

Merivale School Annual Report

Year Ending 31 December 2025



Contents

Presiding member/principal's report
List of all school board members
Statement of variance: progress against targets
Evaluation and analysis of the school's students' progress and achievement (required)
Statement of compliance with employment policy (required)
Kiwisport funding (required)
Report on other special and contestable funding (may be required)
Financial statements (required)
Statement of responsibility signed and dated
Statement of comprehensive revenue and expense
Statement of changes in net assets/equity
Statement of financial position
Statement of cash flows
Notes to the financial statements
Independent auditor's report signed and dated.

Presiding Member / Principal's Report

The school operation and budget for 2025 was set accordingly to meet the teaching and learning needs of the school and ended in a surplus.

Te Tiriti o Waitangi

Merivale School offers instruction in both Te Reo and English through our rumaki classes and mainstream classes

Our localised curriculum is reflective of :

- relations with hapu and iwi
- an amalgamation of NZC and Te Marautanga
- informed practice led by external facilitation

Curriculum

Professional development for teachers continued to be a focus in 2025 to support school wide learning targets and curriculum developments. Specific emphasis was placed on government priorities of literacy and numeracy.

The school maintained its ongoing commitment towards learning intervention and at risk learners by funding out of its operational grant programmes. It also invested heavily in special needs areas as identified through need and the employment of our SENCO.

Targets for numeracy and literacy will continue in 2026. Achievement information gathered at the school in literacy and numeracy in 2025 achieved satisfactory results but particularly in literacy where we saw acceleration. We will work towards better results in 2026.

BOT Achievements

The BOT collectively work as a team and is committed to working to the best interests of its students. The trustees have a range of skills and knowledge to carry out their respective roles. The school met the Ministry of Education's requirements for planning and reporting.

Community Involvement

The community supported and participated in all school events. Consultation engaged the entire community in planning for the future and catering for students and community needs. The school continued to promote supporting learning from within the home and strengthening the home and school partnership.

The Future

The school will continue to offer quality education in 2024 and strive to raise the profile of Merivale School. The schools charter identifies ongoing focus in Literacy, Numeracy, ICT and Formative Assessment.

Tiria Maunder
PRESIDING MEMBER

Tom Paekau
PRINCIPAL

Merivale School Board 2025

Tiria Maunder	(Presiding Member appointed August)
Bryan Papalii	(appointed August)
Kate Parkinson	(appointed August)
Lani Thomsen	(appointed August)
Darren Kiwi	(returning Staff Representative)
Jan Honey	(returning Secretary)
Tom Paekau	(Principal)
Maria Anderson	(resigned August)



Statement Of Variance: Progress Against Targets

Strategic Goal 1:

Improve outcomes for all students in literacy particularly Māori, Pasifika and children with Special Needs

Annual Target/Goal:

At least 80% of Well Below, Below and insecure At students will achieve at least 18 months accelerated progress. All target students will be tracked on data walls and be a focus of teacher inquiries.

100% of students who are securely At or Above will achieve at least one year's progress.

ACTIONS	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
Literacy Specialist - Released .4 to work with identified Tier 2 BSLA tamariki, y 0-3. - Trained BSLA facilitator - Supporting teachers training in BSLA - Upskilling teachers with BSLA qualifications Initiate PAT Pānui: Reading Comprehension Assessment data used to inform practice and respond to	The school-wide focus on 'growth mindset' approaches has significantly enhanced students' persistence in writing by fostering an environment of risk-taking and peer collaboration, which in turn builds confidence and cooperation among	The observation that most students made accelerated progress that fell short of expectations over two terms suggests potential disparities in teaching effectiveness, student engagement, or curriculum alignment with learning goals. By utilizing writing levels and Overall Teacher	The integration of our School Values system within the school culture has fostered significant improvements in student motivation, engagement, and agency, particularly in writing. By embedding best practices and aligning	It is great to see the proactive approach towards enhancing learning assessments and localised curriculum, particularly in supporting writing across the school. Collaborating with Merivale community members, staff, and the Board of Trustees is a

identified needs of akonga PLD days with MoE Curr Leads to unpack English Curriculum and Science of Learning Regular moderation and observations Te Reo Matatini PLD - Kia Ata Mai Training in using the new SMART Tool (MoE) Creating, learning and using Tūtarawānang a AI Bot to support planning	learners. Implementing mixed ability grouping for writing has provided students with engaging and challenging experiences that promote rich discussions and the use of advanced language. Additionally, the incorporation of challenging multi-step problems has exposed students to higher-order thinking, enabling them to tackle complex tasks through diverse methods and representations, ultimately enriching their learning experience.	Judgments (OTJs) to monitor progress, educators can gain valuable insights into individual and collective performance, helping to identify areas needing targeted interventions or support to enhance student learning outcomes moving forward.	classroom inquiries with the overarching principles of the VALE Way, both students and teachers reported enhanced attitudes, confidence, and motivation before and after assessments. This concerted effort across all curriculum areas has not only elevated writing standards but also contributed to a thriving school environment focused on continuous achievement and positive growth.	strategic way to ensure that all stakeholders are involved in this initiative. Allocating extra funds in next year's budget to support these efforts reflects a commitment to improving educational outcomes and may lead to significant benefits for students' writing skills.
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Evaluation and analysis of the school's students' progress and achievement

<u>Writing Data - Mainstream</u> % working at or above	2025	Target 2026 80%
Year 0	100%	
Year 1	100%	
Year 2	80%	
Year 3	50%	
Year 4	39%	
Year 5	33.6%	
Year 6	45%	
Total #	140 students	

There are 3 Cohorts to focus on in 2026 - Year 4, 5 and 6.



<u>Reading Data - Mainstream</u> % working at or above	2025	Target 2026 80%
Year 0/1	63.7% (BSLA)	
Year 2	27% (BSLA)	
Year 3	66.6%	
Year 4	47.9%	
Year 5	61%	
Year 6	57.1%	
Total #	139 students	

There are 2 cohorts to focus on in 2026 - Year 2 and 4.



<u>Maths Data - Mainstream</u> % working at or above	2025	Target 2026 80%
Year 0	66.7%	
Year 1	86.3%	
Year 2	20%	
Year 3	54%	
Year 4	29%	
Year 5	48%	
Year 6	29%	
Total #	138 students	

There are 3 Cohorts to focus on in 2026 - Year 2, 4 and 6.



<u>Tuhituhi Data - Rumaki</u> % working at or above	2025	Target 2026 80%
Year 1	100%	
Year 2	17%	
Year 3	0%	
Year 4	80%	
Year 5	50%	
Year 6	100%	
Total #	22 tauira	
There are 3 Cohorts to focus on in 2026 - Year 2, 3 and 5		



<u>Pānui Data - Rumaki</u> % working at or above	2025	Target 2026 80%
Year 1	100%	
Year 2	100%	
Year 3	100%	
Year 4	80%	
Year 5	0%	
Year 6	0%	
Total #	22 taurā	
There are 2 Cohort to focus on in 2026 - Year 5 and 6		



<u>Pāngarau Data - Rumaki</u> % working at or above	2025	Target 2026 80%
Year 1	100%	
Year 2	17%	
Year 3	100%	
Year 4	40%	
Year 5	0%	
Year 6	66.7%	
Total #	22 tauria	
There are 3 Cohorts to focus on in 2026 - Year 2, 4 and 5.		



Key Improvement Strategies to Raise Student Achievement

Kaiako to establish knowledge rich curriculum grounded in the science of learning: - To improve student learning /achievement in <u>English</u>/Te Reo Matatini - To improve student learning in <u>Mathematics</u> / Pāngarau	Literacy Specialist - Released .4 to work with identified Tier 2 BSLA tamariki, y 0-3. - Trained BSLA facilitator - Supporting teachers training in BSLA - Upskilling teachers with BSLA qualifications Initiate PAT Pānui: Reading Comprehension Assessment data used to inform practice and respond to identified needs of akonga PLD days with MoE Curr Leads to unpack English Curriculum and Science of Learning Regular moderation and observations Te Reo Matatini PLD - Kia Ata Mai Training in using the new SMART Tool (MoE) Creating, learning and using Tūtarawānanga AI Bot to support planning	Principal/SLT Literacy Specialist Literacy Team Staff	2025 Term 1 and 4 2025 2025 July 2025 Termly/2x a term 2024-2025 Term 1 2026 Term 4 2025 - 2026
	PLD days with MoE Curr Leads to unpack Maths Curriculum and Science of Learning TPKA PLD days - Curriculum refresh and Maths No Problem! Implementation on Maths No Problem! Yearly overview based on the Maths Refresh and Maths No Problem scope and sequence Unpack and decide on standardised testing - best fit for our kura and tamariki Teachers will work with each other to discuss, observe good practices in teaching and learning Assessment data used to inform practice and respond to identified needs of akonga Training in using the new SMART Tool (MoE)	Principal/SLT Numeracy Team Staff	2024 29/1/25, 12/3/25, 20/8/25 Term 1 2025 2025 2025 Term 1 2026
Attendance	Weekly tracking of attendance categories Letters home to whanau showing attendance stats of chronic attenders. Attendance display 5 in a row in D.P's window House points awarded for Monday attendance and 5 in a row. Weekly newsletter Trophies Funding Tauranga Moana Services Link Attendance to our termly Uara focus	Principal/SLT Attendance Team Attendance Officer KA attendance officer	2025 2026
Te Mana o Tūtarawānanga Implement an authentic, engaging curriculum that - reflects who we are and where we are. - focuses on the development of the unlimited potential of tamariki, staff, whanau and community	Ngā Uara e Whā displayed in all learning spaces Unpack Ngā Uara Whā - Term 1 - Hono, Term 2 - Tuakiri, Term 3 - , Term 4 - 2 yearly cycle of inquiry planning based on local pūrākau and kōrero, working toward a 3 yearly cycle Develop a responsive assessment schedule that aligns to the new Curriculum developments and assessment tools. Reporting to the Board	Board Principal SLT All staff	2025 2025 2025 - 2026 2025 for 2026 Termly



Statement Of Compliance With Employment Policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>The board takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for all staff.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>To support equal employment opportunities at our school, we have a programme to identify and eliminate processes that contribute to employment inequality. As part of our EEO programme, we:</i> • <i>appoint appropriately qualified staff through a fair and impartial appointment process</i> • <i>create opportunities for staff to receive information about the programme and provide feedback (e.g. through staff meetings)</i> • <i>explore professional development and training opportunities</i> • <i>monitor the implementation of our programme and report to the board.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Merivale School appoints appropriately qualified staff through a fair and impartial appointment process. We are guided by the principle of being a good employer and aim to build employment relationships that are based on good faith.</i> <i>Our appointment process meets the requirements of all relevant legislation, including the Education and Training Act 2020, Employment Relations Act 2000, and Children's Act 2014.</i>

How are you recognising, - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service?	School boards are required to operate an employment policy that complies with the principles of being a good employer (Education and Training Act, s 597). This includes the responsibility to recognise: • the aims and aspirations of Māori • the employment requirements of Māori • the need for greater involvement of Māori in the education service Our school is committed to honouring Te Tiriti and we are guided by the articles of Te Tiriti o Waitangi in doing this.
How have you enhanced the abilities of individual employees?	The school supports staff to engage in professional development that enhances the quality of teaching, learning, and support services, and aligns with the strategic direction of our school.
How are you recognising the employment requirements of women?	Merivale School supports the fair and proper treatment of staff members in all aspects of their employment, and we comply with employment legislation and regulations, and all relevant employment agreements. We aim to provide a safe and inclusive environment, and to identify and eliminate causes of inequality in employment at our school
How are you recognising the employment requirements of persons with disabilities?	Merivale School supports the fair and proper treatment of staff members in all aspects of their employment, and we comply with employment legislation and regulations, and all relevant employment agreements. We aim to provide a safe and inclusive environment, and to identify and eliminate causes of inequality in employment at our school

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?		
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

Kiwisport Funding

Kiwisport is a Government funding initiative to support students participation in organised sport.

In 2025, Merivale School Board of Trustees spent the Kiwisport Funding of \$2887 on subsidizing sports fees and transportation to sports events for students.

Tom Paekau
Tumuāki/Principal



Merivale School © Matuatia Te Ako
Te Kura o Tūtarawānanga © Learning First

Financial Statements

Pending 2025 audited accounts