, however, continues to be our learners.

Over the past three years, we have witnessed a significant shift in learner agency. Increasingly, students are beginning to see themselves as learners who understand where they are in their learning, celebrate their progress and can identify their next steps. This growing ownership and confidence is something we are immensely proud of and reflects our commitment to developing assessment-capable learners who are engaged, curious and motivated to succeed.

PRINCIPAL REFLECTION



During 2025, ERO visited our school and acknowledged the positive changes that have occurred over recent years, recognising the collective effort that has gone into strengthening systems, practices and opportunities for our learners. Their feedback affirmed that we are moving in the right direction.

We also recognise that improvement is never a destination. It is a continuous journey of reflection, refinement and growth.

This year has reminded us that progress is not always linear. At times there have been challenges alongside successes, and moments of uncertainty alongside moments of celebration. Yet through it all, we have remained committed to our purpose and focused on creating the very best opportunities for every learner.

As a school community, we know we still have work to do, but we are encouraged by the progress we have made. We are embracing the journey, committed to continuous improvement and dedicated to ensuring that Kawaha Point School remains a place where learners, staff and whānau can thrive.

Because at KPS, we believe that learning is never complete.

We are always growing, always refining, and always striving Ki te Taumata – aiming for the best in all that we do.

STRATEGIC GOALS- LEARN



Priority 1

Implement Prīme Mathematics

Intended outcome

Successfully implement Prīme Maths into classrooms and the KPS curriculum.

What we did

- Established a Prīme steering group
- Trialled resources
- Completed PLD
- Began writing KPS "Tā Tātou – Our Way"
- Introduced Maths Pro

Evidence of impact

- Staff confidence increased
- Resources purchased
- Consistent planning templates developed
- Initial achievement trends observed

Next steps

Continue implementation into 2026.

STRATEGIC GOALS- LEARN



Priority 2

Implement Structured Literacy and The Code

Intended outcome

Successfully implement Structured Literacy and The Code across Kawaha Point School, ensuring consistent teaching practices, strengthened teacher knowledge, aligned assessment practices and a clear KPS implementation plan.

What we did

- Established a Structured Literacy Steering Group.
- Reviewed existing structured literacy practices and resources.
- Undertook a resource audit and purchased additional materials.
- Provided professional learning opportunities to strengthen teacher knowledge and confidence.
- Reviewed assessment practices and identified opportunities for improvement.
- Began aligning KPS reading progressions with the refreshed New Zealand Curriculum.
- Developed expectations and implementation plans for Structured Literacy and The Code.
- Increased communication with whānau about literacy approaches and how families can support learning at home.

Evidence of impact

- Teacher confidence and understanding of Structured Literacy increased.
- Greater consistency in teaching approaches was evident across classrooms.
- Additional resources were purchased to support implementation.
- Assessment practices became more aligned and purposeful.
- A clearer schoolwide understanding of expectations for Structured Literacy and The Code was developed.

Next steps

- Continue embedding Structured Literacy practices across all year levels.
- Further strengthen teacher capability in The Code.
- Finalise and implement the KPS Structured Literacy framework (Tā Tātou – Our Way).
- Finalise the writing of the Code (Tā Tatou- Our Way)
- Continue refining assessment and reporting processes.
- Strengthen whānau partnerships through ongoing communication and support.

STRATEGIC GOALS- LEARN



Target Writing Programme

Intended outcome

To implement an effective target writing programme that accelerates progress for learners identified as below and well below expectations in writing, through targeted teaching, consistent monitoring and evidence-informed practice.

What we did

- Implemented a targeted writing programme for identified learners.
- Established photo progress boards to make learner progress visible and celebrate growth.
- Developed and refined unassisted writing expectations and aligned KPS surface feature progressions with the refreshed New Zealand Curriculum.
- Continued to strengthen explicit teaching practices in writing to support acceleration for target learners.
- Used regular writing samples to inform goal setting and next teaching steps.
- Engaged in moderation conversations within and across teams to build consistency and confidence in teacher judgments.
- Received external support and professional learning from Julie and The Education Group through Teacher Only Days.
- Worked collaboratively to unpack effective writing practices and interventions that support learners requiring acceleration.

Evidence of impact

- Greater consistency was evident in teacher understanding of unassisted writing expectations.
- Writing progressions were refined and more closely aligned to the refreshed curriculum.
- Teachers demonstrated increased confidence in using explicit teaching strategies within writing lessons.
- Moderation practices strengthened consistency and reliability across teams.
- Learner progress became more visible through the use of photo boards and regular writing samples.
- Professional learning opportunities supported teachers to reflect on and refine their writing programmes to better meet learner needs.

Next steps

- Continue embedding explicit teaching practices in writing across the school.
- Further strengthen teacher capability in analysing writing samples and identifying next learning steps.
- Continue moderation processes to ensure consistency in judgments.
- Refine the Target Writing Programme based on learner progress and achievement data.
- Strengthen connections between writing, reading and oral language to support accelerated progress for priority learners.

STRATEGIC GOALS- LEARN



Priority 8

Know Thy Impact

Intended Outcome

To develop assessment-capable teachers and learners who understand the impact of teaching practices on student progress and achievement, with a goal of increasing the proportion of learners achieving at or above expectations in reading, writing and mathematics.

What we did

- Continued to strengthen staff understanding of what it means to be an assessment-capable teacher and to know their impact within the classroom.
- Embedded data discussions into staff meetings and team meetings to ensure student progress remained a central focus.
- Encouraged teams to analyse and share achievement information, identifying trends, successes and areas requiring acceleration.
- Continued to use the James Quadrant as a tool for monitoring progress, identifying target learners and supporting professional conversations.
- Embedded the KPS Cycle of Impact to strengthen evaluative thinking and reflective practice.
- Continued to promote John Hattie's Visible Learning research and explicit teaching strategies to support effective teaching and informed next steps.
- Refined and unpacked curriculum progressions with staff to support consistency in assessment and teaching practice.
- Strengthened professional conversations around evidence-informed teaching and the use of data to guide planning and interventions.

STRATEGIC GOALS- LEARN



Evidence of Impact

- Teachers demonstrated an increasing understanding of assessment capability and the importance of evaluating their impact on learner outcomes.
- Data conversations became more purposeful and embedded within school systems and routines.
- The James Quadrant continued to be a highly valued tool, supporting teachers to identify patterns, monitor progress and respond to learner needs.
- Staff increasingly used evidence to inform decisions, set priorities and determine next teaching steps.
- Curriculum progressions became more visible within classrooms, supporting shared expectations and greater clarity around learner progress.
- A stronger culture of inquiry, reflection and evidence-informed practice continued to develop across the school.

Next Steps

- Continue strengthening assessment capability and teacher understanding of impact.
- Further embed Visible Learning principles and explicit teaching strategies across all learning areas.
- Strengthen consistency in how progressions are displayed and utilised within classrooms.
- Continue refining systems that support timely data analysis, monitoring and evaluation.
- Build greater consistency in assessment practices to ensure all learners experience coherent pathways for success.
- Maintain a strong focus on using evidence to guide teaching decisions, interventions and school improvement priorities.

At Kawaha Point School, we believe that understanding our impact is central to improving outcomes for learners. During 2025, we continued to build teacher capability in analysing data, reflecting on practice and using evidence to inform teaching decisions, ensuring that progress remained visible, purposeful and responsive to learner needs.

STRATEGIC GOALS- CARE



Priority 5

Whānau Engagement

Intended Outcome

To ensure whānau are active participants in their child's learning journey by fostering strong partnerships, increasing opportunities for engagement and creating a welcoming environment where families feel connected to school life and learning.

What we did

- Continued to promote a school culture that encourages parents and whānau to walk alongside their child's learning journey.
- Increased opportunities for whānau engagement through Hui ā Whānau evenings focused on curriculum initiatives, including Structured Literacy and Pr1me Mathematics.
- Held whānau events each term to strengthen relationships, celebrate learning and encourage participation in school life.
- Provided regular opportunities for parents to discuss progress and next steps through parent interviews held each term.
- Encouraged teachers to share learning consistently through weekly HERO posts to keep families informed and connected to classroom learning.
- Maintained an active Facebook presence to celebrate successes, showcase learning and reinforce the welcoming culture of Kawaha Point School.
- Continued to strengthen communication systems to ensure families felt informed, valued and included within the school community.

Evidence of Impact

- Whānau participation in school events and learning conversations continued to strengthen.
- Increased opportunities were provided for families to gain a deeper understanding of curriculum developments and teaching approaches.
- HERO and Facebook provided meaningful ways for parents to engage with and celebrate their child's learning.
- Parent interviews supported ongoing partnerships between home and school, enabling shared discussions about progress, strengths and next learning steps.
- Positive relationships with whānau continued to contribute to a welcoming and inclusive school culture.

Next Steps

- Continue strengthening partnerships with whānau through regular communication and engagement opportunities.
- Further develop Hui ā Whānau evenings to build understanding of curriculum developments and assessment practices.
- Encourage consistent use of digital platforms to celebrate learning and maintain strong home-school connections.
- Continue providing opportunities for families to participate in events, celebrations and learning experiences throughout the year.
- Maintain a focus on ensuring all whānau feel welcomed, informed and connected as valued members of the Kawaha Point School community.

STRATEGIC GOALS- GROW



Priority 4

Growing our Roll

Intended Outcome

To grow the Kawaha Point School roll through strong community connections, positive relationships with ECE providers, effective promotion of the school, and high-quality transition systems that encourage families to choose KPS.

What we did

- Continued to focus on delivering high-quality teaching and learning experiences, recognising that strong educational outcomes are the foundation of sustainable roll growth.
- Promoted the school through billboard advertising, flyers and community events.
- Distributed flyers throughout the local community, including newly developed housing areas.
- Offered free stationery and uniform to support families and reduce barriers to enrolment.
- Strengthened relationships with local early childhood centres through visits and ongoing communication.
- Hosted ECE groups at school and developed pre-school buddy experiences to support transitions.
- Built stronger connections with BestStart and other neighbouring ECE providers.
- Held an Open Evening to showcase our learning programmes, values and school culture.
- Continued to strengthen transition systems to ensure learners and whānau experienced a welcoming and positive start at KPS.

Evidence of Impact

- Relationships with local ECE providers were strengthened and opportunities for collaboration increased.
- Transition processes became more purposeful and supportive for new learners and whānau.
- Increased visibility of KPS within the community was achieved through advertising, events and promotional activities.
- Families reported positively on the welcoming culture and strong sense of belonging within the school.
- Roll growth remained a key focus area, with efforts continuing to build community awareness and confidence in Kawaha Point School as a school of choice.

Next Steps

- Continue promoting Kawaha Point School through community events, marketing initiatives and partnerships with ECE providers.
- Maintain regular engagement with local early childhood centres and strengthen transition opportunities.
- Continue showcasing the quality teaching and learning experiences available at KPS.
- Further develop enrolment and follow-up systems to support prospective whānau.
- Sustain a long-term focus on roll growth, recognising that strong relationships, excellent teaching and positive community experiences are central to ongoing success.

STRATEGIC GOALS- GROW



Priority 6

Cultural Narrative

Intended Outcome

To develop and embed Kawaha Point School's unique cultural narrative so that our values, learning powers, visual identity and school story are visible, understood and lived throughout the school community.

What we did

- Continued working alongside Inkdrop to further develop our visual identity and cultural narrative.
- Redesigned and refined the KPS values, learning powers and disposition characters.
- Completed the development of house characters and associated graphics to strengthen school identity and belonging.
- Began integrating the new visuals into school resources and communications.
- Continued to unpack and promote the values within classrooms and across school activities.
- Explored ways to ensure our cultural narrative was reflected in learning spaces, celebrations and school events.

Evidence of Impact

- The redesign of the KPS values, learning powers and house characters has provided a clearer and more engaging visual representation of our school identity.
- Staff and students have begun to interact with and utilise the new graphics and values language.
- A shared understanding of our values and cultural narrative continues to grow across the school community.
- While implementation has occurred in pockets across the school, the full launch and consistent use of the visual identity remains an area of ongoing development.

Next Steps

- Complete the launch of the revised cultural narrative and visual identity across the school.
- Ensure all staff consistently use the new values, learning powers and characters in classrooms and communications.
- Develop signage, letterheads, business cards and other branded resources to strengthen a cohesive school identity.
- Increase the visibility of the cultural narrative within learning environments and shared spaces.
- Continue embedding our values and dispositions into everyday teaching and learning practices throughout 2026.
-

While significant progress has been made in developing the visual elements of our cultural narrative, 2025 was primarily a year of design and preparation. In 2026, the focus will shift towards implementation, ensuring our values, learning powers and cultural identity are visible, consistent and embedded across all aspects of school life.

STRATEGIC GOALS- GROW



Priority 7

Growing Leadership Capacity

Intended Outcome

To strengthen leadership capability across Kawaha Point School by developing collaborative teams, building leadership confidence and creating systems that support shared responsibility for teaching, learning and student outcomes.

What we did

- Continued to strengthen our leadership structures through smaller teaching teams and purposeful collaboration.
- Held regular leadership and team meetings focused on curriculum discussions, data analysis, planning and problem-solving.
- Supported team leaders to facilitate data discussions, professional learning conversations and teacher inquiries.
- Embedded regular wellbeing check-ins to ensure leaders and staff felt supported in their roles.
- Encouraged reflective practice through PGC inquiries and professional conversations.
- Adjusted team structures following the departure of a Team Leader, merging two teams to strengthen collaboration and shared responsibility.
- Supported a new Junior Team Leader to establish systems and expectations for the junior school programme.
- Continued to foster collaboration within the Angitū Hub as it developed and strengthened its identity.
- Provided opportunities for leaders to clarify roles, responsibilities and priorities as they grew into their positions.

Evidence of Impact

- The merging of two teaching teams resulted in greater cohesion and collaboration, with minimal disruption to teaching and learning programmes.
- Team leaders increasingly facilitated curriculum discussions, data conversations and professional learning opportunities within their teams.
- The Junior Team Leader successfully implemented systems and programmes to support consistency within the junior school.
- Angitū Hub continued to develop a collaborative culture that supports both learners and staff.
- Leadership capability across the school continued to strengthen as leaders developed confidence, clarity and understanding of their roles.
- Regular meetings and professional dialogue contributed to greater shared ownership of school improvement initiatives.

Next Steps

- Continue developing leadership capability through coaching, collaboration and reflective practice.
- Support the newly appointed Junior Team Leader as they establish themselves within the role.
- Strengthen clarity around leadership roles and responsibilities to further build collective efficacy.
- Continue embedding collaborative practices, data discussions and professional inquiry processes.
- Further develop distributed leadership opportunities to support sustainability and future growth across the school.

The leadership team continued to develop and find its footing, with leaders growing in confidence, refining their understanding of roles and responsibilities, and increasingly contributing to a culture of collaboration, shared ownership and continuous improvement.

STRATEGIC GOALS- GROW



Priorities 9–10

Financial Stewardship and Property

Intended Outcome

To ensure strong financial stewardship through careful budget management, sustainable staffing decisions and strategic investment in school property, resources and facilities that enhance teaching, learning and wellbeing.

What we did

- Maintained a focus on responsible budget management while responding to changing roll numbers and staffing requirements.
- Managed staffing changes during Term 3, reorganising the junior school structure to ensure continuity of learning and effective use of staffing resources.
- Began exploring the establishment of a Kawaha Point School Out of School Care programme, with planning underway throughout 2025. By December 2025, systems were in place to launch the KPS OSCAR programme.
- Completed key Five Year Agreement (5YA) projects, including the installation of heat pumps in all classrooms and replacement roofing on the administration block and Spaces 11–14.
- Successfully held the 2025 Board elections, filling all vacancies without the need for an election process.
- Purchased the remaining classroom furniture and invested in additional Chromebooks to support teaching and learning.
- Received a one-off Ministry of Education grant of \$16,000 which enabled the concreting of outdoor areas adjacent to Spaces 3 and 7, addressing a long-standing safety concern.
- Installed artwork by Heidi in the courtyard, celebrating Rotorua and strengthening the visual identity of the school.
- Engaged Kim, from Charities, to support funding applications to Pub Charities and other community foundations, assisting with camp costs and reducing financial barriers for families.
- Introduced Watchdog Security patrols and regular gate locking procedures to improve site security and reduce vandalism.
- Prepared for the commencement of a three-year painting contract with Carus, beginning in January 2026.

Evidence of Impact

- Staffing adjustments were implemented with minimal disruption to teaching and learning programmes.
- The establishment of the KPS OSCAR programme created opportunities to further support families and strengthen school sustainability.
- Property improvements enhanced the learning environment, comfort and safety of students and staff.
- The concreting project outside Spaces 3 and 7 successfully addressed an area that had presented challenges for many years.
- Increased security measures contributed to a reduction in vandalism and damage around the school.
- Successful grant applications provided additional opportunities for learners while reducing financial pressures on whānau.
- Continued investment in furniture, technology and infrastructure supported high-quality teaching and learning environments.
- The Board maintained a strong focus on financial stewardship while recognising that sustaining staffing levels and managing roll fluctuations remains an ongoing challenge.

STRATEGIC GOALS- GROW



Priorities 9–10

Financial Stewardship and Property

Next Steps

- Continue careful monitoring of staffing and financial sustainability in response to roll growth and changing enrolment patterns.
- Embed the KPS OSCAR programme as a valued service for families and the wider community.
- Continue implementing the three-year painting programme and planned property maintenance projects.
- Seek further external funding opportunities to support camps, programmes and learner experiences.
- Maintain a strong focus on growing the school roll to support long-term financial sustainability and protect staffing levels.
- Continue investing in learning environments, resources and facilities that support the vision of Learn, Care and Grow.

The Board remains committed to maintaining high-quality staffing, programmes and learning environments. While fluctuations in roll numbers continue to present challenges, decisions throughout 2025 were guided by a long-term commitment to sustaining the opportunities and experiences available to Kawaha Point School learners.

Kiwi Sport 2025



Kawaha Point used Kiwi-sport funding in conjunction with our own funding to support employment of Sports Co-ordinator Kiri Wilson . The primary objective of her role is to grow participation and enjoyment of sport in school. Since the inception of this role we have seen a large increase in participation and achievement and sees greater participation by parents / whānau supporting teams as coaches or managers.

Our Sports Leaders (Year 6) were a valued part of our kura particularly with their support of school sports events and raising awareness of activity in the school. Our house competition also forms part of our active participation.

A school coloured run was organised and the school had a lot of fun running in the events along with the parents.

We also introduced lunchtime sports- an idea we picked up when visiting local Bay of Plenty schools. This was very popular from lunchtime board games- Jump Jam - mindfulness and outdoor sports.

We wish to continue to grow and achieve success in the sports and activities we're involved with.

End of year roll

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Teaching
staff

15

Support
staff

14

Te Tiriti o Waitangi 2025

We are currently providing a space to gather Māori perspectives through various face-to-face engagement platforms, focus groups and online surveys. The purpose is to listen and act upon traditional values and beliefs that shape leadership behaviours, attitudes and actions, forming strong leadership skills and partnerships.

During regular leadership and team meetings, we weave ongoing reflections and evaluations to prioritise and adapt policies, resources and curriculum planning to meet the needs of Māori students. We are aware that flexibility and adaptability are essential when navigating challenges. So normalising our reflective practices is critical.

To capture the Māori voice at all levels for school, giving the power to act, lead and learn as Māori, we have now established a Te Reo | Tikanga School project group with teachers, and leaders. We have appointed a Mātaurangi Māori leader (management unit and time) to help review practices, through professional learning, coaching and mentoring processes) and procedures to ensure systemic coherence and the rights and duties as tangata whenua are respected and endorsed.

We are continuing to develop our cultural narrative into a digital story. And excited to see this work come to fruition.

Through authentic experiences of mātauranga Māori (knowledge), our school is beginning to revitalise local histories, language and Tikanga Māori as part of New Zealand's culture and identity.



ERO School Profile Report 2025



EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

On-Site Progress Letter Term 3 2025

School Name: Kawaha Point School

Profile Number: 1766

Location: Kawaha Point, Rotorua

Tēnā kōrua Presiding Member and Principal

Thank you for our time at Kawaha Point School on 17 September 2025 to review the school's progress in relation to the ERO report priorities and key areas of the School Improvement Framework.

We appreciated the opportunity to meet with school leaders, staff and students to discuss and observe the progress underway for your learners, staff, parents/whānau and school community. It was good to meet with people and to see teaching and learning in classrooms.

Response to Term 2, 2023 ERO school report improvement priorities

ERO was able to verify that the school has had a sustained focus to address the school's priorities for improvement.

The improvement priorities are clearly reflected in the school's annual implementation plan. The school is regularly reporting to the board on the progress of the annual plan, and this includes progress with increasing student achievement and attendance.

We discussed and verified progress in the following areas:

- Ongoing work in lifting schoolwide consistency in teaching, learning and assessment practices, including a focus on optimising learning time.
- The school has moved from a play-based approach to structured reading, writing and mathematics approaches.
- School leadership continue to engage positively with whānau and are actively exploring strengthening partnerships with the wider community.
- Targeted learners have targeted interventions to accelerate progress; these are beginning to positively impact on learner outcomes, particularly in the junior school.

Progress with School Improvement Framework:

- **Attendance** – the school has not yet improved regular attendance, and chronic absences have grown. An attendance plan and interventions for attendance are in place. This area remains an urgent priority.
- **Learner success and wellbeing** – the school has reliable achievement data as a basis for improving learner outcomes in reading, and mathematics. There is a focus on acceleration to ensure more learners achieve well in literacy and mathematics. Students learn in settled, calm environments; children see themselves as learners and are purposefully engaged in learning.
- **Leadership** – a cohesive leadership team focus on increasing achievement and learner success to increase equity in outcomes. The school is focusing on strategies to enable learners to transition to school from early learning settings.

- **Curriculum** – evidence-based interventions target additional support to learners who need this. A schoolwide approach to accelerating learner progress through structured reading, writing and mathematics programmes continue to develop.
- **Teaching and Learning** – assessment is increasingly used to support responsive teaching practices. Clear and consistent expectations for teaching and learning are evident across the school.

Areas for improvement:

Within 6 months:

- leaders and teachers will continue the urgent focus on ensuring all learners attend school regularly, and report the impact of attendance interventions to the school board and community
- analysis of the impact of accelerative structured teaching and learning programmes on learner achievement to improve teaching and learning
- rationalise current assessment tools and their alignment with new curriculum expectations.

Planning for ERO's next engagement with the school

ERO will be undertaking an online check-in meeting with the school in Term 1, 2026. We will confirm the dates and format of the visit with you early in the term.

The focus of the online meeting will be to evaluate further progress in:

- Attendance
- Student success and wellbeing
- Stewardship (SIF SG5)
- Leadership & Governance
- Partnerships
- Evaluation for improvement.

We will be in touch to plan our work together next term in the school and develop a timetable for this. The online progress engagement will focus leaders and board members sharing the school's progress since this letter.

Thank you again for your participation and engagement in the recent ERO progress visit.

We look forward to working with you next term and seeing the progress in action for your learners, staff, board and school community.

Ngā mihi



Sharon Kelly
Director of Schools



Staff Structure 2025

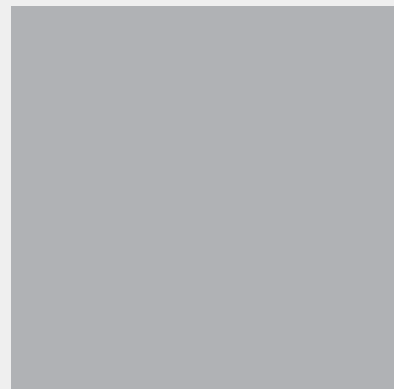
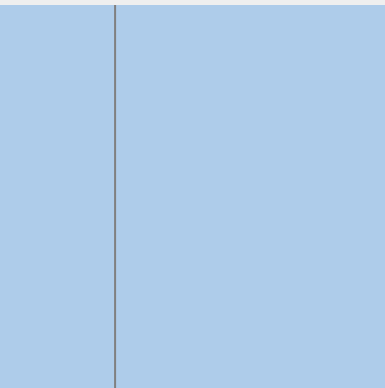
Principal	Maria Gillard
Deputy Principal	Jenny Hermannson and Kiri Nikora
Team lead - Taumata	Dana Haimona
Team lead - Ngongotahā	Mike Dunlop- left term 3- Sam Gillard took over leadership
Team lead- Kaiweka	Sam Gillard
Unit holder- Sports-Pe	Leilah Zainey
Taumata 3	Sheree Jansen- left term 3
Taumata 4	Emily Garner
Taumata 5- open term 3	Sarah Isiah
Taumata 6	Dana Haimona
Taumata 9	Natasha Wood
Angitu 7	Kiri Nikora
Angitu 8	Leilah Zainey
Ngongotahā 11	Tracey Gillespie
Ngongotahā 14	Mike Dunlop - left term 3 then Cheryl Lescheid and and Arthi Kasipersad
Kaiweka 15	Sam Gillard
Kaiweka 16	Ritchell Manaba
Kaiweka 17	Murray Bowden



Staff Structure 2025

Admin	Deb Anderson
Admin	Kiri Wilson- left term 2- then Monique Coomber
Admin	Toherangi Holloway - ICT
Caretaker	Taylor Kingi
Caretaker- Property	Carlo Tuhakaraina- left term 3 end
Release teacher	Mandy Tuhakaraina and Steve Fisher
Reading Recovery	Val Honeyfield
Learning assistant	Ella Jeffcote
	Ashleigh Martin
	Leonie Tina
	Sam, Peake
	Jodi Hohneck
	Heather Currie
	Max Campbell
	Delaney Willetts
	Rewa Mahu-Tahana
	Lecia Challans
	Oceana Challans
	Jaydyn Turei-Bidois (Left Term 3 2025)

***Me ako tahi, tātou, kia puawai ke te ao marama.
Together we learn, care and grow***



Thank You

Board Chair

Endorsed _____.

Date _____

Principal

Endorsed _____.

Date _____



027- 233-0476



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www.kawaha-point.school.nz