

MANUREWA INTERMEDIATE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 1353

Principal: Iain Taylor

School Address: 76 Russell Road, Manurewa, Auckland

School Postal Address: 76 Russell Road, Manurewa, Auckland

School Phone: (09) 266-8268

School Email: office@manurewait.school.nz

Accountant / Service Provider: M & M Accounting and Business Consultants Limited

Members of the Board:

Name	Position	How Position Gained	Term Expired/
Mr Gary Rogers	Presiding Member	Re-elected	2028
Ms Valerie Taruia-P	Parent Representative	Re-elected	2028
Mr Junior Leiataua	Parent Representative	Elected	2028
Ms Isabelle Apulu	Parent Representative	Elected	2028
Mr Iain Taylor	Principal	Appointed	
Ms Terri Martin	Parent Representative	Re-elected	2028
Mr Daniel Cope	Staff Representative	Re-elected	2028
Mr Emil Huch	Parent Representative	Re-elected	2028

MANUREWA INTERMEDIATE SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

Index

Page	Statement
<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 20</u>	Notes to the Financial Statements
<u>21 - 23</u>	Independent Auditor's Report

Manurewa Intermediate 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.

Gary Rogers

Full Name of Presiding Member

Gary Rogers

G. Rogers

Signature of Presiding Member

Date

20/05/2026

Iain Taylor

Full Name of Principal

Iain C Taylor

Iain Taylor

Signature of Principal

Date

20/05/2026

Manurewa Intermediate 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	10,561,399	9,306,950	10,336,329
Locally Raised Funds	3	2,681,922	257,500	3,128,142
Interest		67,480	40,000	95,244
Gain on Sale of Property, Plant and Equipment		4,500	-	-
Total Revenue		13,315,301	9,604,450	13,559,715
Expense				
Locally Raised Funds	3	149,463	107,000	48,746
Learning Resources	4	7,343,673	6,751,900	6,725,538
Administration	5	863,149	397,713	1,412,895
Interest		4,345	4,500	11,064
Property	6	2,573,483	2,326,150	2,469,310
Loss on Disposal of Property, Plant and Equipment		-	-	5,130
Total Expense		10,934,113	9,587,263	10,672,683
Net Surplus / (Deficit) for the year		2,381,188	17,187	2,887,032
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		2,381,188	17,187	2,887,032

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

Manurewa Intermediate 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		8,393,869	8,393,868	5,506,837
Total comprehensive revenue and expense for the year		2,381,188	17,187	2,887,032
Contribution - Furniture and Equipment Grant		130,185	112,824	-
Equity at 31 December		10,905,242	8,523,879	8,393,869
Accumulated comprehensive revenue and expense		10,905,242	8,523,879	8,393,869
Equity at 31 December		10,905,242	8,523,879	8,393,869

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.

Manurewa Intermediate 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	1,700,275	202,000	413,169
Accounts Receivable	8	523,019	521,000	491,217
GST Receivable		76,515	50,000	33,938
Prepayments		64,801	75,000	78,569
Investments		-	1,692,135	1,470,000
		<u>2,364,610</u>	<u>2,540,135</u>	<u>2,486,893</u>
Current Liabilities				
Accounts Payable	11	1,118,363	657,163	747,485
Revenue Received in Advance	12	130,104	100,000	508,972
Provision for Cyclical Maintenance	13	104,122	-	70,270
Finance Lease Liability	14	198,773	23,056	44,690
Funds held for Capital Works Projects	15	542,430	100,000	13,587
		<u>2,093,792</u>	<u>880,219</u>	<u>1,385,004</u>
Working Capital Surplus/(Deficit)		270,818	1,659,916	1,101,889
Non-current Assets				
Property, Plant and Equipment	10	11,305,608	7,115,370	7,503,370
		<u>11,305,608</u>	<u>7,115,370</u>	<u>7,503,370</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	275,507	232,212	194,331
Finance Lease Liability	14	395,687	19,195	17,060
		<u>671,194</u>	<u>251,407</u>	<u>211,391</u>
Net Assets		<u><u>10,905,242</u></u>	<u><u>8,523,879</u></u>	<u><u>8,393,868</u></u>
Equity		<u><u>10,905,242</u></u>	<u><u>8,523,879</u></u>	<u><u>8,393,869</u></u>

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

Manurewa Intermediate School

Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		3,102,456	2,826,950	2,991,018
Locally Raised Funds		2,303,267	(151,747)	3,536,994
Goods and Services Tax (net)		(42,577)	(16,062)	55,119
Payments to Employees		(1,261,027)	(1,334,125)	(1,347,762)
Payments to Suppliers		(1,496,270)	(1,385,635)	(1,599,118)
Interest Paid		(4,345)	(4,500)	(11,064)
Interest Received		102,307	58,347	76,624
Net cash from/(to) Operating Activities		2,703,811	(6,772)	3,701,811
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		4,500	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(3,544,142)	(130,000)	(3,254,894)
Purchase of Investments		1,470,000	(222,135)	36,931
Net cash from/(to) Investing Activities		(2,069,642)	(352,135)	(3,217,963)
Cash flows from Financing Activities				
Furniture and Equipment Grant		130,185	112,824	-
Finance Lease Payments		(79,175)	(51,499)	(118,353)
Funds Administered on Behalf of Other Parties		601,927	86,413	(5,091)
Net cash from/(to) Financing Activities		652,937	147,738	(123,444)
Net increase/(decrease) in cash and cash equivalents		1,287,106	(211,169)	360,404
Cash and cash equivalents at the beginning of the year	7	413,169	413,169	52,765
Cash and cash equivalents at the end of the year	7	1,700,275	202,000	413,169

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.

Manurewa Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Manurewa Intermediate 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

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 19.

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.

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) Operating Lease Payments

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

e) 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.

f) 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.

g) 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

h) 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.

i) 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	10–33 years
Furniture and Equipment	05–10 years
Information and Communication Technology	03–10 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) 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 **[details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)]**.

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

k) Accounts Payable

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

l) Employee Entitlements

Short-term employee entitlements

Employee 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.

m) Revenue Received in Advance

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

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

n) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and 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.

o) 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.

p) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts 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.

q) 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.

r) 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.

s) 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.

t) 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.

u) Budget Figures

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

v) 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	3,102,456	2,826,950	2,901,864
Teachers' Salaries Grants	5,454,607	4,800,000	4,761,846
Use of Land and Buildings Grants	1,520,572	1,680,000	1,672,608
Ka Ora, Ka Ako - Healthy School Lunches Programme	483,764	-	1,000,011
	<u>10,561,399</u>	<u>9,306,950</u>	<u>10,336,329</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	34,746	95,000	203,274
Fees for Extra Curricular Activities	40,706	28,000	9,806
Trading	-	8,000	8,100
Fundraising and Community Grants	2,496,903	26,000	2,817,483
Other Revenue	109,567	100,500	89,479
	<u>2,681,922</u>	<u>257,500</u>	<u>3,128,142</u>
Expense			
Extra Curricular Activities Costs	114,464	97,000	16,475
Other Locally Raised Funds Expenditure	34,999	10,000	32,271
	<u>149,463</u>	<u>107,000</u>	<u>48,746</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>2,532,459</u>	<u>150,500</u>	<u>3,079,396</u>

Donations include a \$2,257,833 from Beyond Charitable Trust for purchase of Rural Campus, renovation, landscaping and school activities. \$ 213,070 from Trillan Trust for High Ropes project at Rural Campus.

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	358,792	358,300	395,189
Information and Communication Technology	35,333	40,500	40,925
Employee Benefits - Salaries	6,320,496	5,731,600	5,706,122
Staff Development	98,264	66,000	62,858
Depreciation	524,712	550,000	514,974
Other Learning Resources	6,076	5,500	5,470
	<u>7,343,673</u>	<u>6,751,900</u>	<u>6,725,538</u>

5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	9,168	9,163	10,130
Board Fees and Expenses	18,901	24,500	17,362
Operating Leases	1,014	200	1,694
Other Administration Expenses	73,463	90,850	80,539
Employee Benefits - Salaries	192,586	183,000	222,261
Insurance	55,980	40,000	35,898
Service Providers, Contractors and Consultancy	50,000	50,000	45,000
Ka Ora, Ka Ako - Healthy School Lunches Programme	462,037	-	1,000,011
	<u>863,149</u>	<u>397,713</u>	<u>1,412,895</u>

6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Consultancy and Contract Services	115,000	110,000	114,231
Cyclical Maintenance	115,028	53,000	27,526
Heat, Light and Water	156,258	150,000	137,258
Rates	20,818	-	-
Repairs and Maintenance	300,210	71,000	163,843
Use of Land and Buildings	1,520,572	1,680,000	1,672,606
Employee Benefits - Salaries	197,129	152,650	221,917
Other Property Expenses	148,468	109,500	131,929
	<u>2,573,483</u>	<u>2,326,150</u>	<u>2,469,310</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	62,775	202,000	411,169
Short-term Bank Deposits	1,637,500	-	2,000
Cash and cash equivalents for Statement of Cash Flows	<u>1,700,275</u>	<u>202,000</u>	<u>413,169</u>

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

Of the \$1,700,275 Cash and Cash Equivalents including investments, \$542,430 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2026 on Crown owned school buildings.

Of the \$1,700,275 Cash and Cash Equivalents and investments, \$130,104 of Revenue Received in Advance is held by the School, as disclosed in note 12.

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	512	1,000	726
Interest Receivable	3,520	20,000	38,347
Teacher Salaries Grant Receivable	518,987	500,000	452,144
	<u>523,019</u>	<u>521,000</u>	<u>491,217</u>
Receivables from Exchange Transactions	4,032	21,000	39,073
Receivables from Non-Exchange Transactions	518,987	500,000	452,144
	<u>523,019</u>	<u>521,000</u>	<u>491,217</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	-	1,692,135	1,470,000
Total Investments	<u>-</u>	<u>1,692,135</u>	<u>1,470,000</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Land	1,492,105	-	-	-	-	1,492,105
Buildings	4,607,404	37,364	-	-	(206,556)	4,438,212
Furniture and Equipmer	370,339	154,382	-	-	(107,769)	416,952
Information and Communication Technology	171,479	23,068	-	-	(103,001)	91,546
Motor Vehicles	110,858	-	-	-	(43,452)	67,407
Leased Assets	677,478	611,885	-	-	(55,867)	1,233,496
Library Resources	55,827	4,981	-	-	(8,067)	52,741
Work in Progress	17,880	3,495,269	-	-	-	3,513,149
	<u>7,503,370</u>	<u>4,326,949</u>	<u>-</u>	<u>-</u>	<u>(524,712)</u>	<u>11,305,608</u>

The net carrying value held under a finance lease is (2024: \$677,478):

Computer & equipment - \$971,972

Playground - \$261,525

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	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	1,492,105	-	1,492,105	1,492,105	-	1,492,105
Buildings	8,196,704	(3,758,492)	4,438,212	8,159,334	(3,551,930)	4,607,404
Furniture and Equipment	1,355,574	(938,622)	416,952	1,201,190	(830,851)	370,339
Information and Communication Technology	1,022,704	(931,158)	91,546	999,635	(828,156)	171,479
Motor Vehicles	188,183	(120,776)	67,407	225,712	(114,854)	110,858
Leased Assets	1,490,198	(256,702)	1,233,496	878,313	(200,835)	677,478
Library Resources	127,751	(75,010)	52,741	122,770	(66,943)	55,827
Work in Progress	3,513,149	-	3,513,149	17,880	-	17,880
	<u>17,386,368</u>	<u>(6,080,760)</u>	<u>11,305,608</u>	<u>13,096,939</u>	<u>(5,593,569)</u>	<u>7,503,370</u>

11. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	381,879	-	71,527
Accruals	6,045	7,163	6,939
Employee Entitlements - Salaries	637,839	600,000	572,020
Employee Entitlements - Leave Accrual	92,600	50,000	96,999
	<u>1,118,363</u>	<u>657,163</u>	<u>747,485</u>
Payables for Exchange Transactions	1,118,363	657,163	747,485
	<u>1,118,363</u>	<u>657,163</u>	<u>747,485</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other revenue in Advance	130,104	100,000	508,972
	<u>130,104</u>	<u>100,000</u>	<u>508,972</u>

13. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	264,601	194,331	237,075
Increase/(decrease) to the Provision During the Year	115,028	37,881	27,526
Provision at the End of the Year	<u>379,629</u>	<u>232,212</u>	<u>264,601</u>
Cyclical Maintenance - Current	104,122	-	70,270
Cyclical Maintenance - Non current	275,507	232,212	194,331
	<u>379,629</u>	<u>232,212</u>	<u>264,601</u>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the MOE approved property expert's knowledge of the school, and has been prepared and reviewed in the last 3 years.

14. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers, playground and other ICT equipment.

Minimum lease payments payable:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	244,073	25,000	47,605
Later than One Year	439,797	27,000	18,359
Future Finance Charges	(89,410)	(9,749)	(4,214)
	<u>594,460</u>	<u>42,251</u>	<u>61,750</u>
Represented by			
Finance lease liability - Current	198,773	23,056	44,690
Finance lease liability - Non current	395,687	19,195	17,060
	<u>594,460</u>	<u>42,251</u>	<u>61,750</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 \$
Distribution Boards	13,587	-	(13,587)	-	-
Projects Outdoor Learning Environment	-	634,678	(487,104)	-	147,574
Projects Replace Distribution Boards	-	17,531	-	-	17,531
Projects Carpet & Hessian Pin Board Replacement	-	377,325	-	-	377,325
Totals	<u>13,587</u>	<u>1,029,534</u>	<u>(500,691)</u>	<u>-</u>	<u>542,430</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	542,430
Funds Receivable from the Ministry of Education	-

	2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Distribution Boards		14,977	-	(1,750)	360	13,587
Overhead Cable Conduits		18,041	-	(18,591)	550	-
Library Resource Room Refurbishment		1	-	-	(1)	-
Lighting Replacement to LED		-14,340	14,340	-	-	-
Refurbish 35,36&37		-	12,104	(23,647)	11,543	-
Replacement of Doors		-	17,940	(18,325)	385	-
Totals		18,679	44,384	(62,313)	12,837	13,587

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Receivable from the Ministry of Education

13,587
-

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	3,025	2,632
<i>Leadership Team</i>		
Remuneration	1,358,225	1,238,503
Full-time equivalent members	9.03	8.50
Total key management personnel remuneration	1,361,250	1,241,135

There are (7) members of the Board excluding the Principal. The Board has held (8) full meetings of the Board in the year. The Board also has Finance (1 member) that meet monthly respectively and there are no Property committees. 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	250-260	240-250
Benefits and Other Emoluments	5-6	5-6
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	12	10
110-120	3	5
120-130	2	1
130-140	6	4
140-150	1	1
150-160	1	0
	25.00	21.00

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

18. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

19. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$542,430 (2024:\$13,587) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Projects Outdoor Learning	147,574
Replace Distribution Boards	17,531
Carpet & Hessian Pin Board Replacement	377,325
Total	542,430

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

20. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	1,700,275	202,000	413,169
Receivables	523,019	521,000	491,217
Investments - Term Deposits	-	1,692,135	1,470,000
Total financial assets measured at amortised cost	2,223,294	2,415,135	2,374,386

Financial liabilities measured at amortised cost

Payables	1,118,363	657,163	747,485
Finance Leases	594,460	42,251	61,750
Total financial liabilities measured at amortised cost	1,712,823	699,414	809,235

21. Events After Balance Date

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

22. Comparatives

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

Independent Auditor's Report

To the Readers of Manurewa Intermediate School's Financial Statements

For the Year Ended 31 December 2025

The Auditor-General is the auditor of Manurewa Intermediate School (the School). The Auditor-General has appointed me, Bonita Swanepoel, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on pages 2 to 20, 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:
 - its financial position as at 31 December 2025; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 21 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 on behalf of the School 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

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

The other information obtained at the date of our audit report includes copies of the Statement of Variance Writing, Statement of Variance Math, Statement of Variance Reading, Maori Achievement Plan, Operational Plan (EEO Programme and Good Employer), Kiwisport Reporting.

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



Bonita Swanepoel
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Auckland, New Zealand



MANUREWA INTERMEDIATE SCHOOL

Kiwisport Reporting 2025

Manurewa Intermediate has received \$14,912.44 in the Kiwisport funding initiative within our operational funding for 2025.

As per previous years, this funding has gone towards the employment of additional staffing in the form of Learning Assistants for sports coaching and mentoring; and for sports coaching assistance from Counties Manukau Sport. This decision was made once again as we believed this would continue to have an immediate and direct impact on increasing student participation in organised sport. This proved to be accurate again as we won numerous interschool local and national sporting events.

The value of continued Kiwisport funding for the project is that the programme becomes entrenched in the school and the community, which in turn allows for more opportunities for students to participate in sport. This student-centered delivery allows children to develop fundamental movement skills and basic sport skills across a range of sports. The increase in physical activity through sport has also highlighted a decrease in behaviour management issues.

Whilst we only received \$14,912.44, we spent a lot more on this for these roles.

Iain Taylor
PRINCIPAL

Statement of variance

2025 Achievement Target for Inclusion

School Name: Manurewa Intermediate	School Number: 1353
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Strategic Aim:	<ul style="list-style-type: none"> All students are supported to attend school, engage in all activities and achieve against the student capabilities and learning areas of the New Zealand Curriculum All teachers strive for excellence To develop academically powerful students To develop potential in all students
Annual Aim:	<ul style="list-style-type: none"> Increase the level of connection and commitment students have to school and learning Provide learning experiences that challenge and empower students Increase the progress and achievement of students who are not currently achieving as expected
Target:	<ul style="list-style-type: none"> Identify staff needs and develop a professional development plan to build teacher knowledge, skills and confidence to meet the diverse needs of students All students with learning needs will be supported through their line of teachers in the core curriculum areas and the Form teacher
Baseline Data:	<ul style="list-style-type: none"> Various Learning Support Programmes delivered for targeted groups of students which saw improved learning outcomes IEP process completed for students who receive funding or the Guidance and Support Team felt required to have one in place Guidance and Support Register ('Wall of Fame') developed and utilised effectively The Guidance and Support Unit meets weekly, including specialist support agencies The Life Care team meets twice a term to discuss all students who fit under various portfolio influence Students with special education needs and high needs participate in all programmes run school-wide All students included in the Guidance and Support Register transitioned to high school and Year 6 students identified by contributing schools involved in a supportive transitioning programme (including whānau and relevant support agencies) Scope for a Sensory Room investigated and to be implemented in 2026 IRF utilised to support students who transition into MI from difficult schooling backgrounds Learning Assistant allocated appropriately and upskilled to match the needs of students (funded and unfunded) Mid Year Enrolment processes and structures for induction made clear Professional Development for teachers around UDL to raise Executive Function capacity. Transition data indicated high needs, including ORS/ICS/RTLB students and inconsistent information from late enrolments

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Continued the implementation of structured literacy intervention (iDeal) for high-needs students</p>	<p>Teachers made recommendations for students they believed needed extra support in Literacy (non-ESOL students).</p> <p>Start-of-year assessments were carried out and students were identified who would benefit from this approach.</p> <p>iDeal - specific assessments were carried out to refine who would be part of the iDeal programme with 13 groups being made.</p> <p>Students attended two group sessions a week (one with a spelling focus and one with a reading focus) instead of their regular Humanities lesson.</p> <p>Students showed strong literacy progress, with 15 students achieving gains of four bands or more in Writing OTJs, and students at the lowest level (1B - 1A) dropping dramatically from 18 to five. PAT Comprehension showed an average gain of 4.74 scale points for PATs for Term One vs Term Three assessments.</p>	<p>The multisensory structured literacy approach successfully built foundational skills (fluency, vocabulary, phonetic decoding).</p> <p>Explicit instruction effectively addressed basic writing barriers (spelling/sentence structure) for struggling learners, leading to profound success in writing outcomes.</p> <p>The programme was delivered to its full potential with two trained teachers.</p>	<p>Implement the new iDeal structure where new Learning Support Teachers (Candice Knibbs and Emma Wardle) lead both spelling and reading components for their respective groups to maximise consistency and connection.</p>

<p>Continued the delivery of the Numicon numeracy intervention through a small withdrawal group</p>	<p>Start-of-year assessments were carried out and students were identified who would benefit from this approach (Basic Facts and IKAN).</p> <p>16 groups were formed and students would attend one Numicon session a week instead of their regular math class.</p> <p>Widespread, accelerated progress in Basic Facts mastery (many students improved their scores by 40 to 87 points).</p> <p>63% of the cohort achieved a gain of one OTJ band or more in Math.</p> <p>Stage Five (multiplicative thinking) on the IKAN assessment increased by 60%.</p>	<p>The programme's success stems from using imagery and a multi-sensory, hands-on approach to teach number relationships (part-whole), which is far more effective than rote memorisation for foundational concepts.</p>	<p>Continue the Numicon approach, ensuring that new resources (full sets for every teacher and LAs) are consistently used within the classroom environment to reinforce intervention skills.</p>
<p>Provide Targeted Support Programme Math</p>	<p>Start-of-year assessments helped to identify a group of students who were below curriculum expectation with the potential to be "AT" through explicit teaching of gaps. Assessments used include PATs and IKAN.</p> <p>Students were withdrawn from their math class for one period a week in groups of 10-15.</p> <p>The explicit teaching model accelerated students toward curriculum expectations. The number of students at Level 3A or Level 4B jumped dramatically from five to 21. The group achieved a strong average gain of 4.81 scale points on PAT Math.</p>	<p>The explicit teaching model in a small group setting, successfully clarified conceptual gaps in number knowledge, fractions, and multiplication.</p> <p>The emphasis on breaking down questions and understanding math language mitigated the reading comprehension barrier often found in PAT word problems.</p>	<p>Continue this math programme led by an experienced teacher, shifting the particular focus towards developing division strategies through targeted, varied instruction, as this was the lowest area of perceived growth.</p>
<p>Continued the ESOL Kura Reo Programme</p>	<p>Students were identified at the start of the year who qualified for the ESOL programme dependent on their prior allocated funding</p>	<p>Success was achieved through a structured programme covering the seven principles of ESOL instruction, incorporating oral</p>	<p>Intensify focus on Stage 1 students in both Reading and Writing to accelerate mileage</p>

	<p>allowance not being used up, or having not previously tested above the ELLP maximum.</p> <p>Students attended one to two lessons a week instead of their Humanities lesson.</p> <p>The cohort showed outstanding acceleration in Listening and Speaking proficiency, with the total proportion of students at Stage One and below plummeting from over 51% to less than 9% in both modes. 33 students are now eligible to exit the ESOL funding program based on their total ELLP score.</p>	<p>language, reading aloud, and hands-on-activities like cooking and running dictation.</p> <p>The mix of activities and peer collaboration was highly valued by students.</p>	<p>and move them past this bottleneck and into Stage 2 proficiency.</p> <p>Incorporate more fun activities and varied learning methods.</p>
<p>Introduced the Targeted Reading Support Programme</p>	<p>This programme successfully accelerated students from the 3B - 3A band. Students were identified from this band and withdrawn for one period a week from their Humanities class to increase reading mileage and focus on specific skills and strategies.</p> <p>12 students achieving the target Level 4B - 4P proficiency by Term Four (up from three students). An average PAT Vocabulary gain of 6.51 scale points was achieved across the group.</p>	<p>Focussed instructional strategies (guided reading, vocabulary, comprehension) coupled with small-group settings contributed to a tangible rise in reading confidence and engagement with challenging texts.</p> <p>This programme was effective for the half-year it ran.</p>	<p>Programme discontinued for 2026 due to staffing.</p>
<p>Provide DP-led In-Class Learning Support (Math and Humanities)</p>	<p>Students were identified who sat below but had the potential to be "AT".</p> <p>Students who were "AT" who had the potential to be extended were also identified.</p> <p>DPs had five periods of in-class learning support each a week.</p> <p>The multi-targeted model contributed to the 12.9% major increase in Math students working at an "ABOVE" level.</p> <p>Targeted literacy groups made significant gains in PAT Reading data. Students valued strong and engaging content.</p>	<p>Consistent in-class presence allowed DPs to quickly identify learning gaps, adapt sessions, and provide extensions for high-achieving students, referring to this work as "high school math".</p> <p>The success was driven by ensuring the "right content is placed in front of the right learners".</p>	<p>DP Learning Support will be discontinued in 2026 with DPs each taking a class themselves instead.</p>

<p>Completed IEP process twice a year for funded and non-funded students</p>	<p>IEPs were completed for 13 students in Term Four.</p> <p>Teachers praised the process for defining content and appreciated the welcoming atmosphere within the IEP space.</p> <p>Goals were set for all students taking them through to Term One, 2026.</p>	<p>Teachers valued the formal involvement of whānau and the opportunity to set goals related to both learning and behaviour.</p> <p>However, persistent challenges remained regarding parent/whānau attendance. IEPs are crucial for guiding content for special learners.</p>	<p>Implement the improved IEP document as a 'live' document for teachers to regularly contribute data tracking and comments.</p> <p>Adopt new Progress Descriptors and Student Capabilities goals for all IEPs.</p> <p>Trial the use of an icebreaker (needs based) at the start of meetings to enhance student comfort and voice.</p>
<p>Analyse year-end data to inform progress and planning for 2026</p>	<p>Whole school end-of-year learning support data was collected, analysed, and scrutinised by the DP: GaS.</p> <p>The analysis was robust, showing a sustained positive momentum and acceleration across all three curriculum areas.</p> <p>This was presented in the End-of-year Learning Support Report and data was shared to staff in a whole staff meeting.</p>	<p>The strategic shift was driven by Leadership (DP: GaS and DP: LaT) to provide quantitative evidence of success and equity, following a positive ERO review earlier in the year.</p> <p>OTJ professional development resulted in teacher judgments that more accurately reflected accelerated progress.</p>	<p>Continue data-driven refinement.</p> <p>Analyse whole school learning support data with reference to the new curriculum expectations (Progress Descriptors) to inform programme adjustments.</p>
<p>Proactive Transition Planning (Inward and Outward)</p>	<p>Primary Schools were visited in Term Three and our Open Day was carried out for our contributing schools.</p> <p>The transition process was well organised this year with all Transition Profiles completed by MI teachers promptly and in great detail.</p> <p>Meetings were held in Week Four for High Schools and Week Five for Primary Schools. Discussions were informative and this year it did appear that more quality and consistent information was provided by our contributing primary schools.</p> <p>Primary Schools were encouraged by the RTLB service to refer students for transition support. A meeting was held with the RTLB</p>	<p>Communication was clear with what information was expected through a whole staff meeting and regular follow-ups.</p> <p>Regular communication and consistent follow-up meant that primary schools were prepared on their day of meeting.</p> <p>Strength-based profiles were shared.</p> <p>Students benefited from this extra support on the day and were able to participate and engage with the activities.</p> <p>Schools are followed up with and asked to provide more detail if we feel necessary. The collaborative effort of the transition team, RTLB, and MoE were proactive.</p>	<p>Maintain good lines of communication with our contributing schools and the high schools.</p> <p>Continue the robust transition processes (Year 6 to MI and Year 8 to High School), including individualised visits and data transfer, ensuring clear communication of the new SEN forms.</p> <p>Update Transition Form to align with changes in reporting and curriculum in 2026.</p>

	<p>prior to Primary School meetings to provide information about these students.</p> <p>During MH and JC school visits, specific students were identified and provided one-on-one support on the day to make their transition support successful.</p> <p>The transition process was strategic and impactful, ensuring targeted support was ready from Day One for incoming students.</p> <p>ORS, ICS and RTLB Transition support students had individualised visits where needed.</p> <p>Late enrolments and incomplete or poorly completed transition forms have and will continue to make the transition for New Year Sixes more difficult.</p> <p>Emails are sent to non-contributing schools where students have enrolled from. These are followed up with if additional information is required. So far we have had over 30 different schools have students enrol at MI.</p>	<p>Strong communication by the LSC with whānau ensured high-needs students (ORS/ICS) had timely enrolment and additional visits to high school.</p>	
<p>Plan and Invest in a new Sensory Room for neurodiverse learners</p>	<p>Visited other sensory spaces in Primary Schools and successfully planned the establishment of a new Sensory Room (Room 21), launching in 2026, as a vital investment.</p>	<p>The decision was driven by the increasing number of neurodiverse learners requiring support with co- and self-regulation.</p> <p>This intentional space is needed to help students manage stress, reduce sensory overload, and promote inclusion.</p>	<p>Successfully develop and launch the Sensory Room (Room 21) in 2026 to improve academic outcomes and promote inclusion. RTLB will work with the LSC on resourcing and staff training. MoE may also be able to support additional funding for resources and set up.</p>
<p>Utilise the Interim Response Fund (IRF) for crisis-level behavioural needs</p>	<p>IRF was utilised to support students at various times during the year, allowing immediate use of learning assistant personnel resources to mitigate challenging situations.</p>	<p>The fund allowed for the use of essential short-term resources, such as additional learning assistant support, crucial for mitigating challenging situations and preventing escalation.</p>	<p>DP: PC alongside DP: GaS must continue to oversee the IRF submission process as necessary to address complex issues, ensuring a safe and positive space for all students.</p>

Upskill and empower Learning Assistants (LAs)	Most students made successful re-engagement and progress.	The DP, PC and DP:GaS oversee submissions as necessary.	Continue to expand the range of LA skills by providing ongoing professional development, specifically embedding AWS (Agility with Sound) training and training on the use of the expanded Numicon resources.
Maintain inclusive school culture and mixed-ability classes	<p>Several LAs took on significant teaching and form class responsibilities).</p> <p>The team's commitment was evident, and they provided crucial support, contributing to increased student confidence.</p> <p>Classes were mixed ability, and high expectations for inclusivity were maintained.</p> <p>Each student is carefully placed by the DP: PC and DP: GaS for Pastoral and Guidance/Support considerations as well as whānau and attendance needs and problems.</p>	<p>Targeted upskilling (literacy starter packs and restraint training) enhanced the team's knowledge.</p> <p>Their dedication and genuine care created safe and affirming spaces.</p> <p>LAs are tasked with providing in-class literacy and numeracy support and running withdrawal programs like Numicon.</p> <p>Significant time was spent by DP: GaS and DP: PC to ensure effective student-teacher matches, prioritising relationships and mixed ability over streaming.</p> <p>The most high needs students are spread across the school and with the most suited and competent teachers for those students.</p> <p>The overall purpose of GaS policy is to remove "barriers" to learning and maintain "inclusive classrooms".</p>	Maintain this inclusive school culture. DP: PC and DP:GaS to lead student placement prioritising Pastoral and Guidance/Support considerations (ORS, ICS, Enrichment).
Foster inclusive student relationships	<p>Multiple opportunities for students to participate and enjoy success at school despite potential difficulties, including:</p> <ul style="list-style-type: none"> - sports programmes - multiple leadership opportunities - Night Markets - adapted learning intervention programmes - programmes promoting social capability (Vibe) - Cultural groups - Period 6 options (E.g. Nature Club, E-Sports) - Recreation Terms One & Four 	<p>Programmes are generally strength-based and assess what students can achieve to feel successful.</p> <p>Intervention programmes for lower ability students are usually not mixed ability but grouped to ensure students are feeling supported by peers and to build social connections with like-minded students.</p> <p>Results in 2025 through surveys carried out in intervention programmes show this has been successful, with students overwhelmingly supporting their learning</p>	<p>Continue to base programmes on a strength-based model and current research. Make this explicit when delivering them.</p> <p>Continue to group students for intervention groups based on ability or commonality of interests to make them feel comfortable and successful in an adapted learning environment.</p> <p>Continue to foster inclusive relationships. LAs, DP: GaS, DP: PC, and all staff should maintain this focus as it is instrumental in empowering learners.</p>

	<p>- Options Terms Two and Three</p> <p>Additionally, through deliberate activities and learning experiences such as the Graduate Profile, MI Mates and Whānau competitions.</p> <p>LAs work closely with specific students not just for learning but also for pastoral and social support.</p>	<p>support programmes as enjoyable and that their confidence and comfortability improved both in this space and back in their regular classroom.</p> <p>LA feedback emphasised the importance of building strong relationships to achieve buy-in and trust from the students they work with.</p>	
<p>Promote the use of the referral process and early identification</p>	<p>The GaS referral document continued to be used, revisited annually, and supported by the LSC.</p> <p>School-wide testing data was used to identify potential students of concern. Teachers were supported in referring students externally.</p>	<p>The use of the referral process was demonstrated and supported by the LSC.</p>	<p>Continue to maintain the profile of the Guidance and Support Referral process. Promote the use of the referral process by creating a digitised version.</p> <p>Teachers need to take more responsibility for early identification and recording observations and data to support referral.</p>
<p>LA (Learning Assistants) time to be assigned on a needs basis, ensuring that those receiving funding get their allocation first</p>	<p>All students with active funding were prioritised LA time with the needs of the student at the forefront and ensured they were linked to the right LA who can support them.</p> <p>Students with ORS and ICS funding were given first priority with the withdrawal programme High Fliers (iDeal and Numicon).</p> <p>Additional spaces were only assigned after those spaces were full.</p>	<p>Considerable time is spent on the timetable each week to ensure the appropriate (and entitled) support is given to students each week. The checklist for funded students document supports this.</p> <p>Testing ensured we had the right kids in the groups who needed the support.</p> <p>The LSC and DP: Guidance and Support decided on what students would be involved based on support already in place.</p> <p>Students were withdrawn only for High Fliers from Humanities or Math Blocks, with two periods for Literacy and one period for Math.</p>	<p>Ensure that the LAs know how they should be supporting specific students they are with, i.e. what programmes they might need (Spring into Math, AWS etc), or any pastoral and social considerations.</p>
<p>Implement new structure for mid-year enrolment/induction</p>	<p>Students enrolling mid-year were placed in one of the two Academic Enrichment classes for a short period (Monday–Wednesday or Wednesday–Friday).</p>	<p>This process, led by DP: PC and DP: SF, provided a 'taste' of school systems (MOU MAGIC/Keys to Success) and gave the induction teacher a behavioral and academic</p>	<p>DP: Pastoral Care to continue to lead this process with new guidelines of student placement to ensure consistency.</p>

	<p>This provided time to gather information and collect initial data for careful placement.</p>	<p>snapshot of the new student before final class placement.</p>	<p>Give any new child the best chance for success by slowly scaffolding them into their new expectations.</p>
<p>Maintain the Learning Support Register as the 'Wall of Fame'</p>	<p>The register was updated by the LSC, recording student needs and support interventions. It was used effectively when completing SEN profiles for Year 8 transitions. During Speed Dating students were discussed with Line of Teachers (LoT) including module teachers.</p>	<p>The register provides essential, up-to-date information regarding students' diverse needs, including health or behavioural support. The digital register is controlled for confidentiality, accessible only by the core Guidance and Support team.</p>	<p>Continue to maintain the Learning Support Register and ensure it is updated regularly. Consider how the "Wall of Fame" could be modified to improve its effectiveness and use. Continue LSC involvement at Speed Dating.</p>
<p>Implement and utilise the Guidance and Support Unit and Life Care Teams</p>	<p>The Guidance and Support Unit met weekly, and Life Care Teams met twice per term. This resulted in quick access to external support and effective referral processes. The Guidance and Support Unit is made up of: DP: GaS, DP: PC, DP: SF, RTL B Liaison, MoE Service Manager, Community Engagement Officer and LSC The Life Care Team is made up of: DP: GaS, DP: PC, DP: SF, LSC, SW/S, Community Engagement Officer, Nurse and outside agencies e.g RTL B, MoE These meetings are extremely valuable and their continued use has meant that we are able to quickly get support from outside agencies or sort internally when needed.</p>	<p>Meetings were scheduled well in advance with clear agendas. Communication is given in advance to RTL B and MoE about students who may be discussed so that they can be prepared. The Life Care Team successfully addressed students crossing over between learning, behaviour, counselling, health, and attendance.</p>	<p>Continue the weekly Guidance and Support Unit meetings and the twice-termly Life Care Team meetings to ensure seamless coordination and timely intervention.</p>

<p>Coordinate an appropriate range of specialist services and personnel in support of students with diverse needs</p>	<p>As usual, the MoE and RTLB have been very forthcoming and cooperative with regard to the support they provide.</p> <p>Ko Taku Reo has not been very effective with a new RTDeaf this year and one student not having his equipment returned until late in the year - students at this age are reluctant to have their hearing devices with them.</p> <p>All students were assessed by the Vision Bus Aotearoa this year and glasses distributed to those in need.</p>	<p>Good communication with the RTLB and MoE means we get support in a timely manner when needed.</p> <p>The lack of student buy-in to use their hearing device support has meant limited communication between MI and Ko Taku Reo.</p> <p>Students benefited across the whole school by having their vision assessed and those students getting the vision support they required with brand new prescription glasses.</p>	<p>Maintain effective relationships with these outside agencies.</p> <p>Continue to advocate for the student and ensure the right person is involved with their support at every part of the process.</p> <p>Invite the Aotearoa Vision Bus again for new Year 7 students.</p>
<p>Provide professional development on UDL and Executive Function</p>	<p>Professional development was provided to staff on how to raise the capacity of Executive Function and the concept of Universal Design for Learning (UDL).</p>	<p>UDL principles aim to build an inclusive environment where all students participate. PD was provided by DP: LaT and DP: PLL.</p>	<p>Continue to provide professional development for the concept of UDL and how it can be effectively used in the classroom by teachers.</p> <p>Continue PD for staff on how to raise the capacity of Executive Function.</p>
<p>Coordinate and monitor high-needs student medication/health needs</p>	<p>The school provided comprehensive support for students with medical needs (e.g. diabetes).</p> <p>The nurse supported students with diabetes.</p> <p>Medication administration for learning/behaviour management was tracked.</p>	<p>The system depends on parents providing medication in time, leading to periods where the student had no remaining doses. This can affect the students in class learning and behaviour when not taken.</p> <p>Student glucose levels are recorded by the office staff, and parents are contacted if readings are abnormal.</p>	<p>Continue to monitor system challenges regarding parental provision of medication.</p> <p>Nurses will support gathering information from whānau and creating packs for the students with diabetes from the start of the year.</p>
<p>Planning for next year:</p> <ul style="list-style-type: none"> ★ Launch the Sensory Room and Develop Staff Capability: Successfully launch the new Sensory Room (Room 21) as a proactive space to support neurodiverse learners with self-regulation, ensuring collaboration with RTLB for resourcing and comprehensive staff training. 			

- ★ **Modernise the IEP Process and Student Voice:** Fully transition to the new Individual Education Plan (IEP) system by implementing the 'live' digital document for ongoing teacher contribution and adopting the new Progress Descriptors and Student Capabilities goals. To enhance student comfort and participation, trial using an icebreaker at the start of IEP meetings.
- ★ **Strengthen Numeracy Intervention Focus on Advanced Concepts:** Prioritise developing division strategies within Math Support Programme to address this noted area of lowest perceived growth. Ensure the expanded Numicon resources are embedded into mainstream classrooms by training LAs and teachers.
- ★ **Diversify ESOL Instructional Techniques for Stage 1 Progression:** Incorporate more "fun games or activities" and "different ways of learning" into the ESOL Kura Reo programme, aligning with student feedback. Focus instructional time specifically on accelerating Stage One students in Reading and Writing proficiency to move them out of this bottleneck stage.
- ★ **Formalise LA Upskilling in Structured Programs:** Continue providing ongoing professional development for Learning Assistants, specifically embedding AWS (Agility with Sound) training and training on the consistent use of the expanded Numicon resources within mainstream classes, linking intervention skills to daily curriculum.
- ★ **Implement Digitised Referral System and Emphasise Early Identification:** Promote the use of the Guidance and Support referral process by creating a digitised version to streamline data submission and maintain the high profile of early identification. Teachers must continue to take responsibility for providing evidence to support these referrals.
- ★ **Continue Professional Development on UDL and Executive Function:** Continue providing PD to staff focussing on the concept of Universal Design for Learning (UDL) and strategies to raise the capacity of Executive Function in students, enhancing teacher confidence to meet diverse learning needs.
- ★ **Maintain High-Level Transition Data Flow:** Continue the robust transition processes with feeder and high schools, ensuring early identification of high-needs students (ORS, ICS, RTL) and detailed data transfer through the new SEN forms.
- ★ **Review Effectiveness of Wall of Fame:** Continue maintaining the Learning Support Register digitally, but review the effectiveness and modify the use of the physical 'Wall of Fame' in the staff room, seeking ways to improve staff engagement with this resource.
- ★ **Carry out End-of-Year Learning Support analysis:** Continue to carry out a robust end-of-year review and analysis of the programmes in place and impact they are having through the Learning Support Report.

School Name:

Manurewa Intermediate

School Number:

1353

Mathematics

Develop academically powerful students by:

- Ensuring all students are equipped with the numeracy skills to problem solve and operate as effective mathematicians.
- Effectively solve problems through use of mathematical processes and strategies that work for the individual.
- Applies critical thinking skills in analysing authentic situations that need applied mathematical skills.

Strategic Aim:

Strategic Objectives:

- Improve teacher effectiveness, pedagogy and practice
- Develop teachers' confidence and capacity in the teaching of mathematics
- Increase the number of students operating At or Above level four of the curriculum for mathematics (Phase 3 in 2026).
- Extend those working At Expectation and Above Expectation (*Consolidating* → *Exceeding in 2026*)
- To raise the rate of progress for students who *Need Support* and are *Working Towards* (Emerging → *Developing in 2026*)
- Monitor student achievement in mathematics

Annual Aim:

- To increase the percentage of Māori 2025 Year 7 males achieving At level four from by 5% from 31% to 36%
- To decrease the percentage of the 2024 Year 7 cohort who *Need Support* by 5% from 23% to 19%
- To increase the percentage of male 2024 Year 7 cohort achieving At level four from by 5% from 37% to 43%
- Increase the percentage of 2024 Year 7 Pasifika that are At or Above from by 5% from 40% to 45%

Target:

Baseline Data (2025) Analysis of school-wide math data in November 2025 for Year 7 students identified:

- 43 % of all Year 7 students are achieving At or Above curriculum level four for mathematics at the end of Year 7.
- 37.36 % of all Year 7 students are *Working Towards* curriculum level four for mathematics at the end of Year 7.
- 19.46 % of all Year 7 students *Need Support* to attain curriculum level four for mathematics at the end of Year 7.
- 34.71 % of all Year 7 boys are *Working Towards* curriculum level four for mathematics at the end of Year 7.
- 24.79 % of all Year 7 boys *Need Support* to attain curriculum level four for mathematics at the end of Year 7.
- 40.49 % of all Year 7 girls are *Working Towards* curriculum level four for mathematics at the end of Year 7.
- 13.17 % of all Year 7 girls *Need Support* to attain curriculum level four for mathematics at the end of Year 7.
- 43.1 % of all Year 7 Māori students are *Working Towards* curriculum level four for mathematics at the end of Year 7.
- 20.8 % of all Year 7 Māori students *Need Support* to attain curriculum level four for mathematics at the end of Year 7.
- 39.6 % of all Year 7 Samoan students are *Working Towards* curriculum level four for mathematics at the end of Year 7.
- 21.7 % of all Year 7 Samoan students *Need Support* to attain curriculum level four for mathematics at the end of Year 7.
- 41.3 % of all Year 7 Tongan students are *Working Towards* curriculum level four for mathematics at the end of Year 7.
- 15.2 % of all Year 7 Tongan students *Need Support* to attain curriculum level four for mathematics at the end of Year 7.

Baseline Data:

Actions What did we do?	Outcomes (Year 8 OTJ Data) What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
<ul style="list-style-type: none"> Strengthened a collaborative culture within the mathematics team by leveraging teacher expertise and sharing best practice to support consistent, high-quality instruction across classrooms. Used real-life contexts, visual models, and concrete materials to introduce new mathematical concepts, making learning more meaningful and promoting greater student agency. Enhanced differentiated teaching by refining group structures and using data from OTJs, PATs, and class assessments to diagnose individual learning needs and guide next teaching steps. Increased opportunities for peer observation, co-teaching, and lesson modeling, allowing teachers to observe, reflect on, and adopt effective strategies that improved classroom practice and student outcomes. Promoted student agency by ensuring assessment data and next learning steps were visible in student maths books and referred to regularly as part of the Assessment for Learning process. Expanded Spring Into Math as a targeted in-class intervention across all mathematics classrooms, ensuring students identified as needing support received regular, structured assistance. Set and monitored 2025 Mathematics Achievement Targets rigorously throughout the year, using mid-year and 	<ul style="list-style-type: none"> The Practice Leader collaborated closely with all members of the mathematics team to refine teaching approaches and strengthen consistency across classrooms. This collective effort fostered a culture focussed on meeting diverse learner needs, particularly for students requiring additional support. Differentiation in mathematics was guided by a clear assessment schedule and the effective use of OTJ data. Teachers increasingly used this information to identify gaps, target instruction, and provide students with feedback linked to specific learning goals. Guided group instruction became more structured and deliberate in 2025, with teachers supported to design targeted follow-up tasks that reinforced number knowledge and problem-solving strategies. Real-world contexts were intentionally incorporated to demonstrate the practical application of mathematical learning. Student agency continued to strengthen through the visible use of assessment data. Next learning steps were clearly recorded in student books and consistently referenced in classroom practice, reinforcing the school's Assessment for Learning (AFL) framework. Teachers used digital tools creatively to enhance both engagement and understanding, maintaining a balance between online learning opportunities 	<ul style="list-style-type: none"> Target: To decrease the percentage of the 2024 Year 7 cohort who Need Support by 5%, from 23% to 19%. Outcome: This target has been exceeded, with the percentage of students requiring support decreasing to 15.5% in 2025. This reduction reflects improved instructional consistency across classrooms and more effective use of targeted intervention programmes. Target: To increase the percentage of male 2024 Year 7 students achieving At level four by 5%, from 37% to 43%. Outcome: This target has been met and exceeded when considering overall achievement. In 2025, 29.9% of male students were At level four and an additional 25.4% were Above, giving a combined 55.3% meeting or exceeding expectations. This improvement likely reflects strengthened teacher practice in using data to inform differentiated teaching and group instruction. Target: To increase the percentage of Māori 2025 Year 7 males achieving At level four by 5%, from 31% to 36%. Outcome: This target has been met and exceeded, with 28.3% of Māori males achieving At level four and an additional 11.7% achieving Above, resulting in 40% meeting or exceeding expectations. This improvement reflects the positive impact of guided group instruction and better alignment between teaching focus and assessment practice. 	<ul style="list-style-type: none"> Support the professional development of mathematics teachers by continuing to build a collaborative culture where knowledge and expertise are shared. The Practice Leader will take an active role in fostering growth within the mathematics team and ensuring consistency in practice across all classrooms. Embed the use of the refreshed curriculum and the new Oxford Maths resources to provide greater coherence between teaching materials, assessment frameworks, and classroom instruction. Teachers will receive support in adapting to these new tools to ensure they are effectively used to promote student progress. Enhance the teaching of mathematical concepts by using real-life contexts, concrete materials, and rich tasks that encourage deeper reasoning. Teachers will be guided in framing mathematical problems to extend learning for students who are near or above curriculum expectations. Address the mid-year learning plateau identified through earlier Term 3 testing by integrating higher-level content and using the Teaching at the Year Level guidance within the refreshed curriculum. This approach will help accelerate progress for the top 25% of students while maintaining support for those still consolidating foundational skills. Ensure differentiated teaching strategies remain a priority, with teachers using ongoing assessment to identify and

<ul style="list-style-type: none"> end-of-year data to track progress and inform teaching priorities. 	<ul style="list-style-type: none"> and explicit, teacher-led instruction. The increased use of data-informed grouping led to stronger outcomes, particularly for male and Māori learners. 	<ul style="list-style-type: none"> Target: To increase the percentage of 2024 Year 7 Pasifika students achieving At or Above by 5%, from 40% to 45%. Outcome: This target has been met, with approximately 47–50% of Pasifika students now achieving At or Above curriculum level four. Improved moderation practices and the increased use of structured, small-group maths instruction have contributed to this progress. 	<ul style="list-style-type: none"> respond to individual learning needs. PAT and OTJ data will continue to inform grouping and next-step teaching decisions.
<ul style="list-style-type: none"> Practice Leaders and Passion Pod Leaders collaborated to align planning models, ensuring teaching expectations were clear and consistently implemented across all teams. 	<ul style="list-style-type: none"> The Spring Into Math intervention continued to yield positive results, with students in the Needs Support category showing significant improvement when participating in the program. 		<ul style="list-style-type: none"> Strengthen connections across strands of mathematics to ensure an integrated and coherent curriculum, avoiding a siloed approach. This includes embedding problem-solving strategies as regular practices to build conceptual understanding and application.
<ul style="list-style-type: none"> Practice Leaders conducted regular walkthroughs and coaching sessions to strengthen teachers' curriculum knowledge and ensure effective delivery of the mathematics program. 	<ul style="list-style-type: none"> Foundational Assessment for Learning practices (such as the use of WALTs, success criteria, and ongoing data sharing with learners) remained strong throughout 2025. These practices helped ensure that students could clearly articulate their progress and next steps. 		<ul style="list-style-type: none"> Provide increased opportunities for peer observation, co-teaching, and lesson modeling to reinforce effective mathematics instruction and maintain a culture of continuous improvement.
<ul style="list-style-type: none"> Maintained a strong assessment cycle, using both formative and summative data to provide timely feedback and guide next steps for teaching and learning across all levels. 	<ul style="list-style-type: none"> The mathematics team sustained a high level of professional collaboration and commitment to improvement. This was reflected in the 2025 results, which showed marked progress across all major subgroups, particularly Māori males and Pasifika students. 		<ul style="list-style-type: none"> Continue to implement Spring Into Math as an in-class intervention for students requiring additional support, alongside the continued use of Numicon and Highfliers for targeted acceleration.
<ul style="list-style-type: none"> Maths targets for 2026 were set in line with realistic progressions through the curriculum, with a continued emphasis on consistency, moderation, and the accurate use of assessment data to guide teaching and learning. 			<ul style="list-style-type: none"> Establish and monitor aspirational 2026 Mathematics Achievement Targets throughout the year, ensuring they are closely aligned with standardised assessment data and the expectations of the new curriculum phases.

For consistency with previous reporting, *Consolidating* → *Exceeding* is treated as equivalent to the former *At and Above curriculum level four* category. In the refreshed curriculum framework, students who are *Consolidating* are working within **Phase 3 (Years 7–8)**, indicating that they are meeting or exceeding expected progress for their phase of learning.

Planning for next year:

- Have 60 % of all students achieving an Overall Teacher Judgement of Consolidating or greater by the end of 2026.
- Have 51 % of 2025 Year 7 students (2026 Year 8s) achieving an Overall Teacher Judgement of Consolidating or greater by the end of 2026.
- Have 46 % of Māori students (2025 Year 7 → 2026 Year 8) achieving an Overall Teacher Judgement of Consolidating or greater by the end of 2026.
- Have 53 % of Pasifika students (2025 Year 7 → 2026 Year 8) achieving an Overall Teacher Judgement of Consolidating or greater by the end of 2026.

School Name:

Manurewa Intermediate

School Number:

1353

Reading

Develop academically powerful students by

- Ensuring all students are equipped with the literacy skills of reading and engaging with text needed for lifelong learning.
- Effectively solves problems using their written language skills.
- Apply critical thinking skills in analysing what they read.

Strategic Aim:

Strategic Objectives:

- Improve teacher effectiveness, pedagogy and practice
- Develop teachers' confidence and capacity in the teaching of reading
- Address the needs of students who Need Support and are Working Towards Level Four (Phase 3 in 2026)
- Extend those working At Expectation and Above Expectation (*Consolidating* → *Exceeding in 2026*)
- Monitor student achievement in reading and react accordingly
- Utilise staffing capacity to its utmost to cater to the needs of all with a focus on differentiation and effective teaching practice

Annual Aim:

Target:

- Increase the percentage of all students achieving At and Above curriculum level four by 5% from 43% to 48%.
- Increase the percentage of all 2024 Year 7s achieving At and Above curriculum level four by 5% from 39 to 44% focus
- Increase the percentage of all 2024 Maori achieving At and Above curriculum level four by 5% from 43% to 48%
- Increase the percentage of 2024 Year 7 Pasifika achieving At and Above curriculum level four by 5% from 48% to 53%

Baseline Data (2025) Analysis of school-wide reading data in November 2025 for Year 7 students identified:

- 46 % of all Year 7 students are achieving At or Above curriculum level four for reading at the end of Year 7.
- 37.95 % of all Year 7 students are Working Towards curriculum level four for reading at the end of Year 7
- 15.85 % of all Year 7 students Need Support to attain curriculum level four for reading at the end of Year 7
- 41.32 % of all Year 7 boys are Working Towards curriculum level four for reading at the end of Year 7
- 19.83 % of all Year 7 boys Need Support to attain curriculum level four for reading at the end of Year 7
- 33.98 % of all Year 7 girls are Working Towards curriculum level four for reading at the end of Year 7
- 11.17 % of all Year 7 girls Need Support to attain curriculum level four for reading at the end of Year 7
- 43.5 % of all Year 7 Maori students are Working Towards curriculum level four for reading at the end of Year 7.
- 16.8 % of all Year 7 Maori students Need Support to attain curriculum level four for reading at the end of Year 7.
- 40.6 % of all Year 7 Samoan students are Working Towards curriculum level four for reading at the end of Year 7.
- 17.0 % of all Year 7 Samoan students Need Support to attain curriculum level four for reading at the end of Year 7.
- 40.4 % of all Year 7 Tongan students are Working Towards curriculum level four for reading at the end of Year 7.
- 17.0 % of all Year 7 Tongan students Need Support to attain curriculum level four for reading at the end of Year 7.

Baseline Data:

Actions <i>What did we do?</i>	Outcomes (Year 8 OTJ Data) <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Maintained collaborative practices through peer planning reviews and classroom observations, focussing on shared strategies that strengthened guided reading and comprehension instruction. Increased the focus on guided reading, ensuring teachers understood how to plan for reading instruction, select appropriate materials, and use formative data to accelerate student progress. Dedicated time in Passion Pod meetings for Humanities teachers to analyse reading data, discuss progress trends, and share effective approaches, including culturally responsive strategies. Shifted practice by reducing the emphasis on published writing and providing clear, structured writing plans for Humanities teachers to follow. This ensured writing supported literacy goals rather than serving as filler within programmes. Improved the administration and timing of PAT assessments by explicitly training teachers on how to prepare students for testing and moving the assessments earlier in the year. This allowed more accurate baseline data and greater opportunity to measure growth across the year. Ensured planning included regular use of questioning strategies and oral language discussions to deepen students' comprehension and engagement with texts. 	<ul style="list-style-type: none"> OTJ data states that 9.37 % of all students Need Support, 28.92 % are Working Towards, 38.49 % are At Expectation, and 23.22 % are Above. OTJ data states that 7.35 % of all female students Need Support, 24.90 % are Working Towards, 40.82 % are At Expectation, and 26.94 % are Above. OTJ data states that 11.38 % of all male students Need Support, 32.93 % are Working Towards, 36.18 % are At Expectation, and 19.51 % are Above. OTJ data states that 8.00 % of all Cook Islands Maori (Female) students Need Support, 24.00 % are Working Towards, 32.00 % are At Expectation, and 36.00 % are Above. OTJ data states that — (no Year 8 male Cook Islands Maori data beyond small cohort). OTJ data states that 9.52 % of all Indian (Female) students Need Support, 19.05 % are Working Towards, 42.86 % are At Expectation, and 28.57 % are Above. OTJ data states that 5.88 % of all Indian (Male) students Need Support, 23.53 % are Working Towards, 41.18 % are At Expectation, and 29.41 % are Above. OTJ data states that 5.68 % of all Māori (Female) students Need Support, 23.86 % are Working Towards, 47.73 % are At Expectation, and 22.73 % are Above. 	<ul style="list-style-type: none"> Target: Have 48 % of all students achieving <i>At and Above curriculum level four</i> by the end of 2025. This target was exceeded, with 61.7 % of all students achieving <i>At or Above</i> (38.49 % <i>At + 23.22 % Above</i>). The result represents a substantial increase from the 2024 baseline of 43 %. Target: Have 44 % of all 2024 Year 7 students (2025 Year 8 cohort) achieving <i>At and Above</i>. This target was also exceeded, with the same cohort achieving 61.7 % <i>At and Above</i>, indicating a strong two-year gain in overall reading achievement. Target: Have 48 % of Māori students achieving <i>At and Above</i>. This target was exceeded, with 59 % of Māori students (combined male + female) achieving <i>At and Above</i> (weighted from 47.73 % <i>At + 22.73 % Above</i> for females and 36.36 % <i>At + 10.39 % Above</i> for males). The increase reflects strengthened reading outcomes across both genders, particularly among Māori girls. Target: Have 53 % of Pasifika students achieving <i>At and Above</i>. This target was exceeded, with Pasifika achievement averaging around 59 % <i>At and Above</i>, including Cook Islands Māori 60 %, Samoan 57–58 %, Tongan 67 %, with other Pacific groups also performing strongly. 	<ul style="list-style-type: none"> Continue to align teaching and assessment, ensuring that classroom practice reflects the skills and understandings assessed through PAT Reading Comprehension. Teachers will maintain a clear link between instructional focus and assessment outcomes. Embed PAT literacy across practice, by continuing to make teachers sit and administer PAT assessments correctly. This will strengthen teacher understanding of what the test measures, how questions are structured, and what this reveals about student comprehension. Maintain a focus on guided reading, supported by consistent planning templates, clear modelling, and shared examples of effective practice. Guided reading will remain the core structure for teaching comprehension and text analysis across Humanities. Implement new HTML reading resources aligned to the refreshed New Zealand Curriculum. These digital materials will scaffold guided reading sessions, supporting teachers with ready-made, structured activities that reinforce key comprehension strategies. Clarify reading expectations through PAT scale scores, ensuring that students with a scale score of approximately 45 or higher consistently

<ul style="list-style-type: none"> Continued to apply structured literacy practices, including explicit phonics and decoding instruction, to strengthen foundational reading skills and support teacher capability. Recognised and celebrated student progress in reading through visible displays and classroom recognition, reinforcing reading achievement as a valued success. 	<ul style="list-style-type: none"> OTJ data states that 10.39 % of all Māori (Male) students Need Support, 42.86 % are Working Towards, 36.36 % are At Expectation, and 10.39 % are Above. OTJ data states that 11.76 % of all Samoan (Female) students Need Support, 31.37 % are Working Towards, 25.49 % are At Expectation, and 31.37 % are Above. 	<ul style="list-style-type: none"> Overall, reading achievement for the 2024 Year 7 cohort improved markedly by the end of 2025. Growth was evident across all ethnicities, with the greatest shifts seen for Māori and Pasifika students. The continued focus on structured literacy, guided reading, and culturally responsive practice contributed to these results. 	<p>engage with Level 4 texts. Teachers will match follow-up tasks to the same level to sustain rigour and progress.</p> <ul style="list-style-type: none"> Continue to build teacher knowledge of correctional and assessment practices, supporting teachers to make more accurate and confident OTJs by understanding how assessment information connects to day-to-day teaching.
<ul style="list-style-type: none"> Continued to use the schoolwide inquiry model to introduce engaging reading topics that sparked curiosity, critical thinking, and student voice in text selection and response. Targeted additional support for students needing acceleration through small-group interventions and learning assistant support, ensuring these complemented (not replaced) teacher-led instruction. 	<ul style="list-style-type: none"> OTJ data states that 14.55 % of all Samoan (Male) students Need Support, 27.27 % are Working Towards, 36.36 % are At Expectation, and 21.82 % are Above. OTJ data states that 6.25 % of all Tongan (Female) students Need Support, 18.75 % are Working Towards, 62.50 % are At Expectation, and 12.50 % are Above. OTJ data states that 10.00 % of all Tongan (Male) students Need Support, 30.00 % are Working Towards, 35.00 % are At Expectation, and 25.00 % are Above. 		<ul style="list-style-type: none"> Maintain a balanced focus between reading and writing, with 20 minutes of structured whole-class writing instruction followed by grouped reading sessions, ensuring both areas remain strongly developed and connected. Monitor the impact of these refinements through moderation, student voice, and progress data, ensuring that guided reading practice continues to improve teacher capability and student achievement.

For consistency with previous reporting, Consolidating → Exceeding is treated as equivalent to the former At and Above curriculum level four category. In the refreshed curriculum framework, students who are Consolidating are working within Phase 3 (Years 7–8), indicating that they are meeting or exceeding expected progress for their phase of learning.

Planning for next year:

- Have 60 % of all students achieving an Overall Teacher Judgement of Consolidating or greater by the end of 2026.
- Have 51 % of 2025 Year 7 students (2026 Year 8s) achieving an Overall Teacher Judgement of Consolidating or greater by the end of 2026.
- Have 46 % of Māori students (2025 Year 7 → 2026 Year 8) achieving an Overall Teacher Judgement of Consolidating or greater by the end of 2026.
- Have 53 % of Pasifika students (2025 Year 7 → 2026 Year 8) achieving an Overall Teacher Judgement of Consolidating or greater by the end of 2026.

School Name:

Manurewa Intermediate

School Number:

1353

Writing

Strategic Aim:

- Develop academically powerful students by
- Ensuring all students are equipped with the literacy skills of writing and engaging in expressing themselves through written means for lifelong learning.
- Effectively select appropriate writing forms to achieve a specific purpose.
- Apply the technical skills needed to ensure writing is fluent, accurate and effective.

Strategic Objectives:

- Improve teacher effectiveness, pedagogy and practice
- Develop teachers' confidence and capacity in the teaching of reading
- Address the needs of students who Need Support and are Working Towards Level Four (Phase 3 in 2026)
- Extend those working At Expectation and Above Expectation (*Consolidating* → *Exceeding in 2026*)
- Monitor student achievement in reading and react accordingly.
- Utilise staffing capacity to its utmost to cater to the needs of all with a focus on differentiation and effective teaching practice.

Annual Aim:

Targets:

- Increase the percentage of all students achieving At and Above curriculum level four by 5% from 39 to 44%
- Increase the percentage of 2024 Year 7 males achieving At and Above curriculum level four by 5% from 25% to 30%.
- Increase the percentage of Māori males achieving At curriculum level four by 5% from 25% to 30%.

Target:

Baseline Data (2025) Analysis of school-wide reading data in November 2025 for Year 7 students identified:

- 41.5 % of all Year 7 students are achieving At or Above curriculum level four for writing at the end of Year 7.
- 38.2 % of all Year 7 students are Working Towards curriculum level four for writing at the end of Year 7.
- 20.3 % of all Year 7 students Need Support to attain curriculum level four for writing at the end of Year 7.
- 44.63 % of all Year 7 boys are Working Towards curriculum level four for writing at the end of Year 7.
- 25.62 % of all Year 7 boys Need Support to attain curriculum level four for writing at the end of Year 7.
- 30.58 % of all Year 7 girls are Working Towards curriculum level four for writing at the end of Year 7.
- 14.08 % of all Year 7 girls Need Support to attain curriculum level four for writing at the end of Year 7.
- 38.9 % of all Year 7 Māori students are Working Towards curriculum level four for writing at the end of Year 7.
- 22.1 % of all Year 7 Māori students Need Support to attain curriculum level four for writing at the end of Year 7.
- 40.6 % of all Year 7 Samoan students are Working Towards curriculum level four for writing at the end of Year 7.
- 20.8 % of all Year 7 Samoan students Need Support to attain curriculum level four for writing at the end of Year 7.
- 51.1 % of all Year 7 Tongan students are Working Towards curriculum level four for writing at the end of Year 7.
- 17.0 % of all Year 7 Tongan students Need Support to attain curriculum level four for writing at the end of Year 7.

Baseline Data:

Actions <i>What did we do?</i>	Outcomes (Year 8 OTJ Data) <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Collaborated closely across Learning and Teaching and Humanities leadership (Passion Pod Leader and Curriculum Development Leader) to strengthen teacher understanding of what constitutes quality evidence for writing OTJs. Emphasised the importance of published writing as the foundation for accurate OTJs, ensuring that teachers gathered authentic, curriculum-aligned samples rather than relying solely on surface-level indicators such as spelling and punctuation accuracy. Implemented the Adventure Writing Unit as a consistent model of practice, providing teachers with clear guidance on how to plan, structure, and teach writing effectively. The unit allowed students to demonstrate understanding of genre, language devices, and text structure, which are key components of a reliable OTJ. Addressed teacher confidence and content knowledge by embedding professional learning on writing features, genre conventions, and moderation practices directly into planning and observation cycles. Provided structured writing units to reduce teacher uncertainty about what to plan and how to deliver writing instruction, helping to establish a common approach across all Humanities classes. Recognised the link between reading and writing progress, with increased reading engagement contributing to improved writing outcomes. Teachers noted that exposure to 	<ul style="list-style-type: none"> OTJ data states that 11.81 % of all students Need Support, 32.79 % are Working Towards, 36.25 % are At Expectation, and 19.14 % are Above. OTJ data states that 7.72 % of all female students Need Support, 28.05 % are Working Towards, 39.43 % are At Expectation, and 24.80 % are Above. OTJ data states that 15.92 % of all male students Need Support, 37.55 % are Working Towards, 33.06 % are At Expectation, and 13.47 % are Above. OTJ data states that 8.00 % of all Cook Islands Māori (Female) students Need Support, 32.00 % are Working Towards, 24.00 % are At Expectation, and 36.00 % are Above. OTJ data states that 12.50 % of all Cook Islands Māori (Male) students Need Support, 50.00 % are Working Towards, 25.00 % are At Expectation, and 12.50 % are Above. OTJ data states that 4.76 % of all Indian (Female) students Need Support, 28.57 % are Working Towards, 47.62 % are At Expectation, and 19.05 % are Above. OTJ data states that 11.76 % of all Indian (Male) students Need Support, 35.29 % are Working Towards, 29.41 % are At Expectation, and 23.53 % are Above. 	<ul style="list-style-type: none"> Target: Increase the percentage of all students achieving At and Above curriculum level four by at least 5 %, from 39 % to greater than 44 %. This target has been exceeded, with 55 % of all students now achieving At or Above curriculum level four (36.25 % At + 19.14 % Above). Improved guided writing structures and explicit teaching sequences have strengthened writing outcomes across the school, enabling greater consistency and confidence in teacher judgments. Target: Increase the percentage of 2024 Year 7 males achieving At and Above curriculum level four by at least 5 %, from 25 % to greater than 30 %. This target has been exceeded, with 46 % of males in this cohort now achieving At or Above curriculum level four (33.06 % At + 13.47 % Above). Focussed professional learning around writing moderation and the use of model texts has likely contributed to this improvement, helping teachers make clearer instructional links between exemplars and classroom writing. Target: Increase the percentage of Māori males achieving At curriculum level four by at least 5 %, from 25 % to greater than 30 %. This target has been exceeded, with 44 % of Māori males now achieving At or Above curriculum level four (33.77 % At + 10.39 % Above). The growth reflects strengthened scaffolding practices, targeted conferencing, and improved teacher understanding of writing progressions for this group. 	<ul style="list-style-type: none"> Establish a structured 20-minute whole-class writing block at the start of each Humanities writing lesson, ensuring all students receive consistent, high-quality instruction before transitioning into ability-based group work. Implement combined reading and writing groups, allowing teachers to streamline planning and focus their instruction around the same five groups aligned with the school's OTJ framework (Emerging → Exceeding). Differentiation will occur within these groups through targeted conferencing, scaffolding, and feedback. Continue and refine units of work such as the Adventure Writing Unit, which serve as strong templates for how learning and teaching will continue to shift toward greater structure, coherence, and engagement across Humanities. Transition from national e-asTTie moderation towards a locally adapted moderation model, designed to better align with MI's curriculum and reporting phases. This change will require close monitoring to ensure consistency is maintained and that results remain within a realistic and credible range. Maintain a tight teaching window and consistent approach across all classes,

<p>quality texts enhanced students' understanding of structure, tone, and audience.</p> <ul style="list-style-type: none"> Targeted professional learning around moderation, acknowledging that teacher knowledge remain developing areas. Leaders supported this through guided moderation using shared exemplars and the e-asTTle rubric. Reinforced the expectation that moderation and planning occur collaboratively, building consistency across teachers and strengthening collective confidence in OTJ decision-making. 	<ul style="list-style-type: none"> OTJ data states that 5.68 % of all Māori (Female) students Need Support, 30.68 % are Working Towards, 43.18 % are At Expectation, and 20.45 % are Above. OTJ data states that 18.18 % of all Māori (Male) students Need Support, 37.66 % are Working Towards, 33.77 % are At Expectation, and 10.39 % are Above. OTJ data states that 9.80 % of all Samoan (Female) students Need Support, 25.49 % are Working Towards, 29.41 % are At Expectation, and 35.29 % are Above. OTJ data states that 20.00 % of all Samoan (Male) students Need Support, 34.55 % are Working Towards, 38.18 % are At Expectation, and 7.27 % are Above. OTJ data states that 5.88 % of all Tongan (Female) students Need Support, 11.76 % are Working Towards, 76.47 % are At Expectation, and 5.88 % are Above. OTJ data states that 5.26 % of all Tongan (Male) students Need Support, 47.37 % are Working Towards, 36.84 % are At Expectation, and 10.53 % are Above. 	<ul style="list-style-type: none"> Summary: All 2025 writing targets were achieved or exceeded, with the greatest gains seen among male and Māori learners. The consistent application of guided writing frameworks, supported moderation, and data-informed planning has strengthened both teaching practice and student outcomes in writing across the school. 	<p>ensuring that structured instruction and planning templates are uniformly applied.</p> <ul style="list-style-type: none"> Build teacher confidence in reporting against Phase 3 writing expectations, recognising that 2026 will be a transitional year where comparability to past data may be variable. Aim for approximately 40–50 % of Year 8 students meeting or exceeding curriculum expectations, reflecting both realistic benchmarking within the new framework and consistency in teacher judgment. Continue supporting teachers through moderation sessions, professional dialogue, and exemplar analysis to ensure consistent understanding of writing progressions and expectations. Sustain professional development around guided writing, modelling, and shared writing, reinforcing effective questioning and oral language practices to deepen comprehension and strengthen writing quality.
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For consistency with previous reporting, Consolidating → Exceeding is treated as equivalent to the former At and Above curriculum level four category. In the refreshed curriculum framework, students who are Consolidating are working within Phase 3 (Years 7–8), indicating that they are meeting or exceeding expected progress for their phase of learning.

Planning for next year:

- Have 55 % of all students achieving an Overall Teacher Judgement of Consolidating or greater by the end of 2026.
- Have 51 % of 2025 Year 7 students (2026 Year 8s) achieving an Overall Teacher Judgement of Consolidating or greater by the end of 2026.
- Have 46 % of Māori students (2025 Year 7 → 2026 Year 8) achieving an Overall Teacher Judgement of Consolidating or greater by the end of 2026.
- Have 53 % of Pasifika students (2025 Year 7 → 2026 Year 8) achieving an Overall Teacher Judgement of Consolidating or greater by the end of 2026.