

WOODBURY SCHOOL

Annual Report 2025

My footsteps to the peaks. Every footstep counts.



WOODBURY SCHOOL

Annual Report

2025



Contents

Board of Trustees members 2025
Analysis of Variance 2025 – Maths
Analysis of Variance 2025 – Cultural
Evaluation & Analysis of Student's Progress and Achievement
How Woodbury School have given effect to Te Tiriti o Waitangi
Statement of Compliance with employment policy
Financial statements
Kiwisport funding



Board Members 2025



BOT members whose terms FINISHED September 2025

Tim Saywell (BOT Chair)
David Earl (Finance)
Ricki Nelson (Property)
Kirstin Ross
Jolene Lewis
Mike de Joux (Principal)
Sarah Greenslade (Staff rep)

Penny Gurr (Secretary)

BOT members whose terms STARTED September 2025 (CURRENT BOT)

David Earl (BOT Chair)
Phil Moran (Finance)
Ricki Nelson (Property)
Arno Luten
Amanda Cox
Mike de Joux (Principal)
Sarah Greenslade (Staff rep)

Penny Gurr (Secretary)



Analysis of Variance - Maths



School Name:	Woodbury School	School Number:	3599
Strategic Aim:	Enhance our positive and productive learning environment		
Annual Aim:	High quality teaching and learning programmes with emphasis on literacy and numeracy.		
Target:	To achieve over 85% of our children across the school "at" and "above" in Maths		
Baseline Data:	The data shows us that schoolwide in maths we have 83% of students achieving at or above curriculum expectations. While we are happy with this level of achievement, we are aware of the need to support those who continue to struggle in maths, and we have specific strategies in place in 2025 to try and address these needs. Note also that with new expectations in the curriculum refresh, which are higher than previously, we anticipate not having as many students "at" and "above".		



Analysis of Variance - Maths

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>We were part of the South Canterbury cluster receiving professional development through The Learner First (TLF Maths). This covers teacher development, teacher understanding and student engagement. We had 2 staff attend throughout the year, and feedback to our wider staff. This year the major focus was on creating assessments that could be used regularly to track student progress and identify need.</p> <p>We continued to imbed the "Rapid Routines" from previous PLD sessions within maths programmes, along with analysing the different components of a good maths programme.</p> <p>We continued to work together to get our heads around the new maths curriculum, made even more difficult by regular and unannounced changes to the content, leading to uncertainty and anxiety amongst staff.</p> <p>Evaluation of current materials used within mathematics teaching, and invest in anything required</p>	<p>Across the school students are achieving at 85%, up slightly from last year.</p> <p>Year group breakdown of at/above students (start year in brackets):</p> <p>Year 2: 83% (100%) Year 3: 88% (81%) Year 4: 83% (94%) Year 5: 89% (70%) Year 6: 65% (61%) Maori: 78% (73%) Boys: 94% (88%) Girls: 78% (79%) Overall: 85% (83%)</p> <p><u>Overall</u> a small shift upwards in At and Above achievement for the year. Most groups are <u>pretty steady</u> in their achievement, though some have shown bigger falls or gains (it is worth noting that with the size samples we have, depending on the year level 1 child moving "At" to "Below" can</p>	<p><u>Consolidating teaching practices</u> The TLF professional development from previous years has been embedded further in both planning and delivery of maths learning. This has helped segment teaching into clear parts and areas for coverage. We will continue to use this PLD going forward</p> <p><u>Resources</u> Numicon is a great hands-on resource for younger students that really supports their learning. We have plenty of resources available for this.</p> <p>The Caxton Books link well with the new curriculum and teachers enjoy using <u>this resources</u>, which compliments (rather than drives) their planning, as they can also draw from a range of resources and are</p>	<p><u>Assessment tools</u> As the MOE tools come into use, which are aligned with the new curriculum, we will get a much clearer idea of exactly where our students sit in relation to their expectations, and also hopefully receive feedback on what they need to be working on.</p> <p><u>Resources</u> Continue with what we have, purchasing new books as required.</p> <p><u>Curriculum</u> 2 x teacher PLD sessions planned for 2026, along with numerous staff and team discussions around the implementation of the new curriculum.</p>

Analysis of Variance - Maths

Ongoing evaluation as to how Numicon can be incorporated to support student learning, as well as embedding this in the junior school.

Continued tracking of students not achieving at expectations using learning registers, with regular reviews and identification of areas of support.

Caxton & Mathletics

Year 4-6 teachers were not impressed with any of the options provided by the ministry, which were chosen based on availability and supply rather than actual quality. After careful research we felt that the Caxton NZ Curriculum Maths series far better fitted the teacher of the new curriculum than the resources provided for free, so invested in these. Caxton sits alongside the Mathletics programme comfortably (we have purchased subscriptions for all Year 4-6).

Long Term Planning, Year level teaching and coverage

Developing these aspects will go hand in hand with the developments above. We have split the Year 4-6 into Year 4, Year 5 and Year 6 throughout the mornings for maths. This way we can ensure all aspects in the year level are covered.

represent between 5% - 10% change)

Overall we have 16 students achieving "Below" (that is, 1 year below expectations), and 1 student "Well Below" (2 or more years below expectations).

These are consistent with previous years' results, even with the new expectations on the curriculum being used.

We anticipate there may be changes, as teachers get more used the curriculum and expectations, and new assessment tools to support teacher understanding of student attainment are taken into account.

not heavily reliant on student workbooks.

Analysis of Variance - Culture



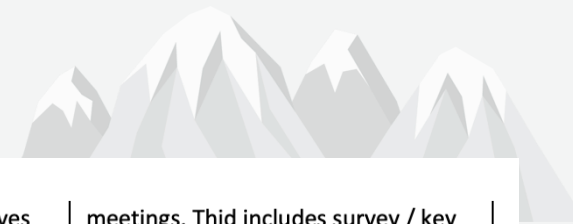
School Name:	Woodbury School	School Number:	3599
Strategic Aim:	Enhance the cultural identity of Woodbury School		
Annual Aim:	Ensure our students are present and enjoy learning		
Target:	Focusing on students throughout the school being confident learners who are comfortable and happy in our school environment. As a result of our actions, we aim to have over 80% of our students are attending school for 90% of the time		
Baseline Data:	At Woodbury School we strongly believe that student learning is heavily influenced by a students' sense of belonging, and their confidence in the school environment. If we focus on ensuring children are safe, confident and happy at school we know this will be incredibly beneficial to their willingness and ability to learn. This goal links in with our review around all aspects of school culture – how we use and promote our school PEAK values, our use and delivery of <u>te reo</u> and tikanga Māori, development of the <u>KiVA</u> anti-bullying programme, and a Kahui Ako focus and PLD around relationship-based learning.		



Analysis of Variance - Culture

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p><u>Renewed focus on our school values</u> This continues to be a core aspect of teaching and learning, regularly referred to (either directly or indirectly) in class, student-teacher discussions, communications with parents and assemblies. The focus in particular on Empathy and Acceptance are important in the context of our school culture. We also added <u>te reo</u> translations for our values this year.</p> <p><u>Review around the te reo curriculum and tikanga Māori</u> This was an important element this year, not just for our Māori students and to honour <u>te tiriti</u> obligations, but also in education for our non-Māori learners and teachers.</p> <p><u>Relationship Based Learning PLD</u> This was due to be looked at with the Kahui Ako. With the new curriculum and the MOE pushing schools away from this and narrowing PLD to maths and literacy, this didn't happen.</p> <p><u>Embedding of the KiVA programme</u> We continued to <u>implement</u> the <u>KiVA</u> anti-bullying programme.</p> <p><u>Attendance Plan</u> We created an Attendance Plan, to support regular student attendance</p> <p><u>Student voice</u> Regular opportunities through student council to share how things are going through the <u>students</u> lens.</p>	<p>We have had a settled and productive year at Woodbury School.</p> <p>Students continue to be aware of the school PEAK values and their importance to <u>us</u>, and are learning the <u>te reo</u> translations.</p> <p>Teachers have been following the LTP plans for <u>te reo</u> and NZ Histories and ensuring coverage.</p> <p>We carried out 2 surveys around student wellbeing.</p> <p>The "Wellbeing at School Survey". Reports for these are <u>here</u> and <u>here</u>.</p> <p>These gave us some useful data:</p> <ul style="list-style-type: none"> • A strong sense of belonging and feeling included. • Teachers care about and support students. • Students are aware of what behaviour is acceptable and what isn't • Students need more support in what to do if they are upset, or there are issues. • Students need strategies to deal with social situations. 	<p>Our BOT and staff have a huge focus on <u>students</u> wellbeing, safety and sense of belonging. This is reflected in walkarounds of the classrooms, seeing children calm, happy and learning.</p> <p>The repetition of our "Values" focus areas gives children an excellent understanding of what Perseverance, Empathy, Acceptance and Kindness look like. These directly correspond with what our families value most in school (as per Values development in 2018).</p> <p>Parental involvement in our activities, including wider whanau, has always been essential to all our EOTC activities. We schedule events at times which suit parents best, to have them involved and show children the link between home and school. This allows us also additional time to meet with and talk through any issues with parents.</p> <p>We have a very experienced and settled staff, with the same high expectations across the school. This cannot be understated, as all staff know all children and their needs, making transitions easy and ensuring excellent relationships.</p> <p><u>KiVA</u> has fitted seamlessly within our current expectations. It also aligns with work from Ross Greene around</p>	<p>Student wellbeing continues to be at the forefront and will remain that way. We can have the best "structured" programmes in the world, but without happy, safe and connected students we will not achieve the learning that we want.</p> <p>The <u>KiVA</u> programme continues to be implemented across the school. The programme itself has been too big to cover all aspects, so we are identifying key themes and methods of getting lessons across. Combined with the Ross Greene CPS approach, we have a consistent and effective behaviour management system across the school which we will continue to embed. In 2026 a focus will be on the promotion of <u>KiVA</u> in being more visible, and educating parents around what it looks like and how it works.</p> <p>We continue into 2026 aspects of the cultural review, particularly around engagement and feedback from our Māori whanau. <u>Te reo</u> and NZ histories tracking and coverage will continue to be embedded, along with regular lessons.</p> <p>Student pastoral care / social concerns continue as weekly staff meeting discussions, and student feedback regularly from council</p>

Analysis of Variance - Culture



A range of opportunities outside of the classroom, and outside of the main school focuses of literacy and numeracy

We continue to offer our usual wide array of learning opportunities outside of the classroom. On top of this, we have carried out a range of other hands-on learning activities including local field trips and visiting entertainers.

- Other cultures are valued at Woodbury School.

We carried out the KiVA survey at the end of the year around anti-bullying. This told us:

- The majority of students new what the term bullying meant, although the numbers identifying they were regularly bullied exceeded what we observe (focus again on embedding what bullying actually means).
- Students knew who to tell to support them
- More support required for what to do to help others
- We need to emphasise the terminology in KiVA and promote to parents.

Our school-wide data reflects the environment our children are learning in, with the majority of children working at or above age expectations. We see these results as a direct outcome of the calm and supportive environment we work on every day.

Collaborative Problem Solving. It gives us an approach that is preventative, and also non-punitive.

meetings. This includes survey / key questions to get an idea from students around happiness / how they are feeling about school.

Our new attendance plan will be followed, with MOE information sent out to the community, with the goal of 80% regular attendance that the MOE have targeted.

Planning for next year:

See "Evaluation"



Assessment and Evaluation



End of Year Assessment and Data Analysis 2025

[Please follow this link](#)



Giving Effect to Te Tiriti

How are we recognising the bi-cultural heritage of Aotearoa

- The use of te reo orally
- Te reo visible within the classroom (days of weeks, karakia, whakatauki, phrases, etc...)
- Artwork and displays
- Acknowledgement of cultural events - Matariki, te tiriti ō Waitangi
- Hei tiki presentations
- Sharing of relevant NZ-based news (local content)
- NZ maps displayed - a sense of place
- Pepeha
- Classroom names recognise local icons
- School vision and school values displayed (incorporating te reo Māori)
- School waiata, karakia and whakatauki
- Use of te reo in communication with parents
- Meaningful efforts on behalf of staff to upskill in pronunciation and knowledge of te reo Māori
- Implementation of NZ Histories in the curriculum
- Specific teaching of te reo Māori following New Zealand and local curriculum
- Utilising whānau in classroom learning



Compliance with Employment Policy

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?

We take all reasonable steps to ensure the workplace is safe, both in physical and emotional contexts. We have systems in place in terms of risk management. We have policies and procedures where staff can confidentially approach the principal or the board with any concerns regarding their work environment.

What is in your equal employment opportunities programme?

See [Woodbury School Schooldocs Policies and Procedures](#), "Equal Employment Opportunities"

How have you been fulfilling this programme?

We establish an appointments committee and include appropriate staff or BOT members, and ensure a fair and transparent application process.

How do you practise impartial selection of suitably qualified persons for appointment?

How are you recognising,

- The aims and aspirations of Maori,
- The employment requirements of Maori, and
- Greater involvement of Maori in the Education service?

See [Woodbury School Schooldocs Policies and Procedures](#), "Te Tiriti o Waitangi"

How have you enhanced the abilities of individual employees?

We have a PLD programme in place, which offers professional development to all employees. Employee needs in this regard are discussed and identified through the appraisal process

How are you recognising the employment requirements of women?

The vast majority of our staff are women, including the leadership team – we use this knowledge to ensure our female staff are supported in all aspects of their roles

How are you recognising the employment requirements of persons with disabilities?

Currently N/A, but would be approached on a needs basis



Compliance with Employment Policy

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025.

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) programme / policy

Do you operate an EEO programme/policy?

YES

NO

✓

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?

✓

BOT PD

Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?

✓

PRINCIPAL

Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?

✓

Does your EEO programme/policy set priorities and objectives?

✓



Audited Reports



Audited Report 2025

Please follow this link for the [Audited Report](#).

Please follow this link for the [Management Letter](#)



KiwiSport Funding



KiwiSport Funding 2024

For 2025 our Kiwisport base funding was \$1663.84. This funding was used to go towards the costs of around \$3500 for all our students to take part in the “Swim for Life” programme, carried out by trained instructors.



My footsteps to the peaks. Every footstep counts.

woodbury.school.nz

