ANNUAL REPORT

2025

Middle School West Auckland

Te Kura Takawaenga o Te Uru o Tāmaki Makaurau

877	Years 7–10	Two sites	2025
School number	Learner pathway	One school	Reporting year

Manaakitanga • Kotahitanga • Whanaungatanga

Prepared for the Board, whānau, community and Ministry of Education

Contents

Section	Report content
1	Executive overview
2	Our school
3	Governance
4	Progress against the 2025 Annual Plan
5	Student progress and achievement
6	Attendance, wellbeing and whānau voice
7	Giving effect to Te Tiriti o Waitangi
8	Good employer and EEO compliance
9	Kiwisport
10	Financial overview
11	Priorities for 2026
Appendix	Evidence base and status notes

REPORT STATUS

This report integrates the school's 2025 planning, achievement, attendance, wellbeing, whānau voice and year-end financial evidence. Draft 2025 annual financial statements are appended.

1. Overview

Middle School West Auckland continued to serve learners in Years 7–10 across its Lincoln Road main campus and Pōhutukawa bilingual campus. During 2025, the school focused on academic acceleration, curriculum change, attendance, culturally responsive practice, stronger whānau engagement and improvements to the learning environment.

+23 pts	+19 pts	71%	34%
Reading At/Above	Maths At/Above	CAA Round 2 pass rate	T4 regular attendance

What the evidence shows

- Achievement improved across the year. The proportion of students At/Above increased from 39% to 62% in reading and from 23% to 42% in mathematics.
- Students in the lowest achievement band reduced substantially: Well Below fell from 35% to 11% in reading and from 38% to 16% in mathematics.
- Year 9 and Year 10 CAA literacy and numeracy results improved from a 46% pass rate in Round 1 to 71% in Round 2.
- Attendance remained the most significant barrier. Regular attendance ranged from 31% to 38% across the year and ended at 34% in Term 4.
- Wellbeing evidence showed strong perceptions of safety (86%) but weaker belonging (68%), enjoyment of school (62%) and cultural recognition (64%).
- Whānau valued the welcoming staff and clearer communication, while asking for stronger academic reporting, cultural visibility and genuine involvement in decision-making.

BOARD-LEVEL CONCLUSION

The school achieved meaningful academic progress, but the benefits were constrained by persistent attendance, belonging and financial sustainability pressures. These areas require explicit targets, close monitoring and disciplined resourcing in 2026.

2. Our school

Middle School West Auckland provides an integrated, project-based curriculum across the eight learning areas of the New Zealand Curriculum. The school aims to know each learner well, affirm their interests and identity, and support them to develop the knowledge, skills and confidence needed to direct their learning.

Site	Location and provision
Main Campus	287–289 Lincoln Road, Henderson; English-medium provision for Years 7–10.
Pōhutukawa Hapori	26 Waipareira Avenue; bilingual provision grounded in te reo Māori, tikanga and kaupapa Māori.

Strategic intentions

Pou	Strategic intention
Learning Pathways / Huarahi Ako	All learners achieve their highest educational potential through quality teaching and learning, safe environments and positive relationships.
Learning to Learn / Tikanga Ako	Māori learners enjoy educational success as Māori.
Working Together / Mahitahi	The Board, staff, whānau and community are engaged in supporting tamariki in learning and wellbeing.

Values and principles

The school's core values are Manaakitanga (respect), Kotahitanga (inclusion) and Whanaungatanga (care), underpinned by Tika, Pono and Aroha.

3. Governance

The Board governed the school through a period of change during 2025, including Board elections and a transition in membership.

Period	Board membership recorded in school evidence
6 May 2024 – 14 October 2025	Karen Van-Gemerden (Presiding Member); Warren Cook (Principal); Wayne Todd (Staff Representative); Kate Rooney (Parent Representative); Tamzin Cook (Secretary).
From 15 October 2025	Peter McArthar (Presiding Member); Chris Woite; Murray Burton; Warren Cook (Principal); Wayne Todd (Staff Representative); Alexis Cameron (Parent Representative); Tamzin Cook (Secretary).

GOVERNANCE NOTE

Murray Burton's resignation as 19 February 2026.

4. Progress against the 2025 Annual Plan

Strategic intention 1 — Learning Pathways / Huarahi Ako

2025 action	Outcome and evaluation	Status
Targeted PLD	Staff participated in trauma-informed practice, Spring into Maths, Agility With Sound/Wordchain, mathematics curriculum change and responsible use of AI. Further PLD is required as curriculum changes continue.	Ongoing
Professional collaboration	Regular staff, project, subject and Hapori hui supported consistency across two sites. Staff also accessed learning alongside other schools.	Ongoing
Inclusive school culture	Cross-site activities and explicit expectations of acceptance strengthened schoolwide connection, while wellbeing data indicates belonging still requires focused work.	Partly achieved
Timetable and curriculum	Timetable adjustments increased daily literacy and numeracy time for Years 7–8 and supported alignment with curriculum requirements.	Achieved / monitor
Assessment and acceleration	e-asTTle testing in Terms 1 and 3, GloSS testing, PROBE and intervention-specific monitoring provided a clearer progression picture. Strong gains occurred in reading and mathematics.	Achieved
Localised project-based curriculum	Project-based units were reviewed and updated with Ministry curriculum support, though further localisation with community and iwi is needed.	Ongoing
Attendance action	A STAR attendance plan was developed. Regular attendance remained low, indicating that implementation and targeted case management must intensify.	Not achieved

Strategic intention 2 — Learning to Learn / Tikanga Ako

Action	2025 progress	Next step
Te reo Māori programme	Units with objectives, learning intentions and success criteria were developed for the bilingual provision.	Keep aligned with curriculum changes and strengthen progression.
Schoolwide tikanga	Karakia and waiata became more consistent across both campuses, supporting shared participation in pōwhiri and other tikanga Māori events.	Bring new learners and staff into shared practice; extend repertoire.
Staff capability	Te reo and tikanga learning was included in staff meetings and teacher-only days.	Continue structured PLD for staff and Board.

Strategic intention 3 — Working Together / Mahitahi

Action	2025 progress	Next step
Whānau engagement	Parent-teacher conferences, whānau days, sports, celebrations of learning, Hapori hui and prizegivings created opportunities for participation.	Use more flexible timing and co-design approaches.
Local curriculum	Project material was updated to be more current and relevant to learners and community.	Continue consultation and cultural relevance review.
Physical environment	The main campus interior was painted using Ministry funding; Pōhutukawa had been improved recently.	Maintain both sites and seek further property support.
Board succession	Board elections brought new membership and energy.	Strengthen induction, succession planning and community participation.

5. Student progress and achievement

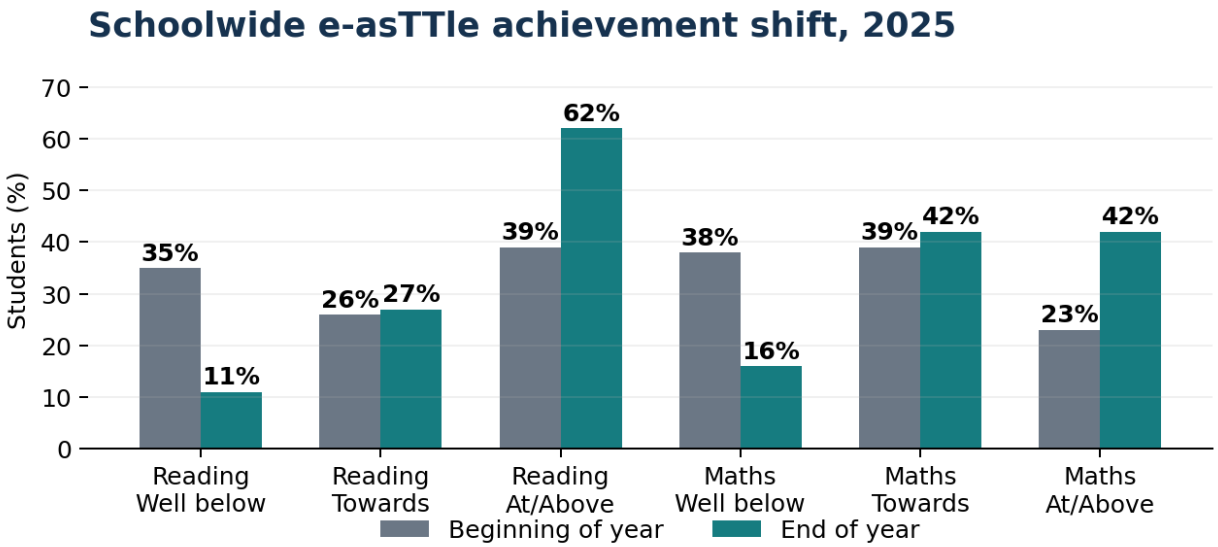


Figure 1. Schoolwide e-asTTle distribution reported in the 2025 academic evidence.

INTERPRETATION

The shift out of Well Below and into At/Above is educationally significant. It indicates that targeted teaching, grouping and intervention programmes were having an effect. However, 38% of learners in reading and 58% in mathematics remained below expectation at year end, so acceleration must continue.

Reading

Band	Beginning of year	End of year	Change
Well Below	35%	11%	−24 points
Working Towards	26%	27%	+1 point
At/Above	39%	62%	+23 points

Mathematics

Band	Beginning of year	End of year	Change
Well Below	38%	16%	−22 points
Working Towards	39%	42%	+3 points
At/Above	23%	42%	+19 points

CAA literacy and numeracy assessments

Year 9 and Year 10 learners completed external literacy and numeracy assessments twice during 2025 under the school's memorandum of understanding with Mount Hobson.

46%	71%	+25 pts	Y9–10
Round 1 pass rate	Round 2 pass rate	Improvement	Participating cohorts

The 25-point improvement provides evidence of stronger readiness after targeted teaching and exam preparation. Future reporting should separate literacy, writing and numeracy outcomes by year level, ethnicity and learner group so equity and intervention impact can be assessed more precisely.

6. Attendance, wellbeing and whānau voice

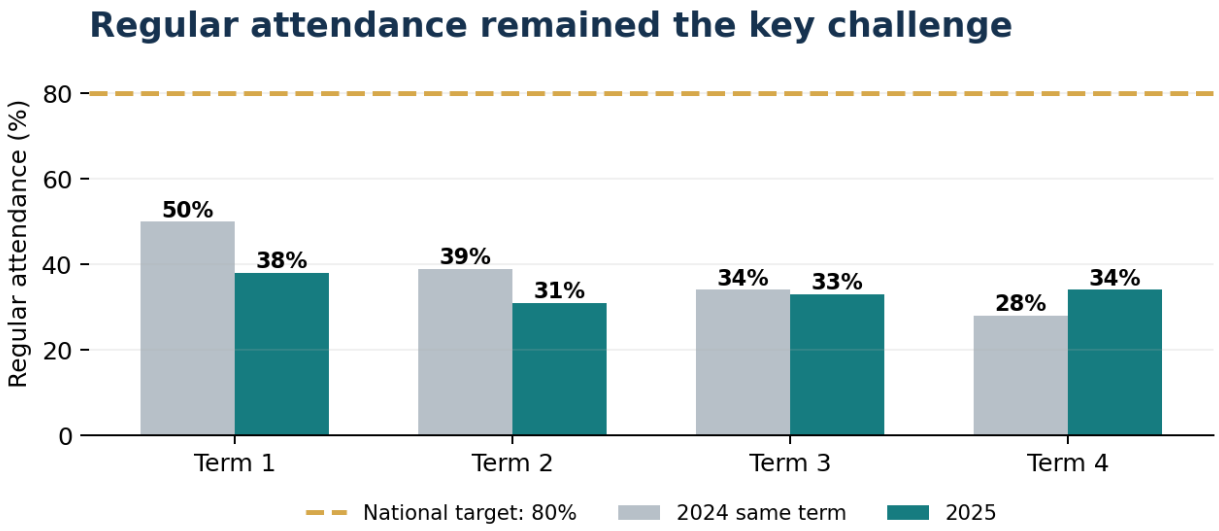


Figure 2. Students attending more than 90% of the time, by term.

Measure	Term 1	Term 2	Term 3	Term 4
Regular attendance (>90%)	38%	31%	33%	34%
Chronic absence (<70%)	17%	29%	26%	32%
Regularly on time	33%	28%	50%	53%

ATTENDANCE CONCLUSION

Term 4 regular attendance improved by 6 points compared with Term 4 2024, and punctuality improved markedly during the second half of 2025. Nevertheless, only 34% attended regularly and 32% were chronically absent in Term 4. Attendance remained well short of the Government target of 80% regular attendance.

Wellbeing

Indicator	Positive response
Feel safe at school	86%
Have at least one trusted adult	79%
Know how to get help if stressed	74%
Feel like they belong	68%
Feel their culture is respected	64%
Enjoy coming to school	62%

The strongest result was physical safety. The most pressing needs were belonging, enjoyment and cultural connection, particularly for Māori and Pasifika learners. Student voice asked for more cross-year connection, inclusive lunchtime and extracurricular options, engaging mental-health learning and more relational discipline.

Whānau voice

Eighty-three whānau responded, representing approximately 52% of enrolled learners. The community recognised the care of staff and improvements in communication while identifying a gap between receiving information and being genuine partners in decisions.

Indicator	Positive response
Feel welcome at school	83%
Communication is clear	71%
Culture is respected and valued	66%
Opportunities to participate	62%
Know how their child is progressing	58%
School listens to whānau feedback	54%

7. Giving effect to Te Tiriti o Waitangi

Middle School West Auckland recognises the unique position of Māori as tangata whenua and worked during 2025 to strengthen te reo Māori, tikanga, culturally responsive practice, whānau partnership and equitable outcomes.

Area	2025 evidence
Learner population	The reported composition was 40.4% Māori, 25.3% Pacific, 17.2% European, 4.7% Asian, 3.3% Filipino, 3.3% Indian, 2.0% Latin/Hispanic and 3.8% Other.
Te reo Māori	Pōhutukawa Hapori provided bilingual learning, while schoolwide karakia and waiata supported participation across both sites.
Tikanga and identity	Kapa haka, mihi whakatau, toi Māori and daily tikanga practices supported cultural identity and understanding.
Partnership	Newsletters, text messages, social media, surveys, hui and an open-door approach provided channels for whānau and community engagement.
Equity	Achievement monitoring, culturally responsive teaching and whānau partnership were used to support Māori success as Māori.

VARIANCE AND NEXT STEP

Progress was evident in programme development and shared tikanga practice. However, wellbeing and whānau data showed that cultural recognition was not yet consistently experienced.

8. Good employer and EEO compliance

The Board reports that it operated as a good employer and maintained an equal employment opportunities programme during 2025.

Obligation	How the school addressed it
Safe working conditions	Health and safety procedures, communication, risk management, staff training and action on identified hazards.
Equal employment opportunities	Fair treatment regardless of gender, ethnicity, culture or belief; policies and practices reviewed for inclusion and equity.
Impartial selection	Clear criteria, structured interviews, conflict-of-interest management and decisions based on qualifications, skills and suitability.
Māori employment aspirations	Support for Māori staff recruitment and development, culturally responsive PLD, te reo Māori, tikanga and Te Tiriti capability.
Employee development	PLD linked to curriculum, school priorities, career pathways and leadership development.
Women and people with disabilities	Commitment to equity, work-life balance, advancement, reasonable accommodation and accessible support.

EEO programme check	2025 response
EEO programme/policy operated	Yes

EEO programme check	2025 response
Available to staff	Yes
Awareness training included	Yes
Compliance coordinator appointed	Yes
Regular reporting provided	Yes
Priorities and objectives set	Yes

9. Kiwisport

FUNDING USED

Kiwisport funding of $3,458.02 was used to purchase equipment, hire sports facilities and subsidise transport to and from sporting events.

10. Financial overview

Draft 2025 annual financial statements appended to this report.

Required response

- Maintain monthly cashflow, creditor, budget-variance and working-capital reporting to the Board.
- Strengthen purchase approval, contract oversight and financial-service controls.
- Set and monitor a Board-approved financial recovery plan with clear milestones for 2026 and 2027.

11. Priorities for 2026

Priority	2026 focus	Suggested evidence of progress
Academic acceleration	Continue structured literacy and mathematics interventions; align teaching and assessment with curriculum changes.	BOY–midyear–EOY progress by year, ethnicity and intervention group.
Attendance	Intensify STAR implementation, early contact, case management and work with whānau and agencies.	Termly regular attendance and chronic absence; individual plan outcomes.
Belonging and culture	Co-design cultural visibility, inclusive activities and relational practice with learners and whānau.	Repeated wellbeing survey; belonging and cultural-respect measures.
Whānau partnership	Introduce a regular forum, flexible event timing, clearer academic reporting and a ‘You Said, We Did’ loop.	Participation data and whānau survey measures.
Te Tiriti capability	Extend te reo and tikanga PLD and build a measurable Māori achievement action plan.	Capability milestones and Māori learner progress/voice.
Financial recovery	Complete audit, tighten controls and report recovery milestones monthly.	Cashflow, creditors, variance, working capital and audit actions.

Appendix — Evidence base and status notes

This report was compiled from the following school-provided evidence:

- 2025 Strategic Plan.DOCX
- 2025 Annual Plan(1).DOCX
- 2025 Annual Plan – Progressions.pdf
- AOV 2025.pdf
- 2025 Academic Report.pdf and 2025 Academics.pptx
- Attendance EDM reports for Terms 1–4, 2025
- Well Being Report 2024–25.pdf
- Whānau Voice Survey 2024–25.pdf
- DRAFT MSWA 2025 Audit Report.pdf
- MSWA Budgets and Finance Report 2025 Board.pdf, Budgets.pdf and plan and budget 2025.xlsx
- Existing Annual Report.pdf and 2025 Annual Report.pdf (structure and source content).

End of Annual Report 2025