Hamilton North School
Specialist Learning Centres

2025 Annual Reporting for Hamilton North School

See Also:

- Statement of Variance 2025
- Audited Financial records for 2025

Evaluation of School's students' progress and Achievement

School data regarding curriculum coverage is gathered, though shows little movement in curriculum level for most students. Our students require a finer grained measure to identify their steps in learning and this does not currently exist in the NZ curriculum, this is why we predominantly use IEP goals and success criteria to help determine achievement. In 2025 we are awaiting the Extend NZ curriculum, which will provide learning objectives for students working below level 1 of the curriculum.

IEP data in 2025 carried on trends identified in 2024. We have good, but reducing engagement from families, there are plans to improve this in 2026. While most students have made progress in their IEP goals, this is difficult to measure as goal setting is inconsistent across the school. In 2026 work will be done to improve the IEP process and goal setting across the school so that student progress can be better measured.

Learning is recorded and reported to families using a variety of means. Throughout the course of the year, families receive Café pages which identify student achievement against individual targets, through narrative assessment. These attest to the individualised nature of the students learning and highlight their next step. These focus on learning across the whole curriculum and key goals in the students IEP.

Families also receive a written end of year report which reports on student progress within each learning area.

In 2025, the school has continued its journey in Better Start Literally Approach this in not yet used across the whole school, however it is well implemented in a number of priority areas. In 2026 all Teachers and Teacher Aides will be trained in bespoke Specialist School BSLA training, funded by the MoE. This will make a significant difference to the literacy teaching and student achievement moving forward

Literacy and Mathematics progress reporting:

BSLA Assessment from 2025:

The areas looked at for comparison were Initial Phoneme Identification, Letter sound Knowledge and the ability to blend sounds as assessed on the BSLA assessment website.

There was an average increase of 2 points when completing the Initial Phoneme Identification task over the year and 5 students that met the threshold on initial testing. All except one student (92%) increased in their phonemic knowledge.

Letter/sound knowledge increased by an average of 8 points over the year and 4 students met thresholds on initial testing. All except one student increased their knowledge of letters and sounds.

The average shift in ability to blend was 1 point, with a range of -2 up to 6. 5/10 students that had either a negative increase or no increase. Applying sound knowledge is a more difficult skill to master. Students often find it easier to learn knowledge in isolation. More explicit teaching how to apply sound knowledge may lead to greater future improvement.

Data was collected from a random sample of students across a range of sites. BSLA was relatively new to most of the teachers and practice was still developing.

In 2025 BSLA was not specifically adapted for Specialist schools and staff had to make adaptations with support from the Literacy Lead staff. This will change in 2026 as the whole school will embark on the Specialist schools BSLA journey, including Emergent levels one and two.

Numeracy Testing using Maths Snapshots and CRSSC
Analysis of Progression and Regression
Between November 2024 and November 2025

TOTAL NUMBER OF STUDENTS: 162
Number of students absent/unable to take the test: 5
Number of students who took the test: 157
Existing / New students with no comparative result from 2023: 18 / 106

Analysis of CRSSC data of 56 students showed:

MAORI MALES - 25		
PROGRESSION	REGRESSION	STAYED SAME
10	7	8

MAORI FEMALES - 10		
PROGRESSION	REGRESSION	STAYED SAME
6	1	3

OTHER MALES - 13		
PROGRESSION	REGRESSION	STAYED SAME
4	2	7

OTHER FEMALES - 8		
PROGRESSION	REGRESSION	STAYED SAME
3	1	4

Out of a TOTAL of 35 Maori students, i.e. male and female, there were

16 Progressions (45%)

8 Regressions (23%)

11 Stayed the same (32%)

Out of a TOTAL of 21 Other students, i.e. male and female, there were

7 Progressions (33%)

3 Regressions (14%)

11 Stayed the same (53%)

Out of a TOTAL of 38 MALE students, i.e. Maori and Other, there were

14 Progressions (37%)

9 Regressions (24%)

15 Stayed the same (39%)

Out of a TOTAL of 18 FEMALE students, i.e. Maori and Other, there were

9 Progressions (50%)

2 Regressions (11%)

7 Stayed the same (39%)

Out of a TOTAL of 56 students who took the test,

23 Progressions (41%)

11 Regressions (20%)

22 Stayed the same (39%)

Year on year comparison of overall results for CSSSC

Year	2025	2024	2023	2022
Total	56	33	30	29
Progressions	40%	34%	33%	34.4%
Regressions	20%	30%	20%	34.4%
Same	39%	36%	47%	31%

Considerations for variance

- Teacher judgement in particular pre curriculum fuel levels
- Human error
- Confidence to complete assessments
- Overall increase in students progressing, reduction of students regressing.

Analysis for students working within the NZ curriculum - not available for 2025

- Began working and assessing within the new numeracy curriculum framework.
    - Shift from levels to phases.
    - Phase 1 (years 0-3), Phase 2 (years 4-6), Phase 3 (years 7-8).
    - Teaching sequence and progress outcomes for each year level.
    - Number, Algebra, Measurement, Geometry, Statistics, Probability.
    - Assessment no longer using GloSS/Ikan/JAM as they are no longer aligned with the updates.
    - Replaced with Maths Snapshots assessment. No current MOE endorsed assessment available for students working within phase one.
    - Begun entering the end of year numeracy assessment on to HERO (student management system). Easier ability to analyse data, note smaller changes in progress for individual students, reduce human error when analysis and inputting. Data will be collected twice yearly, again in term 1 or within 4 weeks of a student

starting. This is still focused on number knowledge. Looking into how to utilise HERO to capture learning beyond number.
- Nine students are beginning to work within Phase 2. Mostly in number knowledge which is rote learnt developing strategies (understand and know).

Numeracy for 2025

- Two MOE PLD days focusing on a deep dive of understanding and implementing the new numeracy curriculum changes. Total of 4 available across 2 years which can be done in person or online (does not require full days).
- MOE funded Numicon resources received and dispersed across the classrooms. Access to Numicon resources online via Oxford Owl.
- Two staff meetings on curriculum development - introduction of Numicon and Maths Snapshots assessment.
- Support across the school as requested.
- Developing inhouse Numicon PD.
- Developing unit plans that can be accessed and used across the whole school.
- Option to have different MOE resources for students working at different phases. Teachers of students working at Phase 2 will have access to an alternative MOE resource - Oxford online which will also come with student books reflecting age appropriateness and potential increased engagement. Phase 1 will continue to have access to online Numicon resources.

Giving Effect to Te Tiriti o Waitangi

Hamilton North School continues to be committed to developing culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage. Honouring Te Tiriti o Waitangi as the foundation for our Maori Learners. Hamilton North School continues to improve educational achievement and outcomes for our Maori students by:

At the end of 2025 we have begun redesigning our IEP system to use the Te Whare Tapa Wha framework. This is to further support the partnership between school and whaanau. This will be further developed in 2026.

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?	**Health & Safety Policy (implemented)** - ratified 2023 - next ratification due 2026. Minuted H&S actions in SLT meetings.

	Specialist Equipment: Provision of hoists, adjustable workstations, and PPE specifically designed for the specialist education environment. **Wellbeing Initiatives:** Access to EAP (Employee Assistance Programme) **Risk Management:** Robust reporting systems for behavioral incidents, with follow-up debriefs and support.
What is in your equal employment opportunities programme? **How have you been fulfilling this programme?**	**Policy & Strategy:** Inclusion of a specific EEO policy that ensures no discrimination based on gender, ethnicity, or disability. **Fulfillment:** EEO officer appointed.
How do you practise impartial selection of suitably qualified persons for appointment?	**Standardized Panels:** Use of diverse interview panels (including SLT, Board members depending on role being appointed. **Merit-Based Criteria:** Scoring candidates against pre-determined person specifications and professional standards. **Conflict of Interest:** Formal declarations required by all panel members prior to shortlisting.
How are you recognising, - **The aims and aspirations of Māori,** - **The employment requirements of Māori, and** - **Greater involvement of Māori in the Education service?**	Honouring Te tiriti O Waitangi Te Whare tapa wha exploration for IEP framework Cultural Allowance
How have you enhanced the abilities of individual employees?	**Professional Learning & Development (PLD):** Teacher and Teacher Aid Professional Growth Cycles to identify needs. - Mostly focussed in 2025 around curriculum roll out and development. **Leadership Pathways:** Developing Leadership pathways for staff to express interest and gain skill in leadership development.
How are you recognising the employment requirements of women?	**Parental Leave Support:** Clear processes for managing parental leave and supporting a smooth "return to work" transition.

	Flexibility: Accommodating breastfeeding breaks and child-related emergencies. **Representation:** Ensuring women are strongly represented in leadership and governance roles.
How are you recognising the employment requirements of persons with disabilities?	EEO Policy. Due to the physical nature of the work, and the lack of light duty possibilities in the work place. This element is on a case by case basis, as is safe for working with our students.

Kiwi Sport Funding:

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

In 2025 the school received total Kiwisport funding of $3,482 (excluding GST).
The funding was put towards increasing student participation in a range of sports including swimming lessons and opportunities to develop swimming skills. Sporting equipment was also purchased to support PE and sport programmes. The school spent a total of $2,854. With the remaining funds being used for

The number of students participating in sport at our school continues to grow.

Audited Financial records for 2025

Provided by Education Services – see separate documentation.

This Annual report was submitted to the Ministry of Education for the Minister's approval 31st May 2025

Statement of Variance 2025

Hamilton North School
Specialist Learning Centres

Ako - Our Learning

Annual Target/Goals: Understand the new English and Maths curriculums and begin to reference this when planning learning opportunities for students. Develop teaching tools and strategies to strengthen classroom practice aligned with curriculum requirements and its underpinning values.			
Actions	**What we Achieved:**	**Evidence:**	**Reasons for Variance**
Ensure Classroom timetable reflect 1 hour x3 requirements	All classes have increased emphasis on timetabled Reading, Writing and Mathematics. EOTC learning in these areas has become more explicit.	Classroom timetables gathered and reflect expectations Timetables reviewed by senior leaders.	Achieved In 2026 we will continue to embed this expectation.
Teacher and Teacher Aides engage in Comprehensive literacy for all on line workshops - Jane Farrel PD. To develop and implement strategies and tools to support all our learning to access literacy learning.	Teachers are encouraged to engage in learning modules related to their classes' needs. Professional learning was optional. All teachers signed up. Interested TA's signed up. The course is for 3 years starting in 2025. Comprehensive Literacy for All has acted as a bridge towards BSLA and deeper Literacy PD when it becomes available.	45% of teachers 34 % Teacher aides complete between 80-100% of the course in the first year. 16% of teachers and 4% of Teacher Aides completed a moderate amount of the course. 39% of teachers and 62% of TA's completed a minimal amount of PD.	Training was optional due to planned PD which we hoped would be arriving in 2026 (BSLA training). At the time of planning this had not been confirmed. A number of teachers that have not engaged in the course were already training in BSLA and therefore did not require this additional training. All staff will complete BSLA training in 2026.
Students who are able to access BSLA have regular and frequent opportunities to do so and show progress in their literacy learning.	Secondary School Satellites have adopted unit wide practice and cross groupings. Specialist Literacy teacher trained in BSLA and running small group sessions Not all classes of students able to engage in BSLA are currently doing so.	Visits by BSLA coordinators confirm practice across classes and provide feedback. Several teachers professionally videoed for future BLSA training examples.	School wide training still to come in 2026. Emergent students not yet catered for due. This PLD is coming in 2026. Some teachers had a change of student group this year and they were unable to generalise their training to the needs of

	- additional training needed. Students at emergent level not yet having regular BSLA opportunities.	Small group sessions have demonstrated an improvement in student attitude and progress in learning.	their new group. This will improve with training in 2026.
Support students and teachers to effectively use Numicon Mathematics resources	Resources ordered and received. Staff were encouraged to attend optional PD sessions and Drop ins run by the literacy coordinator. Whole school staff meeting re website and resource access. Numicon resource used in most junior classes.	Classroom practice Staff meeting agenda and minutes. Resources in classes	Staff required further support to embed resources and strategies into maths learning. Some older students not engaged with the numicon resources - Providing access and training to Oxford University press digital resource as an alternative for older students. Continued roll out planned for 2026.
Teachers Attend TOD and participate in PLD provided by the MoE	Held 2x TOD's with MoE curriculum training	TOD's	Achieved. However during this time the curriculum that was rolled out was significantly different to the training offered. Teachers who had gained confidence to use the curriculum following this PLD were now very unsure how to move forward.
Specialist literacy teachers in Jnr and Senior school, support literacy learning and curriculum development across classes as needed.	2 specialist teachers were appointed. One coordinates BLSA and supports teachers to raise achievement. One works specifically with Senior Students.	Teacher timetables Regular check in's with teachers Student Voice	Achieved. - student engagement and progress particularly in the senior school has been above expectation.

Annual Target/Goals: IEP development - Continue to create more specific and achievable whānau led goals for student learning.			
Actions	**What we Achieved:**	**Evidence:**	**Reasons for Variance**
Continue discussion around goal creation and other supporting documents for IEP's	Developed new iep template and documentation aligned with new framework Trialed IEPs with one class to test suitability of framework. Established new iep processes.	Documentation Meeting schedule	Achieved. Process to be embedded across the school in 2026. with further development of twtw to increase staff and understanding.

			2026 - collect feed back from whanau, improve efficiency and consistency across the school

Hauora - Our Wellbeing

Annual Target/Goals: To continue to support and develop students self-regulation and understanding of emotions across the school. To continue to implement and elevate the use of Zones of Regulation language and practice school-wide, as a tool for supporting student regulation			
Actions	**What we Achieved:**	**Evidence:**	**Reasons for Variance**
Consistent and shed language for Zones of Regulation across the school. Consistent PD therapy input for Zones Develop school wide 'best practice' for Zones that can be adapted for each context Practice group to share Zones practice and successes.	Zones of Regulation are used consistently through daily check-ins, shared language, and explicit teaching of emotions. Students are supported with visuals, modelling, and structured strategies to recognise and manage their feelings. Sensory tools and individual supports are used where needed, and students are beginning to apply strategies with guidance. Some variation across the school	Classroom visuals Classroom programmes Therapy support	A wide range of student needs and student ages across the school requires different approaches and different areas of the support. Also requiring different levels of therapist guidance. Continue to monitor and embed where necessary and provide support for teacher induction.
Annual Target/Goals: To continue to increase opportunities for all students including harder to engage students to access varied health and PE opportunities. To continue student progress and develop fundamental schools and core strength.			
Continue to explore, engage opportunities for students to access various HPE activities and opportunities.	Sport for All - staff meeting Special Olympics Other sporting and PE opportunities created for students.	Cafe pages Timetables Pe reporting	In 2025 few new opportunities were created, however existing opportunities were offered to a wider range of students in some areas of the school
Explore alternative programs to move fundamental skills learning into classroom teacher	Existing videos and resources made available to teachers for their own planning and learning. The update of this was low.	Teacher programming and planning.	Due to a change in curriculum priorities we were unable to work towards this target as initially planned.

delivered opportunities.			

Whanaungatanga - Our Relationships

Annual Target/Goals: To continue to improve and embed whanau connection and engagement opportunities.			
Actions	**What we Achieved:**	**Evidence:**	**Reasons for Variance**
Most days, regular positive communication with families by classroom teachers	Communication is regular and ongoing through platforms such as Seesaw and ClassDojo, along with texts, phone calls, and notebooks. Updates range from daily to several times a week, with an emphasis on open, responsive communication and sharing student progress and successes.	Seesaw, Dojo, communication books. Phone records	Different student needs based on age and area of the school.
Family events (at least one per term as connection points for families)	Family events held across the school each term to tie into learning or cultural events	Timetables, school scheduling. - Matariki, Walk-a thon, Science Fair are examples.	While all areas of the school worked towards this goal there was varying uptake amongst families. Some events were very well attended, some not. Will continue to look at this and embed this across the school in 2026.
Whaanau connection day	This day was held on our first day of the year and provided teachers and families a chance to connect as part of the transition for students back into school following the holidays	School Calendars and timetables School Communications	Achieved Continue to make this part of our school calendar.
Embedding intentional celebrations of student achievement and sharing or reporting these back to whaanau	Establish and embed regular assemblies for different areas of the school. Ensuring that students have the chance to be celebrated for their success. Regular reporting home.	Timetabled regular assemblies across the school. Varying in frequency.	Achieved - requires further embedding to create a sustainable practice.
Annual Target/Goals: To continue to grow and embed opportunities for students to be alongside the appears in their mainstream settings.			

Continue to foster and develop Host School relationships by being available and as involved in host school life as time, opportunity and expertise allows.	Continuation of host school involvement and relationship There is positive engagement with the host schools through kapa haka, assemblies, break times, and participation in events. Staff are involved in meetings and shared responsibilities, supporting inclusion and collaboration. Opportunities are adapted to suit student needs, with ongoing efforts to strengthen connections. There is some variation between sites	Class timetables Feedback from teachers and host schools	As these relationships are very important this needs to be monitored and support given to satellites to foster this. We hope to have an additional satellite at Ngaruawahia Primary School in 2026.
Annual Target/Goals: To implement a new teacher aid appraisal system to support teachers to continue to lead and develop effective teacher aid teams. To continue to improve and celebrate practice across the school.			
Teacher aid appraisal documentation finalised and circulated	Created and circulated new documentation. Held staff meetings to ensure teachers were confident to deliver a new system.	Meeting schedule and meeting minutes. documentation.	Achieved
Teachers support the adoption of documents and have conversations with support staff as needed.	Conversations held at 2 points in the school calendar	Documentation collected TA's signed off their appraisal.	Varying confidence of teachers to address issues. difficulty in making time to have the conversations required. Additional training and support for teachers would be helpful. It may also be helpful to look at goals for teacher aids that could be similar across the school. For example in 2026 old teacher aids could have a goal around their BSLA learning.
Teaching staff share and celebrate effective practice, success and resources.	Some moments in staff meetings given for feedback and the sharing of practice and success.	the staff meetings	This goal was not fully achieved. and needs to be broken down further to make achievable steps for our team who are not used to this way of working. In 2026 it is likely we will be able to utilise our new leadership structure to support the sharing of practice and celebrations.