

Financial Annual Report 2025

Presiding Member/Principal's Report

It is with great pleasure that I present the 2025 Principal's Report, reflecting on another successful and productive year for our school community.

Throughout 2025, our students continued to demonstrate commitment, resilience, and a strong desire to achieve excellence in both academic and co-curricular activities. Their accomplishments are a testament to the dedication of our teachers, the support of families, and the positive learning environment we strive to maintain.

Academically, the school maintained a strong focus on improving learning outcomes and fostering critical thinking, creativity, and collaboration. Teachers implemented innovative teaching strategies and used data-informed approaches to support student progress across all year levels. As a result, many students showed significant improvement in Literacy and Mathematics achievement.

Beyond the classroom, students participated in a wide range of sporting, cultural, and outdoor activities. These experiences helped develop leadership, teamwork, and confidence, contributing to the holistic development of our learners. We are particularly proud of the achievements of our students in competitions, performances, and community service initiatives during the year.

Our staff remained committed to professional growth and continuous improvement. Through professional development programmes and collaborative planning, teachers strengthened their instructional practices and worked together to ensure every student had the opportunity to succeed.

In 2025, the school also continued to invest in improving facilities, learning resources, and technology to support modern teaching and learning. A special thank you to Marco and Rebecca Claassen, owners of New World, Green Bay for their donation of 20 chrome books to our school. These enhancements have helped create engaging learning spaces that encourage innovation and student participation.

I would like to express my sincere gratitude to our dedicated staff, supportive parents, Board members, and the wider community for their ongoing commitment to the success of our school. Your partnership plays a vital role in helping our students reach their full potential.

As we look ahead, we remain focused on strengthening academic excellence, supporting student wellbeing, and preparing our learners for the challenges and opportunities of the future.

Thank you for your continued support.

Anand Muthoo

Principal

Green Bay School

List of all school board members

Board member names	Date that the board member's term finishes
Amelia Day	September 2028

Anand Muthoo	Principal ex Officio
Catherine Rochford	November 2026
Glen Mitchell	November 2025
Nicole Allington	November 2026
Tim Rickards	November 2025
Cheryl McElroy	September 2028
Neeraj Patel	September 2028
Marco Claassen	September 2028
Mahmood Nasir	September 2028

Statement of Variance: Progress against Targets

Annual Target/Goal: <i>As per the annual implementation plan</i>				
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Prime Maths Yr 0-6 Oxford Maths Yr – 7-8	We were given Professional Development from Prime and Oxford to get us started. Teachers focused on whole class teaching from the book with small group worked included. Students followed up whole class with Practice books.	Ministry directed programme for Maths Curriculum, very structured and very easy to follow	We found a significant improvement in Maths across the school. Harder for teachers who had composite classes as they were teaching two levels.	To continue with Prime and Oxford Maths resources.
Action 2 School wide focus on number knowledge. Focusing on basic facts and timetables. Weekly basic facts testing.	Through the school progressions we placed an emphasis on basic facts and timetables knowledge. Used Prototec website for basic facts practise, Prodigy, and basic facts homework sheets.	When analysing the PAT data, number knowledge was identified as an area for development.	We are strengthening the use of basic facts and knowledge teaching and learning across the school.	To continue strengthening the use of basic facts and number knowledge teaching and learning across the school.
Action 3 Structured Literacy – Ideal Yr 4-6	Year 4-6 teachers have completed Professional Development on the science of learning to read. Ideal programme is being used in all Year 4-6 classes	We are still on a learning journey with ideal. Ideal is a Ministry funded structured programme.	Teachers have tools on how students learn. We will be monitoring the data to see how well our students who need more support are doing.	To review using data and teacher input. Continue to purchase licences if needed.
Action 4 PAT and EasTTle – Better use of data from testing.	This year there was a concerted effort in analysing the data and then feeding this on to teachers. Data was analysed and then findings were taken to whānau meetings and discussed and planned for.	Data from PAT and EasTTle testing.	We found that there was a significant improvement in the areas that were discussed. This was then fed back to the teachers again. Discussion with lead teacher to ascertain next steps.	To continue with this process in 2026. Lead teacher in Maths meeting with teams' Year 4-8 to talk about connecting ARBs to PAT results.
Action 5 The Write Lesson	The Write Lesson	A consistent approach for teaching handwriting across the whole school	We are working on consistency, improved letter formation and speed automaticity with teachers using same language and formation.	To review in Term 4, 2026.
Action 6 Better Start to Literacy Systematic teaching of critical phonological awareness skills. Explicit teaching of vocabulary skills.	Follows a structured phonic and sequence that is used in the class and small group reading programme. 2 Year 1 teachers have been attending BSLA this year. We have an in-school facilitator supporting teachers. Three of our teacher aides have completed the teacher aide university paper, helping to support our junior students in class.	We have been on the BSLA programme now for nearly 4 years. We are aiming for consistency in our structured literacy approach across the year 1 to 3's	Teachers found the students were more engaged in their learning. Small groups using the Ready to Read – Phonic Plus reading series and the explicit teacher helped students' improvement in reading and writing.	Continuing to use assessment, year 6 nets, BSLA testing and graphing progress, to analyse data to inform planning within the class and Tier 2.

<p>Action 8 PB4L Positive reward system established to reinforce vision. Collaborative development of school expectations to achieve vision. Behaviour data analysed.</p>	<p>Creates an effective learning environment. A shared understanding across the whole school. Collecting and analysing behaviour data across the school.</p>	<p>Ministry funded Professional Development Teachers identify hot spots, behaviours and patterns of behaviour.</p>	<p>Improvement in learning environment. Change of practices, new programmes and providing students with lunchtime activities changed the behaviour of students.</p>	<p>Develop a schoolwide system to manage behaviour in class.</p>
<p>Action 9 Māori Achievement Collaborative</p>	<p>Focus on gaining insights into Te Ao Māori nuances and effectively implementing strategies to promote a bicultural partnership.</p>	<p>Teacher Professional Development.</p>	<p>Staff have grown their understanding of unconscious biases and Te Tiriti o Waitangi.</p>	<p>This is continuing into 2026.</p>
<p>Action 10 Te Reo Teacher</p>	<p>Teaching Te Reo and tikanga Māori in our classrooms every Wednesday.</p>	<p>Board funded Teacher.</p>	<p>Tikanga is integrated into daily activities, with active participation in powhiri, daily karakia, mihi and pepeha. Our Kapahaka group continues to be taught by our Te Reo teacher and perform at school, for our local community and at the Kotuitui Festival.</p>	<p>This is continuing into 2026.</p>

Evaluation and analysis of the school's students' progress and achievement

During the reporting year, the school continued to monitor and evaluate student progress across key learning areas including literacy, mathematics, and other curriculum areas. Assessment information was gathered through classroom observations, formative and summative assessments, and standardised tools – PAT's, EasTTle and OTJ's.

Overall, the majority of students demonstrated steady progress and achieved at or above expected curriculum levels in reading, writing, and mathematics. Teachers used ongoing assessment data to identify students who required additional support as well as those needing further extension.

Targeted interventions were implemented for students who were identified as being below expected achievement levels. These included small group instruction, differentiated teaching strategies, and additional learning support. As a result, many of these students showed measurable improvement throughout the year.

Teachers regularly analysed assessment data to inform planning and adjust teaching strategies to better meet the learning needs of students. Collaborative discussions among staff supported consistency in assessment practices and strengthened the school's ability to track progress over time.

The school also placed emphasis on monitoring the progress of priority learners to ensure equitable outcomes for all students. Progress tracking indicated growth for many students in this group, although continued support and targeted teaching will remain a focus in the coming year.

Overall, the evaluation of student achievement indicates that the school is making positive progress toward its learning goals, while continuing to identify areas for improvement to ensure that every student is supported to reach their full potential.

How we have given effect to Te Tiriti o Waitangi.

The Board has continued to fund a Te Reo Māori teacher. Each child in our school has 10 weeks of instruction in Te Reo, tikanga and te ao Māori.

The concept of te ao Māori is woven into many things that we do here at Green Bay Primary School. This includes our karakia (non-denominational), mihi o te ata, pōwhiri, mihi whakatau, hakawatea, waiata. Our Te Reo teacher helps us with Kapa Haka group, opening spaces, blessing taonga, blessing spaces etc. He also provides guidance if we are unsure of tikanga at our school or going to other spaces where we may need help. The process is always explained to those who do not understand so that participants understand what is expected of them and the purpose of why we do them.

Teaching staff have been actively participating in modules of "Unteach Racism" through the Māori Collaborative and ongoing professional development to deepen their understanding of Te Tiriti o Waitangi and their commitment to a bi-cultural partnership. The Māori Achievement Collaborative (MAC) has also played a significant role in gaining insights into Te Ao Māori nuances and effectively implementing strategies in the classroom.

In 2023, Green Bay Primary School has made a formal connection with our local iwi/hapu Te Kawarau a Maki. This means that in 2024 - 2026, that we will work together to provide professional development to empower our staff to teach the history of Te Kawarau a Maki and their rohe.

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>Green Bay School Board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The Board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020 and complies with legislation on employment and personnel matters. The Board complies with the conditions contained in employment contracts for teaching and non-teaching staff.</p> <p>The Board ensures strong leadership by recognising the principal as the school's educational leader, the chief executive, and an employee of the Board. The Board appoints the principal, through the appointment committee, appraises the principal. Works transparently and positively with the principal and ensures delegations to the principal are robust and regularly reviewed. The Board meets reporting and administrative requirements by referring to the school's Equal Employment Opportunities policy in its annual report on the extent of its compliance as a good employer, ensuring that systems are in place for keeping employee files safe and secure.</p>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p>The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be "good employers", that is, to maintain, and comply with their school's Equal Employment Opportunities policy, and to include in the annual report a summary of the year's compliance. Also to achieve this, the board, appoints a member to be the EEO officer – this role is taken by the principal and shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development, selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude and recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups. It also ensures that employment and personnel practices are fair and free of any bias. The principal assures the board that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year).</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>We have an Appointment Committee and the committee's responsibilities include, creating a timeframe for advertising and filling the position and creating the advertisement for the Education Gazette (and local newspapers, depending on the position). We also compile an application package that contains a detailed job description, a person specification and an application form. We then select candidates to interview. We conduct interviews and undertake referee and other checks to verify the candidate's qualifications, identity, and suitability to work with students. We then advise the board of the preferred candidate for their confirmation. Then notifying the successful and unsuccessful applicants within the agreed timeframe.</p> <p>When appointing a principal, the board employs the services of an independent advisor to assist with the process where possible. NZSTA provides advice that the board considers carefully. If the appointment is for a new principal, the board manages the recruitment and appointment process and may choose to review the job description and person specification for the role, which may include surveying the views of the school staff and community.</p> <p>Each member of the appointment committee is expected to consider and declare any conflict of interest that might affect, or be seen to affect, the impartiality of their contribution to the process.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	<p>Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Green Bay School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi. Green Bay School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life. Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure ākonga Māori experience educational success as Māori (NELP Priority 2) working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori achieving equitable outcomes for Māori students. We support our teachers to build their teaching</p>

	capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākongā contexts (NELP Priority 6). We employ a te reo Māori language teacher to instruct in te reo Māori and tikanga Māori. Green Bay School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with Ka Hikitia Ka Hikitia.
How have you enhanced the abilities of individual employees?	The growth cycle takes a holistic approach to performance management that looks for how the Standards for Teaching Profession Nga Paerewa mot e Umanga (the standards) are reflected in everyday teaching. It is a model based on professional judgement and trust. The principal, as professional leader of the school, facilitates a common understanding of the standards, and staff at Green Bay School and engage in professional learning aligned with the standards. Our professional growth cycle enforces professional learning and development to ensure teaching is future-focused and supports student learning. The principal is responsible for designing and implementing an annual professional growth cycle for teaching staff, and support staff which includes, professional conversations, lesson observations, reflective practice, professional learning and target professional development. Teachers have opportunities to discuss and receive feedback on their practice, and documentation may be kept of any elements related to the above. We also offer targeted professional development.
How are you recognising the employment requirements of women?	Our commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development. The board ensures that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year).
How are you recognising the employment requirements of persons with disabilities?	Our commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development. The board ensures that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year). We also have a disability toilet facility.

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	YES	NO
Do you operate an EEO programme/policy?	√	
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?	√	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	√	
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?	√	

Report on other special and contestable funding.

Over the last year we have applied to the Ministry to fund teachers to have Professional Learning and Development in Structured Literacy approaches. Teachers gain knowledge and the tools needed to implement structured literacy effectively. They attend a 2 to 3 day in person workshop and then attend online courses.

IDEAL

We had 8 year 4 to 6 teachers and 2 intermediate teachers go through Learning Matters, Ideal approach. They focused on integrating phonological awareness, spelling instruction and scope and sequence to support reading, writing as well as assessment practices.

BSLA

We had 2 year 0-3 teachers complete Better Start for Literacy Approach a University Paper. They learn Systematic teaching of critical phonological awareness skills. Explicit teaching of vocabulary

skills. They follow a structured phonic scope and sequence that is used in whole class and small group reading programme. We have a BSLA trained teacher that has trained as a facilitator, and she supports those teachers in the programme.