

2025 GREENPARK SCHOOL ANNUAL REPORT



PRINCIPAL'S REPORT

Greenpark School, through its analysis of student data, has placed a strong emphasis on improving student achievement in Literacy. In 2021, our kura engaged with the Ministry of Education's Better Start Literacy Programme, focusing on our junior team. In 2022, we extended this initiative to implement a full school Structured Literacy programme, which remains a major focus for our kura. Throughout 2024, there has been a slight shift in focus to writing, with the purpose of transferring spelling and increasing composition skills. The ultimate goal of Structured Literacy practices is to enable all tamariki to comprehend and compose text at an age and stage appropriate level. This learning represents a significant financial and human resource commitment from our Board of Trustees and kura, including:

- Providing professional learning for our team
- Offering teacher release time to attend professional learning and development
- Allocating teacher release time for peer coaching and observation
- Investing in the iDeal online platform and teacher resources
- Purchasing structured literacy reading resources for our tamariki
- Employing learning support staff throughout 2025 - 2026 to assist struggling readers
- Investment in Writing PLD
- Investment in SLA & MAP staffing.

In 2024, while inducting new staff and continuing to sustain these practices in reading and spelling, our focus shifted to writing and this continues in 2026. New approaches to teaching and learning have shifted our assessment practices, and these have continued to evolve throughout 2025 - 2026 as new Ministry of Education mandates are implemented throughout Aotearoa. As a kura, we are extremely proud of the progress our kaiako and tamariki have made.

Our Board of Trustees is a dedicated and knowledgeable group, well-informed and fully engaged in our strategic plan. In addition to their commitment to improving outcomes for our tamariki, they have completed several significant property projects, including:

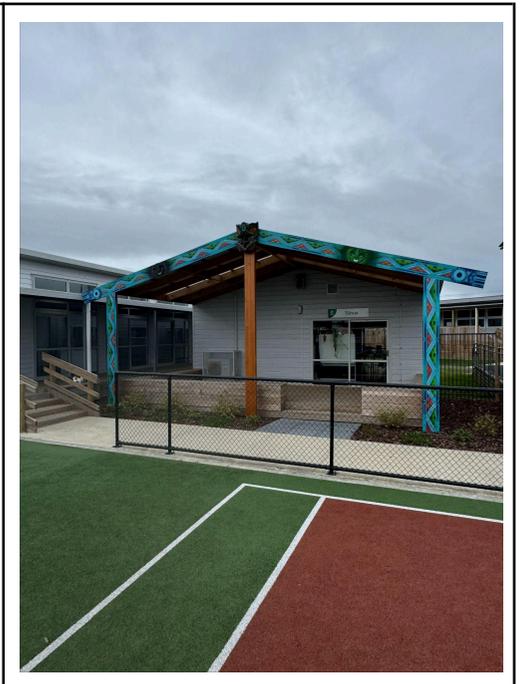
- Weathertight remediation of our hall and refurbishment of nine classrooms
- Replacing our junior playground
- Implementation of 5YA works as outlined in our 10YPP (roofing, electrical and internal refurbishments).
- Several exterior playscape areas.
- Installation of Solar Energy.

In 2026 the focus will shift to maintaining stock and the following projects are on target to be completed in 2026:

- M, F, and E block internal refurbishment.
- Enhancing outdoor playspaces.

GREENPARK SCHOOL BOARD OF TRUSTEES

Krissy Thompson	Parent Elected Representative
Gareth Norman	Parent Elected Representative
Danielle Adnitt	Parent Elected Representative
Nicola Brown	Parent Elected Representative
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ANALYSIS OF GREENPARK SCHOOL'S PROGRESS AND ACHIEVEMENT

STRATEGIC INITIATIVE: MĀTAURANGA | STRUCTURED LITERACY - Implement school wide structured literacy practices to challenge and empower teacher practice and accelerate learning.

ANNUAL AIMS/GOALS:

- READING: Shift our stanine 5 to 9 from 68% to 73% (Reading Comprehension PAT)
 - 64% Stanine 5 to 9 (Term 2 2025)
- MATHEMATICS: Shift our stanine 5 to 9 from 66% to 71% (Mathematics PAT)
 - 72% Stanine 5 to 9 (Term 4 2025)

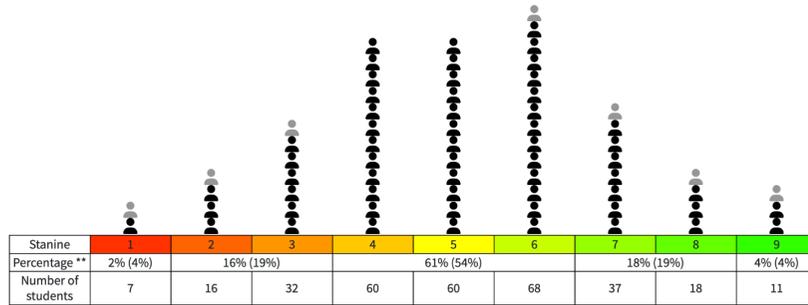
NZCER adjusted Panui (Reading Comprehension) norms in 2025. Maths was last reviewed in 2024. Therefore, the data can not be compared.

ACTIONS	WHAT DID WE ACHIEVE?	EVIDENCE	REASONS FOR ANY DIFFERENCE	WHERE TO NEXT?
<p>Reading</p> <p>Writing</p> <p>Maths</p>	<p>Professional Learning Term 1:</p> <ul style="list-style-type: none"> ● New Staff Induction X2 days (Greenpark School) ● Oral Language x3 days (Tools4Teachers) ● Maths x1 day induction (Maths No Problem), x1 day modelling & leading maths change ● Maths x2 days (MOE) ● In-class coaching reading & maths ● X2 teachers SLA training 	<p>Reading Data norms adjusted 2025</p> <p>Phonics 20 wk & 40 wk assessments completed and uploaded to MOE</p> <p>Writing in-school tracking report https://docs.google.com/document/d/1jS_rZ351lcbIEHm3ymI3hWT6aAxVJqpE_w-Dpvt0l3k/edit?usp=sharing</p> <p>Maths PAT Term 1 and Term 4 data</p> <p>SLA Data completed and uploaded to MOE</p>	<p>Reading Data norms adjusted 2025</p> <p>Maths - Whole school implementation of revised curriculum and Maths No Problem resource.</p> <p>Writing - focus on sentence level writing, Learning Leaders leading team writing via curriculum</p>	<p>Adapt twice yearly assessment process according to MOE directives.</p> <p>Engage in whole school writing PLD (The Writing Revolution).</p> <p>MAP teacher to engage in MOE training.</p>

STANDARDISED ANNUAL COHORT TRACKING, PROGRESS AND ACHIEVEMENT DATA SUMMARY

PAT READING COMPREHENSION 2025 (TERM TWO)

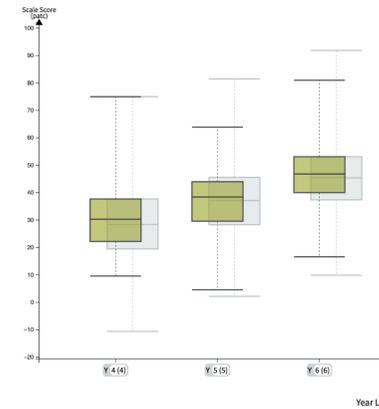
Number of Students (Completed)	Mean Stanine
305 / 309	5.1 (5)*



Stanine Distribution (● = 5 student)

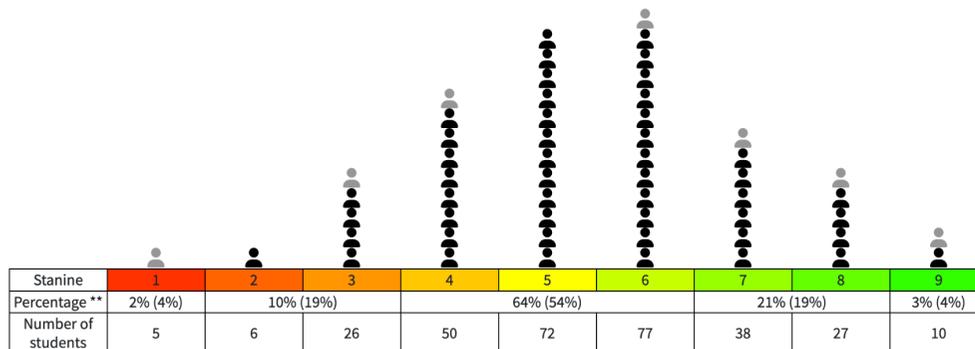
* Numbers in brackets provide statistics for all students in the national reference group.
 ** Percentages may not add up to 100 percent due to rounding.

Year Level (ref year)	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
Y 4 (4)	106/106	30.6 (28.9)	11.8 (12.6)	75.0 (75.0)	37.7(37.7)	30.3 (28.4)	22.2(19.5)	9.6 (-10.6)
Y 5 (5)	97/101	37.1 (37.1)	10.7 (11.4)	63.9 (81.5)	44.0(45.6)	38.4 (37.1)	29.6(28.3)	4.6 (2.2)
Y 6 (6)	102/102	47.1 (46.1)	11.3 (11.5)	81.0 (91.9)	53.1(53.1)	46.8 (45.4)	40.0(37.4)	16.6 (9.9)



PAT READING VOCABULARY 2025 (TERM TWO)

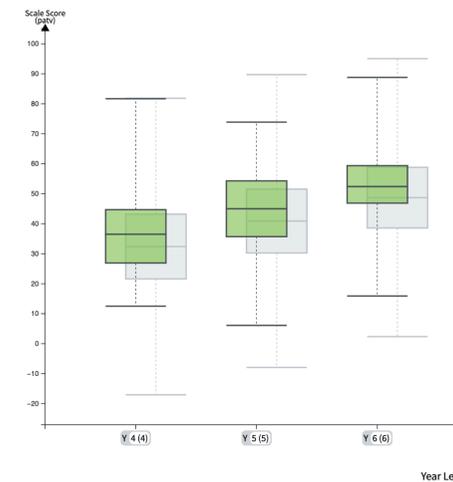
Number of Students (Completed)	Mean Stanine
301 / 311	5.4 (5)*



Stanine Distribution (● = 6 student)

* Numbers in brackets provide statistics for all students in the national reference group.
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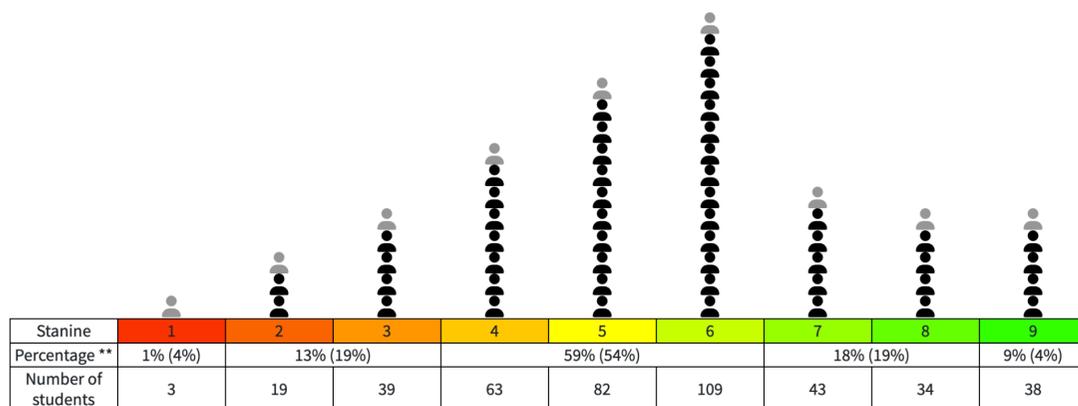
Year Level (ref year)	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
Y 4 (4)	99/106	36.2 (32.4)	13.6 (16.0)	81.7 (81.8)	44.7(43.2)	36.5 (32.4)	26.9(21.6)	12.5 (-17.0)
Y 5 (5)	101/101	44.4 (40.9)	13.5 (15.8)	73.9 (89.7)	54.3(51.6)	45.0 (40.9)	35.7(30.2)	6.1 (-7.9)
Y 6 (6)	101/104	52.3 (48.7)	12.7 (15.0)	88.8 (95.1)	59.4(58.8)	52.4 (48.7)	46.9(38.6)	15.9 (2.3)



PAT MATHEMATICS 2025 (TERM FOUR)

PAT: Mathematics

Number of Students (Completed)	Mean Stanine
423 / 430	5.6 (5)*

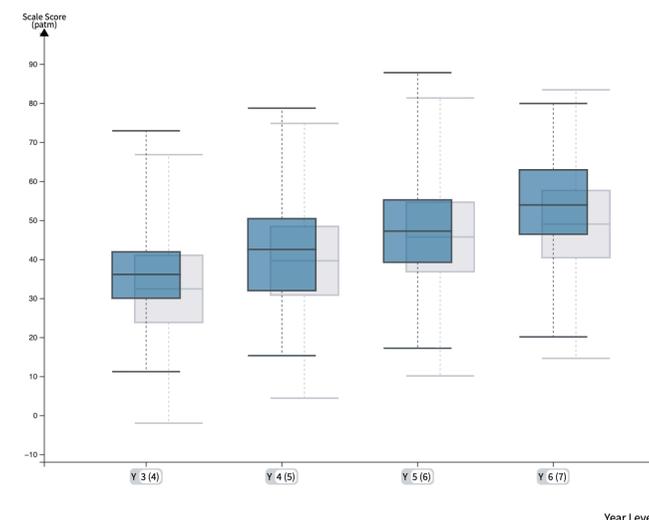


Stanine Distribution (● = 8 student)

* Numbers in brackets provide statistics for all students in the national reference group.

** Percentages may not add up to 100 percent due to rounding.

Year Level (ref year)	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
Y 3 (4)	107/107	37.6 (32.5)	11.5 (12.7)	73.0 (66.9)	42.0(41.1)	36.2 (32.5)	30.1(23.9)	11.3 (-1.9)
Y 4 (5)	112/115	42.4 (39.7)	14.4 (13.1)	78.8 (74.9)	50.5(48.5)	42.6 (39.7)	32.0(30.9)	15.4 (4.5)
Y 5 (6)	104/104	48.4 (45.8)	13.2 (13.2)	87.9 (81.4)	55.3(54.7)	47.3 (45.8)	39.3(36.9)	17.3 (10.2)
Y 6 (7)	100/104	55.1 (49.1)	11.9 (12.7)	80.0 (83.5)	63.0(57.7)	54.0 (49.1)	46.5(40.5)	20.2 (14.7)

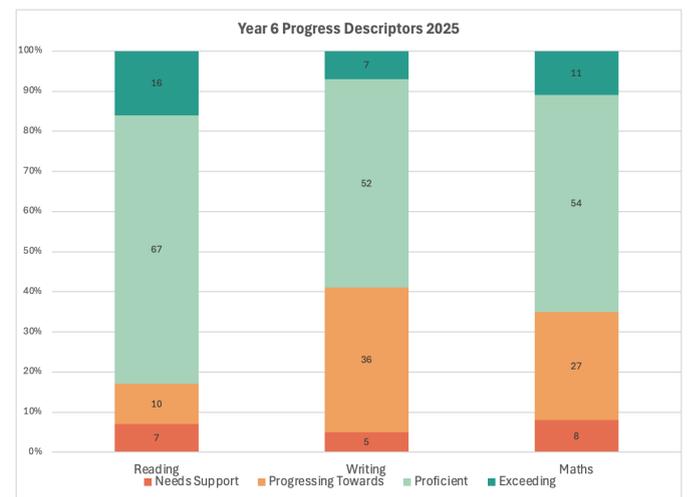
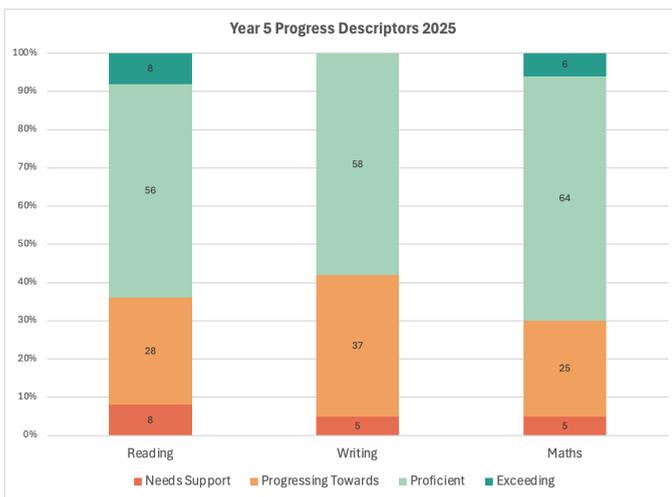
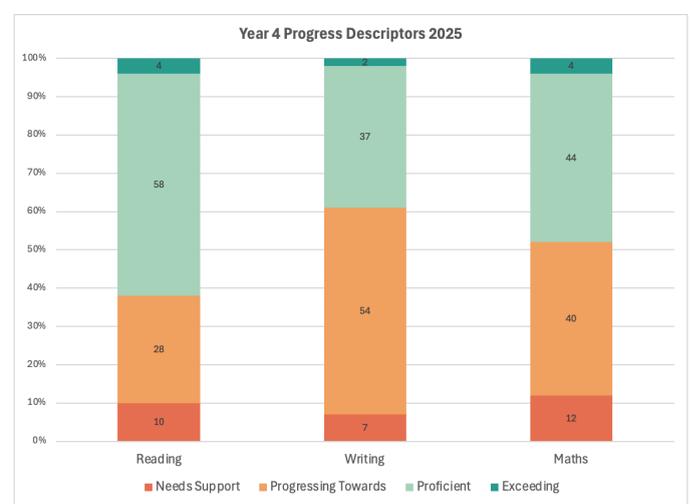
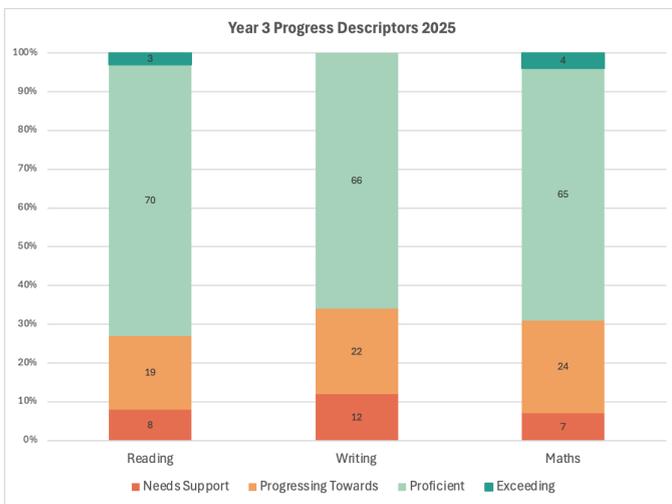
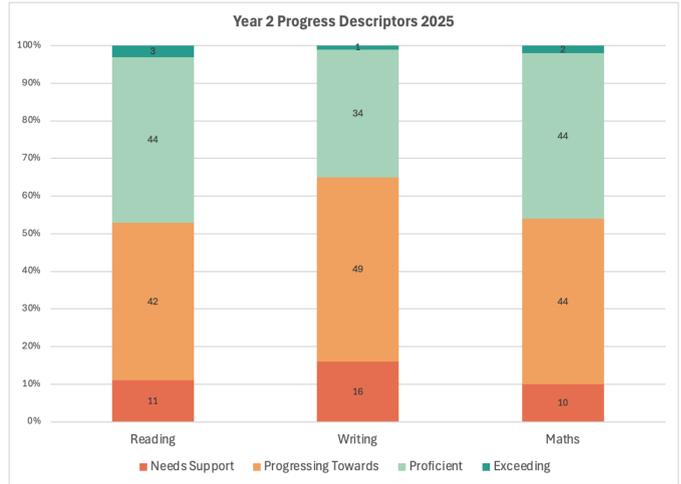
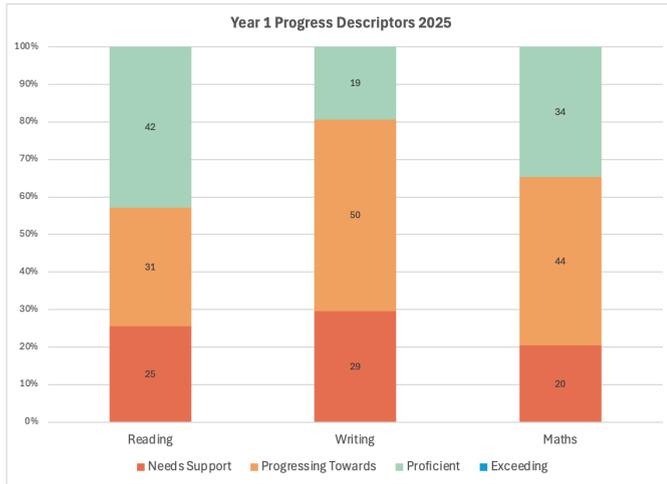


Greenpark School began implementing the revised Mathematics and Statistics Curriculum in 2025. An analysis of PAT Mathematics data shows no statistically significant change between Term 4, 2024 and Term 4, 2025 results. The school is currently seeking clarification regarding the scaling of test items—specifically, whether the difficulty levels were adjusted to align with the revised curriculum. If this is the case, the absence of a decline in performance suggests a strong initial implementation.

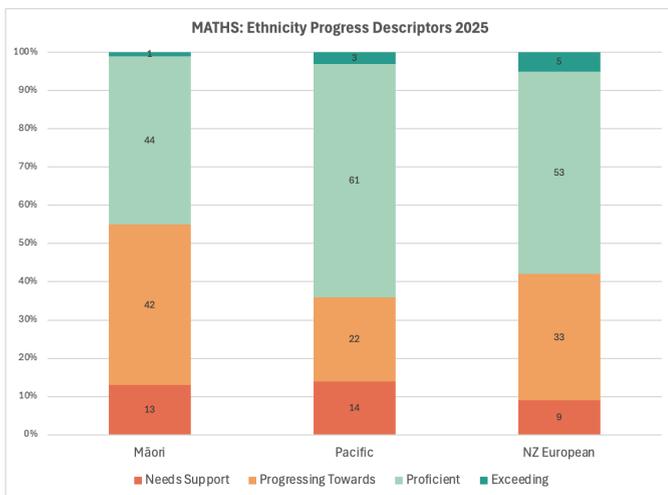
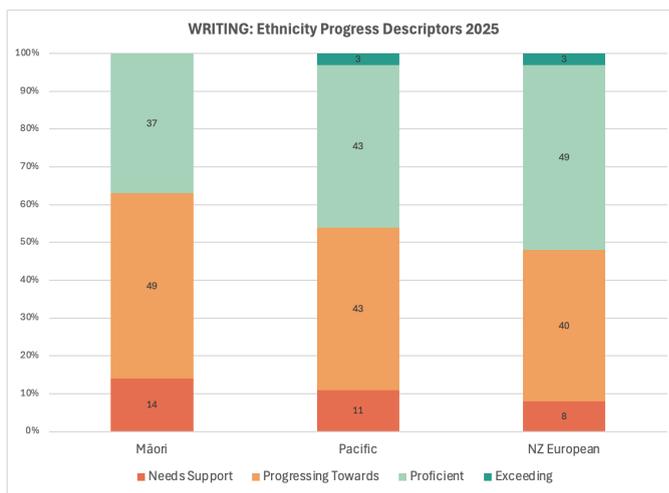
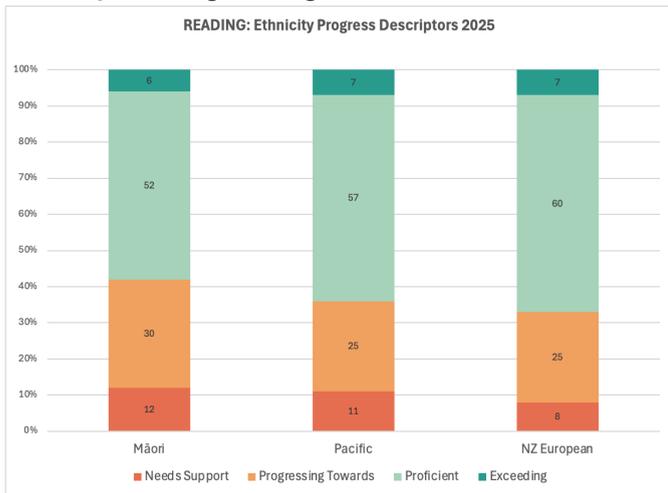
However, comparing data between 2025 and 2026 will present challenges, as a further revised Mathematics and Statistics document was released in October 2025. This new version reflects a substantial increase in the expected depth and complexity of students' mathematical knowledge and understanding. In response, Greenpark School's goal is to align its teaching practices with the October 2025 curriculum version and adapt instructional approaches accordingly in 2026.

TERM 3, 2025 PROGRESS AND ACHIEVEMENT DATA SUMMARY

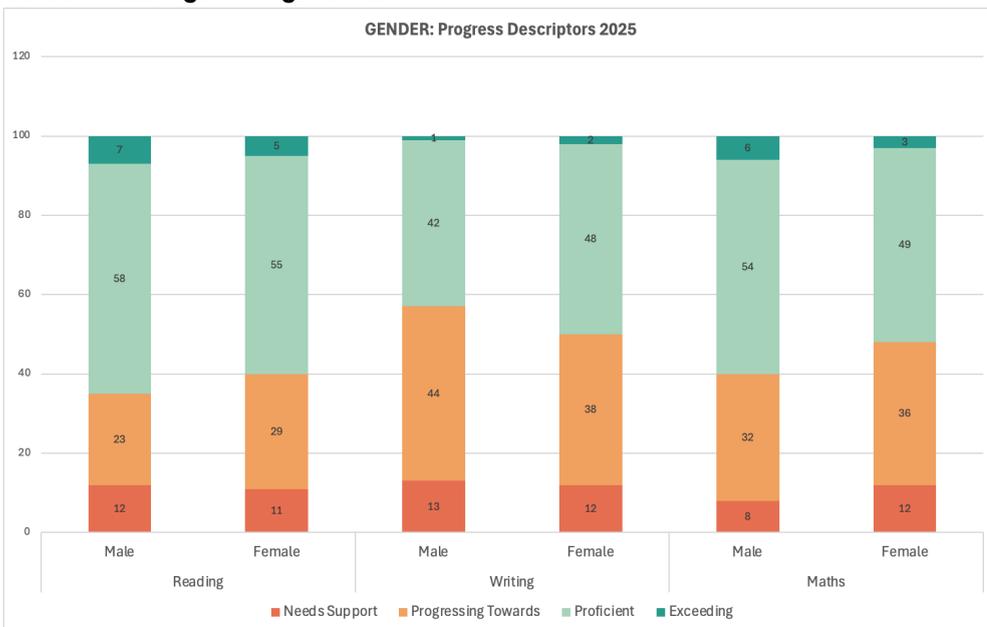
Year Groups: Reading, Writing, Maths



Ethnicity: Reading, Writing, Maths



Gender: Reading, Writing, Maths



Reading, Writing, Maths Summary

In 2025, Greenpark School commenced the implementation of the new English and Mathematics curriculum as part of Aotearoa New Zealand's national curriculum refresh. This marks a significant shift from a broad curriculum framework to a progressions-based, knowledge-rich curriculum designed to provide more clarity and coherence for both teaching and learning.

As with all schools across the country, we are currently awaiting formal assessment and reporting guidelines from the Ministry of Education. This means our existing long-term tracking systems—other than the standardised PAT assessments—are being realigned to meet new curriculum expectations, and we are making informed decisions as further guidance is released.

The progress descriptors used in this report are part of a Ministry of Education trial and are also under review for refinement in 2026. It is anticipated that schools will transition to a five-point scale in the near future to align with national consistency.

The following year-level, ethnicity, and gender summaries reflect the best possible analysis we can offer at this stage. They visually represent tamariki outcomes in reading, writing and mathematics, based on the trial progress descriptors. We are confident in the direction of travel and will continue to adapt as the national framework and expectations become clearer.

What we are proud of:

Greenpark School continues to make meaningful strides in curriculum implementation and learner outcomes. In 2025, we are proud of the following key developments:

- **Shift in Sentence-Level Writing**
Significant progress has been made in writing, particularly at the sentence level, as presented to the Board in Term 2. While this improvement is not yet fully captured by the new Ministry of Education progress descriptors, it is clearly reflected in our internal Y3–Y6 writing tracking data. These gains are the result of intentional teaching and focused professional learning.
- **Integration of Oral Language, Reading, and Writing Across the Curriculum**
From Term 3 onward, teachers have embedded oral language, reading, and writing more explicitly into curriculum planning and delivery. Already, tamariki are expressing their learning with greater clarity and confidence, both orally and in writing. This has been a clear highlight of 2025, and a direct outcome of high-quality planning, professional collaboration, and purposeful classroom implementation.
- **Implementation of the New Mathematics Curriculum**
The rollout of the new mathematics curriculum, alongside the adoption of Maths No Problem resources, has been managed thoughtfully. Initially guided by the textbook, teachers have progressively developed the confidence and curriculum understanding to flexibly integrate textbook content with broader curriculum planning. This responsive and professional approach has been recognised and commended by the Ministry of Education.
- **Support for Literacy Support and ESOL Learners**
We are also proud of the systems, programmes, and resourcing in place for our Literacy Support and ESOL learners. Compared to practices in other schools across our Kāhui Ako and wider Tauranga region, our supports have strong integrity. They are shaped by teacher expertise, ongoing training, and a clear commitment to meeting the diverse needs of our learners.

Identified areas of improvement:

As we embed new curriculum expectations and strive for excellence in teaching and learning, we have identified the following key areas for continued development:

- **Strengthening Writing Instruction and Assessment**
Continue to grow teacher capability in writing instruction through a collaborative, team-based approach. As writing assessment guidance is released by the Ministry of Education, we will need to build shared understanding and ensure alignment across teams.
- **Focused Curriculum Planning and Resourcing**
Maintain an intensive approach to curriculum planning and resourcing. Year 5 and Year 6 need some additional support with streamlining processes, timetables, expectations.
- **Refining the Literacy Scope and Sequence**
Review and refine our literacy scope and sequence to ensure alignment with the curriculum shifts. This includes fine-tuning teaching practices—such as the use of nonsense words—to further enhance outcomes in the Phonics Check.
- **Developing Number Knowledge Scope and Sequence**
Introduce a clear and structured number knowledge scope and sequence to build rapid and accurate recall of basic facts, supporting students' ability to tackle more complex problem solving in mathematics.

- **Monitoring the Rollout of Remaining Curriculum Areas**

Stay closely connected to the Ministry of Education's national curriculum rollout. Given the scale of change, our focus will be on minimising disruption through strategic planning, clear communication, and supportive implementation timelines for staff.

- **Aligning Assessments and Reporting with the New Curriculum**

As national expectations for assessment and reporting evolve, we will continue to adapt. Many traditional tools have become redundant or are no longer fit for purpose. Teachers will be actively upskilling in the administration and interpretation of new assessments, ensuring they remain confident and capable in measuring student progress accurately.

Our Focus:

As a leadership team, our priority for 2026 will shift to the retention and development of high-quality teachers. We are committed to implementing the new curriculum with both integrity and care—ensuring the transition is well-supported, thoughtfully paced, and manageable for staff. We recognise that sustainable, high-impact teaching and learning is built on teacher confidence, collaboration, and wellbeing.

Our goal is to foster classroom environments where purposeful teaching meets authentic learning. We are working to align assessment practices with the new curriculum in ways that support—not burden—teachers, offering insights that genuinely inform and enhance teaching. Assessment should clarify learning, not complicate it. Whilst assessment and reporting will continue to be an integral aspect of our teaching and learning programmes, we are deliberately holding off on setting specific academic targets until there is greater clarity from the Ministry of Education around national benchmarks and student outcome criteria—at present, the goalposts have not yet been clearly defined.

Ultimately, we want Greenpark School to be a place where tamariki are engaged, curious, and thriving; where teachers are empowered, valued, and proud of their work. While these may seem like modest goals, in the current educational climate they are both ambitious and essential. If we can maintain this clarity of purpose in 2025, we believe this is success.

HOW WE HAVE GIVEN EFFECT TO TIRITI O WAITANGI?

Greenpark School Board of Trustees and their Kaiako are committed to giving effect to Te Tiriti o Waitangi. Resourcing and support has been provided we tautoko members of our learning community so that we SEE, HEAR and FEEL the following in Te Kura o Greenpark:



HONOURING TE TIRITI O WAITANGI AT GREENPARK SCHOOL

<p>SEE</p>	<ul style="list-style-type: none"> • Equitable representation of things Māori in the physical environment 	<p>Pūrakau storyboards around the school - Mauao, Taurikura, and Motuopae Pūrakau created , awaiting Iwi sign off. Pou in front of school share the story of our whenua and school values. Bi-lingual signage of buildings, toilets, classrooms. Banners on windows with a pictorial theme of school value. Consistency in all areas.</p>
	<ul style="list-style-type: none"> • Signs, posters, labels in both English and Te Reo Māori in learning spaces, the office, staffroom, hall, library etc 	<p>As above</p>

	<ul style="list-style-type: none"> Te Reo Māori in content on the website and communication to our school community. 	<p>Te Reo Māori evident on our website. 2025 target to include our school pepeha and increased Te reo.</p>
	<ul style="list-style-type: none"> Equitable integration of Mātauranga Māori (Māori knowledge) into learning content. 	<p>Mātauranga being increasingly integrated into learning contents. ANZH is assisting with this as is the teacher Te Reo club held weekly which themes to the current learning. Providing teachers with easily accessible resources to implement in classes at all levels.</p>
	<ul style="list-style-type: none"> Equitable representation of Māori in governance and within leadership teams. Māori have a place at the table and contribute to decision making. 	<p>No. Discussions have been had to try to increase representation at a governance level. 2025 target to have Māori representation at a governance level</p>
HEAR	<ul style="list-style-type: none"> Being greeted in Te Reo Māori by all staff. Staff being able to say their minimum when welcoming guests or new learners and their whānau. 	<p>Staff able to use Te Reo Māori to welcome all. 2025 target for office staff to use more Te Reo Māori greetings and farewell when interacting with our community and public.</p>
	<ul style="list-style-type: none"> Te Reo Māori being naturally integrated into instruction and conversations between teachers and learners. 	<p>Mostly instructional, greetings and farewell language used. Some subject specific language used, particularly after our weekly Te Reo club.</p>
	<ul style="list-style-type: none"> NZ History being taught in learning communities from both a Māori and non-Māori perspective. 	<p>ANZH has allowed teachers to teach NZ history. Kahui ako has assisted teachers with knowledge and resources to do this. Te Tai Whanake used . Ngati ranginui pūrakau, tauranga moana history is taught. Sites of significance have been visited - Pukehinahina, Te Ranga, Kopurererua valley, The Elms</p>
	<ul style="list-style-type: none"> Integration of tikanga Māori appropriate to local contexts (Iwi & Hapū). Karakia, waiata, kawa for pōwhiri and whakatau. 	<p>Marae tikanga, waiata, mihi whakatau practices adhered to. Students and staff involvement.</p>
	<ul style="list-style-type: none"> Communication between the learning community, whānau and learners is meaningful, ongoing, reciprocal and transparent. 	<p>Whānau survey completed. Findings shared with the community. Actions taken in 2024 Te Reo classes for Yr 6 Māori learners. Staff upskilling on Tikanga</p>

		and Te Reo. Increased evidence of NZ Māori heritage seen around the school. Increase in numbers of students involved in Kapa Haka.
FEEL	<ul style="list-style-type: none"> Māori values being lived. Such as: manaakitanga, kaitiakitanga, aroha, whanaungatanga, kotahitanga, rangatiratanga. 	Māori values embedded in Greenpark school values. In all aspects of school. PB4L , signage, reinforced within inside and outside classrooms.
	<ul style="list-style-type: none"> Te Reo Māori has status and free mana by being valued and actively revitalised. 	A tutor has been hired so all students can access instruction in Te Reo and waiata. Increased visibility of Māori culture and values seen around the school.
	<ul style="list-style-type: none"> Māori learners learning through and about their culture and being empowered to be successful as Māori. 	Learning within the classroom as well as Year 6 having weekly lessons as Māori. Reinforcing to be proud, and tall and thrive in Greenpark as a Māori student.
	<ul style="list-style-type: none"> Māori forms of giftedness are considered of equal importance as other forms of giftedness. Māori learners are empowered to have these gifts nurtured and grown. 	Kapa Haka is thriving and recognised as an available art form. Waiata is used throughout the school. Māori games and movement shared with all learners and teachers.
	<ul style="list-style-type: none"> A shared decision making process with whānau and hapū and iwi - (partnership) is embedded. Māori have the power to act and make decisions. 	Whanau voices have been gathered and actions taken to address whānau desire to teach Reo to their students starting Year 6 Reo & Tikanga classes. Iwi and hapu hui have been attended. We have aligned our Pūrakau to Te Tai Whanake

2026 - 2027 TARGETS

MATHEMATICS**PAT Pāngarau****Average Scale Score—Term 1**

Yr.3	Yr.4	Yr.5	Yr.6	Yr.7	Yr.8	Yr.9	Yr.10	Yr.11
25.4	32.5	39.7	45.8	49.1	53.6	57.8	62.4	*

Average Progress

Yr.3-4	Yr.4-5	Yr.5-6	Yr.6-7	Yr.7-8	Yr.8-9	Yr.9-10	Yr.10-11
7.1	7.2	6.1	3.3	4.5	4.2	4.6	*

PAT Pāngarau norms 2024

The Greenpark School target in Mathematics is to meet the average scale score increase per year according to the Aotearoa NZ average scale score.

READING**PAT Pānui****Average mean scale score**

Yr.4	Yr.5	Yr.6	Yr.7	Yr.8	Y. 9	Yr.10
28.9	37.1	46.1	54.7	60.8	69.7	78.3

Average progress

Yr.4-5	Yr.5-6	Yr.6-7	Yr.7-8	Yr.8-9	Yr.9-10
8.2	9.0	8.6	6.1	8.9	8.6

PAT Panui norms 2025

The Greenpark School target in Reading Comprehension is to meet the average scale score increase per year according to the Aotearoa NZ average mean scale score.

WRITING**SMART Tool - TBC**

Review at beginning of 2026 to align with MOE guidelines.

ATTENDANCE

- Term 1 - above 80%Regular Attendance **(80% 2025)**
- Term 2 - 74% Regular Attendance **(69% 2025)**
- Term 3 - 74% Regular Attendance **(69% 2025)**
- Term 4 - above 75% Regular Attendance **(67% 2025)** *(To adjust once final EDM report is shared)*

NOTE: National goal is to have 80% regular attendance by 2028