

2025 Annual Report



SILVERDALE
SCHOOL

Annual Report Contents

1. Statement of variance.
2. Evaluation of the school's students' progress and achievement.
3. Statement of compliance with employment policy.
4. Statement of KiwiSport funding.
5. Annual financial statements.

Summary of this document

The document is Silverdale School's 2025 Annual Report, covering student achievement data, efforts to uphold Te Tiriti o Waitangi, and employment policy compliance.

Key Points

- **Student Achievement:** The report details student performance in reading, writing, and mathematics, broken down by year level, ethnicity, and gender. It includes comparisons between 2019-2025, mid-year and end-of-year data for 2025, and progress made within 12 months. Some ethnic groups and genders show achievement gaps. Year 5 and 6 students tend to perform highest. There's also data on phonological awareness and learning support programs. Next steps for 2025 focus on accelerated progress for target children in reading.
- **Te Tiriti o Waitangi:** The report outlines the school's commitment to the principles of partnership, participation, and protection, and details actions taken to implement Te Reo Māori and Tikanga Māori, support Māori student achievement, engage with whānau, build community partnerships, and enhance staff cultural competency. Plans include establishing a bilingual classroom in 2025.
- **Employment Policy:** The document includes a statement of compliance with employment policies, covering areas such as recruitment, employment agreements, remuneration, health and safety, equal opportunities, professional development, performance management, disciplinary procedures, and privacy. The school aims for continuous improvement and a supportive workplace.

Summary Report on Silverdale School Strategic Goals

Silverdale School Strategic Goal 1

Enhance our literacy programmes so that every learner/ākonga gains sound literacy skills.

Our school is maintaining a strong focus on literacy, primarily through the Better Start Literacy Approach (BSLA) across all primary year levels. Junior students (Year 0/1) are continuing BSLA instruction and shared planning for Taumata 3, with some cross-class streaming for differentiation at Taumata 2 or 3, ensuring lessons integrate the new writing programme progressions; Sunshine Online use at home is notably popular.

In Year 3 and 4, the continuation of BSLA, supplemented by rich vocabulary from picture books, is resulting in significant progress and confidence gains, particularly among lower readers who are highly engaged, with some Year 4 students progressing to Taumata 11 poetry lessons.

Year 5/6 emphasises consistency through collaborative planning and uses Lexia Core 5 effectively to support and extend all learners, alongside specific differentiated programmes for target students.

Silverdale School Strategic Goal 2

Enhance our numeracy programmes so that every learner/ākonga gains sound numeracy skills.

Our school is prioritising mathematics instruction, though time allocation remains a significant challenge, especially in the junior years, which often compromises the time needed for literacy. Year 0/1 focuses heavily on Calendar Maths and Number knowledge, but teachers are finding assessment against curriculum progressions (where many Year 1s are working between 50-75% completion) to be time-consuming.

Year 3 and Year 4 are both working diligently through detailed overviews (provided by Jo Knox) to ensure full curriculum coverage, requiring a heavy focus on consolidation to address knowledge gaps, update SchoolTalk, and practice basic facts (Year 4 noted a significant jump in complexity, like 6x tables and 3-digit operations).

Year 5/6 is maintaining an hour of daily instruction, using SchoolTalk for gap-filling, integrating authentic tasks (surveys, financial maths with Banqer), and utilising consistent revision tools like Maths Whizz and Daily Math Review Slides across all classrooms.

Silverdale School Strategic Goal 3

Meaningfully incorporate te reo Māori and tikanga Māori into every daylife of our school.

Our school is consistently integrating Te Reo Māori and Te Ao Māori into daily routines and the curriculum, fostering strong bicultural commitment.

In Year 0/1, students are confidently presenting longer pepeha and mihi during extended morning hui, supported by weekly kapa haka and Māori lessons, with Māori kupu (words) actively integrated into BSLA reading.

Years 2 and 3 maintain daily hui, weekly kapa haka, and use kupu o te wiki (word of the week), with Year 3 successfully progressing to student-led mihi and alphabet sounds.

Years 4, 5, and 6 ensure hui and weekly kapa haka are standard, using teacher-led rosters and giving students leadership roles in karakia and mihi, while senior students also engage with Te Reo

commands, Ki-o-rahi and Tapu wae in PE, and Te Ao Māori art designs, demonstrating a willingness to participate and normalising greetings across the entire school.

Silverdale School Strategic Goal 4

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.

Across our school, student well-being, cultural identity, and inclusive practice are heavily prioritised, with every team integrating key strategies. All teams prioritise Te Reo Māori integration and communication with whānau, utilising personal calls/texts and formal cultural presentations (like flags and background information for Year 0/1 birthdays, or dedicated Cultural Days in Years 2 and 3/4).

Zones of Regulation and self-regulation strategies are consistently taught from Year 0/1 to Year 6, supported by sensory items and movement breaks. Teachers across the school focus on personalised connections, Design for Learning (UDL) principles, utilising assistive technology and diverse learning methods, alongside professional practices like RTLB referrals, Tāpasā framework use, and Restorative Conversations to ensure equity and support for all learners.

Silverdale School Strategic Goal 5

To promote the wellbeing of all learners/ākonga and staff across our school/kura.

Our school teams demonstrate a strong, supportive, and collaborative approach to team management and student well-being, characterised primarily by flexible meeting schedules ("only when needed") and high levels of inter-teacher support.

Across all teams teachers actively share the workload, assist with behaviour management (e.g., sending students to neighbours' rooms), and rally to support split classes and share resources, fostering a culture of mutual care and connection within the staff.

A major shared focus is on student well-being, utilising restorative practices, Zones of Regulation check-ins, and explicit teaching of core values and resilience lessons (Ngākau Manawaroa and KERI values), with the goal of ensuring every child feels loved, cared for, and welcome.

Collaborative planning is consistent across teams, and social events (lunches, dinners) are valued for maintaining a positive team environment.

2025 School Wide Strategic Goal:

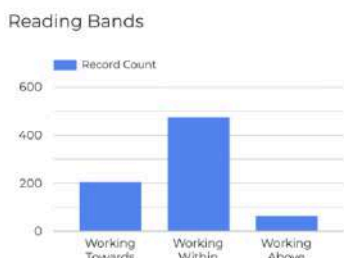
"By the end of 2025, target children will have made accelerated progress in reading of at least 18 months so that they are moving closer towards their expected achievement level."

At the conclusion of the 2025 year, the school's institutional performance baseline across core curriculum domains is empirically validated by the following achievement percentages:

- **Reading:** 77.95% at/above expectation
- **Writing:** 74.47% at/above expectation
- **Mathematics:** 83.51% at/above expectation

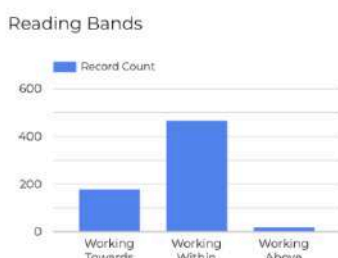
These figures reflect a deliberate synthesis of instructional shifts and data-informed interventions. The following analysis details the methodology and diagnostic evidence utilized to derive these outcomes.

2025 Reading Data



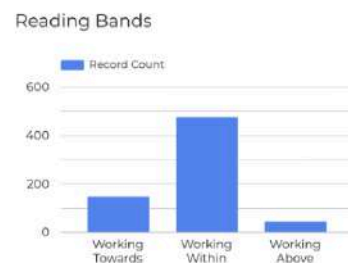
Reading Percentage at/above
72.42%

EOY 2024



Reading Percentage at/above
73.32%

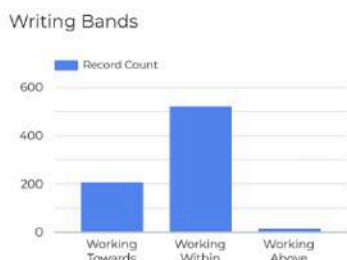
Mid Year 2025



Reading Percentage at/above
77.95%

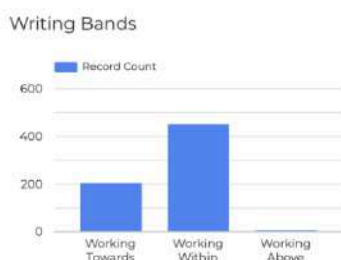
EOY 2025

Writing Data 2025



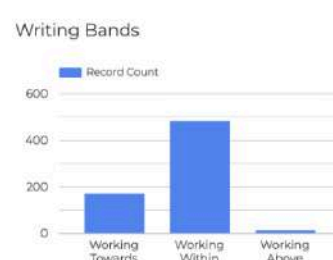
Writing Percentage at/above
72.28%

EOY 2024



Writing Percentage at/above
69.21%

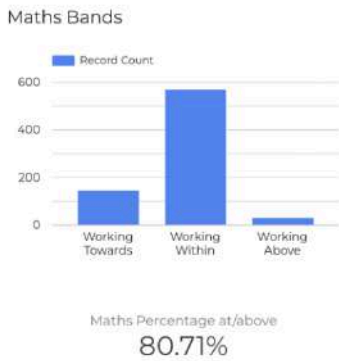
Mid Year 2025



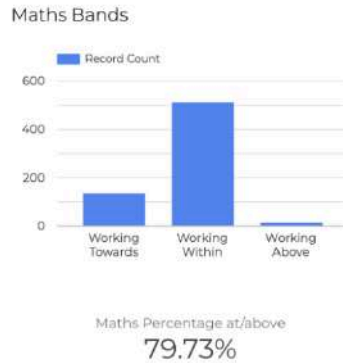
Writing Percentage at/above
74.47%

EOY 2025

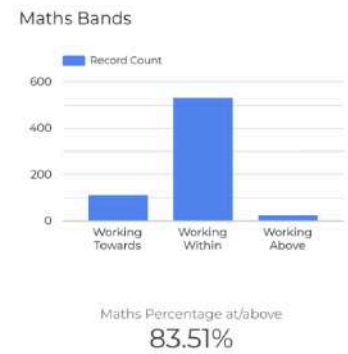
Mathematics Data 2025



EOY 2024



Mid Year 2025



EOY 2025

2. Methodology: The Framework of Overall Teacher Judgment (OTJ)

To secure a valid and comprehensive representation of student achievement, Silverdale School adheres to a multi-dimensional assessment framework. Recognizing that single-point standardized testing provides an incomplete narrative of pedagogical growth, the school employs the Overall Teacher Judgment (OTJ) process. This methodology requires a holistic synthesis of evidence gathered across diverse learning contexts to determine a student's progress.

The OTJ framework is anchored by three primary evidence streams:

- **Observation:** The continuous monitoring of cognitive processes and strategies employed by students during the execution of learning tasks.
- **Conversation:** Intentional, diagnostic student-teacher dialogue designed to probe the depth of conceptual understanding and the application of skills.
- **Formal Assessment:** Quantitative data derived from standardized diagnostic tools and the SchoolTalk digital platform.

The SchoolTalk platform provides granular transparency, allowing leadership to track specific metrics including curriculum level placement (Working Towards, Within, or Above), the specific month-differential relative to age-expectations, and precise progress measurements between longitudinal data points. In accordance with Ministry of Education standards, the school maintains a rigorous data integrity threshold where a variance of less than 5% is deemed acceptable within the annual data migration.

3. Evaluation of 2025 Reading Goals: Accelerated Progress Analysis

The strategic focus of 2025 was the actualization of 18 months of progress in reading. This target is not merely a quantitative goal but an equity-driven catalyst. For students entering the year below expectation, the 18-month target ensures that "progress" constitutes a fundamental reduction in the achievement gap rather than a mere maintenance of the status quo.

An analysis of the full cohort of 551 students with comparative data from EOY 2024 to EOY 2025 demonstrates the following growth:

Progress Bracket	Student Count	Percentage of Cohort
Accelerated Progress (18+ Months)	111	20.1%
Expected to Strong Progress (12–17 Months)	250	45.4%
Working Towards Progress (9–11 Months)	92	16.7%
Other Progress (<9 Months)	98	17.8%
Total Cohort with Comparative Data	551	100%

Priority Group Strategic Deep-Dive The school's capacity to disrupt traditional achievement trajectories is most visible within the "Priority Group"—the 200 students identified as being six or more months behind curriculum expectations at the start of the year. Within this high-stakes cohort, **43% (86 students) achieved accelerated progress of 18 months or more**, while an additional 43.5% (87 students) achieved 12–17 months of growth.

When contrasted with the 16.7% of the general cohort only making "Working Towards" progress (9–11 months), these results indicate a fundamental resetting of the achievement baseline. By ensuring that the most vulnerable learners are the ones making the most rapid gains, the school is successfully migrating priority students into competitive achievement brackets.

4. Deep Dive: Tier 2 Intervention Efficacy (Year 1 and Year 2)

Tier 2 interventions provide a high-dosage, targeted layer of support for students requiring support beyond universal (Tier 1) instruction. In 2025, the school deployed two distinct pedagogical models to address developmental literacy gaps.

Year 1: Better Start Literacy Approach (BSLA)

Led by Antonette McIver, the BSLA framework targeted foundational phonological awareness. Following the **Taumata 1 (Seed)** scope and sequence, this intervention focused on single consonants, short vowels, and consonant digraphs.

- **Instructional Focus:** 5 minutes of Phoneme Segmentation/Blending, 15 minutes of Manipulation with Graphemes, and 10 minutes of supported Reading Text.
- **Outcomes:** Of the 48 students supported, 31 (64.5%) are now working "Within" expectations, while 15 continue to "Work Towards" targets.

Year 2: Systematic & Explicit Intervention

The Year 2 model, led by Cesca, utilized a Learning Matters Intervention Training (LMiT) framework. This model targeted **Taumata 2 (Seed to Seedling)** skills, including complex blends, long vowels, and early morphemes.

- **Delivery Model:** 30–40 minute sessions, four days a week, in small groups of four.
- **Outcomes:** Among the 43 students supported, 13 are now working "Within" expectations, and 17 achieved 12–18 months of accelerated progress.

The transition from the "Seed" focus in Year 1 to the "Seedling" complexity in Year 2 demonstrates a highly structured and cumulative diversity of support, ensuring that intervention strategies evolve in alignment with cognitive development.

5. Writing Achievement and Instructional Validation

The school maintains that phonics-based reading interventions create a direct "spillover effect" into writing outcomes. As students master phoneme manipulation and encoding, they develop the automaticity required for writing fluency. The institutional writing achievement rate was 72.28% at/above expectation by EOY 2025.

Longitudinal Writing Achievement Trends:

- **EOY 2024:** 74.47% at/above
- **Mid-Year 2025:** 69.21% at/above
- **EOY 2025:** 72.28% at/above

The recovery of **3.07%** from Mid-Year to EOY 2025 provides empirical validation for the instructional shifts and Tier 2 interventions implemented in the second half of the year. This upward migration suggests that the mastery of encoding sounds in isolation has successfully translated into broader curriculum performance.

6. Validation via Phonics Checks and Diagnostic Trends

Formal diagnostic tools provide an objective check-and-balance for teacher OTJs. The school utilizes Phonics Checks and "Mini Literacy Assessments" to verify that subjective observations are anchored by objective skill mastery.

Predictive Metrics for 2026 Cohort Performance (Initial 26 tested):

- **Exceeding:** 12 students
- **Proficient:** 11 students
- **Consolidating:** 2 students
- **Emerging:** 1 student

Diagnostic data for 2025 demonstrates a statistically significant migration from baseline to mastery. It is critical to note that the provided longitudinal graphs for Phonological Awareness and Encoding represent a **representative case study of an individual high-need student**. This case study shows a migration from 60% mastery in consonants and 80% in vowels to **100% mastery across both categories** by Term 4. This individual validation serves as a proxy for the system's efficacy in addressing severe foundational deficits.

7. Strategic Trajectory: 2026 Goals and Institutional Shifts

In 2026, Silverdale School will undergo a strategic pivot toward Mathematics, applying the successful 18-month accelerated growth model to the numeracy domain. This shift will be balanced by maintaining literacy momentum through the ongoing "BSLA Journey."

Strategic Next Steps for 2026:

- **Literacy Continuity:** Implementation of Year 4 BSLA training; Lexia Core deployment for Years 3–6; Writing PD led by Helen Walls; and 20/40-week Phonics Checks.
- **Mathematics Pivot:** The new 2026 school-wide goal mandates that target children achieve at least 18 months of accelerated progress in mathematics.
- **Personnel & Operational Accountability:**
 - **Leadership Oversight:** Lynn (Years 1–2), Cam (Years 3–4), and Laura (Years 5–6) will lead DP-level data reviews.
 - **Specialized Training:** Leanne to undergo LMiT training; Laura to lead the MoE Funded Maths Accelerated Programme.
 - **Operational Rhythms:** Professional Learning Groups (PLGs) and "Team Huis" will serve as forums for sharing successes and resolving instructional challenges.

Cultural-Academic Synergy: The Te Rito Initiative The success of Te Rito, where 25 students achieved 40% accelerated progress and 44% expected progress—underscores the strategic importance of building student *mana*. By meeting the cultural needs of the community, the school provides the foundational psychological security required for high-level academic risk-taking. This holistic strategy ensures the school's capacity to deliver sustained, accelerated progress across the entire curriculum in 2026 and beyond.



2025 Giving Effect to Te Tiriti o Waitangi - Report

Introduction:

Silverdale School recognises Te Tiriti o Waitangi (The Treaty of Waitangi) as the founding document of Aotearoa New Zealand and is committed to upholding its principles in all aspects of school life. This report outlines the school's ongoing efforts to give effect to Te Tiriti o Waitangi.

Principles of Te Tiriti o Waitangi:

We acknowledge the three core principles of Te Tiriti o Waitangi:

- **Partnership (Whakakotahitanga):** Working together in a spirit of cooperation and mutual respect.
- **Participation (Whai wāhi):** Ensuring Māori have the opportunity to participate fully in all aspects of school life.
- **Protection (Tiakitanga):** Safeguarding Māori cultural values, language, and knowledge.

Actions and Initiatives:

1. Te Reo Māori and Tikanga Māori:

- Implementation of te reo Māori in daily classroom routines, greetings, and waiata.
- Integration of tikanga Māori (cultural protocols) into school events and assemblies.
- Provision of professional development for staff to enhance their knowledge and confidence in te reo Māori and tikanga Māori.
- Establish a a reo rua (bilingual) classroom in 2025: Te Rito, to provide immersion and bilingual learning.
- Use of te reo Māori in school signage and communication.

2. Māori Student Achievement:

- Monitoring and analysis of Māori student achievement data to identify areas for improvement.
- Implementation of targeted interventions and support programs to address the specific needs of Māori students.
- Development of culturally responsive teaching and learning practices.
- Building strong relationships with Māori students and whānau.

3. Whānau Engagement:

- Establishing regular communication channels with Māori whānau to ensure their voices are heard.
- Creating opportunities for whānau to participate in school decision-making processes.
- Hosting whānau hui (meetings) to discuss student progress and school initiatives.
- Inviting whānau to share their cultural knowledge and skills with the school community.

4. Community Partnerships:

- Developing and maintaining strong relationships with local iwi (tribes) and Māori organisations.
- Inviting iwi representatives to participate in school events and cultural celebrations.
- Incorporating local iwi history and knowledge into the school curriculum.
- Working with Te Herenga Waka o Orewa Marae.

5. Staff Cultural Competency:

- Providing ongoing professional development for staff on te Tiriti o Waitangi, cultural competency, and culturally responsive pedagogy.
- Encouraging staff to engage in self-reflection and develop their understanding of Māori perspectives.
- Creating a culturally inclusive workplace where Māori staff feel valued and supported.

Challenges and Future Directions:

- Continuing to increase the visibility and use of te reo Māori across the school.
- Strengthening partnerships with Māori whānau and the wider community.
- Further developing culturally responsive teaching practices to enhance Māori student achievement.
- Ensuring all policies and procedures are aligned with the principles of Te Tiriti o Waitangi.

Conclusion:

Silverdale School is committed to ongoing improvement in its efforts to give effect to Te Tiriti o Waitangi. We recognise that this is a journey of continuous learning and development. We will continue to work in partnership with Māori students, whānau, and the wider community to create a culturally responsive and inclusive learning environment for all.



2025 Statement of Compliance with Employment Policy

Silverdale School is committed to upholding all relevant employment legislation and best practice principles, ensuring a fair, equitable, and supportive workplace for all staff. This statement outlines our commitment to compliance with our employment policies and procedures.

Key Areas of Compliance:

- **Recruitment and Selection:**
 - We adhere to fair and transparent recruitment and selection processes, ensuring equal opportunities for all applicants.
 - We conduct thorough background checks and reference checks in accordance with legal requirements.
 - We comply with all relevant privacy legislation regarding the handling of personal information.
- **Employment Agreements:**
 - We provide clear and accurate employment agreements to all staff, outlining their terms and conditions of employment.
 - We ensure that all employment agreements comply with relevant employment legislation, including the Employment Relations Act 2000.
- **Remuneration and Benefits:**
 - We comply with all minimum wage requirements and provide fair and equitable remuneration to all staff.
 - We ensure that all staff have access to their entitled leave provisions.
 - We follow all rules regarding pay and deductions.
- **Health and Safety:**
 - We are committed to providing a safe and healthy workplace for all staff.
 - We comply with all relevant health and safety legislation, including the Health and Safety at Work Act 2015.
 - We have implemented robust health and safety policies and procedures, and provide regular training to staff.
- **Equal Employment Opportunities:**
 - We are committed to promoting equal employment opportunities and preventing discrimination in the workplace.
 - We provide a workplace that is free from harassment and bullying.
 - We uphold the principles of Te Tiriti o Waitangi in our employment practices.
- **Professional Development:**
 - We are committed to supporting the professional development of our staff.
 - We provide access to relevant professional development opportunities to enhance staff skills and knowledge.
- **Performance Management:**
 - We have implemented a fair and transparent performance management system.
 - We provide regular feedback to staff on their performance and identify areas for development.
- **Disciplinary and Grievance Procedures:**
 - We have clear and fair disciplinary and grievance procedures in place.
 - We ensure that all disciplinary and grievance matters are handled in a timely and impartial manner.
- **Privacy and Confidentiality:**
 - We respect the privacy of our staff and ensure that all personal information is handled in accordance with relevant privacy legislation.
 - We maintain confidentiality in all employment-related matters.

Commitment to Continuous Improvement:

Silverdale School is committed to regularly reviewing and updating our employment policies and procedures to ensure ongoing compliance and best practice. We are dedicated to fostering a positive and supportive workplace culture where all staff feel valued and respected.




31 December 2025

Kiwisport

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$12,500 (excluding GST). The funding was spent on participating in Swimming Lessons, Hockey, Netball and Positive Puberty Plus Programme.

Cameron Lockie
Principal / Tumuaki

2025 Annual financial statements

 SIL 1.0 Draft Financial Statements (1).pdf