



Kahikatea Kirkwood

Intermediate School

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	3396
Principal:	Phil Tappenden
School Address:	260 Riccarton Road, Riccarton, Christchurch 8041
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Accountant / Service Provider:	Schooled Limited



KAHIKATEA KIRKWOOD INTERMEDIATE SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Kahikatea Kirkwood Intermediate School

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Victoria Sergel	Presiding Member	Re-Elected Sep 2025	Sept 2028
Amy Kennerley	Parent Representative	Re-Elected Sep 2025	Sept 2028
Nick Ruscoe	Parent Representative	Re-Elected Sep 2025	Sept 2028
Cameron Wright	Parent Representative	Elected Sep 2025	Sept 2028
Richard Jackson	Parent Representative	Elected Sep 2025	Sept 2028
Rowan Smith	Parent Representative	Re-Elected Sep 2022	Sept 2025
Kathryn Blankley	Staff Representative	Elected Sep 2025	Sept 2028
Micaela Brensell	Staff Representative	Elected July 2023	Sept 2025
Phil Tappenden	Principal (ex Officio)	Appointed 2001	

Kahikatea Kirkwood Intermediate School

Statement of Responsibility

For the year ended 31 December 2025

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

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

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

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

Victoria Sergel

Full Name of Presiding Member

Signed by:

 F2526C7483935340

Signature of Presiding Member

21/05/2026

Date

Phil Tappenden

Full Name of Principal

Signed by:

 98832FC3C217F9C0

Signature of Principal

21/05/2026

Date

Kahikatea Kirkwood 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	3,806,924	3,832,711	3,718,755
Locally Raised Funds	3	557,349	406,800	557,074
Interest		46,478	39,450	55,309
Total Revenue		4,410,751	4,278,961	4,331,138
Expense				
Locally Raised Funds	3	329,042	289,800	328,324
Learning Resources	4	2,712,234	3,045,100	2,743,837
Administration	5	283,907	252,932	275,417
Interest		3,976	2,886	2,708
Property	6	915,374	800,761	812,918
Other Expense	7	13,087	-	281
Total Expense		4,257,620	4,391,479	4,163,485
Net Surplus / (Deficit) for the year		153,131	(112,518)	167,653
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		153,131	(112,518)	167,653

Kahikatea Kirkwood Intermediate School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		1,415,249	1,415,249	1,216,803
Total comprehensive revenue and expense for the year		153,131	(112,518)	167,653
Contribution - Furniture and Equipment Grant		12,730	-	30,793
Equity at 31 December		1,581,110	1,302,731	1,415,249
Accumulated comprehensive revenue and expense		1,581,110	1,302,731	1,415,249
Equity at 31 December		1,581,110	1,302,731	1,415,249

Kahikatea Kirkwood 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	8	104,121	188,365	439,323
Accounts Receivable	9	258,340	207,446	201,534
GST Receivable		2,552	5,000	-
Prepayments		15,958	12,379	12,379
Investments	10	1,094,461	704,454	679,201
		1,475,432	1,117,644	1,332,437
Current Liabilities				
GST Payable		-	-	8,543
Accounts Payable	12	263,060	231,778	227,467
Revenue Received in Advance	13	158,615	112,976	220,132
Finance Lease Liability	15	19,446	14,678	22,034
		441,121	359,432	478,176
Working Capital Surplus/(Deficit)		1,034,311	758,212	854,261
Non-current Assets				
Property, Plant and Equipment	11	657,161	554,509	585,329
		657,161	554,509	585,329
Non-current Liabilities				
Provision for Cyclical Maintenance	14	72,298	-	-
Finance Lease Liability	15	38,064	9,990	24,341
		110,362	9,990	24,341
Net Assets		1,581,110	1,302,731	1,415,249
Equity		1,581,110	1,302,731	1,415,249

Kahikatea Kirkwood 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		883,577	749,896	985,478
Locally Raised Funds		284,043	235,900	336,622
International Students		218,515	69,168	332,258
Goods and Services Tax (net)		(11,095)	(13,543)	13,334
Payments to Employees		(548,690)	(629,471)	(721,408)
Payments to Suppliers		(626,929)	(593,735)	(645,811)
Interest Paid		(3,976)	(2,886)	(2,708)
Interest Received		46,118	39,450	55,740
Net cash from/(to) Operating Activities		241,563	(145,221)	353,505
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(148,123)	(50,027)	(142,610)
Purchase of Investments		(415,260)	(25,253)	(55,221)
Net cash from/(to) Investing Activities		(563,383)	(75,280)	(197,831)
Cash flows from Financing Activities				
Furniture and Equipment Grant		12,730	-	30,793
Finance Lease Payments		(26,112)	(30,457)	(4,843)
Net cash from/(to) Financing Activities		(13,382)	(30,457)	25,950
Net increase/(decrease) in cash and cash equivalents		(335,202)	(250,958)	181,624
Cash and cash equivalents at the beginning of the year	8	439,323	439,323	257,699
Cash and cash equivalents at the end of the year	8	104,121	188,365	439,323

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.

Kahikatea Kirkwood Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Kahikatea Kirkwood Intermediate School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Investments

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

h) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

i) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

j) Accounts Payable

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

k) Employee Entitlements*Short-term employee entitlements*

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

Long-term employee entitlements

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

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

l) Revenue Received in Advance

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

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

m) Provision for Cyclical Maintenance

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

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

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

n) Financial Instruments

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

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

o) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

p) Budget Figures

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

q) Services received in-kind

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

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	907,700	755,576	969,295
Teachers' Salaries Grants	2,320,702	2,545,953	2,181,572
Use of Land and Buildings Grants	578,522	531,182	539,272
Other Government Grants	-	-	28,616
	<u>3,806,924</u>	<u>3,832,711</u>	<u>3,718,755</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	41,189	11,450	22,523
Fees for Extra Curricular Activities	147,047	139,150	146,711
Trading	11,391	9,200	14,598
Fundraising and Community Grants	1,500	-	9,907
Other Revenue	80,874	76,000	116,593
International Student Fees	275,348	171,000	246,742
	<u>557,349</u>	<u>406,800</u>	<u>557,074</u>
Expense			
Extra Curricular Activities Costs	148,763	146,100	144,921
Trading	4,164	4,200	14,203
Other Locally Raised Funds Expenditure	39,016	39,000	41,889
International Student - Employee Benefits - Salaries	48,563	46,000	47,128
International Student - Other Expenses	88,536	54,500	80,183
	<u>329,042</u>	<u>289,800</u>	<u>328,324</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>228,307</u>	<u>117,000</u>	<u>228,750</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	37,593	49,550	47,932
Information and Communication Technology	34,750	40,000	26,796
Employee Benefits - Salaries	2,516,216	2,846,953	2,552,438
Staff Development	19,134	18,000	24,539
Depreciation	102,451	89,597	89,999
Other Learning Resources	2,090	1,000	2,133
	<u>2,712,234</u>	<u>3,045,100</u>	<u>2,743,837</u>

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	11,286	11,235	10,809
Board Expenses	16,485	16,650	12,957
Other Administration Expenses	71,401	61,002	61,600
Employee Benefits - Salaries	181,350	160,000	186,278
Insurance	3,385	4,045	3,773
	<u>283,907</u>	<u>252,932</u>	<u>275,417</u>

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	669	-	-
Cyclical Maintenance	72,298	-	-
Heat, Light and Water	33,549	50,000	47,348
Rates	17,814	17,679	16,718
Repairs and Maintenance	47,236	34,200	39,284
Use of Land and Buildings	578,522	531,182	539,272
Employee Benefits - Salaries	123,182	123,000	122,358
Other Property Expenses	42,104	44,700	47,938
	<u>915,374</u>	<u>800,761</u>	<u>812,918</u>

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

7. Other Expense

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Impairment of Property, Plant and Equipment	13,087	-	281
	<u>13,087</u>	<u>-</u>	<u>281</u>

8. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	104,121	188,365	439,323
Cash and cash equivalents for Statement of Cash Flows	<u>104,121</u>	<u>188,365</u>	<u>439,323</u>

Of the \$104,121 Cash and Cash Equivalents \$154,999 is subject to restrictions for the following reasons:

- \$154,999 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 13.

9. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	-	1,302	1,302
Receivables from the Ministry of Education	22,728	4,285	4,029
Interest Receivable	8,034	7,674	7,674
Teacher Salaries Grant Receivable	227,578	194,185	188,529
	<u>258,340</u>	<u>207,446</u>	<u>201,534</u>
Receivables from Exchange Transactions	8,034	8,976	8,976
Receivables from Non-Exchange Transactions	250,306	198,470	192,558
	<u>258,340</u>	<u>207,446</u>	<u>201,534</u>

10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	1,094,461	704,454	679,201
Total Investments	<u>1,094,461</u>	<u>704,454</u>	<u>679,201</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Building Improvements	176,469				(6,820)	169,649
Furniture and Equipment	282,895	83,774	(9,859)		(38,727)	318,083
Information and Communication Technology	63,857	59,892	(2,774)		(27,515)	93,460
Motor Vehicles	1,532				(307)	1,225
Leased Assets	45,740	37,247			(26,477)	56,510
Library Resources	14,836	6,492	(489)		(2,605)	18,234
	<u>585,329</u>	<u>187,405</u>	<u>(13,122)</u>	<u>-</u>	<u>(102,451)</u>	<u>657,161</u>

Restrictions

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 \$
Building Improvements	363,854	(194,205)	169,649	363,854	(187,385)	176,469
Furniture and Equipment	1,015,091	(697,008)	318,083	990,181	(707,286)	282,895
Information and Communication Technology	399,327	(305,867)	93,460	542,143	(478,286)	63,857
Motor Vehicles	3,064	(1,839)	1,225	3,065	(1,533)	1,532
Leased Assets	122,563	(66,053)	56,510	183,808	(138,068)	45,740
Library Resources	61,386	(43,152)	18,234	56,768	(41,932)	14,836
	<u>1,965,285</u>	<u>(1,308,124)</u>	<u>657,161</u>	<u>2,139,819</u>	<u>(1,554,490)</u>	<u>585,329</u>

12. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	8,699	9,701	9,701
Accruals	9,236	9,735	11,609
Employee Entitlements - Salaries	227,578	194,185	188,529
Employee Entitlements - Leave Accrual	17,547	18,157	17,628
	<u>263,060</u>	<u>231,778</u>	<u>227,467</u>
Payables for Exchange Transactions	263,060	231,778	227,467
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>263,060</u>	<u>231,778</u>	<u>227,467</u>

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	-	-	5,424
International Student Fees in Advance	154,999	110,000	211,832
Other revenue in Advance	3,616	2,976	2,876
	<u>158,615</u>	<u>112,976</u>	<u>220,132</u>

14. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Increase/(decrease) to the Provision During the Year	72,298	-	-
Provision at the End of the Year	<u>72,298</u>	<u>-</u>	<u>-</u>
Cyclical Maintenance - Non current	72,298	-	-
	<u>72,298</u>	<u>-</u>	<u>-</u>

The School does not currently have a School Property Plan due to the recent completion of the Christchurch Schools Rebuild program. The School has recorded a partial provision for cyclical maintenance based on painting quotes for specified buildings however this does not cover the full school site and accordingly may not reflect the full maintenance liability.

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	23,845	16,178	25,211
Later than One Year	42,543	10,990	27,003
Future Finance Charges	(8,878)	(2,500)	(5,839)
	<u>57,510</u>	<u>24,668</u>	<u>46,375</u>
Represented by			
Finance lease liability - Current	19,446	14,678	22,034
Finance lease liability - Non current	38,064	9,990	24,341
	<u>57,510</u>	<u>24,668</u>	<u>46,375</u>

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

2025	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Project 200618 Rebuild Infrastructure	-	44,510	(44,510)	-	-
Totals	<u>-</u>	<u>44,510</u>	<u>(44,510)</u>	<u>-</u>	<u>-</u>

Represented by:

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

-
-

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.

18. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	3,620	2,900
<i>Leadership Team</i>		
Remuneration	673,852	635,621
Full-time equivalent members	5	5
Total key management personnel remuneration	<u>677,472</u>	<u>638,521</u>

There are 6 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	160-170
Benefits and Other Emoluments	0-5	0-10
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	1.00	0.00
110 - 120	2.00	3.00
120 - 130	1.00	0.00
130 - 140	1.00	1.00
	<u>5.00</u>	<u>4.00</u>

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

19. Compensation and Other Benefits Upon Leaving

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

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

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

21. Commitments

(a) Capital Commitments

at 31 December 2025, the Board had no capital commitment (2024:\$0).

(b) Operating Commitments

As at 31 December 2025, the Board has entered into no contracts.

22. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cash and Cash Equivalents	104,121	188,365	439,323
Receivables	258,340	207,446	201,534
Investments – Term Deposits	1,094,461	704,454	679,201
Total financial assets measured at amortised cost	<u>1,456,922</u>	<u>1,100,265</u>	<u>1,320,058</u>

Financial liabilities measured at amortised cost

Payables	263,060	231,778	227,467
Finance Leases	57,510	24,668	46,375
Total financial liabilities measured at amortised cost	<u>320,570</u>	<u>256,446</u>	<u>273,842</u>

23. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF KAHIKATEA KIRKWOOD INTERMEDIATE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Kahikatea Kirkwood Intermediate School (the School). The Auditor-General has appointed me, Amy Goodman, using the staff and resources of BDO Christchurch Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

Qualified Opinion

We have audited the financial statements of the School on pages 3 to 17, 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.

In our opinion, except for the matter described in the Basis for our qualified opinion section of our report, 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 Standards Reduced Disclosure Regime.

Our audit was completed on 21 May 2026. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our qualified opinion - provision for cyclical maintenance

The School has an obligation to the Ministry of Education to keep the land and buildings in good order and repair. However, the Board has not recorded a provision for cyclical maintenance. This is a departure from PBE IPSAS 19: Provisions, contingent assets and contingent liabilities, which requires a provision to be recorded where there is a present obligation that will need to be settled and this can be reliably estimated. The board has not calculated the financial effect of this departure from PBE IPSAS 19.

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our

opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

The other information obtained at the date of our audit report includes copies the Members of the Board listing, Evaluation and Analysis of our Student's Progress and Achievement, How did we give effect to Te Tiriti o Waitangi, Compliance with Employment Policies, Maori and Pasifica Target Report for the Board of Trustees, Mathematics and Statistics Review for the Board of Trustees, English Review for the Board of Trustees and the Kiwisport Report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

BDO Christchurch Audit Limited

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



Evaluation and Analysis of our Students' Progress and Achievement 2025

The following section includes reports presented to the Board of Trustees throughout 2025. These reports outline the progress our students have made in English (Reading and Writing) and Mathematics. English and Mathematics were key curriculum focus areas for the year.

Curriculum reports are typically completed as part of a three-year review cycle. However, during 2025, reporting in English and Mathematics supported the school in planning for, implementing, and reflecting on recent curriculum changes.

English

The English Curriculum Report examined the impact of the new English Curriculum, which will be implemented in 2026. It gathered voice from our school community regarding English teaching and learning and included Reading and Writing achievement data with detailed analysis.

Careful analysis of Reading data shows that students made significant progress in Reading during 2025. In Writing, data analysis indicates that students overall, and particularly boys, Pasifika, and Asian students, are beginning Year 7 requiring substantial Writing support. While students are making strong progress in Writing across the year, achievement outcomes continue to lag behind Reading and Mathematics.

A future school-wide focus on Writing is supported by kaiako voice, which highlighted strong teacher support for professional learning in Writing. English will therefore remain a priority area in 2026, with a particular emphasis on Writing.

Mathematics

The Mathematics Report examined the implementation of curriculum changes introduced in 2025. To support these changes, we engaged with Oxford University resources provided by the Ministry of Education.

E tū kahikatea, hē whakapai ururoa, awhi mai awhi atu, tātou tātou e
Stand up Kahikatea, our roots intertwine, strengthening and supporting each other, we are strong together

Careful analysis of achievement data shows that students made significant progress in Mathematics during 2025. Mathematics will remain a focus in 2026 as we continue to embed the curriculum changes within our Mathematics programme.

Target Report for Māori and Pasifika Students

Careful comparative analysis of Māori and Pasifika student achievement in Reading, Writing, and Mathematics is presented in this Target Report.

Māori students began 2025 with strong achievement in Reading, and both Māori and Pasifika students made significant progress across the year. This indicates that our culturally responsive practices and Reading programmes are effectively supporting student learning.

Māori students began the year with achievement levels comparable to other groups in Mathematics. While they made significant progress, this was not at the same rate as some other groups.

Pasifika students began 2025 with comparatively lower achievement in Writing and Mathematics. Although they made significant progress in Mathematics, this was not equal to the progress demonstrated by other groups. Similarly, while Pasifika students made good progress in Writing, end-of-year data still shows notable disparities compared to other groups.

Accelerating achievement for Māori students, particularly in Mathematics, and for Pasifika students, particularly in Writing and Mathematics, will be a key focus for 2026.



How did we give effect to Te Tiriti o Waitangi in 2025?

At Kahikatea Kirkwood Intermediate we give effect to Te Tiriti through the treaty principles of Participation, Protection and Partnership. We also use the Tātaiako framework alongside these principles.

Although we are no longer required to give effect to Te Tiriti o Waitangi, our Board of Trustees has made it clear to our kura community we will continue to do so as we believe this is best practice.

Participation

- We are continuously collaborative with whānau. We hold three parent-teacher-child hui per year, we invite whānau to give us feedback within our reports to the Board of Trustees and we hold a whānau evening around the time of Matariki each year.
- We pride ourselves on clear and regular communication with whānau through regular emails from classroom teachers to whānau.
- We ensure costs associated with school are not a barrier to attendance. For example, we are part of the Full Bellies lunch programme and hold a good stock of uniforms in the office which whānau can use.
- We incorporate karakia into our kura programme.
- New students to our kura are welcomed with a mihi whakatau and hāngi.
- We have a school waiata written for us. This is used regularly within our kura.

Protection

- In Social Science, we teach our local history with a focus on Ngāi Tahu and Ngāi Tūāhuriri.
- Our Year 7 camp is a noho marae at Ōnuku Marae just out of Akaroa. In Year 8 camp, we visit Te Tiriti o Waitangi and complete an education session with an expert while we are at the National Library. Our Social Science units are explicitly linked to this ako.
- Māori student achievement in Tuhituhi, Pānui and Pāngarau is tracked at a rōpu level as well as at an individual student level. This is reported to the BoT as part of our Target

Reports as well as to teachers in our Professional Development Hui. We plan individual and group level interventions as needed. For example, the rōpu showed less progress in Writing last year and this has now become a focus for us as a kura this year.

- Te Reo Māori and te ao Māori are reflected in teacher appraisals. Each teacher must have at least one goal which is linked to Te Tiriti. .
- Te Reo Māori is taught weekly in each classroom at a protected and privileged time. Other Te Reo Māori is integrated within a wide variety of other programmes and learning.
- Māori ākonga worked towards making a tukutuku panel that depicts Aoraki and includes a poutama design which is displayed in our kura foyer.
- We have a dedicated Māori and Pasifika Kaiwhakarite who oversees all Māori ākonga, their wellbeing and learning.

Partnership

- We acknowledge that whānau are the experts on their children and work with them to set learning goals during parent-teacher-child hui.
- Our kura values are purposefully te reo Māori values. These are the foundation of our kura and set the tone for students and kaimahi.
- We employ two kapa haka tutors who work with our tamariki weekly. There is a particular focus on Ngāi Tahu protocol, waiata and haka.
- Alongside our noho marae in Year 7, we have been working to strengthen the relationship between our kura and Ōnuku Marae.
- We have worked with Ngāi Tūāhuriri on our cultural narrative and within this process we have been gifted our new name – Kahikatea Kirkwood Intermediate School. Our school redevelopment has happened in a way that aligns with our cultural narrative.
- Our kaimahi used a Teacher Only Day to learn about the ways in which Ōtautahi was used by Māori long ago. This knowledge has added to our kete and is being transferred to students through our Social Science program.

Report – Compliance with Employment Policies

Kirkwood Intermediate School operates an Equal Employment Opportunities Policy (EEO) that complies with the principle of being a good employer.

We ensure good and safe working conditions through adhering to our EEO and Health and Safety Policies, as well as holding regular meetings with staff. We ensure staff awareness and provide opportunities for staff discussion in regards to the EEO policy and programme.

Our Appointment Policy ensures we practise impartial selection of a suitably qualified person for appointment. Kirkwood Intermediate also actively enhances the abilities of individual employees through an extensive professional development offering which is available to all.

We recognise the aims and aspirations of Māori and their employment requirements by actively promoting engagement with whānau and ensuring the needs of individual staff are acknowledged as required. We promote our school values and Inclusion Policy as we aim for greater involvement of Māori in Education and also in recognising the employment requirements of women and those with disabilities.

The strong emphasis and awareness of this area is driven down from the Principal/Senior Management and ultimately it is reflected in all our policies as well as our school values.



Kahikatea Kirkwood
Intermediate School

Māori and Pasifika Target Report for the Board of Trustees



Whiringa-ā-rangi 2025 Stacey Timblick

*E tū kahikatea, hē whakapai ururoa, awhi mai awhi atu, tātou tātou e
Stand up Kahikatea, our roots intertwine, strengthening and supporting each other, we are strong
together*

Report for Kirkwood Intermediate Board of Trustees
2025 Term 4
Māori and Pasifika Student Achievement

The Aspirational Goal for 2025

To have all Māori and Pasifika Year 8 ākonga achieving at Level 4P and Year 7 ākonga achieving at level 4B in Reading, Writing and Mathematics by the end of the 2025 kura year.

How we are going to go about achieving this:

- The close monitoring of all Māori and Pasifika ākonga by classroom kaiako, Office Administration, support kaimahi of Māori and Pasifika and Head of Māori & Pasifika.
- Communicating with Team Leaders and School Counsellor regarding Māori and Pasifika ākonga that may appear at a Pastoral Care level.
- Full and transparent tracking of ākonga achievement and the tailoring of teaching practice to fit the individual needs of our ākonga.
- Communicating within teaching team hui strategies being used to tautoko Māori & Pasifika students.
- Regular communication with parents and whānau via phone, email and kanohi ki te kanohi interactions.
- Last year's Mathematics data highlighted that our Māori and Pasifika ākonga were not progressing at the same rate as the rest of the kura. We are teaching the Oxford University Maths Programme this year, and I will be interested to see if this structured programme works better for these students.
- I want to hold Whānau Hui this year linked in with other kura events to build on the success of last year. I think sometime around Matariki would work well again and perhaps something that lines up with Athletics Day which a number of parents came to.
- Use "Te Kura Tapu Whā" authored by Hayley Tewai Welch, Angus Hikairo Macfarlane, Matiu Tai Rātima, Sandra Lee Skipwith, and Jennifer Pearl Smith to ensure the physical aspects of our school affirm our place within the New Zealand education system. I recommend we investigate a school pepeha that can be displayed within the foyer area upon its completion, that we plant native plants within our garden beds and grow traditional Māori herbs in our new planter boxes. I also suggest we look at how whānau will know we are a place for Māori and Pasifika students as they enter our school – possibly with pau, carvings or a whakatauki at the entrance.
- All Year 7 and 8 ākonga have experienced "taster" sessions for Kapa Haka this year. At this stage, it looks like rōpu numbers will double from last year.
- Attendance for our Māori and Pasifika ākonga needs to remain a focus. There is work being completed to solidify a plan in line with the MoE requirements. This needs to be completed with Māori and Pasifika ākonga at the forefront.

End of the year updates:

- Analysis of achievement in Mathematics can be found later in this report as well as in the report written by Hae Ran Eum.
- A mihi whakatau and hangi to welcome our Year 7 ākonga was held in Term 1 this year.
- This was the second year where Year 7 camps were held at Ōnuku Marae. There was unfortunately a death at the marae for one of the planned trips which effected the noho marae experience, but all other activities were able to go ahead. The camps links well with our current Social Sciences unit of learning for Year 7 students as well as being a valuable cultural experience.

- We held one highly successful Whānau Hui in the week leading up to Matariki. Our Kapa Haka Rōpu performed, classrooms were open as well as other spaces around our kura.
- There has been some debate publicly as to whether school pepeha are appropriate. Due to this attention, I haven't pursued this any further at this stage but will keep looking into ways we can affirm our identity as a kura within Aotearoa. In line with this, our Year 8 Māori ākonga wove a tukutuku panel that will be displayed in the foyer. This panel is in green to symbolize Kahikatea Kirkwood, it depicts Aoraki which anchors us within Te Waipounamu and under Ngāi Tahu. The other pattern is called poutama and represents education and continuous learning.
- We have hired a new Teacher Aide this year, Jo Sem. Jo came to Kirkwood as a child and stood out in her application for the position advertised as she has strong connections with the local Pasifika community. She has timetabled slots to work with our Pasifika rōpu here at Kirkwood. So far this year she has been a driving force behind a Pasifika Week where students were able to share their culture with the wider kura, she has made contact with all Pasifika whānau and started to teach a number of students the Samoan Sasa. Jo is currently collecting feedback from the Pasifika community about what they would like to see further developed at Kirkwood and working with outside agencies and kura so we can be more involved within the wider Ōtautahi Pasifika community.
- Ākonga across our kura had the opportunity to tautoko Te Wiki o Te Reo Māori by being part of a hīkoi to celebrate 50 years of te reo Māori revitalisation. Around 40 students attended the event in town and as we were the only school group, we were asked to lead the hīkoi. I was very impressed with the positive image of our kura ākonga were able to make.
- Jo Sem, Yelin Yun and Teri Johnson organised and ran a "Pasifika Languages Wiki" where our Pasifika students could share and celebrate their cultures. There were lunchtime activities, kai shared, in class workshops and a special assembly. A number of our Pasifika whānau came into kura during the wiki. This was well received by all kaimahi and ākonga.
- We mandated across the kura that students would be learning te reo Māori on Wednesday afternoons. This is for two reasons. It is an acknowledgement of how important this ako is and it privileges te reo Māori within our kura. The second reason is so that we can continue to privilege Kapa Haka on Wednesday afternoons. We were starting to find that some students would prefer to be in their classes doing PE or art than at Kapa Haka and we felt it is important for them to be part of this learning as well as part of Kapa Haka. To ensure kaimahi are well supported in this mahi, I put together a folder of unit overviews, lesson plans and resources that are available on Google Drive.

Attendance data comparison between Target Rōpu and Whole Kura

- Valid as of 04/11/2025

Target Rōpu – Māori

Year to date attendance percentage: 91.8% present

Attendance by Truancy Code (half days)



Target Rōpu – Pacific Peoples

Year to date attendance percentage: 84.3% present

Attendance by Truancy Code (half days)



Whole Kura

Year to date attendance percentage: 88.8% present

Attendance by Truancy Code (half days)



Anonymised Target Ākonga Data for Pāngarau/Mathematics

Māori Ākonga								
Year	Gender	Ethnicity	Entry Year 7	Mid Year 7	End Year 7	Entry Year 8	Mid Year 8	End Year 8
8	F	Māori	Level 3P	Level 3A	Level 4B	Level 4B	Level 4P	Level 5B
8	M	Māori	Level 1P	Level 1P	Level 1P	Level 2B	Level 2B	Level 2P
8	M	Māori	Level 3P	Level 3P	Level 4B	Level 4B	Level 4B	Level 4P
7	F	Māori	Level 3A	Level 3A	Level 4B			
8	M	Māori	Level 3B	Level 3P	Level 3A	Level 3A	Level 4B	Level 5B
8	F	Māori				Level 4B	Level 4B	Level 4P
8	F	Māori			Level 2B	Level 2B	Level 2P	Level 2P
7	M	Māori	Level 4P	Level 4A	Level 4A			
7	M	Māori	Level 3P	Level 3A	Level 4P			
8	F	Māori	Level 3P	Level 3P	Level 3A	Level 3A	Level 3A	Level 3A
7	M	Māori	Level 2P	Level 2A	Level 3P			
8	F	Māori	Level 4B	Level 4B	Level 4P	Level 4P	Level 4P	Level 4A
7	F	Māori	Level 4B	Level 4B	Level 4A			
7	M	Māori	Level 3B	Level 3P	Level 4P			
7	F	Māori	Level 2B	Level 2P	Level 2A			
7	F	Māori	Level 5B	Level 5B	Level 5B			
8	F	Māori	Level 4A	Level 4A	Level 4A	Level 4A	Level 5B	Level 5P
7	M	Māori	Level 3B	Level 3P	Level 3P			
7	F	Māori	Level 2A	Level 3B	Level 3P			

Pasifika Ākonga								
Year	Gender	Ethnicity	Entry Year 7	Mid Year 7	End Year 7	Entry Year 8	Mid Year 8	End Year 8
7	M	Tokelauan	Level 4B	Level 4B	Level 4A			
7	M	Fijian	Level 3P	Level 3A	Level 4B			
8	M	Samoan		Level 1B	Level 1B	Level 1P	Level 1P	Level 1P
7	M	Other Pacific	Level 2A	Level 3B	Level 3P			
7	M	Samoan	Level 3B	Level 3P	Level 3A			
8	M	Fijian	Level 3B	Level 3B	Level 3P	Level 3P	Level 3A	Level 3A
7	F	Tongan	Level 3B	Level 3B	Level 3A			
8	F	Samoan	Level 3B	Level 3P	Level 3P	Level 3P	Level 3A	Level 3A
8	F	Tongan	Level 3A	Level 3A	Level 4P	Level 4A	Level 4A	Level 5B
7	M	Samoan	Level 2P	Level 3B	Level 3B			
8	M	Samoan				Level 3B	Level 3B	Level 3P
7	M	Fijian	Level 3B	Level 3B	Level 3A			

Key for data tables	
No colour	First data entry for this student
	Same mark as previous
	Improvement on previous mark given
	Decrease from previous mark given
Bold	Mark falls below kura academic target

Anonymised Target Ākonga Data for Tuhituhi/Writing

Māori Ākonga								
Year	Gender	Ethnicity	Entry Year 7	Mid Year 7	End Year 7	Entry Year 8	Mid Year 8	End Year 8
8	F	Māori	Level 4B	Level 4B	Level 4P	Level 4A	Level 4B	Level 5B
8	M	Māori	Level 1P	Level 1P	Level 1P	Level 1P	Level 1P	Level 1P
8	M	Māori	Level 3B	Level 3P	Level 3A	Level 3A	Level 3A	Level 4P
7	F	Māori	Level 4B	Level 4B	Level 4P			
8	M	Māori	Level 3B	Level 3P	Level 4B	Level 4B	Level 4B	Level 4B
8	F	Māori				Level 4B	Level 4B	Level 4P
8	F	Māori			Level 1P	Level 1A	Level 2B	Level 2B
7	M	Māori	Level 3A	Level 3A	Level 4B			
7	M	Māori	Level 3B	Level 3P	Level 4P			
8	F	Māori	Level 4B	Level 4P	Level 4A	Level 5B	Level 5B	Level 5B
7	M	Māori	Level 2P	Level 2A	Level 3B			
8	F	Māori	Level 3P	Level 3P	Level 3P	Level 3P	Level 3P	Level 3A
7	F	Māori	Level 4B	Level 4B	Level 4A			
7	M	Māori	Level 2P	Level 2A	Level 3P			
7	F	Māori	Level 2B	Level 2B	Level 2B			
7	F	Māori	Level 5B	Level 5B	Level 5B			
8	F	Māori	Level 4B	Level 4B	Level 4P	Level 4B	Level 4P	Level 4A
7	M	Māori	Level 3P	Level 3P	Level 3P			
7	F	Māori	Level 2A	Level 2A	Level 3B			

Pasifika Ākonga								
Year	Gender	Ethnicity	Entry Year 7	Mid Year 7	End Year 7	Entry Year 8	Mid Year 8	End Year 8
7	M	Tokelauan	Level 3A	Level 3A	Level 3A			
7	M	Fijian	Level 3P	Level 3P	Level 4B			
8	M	Samoan		Level 1B	Level 1B	Level 1B	Level 1B	Level 1B
7	M	Other Pacific	Level 2A	Level 3B	Level 3B			
7	M	Samoan	Level 3B	Level 3B	Level 4B			
8	M	Fijian	Level 2P	Level 2A	Level 3P	Level 3B	Level 3B	Level 3B
7	F	Tongan	Level 2A	Level 3P	Level 3P			
8	F	Samoan	Level 3B	Level 3B	Level 3P	Level 4B	Level 4P	Level 4P
8	F	Tongan	Level 3A	Level 3A	Level 4B	Level 4B	Level 4B	Level 4A
7	M	Samoan	Level 2P	Level 2A	Level 3B			
8	M	Samoan				Level 3B	Level 3B	Level 3A
7	M	Fijian	Level 2P	Level 2P	Level 3B			

Key for data tables	
No colour	First data entry for this student
	Same mark as previous
	Improvement on previous mark given
	Decrease from previous mark given
Bold	Mark falls below kura academic target

Anonymised Target Ākonga Data for Pānui/Reading

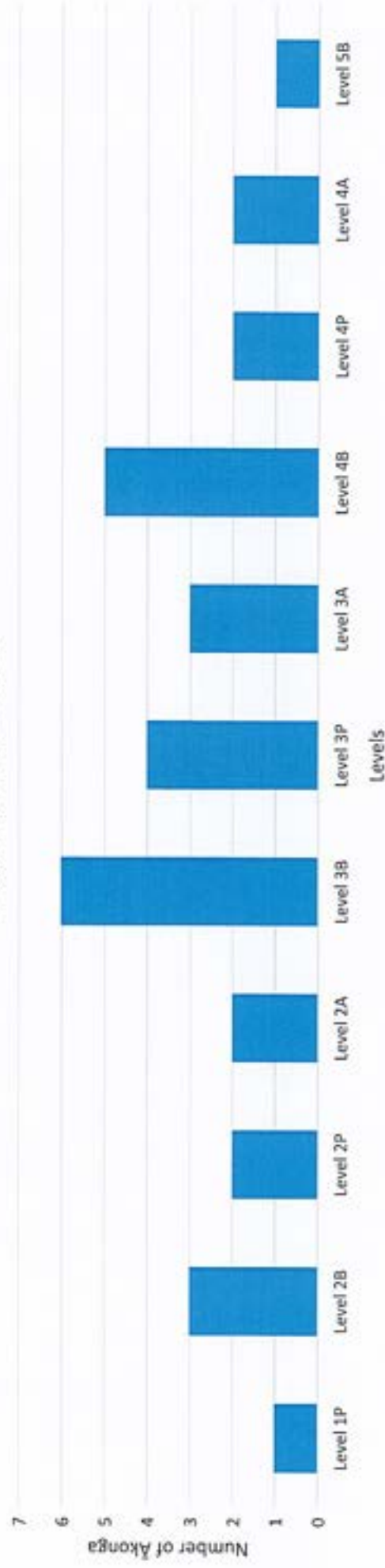
Māori Ākonga								
Year	Gender	Ethnicity	Entry Year 7	Mid Year 7	End Year 7	Entry Year 8	Mid Year 8	End Year 8
8	F	Māori	Level 4A	Level 4A	Level 5B	Level 5B	Level 5B	Level 5P
8	M	Māori	Level 1A	Level 2B	Level 2B	Level 2B	Level 2P	Level 2P
8	M	Māori	Level 3A	Level 3A	Level 4B	Level 4B	Level 4P	Level 4P
7	F	Māori	Level 4B	Level 4B	Level 4P			
8	M	Māori	Level 3A	Level 3A	Level 4P	Level 4P	Level 4A	Level 4A
8	F	Māori				Level 4A	Level 4A	Level 5B
8	F	Māori			Level 2P	Level 2P	Level 2A	Level 3P
7	M	Māori	Level 4A	Level 4A	Level 5B			
7	M	Māori	Level 4P	Level 4P	Level 5B			
8	F	Māori	Level 4A	Level 4A	Level 5B	Level 5B	Level 5P	Level 5P
7	M	Māori	Level 2P	Level 2A	Level 3B			
8	F	Māori	Level 3P	Level 3P	Level 4B	Level 4B	Level 4B	Level 4P
7	F	Māori	Level 4B	Level 4B	Level 4A			
7	M	Māori	Level 3B	Level 3B	Level 4B			
7	F	Māori	Level 2P	Level 2P	Level 2P			
7	F	Māori	Level 4A	Level 5B	Level 5B			
8	F	Māori	Level 3A	Level 4B	Level 4B	Level 4P	Level 4A	Level 5B
7	M	Māori	Level 3P	Level 3P	Level 3P			
7	F	Māori	Level 2P	Level 2A	Level 3B			

Pasifika Ākonga								
Year	Gender	Ethnicity	Entry Year 7	Mid Year 7	End Year 7	Entry Year 8	Mid Year 8	End Year 8
7	M	Tokelauan	Level 4P	Level 4P	Level 4P			
7	M	Fijian	Level 3P	Level 3A	Level 4P			
8	M	Samoan		Level 1B	Level 1B	Level 1B	Level 1B	Level 1P
7	M	Other Pacific	Level 3P	Level 3P	Level 3A			
7	M	Samoan	Level 4B	Level 4B	Level 4P			
8	M	Fijian	Level 3B	Level 3B	Level 3A	Level 3A	Level 4B	Level 4B
7	F	Tongan	Level 3P	Level 3A	Level 3A			
8	F	Samoan	Level 3P	Level 3A	Level 4P	Level 4P	Level 4P	Level 4P
8	F	Tongan	Level 4B	Level 4B	Level 4A	Level 5B	Level 5B	Level 5P
7	M	Samoan	Level 2P	Level 2A	Level 2A			
8	M	Samoan				Level 3B	Level 3B	Level 3A
7	M	Fijian	Level 2P	Level 3B	Level 3A			

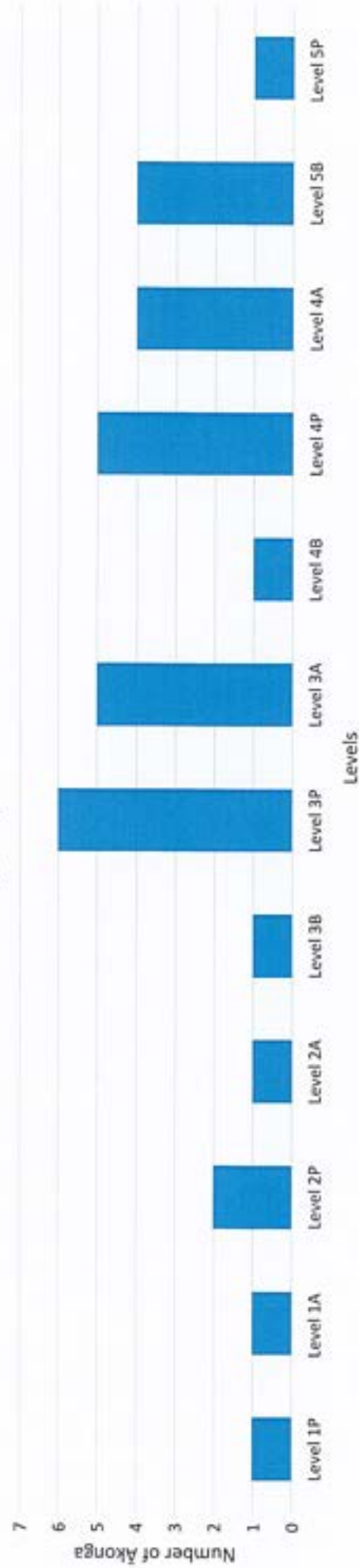
Key for data tables	
No colour	First data entry for this student
	Same mark as previous
	Improvement on previous mark given
	Decrease from previous mark given
Bold	Mark falls below kura academic target

Target Rōpu Progress Graphs Term 1 & Term 4 2025

Māori and Pasifika Achievement - Term 1
Pāngarau/Mathematics



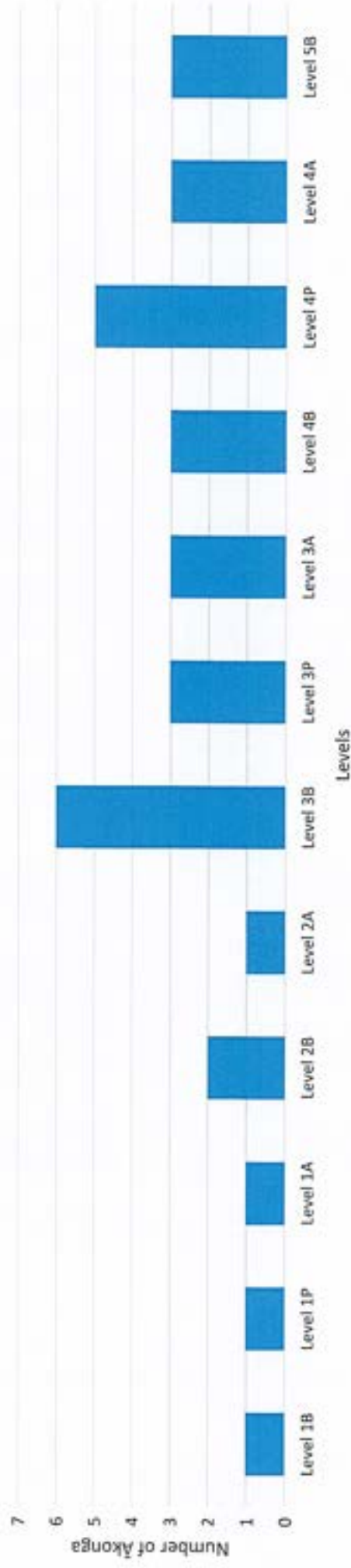
Māori and Pasifika Achievement - Term 4
Pāngarau/Mathematics



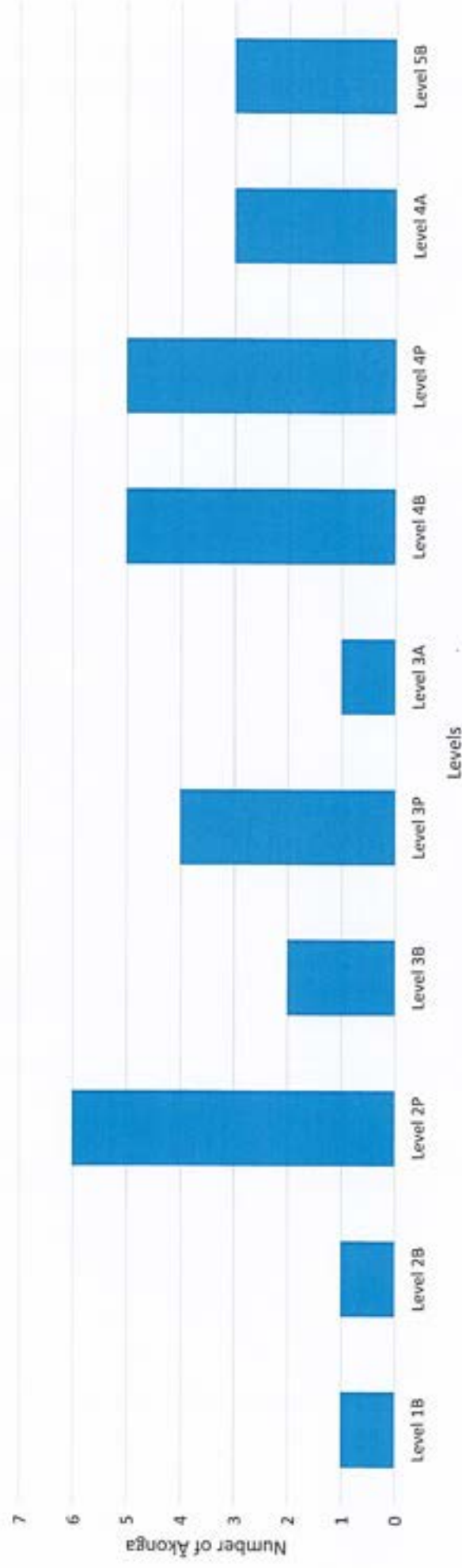
Māori and Pasifika Achievement - Term 1 Tuhituhi/Writing



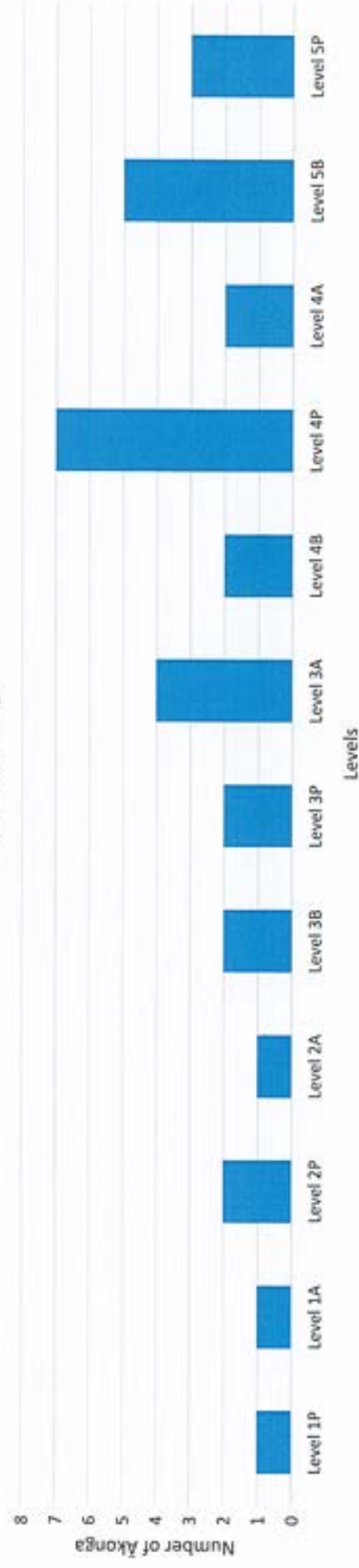
Māori and Pasifika Achievement - Term 4 Tuhituhi/Writing



Māori and Pasifika Achievement - Term 1
Pānui/Reading



Māori and Pasifika Achievement - Term 4
Pānui/Reading



Analysis of 2025 Māori & Pasifika Achievement

The 2025 academic year demonstrates a noticeable improvement in Māori and Pasifika ākonga achievement across all three key areas: Pāngarau/Mathematics, Tuhituhi/Writing and Pānui/Reading. While a noticeable tail remains across all subjects, overall progress is significant.

Pānui/Reading

This is the area of most significant progress. The bell curve shows achievement falling mostly within “at and above”, with no concentration of students at 2P as there was at the beginning of the year. This confirms the effectiveness of the current Reading programme and the culturally responsive pedagogy used by kaimahi.

Tuhituhi/Writing

Achievement shows a positive shift, yet the widespread remains a concern, aligning with the whole-kura data. This reinforces the need for a whole-kura focus on Tuhituhi to improve outcomes for all rōpu.

Pāngarau/Mathematics

Data for Māori and Pasifika ākonga is more positive than in previous years. However, the bell curve is less distinct than in the whole-kura group. Current consultation regarding Oxford planning and resources, led by Hae Ran Eum, is expected to inform how Mathematics looks at Kirkwood next year.

A review of the last 10 years of BoT reports indicates that focusing on Māori and Pasifika ākonga as the target rōpu has resulted in considerable progress. For instance, over 50% of Māori and Pasifika ākonga are, this year, achieving at or above expected levels in Tuhituhi/Writing, up from only 25% in 2015. There are similar gains in Reading and Mathematics.

It is recommended that, irrespective of the current political environment regarding Te Tiriti o Waitangi requirements, the Board continues to lead our kura to give effect to Te Tiriti o Waitangi at all levels. Our data shows that embedding culturally responsive practices and indigenous models of learning not only improves achievement for diverse learners but is a key driver for improved results for all students across our kura.

Recommendations for 2026:

- Continue to give effect to Te Tiriti o Waitangi at all levels within our kura.
- Hold another Whānau Hui in 2026. Organising this for around Matariki works well so I would suggest that we formalise this and work towards embedding this event within our calendar each year.
- Continue to have Māori & Pasifika ākonga as our target rōpu.
- In line with “Te Kura Tapu Whā” I would like to continue pursuing ways to ensure we are affirming our place within Aotearoa. One suggestion was to look at having a Fale type space within a room around our kura.
- There was a suggestion from our Technology team to look into grouping Pasifika ākonga within their mixed technology classes. An important part of Pasifika culture is the collective group, and this would give these students more of an opportunity to work together.
- Continue to organise weeks and events that celebrate and highlight our Māori & Pasifika ākonga.
- Through connections Jo Sem has, establish connections with Pasifika liaisons at The University of Canterbury, Ministry of Education and other not-for-profit organisations.



Kahikatea Kirkwood
Intermediate School

Mathematics and Statistics Report for the Board of Trustees



Date: Whiringa-ā-rangi 2025
Hae Ran Eum

E tū kahikatea, hē whakapai ururoa, awhi mai awhi atu, tātou tātou e
Stand up Kahikatea, our roots intertwine, strengthening and supporting each other, we are strong together

Kahikatea Kirkwood Intermediate School BOT Curriculum Report

Curriculum Area	Mathematics and Statistics
Curriculum Leader	Hae Ran Eum
Date	Whiringa-ā-rangi 2025

Purpose

- To clarify the new expectations from the Revised (October 2025) Refreshed New Zealand Mathematics and Statistics Curriculum
- To explain how we are planning to make changes to implement the Revised Refreshed New Zealand Mathematics and Statistics Curriculum at Kahikatea Kirkwood
- To monitor ākonga achievement in Mathematics and Statistics
- To reflect on professional development provided
- To gather information on the relevance of our curriculum from our kura community

The following is the overview of the Revised Refreshed New Zealand Mathematics and Statistics Curriculum.

Purpose Statement

The Mathematics and Statistics Learning Area equips students with conceptual and procedural knowledge that empowers them to explore and make sense of the world. Mathematics and Statistics allows students to appreciate and draw on the power of abstraction, visualisation, and symbolic representation to connect new knowledge to their current understandings of quantity, space, time, data, and uncertainty. Students are taught logical reasoning and critical thinking skills that help them to evaluate information, question assumptions, and express ideas clearly.

Through the study of mathematical and statistical reasoning, students learn how to differentiate what is probable from what is possible and draw reliable conclusions about what is reasonable. As students are taught to notice patterns and variation, select approaches, draw conclusions, and justify their solutions, they build confidence in their mathematical and statistical abilities and problem-solving skills, applying these to new contexts.

The Mathematics and Statistics Learning Area provides students with concepts and tools to investigate, represent, and connect situations, as well as to generalise, explain, and justify their findings. Students learn that Mathematics and Statistics is a creative discipline that sparks curiosity and wonder and that it has been shaped by the contributions of diverse people and cultures over time.

As students progress through the Learning Area, they deepen their understanding of how to use mathematics and statistics accurately, efficiently, and confidently in increasingly complex ways. They are encouraged to engage with important societal issues — such as ethically gathering, interpreting, and communicating data — and to observe and describe similarities, patterns, and trends across natural, technological, and social contexts.

E tū kahikatea, hē whakapai ururoa, awhi mai awhi atu, tātou tātou e
Stand up Kahikatea, our roots intertwine, strengthening and supporting each other, we are strong together

Learning Area Structure

The year-by-year teaching sequences for Mathematics and Statistics lay out the knowledge and practices to be taught each year. The teaching sequences for Years 0–10 are organised into six strands: Number, Algebra, Measurement, Geometry, Statistics, and Probability.

Number focuses on numerical concepts and systems. It develops students' understanding of how numbers are used to represent quantities, estimate, measure, and perform calculations, and how number systems have evolved to meet practical and social needs.

Algebra focuses on generalisation and mathematical reasoning. It develops students' understanding of how patterns and relationships can be represented using symbols, graphs, and diagrams, and how algebraic thinking supports problem solving and communication.

Measurement focuses on quantifying phenomena using units and systems. It develops students' understanding of how to measure tangible and intangible quantities using standard and non-standard units, and how measurement systems vary across cultures and contexts.

Geometry focuses on shape, space, and transformation. It develops students' understanding of how to visualise, represent, and reason about objects and their position, orientation, and movement, drawing on geometric ideas used across cultures and in the natural world.

Statistics focuses on data and uncertainty. It develops students' understanding of how to collect, organise, and interpret data in context, and how statistical thinking supports informed decision making.

Probability focuses on chance and likelihood. It develops students' understanding of how to quantify uncertainty, make predictions, and evaluate the likelihood of events, supporting probabilistic reasoning in everyday and applied contexts.

The year-by-year teaching sequences, organised through strands and elements, set out what is to be taught. Their enactment is shaped by teachers, who design learning in response to their learners, adjusting the order and emphasis, and adding contexts and content as appropriate.

Introduction

Years 7–8

In Years 7 and 8, teaching focuses on students' use of logic and reasoning to identify, clarify, and solve problems, make connections between mathematical and statistical concepts, and investigate patterns and variation. They use appropriate conventions, vocabulary, and algebraic notation to clearly explain solutions and justify their approaches to solving problems. Students select, use, and adapt representations to visualise and extend their reasoning (e.g. number lines to represent integers, and equations to represent linear patterns). They make generalisations, identify and calculate unknown quantities (e.g. the size of angles), and use data visualisations to evaluate

claims and make conjectures. They begin to explore irrational numbers and to operate fluently with integers.

Although the concepts of understanding, knowledge and practice are strengthened and Do are no longer explicitly referred to and the following diagram has been removed from the Curriculum. (Term 4 2025)

Phase

3

Years 7-8

Progress outcome by the end of year 8

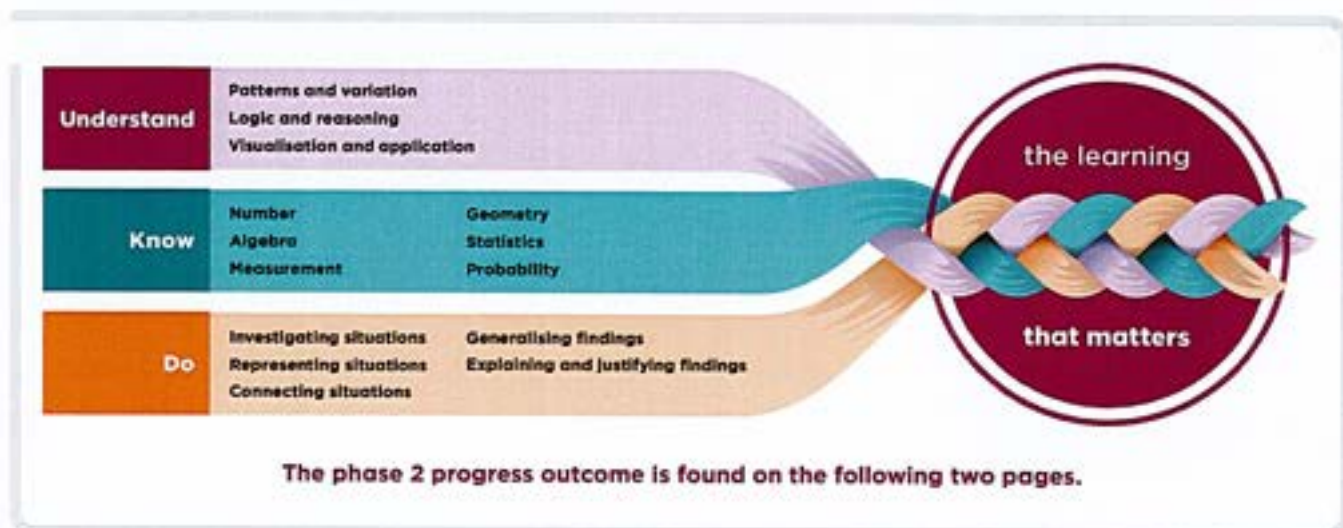
Seeing ourselves in the wider world and advocating with and for others

Te aro atu ki te ao whānui me te kōkiri kaupapa hei hāpai tahī i ētahi atu

The critical focus of phase 3 is for all students to see themselves in the wider world and to advocate with and for others. Students use logic and reasoning to identify and solve problems, make connections between mathematical and statistical concepts, and investigate patterns and variation. They communicate mathematically and statistically, using notation, conventions, and vocabulary to clearly explain and justify their approaches to solving problems. Students select, use, and adapt representations to visualise and

extend their reasoning (e.g., number lines to represent integers, equations to represent linear patterns). They make generalisations and identify unknown quantities (e.g., the size of angles) and use data visualisations to investigate claims and make conjectures.

The phase 3 progress outcome describes the understanding, knowledge, and processes that students have multiple opportunities to develop over the phase.



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The Revised Refreshed Curriculum provides detailed Knowledge (The facts, concepts and processes to teach) and Practices (The skills, strategies and applications to teach).

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Algebra

Equations and relationships	Knowledge		Practices	
	The facts, concepts, principles, and theories to teach		The skills, strategies, and applications to teach	
	During Year 7 - A variable can be used to represent: - an unknown number, often in formulae (e.g. s in s^2) - a quantity that can vary or change (e.g. $y = 3x + 4$; $A = bh$) - a specific unknown value to be solved (e.g. $3a = 18$). - The solution to an equation satisfies that equation. - Equations can be rearranged using inverse operations (e.g. addition and subtraction, multiplication and division). - Solutions to equations can be checked using substitution. - Equations can be solved through trial and error, but this can be an inefficient method.	During Year 8 - Algebra has its own specialised notation to express relationships and operations concisely, including: $3b$ in place of $b + b + b$, $3 \times b$, and $b \times 3$ b in place of $1b$ ab in place of $a \times b$ or $b \times a$ (in alphabetical order) a^2 in place of $a \times a$, a^3 in place of $a \times a \times a$ $\frac{a}{b}$ in place of $a \div b$ and $a \times \frac{1}{b}$ a in place of a^1 1 in place of $\frac{1}{1}$ when $a \neq 0$. - A coordinate plane extends to 4 quadrants that meet at the origin $(0, 0)$. - Linear patterns have a constant increase or decrease, can be described by the rule $t = a \times n + d$, and can be graphed as a straight line on a coordinate plane.	During Year 7 - Forming and solving one- and two-step linear equations with integer solutions (e.g. $t = 7 + 12$, $5a + 3 = 18$) - Checking the truth of and completing number sentences involving all four operations and including the use of inequalities (e.g. $0.8 \times 12 \leq 8 + 0.5 \times 8$, true or false?) - Using substitution to find the value of an expression or formula (e.g. calculating $w = 12$ given $w = 4$)	During Year 8 - Forming and solving linear equations with rational solutions (e.g. $t = 7 + 0.5$, $5a + 9 = -18$) - Forming and solving linear inequalities and representing the solution on a number line (e.g. $t - 3 \geq -5$) - Rearranging known formulae using one or two steps (e.g. making w the subject of $A = lw$) - Simplifying expressions involving any of the four operations by collecting like terms (e.g. $3a + a = 4a$, $3b + 2b = 5b$) - Factorising simple algebraic expressions (e.g. $5x - 35 = 5(x - 7)$) - Rearranging known formulae using one or two steps - Simplifying algebraic expressions involving sums, products, differences, and single brackets, and collecting like terms (e.g. $2(x + 3) + 1 = 2x + 6 + 1 = 2x + 7$) - Factorising simple algebraic expressions (e.g. $5x - 35 = 5(x - 7)$) - Identifying and plotting points in the four quadrants of the coordinate plane, using ordered pairs and values from a table - Using tables, graphs in the coordinate plane, and diagrams to recognise the relationship between the ordinal position and its corresponding element in a linear pattern, develop a rule for the pattern in words, and make conjectures about further elements in the pattern - Identifying the constant increase or decrease in a linear pattern, using variables and algebraic notation to represent the rule in an equation, and using the equation to make conjectures
				Investigating the patterns of triangular numbers, square numbers, and cube numbers, extending the patterns, creating tables of values, and plotting the values on the coordinate plane

*E rā kahikatea, hē whakapāi ururoa, awahi mai awahi atu, tātou tātou e
Stand up Kahikatea, our roots intertwine, strengthening and supporting each other, we are strong together*

In October 2025, the Ministry has announced some more changes to the Refreshed Curriculum. The below is the chart that summarises the main changes.

Changes across 0–8 content and structure

Section	What is staying the same?	What is different?
Purpose statement	Purpose Statement and whakataukī	The purpose statement now includes the enduring big ideas (Understand) and themes that students develop understanding of over the years.
Understand-Know-Do Overview		Following extensive work on knowledge-rich curriculum design, we have updated the Understand, Know, Do structure for all New Zealand Curriculum learning areas. In previous versions of the draft learning areas, the Understand, Know and Do components had been woven together within the Progress Outcomes. In this version, the concepts of understanding, knowledge and practice are strengthened, while the terms Understand, Know and Do are no longer explicitly referred to in the curriculum. The learning area continues to be organised into six strands. What were previously known as sub-strands are termed elements.
Learning area structure	Unpacking of the six strands: Number, Algebra, Measurement, Geometry, Statistics and Probability	
Introduction	This is a new section	This section tells the story of how the Mathematics and Statistics Learning Area develops over Years 0–10. It provides a brief overview that captures the intent of the learning area and how teaching content changes over time. This supports teachers to situate the teaching sequence statements within a broader context.
Teaching Guidance		The overall teaching guidance for the learning area has been moved to a supporting document to be consistent with all other learning areas. The following content has been removed and will now sit across the whole curriculum: ○ <i>Explicit Teaching</i> ○ <i>Inclusive Teaching and Learning</i> (renamed <i>Creating responsive learning environments</i>) ○ <i>Using assessment to inform teaching</i> ○ <i>Planning</i>

E rā kahikatea, hē whakapāi ururua, awhi mai awhi atu, tātou tātou e
Stand up Kahikatea, our roots intertwine, strengthening and supporting each other, we are strong together

Section	What is staying the same?	What is different?
Teaching Sequence	"Teach students to..." statements have been retained (now called 'Practice statements'), although some have been revised to ensure clearer progression and consistency.	The knowledge (Know) and practices (Do) for each learning area are now clearly laid out in the year-by-year teaching sequences. These teaching sequences have been organised to present and revisit knowledge and practices in ways that develop and deepen student understanding. The teaching considerations will now be in supporting resources; removing these has enabled the size of the Mathematics and Statistics Learning Area to be reduced while making essential content more prominent. Some key aspects of the teaching considerations are now found within the knowledge and practices.
Content structure	The learning area continues to be organised into six strands with most strands being broken further into elements. The language of Mathematics and Statistics section for each year remains.	Changes to the Statistics and Probability strands have been made. Statistics and probability are written with a different focus as the statistical enquiry cycle is no longer used as the main structure for the strands. In most year groups, you will see a reduction in the amount to teach for these strands; the probability strand now begins at year 5. The Algorithmic Thinking element has been removed from the Algebra strand as this now sits within the Technology learning area. Other key changes for each year level are listed below.

The following specific content changes were added to Year 7 and Year 8 respectively.

Key changes: Years 7-8

Year 7	Year 8
- Identifying prime numbers - Two-step linear equations - Drawing nets - Dividing a fraction by a whole number	- Cube roots - Using expanded form - Multiplying two fractions - Area of parallelogram/trapezium - Identifying parts of a circle

E rā kahikatea, hē whakapāi ururou, awahi mai awhi atu, tātou tātou e
Stand up Kahikatea, our roots intertwine, strengthening and supporting each other, we are strong together

Organisation and Delivery

The following actions planned and suggested in Term 1 2025, have been implemented to meet the expectations and directions given in the Refreshed Curriculum.

- All kaiako are required to teach Mathematics in their classroom for one hour each day. This is a Ministry requirement.
 - Both Year 7 and 8 have an hour structured Maths in their timetable.
 - Both Year groups are using the Oxford University Press textbooks provided from the Ministry and their online tools on oxforddigital.co.nz as their main resources. This is one of the four government funded resources.
 - Each unit requires ākonga to sit at online pre-test to check their prior knowledge and post-test to show their progress. According to the pre-test results, the ākonga are grouped to focus on the skills that they either lack or in need to be extended.
 - Flexible groupings are implemented to motivate the ākonga according to their own choice of needs, too.
- Opportunities for further extension are provided.
 - Extension class for able ākonga
 - Participating in various problem-solving competitions
 - Otago Problem Solving
 - Cantamath
 - Kiwi Competition
- When ākonga are at Technology, they are able to participate in rich tasks where their Mathematical skills become practical. "Rich tasks are meaningful problem-solving and investigation experiences, designed to invoke curiosity and engagement. They should relate both to mathematical contexts and wider contexts relevant to the communities, cultures, interests and aspirations of students." -*The Refreshed New Zealand Mathematics and Statistics Curriculum*

Curriculum Delivery

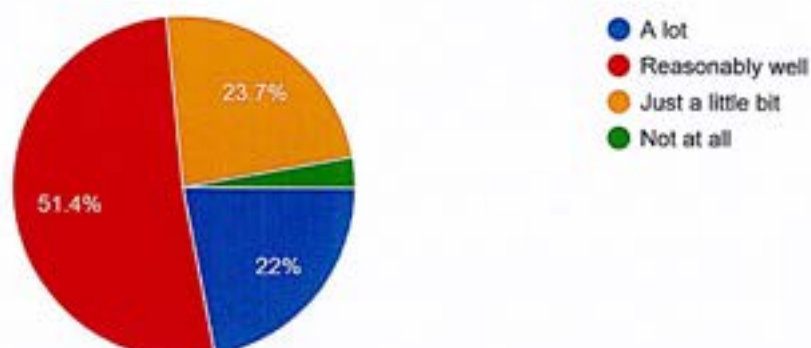
- The Oxford University Press provides the Long-Term Unit Plans and Lesson Plans.
- These are suggested plans and our Kaiako are trying them out to find the best plan that suits our kura.
- The Unit Plans have the sequence of the topics/ strands for each term. The example is attached below.

Implementation of using Oxford Maths

Ākonga Survey

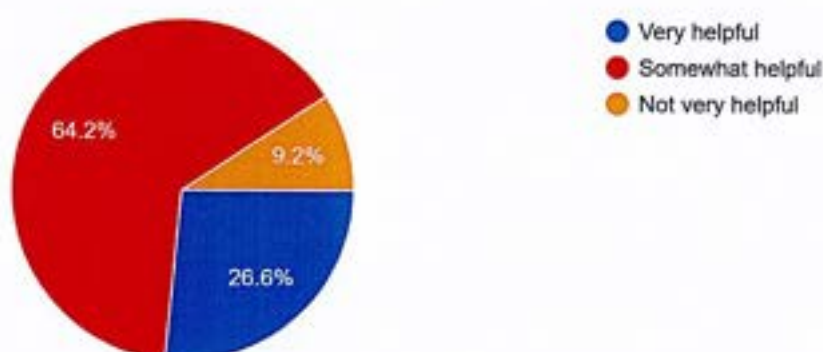
Since the start of the year, how much do you feel your maths skills have improved?

173 responses



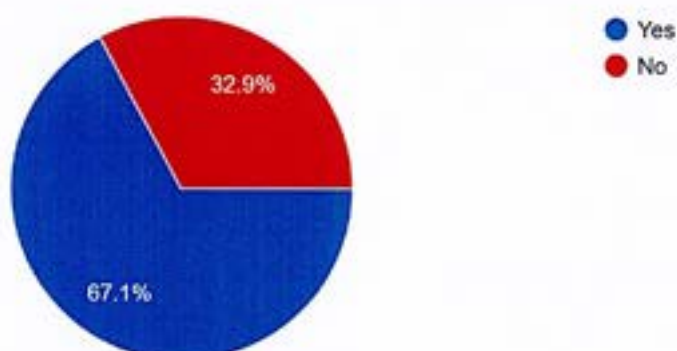
How helpful do you find the Oxford Maths textbook for understanding new concepts?

173 responses



Do you prefer learning with the textbook compared to other methods (eg. Worksheets, teacher-led activities, digital tools)?

170 responses



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Stand up Kahikatea, our roots intertwine, strengthening and supporting each other, we are strong together

What is one thing that could be improved/ changed to help you learn better in Maths?

- 27 ākonga mentioned that having more time and guidance on the same topic and breaking down the concepts will help their understanding of the new terms and concepts.
- 13 ākonga mentioned that they would like to be more challenged and extended instead of using the same level textbook for all ākonga.
- Some other interesting comments are

"If we got actually taught the subject rather than being left to do the work. It would also be better if we could do some work at home (like maths buddy last year) and the work was not as easy as it is."

"Instead of doing an entirely different topic change every week we learn new things while still revising our old units because sometimes I forget what we learn about because we are doing a new one every week."

"Instead of just learning just the given units and learning just for the post test. Can we learn a bit more about the topic too, because a unit in maths can overlap and we won't know how to solve the problem."

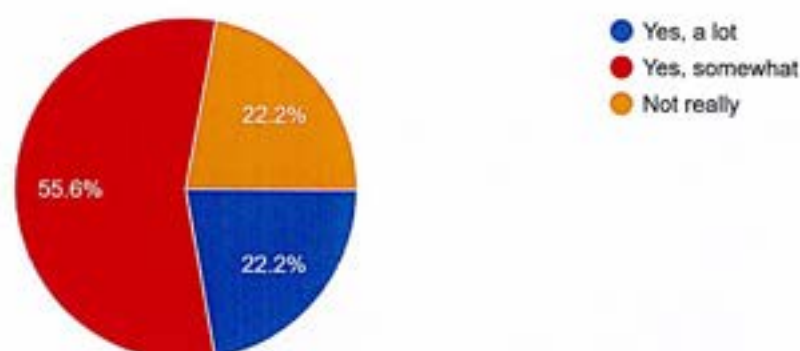
"I think that the fact that it is a textbook and quite boring makes it a bit harder to do the work i do think that it does help with learning and introducing new things but i still think that the enjoyment could be improved"

"Have different groups according to student's mathematics skills and less whole class activities that do not challenge students of a higher learning level."

Kaiako Survey

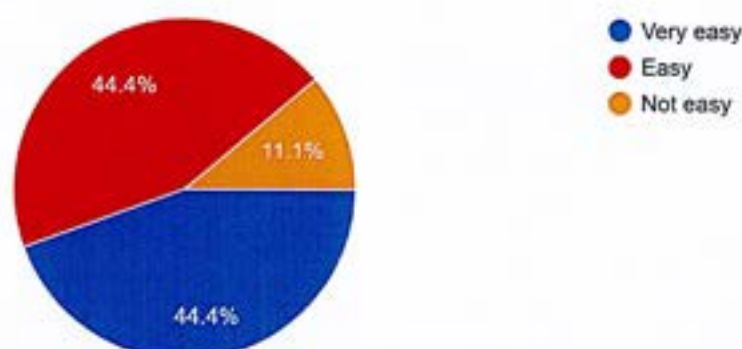
Has using the Oxford Maths textbok helped develop your confidence in teaching Maths?

9 responses



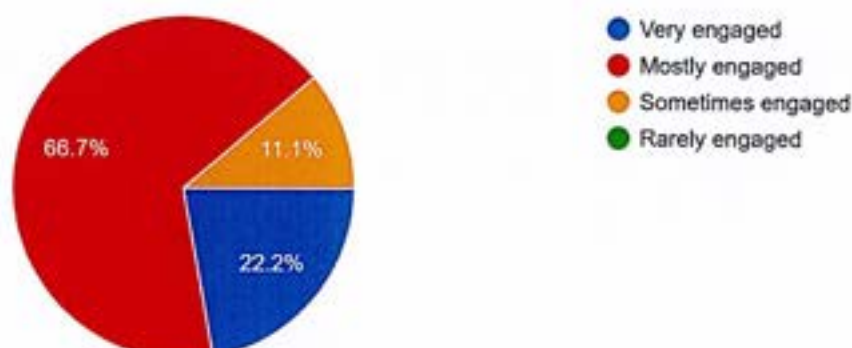
How easy is it to plan and prepare lessons using Oxford Maths?

9 responses



How engaged do you feel students are when working from the textbook?

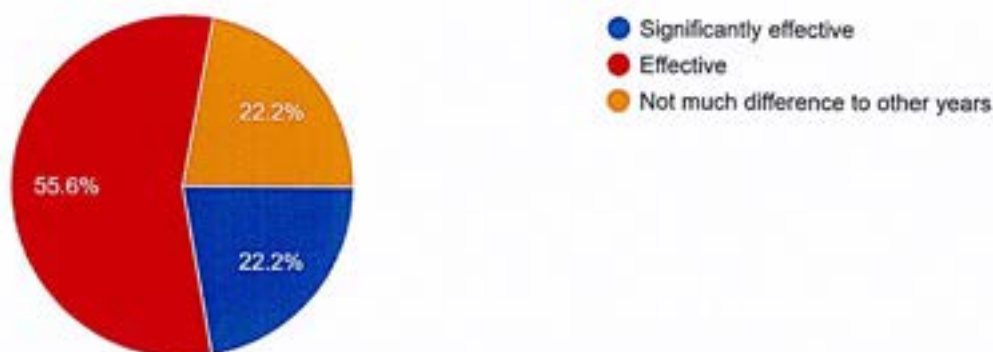
9 responses



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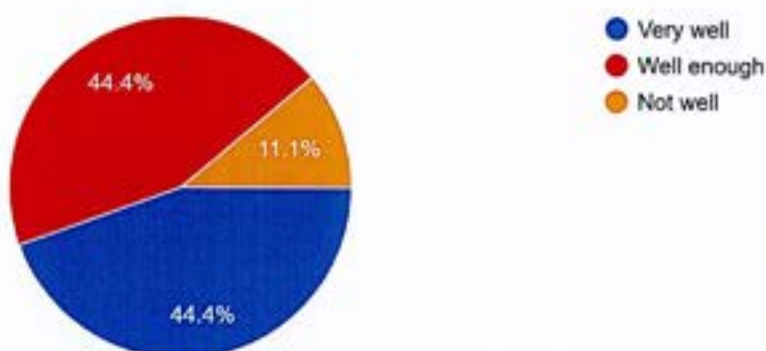
Since using Oxford Maths this year, how would you rate its impact on your students' overall progress?

9 responses



How well does the textbook align with your teaching approach and classroom needs?

9 responses



Are there any changes or additional support you would like to improve teaching Maths?

"I really love the textbook and students seem to really enjoy working out of a textbook. I find that when using the textbook, students take pride in their work and learning. Having a workbook each is very valuable, however, I do not enjoy using their planning formats or lesson progressions. I don't think it has had a positive effect on learning in my class either. Next year I would work front to back in the textbook covering numeracy first and then strand. As I say, the book is super valuable but I don't like the chopping and changing weekly in the planning."

"Implement a MathBuddy style programme alongside the textbook or weekly homework tasks, and provide more extension options."

"I like the way things are going. The Oxford Maths programme is very useful and has helped me to be more effective. I really like the regular low stakes testing, interactives and work for the students to do. I like the weekly planning structure, although I think it sometimes needs to be adapted. I think having these resources has helped me by giving time to plan better maths lessons and I find it is most effective when I adapt the lesson plans and supplement them with my own resources. I would like to have time working with others in my team on working together to adapt and build on the Oxford lessons. I would also like us to think more about extension students as a teaching

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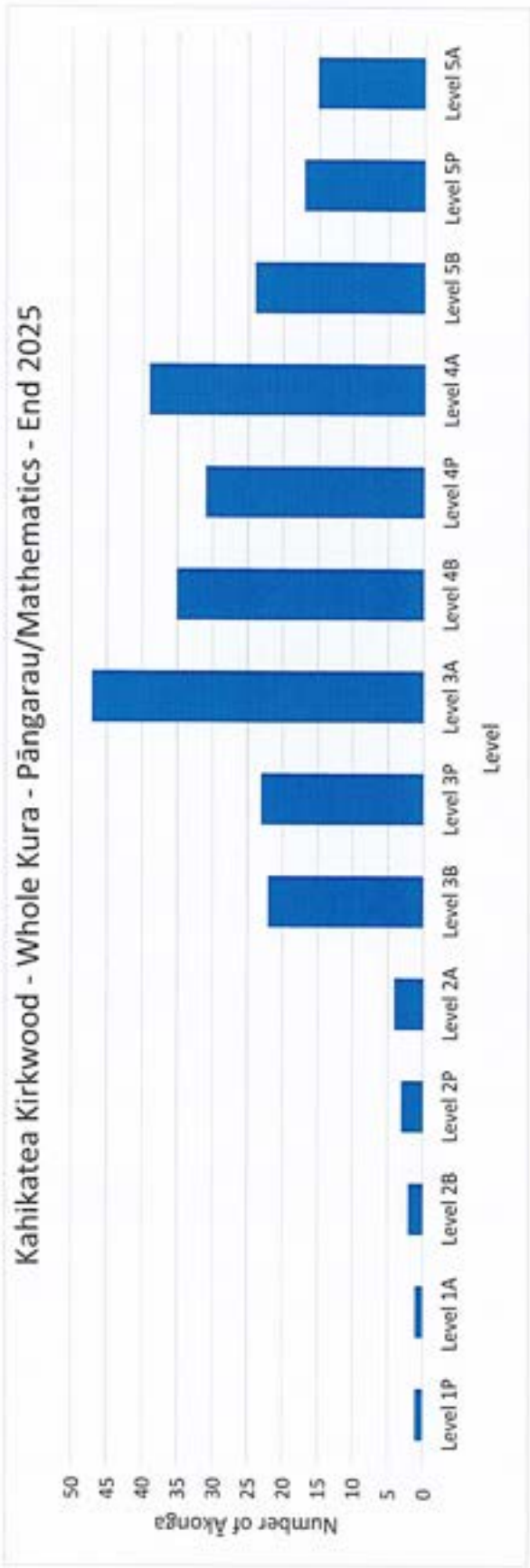
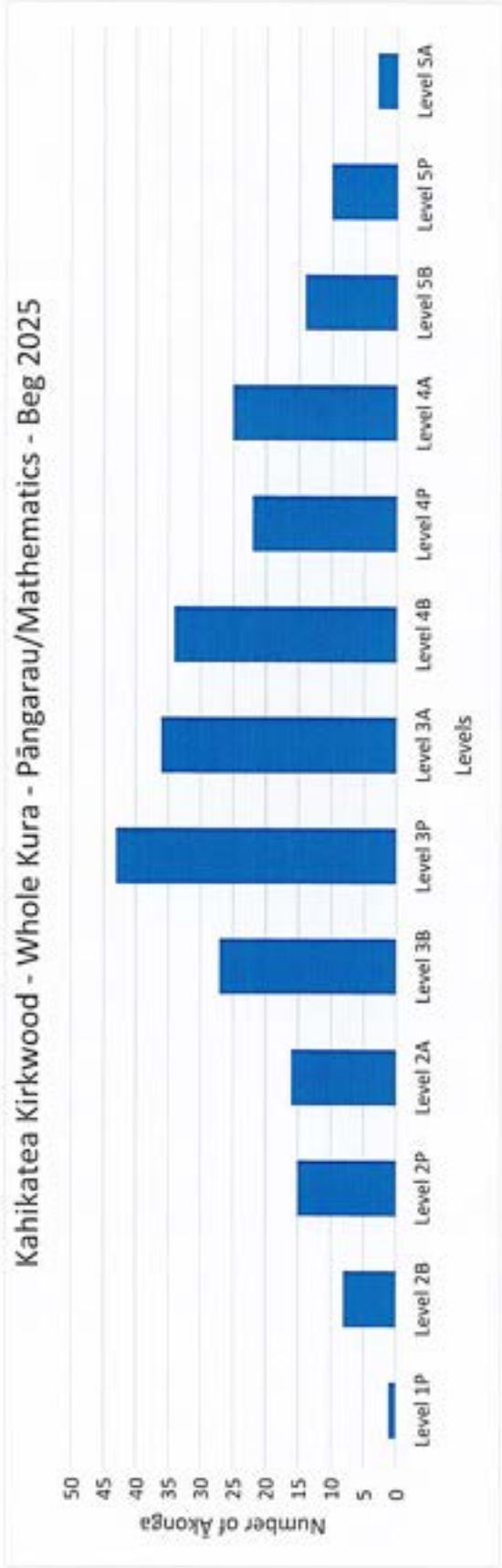
group. I have some students who are very capable and I would like to work with others and hear their thoughts on how we could keep extending them as part of the programme."

"Adjustment of Weekly Plan to group common units. Continued PD."

"Include interactive videos (lesson) and games (online)."

"More easy questions for students to build confidence before going into the strategy. The calculator also enables students to use this so it would be good if it was removed if possible, I'd like Oxford Maths, e-asTTle, IKAN, basic facts results to all filter into our Triangulation of data on Hero to save time and double handling giving a clearer picture of student achievement."

Kahikatea Kirkwood Intermediate School Mathematic Results 2025



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Stand up Kahikatea, our roots intertwine, strengthening and supporting each other, we are strong together

As shown on the bar graphs on the previous page, as a kura, significant progress has been made this year in Mathematics and Statistics. At the beginning of the year, 45.50% was achieving at or above but, now, 68.96% are achieving at or above.

In both Year level groups, nearly 70% of our ākonga are achieving at or above the expectations of Mathematics and Statistics. 69.17% of Year 7 ākonga are achieving at or above. 68.75% of Year 8 ākonga are achieving at or above.

The group who has made the biggest progress throughout the year is the Year 7 boys. 68% of this group are now achieving at or above and it is 33.22% more students than Term 1.

15.55% more Māori ākonga (63.33% overall) and 26.66% more Pasifika ākonga (51.66% overall) are now achieving at or above.

Kirkwood students at and above expectation 2025 (%)									
	Beg 2025				Mid 2025			End 2025 – Goal posts shifted sub level	
	Reading	Writing	Maths	Reading	Writing	Math's	Reading	Writing	Maths
Whole Kura	48.66	34.34	45.50	57.41	39.67	50.73	66.88	55.76	68.96
Year 7	38.53	24.77	37.61	49.54	34.94	43.12	60.83	52.50	69.17
Year 8	58.78	43.92	53.38	65.28	47.13	53.33	72.92	59.03	68.75
Girls	56.08	46.25	44.22	64.73	49.88	49.35	75.97	63.19	67.50
Boys	43.64	26.17	47.80	52.31	32.19	52.31	60.72	50.47	70.81
Y7 Girls	50.00	42.50	42.50	60.98	46.34	43.90	75.56	66.67	71.11
Y7 Boys	31.88	14.49	34.78	42.65	23.53	42.65	52.00	44.00	68.00
Y8 Girls	62.16	50.00	45.95	68.49	53.42	54.79	76.39	59.72	63.89
Y8 Boys	55.41	37.84	60.81	61.97	40.85	61.97	69.44	56.94	73.61
Asian	38.01	26.96	42.86	46.83	29.82	48.68	53.16	47.46	71.81
Māori	63.89	47.48	47.78	63.89	47.78	58.33	68.89	52.78	63.33
NZ Euro	55.89	33.41	40.37	66.70	44.69	45.63	76.93	63.05	64.30
Pasifika	35.42	25.93	25.00	55.56	29.17	39.89	67.50	38.75	51.66
Other	56.25	40.38	60.68	69.55	51.28	60.12	78.78	68.07	77.60

*E nā kahikatea, hē whakapāi ururoa, awahi mai awhi atu, tātou tātou e
Stand up Kahikatea, our roots intertwine, strengthening and supporting each other, we are strong together*

Interventions suggested for Pāngarau in 2026:

- We will continue to review the Oxford University Press Unit plans and Lesson plans that we are using now to ensure that our kura programmes align with the new curriculum.
- Professional Development sessions will continue to be provided to support the kaiako feel confident in planning and delivering the new structured Mathematics and Statistics programmes as outlined in the Revised Refreshed Curriculum.
- Target ākonga lists and data will continue to be available on Hero and updated in real time. They will be kept at the forefront of planning, teaching and learning through school-wide and team discussions and reflections on learning and progress.
- Standardised testing will occur twice for each year level group as guided in the Curriculum. This will facilitate kura wide reflections on assessment data ensuring that it is meaningfully used to inform teaching and learning. The information gathered from these tools will help kaiako make informed decisions in responding to the learning needs of students.
- Kaiako will use standardised assessment (e-asTTle), kura wide assessment and in class observations, including Oxford University Press Pre-tests and Post-tests, to triangulate data for each ākonga and come up with overall kaiako judgements.
- Assessment team to continue to work on providing clear guidelines for teachers to use the standardised test (e-asTTle present) results and formal assessments in relations to the common progress descriptors, Emerging, Developing, Consolidating, Proficient, and Exceeding as instructed in the Curriculum. Next year, PAT assessments will take place instead of e-asTTle. Next year, PAT assessments will take place instead of e-asTTle.
- Whānau will be notified of their child's level in Maths/ Pāngarau and will receive updates on their progress throughout the year. Formally, this will occur twice in Term 2 and Term 4 reports, which will include Overall Teachers Judgements (OTJs). Additionally, e-asTTle assessment results and their data analysis will be available for whānau.
- Through a two-year teaching cycle, we will take advantage of our deep understanding of ākonga to address their diverse needs and support their success in learning. By fostering strong relationships and tailored approaches, we aim to create an environment where every ākonga can thrive.
- We will continue to navigate the best practice to engage our ākonga in level-appropriate activities. We will promote flexible groupings, allowing ākonga to take ownership of their learning and choose the group that challenges them at the appropriate level.
- We will explore ways to offer a regular extension programme for ākonga who seek ongoing challenges throughout the year, rather than only at specific times or when they complete their work early.
- We are going to continue to focus on utilising the Ministry funded resources, such as Oxford Maths. In addition, we will look into finding cost effective online resources that provide great accessibility and level appropriate activities (eg, SmartLab)



English

Curriculum Report for the Board of Trustees



Date: Whiringa-ā-rangi 2025

Kim Robertson

Kahikatea Kirkwood Intermediate School BOT Curriculum Report

Purpose:

- To improve teaching and learning;

E tū kahikatea, hē whakapai ururoa, awhi mai awhi atu, tātou tātou e

Stand up Kahikatea, our roots intertwine, strengthening and supporting each other, we are strong together

- To identify professional development needs;
- To ensure our school curriculum is meeting the needs of our children and community;
- To monitor students' engagement with our curriculum;

Curriculum Area	English
Curriculum Leaders	Kim Robertson
Date	Whiringa-ā-rangi 2025

English in the New Zealand Curriculum

We are in a state of flux as we wait for the Year 7 to 13 section of the new English Curriculum. The latest information from the Ministry of Education (MOE) states that the draft documents will be out this year and the final documents are expected to be implemented by schools from Term 1 of 2026. While the draft documents for Year 7 to 13 are not available yet. We can make some predictions of the content that may be included by drawing from Curriculum refresh documents previously released and the new Year 0-6 English Curriculum which is now available.

Term 4 update: The English Curriculum for 0-10 has now been released. There are significant changes to this final document from the 0-6 English Curriculum released last year and the Draft 713 English document release mid-year. The new 0-10 English Curriculum is to be implemented in schools by January 2026. Updates are below in orange.

Predictions for the new Year 7 to 13 English Curriculum 2025/2026

Expected aims:

- To enable students to develop an understanding of the codes and features of English to engage with the beauty of English literature and understand diverse viewpoints, values and experiences, seeing how ideas and language can change over time.
- To interpret, challenge and create texts as part of communities of learners.
- To recognise that English is vital to success in other subject areas, promotes critical thinking and expression, and leads students to grow into active and ethical citizens.

The new curriculum will be founded on the science of reading and culturally responsive practice. We expect to see:

- A focus on explicit teaching and regular assessment for teaching
- Structured Literacy Practices - Broken into the areas of Reading, Writing and Oral Language
- Consideration of belonging, existing knowledge, well-being, motivation, cognitive-load and inclusion in the learning process
- Recognition of the cultural identities of students and our place in Aotearoa and the Pacific
- 'Understand, Know, Do' used as a key structure of the document as seen in other recent curriculum documents. *The likely pages from the Year 0-6 English Curriculum document are included below.*
- Building positive identities of students as viewers, readers and writers
- Careful consideration of a broad range of multi-modal texts
- 10 Hours of Reading and Writing instruction per week

- The biggest change from earlier refresh documents is the likely inclusion of a teaching scope and sequence with detailed teaching guidance of what to teach and how to teach it across all year groups. *An example from the Year 0 to 6 English Curriculum below highlights the level of detail of this guidance.*
- We also wonder if there will be a small number of approved providers which schools will affiliate with who will provide further resources to support the guided teaching. This is the case with the recently rolled out Mathematics Curriculum, where we have aligned with Oxford Maths. I am also working with the University of Canterbury and the Better Start Literacy Approach, to create English resources. They are working to predict curriculum details for Year 4 to 8 and provide professional learning and resources to support teacher guidance.

English Curriculum 0-10 Purpose:

Whakataukī: *Whaowhia te kete mātauranga* – "Fill the basket of knowledge."

Learning is lifelong and collective. English builds a kete of knowledge in **language and literature**, enriched by diverse texts, voices, and perspectives.

- Develop knowledge of language and literacy conventions
- Enable purposeful and confident text creation
- Build foundational skills in oral language, reading, and writing
- Engage with complex, thought-provoking texts
- Understand global and New Zealand bicultural/multicultural literary traditions □ Foster critical, creative readers and writers for local and global participation

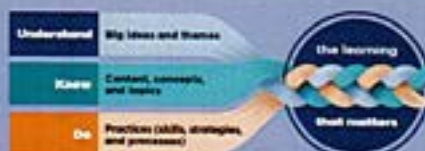
Key features:

- Structured Literacy approaches front and centre
- Broken into Reading, Oral Language and Writing
- Detailed scope and sequence provided in Knowledge and Practices section
- 10 hours of Reading and Writing per week
- Multimodal texts: including one novel, a selection of poetry and a selection of non-fiction texts, with scaffolded access to "year level" texts
- Foster reading communities
- Advice around English Language Learning assessment and English Language Learning Progression (ELLP) Pathways

Professional Learning to support the new curriculum is offered via numerous approved providers. All have a similar format of four teacher only days combined with personal study. This year, primary schools 0-6 and 0-8 have been able to apply for funding to work with approved providers. This has recently been extended to include intermediate schools.

Understand – Know – Do (Years 0 - 6 English Curriculum)

Understand-Know-Do overview



Understand

Understand describes the deep and enduring **big ideas** in the English learning area that students develop over phases 1-5.

Communication depends on shared codes and conventions. | E kore te whakawhiti kōrero e haere ki te kore he kawa, he tikanga e māhiatia ana e te katoa.

Shared codes and conventions enable us to make sense of what is heard, read, and seen. They change over time and are used differently in different contexts. How we use language in Aotearoa New Zealand (including accuracy, fluency, comprehension, and expression) has been shaped by our histories and linguistic heritages, and the encounters between them.

Language and literature give us insights into ourselves and others. | Mā ō tātou reo me ngā tātai kōrero ka mārama tātou ki a tātou anō, ki tangata kō anō hoki.

Through our encounters with literature and other texts, we learn more about ourselves and come to understand and appreciate more about other people and the world around us. As we grow as text creators, we develop our own voice and identity and make our own unique contributions. This enables us to further understand ourselves and others, and helps others to better understand us.

The stories of Aotearoa New Zealand are unique and special. | He taonga tuku iho ahurei ngā pūrākau o Aotearoa, nō konei taketake.

Through the literatures of New Zealand and the Pacific, we understand where we have come from, who we are, and what it means to live in Aotearoa New Zealand. The stories, authors, and languages of New Zealand represent knowledge and experiences shared across time and place, and connect us to global literary and linguistic traditions.

Stories are a source of joy and nourishment. | Hei puna harikoa, hei puna waiora hoki ō tātou pūrākau.

Reading, hearing, and creating stories provide opportunities to experience different worlds through creativity, imagination, and interaction. Stories may be classic or contemporary, fiction or non-fiction, narrative or non-narrative. They may cross boundaries in relation to mode and medium. Broadening and deepening an intellectual and aesthetic appreciation of classic and contemporary stories makes our lives fuller and richer.

Literature, language, and texts express, influence, and explore perspectives and ideas. | Kei ngā mātatuhi, kei te reo, kei ngā tuhinga hoki te whakaahuatanga o te mana tangata, mana rōpū.

Literature and language have been used throughout history to express, challenge, promote, and influence perspectives and ideas. Recognising and understanding the impact that literature and language can have enables us to explore the development and representation of ideas, events, and relationships in different contexts and at different points in time.

Know

Know describes the meaningful and important English learning area **content, concepts, and topics** through which students develop understanding of the big ideas.

Text purposes and audiences | Ngā whāinga me ngā hunga mā rātou ngā tuhinga

Texts are shaped for particular purposes and with particular audiences in mind. *Text purposes and audiences* focuses on why texts are shaped the way they are (the purposes) and who texts are shaped for (the audiences). All other aspects of a text (including its ideas and use of language) are in service of the text's purpose. Understanding the purposes and audiences of texts enables us to consider our own use of texts and their impact (positive and negative).

Ideas within, across, and beyond texts | Ngā ariā

All texts carry ideas and help us to form our ideas about the world. *Ideas within, across, and beyond texts* focuses on the knowledge needed to identify, respond to, and express ideas across all forms of texts. It helps us to act as literary critics who make evidence-based evaluations and judgments about texts and the ideas of the creators. Exploring ideas in texts helps us to think about our place in New Zealand and the wider world.

Features and structures of language | Ngā āhuatanga reo

Features and structures of language is about the codes and conventions used to make meaning in texts and to structure texts, particularly literary texts. These codes and conventions include both the technical conventions that help texts make sense and the more specialised conventions of particular text forms. As we learn about language and its history, we come to appreciate how it affects how we see the world, ourselves, and each other.

Do

Do describes the English learning area **practices, strategies, processes, and skills** that are used to both learn and apply the big ideas and concepts.

Comprehending and creating texts | Te whakamahi rautaki ki te whai māramatanga

Comprehending and creating texts focuses on the processes and strategies required to make sense of texts and to create texts that make sense. It enables us to interpret and create texts in written, visual, and oral modes.

Critical analysis | Te tātari arohaehae

Critical analysis involves close reading, viewing, and listening to texts in order to interpret, appreciate, and challenge them. It enables us to make connections within, across, and beyond texts by analysing the relationships between language and ideas in the texts. When we consider and respectfully discuss different perspectives on texts with others, we develop new insights.

Reading for pleasure | Te pānui hei whakangahau, hei whakapārekareka

Reading for pleasure involves choosing a variety of texts (including written texts) based on our preferences and interests.

Connecting through storytelling | Te tūhono mā te whakawhiti kōrero

Connecting through storytelling involves the use of creative processes to explore ideas in texts and to craft and share texts in all the modes. The scope of the stories that we share and that others share with us can be very wide. It includes non-fiction and non-narrative texts in oral, written, visual, or multimodal forms. Storytelling can be collaborative or individual, for sharing with others or for self-expression.

Knowledge – Practices (Year 0 - 10 English Curriculum)

E tū kahikatea, hē whakapaī ururoa, awhi mai awhi atu, tātou tātou e

Stand up Kahikatea, our roots intertwine, strengthening and supporting each other, we are strong together

Understand, Know and Do has been updated to a purpose statement shown below. The new Knowledge and Practices section is also shown below the previous examples of teacher guidance.

Purpose statement

Whaowhia te kete mātauranga.

Fill the basket of knowledge.

This whakatauki acknowledges the lifelong and collective journey of learning. The English Learning Area supports the development of a kete of knowledge in language and literature, enriched by diverse texts, voices, and perspectives.

The English Learning Area equips students with knowledge of the codes and conventions of language and texts. Students are taught to create their own texts with purpose and confidence, as they develop an appreciation of the beauty and richness of classic and contemporary literature.

Through the study of English, students master foundational literacy knowledge and practices. They engage with and independently compose increasingly complex texts in a variety of forms, learning to explore ideas that are evolving, contested, or open to interpretation.

The English Learning Area provides students with the concepts and skills to understand global literary traditions and the bicultural and multicultural literary heritage of New Zealand. As readers, they become thoughtful and discerning textual critics and gain insights into the diversity and complexity of human experience. As authors, they learn how to craft texts that express their ideas with clarity, creativity, and control.

As students progress through English, they deepen their understanding of how language and texts provide a space for expression and experimentation. Creating and responding to texts deepens students' understanding of themselves and others, and enables them to participate actively in local, national, and global conversations.

E tū kahikatea, hē whakapai ururoa, awhi mai awhi atu, tātou tātou e

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Example of Teaching Guidance, Scope and Sequence (Year 0 - 6 English Curriculum)

Writing

		During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
Transcription skills	Handwriting	form most lower-case letters and numerals correctly and legibly, with each letter or numeral on the line	form most lower- and upper-case letters and numerals correctly and legibly, with each letter or numeral on the line, and attending to size and spacing	form all letters and numerals correctly and legibly, attending to size, placement, and spacing	print all letters and numerals correctly and legibly, attending to size, placement, spacing, and slope with ease and automaticity
		sit comfortably, apply a comfortable amount of pressure, and use a functional pencil grip, with support	sit comfortably, apply a comfortable amount of pressure, and use a functional pencil grip, independently	consistently practice good posture and a comfortable grip when writing	consistently practice good posture and a comfortable grip when writing across the curriculum

Teaching considerations

Explicitly teach handwriting every day for at least 10 minutes using a consistent, school-wide approach.

As you introduce new graphemes in the phonics scope and sequence, teach students lower-case and upper-case letter formations.

During handwriting instruction, teach and provide practice with groups of letters that are formed with similar motor patterns:

- rounded 'c' shape: c, o, d, g, a, e, e
- curve start: s, f
- straight down start: l, t, i, j, k, n, m, p, h, b, k, y, u
- slants: v, w, x, z

Teach the correct starting points, stroke direction, pencil lifts, stopping points, shape, size, and slope. Use consistent verbal instructions for how to form each letter and numeral.

Model letter and numeral formation and watch closely as students practise. If you see an error or confusion developing, re-model for the student and support them to practise correctly.

Support students with their handwriting during writing time also, to avoid errors and confusions being practised.

		During year 4 <i>Informed by prior learning, teach students to:</i>	During year 5 <i>Informed by prior learning, teach students to:</i>	During year 6 <i>Informed by prior learning, teach students to:</i>
Transcription skills	Handwriting	handwrite with increasing stamina and fluency while maintaining legibility when writing multi-paragraph texts	handwrite with ease and automaticity when writing longer texts	handwrite with ease and automaticity when writing for multiple purposes throughout the school day
	Keyboarding	organise their writing environment, including their seating position and the position of their book	consistently maintain a comfortable writing posture	consistently maintain a comfortable writing posture when handwriting and using a keyboard

Teaching considerations

Using a consistent, school-wide approach, teach handwriting explicitly, every day.

In phase 2, it is expected that most students will be forming letters correctly. Focus now on automaticity and building increased handwriting stamina.

Support students with their handwriting during writing time, and encourage them to practise their best handwriting every time they write.

If handwriting difficulties persist after an extended period of appropriate instruction, consider using assistive technologies to support composition.

Ensure students are explicitly shown how to use a keyboard, including the use of the shift key to access capital letters and additional punctuation.

Example of comparative Knowledge and Practices Section (Year 0-10 English Curriculum)

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Stand up Kahikatea, our roots intertwine, strengthening and supporting each other, we are strong together

Writing

Writing		Knowledge <i>The facts, concepts, principles, and theories to teach.</i>	
		During Year 7	During Year 8
Transcription Skills	Handwriting	Handwriting stamina — the ability to write for extended periods — is developed and sustained through everyday practice.	
	Keyboarding	- Efficient keyboarding relies on knowing the keyboard layout and using all fingers on the correct keys to improve speed and accuracy. - Regular keyboarding practice helps develop accuracy, speed, and the ability to write fluently. - Keyboarding fluency, accuracy, and stamina allow writers to shift their focus from typing to developing ideas and structuring their writing.	

Practices	
<i>The skills, strategies, and applications to teach.</i>	
During Year 7	During Year 8
Handwriting with fluency while maintaining legibility, size, spacing, and slope	
Using efficient keyboarding with fluency and accuracy	

Kahikatea Kirkwood Curriculum Overview Documents

Snippet of the English section from the Kahikatea Kirkwood Annual Curriculum Plan 2025 (based on draft refreshed curriculum from 2024)

Year 7 & Year 8	Term 1	Term 2	Term 3	Term 4
English (including Reading, Read alouds, Writing)	Whakapapa Kōrero and the Power of Pūrākau	Find my voice: My point to Moot point (Speech topic TBA)	Citizenship: Rights and Responsibilities	Leadership and Legacy
	Writing: explicit genre teaching spread across year: descriptive, narrative, informative, persuasive Reading: Use multimodal texts to comprehend and critically analyse purposes, audiences, and ideas.			
Foundational English	Phonemic awareness, Orthographic (Spelling) Rules, Morphological awareness, Vocabulary building (Word Lab programme to support). 4+ sessions per week. Writing: Handwriting moving through confident letter printing, linking, including lower case and capitals and correct keyboard usage.			
Whare pukapuka/ Library	Sally to take lead with classes. A schedule for topics to follow.			

Two Year Kahikatea Kirkwood English Curriculum (based on draft refreshed curriculum from 2024)

Understand (Big Ideas) Overall goal for the Year 7-8 Phase:

Seeing ourselves in the wider world and advocating with and for others

I am building knowledge about language and texts and drawing on the practices of English. Through this, I am deepening my understanding that:

- Language and literature give us insights into ourselves and □ Communication depends on shared codes and conventions. others. □
Literature, language, and texts embody power relationships.
- The stories of Aotearoa New Zealand are unique taonga tuku iho.
- Stories are a source of joy and nourishment.

Know (Broader knowledge)	Kirkwood Practices or Themes (Highlight/Date for planning and tick off after teaching)				Do (Skills and practices)
Text purposes and audiences	Term 1	Term 2	Term 3	Term 4	Comprehending and creating texts ○ Decode, use prior knowledge and text information to interpret ideas, plots and themes ○ Compare, evaluate and synthesise ideas within and across texts ○ combine a range of encoding strategies to compose texts, often including carefully selected detail Critical analysis ○ Consider perspectives ○ Identify world view and text impact ○ Consider patterns of representation across texts. ○ Discuss how language and modes make meaning ○ Advocate ways to reconstruct text Reading for pleasure ○ read for pleasure ○ participate in reading communities Connecting through storytelling ○ Craft stories (written, oral, visual modes) ○ Draw on background knowledge to express personal voice ○ make choices about modes, text types, structures I use
Ideas within, across, and beyond texts	Whakapapa Kōrero and the Power of Pūrākau	Find my voice: My point to Moot point	Citizenship: Rights and Responsibilities	Leadership and Legacy	
	Reading:	Guided Reading:	Guided Reading:	Guided Reading:	
	Writing: Over the course of each year classes to cover descriptive, narrative, informative, persuasive writing				
Features and structures of language	Multimodal: novel studies, AVAILLS, film study, articles, journals, short stories, poetry, plays, speeches, debate, etc...				
	Reciprocal Learning: literacy circles, reciprocal reading, book clubs, co-authoring, collaborative writing, writing feedback partners, double entry journals, writing sharing circles (Sally Muir method), etc...				
	Assessment: Eastle (Y7 and Y8), Schonell, Writing Moderation, Class description, Probe Level 1-2 (as needed), OTIs (Entry Year 7 & BOT reports)	Assessment: Whakōrero (speeches), Debate, Reports, OTIs (Mid-year reports)	Assessment: Eastle whole school, Writing moderation, Class description, OTIs (BOT reports)	Assessment: Schonell, Reports, OTIs (Updated for Reports)	
	Whole year Kirkwood approaches				
	Foundational Literacy: Sequenced and explicit teaching of phonics, spelling patterns, vocabulary building: prefixes and suffixes (Wordlab for support), transfer (linking these skills to reading and writing activities), handwriting.				
	Read Alouds: Consider student interests and aim to extend students experience of genre, vocabulary, author, topic or language features when selecting content. Best practice: Pre-teaching, interrupting to check in and deepen knowledge, post teaching.				

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Library and independent reading: Structured and taught library sessions with support from Librarian
Scheduled independent reading times (Drop everything and read/silent reading) throughout the week.

- *use my passion for storytelling to craft stories for unknown audiences*
- *improve the quality of my stories based on responses from my audience*
- *create stories in collaboration (respect their contribution).*

Key questions for decision making: Are the texts appropriate and sufficiently challenging? Are diverse needs supported? Are modes (genre) sufficiently challenging and engaging? Are we linking to genuine purposes where possible? Does planning match the needs and interests of the class?

Organisation and Delivery

As you can see from the documents above, English at Kirkwood is broken into several key areas to ensure coverage of the 2024 draft refreshed English curriculum. We have begun to include work on some of our predictions of the new Year 7 - 13 English Curriculum due out this year.

Key components:

English:

Reading comprehension is taught as a whole class or, more often, in small flexible groups, allowing for differentiation to cater to the range of skills, knowledge and interests of our students. Small groups allow teachers to know their learners well, offer specific and regular feedback and adapt lessons quickly and easily. Reading (decoding and comprehension) is assessed with the support of an E-assTTle reading test administered twice per year. The test is levelled to ensure accurate results. All the E-assTTle test are created by the teacher in charge of that subject to ensure consistency.

Writing is taught in either whole class or small group sessions. Different genres are taught explicitly and juxtaposed against each other across the year. Within genre, the many possible different sub-genre allows teachers to tap into topical content, integrate with other subject areas naturally and take advantage of audiences that arise. Writing is assessed with the support of an EasTTle writing test administered twice per year. A selection of the writing samples from these tests are moderated collectively by classroom teachers to ensure consistency.

We are well resourced with read aloud options. Our librarian, Sally Dobbs, can offer advice to teachers around book choices and model reading aloud as necessary. Professional Learning sessions around reading aloud last year included best practice work around pre-reading, teaching through interruption and extending understanding post-reading.

Foundational English:

Decoding and encoding learning occur under the heading of spelling. With support from the Wordlab resources, classes cover phonics, spelling rules (orthographic awareness) and extend vocabulary with prefix, suffix and stem (morphological awareness) work. The Schonell Spelling test helps teachers, students and parents know students spelling ages. This test is administered twice per year.

Handwriting teaching has been a mainstay of some classes and is beginning in other classes this year. An introduction to teaching handwriting was included in English professional learning last year. More professional learning is possible later in the year.

Whare Pukapuka/Library:

The library is central to our English curriculum and helps us to foster communities of readers. Students have a choice of what they read in the library and are encouraged to share the books they enjoy with one another. Sally Dobbs fosters a positive learning environment in the library and

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is supported to take a lead role in library sessions with each class. All classes have two sessions in the library each week. One session is with Sally Dobbs and one session is without. Teachers are expected to give students time most days to silently read a book of their choice.

Resources

Our Library and Librarian, Sally Dobbs, remain key resources for English learning. Sally fosters a love of reading, engages students, models best practice for teachers, and creates a community of readers.

Last year we used part of one teacher only day to familiarise staff with the novel set resources we have. We have topped up sets to ensure we have enough copies to be easy for teachers to use. Sally Dobbs gives out summer reading to all classroom teachers and last year used our novel sets to build confidence with our novel sets. This has already seen an increase in novel sets being used in classrooms and professional conversations about novels.

Wordlab continues to support our spelling programme.

Two sets of additional Handy resources were purchased late 2025 to support relief teachers, in case planned Reading activities are best left for classroom teachers. This is already proving useful.

Our Toitoti subscription will continue this year, providing writing lessons using exceptional examples of students' writing as the prompt. It also provides an opportunity for us to extend students who submit their work for potential publication.

Past Recommendations

As this report is a combination of the Reading and Writing target reports as well as an English review, I have included the past recommendations from the 2022 Spelling Board Report and the 2024 suggested interventions from the Reading and Writing Target Reports. I have edited the target reports suggested interventions to combine the areas and ensure that the content is relevant and more concise. Term 1 responses to recommendations and suggestions are included in **red**.

Recommendations from the 2022 Spelling Board report

Having a shared understanding around the science of literacy and the links between spelling skills and Reading, Writing and language achievement is needed to help staff build a shared understanding around literacy and spelling teaching. A shared understanding of the links between key literacy skills will have the greatest impact on helping Kirkwood work in a shared direction and positively impact literacy achievement.

A large amount of progress has been made to share knowledge around the science of reading across staff over the past several years. We have lent on knowledge from several staff involved in the Advancing Successful Literacy Achievement (ASLA) micro-credential from 2022. The refreshed curriculum offered an opportunity for professional learning sessions with a basis on the science of reading in 2024 and the upcoming update, further offers an opportunity to deepen and share staff knowledge in 2025.

Interventions Suggested for Reading and Writing from the 2024 Target Reports:

- Target Ākonga lists and data is available on Hero and is updated in real time. They will be kept at the forefront of planning, teaching, and learning through staff wide and team discussions and reflections around learning and progress.
- Teachers will use standardised assessment (e-asTTle), school wide assessment and in class observations to triangulate data for each ākonga and come up with overall teacher judgements. EasTTle testing will occur in Term 1 for Year 7 and in Term 3 for all students. School wide reflection on assessment data will ensure that it is meaningfully used to inform teaching and learning. Moderation of the writing E-assTTle will occur in Term 1 and Term 3 to ensure consistency. The Schonell Spelling test will be used to assess students spelling age in Term 1 and Term 4.
E-asTTle testing will now happen in Term 1 and Term 3 for all students.
- Kura wide assessment is to be revised throughout the year to ensure it provides consistent and useful assessment information. This will be particularly important as we move into our new twoyear teaching cycle.
- Parents will be notified of their child's level in Pānui and Tuhituhi and informed of progress throughout the year. Formally, this will happen in the Term 2 and Term 4 reports. Additionally, the Year 7 team will send preliminary e-asTTle assessment results and information home prior to the Term 2 whānau interviews. This will support early conversations around student achievement and were positively received this year.
All teachers will send home preliminary E-assTTle assessment results and information home prior to the Term 2 whānau interviews.
- Extension Readers will be taken as part of the Kids Lit Team by our Librarian Sally Dobbs. The Kiwi English test will be offered and provides detailed reading comprehension feedback to students. The Kiwi Spelling Bee will be offered and provides detailed spelling and grammar feedback to students. Students will be extended through the Kahikatea Kirkwood Whaikōrero Speech Contest, The CAIMS Speech contest, our Toitoti subscription and various other writing competitions. Other extension opportunities will be offered as they come up during the year and students will be extended within their classes.
- We have a well-stocked Library and very knowledgeable Librarians. Teachers value the librarians and access to the library. This year we trialled a new timetable where classes have two shorter library sessions. This means that all classes have at least one session with a Librarian and provides a second session in case of changes to the usual schedule.
- Teams will continue to prioritise the purchase of resources relevant to Māori and Pasifika learners. We will also continue to prioritise resources for students developing decoding skills, which are still mana affirming and engaging.
- The Year 7 team moved towards a thematic approach to teaching Writing several years ago. This has seen teachers integrate Writing across curriculum areas, across genre and in response to class interests. This approach aligned with the New Zealand Curriculum Level 4 Achievement Objective that students will select the genre appropriate for their purpose and audience. The Year 8 team has kept to the genre-based approach by teaching a different genre of writing each term, which sees Year 8 rangatahi cover letter writing, description, diary writing and persuasive writing, across the year. As we move to a two-year teaching cycle it will be important to have a more unified approach to teaching writing where we benefit from explicit and sequenced teaching and encourage students to make critical choices in their work in response to expectations outlined the refreshed English curriculum.
We have found a middle group to these approaches with an expectation that descriptive, narrative, informative, and persuasive writing genres are explicitly taught across the year.

Plans for English 2025

In 2024 we held five professional learning sessions in English, as well as a session on Culturally

Responsive Practice. We feel this has us well placed for the upcoming changes to the English Curriculum. Some staff have a deep understanding of explicit teaching, culturally responsive practices and Structured Literacy. All classroom teachers (except for new staff) had an introduction to these concepts and practices last year. We also have a depth of knowledge to draw from in our ASLA qualified staff, Stacey Timblich, Hae Ran Eum, Micaela Brensell, and myself as a facilitator of the ASLA course. Janine Climo, our ESOL teacher who is skilled and knowledgeable in structured literacy, foundational English, and explicit teaching. Sally Dobbs, our Librarian, continues to be a key English support for students and staff with extensive knowledge of best practice in creating communities of readers, text selection and use, best practice read aloud techniques, and fostering a love of literature within classes and the school.

In Term 3 and 4 of 2025 we plan to deliver another series of research based professional learning sessions to staff to deepen our shared understanding of structured literacy, foundational literacy, read aloud techniques, comprehension and oral language teaching techniques, and writing teaching techniques. When the curriculum documents are ready, we will help familiarise staff with these documents to build confidence before these are rolled out in 2026.

I was recently seconded by the University of Canterbury Better Start Literacy Approach (BSLA) and began work with them on the resources they are creating to support the new English Curriculum documents. I worked with them in 2022, while I completed my Master of Education, as a facilitator of the ASLA micro-credential. Although this work puts time pressure on me and potentially those around me, it is already offering interesting insights into the potential English Curriculum documents and resources, research based best practice and is offering opportunities for Kirkwood staff and students to see new resources and best practices in action.

Through this mahi, I am working on creating lessons plans that will form a best practice guide for teachers in reading comprehension and oral language for Year 7 and 8 classes. Over the final weeks of Term 1, several Kirkwood classes will be used for testing of these lessons, delivered by experienced BSLA educators, programme co-ordinators and lecturers. This will give staff an opportunity to see the structure and delivery of the lessons in action, giving us a deeper insight into the coming changes.

Our connection with the UC BSLA is expected to offer further opportunities in comprehension and oral language, writing and foundational literacy over the coming weeks. We will use these opportunities to share knowledge across the school and build confidence in upcoming changes in English where possible.

Assessment Task

Teachers form an Overall Teacher Judgement (OTJ) based on observations, work samples, conferencing and normed tools. The main normed tool used is Easttle (Reading and Writing). Easttle testing is completed by almost all Year 7 and Year 8 students in early Term 1 and late Term 3. The results from the Easttle Writing assessment are moderated by all classroom teachers to ensure consistency in marking.

Easttle results for students working at either end of curriculum are less accurate. For example, Students working at Level 1 of the curriculum (Level 1B, 1P and 1A) are better served by other assessment tools potentially in one-on-one or adapted testing situations. Janine Climo, Stacey Timblich, and our Teacher Aide Team support teachers with the assessment of students working at Level 1 of the curriculum. Students working at the high end of level 5 of the curriculum can be seen as working at 5A or 6B. However, the accuracy of fine-tuning these results further pushes beyond the limits of the Easttle tests.

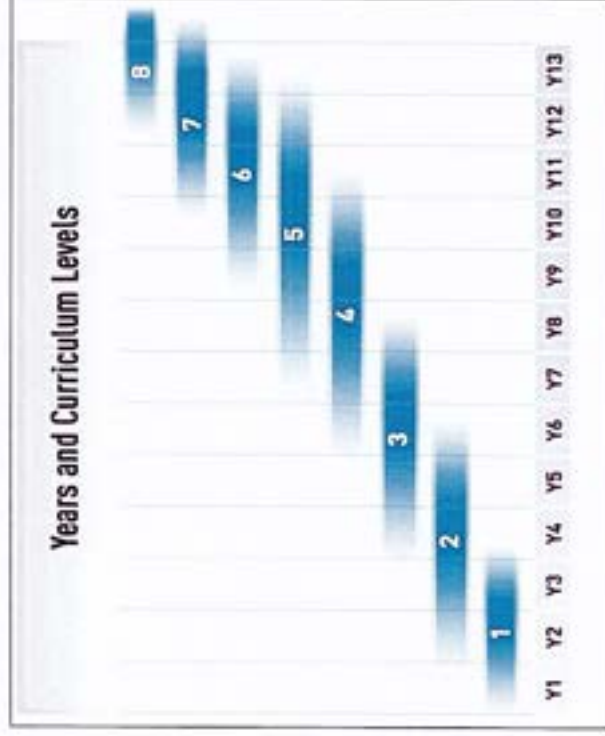
Assessment Levels Key	
5A	Level 5 Advanced and over
5P	Level 5 Proficient
5B	Level 5 Basic
4A	Level 4 Advanced
4P	Level 4 Proficient
4B	Level 4 Basic
3A	Level 3 Advanced
3P	Level 3 Proficient
3B	Level 3 Basic
2A	Level 2 Advanced
2P	Level 2 Proficient
2B	Level 2 Basic
1A	Level 1 Advance

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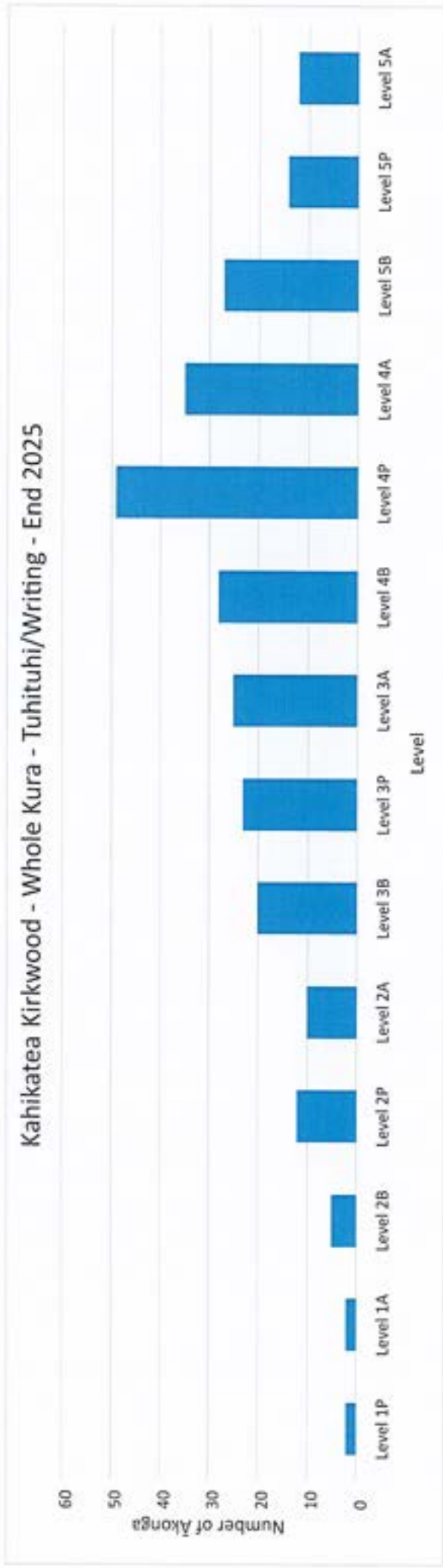
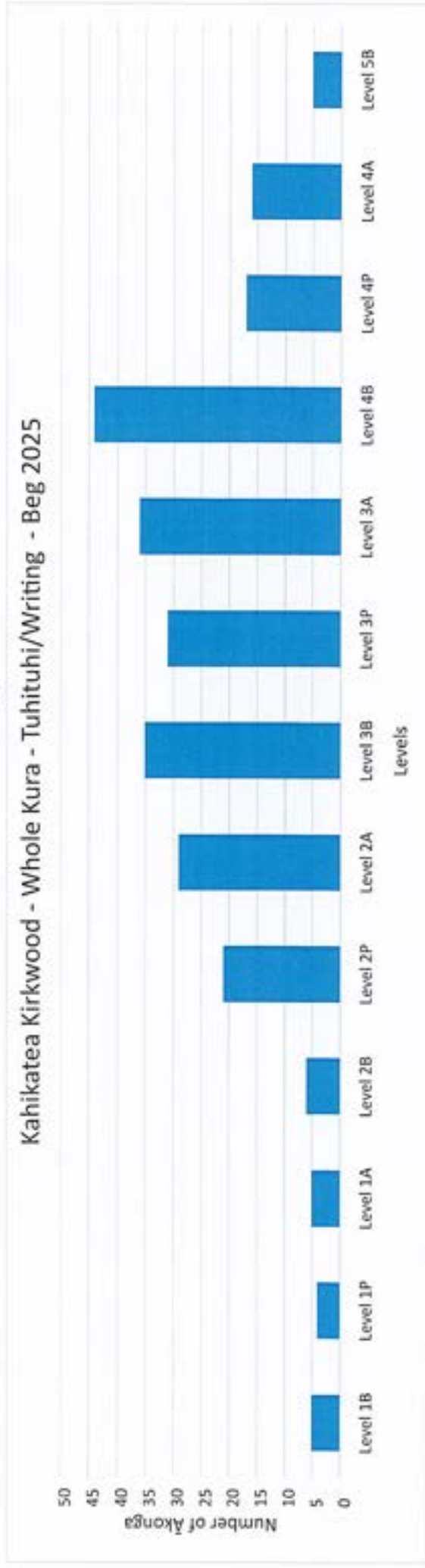
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Easttle tests are leveled based on curriculum levels. The levels compared are shown below. These levels are then broken into sub-groups: Basic, Advanced. You can see from the shading that marks from 3A to 5B cover We have staggered our expectations from 3A at the start of Year 7 moving to 4B at the end of Year 7. With 4B at the start of Year 8 moving to 4P at the end of Year 8.

1P	Level 1 Proficient
1B	Level 1 Basic

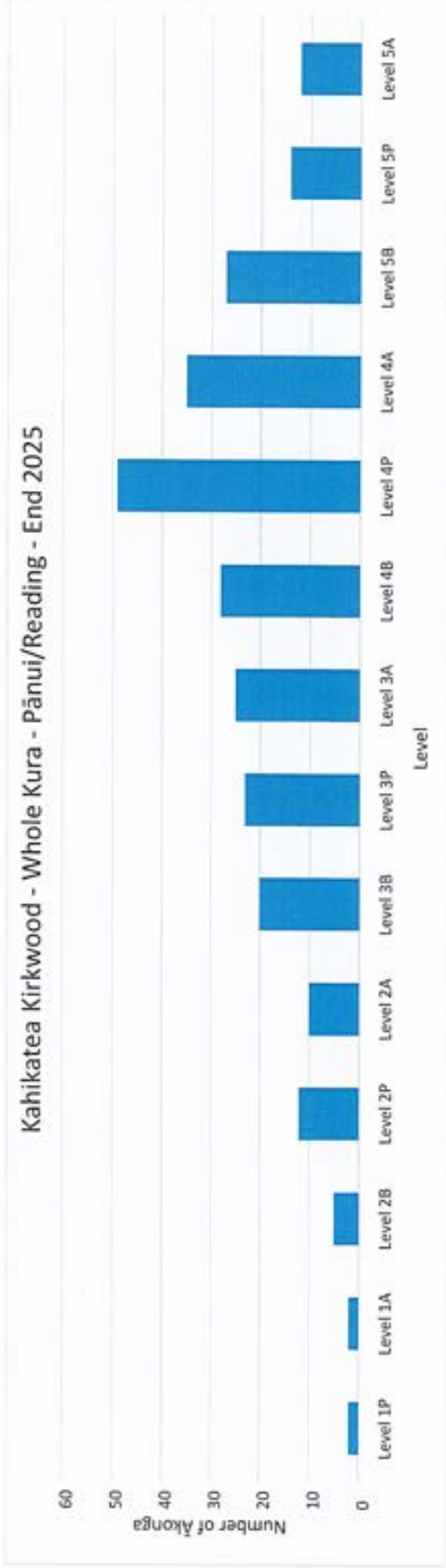
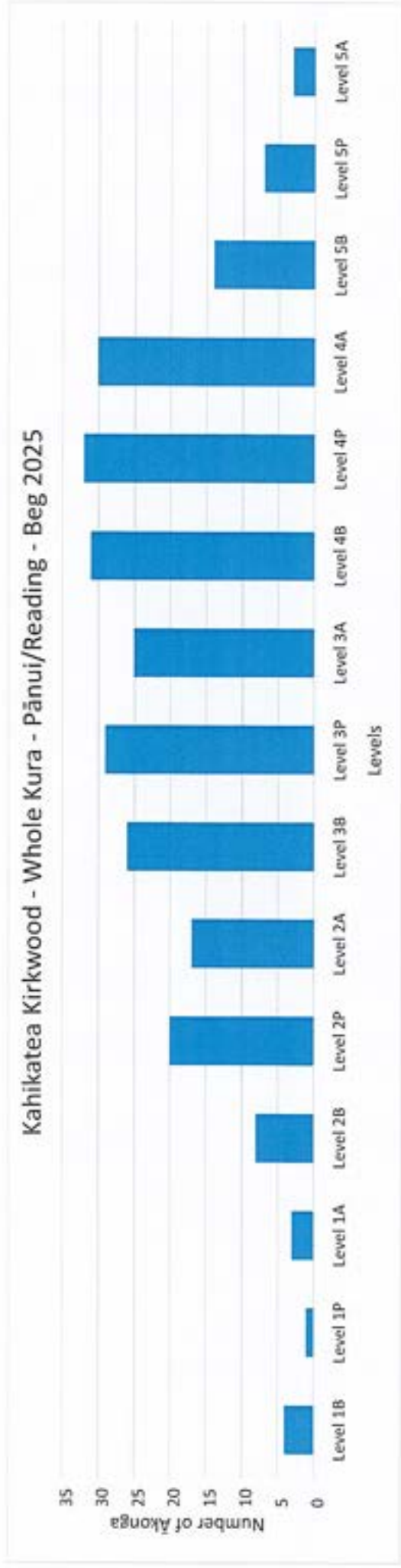


Kahikatea Kirkwood Intermediate School Term 4 Tuhituhi/Writing Results 2025



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Kahikatea Kirkwood Intermediate School Term 4 Pānui/Reading Results 2025



Kahikatea Kirkwood Students “At” and “Above” Expectation 2025 (%)

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	Beginning 2025	
	Reading	Writing
Whole Kura	48.66	34.34
Year 7	38.53	24.77
Year 8	58.78	43.92
Girls	56.08	46.25
Boys	43.64	26.17
Y7 Girls	50.00	42.50
Y7 Boys	31.88	14.49
Y8 Girls	62.16	50.00
Y8 Boys	55.41	37.84
Asian	38.01	26.96
Māori	63.89	47.48
NZ Euro	55.89	33.41
Pasifika	35.42	25.93
Other	56.25	40.38

Implications of Term 1 results

This data shows us that:

- Writing needs to remain a focus moving forward, this is particularly true regarding discrepancies in Writing results for Boys, Year 7 Students, Asian Students, and in particular, Year 7 Boys.
- Our Reading results are lower for Year 7 Boys and Asian Students than other groups.
- Our Pasifika Student results are lower across all areas.

Kirkwood students at and above expectation 2025 (%)		
Beg 2025	Mid 2025	End 2025 – Goal posts shifted sub level

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	Reading	Writing	Math's	Reading	Writing	Math's	Reading	Writing	Math's
Whole Kura	48.66	34.34	45.50	57.41	39.67	50.73	66.88	55.76	68.96
Year 7	38.53	24.77	37.61	49.54	34.94	43.12	60.83	52.50	69.17
Year 8	58.78	43.92	53.38	65.28	47.13	53.33	72.92	59.03	68.75
Girls	56.08	46.25	44.22	64.73	49.88	49.35	75.97	63.19	67.50
Boys	43.64	26.17	47.80	52.31	32.19	52.31	60.72	50.47	70.81
Y7 Girls	50.00	42.50	42.50	60.98	46.34	43.90	75.56	66.67	71.11
Y7 Boys	31.88	14.49	34.78	42.65	23.53	42.65	52.00	44.00	68.00
Y8 Girls	62.16	50.00	45.95	68.49	53.42	54.79	76.39	59.72	63.89
Y8 Boys	55.41	37.84	60.81	61.97	40.85	61.97	69.44	56.94	73.61
Asian	38.01	26.96	42.86	46.83	29.82	48.68	53.16	47.46	71.81
Māori	63.89	47.48	47.78	63.89	47.78	58.33	68.89	52.78	63.33
NZ Euro	55.89	33.41	40.37	66.70	44.69	45.63	76.93	63.05	64.30
Pasifika	35.42	25.93	25.00	55.56	29.17	39.89	67.50	38.75	51.66
Other	56.25	40.38	60.68	69.55	51.28	60.12	78.78	68.07	77.60

Implications of Term 4 results

This data shows us that:

- Data shows that overall Students have made impressive progress in both Reading and Writing.
- A positive trend is shown in recent Writing results for Boys, Year 7s, Asian students and Year 7 Boys where earlier discrepancies have lessened.
- Our Pasifika Student have made significant progress in Reading and moderate progress in Writing.
- Writing achievement has improved, but it still lags behind Reading and Maths overall, making it a key area for continued focus.

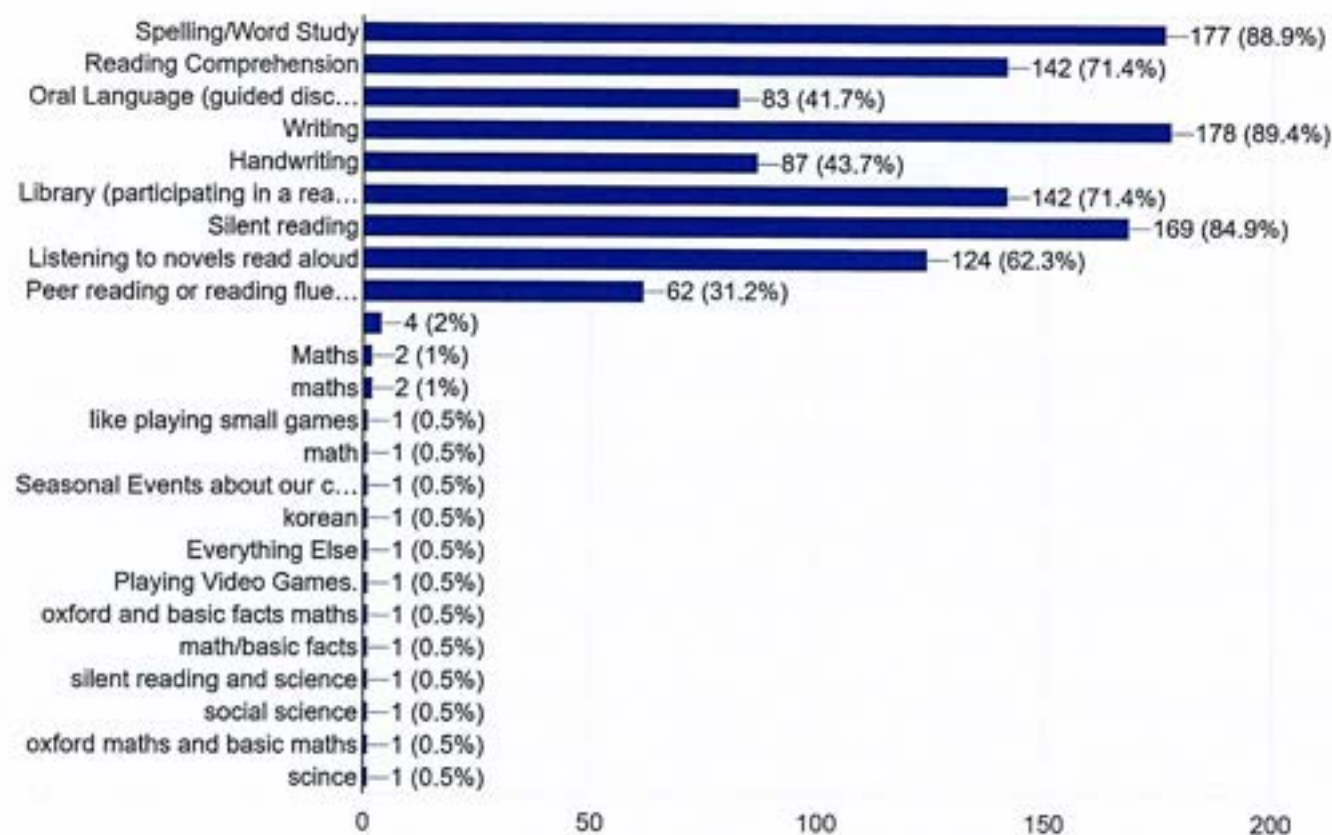
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Consultation with the Kahikatea Kirkwood Community Rangatahi Voice

Which of the following do you learn and practise in your class regularly?

199 responses



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If you answered "other", please elaborate here.

18 responses

math

we do basic facts and then we go on to the oxford maths book

like playing small games

We celebrate some cool stuff and some are about maths some writing opinions and mmany others.

jenny comes in to teach us korean

Everything Else

Video Games.

literacy box

litracy box

with science i just read some books about how are world works and other planets aswell as the cosmos
and with reading i just read some a books

social science

reading a book then after you make a secen

we always do math

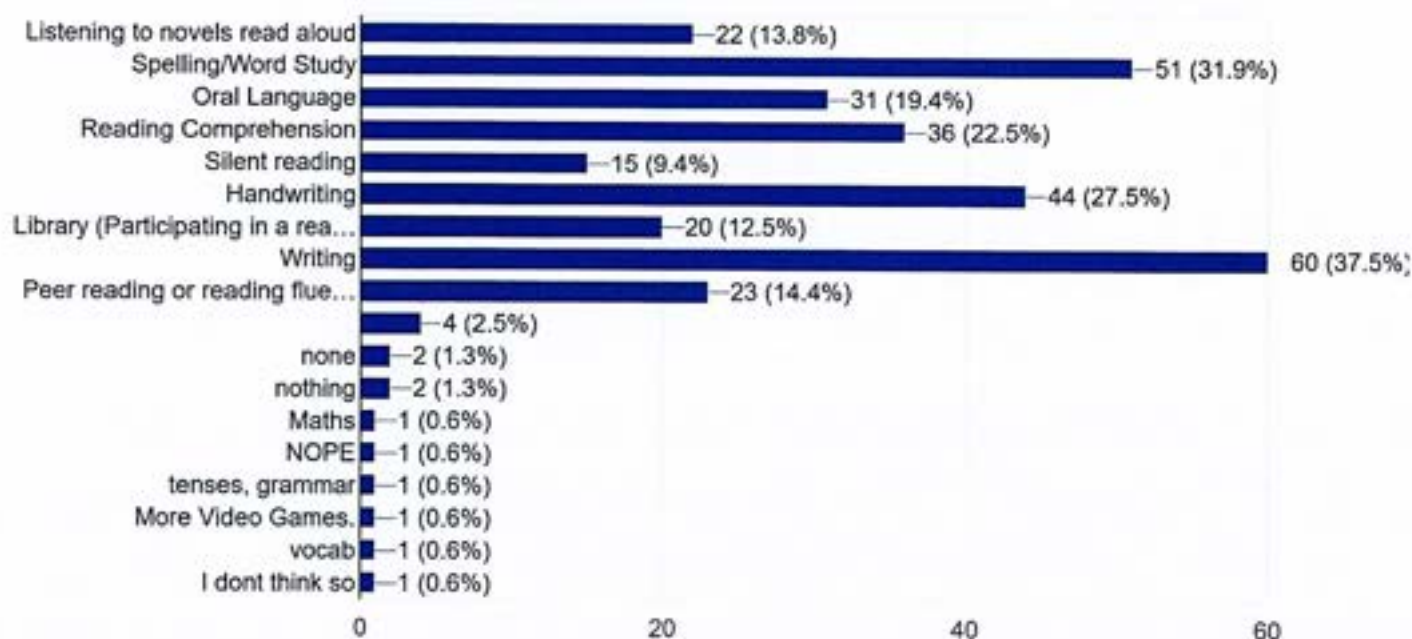
maths

spelling

literacy

Are there any areas of English that you would like more help with?

160 responses



If you answered "other", please elaborate here.

14 responses

nothing

i do not have one

none of them

like playing small games

Maths only because I get a bit confused with some of the questions

NOPE

I would like to know more about the tenses and grammar.

More Video Games.

i some times i cant find the right words for the question.

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I don't have any problems with writing.

I don't really need any help with anything.

nothing i don t need help

I didnt need any help with the 3rd question

Small group teaching can help us teach the range of skills and interests in our classes. Do you find small group learning helpful?

196 responses



If you answered "no or other", please elaborate here.

36 responses

some of the times the people in my group don't listen or interact

i dont know

Learning individually or outdoors

i like working alone

It helps me learn an understanding to what we are learning aswell as helping me

It heavily depends on people in the group

I feel like in a larger group people ask question that wouldnt think of

sometimes it helps. But sometimes I like doing it by myself. Because I either like doing it in small groups (3,4 or 5) or by myself.

Sometimes it helps but not always.

Learning individually

no

Because while teaching students can ask questions while the teacher is teaching.

I like working with austin like 1 on 1

Somewhat...

Because Video Games are better.

because i dont want to be the only one stuck in a lower level

I like working by myself, less stressful for me.

It doesn't help that much but also isn't a useless time.

Because sometimes It is very helpful and other times I already know.

i think that students/people enjoy learning in bigger group because they enjoy interacting with others

i dont like working with people

im not sure

Its ok depending on whos in your group and whats the topic

I like to read by myself and think up what will happen next by myself.

i think small groups are good for those who feel less confident and may need a bit more help than others

Sometimes its distracting for me

nothing

Because if I am in group with somebody is annoying it can be stressful.

i dont like people

I like working by myself.

We do most learning with the class

I'm fine with small or big groups.

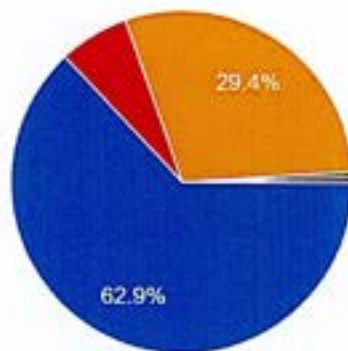
some people are amazing and some are only good so there is a big difference

I prefer to work by myself.

sometimes

Do you feel supported and challenged in your English learning?

197 responses



- Yes
- No
- Sometimes
- I feel challenged at the right point where I'm learning, but not so I can't do anything.
- most of the time.

If you answered something other than yes to the question above, explain further here.

43 responses

Only for writing

i dont know

Sometimes the work is fine, and I am fine with the level, but its quite easy.

reading can sometimes be easy

Because it depends on the book we are reading in class and sometimes the teacher is not available to help

I feel challenged at the right point where I'm learning, but not so I can't do anything.

sometimes things are a bit easy and boring

I feel supported but not challenged.

NOPE

I dont always feel challenged. But I do most of the time.

Because somethings are challenging and some are easy.

Reading can be a bit easy sometimes when we are working together as a whole class.

no i say that becouse i dont fell get challenged

Im not always in a small group so it only applies a couple times

i just struggle

Only some of them are hard to do.

It's hard to pronounce words, and find what words to fit what I want to say.

NOTHING ELSE TO SAY

Because I am so good at writing Video Games.

because I have been struggling

It depends if i'm good at it or not, since we learn different stuff.

Sometimes I feel like I get helped but sometimes I feel like I don't get helped

Because in some writing areas I have a lot to do and right now we are doing report writing and I have done 3 reports already.

sometimes it just feels boring

not supported

word study is kind of easy, writing is SOMETIMES difficult though

sometimes because I already know what it means

I feel that sometimes I find it easy but sometimes it can be hard

Some things we do, I have already done at my old school.

I feel supported in learning English but not always challenged

it can be easy sometimes

Sometimes the work doesn't challenge me, and though I understand that other people need help, I would like some more extension - specifically in writing :)

Sometimes I feel like things are too hard and when I ask for help I don't get the support I need.

Usually it's pretty easy, and occasionally it's just medium level

no I say no that I am good at English

writing is chalanging most the time but some times easy.

im not sure

It could be harder somehow

idk what to say

I can speak english fluently

No

Sometimes the work is way too easy.

Sometimes the work is really easy and sometimes confusing and i fall behind because im confused but thats not very often

Any other feedback or comments are welcome.

37 responses

no ;)

No

none

i dont know

I enjoy being in room 3 😊

AMAZING QUIZ!

I like Literacy :>. I prefer when we do 'long' projects that is like the travel diary thing or stuff like that. But I dont really mind

i not confident in maths when it's hard

Well maybe we could not focus on 1 person but the entire class so we dont feel like people are excluding

thank you for teaching us !!!

no thank you ...

I think grammar would help in our speech and forming sentences

I want like an hour dedicated to silent reading a day. :) I love reading my own books.

nah

Thank you Rangatahi

BENDY!!!

To do Narrative writing more often.

I think that we should do more handwriting/ spelling

67 *I HAVE AURAAAAA

I don't have any!

more silent reading

I dont fell surported

I think that we should do harder novels, that are more entertaining.

I kinda want more science and maybe music :P (composition and music theory)

can we go back to having multiple maths groups instead of the whole class learning the same thing.

I would love to learn more about how to make your writing better, because though quick writes are great, they don't really teach you about how to make your writing flow better or more interesting.

giggity giggity

no ...

I think the English learning at Kirkwood is good, I don't think there's much more that I would want to learn.

very helpful :)

I like the holes book.

Bye bye

noo

more silent reading

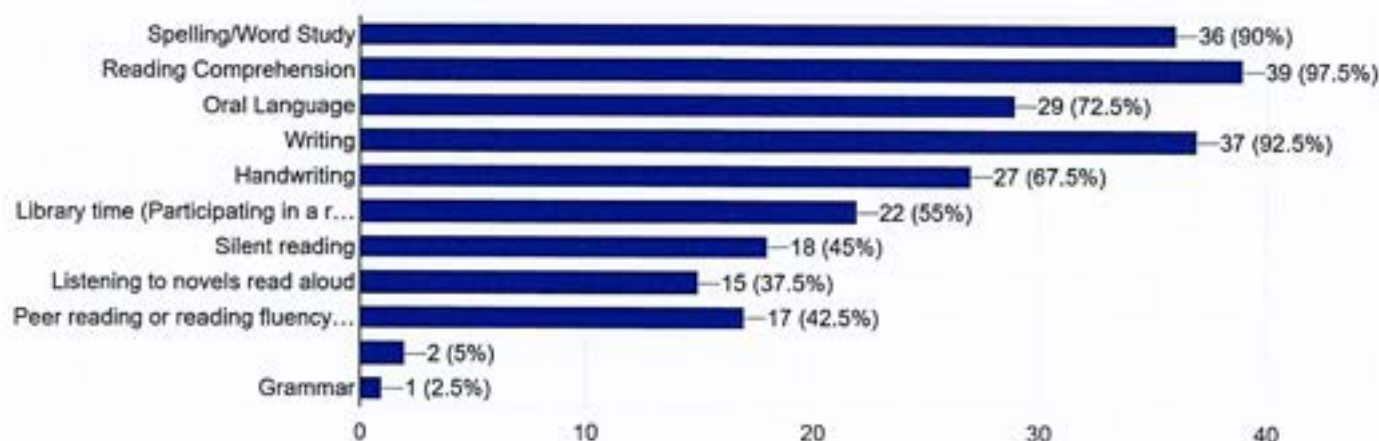
Rangatahi Voice Summary

- There are a variety of English learning practices happening in classes regularly. Some practices are happening across classes more consistently than others, with spelling/word study, writing and silent reading highlighted as happening regularly in most spaces, while peer reading or fluency practice, handwriting and oral language appear to be taught less regularly and/or consistently.
- Writing (37.5%), spelling/word study (31.9%) and handwriting (27.5%) are the three top areas that student would like more support.
- Most students find small group teaching useful (81.1%)
- Most students feel challenged in English (62.9%)

Whānau Voice

Which parts of the English learning area do you view as important to be taught and practised regularly?

40 responses



E tū kohikatea, hē whakapai ururoa, awhi mai awhi atu, tātou tātou e
Stand up Kahikatea, our roots intertwine, strengthening and supporting each other, we are strong together

NB: The 2 answers with no title have been added under 'other'. Elaboration may follow.

If you answered "other", please elaborate here.

3 responses

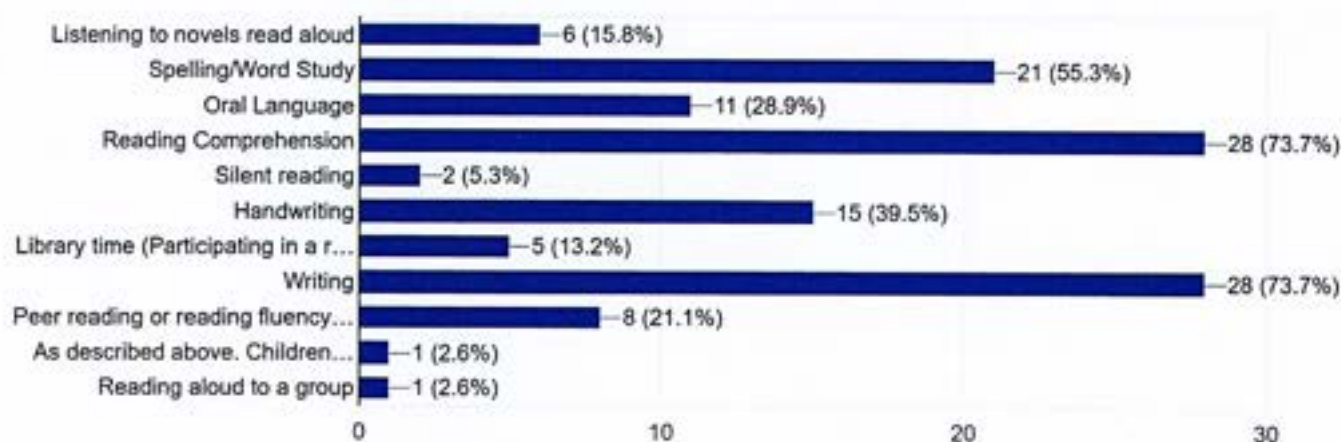
In my opinion, learning the correct grammar way is important for reading and writing

Having targeted help for dyslexia. Schools being provided with the right funding & support to implement recommendations given by SPELD or Seabrook McKenzie.

Reading aloud to others say group or class

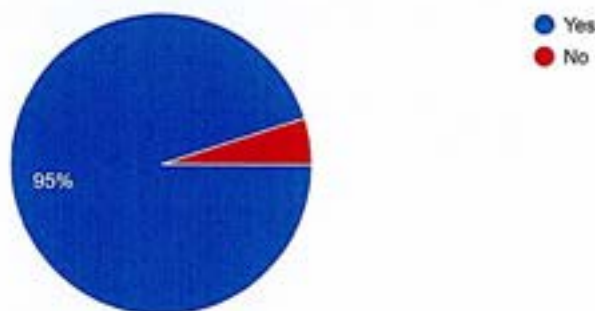
Are there any areas of the English learning area that you would like to see receive more of a focus?

38 responses



Small group teaching is frequently used to help teach the diverse range of skills in our classes. Do you support small group teaching, particularly in Reading Comprehension and Writing lessons?

40 responses



E tū kahikatea, hē whakapai ururoa, awhi mai awhi atu, tātou tātou e

Stand up Kahikatea, our roots intertwine, strengthening and supporting each other, we are strong together

If you answered "no or other", please elaborate here.

1 response

Each child need to be look after separate because they need to have attention about what they are doing on their own. Please don't allowed child listen music during writing, small group can be a distraction for learning.

Any other feedback or comments are welcome.

6 responses

The curriculum has lost it's way. Focus on Reading and Comprehension. Good readers are good spellers and good spellers are good writers.

I do think handwriting is still a skill that children should have, just not necessarily as part of the English Curriculum. Thank you!

I would like to see more hand writing and less media or computer activities at school, your new way to teach are setting up the students to fail. Those test from the minister of education to check the kids level of school without given the kids any notice to study and be prepare for it is awful. I'm sick and tired to see my daughter report and don't see any change about the way she is learning, all that I see is the school more worry about sports, teams competition, camping, and other activities and not much worry about the learning, the writing, maths. Students has to do their homework on paper and don't rely on computers and apps to help them think. They are not learning how to organise their own idea on paper instead the teachers are encourage them to do on computer so the system give them the answer. Teachers are more worry to keep their paper work updated them give attention to the students. Teachers are asking others students to check each other work to make their job a little easier, how can we rely in another student to check each other homework? How accurate can it be? It doesn't make sense for me. Teacher has to invest more time and energy to check each child progress without rely in technology or other students.

Focus on individual will be great in terms of reading and pronunciation

Communication to parents regularly on what is being taught in all subjects

Student Engagement Insights

Share how children feel about their learning in English what motivates them, what's working, and what's challenging.

Whānau Voice Summary

- Whānau viewed all areas of English as relevant with varying degrees of importance.
- Whānau would like more time given to writing (73.7%), reading comprehension (73.7%), Spelling/words study (55.3%) and handwriting (39.5%).
- Most whānau supported the use of small group learning.

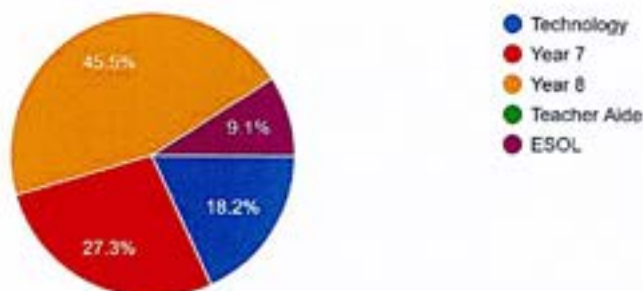
E tū kahikatea, hē whakapāi ururoa, awhi mai awhi atu, tātou tātou e

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Kaiako Voice

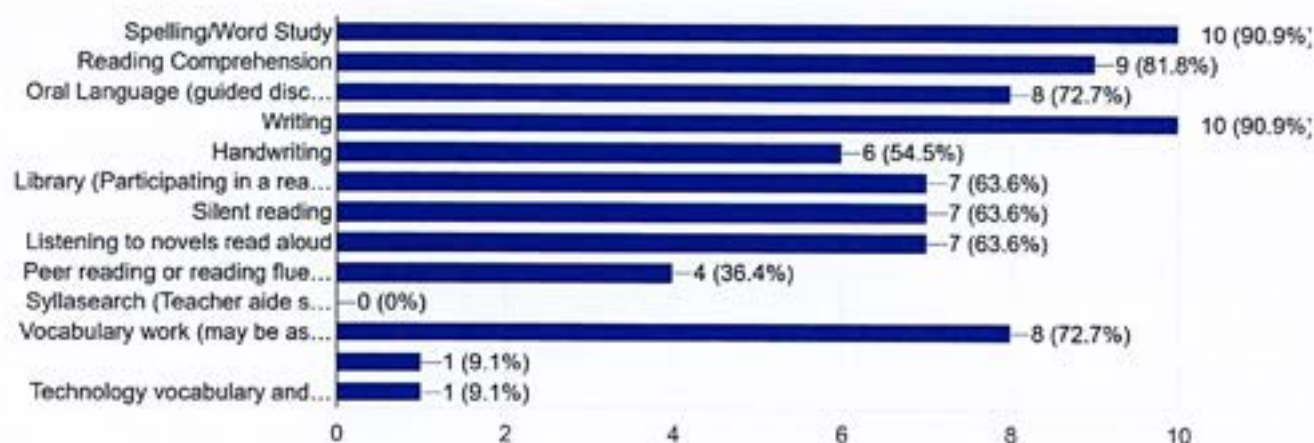
Which teaching team do you belong to?

11 responses



Which of the following do you explicitly teach as part of your regular classroom English programme?

11 responses



NB: The 1 answer with no title has been added under 'other'. Elaboration may follow.

If you answered "other", please elaborate here.

3 responses

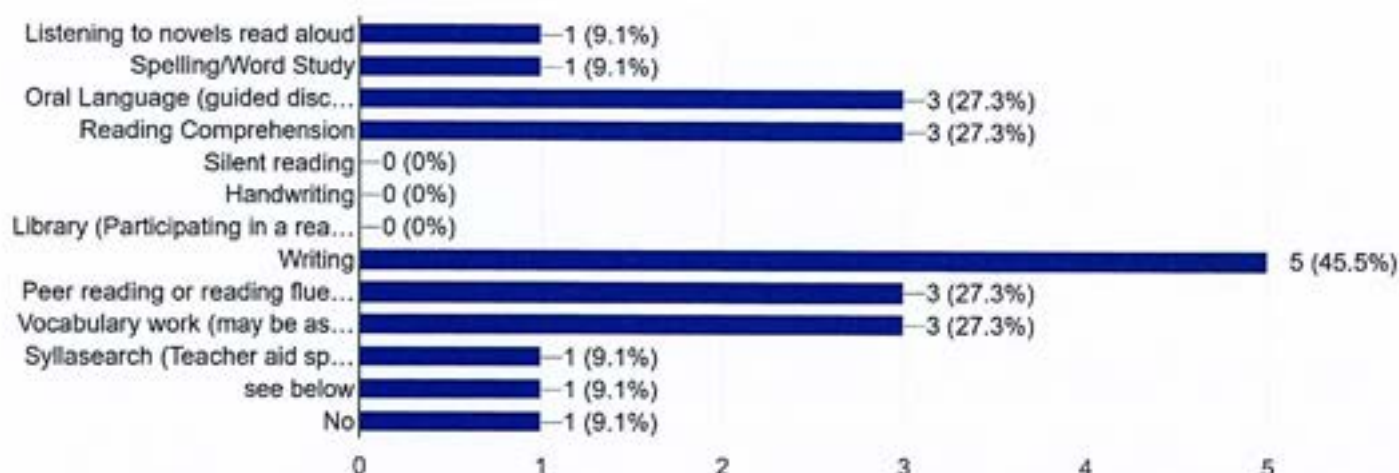
Film Study

as above- Technology vocabulary pertaining to the technology lesson

Handwriting is on a case-by-case basis. Most students have good quality handwriting and can focus on other areas of the curriculum. A handful of students need practice and some instruction.

Are there any areas of the English learning area that you would like future professional learning to focus on?

11 responses



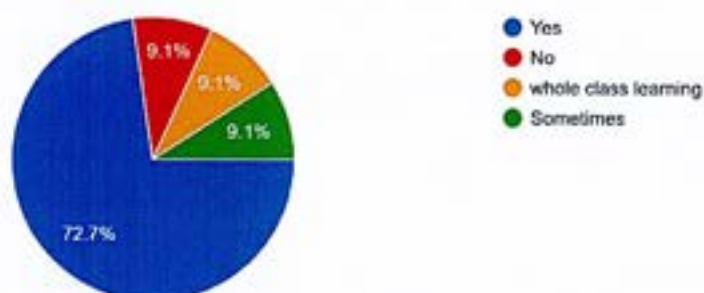
If you answered "other", please elaborate here.

1 response

Something very novel study specific would be interesting. I think with the right scaffolding and extension, you can make a whole class study, like Lion Witch Wardrobe, quite valuable but I am not sure if people are differentiating within a novel rather than the novel itself being the differentiation.

Do you use small group teaching in your Reading Comprehension and Writing lessons to teach to the range of needs in your classes?

11 responses



If you answered "no or other", please elaborate here.

3 responses

Reading groups are more formalised, while writing is very fluid in regards to groupings.

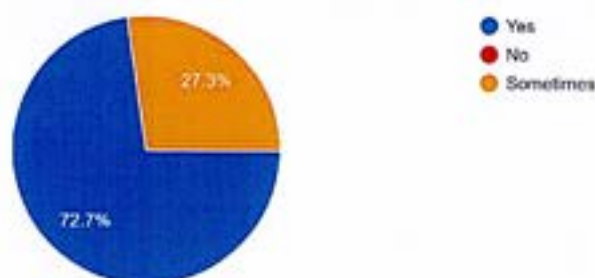
as above

I do use small group teaching, but it is not the only way that I teach Reading Comprehension and Writing. I regularly do this in reading comp (but still do some whole-class and some 1-1 instruction as well). I occasionally do this in Writing, but more often teach whole-class and 1-1 conferencing.

E tū kahikatea, hē whakapāi ururoa, awhi mai awhi atu, tātou tātou e
Stand up Kahikatea, our roots intertwine, strengthening and supporting each other, we are strong together

Are you usually able to support and extend the range of student needs in your classes?

11 responses



If you answered something other than yes to the question above, explain further here.

4 responses

I struggle with the lower students in my room. The usual issue of texts that are of a low level but engaging for our age group.

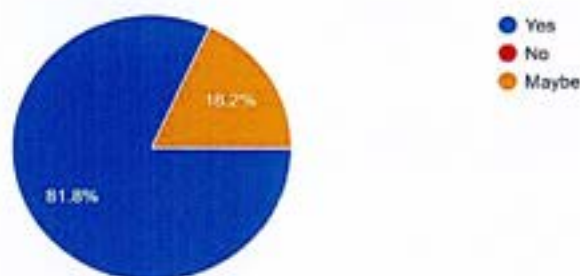
Depends on the student's ability to understand and speak English.

Teaching from Level 1 through Level 5/6 within a lesson can be complex. I don't feel like I hit all of them all the time. Things like Syllasearch for some students who have additional needs has taken a bit of the weight off.

I have put yes but I would like to learn more about how to successfully manage a writing group that needs further support and/or extension similar to on the mat with reading groups

If given the opportunity would you participate in external English professional learning?

11 responses



E tū kahikatea, hē whakapai ururoa, awhi mai awhi atu, tātou tātou e

Stand up Kahikatea, our roots intertwine, strengthening and supporting each other, we are strong together

Any other feedback or comments are welcome.

3 responses

I like the two year planning overview we have. As a year 8 kaiako this year, I have been able to work with this for about 18 months and see the coverage we are able to get over this time. Having the freedom to fill this out as a team is great but also having the example from Kim to guide us has been helpful.

In addition to this, if I were to compare the English planning we have with the Maths planning from Oxford I believe our own planning is far better for kaiako and ākonga. It is culturally responsive, able to be adapted to the ākonga in front of us no matter their backgrounds or experiences and it is very easy to differentiate for all learners. It also mirrors the planning documents we have developed for Social Science and this consistency across learning areas is great.

I would love to continue to refresh our novel sets with pukapuka that have characters representative of our ākonga and have local contexts as well as nationally or internationally significant texts. This is certainly something I can see we have started to work towards. These are texts I enjoy teaching because there is so much to teach and sink our teeth into.

I valued being part of a small group of kaiako who had the opportunity to see some of a lesson run by UC at Kirkwood. This was an explicit, teacher-led lesson on best practice for teaching comprehension through an acronym they have called POSSE. I felt affirmed in some of my teaching practices as well as challenged to be more explicit in areas. It was the type of experience where I was easily able to understand what the

teacher was doing and able to transfer some of the pedagogy into my classroom that very week. It would be great to continue to have opportunities like this in line with the new English curriculum.

Over the past few years, and specifically since working towards a microcredential in structured literacy, I have focused my classroom program on ensuring the building blocks within the English Curriculum are taught routinely. This has not only directly supported a settled learning environment, but has also paid dividends in results for spelling, reading and writing. Most of my class began with me in Year 7 achieving within Level 3 of NZC and now my class average is in early Level 5 of NZC.

Recently after some professional development from our RTLit, a service the current Government have now cut, I have implemented a program in my classroom called Partner Reading, Paragraph Shrinking. This program is 5 minutes daily at the beginning of an English lesson where students focus on fluency. I have completed pre-testing with a screening tool called Dibbels only with those students who are struggling with fluency and after 6 weeks I will retest them to see if this is making any difference. Research suggests I should see fairly good progress in this time. The reason I mention this here is that Dibbels is a screening tool which the current Government seem to be favouring at the moment as well as Partner Reading, Paragraph Shrinking being an intervention that is very manageable. I have worked alongside Kim on this and with her focus on English and my focus on students with additional needs we are keen to see what comes of this intervention.

Difficult to teach students, who have little English, how to plan and design.

I find the English long term plan a bit difficult to work with in some ways. It is much more open than what we used to do, which can be good, but it can feel a bit too open/loose.

It would be great if we had a bit more sitting underneath it, like some basic unit plan overviews, or a suggested sequence of writing topics.

On the one hand it is very prescriptive about how often things have to be taught and what needs to be done, but it doesn't then offer support with actually doing those things.

The topic headings are thoughtful, but it would be great to have some planning to go with them. One way we could do this would be planning these in our teams.

Kaiako Voice Summary

- Most English areas are being taught across many classes.
- Writing stands out as an area that Kaiako would like professional learning support.
- Most teachers are using small group teaching to support diverse learning needs.
- Most teachers (72.7%) feel able to cater to the diverse learning needs of their class, but some (27.3%) feel that they do this sometimes.
- Most (81.1%) of teachers would like to participate in external professional learning.

Summary of consultation (Kaiako, Whānau and Rangatahi voice)

- Kaiako largely feel confident in supporting and extending their students in English and most rangatahi felt challenged.
- Most parts of the English curriculum are taught in most classes regularly. However, rangatahi and kaiako voice indicates that there is inconsistency in the areas of English taught in different classes.
- Whānau find value in all areas of English.
- Whānau and rangatahi would like more time given to spelling/word study, writing, and handwriting. Whānau would also like more time given to reading comprehension.
- Rangatahi, whānau, and kaiako found value in small group teaching as one tool to cater to diverse learning needs.
- Kaiako are interested in future professional learning, particularly in writing, and possibly external.

Recommendations

- Continue to value the excellent mahi in English already underway at Kahikatea Kirkwood and the rich resources available to us here. Excellent work has been done by many people to foster communities of readers and writers in classrooms, in the library, and across the school. We are well resourced, and continuing to support this work through this period of change is essential.
- Maintain a focus on culturally responsive practice and engaging our community with topics and texts that capture their interests, challenge their perspectives, and reflect their experiences. We are well stocked with resources from overseas and will continue our focus on building our resources to promote belonging for our students.
- Work towards consistency of English teaching and learning across the school.
- A key change with the new English Curriculum is to expose all students to Year 7 and 8 knowledge, practices, and texts, regardless of where they sit with their learning. We will have to consider how we can scaffold and extend learners through this change.
- Sign up for external English professional learning in 2026, either for classroom teachers or with a lead team to complete professional learning and share knowledge back with staff.
- Consider resources or programmes to complement English teaching. This could be a full English programme, writing, reading comprehension, or a mixture.
- Retire the two-year English Curriculum. The level of detail in the new English Curriculum (Years 0–10) renders the two-year document unnecessary. During 2026, create a brief English overview for Kirkwood in response to the new curriculum.
- Consider the implications of new assessment resources on English after their rollout in 2026.

E tū kahikatea, hē whakapai ururoa, awhi mai awhi atu, tātou tātou e

Stand up Kahikatea, our roots intertwine, strengthening and supporting each other, we are strong together

- Maintain a focus on the English subject area to support our community through this period of change.
- Maintain our current Target interventions during this period of change and uncertainty.

Kiwisport Report - 2025

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of **\$3,825.32** (excluding GST).

The funding was spent on **two community youth workers** who organised lunchtime sessions to **improve the students' sports skills and confidence** to enable them to participate in organised sport.

The number of students that participated in organised sport was **approximately 250**.

Analysis of Variance 2025:

Strategic Goals:

1: Curriculum

Goal	What will we do	Who will be responsible	How will we know	When will this be completed
Our school curriculum actively reflects Te Mātaiaho and our communities priorities for their children, and local tangata whenua priorities for our school	We will continue to access PD in the refreshed curriculum to ensure our school curriculum reflects the national curriculum. We will consult with our local hapu/iwi to ensure our Mātauranga Māori reflects these priorities.	Principal Head of Curriculum Curriculum leaders MoE Principal Senior Staff Head of Māori	Mathematics PD focus Term 1 Science PD focus Term 2 English PD focus Term 3 Whānau hui held throughout year	End of 2025 End of 2025 End of 2025 On-going
May 22: The renewed Maths curriculum has been the focus of PD in this first term. In particular the use of the Ministry issued textbooks has been a subject for much discussion. Generally teachers felt well prepared due to preliminary work in 2024. June 26: Our PD focus for Term 2 has been on Science, as we await further information on the refreshed English curriculum. The Science PD has been of high quality, led by our Head of Science and based on the PD she has worked on over the last three years. August 7: This term our PD focus is on the revised English curriculum. Whilst the Year 7 and 8 part of this curriculum is still somewhat in draft, we feel confident that we have a good enough understanding to begin our work. This will be led by the Head of English and the ESOL teacher. At the same time we have our first teacher only day looking at the Maths curriculum, and supported by the MoE.				

October 16: We held a particularly successful first teacher only day in Term 3. The work was aimed at ensuring our staff have a good understanding of the changes in the Mathematics curriculum. The second day is scheduled for later in Term 4. We have also had on-going PLD in the revised English curriculum led by the Head of English and the ESOL teacher. December 11: After the draft curriculum was again revised, we were fortunate in having a teacher only day where our facilitator was able to assure us that the work we have done is not wasted. He was able to explain and demonstrate the changes and how they will impact on us. It will be very worthwhile to book in for the next two teacher only days early next year (preferable term 1 and 2). At the same time the Deputy Principal has been keeping abreast of the changes to the English curriculum. This will need to be a focus for PD in terms 3 and 4 of next year. Once the staff have a clear understanding of the refreshed curriculum it will be good to hold some form of community hui to work through our curriculum with our community.				
School leaders, Kaiako, whānau and ākonga are excited by and engaged with their local school curriculum	We will hold consultation/information evenings with our community to ensure our community has the opportunity to be engaged in the development of our curriculum.	Deputy Principal Senior staff Head of curriculum areas	Evening information held during Term 2 (Mathematics/Science) and Term 3 (English)	End of 2025
May 22: This work is scheduled to be done in Term 2. June 26: We held a very successful whanau hui where families were welcomed to our school to discuss our work so far this year. It has been suggested that we could use QR codes to analyse parent feedback – something we will look into further. August 7: We continue to work in this area. Opportunities for consultation have included our open day and night, as well as parent teacher child interviews. October 16: We have not yet held specific evening meetings as such, but consultation has happened as described above. Having clear understanding of the curriculum ourselves is essential before sharing our curriculum with parents. December 11: Again, this objective has been difficult to complete with the seemingly ever changing curriculum. I am pleased that we have not invested heavily in community consultation, as we would have had to go back to our community time and again as the national curriculum was changed. This remains an area to work on in 2026.				

Our school curriculum will be available on our website.	As our curriculum becomes more reflective of our community and the national curriculum we will publish this on our school website.	Deputy Principal: Head of Curriculum	Curriculum outlines and Assessment/reporting schedule online.	End of 2025
May 22: This remains a work in progress. Understanding and enhancing staff capability need to be the main focus at this point in the year. June 26: As above. The curriculum is still being refreshed with only the Mathematics curriculum available at present. It seems the Social Science curriculum (including Aotearoa New Zealand history) is being reviewed again. August 7: Progress from the MoE is slow, but we are working on ensuring staff understand the new curriculums that have been released. October 16: We continue to work towards this. With the speed of change completing this before the end of 2025 may prove difficult. December 11: Again, as we continue to receive updates on the national curriculum we need to focus on our own understanding and development, and then will be the better time to share with our community.				
Kaiako are clear and confident on the learning that matters within our school curriculum and access and utilise it easily with ākonga	Induction procedures will be provided to all new staff. Curricula establish the learning that is important for all, along with opportunities for student growth.	Principal Senior staff Principal Deputy Principal: Head of Curriculum Curriculum Leaders.	All new staff inducted Curricula reflective of refreshed curriculum as it is implemented	Within one month of starting. On-going
May 22: New staff have been inducted on to our school. Important policies and procedures have been gone over with all staff. The school curriculum has been shared with all staff and each of the three teams have engaged in collaborative planning. June 26: Staff continue to be aware of developments in curriculum, and PD is supporting this increase. The Deputy Principal is keeping on top of developments and ensuring the staff have access to up to date resources. August 7: As above. New staff receive an induction through their mentor teacher as appropriate. Team meetings and full staff meetings ensure all staff are aware of any developments.				

October 16: As above. Staff induction continues to happen when new staff join our school. Our school wide PLD continues to be ably led by the DP, and is focused on ensuring staff are fully aware of where our school is going. December 11: This continues to be an area where on-going developments require us to adapt our processes. Staff continue to receive high quality PLD and new staff continue to be inducted into our school.				
We have established systems and processes to measure and report on individual and school wide student progress with respect to our local curriculum	As new curricula comes on line the school will re examine assessment procedures to ensure they remain fit for purpose.	Principal Deputy Principal: Head of Curriculum Assistant Principal: Head of Assessment Curriculum Leaders	Assessment schedule and methods updated as new curricula are implemented.	On-going
May 22: The school has developed an annual assessment and reporting plan. As we become more familiar with new curriculum areas we will adjust our assessment and reporting methods appropriately. Of particular interest is the government's desire to move away from E-Assle, which we have used for our Student target and Board reporting for the past few years. The Ministry is developing a new tool to use, or schools can choose to use PAT's (Progressive Achievement Tests), which are tests we have used in the past. The school will need to decide which tool we should use moving forward. We are able to use E-Assle for the remainder of this year. June 26: At my recent conference the Minister of Education explained that the new test to replace e-Assle is currently out for consideration. Because of this delay, schools may, if they wish, use e-Assle in 2026, or choose to use PAT's, or, if it's ready, use the new tool. Senior staff will make a recommendation for 2026 in due course. Meanwhile our assessment continues as per our schedule. August 7: Mid year reports to whanau have gone home. Parent teacher child interviews for mid-year have been held. Interestingly in some Year 8 classes the number of parents seeking interviews has noticeably declined. Staff have discussed this. We think it may be that parents in Year 8 have had many previous opportunities and feel comfortable with their child's progress. The Board will receive the mid-year achievement reports at the August meeting. October 16: End of Term 3 reports – based on the school values – have gone home. Staff have been busy working on school wide data collection to inform the Board of progress through our curriculum review/student target reporting cycle. December 11: End of year reports will be provided to all parents in line with our procedures. Work on renewing our assessment programme and process will need to be undertaken in 2026 to ensure we comply with new requirements.				

2: Student Achievement:

Goal	What we will do	Who will be responsible	How will we know	When will this be completed
All students are achieving success across the school curriculum	Ensure all Kaiako are aware of school expectations regarding planning and assessment through team and staff meetings	Deputy Principal Team leaders	Regular staff and team meetings – minutes circulated.	On-going
	Ensure our curriculum is engaging for akonga through student surveys	Deputy Principal Team leaders	Survey students in Term 2 regarding curriculum.	Term 2
	Through peer coaching ensure Kaiako are using targeted teaching and formative assessment	Counsellor	Student surveys through curriculum reports.	Term 3
	Ensure whanau are given the information they need to be engaged in their children's learning.	Deputy Principal Sample of staff to begin with	Implement peer coaching and report to Principal.	End of 2025
		Deputy Principal Senior staff Heads of curriculum	Curriculum presentations to community on new Mathematics and English curriculums.	During Term 3 and Term 4
May 22: Regular staff and team meetings continue. Professional development has looked at Mathematics in Term 1 and is focused on Science this term. Parent teacher interviews have been held in Term 2 following reports going home at the end of Term 1. June 26: Staff PD, as well as team and staff meetings have continued as per schedule. August 7: Meetings have continued as per schedule. PD has continued as per schedule. English will be the focus for this term. October 16: Student, staff and whanau surveys have taken place in the curriculum review areas for this year. Information on this will be presented to the Board in the regular end of year reports. December 11: Reviews of English, Mathematics and Māori and Pasifika student achievement have been presented to the Board. These reports show pleasing progress in most areas, and reflect the work of staff across the year.				

Clear assessment planning with shared expectations.	Year plan established and reviewed This plan shared with community	Principal Deputy Principal Assistant Principal Curriculum leaders.	Year plan established Assessment plan on website	End of Term 1 End of Term 2
May 22: A comprehensive assessment plan has been developed and shared with the staff. With further changes to the national curriculum, and a changing focus from the government and Ministry towards assessment this plan will need to remain fluid. June 26: Assessment continues as per schedule with written reports going home at the end of this term. The Whanau hui provided a great opportunity for parents to visit classrooms and talk informally with staff about their child's work and progress. August 7: Assessment has continued in line with our annual schedule. Reports to parents went home at the end of Term 2. October 16: Assessment has continued in line with our assessment plan. Staff are preparing school wide reports, and later this term will complete the final, end of year reports to parents and whanau. December 11: The Board has received assessment information as expected through the assessment plan. Parents have also received (or will receive) assessment information for their children as expected.				
Twice yearly (minimum) reporting to whānau	Review reporting to parents format with the community.	Principal Deputy Principal Assistant Principal Classroom teaching staff.	Reporting format discussed via whānau hui and through Parent Interviews.	On-going
May 22: As part of our regular reporting schedule we have reported to parents on how their children have settled into our school and their work habits and key competencies. At the same time results of standardised testing have been shared and interviews held. June 26: Our mid year reports are due to go home tomorrow. These will be followed up by parent teacher child interviews early in Term 3. August 7: Parent teacher child interviews have been held at the beginning of Term 3. Attendance at these meetings varied, with some Year 8 classes reporting fewer attendees than expected. October 16: Values reports have gone home at the end of term 3. End of year reports will be completed later this term. The school has asked for feedback on the report format. December 11: End of year reports will be provided to parents and whanau through the Hero app in line with school procedures.				

Timely reporting to Board and community	Reporting as per assessment schedule.	Principal Deputy Principal Assistant Principal Curriculum leaders.	Reports home as per schedule Reporting to Board as per schedule	On-going 2025
May 22: The Board has received school wide reports as per the assessment schedule. June 26: The Board will receive mid-year reports regarding student progress at the next Board meeting. August 7: The Board will have received mid-year target reports at the August meeting. October 16: This continues in line with the assessment schedule. December 11: As above, the Board has received all reports expected under the assessment procedure.				
Clear guidelines to identify those akonga who are not achieving. Clear plans to enhance these akonga's achievement	Review school-wide assessment to establish Target groups. Develop plans to accelerate learning of these groups. Report to Board and community.	Principal Deputy Principal Assistant Principal All staff	Target groups established and shared with staff Plans developed in teams and shared with all staff. Report to Board twice per year.	End of Term 1 End of Term 1 Term 1 and Term 4
May 22: Student target groups have been established, testing done, and plans made at class and team level. June 26: Team meetings regularly look at the progress of our target students. Effective teaching strategies are shared. August 7: The Board will receive reports on target students at the next meeting. October 16: The Board will receive the school wide reports at our next meeting. December 11: The school identified groups who either were not achieving as expected or who may have been. The school implemented strategies to support these children and has reported to the Board through our curriculum reviews and our Māori and Pasifika student achievement reports.				

3: Learning Environment:

Goal	What we will do	Who will be responsible	How will we know	When will this be completed
A welcoming environment where all feel welcome and valued. A safe place – physically, emotionally, culturally – for all	School refurbishment finished and new school renamed and blessed.	Principal Senior Staff	Re-opening ceremony held	2025
	PB4L focus on school values as cornerstone of school behaviour.	Head of PB4L All staff	PD on PB4L continues Values displayed, managed and valued.	On-going On-going
	Continue development of Pause Breathe Smile.	All staff Counsellor	Evidence seen in classrooms	On-going
May 22: Work on PB4L continues – the continuation of the tohu reward system has been of value to the school. Reinforcing values seems to be having a positive effect. Pause Breathe Smile is being used in some classrooms, but with the current cohort it is not seen as a priority by many staff. Work on the school refurbishment is nearing completion. June 26: The builders have left, the fences are down, our school seems whole again. There are still on-going issues to look at, but we are certainly in a much better place. August 7: Our school values are prominently on display as one enters the school admin area. The school feels very settled now the builders have gone. We are still having some work completed – eg the Hall curtains need the track replaced. October 16: We had some work done over the recent holiday break, but are still waiting for some finishing touches. The school does have a very nice feel, and we are receiving many compliments from people who have visited both before and after our refurbishment. December 11: The school refurbishment was completed, more or less, this year. The school feels like a safe and welcoming place. PB4L has continued to be a focus and will remain so going forward to 2026. Pause Breathe Smile has been adopted in part by a number of classrooms.				

A School that acknowledges and reflects the specialness of our mana whenua. A school that places itself within our cultural narrative and is culturally appropriate in all we do.	Landscaping and naming of school facilities reflects cultural narrative.	Principal Board Head of Māori Property staff	Re-opening ceremony held	2025
	Focus on enhancing staff and student knowledge of local tikanaga me te reo Māori	Principal Senior Staff Head of Māori	Develop landscaping plan	2025
			Year 7 camps Technology programme Social Science Curriculum Kapa haka Ropu Teacher PD, Appraisal and registration.	On-going 2025

May 22: It may be worthwhile to have an “official” reopening of our school. As a Board we should consider the best way to do this. After the builders have left it would be good to develop a landscaping plan that enhances our environment and uses plantings that are native to this area. We continue to develop our skills and knowledge in te reo me te Ao Māori, through team and staff meetings, the Social Science and EOTC curriculum.

June 26: Landscaping by the office entrance has been completed. I would like to thank all involved in this part of the project – it has certainly enhanced our entry area.

August 7: As a school we continue to involve te reo and te Ao Māori in our planning and in use across our school. The values displayed on the entrance reinforces our commitment to this aspect of our school life.

October 16: We continue to focus on te ao me te reo Māori across the school. We recently celebrated to wiki o te reo Māori including taking a group into town to celebrate. We were the only school to do this, despite the invitation being sent city wide. The school featured in the paper and on video news in a very positive way.

December 11: The Board has recently committed to ensuring the school values and respects the commitment under te Tiriti o Waitangi. This commitment has been circulated to the wider community. The treaty underpins all we do and is a visible indicator of our commitment to recognising, acknowledging and enhancing our mana whenua.

Strategic Goals

4: Attendance

Goal	What we will do	Who will be responsible	How will we know	When will this be completed
To have 80% of our students attending 90% of the time.	Develop STAR as a tool for the school to use to improve attendance.	Board Senior Management	STAR tool developed and approved by Board	Term 2 2025
	Emphasise importance of attendance with community.	Senior Management and staff.	More regular attendance Newsletter notices	On-going
	Focus on attendance at team and pastoral care meetings.	All staff	Through team and pastoral care minutes	On-going
	Termly reports to the Board	Principal	Reports presented on termly basis.	On-going
May 22: The Board will receive the "Every day Matters" Term 1 report which shows a significant improvement in attendance. The school continues to discuss student absence, and investigates any concerning student absence. June 26: Senior staff are continuing to develop the STAR strategy as required by the MoE – this is due to be in place by Term 1 2026, and will be shared with the Board for comment, most likely in Term 3. August 7: Student Attendance continues to be a focus at weekly pastoral care meetings, and at team meetings. It is clear that staff have a very good understanding of why students are absent. We have a small number who have significant attendance issues, and have involved attendance services with a number of these students, often without a lot of success. The vast majority of our absences are the result of health issues and holidays. Senior staff will be working on the Star programme at the retreat day in August.				

October 16: The Board has seen the work completed by senior staff in regard to the STAR strategy. This is being implemented across the school. Term 3 was one of our lowest attendances in recent years, but I believe this was city wide (probably country wide really) and beyond our control. We continue to make attendance a focus and will continue to do so.

December 11: The school has developed an Attendance management plan and will actively participate in any requirements specified by the Ministry of Education. The changing of attendance services has meant a significant period without any support.