



TE KURA O TAKE KĀRARA

NAVIGATING PATHWAYS OF LEARNING

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	747
Principal:	Jodie Howard
School Address:	3 Grace Wright Drive, Three Parks, Wanaka 9382
School Postal Address:	PO Box 815, Wanaka 9305
School Phone:	03 974 7575
School Email:	office@takekarara.school.nz

Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

TE KURA O TAKE KĀRARA

Annual Financial Statements - For the year ended 31 December 2025

Index

Page	Statement
1	Statement of Responsibility
2	Members of the Board
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7 - 17	Notes to the Financial Statements
18 - 20	Independent Auditor's Report

Te Kura O Take Kārara

Statement of Responsibility

For the year ended 31 December 2025

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the School.

The School's 2025 financial statements are authorised for issue by the Board.

Ben Keen

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

15.5.2026.

Date:

[Signature]

Full Name of Principal

Jodie Howard

Signature of Principal

15/5/26.

Date:

Te Kura O Take Kārara

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Benjamin Leen	Presiding Member	Elected	Aug 2028
Jodie Howard	Principal	ex Officio	
Joel Herbert	Parent Representative	Elected	Aug 2028
Ben Schepp	Parent Representative	Elected	Aug 2028
Fergus McLean	Staff Representative	Elected	Aug 2028
Joe Waide	Parent Representative	Elected	Aug 2028
Marc Magee	Parent Representative	Elected	Aug 2028
Sarah Scurr	Parent Representative	Elected	Aug 2028
Randall Aspinall	Presiding Member	Elected	Aug 2025
Jonathan Homer	Parent Representative	Elected	Aug 2025
Nadia Ellis	Parent Representative	Elected	Aug 2025

Te Kura O Take Kārara

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	4,029,874	3,573,150	3,949,000
Locally Raised Funds	3	200,040	158,800	163,807
Interest		33,546	20,000	43,459
Total Revenue		4,263,460	3,751,950	4,156,266
Expense				
Locally Raised Funds	3	10,164	2,700	3,372
Learning Resources	4	2,462,275	1,994,350	2,305,930
Administration	5	164,273	157,890	173,645
Interest		1,529	850	1,289
Property	6	1,511,692	1,665,619	1,643,072
Loss on Disposal of Property, Plant and Equipment		3,508	100	61
Total Expense		4,153,441	3,821,509	4,127,369
Net Surplus / (Deficit) for the year		110,019	(69,559)	28,897
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		110,019	(69,559)	28,897

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Te Kura O Take Kārara

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		1,529,889	1,529,889	1,499,206
Total comprehensive revenue and expense for the year		110,019	(69,559)	28,897
Contribution - Furniture and Equipment Grant		-	-	1,786
Equity at 31 December		1,639,908	1,460,330	1,529,889
Accumulated comprehensive revenue and expense		1,639,908	1,460,330	1,529,889
Equity at 31 December		1,639,908	1,460,330	1,529,889

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Te Kura O Take Kārara

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	52,334	43,101	56,072
Accounts Receivable	8	206,671	198,499	198,499
GST Receivable		24,830	13,637	13,637
Prepayments		31,895	11,601	11,601
Investments	9	719,956	619,787	719,787
		<u>1,035,686</u>	<u>886,625</u>	<u>999,596</u>
Current Liabilities				
Accounts Payable	11	250,903	224,084	224,084
Revenue Received in Advance	12	12,675	72,275	72,275
Finance Lease Liability	14	6,372	8,403	8,403
		<u>269,950</u>	<u>304,762</u>	<u>304,762</u>
Working Capital Surplus		765,736	581,863	694,834
Non-current Assets				
Property, Plant and Equipment	10	965,060	960,461	901,546
		<u>965,060</u>	<u>960,461</u>	<u>901,546</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	79,918	77,515	62,012
Finance Lease Liability	14	10,970	4,479	4,479
		<u>90,888</u>	<u>81,994</u>	<u>66,491</u>
Net Assets		<u><u>1,639,908</u></u>	<u><u>1,460,330</u></u>	<u><u>1,529,889</u></u>
Equity		<u><u>1,639,908</u></u>	<u><u>1,460,330</u></u>	<u><u>1,529,889</u></u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.



Te Kura O Take Kārara

Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		719,479	651,406	650,933
Locally Raised Funds		142,528	158,800	225,893
Goods and Services Tax (net)		(11,193)	-	2,595
Payments to Employees		(224,450)	(298,300)	(288,598)
Payments to Suppliers		(455,838)	(449,412)	(441,316)
Interest Paid		(1,529)	(850)	(1,289)
Interest Received		36,513	20,000	37,687
Net cash from Operating Activities		205,510	81,644	185,905
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(204,050)	(186,001)	(257,676)
Purchase of Investments		(169)	-	(43,270)
Proceeds from Sale of Investments		-	100,000	-
Net cash (to) Investing Activities		(204,219)	(86,001)	(300,946)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	1,786
Finance Lease Payments		(5,029)	(8,614)	(8,126)
Net cash (to) Financing Activities		(5,029)	(8,614)	(6,340)
Net (decrease) in cash and cash equivalents		(3,738)	(12,971)	(121,381)
Cash and cash equivalents at the beginning of the year	7	56,072	56,072	177,453
Cash and cash equivalents at the end of the year	7	52,334	43,101	56,072

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense, and other notional items have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.



Te Kura O Take Kārara

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

1.1. Reporting Entity

Te Kura O Take Kārara (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

1.2. Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements with reference to generally accepted accounting practice. The financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical Maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.



Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 19b.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

1.3. Revenue Recognition

Government Grants

The School receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

1.4. Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

1.5. Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

1.6. Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

1.7. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

1.8. Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

1.9. Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the School will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources, are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	10-20 years
Furniture and Equipment	3-10 years
Information and Communication Technology	2-5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

1.10. Impairment of property, plant and equipment

The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised as the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell the School engages an independent valuer to assess market value based on the best available information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

1.11. Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

1.12. Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.



1.13. Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

1.14. Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the School is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

1.15. Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable and finance lease liability. Financial liabilities are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

1.16. Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

1.17. Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

1.18. Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.



2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	730,244	651,406	748,202
Teachers' Salaries Grants	2,020,727	1,501,000	1,769,392
Use of Land and Buildings Grants	1,272,314	1,420,744	1,420,744
Other Government Grants	6,589	-	10,662
	4,029,874	3,573,150	3,949,000

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	109,571	85,800	63,362
Fees for Extra Curricular Activities	11,081	-	-
Trading	3,132	2,500	3,287
Fundraising and Community Grants	65,159	65,500	82,276
Other Revenue	11,097	5,000	14,882
	200,040	158,800	163,807
Expense			
Extra Curricular Activities Costs	7,589	-	-
Trading	2,525	2,000	1,692
Fundraising and Community Grant Costs	50	700	1,680
	10,164	2,700	3,372
<i>Surplus for the year Locally Raised Funds</i>	189,876	156,100	160,435

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	126,349	124,150	108,585
Information and Communication Technology	9,457	7,000	6,571
Employee Benefits - Salaries	2,134,334	1,691,000	2,032,252
Staff Development	39,605	36,500	28,889
Depreciation	152,509	135,600	129,486
Other Learning Resources	21	100	147
	2,462,275	1,994,350	2,305,930

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	11,955	11,525	11,525
Board Fees and Expenses	11,299	10,250	6,748
Other Administration Expenses	37,711	43,390	59,117
Employee Benefits - Salaries	88,095	80,200	83,796
Insurance	6,783	4,500	4,434
Service Providers, Contractors and Consultancy	8,430	8,025	8,025
	164,273	157,890	173,645



6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	77,153	81,372	71,120
Cyclical Maintenance	17,906	15,503	17,928
Heat, Light and Water	51,283	50,000	48,534
Rates	12,669	12,400	10,333
Repairs and Maintenance	24,069	29,000	15,720
Use of Land and Buildings	1,272,314	1,420,744	1,420,744
Employee Benefits - Salaries	28,873	28,100	28,894
Other Property Expenses	27,425	28,500	29,799
	<u>1,511,692</u>	<u>1,665,619</u>	<u>1,643,072</u>

The Use of Land and Buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	52,334	43,101	56,072
Cash and cash equivalents for Statement of Cash Flows	<u>52,334</u>	<u>43,101</u>	<u>56,072</u>

Of the \$52,334 Cash and Cash Equivalents, \$12,675 is subject to restrictions for the following reasons:

- \$2,166 of unspent grant funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is included in Revenue in Advance in note 12.
- \$10,509 of Other Revenue in Advance is held by the School. This is included in Revenue in Advance note 12.

8. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	4,033	1,296	1,296
Receivables from the Ministry of Education	5,936	9,002	9,002
Interest Receivable	9,142	12,109	12,109
Teacher Salaries Grant Receivable	187,560	176,092	176,092
	<u>206,671</u>	<u>198,499</u>	<u>198,499</u>
Receivables from Exchange Transactions	13,175	13,405	13,405
Receivables from Non-Exchange Transactions	193,496	185,094	185,094
	<u>206,671</u>	<u>198,499</u>	<u>198,499</u>

9. Investments

The School's investment activities are classified as follows:

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	719,956	619,787	719,787
Total Investments	<u>719,956</u>	<u>619,787</u>	<u>719,787</u>



10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	459,255	4,914	-	-	(40,904)	423,265
Furniture and Equipment	359,451	25,455	-	-	(56,795)	328,111
Information and Communication Technology	30,388	19,544	-	-	(16,447)	33,485
Motor Vehicles	-	154,136	-	-	(23,120)	131,016
Leased Assets	12,471	15,161	-	-	(10,644)	16,988
Library Resources	39,981	321	(3,508)	-	(4,599)	32,195
	901,546	219,531	(3,508)	-	(152,509)	965,060

The net carrying value of furniture and equipment held under a finance lease is \$16,988 (2024: \$12,471)

Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	538,593	(115,328)	423,265	533,679	(74,424)	459,255
Furniture and Equipment	631,434	(303,323)	328,111	605,979	(246,528)	359,451
Information and Communication Technology	214,428	(180,943)	33,485	194,884	(164,496)	30,388
Motor Vehicles	154,136	(23,120)	131,016	-	-	-
Leased Assets	24,582	(7,594)	16,988	26,921	(14,450)	12,471
Library Resources	59,679	(27,484)	32,195	65,067	(25,086)	39,981
Balance at 31 December	1,622,852	(657,792)	965,060	1,426,530	(524,984)	901,546

11. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	38,227	22,182	22,182
Accruals	11,555	13,530	13,530
Employee Entitlements - Salaries	196,632	184,882	184,882
Employee Entitlements - Leave Accrual	4,489	3,490	3,490
	250,903	224,084	224,084
Payables for Exchange Transactions	250,903	224,084	224,084
	250,903	224,084	224,084

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	2,166	7,421	7,421
Other Revenue in Advance	10,509	64,854	64,854
	12,675	72,275	72,275



13. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	62,012	62,012	44,084
Increase/(decrease) to the Provision During the Year	17,906	15,503	17,928
Provision at the End of the Year	<u>79,918</u>	<u>77,515</u>	<u>62,012</u>
Cyclical Maintenance - Non current	79,918	77,515	62,012
	<u>79,918</u>	<u>77,515</u>	<u>62,012</u>

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. The school does not currently have a Ministry approved 10 year property plan, however the board has included the above provision based on quotes the school obtained from Resene and identified and confirmed appropriate by the Board.

14. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	7,401	9,218	9,218
Later than One Year	11,964	4,787	4,787
Future Finance Charges	(2,023)	(1,123)	(1,123)
	<u>17,342</u>	<u>12,882</u>	<u>12,882</u>
Represented by:			
Finance lease liability - Current	6,372	8,403	8,403
Finance lease liability - Non current	10,970	4,479	4,479
	<u>17,342</u>	<u>12,882</u>	<u>12,882</u>

15. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as: government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.



16. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, the Principal, Deputy Principal and Assistant Principals.

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	2,855	2,910
<i>Leadership Team</i>		
Remuneration	661,902	635,782
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	664,757	638,692

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	150-160
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	0-0	0-0

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 -110	3.00	1.00
110 -120	1.00	3.00
120 - 130	4.00	1.00
	8.00	5.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.

17. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and the number of persons to whom all or part of that total was payable was as follows:

	2025 Actual	2024 Actual
Total	\$ -	\$ -
Number of People	-	-

18. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: nil).

Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.



19. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had no capital commitments (2024: \$145,000).

(b) Operating Commitments

As at 31 December 2025 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2024: nil)

20. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	52,334	43,101	56,072
Receivables	206,671	198,499	198,499
Investments - Term Deposits	719,956	619,787	719,787
Total financial assets measured at amortised cost	<u>978,961</u>	<u>861,387</u>	<u>974,358</u>

Financial liabilities measured at amortised cost

Payables	250,903	224,084	224,084
Finance Leases	17,342	12,882	12,882
Total financial liabilities measured at amortised cost	<u>268,245</u>	<u>236,966</u>	<u>236,966</u>

21. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.



INDEPENDENT AUDITOR'S REPORT

To the readers of Te Kura O Take Karara's financial statements for the year ended 31 December 2025

The Auditor-General is the auditor of Te Kura O Take Karara (the School). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on pages 3 to 1, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

- a) present fairly, in all material respects:
 - the School's financial position as at 31 December 2025; and
 - the School's financial performance and cash flows for the year then ended; and
- b) comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 15 May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the *Responsibilities of the auditor* section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless the Board intends to close or merge the School, or has no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our

opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, Principals Report, Report on how the school has given effect to Te Tiriti o Waitangi and Statement of KiwiSport funding.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards)* (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Michael Lee
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Invercargill, New Zealand

Annual Plan 2025 Analysis of Variance

STUDENT ACHIEVEMENT (Ako-manaakitanga)



PROFESSIONAL DEVELOPMENT

- Expert guidance in Mathematics (The Learner First), Literacy (BSLA), and Writing.

REFRESHED CURRICULUM

- Implementation of new national frameworks.

DIVERSE LEARNERS

- Targeted support and specialised programmes.

WELL-BEING (Whanaungatanga - Hauora)



COUNSELLING PROGRAMME

- Awhi Atū program providing neurodiverse support.

ATTENDANCE STRATEGIES

- Data-driven STAR management system.

STUDENT ENGAGEMENT

- Successful lunchtime clubs (Choir, Enviro, Waiata) fostering belonging.

COMMUNITY INCLUSION (Kotahitanga - Kaitiakitanga)



ENVIRONMENTAL SUSTAINABILITY

- Garden to Table programme, native nursery establishment.

COMMUNITY PARTNERSHIPS

- Reciprocal connections with local groups and stakeholders.

CULTURAL COMPETENCY

- Efforts to normalise Te Reo Māori and foster cultural connections ('grand-friends').

Implementing New Zealand Curriculum Refresh, balancing **significant progress** with **Ministry pace**.

MATHEMATICS (The Learner First)



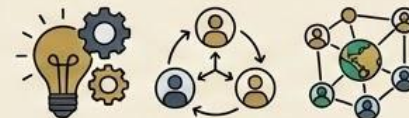
- 4th Year PLD Implementation
- Increase Teacher Capability & Student Agency
- Expert Support: Rob Profit White

LITERACY & WRITING (BSLA & Consultant)



- Better Start Literacy Approach (BSLA): Y1-Y2 Tier 2 Support
 - Consultant: Gail Loane
 - Alignment with Refreshed Curriculum Phases

PROFESSIONAL DEVELOPMENT (Expert Guidance)



- Experts: Rob Profit White & Gail Loane
- Teacher-Only Days for Framework Connection
- Maintain Solid Teaching Practices

ASSESSMENT & REPORTING PRACTICES



SWYK (Show What You Know)

- Tool aligned with Refresh
- Identify Knowledge Gaps & Next Steps
- Align with new curriculum phases in 2026



Challenges

- Short Turnaround
- Frequent Ministry Changes
- Maintain Standard Practices until at least early 2026 (No New Format decided)

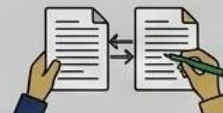
FUTURE FOCUS FOR 2026



Targeted Monitoring
Monitored Cohorts: Y2-Y4 (Maths) & Y4-Y5 (Writing)



System Refinement
Hero Review and Refresh



Moderation
Writing Moderation against New Learning Phases

Nurturing personal pathways to success with a **responsive local curriculum**.

MATHEMATICS (Y2-Y4 COHORT MONITORING)



Accelerated Support Identification



SWYK (Termly Moderation)



Unassisted Tasks

Summary

Y2-Y4 cohorts monitored for progress.

WRITING (Y4-Y5 COHORT MONITORING)



Achievement against Refreshed Phases



Gail Loane Alignment



Writing Moderation Samples

Summary

Y4-Y5 cohorts prioritised for intervention.

LITERACY (TIER 2 BSLA SUPPORT)



Accelerated Progress Tracking



Dedicated Tracking Document



Ongoing Assessment

Summary

Accelerated learners tracking for exit strategy.

ASSESSMENT TOOLS & PROCESSES



- SWYK (Show What You Know)
- Unassisted Assessment Tasks
- ELLP (diagnostic tools)



MANAGEMENT OF AT-RISK & ACCELERATED LEARNERS

- Targeted Monitoring Sheets
- Accelerated Plans (Regular Reviews)
- Data-Driven Resource Allocation



LEADERSHIP & PROFESSIONAL OVERSIGHT

- Professional Growth Cycles
- Writing Moderation

LEADERSHIP & OVERSIGHT

PROFESSIONAL STAFF DEVELOPMENT: 2025 PLAN

PROFESSIONAL STAFF DEVELOPMENT AT THE SCHOOL: A COMPREHENSIVE, MULTI-LAYERED PROCESS
DESIGNED TO ENHANCE TEACHER CAPABILITY, LEADERSHIP CAPACITY, AND STUDENT OUTCOMES, THE 2025 PLAN FOCUSES ON DEEP ENGAGEMENT WITH EXTERNAL EXPERTS, STRUCTURED INTERNAL GROWTH CYCLES, AND SPECIALIZED TRAINING.

CORE CURRICULUM PROFESSIONAL DEVELOPMENT



Mathematics

- **Mathematics:** The school in its fourth year of 'The Learner First' (TLF) Mathematics, featuring expert Rob Profit White, aims to increase capability, distribute leadership, and ensure alignment. Assessment tools like **SWYK** (Show What You Know) are in action, working with the new curriculum refresh.



Literacy and Writing

- Staff will engage in the **Better Start Literacy Approach (BSLA)** from the University of Canterbury, focus on curriculum writing, moderate writing samples, and plan for student progress.
- Staff will align with consultant **Gail Loane**, focus on curriculum refresh, moderate teaching, and plan for written progress.



Learning Through Play

- Teachers work with **Sarah Aiemo** from **Longworth** to develop pedagogy. This includes induction for new staff and walkthroughs of learning spaces.
- It ensures a collaborative approach to play-based learning.

SPECIALISED TRAINING AND LEADERSHIP



Team Approach (TALL)

This 20-week programme involves a leader, teachers, and teacher assistants. It focuses on supporting linguistically diverse learners and enhancing language development across the school.



Cultural Competence

Staff consistently engage in professional development focused on cultural competency, biculturalism, and supporting English Language Learners.



Leadership Development

The leadership team works with **Interlead** for both face-to-face and online development, building capacity for mentoring and coaching within their teams.

PROFESSIONAL GROWTH CYCLES (PGC)



INTERNAL SUPPORT AND INDUCTION



Modeling and Coaching

Leveraging existing staff strengths for modeling and coaching to build consistency across the school.



New Staff Induction

Specific induction programmes ensure new staff integrate into the school's planning, teaching approaches, and pedagogy.

Collaborative Inquiry (Innovate)

Continuing to innovate on inquiry processes and collaborative approaches to further enhance staff capability and student success.

STRATEGIC GOAL 2: WHANUNGATANGA – HAUORA

Strengthening a sense of belonging through relationship and wellbeing practices: a multi-faceted approach involving specialised counselling, data-driven behavioural support, and inclusive community initiatives.

CORE WELLBEING PROGRAMMES



Awhi Atu Counselling

Extremely successful in supporting student wellbeing, particularly for neurodiverse learners.
→ Increasing hours in 2026.



PB4L (Positive Behaviour for Learning)

Data-informed approach to monitor behaviour trends and refine school-wide systems. Initiatives include "Gotcha Cards" programme, targeting playground "hotspots" through active supervision.



Lunchtime Clubs

Builds sense of belonging and connectedness.

CHOIR

UKULELE

JUMP JAM

ENVIRO SCHOOLS

WAIATA

SUPPORT FOR DIVERSE NEEDS



Neurodiversity and Adaptive Planning

Tailors wellbeing practices for neurodiverse learners through **adaptive timetabling**. Future focus: brain regulation and neurodiverse support.



Transition Support

Robust programme for Year 6 students transitioning to high school. Includes MAC and Kāhu Youth staff visits, and Kāhu Link programme.



Gifted and Talented

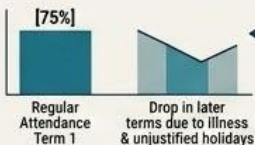
Responsive opportunities for Year 4-6 students, ensuring differentiated planning.

ATTENDANCE AND ENGAGEMENT



Monitoring (STAR System)

Uses **Stepped Attendance Response (STAR)** to monitor absences.



Communication

Standardised letters to encourage attendance. Leaves are shown as a percentage of total attendance, providing a visual tool for parents.



INCLUSIVE CULTURE



Bilingual Signage

Students see their cultures reflected in the environment.



The Welcoming Garden

Represents different nationalities.



Cultural Celebrations

Māori Whānau Hui and Central Otago Polyfest.

STRATEGIC GOAL 3: KOTAHITANGA - KAITIAKITANGA

Deepening connections with stakeholders to develop reciprocal partnerships within the growing school community.

INTERGENERATIONAL & FAMILY CONNECTIONS

 **Grand-friends Reading Programme**
Thurs morning library reading.
Expand to GTT 2026.



Te Kākano Flax Weaving
Wed morning weaving
sustainable plant guards.



Māori Whānau Hui
Evening rākau, waiata, kōrero.
Feedback confirms alignment
with aspirations.

 **Environmental Groups**
(WAI Wānaka, Te Kākano, EnviroSchools)
Workshops & planting at Penrith
Wetlands/Brenner Bay.

ENVIRONMENTAL & SUSTAINABILITY PARTNERSHIPS



Wastebusters
Sustainable wearable art
design project.



Garden to Table (GTT)
Newsletter updates, seeking
whānau engagement.

 **High School Transitions**
(MAC, Kāhu Youth)
School visits, Kāhu Link
confidence programme.



High School Transitions
Kāhu Link & Kāhu
engagement.

EDUCATIONAL & TRANSITION PARTNERSHIPS



Professional Expertise
Experts Rob Profit White
(Maths), Gail Loane
(Writing), Sarah Aiono (Play).



Regional Collaboration:
Central Otago
Polyfest & regional
PB4L networks.

FUTURE FOCUS FOR 2026



Cardrona Nature Space
Explore new partnerships to
develop Cardrona.



Communication Plan
Formalise Whānau Communication
Plan for regular touch points.



Community Service
Seek more opportunities via
EnviroSchools & GTT.

End of Year Data Analysis 2025 – Reading

Strategic Goal:

1.1

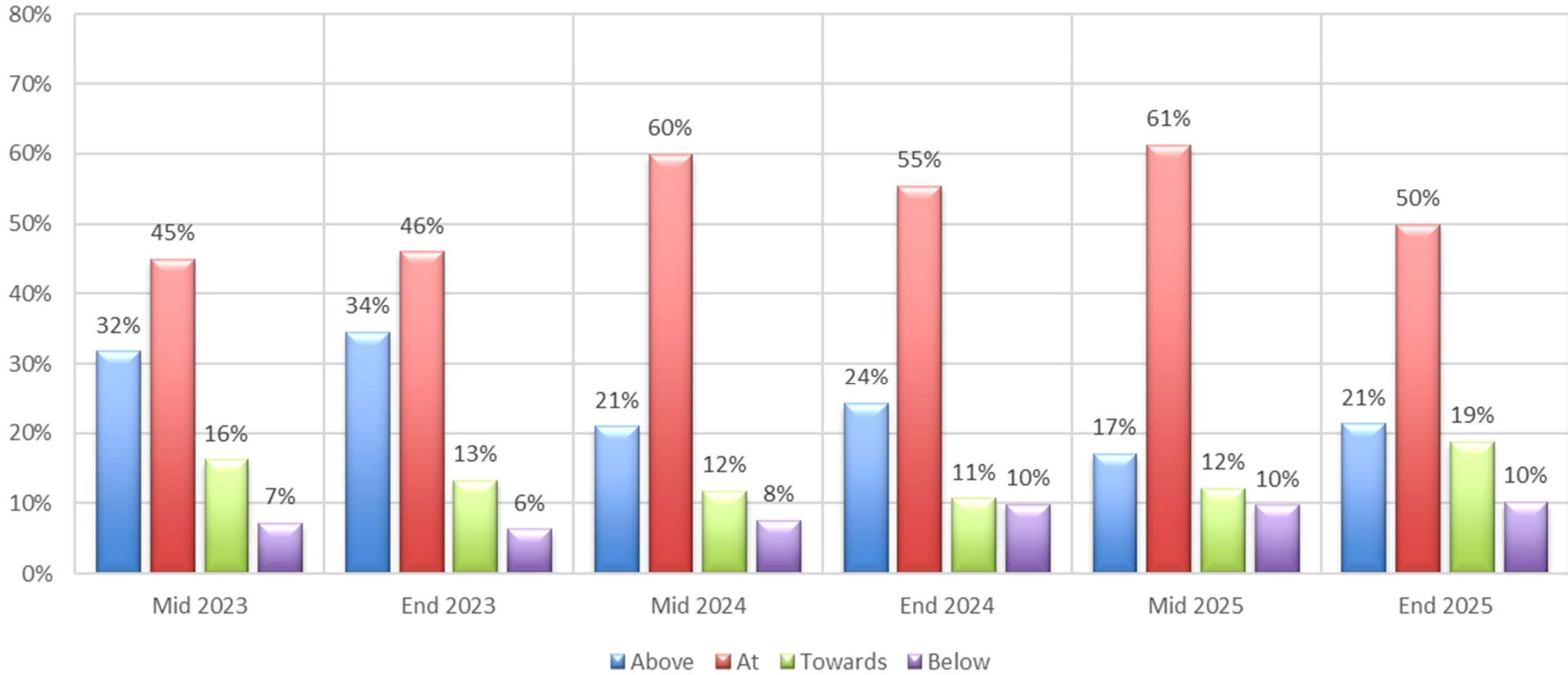
- Review of Te Mātaiaho refreshed Curriculum English and Mathematic alongside our local curriculum to ensure coherent pathways for our learners

1.2

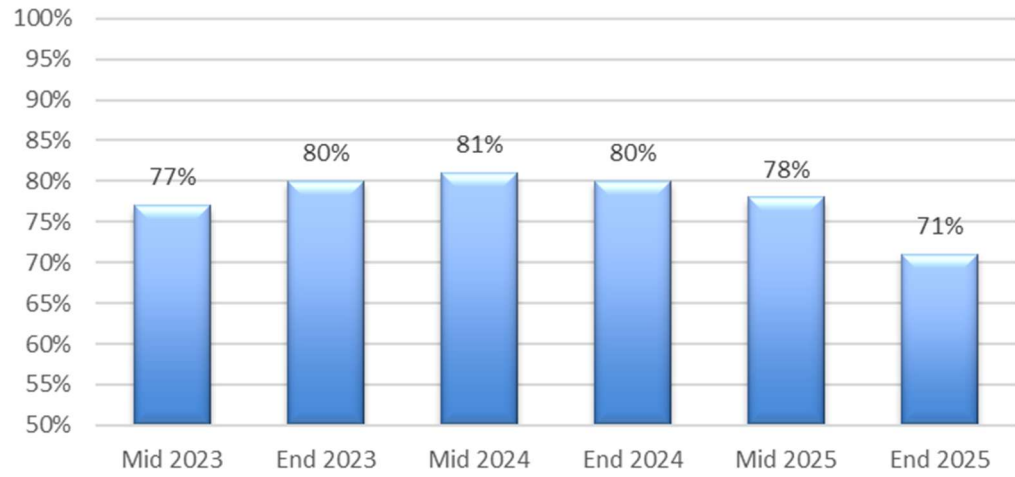
- Tailor our reporting and assessment practices to ensure they inform learning success inline with the curriculum refresh

Annual Target: Identify learners who are not making sufficient progress, and adjust learning opportunities, teaching approaches and supports and seek additional support from specialists

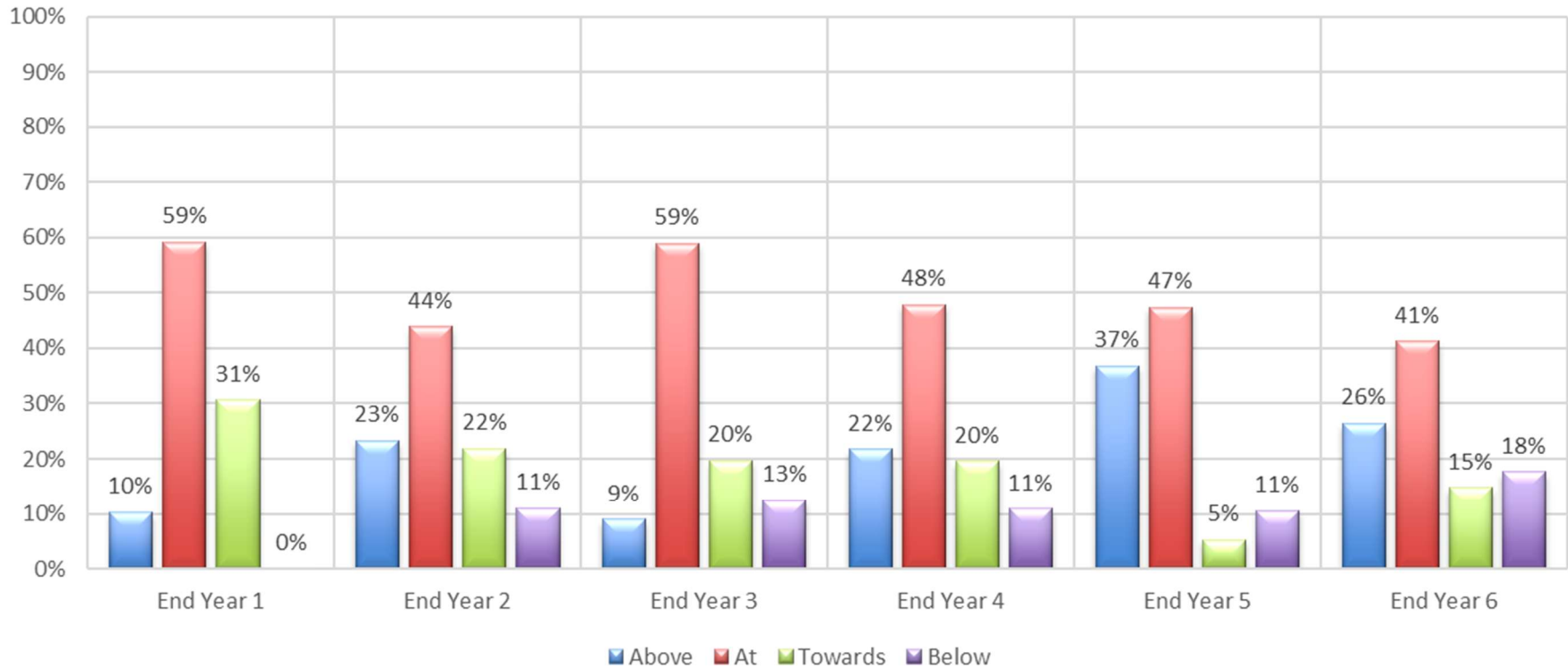
Progress Overview - 2023 - 2025



Percentage At or above



End of Year Progress and Achievement



Analysis of End of Year Data Against Planned Actions

Baseline data	Cohorts of significant interest from end of 2024:											
	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6
Above		3	13	15	9	9	22	28	6	6	22	21
At	72	65	25	22	18	25	21	20	16	15	5	14
Towards		6	14	6	6	7	3		6	8	9	3
Below				9	11	6	6	8	3	4	1	2
Totals	72	74	52	52	44	47	52	56	31	33	37	40

What do we expect by the end of the year	<p><i>-80% of our children are achieving at or above the expected level for their age</i></p> <p><i>-Accelerated plans and Tier interventions identify shifts in learner progress</i></p> <p><i>-Overall Teacher Judgements consistent and progressive within the curriculum refresh and alongside the PACT tool</i></p>
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Actions: (actions from our annual implementation plan)	What we have achieved. What evidence we have used. Reasons for any differences between the target and the outcome	Planning for next year - Where to next:
---	--	--

2025 Data

	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6
Above	5	5	1	17	4	5	10	10	24	21	7	9
At	31	29	59	32	25	33	27	22	24	27	17	14
Towards		15	7	16	17	11	4	9	3	3	5	5
Below			3	8	10	7	5	5	6	6	5	6
Totals	36	49	70	73	56	56	46	46	57	57	34	34

Children Working in the **Towards** bracket are 'bridging' into the expected level for their age. Children working **Below** the expected level for their age are working within the Year level below their age. Children working **Above** the expected level for their age are working within the Year level above their age. **Progressing towards children;** Are progressing towards meeting the curriculum expectations for their year level; Can complete tasks with some guidance and assistance; Need targeted support to increase the rate of progress and achievement to develop sufficient knowledge and skills

The introduction of the new English and Mathematics & Statistics curriculum, brings changes to assessment and reporting across all learning areas, shifting from levels to learning phases. This means how we assess and report on children's progress, and how that information is presented, may start to look a little different. Due to the fast-paced rollout of the new curriculum, national systems to support these changes are still being developed and are not yet ready for use. We are working with previous levels of achievement in our student management systems with new curriculum expectations that don't quite line up. Schools are expected to see a slight dip in achievement as this change is worked through by the Ministry of Education.

Children who are working below the expected level in Year 2 have all been receiving Tier 2 and 3 learning support. While these interventions have enabled progress for learners, it is not reflective in this data. This data has highlighted an increased number of learners in the towards and below

category. Part of this is due to a change in curriculum expectations and adapting to this without the aligned assessments tools not yet available for use in school. There are questions within the team around whether expectations of achievement at Year 2 are developmentally appropriate. It does show a positive increase in achievement in the Year 3 data and this could be due to the age and stage of the learners consolidating their learning and therefore progressing in their reading. Their learning needs have been clearly identified and the teaching teams are well aware of what they need to learn next in order to make significant progress. The team is still unpacking what specific barriers are holding these learners back and this end of year data has indicated there is likely to be a wide range of barriers for these learners. The Tier 2 and Tier 3 team have already discussed how support might look for these learners in 2026.

The Year 2 cohort has a very large spread of achievement which is not very common in a cohort. So while many learners are making exceptional progress, those who are not making accelerated progress supports our wondering above around barriers that are yet to be uncovered.

Data

We will use the Ministry of Education funding to provide a Tier 2 programme for the Year 2 cohort.

Implement plans to accelerate the progress of identified Year 4 at risk learners.

Continue to monitor the potential at risk cohorts identified above. Investigate moderation tasks that will align with the phases of learning in the curriculum refresh.

The Tier 2 programme for the Junior school has been successfully implemented by the Tier 2 team, supported by ongoing assessments, progress tracking, and prioritisation. Evidence Used: The implementation of Accelerated Plans in Years 2 and 3 has been successful, with the Year 3 cohort supported by observations and tracking, and some children in Years 2/3 supported by additional staffing. The 20 / 40-week phonics checks have been particularly revealing for children who were previously "under the radar" during guided reading.

For children further up the school, Tier 2 interventions are provided by the classroom teacher through Accelerated Plans (e.g., more frequent guided reading, opportunities to read with learning assistants, GranFriends, and Therapy Dogs, and continuation of the decodable pathway). The specialist teacher works 1:1 with children in Years 4-6 reading below the expected level. Assessment tools used include faces on data tracking sheets, accelerated plans and running records. While the teachers have implemented additional reading sessions, the data shows there has been an increase in children working towards expectation due to children not reading fluently and not using taught comprehension strategies.

The use of Connected Texts (running records) provides additional data to strengthen the overall picture. We have carried out ongoing work to support teachers making judgments against sequence statements in the new curriculum with existing assessment tools as aligned assessments tools have not yet been available for use in school. English Language Learners who need to access a Tier 2 intervention have been supported.

Support teachers to provide additional extra in-class support through small group instruction, repetition, and increased intensity of previously taught material, in addition to normal reading time for children requiring accelerated progress.

This cohort will continue to be monitored in 2026 to ensure their rate of progress towards meeting the expectations is attainable otherwise additional learning support will need to be put in place.

To review and investigate further High Impact Assessment Tools as this is an area currently under development.

With the curriculum refresh being implemented this year, learner profile documentation will be set up on Hero

While the Learner Profile has not yet been developed, the school maintains high expectations. Curriculum judgments are used as a core component of assessment. Evidence Used: The use of Connected Texts and 20 / 40-week phonics checks, PM Benchmarks, PATs.

Continue to support teachers with the delivery of a balanced levelled reading programme (reading with, reading to, and reading by children) that build a learner profile at each year level. Also, consistency of assessment for reading across the school (BSLA / Y4 - 6) will be reviewed, including the utility of tools such as BSLA / Decodables, PM benchmark, Probe, PACT, PAT, and Arbs.

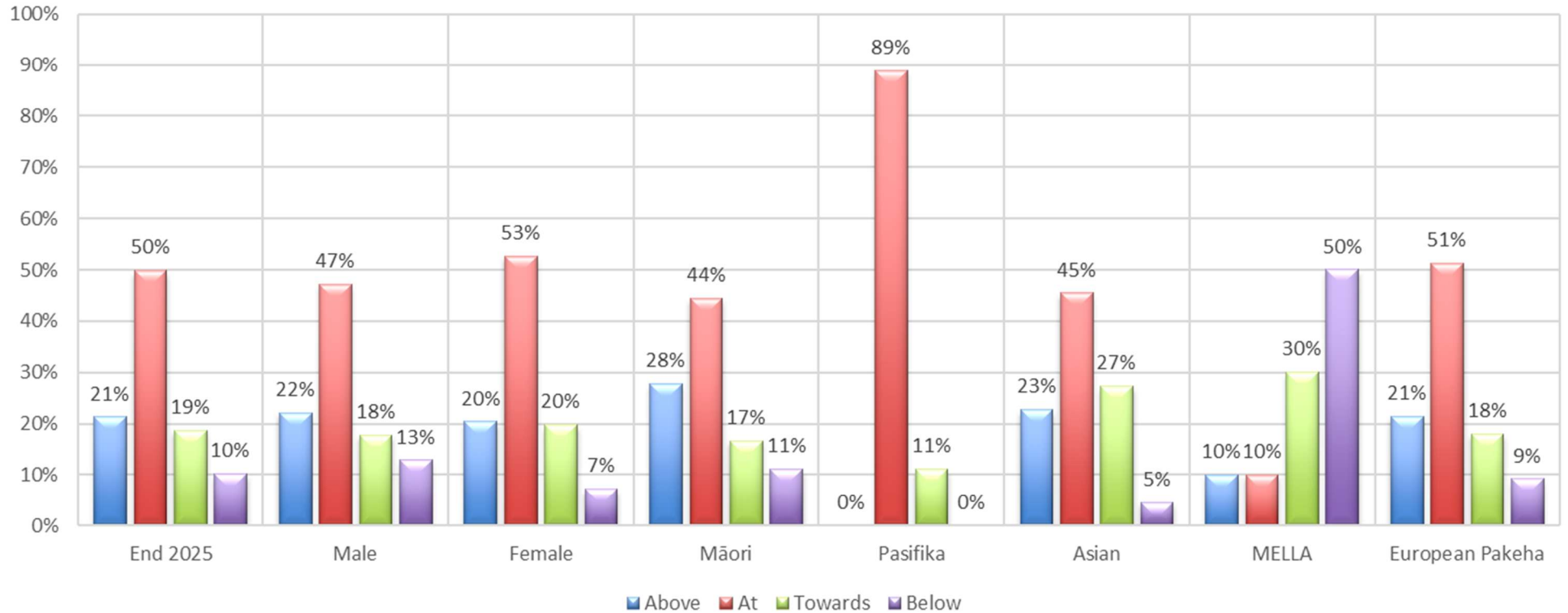
<p>Learning opportunities</p> <p>Designated times in the day to be set aside for the Tier 2 team to ensure learning opportunities are maximised and staffing support is allocated appropriately.</p> <p>Continue to build staff understanding of the expected reading behaviours children need to develop when making sense of text at different curriculum levels, including Word recognition (and reading enrichment at Phase 2), Comprehension and Critical analysis. This will enable teachers to plan next steps.</p> <p>Continue with regular reviews of analysing and updating the accelerated plans which will indicate progress made and whether children are moved on or off the plans.</p> <p>Leaders and teachers continue to provide opportunities to develop parent and whānau understandings which support learner progress</p>	<p>BSLA assessment data allowed teachers to identify children who needed to access a Tier 2 intervention, with priority given to Year 3 and Year 2 children.</p> <p>Ensuring good literacy coverage through a range of texts (PM readers, decodable readers, novels, poetry, etc.) has been provided. The use of PM readers alongside decodable readers ensures children attend to meaning and not just decoding. Teachers use additional resources to expand on BSLA teaching for children needing more time to consolidate skills.</p> <p>Team planning, monitoring, and assessing of the identified cohorts of Tier 2 learners is closely analysed and reviewed within the Tier 2 team. Increased collaborative practice and a culture of inquiry are evident, including the transfer of PD and accelerative practices into daily literacy lessons, driven by learning-focussed data conversations.</p> <p>The learning support team meets regularly with parents and whānau to put in place Individual Education Plans (IEPs) for children requiring specific support. Teaching teams run regular, well-supported, parent meetings to explain the BSLA approach and how parents can support learning at home. Hero posts, learning goal meetings, IEP's, parent evenings, and newsletters are all used to maintain communication.</p>	<p>Continue with setting aside time for the Tier 2 team to ensure learning opportunities are maximised. The team will focus on timetabling sessions to unpack Tier 2 children—reviewing resourcing, activities, and the scope and sequence for these learners.</p> <p>Continue to build staff understanding of the expected reading behaviours children need to develop when making sense of text, enabling teachers to plan next steps.</p> <p>Continue with regular reviews of analysing and updating the accelerated plans to ensure they remain current and accurately reflect whether children should be moved on or off the plans. Identifying hot spot patterns will be used to develop further support (e.g. sending heart words home).</p> <p>Continue with this communication plan as teachers have reflected that the partnership with home has had a positive impact on learner progress.</p>
<p>Teaching approaches</p>		<p>Learner profiles will be clearly articulated based</p>

<p>Teachers develop a robust learner profile in reading that identifies key skills and next steps so teachers can respond in a timely way to maximise children's progress.</p> <p>To develop accelerated plans that will enable a targeted focus on next steps for the teacher and for any additional learning support.</p> <p>Ensure the implementation of BSLA is done with fidelity.</p> <p>Provide more teacher professional development for neuro diverse learners such as utilising an occupational therapist.</p>	<p>This approach has not been able to be implemented this year due to the changes made in the English Curriculum. However some in-school work has been carried out with teaching teams to identify the key skills within the new curriculum and how teachers can start to include these in their teaching programme. Evidence used: Collaborative planning and co-teaching; increased use of teacher noticing & responding; Instructional mentoring and coaching; Peer observations, Peer practice conversations</p> <p>Observations of other teachers have been carried out both within and across teams, which has enabled teachers to continue to build capacity and deepen their skills in the teaching of reading. Team meetings are used to review reading data and discuss areas of strengths and challenges. Evidence Used: Teacher's PGC goals and team meetings</p> <p>BSLA is being implemented with fidelity across Years 1-3. Teachers are able to group across their classes as appropriate for BSLA teaching, meaning children's learning needs are targeted effectively. Teachers report that the BSLA lesson plans and resources are easy to use and follow.</p> <p>Neurodiverse learners are receiving support with dexterity exercises (deep pressure, finger exercises, etc.). There is some use of multisensory literacy games. Early work with staff around sensory processing and the need for many sensory breaks in the day has taken place.</p>	<p>on the sequence statements in the curriculum. Collaborative planning and co-teaching; increased use of teacher noticing & responding; Instructional mentoring and coaching; Peer observations, Peer practice conversations will support this.</p> <p>Continue to timetable regular reviews to further support teachers with effective teaching approaches.</p> <p>Professional development will continue to identify areas of development for building teacher capabilities and the Tier 2 leadership capacity.</p> <p>Continue to seek professional development opportunities for continuing to upskill teachers understanding our neurodiverse learners</p>
<p>Additional support</p>		

<p>The 2025 professional development plan will include:</p> <ul style="list-style-type: none"> ● the use of additional staffing for Tier 2 and Tier 3 learners ● Teacher support and class observations with an Occupational Therapist ● Expert teachers on staff <p>The STAR approach to attendance</p> <p>The TALL (Team Approach for Language Learners) Professional Development</p>	<p>The use of additional staffing for Tier 2 and Tier 3 learners has enabled the team to ‘double time’ children to accelerate progress, run smaller, targeted groups, and resulted in a huge confidence boost for children making progress. Evidence Used: IEP reviews and indicators of learner progress confirm where additional staffing is allocated to priorities.</p> <p>Initial work with staff around neurodiversity is underway, providing support to learners. Having a specialist teacher working with older children with specific learning difficulties has made a huge impact on their progress and is complemented by a well-resourced decodable programme.</p> <p>The BSLA lead team and the Tier 2 lead team provide valuable knowledge of learner progress and support for how to implement successful reading programmes in class.</p> <p>Completion of the TALL Professional Development has occurred, with a focus on building school systems of support and extended understanding and knowledge for teaching diverse learners. The ELLP Pathway Record of Progress is the key tool for tracking English Language Learners.</p> <p>Hero data is utilised to identify early support needs, as well as tracking pastoral or attendance concerns.</p>	<p>Formalise the use of additional staffing for Tier 2 and Tier 3 learners as a strategic priority for 2026, ensuring resource allocation is data-driven.</p> <p>Include Teacher support and class observations with an Occupational Therapist in the 2026 PD plan to further build teacher capabilities in meeting the needs of neurodiverse learners.</p> <p>Implement the TALL learnings by developing and actioning plans for our English Language Learners. Ensure the TALL team shares their understandings and experiences school-wide to maximise the impact of the professional development.</p> <p>Maintain the use of Hero data and the STAR approach to attendance as crucial tools for early intervention and effective parental engagement.</p>
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Analysis of End of Year Data within Cohorts:

Cohort End of Year Achievement



Data Analysis

The male cohort has 69% of children achieving at or above the expected level for their age. The 13% (21 out of 163) of children achieving below the expected level for their age either have Tier 2 and Tier 3 targeted interventions to support their learning, are ESOL and support is in place with targeted teacher aide time, or have been supported by MOE and RTLB for behaviour.

The female cohort has 83% of children achieving at or above the expected level for their age. The 7% (11 out of 152) of children achieving below the expected level either have Tier 2 and Tier 3 targeted interventions to support their learning, or are ESOL and support is in place with targeted teacher aide time. One child has attendance concerns.

The māori cohort has 72% of children achieving at or above the expected level for their age. The 11% (4 out of 36) of children working below the expected level have Tier 2 and Tier 3 targeted interventions in place to support their learning. One child has attendance concerns.

The MELAA cohort has 5 out of 10 children working below expectation. Support is in place with targeted teacher aide time.

Barriers to children's progress include:

- Attendance

- ESOL
- Potential or confirmed dyslexia
- Potential or confirmed ADHD
- Speech and Language needs - difficult to articulate and hear sounds clearly
- Readiness for literacy learning
- Comprehension - the ability to inference
- Ability to concentrate in small group and whole class learning contexts
- Engagement and 'putting in the effort'
- Confidence - not wanting to get it wrong
- Cognitive load - item knowledge and ability to blend through sounds
- Fluency / Getting muddled
- Needing to consolidate at the previous level
- Retaining previously taught sounds
- Gaining speed when decoding across words

Children that have made sound progress are showing they can:

- Retain new learning and strategies
- Make a big effort
- When transitioning from Rākau (decodable readers) to Turquoise (levelled readers), think more deeply about text - moving from surface level to literal understanding
- Use their improved oral language when making meaning from text
- Retain sightwords
- Practice reading to build fluency and confidence (reading mileage)
- Use headphones to support with attention and focus
- In year 5 and 6
 - move off a decodable pathway
 - consolidate sound knowledge
 - expand their vocabulary comprehension

Working well

- 4x reading sessions for target children - possible because of additional staffing
- Using high interest decodables
- Specialist teacher and teacher aid time is helping confidence
- Introduction of Shared Reading for Y3 children
- Planning using Teacher Support Materials, explicit teaching of comprehension strategies

Future

- BSLA Y4-6
- Squeeze in more time to read during busy times
- See groups more frequently
- Longer sessions / less groups

End of Year Data Analysis 2025 – Mathematics

Strategic Goal:

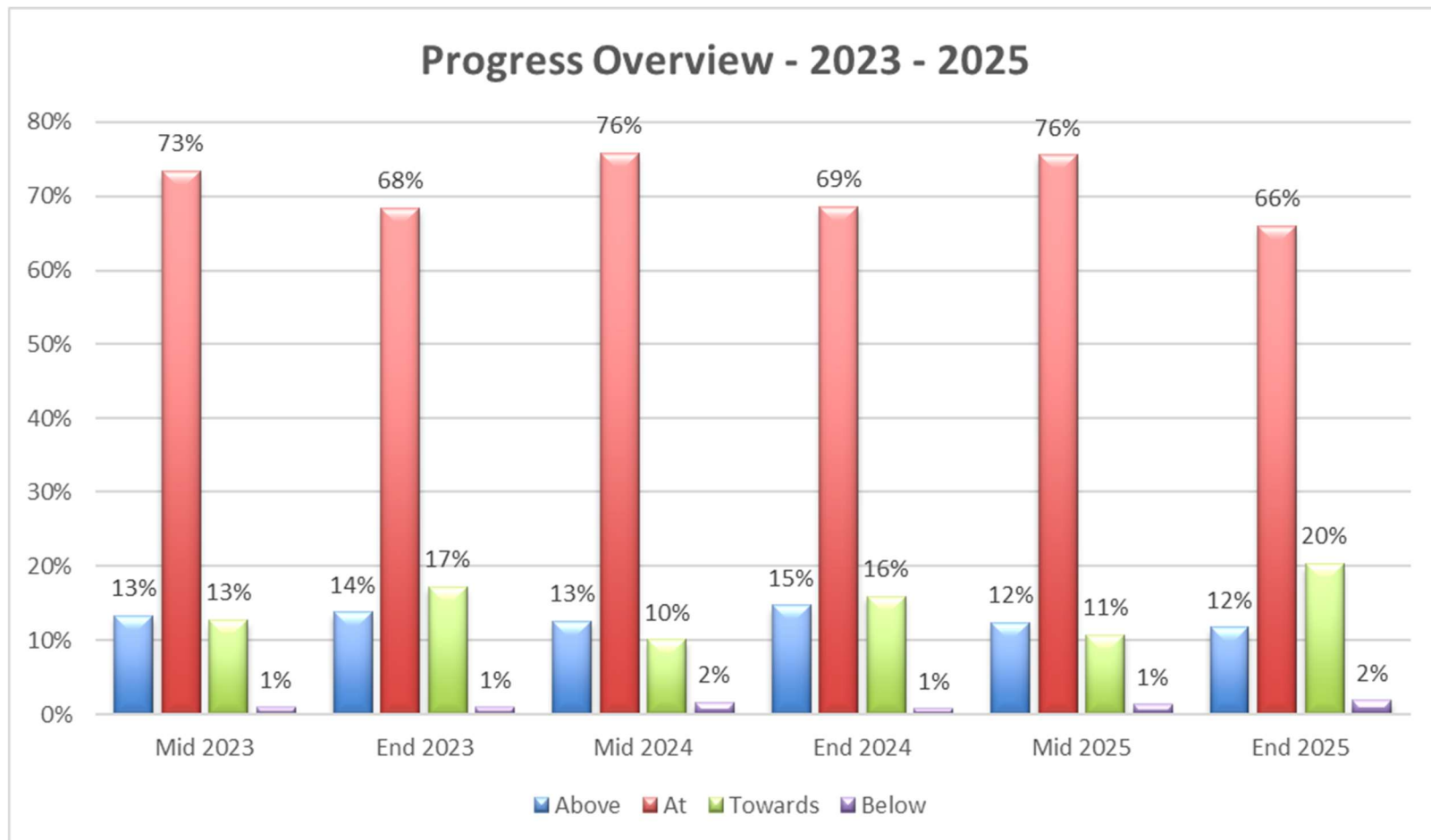
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- Review of Te Mātaiaho refreshed Curriculum English and Mathematic alongside our local curriculum to ensure coherent pathways for our learners

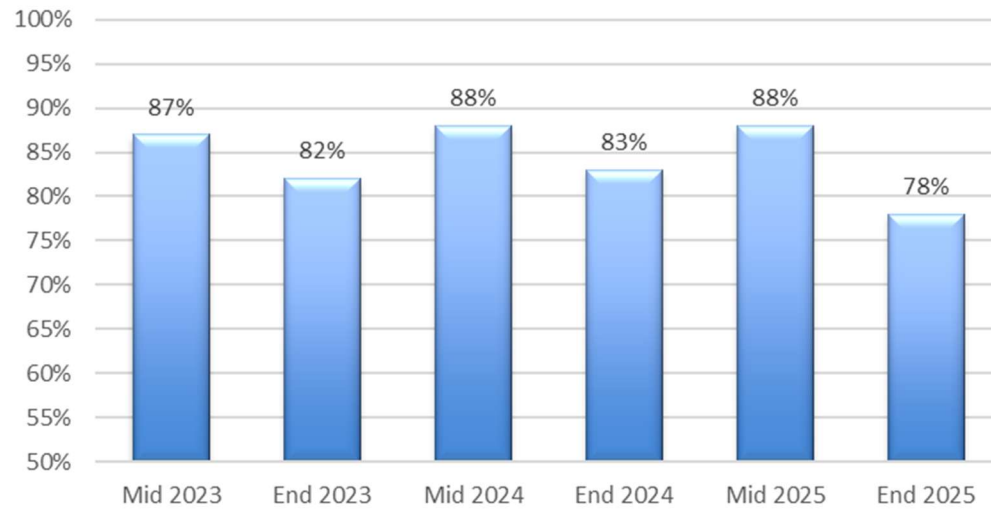
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- *Tailor our reporting and assessment practices to ensure they inform learning success inline with the curriculum refresh*

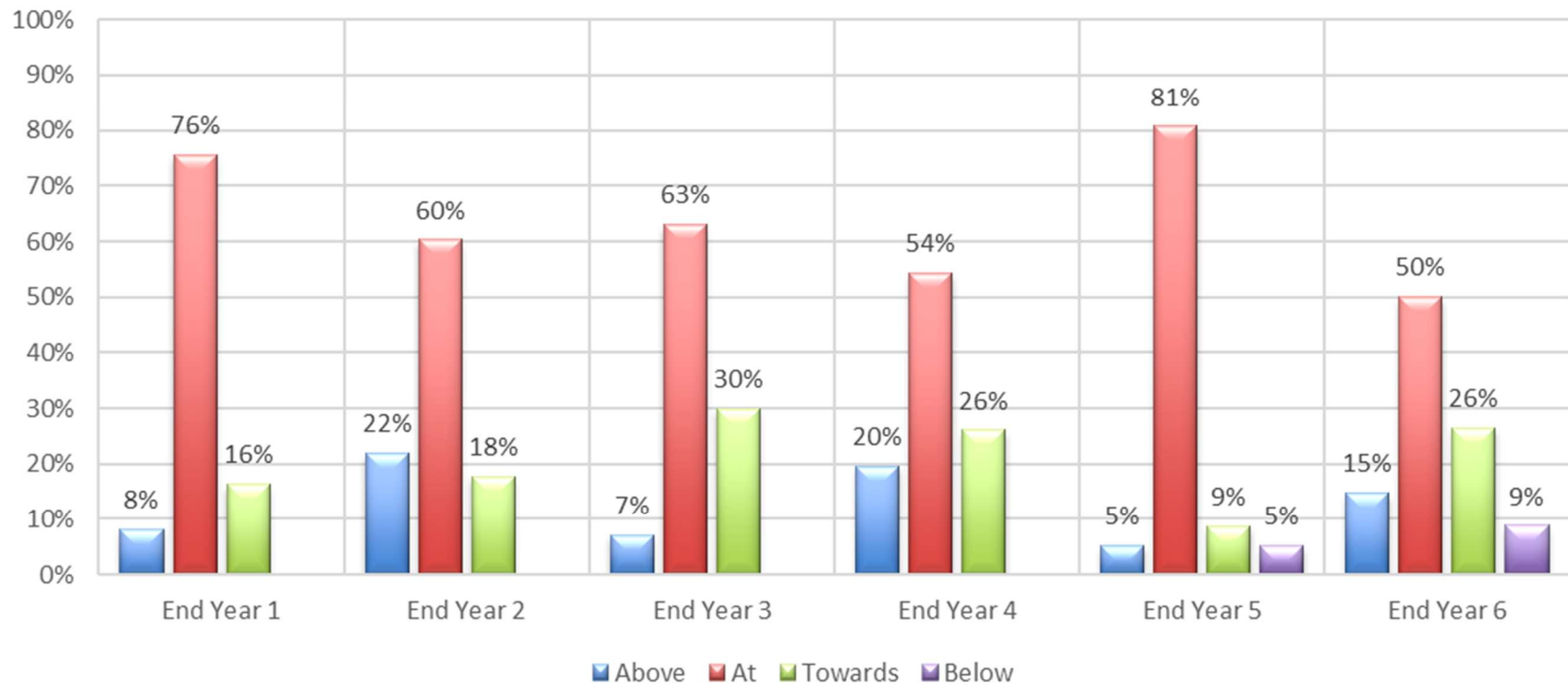
Annual Target: Identify learners who are not making sufficient progress in maths, and adjust learning opportunities, teaching approaches and supports and seek additional support from specialists



Percentage At and Above



End of Year Progress and Achievement



Analysis of End of Year Data Against Planned Actions

Baseline data	Cohorts of significant interest from end of 2024											
		Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6
Above	3	2	10	13	7	9	7	10	4	5	10	11
At	68	71	41	34	29	22	40	39	14	15	22	25
Towards		1	1	7	8	16	5	6	11	12	4	4
Below							1	1	3	1	1	
Totals	71	74	52	54	44	47	53	56	32	33	37	40

What do we expect by the end of the year	<p><i>-80% of our children are achieving at or above the expected level for their age</i></p> <p><i>-Accelerated plans and Tier interventions identify shifts in learner progress</i></p> <p><i>-Overall Teacher Judgements consistent and progressive within the curriculum refresh and alongside the PACT tool</i></p>
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Actions: (actions from our annual implementation plan)	What we have achieved. What evidence we have used. Reasons for any differences between the target and the outcome	Planning for next year - Where to next:
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2025 Data												
	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6
Above	3	4	10	16	7	3	9	9	5	3	4	5
At	33	37	59	44	40	36	30	25	43	46	19	17
Towards		8	1	13	9	17	7	12	6	5	9	9
Below									2	3	2	3
Totals	36	49	70	73	56	56	46	46	56	57	34	34

Children Working in the **Towards** bracket are 'bridging' into the expected level for their age. Children working **Below** the expected level for their age are working within the Year level below their age. Children working **Above** the expected level for their age are working within the Year level above their age. **Progressing towards children;** Are progressing towards meeting the curriculum expectations for their year level; Can complete tasks with some guidance and assistance; Need targeted support to increase the rate of progress and achievement to develop sufficient knowledge and skills.

The introduction of the new English and Mathematics & Statistics curriculum, brings changes to assessment and reporting across all learning areas, shifting from levels to learning phases. This means how we assess and report on children's progress, and how that information is presented, may start to look a little different. Due to the fast-paced rollout of the new curriculum, national systems to support these changes are still being developed and are not yet ready for use. We are working with previous levels of achievement in our student management systems with new curriculum expectations that don't quite line up. Schools are expected to see a slight dip in achievement as this change is worked through by the Ministry of Education.

For 2026, the Year 2, 3 and 4 cohort will be closely monitored as we examine the expected levels of achievement against the new curriculum and where these learners need accelerated support to ensure they are making progress in their year level of achievement.

Data

Implement plans to accelerate the progress of identified Year 3 and 5 at risk learners.

Monitoring sheets for target children, accelerated plans, and faces on data tracking sheets were used to follow rates of progress. Target groups were successfully established in the senior school, supported by additional teacher hours, to both support and extend learners with teaching that was focussed / targeted.

Planning needs to ensure Show What You Know (SWYK) data is more explicitly and systematically planned for within the maths programme and immediately used to update the accelerated plans for at-risk learners.

Continue to monitor the potential at risk cohorts identified above using the faces on data tracking sheets to follow rates of progress.

Teams consistently used a tracking document across the year for strand and number to ensure coverage and knowledge retention.

With the curriculum refresh being implemented this year, learner profile documentation will be set up on Hero.

While the Learner Profile has not yet been developed, the school maintains high expectations. Curriculum judgments are used as a core component of assessment through the revisit and retains and Show What You Know (SWYK) tasks.

Continue to build staff understanding of the expected mathematical behaviours, strategies, and concepts at different curriculum levels. This understanding will be strengthened through the ongoing work of the diagnostic tool developed with Learner First, supporting the creation of a school-wide learner profile in maths.

Fidelity to implementation of the Learner First Diagnostic Assessment Project to assess time sensitive learning using assessment tools and specific types of summative data to gather schoolwide progress

The use of specific and refined assessment tools is beginning to support consistent teacher judgements, giving teams clear next steps. The SWYK tracking sheets highlight learner needs, and confirm progress from other forms of assessment data.

The SWYK tracking sheets will be reviewed, with adjustments considered for next year in Tuna, based on feedback gathered on the current format and data for this age group.

Refine OTJ's to allow for more regular reflection on how children are progressing and what their immediate next step is.

The 'revisit and retain' sheets are an effective snapshot at the end of a teaching unit. The SWYK tracking sheets have clearly identified misunderstanding and gaps in knowledge. Maths Leads have supported teams in understanding how to make OTJ's and what to do next.

Explore how children can be engaged in the process of moderating their own tracking sheets, enabling them to recognise their own misunderstandings and the importance of showing their working.

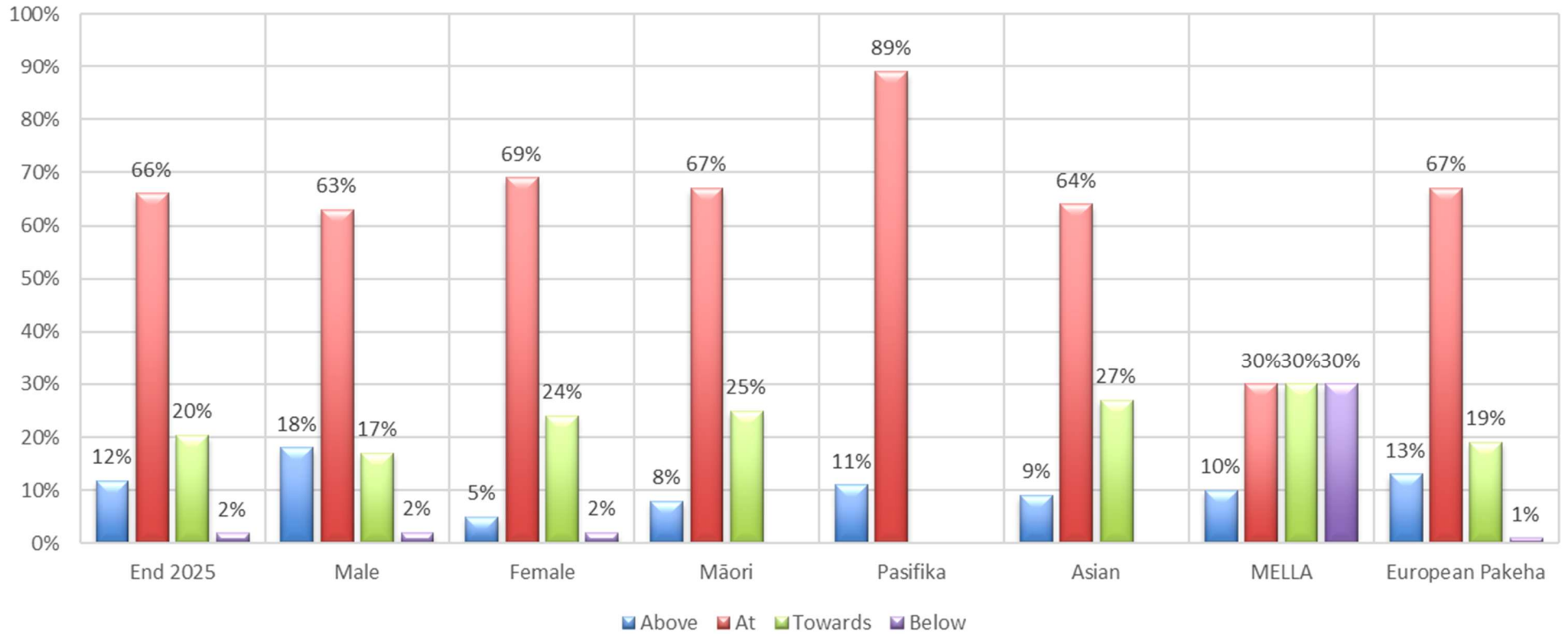
<p><i>Learning opportunities</i></p> <p>Continue with regular reviews of analysing and updating the accelerated plans which will indicate progress made and whether children are moved onto or off the plans.</p> <p>Continue to focus on the ‘so what’ part of the assessment process so that when misconceptions have been identified, there is support for teachers to assess what would be the most effective teaching strategy to address that misconception.</p> <p>Coaching and modelling will be set up for new teachers to ensure they are able to provide a balanced maths programme for all learners.</p>	<p>The use of collaborative practices and teacher inquiry into at-risk learners' is effectively helping teams attend to the “just in time” gaps in children's understanding. Increased collaborative practice and a culture of inquiry is evident; this includes the transfer of PD and accelerative practices into daily maths lessons, with a focus on learning-focused data conversations.</p> <p>Staff Sessions have ensured consistency across the school in strategy progression and knowledge of common misconceptions at each stage of learning. The SWYK process is effectively helping to shape immediate next steps.</p> <p>Coaching and modelling led by the maths team has been set up across the school, effectively increasing teacher capacity and confidence. This has resulted in the successful uptake of new strategies and diverse approaches to tasks. The collaborative approach is supporting new staff as teams make deliberate times to discuss data and how to meet children's needs through their team teaching.</p>	<p>Continue to gather teacher voice around successful strategies used to meet diverse learner needs</p> <p>To continue to align the SWYK with the new curriculum phases and implement these into planning.</p> <p>Explicit coaching and modelling will be set up for new teachers in 2026 to ensure they are able to provide a balanced maths programme for all learners inline with school expectation.</p>
<p><i>Teaching approaches</i></p> <p>Ensure new staff are inducted into planning and teaching inline with our school-wide approach.</p> <p>Teachers develop a robust learner profile that identifies key knowledge and strategies so</p>	<p>The maths team continues to support team members within their learning spaces, and collaborative planning continues to ensure the teaching approach is consistent across the school and aligned with year-level expectations.</p> <p>While the Learner Profile has not yet been developed, teachers are being slowly introduced to the new curriculum phases and</p>	<p>Ensure new staff are inducted into the planning and teaching approaches that align with the school's established practices, supported by the maths leadership team.</p> <p>Continue to develop the Learner Profile through the ongoing development of the SWYK tasks.</p>

<p>teachers can recognise next steps and respond in a timely way to maximise children's progress.</p> <p>To develop accelerated plans that will enable a targeted focus on time sensitive knowledge.</p> <p>Provide more teacher professional development for neuro diverse learners such as utilising an occupational therapist.</p>	<p>required teaching approaches through the SWYK target sheets.</p> <p>If teachers know the expected knowledge and strategies at different year levels, they can plan the learning based on predicted misconceptions and target those learners immediately. Accelerated plans outline these misconceptions and the specific teaching strategies required to address them. Key components of the balanced maths programme (e.g., Revisit and Retains, Open-ended Tasks, Recall and Reason games) ensure teaching is targeted.</p> <p>Some early work with staff around sensory processing and the need for frequent sensory breaks is underway.</p>	<p>Continue to review using the SWYK assessment to inform both the content being taught and the most effective teaching approach to be used.</p> <p>Provide more teacher professional development for neuro diverse learners to further embed supportive teaching approaches.</p>
<p>Additional support</p> <p>The 2025 professional development plan will include:</p> <ul style="list-style-type: none"> ● Continue to work with Learner First in 2025. ● Continue utilising staff strengths in the modelling and coaching approach. ● Considering the use of additional staffing for Tier 2 learners ● Teacher support and class observations with an Occupational Therapist <p>The STAR approach to attendance</p>	<p>The cluster meetings of our maths assessment lead team enabled robust and detailed assessment resources to be developed, building capacity both internally and across the wider cluster.</p> <p>Maths leads provide valuable input into team planning, ensuring the fidelity of the maths approach and the timely teaching of knowledge required for their current year level. Instructional mentoring and coaching, peer observations, and analysis conversations are embedded practices.</p> <p>Additional staffing in Weka successfully provided Tier 2 support. IEP reviews and indicators of learner progress confirmed where additional staffing was allocated Hero data is well utilised for early identification of support needs and for tracking pastoral or attendance concerns.</p>	<p>Continue to work with Learner First in 2026 as part of the formal professional development plan. Review and assess additional support provided against professional growth practices and opportunities.</p> <p>Continue utilising staff strengths in the modelling and coaching approach. Support these practices through collaborative planning and teaching.</p> <p>Formalise the consideration of additional staffing for Tier 2 learners in 2026 with additional funding provided by the Ministry.</p> <p>Continue to rely on Hero data and the STAR approach to attendance as essential tools for early intervention and effective parental engagement.</p>

		Teacher Only Days will be strategically used to facilitate capacity building identified by teacher feedback and the children achievement plan for 2026.
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Analysis of End of Year Data within Cohorts:

Cohort End of Year Achievement



Data Analysis

The male cohort has 81% of children achieving at or above the expected level for their age. The 2% (3 out of 163) achieving below the expected level for their age has a targeted intervention to support their maths progress.

The female cohort has 74% of children achieving at or above the expected level for their age. The 2% (3 out of 152) achieving below the expected level are ESOL and are working with a teacher aide.

The Māori cohort has 75% of children achieving at or above the expected level for their age. There are 25% (9 out of 36) children working towards the expected level for their age. Accelerated plans are in place to support these children. Attendance is a noted concern for 2 children.

The MELAA cohort has 30% (3 out of 10 children) working below the expected level and this is largely due these children being English Language Learners. Teacher aid time has been allocated to these learners.

Barriers to children's progress include:

- Attendance
- ESOL

- Consolidation of time sensitive key concepts that need constant re-teaching
- children transitioning to part-whole thinking and relying on their working memory
- Dyscalculia and Dysgraphia - diagnosed
- Self confidence
- New to our school
- Readiness for school (Yr 0/1)

Children that have made sound progress are showing they can:

- Count on and back
- Sequence numbers forwards and backwards
- Identify numbers to 1000
- Use basic facts knowledge
- Partition and place value understanding strong
- Practice important concepts repeatedly
- Use real world links to access their learning
- Use a variety of materials to consolidate their understanding
- Take risks with their thinking
- Able to justify their reasoning

Working well

- Learner First components within the programme: move and prove, open tasks, recall and retain
- Fluid Groupings
- Small groups working with a teacher aide
- Incorporating movement into the learning to assist kinesthetic learners
- Sending practice resources home as well as emails and maintaining regular contact with parents
- End of unit assessments have also provided valuable insights into what next steps are
- Teacher target groups to support and extension in Weka
- Teachers observing expert teachers in the school - picking up new strategies and different ways to approach a task
- Show what You Know (SWYK) helping to shape next learning steps
- Staff sessions - developing consistency across the school and greater understanding of the progression of strategies
- Accelerated Learning Plans

Future

- Learner profile for mathematicians in each learning space
- Tier 2 support groups to support the foundational needs

End of Year Data Analysis 2025 – Writing

Strategic Goal:

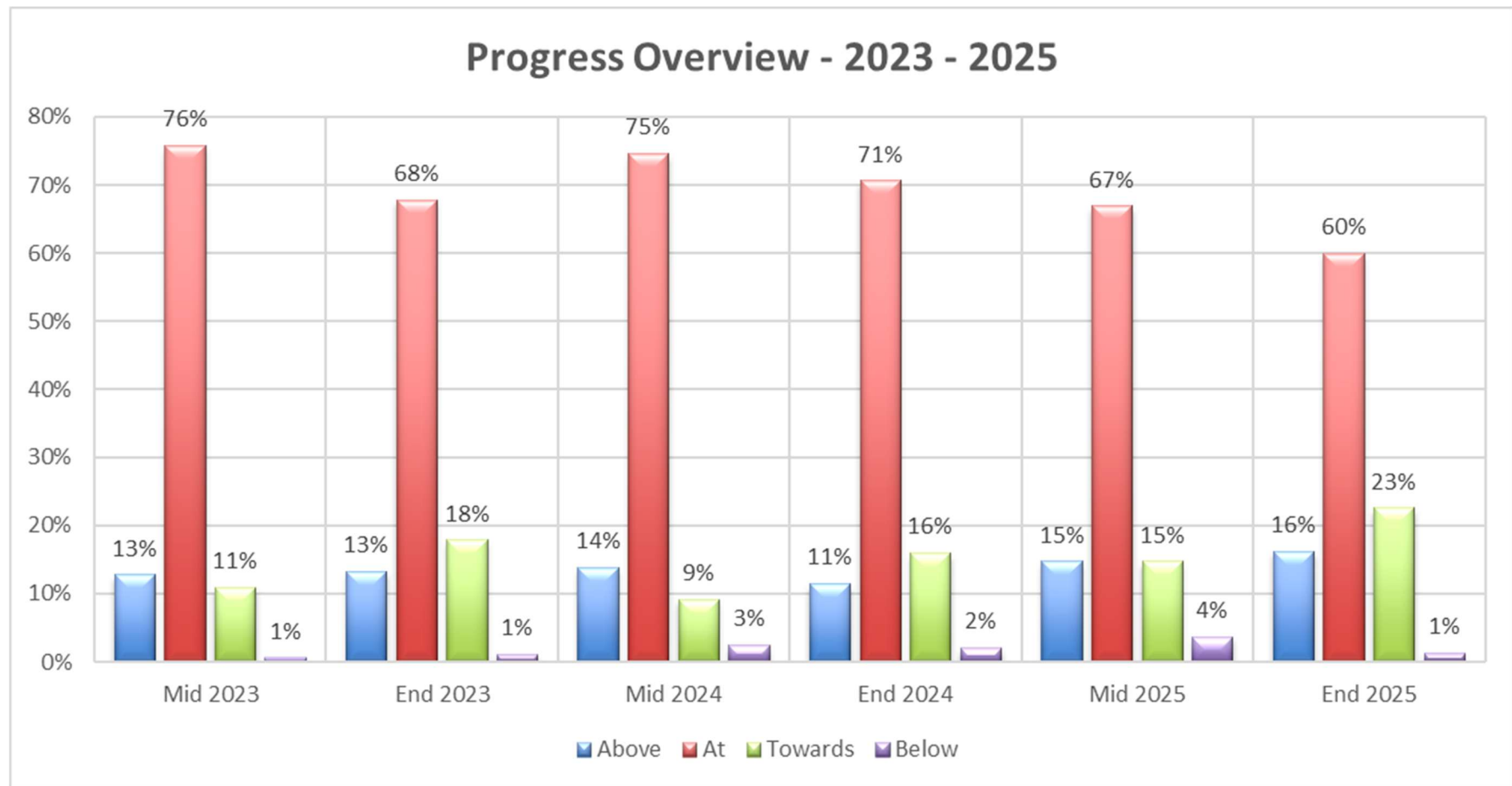
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- Review of Te Mātaiaho refreshed Curriculum English and Mathematic alongside our local curriculum to ensure coherent pathways for our learners

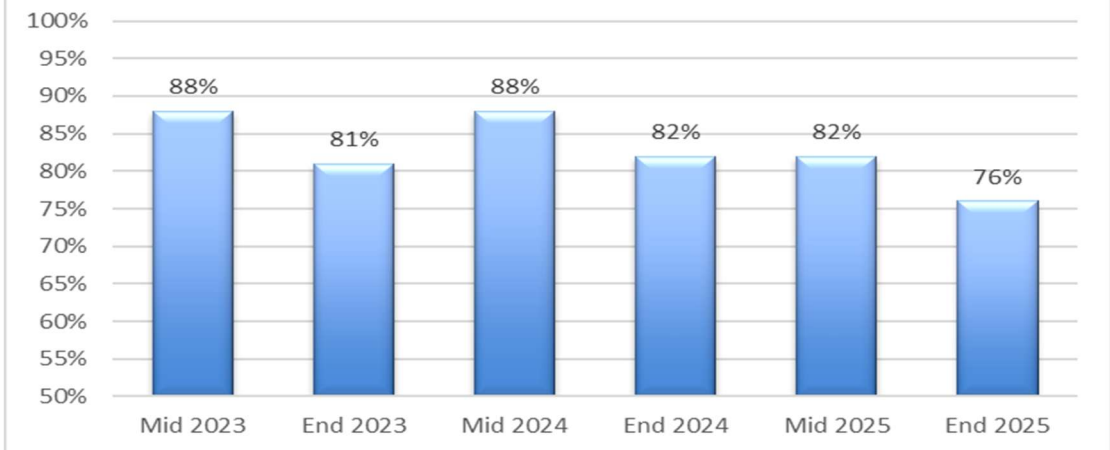
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- *Tailor our reporting and assessment practices to ensure they inform learning success inline with the curriculum refresh*

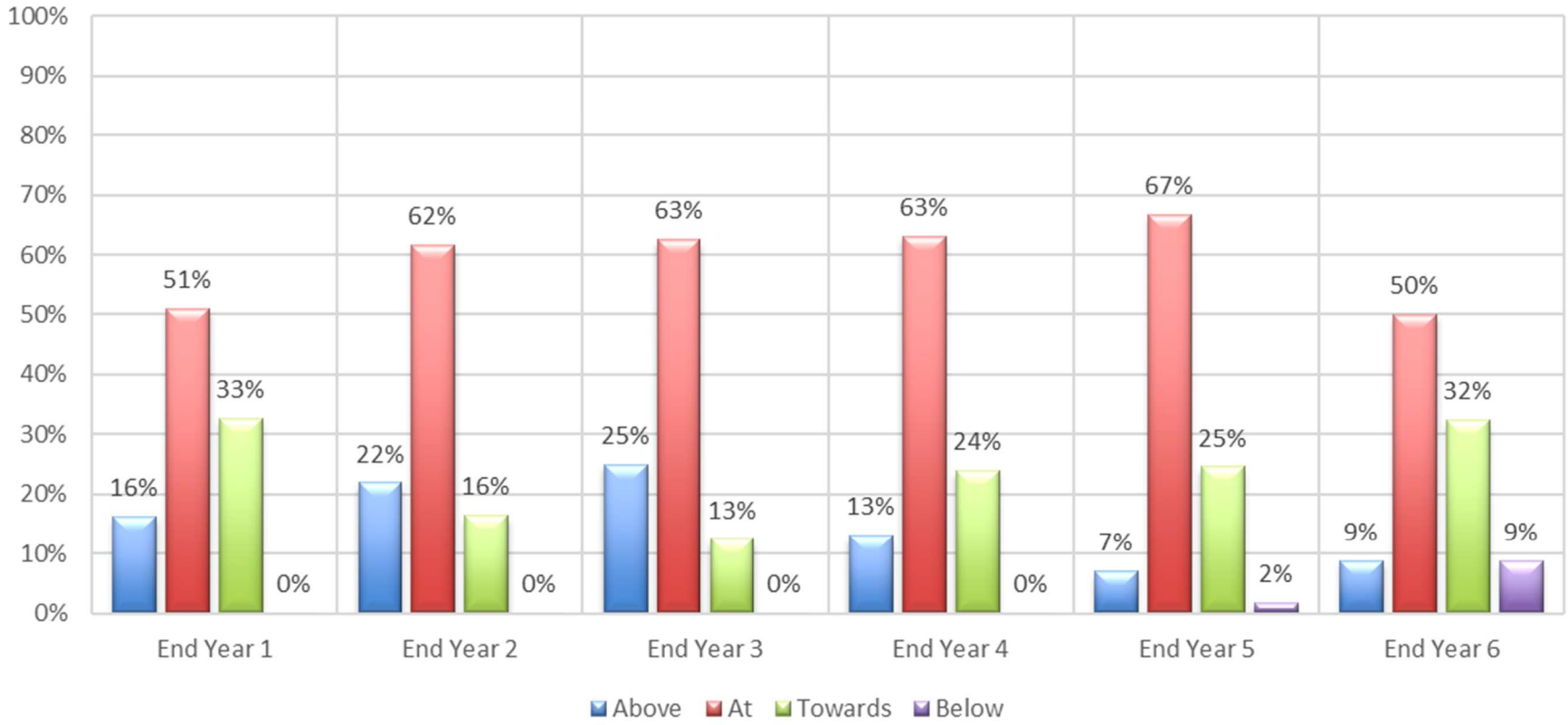
Annual Target: *Identify learners who are not making sufficient progress, and adjust learning opportunities, teaching approaches and supports and seek additional support from specialists*



Percentage At and Above



End of Year Progress and Achievement



Analysis of End of Year Data Against Planned Actions

Baseline data	Cohorts of significant interest from end of 2024																																																																																									
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Above	10	1	13	15	5	7	5	5	1	2	9	10																																																																														
At	61	63	32	30	33	30	44	46	19	18	17	23																																																																														
Towards		10	7	9	6	10	2	3	8	10	10	6																																																																														
Below							3	2	4	3	1	1																																																																														
Totals	71	74	52	54	44	47	54	56	32	33	37	40																																																																														
What do we expect by the end of the year	<p><i>-80% of our children are achieving at or above the expected level for their age</i></p> <p><i>-Accelerated plans and Tier interventions identify shifts in learner progress</i></p> <p><i>-Overall Teacher Judgements consistent and progressive within the curriculum refresh and alongside the PACT tool</i></p>																																																																																									
Actions: (actions from our annual implementation plan)	What we have achieved. What evidence we have used. Reasons for any differences between the target and the outcome	Planning for next year - Where to next:																																																																																								

2025 Data

	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6
Above	5	8	11	16	11	14	9	6	4	4	4	3
At	31	25	44	45	36	35	31	29	41	38	17	17
Towards		16	15	12	9	7	5	11	8	14	7	11
Below							1		4	1	6	3
Totals	36	49	70	73	56	56	46	46	57	57	34	34

Children Working in the **Towards** bracket are 'bridging' into the expected level for their age. Children working **Below** the expected level for their age are working within the Year level below their age. Children working **Above** the expected level for their age are working within the Year level above their age. **Progressing towards children;** Are progressing towards meeting the curriculum expectations for their year level; Can complete tasks with some guidance and assistance; Need targeted support to increase the rate of progress and achievement to develop sufficient knowledge and skills.

The introduction of the new English and Mathematics & Statistics curriculum, brings changes to assessment and reporting across all learning areas, shifting from levels to learning phases. This means how we assess and report on children's progress, and how that information is presented, may start to look a little different. Due to the fast-paced rollout of the new curriculum, national systems to support these changes are still being developed and are not yet ready for use. We are working with previous levels of achievement in our student management systems with new curriculum expectations that don't quite line up. Schools are expected to see a slight dip in achievement as this change is worked through by the Ministry of Education.

For 2026, the Year 4 and 5 cohort will be closely monitored as we examine the expected levels of achievement against the new curriculum and where these learners need accelerated support to ensure they are making progress in their year level of achievement.

Data

Implement plans to accelerate the progress of identified Tier 2 learners

The accelerated plans are successfully building in-depth teacher understanding of different levels within the curriculum, enabling identification of learner needs. Monitoring sheets for targeted 'at-risks' children prove to be time-efficient, ensuring progress is maintained. Celebrating success based on this tracking boosts confidence for both learners and teachers. Assessment tools such as unassisted writing tasks (e-asttle), faces on data, tracking sheets, accelerated plans, BSLA and The Code assessments are also used to identify progress.

Identifying the specific progress children need in order to avoid 'flat lining' and moving from 'at expectation' to 'towards expectation' remains an ongoing focus.

Continue to monitor the potential at risk cohorts identified above to follow rates of progress.

The monitoring sheets are effective, providing small, achievable goals and clear next steps, allowing both teachers and children to easily see the progression path. Faces on data and accelerated plans are the key assessment tools for tracking progress against the monitoring sheets.

Continue to build staff understanding of the expected behaviours, strategies, and concepts through conversations around moderation practices and consistent use of the target children monitoring sheets.

For those at risk learners, samples of writing will be gathered frequently and analysed with the leadership team

Teacher judgements are being used effectively within and across teams utilising staff expertise. This has enabled curriculum moderation to be consistent across the school.

Continue to build teacher capability through moderating samples of writing, aligning the process directly with the new phases of learning in the new curriculum.

With the curriculum refresh being implemented this year, learner profile documentation will be set up on Hero.

While the Learner Profile has not yet been developed, the school maintains high expectations. Curriculum judgments are used as a core component of assessment. The monitoring sheets have supported teachers with familiarising themselves with the new curriculum.

Continue to ensure writing is relevant for the learners and that they have something meaningful to write about, thereby maintaining high engagement.

Continue to build teacher capability through the moderation tasks aligning this with the phrases of learning in the curriculum refresh

Using whole school moderation tasks to identify global needs ("hot spots") across year levels, ensuring there is an understanding of expectations within the new phases of learning.

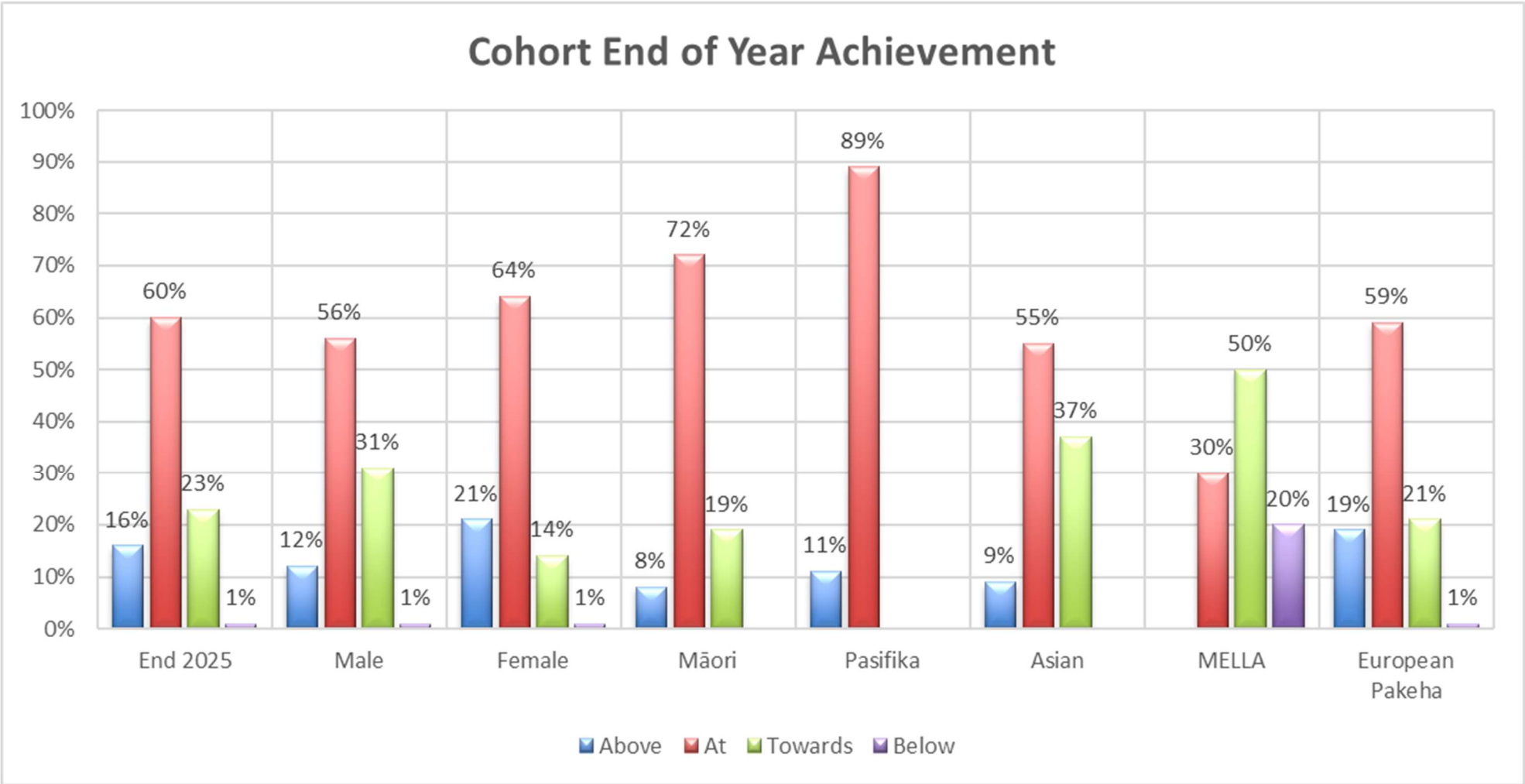
Continue to build teacher capacity in understanding the expectations of spelling and handwriting, and evidence in draft writing books to ensure these skills are correctly practised.

<p>Learning opportunities</p> <p>Continue with regular reviews of analysing and updating the accelerated plans which will indicate progress made and whether children are moved onto or off the plans.</p> <p>Use of a whole school writing unit to consolidate the wide range of teaching and learning behaviours needed to meet the varying needs of learners.</p> <p>Continue to provide opportunities to develop parent and whānau understandings which support learner progress</p> <p>Continue to provide a balanced writing programme that allows for agency and personalised pathways</p>	<p>Writing samples from children on accelerated plans are being used as positive examples to build confidence. Specific goals are being monitored in children's books. Teachers are identifying when learners achieve goals or need a renewed focus.</p> <p>The use of collaborative practices successfully led to the development of a whole school writing unit (e.g., focusing on biographies). This has led to consistent routines and expectations within the teaching teams. The evidence of cross-curriculum links and writing at different times throughout the day confirms the consolidation of skills.</p> <p>Whānau engagement has been encouraged through activities like note-taking and interview skills practised at home during the whole school writing unit. Sound cards going home and key heart words shared on Hero provide tangible support for home practice. Additional resources like handwriting templates and popsicle sticks for finger spacing have also been sent home.</p> <p>Timetables have been refined to ensure a balanced approach to teaching writing, exposing children to techniques like the helping circle, author's chair, and buddy writing. Increased voice/choice in personalised learning has been articulated through Hero posts, learning goal meetings, and IEPs.</p>	<p>Continue the process of regularly reviewing, analysing, and updating accelerated plans to ensure learners are moved on or off plans appropriately based on sustained progress.</p> <p>Through the use of a whole school writing unit, develop a back-mapping practice to capture a range of teaching approaches needed to meet the varying needs of learners.</p> <p>Create and share parent tips (e.g., questions parents can ask about their children's writing samples on Hero) and add links to celebration posts on Hero to further support learner progress and whānau understanding.</p> <p>Maintain a consistent focus on mileage and stamina with the expectation that children will be writing daily, underpinned by the range of flexible grouping (buddy circles, shared circles, splinter groups) that meets their individual interests, needs, skills or knowledge.</p>
<p>Teaching approaches</p> <p>Teachers continue to develop a robust learner profile in writing that identifies key skills and next steps so teachers can respond in a timely way to maximise children progress</p>	<p>Teachers are using the best fit from the sequence statements in the new curriculum to identify their OTJs. Teachers have been tracking writing genres to ensure responsive coverage relevant to learners' lives. The monitoring</p>	<p>The aim is to have a robust learner profile developed alongside the new curriculum in 2026</p>

<p>Continue to timetable regular reviews of teacher change of practice using walkthroughs and modelling to further support teachers consolidating effective approaches.</p> <p>Provide more teacher professional development for neuro diverse learners such as utilising an occupational therapist.</p> <p>Research digital tools that are inline with our school-wide teaching approaches that support children learning.</p>	<p>sheets for target learners continue to support the ongoing development of the learner profile. The monitoring sheets ensure teachers have a clear understanding of their children's most immediate next learning focus.</p> <p>Observations of other teachers have been carried out both within and across teams, which has enabled teachers to continue to build capacity and deepen their skills in teaching writing. Team meetings are also used to review writing samples and discuss areas of strength and challenge. Fidelity of teacher practice and children's progress is the core evidence. Teacher PGC goals reflect this push for development, and staff meeting agendas indicate leadership response to teacher needs.</p> <p>Teachers have used responsive teaching approaches such as additional scaffolding and explicit modelling for our neurodiverse learners and have adjusted expectations where appropriate. Early work with staff around sensory processing and the need for many sensory breaks in the day is underway.</p> <p>The use of effective digital tools has allowed neurodiverse learners to show their understanding of the writing task by removing the cognitive load of handwriting, spelling, and sentence formation.</p>	<p>The provision of more teacher professional development for neuro diverse learners (such as utilising an occupational therapist) will be formalised in 2026 to embed strategies like sensory breaks into daily practice.</p>
<p>Additional support</p> <p>The 2025 professional development plan will include:</p> <ul style="list-style-type: none"> ● the use of additional staffing for Tier 2 and Tier 3 learners ● Gail Loane - online drop-in sessions ● Teacher support and class observations with an Occupational Therapist 	<p>Additional staffing for Tier 2 and Tier 3 learners has been used to ensure foundational needs are met.</p> <p>Drop-in sessions online with Gail Loane have been successful, where team leaders identify a 'puzzle in practice' for deep dive analysis. Gail's</p>	<p>Formalise the use of additional staffing for Tier 2 and Tier 3 learners as part of the 2026 PD plan, based on needs identified through IEPs and monitoring.</p> <p>Continue to utilise Gail Loane through online drop-in sessions to build teacher capacity.</p>

<ul style="list-style-type: none"> ● Expert teachers on staff <p>The STAR approach to attendance</p> <p>The TALL (Team Approach for Language Learners) Professional Development</p>	<p>models emphasise the power of what we say and leading the learning. The ongoing zoom meetings with Gail are also encouraging teachers to be more spontaneous and responsive to children's lives when planning writing.</p> <p>Neurodiverse learners are being provided with support with dexterity exercises such as deep pressure and finger exercises.</p> <p>The use of staff expertise to build capacity across the school has ensured new teachers receive modelling sessions to consolidate good teaching practice.</p> <p>Hero data is well utilised for knowing where the learner is at, identifying early support needs, and tracking pastoral or attendance concerns.</p> <p>Completion of the TALL Professional Development has occurred, with a focus on building school systems of support and extended understanding and knowledge for teaching diverse learners. The ELLP Pathway Record of Progress is the key tool for tracking English Language Learners.</p>	<p>Integrate effective models of writing from authors identified during these sessions into the programme.</p> <p>Continue to increase the use of staff expertise to build capacity and leadership capabilities across the school</p> <p>Maintain the use of Hero data and the STAR approach to attendance as crucial tools.</p> <p>Leverage the outcomes of the TALL Professional Development by developing and actioning plans for our English Language Learners.</p>
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Analysis of End of Year Data within Cohorts:



Data Analysis

The male cohort has 68% of children achieving at or above the expected level for their age. The 1% (2 out of 163) of children achieving below the expected level for their age have targeted interventions to support their writing progress.

The female cohort has 85% of children achieving at or above the expected level for their age. The 1% (2 out of 152) of children achieving below the expected level are also ESOL and have targeted interventions to support their writing progress.

The māori cohort has 81% of children achieving at or above the expected level for their age. There are 19% (7 out of 36) of children working towards the expected level for their age. Accelerated plans, Tier 2 spelling interventions, and specialist teaching support are in place to support these children. Attendance is a noted concern for 2 children.

The MELAA cohort has 10 children in total. 7 children of these are working towards or below the expected level for their age and this is largely due to these children being English Language Learners. Teacher aid time has been allocated to these learners.

Barriers to children's progress include:

- Attendance
- Working memory - holding on to an idea / Speed in recording ideas
- Learning differences - these are becoming more evident as children progress through the school and reach certain developmental stages.
- Fine motor skills impacting on the physical ability of the writing
- Surface features not used consistently
- Dyslexia and Dysgraphia - diagnosed
- Self Confidence
- Speech and language difficulties impacting learning
- ESOL
- School readiness (Yr 1)

Children that have made sound progress are showing they can:

- Transfer their BSLA sound knowledge when attempting to write words
- Consistently use taught spelling patterns correctly
- Use the specific goals, specific success criteria and apply next steps in their writing books
- Structure their writing for different purposes
- Be more attentive to punctuation
- Add detail and vary sentences
- Use tools and strategies to overcome learning differences - eg. glasses, overlay, reading in the morning, devices

Working well

- Children working in small writing groups, target groups based on writing needs
- Targeting of key skills using workshop type sessions - eg structure types / language features
- Writing based on passions/ relevance to the child
- Scaffolding learning for some learners by breaking down the task and co-constructing sentences together
- Teaching strategies eg. helping circles, author's chair, sentence starters
- Learning Support - specialist teacher, additional staffing, experts
- Ability spelling groups
- Monitoring sheets for writing

Future

- Learner profile for what writers look like in each learning space
- Workshops that revisit skills that need to be retained
- Have a bank of texts to draw on to allow us to be more spontaneous in response to experiences and also be great models
- Allow more time for editing and do more explicit teaching of this process

Maori Ka Hikitia – Ka Hāpaitia (The Māori Education Strategy) Annual Plan 2025

<https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia>

<p>Guiding principles</p>	<ul style="list-style-type: none"> ● Excellent outcomes: We will support Māori learners and their whānau to achieve excellent education outcomes. ● Belonging: We will ensure Māori learners and their whānau have a strong sense of belonging across our education system. ● Strengths-based: We will recognise and build on the strengths of Māori learners and their whānau. ● Productive partnerships: We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes. ● Te Tiriti o Waitangi: We will give practical effect to Te Tiriti o Waitangi in the education system.
<p>Measures for learners and their whānau</p>	<p>Te Whānau Māori learners have high levels of attendance and participation in our education services. Māori whānau have regular and positive engagements with our education services.</p> <p>Te Tangata Māori learners and whānau feel a strong sense of belonging in our education system and are free from racism.</p> <p>Te Kanorautanga Māori learners are achieving excellent and equitable education outcomes. Our education workforce looks more like the population that it serves. It is skilled in engaging with Māori learners and whānau.</p> <p>Te Tuakiritanga Māori learners and whānau tell us they see and feel their identity, language and culture on a daily basis in our education services.</p> <p>Te Rangatiratanga Whānau, hapū, iwi and Māori are participating in and making decisions about the education of Māori learners.</p>

Hautū Strategic Action Planning: Current level of cultural responsiveness - Board Level

Accountability	Leadership	Representation	Employer Role
<p>Board has processes in place for regular effective:</p> <ul style="list-style-type: none"> • reporting to parents and 	<p>The Board have identified and started to weave the principles of the Te Tiriti through board</p>	<p>Board schedules regular and positive engagements with Māori community members</p>	<p>Staff performance management processes are linked to the school's</p>

<p>whānau on individual students</p> <ul style="list-style-type: none"> • reporting to parents and whānau on Māori students' achievement against the plans and targets agreed with the Māori community • hui meeting with parents and whānau to plan the next steps to further improve Māori student achievement. <p>Board ensures that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori</p> <p>Board ensures that funding for te reo Māori learning is specifically used to strengthen quality teaching and equitable Māori student outcomes</p> <p>Board has a review cycle to monitor the progress towards targets, with a specific reference to Māori student progress and achievement</p>	<p>documents</p> <p>Board governance framework works in partnership with the school's Māori community to strengthen the decision-making process</p> <p>The board's work plans include engagement with the school's Māori community ensuring that Māori voices are heard, and the review plan schedules reflection of the effectiveness of strategies</p> <p>Board works in partnership with the Māori community to set, monitor and review strategic goals and targets for Māori students</p> <p>Board refers to Māori student progress and achievement in its strategic plan, through:</p> <ul style="list-style-type: none"> • reporting to parents and whānau • targets for Māori students enjoying and achieving success as Māori • productive educational partnerships with school, whānau and community <p>Board provides ongoing opportunities for professional development for board members, teachers and leaders to support Māori students' education success and gives effect to Te Tiriti o Waitangi.</p>	<p>ensuring they are informed partners whose voices are heard and responded to appropriately</p> <p>Board works with Māori community to encourage Māori representation at the board table – elected, appointed or co-opted</p> <p>Board establishes ways that work for Māori learners and their whānau to ensure that their voices are heard and responded to appropriately</p> <p>Board ensures that the Māori community is aware of all options for engagement</p>	<p>strategic goals and targets and outline expectations for culturally-responsive practice.</p> <p>Prioritises professorial development that has the most impact on Māori student achievement</p>
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Annual Plan 2025

<p>Strategic Aim - our vision for Māori enjoying and achieving education success as Māori is:</p>	<p>Goal 3: Kotahitanga - Kaitiakitanga: Using inclusion and guardianship Empowering all who have a stake in our place, to be contributors and responsible members of our growing community</p>
<p>What data will we use to help form, monitor and review these steps/outcomes</p>	<ul style="list-style-type: none"> ● <i>Professional Growth Cycle - teacher goals and reflections</i> ● <i>Engagement with our maori whanau - attending hui</i> ● <i>Feedback from Te Rau Aroha Marae in Bluff</i> ● <i>The uptake in our Kapa Haka group</i> ● <i>Teaching and Learning programmes that give effect to Matariki, The Creation Story and Maramataka</i> ● <i>Parent and whānau surveys</i>
<p>What consultation information will we use to help form, monitor and review these steps/outcomes</p>	<ul style="list-style-type: none"> ● Whanau and community involvement and feedback ● Māori Whānau Hui feedback ● Board reports and self reviews ● Cultural narrative evident in staff inductions, whanau connections, teaching planning and teaching, physical spaces around the school, relationship with Te Rau Aroha. PGC goals, board practices, inquiry planning, Hero posts community posts ● Ngai Tahu interactions - continue to engage with local Ngāi Tahu ● Educational expertise - Te Rau Aroha Māori

<p>Annual Outcomes:</p> <p>3.1 Innovate on current leadership practices to increase ākonga initiatives and activities</p> <p>3.2 Celebrate our diverse school community including mana whenua through language, culture and identity</p> <p>3.3 Plan to deepen our connections with key community stakeholders to develop reciprocal partnerships within our growing communities</p>	<p>Success Measures:</p> <p><i>Whānau Hui informs self-review, including Local Curriculum review; Ākonga and whānau aspirations reflected in Local Curriculum. Ākonga progress and achievement reporting is clear, correct and culturally relevant for ākonga and whānau; visible affirmation of ākonga strengths and aspirations</i></p> <p><i>Cultural narrative is visual and articulated; te reo is used by staff and akonga, meetings use tikanga maori practices</i></p>
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<p>processes in place for effective entry and exit for and with maori students and their whanau</p> <p>Staff will continue to build their te reo competency and cultural responsiveness practices - school's cultural narrative (including use of Pou), localised curricula, te ao maori (maori world view), integration of te reo, tikanga maori and placed based learning across the school</p> <p>Develop our school pepeha</p> <p>Teaching Professional Growth cycle self reviews identify growth and development with te reo and tikanga and how this impacts Māori succeeding as Māori</p>	<p>SLT Teachers</p> <p>SLT</p> <p>Teachers</p>	<p>Board self review and annual work plan</p> <p>Teachers involved in Te Reo Māori PD outside of school. Lead teachers providing Te Reo in newsletter</p> <p>Timetabled weekly - Te Reo and Te Ao Māori lessons</p> <p>Keep a strong connection with Te Rau Aroha Marae</p>
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2025 Outcomes	Actions - How will we make progress towards this strategic goal?	Success measures	End of Year Review
<p>3.1 Innovate on current leadership practices to increase ākonga initiatives and activities</p>	<p><i>Implement the Garden to Table Work plan</i></p> <p><i>Establish the Nursery Work plan to enable tuakana teina opportunities</i></p> <p><i>Engage with relevant parties to set up a shared Nature Space in the Cardrona Valley</i></p>	<p><i>Teaching and leadership strengths utilised supporting ākonga interests, aspirations and engagement in implementation of the initiatives within the work plans</i></p> <p><i>Curricular activities that link with ākonga inquiry learning; strong promotion and embedding of our school values in the life of the School; Fidelity to school wide waste reduction practice; inclusive Garden to Table initiatives with community members</i></p> <p><i>The regular use of the Nature Space by small groups of ākonga and whole teams</i></p>	<ul style="list-style-type: none"> • Teachers involved in Te Reo Māori PD outside of school • Morning greetings, karakia x3 a day, phrase of the week, waiata, Hui Whakatauki - all during morning Hui • Whānau Hui - speaking to whānau face to face to engage; cultural narrative • Keep a strong connection with Te Rau Aroha Marae • Community events with Kapa Hapa • Teamwide focus on use and upskilling - systems in place
<p>3.2 Celebrate our diverse school community including mana whenua through language, culture and identity</p>	<p><i>Strengthened staff cultural competence and promotion of student cultural diversity and their cultural capital through the planned School Production and through calendar events for cultural celebrations</i></p> <p><i>Te Ao Māori tikanga Te Reo Māori continues to be reflected and normalised in the life of the School i.e., Karakia, mihi, pepeha</i></p> <p><i>Increased presence of ākonga voice in goal setting, decision making and personalised activities</i></p>	<p><i>Whānau Hui informs self-review, including Local Curriculum review; Ākonga and whānau aspirations reflected in Local Curriculum. Ākonga progress and achievement reporting is clear, correct and culturally relevant for ākonga and whānau; visible affirmation of ākonga strengths and aspirations</i></p> <p><i>Cultural narrative is visual and articulated; te reo is used by staff and ākonga, meetings use tikanga maori practices</i></p> <p><i>Utilisation of social sciences curriculum alongside the arts curriculum to maximises opportunities for all ākonga to promote and sustain their personal histories/cultural narratives</i></p>	

<p>3.3 Plan to deepen our connections with key community stakeholders to develop reciprocal partnerships within our growing communities</p>	<p><i>Set up a 'grandparents in school' programme where they engage with children across the school (reading in library, sharing and teaching their hobbies etc)</i></p> <p><i>Engage with the ELC and Wai in shared community projects</i></p> <p><i>Engage with Wastebuster's wearable art project</i></p>	<p><i>The reciprocal partnerships inform how our curriculum, akonga experiences and staff connections are utilised and broadened</i></p> <p><i>Whanau experts are utilised to run LTP workshops</i></p>	<ul style="list-style-type: none"> ● Lead teachers providing Te Reo in newsletter ● Timetabled weekly - Te Reo and Te Ao Māori lessons ● Information on school website ● Whole school inquiry links - place based learning; getting out into community
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Our Commitment to Te Tiriti o Waitangi

Kia ora whānau,

In light of recent national discussions about the removal of the requirement for school boards to *give effect to* Te Tiriti o Waitangi, we want to clearly reaffirm our school's ongoing commitment to Te Tiriti and to the partnership it represents.

Regardless of legislative changes, our Board and our school continue to honour Te Tiriti o Waitangi as a foundational part of who we are as a learning community in Aotearoa. This commitment is not simply a legal obligation it is a moral, educational, and cultural responsibility that reflects our values and aspirations for every learner.

Why we are taking this stance

Te Tiriti represents partnership, protection, and participation. These principles enrich our school community and help create an inclusive environment where every learner's identity and heritage can be celebrated.

We believe strongly that giving effect to Te Tiriti strengthens education for *all* students, building cultural understanding, belonging, and a sense of shared purpose.

Our message to whānau

Please be assured that our school's commitment to Te Tiriti o Waitangi is unwavering. While national policy settings may shift, our values and priorities remain firmly grounded in respect, partnership, and equity.

We are proud to continue this work and will keep our community informed as the national conversation develops.

Ngā mihi nui,

Ben Leen
Presiding Member
Board of Trustees

Reporting on the principles of being a Good Employer

Reporting Requirement / Question	Take Kārara Response / Compliance Status
Good & Safe Working Conditions: How have you met your obligations to provide good and safe working conditions?	Take Kārara has followed our policies and procedures to comply with this.
EEO Programme Content & Fulfillment: What is in your EEO programme? How have you been fulfilling this programme?	Our EEO programme includes: <ul style="list-style-type: none"> • Developing a policy statement and establishing objectives • An EEO representative • Consulting with staff to hear any concerns • Creating an employee database (with informed consent for any EEO data collected) • Encouraging staff to participate in training and career development • Programme monitoring through staff meetings and board reports • Reviewing employment and personnel policies and processes
Impartial Selection: How do you practice impartial selection of suitably qualified persons for appointment?	Take Kārara follows our recruitment and employment policies and procedures for impartial appointments.
Māori Aims and Aspirations: How are you recognising: the aims, aspirations, and employment requirements of Māori, and greater involvement of Māori in the education service?	Take Kārara regularly consults with whānau and staff on aims and aspirations for Māori, as well as following our policies for a safe working environment and professional learning and development.
Development of Employees: How have you enhanced the abilities of individual employees?	Take Kārara continues to enhance employees' abilities through the use of professional learning and development, and professional growth cycles, as per our policies.
Disabled Persons' Requirements: How are you recognising the employment requirements of persons with disabilities?	As per our employment process, staff are asked to identify any support required, and staff regularly communicate any needs should there be an injury or support required due to medical needs.

Checklist Question	Response (Yes / No)
Do you operate an EEO Programme/Policy?	Yes
Has this policy or programme been made available to staff?	Yes
Has your EEO Policy/programme appointed someone to coordinate compliance with its requirements?	Yes
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes
Does your EEO programme/policy set priorities and objectives?	Yes

Te Kura O Take Kārara SCHOOL
KIWISPORT
2025

Students participated in sporting events and physical education programs provided by outside facilitators (Challenge Wanaka, Sport Otago etc). In 2025 the school received Kiwisport funding of \$5287.00 (2024 \$5157.80). The funding was spent coaching of sports teams and providing transport and entry fees into wider community sports events across Upper Clutha, Central Otago and Queenstown Lakes District.