

# RAWHITI SCHOOL

## Annual Financial Statements For the year ended 31 December 2025

Ministry Number: 696  
Principal: Jody Hohaia O'Sullivan  
School Address: 150 Leaver Terrace, Christchurch  
School Phone: 03 3889519  
School Email: admin@rawhiti.school.nz

### Members of the Board of Trustees

Name	Ceased
Cheryl Lineham	Sept-25
Thomas Parata	Sept-25
Jess Poff	
Jody Hohaia O'Sullivan	Oct-25
Helen Hogarth	
Jonathan Riddell	
Sam Depree Ludeman	
Gareth Frew	
Liz Weir - Principal	Sept-25

The term finishes except for the principal in September 2028.

### Accountant / Service Provider:

Geoff Gillam Consultants

## **Rawhiti School Table of Contents**

### Page

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expenses
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6	Notes to the Financial Statements
	Independent Auditor's Report
	Analysis of Variance
	Statement of compliance with employment policy

# Rawhiti School

## 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.

Gareth Frew

Full Name of Presiding Member

Signed by:  
  
8342AF06E7731E1E

Signature of Presiding Member

28/5/2026

Date:

Jody Hohaiai O'Sullivan

Full Name of Principal

Signed by:  
  
F4367A9E14782339

Signature of Principal

28/5/2026

Date:

**Rawhiti School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	6,152,146	6,417,621	6,640,679
Locally Raised Funds	3	118,479	2,000	123,234
Interest		97,786	60,000	116,097
		<hr/>	<hr/>	<hr/>
		6,368,411	6,479,621	6,880,010
<b>Expenses</b>				
Locally Raised Funds	3	130,092	64,000	145,006
Learning Resources	4	4,615,527	4,357,328	4,539,151
Administration	5	288,308	265,141	242,903
Interest		2,407	-	2,537
Property	6	1,066,860	1,793,162	1,896,547
Loss on Disposal of Property, Plant and Equipment		235	-	-
		<hr/>	<hr/>	<hr/>
		6,103,429	6,479,631	6,826,144
<b>Net Surplus / (Deficit)</b>		264,982	(10)	53,866
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		264,982	(10)	53,866

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

# Rawhiti School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Actual <b>2025</b> \$	Budget (Unaudited) <b>2025</b> \$	Actual <b>2024</b> \$
<b>Balance at 1 January</b>	<u>3,358,199</u>	<u>3,358,199</u>	<u>3,300,277</u>
Total comprehensive revenue and expense for the year	264,982	(10)	53,866
Owner transactions			
Contribution - Furniture and Equipment Grant	41,175	-	4,056
<b>Equity at 31 December</b>	<u>3,664,356</u>	<u>3,358,189</u>	<u>3,358,199</u>
Accumulated comprehensive revenue and expense	3,664,356	3,358,189	3,358,199
Reserves	-	-	-
<b>Equity at 31 December 2025</b>	<u>3,664,356</u>	<u>3,358,189</u>	<u>3,358,199</u>

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.

# Rawhiti School

## Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	201,917	23,612	107,348
Accounts Receivable	8	385,381	312,000	300,767
GST Receivable		1,758	10,000	22,207
Prepayments		500	4,000	4,837
Inventories		9,502	2,000	1,270
Investments	9	2,136,401	2,000,000	1,869,321
Fundsowing for Capital Works Projects	14	23,060	-	-
		<u>2,758,519</u>	<u>2,351,612</u>	<u>2,305,750</u>
<b>Current Liabilities</b>				
Accounts Payable	11	448,376	402,000	381,931
Revenue Received in Advance	12	34,510	25,000	12,402
Provision for Cyclical Maintenance	13	83,095	5,000	-
Finance Lease Liability - Current Portion	14	23,140	15,000	22,908
Funds held for Capital Works Projects	14	119,380	-	-
Funds held on behalf of Te Ara Tuhuru Cluster	15	14,621	25,000	64,804
		<u>723,122</u>	<u>472,000</u>	<u>482,045</u>
<b>Working Capital Surplus or (Deficit)</b>		2,035,397	1,879,612	1,823,705
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	1,688,150	1,661,508	1,711,508
		<u>1,688,150</u>	<u>1,661,508</u>	<u>1,711,508</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	20,509	170,931	150,931
Finance Lease Liability	14	38,682	12,000	26,083
		<u>59,191</u>	<u>182,931</u>	<u>177,014</u>
<b>Net Assets</b>		<u>3,664,356</u>	<u>3,358,189</u>	<u>3,358,199</u>
<b>Equity</b>		<u>3,664,356</u>	<u>3,358,189</u>	<u>3,358,199</u>

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

# Rawhiti School

## Statement of Cash Flows

For the year ended 31 December 2025

	2025	2025	2024
Note	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
<b>Cash flows from Operating Activities</b>			
Government Grants	1,685,541	1,448,429	1,548,493
Locally Raised Funds	140,587	2,000	123,234
Goods and Services Tax (net)	20,449	12,207	(9,224)
Payments to Employees	(800,053)	(765,450)	(682,419)
Payments to Suppliers	(663,222)	(603,900)	(584,928)
Interest Paid	(2,407)	-	-
Interest Received	104,322	69,854	122,709
Net cash from / (to) the Operating Activities	485,217	163,140	517,865
<b>Cash flows from Investing Activities</b>			
Proceeds from Sale of PPE (and Intangibles)	(235)	-	-
Purchase of PPE (and Intangibles)	(193,157)	(67,000)	(189,830)
Purchase of Investments	(267,080)	(130,679)	(309,861)
Proceeds from Sale of Investments	-	-	-
Net cash from / (to) the Investing Activities	(460,472)	(197,679)	(499,691)
<b>Cash flows from Financing Activities</b>			
Contribution by the Ministry of Education - Furniture and Equipment Grants	41,175	-	4,056
Finance Lease Payments	(17,488)	(21,991)	(16,924)
Funds Administered on Behalf of Third Parties	46,137	12,598	(34,598)
Funds held for Cluster	-	(39,804)	34,327
Net cash from Financing Activities	69,824	(49,197)	(13,139)
<b>Net increase/(decrease) in cash and cash equivalents</b>	<b>94,569</b>	<b>(83,736)</b>	<b>5,035</b>
Cash and cash equivalents at the beginning of the year	8 107,348	107,348	102,313
<b>Cash and cash equivalents at the end of the year</b>	<b>8 201,917</b>	<b>23,612</b>	<b>107,348</b>

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

# Rawhiti School

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2025

#### a) Reporting Entity

Rawhiti School (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 of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

#### b) Basis of Preparation

##### *Reporting Period*

The financial reports 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 in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with 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 publically accountable and is not considered large as it falls below the expenditure 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.

##### *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 11.

##### *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.

### *Cyclical maintenance*

A 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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based.

### *Recognition of grants*

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

## **c) 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.

### **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.

*Use of land and buildings grants* are recorded as revenue in the period the School uses the land and buildings. These 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.

### **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.

## **d) Use of Land and Buildings Expense**

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

## **e) 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.

## **f) 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.

## **g) 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 three months or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

## **h) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools 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.

### **i) 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 not trivial.

### **j) 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.

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:	Years
Building improvements – Crown	20-40
Furniture and equipment	5-10
Information and communication technology	5
Plant	10
Leased	3
Library resources	10

### **k) 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.

### **l) Employee Entitlements**

#### *Short-term employee entitlements*

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

### **m) Revenue Received in Advance**

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

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

### **n) 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 the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

**o) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

**p) Funds held for Capital works**

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

**q) 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, borrowings, finance lease liability, and painting contract liability. Financial liabilities are 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.

**r) 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 statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**s) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

**t) 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	1,733,859	1,442,621	1,559,056
Teachers' Salaries Grants	3,426,060	3,500,000	3,056,039
Use of Land and Buildings Grants	813,511	1,475,000	1,478,544
Ka Ora, Ka Ako - Healthy School Lunches Programme	178,716	-	547,040
Other Government Grants	-	-	-
	<u>6,152,146</u>	<u>6,417,621</u>	<u>6,640,679</u>

## 3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<i>Revenue</i>			
Donations & Bequests	4,893	-	5,565
Fees for Extra Curricular Activities	88,142	2,000	89,642
Trading	25,444	-	28,027
	<u>118,479</u>	<u>2,000</u>	<u>123,234</u>
<i>Expenses</i>			
Extra Curricular Activities Costs	103,716	64,000	112,822
Trading	23,913	-	28,725
Fundraising and Community Grant Costs	2,463	-	3,459
	<u>130,092</u>	<u>64,000</u>	<u>145,006</u>
<i>Surplus for the year Locally raised funds</i>	<u>(11,613)</u>	<u>(62,000)</u>	<u>(21,772)</u>

## 4 Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	148,158	156,328	136,124
Employee Benefits - Salaries	3,996,843	4,039,000	3,568,803
Ka Ora, Ka Ako - Healthy School Lunches Programme	178,716	-	547,040
Staff Development	37,720	45,000	39,312
Depreciation	254,090	117,000	247,872
	<u>4,615,527</u>	<u>4,357,328</u>	<u>4,539,151</u>

## 5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fee	12,791	12,641	12,305
Board of Trustees Fees & Expenses	45,999	19,750	15,251
Other Administration Expenses	63,404	67,750	54,084
Employee Benefits - Salaries	166,114	165,000	161,263
	<u>288,308</u>	<u>265,141</u>	<u>242,903</u>

## 6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	75,789	80,000	175,347
Cyclical Maintenance Provision	(47,328)	25,000	150,931
Other Property Expenses	16,850	22,000	3,210
Heat, Light and Water	39,653	49,000	37,450
Rates	30,527	24,000	22,444
Repairs and Maintenance	72,875	58,162	19,939
Use of Land and Buildings - Non-Integrated	813,511	1,475,000	1,478,544
Employee Benefits - Salaries	64,983	60,000	8,682
	<u>1,066,860</u>	<u>1,793,162</u>	<u>1,896,547</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 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	201,917	23,612	107,348
Short-term Bank Deposits	-	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>201,917</u>	<u>23,612</u>	<u>107,348</u>

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the \$201,917 Cash and Cash Equivalents some funds are subject to restrictions for the following reasons:

\$119,380 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings.

\$34,510 of Revenue Received in Advance is held by the School, as in note 12.

\$14,621 for the Te Ara Tuhura Cluster is held by the School, as in note 14.

## 8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Debtor Ministry of Education	46,635	-	5,808
Interest Accrued	15,318	12,000	21,854
Teacher Salaries Grant Receivable	323,428	300,000	273,105
	<u>385,381</u>	<u>312,000</u>	<u>300,767</u>
Receivables from Exchange Transactions	15,318	12,000	21,854
Receivables from Non-Exchange Transactions	370,063	300,000	278,913
	<u>385,381</u>	<u>312,000</u>	<u>300,767</u>

## 9. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	2,136,401	2,000,000	1,869,321

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2025.

## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	1,135,969	-	-	-	(65,335)	1,070,634
Furniture and Equipment	153,775	13,646	-	-	(52,347)	115,074
Information and Communication	160,967	67,212	-	-	(58,300)	169,879
Motor Vehicles	-	-	-	-	-	-
Plant	169,199	101,948	(235)	-	(47,811)	223,101
Leased Assets- Equipment	45,717	37,811	-	-	(21,945)	61,583
Library Resources	45,881	10,350	-	-	(8,352)	47,879
<b>Balance at 31 December 2025</b>	<b>1,711,508</b>	<b>230,967</b>	<b>(235)</b>	<b>-</b>	<b>(254,090)</b>	<b>1,688,150</b>

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Building Improvements	1,490,128	(419,494)	1,070,634	1,490,128	(354,159)	1,135,969
Furniture and Equipment	652,765	(537,691)	115,074	639,120	(485,345)	153,775
Information and Communication	630,809	(460,930)	169,879	580,544	(419,577)	160,967
Motor Vehicles	60,201	(60,201)	-	60,201	(60,201)	-
Plant	531,305	(308,204)	223,101	429,910	(260,711)	169,199
Leased Assets	99,942	(38,359)	61,583	86,828	(41,111)	45,717
Library Resources	116,968	(69,089)	47,879	115,787	(69,906)	45,881
<b>Balance at 31 December</b>	<b>3,582,118</b>	<b>(1,893,968)</b>	<b>1,688,150</b>	<b>3,402,518</b>	<b>(1,691,010)</b>	<b>1,711,508</b>

### Restrictions

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

## 11. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	108,880	90,000	95,071
Accruals	10,791	10,000	10,305
Employee Benefits Payable - Salaries	323,428	300,000	273,105
Employee Benefits Payable - Leave Accrual	5,277	2,000	3,450
	<b>448,376</b>	<b>402,000</b>	<b>381,931</b>
Payables for Exchange Transactions	448,376	402,000	381,931
	<b>448,376</b>	<b>402,000</b>	<b>381,931</b>

The carrying value of payables approximates their fair value.

## 12. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	28,468	-	-
Other	6,042	25,000	12,402
	<b>34,510</b>	<b>25,000</b>	<b>12,402</b>

### 13. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	150,931	150,931	-
Increase to the Provision During the Year	(47,328)	25,000	150,931
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>103,603</u>	<u>175,931</u>	<u>150,931</u>
Cyclical Maintenance - Current	83,095	5,000	-
Cyclical Maintenance - Term	20,509	170,931	150,931
	<u>103,604</u>	<u>175,931</u>	<u>150,931</u>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year Property Plan prepared by a Ministry engaged consultant.

### 14. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	23,140	15,000	22,908
Later than One Year	38,682	12,000	26,083
Future Finance Charges	-	-	-
	<u>61,822</u>	<u>27,000</u>	<u>48,991</u>

### 14. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7, and includes retentions on the projects, if applicable.

	2025	Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
Office Partitioning	<i>in progress</i>	-	-	(23,060)	(23,060)
Block 24 25	<i>in progress</i>	-	127,638	(8,258)	119,380
Totals		<u>-</u>	<u>127,638</u>	<u>(31,318)</u>	<u>96,320</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	119,380
Funds Due from the Ministry of Education	(23,060)
	<u>142,440</u>

### 15. Funds Held on Te Ara Tuhura Cluster

Rawhiti School is the lead school and holds funds on behalf of the cluster, a group of schools and early childcare education centre's.

The cluster will employ an education programme leader to support the Manaiakalani Outreach Programme.

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held at Beginning of the Year	64,804	64,804	30,477
Funds Received from Cluster Members	-	-	88,361
Funds Spent on Behalf of the the Cluster	(50,183)	(39,804)	(54,034)
Funds Held at Year End	<u>14,621</u>	<u>25,000</u>	<u>64,804</u>

### 16. 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.

## 17. Remuneration

### *Key management personnel compensation*

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principals and Heads of Departments.

	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
<i>Board Members</i>		
Remuneration	3,515	3,410
<i>Leadership Team</i>		
Remuneration	540,520	446,933
Full-time equivalent members	4	3
Total key management personnel remuneration	<u>544,035</u>	<u>450,343</u>

There are 8 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair 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:

	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$000</b>	<b>\$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	170-180
Benefits and Other Emoluments	1-5	1-5
Termination Benefits	-	-

### *Other Employees*

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

Remuneration	<b>2025</b>	<b>2024</b>
<b>\$000</b>	<b>FTE Number</b>	<b>FTE Number</b>
100-110	8	3
110-120	6	6
130-140	3	2
	<u>17</u>	<u>11</u>

## 18. Compensation and Other Benefits Upon Leaving

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

	<b>2025 Actual</b>	<b>2024 Actual</b>
Total	\$0	\$0
Number of People	-	-

## 19. 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 for specific individuals. As such, this is expected to resolve the liability for school boards.

## 20. Commitments

### (a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$135,487 (2024:\$129,967) as a result of entering the following contracts:

<b>Contract Name</b>	<b>Remaining Capital Commitment</b>
Block 24 25	\$ 135,487
<b>Total</b>	<b>135,487</b>

### (b) Operating Commitments

As at 31 December 2025 the Board has no operating contracts:

## 21. 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

	<b>2025 Actual</b>	<b>2025 Budget (Unaudited)</b>	<b>2024 Actual</b>
	\$	\$	\$
Cash and Cash Equivalents	201,917	23,612	107,348
Receivables	385,381	312,000	300,767
Investments - Term Deposits	2,136,401	2,000,000	1,869,321
Total financial assets measured at amortised cost	<u>2,723,699</u>	<u>2,335,612</u>	<u>2,277,436</u>

### Financial liabilities measured at amortised cost

Payables	448,376	402,000	381,931
Finance leases	61,822	27,000	48,991
Total Financial Liabilities Measured at Amortised Cost	<u>510,198</u>	<u>429,000</u>	<u>430,922</u>

## **22. Comparatives**

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

## **23. 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 RAWHITI SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Rawhiti School (the School). The Auditor-General has appointed me, Amy Goodman, using the staff and resources of BDO Christchurch Audit Limited, to carry out the audit of the financial statements of the School on pages 2 to 16, 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:

- present fairly, in all material respects:
  - the School's financial position as at 31 December 2025; and
  - the financial performance and cash flows for the year then ended; and
- 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 28 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 audit 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 Analysis of Variance Reporting, Evaluation of the school's students' progress and achievement, Statement of Compliance with Employment Policy, and Kiwi Sport Statement 2025.

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 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 in our capacity as auditor, we have no relationship with, or interests in, the School.



Amy Goodman  
BDO Christchurch Audit Limited  
On behalf of the Auditor-General  
Christchurch, New Zealand

# Analysis of Variance Reporting





<b>School Name:</b>	Rāwhiti School	<b>School Number:</b>	0696
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<b>Strategic Aim:</b>	To challenge all learners: all students access learning that leads to them realising their full potential.
<b>Annual Aim:</b>	To accelerate student achievement in Maths/Pāngarau, Reading/Pānui and Writing/Tuhituhi (year 0-8) employing data informed pedagogy in all teaching and learning.
<b>Target:</b>	<p><b>In Maths/Pāngarau:</b> 70% of our students will be working with proficiency or at a level that exceeds the curriculum level in Mathematics and statistics.</p> <p><b>In Reading/Pānui:</b> 70% of our students will be working with proficiency or at a level that exceeds the proficient curriculum level in Reading</p> <p><b>In Writing/Tuhituhi:</b> 65% of our students will be working with proficiency or at a level that exceeds the proficient curriculum level in writing.</p>
<b>Baseline Data:</b>	<p><b>At the end of 2025</b> our OTJ baseline data showed that:</p> <ul style="list-style-type: none"> <li>- 62.9 % of Year 2-8 students were working at or above the expected curriculum level in Mathematics and Statistics</li> <li>- 61.42% of Year 5-8 students were working at or above the expected curriculum level in Reading</li> <li>- 51% of Year 3-8 students were working at or above the expected curriculum level in Writing</li> </ul>



**Term One Manaikalani Data shows similar and varying patterns of student achievement to OTJ 2025 data based on standardised testing:**

***Mathematics and Statistics:***

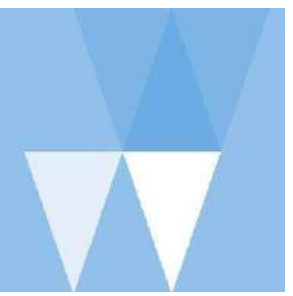
- Year 3, 4, 5, 6 and 8 are at or above the norm.
- Boys are above the norm in all levels except year 7 - year 7 made less progress than expected.
- Overall learning made expected progress in 2025.
- **Overall:** learners at Rāwhiti (years 3 - 8) made expected progress in 2025

***Reading:***

- Year 4 made the most positive progress yet remained below the norm.
- Year 4 - 7 data ran parallel to the norm data - it was the first year of BSLA for these groups.
- Year 4 - 8 - 3 terms progress (less than one year) across 2025.
- **Overall:** learners at Rāwhiti (years 4 - 8) made 3 terms progress (less than one year) in 2025.

***Writing:***

- Years 2 and 3 made the most progress (3 year progress in 1 year) with year 3 almost at the norm.
- Year 4- 6 made progress but not accelerated
- Girls made 1.2 years progress while boys made 2 years progress
- Year 4 Māori gained more than the general year 4 population.
- **Overall:** learners at Rāwhiti made accelerated progress of over 8 terms (1 ¾ years) in one year in 2025



## Analysis of the data indicates:

Our purpose for analysing our data to inform teaching and learning. Data driven pedagogy particularly with targeted groups are expected to raise achievement.

While specific intervention of strategy can target those students in our teams, we also know that different engagement and empowerment to use new skills combine to accelerate learning.

The analysis of the data above indicates target groups for the remainder of 2026:

### **Mathematics and Statistics:**

- Year 8 students with a focus on resourcing staff appropriately to meet needs.
- Retain a focus on the Year 5 and Year 6 cohorts whose February 2026 data converge to the norm.

### **Reading:**

- A schoolwide focus on reading with close monitoring of the impact of BSLA which is still being embedded across the school
- Teams to identify target students/groups within their studio and plan for differentiation.
- Year 6 Reading as a target group for monitoring and any additional resources to work towards accelerating progress.
- Māori ākonga - OTJ data indicated over 10% difference between Māori and NZ European achieving proficiency.

### **Writing:**

- Year 5 and Year 7 Writing - seeking what resources additional to those current to support data driven pedagogy.
- Year 3 Māori ākonga.
- Māori ākonga - OTJ data indicates over 15% difference between Māori and NZ European ākonga achieving proficiency

This analysis combines data from 2025 OTJ data and Manaiakalani testing and presentation from Term 1 - comparison data in the form of standardised testing in November will be possible with a clear understanding that these target groups have been identified in Term 2 2026.



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b><u>Mathematics and Statistics</u></b>            In 2024, we implemented regulatory changes to ensure that one hour of Mathematics and Statistics (Pāngarau) is taught per day, 5 days a week, to Year 0-8 tamariki. Teachers continued to use the DMIC programme once a week(which has been our foundation since 2018). DMIC focused on a low floor/high ceiling approach to teaching Maths.</p> <p><b><u>Oxford Press</u></b>            All Rāwhiti kura staff were using Oxford Press programme in 2024,</p>	<p><b>Our overall school data is low, however has remained consistent.</b></p> <p><u>By the end of 2025:</u>            Two data sets show that 62.9% of students have been identified as working with proficiency or at level that exceeds the proficient curriculum</p> <p><b>Approximately over 90% of our current students (across Year 2-8) are at proficiency or at a level that exceeds the proficient curriculum level and have made</b></p>	<p>We have an increase of tamariki who have started at Rāwhiti Kura in 2025 with a diverse range of learning and behavioural needs.</p> <p>Behaviour and mindset is an underlying factor across various year groups, and establishing routines, structure and expectations is always a priority.</p> <p>Trusted relationships impact positively on student achievement, engagement, confidence, wellbeing and</p>	<ul style="list-style-type: none"> <li>● In 2026, continue to embed Oxford Press curriculum</li> <li>● Develop pedagogy around growth mindset - implementing learnings from E Tū Tangata</li> <li>● Continue to create explicit acts of teaching and learning.</li> <li>● Utilising HERO goals and Scope and Sequence to</li> </ul>



<p>with additional rich tasks (DMIC) and supporting resources. Within this, each strand has a pre / post assessment and a structured teaching sequence: guided practice, independent and extension tasks, and suggested supporting rich tasks.</p> <p><b><u>Developed a Scope and Sequence planning framework.</u></b></p> <p>To ensure depth and coverage, staff have created a schoolwide ‘Scope and Sequence’ planning framework that addresses all six strands of the Refreshed NZC curriculum - including Number, Algebra, Measurement, Geometry, Statistics, and Probability - within a full academic year.</p> <p>Understanding the Maths Teaching Sequence, including:</p> <ul style="list-style-type: none"> <li>- Explicit teaching</li> <li>- Positive relationships with mathematics and statistics</li> <li>- Rich tasks</li> </ul>	<p><b>progress against standardised and normed data.</b></p> <p>Daily protected time for mathematics has increased student exposure to teaching and learning in the subject.</p> <p>Due to the difficulty and extensive content of the revised maths curriculum, and changes to human resourcing in the kura, there is a natural handover of skills, roles and program development.</p> <p>Students have completed pre / post assessments that are</p>	<p>enjoyment of mathematics - as a staff we are aware of this.</p> <p>Students were consistently exposed to more teaching and learning opportunities in mathematics. 5 hours protected time per week was the statutory regulation.</p> <p>The school has begun a journey with E Tū Tangata to explore how mindset change in our culture of criticism might positively impact the whole school - whānau, ākonga and staff. It is expected that achievement is more likely to improve with a more positive mindset.</p> <p>It is also expected that it will allow the school to develop a shared language of collegial support, student self and peer “talk” and a shared trajectory of success.</p>	<p>track progress and inform teaching / learning.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>● Explore data in teams to develop programs for teaching and learning that use data driven pedagogy.</li> <li>● Implement staff driven PLD sessions using the expertise within our kura</li> <li>● Onboarding new staff and relievers will be key to the maintenance of best practice as it develops.</li> <li>● Tracking of manaikalani data over the year utilising the expertise of the facilitator each week will give regular clarity as to how the school is tracking in its goals.</li> </ul>
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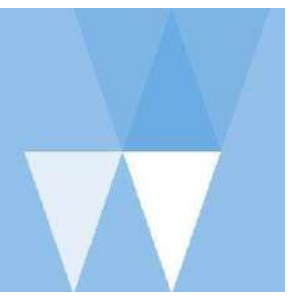
<p>- Communication in mathematics and statistics - is ongoing mahi for all staff.</p> <p><b>Team Leaders</b> have been involved in stepping up to senior leadership to ensure the safety and inclusion of all students.</p> <p>There has been a loss to the school of key people who collect and analyse data. As 3 senior staff moved to new roles away from Rāwhiti kura it has been the role of senior and experienced staff to act up into roles at the end of 2025 and beginning of 2026.</p> <p>This coupled with changes to curriculum and resetting of goals to Hero goals in Linc-Ed, has meant the school has had a rich data set in 2025 and beginning of 2026 that overlaps.</p> <p>It has also meant a reset for staff around who is doing what and how</p>	<p>accessible on the Oxford Digital platform.</p> <p>The platform has now also been adapted to have a read-aloud option so that students can access the assessment without reading barriers.</p> <p>Teaching staff are working with skill and professionalism to adapt to the changes in the implementation of all new curriculum expectations.</p> <p>Having a clear and consistent Scope and Sequence across school ensures curriculum coverage can be tailored to explore concepts relevant to year levels.</p> <p>Care and time is being given to understand different data sets and their meanings. Tracking data must be seen in the context of the curriculum changes.</p>		<ul style="list-style-type: none"> <li>● Oxford Press will continue to be used and all teaching staff will be upskilled in it.</li> </ul> <p><b>Support understanding of assessment data and data informed practice.</b></p> <ul style="list-style-type: none"> <li>● Locating appropriate and agreed Professional learning for staff.</li> <li>● Utilising HERO goals and Scope and Sequence to track progress and inform teaching / learning to:             <ul style="list-style-type: none"> <li>- support students across studios and any interventions that may be necessary.</li> <li>- increase whānau engagement.</li> <li>- indicate any additional or specific resourcing.</li> <li>- develop target groups and students to inform data driven practice and any</li> </ul> </li> </ul>
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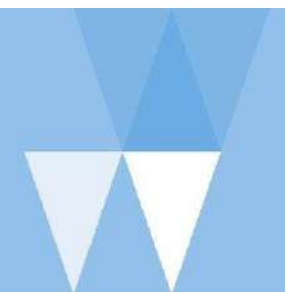
<p>confidence in these processes might be assured.</p>			<p>strategic intervention strategies for those ākonga at risk of not reaching proficiency in maths.</p>
<p><b><u>Reading</u></b></p> <p>Professional learning in the BSLA (structured literacy) approach and rolled out the BSLA approach in studios has been ongoing. This work continued through 2025 and into 2026.</p> <p>The BSLA approach requires at least 1 hour teaching/learning block. This ensures ākonga are getting exposure to quality structured literacy every day.</p> <p>In 2026, the senior school kaiako continue to embed the BSLA program with training ongoing. This means that the goal of all full-time studio kaiako will have had access</p>	<p>The results are beginning to show development in the area of reading for all students with improved achievement for certain cohorts across the school, still part of a plan to enhance expertise for further student achievement success.</p> <p>On standardised tests all groups - Year 4 - 8 - are tracking below the norm.</p> <p>Tracking specific groups in particular Year 6 in 2026 is likely to inform practice.</p> <p>Identifying specific students/groups across the school who are at risk of not making</p>	<p>This is most likely a result of using a structured, consistent approach across the classes. Access to a structured literacy approach of teaching through BSLA is still embedding at Rāwhiti School.</p> <p>Although literacy has always been important and prioritised, using the structured literacy approach has allowed for a</p>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>● The BSLA approach will continue and all teaching staff will be upskilled in it.</li> <li>● Close monitoring of the impact of this approach for all students, for specific students and how the data is informing teaching and learning will be a priority.</li> <li>● An explicit focus on those students who persistently track below the norm.</li> <li>● <b>Plan and manage a collective approach to target students in studios</b></li> </ul>



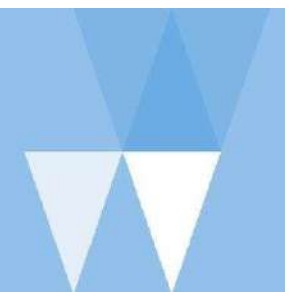
<p>to all the professional development required to deliver the program.</p> <p>There has been a significant change in the assessment types and schedule. There has been some PD for teachers to understand the assessments, and being able to extract the relevant information as to how to use them to accelerate student learning.</p>	<p>accelerated progress is expected to identify specific strategies and gaps in resourcing will be important.</p> <p>Early results of the impact of BSLA on school wide Reading overall achievement data shows that students are falling just short of one year progress in one year - the early 2026 data shows that students at Rāwhiti are making 3 terms progress.</p> <p>Studio programmes in 2026 have continued with the structured approach. Ensuring best practice is a focus for staff.</p>	<p>consistent, structured approach that quickly shows up where gaps in learning are for individual students.</p> <p>The results show that although the results remained steady the program and its outworking., requires further professional conversations. Ensuring students are making progress at their potential is critical.</p> <p>The results are an indication that the programme is working and that ongoing reflection and evaluation are important.</p> <p>As a staff we realise that new assessments and approaches might be showing us gaps and areas of practice and resourcing that we need to accelerate learning.</p>	<p><b>with detailed plans for Māori students.</b></p> <p><b>Support understanding of assessment data and data informed practice.</b></p> <ul style="list-style-type: none"> <li>● <b>Create a collective plan for resourcing the school in reading that reflects not only the professional expectations of staff but the priorities of whānau. Detailed plans for Māori continue to be a priority.</b></li> </ul> <p>Utilising HERO goals and Scope and Sequence to track progress and inform teaching / learning to:</p> <ul style="list-style-type: none"> <li>- support students across studios and any interventions that may be necessary.</li> <li>- increase whānau engagement.</li> <li>- indicate any additional or specific resourcing.</li> </ul>
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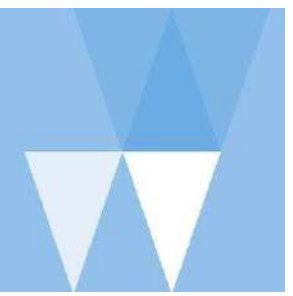
	<p>Kaiako will assess if they require some upskilling to understand the full range of program delivery and assessments.</p> <p>How to use and interpret data is an expected role of all kaiako and a realistic timeframe can be staff driven.</p>	<p>While persistent low data might appear to be reflective of many factors, identifying them and addressing them through the lens of new curriculum content, reporting and assessment will be key.</p> <p>How staff might want to address these changes can be part of a collective and collegial approach. We can look at making this Rāwhiti school specific with a focus on what the data is suggesting and a schoolwide perspective to address it.</p> <p>It is expected that this approach will benefit all ākonga, inform curriculum development and provide staff with choice around professional learning.</p>	<ul style="list-style-type: none"> <li>- develop target groups and students to inform data driven practice and any strategic intervention strategies for those ākonga at risk of not reaching proficiency in Reading</li> <li>• Continue to make all data transparent to staff with particular reference to how they read it and use it to plan and explicitly teach students to meet their needs.</li> </ul>
<p><b><u>Writing:</u></b></p> <p>In 2025 the new planning formats were introduced and teams planned</p>	<p>The data from Term 1 2026 shows progress for all year groups - Year</p>	<p>Consistent elevation of year level scores across the school in</p>	



<p>using them. There was some variation in the way they were used.</p> <p>At the end of 2025 Writing was identified as an area of focus for Rāwhiti School. This was informed by OTJ data from 2024 and 2025.</p> <p>Data was moderated through the moderation program of the Manaiakalani Cluster with agreed exemplars and processes.</p> <p>Overall, learners at Rāwhiti made accelerated progress of over 8 terms (1 ¾ Years) in one year 2025, according to the moderation and standardised testing and reporting through the Manaiakalani Cluster.</p> <p>Writing samples were moderated twice in 2025 and once already in 2026.</p> <p>Moderation ensures that all teachers are taking standardized data and making OTJs consistently.</p>	<p>2-8 with the greatest progress close to the norm for Years 2 and 3. Despite this progress both cohorts remain below the norm.</p> <p>Years 5, 7 and 8 were at or above the norm with the smallest rate of progress between the 2 time periods being in years 4 and 6.</p> <p>As a result, there was somewhat more consistent teaching across the school which focused on skills appropriate to the year levels.</p> <p>Moderation processes ensure confidence for staff and a barometer for their OTJ's..</p> <p>Improvements in writing of the junior students from earlier years was evident.</p>	<p>Writing are reflected in a backdrop of a consistent approach to literacy. BSLA along with the cluster focus on moderation provided strong collegial mahi across all schools in the cluster.</p> <p>Transparency around data and its meaning was supported also by a facilitator employed by the cluster.</p> <p>Collections of students in particular cohorts with high learning needs had a direct impact on some of the variance but in general terms the data shows an increase for all levels.</p> <p>The BSLA approach teaches spelling, sentence structure and punctuation daily. Students are practicing writing correct sentence structures every day</p>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>● The BSLA approach will continue and all teaching staff will be upskilled in it.</li> <li>● New planning formats must be evaluated for usefulness for Rāwhiti and adapted for differentiation. These will be specific to the new curriculum.</li> <li>● Kaiako are seeking more upskilling in explicit writing strategies and how to use them in their context.</li> <li>● Continued moderation skills using exemplars, will be captured in team meetings and or whole staff hui.</li> </ul>
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<p>Moderation groups were made up of staff from all year levels to ensure that there was consistency in moderation.</p> <p>This is an ongoing commitment to professional and personal upskilling as cohorts change and different needs arise.</p>	<p>Teachers clearly stated that they felt that their confidence increased after the PLD moderating sessions and wished to have further opportunities to do similar.</p>	<p>with instant feedback and we are continuing to evaluate the impact of this approach which is still taking time to embed across the school.</p>	<p><b>Support understanding of assessment data and data informed practice.</b></p> <ul style="list-style-type: none"> <li>• <b>Create a collective plan for resourcing the school in writing that reflects not only the professional expectations of staff but the priorities of whānau. Detailed plans for Māori continue to be a priority.</b></li> </ul> <p>Utilising HERO goals and Scope and Sequence to track progress and inform teaching / learning to:</p> <ul style="list-style-type: none"> <li>- support students across studios and any interventions that may be necessary.</li> <li>- increase whānau engagement.</li> <li>- indicate any additional or specific resourcing.</li> <li>- develop target groups and students to inform data</li> </ul>
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			<p>driven practice and any strategic intervention strategies for those ākonga at risk of not reaching proficiency in Reading</p> <ul style="list-style-type: none"><li>● Evaluate the exemplars provided by Manaiakalani to understand the explicit teaching strategies that impact learning.</li><li>● With increased data visibility seek staff evaluation of the OTJ data sets.</li></ul>
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## Planning for the rest of 2026:

### General

- Continue to use formative assessment OTJS as a key way to regularly evaluate progress against the new curriculum.
- Continue to use summative assessments including PAT +e-asTTle writing in 2026.

### Maths:

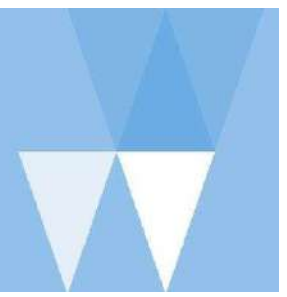
- Oxford Press continuation of this program with consistent teaching sequence and progression within our numeracy programme.
- Use HERO goals, Scope and Sequence and Oxford (pre / post assessments) to track progress and ensure curriculum coverage across all levels.
- Increase data visibility for staff evaluation.
- Align assessment and reporting with the new curriculum phases to provide clear feedback to parents and whānau.

### Reading:

- Continue with seeking quality professional learning opportunities to upskill on assessment practices and procedures
- Analysis of data to inform teaching and learning - use data-driven pedagogy
- Further resourcing for staff and quality texts to support learning for senior students - year 6 - 8
- Increase data visibility for staff evaluation.
- Schoolwide discussion and/or in teams to address why the data is tracking below the norm for all year groups is a priority.

### Writing:

- Identifying good sequences for mastering literacy skills and then monitoring them closely to identify students with gaps and/or advanced abilities. Structured literacy writing tools form the basis of these decisions.
- Target groups in writing - Year 5 and Year 7 based on EOY 2025 and Term 1 data would be of benefit to monitor target teaching and learning strategies
- Increase data visibility for staff evaluation.
- Staff to identify professional learning to support group, team and staff needs.



## Writing 2025 End of Year Data Report for the Board of Trustees

### Students who are current - Progress Overview - Writing/ Tuhituhi - 204

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0 (0.00%)
Above					2 (2.67%)				1 (1.61%)									3 (0.53%)
At	44 (100.00%)		59 (100.00%)		73 (97.33%)		62 (92.54%)		48 (77.42%)		46 (69.70%)		51 (62.96%)		42 (63.64%)		25 (50.00%)	450 (78.95%)
Below							5 (7.46%)		13 (20.97%)		20 (30.30%)		30 (37.04%)		24 (36.36%)		25 (50.00%)	117 (20.53%)
Well below																		0 (0.00%)
<b>Totals</b>	<b>44</b>		<b>59</b>		<b>75</b>		<b>67</b>		<b>62</b>		<b>66</b>		<b>81</b>		<b>66</b>		<b>50</b>	<b>570</b>

### STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - WRITING (ALL STUDENTS)

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
At a level that exceeds Year 8 expectation																		0 (0.00%)
At a level that exceeds	2 (7.69%)						1 (1.25%)		4 (6.35%)		6 (9.68%)		3 (4.69%)				1 (1.59%)	17 (3.00%)
Proficiently within	3 (11.54%)		34 (41.98%)		31 (50.82%)		40 (50.00%)		31 (49.21%)		29 (46.77%)		39 (60.94%)		38 (56.72%)		27 (42.86%)	272 (47.97%)
Towards	21 (80.77%)		40 (49.38%)		23 (37.70%)		24 (30.00%)		21 (33.33%)		15 (24.19%)		16 (25.00%)		14 (20.90%)		24 (38.10%)	198 (34.92%)
With support to meet			7 (8.64%)		7 (11.48%)		15 (18.75%)		7 (11.11%)		12 (19.35%)		6 (9.38%)		15 (22.39%)		11 (17.46%)	80 (14.11%)
<b>Totals</b>	<b>26</b>		<b>81</b>		<b>61</b>		<b>80</b>		<b>63</b>		<b>62</b>		<b>64</b>		<b>67</b>		<b>63</b>	<b>567</b>

### 51% working with proficiency or at a level that exceeds the proficient curriculum level in Writing.

- This compares differently to the 79.48% at and well above the end of 2024, and the 89% above and well above for 2023.
- In previous years, Overall Teacher Judgements (OTJs) were made, and in 2020 we switched to goals-based reporting in Linc-Ed Hero. The breakdown of the goals required to be met at each level of the curriculum has given teachers a more comprehensive understanding of the skills required to progress through the levels. In 2025, due to changes in the curriculum and the decision to replace our Linc-Ed Hero

goals with current curriculum Progress Outcome Scope and Sequence statements, teacher OTJs are based on day-to-day classroom observations, ongoing assessment data, and student output. The wording for the OTJ judgement statements has also changed. The 2025 OTJ judgements (with support to meet, towards, proficiently within, at a level that exceeds) are strictly set within each year level. The 2024 and before OTJ judgements (well below, below, at, above, well above) allowed for a broader application within the curriculum (2 year per level)

- **PLEASE NOTE: Curriculum content expectations have increased in the 2025 Te Mataiaho Curriculum. For example, content covered in Year 7 is now taught in Year 6**
- The total number of students with end-of-year data was 567.

**49.1 % working towards or needing support to meet proficiency for the curriculum level in Writing.**

### Students who are current - Progress Overview- Writing (Male Students)

#### Male students

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
At a level that exceeds Year 8 expectation																		0 (0.00%)
At a level that exceeds							1 (2.13%)		2 (6.67%)		2 (8.33%)		1 (2.63%)				1 (2.86%)	7 (2.36%)
Proficiently within	2 (13.33%)		14 (35.00%)		16 (48.48%)		21 (44.68%)		13 (43.33%)		13 (54.17%)		22 (57.89%)		19 (54.29%)		11 (31.43%)	131 (44.11%)
Towards	13 (86.67%)		21 (52.50%)		11 (33.33%)		15 (31.91%)		12 (40.00%)		4 (16.67%)		11 (28.95%)		7 (20.00%)		15 (42.86%)	109 (36.70%)
With support to meet			5 (12.50%)		6 (18.18%)		10 (21.28%)		3 (10.00%)		5 (20.83%)		4 (10.53%)		9 (25.71%)		8 (22.86%)	50 (16.84%)
<b>Totals</b>	<b>15</b>		<b>40</b>		<b>33</b>		<b>47</b>		<b>30</b>		<b>24</b>		<b>38</b>		<b>35</b>		<b>35</b>	<b>297</b>

## Students who are current - Progress Overview- Writing (Female Students)

### Female students

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
At a level that exceeds Year 8 expectation																		0 (0.00%)
At a level that exceeds	2 (18.18%)							2 (6.06%)		4 (10.53%)		2 (7.69%)						10 (3.70%)
Proficiently within	1 (9.09%)		20 (48.78%)		15 (53.57%)		19 (57.58%)		18 (54.55%)		16 (42.11%)		17 (65.38%)		19 (59.38%)		16 (57.14%)	141 (52.22%)
Towards	8 (72.73%)		19 (46.34%)		12 (42.86%)		9 (27.27%)		9 (27.27%)		11 (28.95%)		5 (19.23%)		7 (21.88%)		9 (32.14%)	89 (32.96%)
With support to meet			2 (4.88%)		1 (3.57%)		5 (15.15%)		4 (12.12%)		7 (18.42%)		2 (7.69%)		6 (18.75%)		3 (10.71%)	30 (11.11%)
<b>Totals</b>	<b>11</b>		<b>41</b>		<b>28</b>		<b>33</b>		<b>33</b>		<b>38</b>		<b>26</b>		<b>32</b>		<b>28</b>	<b>270</b>

- 46.5% of boys are achieving Proficiency or Exceeding Proficiency in the curriculum.
- 55.9% of girls are achieving Proficiency or Exceeding Proficiency in the curriculum.

## Students who are current - Progress Overview- Writing (Maori Students)

### Māori students

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
At a level that exceeds Year 8 expectation																		0 (0.00%)
At a level that exceeds								2 (7.41%)		2 (8.00%)								4 (1.82%)
Proficiently within	1 (9.09%)		14 (35.90%)		9 (39.13%)		9 (39.13%)		10 (37.04%)		12 (48.00%)		10 (52.63%)		13 (50.00%)		5 (18.52%)	83 (37.73%)
Towards	10 (90.91%)		22 (56.41%)		11 (47.83%)		9 (39.13%)		10 (37.04%)		5 (20.00%)		6 (31.58%)		4 (15.38%)		14 (51.85%)	91 (41.36%)
With support to meet			3 (7.69%)		3 (13.04%)		5 (21.74%)		5 (18.52%)		6 (24.00%)		3 (15.79%)		9 (34.62%)		8 (29.63%)	42 (19.09%)
<b>Totals</b>	<b>11</b>		<b>39</b>		<b>23</b>		<b>23</b>		<b>27</b>		<b>25</b>		<b>19</b>		<b>26</b>		<b>27</b>	<b>220</b>

## Students who are current - Progress Overview- Writing (NZ European Students)

### European / Pākehā students

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
At a level that exceeds Year 8 expectation																		0 (0.00%)
At a level that exceeds	2 (14.29%)						1 (2.13%)		2 (5.88%)		3 (11.11%)		2 (5.13%)				1 (3.33%)	11 (3.81%)
Proficiently within	2 (14.29%)		18 (52.94%)		17 (53.13%)		25 (53.19%)		19 (55.88%)		12 (44.44%)		25 (64.10%)		20 (62.50%)		18 (60.00%)	156 (53.98%)
Towards	10 (71.43%)		13 (38.24%)		11 (34.38%)		13 (27.66%)		11 (32.35%)		6 (22.22%)		9 (23.08%)		9 (28.13%)		8 (26.67%)	90 (31.14%)
With support to meet			3 (8.82%)		4 (12.50%)		8 (17.02%)		2 (5.88%)		6 (22.22%)		3 (7.69%)		3 (9.38%)		3 (10.00%)	32 (11.07%)
<b>Totals</b>	<b>14</b>		<b>34</b>		<b>32</b>		<b>47</b>		<b>34</b>		<b>27</b>		<b>39</b>		<b>32</b>		<b>30</b>	<b>289</b>

- 39.55% of Maori students are achieving Proficiency or Exceeding Proficiency in the curriculum.
- 57.8% of NZ European students are achieving Proficiency or Exceeding Proficiency in the curriculum.

### Students who are current - Progress Overview- Writing (Pasifika Students)

- 59.26% of Pasifika students are achieving Proficiency or Exceeding Proficiency in the curriculum.

### Students who are current - Progress Overview- Writing (Asian Students)

#### Asian students

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
At a level that exceeds Year 8 expectation																		0 (0.00%)
At a level that exceeds										1 (20.00%)								1 (3.57%)
Proficiently within			2 (50.00%)		1 (100.00%)		4 (57.14%)		2 (100.00%)		2 (40.00%)		1 (100.00%)		3 (75.00%)		2 (66.67%)	17 (60.71%)
Towards	1 (100.00%)		1 (25.00%)				2 (28.57%)				2 (40.00%)						1 (33.33%)	7 (25.00%)
With support to meet			1 (25.00%)				1 (14.29%)								1 (25.00%)			3 (10.71%)
<b>Totals</b>	<b>1</b>		<b>4</b>		<b>1</b>		<b>7</b>		<b>2</b>		<b>5</b>		<b>1</b>		<b>4</b>		<b>3</b>	<b>28</b>

- 64.2% of Asian students are achieving Proficiency or Exceeding Proficiency in the curriculum.

### Absent Table of Information: Students who are current - Progress Overview- Writing (MELAA Students)

This table would represent students identified by the Ministry of Education as Middle Eastern, Latin American, or African. It has not been included here as there are only three students in this category, and therefore, they could be identifiable. 33.3% of these students are achieving Proficiency or Exceeding Proficiency in the curriculum.

## Maths 2025 End of Year Data Report for the Board of Trustees

### Students who are current - Progress Overview - Mathematics/ Pangarau - 2024

#### All students

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0 (0.00%)
Above			1 (1.69%)		6 (8.00%)				1 (1.61%)		2 (3.03%)		1 (1.23%)		1 (1.52%)		1 (2.00%)	13 (2.28%)
At	44 (100.00%)		58 (98.31%)		69 (92.00%)		62 (92.54%)		51 (82.26%)		52 (78.79%)		56 (69.14%)		36 (54.55%)		40 (80.00%)	468 (82.11%)
Below							5 (7.46%)		10 (16.13%)		12 (18.18%)		24 (29.63%)		29 (43.94%)		9 (18.00%)	89 (15.61%)
Well below																		0 (0.00%)
<b>Totals</b>	<b>44</b>		<b>59</b>		<b>75</b>		<b>67</b>		<b>62</b>		<b>66</b>		<b>81</b>		<b>66</b>		<b>50</b>	<b>570</b>

### Students who are current - Progress Overview - Mathematics and Statistics - 2025

#### All students

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
At a level that exceeds Year 8 expectation																		0 (0.00%)
At a level that exceeds	1 (4.00%)		1 (1.23%)		2 (3.28%)		4 (5.00%)		5 (7.94%)		5 (8.06%)		2 (3.13%)				5 (7.94%)	25 (4.42%)
Proficiently within	9 (36.00%)		47 (58.02%)		35 (57.38%)		51 (63.75%)		46 (73.02%)		40 (64.52%)		35 (54.69%)		36 (53.73%)		33 (52.38%)	332 (58.66%)
Towards	15 (60.00%)		28 (34.57%)		17 (27.87%)		21 (26.25%)		8 (12.70%)		13 (20.97%)		23 (35.94%)		30 (44.78%)		15 (23.81%)	170 (30.04%)
With support to meet			5 (6.17%)		7 (11.48%)		4 (5.00%)		4 (6.35%)		4 (6.45%)		4 (6.25%)		1 (1.49%)		10 (15.87%)	39 (6.89%)
<b>Totals</b>	<b>25</b>		<b>81</b>		<b>61</b>		<b>80</b>		<b>63</b>		<b>62</b>		<b>64</b>		<b>67</b>		<b>63</b>	<b>566</b>

**62.9% working with proficiency or at a level that exceeds the proficient curriculum level in Mathematics and Statistic**

- This compares differently to the 82.9% at and well above the end of 2024, and the 82.7% above and well above for 2023.
- In previous years, Overall Teacher Judgements (OTJs) were made, and in 2020, we switched to goals-based reporting in Linc-Ed Hero. The breakdown of the goals required at each level of the curriculum has given teachers a more comprehensive understanding of the skills needed to progress through the levels. In 2025, due to changes in the curriculum and the decision to replace our Linc-Ed Hero goals with current curriculum Progress Outcome Scope and Sequence statements, teacher OTJs are based on day-to-day classroom observations, ongoing assessment data, and student output. The wording for the OTJ judgment statements has also changed. The 2025 OTJ judgements (with support to meet, towards, proficiently within, at a level that exceeds) are strictly set within each year level. The 2024 and before OTJ judgements (well below, below, at, above, well above) allowed for a broader application within the curriculum (2 years per level)
- **PLEASE NOTE: Curriculum content expectations have increased in the 2025 Te Mataiaho Curriculum. For example, content covered in Year 7 is now taught in Year 6**
- The total number of students with end-of-year data was 567.

### 37.1 % working towards or needing support to meet proficiency for the curriculum level in Mathematics and Statistics..

#### Students who are current - Progress Overview- Mathematics/Pangaru (Male Students)

##### Male students

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
At a level that exceeds Year 8 expectation																		0 (0.00%)
At a level that exceeds			1 (2.50%)		2 (6.06%)		4 (8.51%)		1 (3.33%)		2 (8.33%)		1 (2.63%)				5 (14.29%)	16 (5.41%)
Proficiently within	4 (28.57%)		21 (52.50%)		18 (54.55%)		27 (57.45%)		27 (90.00%)		18 (75.00%)		22 (57.89%)		19 (54.29%)		17 (48.57%)	173 (58.45%)
Towards	10 (71.43%)		14 (35.00%)		9 (27.27%)		13 (27.66%)		2 (6.67%)		2 (8.33%)		13 (34.21%)		16 (45.71%)		7 (20.00%)	86 (29.05%)
With support to meet			4 (10.00%)		4 (12.12%)		3 (6.38%)				2 (8.33%)		2 (5.26%)				6 (17.14%)	21 (7.09%)
<b>Totals</b>	<b>14</b>		<b>40</b>		<b>33</b>		<b>47</b>		<b>30</b>		<b>24</b>		<b>38</b>		<b>35</b>		<b>35</b>	<b>296</b>

#### Students who are current - Progress Overview- Mathematics/Pangaru (Male Students)

## Female students

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
At a level that exceeds Year 8 expectation																		0 (0.00%)
At a level that exceeds	1 (9.09%)							4 (12.12%)		3 (7.89%)		1 (3.85%)						9 (3.33%)
Proficiently within	5 (45.45%)		26 (63.41%)		17 (60.71%)		24 (72.73%)		19 (57.58%)		22 (57.89%)		13 (50.00%)		17 (53.13%)		16 (57.14%)	159 (58.89%)
Towards	5 (45.45%)		14 (34.15%)		8 (28.57%)		8 (24.24%)		6 (18.18%)		11 (28.95%)		10 (38.46%)		14 (43.75%)		8 (28.57%)	84 (31.11%)
With support to meet			1 (2.44%)		3 (10.71%)		1 (3.03%)		4 (12.12%)		2 (5.26%)		2 (7.69%)		1 (3.13%)		4 (14.29%)	18 (6.67%)
<b>Totals</b>	<b>11</b>		<b>41</b>		<b>28</b>		<b>33</b>		<b>33</b>		<b>38</b>		<b>26</b>		<b>32</b>		<b>28</b>	<b>270</b>

- 63.85% of boys are achieving Proficiency or Exceeding Proficiency in the curriculum.
- 58.89% of girls are achieving Proficiency or Exceeding Proficiency in the curriculum.

## Students who are current - Progress Overview- Mathematics/Pangaru (Māori Students)

### Māori students

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
At a level that exceeds Year 8 expectation																		0 (0.00%)
At a level that exceeds							1 (4.35%)		2 (7.41%)		2 (8.00%)		1 (5.26%)					6 (2.74%)
Proficiently within	3 (30.00%)		20 (51.28%)		11 (47.83%)		14 (60.87%)		17 (62.96%)		15 (60.00%)		8 (42.11%)		12 (46.15%)		12 (44.44%)	112 (51.14%)
Towards	7 (70.00%)		17 (43.59%)		9 (39.13%)		6 (26.09%)		4 (14.81%)		7 (28.00%)		8 (42.11%)		13 (50.00%)		8 (29.63%)	79 (36.07%)
With support to meet			2 (5.13%)		3 (13.04%)		2 (8.70%)		4 (14.81%)		1 (4.00%)		2 (10.53%)		1 (3.85%)		7 (25.93%)	22 (10.05%)
<b>Totals</b>	<b>10</b>		<b>39</b>		<b>23</b>		<b>23</b>		<b>27</b>		<b>25</b>		<b>19</b>		<b>26</b>		<b>27</b>	<b>219</b>

## Students who are current - Progress Overview- Mathematics/Pangaru (European/Pākehā Students)

### European / Pākehā students

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
At a level that exceeds Year 8 expectation																		0 (0.00%)
At a level that exceeds	1 (7.14%)		1 (2.94%)		2 (6.25%)		2 (4.26%)		3 (8.82%)		3 (11.11%)		1 (2.56%)				3 (10.00%)	16 (5.54%)
Proficiently within	6 (42.86%)		21 (61.76%)		18 (56.25%)		32 (68.09%)		27 (79.41%)		17 (62.96%)		23 (58.97%)		18 (56.25%)		18 (60.00%)	180 (62.28%)
Towards	7 (50.00%)		9 (26.47%)		8 (25.00%)		11 (23.40%)		4 (11.76%)		4 (14.81%)		13 (33.33%)		14 (43.75%)		6 (20.00%)	76 (26.30%)
With support to meet			3 (8.82%)		4 (12.50%)		2 (4.26%)				3 (11.11%)		2 (5.13%)				3 (10.00%)	17 (5.88%)
<b>Totals</b>	<b>14</b>		<b>34</b>		<b>32</b>		<b>47</b>		<b>34</b>		<b>27</b>		<b>39</b>		<b>32</b>		<b>30</b>	<b>289</b>

- 53.9% of Maori students are achieving Proficiency or Exceeding Proficiency in the curriculum.
- 67.7% of NZ European students are achieving Proficiency or Exceeding Proficiency in the curriculum.

## Students who are current - Progress Overview- Mathematics/Pangaru (Pasifika Students)

### Pasifika students

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
At a level that exceeds Year 8 expectation																		0 (0.00%)
At a level that exceeds																	1 (33.33%)	1 (3.70%)
Proficiently within			3 (100.00%)		5 (100.00%)		2 (100.00%)				3 (60.00%)		2 (50.00%)		2 (40.00%)		1 (33.33%)	18 (66.67%)
Towards											2 (40.00%)		2 (50.00%)		3 (60.00%)		1 (33.33%)	8 (29.63%)
With support to meet																		0 (0.00%)
<b>Totals</b>			<b>3</b>		<b>5</b>		<b>2</b>				<b>5</b>		<b>4</b>		<b>5</b>		<b>3</b>	<b>27</b>

- 70.4% of Pasifika students are achieving Proficiency or Exceeding Proficiency in the curriculum.

**Students who are current - Progress Overview- Mathematics/Pangaru (Asian Students)**

**Asian students**

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
At a level that exceeds Year 8 expectation																		0 (0.00%)
At a level that exceeds						1 (14.29%)										1 (33.33%)		2 (7.14%)
Proficiently within		2 (50.00%)		1 (100.00%)		3 (42.86%)		2 (100.00%)		5 (100.00%)		1 (100.00%)		4 (100.00%)		2 (66.67%)		20 (71.43%)
Towards	1 (100.00%)		2 (50.00%)			3 (42.86%)												6 (21.43%)
With support to meet																		0 (0.00%)
<b>Totals</b>	<b>1</b>		<b>4</b>		<b>1</b>		<b>7</b>		<b>2</b>		<b>5</b>		<b>1</b>		<b>4</b>		<b>3</b>	<b>28</b>

- 78.6% of Asian students are achieving Proficiency or Exceeding Proficiency in the curriculum.

**Absent Table of Information: Students who are current - Progress Overview- Mathematics and Statistics (MELAA Students)**

The final table would represent students who are identified as Middle Eastern, Latin American or African by the Ministry of Education. It has not been included here as only three students in this category had End of Year data entered and therefore would be identifiable. 66.7% of these students are achieving Proficiency or Exceeding Proficiency in the curriculum. 33.3% are working towards proficiency.

## Reading 2025 End-of-Year Data Report for the Board of Trustees

### STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING/PĀNUI (END 2024)

#### All students

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0 (0.00%)
Above			3 (5.08%)		6 (8.00%)				9 (14.52%)		3 (4.55%)		7 (8.64%)					28 (4.91%)
At	44 (100.00%)		56 (94.92%)		69 (92.00%)		62 (92.54%)		43 (69.35%)		55 (83.33%)		61 (75.31%)		55 (83.33%)		38 (76.00%)	483 (84.74%)
Below							5 (7.46%)		10 (16.13%)		8 (12.12%)		13 (16.05%)		11 (16.67%)		12 (24.00%)	59 (10.35%)
Well below																		0 (0.00%)
<b>Totals</b>	<b>44</b>		<b>59</b>		<b>75</b>		<b>67</b>		<b>62</b>		<b>66</b>		<b>81</b>		<b>66</b>		<b>50</b>	<b>570</b>

### STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING (ALL STUDENTS)

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
At a level that exceeds Year 8 expectation																	1 (1.59%)	1 (0.18%)
At a level that exceeds	3 (12.00%)		3 (3.70%)		3 (4.92%)		2 (2.50%)		3 (4.76%)		8 (12.90%)		8 (12.70%)				1 (1.59%)	31 (5.49%)
Proficiently within	4 (16.00%)		42 (51.85%)		32 (52.46%)		49 (61.25%)		34 (53.97%)		41 (66.13%)		36 (57.14%)		43 (64.18%)		35 (55.56%)	316 (55.93%)
Towards	18 (72.00%)		29 (35.80%)		20 (32.79%)		15 (18.75%)		21 (33.33%)		9 (14.52%)		18 (28.57%)		16 (23.88%)		18 (28.57%)	164 (29.03%)
With support to meet			7 (8.64%)		6 (9.84%)		14 (17.50%)		5 (7.94%)		4 (6.45%)		1 (1.59%)		8 (11.94%)		8 (12.70%)	53 (9.38%)
<b>Totals</b>	<b>25</b>		<b>81</b>		<b>61</b>		<b>80</b>		<b>63</b>		<b>62</b>		<b>63</b>		<b>67</b>		<b>63</b>	<b>565</b>

#### 61.42 % working with proficiency or at a level that exceeds the proficient curriculum level in Reading.

- This compares differently to the 89% at and well above the end of 2024, and the 85% above and well above for both 2023 and 2022.
- In previous years, Overall Teacher Judgements (OTJs) were made, and in 2020 we switched to goals-based reporting in Linc-Ed Hero. The breakdown of the goals required to be met at each level of the curriculum has given teachers a more comprehensive understanding of

the skills required to progress through the levels. In 2025, due to changes in the curriculum and the decision to replace our Linc-Ed Hero goals with current curriculum Progress Outcome Scope and Sequence statements, teacher OTJs are based on day-to-day classroom observations, ongoing assessment data, and student output. The wording for the OTJ judgement statements has also changed. The 2025 OTJ judgements (with support to meet, towards, proficiently within, at a level that exceeds) are strictly set within each year level. The 2024 and before OTJ judgements (well below, below, at, above, well above) allowed for a broader application within the curriculum (2 year per level)

- **PLEASE NOTE: Curriculum content expectations have increased in the 2025 Te Mataiaho Curriculum. For example, content covered in Year 7 is now taught in Year 6**
- The total number of students with end-of-year data was 565.

**38.58 % working towards or needing support to meet proficiency for the curriculum level in Reading**

### Students who are current - Progress Overview- Reading (Male Students)

#### Male students

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
At a level that exceeds Year 8 expectation																	1 (2.86%)	1 (0.34%)
At a level that exceeds			1 (2.50%)		3 (9.09%)		2 (4.26%)				2 (8.33%)		6 (16.22%)					14 (4.75%)
Proficiently within	3 (21.43%)		20 (50.00%)		17 (51.52%)		25 (53.19%)		15 (50.00%)		17 (70.83%)		20 (54.05%)		23 (65.71%)		19 (54.29%)	159 (53.90%)
Towards	11 (78.57%)		14 (35.00%)		9 (27.27%)		11 (23.40%)		13 (43.33%)		4 (16.67%)		11 (29.73%)		10 (28.57%)		10 (28.57%)	93 (31.53%)
With support to meet			5 (12.50%)		4 (12.12%)		9 (19.15%)		2 (6.67%)		1 (4.17%)				2 (5.71%)		5 (14.29%)	28 (9.49%)
<b>Totals</b>	<b>14</b>		<b>40</b>		<b>33</b>		<b>47</b>		<b>30</b>		<b>24</b>		<b>37</b>		<b>35</b>		<b>35</b>	<b>295</b>

## Students who are current - Progress Overview- Reading (Female Students)

### STUDENTS WHO ARE FEMALE - PROGRESS OVERVIEW - READING (FEMALE STUDENTS)

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
At a level that exceeds Year 8 expectation																		0 (0.00%)
At a level that exceeds	3 (27.27%)		2 (4.88%)						3 (9.09%)		6 (15.79%)		2 (7.69%)				1 (3.57%)	17 (6.30%)
Proficiently within	1 (9.09%)		22 (53.66%)		15 (53.57%)		24 (72.73%)		19 (57.58%)		24 (63.16%)		16 (61.54%)		20 (62.50%)		16 (57.14%)	157 (58.15%)
Towards	7 (63.64%)		15 (36.59%)		11 (39.29%)		4 (12.12%)		8 (24.24%)		5 (13.16%)		7 (26.92%)		6 (18.75%)		8 (28.57%)	71 (26.30%)
With support to meet			2 (4.88%)		2 (7.14%)		5 (15.15%)		3 (9.09%)		3 (7.89%)		1 (3.85%)		6 (18.75%)		3 (10.71%)	25 (9.26%)
<b>Totals</b>	<b>11</b>		<b>41</b>		<b>28</b>		<b>33</b>		<b>33</b>		<b>38</b>		<b>26</b>		<b>32</b>		<b>28</b>	<b>270</b>

- 58.9% of boys are achieving Proficiency or Exceeding Proficiency curriculum levels.
- 64.5% of girls are achieving Proficiency or Exceeding Proficiency curriculum levels.

## Students who are current - Progress Overview- Reading (NZ European Students)

### STUDENTS WHO ARE IDENTIFIED AS NZ EUROPEAN/PĀKEHĀ/OTHER EUROPEAN BY THE MOE - PROGRESS OVERVIEW - READING (ALL STUDENTS)

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
At a level that exceeds Year 8 expectation																	1 (3.33%)	1 (0.35%)
At a level that exceeds	2 (14.29%)		2 (5.88%)		2 (6.25%)		1 (2.13%)		1 (2.94%)		3 (11.11%)		6 (15.38%)				1 (3.33%)	18 (6.23%)
Proficiently within	3 (21.43%)		17 (50.00%)		18 (56.25%)		30 (63.83%)		22 (64.71%)		18 (66.67%)		23 (58.97%)		27 (84.38%)		20 (66.67%)	178 (61.59%)
Towards	9 (64.29%)		11 (32.35%)		9 (28.13%)		7 (14.89%)		10 (29.41%)		2 (7.41%)		9 (23.08%)		5 (15.63%)		6 (20.00%)	68 (23.53%)
With support to meet			4 (11.76%)		3 (9.38%)		9 (19.15%)		1 (2.94%)		4 (14.81%)		1 (2.56%)				2 (6.67%)	24 (8.30%)
<b>Totals</b>	<b>14</b>		<b>34</b>		<b>32</b>		<b>47</b>		<b>34</b>		<b>27</b>		<b>39</b>		<b>32</b>		<b>30</b>	<b>289</b>

## Students who are current - Progress Overview- Reading (Maori Students)

**STUDENTS WHO ARE IDENTIFIED AS NZ MĀORI BY THE MOE - PROGRESS OVERVIEW - READING (ALL STUDENTS)**

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
At a level that exceeds Year 8 expectation																		0 (0.00%)
At a level that exceeds	1 (10.00%)		1 (2.56%)		1 (4.35%)		1 (4.35%)		2 (7.41%)		3 (12.00%)		2 (11.11%)					11 (5.05%)
Proficiently within	1 (10.00%)		22 (56.41%)		8 (34.78%)		13 (56.52%)		11 (40.74%)		16 (64.00%)		7 (38.89%)		10 (38.46%)		9 (33.33%)	97 (44.50%)
Towards	8 (80.00%)		13 (33.33%)		11 (47.83%)		6 (26.09%)		10 (37.04%)		6 (24.00%)		9 (50.00%)		8 (30.77%)		12 (44.44%)	83 (38.07%)
With support to meet			3 (7.69%)		3 (13.04%)		3 (13.04%)		4 (14.81%)						8 (30.77%)		6 (22.22%)	27 (12.39%)
<b>Totals</b>	<b>10</b>		<b>39</b>		<b>23</b>		<b>23</b>		<b>27</b>		<b>25</b>		<b>18</b>		<b>26</b>		<b>27</b>	<b>218</b>

- 62.2% of New Zealand European students are achieving Proficiency or Exceeding Proficiency curriculum levels
- 49.55% of Maori students are achieving Proficiency or Exceeding Proficiency curriculum levels

**Students who are current - Progress Overview- Reading (Pacific Students)**

**STUDENTS WHO ARE IDENTIFIED AS PACIFIC PEOPLES BY THE MOE - PROGRESS OVERVIEW - READING (ALL STUDENTS)**

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
At a level that exceeds Year 8 expectation																		0 (0.00%)
At a level that exceeds											1 (20.00%)							1 (3.70%)
Proficiently within			1 (33.33%)		5 (100.00%)		2 (100.00%)				4 (80.00%)		4 (100.00%)		2 (40.00%)		3 (100.00%)	21 (77.78%)
Towards			2 (66.67%)												3 (60.00%)			5 (18.52%)
With support to meet																		0 (0.00%)
<b>Totals</b>			<b>3</b>		<b>5</b>		<b>2</b>				<b>5</b>		<b>4</b>		<b>5</b>		<b>3</b>	<b>27</b>

- 81.5% of Pacific students are achieving Proficiency or Exceeding Proficiency curriculum levels

## Students who are current - Progress Overview- Reading (Asian Students)

### STUDENTS WHO ARE IDENTIFIED AS ASIAN BY THE MOE - PROGRESS OVERVIEW - READING (ALL STUDENTS)

Judgement	End Year 0	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	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
At a level that exceeds Year 8 expectation																		0 (0.00%)
At a level that exceeds										1 (20.00%)								1 (3.57%)
Proficiently within			2 (50.00%)		1 (100.00%)		4 (57.14%)		1 (50.00%)		3 (60.00%)		1 (100.00%)		4 (100.00%)		3 (100.00%)	19 (67.86%)
Towards	1 (100.00%)		2 (50.00%)				2 (28.57%)		1 (50.00%)		1 (20.00%)							7 (25.00%)
With support to meet							1 (14.29%)											1 (3.57%)
<b>Totals</b>	<b>1</b>		<b>4</b>		<b>1</b>		<b>7</b>		<b>2</b>		<b>5</b>		<b>1</b>		<b>4</b>		<b>3</b>	<b>28</b>

- 71.5% of Asian students are achieving Proficiency or Exceeding Proficiency curriculum levels

### Absent Table of Information: Students who are current - Progress Overview- Reading (MELAA Students)

This table would represent students who are identified as Middle Eastern, Latin American or African by the Ministry of Education. It has not been included here as there are only three students in this category and therefore they could be identifiable. 33.3% of these students are achieving Proficiency or Exceeding Proficiency curriculum levels.

**Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025**

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	<p>Robust policies and procedures in place, which are followed.</p> <p>The Board has a strategic goal to Enhance Hauora for Staff, so that our staff are well equipped to respond positively to workplace challenges and opportunities in ways that maintain and promote wellbeing.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>We have an EEO Policy, not a programme.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>Our Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias.</p> <p>We recognise the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups.</p> <p>Our employment process is carried out by a panel, that includes board members, and ends with the appointment of the person who best matches the job requirements.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	<p>We currently employ 8 staff who identify as NZ Maori.</p> <p>We offer the opportunity to teach in a Level 2 bilingual programme.</p> <p>We offer opportunities for bilingual staff to lead across the school and across our cluster.</p> <p>Cluster focus on Te Ao Maori.</p> <p>Support for participation in Te Reo classes, and also for programmes such as Ka Pou Pou Reo, which require a terms leave from the school. (x6 staff have benefitted from this opportunity over the past 5 years).</p> <p>Strong Maori representation on the Board of Trustees.</p> <p>Strong in-school tikanga protocols.</p>
How have you enhanced the abilities of individual employees?	<p>Based on our knowledge of individual staff, we offer professional development opportunities, cross-cluster professional learning groups, coaching and mentoring, Strengths coaching etc.</p>
How are you recognising the employment requirements of women?	<p>We recognise the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups.</p> <p>We offer workplace flexibility and support reduced working hours for those wishing to utilise this.</p>

<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>We recognise the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups.</p> <p>Our employment process ends with the appointment of the person who best matches the job requirements.</p> <p>Our EEO survey asks employees what, if any, supports they need and we are able to make adjustments based on the information that is provided.</p> <p>Staff have access to EAP services, and also the services of a counsellor employed directly by the school.</p>
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<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/ <b>policy</b> ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has this <b>policy</b> or programme been made available to staff?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does your EEO programme/ <b>policy</b> include training to raise awareness of issues which may impact EEO?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Has your EEO programme/ <b>policy</b> appointed someone to coordinate compliance with its requirements?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does your EEO programme/policy set priorities and objectives?	<input type="checkbox"/>	<input checked="" type="checkbox"/>



## **Kiwi Sport Statement 2025**

The Kiwisport Funding initiative allows schools to access resources through a targeted income stream allocated as part of the school's operating grant.

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022 Rāwhiti School received \$8987.92 (excluding GST).

In 2025 the Kiwisport Funding has been spent on paying additional hours to one of our part-time teacher aides for physical activity coordination.

She has worked across the school encouraging lunchtime sporting events, training student Physical Activity Leaders, coordinating school sports and zone activities, and getting outside providers into the school so students can have a greater range of sporting experiences e.g:

- Canterbury Cricket
- Mainland football
- Canterbury Softball
- Eastern Sports
- Basketball coaching

Lunchtime activities support school programmes as well as providing activities that encourage students who are not usually involved with physical activity.

Kiwisport funding also supplemented sports competition and tournament entry fees, and funded sports equipment for an increased number of sports teams.

**Jody Hohaia O'Sullivan**  
**Principal**

