



Mount Eden Normal

PRIMARY SCHOOL

Te Whare Akoranga o Maungawhau

**Annual Report
2025**

Ministry of Education Annual Return
April 2026

School Profile

School Name	Mt Eden Normal Primary School (MENPS)
School Number	1378
Street Address	Mt Eden, Auckland
Postal Address	Mt Eden, Auckland
Phone	096300009
Email	admin@mteden.school.nz
Website	www.mteden.school.nz
Principal	Alan Jackson
Presiding Member	Virginia Brown
School Type	Contributing Primary School (Years 0–6)
Total Roll (Dec 2025)	638
Reporting Year	January – December 2025

1. Presiding Member's and Principal's Report (Optional)

1.1 Presiding Member's Report

2025 was another strong year for Mt Eden Normal Primary School. As a Board, we are proud of the achievements of our students, staff, and community. Our governance focus has remained firmly on student outcomes, financial stewardship, and providing a safe, well-resourced learning environment.

Highlights from a governance perspective include the completion of key property projects, including 3 of our Junior classrooms, junior toilet upgrades and progress on our Playground Upgrade.

The school has continued to engage actively with curriculum change — particularly the national shift to structured literacy and the refreshed NZ Curriculum — and is confident that MENPS is well placed to navigate these changes from a position of strength.

The student achievement results presented in this report are of a very high standard, reflecting the dedication of our teaching staff and the commitment of our wider school community. We are particularly proud of the Year 1 phonics results (96% proficient by year end) and of our school's continued outperformance of national and high-decile benchmarks across reading, writing, and mathematics.

During 2026, the Board will focus on reviewing and refreshing the school's strategic vision; supporting the Principal and Senior Leadership Team through ongoing work related to curriculum refresh; monitoring equity outcomes for priority learners; and progressing property improvements to ensure our facilities remain fit for purpose.

Ngā mihi,

Virginia Brown

Presiding Member, Board of Trustees

Mt Eden Normal Primary School

May, 2026

1.2 Principal's Report — Alan Jackson

It's been another busy year at Mt Eden Normal Primary School!

During the many sporting events and opportunities — from Swimming to Football, Basketball, Netball, Cross-country, Athletics, Rugby, Cricket, Ki o Rahi and Table Tennis and more (including a winning Chess Team) — the children have continued to show perseverance, encouragement, and support for one another, in line with our school values of manaakitanga and whanaungatanga.

Beyond sport, 2025 saw our values in action through the growth of our sustainability initiatives. As an official Enviroschool, MENPS continued composting, worm farms, recycling, gardening, and participation in Trees for Survival — offering students a hands-on, values-driven approach to caring for the environment.

As a staff, we navigated a significant amount of policy change and curriculum restructuring, trialling and embedding new approaches without losing focus on our vision and the cornerstones of the hands-on inquiry approach to learning that helps ensure our learners are engaged and motivated to achieve.

Through all of this and across a wide range of community and PTA events, we have provided many opportunities for children to try new things and to find their niche. Encouraged by the successes and energy

of 2025, we look forward to building on this momentum in 2026, which will be a good point to take stock and revisit our vision and goals for the school.

I want to acknowledge and thank our staff, parents, volunteers, outgoing and new trustees and — above all — our students. Their enthusiasm, courage, friendship, and energy continue to make MENPS a special place to be a part of.

Ngā mihi nui,

Alan Jackson

Principal, Mt Eden Normal Primary School

May, 2026

2. School Board Members

The following people served on the Mt Eden Normal Primary School Board of Trustees during 2025:

- Virginia Brown (Presiding Member)
- Nigel Sinclair (Deputy Presiding Member)
- Matt Eastwood
- Martina Stevenson
- Anna Thomas
- Yanni Wang

The Board met monthly during 2025, with elections completed in September. Quorum was maintained at all meetings. All trustees have completed their obligation to comply with the Board Induction Programme and Code of Conduct. Declarations of Interest were updated at the commencement of each meeting. No conflicts of interest affecting Board decisions were recorded in 2025.

3. Statement of Variance

This section reports on the extent to which the school met its Charter targets and Annual Plan goals for 2025, as required by the Education and Training Act 2020.

3.1 Strategic Goals and Targets — Summary

Goal / Target	Target	Achieved	Comment / Variance
Year 1 Phonics (BSLA) — % proficient by end of year	≥ 85%	96%	Exceeded target. Significant gain from 28% baseline (T1) to 96% (T4).
Year 2 Phonics (BSLA) — % proficient by end of year	≥ 95%	98%	Exceeded target. High baseline maintained at near-ceiling.
Y2-3 Running Records — % at or above (PM/PROBE)	≥ 80%	Y2: 88%, Y3: 80%	Y2 exceeded; Y3 met the target. ESL and high-needs students identified for targeted support in 2026.
Y4-6 Reading (e-asTTle) — above NZ mean	Above national mean	Met / exceeded across Y4, Y5, Y6	Achievement well above NZ norms and comparable high-decile cluster.
Y1 Writing (NZC teacher judgement) — at/above	≥ 70%	74%	Target met. Consistent across gender; Māori and Pasifika groups small — monitor in 2026.
Y6 Writing (NZC teacher judgement) — at/above	≥ 70%	73%	Target met. Y6 males (66%) lower than females (79%) — focus area for 2026.
Y4-6 Maths (e-asTTle) — above NZ mean	Above national mean	Met / exceeded across Y4, Y5, Y6	Well above national and high-decile norms. Y6 gender gap noted (boys higher than girls, not typical).
Attendance — % students above 90%	75%	75%	Target met.
Roll stability	Maintain ≥ 620	638 (Dec)	Roll maintained and slightly grown; strong Year 0/1 intake (+11 since October).

STRATEGIC GOAL 1: REALISING POTENTIAL

This goal focuses on maintaining exceptional student outcomes, building staff professional capability, and nurturing a culture of student agency and peer mentorship across the school.

1a–1e | Commitment to Excellence

- Term 4 assessment complete across all year levels — e-asTTle in Years 4–6 and BSLA phonics in Years 1-3

- End-of-year reports completed and delivered to families via the HERO app.
- Work to align programme guidelines with the refreshed curriculum is progressing, with new year-level indicators for Literacy now drafted and in team feedback. Further refinements in reading, writing, and development of maths indicators expected early in 2026.
- Maths PLD has been deliberately deferred to 2026 Teacher Only Days to give staff adequate time to review the new Maths Curriculum before implementation — a considered, strategic decision.
- The Kahui Ako formally concludes this year. Initiatives presented their final report to Principals. The Kapa Haka festival founded by the Kahui Ako will continue in 2026 for participating schools — a valued legacy outcome.

Next steps:

- *Finalise year-level indicators for reading, writing, and maths in early 2026. Deliver Maths PLD on 2026 Teacher Only Days.*

1f–1j | Investing in Professional Capability

- Work on teacher recruitment materials is actively progressing and is expected to include updated website content for recruitment purposes. The school is engaging with multiple providers on the Teacher Education in Schools Programme (TESP) ITE pathway, including Massey University and potentially others, alongside traditional post-grad and three-year degree pathways from local providers.

1k–1n | Developing a Culture of Tuakana Teina

- Good momentum is evident. Recent buddy class work has included Diwali celebrations and other cross-year classroom activities. Peer Mediation (Kaiwhina) roles for students during break periods are in place. Student agency initiatives continue.

Next steps:

- *Formalise and expand the tuakana/buddy class system. Continue exploring structured options for cross-year-level student collaboration.*
- *Complete recruitment materials and website update before Term 1 2026. Confirm TESP provider*

GOAL 2: CURRICULUM REFRESH

This goal drives the school's response to the national curriculum refresh, encompassing structured literacy, maths programme development, assessment and reporting, and age-appropriate technology use.

2a–2d | Curriculum Implementation

- Curriculum review is ongoing. A Teacher Only Day focused on draft year-level indicators for reading generated positive feedback and active input from year-level teams. A clear and well-resourced phonics pathway is now confirmed for 2026, realigned for Years 1 and 2 only
 - Years 1–2: Continue with the Better Start Literacy Approach (BSLA).
 - Years 3–6: Adopt Catch Up Your Code — a structured daily phonics programme developed by renowned NZ literacy expert Joy Allcock.
- The Ministry of Education has confirmed that schools may continue using current assessment tools in 2026, resolving a period of uncertainty.
- Handwriting programme review is complete and in early stage of implementation..

Next steps:

- *Complete year-level indicator refinements for all curriculum areas. Finalise handwriting programme*

scope and sequence.

2e–2j | Curriculum Development

- Collaborative topic development, mentored by Senior Leaders, is in progress. Numicon PLD has been deferred and will now be delivered in 2026. Assessment and reporting requirements for 2026 are being evaluated for Term 2 implementation, alongside relevant PLD. Homework expectations are under review for alignment with new curriculum content.
- Device use review (Years 1–6) is ongoing.

Next steps:

- *Deliver Numicon PLD in Term 1 2026. Finalise 2026 assessment and reporting framework.*
- *Complete homework and device use reviews*

2k–2l | Better Start Literacy (BSLA)

Success: New kits of phonics-related resources have been purchased and ordered to support the Catch Up Your Code programme, ensuring Years 3–6 are fully resourced for implementation from Term 1 2026.

Next steps:

- *Confirm resource delivery and ensure all staff are ready for implementation before Term 1 2026.*

GOAL 3: OUR PLACE, OUR PEOPLE

This goal encompasses tikanga Māori and te reo, environmental sustainability, community partnerships, and MENPS's role as a Normal School and community anchor in Tāmaki Makaurau.

3a–3e | Our Tikanga, Our Turangawaewae

Notable success: The specialist music and te ao Māori role has proven highly effective, drawing very positive responses

from both teachers and students. An important operational benefit has also emerged — the specialist structure has slightly reduced the number of relief teachers required, making management of the new collective agreement release entitlements considerably more straightforward.

Next steps:

- *Maintain specialist music and te ao Māori roles into 2026. Continue building te reo Māori and tikanga Programmes, focused on Years 3–6*

3f–3i | Enviro Projects

- Enviro projects concluded for 2025. New bees have been sourced and will be introduced to the school's hives at the start of 2026. Composting, worm farming, recycling, gardening, and Trees for Survival participation all continued throughout the year.

Next steps:

- Explore opportunities for further Enviro Art projects.

- Arrange introduction of new bees to hives in early 2026. Continue Trees for Survival and Enviroschools engagement.

3j–3p | Partnerships: CASS / NAMSA / ACCOS / PTA

- Ongoing partnership relationships have continued strongly in 2025.
- The Kahui Ako (Auckland Central Community of Schools) has formally concluded; however, the Kapa Haka festival continues for participating schools in 2026.
- Ki-o-rahi: Cluster funding enabled a pilot of this taonga sport — a hugely successful event open to students new to zones competition. The school intends to continue this event in 2026.
- Strategic note: The closure of the Kahui Ako removes a structured framework for collaborative professional learning and inter-school relationships. The Board should consider how these connections will be maintained and what replaces the collaborative PLD function going forward.

Next steps:

- *Confirm 2026 participation in the Kapa Haka festival. Develop a plan for sustaining collaborative professional learning in the absence of the Kahui Ako. Continue CASS satellite unit discussions with MOE.*

3.2 Explanation of Significant Variances

Areas Exceeding Targets

- Year 1 Phonics — the implementation of the Better Start Literacy Approach (BSLA) produced exceptional results, with the Year 1 cohort moving from 28% proficient at baseline to 96% by Term 4. This far exceeded the national picture (where approximately 50–55% of Y3 students typically meet expectations) and reflects strong fidelity to structured literacy instruction.
- Reading (Y4-6) — e-asTTle results show MENPS students performing well above both the national mean and the Auckland high-decile city primary school cluster across all year levels and curriculum functions.
- Maths (Y4-6) — results similarly demonstrate performance significantly above national averages with low variance by ethnicity — a strong equity indicator.

Areas Meeting Targets

- Writing Y1 (74%) and Y6 (73%) both met the $\geq 70\%$ target. Nationally, only 33% of Y6 students meet curriculum expectations, placing MENPS significantly above the national benchmark.
- Running records (Y2 88%, Y3 80%) met targets. Y3 students not yet at expectation are predominantly English as an Additional Language (EAL/D) or have high learning support needs — both groups have targeted support plans in place.

Priority Areas for 2026

- Implementation of the Attendance Management Plan to continue focusing on improved school attendance in line with national target of 80% of students attending $>90\%$ of the time by 2030
- Y6 writing — a gender gap has emerged (boys 66% vs girls 79%). This will be a focus for the senior team in 2026, although there is no indication of a longitudinal trend.

- Y6 maths gender pattern (boys higher than girls) is atypical and will be monitored.
- Māori and Pasifika students appear in small numbers; while no statistically significant patterns exist, these groups will continue to receive targeted monitoring and support as required.
- Continued alignment with the refreshed NZ Curriculum benchmarks — current reporting is against previous curriculum indicators; transitioning to new benchmarks in 2026.

4. Evaluation of Student Progress and Achievement

This section reports 2025 achievement data across the three core curriculum areas — Reading, Writing, and Mathematics — for Years 1–6. Where available, data is benchmarked against national norms and comparable schools.

4.1 National Context (2023–24 Curriculum Insights and Progress Data)

To contextualise MENPS results, the following national benchmarks apply (% at or above curriculum expectation):

Year Level	Reading	Writing	Mathematics
Year 3 (2023)	54%	41%	22%
Year 6 (2024)	52%	33%	30%
Year 8 (2024)	47%	24%	23%

4.2 Reading

Year 1 — BSLA Phonics Assessment (Term 4, 2025)

<p>28%</p> <p>T1 Baseline Proficient (letter-sound)</p>	<p>96%</p> <p>T4 End of Year Proficient (+68 pts gain)</p>	<p>~54%</p> <p>National Y3 avg At/above expectation</p>
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The Year 1 cohort began 2025 with 28% of students meeting the BSLA letter-sound proficiency threshold. Through structured, explicit phonics instruction aligned with the Better Start Literacy Approach, 96% were proficient by the end of Term 4. This is an outstanding result that positions the 2025 Y1 cohort well for their Year 2 programme.

Year 2 — BSLA Phonics Assessment (Term 4, 2025)

<p>96%</p> <p>T1 Baseline Proficient (prior cohort strength)</p>	<p>98%</p> <p>T4 End of Year Proficient (near ceiling)</p>	<p>+2 pts</p> <p>Growth Maintained high baseline</p>
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The Year 2 cohort entered 2025 with near-ceiling phonics proficiency (96%) — a direct result of the strong BSLA implementation in 2024 — and ended the year at 98%. This cohort is well prepared for more complex reading demands in Years 3 and 4.

Years 2–3 — Running Records (PM/PROBE, Term 4, 2025)

Year Level	At or Above %	Above %	Notes
Year 2	88%	10%	10 students not yet at/above: 7 EAL/D, 2 high learning support, 1 new to NZ (Oct 2025)
Year 3	80%	8%	17 students not yet at/above: 12 EAL/D, 5 high learning support
NZ typical benchmark	~50-55%	—	National running record expectation

MENPS results at Y2 (88%) and Y3 (80%) are significantly above the national typical benchmark of 50–55%. Students not yet meeting expectations are predominantly ESL learners and/or students with identified high learning support needs, all of whom are receiving targeted intervention.

Years 4–6 — e-asTTle Reading (Term 4, 2025)

291 students sat e-asTTle Reading across Y4, Y5, and Y6 (October–November 2025). Key findings:

- Achievement is well above the national mean at every year level across all curriculum functions (Processes and Strategies, Purposes and Audiences, Ideas, Language Features, Structure).
- Comparison with the Auckland high-decile city primary school cluster confirms MENPS is performing at or above this peer group.
- No statistically significant difference in achievement trends by ethnicity for priority groups.
- Girls perform slightly higher than boys across Y4–6 in reading, mirroring national trends. Y5 boys were noted as slightly lower — monitoring continues.

4.3 Writing

Writing assessment is based on NZ Curriculum teacher judgement (Overall Teacher Judgement / OTJ). Data is reported for Year 1 and Year 6 as representative points. Note: benchmarks are aligned to the previous NZ Curriculum; transition to refreshed curriculum indicators is planned for 2026.

Writing — NZ Curriculum Teacher Judgement (Term 4, 2025)

Group	Y1 At/Above	Y6 At/Above	NZ nat'l Y6	MENPS vs NZ	Notes
All Students	74%	73%	33%	+40 ppts	Significantly above national
Male	74%	66%	—	—	Y6 boys: focus area for 2026
Female	74%	79%	—	—	Strong Y6 female achievement
Māori	50% (n=2)	50% (n=3)	—	—	Small numbers — caution in interpretation
Pasifika	100% (n=1)	44% (n=3)	—	—	Small numbers — targeted support continues
Asian	73%	75%	—	—	Consistent across year levels
NZ European	81%	76%	—	—	Strong performance

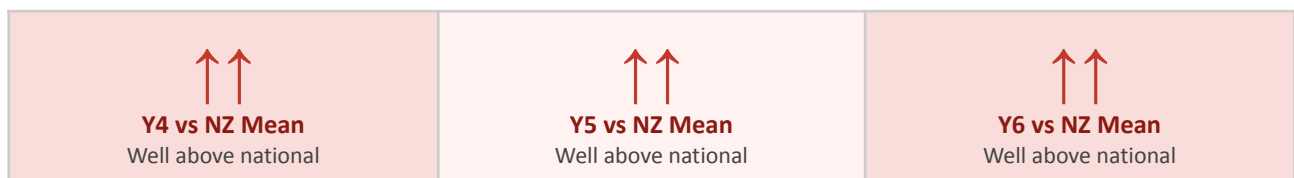
Nationally, only 33% of Year 6 students are at or above curriculum expectation in writing, with 51% more than one year behind. MENPS Year 6 writing at 73% represents performance more than double the national average, placing the school in the top tier of NZ primary school writing outcomes.

4.4 Mathematics

Years 4–6 — e-asTTle Mathematics (Term 4, 2025)

295 students sat e-asTTle Mathematics across Y4, Y5, and Y6 (October–November 2025). Key findings:

- Achievement is well above the national mean at every year level across all curriculum functions, including Number Knowledge, Number Sense and Operations, Algebra, Measurement, Shape, Position/Orientation/Transformation, Probability, and Statistics.
- Comparison with the Auckland high-decile city primary school cluster confirms MENPS is performing at or above this peer group across all strands.
- Achievement is well above national averages by ethnicity, with priority groups not showing statistically significant differences.
- An atypical gender pattern was observed at Year 6, with boys performing higher than girls in maths (not a historical MENPS trend). This will be monitored into 2026.



4.5 Overall Achievement Summary

Across all three core curriculum areas, MENPS student achievement in 2025 is significantly above national averages and performs competitively against Auckland high-decile city primary school peers. Key strengths include:

- Exceptional Year 1 phonics outcomes (96% proficient), demonstrating effective implementation of the structured literacy programme.
- Strong reading outcomes at all year levels with no significant equity gaps by ethnicity.
- Writing outcomes more than double the national Year 6 average.
- Mathematics results well above national averages with low variance.

Priority monitoring areas for 2026:

- Y6 writing: emerging gender gap (boys 66% vs girls 79%).
- Y6 maths: atypical gender pattern (boys performing higher than girls) — not a historical trend.
- EAL/D and high-needs students in Y2–3 running records: all have targeted support plans; progress will be tracked through 2026.
- Transition to refreshed NZ Curriculum benchmarks — currently reporting against previous curriculum indicators.

5. Attendance

The Education and Training Act 2020 requires schools to report on student attendance. The following data is drawn from the 2025 annual attendance analysis.

5.1 Attendance Summary 2025

Attendance Category	0–70%	71–80%	81–90%	91–100% (Optimal)
% of Students (whole school, 2025)	2%	3%	20%	75%

Monthly whole-school attendance rates > 81% ranged from 75% to 79% throughout 2025, not yet quite meeting new Ministry targets (80% of students attending 90% of the time), but consistent with historic trends. 75% of students attended at the optimal level (91–100%) and unjustified absences remained stable at 2% of total absences.

The school's strong attendance reflects a whole-community approach to regular school attendance. Key strategies in 2025 included: proactive same-day absence follow-up by the school office; regular communication with families about the importance of attendance; and targeted support for students in the chronically absent (0–70%) category, who represent 2% of the roll. Where attendance concerns arose, the school worked directly with whānau to address barriers to attendance, including referral to the Attendance Service where appropriate.

Elective family holidays during term time and extended overseas trips account for the majority of elected, unauthorised absence.

6. Statement of Compliance with Employment Policy

This section fulfills the requirement under the Education and Training Act 2020 for boards to report on compliance with relevant employment legislation, collective agreements, and board employment policies.

6.1 Collective Agreement Compliance

Mt Eden Normal Primary School is bound by the following collective agreements:

- Primary Teachers' Collective Agreement (PTCA) — applies to certificated classroom teachers, including unit holders, Deputy Principals, and Associate Principals.
- Primary Principals' Collective Agreement (PPCA) — applies to the Principal.
- Support Staff in Schools' Collective Agreement (SSSA) — applies to relevant support staff.

The school confirms that in 2025:

- All staff covered by collective agreements were paid at or above the applicable salary scales and received all collective entitlements, including Classroom Release Time (CRT) as per PTCA clause 3.28.
- Step progressions were applied correctly and in a timely manner.
- Remuneration, leave entitlements, and professional development provisions were administered in accordance with all applicable collective agreements.

6.2 Employment Policy Compliance

- The Board maintained current, Board-approved employment policies throughout 2025, including policies for recruitment and selection, performance management, professional standards, and health and safety.
- All staff appointments were made in accordance with the school's Recruitment and Selection Policy and the Children's Act 2014 (safety checking requirements).
- A current safety check (police vet, identity check, reference checks) was held for all employees and regular volunteers working with students.
- The school complied with all obligations under the Health and Safety at Work Act 2015, including hazard identification, incident reporting, and induction of new staff.
- No personal grievances or employment disputes were unresolved at year end.

The Board's Employment Policy framework aligns with current legislation and updated the Classroom Release Time policy (February 2025). No collective agreement clauses presented compliance challenges during 2025.

7. Other Reports on Special and Contestable Funding

Schools that receive special or contestable funding must report on how that funding has been used and the outcomes achieved. The following funding streams applied to MENPS in 2025.

7.1 Learning Support / Resource Teachers: Learning and Behaviour (RTLB)

RTLB services were accessed throughout 2025 to support students with identified learning and/or behavioural needs. Support was provided through individual student consultations and observations; co-teaching and modelling sessions with classroom teachers; and professional development for staff in evidence-based intervention strategies. Students supported by RTLB are tracked through Individual Education Plans (IEPs) and reviewed termly. Referrals and caseload management were conducted in accordance with Ministry of Education RTLB Service Guidelines. [Insert: number of students on RTLB caseload in 2025 and summary of outcomes.]

7.2 English Language Learning (ELL) Funding

MENPS has a significant EAL/D population, reflected in the running record data where EAL/D students represent the majority of those not yet at expectation in Y2–3 reading. ELL funding in 2025 supported: dedicated in-class language support for targeted EAL/D students; small group withdrawal sessions for newly-arrived students; professional development for teachers in ESOL strategies; and culturally responsive learning materials. ELL funding was applied in accordance with Ministry of Education ELL guidelines. Progress for ELL-funded students was tracked against individual language learning goals. [Insert: number of students receiving ELL-funded support in 2025 and summary of language progress outcomes.]

7.3 Targeted Funding for Educational Achievement (TFEA) / Equity Funding

Equity and targeted achievement funding received in 2025 was deployed to reduce barriers to learning for students most at risk of underachievement. This included resourcing for learning support personnel, targeted intervention programmes, and materials to support EAL/D learners and students with high learning support needs. Expenditure of tagged funding was tracked separately in the school's financial management system and is reflected in the audited financial statements.

7.4 Other Contestable Grants

The following additional contestable or tagged funding was received and expended during 2025:

- Community and PTA contributions — the MENPS PTA made contributions during 2025.

8. Statement of KiwiSport Funding

Schools receiving KiwiSport funding are required to report on how the funding was used and what was delivered. This section meets that obligation for the 2025 year.

8.1 KiwiSport Funding Received

Funding Amount Received (2025)	\$9516.60
Funding Provider	Sport New Zealand / Ministry of Education

8.2 Activities and Programmes Funded

KiwiSport funding in 2025 contributed to the delivery of the following sporting opportunities for MENPS students:

- Swimming — provision of instruction, lane hire, and transport for Year 0–6 swim programme
- Football — coaching sessions and inter-school competition participation
- Basketball — in-school coaching clinics
- Netball — school team coaching and competition entry
- Cross-country and Athletics — competition registration and equipment
- Rugby — coaching clinics and participation in school competition
- Cricket — skills coaching and equipment
- Ki o Rahi — cultural sport promotion and coaching
- Table Tennis — equipment and in-school programme
- Chess — competition entry and coaching (including winning team)

8.3 Student Participation

KiwiSport-funded activities in 2025 were open to all students across Years 0–6. Participation was broad across year levels and genders, consistent with the school's commitment to providing every student with sporting opportunities. [Insert: total number of student participation instances in KiwiSport-funded activities, and participation breakdown by gender, year level, and ethnicity if available.]

8.4 Outcomes and Impact

The KiwiSport-funded programme supported the school's values of manaakitanga and whanaungatanga through team sport and physical activity. Students demonstrated perseverance, encouragement, and support for one another across all sporting events. The breadth of sports offered ensured students at every year level had opportunities to discover their sporting niche.

Student survey and teacher observation data consistently indicated high levels of enjoyment and engagement across KiwiSport-funded activities. The chess team's competition win in 2025 is a particular highlight. The diversity of sports on offer — from traditional team codes to Ki o Rahi — supported cultural inclusivity and ensured all students could find activities meaningful to them. [Insert: any formal outcome data, provider reports, or participation trend comparisons with prior years.]

Certification and Signatures

This Annual Report was approved by the Board of Trustees of Mt Eden Normal Primary School at the Board meeting held on _____, 2026.

Presiding Member, Board of Trustees
Date: _____

Alan Jackson, Principal
Date: _____

Mt Eden Normal Primary School | Te Whare Akoranga o Maungawhau
Annual Report 2025 | Prepared April 2026