



PRIMARY PROJECT IMPACT REPORT

Term Two 2025



TERM TWO 2025

Big Buddy Mentoring

First Name	Connections - buddy mentoring
Grace	5 learners at Wainui School
Katie	23 learners at Dairy Flat School
Liz	24 learners at Silverdale School
Noah	19 learners at Dairy Flat School
Simon	20 learners at Ahutoetoe School 13 learners at Orewa Primary 22 learners at Silverdale School 14 learners at Wainui School

We have five youth workers placed in five local primary schools. Their main focus is supporting learners through our Big Buddy small group mentoring programme. In addition they also interact with learners in their breaks, support staff with class activities and join in with school wide activities. In Term Two 140 learners have benefitted from mentoring with one of our team.

Term Two has been a chockablock term with many of our youth workers having their largest referral lists ever. We hope to grow our capacity to meet the needs of each school as funding and resourcing availability allows.

As a trial, we also had Liz deliver “Change Up”, one of our Youth Wellbeing Programmes, within her Primary Project role - whilst the impact was significant for the learners, the feedback is that the juggle of roles was difficult and these programmes need to be on different days.



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Learner Feedback

Learners describe in their own words how Big Buddy Mentoring has been good for them this term:

"It's helped me to overcome my fear of bees, wasps and bumblebees. I'm still working on my fear of spiders, to be able to use the school toilets. It's helped me make friends and be happy because it's so much fun. It helps me take a break from learning, so I can concentrate more when I go back to class".

"Salt time helps me get calm, helps me learn maths and writing when playing games and drawing, and has helped me to make new friends".

"It's helped me with my friendships. Helped me be calm and kind. Helps me learn new ways to play".

"It helps me get more excited about learning, and makes me happy and calm".

"Time at SALT has helped me learn how to play new games. And although I'm still scared to ask for help in front of my whole class, I've learnt I can ask the teacher one on one".

"SALT has helped build up my confidence".

"SALT time helps me feel confident to ask teachers for more help, helps me feel happy and has strengthened my friendships".

"SALT time has helped me understand that it's ok to make mistakes, that's how I can learn!"

"SALT time helps me be confident at school, I'm able to ask questions in class now!"

"It's helped me feel more happier and less overwhelmed. It also helped me when my dog had to be put down at Christmas".

"It calms me, fun to play with friends and helps me to not get overwhelmed by my emotions".

"It helps get my mind off negative things, helps me come up with more ideas in class, and have fun connecting with friends"

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Silverdale School

Highlights

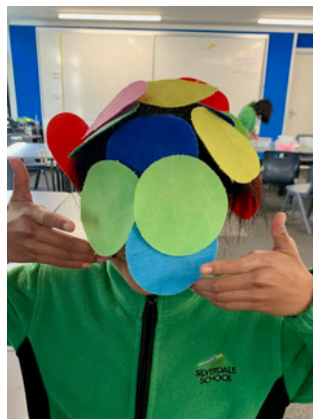
- Journeying alongside the learners this term and seeing their confidence grow within our SALT space and when interacting with their peers.
- Being able to deliver the well-being programme 'Change Up' to 8 Silverdale School learners.
- One of the highlights for me this term was getting some really positive feedback from parents and teachers and hearing how much my students look forward to their "Salt time". Another highlight was seeing the confidence of most of my students grow this term.

Student Story

An unplanned fire emergency bell went off at lunchtime, and as I was already out interacting with multiple learners in the playground, it gave me the opportunity to help gather those who hadn't yet heard it. I noted that a couple of my previous learners were displaying fear and anxiety through their body language because of this unexpected event.

After checking myself in as safe with the designated adults, I was then able to go sit with, talk to and comfort these learners.

When the firefighters entered the school to search the buildings, the learner's anxiety escalated again. I was then able to perform some relaxing breathing techniques with these students. Watching the tension visibly ease in their faces and body as a result, was such an awesome privilege to witness and be part of!



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Silverdale School



Student Story

One of the stories that stood out for me this term was of one of the groups learning the value of working as a team rather than as individuals.

Most of the time with this group, the three students were all wanting to do different activities for their big buddy mentor time and only one or two of them were willing to make compromises. This meant that some weeks the frustrations of the students would rise as they figured out the value of compromising and looking out for others needs outside of their own.

One specific week they spent most of the session working out what to do as we talked about the importance of working as a team - so therefore didn't get to do much of any activity which left some of them feeling a little disappointed. At the end of the session I suggested they discuss amongst themselves through the week as to what they want to do in the following week's session, therefore giving them more time to figure out each other's needs and make compromises.

The next week came around and the first thing they said to me was "we've all decided we want to play touch rugby this week". I was so stoked to hear them make a decision as a team unit rather than individuals looking out for only themselves.

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Orewa Primary

Highlights

A highlight for me (which I think is a highlight every term) is being able to meet a need for students that are really struggling by creating a safe space for them to talk, feel heard and valued.

Student Story

With this group in particular the students came up with the idea to take turns each week deciding what activity we would all do together.

Now, each of the students in this group has had a number of hard things happen in their lives outside of their control, so there were times in these Big Buddy mentor sessions which felt for them like it was one of the few opportunities in which they could have some control - hence the importance of them taking turns each week to choose an activity.

During one specific week, the student whose turn it was that week decided that we would be playing football, however the rest of the group didn't want to. So we spent most of the time trying to get everyone together to talk about it so that they could listen to each other's needs.

Nearing the end of the session we had a good collaborative talk about working together and succeeding together as a team not as individuals. There was a really cool moment in which they all began to see and value each other's needs above their own, asking and listening to what each other's needs are. All three of the boys are very caring and it was so cool to see them show that toward one another as we finished the session with a game of uno.

It's super cool to see these boys treat each other in a way that displays E Tū Tāngata principles ('You have value, Others matter, We succeed together'). This is a real testament to the success Orewa Primary has had in adopting and implementing E Tū Tāngata principles/language within their school culture over the last year or two.

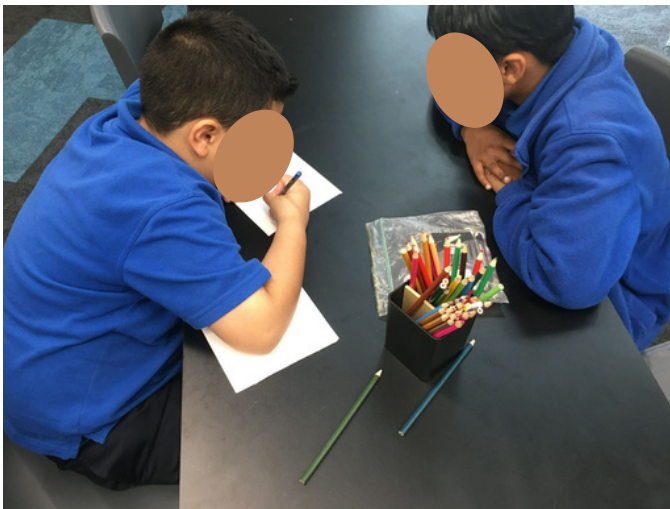


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Ahutoetoe School

Highlights

- A highlight for me this term was connecting with a large variety of students through lunch time sports
- Another highlight was getting to know and journey with a few new learners this term and as result of this see them grow in their confidence.



Student Story

One of the stories that stood out for me this term was of one group of students that grew significantly in their self confidence and ability to encourage one another.

It was really awesome to see a culture develop in this group in which at the beginning of each session, a student (instead of myself), would initiate a 'check in' where each member of the group would share a positive thing and a negative thing from their week. After that we would make a plan for the session together by talking about what activities we could do.

Throughout the term it was really cool to see one of the boys in particular learn to find his voice and share what his needs were for the session rather than simply not wanting to participate.

This group has also really progressed in their ability to encourage and build each other up during the games. My hope is that these students will take their newfound confidence and character skills that they have developed during their Salt time into their classrooms and peer groups.

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Wainui School

Highlights

- A couple of highlights for me was to see a number of my groups grow in learning compromising skills and becoming aware of others' values and needs.
- Another one was to be able to interact with students during lunch times through sports such as basketball.
- My highlight of term two has to be seeing the girls interacting well and them all becoming more comfortable in their own skin. They have all become more confident and capable of completing tasks in a group. It is encouraging to see how they are developing, especially as they all soon leave to high school in the next year or two



Student Story

One of the groups I worked with this term was quite a large one (5 students) with half the group having quite different needs to the other half.

As a way of empowering students, I like to give the students the freedom to choose the group activity we do in each session, which gives them space to voice their needs. In this group in particular, three of the students were keen to do high energy activities each week, while the other two were keen to do lower energy activities.

Although this made some weeks challenging, by the end of the term the students had grown a lot in their ability to compromise with each other, look out for others' needs outside of their own and even hold each other accountable for that within the group.

The group went from only wanting to participate in their own activity at the beginning of the term to discussing together to plan out the session to do a high energy activity in the first half and a lower energy activity in the second half (with all of the group keen to participate in both).

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Wainui School

Student Story

One exercise we did this term was getting the girls to recognise what are some scenarios that for them bring about a bit of apprehension or anxiety. Seeing the girls discuss their fears and start to comprehend they are not alone in some of these was very moving and powerful.

Student Story

I have seen them grow to enjoy being able to talk openly and honestly about the things they struggle with. The girls feel listened to by their peers as they are all learning to become better active listeners and giving each other the time and space to express their emotions. Seeing that the girls recognise that SALT is a safe space where they can be vulnerable is overwhelmingly touching and encouraging.



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Dairy Flat School

Highlights

- A highlight has been seeing the young people grow in their skill set and in their confidence and their ability to achieve academically, emotionally regulate and in who they are as people.
- A big highlight for me is that we end all our sessions with positive affirmations and now the girls eagerly wait for those. They say them with me in a little dance and it's been so cool seeing them believe some of those things about themselves.
- Highlights for me this term included going to the Ripa Zone Day and supporting the Year 3–6 students - it was a great opportunity to be involved and encouraging on the day.

Student Story

One of my students shared with me that she felt she could calm herself down now when things happened and that she found our sessions really helpful. She shared that she felt seen, heard and valued.

Student Story

A standout has been hearing how much some of the boys have enjoyed our talking times. Whether it's doing "Good Thing, Bad Thing" or just having open conversations about life, a few have even mentioned they prefer having those longer chats over jumping straight into activities, which has been really cool to see and shows how much they value the connection.

