



Chapel Downs Primary School

Annual Report 2025
Reflecting the 2024 School Year



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Cover image: Chapel Downs School in August 2024 before construction works began



Chapel Downs
Primary School

Strategic Plan 2024-2025

Our Vision: Achieving Together

Learning Vision

At Chapel Downs students achieve through quality provision, leadership, teaching and learning supported by effective governance



Community Vision

At Chapel Downs students achieve through strong engagement with our community



Chapel Downs School Strategic Plan 2024 - 2025

He Mapuna te Tamaiti - Achieving Together
Each child is precious and unique



**Chapel Downs
Primary School**

Our Chapel Downs Vision

Chapel Downs' shared vision of our learner is designed to empower students to thrive in the 21st Century, for our children's future. The six learner dispositions are a combination of skills, attitudes, values and knowledge that our learning community have identified as being essential. Our students need an up-to-date curriculum that reflects not only the knowledge and skills needed for the future, but also the best teaching strategies and learning theories. These 21st Century learner dispositions are reflected in the Ministry of Education's NZ curriculum with the five key competencies being integral to the way students learn and teachers teach.

Our School Reflects Cultural Diversity by:

- Respecting and valuing all cultures within our multicultural community.
- Providing learning support for our students with Non-English Speaking Backgrounds.
- Working to achieve key goals from 'Action Plan for Pacific Education 2020-2030 (2023 refresh)'.
- Including bicultural and multicultural aspects within the curriculum.
- Acknowledging and utilising local human resources within lesson planning.

Our Dispositions



Communicator



Investigator



Perseverance



Respect



Self-Manager



Teamwork

Chapel Downs School Strategic Plan 2024 - 2025

He Mapuna te Tamaiti - Achieving Together
Each child is precious and unique



**Chapel Downs
Primary School**

Strategic Goals

Wellbeing *Hauora*

Initiatives

Providing an environment where every learner/ākonga feels safe (physically and emotionally), appreciated and included for who they are, including their identity, language and culture, and learning needs.

Providing a strong welcoming environment where staff and the community all feel welcome and supported.

Accommodate and support an increasing student population while ensuring their wellbeing and success.

We care, nurture and then educate.

Partnership *Kotahitanga*

Initiatives

Including family and whanau as partners central to the learning and achievement of every learner/ākonga.

Ensuring financial and other barriers for learner/ākonga and their family/whanau do not prevent equitable access to teaching, learning and participation in school life.

Working together with our multicultural community, valuing and respecting all cultures.

Continue to foster partnerships as the community grows.

Student Learning and Achievement *Ako*

Initiatives

Accelerating learning for all by providing a high quality, inclusive and engaging curriculum.

NZC key competencies are delivered through the Chapel Downs Learner Dispositions.

Using an Inquiry based approach to learning enables learner/ākonga to demonstrate a high level of proficiency of the Chapel Downs Dispositions across all areas of school life and beyond.

Enhance reading and writing proficiency through structured literacy.

Strengthen student support services to cater to the diverse needs of a growing student population.

Our Dispositions



Communicator



Investigator



Perseverance



Respect



Self-Manager



Teamwork

Chapel Downs School

Strategic Goal

Wellbeing - *Hauora*

1 2024-2025



Chapel Downs
Primary School

Initiatives

Providing an environment where every learner/ākonga feels safe (physically and emotionally), appreciated and included for who they are, including their identity, language and culture, and learning needs

Providing a strong welcoming environment where staff and the community all feel welcome and supported

Accommodate and support an increasing student population while ensuring their wellbeing and success

We care, nurture and then educate

Actions

2024

Encourage students to express their opinions, interests, and identities. Create opportunities for student leadership, participation, and decision-making in the learning environment

Promote school vision and dispositions

Form a common understanding of best practice throughout the school focusing on Whanaungatanga, Manaakitanga, Rangatiratanga and Kotahitanga

Induction of new staff

Staff PLD

Community Events

Ensure that our physical spaces are inviting and accessible to all, with consideration given to factors such as mobility, sensory needs, and cultural preferences

Roll growth classrooms. Working with the MoE around a significant building project for Chapel Downs

Care, nurture and then educate

2025

Community Survey 2025

Promote school vision and dispositions

Revisit best practice throughout the school focusing on Whanaungatanga, Manaakitanga, Rangatiratanga and Kotahitanga

Induction of new staff

Staff PLD

Community Events

Regularly evaluate and assess our efforts to create a welcoming environment, and be open to making adjustments and improvements based on feedback and evolving needs

Additional roll growth classrooms added. Building project will potentially be underway

Care, nurture and then educate

Outcomes

An environment where every learner/ākonga feels safe (physically and emotionally), appreciated and included for who they are, including their identity, language and culture, and learning needs

A strong welcoming environment where staff and the community all feel welcome and supported

Accommodating and supporting student wellbeing and success

We care, nurture and then educate

Chapel Downs School

Strategic Goal 2 2024-2025

Partnership - Kotahitanga



Chapel Downs
Primary School

Initiatives

Including family and whānau as partners central to the learning and achievement of every learner/ākonga

Ensuring financial and other barriers for ākonga and their family/whānau do not prevent equitable access to teaching, learning and participation in school life

Working together with our multicultural community, valuing and respecting all cultures

Continue to foster partnerships as our community grows

Actions

2024

Ensure parents continue to feel informed and part of student learning
Focus on student attendance to enhance student achievement and engagement
Focus on early interventions to support attendance
Provide strong supportive school transitions

Continued participation in the MoE Donations Scheme
Provide funding for the new entrant stationery pack and keep reviewing barriers for school entry
Participate in the Ka Ora, Ka Ako Healthy School Lunches Programme

Review information from 2023 community survey
Increase the level of understanding and knowledge of Tikanga and Te Reo Maori through professional learning for staff
Foster a sense of belonging

Review information from 2023 community survey
Value and respect all cultures to build trust and positive relationships among diverse community members

2025

Continue to promote consistency in expectations, reinforce learning outside the classroom, and encourage open dialogue about learners' progress and needs
Continue to focus on student attendance
Strong supportive school transitions

All students, regardless of their economic background, have access to the same educational opportunities

Collaborate with our multicultural community to foster opportunities for individuals to learn about different cultures, traditions, languages, and customs
Enrich the learning experience for students by exposing them to different worldviews and perspectives
Community Survey 2025

Continue to provide inclusive environments where individuals feel accepted and valued for who they are
Community Survey 2025

Outcomes

Family and whānau are included as partners central to the learning and achievement of every learner/ākonga

Ākonga and their family/whānau have equitable access to teaching, learning and participate in school life

Working together with our multicultural community, valuing and respecting all cultures

Partnerships with our community

Chapel Downs School

Strategic Goal **3** 2024-2025

Student Learning and Achievement - Ako



Chapel Downs
Primary School

Initiatives

Accelerating learning for all by providing a high quality, inclusive and engaging curriculum

NZC key competencies are delivered through the Chapel Downs Learner Dispositions

Using an inquiry based approach to learning enables learner/ākonga to demonstrate a high level of proficiency of the Chapel Downs Dispositions across all areas of school life and beyond



Enhance reading and writing proficiency through structured literacy

Strengthen student support services to cater to the diverse needs of a growing population

Actions

2024

Achievement in reading across all year levels so that students are working at or above expected levels

Accelerated progress in reading

Staff ESOL PLD with a focus on writing

Trial of PR1ME Maths in Y1, Y3 & Y5

Chapel Downs Dispositions embedded throughout the school

Use the Chapel Downs Inquiry model throughout the school

Use of the structured literacy approach for students who are learning to read and write

Foster a culture of inclusivity, empathy, and respect within the school environment to ensure that all students feel safe, supported, and valued

2025

Continue to focus on improving academic achievement in reading

Ongoing focus of supporting ESOL students

Review and evaluate PR1ME Maths trial

Review use of the Chapel Downs Dispositions rubric

Revisit and review the Chapel Downs Inquiry model

Structured literacy approach embedded throughout the school for students who are learning to read and write

Review factors such as demographic diversity, academic challenges, social and emotional needs, cultural backgrounds, language proficiency, and any barriers to learning

Outcomes

Accelerated learning for all

Chapel Downs Learner Dispositions are embedded throughout the school

Chapel Downs Learner Dispositions are embedded throughout the school

Enhanced reading and writing proficiency throughout the school

Student support services that cater to the diverse needs of our students

Principal's Report 2024

As we reflect on 2024, it is clear that this has been a year of **significant growth and exciting change** for Chapel Downs School. We are a dynamic and diverse learning community, and it has been a privilege to lead our kura through a period of continued development — both in terms of student numbers and the opportunities we offer our learners.

Roll growth has been a major feature of 2024. Our student numbers continue to increase, highlighting the trust that families place in our school and our commitment to delivering high-quality, inclusive education. With this growth has come the need to expand — not just in physical spaces, but in systems, support structures, and learning pathways. We welcomed new staff to meet the needs of our growing roll, and we continued to prioritise professional development to ensure strong teaching practice across the school.

One of the more visible changes this year has been the **planning and preparation for new classroom spaces**. Our partnership with the Ministry of Education has resulted in progress on the design and development of additional roll growth classrooms and the early stages of our Junior College building project. These developments reflect our vision for the future — one where our facilities match the richness of learning happening inside them.

In 2024, we also undertook a **review of our classroom numbering system**, which will take effect from Term 2, 2025. This is a small but meaningful change that aligns with our site development plan and will make navigation easier for students, whānau, and visitors.

While growth has brought opportunities, it has also reinforced the importance of staying grounded in who we are. We have continued to place great emphasis on **wellbeing, inclusion, and cultural responsiveness**. Our commitment to Hauora remains central — “We care, nurture and then educate” is more than a motto; it is lived daily in classrooms, playgrounds, and staff rooms. We are proud of our work with Māori and Pacific communities, and we continue to reflect on how to honour Te Tiriti o Waitangi in authentic and practical ways.

Thank you to our dedicated teaching and support staff, our Board of Trustees, and our wider Chapel Downs community. Your support, energy, and belief in our shared vision are what make this school so special.

As we look to 2025 and beyond, we are excited for what's ahead — building on the strong foundations we have laid, and continuing to grow, together.

Vaughan van Rensburg **PRINCIPAL**

Board of Trustees Members

Bryce Turner	Presiding Member
Semisi Telefoni	Deputy Presiding Member
Shirley Chapman	
Maliarosa Ane	
David Wadsworth	
Vaughan van Rensburg	Principal
Gill Roberts-York	Staff representative

Statement of variance: progress against targets

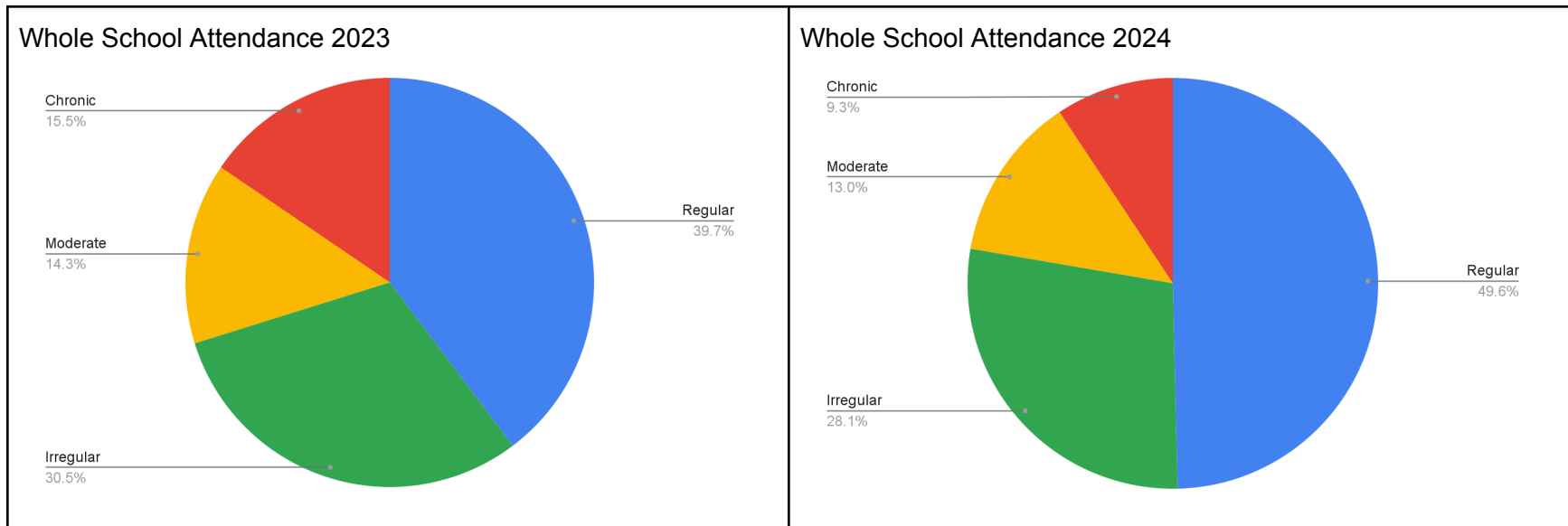
Strategic Goal 1 Wellbeing - Hauora				
Actions in 2024	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for 2025 Where to next
<p>Student wellbeing survey (Y5/Y6)</p> <p>Regular Awhi meetings to support at-risk students</p> <p>Attendance monitoring and intervention</p> <p>School-wide community events to build connection</p> <p>Emphasis on inclusive, welcoming spaces</p> <p>Staff wellbeing supported via PLD and team meetings</p>	<p>Students reported a stronger sense of belonging</p> <p>Increased visibility of school dispositions in classrooms</p> <p>Attendance initiatives introduced but challenges remained</p> <p>Physical spaces designed with inclusivity in mind</p>	<p>Student wellbeing survey results</p> <p>Awhi Register documentation</p> <p>Attendance data (2023: only 39.7% regular attendance)</p> <p>Staff PLD records, team meeting notes</p>	<p>Attendance goals not fully met due to ongoing community illness and cost-of-living pressures</p> <p>Wellbeing perceptions improved but some students still face external challenges</p>	<p>Continue wellbeing surveys and widen to include more student voices</p> <p>Target attendance through whānau engagement</p> <p>Implement new physical learning spaces to improve comfort and flow</p> <p>Strengthen mental health and pastoral support services</p>

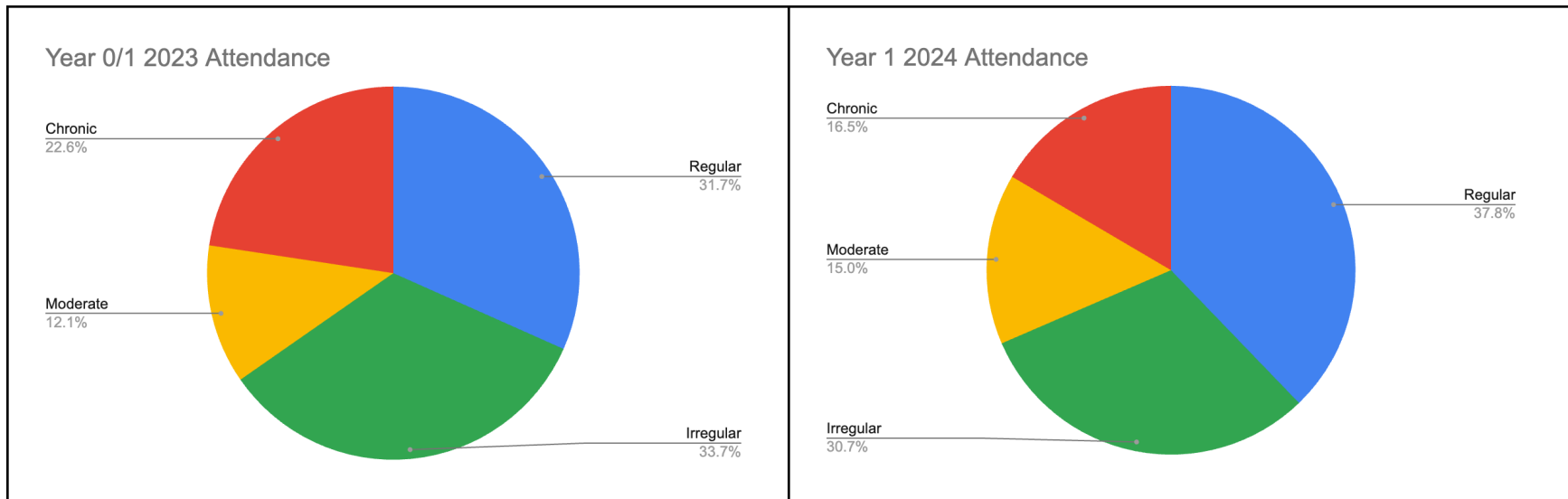
Strategic Goal 2 Partnership - Kotahitanga				
Actions in 2024	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for 2025 Where to next
<p>Parent-teacher interviews, written reports, open mornings</p> <p>Use of communication platforms (newsletters, Facebook, website)</p> <p>Participation in Ka Ora Ka Ako, KidsCan, stationery support</p> <p>Cultural events and language weeks celebrated</p> <p>Surveys and new parent mornings used to gather voice</p>	<p>Positive whānau engagement in school events</p> <p>Strong uptake of school-provided supports (e.g., lunches, shoes)</p> <p>Increased parent visibility through events and social media</p> <p>Growing pride in multicultural identity through celebrations</p>	<p>Community feedback/survey data</p> <p>Attendance at parent evenings and events</p> <p>Engagement statistics from social media and newsletters</p>	<p>Some whānau less engaged due to work or language barriers</p> <p>Responses to surveys were lower than hoped, limiting broad voice representation</p>	<p>Increase digital and multilingual engagement channels</p> <p>Re-run community survey with incentives for participation</p> <p>Strengthen relationships with iwi and Pacific families</p> <p>Host whānau workshops on supporting learning at home</p>

Strategic Goal 3 Student Learning and Achievement - Ako				
Actions in 2024	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for 2025 Where to next
<p>Structured Literacy PLD and implementation school-wide</p> <p>PR1ME Maths trial in Y1, Y3, Y5</p> <p>Focus on dispositions and inquiry learning</p> <p>Targeted support for ESOL and diverse learners</p> <p>Staff undertook teacher inquiry and professional growth cycles</p>	<p>Teachers more confident in delivering structured literacy</p> <p>Early signs of improvement in reading fluency and writing quality</p> <p>Learner dispositions becoming embedded in planning and reporting</p> <p>Inquiry learning aligned with student interests, increasing engagement</p>	<p>PGC documentation</p> <p>Literacy assessment data (school-wide)</p> <p>Review meetings on PR1ME Maths trial</p> <p>Student work samples and voice</p> <p>Learning Connect Reports</p>	<p>Some classes needed more time to embed structured literacy fully</p> <p>Variability in staff readiness and experience with new strategies</p> <p>External factors (absenteeism, language barriers) impacted progress</p>	<p>Continue and refine structured literacy focus</p> <p>Expand PR1ME Maths if evaluation is positive</p> <p>Further integrate Chapel Downs Dispositions into reporting and inquiry</p> <p>Increase ESOL support hours and embed culturally responsive pedagogy</p> <p>Prioritise teacher-led inquiry to meet specific student needs</p>

Evaluation and analysis of student progress and achievement

Attendance Comparison 2023/2024

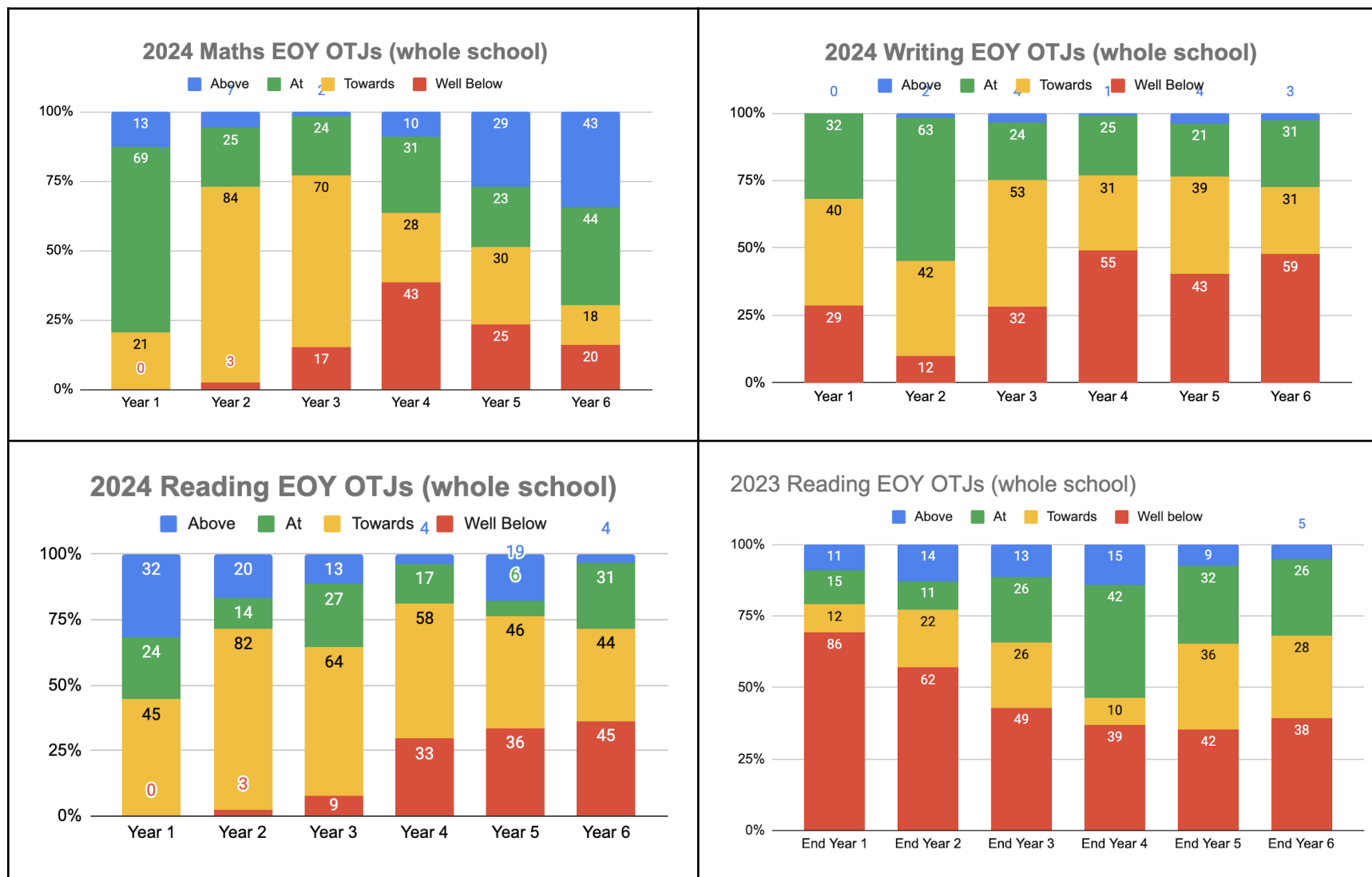




2023/2024 Goals:

50% of all students attending school regularly (90-100%) - 49.6% of students attended school regularly in 2024	30% of all students attending school irregularly (80-90%) - 28.1% of students attended school irregularly in 2024	40% of Year 1 students attending school regularly (90-100%) - 37.8% of Year 1 students attended school regularly in 2024
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Whole School Achievement 2024

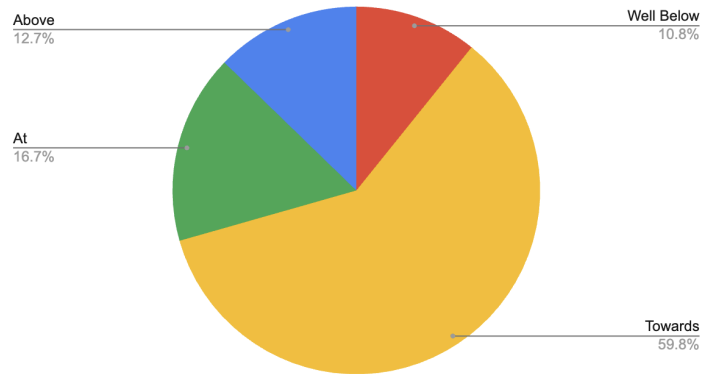


2023 Reading EOY OTJ's included to show the effect that structured literacy teaching is having at Chapel Downs.

New Zealand Māori Students

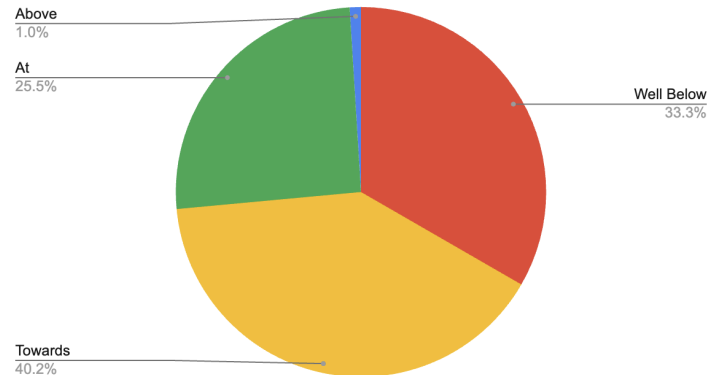
Reading Achievement

2024 NZ Māori Students - Reading EOY OTJ (whole school)



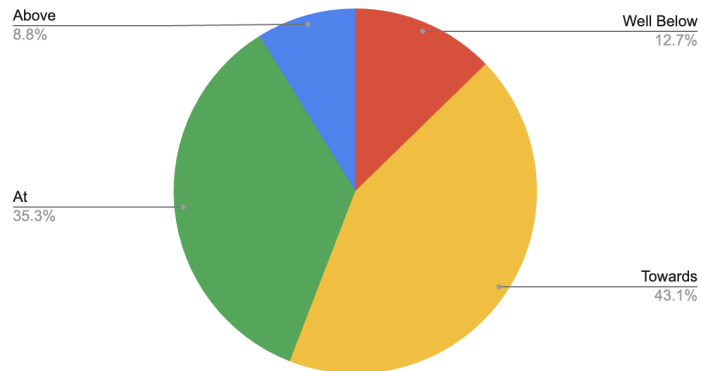
Writing Achievement

2024 NZ Māori Students - Writing EOY OTJ (whole school)

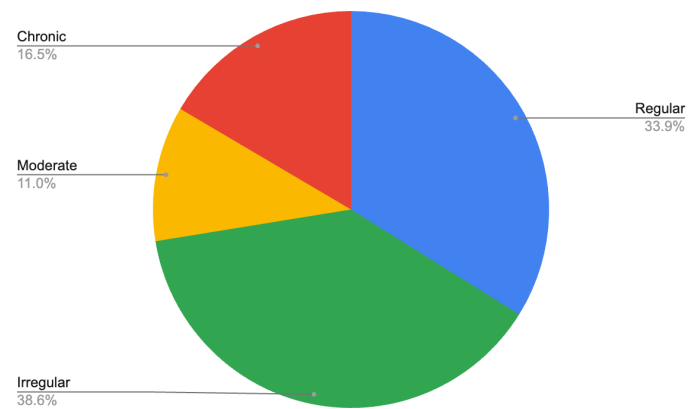


Maths Achievement

2024 NZ Māori Students - Maths EOY OTJ (whole school)



Attendance



Student Progress and Engagement Summary

We are proud to share the positive growth and progress our students have made throughout 2024. Our data shows promising trends in attendance, academic achievement, and outcomes for Māori learners, all of which reflect the collective effort of our staff, students, and whānau.

Attendance

Improving student attendance has remained a strong focus this year. We know that regular attendance is key to student success, and we've put in place a number of strategies to support this. In particular, our attendance officer has led a range of proactive, relationship-based interventions that have made a noticeable impact. By working closely with families, following up promptly on absences, and supporting students to re-engage with learning, we've seen real shifts in attendance patterns. While challenges remain for some, the overall trend is upward, and we are encouraged by the progress being made. Our school's continued commitment to attendance will remain a priority in 2025.

Achievement

Achievement data from 2024 shows that our students are making meaningful academic progress, especially in literacy. A key highlight has been the success of our Structured Literacy approach. Since its implementation, we've seen substantial gains across the school, particularly in the early years and for students who previously needed extra support with reading and writing. The comparison between 2023 and 2024 reading data is clear—this structured, evidence-based method is making a real difference. Teachers are confident in delivering the programme, and learners are responding positively with increased engagement, confidence, and achievement.

Māori Learners

We are proud of the continued progress and success of our Māori students. This year, our commitment to honouring Te Tiriti o Waitangi and promoting success for Māori as Māori has been woven through our teaching practices, curriculum design, and school culture. Culturally responsive pedagogy, authentic relationships, and whānau partnerships have helped create a learning environment where Māori students feel seen, heard, and supported to thrive. Our achievement data shows that Māori learners are making steady gains, and we remain focused on accelerating progress while nurturing each child's identity, language, and culture.

How we have given effect to Te Tiriti o Waitangi

At Chapel Downs School, we are committed to honouring Te Tiriti o Waitangi through inclusive practices, strong relationships with whānau, and meaningful integration of Māori perspectives across our kura.

1. Valuing Te Ao Māori and Cultural Identity

- We acknowledge **Te Tiriti o Waitangi** as a foundational document of Aotearoa New Zealand.
- Our school environment and curriculum actively reflect **the bicultural heritage** of Aotearoa, alongside the many cultures in our school community.
- **Tikanga Māori** is incorporated into formal school occasions and daily practices — including the use of **karakia**, **waiata**, and **correct pronunciation** of te reo Māori.

2. Curriculum Integration

- Staff plan curriculum delivery using frameworks such as **Macfarlane's Educultural Wheel**, embracing Whanaungatanga, Rangatiratanga, Manaakitanga, and Kotahitanga.
- **Te Reo Māori** is taught when expertise is available, and **Māori language and cultural celebrations** like **Matariki** and **Te Wiki o te Reo Māori** are school-wide priorities.
- We use an **inclusive approach** to integrate Māori knowledge and perspectives across all learning areas where possible.

3. Staff Development

- Teachers receive ongoing **professional development in culturally responsive pedagogy**, increasing their confidence and competence in integrating te ao Māori into their teaching.
- Staff are supported to develop their **understanding of Te Tiriti o Waitangi**, tikanga, and te reo Māori.

4. Community Engagement

- We regularly **consult with local iwi and Māori whānau** to ensure that Māori voice is heard and valued in school decision-making.
- Parents are welcomed and supported when requesting further instruction in te reo Māori for their children, including guidance toward external options when needed.

5. Student Voice and Leadership

- Māori learners are encouraged and supported to express their identity and thrive in their learning.
- **Kapa haka opportunities** are provided and celebrated as an expression of identity, pride, and leadership.
- Māori students are represented in leadership roles and student voice activities.

Compliance with Employment Policy

Chapel Downs School is committed to ensuring fair and equitable employment practices. Our employment policies reflect our values of professionalism, inclusivity, and equal opportunity. These policies are accessible to staff and the community through our school policies portal at:

 chapeldowns.schooldocs.co.nz

User name: chapeldowns Password: learning

Policies currently in place include:

- **Employer Responsibility Policy**
- **Equal Employment Opportunities Policy**

These guide our practices in recruitment, staff development, and the creation of a safe, respectful, and inclusive working environment.

Alignment with National Education and Learning Priorities (NELP) and the Education and Training Act 2020

Our school's strategic goals are closely aligned with the **National Education and Learning Priorities (NELP)** and the expectations of the **Education and Training Act 2020**. Below is a summary of how our goals connect to national priorities and legal obligations:

Strategic Goals	NELPs	Education and Training Act 2020 Alignment
Strategic Goal 1: Wellbeing – Hauora	Objective 1: Learners at the Centre Objective 2: Barrier-Free Access Objective 3: Quality Teaching and Leadership	<p>Every student is supported to reach their highest possible standard in educational achievement</p> <ul style="list-style-type: none"> • The school gives effect to students' rights • Our environment is inclusive and responsive to students' diverse needs • Te Tiriti o Waitangi is honoured in all aspects of school life • We ensure the school is physically and emotionally safe • The school takes all reasonable steps to eliminate racism, stigma, bullying, and other forms of discrimination
Strategic Goal 2: Partnership – Kotahitanga	Objective 1: Learners at the Centre Objective 2: Barrier-Free Access Objective 3: Quality Teaching and Leadership	
Strategic Goal 3: Student Learning and Achievement – Ako	Objective 1: Learners at the Centre Objective 2: Barrier-Free Access Objective 3: Quality Teaching and Leadership Objective 4: Future of Learning and Work	

Other Special and Contestable Funding

In addition to operational funding, Chapel Downs School accessed a number of special and contestable funding streams in 2024 to support equity, wellbeing, and student achievement. These funds provided valuable opportunities to enhance teaching and learning, provide support to whānau, and improve access for all students.

1. Ka Ora, Ka Ako – Healthy School Lunches Programme

- **Funding Source:** Ministry of Education
- **Purpose:** To ensure all students receive a nutritious lunch every day, supporting focus, health, and wellbeing.
- **Impact:** All students benefited from daily lunches. Staff observed increased engagement and energy levels in the classroom, with a reduction in food insecurity reported by whānau.

2. KidsCan Partnership

- **Funding Source:** KidsCan Charitable Trust
- **Purpose:** To support students with essential items such as shoes, raincoats, and hygiene products.
- **Impact:** Students in need received items discreetly, supporting equity and attendance. This funding helped reduce stigma and ensured students could participate fully in school life.

3. ESOL Professional Learning and Development (PLD)

- **Funding Source:** Ministry of Education PLD allocation (contestable)
- **Purpose:** To build teacher capacity in supporting English Language Learners, with a focus on writing.
- **Impact:** ESOL learners showed increased confidence in written expression. Teachers demonstrated improved knowledge of culturally and linguistically responsive strategies.

4. Structured Literacy PLD

- **Funding Source:** MoE Regional PLD Allocation
- **Purpose:** To embed structured literacy practices school-wide, particularly in Years 0–3.

- **Impact:** Significant teacher development in phonics and decoding strategies. Early signs of improved reading fluency and foundational literacy skills among junior students.

5. Learning Support Funding (including RTLB and IWS)

- **Funding Source:** Ministry of Education
- **Purpose:** To support students with high and complex needs through targeted intervention, staffing, and specialist input.
- **Impact:** Students with additional learning or behavioural needs received tailored support through teacher aides and specialist services, enabling greater classroom participation and progress.

Kiwisport Funding

Target:

To promote active participation and skill development in Physical Education and sport across all year levels, utilising KiwiSport funding to enhance programmes and opportunities.

Actions Undertaken:

- Delivered a **Learn to Swim** programme for Years 3–6 in partnership with *Field of Dreams*
- Ran a **Junior Sports Programme** to build foundational movement and teamwork skills
- Continued the **PALs (Physical Activity Leaders)** initiative, supporting student-led play and activity
- Delivered a **Senior Sports Programme**, including inter-school events
- Employed a **PE Specialist (Coach Dan)** to lead structured sports activities at lunchtime and during afternoon blocks for senior students
- Participated in the **Ōtara Sports Cluster**, offering sports such as: Touch Rugby, Netball, Rugby, Soccer, Cricket

Leadership & Coordination:

- Leadership Team
- Ashley du Preez
- Gary Mons
- Coach Dan
- Counties Manukau Sports Primary Team

Analysis of Variance / Outcomes:

- Chapel Downs School received **\$12,045.00** in Kiwisport funding from the Ministry of Education, based on a roll of **933 students**.
- Funding was used to support staffing and resourcing of PE and sports programmes across both junior and senior teams.
- The **seven-week Learn to Swim programme** was successfully delivered in Term 2 for Years 3–6.

- **Coach Dan** worked closely with senior students during lunchtimes and the last teaching block of the day for **two terms**, promoting fitness and engagement.
- **Counties Manukau Sport** provided coaching and logistical support for inter-school events, particularly in touch, rugby, soccer, and netball.

Financial Statements

As at 31 May 2025 we are waiting for the finalisation of the 2024 Financial Statements.