Annual Report 2025

(Statement of Variance, Kiwi Sport Funding Statement, EEO Statement, Board Members, Report on Other Funding, 2025 End of Year data)

Statement of Variance

Strategic Goal 1: Responsive Curriculum and Pedagogy

Objective: Develop a curriculum that is responsive to the cultures, needs, interests, and aspirations of all ākonga while continuously improving teaching practices.

1. Actions Taken

- Strengthen our structured literacy approach, focusing on explicit and sequential teaching.
- Expanded the structured mathematics approach schoolwide, integrating "Learn Through Doing" and strengthening teacher professional development.
- Refined the assessment process, with a focus on data-driven teaching.
- Strengthened Te Reo Māori integration into classroom instruction.

2. What Did We Achieve?

Reading: Achievement at or above the expected level increased from **79% (2023) to 84% (2024)**.
Mathematics: Improved from **80% (2023) to 84% (2024)**, reflecting the success of structured numeracy teaching.
Writing: Remained steady at **76% in 2024** compared to **77% in 2023**, with slight shifts in demographic performance.
Māori Student Progress: Notable improvement in mathematics, with **84% of Māori students achieving at or above expectations (up 6%)**.
More students working above expectations: The number of students achieving "above" expectations increased in reading and mathematics.

3. Evidence of Impact

- Data shows accelerated reading progress in the junior years, reflecting the success of structured literacy.
- Mathematics progressions and professional learning resulted in stronger teacher confidence and better student outcomes.
- Writing remained stable, but further intervention is needed to boost students into the "above" category.

4. Reasons for Variance

- Reading and Mathematics: The positive increase is linked to the successful implementation of structured approaches.

- Writing: A slight drop in writing at expected levels (from 77% to 76%) is due to a higher number of new students with learning needs and an ongoing focus on refining structured writing instruction.
- Demographic Shifts: A growing ESOL student population (now 10%) impacted overall trends, particularly in literacy.
- New Enrollments: A large number of new Year 5 and 6 students were working below expectations, affecting upper-school trends.

5. Planning for Next Steps

Continue strengthening writing instruction, focusing on explicit, sequential teaching.
Further develop teacher knowledge in structured mathematics, refining assessments.
Implement targeted extension programs for Māori students to increase the number working "above" expectations.
Provide additional support for new students, ensuring smoother transitions and stronger initial achievement gains.

Strategic Goal 2: Hauora (Wellbeing and Resilience)

Objective: Build well-being and resilience for students and staff.

1. Actions Taken

- Expanded the Mitey Mental Health Education program across all year levels.
- Strengthened the Year 6 & Year 1 buddy system, supporting new entrant transition.
- Established school houses, boosting student engagement and school spirit.
- Improved pastoral care and attendance tracking, prioritising student well-being.

2. What Did We Achieve?

Mitey program is now fully embedded, with staff using its resources to support student well-being.
Buddy system has strengthened school culture, fostering a sense of connection.
School houses created strong identity and participation, particularly in events like Matariki and cross-country.
Attendance efforts have improved monitoring, though Māori student attendance still requires targeted action.

3. Evidence of Impact

- Increased participation in school wide events suggests students feel a greater sense of belonging.
- Student voice highlights the success of the buddy system, with younger students feeling more supported.
- Improved engagement in the Mitey program, through explicit teaching sessions, were found to be more effective than an integrated approach.

4. Reasons for Variance

- Mitey needed structured lessons rather than integration within other subjects, requiring adjustments.
- Attendance remains a challenge for some students, particularly those with inconsistent home environments.
- Neurodiversity support is growing, but more structured intervention is required.

5. Planning for Next Steps

Continue refining the Mitey approach, ensuring explicit lessons for maximum impact.
Expand neurodiversity support, creating targeted intervention groups.
Implement specific strategies for Māori attendance improvement, including greater whānau engagement.

Strategic Goal 3: Learning Partnerships

Objective: Develop authentic learning partnerships with whānau and the wider community.

1. Actions Taken

- Strengthened parent information evenings, covering literacy, numeracy, and well-being topics.
- Enhanced whole school events, such as Matariki celebrations and sporting competitions.
- Maintained pastoral support for families, ensuring access to external resources.
- Consulted whānau on the Mitey program and digital safety.

2. What Did We Achieve?

High participation in school events, demonstrating strong community engagement.
Successful Matariki breakfast and whānau hui, reinforcing school-family connections.
Pastoral support efforts provided additional resources for families in need.
Positive feedback on parent information evenings, particularly around literacy.

3. Evidence of Impact

- Whānau involvement in school events is increasing, with more families engaging in celebrations.
- Mitey consultation showed strong support, reinforcing its role in student well-being.
- Pastoral care interventions were highly valued, particularly for vulnerable families.

4. Reasons for Variance

- Learning conversations were affected by staff illness.
- Digital safety remains a concern, requiring more structured parent resources.

5. Planning for Next Steps

Ensure consistent and structured whānau engagement.
Strengthen learning conversations, making them more accessible and flexible for families.
Continue pastoral support initiatives, ensuring families receive the resources they need.

How do we give effect to Te Tiriti o Waitangi?

Nelson Park School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.

- Worked to ensure our plans, policies and local curriculum reflect tikanga Maori, Matauranga Maori and te ao Maori.
- Rima Tere - Regular short bursts led by Rachel, Tracy and Toby
- Wa waiata - whole school
- Individual and collective staff improvement in our use of Te Reo Maori
- Part of our professional growth cycle at NPS
- Introduction of optional extension on a Thursday afternoon.

Maori are enjoying and achieving educational success as Maori, as they develop the skills to participate in te ao Maori, Aotearoa and the wider world.

We ensure our policies, planning and local curriculum reflect our Maori whanau at Nelson Park School. We are working as a staff to continuously upskill all staff in their knowledge and understanding of Te Reo Maori.

We insist on the importance of achieving equitable outcomes for our Maori students by placing value on the teaching of local history and practices, improving our own use and understanding of Te Reo Maori and tikanga Maori.

Kiwi Sport Report

During the year the Board was the recipient of additional Government funding for specific purposes:

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2025 the school received total Kiwisport funding of $5,707 (excluding GST). The funding was put towards a range of sports equipment to resource the school to support and initiate student participation in a variety of sports.

The number of students participating in organised sport continues to be at excellent levels.

Good Employer Statement

The board:

1. Has developed and implemented personnel and industrial policies, within policy and procedural frameworks set by the government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students.
2. Has reviewed its compliance against both its personnel policy and procedures and Education Review Office Board Assurance Statement Personnel (Section 4) and can report that it meets all requirements and identified best practice.
3. Is a good employer as determined by the Public Service Act 2020 and complies with the conditions contained in the employment contracts applying to teaching and non-teaching staff.
4. Ensures all employees and applicants for employment are treated accordingly to their skills, qualifications, abilities and aptitudes, without bias or discrimination.
5. Meets all EEO requirements.

Board of Trustees

Nelson Park School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Kim Wallace	Presiding Member	Elected	Sept 2025
Pip Simmonds	Principal ex Officio	Appointed	
Stuart McLaughlan	Member	Re-elected	Sept 2025
Venita Simcox	Member	Elected	Sept 2025
Maree McLean	Member	Elected	Sept 2025
Helen Young	Member of Staff	Elected	Sept 2025

Nelson Park School Data - End of Year (Total Students = 376)

READING

	With learning support towards	Towards	Within	Above	Total
Year 0			100% (15)		15
Year 1		(12)	(30)	(8)	50
Year 2		(17)	(29)	(20)	66
Year 3	(2)	(15)	(30)	(15)	62
Year 4	11% (6)	16% (5)	17% (22)	57% (20)	50
Year 5	13% (8)	11% (6)	37% (21)	38% (21)	56
Year 6	(5)	(9)	(22)	(24)	58
Total	26	32	150	159	357

Nelson Park School Data - End of Year (Total Students = 376)

WRITING

	With learning support towards	Towards	Within	Above	Total
Year 0			100% (12)		15
Year 1			46% (29)	54% (34)	50
Year 2		8% (5)	70% (42)	22% (13)	66
Year 3	9% (5)	28% (15)	26% (14)	37% (20)	62
Year 4	15% (9)	11% (6)	52% (29)	22% (12)	50
Year 5	10% (5)	32% (17)	25% (13)	34% (18)	56
Year 6	13% (9)	22% (15)	57% (39)	9% (6)	58
Total	28	58	178	103	357

Nelson Park School Data - End of Year (Total Students = 376)

MATHEMATICS

	With learning support towards	Towards	Within	Above	Total
Year 0			100% (12)		15
Year 1			49% (31)	51% (32)	50
Year 2		11% (7)	63% (38)	26% (15)	66
Year 3	9% (5)	13% (7)	50% (27)	28% (15)	62
Year 4	14% (8)	16% (9)	43% (24)	27% (15)	50
Year 5	13% (7)	17% (9)	32% (17)	38% (20)	56
Year 6	4% (3)	6% (4)	73% (50)	17% (12)	58
Total	23	36	199	109	357