

KAURILANDS SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 1328

Principal: Jo Augustine

School Address: 109 Atkinson Road, Titrangi, Auckland 0604

School Postal Address: 109 Atkinson Road, Titrangi, Auckland 0604

Accountant / Service Provider: Shore Chartered Accountants

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Jaimee Kirby-Brown	Presiding Member	Elected	Sept-28
Jo Augustine	Principal ex Officio		
Preston Richmond	Parent Representative	Elected	Sept-28
Megan Hawkins	Parent Representative	Elected	Sept-28
Trinette Giborees-Smith	Parent Representative	Elected	Sept-28
Shane Mareroa	Parent Representative	Elected	Sept-28
Hayley Jesperson	Staff Representative	Elected	Sept-28
Anne Boniface	Parent Representative	Elected	Expired Sep 2025

KAURILANDS SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Kaurilands 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.

JAIMEE RENEE KIRBY-BROWN
Full Name of Presiding Member

JOANNA AUGUSTINE
Full Name of Principal


Signature of Presiding Member


Signature of Principal

31 May 2026

31 May 2026

Date

Date

Kaurilands School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	7,092,634	5,343,239	6,644,914
Locally Raised Funds	3	438,449	564,243	524,441
Interest		32,029	20,000	43,888
Total Revenue		7,563,112	5,927,482	7,213,243
Expense				
Locally Raised Funds	3	138,193	116,738	115,767
Learning Resources	4	5,730,975	4,092,822	5,341,445
Administration	5	453,243	443,977	448,771
Interest		15,017	-	5,535
Property	6	1,325,745	1,273,693	1,246,905
Loss on Disposal of Property, Plant and Equipment		3,899	-	781
Total Expense		7,667,072	5,927,230	7,159,204
Net Surplus / (Deficit) for the year		(103,960)	252	54,039
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(103,960)	252	54,039

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

Kaurilands School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		2,144,573	2,144,573	2,090,534
Total comprehensive revenue and expense for the year		(103,960)	252	54,039
Equity at 31 December		2,040,613	2,144,825	2,144,573
Accumulated comprehensive revenue and expense		2,040,613	2,144,825	2,144,573
Equity at 31 December		2,040,613	2,144,825	2,144,573

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.

Kaurilands School

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	98,941	109,116	156,271
Accounts Receivable	8	425,914	495,800	691,942
GST Receivable		4,827	20,000	(30,545)
Prepayments		14,657	18,000	15,054
Investments	9	603,481	549,998	549,998
Funds Receivable for Capital Works Projects	15	71,262	-	-
		1,219,082	1,192,914	1,382,720
Current Liabilities				
Accounts Payable	11	515,840	615,700	553,194
Borrowings	12	9,474	9,474	12,632
Provision for Cyclical Maintenance	13	-	-	23,339
Finance Lease Liability	14	97,859	61,800	62,110
Funds held for Capital Works Projects	15	15,144	-	169,369
		638,317	686,974	820,644
Working Capital Surplus/(Deficit)		580,765	505,940	562,076
Non-current Assets				
Property, Plant and Equipment	10	1,692,516	1,807,899	1,770,199
		1,692,516	1,807,899	1,770,199
Non-current Liabilities				
Borrowings	12	-	-	9,474
Provision for Cyclical Maintenance	13	94,014	94,014	71,775
Finance Lease Liability	14	138,654	75,000	106,453
		232,668	169,014	187,702
Net Assets		2,040,613	2,144,825	2,144,573
Equity		2,040,613	2,144,825	2,144,573

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

Kaurilands School

Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,738,650	1,443,239	1,213,699
Locally Raised Funds		449,499	498,970	458,597
International Students		3,565	60,000	68,377
Goods and Services Tax (net)		(35,370)	(50,535)	59,899
Payments to Employees		(1,027,686)	(999,030)	(1,003,674)
Payments to Suppliers		(807,421)	(755,012)	(800,533)
Interest Paid		(15,017)	-	(5,535)
Interest Received		38,623	22,729	46,949
Net cash from/(to) Operating Activities		344,843	220,361	37,779
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(64,134)	(253,000)	(274,628)
Purchase of Investments		(53,483)	-	-
Proceeds from Sale of Investments		-	-	280,002
Net cash from/(to) Investing Activities		(117,617)	(253,000)	5,374
Cash flows from Financing Activities				
Finance Lease Payments		(46,435)	(86,463)	(61,203)
Loans Repaid		(12,632)	(12,632)	(12,632)
Funds Administered on Behalf of Other Parties		(225,489)	84,579	113,068
Net cash from/(to) Financing Activities		(284,556)	(14,516)	39,233
Net increase/(decrease) in cash and cash equivalents		(57,330)	(47,155)	82,386
Cash and cash equivalents at the beginning of the year	7	156,271	156,271	73,885
Cash and cash equivalents at the end of the year	7	98,941	109,116	156,271

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

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

Kaurilands School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Kaurilands 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 is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20.

Recognition of grants

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

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.

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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.

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Investments

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

h) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	3–5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

i) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on comparison to recent market transaction.

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

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

j) 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.

k) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

l) 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 Comprehensive Revenue and Expense.

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

m) 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 is a reasonable estimate, based on the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

n) 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.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

o) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

p) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

q) Budget Figures

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

r) 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	1,479,959	1,443,239	1,501,268
Teachers' Salaries Grants	4,701,967	3,000,000	4,219,955
Use of Land and Buildings Grants	910,708	900,000	923,691
	<u>7,092,634</u>	<u>5,343,239</u>	<u>6,644,914</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	149,868	159,895	156,172
Fees for Extra Curricular Activities	137,438	148,806	136,242
Trading	43,077	46,342	38,395
Fundraising and Community Grants	104,501	149,200	123,951
International Student Fees	3,565	60,000	69,681
	<u>438,449</u>	<u>564,243</u>	<u>524,441</u>
Expense			
Extra Curricular Activities Costs	85,218	66,040	61,093
Trading	669	2,498	1,644
Fundraising and Community Grant Costs	49,678	41,200	48,295
International Student - Other Expenses	2,628	7,000	4,735
	<u>138,193</u>	<u>116,738</u>	<u>115,767</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>300,256</u>	<u>447,505</u>	<u>408,674</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	169,811	183,747	192,699
Information and Communication Technology	38,885	38,401	39,660
Employee Benefits - Salaries	5,236,329	3,555,169	4,837,451
Staff Development	27,786	40,000	24,749
Depreciation	252,303	270,000	241,189
Other Learning Resources	5,861	5,505	5,697
	<u>5,730,975</u>	<u>4,092,822</u>	<u>5,341,445</u>

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	11,200	11,200	10,954
Board Fees and Expenses	16,252	13,505	7,087
Other Administration Expenses	75,487	66,038	67,798
Employee Benefits - Salaries	331,652	333,898	343,463
Insurance	3,782	3,800	3,757
Service Providers, Contractors and Consultancy	14,870	15,536	15,712
	<u>453,243</u>	<u>443,977</u>	<u>448,771</u>

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	97,446	106,376	102,554
Cyclical Maintenance	22,621	24,930	(5,732)
Heat, Light and Water	62,631	44,000	51,307
Repairs and Maintenance	92,471	77,680	66,605
Use of Land and Buildings	910,708	900,000	923,691
Employee Benefits - Salaries	139,868	120,707	108,480
	<u>1,325,745</u>	<u>1,273,693</u>	<u>1,246,905</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	98,941	109,116	156,271
Cash and cash equivalents for Statement of Cash Flows	<u>98,941</u>	<u>109,116</u>	<u>156,271</u>

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	10,112	30,000	24,727
Receivables from the Ministry of Education	-	-	258,691
Interest Receivable	6,135	10,000	12,729
Teacher Salaries Grant Receivable	409,667	455,800	395,795
	<u>425,914</u>	<u>495,800</u>	<u>691,942</u>
Receivables from Exchange Transactions	16,247	40,000	37,456
Receivables from Non-Exchange Transactions	409,667	455,800	654,486
	<u>425,914</u>	<u>495,800</u>	<u>691,942</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	603,481	549,998	549,998
Total Investments	<u>603,481</u>	<u>549,998</u>	<u>549,998</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Buildings	1,251,800	-	-	-	(74,696)	1,177,104
Furniture and Equipment	269,090	32,653	-	-	(70,398)	231,345
Information and Communication Technology	21,144	4,104	-	-	(14,490)	10,758
Leased Assets	158,932	128,955	-	-	(82,951)	204,936
Library Resources	69,233	12,807	(3,899)	-	(9,768)	68,373
	<u>1,770,199</u>	<u>178,519</u>	<u>(3,899)</u>	<u>-</u>	<u>(252,303)</u>	<u>1,692,516</u>

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.

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	1,949,227	(772,123)	1,177,104	1,949,227	(697,427)	1,251,800
Furniture and Equipment	1,624,194	(1,392,849)	231,345	1,591,541	(1,322,451)	269,090
Information and Communication Technology	192,731	(181,973)	10,758	188,627	(167,483)	21,144
Leased Assets	461,909	(256,973)	204,936	347,524	(188,592)	158,932
Library Resources	264,811	(196,438)	68,373	267,042	(197,809)	69,233
	<u>4,492,872</u>	<u>(2,800,356)</u>	<u>1,692,516</u>	<u>4,343,961</u>	<u>(2,573,762)</u>	<u>1,770,199</u>

11. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	75,184	95,000	103,617
Accruals	9,837	11,200	10,826
Employee Entitlements - Salaries	409,667	481,000	411,505
Employee Entitlements - Leave Accrual	21,152	28,500	27,246
	<u>515,840</u>	<u>615,700</u>	<u>553,194</u>
Payables for Exchange Transactions	515,840	615,700	553,194
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>515,840</u>	<u>615,700</u>	<u>553,194</u>

The carrying value of payables approximates their fair value.

12. Borrowings

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Loans due in one year	9,474	9,474	12,632
	<u>9,474</u>	<u>9,474</u>	<u>12,632</u>
Loans due after one year	-	-	9,474
	<u>-</u>	<u>-</u>	<u>9,474</u>

13. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	95,114	95,114	118,618
Increase/(decrease) to the Provision During the Year	22,621	24,930	(5,135)
Use of the Provision During the Year	(23,721)	(26,030)	(18,369)
Provision at the End of the Year	<u>94,014</u>	<u>94,014</u>	<u>95,114</u>
Cyclical Maintenance - Current	-	-	23,339
Cyclical Maintenance - Non current	94,014	94,014	71,775
	<u>94,014</u>	<u>94,014</u>	<u>95,114</u>

14. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	112,359	126,800	67,643
Later than One Year	143,102	35,000	116,592
Future Finance Charges	(18,948)	(25,000)	(15,672)
	<u>236,513</u>	<u>136,800</u>	<u>168,563</u>
Represented by			
Finance lease liability - Current	97,859	61,800	62,110
Finance lease liability - Non current	138,654	75,000	106,453
	<u>236,513</u>	<u>136,800</u>	<u>168,563</u>

15. 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 9, and includes retentions on the projects, if applicable.

	2025	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
5YA ILE Upgrade (233719)		140,312	-	(211,574)	-	(71,262)
5YA Watermain Pressure (253484)		-	10,800	(9,953)	-	847
5YA Drainage, Plumbing (233716)		29,057	-	(14,760)	-	14,297
Totals		169,369	10,800	(236,287)	-	(56,118)

Represented by:

Funds Held on Behalf of the Ministry of Education	15,144
Funds Receivable from the Ministry of Education	(71,262)

	2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
5YA ILE Upgrade (233719)		(5,950)	195,892	(49,630)	-	140,312
Library Weathertightness		31,513	-	(8,448)	(23,065)	-
5YA Drainage, Plumbing (233716)		-	29,057	-	-	29,057
Hall Weathertightness		(33,293)	-	-	33,293	-
SIP, Turf		12,952	-	(12,952)	-	-
5YA DQLS		121,686	12,556	(164,631)	30,389	-
SIP, Playground		(18,283)	15,276	-	3,007	-
Totals		108,625	252,781	(235,661)	43,624	169,369

Represented by:

Funds Held on Behalf of the Ministry of Education	169,369
Funds Receivable from the Ministry of Education	-

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 Board members, Principal, Deputy Principals and Heads of Departments.

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	3,875	4,000
<i>Leadership Team</i> Remuneration	626,565	584,428
Full-time equivalent members	4	4
Total key management personnel remuneration	630,440	588,428

There are 7 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. The Board also has a Finance committee which meets monthly. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	180 - 190
Benefits and Other Emoluments	0 - 10	0 - 10
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	6.00	5.00
110 - 120	7.00	5.00
130 - 140	2.00	2.00
	16.00	12.00

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

18. Compensation and Other Benefits Upon Leaving

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

	2025 Actual	2024 Actual
Total 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 the following capital commitments (2024:nil)

Contract Name	Remaining Capital Commitment \$
5YA ILE Upgrade (233719)	29,602
5YA Drainage, Plumbing (233716)	17,525
Total	47,127

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.

(b) Operating Commitments

As at 31 December 2025, the Board has not entered into operating contracts (2024: nil)

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	98,941	109,116	156,271
Receivables	425,914	495,800	691,942
Investments - Term Deposits	603,481	549,998	549,998
Total financial assets measured at amortised cost	1,128,336	1,154,914	1,398,211

Financial liabilities measured at amortised cost

Payables	515,840	615,700	553,194
Borrowings - Loans	-	-	9,474
Finance Leases	236,513	136,800	168,563
Total financial liabilities measured at amortised cost	752,353	752,500	731,231

22. Events After Balance Date

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

23. Comparatives

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

[Faint, illegible text and table structure, likely representing financial data and notes.]

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF KAURILANDS SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Kaurilands School (the School). The Auditor-General has appointed me, Sarah Jenkins, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on pages 2 to 18, 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 31 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 Responsibility, Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Responsibility, Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, Te Tiriti o Waitangi Statement and Statement of KiwiSport funding.

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

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

Independence

We are independent of the School in accordance with the 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.

A handwritten signature in black ink, appearing to read 'Sarah Jenkins', is written over a light blue horizontal line.

Sarah Jenkins
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand



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

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p><i>We follow our Employer Responsibility Policy which is available for viewing on SchoolDocs.</i></p> <p><i>The board takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees.</i></p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>We follow our Equal Employment Opportunities Policy which is available for viewing on SchoolDocs.</i></p> <p><i>To achieve this the board:</i></p> <p><i>Appoints a member to be the EEO officer – this role may be taken by the principal.</i></p> <p><i>Shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development.</i></p> <p><i>Selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude.</i></p> <p><i>Recognises 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.</i></p> <p><i>Ensures that employment and personnel practices are fair and free of any bias.</i></p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p><i>We follow our Appointment Procedure Policy which is available for viewing on SchoolDocs.</i></p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, 	<p><i>We follow our Te Tiriti o Waitangi Policy which is available for viewing on SchoolDocs.</i></p>

<ul style="list-style-type: none"> - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p><i>Kaurilands School is also committed to te Tiriti o Waitangi and gives effect to te Tiriti by achieving equitable outcomes for ākonga Māori.</i></p>
<p>How have you enhanced the abilities of individual employees?</p>	<p><i>By providing professional development and leadership opportunities. Access to support for working towards continuing qualifications and ongoing learning.</i></p>
<p>How are you recognising the employment requirements of women?</p>	<p><i>We follow our Equal Employment Opportunities Policy which is available for viewing on SchoolDocs.</i></p> <p><i>All staff are paid as per the Collective Agreement.</i></p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p><i>Our school has been modified to accommodate all staff, students and community for any and all disabilities.</i></p>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

End of Year Data Report 2025

This report shows how children at Kaurilands have been progressing with the new curriculum in Reading, Writing and Maths at the end of 2025.

Teachers have made overall teacher judgements (OTJ's) about where children are achieving in relation to the new New Zealand English and Maths Curriculum (2025 version). Curriculum levels have been disestablished and children are now assessed against Year Level expectations.

As we are now making OTJs against a new curriculum with different expectations and criteria, it has become increasingly difficult to compare our current achievement data with previous years. The expectations have shifted significantly with the implementation of the revised curriculum, and unlike in the past, we have not been able to track cohorts in the same way to show a clear picture of student progress over time. This has created challenges in building the same continuity and comparability we previously relied on.

Teachers have spent this year learning an entirely new curriculum, working to interpret and apply the expectations, and continuing to make sense of the changes as they arise. Making OTJs in this context has understandably been challenging.

Additionally, the recent updates released for the Maths and English curriculum (to be implemented beginning 2026) will again influence our teaching and learning programmes and, consequently, our data next year. We anticipate that it will take time for our school to become fully familiar with the new expectations, to build consistency in teaching practice, and to see improvement as children begin to fill gaps and strengthen their foundational skills.

We have also been informed that in 2026, OTJs will be made using five descriptors instead of the four used this year. While the hope is that this change will support more precise judgements in the future, it will also mean additional adjustments for teachers and may further impact overall data comparisons with previous years.

All teachers and teams have analysed and reflected on this data, looking at how our children have progressed and have identified clear trends which will be valuable for developing effective teaching and learning programmes in 2026. You can see this information in the year level breakdowns at the bottom of this report.

The below table outlines what the Overall Teacher Judgement made by each teacher means.

OTJ Descriptor (These descriptors are a new directive for reporting from the Ministry of Education).	Details
Needs Support	Students; <ul style="list-style-type: none"> - Are not meeting expectations for their year level and need support to help them develop sufficient knowledge and skills. - Can complete tasks with significant guidance and assistance. - Need adjusted classroom practice, tailored responses, or additional learning support.
Progressing Towards	Students; <ul style="list-style-type: none"> - Are progressing towards meeting the curriculum expectations for their year level. - Can complete tasks with some guidance and assistance. - Need targeted support to increase the rate of progress and achievement to develop sufficient knowledge and skills (as described in the year-to-year teaching sequence).

Proficient	Students; <ul style="list-style-type: none"> - Are meeting expectations for their year level. - Can consistently complete tasks accurately and independently, and show they are continuing to develop sufficient knowledge and skills (as described in the year-to-year teaching sequence). They are making the expected progress to achieve the end of year expectations.
Exceeding	Students; <ul style="list-style-type: none"> - Are exceeding expectations for their year level. - Can consistently demonstrate an advanced understanding of concepts, knowledge and skills for their year level. This means they can clearly communicate their thinking, and transfer knowledge to a range of situations.

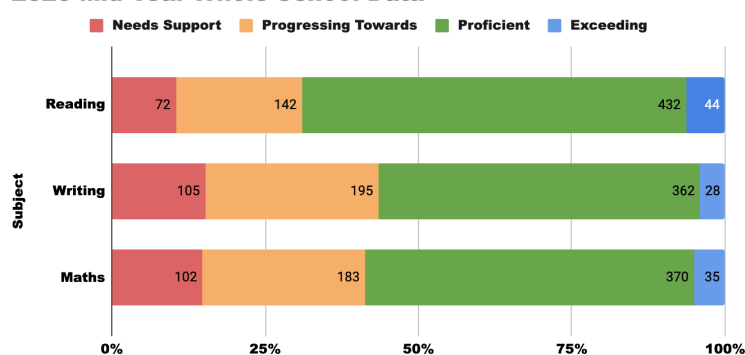
Whole School Data:

690 children are identified in the mid-year data.

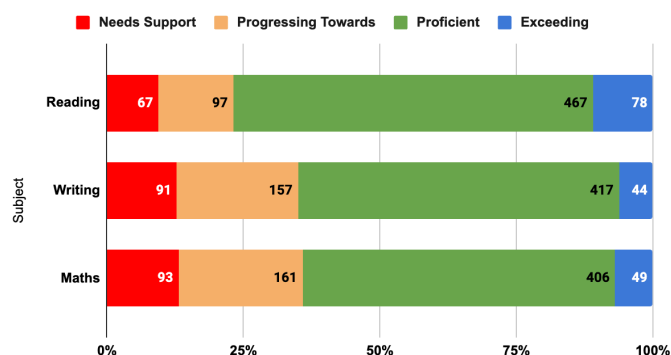
708 Children are included in the End of Year data.

Subject	Needs Support	Needs Support	Progressing Towards	Progressing Towards	Proficient	Proficient	Exceeding	Exceeding	Total at Proficient and Exceeding Mid Year Level Expectations	Total at Proficient and Exceeding End of Year Level Expectations	End of 2024 At and Above
Reading	72 10%	66 9%	142 21%	92 13%	432 63%	472 67%	44 6%	78 11%	476 69%	550 78%	594 84% (86%)
Writing	105 15%	87 12%	195 28%	146 21%	362 52%	430 61%	28 4%	45 6%	390 56%	475 67%	514 73% (76%)
Maths	102 15%	91 13%	183 27%	162 23%	370 54%	406 57%	35 5%	49 7%	405 59%	455 64%	589 84% (85%)

2025 Mid Year Whole School Data



Whole School End of Year Data



Analysis of End of Year Data:

As expected, the implementation of the new curriculum has heavily impacted our achievement data. Children are having to learn new content quickly and may not have the foundation skills required in order to master the new learning expectations for each year level. Some skills, previously taught later in a child's schooling, have moved lower down the school, thus making learning more complex and larger gaps in knowledge and understanding.

As with previous years, our children are achieving best in Reading. Writing has been an area of focus in recent years and continues to be with a large number of children identified as Needing Support or Progressing Towards their year level expectations. Maths achievement has however decreased significantly as our children across the school are struggling to master the new skills and content set out in the year level expectations. Over time, we will see this improving, as knowledge gaps are filled, skills and concepts are built on and skills are mastered lower down in the school. It is however pleasing to see an increase in achievement in all three curriculum areas when compared to mid year.

Maths Achievement Data in more detail:

Our whole-school, Ethnicity and Gender Maths achievement data shows a decline this year, which aligns with the significant changes made to the updated New Zealand Maths Curriculum. The curriculum has introduced elevated expectations and a broader range of content at each year level, requiring children to engage with concepts and skills they have not previously been exposed to. As a result, many learners are still in the early stages of developing and mastering foundational knowledge needed to meet these new benchmarks. This shift has created a natural dip in achievement as students and teachers adjust to the increased depth, pace, and complexity of the revised curriculum. With continued implementation and targeted support, we expect achievement to strengthen as learners build confidence and fluency with the new material.

We have also seen a shift in some teacher OTJs from “Proficient” to “Progressing Towards,” which reflects the challenge of making mid-year predictions under a new and more demanding curriculum. At the midpoint of the year, teachers made informed judgements based on how children were achieving at that time and whether they appeared on track to meet the end-of-year expectations. However, the content introduced in the second half of the year proved more complex and required deeper conceptual understanding than in previous years. As a result, some students who had been tracking well earlier in the year were unable to maintain the necessary rate of progress to meet the elevated end-of-year benchmarks. This recalibration of OTJs is an honest reflection of both the increased curriculum demands and the reality of learner readiness within this period of significant change.

In the second half of this year, we employed two qualified teachers with a strong passion and skill for teaching Maths. They worked with children needing additional support across Years 3–6. Throughout these sessions, the children grew in confidence and strengthened their basic facts knowledge, including their times tables and division facts. In 2026 we will continue to engage in Ministry Funded Maths PLD to develop our understanding of the new revised curriculum.

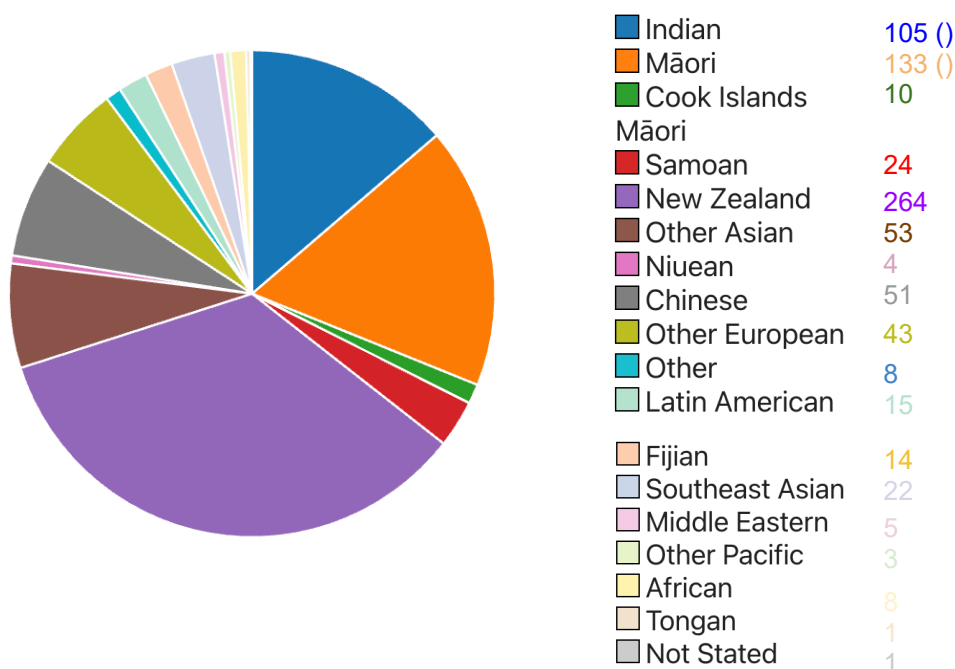
We recently received news that the 2025 Maths Curriculum, which we have spent the year making sense of, has been revised and refreshed. This updated version once again includes significant content changes at every level, making the material substantially more difficult for children, especially as concepts now build more steeply from earlier years. This will affect our achievement data further as we are expected to implement this new version from the beginning of next year.

Another contributing factor to the overall percentages in Reading, Writing, and Maths is the inclusion of Year 1 achievement data within the new curriculum model. Previously, under the curriculum level framework, all Year 1 children were considered to be achieving at expectation because they were operating at the beginning of Level 1. The revised curriculum, however, provides clear and specific knowledge and skill expectations for Year 1 learners, enabling teachers to make more accurate OTJs about how well children are meeting these benchmarks. As a result, Year 1 students are now identified across all achievement categories: Needing Support, Progressing Towards, Proficient, and Exceeding. This more detailed and realistic picture of early achievement has naturally impacted our overall school-wide data.

As reflected in the year-level breakdowns, children who joined our school during the year have continued to impact our final achievement data, just as they have in previous years. Our Needing Support groups have increased over the course of the year as new students have enrolled, many of whom arrive working below the expectations of our current cohorts. Historically, children who start their schooling with us tend to show higher levels of achievement and more consistent progress than those who have been transient or who transfer from other schools. This pattern has again contributed to shifts in our overall data picture. *Unfortunately due to abrupt curriculum changes this year, our student management system is not set up properly to collect and filter data. This has meant we are unable to compare percentages of children who started our school as a 5 year old with children who didn't as we have in previous reports. We have been told that the system will be set up properly next year.*

Whole School Ethnicity Data:

Our school continues to grow in diversity. This graph shows a pictorial of our current Ethnicity makeup at Kaurilands.



The data below shows how our Māori, Pasifika and Asian students are achieving in Reading, Writing and Maths.

The following Ethnicity groups have been made using Ministry of Education specifications. A child can only be represented in one of the following ethnic groups. Māori is the first priority, followed by Pasifika and then Asian. If a child's first ethnicity is Samoan and their second is Māori they fall into the Māori group as that is priority group 1.

A recent piece of feedback from our ERO review highlighted the way we compare our ethnicity data. Up until now, we have been comparing Māori, Pacific, and Asian achievement against our whole-school results. ERO suggested that a more accurate and meaningful approach would be to compare each of these ethnic groups with our New Zealand European achievement data instead. This change has been made below.

NZ European:

There are 247 children included in our end of year Data who are NZ European.

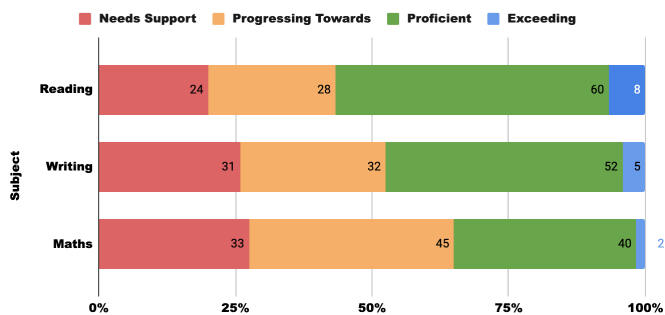
Subject	Needs Support	Progressing Towards	Proficient	Exceeding	Total at Proficient and Exceeding Year Level Expectations
Reading	13 5%	26 11%	178 72%	30 12%	208 84%
Writing	20 8%	49 20%	158 64%	20 8%	178 72%
Maths	24 10%	69 28%	140 57%	14 6%	154 62%

Māori:

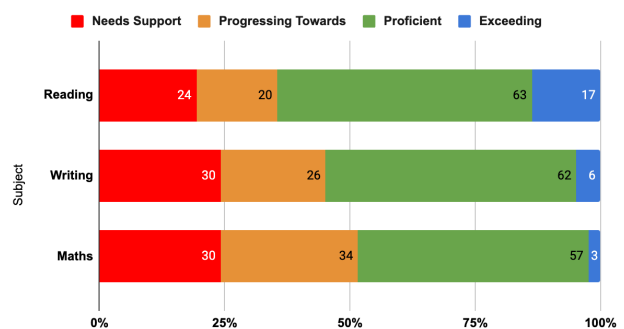
There are 133 students classified as being Māori at our school (17%) . 124 children are included in the end of year data.

Subject	Needs Support	Needs Support	Progressing Towards	Progressing Towards	Proficient	Proficient	Exceeding	Exceeding	Total at Proficient and Exceeding Year Level Expectations	Total at Proficient and Exceeding Year Level Expectations	NZ European
Reading	24 20%	24	28 23%	20	60 50%	63	8 7%	17	68 57%	80 66%	208 84%
Writing	31 26%	30	32 27%	26	52 43%	62	5 4%	6	57 48%	68 55%	178 72%
Maths	33 28%	30	45 38%	34	40 33%	57	2 2%	3	42 35%	60 48%	154 62%

2025 Maori Data- Mid Year



Māori End of Year Data

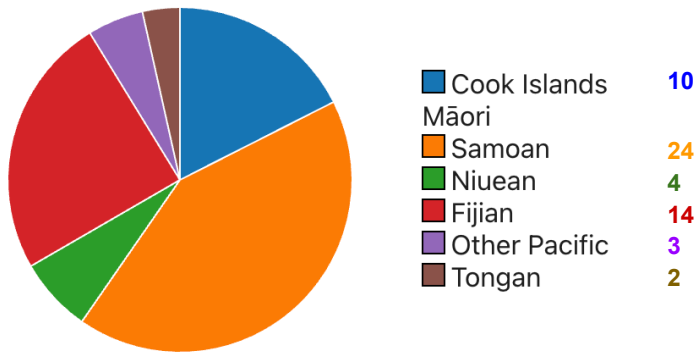


Our Māori end of year achievement data has shown improvement from mid-year across Reading, Writing, and Maths, which reflects the progress made by learners over the second half of the year. However, when compared to the end of last year, Māori achievement has decreased significantly, mirroring the pattern seen in our whole-school data. This decline is closely linked to the introduction of the new curriculum and the elevated expectations now required at each year level.

Similar to the overall school trends, our Māori tamariki are achieving highest in Reading (66%), followed by Writing (55%), and lowest in Maths (48%).

This is the first year we have compared Māori achievement directly with our NZ European cohort, as previously this data was analysed against whole-school achievement. Our NZ European learners are currently tracking at higher levels across all three curriculum areas, and this new comparison has highlighted further discrepancies between the two groups. While our Māori learners have made progress from mid-year, the gap becomes more visible when measured against NZ European achievement rather than the broader school-wide average. This has provided us with clearer insight into where targeted support is needed moving forward.

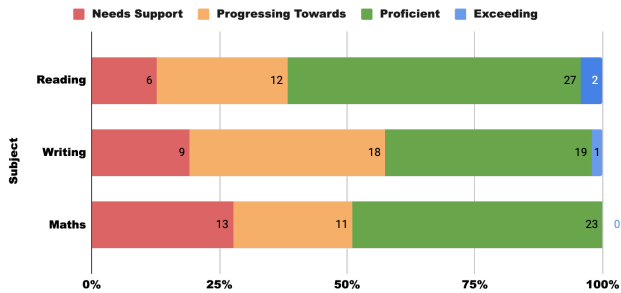
Pasifika:



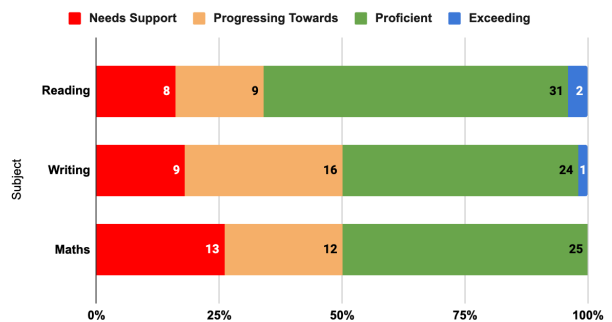
There are 57 students classified as being Pasifika at our school (7%). There are 50 children represented in this data.

Subject	Needs Support	Needs Support	Progressing Towards	Progressing Towards	Proficient	Proficient	Exceeding	Exceeding	Total at Proficient and Exceeding Year Level Expectations	Total at Proficient and Exceeding Year Level Expectations	NZ European
Reading	6 13%	8 16%	12 26%	9 18%	27 57%	31 62%	2 4%	2 4%	29 62%	33 66%	208 84%
Writing	9 19%	9 18%	18 38%	16 32%	19 40%	24 48%	1 2%	1 2%	20 42%	25 50%	178 72%
Maths	13 28%	13 26%	11 23%	12 24%	23 49%	25 50%			23 49%	25 50%	154 62%

2025 Pasifika Data- Mid Year



Pasifika End of Year Data



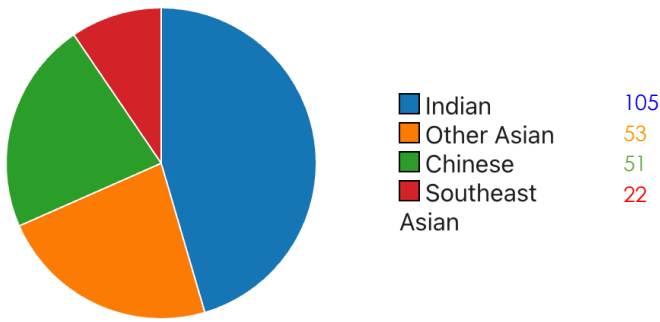
Our Pasifika achievement has also been impacted this year. Reading, similar to the whole school, is the highest at 66%, while Writing and Maths are equal at 50%.

When comparing progress from mid-year, our Pasifika children have made some good progress. However, comparing this achievement with the NZ European cohort highlights a big discrepancy. Pasifika achievement will therefore continue to be a strategic focus in 2026.

It is important to note that this is a small group, so any minor change to numbers significantly increases a percentage.

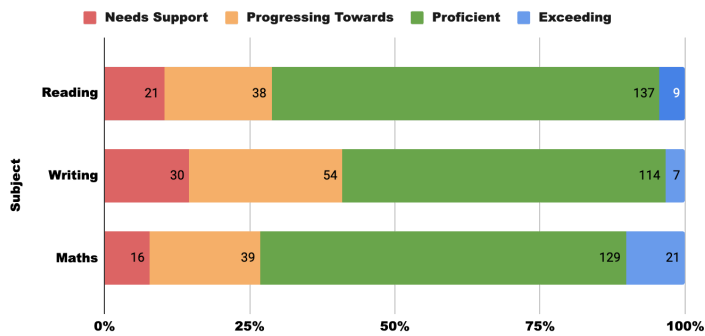
Asian:

There are 231 children who identify as Asian at Kaurilands School (32%). 213 children are represented in this data.

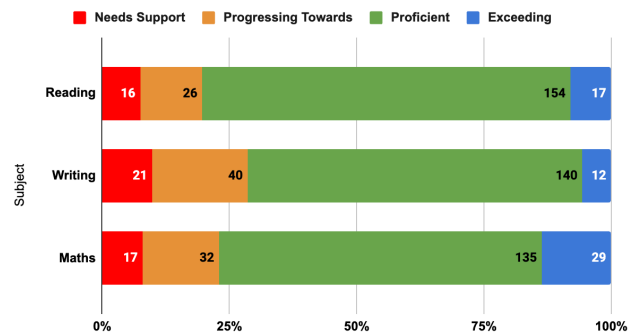


Subject	Needs Support	Needs Support	Progressing Towards	Progressing Towards	Proficient	Proficient	Exceeding	Exceeding	Total at Proficient and Exceeding Year Level Expectations	Total at Proficient and Exceeding Year Level Expectations	NZ European
Reading	21 10%	16 8%	38 19%	26 12%	137 67%	154 72%	9 4%	17 8%	146 71%	171 80%	208 84%
Writing	30 15%	21 10%	54 26%	40 19%	114 56%	140 66%	7 3%	12 6%	121 59%	152 71%	178 72%
Maths	16 8%	17 8%	39 19%	32 15%	129 63%	135 63%	21 10%	29 14%	150 73%	164 77%	154 62%

2025 Asian Data- Mid Year



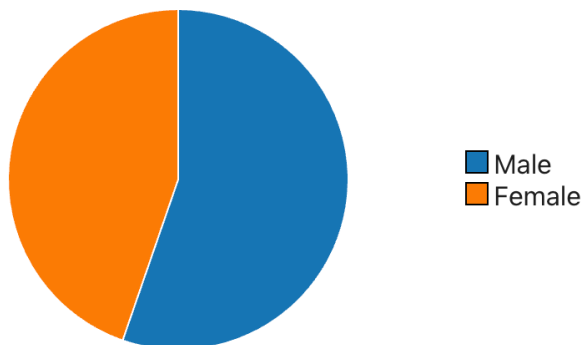
Asian End of Year Data



As in previous years, our Asian learners continue to achieve well across all three curriculum areas. It is particularly pleasing to see the strong progress made in Literacy over the past six months, with achievement levels now closely aligned with those of our NZ European cohort. In Maths, our Asian students are achieving significantly higher than NZ European learners, demonstrating strong conceptual understanding and confidence with the increased expectations of the new curriculum.

WHOLE SCHOOL GENDER DATA

The graph below shows our current gender make-up at Kaurilands School. We have 423 Males (55%) and 342 Females (45%). We continue to have a higher percentage of boys.



We have 395 boys and 313 girls represented in this data.

Subject	Needs Support		Progressing Towards		Proficient		Exceeding		Total at Proficient and Exceeding Year Level Expectations Mid Year		Total at Proficient and Exceeding Year Level Expectations End of Year	
	B	G	B	G	B	G	B	G	B	G	B	G
Reading	33	33	65	27	260	212	37	41	256 67%	218 72%	297 75%	253 81%
Writing	54	33	103	43	222	208	16	29	188 49%	201 66%	238 60%	237 76%
Maths	39	52	79	83	240	166	37	12	240 63%	162 53%	277 70%	178 57%

Our gender data continues to highlight the same trends as in previous years. These are also National trends with Girls achieving higher in Reading and Writing than Boys, and Boys achieving higher in Maths than Girls.

One of our key goals following our recent ERO visit is to actively work toward decreasing the persistent gap between boys' and girls' writing achievement. Our data continues to show that boys are overrepresented in the Needs Support and Progressing Towards categories, and are less likely to reach the Proficient level in writing compared to girls.

In response, we will be incorporating a targeted strategic action into our 2026 planning that focuses on strengthening boys' engagement, confidence, and success in writing. This work will include refining teacher practice, ensuring culturally responsive and motivating writing programmes, and monitoring progress closely to reduce disparity over time. To support this we have employed two Literacy Specialist teachers who will work alongside teachers and children during Writing sessions in Term 1.

Break Down of End Year Data 2025:

The data below shows how our current year Levels are achieving against the new curriculum. Below each data table you will see a summary of what progress has been made and trends which may be impacting on achievement.

Year 1 2025

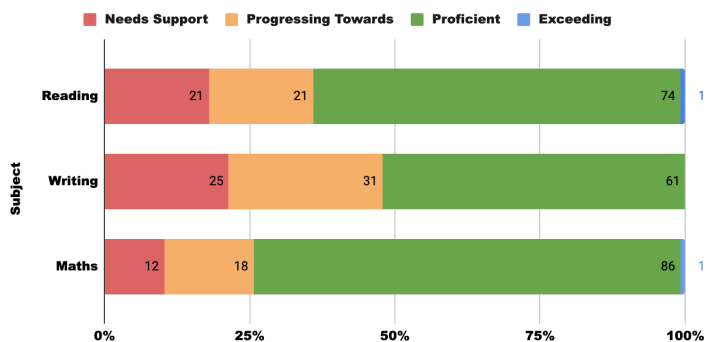
There are 117 children included in the Mid year data for Year 1.

There are 131 children included in the End of Year 1 data. All of these children will move to Year 2 in 2026.

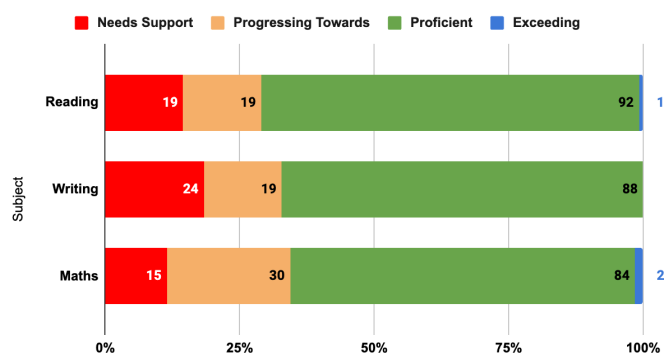
26 children have been flagged as a Priority Learner (Needs Support and/or Progressing Towards) in all three core subjects.

Subject	Needs Support	Needs Support	Progressing Towards	Progressing Towards	Proficient	Proficient	Exceeding	Exceeding	Number of Children Proficient or Exceeding
Reading	21	19 15%	21	19 14%	74	92 70%	1	1 1%	93 71%
Writing	25	24 18%	31	19 14%	61	88 67%			88 67%
Maths	12	15 11%	18	30 23%	86	84 64%	1	2 2%	86 66%

2025 Year 1 Mid Year Data



Year 1 End of Year Data



Reading

Summary of Achievement in Reading:

Children Needing Support	Children Progressing Towards
<ul style="list-style-type: none"> - 20 children identified as Needing Support - 17 in all 3 core curriculum areas. - 2 children have an IEP. - 7 children have a diagnosed learning need impacting on learning. - 8 are English Language Learners - 1 undergoing RTLB interventions 	<ul style="list-style-type: none"> - 18 children identified as Progressing Towards - 9 in all 3 core curriculum areas. - 4 are English Language Learners
<ul style="list-style-type: none"> - 12 children have moved from Progressing Towards to Proficient from mid year - 4 children have moved from Needing Support to Progressing Towards from mid year - 1 child has moved from Progressing Towards to Needing Support from mid year (Extended overseas holiday) 	

What are the trends/ key areas that are holding these children back?

- ELL students with accents that change letter sound
- The majority of students have gained individual letter/sound knowledge.
- However, they are able to segment sounds within a word but unable to blend especially in context (i.e., in text).

- Can only hold 2 phonemes in working memory, affecting decoding ability.
- Unable to hold and blend the last phoneme.
- Are reading at Kākano level texts.
- Reading Fluency: Very early readers; limited text engagement and confidence.
Display confusion with vowel sounds and common reversals, especially b/d.
- 5 children have only completed 3 terms or less at school

Writing

Summary of Achievement in Writing:

Children Needing Support	Children Progressing Towards
<ul style="list-style-type: none"> - 24 children identified as Needing Support. - 17 are PLs in all 3 core curriculum areas. - 2 children have an IEP. - 1 child has a diagnosed learning need impacting on learning. - 8 are English Language Learners - 2 undergoing RTLB interventions - 1 child severe behaviour, undergoing Ministry Intervention for high behaviour needs - 11 boys and 13 girls are Needing Support - 7 children have had 3 terms at school or less - 1 child does not participate fully in the classroom programme - 2 children have had extended holidays overseas - 1 child receiving support for speech - 1 child has a cochlear implant 	<ul style="list-style-type: none"> - 19 children identified as Progressing Towards - 9 are PLs in all 3 core curriculum areas. - 6 are English Language Learners - 16 boys and 2 girls are progressing towards - 2 children have had 3 terms at school or less - 2 children receiving support for speech
<ul style="list-style-type: none"> - 1 child has moved from Progressing Towards to Needs Support from mid year due to being in India for 2 months - 6 children have moved from Needs Support to Progressing Towards from mid year - 1 child has moved from Proficient to Progressing Towards from mid year - 22 children have moved from Progressing Towards to Proficient from mid year 	

What are the trends/ key areas that are holding these children back?

- Poor fine motor skills affecting handwriting and stamina.
- Incorrect or inconsistent letter formation.
- Difficulty remembering and recording full sentences.
- ELL learners: Challenges with grammar, sentence structure, and vocabulary.
- Lack of confidence/risk-taking when writing unfamiliar words.
- Weak understanding and use of vowel sounds.

Maths

Summary of Achievement in Maths:

Children Needing Support	Children Progressing Towards
<ul style="list-style-type: none"> - 15 children identified as Needing Support - All 15 are PLs in all core curriculum areas - (7 boys and 8 girls) - 3 special needs (Behaviour, Cerebral Palsy) - 4 children have had 3 terms or less at school or less - 6 ELLs - 1 child been in India for 2 months 	<ul style="list-style-type: none"> - 30 children identified as Progressing Towards - 15 boys and 15 girls - 11 in all 3 core curriculum areas - 5 Special Needs-2 hearing, ASD,ADHD, 1 starting referral process) - 7 children have had 3 terms or less at school - 7 ELLs - 1 child has been in India for a long period of time.

-4 children have moved from Progressing Towards to Proficient from mid year
 - 1 child has moved from Proficient to Exceeding from mid year
 -8 children have been moved down a step: from Proficient to progressing towards due to not yet mastering basic facts and add/sub to 20 which is a new curriculum expectation.
 This is due to only having learnt half the Maths Curriculum which made it difficult when making an OTJ at mid year.

What are the trends/ key areas that are holding these children back?

- Difficulty reading numbers correctly.
- Inconsistent ability to count forwards and backwards to 20.(Working memory)
- Confusion between 'ty' and 'teen' numbers (e.g., 14 vs 40).
- Difficulty adding small groups of objects or numbers.
- Unable to say the number before or after a given number.
- Incorrect number formation affecting both recognition and writing.
- New curriculum expectations of add/sub to 20.
- Basic facts to 10.

Year 2 2025

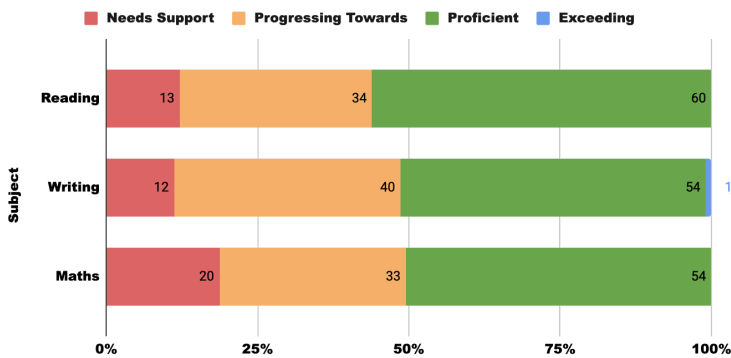
There are 107 children in Year 2 included in the mid year data.

There are 106 children included in the end of year data.

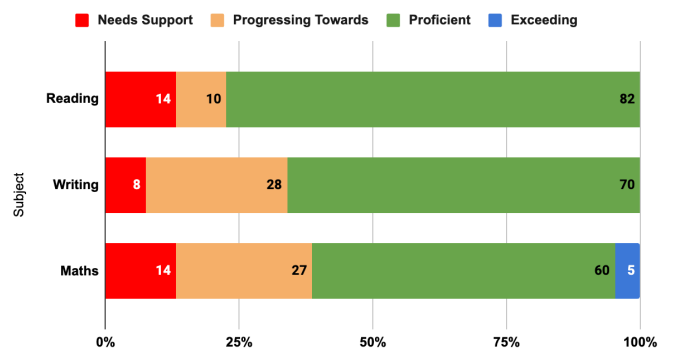
14 children have been flagged as a Priority Learner in all three core subjects at the end of the year.

Subject	Needs Support	Needs Support	Progressing Towards	Progressing Towards	Proficient	Proficient	Exceeding	Exceeding	Number of Children Proficient or Exceeding
Reading	13	14 13%	34	10 9%	60	82 76%			82 76%
Writing	12	8 7%	40	28 26%	54	70 65%	1		70 65%
Maths	20	14 13%	33	27 25%	54	60 56%		5 5%	65 61%

2025 Year 2 Mid Year Data



Year 2 End of Year Data



Reading

Summary of Achievement in Reading:

Children Needing Support	Children Progressing Towards
14 children identified as Needing Support. <ul style="list-style-type: none"> - 1 child has an IEP. - 1 has a diagnosed learning need impacting on learning. - 1 is an English Language Learner. - 2 undergoing RTLB interventions - 1 child has moved from Progressing Towards to Needing Support from mid year 	<ul style="list-style-type: none"> - 10 children identified as Progressing Towards, - 3 are English Language Learners.
<ul style="list-style-type: none"> - 76% of children are achieving at or above the Year 2 end of year Reading Expectation. - 23 children have moved from Progressing Towards to Proficient from mid year 	

What are the trends/ key areas that are holding these children back?

Children needing support:

- Lack of working memory, gaps in knowledge (not secure foundational knowledge)
- Poor high-frequency word knowledge
- Basic foundational skills are lacking (alphabet and phonic knowledge)
- Vowel sounds
- Lack of confidence
- Lack of Reading mileage
- Poor oral language
- Been on BSLA for approximately 9 terms- still not proficient in letter sounds/blends/blending skills

Children progressing toward:

- ELL children find vocabulary and grammar difficult which impacts their understanding of texts
- 4 of these children do not regularly read at home to support learning at school
- 12 of these children are close to the expected level for end of Year 2 (turquoise), and are 1 or 2 levels behind (orange)

Writing

Summary of Achievement in Writing:

Children Needing Support	Children Progressing Towards
<ul style="list-style-type: none"> - 8 children identified as Needing Support. - 1 child has an IEP. - 1 child has a diagnosed learning need impacting on learning. - 3 are English Language Learners. - 2 undergoing RTLB interventions. - 1 child has moved from Progressing Towards to Needing Support from mid year. - 1 child has Assistive Technology to support him in Writing. 	<ul style="list-style-type: none"> - 28 children identified as Progressing Towards. - 3 children have moved from Needing Support to Progressing Towards from mid year. - 3 are English Language Learners. - 1 child has moved from Proficient to Progressing Towards from mid year.
<ul style="list-style-type: none"> - 65% of children in Year 2 are achieving at or above expectation in Writing. - 16 children have moved from Progressing Towards to Proficient from mid year. - 1 child has moved from Exceeding to Proficient from mid year. 	

What are the trends/ key areas that are holding these children back?

Children needing support:

- Lack of foundation skills (such as low alphabet knowledge)

- Poor letter formation and fine motor skills (slows down the writing process, writing hard to read back)
- Poor memory and retention
- Unable to spell high-frequency words
- Letter formation- being able to form letters quickly and correctly to help writing stamina
- Poor listening skills
- Sentence structure

Children progressing toward:

- Writing stamina to write with enough detail (writing enough in the given time)
- ELL writers: grammar, sentence structure, ideas and vocabulary
- Poor memory for spelling patterns learned in BSLA - or overgeneralising patterns
- Putting many skills together (using conjunctions, adding detail, punctuation, spelling)
- Lack of knowledge of what a sentence is and not familiar enough with written language and/or hearing written language spoken aloud

Maths

Summary of Achievement in Maths:

Children Needing Support	Children Progressing Towards
<ul style="list-style-type: none"> - 14 children identified as Needing Support. - 1 child has an IEP. - 1 has a diagnosed learning need impacting on learning. - 3 are English Language Learners. 	<ul style="list-style-type: none"> - 27 children identified as Progressing Towards - 6 children have moved from Needing Support to Progressing Towards from mid year - 5 are English Language Learners
<ul style="list-style-type: none"> - 61% of children are achieving at or above expectation in Maths. -16 children have moved from Progressing Towards to Proficient from mid year -7 children have been moved down a step: 3 from Progressing Towards to Needing Support and 4 from Proficient to Progressing Towards. This is due to only having learnt half the Maths Curriculum which made it difficult when making an OTJ at mid year. 	

What are the trends/ key areas that are holding these children back?

Children needing support:

- Poor number knowledge
- Lack of understanding of backward sequences from 20
- Basics/foundation not secure (eg. teen vs ty, number before and after)
- Gaps in what children should know at 6 months and 1 year of school (came in with many skills missing, have made a year's progress but are still behind)

Children progressing toward:

- Working memory
- Not understanding word problems
- Backwards sequences from 100.
- Poor place value knowledge
- Basic facts- do not know basic facts to 10, with 10, etc.
- Could not solve double digit addition problems, which was needed to achieve the end of Year 2 expectation

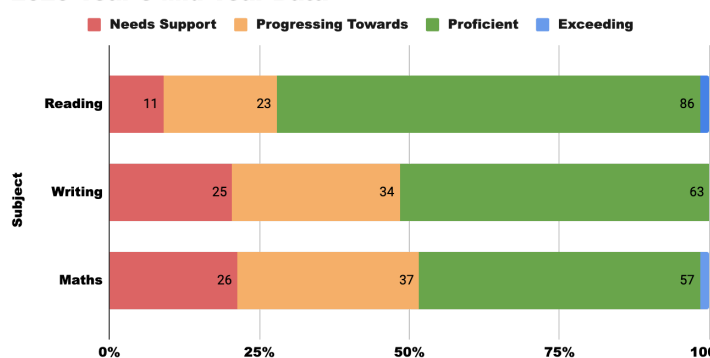
Year 3 2025

There are 123 children in Year 3.

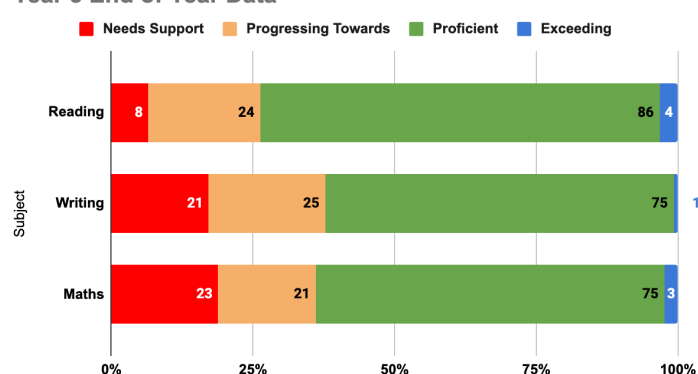
21 children in Year 3 are Priority Learners across all 3 core subjects. 7 of these children are new to Kaurilands school in the last 18 months.

Subject	Needs Support	Needs Support	Progressing Towards	Progressing Towards	Proficient	Proficient	Exceeding	Exceeding	Number of Children Proficient or Exceeding
Reading	11 9%	8 7%	23 19%	24 20%	86 70%	86 70%	2 2%	4 3%	90 73%
Writing	25 20%	21 17%	34 28%	25 20%	63 52%	75 61%		1 1%	76 62%
Maths	26 21%	23 19%	37 30%	21 17%	57 47%	75 61%	2	3 2%	78 63%

2025 Year 3 Mid Year Data



Year 3 End of Year Data



Reading

Summary of Achievement in Reading:

Children Needing Support	Children Progressing Towards
<ul style="list-style-type: none"> - 8 children identified as Needing Support. - 2 children have moved from Needing Support to Progressing Towards in the past 6 months. - 2 children have an IEP (Individual Education Plan) - 3 have a diagnosed learning need impacting on learning. - 2 are English Language Learners. These children have made significant progress in Reading this year. - 1 child receives extra support from RTLB. - 3 of these children started in Year 3 at Kaurilands School at the beginning of the year. - 1 child is working with Attendance Services as she has missed a significant amount of schooling since Year 1. Attendance to date is 48%. 	<ul style="list-style-type: none"> - 24 children identified as Progressing Towards - 2 children have moved from Needing Support to Progressing Towards in the past 6 months. - 3 are English Language Learners. - 4 children have moved from being Proficient at the middle of the year to Progressing Towards at the end of the year. - 1 child moved up from Year 2 for social reasons in Term 3. He has a learning diagnosis which impacts on Literacy Learning. - 7 children receive extra support from RTLB or external tutors. - 1 child has a diagnosed learning need impacting on learning.
<ul style="list-style-type: none"> - 73% of our children in Year 3 are Reading at or above the expected level for the end of Year 3. 	

- All children have moved up Reading Levels over the course of the year, developed their decoding skills and are building their comprehension strategies.
- 86 children are Proficient at the end of Year 3.
- 6 children have moved from Progressing Towards to being Proficient.
- 2 children have moved up and are now exceeding the Year 3 expectations joining two others from the middle of the year.
- 6 Children are still on the BSLA Reading programme and are therefore identified as Needing Support. They have been reading Green on the colour wheel, as well as BSLA in class.

What are the trends/ key areas that are holding these children back?

- In Year 3, children tend to sit at Level 21 (Gold/8 Years) for a long time. Here they are progressing from learning to read to reading to learn which has a stronger focus on comprehension. This is also the year that we switch from using BSLA assessment to PM/ Probe assessment. Children often find this move a challenge as Probe is based on a passage and has no picture clues like PM readers.
- Children have moved past BSLA where they built sound decoding skills. Unfortunately some children struggle with the transition away from decodable texts where they need to use other strategies to work out complex vocabulary and make sense of the more complex story lines.
- Decoding of complex and new vocabulary.
- Comprehension and understanding- children struggle to identify and recall key ideas from the text.
- Making connections to texts.
- Our ELL students are still developing an understanding of English language structure and vocabulary, which can make it challenging to decode colour wheel books, where they need to use meaning and structure clues, as well as visual information.

Writing

Summary of Achievement in Writing:

Children Needing Support	Children Progressing Towards
<ul style="list-style-type: none"> - 21 children identified as Needing Support. - 1 child has an IEP. - 5 have a diagnosed learning need impacting on learning. - 1 child moved up from Year 2 for social reasons in Term 3. He has a learning diagnosis which impacts on Literacy Learning. - 1 child is working with Attendance Services as she has missed a significant amount of schooling since Year 1. Attendance to date is 48%. - 6 are English Language Learners. - 4 of these children started at Kaurilands at the beginning of the year. 	<ul style="list-style-type: none"> - 25 children identified as Progressing Towards. - 4 children have moved from Needing Support at the middle of the year to Progressing Towards. - 4 children are English Language Learners. - 1 child is currently being assessed for attention difficulties, Writing is the only subject where he is not Proficient.
<ul style="list-style-type: none"> - 62% of our children are at or above expectation at the end of the year in Writing. - 75 children are Proficient and 1 child is Exceeding. - 13 children have moved from Progressing Towards to being Proficient in the last 6 months. 	

What are the trends/ key areas that are holding these children back?

- Writing accurate simple sentences with correct punctuation.
- Using interesting vocabulary.

- Spelling of a range of basic sight words- Children are learning Heart Words (high frequency words) as part of our half hour a day spelling programme.
- Elaborating on ideas and adding detail.
- Difficulties with focus, attention and motivation during Writing.
- Fine motor skills and fluent letter formation.

Maths

Summary of Achievement in Maths:

Children Needing Support	Children Progressing Towards
<ul style="list-style-type: none"> - 23 children identified as Needing Support. - 3 children have moved from Needing Support to Progressing Towards. - 2 children have an IEP. - 4 have a diagnosed learning need impacting on learning. - 4 children in this group are new to Kaurilands this year. - 1 child is working with Attendance Services as she has missed a significant amount of schooling since Year 1. Attendance to date is 48%. <p>*** These children are still developing confidence with numbers to 1000, identifying before and after numbers, recalling basic facts, understanding place value and solving single-digit addition and subtraction problems.**</p>	<ul style="list-style-type: none"> - 21 children identified as Progressing Towards - 3 children have moved up from Needing Support to Progressing Towards. - 19 children have moved from Progressing towards to being Proficient at the end of Year 3. - 1 child in this group has a diagnosed learning/behaviour need impacting on learning. - 5 are English Language Learners.
<ul style="list-style-type: none"> - 63% of children in Year 3 are achieving at or above the year 3 expectations. - 19 children have moved from Progressing Towards at the beginning of the year to being Proficient. - 1 child has moved from being Proficient to Exceeding. 	

What are the trends/ key areas that are holding these children back?

- Basic Facts- Add/Sub- recall of addition and subtraction facts to 20. Understanding strategies like doubles, near doubles and making tens.
- Identifying numbers above 1000 and numbers that become before and after.
- Understanding Place Value of numbers up to 1000.
- Accurately using 'Counting On' as a strategy for the Needing Support students.
- Basic Facts- Mult/ Div- Understanding multiplication as repeated addition and division as sharing or grouping. Learning facts for 2x, 5x, 3x, 10x and recognising fact families and related operations.
- Maintaining existing knowledge and retaining strategies taught.
- Understanding fractions and finding fractions of a set.
- Understanding mathematical language.
- Confidence in Maths and being risk takers.

Year 4 2025

There are 116 children included in the Mid Year Data for Year 4.

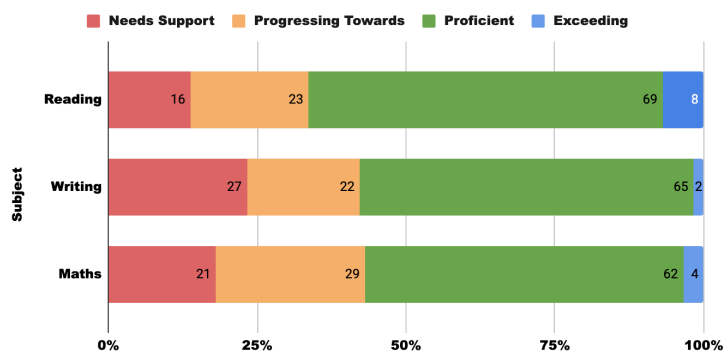
118 children.

3 children have joined us in the past 6 months and are all part of the Needing Support group.

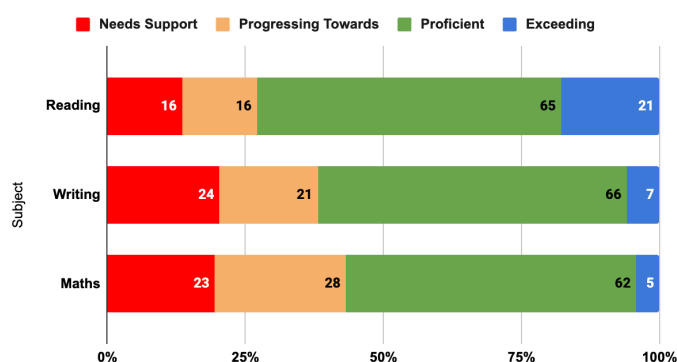
27 children in Year 4 are Priority Learners across all 3 core subjects.

Subject	Needs Support	Needs Support	Progressing Towards	Progressing Towards	Proficient	Proficient	Exceeding	Exceeding	Number of Children Proficient or Exceeding
Reading	16 14%	16 14%	23 20%	16 14%	69 59%	65 55%	8 7%	21 18%	86 73%
Writing	27 23%	24 20%	22 19%	21 18%	65 56%	66 56%	2 2%	7 6%	73 62%
Maths	21 18%	23 19%	29 25%	28 24%	62 53%	62 53%	4 3%	5 4%	67 57%

2025 Year 4 Mid Year Data



Year 4 End of Year Data



Summary of our Year 4 Learners:

This cohort of children has a wide range of learning and behaviour needs. These children have all made progress that they can be proud of but in many cases they sit in the group that is Needing Support or have been flagged as needing extra support to master Year 4 expectations. Teachers have spoken directly to these families to communicate the children's successes and challenges and many are on Individual Education Plans (IEP's)

Within our classes there are 11 children who have been diagnosed with a disability that has an impact on their learning, such as dyslexia, dysgraphia, hearing loss, a range of neurological conditions, intellectual disability, cerebral palsy, OCD and audio processing disorder. There are 7 children with current Individual Education Plans (IEPs) in Year 4. This involves SENCO/LSC/teachers and whānau meeting twice per year to establish an individual plan for each child, to ensure their specific learning needs are being targeted in class.

Within this cohort, 13 children have been diagnosed with ADHD. There are also 3 children currently waiting for appointments for assessments for their learning and behaviour. This impacts how these children learn and the speed at which they can master and retain new concepts. As is common with neurological conditions, many of our tamariki with ADHD have comorbid conditions such as dysgraphia, autism, and OCD.

One child continues to work with Northern Health School to support anxiety and integration back to school. One other child and their family are working alongside Attendance Services as his attendance to date is a worrying 42%. Because of extended absences since starting as a Year 1, this child finds learning challenging.

4 children in Year 4 have Ministry Funded Assistive Technology to support their learning.

English Language Learners are supported in class through quality teaching in Reading and Writing, particularly through the structured literacy approach used in BSLA and The Code. Within the cohort of Year 4 children, we have 23 who speak English plus a second language at home. Vicki Palmer works with 9 of these children when her timetable permits.

In Term 3 we had two children join us from a full immersion Māori kura. These children have experienced extreme trauma affecting learning and behaviour. Learning is impacted because of this.

Reading

Summary of Achievement in Reading:

Children Needing Support	Children Progressing Towards
<ul style="list-style-type: none"> - 16 children identified as Needing Support. - 3 children new to our school have moved into this group since the middle of the year. 2 of these children came from a full immersion Te Reo Māori unit and are learning to read and write in English for the first time. - 5 children have moved from Needing Support at the middle of the year to Progressing Towards at the end of the year. - 4 children have an IEP. - 7 have a diagnosed learning need impacting on learning. - 4 are English Language Learners. <p>*Children in this group have had a mixture of BSLA support as well as Learning Assistant Support over the course of this year. A large number are still mastering sounds and blends***</p>	<ul style="list-style-type: none"> - 21 children are identified as progressing towards. - 2 children have moved from Needing Support to Progressing Towards. - 3 have a diagnosed learning/ behaviour need impacting on learning. - 5 are English Language Learners. - 9 students who were at this level in the middle of the year have now moved to proficient.
<ul style="list-style-type: none"> - 73% of our children are achieving at or above expectation in Reading. - Our children have made amazing progress moving a number of levels and age brackets over the course of this year. - 14 children have moved from being proficient at the middle of the year to exceeding at the end of the year. 	

What are the trends/ key areas that are holding these children back?

A large number of children came through to us being At or Above expectation at the beginning of this year. In Year 3 and 4 children tend to sit with an 8 year Reading age for some time, as they have mastered the decoding strategies but not the more complex comprehension strategies they need to move on. This means, some children who came through as being At expectation, have fallen to Progressing Towards.

- Comprehension Strategies: These children have difficulties comprehending more challenging texts, skimming and scanning for information and summarising main events.
- Decoding of complex and new vocabulary.
- We find that many of our Progressing Towards children are ok with Oral Language, but their reading doesn't match this.

Writing

Summary of Achievement in Writing:

Children Needing Support	Children Progressing Towards
<ul style="list-style-type: none"> - 24 children identified as Needing Support. - 3 children new to our school have moved into this group since the middle of the year. 2 of these children came from a full immersion Te Reo Māori school and are learning to read and write in english for the first time. - 5 children have moved from Needing Support at the middle of the year to Progressing Towards at the end of the year. - 1 child accidentally received a Progressing 	<ul style="list-style-type: none"> - 21 children identified as Progressing Towards - 5 children have moved into this group from Needing Support over the past 6 months. - 2 children have moved from being Proficient at middle of the year to Progressing Towards end of year as they were unable to master the Year 4 skills in the second half of the year. - 2 children have an IEP. - 2 have a diagnosed learning/ behaviour need impacting on learning.

<p>Towards OTJ mid year when in fact they were Needing Support (a conversation has been had with whānau about this).</p> <ul style="list-style-type: none"> - 6 children have an IEP. - 9 have a diagnosed learning need impacting on learning. - 4 are English Language Learners. 	<ul style="list-style-type: none"> - 9 are English Language Learners
<ul style="list-style-type: none"> - 62% of our children are achieving at or above expectation in Writing at the end of Year 4. - 66 children are Proficient. - 9 children have moved from Progressing Towards to being Proficient in the second half of the year. - 5 Children have moved from being proficient to Exceeding Year level expectations in the second half of this year. 	

What are the trends/ key areas that are holding these children back?

- Writing sentences that have accurate punctuation, structure and that make sense.
 - Spelling of high frequency words, although our Code Spelling programme is helping here.
 - Writing sentences that include detail and description.
 - Writing that is structured with a beginning, middle and end.
 - Confidence to begin tasks and trust ideas.
- Although lots of progress has been made, there are a large number of skills our children need to master in Year 4 (grammar, spelling, sentence structure, use of accurate punctuation, adding of descriptive language and details).

Maths

Summary of Achievement in Maths:

Children Needing Support	Children Progressing Towards
<ul style="list-style-type: none"> - 23 children identified as Needing Support. - 2 children new to our school in the past 6 months are included in these numbers - 5 children have an IEP. - 10 have a diagnosed learning need impacting on learning. - 4 are English Language Learners. 	<ul style="list-style-type: none"> - 28 children identified as Progressing Towards. - 8 children who were marked as being Proficient at the middle of the year have moved into this group at the end of this year. They had mastered addition and subtraction skills covered in the first half of the year but have struggled to grasp complicated division, fraction and decimal skills in the second half of this year. - 6 children who were in this group at mid year have moved up to being Proficient. - 2 children have an IEP. - 2 have a diagnosed learning/ behaviour need impacting on learning. - 5 are English Language Learners
<ul style="list-style-type: none"> - 61% of our children are achieving at or above expectation in Maths at the end of the year. - 62 children are proficient in Maths- 6 children have moved from Progressing Towards to being Proficient. - 1 child has moved from being Proficient to Exceeding making this group now 5. 	

What are the trends/ key areas that are holding these children back?

- Basic fact recall to 20 not consolidated for our Needing Support children.
- Our children have worked really hard at their times tables, but many are still mastering these.
- They also do not know the corresponding division facts.
- Our mid year data did not factor in our division and multiplication strategies, as we had not taught that yet. With division, they need to solve 3 digit division problems, which has been a stretch too far for many of our children despite making good progress. They have yet to reach the Y4 standard. It is important to note that children were not expected to solve division problems in Year 4 prior to this year.

- Many find exchange/borrowing a challenging concept with subtraction. Previously children were only expected to use simple place value to solve double digit subtraction. They are now expected to solve triple digit numbers with renaming which is challenging to grasp.
- The elevated expectations and increased expectations set out in the Year 4 curriculum. There is a large number of new learning that requires foundation skills that these children have not been exposed to in the past three years of school.

Year 5 2025

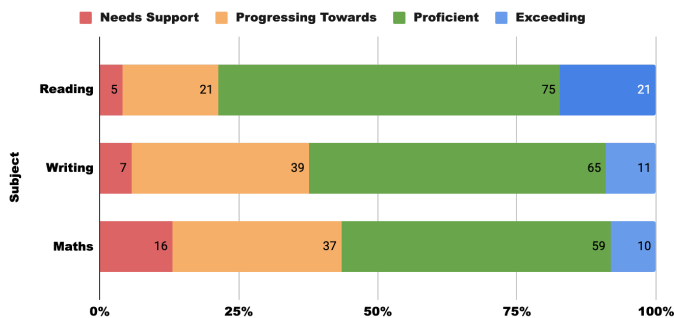
There are 122 children included in the mid-year data.

There are 123 students included in the end of year data. 1 new student has joined our school.

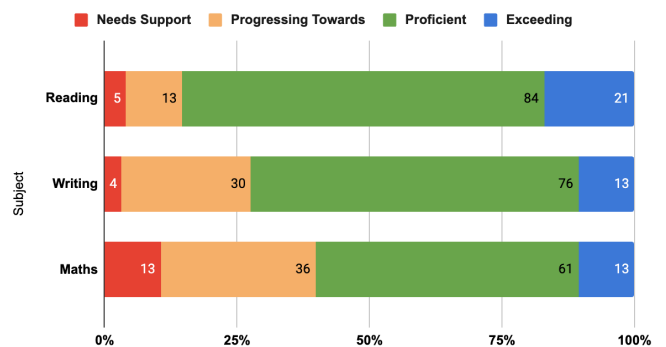
15 children in Year 5 are Priority Learners across all 3 core subjects.

Subject	Needs Support	Needs Support	Progressing Towards	Progressing Towards	Proficient	Proficient	Exceeding	Exceeding	Number of Children Proficient or Exceeding
Reading	5 4%	5 4%	21 17%	13 10%	75 61%	84 68%	21 17%	21 17%	105 85%
Writing	7 6%	4 3%	39 32%	30 24%	65 53%	76 61%	11 9%	13 10%	89 72%
Maths	16 13%	12 10%	37 30%	37 20%	59 48%	61 49%	10 8%	13 10%	74 60%

2025 Year 5 Mid Year Data



Year 5 End of Year Data



Reading

Summary of Achievement in Reading:

Children Needing Support	Children Progressing Towards
<ul style="list-style-type: none"> - 5 children identified as Needing Support. - 2 children have moved from Needing Support at the middle of the year to Progressing towards at the end of the year. - 1 is an English Language Learner. 	<ul style="list-style-type: none"> - 13 children are identified as progressing towards. - 10 children have moved from Progressing Towards to being Proficient. - 1 child has moved from being Proficient at mid year to Progressing Towards as she has plateaued with her reading over the past 6 months. - 4 are English Language Learners
<ul style="list-style-type: none"> - 85% of our children are achieving at or above expectation in Reading at the end of Year 5. - 84 children are Proficient. - 10 children have moved from Progressing Towards to being Proficient in the second half of the year. - 2 Children have moved from being proficient to Exceeding Year level expectations in the second half of this year 	

What are the trends/ key areas that are holding these children back?

- There are some children that are struggling with re-organising information.
- Inconsistencies of reading regularly at home. (Discussions of parents)
- Poor vocabulary knowledge is affecting their ability to comprehend texts.
- Children lack the tools to decode texts effectively.
- Children are having issues with inferring and evaluating.
- We noticed that going back to probe testing and reading groups, that DIBELS did not capture the full picture as assessment, as it didn't check comprehension.
- There is a bigger focus on fluency and prosody, than previously, this is flagging some children that may struggle with this but have good comprehension.
- The children who are PLs may not engage cognitively when it is a whole class lesson.

Writing

Summary of Achievement in Writing

Children Needing Support	Children Progressing Towards
<ul style="list-style-type: none"> - 4 children identified as Needing Support. - 4 children have moved from Needing Support at the middle of the year to Progressing towards at the end of the year. - 1 is an English Language Learner. 	<ul style="list-style-type: none"> - 32 children identified as Progressing Towards - 4 children have moved into this group from Needing Support over the past 6 months. - 1 children have moved from being Proficient at middle of the year to Progressing Towards end of year as they were unable to master the Year 4 skills in the second half of that year. - 2 child/ren has an IEP. - 2 have a diagnosed learning/ behaviour need impacting on learning. - 6 are English Language Learners
<ul style="list-style-type: none"> - 70 % of our children are achieving at or above expectation in Writing at the end of Year 5. - 74 children are Proficient. - 13 children have moved from Progressing Towards to being Proficient in the second half of the year. - 5 Children have moved from being proficient to Exceeding Year level expectations in the second half of this year 	

What are the trends/ key areas that are holding these children back?

- Lack of use of basic punctuation, such as full stops, capital letters and commas.
- Struggles with Idea generation and writing mileage.
- Lack of detail/expanding on ideas.
- Limited vocabulary for sharing detail and description.
- Confusion of tenses.
- Struggling with structuring ideas and their writing in a more sophisticated way.
- Not using or working from a plan.
- Not re-reading their work aloud, and hearing if it makes sense.
- Repetitive sentence structures. Then... Then... Then... As... As... As...
- Lack of thoughts and ideas of what to write.

Maths

Summary of Achievement in Maths:

Children Needing Support	Children Progressing Towards
<ul style="list-style-type: none">- 13 children identified as Needing Support.- 2 Children have gone from Progressing Towards to needing support.- 6 children have moved from Needing Support to Progressing towards.- 1 child has an IEP.- 1 have a diagnosed learning need impacting on learning.- 1 is an English Language Learner.	<ul style="list-style-type: none">- 36 children identified as Progressing Towards.- 3 children who were marked as being Proficient at the middle of the year have moved into this group at the end of this year. They had mastered addition and subtraction skills covered in the first half of the year but have struggled to grasp complicated division, fraction and decimal skills in the second half of this year.- 8 children who were in this group at mid year have moved up to being Proficient.
<ul style="list-style-type: none">- 60% of our children are achieving at or above expectation in Maths at the end of the year.- 61 children are proficient in Maths- 8 children have moved from Progressing Towards to being Proficient.- 4 children have moved from being Proficient to Exceeding making this group now 13	

The elevated expectations in the new curriculum for Maths in Year 5 (Phase 2) are significantly impacting on our children. There is knowledge and strategies that are now in lower level phases of the Te Mātaiaho curriculum refresh that were previously taught in Year 5. This means that there is some significant content that these Year 5 students have not yet been exposed to that needs to be taught in addition to the current Year 5 Phase 2 content to fill these gaps.

What are the trends/ key areas that are holding these children back?

At mid year, we had only covered half of the curriculum, we were making predictions on how we thought the children would cope with future learning. We found that as children had big gaps in fraction and decimal knowledge that it was particularly challenging for children to master the expected knowledge and skills in these areas for Year 5.

- Lack of confidence to take risks.
- Multiplication and division facts knowledge and retention are severely lacking.
- Addition and Subtraction facts e.g. bonds to 20, doubles etc.
- Lack of conceptual understanding and retention of basic fractions knowledge.
For example:
 - Understanding and using fractions and decimals, sometimes to two decimal places; being able to write fractions as decimals (e.g. tenths, hundredths), and vice versa
 - Recognising and writing equivalent fractions
 - Multiplying proper fractions (or mixed numbers) by whole numbers
 - Connecting the ideas of fractions/decimals with place value, measurement, and real-world contexts (e.g. measuring, dividing up quantities)
- Lack of conceptual understanding and retention of place value knowledge when extended into decimals:
 - Understand decimal place value: tenths, hundredths, and thousandths; the role of the decimal point; and that each place is 10× smaller than the one before it.
 - Work with decimals confidently: read, write, compare, order, add, subtract, and convert simple fractions to/from decimals using place-value understanding.
 - Use decimals in real contexts: measurement (m, L, kg), money, number lines, scales, and explain their reasoning using models and clear mathematical language.
- PL's have too many gaps to be able to catch them up and engage with the Year 5 curriculum.
- Don't have the recall to access a lot of the consolidation strategies used within the classroom, it takes too long to actually get the practice they need.

Year 6 2025

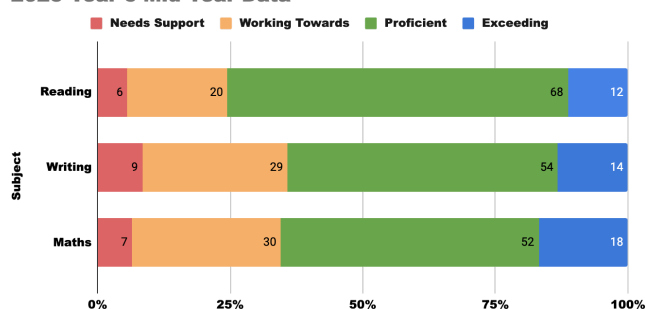
At mid year there were 106 children included in Year 6 data.

At the end of the year there are 108 children included in the Year 6 data.

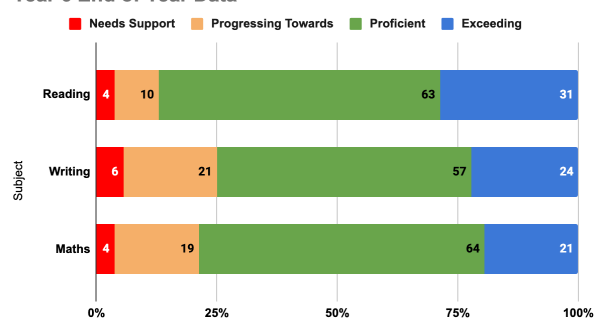
9 children in Year 6 are Priority Learners across all 3 core subjects.

Subject	Needs Support	Needs Support	Progressing Towards	Progressing Towards	Proficient	Proficient	Exceeding	Exceeding	Number of Children Proficient or Exceeding
Reading	6 6%	4 4%	20 19%	10 9%	68 64%	63 58%	12 11%	31 29%	94 87%
Writing	9 8%	6 6%	29 27%	21 19%	54 51%	57 53%	14 13%	24 22%	81 75%
Maths	7 7%	4 4%	30 28%	19 18%	52 49%	64 59%	18 17%	21 19%	85 79%

2025 Year 6 Mid Year Data



Year 6 End of Year Data



Reading

Summary of Achievement in Reading:

Children Needing Support	Children Working Towards
<ul style="list-style-type: none"> - 4 children identified as Needing Support. - 2 children have moved from Needing Support at the middle of the year to Progressing towards at the end of the year. - 2 children have an IEP. - 2 have a diagnosed learning need impacting on learning. - 2 are English Language Learners. 	<ul style="list-style-type: none"> - 11 children are identified as Working towards. - 12 children have moved from Working Towards to being Proficient. - 2 have a diagnosed learning/ behaviour need impacting on learning. - 5 are English Language Learners
<ul style="list-style-type: none"> - 87% of our children are achieving at or above expectation in Reading at the end of Year 6. - 63 children are Proficient. - 12 children have moved from Progressing Towards to being Proficient in the second half of the year. - 18 Children have moved from being proficient to Exceeding Year level expectations in the second half of this year 	

What are the trends/ key areas that are holding these children back?

- Children not having a deeper understanding of the text.
- Children not making connections and lacking relevant real world experiences.
- Minimal reading mileage - children not reading at home consistently.
- Children struggling to decode new vocabulary and have knowledge of difficult/new vocabulary.

Writing

Summary of Achievement in Writing:

Children Needing Support	Children Working Towards
<ul style="list-style-type: none"> - 6 children identified as Needing Support. - 4 children have moved from Needing Support at the middle of the year to Progressing towards at the end of the year. - 3 children have an IEP. - 3 have a diagnosed learning need impacting on learning. - 1 are English Language Learners. 	<ul style="list-style-type: none"> - 22 children identified as Working Towards - 4 children have moved into this group from Needing Support over the past 6 months. - 2 children have an IEP. - 6 have a diagnosed learning/ behaviour need impacting on learning. - 9 are English Language Learners
<ul style="list-style-type: none"> - 75 % of our children are achieving at or above expectation in Writing at the end of Year 6. - 57 children are Proficient. - 10 children have moved from Progressing Towards to being Proficient in the second half of the year. - 9 Children have moved from being proficient to Exceeding Year level expectations in the second half of this year 	

What are the trends/ key areas that are holding these children back?

- In many cases, children are not expanding on ideas with sufficient detail.
- Some children are still struggling to generate ideas to get started and this has an impact on their writing mileage.
- Lower writing mileage due to focus.
- Children are neglecting to add punctuation while writing. Full stops, commas and capital letters are often missed, impacting on the readability of the overall writing piece.
- Not using paragraphs effectively
- ELL - incorrect tenses, grammar

Maths

Summary of Achievement in Maths:

Children Needing Support	Children Working Towards
<ul style="list-style-type: none"> - 4 children identified as Needing Support. - 2 children have an IEP. - 3 have a diagnosed learning need impacting on learning. 	<ul style="list-style-type: none"> - 19 children identified as Progressing Towards. - 13 children who were in this group at mid year have moved up to being Proficient. - 4 children have an IEP. - 4 have a diagnosed learning/ behaviour need impacting on learning. - 5 are English Language Learners
<ul style="list-style-type: none"> - 79% of our children are achieving at or above expectation in Maths at the end of the year. - 64 children are proficient in Maths- - 13 children have moved from Progressing Towards to being Proficient. - 3 children have moved from being Proficient to Exceeding making this group now 21 	

The elevated expectations in the new curriculum for Maths in Year 6 (Phase 2) are significantly impacting on our children. There is knowledge and strategies that are now in lower level phases of the Te Mātaiaho curriculum refresh that were previously taught in Year 6 and students at this are expected to know. This means that there is some significant content that these Year 6 students have not yet been exposed to that needs to be taught in addition to the current Year 6 Phase 2 content to fill these gaps.

What are the trends/ key areas that are holding these children back?

At mid year, we had only covered half of the curriculum, we were making predictions on how we thought the children would cope with future learning. We found that as children had big gaps in fraction and decimal knowledge that it was challenging for children to master the expected knowledge and skills in these areas for Year 6.

- Times Tables and division facts knowledge and retention are severely lacking.
- Lack of conceptual understanding and retention of basic fractions knowledge.
- Confusion with lots of new knowledge being taught. Time restraints in being able to revisit and consolidate knowledge

For example:

- Lack of conceptual understanding and retention of place value knowledge:
 - Understanding place value to 1,000,000
 - Knowing the value of each digit (ones to millions)
 - Being able to compose/decompose numbers (e.g., $508,460 = 5 \times 100,000 + 8 \times 1,000 + \dots$)
 - Confusing thousands vs hundred-thousands is common
- Ordering and comparing large numbers
 - Rounding to the nearest 10, 100, 1,000, 10,000, 100,000
 - Understanding which digit determines the rounding when looking at 4 & 5 digit numbers
- Adding and subtracting large numbers
 - Keeping place value aligned
 - Managing multi-step carrying/borrowing and drawing on the knowledge and strategy simultaneously
- Multiplying and dividing by 10, 100, 1,000
 - Understanding digit shifts rather than "adding zeros"
- Lacking confidence in Maths and being unwilling to take risks for fear of failure.


Te Tiriti o Waitangi at Kaurilands

How we have given effect to Te Tiriti o Waitangi:

The school is committed to Te Tiriti o Waitangi. This is emphasised throughout our strategic plan. A lot of what we are doing is covered in this document but a few of our initiatives need to be added here:

- We are committed to strong Māori representation within our school including having a Māori trustee (over many years). We presently have 3 Māori trustees including the Presiding member.
- Te Reo and Tikanga are mandatory to the weekly timetable for all.
- Our school works with providers who enhance our knowledge and delivery within te ao Māori such as, Te Kawerau ā Maki- our local iwi and our Kapa haka tutors who work with children and staff. We opened a bi-lingual class in 2024 and have continued this in 2025.
- All Māori achievement data is interrogated and prioritised. One of our key school wide goals is the increase in Māori student achievement in 2025.

WRITING

<p>Strategic Aim: Annual Aim:</p>	<p>Accelerate the progress and achievement of all children Raising student achievement across target areas in Writing.</p>		
<p>Targets 2025:</p> 	<ul style="list-style-type: none"> - We would like to continue to close the gap between the Writing achievement of Māori students and all students. 63% of our Māori students are achieving at or above expectation compared to 73% of all students. - We would like to see a significant increase for Māori children achieving at or above expectation in Writing (at least 65%). 		
<p>Baseline data: Analysis of school-wide data in February 2025 (End of 2024 data) identified that:</p>	<p>73% of our children are at or above expectation in Writing (an increase of 3%).</p> <ul style="list-style-type: none"> - 63% of our Māori students are at or above expectation in Writing (increase of 4%). - 66% of boys and 82% of girls are at or above expectation in Writing. - 67% of our Pasifika students are at or above expectation in Writing. 		
<p>Actions (what did we do?)</p>	<p>Outcomes (what happened?)</p>	<p>Reasons for the variance (why did it happen?)</p>	<p>Evaluation/Planning for 2025 (where to next)</p>

<p>Children write daily as part of our Kaurilands Curriculum expectations.</p> <p>Year 4-6 kaiako took part in Ministry funded Professional Development on Structured Literacy through Massey University. The focus on explicit teaching around year level content, vocabulary, spelling patterns and rules and sentence structure will support our children to develop their writing.</p> <p>All teachers in Year 1, 2 and 3 are trained in BSLA - continue to implement this Structured Literacy Approach. We are hopeful that the phonics knowledge and skills children build through this programme impacts on Writing and Spelling ability. BSLA Whole Class Taumata Teaching is taking place in Year 1-3 classes.</p> <p>We continued to implement 'The Code', a structured Literacy Spelling Programme, with clear spelling progressions in all Year 4-6 classes.</p> <p>Worked on developing an understanding of the new scope and sequence set out in the new English Curriculum. Teachers explicitly taught year level content and planned 5 writing sessions along with spelling and structured handwriting sessions.</p> <ul style="list-style-type: none"> - Unpacked the Refreshed English Curriculum at a 	<p>This year we changed the way we reported and collected OTJs as curriculum levels had been disestablished and new year level expectations are now in play. Curriculum expectations changed significantly across the school and our teachers and children were still building an understanding of these.</p> <p>Our Writing achievement has fluctuated between 70% and 72% over the past four years. We have seen a decrease in Writing achievement at the end of 2025 with 67% of children being At or Exceeding their year level expectations.</p> <p>55% of our Māori children achieved at or above expectation in Writing. This is a significant decrease from the end of 2024.</p> <p>The gap between boys and girls' achievement in Writing has remained the same, with girls (76%) achieving more than boys (60%). Although the gap has stayed the same, both groups' achievement has decreased in Writing, similar to all other groups.</p> <p>Teacher observation and spelling results have identified that children have a better understanding of phonics after taking part in structured Spelling programmes (BSLA Taumata teaching and The Code). Children are spelling with increased accuracy in Writing.</p> <p>Our teachers are developing a good understanding of the expectations for each phase of learning in the new English Curriculum. However the changes made to the 2025 curriculum at the end of the year have meant that our teachers need to learn a new curriculum for the start of 2026.</p>	<p>As we are now making OTJs against a new curriculum with different expectations and criteria, it has become increasingly difficult to compare our current achievement data with previous years. The expectations have shifted significantly with the implementation of the revised curriculum, and unlike in the past, we have not been able to track cohorts in the same way to show a clear picture of student progress over time. This has created challenges in building the same continuity and comparability we previously relied on.</p> <p>Teachers have spent this year learning an entirely new curriculum, working to interpret and apply the expectations, and continuing to make sense of the changes as they arise. Making OTJs in this context has understandably been challenging.</p> <p>Another contributing factor to the overall percentages in Reading, Writing, and Maths is the inclusion of Year 1 achievement data within the new curriculum model. Previously, under the curriculum level framework, all Year 1 children were considered to be achieving at expectation because they were operating at the beginning of Level 1. The revised curriculum, however, provides clear and specific knowledge and skill expectations for Year 1 learners, enabling teachers to make more accurate OTJs about how well children are meeting these benchmarks. As a result, Year 1 students are now identified across all achievement categories: Needing Support, Progressing Towards, Proficient, and Exceeding. This more detailed and realistic picture of early achievement has naturally impacted our overall school-wide data.</p> <p>Children who joined our school during the year have continued to impact our final achievement data, just as they have in previous years. Our Needing Support groups have increased over the course of the year as new students have enrolled, many of whom arrive working below the</p>	<p>One of our key goals following our recent ERO visit is to actively work toward decreasing the persistent gap between boys' and girls' writing achievement. Our data continues to show that boys are overrepresented in the Needs Support and Progressing Towards categories, and are less likely to reach the Proficient level in writing compared to girls.</p> <p>The Literacy Curriculum Team, alongside the Senior Leadership Team, will continue to support our teachers to implement the New English Curriculum.</p> <p>Strategic Initiative: Provide an authentic, innovative, localised curriculum</p> <p>Localise and implement the new Refreshed Literacy and Maths Curriculum to improve outcomes for all learners.</p> <ul style="list-style-type: none"> - Work collaboratively to ensure we are implementing the new phases of learning of the Refreshed English Curriculum. - Dedicate staff meeting time to support the understanding and implementation of the new curriculum. <p>Continue to broaden our knowledge of structured Literacy approaches and upskill new teachers.</p> <ul style="list-style-type: none"> - 3 new teachers to Junior school enrolled in cohort 8 BSLA training. <p>Improve outcomes in Writing, particularly Boys Writing.</p> <ul style="list-style-type: none"> - Employ Writing specialists to support kaiako with developing effective Writing programmes, that align with Structured Literacy approaches, and offer small group support. - Train our new teachers in the Junior School in BSLA-Enrol in Structured Literacy Cohort 8 PLD. (All other kaiako are trained). - Time in team meetings is dedicated to discussion on how learners are progressing, with results and actions minuted. - Fine motor skill programme in Year 1. - Literacy Leaders investigate how to engage boys in Writing. <p>Strategic Initiative: Use data to inform sound pedagogical practice that is differentiated to meet the diverse range of learning needs</p> <ul style="list-style-type: none"> - Review our current Assessment Practices and investigate tools that will support the delivery and mastery of the Refreshed Literacy and Maths Curriculum. - Establish systems and processes to measure and report on individual and school-wide student progress and achievement that aligns to the New Curriculum Phases and progress steps.
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<p>number of staff meetings.</p> <p>Literacy ICoL and Literacy Curriculum Leaders supported teachers to implement and deliver the expectations set out in our Kaurilands Local Curriculum Document.</p> <p>Time in team meetings planned to discuss how learners are progressing, with results and actions minuted. Māori and Pasifika achievement is discussed, reflected on and tracked.</p> <p>PLD with Tautai o le Moana and Tapasa to improve outcomes for our Pasifika learners.</p>		<p>expectations of our current cohorts. Historically, children who start their schooling with us tend to show higher levels of achievement and more consistent progress than those who have been transient or who transfer from other schools. This pattern has again contributed to shifts in our overall data picture. <i>Unfortunately due to abrupt curriculum changes this year, our student management system is not set up properly to collect and filter data. This has meant we are unable to compare percentages of children who started our school as a 5 year old with children who didn't as we have in previous reports. We have been told that the system will be set up properly next year.</i></p> <p>This is the first year we have compared Māori achievement directly with our NZ European cohort, as previously this data was analysed against whole-school achievement. Our NZ European learners are currently tracking at higher levels across all three curriculum areas, and this new comparison has highlighted further discrepancies between the two groups. While our Māori learners have made progress from mid-year, the gap becomes more visible when measured against NZ European achievement rather than the broader school-wide average. This has provided us with clearer insight into where targeted support is needed moving forward.</p> <p><i>It is also important to note that we are still waiting for an assessment that aligns to the new curriculum.</i></p> <p>Children being engaged in daily writing instruction has supported children to make accelerated progress. Children developed confidence, fluency, accuracy and mileage.</p> <p>All children across our school were engaged in a structured spelling</p>	<p>Continue to develop tracking systems to improve outcomes for all learners as part of kaiako professional growth cycle.</p> <ul style="list-style-type: none"> - Time in team meetings planned to discuss how learners are progressing, with results and actions minuted. Māori and Pasifika achievement is discussed, reflected on and tracked. <p>Strategic Initiative: Develop culturally sustainable practice to enhance education outcomes for our tamariki māori and for all our children</p> <ul style="list-style-type: none"> - Build and strengthen educational success for our Māori and Pasifika children. These children will be tracked and programmes will be researched, implemented and monitored to ensure improved outcomes in Reading, Writing and Maths. - Continue to offer the one day a week Bilingual Language Programme run by Matua Grant for Māori children in year 4-6 children. - Continue to work with Te Kawerau ā Maki to build knowledge of our local stories and history. - Programmes that improve Māori and Pasifika achievement are identified and are implemented. - Address Student Achievement for Māori and Pasifika children at Hui and Fono. <p>Literacy Curriculum Leaders coach and mentor new teachers to ensure they are equipped to deliver our Kaurilands School Literacy expectations. Literacy curriculum team will plan and run staff meetings and carry out observations to ensure all staff are implementing the expectations set out in our Kaurilands Local Curriculum Document.</p>
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		programme (The Code or BSLA Taumata teaching). Children have expanded their knowledge of spelling rules and have become more accurate when spelling new words.	
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Writing Target for 2026:

With the implementation of the new curriculum, elevated curriculum expectations in each year level and the disestablishment of curriculum levels, we see 2026 as a review year. We need to look at how we assess progress and achievement and how we report this to whānau and our Board of Trustees.

- Continue to build an understanding of the new English Curriculum and support the implementation of the new phases of learning and year level teaching sequences.
- Ensure children can access the teaching sequences outlined in their Year Level expectations in the new Curriculum.
- We will continue to work on closing the gap between Māori and Pasifika achievement and NZ European achievement as well as improve overall Writing achievement.
- One of our key goals following our recent ERO visit is to actively work toward decreasing the persistent gap between boys' and girls' writing achievement. Our data continues to show that boys are overrepresented in the Needs Support and Progressing Towards categories, and are less likely to reach the Proficient level in writing compared to girls.

READING

Strategic Aim: Annual Aim:	Accelerate the progress and achievement of all children Raising student achievement across target areas in Reading.		
Targets 2025: 	- We would like to close the gap between our Māori students and whole school achievement (76% compared to 84%).		
Baseline Data: Analysis of school-wide data in February 2025 (End of 2024 data) identified that:	84% of our children are Reading at or above expected level in Reading <ul style="list-style-type: none"> - 76% of our Māori children are Reading at or above expectation. - 83% of boys compared to 86% of girls are reading at or above expectation. - 82% of our Pasifika children are Reading at or above expectation. 		
Actions <i>(what did we do?)</i>	Outcomes <i>(what happened?)</i>	Reasons for the variance <i>(why did it happen?)</i>	Evaluation/Planning for 2025 <i>(where to next)</i>
All teachers in Year 1, 2 and 3 have been trained in BSLA and have implemented this structured Literacy Approach in their classes. Teachers plan for 5 days of Reading.	This year we changed the way we reported and collected OTJs as curriculum levels had been disestablished and new year level expectations were now in play. Curriculum expectations changed significantly across the school	As we are now making OTJs against a new curriculum with different expectations and criteria, it has become increasingly difficult to compare our current achievement data with previous years. The expectations have shifted significantly with the implementation of the revised curriculum, and unlike in the	The Literacy Curriculum Team, alongside the Senior Leadership Team, will continue to support our teachers to implement the New English Curriculum. Strategic Initiative: Provide an authentic, innovative, localised curriculum

<p>Continued to implement 'The Code', a structured Literacy Spelling Programme with clear spelling progressions in all Year 4-6 classes. BSLA Whole Class Taumata Teaching is taking place in Year 1-3 classes.</p> <p>Year 4-6 kaiako took part in Ministry funded Professional Development on Structured Literacy through Massey University. The focus on explicit teaching around year level content, vocabulary, comprehension, spelling rules and choral reading will support our children to develop their skills in reading.</p> <p>Literacy ICoL and Literacy Curriculum Leaders supported teachers to implement and deliver the expectations set out in our Kaurilands Local Curriculum Document.</p> <p>Unpacked the Refreshed English Curriculum at a number of staff meetings.</p> <p>Time in team meetings planned to discuss how learners are progressing, with results and actions minuted. Māori and Pasifika achievement is discussed, reflected on and tracked.</p> <p>PLD with Tautai o le Moana and Tapasa to improve outcomes for our Pasifika learners. Collaborate with Te Kawerau ā Maki, MAC and Kaumatua to support our Māori learners.</p>	<p>and our teachers and children were still building an understanding of these.</p> <p>As with previous years, our children are achieving best in Reading. Our Reading data continues to have the highest percentage of children achieving at or above expectation with 78% of all children being proficient or exceeding year level expectations.</p> <p>84% of our NZ European children are proficient or exceeding year level curriculum expectations.</p> <p>78% of our children are proficient or exceeding their year level expectations.</p> <p>81% of girls are Reading at or above expectation compared to 75% of boys. The gap has widened for the first time in a number of years- however the inclusion of Year 1 data and the high levels of boys in this group has contributed to this.</p> <p>In Reading 66% of our Māori children are Reading at proficient or exceeding year level expectations.</p> <p>Pasifika student Reading results (66%) have dropped significantly below our NZ European group.</p>	<p>past, we have not been able to track cohorts in the same way to show a clear picture of student progress over time. This has created challenges in building the same continuity and comparability we previously relied on.</p> <p>Teachers have spent this year learning an entirely new curriculum, working to interpret and apply the expectations, and continuing to make sense of the changes as they arise. Making OTJs in this context has understandably been challenging.</p> <p>Another contributing factor to the overall percentages in Reading, Writing, and Maths is the inclusion of Year 1 achievement data within the new curriculum model. Previously, under the curriculum level framework, all Year 1 children were considered to be achieving at expectation because they were operating at the beginning of Level 1. The revised curriculum, however, provides clear and specific knowledge and skill expectations for Year 1 learners, enabling teachers to make more accurate OTJs about how well children are meeting these benchmarks. As a result, Year 1 students are now identified across all achievement categories: Needing Support, Progressing Towards, Proficient, and Exceeding. This more detailed and realistic picture of early achievement has naturally impacted our overall school-wide data. The high percentage of boys in this cohort has also affected our gender data.</p> <p>Children who joined our school during the year have continued to impact our final achievement data, just as they have in previous years. Our Needing Support groups have increased over the course of the year as new students have enrolled, many of whom arrive working below the expectations of our current cohorts. Historically, children who start their schooling with us tend to show higher levels of achievement and more consistent progress than those who have been transient or who transfer from other schools. This pattern has again</p>	<p>Localise and implement the new Refreshed Literacy and Maths Curriculum to improve outcomes for all learners.</p> <ul style="list-style-type: none"> - Work collaboratively to ensure we are implementing the new phases of learning of the Refreshed English Curriculum. - Dedicate staff meeting time to support the understanding and implementation of the new curriculum. <p>Continue to broaden our knowledge of structured Literacy approaches and upskill new teachers.</p> <ul style="list-style-type: none"> - 3 new teachers to Junior school enrolled in cohort 8 BSLA training. - Use our trained Teacher Aides and BSLA facilitators to take Tier 2 BSLA groups for those who need it. - Through this work, investigate practices that work for Māori and Pasifika. <p>Strategic Initiative: Use data to inform sound pedagogical practice that is differentiated to meet the diverse range of learning needs</p> <ul style="list-style-type: none"> - Review our current Assessment Practices and investigate tools that will support the delivery and mastery of the Refreshed Literacy and Maths Curriculum. - Establish systems and processes to measure and report on individual and school-wide student progress and achievement that aligns to the New Curriculum Phases and progress steps. <p>Continue to develop tracking systems to improve outcomes for all learners as part of kaiako professional growth cycle.</p> <ul style="list-style-type: none"> - Time in team meetings planned to discuss how learners are progressing, with results and actions minuted. Māori and Pasifika achievement is discussed, reflected on and tracked. <p>Strategic Initiative: Develop culturally sustainable practice to enhance education outcomes for our tamariki māori and for all our children</p> <ul style="list-style-type: none"> - Build and strengthen educational success for our Māori and Pasifika children. These children will be tracked and programmes will be researched, implemented and monitored to ensure improved outcomes in Reading, Writing and Maths. - Continue to offer the one day a week Bilingual Language Programme run by Matua Grant for Māori children in year 4-6 children. - Continue to work with Te Kawerau ā Maki to build knowledge of our local stories and history. - Programmes that improve Māori and Pasifika achievement are identified and are implemented.
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		<p>contributed to shifts in our overall data picture. <i>Unfortunately due to abrupt curriculum changes this year, our student management system is not set up properly to collect and filter data. This has meant we are unable to compare percentages of children who started our school as a 5 year old with children who didn't as we have in previous reports. We have been told that the system will be set up properly next year.</i></p> <p>This is the first year we have compared Māori and Pasific achievement directly with our NZ European cohort, as previously this data was analysed against whole-school achievement. Our NZ European learners are currently tracking at higher levels across all three curriculum areas, and this new comparison has highlighted further discrepancies between the two groups. While our Māori learners have made progress from mid-year, the gap becomes more visible when measured against NZ European achievement rather than the broader school-wide average. This has provided us with clearer insight into where targeted support is needed moving forward.</p> <p><i>It is also important to note that we are still waiting for an assessment that aligns to the new curriculum so making informed OTJs around the new curriculum has been a tricky task.</i></p> <p>Teachers have reported that the daily teaching of Reading and exposure to texts and the explicit teaching of skills around year level expectations to the whole class has been helpful.</p> <p>The BSLA programme continues to support our children in the junior school to develop their phonics and decoding skills.</p> <p>Children taking part in 'The Code' and whole class BSLA Taumata teaching were observed to have better decoding skills and phonics awareness.</p>	<ul style="list-style-type: none"> - Address Student Achievement for Māori and Pasifika children at Hui and Fono. <p>Literacy Curriculum Leaders coach and mentor new teachers to ensure they are equipped to deliver our Kaurilands School Literacy expectations. Literacy curriculum team will plan and run staff meetings and carry out observations to ensure all staff are implementing the expectations set out in our Kaurilands Local Curriculum Document.</p>
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Reading Targets for 2026:

With the implementation of the new curriculum, elevated curriculum expectations in each year level and the disestablishment of curriculum levels, we see 2026 as a review year. We need to look at how we assess progress and achievement and how we report this to whānau and our Board of Trustees.

- Build an understanding of the new English Curriculum and support the implementation of the new phases of learning and year level teaching sequences.
- Ensure children can access the teaching sequences outlined in their Year Level expectations in the new Curriculum.
- We will continue to work on closing the gap between Māori and Pasifika achievement and NZ European achievement as well as improve overall Reading achievement.

MATHS

<p>Strategic Aim: Annual Aim:</p>	<p>Accelerate the progress and achievement of all children</p> <ul style="list-style-type: none"> - Programmes are offered to accelerate student learning in Maths.
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<p>Targets 2025:</p> 	<ul style="list-style-type: none"> - We would like to close the gap between our Māori children and Whole School Maths data. Currently 74% of our Māori children are achieving at or above expectation compared to 84% of all children. - We would like to close the gap between our boys (87%) and girls (79%) Maths achievement.
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<p>Baseline data: Analysis of school-wide data in February 2025 (End of 2024 data) identified that:</p>	<ul style="list-style-type: none"> - 84% of our children are at or above expectation in Maths. - 74% of our Māori children are at or above expectation in Maths. - 79% of girls compared to 87% of boys are at or above expectation in Maths. - 75% of our Pasifika Children are achieving at or above expectation.
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Actions <i>(what did we do?)</i>	Outcomes <i>(what happened?)</i>	Reasons for the variance <i>(why did it happen?)</i>	Evaluation/Planning for 2025 <i>(where to next)</i>
<p>ICoL and Curriculum Leaders support teams to implement new PLD successfully in classes by coaching and mentoring.</p> <p>The Maths Team carried out coaching sessions throughout</p>	<p>This year we changed the way we reported and collected OTJs as curriculum levels had been disestablished and new year level expectations were now in play. Curriculum expectations changed significantly across the school and</p>	<p>Maths achievement has decreased significantly as our children across the school are struggling to master the new skills and content set out in the year level expectations. Over time, we will see this improving,</p>	<p>At the end of 2025 we received news that the 2025 Maths Curriculum, which we have spent the year making sense of, has been revised and refreshed. This updated version once again includes significant content changes at every level, making the material substantially more difficult for children, especially as concepts now build more steeply from earlier years. This will affect our achievement data further as we are</p>

<p>the year and observations, ensuring teachers felt supported and best practice was happening in classes.</p> <p>Implemented a phase 1 and 2 snapshot created by Dr Jo Knox and Marie Hirst to support teachers in identifying gaps and next steps.</p> <p>Staff Meeting and Teacher Only Days held, looking at the new Maths curriculum and phases of learning.</p> <p>In the second half of this year, we employed two qualified teachers with a strong passion and skill for teaching Maths. They worked with children needing additional support across Years 3–6. Throughout these sessions, the children grew in confidence and strengthened their basic facts knowledge, including their times tables and division facts</p> <p>ICoL and Curriculum Leaders in our Maths network met with other schools in our Kahui Āko to see what has the most impact on acceleration in Maths.</p> <p>A Parent information evening was held to inform of new curriculum changes and expectations. Parents were also given materials to support their children with learning Maths at home.</p>	<p>our teachers and children were still building an understanding of these.</p> <p>64% of our children are at or above expectation in Maths. This is 1% more than at the end of 2023.</p> <p>The gap between Boys (70%) and Girls (57%) achievement has widened. The larger numbers of boys in Year 1 data has impacted on this significantly.</p> <p>Our Māori achievement (48%) has decreased, similar to all other groups.</p> <p>Pasifika Maths results (50%) have decreased.</p>	<p>as knowledge gaps are filled, skills and concepts are built on and skills are mastered lower down in the school.</p> <p>Our whole-school, Ethnicity and Gender Maths achievement data shows a decline this year, which aligns with the significant changes made to the updated New Zealand Maths Curriculum. The curriculum has introduced elevated expectations and a broader range of content at each year level, requiring children to engage with concepts and skills they have not previously been exposed to. As a result, many learners are still in the early stages of developing and mastering foundational knowledge needed to meet these new benchmarks. This shift has created a natural dip in achievement as students and teachers adjust to the increased depth, pace, and complexity of the revised curriculum. With continued implementation and targeted support, we expect achievement to strengthen as learners build confidence and fluency with the new material.</p> <p>We have also seen a shift in some teacher OTJs from “Proficient” to “Progressing Towards,” which reflects the challenge of making mid-year predictions under a new and more demanding curriculum. At the midpoint of the year, teachers made informed judgements based on how children were achieving at that time and whether they appeared on track to meet the end-of-year expectations. However, the content introduced in the second half of the year proved more complex and required deeper conceptual understanding than in previous years. As a result, some students who had been tracking</p>	<p>expected to implement this new version from the beginning of next year.</p> <p>Maths Curriculum Team, alongside the Senior Leadership Team, will continue to support our teachers to implement the New Maths Curriculum.</p> <p>We are interested to see what the elevated expectations in the new Maths Curriculum continue to do to our overall achievement data going forward.</p> <p>We are waiting for guidance on assessment, particularly the twice yearly standardised assessment coming from the MoE. We are hoping that this assessment will provide quality data to inform teaching practice and support children to meet the progress outcomes set out in each year/ phase of learning. The new curriculum will continue to be a strong focus in our 2026 strategic annual plan.</p> <p>Strategic Initiative: Provide an authentic, innovative, localised curriculum</p> <ul style="list-style-type: none"> - Kaiako take part in Day 3 and 4 of the Ministry Funded Maths PLD. <p>Strategic Initiative: Use data to inform sound pedagogical practice that is differentiated to meet the diverse range of learning needs</p> <ul style="list-style-type: none"> - Review our current Assessment Practices and investigate tools that will support the delivery and mastery of the Refreshed Literacy and Maths Curriculum. - Establish systems and processes to measure and report on individual and school-wide student progress and achievement that aligns to the New Curriculum Phases and progress steps. <p>Continue to develop tracking systems to improve outcomes for all learners as part of kaiako professional growth cycle.</p> <ul style="list-style-type: none"> - Time in team meetings planned to discuss how learners are progressing, with results and actions minuted. Māori and Pasifika achievement is discussed, reflected on and tracked.
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		<p>well earlier in the year were unable to maintain the necessary rate of progress to meet the elevated end-of-year benchmarks. This recalibration of OTJs is an honest reflection of both the increased curriculum demands and the reality of learner readiness within this period of significant change.</p> <p>Another contributing factor to the overall percentages in Reading, Writing, and Maths is the inclusion of Year 1 achievement data within the new curriculum model. Previously, under the curriculum level framework, all Year 1 children were considered to be achieving at expectation because they were operating at the beginning of Level 1. The revised curriculum, however, provides clear and specific knowledge and skill expectations for Year 1 learners, enabling teachers to make more accurate OTJs about how well children are meeting these benchmarks. As a result, Year 1 students are now identified across all achievement categories: Needing Support, Progressing Towards, Proficient, and Exceeding. This more detailed and realistic picture of early achievement has naturally impacted our overall school-wide data. The high percentage of boys in this cohort has also affected our gender data.</p> <p>Teachers were well supported by the Maths Curriculum leaders in the form of coaching. Our Maths Curriculum leaders and ICoL worked closely with syndicates to support any PLD and ensure expectations set in our Local Curriculum were being met.</p>	
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		<p>Daily number talks, mixed ability problem solving, real life engaging Maths problems and targeted workshops are now a big part of our weekly Maths programme, supporting children with engagement and improvement in Maths.</p> <p>Mixed ability problem solving groups allowed children to be exposed to new content and strategies that ability grouping did not allow for. Children are able to learn from their peers.</p>	
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Maths Targets 2026:
 With the implementation of the new curriculum, elevated curriculum expectations in each year level and the disestablishment of curriculum levels, we see 2025 as a review year. We need to look at how we assess progress and achievement and how we report this to whānau and our Board of Trustees. Our current assessment methods and Curriculum OTJ's do not align to the new curriculum expectations and phases so therefore we need to investigate what tools will support us. We also await guidance from the Ministry of Education.

- Build an understanding of the new Maths Curriculum and support the implementation of the new phases of learning and year level teaching sequences.
- Ensure children can access the teaching sequences outlined in their Year Level expectations in the new Curriculum.
- We will continue to work on closing the gap between Māori achievement and Whole School achievement as well as improve overall Reading achievement.



28 January 2026

To whom it may concern:

Kiwi Sport Operations Grant

During the year ended 31 December 2025 the school received \$13,572.80
This was spent in the following manner:

Inter School sports days
PE equipment
Travel costs
Reliever costs

Yours faithfully

Jackie Amor
Business Manager