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ROSEHILL INTERMEDIATE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2025

Rosehill Intermediate School

Ministry Number:	1473
Principal:	Maria White
School Address:	5/7 Jupiter Street, Rosehill, Auckland 2113
School Postal Address:	5/7 Jupiter Street, Rosehill, Auckland 2113
School Phone:	09 298 5827
School Email:	office@rosehill.org.nz
Accountant / Service Provider:	Accounting For Schools Limited

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ROSEHILL INTERMEDIATE SCHOOL

Annual Report - For the year ended 31 December 2025

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Rosehill Intermediate School

Statement of Responsibility
For the year ended 31 December 2025

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

The management (including the acting 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.

Ray Freeman	Julie Wong
Full Name of Presiding Member	Full Name of Principal
DocuSigned by: Ray Freeman C21889F951F748D...	Signed by: Julie Wong 39745934C8BA438...
Signature of Presiding Member	Signature of Acting Principal
09 September 2026	09 September 2026
Date:	Date:

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Rosehill 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	5,086,919	4,676,663	5,123,000
Locally Raised Funds	3	193,706	110,801	106,853
Interest		38,169	40,000	69,997
		5,318,794	4,827,464	5,299,850
Expenses				
Locally Raised Funds	3	74,640	73,100	55,372
Learning Resources	4	3,619,353	3,429,389	3,564,465
Administration	5	525,799	269,738	756,105
Interest		2,087	1,800	1,645
Property	6	1,121,840	1,040,127	1,187,653
		5,343,719	4,814,154	5,565,240
Net Surplus / (Deficit) for the year		(24,925)	13,310	(265,390)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		(24,925)	13,310	(265,390)

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

Rosehill Intermediate School

Statement of Changes in Net Assets/Equity
For the year ended 31 December 2025

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Balance at 1 January	1,212,779	1,212,779	1,440,892
Total comprehensive revenue and expense for the year	(24,925)	13,310	(265,390)
Contribution - Furniture and Equipment Grant	-	-	37,277
Equity at 31 December	1,187,854	1,226,089	1,212,779
Accumulated comprehensive revenue and expense	1,187,854	1,226,089	1,212,779
Equity at 31 December	1,187,854	1,226,089	1,212,779

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.

Rosehill 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	815,165	1,533,000	175,997
Accounts Receivable	8	514,092	500,000	267,804
Funds receivable for Capital Works Projects	16	3,417	(531,000)	57,106
GST Receivable		-	-	13,824
Prepayments		15,580	15,000	15,198
Inventories	9	16,061	15,000	16,061
Investments	10	772,783	-	844,571
		2,137,098	1,532,000	1,390,561
Current Liabilities				
GST Payable		53,215	54,000	-
Accounts Payable	12	459,456	465,000	327,036
Revenue Received in Advance	13	26,862	27,000	53,734
Provision for Cyclical Maintenance	14	8,857	270,000	237,621
Finance Lease Liability	15	12,068	13,000	10,677
Funds held for Capital Works Projects	16	624,077	-	1,483
		1,184,535	829,000	630,551
Working Capital		952,563	703,000	760,010
Non-current Assets				
Property, Plant and Equipment	11	687,684	668,089	634,482
		687,684	668,089	634,482
Non-current Liabilities				
Provision for Cyclical Maintenance	14	429,432	120,000	177,493
Finance Lease Liability	15	22,961	25,000	4,220
		452,393	145,000	181,713
Net Assets		1,187,854	1,226,089	1,212,779
Equity		1,187,854	1,226,089	1,212,779

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

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Rosehill 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		1,329,956	1,179,892	1,692,219
Locally Raised Funds		112,651	(102,199)	106,855
Goods and Services Tax (net)		67,045	59,000	(3,610)
Payments to Employees		(645,420)	(592,673)	(878,030)
Payments to Suppliers		(722,441)	(842,912)	(1,024,077)
Interest Paid		(2,088)	38,200	(1,645)
Interest Received		43,416		77,957
Net cash from / (to) Operating Activities		183,119	(260,692)	(30,332)
Cash flows from Investing Activities				
Purchase of Property, Plant and Equipment		(261,285)	(254,965)	(101,743)
Proceeds from Sale of Investments		186,523	-	262,534
Net cash from / (to) Investing Activities		(74,762)	(254,965)	160,791
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	37,277
Finance Lease Payments		(8,404)	13,000	(11,468)
Funds on behalf of Third Parties		539,215	586,000	(77,620)
Net cash from / (to) Financing Activities		530,811	599,000	(51,811)
Net increase in cash and cash equivalents		639,168	83,343	78,649
Cash and cash equivalents at the beginning of the year	7	175,997	1,449,657	97,348
Cash and cash equivalents at the end of the year	7	815,165	1,533,000	175,997

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

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

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Rosehill Intermediate School

Notes to the Financial Statements
For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Rosehill Intermediate (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 reports have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

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Cyclical Maintenance
A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

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 15. Future operating lease commitments are disclosed in note 21b.

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

c) Revenue Recognition

Government Grants
The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives;

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

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

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

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.

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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 schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories
Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments
Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

Rosehill Intermediate School
Notes to the Financial Statements
For the year ended 31 December 2025

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

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

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

Property, plant and equipment acquired with individual values under $1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

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

Depreciation
Property, plant and equipment 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:

Buildings	40 years
Building improvements to Crown Owned Assets	50 years
Furniture and equipment	3 - 40 years
Information and communication technology	3 - 10 years
Leased assets held under a Finance Lease	3 - 5 years
Library resources	12.5% Diminishing value

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k) 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.

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

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

l) 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.

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

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.

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

o) 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 Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

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

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

q) 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 Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) 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 schools carries out painting maintenance of the whole school over a 9 to 12 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.

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

The School's financial liabilities comprise accounts payable, borrowings, 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.

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 statements 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 at the start of the year.

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.

Rosehill Intermediate School

Notes to the Financial Statements
For the year ended 31 December 2025

2. Government Grants

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Government Grants - Ministry of Education	1,342,943	1,150,892	1,650,022
Teachers' Salaries Grants	2,906,783	2,727,000	2,564,094
Use of Land and Buildings Grants	828,728	796,771	906,884
Other MoE Grants	6,465	-	-
Other Government Grants	2,000	2,000	2,000
	5,086,919	4,676,663	5,123,000

3. Locally Raised Funds

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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue			
Donations & Bequests	12,913	10,000	10,428
Fees for Extra Curricular Activities	37,299	79,410	41,584
Trading	16,716	13,500	22,473
Fundraising & Community Grants	72,595	7,891	2,190
International Student Fees	54,183	-	30,178
	193,706	110,801	106,853
Expenses			
Extra Curricular Activities Costs	8,483	50,500	30,446
Trading	11,352	7,600	9,488
International Student Expenses	20,987	15,000	15,438
Fundraising and Community Grant Costs	33,818	-	-
	74,640	73,100	55,372
Surplus for the year Locally raised funds	119,066	37,701	51,481

Rosehill Intermediate School

Notes to the Financial Statements
For the year ended 31 December 2025

4. Learning Resources

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Curricular	152,345	159,850	168,661
Depreciation	130,147	96,000	119,878
Information and Communication Technology	-	500	62
Library Resources	988	750	437
Employee benefits - salaries	3,301,891	3,134,389	3,239,753
Staff Development	33,982	37,900	35,674
	3,619,353	3,429,389	3,564,465

5. Administration

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Audit Fee	14,521	10,560	11,590
Board of Trustees Fees	5,010	3,500	3,775
Board of Trustees Expenses	13,103	17,300	12,437
Communication	5,046	5,250	5,662
Consumables	27,618	22,000	29,656
Operating Lease	839	800	839
Healthy School Lunches Programme	212,294	-	460,449
Other	48,289	26,950	47,457
Employee Benefits - Salaries	174,856	161,678	162,873
Insurance	12,324	10,200	10,277
Service Providers, Contractors and Consultancy	11,899	11,500	11,090
	525,799	269,738	756,105

6. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Caretaking and Cleaning Consumables	8,711	7,500	7,320
Consultancy and Contract Services	60,477	61,700	62,050
Cyclical Maintenance Provision	50,184	40,000	69,565
Grounds	19,972	11,500	13,503
Heat, Light and Water	52,495	36,000	40,603
Repairs and Maintenance	27,102	13,050	22,800
Use of Land and Buildings	828,728	796,771	906,884
Security	13,303	10,000	10,688
Employee Benefits - Salaries	60,868	63,606	54,240
	1,121,840	1,040,127	1,187,653

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.

Rosehill Intermediate School
Notes to the Financial Statements
For the year ended 31 December 2025

7. Cash and Cash Equivalents

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Bank Current Account	815,165	1,533,000	175,997
Cash and cash equivalents for Cash Flow Statement	815,165	1,533,000	175,997

Of the $815,165 Cash and Cash Equivalents, $647,718 is subject to restrictions for the following reasons:

$623,622 is held by the School on behalf of the Ministry of Education. These funds relate to capital works projects under the School's Five Year Property Plan and are required to be spent on Crown-owned school buildings during 2025. This balance is included in the capital works project schedule in note 16.

$24,097 of unspent Ministry of Education grant funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This amount is included in Revenue Received in Advance in note 13.

8. Accounts Receivable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Receivables	225,107	217,500	15,413
Receivables from the Ministry of Education	2,662	2,500	2,662
Interest Receivable	5,061	5,000	10,308
Teacher Salaries Grant Receivable	281,262	275,000	239,421
	514,092	500,000	267,804
Receivables from Exchange Transactions	232,830	275,000	28,383
Receivables from Non-Exchange Transactions	281,262	225,000	239,421
	514,092	500,000	267,804

9. Inventories

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Stationery	785	500	785
School Uniforms	15,276	14,500	15,276
	16,061	15,000	16,061

Rosehill Intermediate School

Notes to the Financial Statements
For the year ended 31 December 2025

10. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Current Asset	$	$	$
Short-term Bank Deposits	772,783	-	844,571
Total Investments	772,783	-	844,571

11. Property, Plant and Equipment

2025	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Buildings	153,936	-	-	-	(4,805)	149,131
Building Improvements	137,415	25,838	-	-	(7,781)	155,472
Furniture and Equipment	217,075	21,237	-	-	(53,003)	185,309
Information Technology	105,506	69,947	-	-	(46,421)	129,032
Leased Assets	11,784	36,801	-	-	(15,620)	32,965
Library Resources	8,766	29,527		-	(2,517)	35,776
Balance at 31 December	634,482	183,350	-	-	(130,148)	687,684

The net carrying value of equipment held under a finance lease is $32,965 (2024: $11,784).

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

	2025 Cost or Valuation $	2025 Accumulated Depreciation $	2025 Net Book Value $	2024 Cost or Valuation $	2024 Accumulated Depreciation $	2024 Net Book Value $
Buildings	192,185	(43,054)	149,131	192,185	(38,249)	153,936
Building Improvements	229,785	(74,313)	155,472	203,947	(66,532)	137,415
Furniture and Equipment	969,984	(784,675)	185,309	948,747	(731,672)	217,075
Information Technology	561,251	(432,219)	129,032	491,303	(385,797)	105,506
Motor Vehicles	(1,830)	1,830	-	(1,830)	1,830	-
Leased Assets	95,203	(62,238)	32,965	58,403	(46,619)	11,784
Library Resources	77,575	(41,799)	35,776	48,049	(39,283)	8,766
Balance at 31 December	2,124,154	(1,436,468)	687,684	1,940,804	(1,306,322)	634,482

Rosehill Intermediate School

Notes to the Financial Statements
For the year ended 31 December 2025

12. Accounts Payable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Creditors	122,307	133,000	17,581
Accruals	12,032	12,000	11,590
Employee Entitlements - Salaries	281,263	275,000	292,606
Employee Entitlements - Leave Accrual	43,854	45,000	5,259
	459,456	465,000	327,036
Payables for Exchange Transactions	459,456	465,000	327,036
	459,456	465,000	327,036

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Grants in Advance - Ministry of Education	26,862	27,000	6,000
International Student Fees	-	-	13,443
Other	-	-	34,291
	26,862	27,000	53,734

14. Provision for Cyclical Maintenance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Provision at the Start of the Year	415,115	415,115	360,348
Increase to the Provision During the Year	50,184	40,000	69,565
Use of the Provision During the Year	(27,010)	(24,363)	(14,798)
Provision at the End of the Year	438,289	430,752	415,115
Cyclical Maintenance - Current	8,857	270,000	237,621
Cyclical Maintenance - Non Current	429,432	120,000	177,494
	438,289	390,000	415,115

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property Plan.

Rosehill Intermediate School

Notes to the Financial Statements
For the year ended 31 December 2025

15. Finance Lease Liability

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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
No Later than One Year	14,649	13,000	11,357
Later than One Year	25,406	25,000	4,470
Future Finance Charges	(5,026)	-	(930)
	35,029	38,000	14,897
Represented by			
Finance lease liability - Current	12,068	13,000	10,677
Finance lease liability - Non Current	22,961	25,000	4,220
	35,029	38,000	14,897

Rosehill Intermediate School

Notes to the Financial Statements
For the year ended 31 December 2025

16. Funds Held for Capital Works Projects

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

2025	Project No.	Opening Balances $	Receipts from MoE $	Payments $	BOT Contributions $	Closing Balances $
SIP: Staff Court Outdoor Space Project	*225115*	(3,152)	-	-	-	(3,152)
Seating & Landscaping Project	*225118*	(265)	-	-	-	(265)
Electrical Upgrade Project	*238898*	1,483	-	-	-	1,483
5YA :Block 8- Toilet Block Interior		(4,525)	-	4,980	-	455
5YA - Roofing Replacement Project		(1,620)	66,913	(29,553)	-	35,740
5YA School Fire System Upgrade Project		(2,800)	235,172	(11,471)	-	220,901
5YA -Block 10- Foyer Interior / Exterior remediation project expenses		(32,488)	37,909	(5,421)	-	-
Staffroom Water Damage Remediation Project		(12,256)	9,432	(23,014)	25,838	-
MOE Insurance Claim Works		-	13,725	(11,590)	-	2,135
5YA: Blocks 1,2,10		-	194,819	(73,270)	-	121,549
5YA/ AMS Combined - Blk 5 Tech		-	128,284	(28,392)	-	99,892
5YA Heating upgrade project		-	132,347	(4,480)	-	127,867
5YA Plumbing replacement Works project		-	14,055	-	-	14,055
Totals		(55,623)	832,656	(182,211)	25,838	620,660

Represented by:

Funds Held on Behalf of the Ministry of Education	624,077
Funds Due from the Ministry of Education	(3,417)
	620,660

This contribution was treated as a ‘donation’ to the Ministry of Education (because it is the owner of the buildings) and has been recognised in the Statement of Changes in Net Assets/Equity.

Rosehill Intermediate School

Notes to the Financial Statements
For the year ended 31 December 2025

2024	Project No.	Opening Balances $	Receipts from MoE $	Payments $	BOT Contributions $	Closing Balances $
SIP: Staff Court Outdoor Space Project	*225115*	(3,152)	-	-	-	(3,152)
Seating & Landscaping Project	*225118*	(265)	-	-	-	(265)
Electrical Upgrade Project	*238898*	1,483	-	-	-	1,483
5YA :Block 8- Toilet Block Interior		73,976	-	(78,501)	-	(4,525)
5YA - Roofing Replacement Project		(1,620)	-	-	-	(1,620)
5YA School Fire System Upgrade Project		(2,800)	-	-	-	(2,800)
Building Remediation Project		(1,096)	-	-	1,096	-
5YA -Block 10- Foyer Interior / Exterior remediation project expenses		-	71,619	(104,107)	-	(32,488)
Staffroom Water Damage Remediation Project		-	-	(12,256)	-	(12,256)
Totals		66,526	71,619	(194,864)	1,096	(55,623)

Represented by:

Funds Held on Behalf of the Ministry of Education	1,483
Funds Due from the Ministry of Education	(57,106)
	(55,623)

17. 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.

Rosehill Intermediate School
Notes to the Financial Statements
For the year ended 31 December 2025

18. Remuneration

Key management personnel compensation
Key management personnel of the School include all trustees of the Board, Principal and Deputy Principal.

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	5,010	3,775
Leadership Team		
Remuneration	416,545	435,158
Full-time equivalent members	3	3
Total key management personnel remuneration	421,555	438,933

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

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

	2025 Actual $000	2024 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	170 - 180
Benefits and Other Emoluments	3 - 4	5 - 6

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	7	1
110 - 120	1	1
120 - 130	1	2
130 - 140	2	1
	11	5

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

Rosehill Intermediate School
Notes to the Financial Statements
For the year ended 31 December 2025

19. Contingencies

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

Holidays Act Compliance – Schools Payroll
The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.
The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

20. Commitments
(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of $965,897 (2024: $116,968) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	$	$	$
Roofing Replacement Project	102,000	31,174	70,826
5YA School Fire System Upgrade Project	217,558	13,756	203,802
5YA: Blocks 1,2,10	260,943	73,270	187,673
5YA/ AMS Combined - Blk 5 Tech	370,140	28,392	341,748
5YA Plumbing replacement Works project - II	15,616		15,616
5YA Heating upgrade project	147,052	4,480	142,572
MOE Insurance Claim Works	15,250	11,590	3,660
	1,128,559	**162,662**	**965,897**

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

Rosehill Intermediate School
Notes to the Financial Statements
For the year ended 31 December 2025

(b) Operating Commitments

As at 31 December 2025 the Board has not entered into any operating contracts.
(Operating commitments at 31 December 2024: nil).

21. Financial Instruments

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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Financial assets measured at amortised cost			
Cash and Cash Equivalents	815,165	1,533,000	175,997
Receivables	514,092	500,000	267,804
Investments - Term Deposits	772,783	-	844,571
Total Financial assets measured at amortised cost	2,102,040	2,033,000	1,288,372
Financial liabilities measured at amortised cost			
Payables	459,456	465,000	327,036
Finance Leases	35,029	38,000	14,897
Total Financial Liabilities Measured at Amortised Cost	494,485	503,000	341,933

22. Events After Balance Date

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

The Audit Office
Te Mana Arotake

Independent Auditor's Report

To the readers of

Rosehill Intermediate School's Financial statements for the year ended 31 December 2025

The Auditor-General is the auditor of Rosehill Intermediate School (the School). The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on pages 1 to 23, 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 of the School:

- 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 Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 9 September 2026. This is the date at which our opinion is expressed.

Basis of opinion

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

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

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

Responsibilities of the Board for the financial statements

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

The Board of Trustees 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 there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Members of the Board, Kiwisport/Statement of Compliance with Employment Policy, Statement of Variance and Te Tiriti O Waitangi.

The other information obtained at the date of our audit report includes copies of the Members of the Board, Kiwisport/Statement of Compliance with Employment Policy, Statement of Variance and Te Tiriti O Waitangi.

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

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

Independence

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

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

Brendan Lyon
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

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Rosehill Intermediate School

Members of the Board

For the year ended 31 December 2025

Name	Position	How position on Board gained	Term expired/expires
Ray Freeman	Chairperson	Elected	September 2028
Maria White	Ex-Principal	Appointed	Term 2 returned July 2025 and resigned September 2025
Mohammed Aziz	Parent Rep	Elected	September 2028
Juanita Coetzee	Staff Rep	Elected	September 2028
Natalie Doherty	Ex-Board Member		Resigned August 2025
Kevin Kuresa	Parent Rep	Elected	September 2028
Silver Kiliva	Parent Rep	Elected	September 2028
Joshua Johnson	Parent Rep	Elected	September 2028
Mark Johnson	Acting Principal		In Term 2 and from Septemer 2025 to February 2026.

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Rosehill Intermediate School

Kiwisport / Statement of Compliance with Employment Policy
For the year ended 31 December 2025

Kiwisport is a Government funding initiative to support students' participation in organised sport.

In 2025, the school received total Kiwisport funding of $5,940 (2024: $5,916)

The funding was spent on sporting endeavours for 2025 of athletics, rugby, volleyball , basketball , cross country, netball, hockey, soccer, orienteering etc that would not have been possible otherwise.

Statement of Compliance with Employment Policy

For the year ended 31 December 2025 the Rosehill Intermediate School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.

- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practices.

- Is a good employer and complies with the conditions contained in the employment contract of all staff employed by the Board.

- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.

- Meets all Equal Employment Opportunities requirements.

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ROSEHILL INTERMEDIATE SCHOOL

"To Seek With Vigour"

Analysis of Variance 2025

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2025 EOY - READING RESULTS

Reading All students Years 7 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	32	15.3%	32	15.3%	115	55.0%	30	14.4%	209
	Female	15	8.5%	27	15.3%	114	64.8%	20	11.4%	176
	Total	47	12.2%	59	15.3%	229	59.5%	50	13.0%	385
Maori	Male	10	20.0%	12	24.0%	25	50.0%	3	6.0%	50
	Female	3	5.7%	11	20.8%	32	60.4%	7	13.2%	53
	Total	13	12.6%	23	22.3%	57	55.3%	10	9.7%	103
Pasifika	Male	9	26.5%	4	11.8%	21	61.8%	0	0%	34
	Female	6	21.4%	7	25.0%	13	46.4%	2	7.1%	28
	Total	15	24.2%	11	17.7%	34	54.8%	2	3.2%	62
Asian	Male	5	8.3%	10	16.7%	35	58.3%	10	16.7%	60
	Female	3	7.5%	2	5.0%	30	75.0%	5	12.5%	40
	Total	8	8.0%	12	12.0%	65	65.0%	15	15.0%	100
MELAA	Male	1	25.0%	0	0%	3	75.0%	0	0%	4
	Female	0	0%	0	0%	3	100.0%	0	0%	3
	Total	1	14.3%	0	0%	6	85.7%	0	0%	7
Other	Male	2	50.0%	0	0%	0	0%	2	50.0%	4
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	2	50.0%	0	0%	0	0%	2	50.0%	4
NZ/European	Male	5	8.8%	6	10.5%	31	54.4%	15	26.3%	57
	Female	3	5.8%	7	13.5%	36	69.2%	6	11.5%	52
	Total	8	7.3%	13	11.9%	67	61.5%	21	19.3%	109

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READING - End of Year Results - 385 students

- **72.5% or 279 students** - **AT** or **ABOVE** the NZC Level
- **15.3% or 59 students** - **BELOW** the NZC Level
- **12.2 % or 47 students** - **WELL BELOW** the NZC Level

Maori - 103 students

- **65% or 67 students - AT** or **ABOVE** the NZC Level
- **22.3% or 23 students** - **BELOW** the NZC Level
- **12.6 % or 13 students** - **WELL BELOW** the NZC Level

Pasifika - 62 students

- **58% or 36 students - AT** or **ABOVE** the NZC Level
- **17.7% or 11 students** - **BELOW** the NZC Level
- **24.2% or 14 students** - **WELL BELOW** the NZC Level

Gender Results in READING:

Boys	No. of students	Percentage	Girls	No. of Students	Percentage
ABOVE NZC	30	14.4%	**ABOVE NZC**	20	11.4%
AT NZC	115	55%	**AT NZC**	114	64.8%
BELOW NZC	32	15.3%	**BELOW NZC**	27	15.3%
WELL BELOW NZC	32	15.3%	**WELL BELOW NZC**	15	8.5%
Total	209		**Total**	176 students	
BOYS - **69.4% (145 students)** AT or ABOVE			**GIRLS** - **76.1% (134 students)** AT or ABOVE		

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Year 7 & Year 8 Results in READING:

Year 7 Students	No. of students	Percentage	Year 8 Students	No. of students	Percentage
ABOVE NZC	14	7.8%	**ABOVE NZC**	36	17.5%
AT NZC	110	61.5%	**AT NZC**	119	57.8%
BELOW NZC	31	17.3%	**BELOW NZC**	28	13.6%
WELL BELOW NZC	24	13.4%	**WELL BELOW NZC**	23	11.2%
Total	179 students		**Total**	206 students	
YEAR 7- 69.3% (124 students) AT or ABOVE			**YEAR 8 - 75.2% (155 students) AT or ABOVE**		

Reading Trends - last 3 years

2023 - roll 417 students		**2024** - roll 408 students		**2025** - roll 385	
(No. of students) **At or Above**	(Percentage) **At or Above**	(No. of students) **At or Above**	(Percentage) **At or Above**	(No. of students) **At or Above**	(Percentage) **At or Above**
2023 - students	**70%**	**293 students**	**71.8%**	**279 students**	**72.5%**

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2025 Y7 Baseline Data (from e-asTTle READING results in Term 1 and Teacher OTJ from the previous school).

LITERACY - Baseline Data 2025			
LEVEL ACHIEVED	Total Students	Male	Female
2025 - Y7 Students - WELL BELOW	32	20	12
2025 - Y7 Students - BELOW (target)	44	20	24
Maori - WELL BELOW	6	4	2
Maori - BELOW	18	9	9
Pasifika - WELL BELOW	6	3	3
Pasifika - BELOW	5	2	3

Target 2025

- **WELL BELOW - shift the progress and achievement of these identified students 2 sub-levels** (e.g 2B - 2A)
- **BELOW - shift the progress and achievement of students (TARGET GROUP) 2 sub-levels** (e.g 2A - 3P)
- **To make accelerated progress with these students by measuring the effect size progress in READING scores** (+.40 or above is considered accelerated progress - using e-asTTle results).

GROUP numbers may fluctuate based on new enrolments and students who have left the school

READING - Year 7 Target Group End of Year Results for 2025 **(39 STUDENTS on EOY Data)**

Reading Year Level 7		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	5	25.0%	7	35.0%	8	40.0%	0	0%	20
	Female	3	15.8%	11	57.9%	5	26.3%	0	0%	19
	Total	8	20.5%	18	46.2%	13	33.3%	0	0%	39
Maori	Male	3	33.3%	3	33.3%	3	33.3%	0	0%	9
	Female	1	14.3%	3	42.9%	3	42.9%	0	0%	7
	Total	4	25.0%	6	37.5%	6	37.5%	0	0%	16
Pasifika	Male	1	25.0%	1	25.0%	2	50.0%	0	0%	4
	Female	1	20.0%	4	80.0%	0	0%	0	0%	5
	Total	2	22.2%	5	55.6%	2	22.2%	0	0%	9

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READING - Year 7 Target Group End of Year Results for 2025 (39 STUDENTS on EOY Data - 5 students left)

- **13 out of the 39 (33.3%) - students** (8 boys & 5 girls) shifted from **BELOW to achieving AT the NZC.**
- **6 out of 16 (42.9%) - Maori students** (3 boys & 3 girls) shifted from **BELOW to achieving AT the NZC**
- **2 out of 9 (22.2%) - Pasifika students -** (2 boys & 0 girls)) shifted from **BELOW to achieving AT the NZC**

YEAR 8 READING - TARGET GROUP

YEAR 8 target groups were created in our school SMS (ETAP) Reading, Writing and Math for the start of the 2025 academic year. These were students who were operating at mid to late Level 3 of NZC. Teachers will monitor and adapt their programs to try and accelerate their learning with 'deliberate acts of teaching' to attempt to shift these students to Level 4 by the end of the 2025 year.

Y8 READING Target Group - data from EOY 2025

- 28 students - 15 girls & 13 boys
- 14 Maori students - 7 girls & 7 boys
- 5 Pasifika students - 2 girls & 3 boys

EOY Data Y8 Reading - Target Group

Reading Year Level 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	0	0%	7	53.8%	6	46.2%	0	0%	13
	Female	0	0%	5	33.3%	10	66.7%	0	0%	15
	Total	0	0%	12	42.9%	16	57.1%	0	0%	28
Maori	Male	0	0%	4	57.1%	3	42.9%	0	0%	7
	Female	0	0%	2	28.6%	5	71.4%	0	0%	7
	Total	0	0%	6	42.9%	8	57.1%	0	0%	14
Pasifika	Male	0	0%	2	66.7%	1	33.3%	0	0%	3
	Female	0	0%	1	50.0%	1	50.0%	0	0%	2
	Total	0	0%	3	60.0%	2	40.0%	0	0%	5

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Target Group Results for Y8 Readers - The table above shows 23 students for the end of the year (1 student left the school)

- **57.1% or 16 students** that were **BELOW the NZC** in Reading are **now AT the NZC**)
- **Maori Students** - **57.1% or (8 out 14 students)** that were **BELOW the NZC** in Reading are **now AT the NZC**
- **Pasifika Students** - **40% or (2 out 5 students)** that were **BELOW the NZC** in Reading are **now AT the NZC**

EFFECT SIZE - for both TARGET Groups

EFFECT SIZE	**Y7 Target Group -** (42 students)	**Y8 Target Group** - (28 students)
Avg. Effect Size for the Group	**35 of 42 students sat both tests - +0.86 AVG. effect size of group**	**23 of 28 students sat both tests - + 0.98 AVG effect size of group**
# of students in Target Group -making accelerated progress **(+.40 or higher)**	**22 or 63% students were 0.4 or higher -** accelerated learning taken place	**18 or 78% students were 0.4 or higher -** accelerated learning taken place

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2025 EOY - WRITING RESULTS

Writing All students Years 7 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	34	16.3%	58	27.8%	93	44.5%	24	11.5%	209
	Female	14	8.0%	38	21.6%	102	58.0%	22	12.5%	176
	Total	48	12.5%	96	24.9%	195	50.6%	46	11.9%	385
Maori	Male	9	18.0%	22	44.0%	17	34.0%	2	4.0%	50
	Female	4	7.5%	12	22.6%	30	56.6%	7	13.2%	53
	Total	13	12.6%	34	33.0%	47	45.6%	9	8.7%	103
Pasifika	Male	8	23.5%	6	17.6%	20	58.8%	0	0%	34
	Female	5	17.9%	8	28.6%	14	50.0%	1	3.6%	28
	Total	13	21.0%	14	22.6%	34	54.8%	1	1.6%	62
Asian	Male	7	11.7%	16	26.7%	28	46.7%	9	15.0%	60
	Female	2	5.0%	5	12.5%	24	60.0%	9	22.5%	40
	Total	9	9.0%	21	21.0%	52	52.0%	18	18.0%	100
MELAA	Male	1	25.0%	0	0%	3	75.0%	0	0%	4
	Female	0	0%	1	33.3%	1	33.3%	1	33.3%	3
	Total	1	14.3%	1	14.3%	4	57.1%	1	14.3%	7
Other	Male	2	50.0%	0	0%	1	25.0%	1	25.0%	4
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	2	50.0%	0	0%	1	25.0%	1	25.0%	4
NZ/European	Male	7	12.3%	14	24.6%	24	42.1%	12	21.1%	57
	Female	3	5.8%	12	23.1%	33	63.5%	4	7.7%	52
	Total	10	9.2%	26	23.9%	57	52.3%	16	14.7%	109

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WRITING - End of Year Results - 385 students

- **62.5% or 241 students** - **AT** or **ABOVE** the NZC Level
- **24.9% or 96 students** - **BELOW** the NZC Level
- **12.5 % or 48 students** - **WELL BELOW** the NZC Level

Maori - 103 students

- **54.3% or 56 students - AT** or **ABOVE** the NZC Level
- **33% or 34 students** - **BELOW** the NZC Level
- **12.6 % or 13 students** - **WELL BELOW** the NZC Level

Pasifika - 62 students

- **56.4% or 35 students - AT** or **ABOVE** the NZC Level
- **22.6% or 14 students** - **BELOW** the NZC Level
- **21 % or 13 students** - **WELL BELOW** the NZC Level

Gender Results in WRITING:

Boys	No. of students	Percentage	Girls	No. of students	Percentage
ABOVE NZC	24	11.5%	**ABOVE NZC**	22	12.5%
AT NZC	93	44.5%	**AT NZC**	102	58%
BELOW NZC	58	27.8%	**BELOW NZC**	38	21.6%
WELL BELOW NZC	34	16.3%	**WELL BELOW NZC**	14	8%
Total	209 students		**Total**	176 students	
BOYS - **56.1% (117 students)** AT or ABOVE			**GIRLS** - **70% (124 students)** AT or ABOVE		

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Year 7 & Year 8 Results in WRITING:

Year 7 Students	No. of students	Percentage	Year 8 Students	No. of students	Percentage
ABOVE NZC	7	3.5%	**ABOVE NZC**	25	12.1%
AT NZC	110	54.7%	**AT NZC**	111	53.6%
BELOW NZC	48	23.9%	**BELOW NZC**	61	29.5%
WELL BELOW NZC	36	17.9%	**WELL BELOW NZC**	10	4.8%
Total	201 students		**Total**	207 students	
YEAR 7- **58.2% (117 students)** AT or ABOVE			**YEAR 8** - **65.7% (136 students)** AT or ABOVE		

Writing Trends - last 3 years

2023 - roll 417 students		**2024** - roll 417 students		**2025** - roll 385 students	
(No. of students) **At or Above**	(Percentage) **At or Above**	(No. of students) **At or Above**	(Percentage) **At or Above**	(No. of students) **At or Above**	(Percentage) **At or Above**
263 students	**63.1%**	**253 students**	**62%**	**241 students**	**62.5%**

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Y7 WRITING - 2025 Y7 Baseline Data (from e-asTTle WRITING results in Term 1 and Teacher OTJ from previous school).

LEVEL ACHIEVED	Total Students	Male	Female
2025 - Y7 Students - WELL BELOW	**32**	20	12
2025 - Y7 Students - BELOW (target)	**44**	20	24
Maori - WELL BELOW	**6**	4	2
Maori - BELOW	**18**	9	9
Pasifika - WELL BELOW	**6**	3	3
Pasifika - BELOW	**5**	2	3

- **WELL BELOW - shift the progress and achievement of these identified students 2 sub-levels** (e.g 2B - 2A)
- **BELOW - shift the progress and achievement of students (TARGET GROUP) 2 sub-levels** (e.g 2A - 3P)
- **To make accelerated progress with these students by measuring the effect size progress in READING scores** (+.40 or above is considered accelerated progress - using e-asTTle results).

GROUP numbers may fluctuate based on new enrolments and students who have left the school

WRITING - Year 7 Target Group End of Year Results for 2025 (39 STUDENTS) - 5 students left school

Writing Year Level 7		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	5	25.0%	12	60.0%	3	15.0%	0	0%	20
	Female	2	10.5%	12	63.2%	5	26.3%	0	0%	19
	Total	7	17.9%	24	61.5%	8	20.5%	0	0%	39
Maori	Male	3	33.3%	4	44.4%	2	22.2%	0	0%	9
	Female	1	14.3%	4	57.1%	2	28.6%	0	0%	7
	Total	4	25.0%	8	50.0%	4	25.0%	0	0%	16
Pasifika	Male	1	25.0%	2	50.0%	1	25.0%	0	0%	4
	Female	1	20.0%	3	60.0%	1	20.0%	0	0%	5
	Total	2	22.2%	5	55.6%	2	22.2%	0	0%	9

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- **8 out of the 39 (20.5%) - students** (3 boys & 5 girls) shifted from **BELOW to achieving AT the NZC.**
- **4 out of 16 (25%) - Maori students** (2 boys & 2 girls) shifted from **BELOW to achieving AT the NZC**
- **2 out of 9 (22.2%) - Pasifika students -** (1 boy & 1 girl) shifted from **BELOW to achieving AT the NZC**

YEAR 8 WRITING - TARGET GROUP

Target groups were created in our school SMS (ETAP) Reading, Writing and Math for the start of the 2025 academic year. These were students who were operating at mid to late Level 3 of NZC. Teachers will monitor and adapt their programs to try and accelerate their learning with 'deliberate acts of teaching' to attempt to shift these students to Level 4 by the end of the 2025 year.

Y8 WRITING Target Group - baseline data from EOY 2024

- 41 students - 17 girls & 24 boys
- 17 Maori students - 7 girls & 10 boys
- 9 Pasifika students - 3 girls & 6 boys

EOY Data Y8 Writing - Target Group

Writing Year Level 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	1	4.2%	14	58.3%	9	37.5%	0	0%	24
	Female	1	5.9%	5	29.4%	11	64.7%	0	0%	17
	Total	2	4.9%	19	46.3%	20	48.8%	0	0%	41
Maori	Male	0	0%	7	70.0%	3	30.0%	0	0%	10
	Female	1	14.3%	1	14.3%	5	71.4%	0	0%	7
	Total	1	5.9%	8	47.1%	8	47.1%	0	0%	17
Pasifika	Male	1	16.7%	1	16.7%	4	66.7%	0	0%	6
	Female	0	0%	2	66.7%	1	33.3%	0	0%	3
	Total	1	11.1%	3	33.3%	5	55.6%	0	0%	9

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Target Group Results for Y8 Writers - The table above **shows 41 students for the end of the year**

- **48.8% or** (20 out of 41 students) that were **BELOW the NZC** in Writing are **now AT the NZC**
- **Maori Students - 47.1% or (8 out 17 students)** that were **BELOW the NZC** in Writing are **now AT the NZC**
- **Pasifika Students - 55.6% or (5 out 9 students)** that were **BELOW the NZC** in Writing are **now AT the NZC**

EFFECT SIZE - for both WRITING TARGET Groups

EFFECT SIZE	**Y7 Target Group -** (31 students sat both tests)	**Y8 Target Group** - (37 students sat both E-AsTTle Tests)
Avg. Effect Size for the Group	**31 of 41 students sat both tests - +0.68 AVG**	**37 of 42 students sat both tests - + 0.63 AVG**
# of students in Target Group -making accelerated progress **(+.40 or higher)**	**19 or 61% of students were 0.4 or higher -** accelerated learning took place in this group	**23 or 62% of students were 0.4 or higher -** accelerated learning took place for this group

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2025 EOY - MATHEMATICS RESULTS

Mathematics All students Years 7 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	25	12.0%	36	17.2%	114	54.5%	34	16.3%	209
	Female	12	6.8%	45	25.6%	105	59.7%	14	8.0%	176
	Total	37	9.6%	81	21.0%	219	56.9%	48	12.5%	385
Maori	Male	9	18.0%	11	22.0%	27	54.0%	3	6.0%	50
	Female	3	5.7%	15	28.3%	31	58.5%	4	7.5%	53
	Total	12	11.7%	26	25.2%	58	56.3%	7	6.8%	103
Pasifika	Male	7	20.6%	5	14.7%	22	64.7%	0	0%	34
	Female	5	17.9%	10	35.7%	11	39.3%	2	7.1%	28
	Total	12	19.4%	15	24.2%	33	53.2%	2	3.2%	62
Asian	Male	4	6.7%	12	20.0%	30	50.0%	14	23.3%	60
	Female	1	2.5%	2	5.0%	30	75.0%	7	17.5%	40
	Total	5	5.0%	14	14.0%	60	60.0%	21	21.0%	100
MELAA	Male	0	0%	1	25.0%	3	75.0%	0	0%	4
	Female	0	0%	2	66.7%	1	33.3%	0	0%	3
	Total	0	0%	3	42.9%	4	57.1%	0	0%	7
Other	Male	0	0%	1	25.0%	1	25.0%	2	50.0%	4
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	1	25.0%	1	25.0%	2	50.0%	4
NZ/European	Male	5	8.8%	6	10.5%	31	54.4%	15	26.3%	57
	Female	3	5.8%	16	30.8%	32	61.5%	1	1.9%	52
	Total	8	7.3%	22	20.2%	63	57.8%	16	14.7%	109

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MATH - End of Year Results - 385 students

- **69.4% or 267 students** - **AT** or **ABOVE** the NZC Level
- **21% or 81 students** - **BELOW** the NZC Level
- **9.6% or 37 students** - **WELL BELOW** the NZC Level

Maori - 103 students

- **63.1% or 65 students - AT** or **ABOVE** the NZC Level
- **25.2% or 26 students** - **BELOW** the NZC Level
- **11.7% or 12 students** - **WELL BELOW** the NZC Level

Pasifika - 62 students

- **56.4% or 35 students - AT** or **ABOVE** the NZC Level
- **24.2% or 15 students** - **BELOW** the NZC Level
- **19.4% or 12 students** - **WELL BELOW** the NZC Level

Gender Results in MATH:

Boys	No. of students	Percentage	Girls	No. of students	Percentage
ABOVE NZC	34	16.3%	**ABOVE NZC**	14	8%
AT NZC	114	54.5%	**AT NZC**	105	59.7%
BELOW NZC	36	17.2%	**BELOW NZC**	45	25.6%
WELL BELOW NZC	25	12%	**WELL BELOW NZC**	12	6.8%
Total	209 students		**Total**	176 students	
BOYS - **70.8% (148 students)** AT or ABOVE			**GIRLS** - **67.7% (119 students)** AT or ABOVE		

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Year 7 & Year 8 Results in MATH:

Year 7 Students	No. of students	Percentage	Year 8 Students	No. of students	Percentage
ABOVE NZC	15	8.4%	**ABOVE NZC**	33	16%
AT NZC	100	55.9%	**AT NZC**	119	57.8%
BELOW NZC	47	26.3%	**BELOW NZC**	34	16.5%
WELL BELOW NZC	17	9.5%	**WELL BELOW NZC**	20	9.7%
Total	179 students		**Total**	206 students	
YEAR 7- **64.2% (115 students)** AT or ABOVE			**YEAR 8** - **73.8% (152 students)** AT or ABOVE		

Math Trends - last 3 years

2023 - roll 417 Students		**2024** - roll 408 Students		**2025** - roll 385 Students	
(No. of students) **At or Above**	(Percentage) **At or Above**	(No. of students) **At or Above**	(Percentage) **At or Above**	(No. of students) **At or Above**	(Percentage) **At or Above**
269 students	**64.5%**	**283**	**69.4%**	**267**	**69.4%**

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MATH - 2025 Y7 Baseline Data (from e-asTTle MATH results in Term 1 and Teacher OTJ from the previous school).

MATH - Baseline Data from 2025			
LEVEL ACHIEVED	Total Students	Male	Female
2025 - Y7 Students - WELL BELOW	49	29	20
2025 - Y7 Students - BELOW (target)	52	22	30
Maori - WELL BELOW	17	9	8
Maori - BELOW	11	4	7
Pasifika - WELL BELOW	5	2	3
Pasifika - BELOW	5	3	2

Target 2025

- **WELL BELOW - shift the progress and achievement of these identified students 2 sub-levels** (e.g 2B - 2A)
- **BELOW - shift the progress and achievement of students (TARGET GROUP) 2 sub-levels** (e.g 2A - 3P)
- **To make accelerated progress with these students by measuring the effect size progress in MATH scores** (+.40 or above is considered accelerated progress - using e-asTTle results).

GROUP numbers may fluctuate based on new enrolments and students who have left the school

MATH - Year 7 Target Group End of Year Results for 2024 (49 STUDENTS) - 3 students left school

Mathematics Year Level 7		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	0	0%	4	20.0%	15	75.0%	1	5.0%	20
	Female	0	0%	15	51.7%	14	48.3%	0	0%	29
	Total	0	0%	19	38.8%	29	59.2%	1	2.0%	49
Maori	Male	0	0%	1	33.3%	2	66.7%	0	0%	3
	Female	0	0%	4	80.0%	1	20.0%	0	0%	5
	Total	0	0%	5	62.5%	3	37.5%	0	0%	8
Pasifika	Male	0	0%	0	0%	4	100.0%	0	0%	4
	Female	0	0%	3	100.0%	0	0%	0	0%	3
	Total	0	0%	3	42.9%	4	57.1%	0	0%	7

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Target Group Results for Y7 MATHS - The **table above shows 49 students for the end of the year.**

- **61.2% or (30 out of 49 students)** that were **BELOW the NZC** in **MATHS** are **now AT the NZC**
- **Maori Students - 37.5 % or (3 out 8 students)** that were **BELOW the NZC** in **MATHS** are **now AT the NZC**
- **Pasifika Students - 57.1% or (4 out 7 students)** that were **BELOW the NZC** in **MATHS** are **now AT the NZC**

YEAR 8 MATH - TARGET GROUP

Target groups were created in our school SMS (ETAP) Reading, Writing and Math for the start of the 2025 academic year. These were students who were operating at mid to late Level 3 of NZC. Teachers will monitor and adapt their programs to try and accelerate their learning with 'deliberate acts of teaching' to attempt to shift these students to Level 4 by the end of the 2025 year.

Y8 MATHS Target Group - baseline data from EOY 2024

- 37 students - 18 girls & 19 boys
- 12 Maori students - 5 girls & 7 boys
- 7 Pasifika students - 3 girls & 4 boys

EOY Data Y8 MATH - Target Group

Mathematics Year Level 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	0	0%	10	55.6%	8	44.4%	0	0%	18
	Female	1	6.3%	6	37.5%	9	56.3%	0	0%	16
	Total	1	2.9%	16	47.1%	17	50.0%	0	0%	34
Maori	Male	0	0%	4	57.1%	3	42.9%	0	0%	7
	Female	1	20.0%	1	20.0%	3	60.0%	0	0%	5
	Total	1	8.3%	5	41.7%	6	50.0%	0	0%	12
Pasifika	Male	0	0%	1	25.0%	3	75.0%	0	0%	4
	Female	0	0%	2	66.7%	1	33.3%	0	0%	3
	Total	0	0%	3	42.9%	4	57.1%	0	0%	7

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Target Group Results for Y8 MATH - The table above **shows 34 students for the end of the year** (3 students left group by the end of year)

- **50% or** (17 out of 34 students) that were **BELOW the NZC** in MATH are **now AT the NZC**
- **Maori Students - 50% or (6 out 12 students)** that were **BELOW the NZC** in MATH are **now AT the NZC**
- **Pasifika Students - 57.1% or (4 out 7 students)** that were **BELOW the NZC** in MATH are **now AT the NZC**

EFFECT SIZE - for both MATH TARGET Groups

EFFECT SIZE	**Y7 Target Group -** (49 students)	**Y8 Target Group** - (34 students)
Avg. Effect Size for the Group	**42 of 49 students sat both tests - +0.44 AVG**	**24 of 34 students sat both tests - + 0.74 AVG**
# of students in Target Group -making accelerated progress **(+.40 or higher)**	**25 students or 60% of students were 0.4 or higher -** accelerated learning	**11 students or 54% of students were 0.4 or higher -** accelerated learning took place for this group

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Strategic Goal 1 - Teaching and Learning

Annual Target/Goal: Regulation 9(1)(a)

Engage and participate in learning for all ākonga through the use of shared assessment for learning practices

What do we expect to see by the end of the year?

Te Mātaiaho: Reading

- By the end of year, at least 70 to 85% of our students achieve AT or Above level 4 (Phase 3) in Reading. To lift and accelerate the students who have entered school below and well below phase 3 in the Te Mātaiaho, the curriculum.

Te Mātaiaho: Writing

- By the end of year, at least 70 to 85% of our students will achieve AT or Above level 4 (Phase 3) in Writing. To lift and accelerate the students who have entered school below and well below Phase 3 in Te Mātaiaho, the curriculum.

Te Mātaiaho: Mathematics and Statistics

- By the end of the year, 70 to 85% of our students achieve AT or Above level 4 Mathematics and Statistics. To lift and accelerate the students who have entered school BELOW and WELL BELOW the NZC Level (Phase 3) in the curriculum.

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
Continue building teacher pedagogy capabilities, through - ***Assessment for Learning - continue to embed practices across the school from the previous year (AFL model)***			

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1. **MATH - PD** for the new curriculum linked to teacher clarity. Unpacking, implementing and upskilling all staff (eg. typical lesson, resources and assessment) 2. ***Mentoring & Coaching*** for Senior Management and Team Leaders 3. ***Develop 'student agency'*** across the school - take ownership of their learning 4. ***Sharing best practice*** through participation in peer observations, PD and collaborative practices to build teacher capacity and content ● teacher collaboration ● modelling books - PD & peer sharing ● peer observations ● quality LI's and SC ● regular marking and feedback ● video practice & feedback	1. PD from 8:15 to 9:15 am every Tuesday - Oxford Math Texts (7,8). Peer and class observations of teacher practice. Mentoring good practice. 2. Induction of new team leaders - ***Teacher Growth Cycle*** - with Team Leaders & SM Team 3. ***'Students can articulate their learning'*** - Students track learning on a metacognition sheet - goals, strengths, weaknesses and next steps 4. ***Collect student voices*** on learning 5. ***AFL - PD*** - regularly marking books providing quality feedback and feed forward links to SC. Team leaders to support and monitor 6. ***'Deliberate acts of teaching'*** are evident for all groups linked to needs - clear LI's and SC. Evidenced by modelling books and sharing at team meetings. Goals linked to AFL 7. All ***teachers demonstrate they are accountable*** for ensuring that every student in	● Improved teacher practice and understanding of the new Math curriculum. Peer and class observations of teacher practice linked to the new Math Curriculum. Attendance at PD sessions. Use of new resources in the Math program. ● Teacher Growth Cycle - **1 SPRINT Cycle completed** with the team. All findings were presented at a staff meeting. ● Students are able to articulate their learning in **Reading, Writing & Maths**- evidenced by observations and 3 Way Conferencing. Student metacognition sheets. ● **AFL - feedback and feedforward** monitored via observations and collection of books and student voice. ● **Using data** to track progress - evidenced by tracking books, ETAP and modelling books. ● Monitor and track NZ Curriculum - ETAP entry ● **Attendance** - again an issue in 2025 with some BELOW and WELL BELOW ● Planned PD for **Te Mātaiaho in Terms 3 & 4 for English** ● Use of **Modelling Books in Reading, Writing & Math -** "I Do - We Do - You Do model" ● Continue to employ additional **staff to support READING**	● Continue with the **AFL Model** for 2026 - embed teaching sequence. ● Develop a **COMMON PRACTICE MODEL** for RIS in 2026 - finish work from 2025 ● **Science of Learning PD** for induction in 2026 - Sarah Hynds ● Regular **collection of student voice.** Did not collect enough data from student surveys. Only randomly selected students during appraisal visits. ● **PD every Tuesday in English and MAth** in 2026 ● Attendance assemblies again in 2026. Develop an **Attendance Plan - publish on website for MOE.** ● Joanne continues with the Reading programme - additional support. ● Continue with support for Y7 students low in Maths - extra Math classes ● **Maths Cafe** - peer tutoring Room 9 - Y8 students tutoring peers on Fridays. ● **Maths after school** - support on Wednesdays

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5. ***Everyone Achieves @ RIS***
   - Build teacher capacity
   - Student input
   - Resources
   - Community & BOT

6. ***Build the capacity of teachers*** new to New Zealand and Year 1 teachers to grow the capabilities of all our current staff. We want to ensure that we are adding value to our teachers' and learners' toolbox, so they are confident, capable, and active learners

7. ***Teacher Growth Cycle*** - completed by all teachers

8. Develop a ***Common Practice Model*** for RIS staff.

their class ***makes good progress against school goals and expectations.***

8. ***Summative and formative assessment evidence was gathered for each student*** on their learning needs and their progress in core curriculum areas. ***Measure effect size of ' Target Groups'*** in Reading, Writing and Maths - accelerated progress (E-asTTle tool). Terms 1,2 & 3

9. PD for teachers in English - New Curriculum(Co-Active) - 2 Y7 teachers and 2 Y8 teachers

10. ***Mentoring and support programs*** for new teachers (modelled lessons with Annemarie & Joanne in Term 1), Peer observations, sharing modelling books at team meetings, and Team Leader walkthroughs. Year 1 & Year 2 support programs for Terms 1-3

11. All teachers complete their ***Professional Growth Cycle*** annually. ***2 Team Inquiries*** into teaching practice - linked to **HITS** ***(High Impact Teaching Strategies)*** using the SPRINT cycle model for team inquiry. Teachers will be measuring the effectiveness of programs and sharing findings with staff.

for BELOW students

- **Staffing issues** - classrooms were split numerous times because of staff illness and no relievers.
- **Google Docs** - used for students to plan and collaborate for writing purposes.
- **Math PD** very positive impact on teacher pedagogy - monitored and mentored by staff
- Collecting student voice via **classroom observations** in learning (x2 per year).
- Trialled new English curriculum in Term 4 - 2025 - introduce **Dibels testing** procedure - improves teacher pedagogy.
- Shared **SPRINT CYCLES** with the whole staff. Linked to High Impact Teaching Strategies.
- Use IT to support learning - SMARLAB used - paid by the BOT
- The **effect size for both Math and Reading** on average for both groups was **over the 0.40 threshold** - refer to tables and notes.

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Planning for next year:

What was successful in READING?

- **72.5% or 279 students** - **AT** or **ABOVE** the NZC Level
- **YEAR 8 STUDENTS** - **75.2% (155 students) AT or ABOVE**
- **FEMALE STUDENTS** - **76.1% (134 students) AT or ABOVE**
- **Target Reading Groups** - **22 or 63% of the Y7 students were 0.4 or higher -** accelerated learning taken place. **18 or 78% of the Y8 students were 0.4 or higher -** accelerated learning taken place
- **HITS -** part of **RIS Model of Practice** - Staff completed a Team Inquiry based on their needs linked to the HITS PD.
- **SPRINTS CYCLE** used to inform and measure student growth - Term 2 All teams reported back to staff with finding at staff PD.
- **School-wide PD - AFL with Sarah Hynds.** Mentored team leaders and worked on Teacher Clarity - (LI's, SC and Feedback and Feedforward). Trained staff to video and analysis of practice.
- **Clear learning intentions and success criteria**. Incorporating culturally relatable material into the programme. Fully integrating with other subject areas. Team meeting looking at modelling books - **LI's and SC in classrooms**
- **Student voice and student choice** in selected reading material. **Specific S.C.** unpacked in groups, regular reflections of how S.C. is being met.

What was successful in WRITING?

- **PD workshops** - trial and implement planning template for Term 4 2025 linked to new Literacy Curriculum (Phase 3).
- **Girls still outperformed the boys** by a considerable margin **GIRLS** - **70% (124 students)AT or ABOVE the NZC** compared to the **BOYS - 56.1% (117 students) AT or ABOVE the NZC. Almost 14% better.**
- **AFL - PD on Science of Learning**
- **Students benefit from using Chromebook (GOOGLE Docs) to write and collaborate** - continue to use Google suite and free Spell Write app for students.
- **Show don't tell activities** to expand their vocabulary for writing - Sheena Cameron resource
- **Quick writes** with students - focus on skills linked to weaknesses. Short sharp writing activities that take 15-20 minutes. Based on student voice, RIS students enjoy this form of writing as a teaching tool.
- **Sheena Cameron - Writing Book** - quality ideas and activities to engage and assist with planning writing (planning templates)

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Areas to develop:

- **Absenteeism -** negative impact on students who already do not attend school regularly.
- Writing is showing the least improvement from the 3 core subject areas.
- **Boys not improving** - only **56.1% (117 students)** AT or ABOVE. **14% lower** than the female cohort. More PD and ideas to improve outcomes for boys in writing.
- Induction of new staff in 2026 - **better induction process** and **release teachers** to see experienced staff teach writing at RIS.
- Continue to collect more **student voice** in writing - simple surveys.
- **Improve teacher feedback and feedforward** for all students - **develop quality marking rubrics for students**

What was successful in MATHEMATICS?

Basic facts (Entry) T1
Y7 - 2025 - Math (TARGET) 2025

5601	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Well Below	Below	At	Above	Total
Y7	2% (1)	8% (4)	24% (12)	24% (12)	16% (8)	20% (10)		2% (1)	2% (1)	4% (2)	57% (29)	35% (18)	4% (2)	4% (2)	51
Y8															0
Totals	2% 1	7.8% 4	23.5% 12	23.5% 12	15.7% 8	19.6% 10		2% 1	2% 1	3.9% 2	56.9% 29	35.3% 18	3.9% 2	3.9% 2	51

Basic facts T4
Y7 - 2025 - Math (TARGET) 2025

5607	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Well Below	Below	At	Above	Total
Y7	2% (1)		4% (2)	8% (4)	16% (8)	16% (8)	10% (5)	14% (7)	10% (5)	20% (10)	14% (7)	42% (21)	24% (12)	20% (10)	50
Y8															0
Totals	2% 1		4% 2	8% 4	16% 8	16% 8	10% 5	14% 7	10% 5	20% 10	14% 7	42% 21	24% 12	20% 10	50

Y7 Basic Facts Results (Target Group)

- **Well Below - Term 1 57% or 29 students - shifted in Term 4 to only 14% or 7 students at Well Below (decrease 43% or 22 students shifted from Well Below.**
- **At and Above - Term 1 8% or 4 students - shifted in Term 4 to 44% or 22 students At or Above (+36% or 18 students shifted)**

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Basic facts (Entry) T1
2025 - Y8 Math TARGET (Below) 2025

5601	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Well Below	Below	At	Above	Total
Y7															0
Y8		11% (4)	11% (4)	28% (10)	19% (7)	14% (5)	8% (3)			8% (3)	50% (18)	42% (15)		8% (3)	36
Totals		11.1% 4	11.1% 4	27.8% 10	19.4% 7	13.9% 5	8.3% 3			8.3% 3	50% 18	41.7% 15		8.3% 3	36

Basic facts T4
2025 - Y8 Math TARGET (Below) 2025

5607	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Well Below	Below	At	Above	Total
Y7															0
Y8			6% (2)	15% (5)	15% (5)	9% (3)	21% (7)	12% (4)	12% (4)	12% (4)	21% (7)	44% (15)	24% (8)	12% (4)	34
Totals			5.9% 2	14.7% 5	14.7% 5	8.8% 3	20.6% 7	11.8% 4	11.8% 4	11.8% 4	20.6% 7	44.1% 15	23.5% 8	11.8% 4	34

Y8 Basic Facts Results (Target Group)

- **Well Below - Term 1 50% or 18 students - shifted in Term 4 to only 21% or 7 students at Well Below (decrease 29% or 11 students shifted from Well Below.**
- **At and Above - Term 1 8% or 3 students - shifted in Term 4 to 36% or 12 students At or Above (+28% or 9 students shifted**

STRANDS

- **Top 3 STRANDS in 2025** - Algebra = **62% or 239 students AT or Above the NZC Level**, Statistics - **60.5 % or 233 students AT or ABOVE the NZC Level, Geometry Location/Shape = 57% or 219 students = 60% or 245 students AT or ABOVE the NZC Level** RATIOS/PROPS
- **Measurement & Ratios and Proportions - Worst 2 strands in Math in 2025.**
- **Morning PD Maths Sessions in 2025 -** very hands-on and lots of sharing and discussion. Many sessions were followed up with lessons in class with students. Asked to share how and reflect on their practice.
- **Sharing Best Practice/mentoring for 2025 -** Juanita worked with teachers
- **Shared Math resources** each week - resources linked to the strand - teacher aides made resources for teachers

Areas to develop:

- **Staffing Absences** - staffing issues due to illness affected many programs in class (classrooms either split or some online learning had to happen).
- **Ratios/Proportions** - continue to develop in 2026 both teacher pedagogy and student outcomes.

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- **Continue with Morning PD sessions in 2026.** Unpack new Maths Curriculum - late start on Tuesdays
- Use Juanita and continue PD to support new teachers in 2026 - model lessons - more active in the classroom
- Continue to release and **ensure teachers see best practice models** in the school - **view then trial the same lessons approach (reflect on your experiences).**

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Strategic Goal 2 - Attendance Matters at RIS

Annual Target/Goal: Regulation 9(1)(a)

To improve overall student attendance rates by promoting a supportive school environment, identifying and addressing the root causes of absenteeism, and engaging students and families in the process.

What do we expect to see by the end of the year?

- ***Focus on improving student attendance rates***
- ***Addressing absenteeism***
- ***Fostering a school culture that values consistent attendance***

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
1. **Establish Clear Attendance Expectations** • Define clear attendance policies and communicate them to students, parents, and staff at the beginning of the school year. • Include information on the importance of attendance, the impact on learning, and school policies on excused/unexcused absences. • Set clear goals for attendance, such as aiming for 85%+ student attendance each term. • ***BOT - Improving***	1. Monitor attendance data to ensure clear expectations are followed. Track if students and families acknowledge and understand the attendance policies.Discussed/monitored at BOT meetings - attendance rates shared. ***STAR Resource on ETAP***	• Morning check-ins with students. Classroom thermometers. • Terms 3 and 4 worst 2 terms for attendance - illness and weather • **Engage** with families ASAP and get agencies involved - home visits • Morning teas and socials for staff.	• Continue with all of these initiatives in 2026. • Improve communication with parents - SKOOL LOOP • Incentives for 100% attendance • Celebrate in newsletters • Educate at start of year - Meet the Teacher Evening

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Attendance - diagram outlining program **(A4 schematic drawing)** **2. Regular Monitoring and Data Tracking** ● Implement a system for tracking attendance regularly (e.g., daily, weekly reports) to identify patterns in absenteeism early on. ● Attendance co-ordinator to monitor and analyse attendance data and intervene when patterns of absenteeism emerge. ● Weekly attendance assemblies on Mondays to celebrate and monitor attendance rates. MOE reporting, BOT reports	2. Track the percentage of students with chronic absenteeism (students missing 10% or more of school). Analyse trends and identify specific periods of the school year or reasons for increased absenteeism. Analysis - Every Day Matters Reports - shared with BOT - ***STAR***	● **School counsellors** at school to support students - Friendship and Knitting groups formed. ● Tips in School Newsletters for anxiety ● Provide opportunities for students to come to school - trips, EOTC ● Weekly meetings with SM	● Publish Attendance Plan on website and unpack with staff and all stakeholders. ● Weekly tracking of students ● Support families to get students to school
3. Early Intervention and Support ● Establish a process for early intervention, such as contacting parents after a few unexcused absences to discuss potential reasons. ● Provide support for students struggling with absenteeism, including connecting them with counsellors, social workers, or attendance mentors. ● Offer support for students	3. Track the number of early interventions and identify whether these lead to improved attendance. Measure the success of interventions by tracking the return to regular attendance after a targeted approach. Weekly meetings with SLT to discuss progress linked to attendance concerns. Home visits and support systems are tracked throughout	● Meeting with all stakeholders to improve attendance ● Publish class results in newsletters - mufti prizes and awards. ● Sent letters to families of late students in Term 2 - improved punctuality ● Counsellors used to support families - Julie and Northern Health School ● 1 Chromebook awarded to students with 100% attendance each Term - drawn randomly at assembly.	● Attendance officers in 2026 - meet with the company ASAP ● Ring and meet with families ASAP - issues with attendance ● Use STAR - resource to track progress on SMS.

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facing health challenges, mental health issues, or family difficulties that may contribute to absenteeism. ● Identify and address potential barriers that might prevent students from attending school, such as transportation, bullying, or family responsibilities.	the year - monitor improvement/barriers.		
4. Incentive Programs ● Implement an incentive program to reward students with excellent attendance. This could include certificates, recognition at school assemblies, or small prizes. ● Award a Chromebook to 1 student each term for students who have 100% attendance throughout the term (drawn from the spinny bin) ● Offer group incentives such as a class competition for the best attendance rates (muftis, pizzas, etc..)	4. Track the percentage of students achieving perfect attendance and the overall attendance rate before and after introducing incentives. Collect feedback from students and families on their motivation to improve attendance through the incentive program.	● Poster competition for Term 3 - top posters win awards and published in RIS Newsletter ● Feedback form parents - 3 stars survey	● Muftis, prizes, incentives and ideas to promote regular attendance ● Chromebook prize each term
5. Strengthen Parent and Community Engagement ● Use a variety of communication tools (Newsletters, text messages, Class Dojo, emails) to regularly update	5. Survey parents about their knowledge and understanding of attendance policies, and whether the communications have led to increased awareness and engagement.	● Principal Report - Term 2 sabbatical ● School TV - support parents with getting students to school	● Engage with parents and families ASAP - attendance concerns. ● Family Picnic - Meet Teacher Evening - promote regular attendance

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parents about attendance and share success stories linked to favourable attendance rates. ● **Principal Sabbatical Leave** - Term 2 2025 - ***Inquiry into Improving Attendance***	Principal report linked to sabbatical leave - ideas to implement for 2026. Information in fortnightly Newsletters		
6. School Climate and Engagement ● Create a welcoming school environment where students feel safe and valued. Foster a positive school culture that promotes attendance as a shared responsibility. ● Offer engaging and stimulating extracurricular activities that encourage students to come to school, such as sports, clubs, and arts programs. ● Implement school-wide events (assemblies, **STUDENT PODS**, sports days, fun learning day/week)	6. Use student surveys to assess the school climate and engagement levels. Track attendance rates during events or after engaging in school-wide activities	● Track events - Athletics and Swimming events - high numbers of students absent - options for 2026 ● Continue with PODS in 2026 - Karaoke and lunchtime events to engage with students	● Surveys and fun activities to get students coming to school ● Student PODS for 2026 ● Jobs within school - leaders and Cafe volunteers ● Gardening Club and environment club - Trees for Survival

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Strategic Goal 3 - Culturally Responsive and Inclusive School

Annual Target/Goal: Regulation 9(1)(a)

To build strong community connections and promote inclusivity by celebrating diversity, fostering meaningful relationships, and creating a welcoming environment for all.

What do we expect to see by the end of the year?

- ***Building Whanaungatanga (Relationships) and Identity***
- ***Celebrating Diversity and Language***
- ***Strengthening Partnerships and Global Citizenship***
- ***Reflection, Celebration, and Future Focus***

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
1. Building Whanaungatanga (Relationships) and Identity Begin the year with a pōwhiri to welcome new students, families, and staff. • Integrate **Te Tiriti o Waitangi** principles across all curriculum areas • Create classroom activities around **whakapapa** (genealogy) and **pepeha** (introductions). • Student voice surveys to understand cultural backgrounds and learning needs. • Include **Māori and Pasifika**	1. **Term 1 Powhiri** - new students and families welcomed to 2025 • Students create and share **pepeha** (introductions) and family cultural stories. ➔ *Evidence: Wall displays, digital videos, oral presentations.* • Co-create a **Class Treaty** linked to Te Tiriti o Waitangi principles. ➔ *Evidence: Class Treaty displayed and revisited regularly.* • **Cultural backgrounds survey**: discover students' languages, whakapapa,	• At the start of the year the following events happened to engage with families - **Powhiri** welcoming new staff, students & families, **Family Picnic** in T1, **Meet the Teacher** T1. • Integrated the curriculum linked to our Community - cultural celebrations. • Kapa Haka and Pasifika groups performed • Visits to the local library - History of Papakura region.	• Continue to improve on these initiatives - Family Picnic, and local histories. • Improve surveys and feedback from parents - engage at Kapa Haka events and celebrations. • Make better connections with local iwi - staff member Culturally Responsive Team for 2026 - MAC (George) • Employ Jackie for Te Reo and Kapa Haka in 2026. More PD with staff starting Term 2 Wednesdays

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legends in reading and writing programmes. ● BOT meeting - **Whakataukī** at each meeting	and interests. ➔ *Evidence: Survey data summary, learning profiles.* ● *BOT minutes*		
2. Celebrating Diversity and Language ● Host **Language Weeks** (e.g., Samoan Language Week, Tongan Language Week). ● Integrate **multilingual vocabulary** into classroom displays and greetings. ● Inquiry learning focus: **"Who we are and where we come from"**. ● Professional development for teachers on **culturally sustaining practices**. ● Invite the community and whanau to share cultural stories, songs, and traditions.	2. ***See the following ideas:*** ● Celebrate **Language Weeks** (e.g., Samoan, Cook Islands, Tongan, Māori). ➔ *Evidence: Photos, newsletters, student work samples.* ● Include **multilingual resources** and greetings in everyday classroom use. ➔ *Evidence: Labels, signage, use of multiple languages in lessons.* ● Inquiry learning T1 focus: **"Who we are, where we come from"**. ➔ *Evidence: Inquiry books, projects, presentations.* ● Invite **whānau and community experts** to share cultural stories, crafts, or skills. ➔ *Evidence: Event records, student reflections, guest speaker notes.*	● Assemblies and competitions throughout the year linked to Pasifika and Maori celebrations ● Matarki - kite making competition across the school - prizes for best kite ● POD - teachers work together in PODS to celebrate all cultures in the school ● Refer to POD notes from 2025 ● Employed a qualified teacher fluent in Te Reo and Tikanga Maori, ● Staff PD - Wednesdays - Mihi, songs, protocol with Jackie Kingi ● School waiata and whakatauki	● Cultural POD in 2026 - engage with the community more often with performances. ● Calendar of events to promote all cultural events - website to promote dates
3. ***Strengthening Partnerships and Global Citizenship*** ● Student-led conferences including whanau	3. ***See the following ideas:*** ● Run a **Matariki celebration** school-wide, connecting	● School wide activities celebrating culture - quizzes at assembly - Language weeks ● Pasifika and Kapa Haka	● Engage with **Ngāti Tamaoho** to strengthen community engagement.

participation. ● Cultural performance opportunities: Kapa Haka, Pasifika, and other groups. ● Inquiry learning: "How cultures interact and influence each other" (e.g., migration, celebrations). ● Cross-team collaboration on inclusive sports and arts festivals. 4. ***Reflection, Celebration, and Future Focus*** ● Hold a **Cultural Showcase** event – celebrating diverse talents and traditions. ● Reflective student projects: **"My cultural journey this year"** (could be digital, written, or creative). ● End-of-year awards that include **values-based recognition** (e.g., manaakitanga, resilience, leadership). ● Plan transitions with cultural responsiveness for students moving to secondary school. ● Evaluate cultural inclusivity initiatives with staff, students, and whanau feedback to inform 2026 planning.	with mātauranga Māori themes. ➔ *Evidence: Matariki events schedule, student art, writing, and cooking activities.* ● Encourage participation in **Kapa Haka, Pasifika groups, and cultural leadership roles**. ➔ *Evidence: Group membership lists, performances, event programmes.* 4. ***See the following ideas:*** ● **Cultural Showcase Events**: performances, displays, etc.. ➔ *Evidence: Event programme, photos, community feedback.* ● Student-led reflection projects: **"My cultural learning journey this year"** (art, writing, video). ➔ *Evidence: Student portfolios, digital stories, posters.* ● Recognise **values-based awards** (e.g., manaakitanga, leadership, perseverance) at prizegivings. ➔ *Evidence: Award lists, citations at assemblies.* ● **Gather feedback from students, whānau, and**	performances in 2025. Parents invited to celebrate ● Performances - weekly Kapa Haka practice on Wednesdays ● Pasifika training on Tuesday afternoons ● Social Studies - Who are we - Treaty of Waitangi ● Assemblies to acknowledge values linked to culture ● Newsletter items linked to racer values - Te Reo linked	● Celebrate and showcase talent at assemblies and perform for local schools in 2026 ● Promote school Tikanga in RIS Newsletters.

	staff to plan next year's culturally inclusive practices. ➔ *Evidence: Survey results, meeting notes, planning documents.*		
5. Governance recognises and gives effect to Te Tiriti o Waitangi.	5. ***Evaluate school policies and practices*** to ensure they ***align with the principles of Te Tiriti o Waitangi***. BOT Annual Review Schedule (re: School Docs)	• BOT meeting - review of documents • Whakataki at BOT meeting	• Continue to embed with BOT
6. To ensure Māori Students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture as Māori	6. **Student Achievement:** Monitor the achievement and well-being of Māori students to ensure they are supported to reach their full potential, with particular attention to closing the achievement gap between Māori and non-Māori students. ***ETAP*** - create groups to monitor. **Address attendance concerns**. Surveys with a cultural lens	• Reporting on Maori achievement to BOT • Monitoring achievement as a staff • Use of ETAP to monitor data • Report to BOT - mid year and EOY data	• Reporting and celebrate outcomes/success for Maori and Pasifika learners inn2026 • Survey and engage with more families in 2026 - tutors to support performances

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As a school, we are committed to upholding the principles of the Treaty of Waitangi by actively incorporating its values into our practices and curriculum. We recognise the importance of partnership, participation, and protection in fostering an inclusive and equitable learning environment. Through meaningful engagement with Māori culture, language, and perspectives, we strive to honor the Treaty's intent of mutual respect, understanding , and cooperation between Māori and non-Māori. By promoting cultural awareness, fostering collaboration, and integrating indigenous knowledge into our educational programs, we endeavour to empower all students to thrive in an increasingly diverse and interconnected world.

Rosehill Intermediate School has given effect to the Treaty of Waitangi through our teaching programs investigating the Treaty of Waitangi, through the NZ histories curriculum and through our Te Reo programme that runs across the school, kapa haka, and our whanau huis.
Staff are participating in Te Reo professional development to increase their knowledge and usage of the language and tikanga.
School systems and routines have been adapted to include integration of more Te Reo, Karakia and Te Whare Tapa Whā.