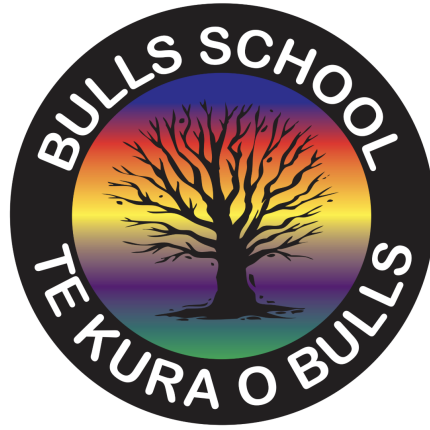




2025 ANNUAL REPORT

Our Values

P

Whanaugatanga
Positivity



R

Manaakitanga
Respect



I

Pono
Integrity



D

Mana Motuhake
Determination



E

Whakamana
Excellence



Vision:

To create collaborative, connected and lifelong learners in an innovative community school environment.

Mission

To nurture strong relationships, support hauora, and provide a responsive curriculum that empowers learners, and reflects whānau and community aspirations.

Whakataukī

Ma te huruhuru, ka rere te manu. — We prepare, nurture, and support our tamariki so they can soar.

OUR STRATEGIC GOALS

RESPONSIVE CONNECTIONS

Whakawhanaungatanga that strengthens learning and belonging

- *Strong relationships between learners, whānau, staff, and the wider community*
- *Whānau voice meaningfully included in learning journeys*
- *Culturally sustaining partnerships with iwi and community*
- *Attendance – 80% of students are present for 90% of the time.*

MAURI ORA

Well-being of our learners

- *Safe and inclusive learning environments that support hauora*
- *Practices that nurture identity, belonging, and emotional regulation*
- *Staff and learners are supported to sustain their wellbeing*

RESPONSIVE CURRICULUM

A curriculum that reflects our learners, our community, and meets national priorities.

- *Implements the refreshed Literacy & Mathematics Curriculum, with a focus on structured, explicit teaching and clear progress outcomes*
- *Uses data, learner voice, and whānau aspirations to shape learning that is relevant and meaningful*
- *Supports teachers with professional learning to confidently plan and teach responsively*
- *Curriculum reflects the aspirations of our school community*

PRINCIPAL'S REPORT

The 2025 school year at Bulls School has been characterized by a focused commitment to our strategic pillars: **Whakawhanaungatanga** (Responsive Connections), **Mauri Ora** (Wellbeing), and the delivery of a **Responsive Curriculum**. The Board of Trustees and School Leadership acknowledge the collective efforts of our staff, whānau, and community in fostering an environment where our tamariki can thrive.

A cornerstone of our success this year has been the deepening of our partnership with Ngā ti Apa me Ngā Wairiki. This collaboration has moved beyond consultation to true integration, with iwi narratives and pūrakau now embedded within our instructional design. Similarly, the establishment of the Samoan Performance group—supported by our

dedicated Samoan whānau—has significantly enhanced our cultural landscape, providing a vital platform for Pasifika identity and expression.

Academic progress has remained a priority, with the implementation of structured literacy and the "Maths No Problem" framework providing the systematic foundation required for student achievement. In parallel, the "Mauri Ora" focus was bolstered by the school-wide introduction of the Mana Potential framework to support emotional regulation.

The Board remains transparent regarding the challenges identified in our 2025 data. Notably, we recorded a 22% increase in behavior incidents within eTap. Analysis suggests this shift is partly attributable to more robust recording practices following staff professional development (PLD) and the fact that the Mana Potential framework is still in its embedding phase. We remain committed to refining these practices and researching behavior reflection strategies to ensure a safe, inclusive environment for all.

The Board acknowledges the professional commitment of the teaching staff and the ongoing support of our whānau in navigating these developments.



Megan Syme
PRINCIPAL

STATEMENT OF VARIANCE: PROGRESS AGAINST STRATEGIC GOALS

Annual Goal/Action	Outcome/Evidence	Variance Explanation	Looking Ahead (2026)
Goal 1: Responsive Connections (Improve attendance and whānau engagement)	Achieved 63% of students attending 90% of the time. Chronic absenteeism reduced from 11% to 6%. Whānau participation in aspiration conversations reached 86%.	The attendance target of 63% was met, representing a 2% increase from 61% in 2024. While whānau participation (86%) was slightly below the >90% target, engagement remains high with most absences explained.	Introduce "Hero" SMS to strengthen school-home links. Retain the dedicated Attendance Officer for proactive STAR plan interventions.

Goal 2: Mauri Ora (Strengthen identity, belonging, and emotional regulation)	Kapa Haka participation reached 50%. A Samoan Performance group was successfully established. NZCER Wellbeing Survey completed.	Critical Variance: Behavior incidents in eTap increased by 22% . This is identified as a result of increased recording rigor and the framework still being in the "embedding" stage.	Repeat NZCER Wellbeing Survey in Term 3. Research behavior reflection protocols and establish consistent self-regulation practices.
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Goal 3: Responsive Curriculum (Lift achievement in Writing and Mathematics)	"Of Concern" (Well Below) learners in Writing dropped to 13.7%. Mathematics At/Above achievement reached 69.7%.	Critical Variance: The 10% target for "Of Concern" in Writing was missed (actual 13.7%). In Mathematics, the "Exceeding" category dropped from 11% to 10% , likely due to curriculum shifts and the implementation of new "Maths No Problem" resources.	Appoint Leaders of Learning for Literacy and Maths. Implement the "Writers Toolbox" and "Scribo" tools. Focus on transitioning "Below" learners to "At."
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EVALUATION AND ANALYSIS OF STUDENT PROGRESS AND ACHIEVEMENT

The following data reflects Overall Teacher Judgments (OTJs) for the 2025 school year, providing a comprehensive analysis of performance across the national curricula.

Reading Achievement

Analysis indicates significant positive shifts. The proportion of students achieving **At or Above** expectations moved from 61.8% at mid-year to **68.6%** at year-end.

Category	EOY 2024	EOY 2025	Difference
Well Below	20%	13%	↓ 7%
Below	23%	21%	↓ 2%
At	46%	49%	↑ 3%
Above	13%	18%	↑ 5%

Total At/Above	59%	67%	↑ 8%
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Writing Achievement

Achievement within the 2025 year showed upward movement from 57.3% to 61.2% At/Above. However, longitudinal comparison shows that while "Well Below" figures decreased significantly, the "Below" cohort remained stable.

Category	EOY 2024	EOY 2025	Difference
Well Below	20%	16%	↓ 4%
Below	21%	25%	↑ 4%
At	50%	49%	↓ 1%
Above	10%	11%	↑ 1%
Total At/Above	60%	60%	↔ 0%

Mathematics Achievement

The introduction of the "Maths No Problem" framework and acceleration groups contributed to an increase in the proportion of learners meeting expectations.

Category	EOY 2024	EOY 2025	Difference
Well Below	10%	9%	↓ 1%
Below	23%	22%	↓ 1%
At	56%	59%	↑ 3%
Above	11%	10%	↓ 1%
Total At/Above	67%	69%	↑ 2%

Sub-group Performance Analysis

- Māori Learners:** Reading achievement showed notable growth, specifically in the "Above" category, which increased from 6% to 8% (a **33% increase**).
- Pasifika Learners:** Demonstrated a significant positive shift in reading, with those achieving **At/Above** expectations rising from **38% to 63%**.

- **NZ European Learners:** Reading achievement grew from 71% to 74% At/Above, with strong growth in the "Above" category (20% to 27%).

STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY (Good Employer Report)

The Bulls School Board of Trustees confirms its commitment to operating as a "Good Employer" by providing fair and proper treatment of all employees in accordance with Section 597(1) of the Education and Training Act 2020. This evaluation is based on the **Teaching and School Practices Survey**.

Key Strengths

- **Ethical and Relational Leadership:** The Principal is viewed as fair, ethical, and trustworthy. There are high levels of professional trust and care for staff wellbeing.
- **Collaborative Culture:** Staff consistently collaborate on student progress and professional learning, supported by a safe and positive school climate.
- **Cultural Leadership:** Strong commitment to Treaty principles and productive partnerships with whānau, hapū, and iwi.

Areas for Development

- **Workload Sustainability:** While morale remains positive, the Board identifies a need to monitor workload fairness and sustainability to prevent burnout.
- **Student-Centered Practices:** Further development is required to ensure consistent student-led learning and agency across all year levels.

Compliance Statement The Board provides safe working conditions and equal employment opportunities. These efforts are reflected in a **staff retention rate exceeding 90%** for the 2025 period.

KIWISPORT FUNDING STATEMENT

Kiwisport is a Government funding initiative to support students' participation in organized sport. In 2025, Bulls School utilized Kiwisport funding to increase participation levels and develop vital physical skills among our learners.

The funding was directed toward the following initiatives:

- **Morning Movement Resources:** Investment in Jump Jam and daily physical activity tools to support tinana (physical) and hinengaro (mental) health.
- **Māori Kemu Kaiawhina (Years 1–8):** Funding a specialist to lead traditional Māori games, fostering motor skills and cultural connection.
- **Kapa Haka Group Tutors:** Engaging expert tutors to lead junior and senior ropū.

These initiatives were further subsidized by the Board of Trustees to support the holistic wellbeing and sense of belonging for all learners.

APPENDICES AND FINANCIAL RESPONSIBILITY

Financial Statements

The 2025 Financial Statements, including the Statement of Responsibility, Statement of Comprehensive Revenue and Expense, and the Independent Auditor's Report, are appended to this document following the annual audit.

[Annual Financial Statement](#)

[Report to Governance](#)

