



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:

6978

Principal:

Julie Cowan

School Address:

Scotsmoor Drive, Wattle Downs, Auckland 2103

School Phone:

09 269 0069

School Email:

office@reremoana.school.nz

Accountant / Service Provider:

Schooled Limited



Reremoana School

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Emma Saxon	Presiding Member	Elected September 2025	September 2028
Julie Cowan	Principal	Ex officio	
Olivia Marks	Parent Representative	Re-elected September 2025	September 2028
Govind Shaw	Parent Representative	Co-Opted In September 2025	September 2028
Martin Bienvenu	Parent Representative	Elected September 2025	September 2028
Alisha Hunter	Staff Representative	Elected September 2025	September 2028
Adam Manukau	Presiding Member	Elected September 2022	September 2025
Renee Maxwell	Parent Representative	Elected September 2022	September 2025
Janine Baker	Parent Representative	Co-Opted October 2023	September 2025
Sarah Hutchison	Staff Representative	Elected Oct 2023	September 2025

REREMOANA SCHOOL

Annual Report - For the year ended 31 December 2025

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Reremoana School

Statement of Responsibility

For the year ended 31 December 2025

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

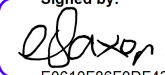
The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

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.

Emma Saxon

Full Name of Presiding Member

Signed by:

E0610E86E0DE43E
Signature of Presiding Member

30 June 2026
Date

Julie Cowan

Full Name of Principal

Signed by:

61C09E9F34E8427...
Signature of Principal

30 June 2026
Date

Reremoana 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	4,755,475	4,256,147	4,582,750
Locally Raised Funds	3	241,943	191,100	319,406
Interest		13,227	25,000	36,525
Total Revenue		5,010,645	4,472,247	4,938,681
Expense				
Locally Raised Funds	3	110,659	87,900	153,439
Learning Resources	4	3,238,740	2,805,088	3,029,519
Administration	5	307,478	303,149	317,180
Interest		4,396	4,224	3,588
Property	6	1,343,085	1,371,679	1,449,010
Loss on Disposal of Property, Plant and Equipment		337	-	-
Total Expense		5,004,695	4,572,040	4,952,736
Net Surplus / (Deficit) for the year		5,950	(99,793)	(14,055)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		5,950	(99,793)	(14,055)

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

Reremoana 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		879,815	879,815	893,870
Total comprehensive revenue and expense for the year		5,950	(99,793)	(14,055)
Contribution - Te Mana Tūhono		8,219	-	-
Equity at 31 December		893,984	780,022	879,815
Accumulated comprehensive revenue and expense		893,984	780,022	879,815
Equity at 31 December		893,984	780,022	879,815

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Reremoana School

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	173,809	12,781	154,209
Accounts Receivable	8	289,119	226,577	226,577
GST Receivable		22,283	22,085	22,085
Prepayments		19,863	16,224	16,224
Investments	9	250,000	201,185	301,185
		755,074	478,852	720,280
Current Liabilities				
Accounts Payable	11	306,863	269,162	269,162
Revenue Received in Advance	12	300	-	-
Provision for Cyclical Maintenance	13	14,850	105,172	109,535
Finance Lease Liability	14	21,336	20,052	23,061
Funds held for Capital Works Projects	15	150,531	-	64,672
		493,880	394,386	466,430
Working Capital Surplus/(Deficit)		261,194	84,466	253,850
Non-current Assets				
Property, Plant and Equipment	10	725,230	747,720	734,116
		725,230	747,720	734,116
Non-current Liabilities				
Provision for Cyclical Maintenance	13	72,660	11,505	77,440
Finance Lease Liability	14	19,780	40,659	30,711
		92,440	52,164	108,151
Net Assets		893,984	780,022	879,815
Equity		893,984	780,022	879,815

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

Reremoana School

Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		1,016,763	905,507	895,080
Locally Raised Funds		243,693	191,100	333,023
Goods and Services Tax (net)		(198)	-	1,970
Payments to Employees		(658,962)	(636,340)	(596,534)
Payments to Suppliers		(602,670)	(536,738)	(565,403)
Interest Paid		(4,396)	(4,224)	(3,588)
Interest Received		13,668	25,000	38,596
Net cash from/(to) Operating Activities		7,898	(55,695)	103,144
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(100,260)	(98,000)	(262,040)
Proceeds from Sale of Investments		51,185	100,000	270,005
Net cash from/(to) Investing Activities		(49,075)	2,000	7,965
Cash flows from Financing Activities				
Finance Lease Payments		(25,081)	(23,061)	(23,310)
Funds Administered on Behalf of Other Parties		85,858	(64,672)	64,672
Net cash from/(to) Financing Activities		60,777	(87,733)	41,362
Net increase/(decrease) in cash and cash equivalents		19,600	(141,428)	152,471
Cash and cash equivalents at the beginning of the year	7	154,209	154,209	1,738
Cash and cash equivalents at the end of the year	7	173,809	12,781	154,209

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.

Reremoana School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

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

Recognition of grants

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

c) Revenue Recognition**Government Grants**

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Investments

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

h) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10 - 20 years
Furniture and Equipment	3 - 10 years
Information and Communication Technology	3 - 5 years
Intangible Assets	3 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 student funds received 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.

m) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

n) Funds held for Capital works

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

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

o) 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 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.

p) 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.

q) 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.

r) Budget Figures

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

s) 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.

[UNCLASSIFIED]

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	1,029,605	905,507	892,264
Teachers' Salaries Grants	2,631,807	2,225,539	2,491,325
Use of Land and Buildings Grants	1,094,063	1,125,101	1,199,161
	<u>4,755,475</u>	<u>4,256,147</u>	<u>4,582,750</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	43,483	48,000	49,647
Fees for Extra Curricular Activities	83,599	64,000	132,449
Trading	15,660	18,000	16,561
Fundraising and Community Grants	99,201	61,100	120,749
	<u>241,943</u>	<u>191,100</u>	<u>319,406</u>
Expense			
Extra Curricular Activities Costs	81,455	64,400	123,874
Trading	946	4,000	4,263
Fundraising and Community Grant Costs	28,258	19,500	25,302
	<u>110,659</u>	<u>87,900</u>	<u>153,439</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>131,284</u>	<u>103,200</u>	<u>165,967</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	17,266	22,700	47,396
Information and Communication Technology	23,703	21,800	26,298
Employee Benefits - Salaries	3,032,748	2,604,292	2,823,166
Staff Development	32,787	38,600	21,317
Depreciation	129,080	114,396	108,912
Other Learning Resources	3,156	3,300	2,430
	<u>3,238,740</u>	<u>2,805,088</u>	<u>3,029,519</u>

[UNCLASSIFIED]

5. Administration

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	11,513	11,590	11,590
Board Expenses	12,669	9,000	11,112
Other Administration Expenses	63,691	58,480	63,086
Employee Benefits - Salaries	198,999	205,791	213,703
Insurance	8,386	8,538	8,209
Service Providers, Contractors and Consultancy	12,220	9,750	9,480
	307,478	303,149	317,180

6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	55,151	54,605	58,176
Cyclical Maintenance	18,535	39,237	18,074
Heat, Light and Water	43,395	39,000	39,328
Repairs and Maintenance	26,633	19,100	23,771
Use of Land and Buildings	1,094,063	1,125,101	1,199,161
Employee Benefits - Salaries	55,746	51,796	56,606
Other Property Expenses	49,563	42,840	53,894
	1,343,085	1,371,679	1,449,010

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

7. Cash and Cash Equivalents

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	173,809	12,781	154,209
Cash and cash equivalents for Statement of Cash Flows	173,809	12,781	154,209

Of the \$173,809 Cash and Cash Equivalents \$150,531 is subject to restrictions for the following reasons:

\$150,531 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 15.

[UNCLASSIFIED]

8. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	1,411	2,865	2,865
Receivables from the Ministry of Education	19,856	-	-
Interest Receivable	1,704	2,145	2,145
Teacher Salaries Grant Receivable	266,148	221,567	221,567
	<u>289,119</u>	<u>226,577</u>	<u>226,577</u>
Receivables from Exchange Transactions	3,115	5,010	5,010
Receivables from Non-Exchange Transactions	286,004	221,567	221,567
	<u>289,119</u>	<u>226,577</u>	<u>226,577</u>

9. Investments

The School's investment activities are classified as follows:

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	250,000	201,185	301,185
Total Investments	<u>250,000</u>	<u>201,185</u>	<u>301,185</u>

[UNCLASSIFIED]

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	398,316	-	(122)	-	(28,527)	369,667
Furniture and Equipment	195,191	24,547	(215)	-	(37,883)	181,640
Information and Communication Technology	65,757	80,952	-	-	(34,256)	112,453
Leased Assets	51,997	12,426	-	-	(25,231)	39,192
Library Resources	22,855	2,979	(373)	-	(3,183)	22,278
	734,116	120,904	(710)	-	(129,080)	725,230

The net carrying value of furniture and equipment held under a finance lease is \$39,192 (2024: \$51,997)

Restrictions

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

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	571,498	(201,831)	369,667	574,411	(176,095)	398,316
Furniture and Equipment	682,383	(500,743)	181,640	678,062	(482,871)	195,191
Information and Communication Technology	325,639	(213,186)	112,453	392,718	(326,961)	65,757
Intangible Assets	3,997	(3,997)	-	3,997	(3,997)	-
Leased Assets	142,751	(103,559)	39,192	130,326	(78,329)	51,997
Library Resources	71,940	(49,662)	22,278	70,106	(47,251)	22,855
	1,798,208	(1,072,978)	725,230	1,849,620	(1,115,504)	734,116

11. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	16,667	27,728	27,728
Accruals	12,032	11,590	11,590
Banking Staffing Overuse	7,015	-	-
Employee Entitlements - Salaries	266,148	221,567	221,567
Employee Entitlements - Leave Accrual	5,001	8,277	8,277
	306,863	269,162	269,162
Payables for Exchange Transactions	306,863	269,162	269,162
	306,863	269,162	269,162

The carrying value of payables approximates their fair value.

[UNCLASSIFIED]

12. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other revenue in Advance	300	-	-
	<u>300</u>	<u>-</u>	<u>-</u>

13. Provision for Cyclical Maintenance

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	186,975	77,440	168,901
Increase to the Provision During the Year	18,535	39,237	18,074
Use of the Provision During the Year	(118,000)	-	-
Provision at the End of the Year	<u>87,510</u>	<u>116,677</u>	<u>186,975</u>
Cyclical Maintenance - Current	14,850	105,172	109,535
Cyclical Maintenance - Non current	72,660	11,505	77,440
	<u>87,510</u>	<u>116,677</u>	<u>186,975</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's 10 Year Property Plan.

14. Finance Lease Liability

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

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	23,993	20,052	26,725
Later than One Year	31,882	40,659	43,865
Future Finance Charges	(14,759)	-	(16,819)
	<u>41,116</u>	<u>60,711</u>	<u>53,772</u>
Represented by			
Finance lease liability - Current	21,336	20,052	23,061
Finance lease liability - Non current	19,780	40,659	30,711
	<u>41,116</u>	<u>60,711</u>	<u>53,772</u>

[UNCLASSIFIED]

15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9, and includes retentions on the projects, if applicable.

	2025	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
Carpet and Wall Covering Replacement (250909)		64,672	10,731	(75,403)	-	-
Roof Replacement and Targeted Repairs (2508008)		-	221,724	(80,326)	-	141,398
Remediation of Swale Drainage (250810)		-	11,961	(2,828)	-	9,133
Totals		64,672	244,416	(158,557)	-	150,531

Represented by:

Funds Held on Behalf of the Ministry of Education	150,531
Funds Receivable from the Ministry of Education	-

	2024	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
Carpet and Wall Covering Replacement (250909)		-	66,877	(2,205)	-	64,672
Totals		-	66,877	(2,205)	-	64,672

Represented by:

Funds Held on Behalf of the Ministry of Education	64,672
Funds Receivable from the Ministry of Education	-

16. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the School would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

17. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
Board Members Remuneration	3,260	3,326
Leadership Team Remuneration	547,939	520,967
Full-time equivalent members	4	4
Total key management personnel remuneration	551,199	524,293

There are 7 members of the Board excluding the Principal. The Board had held 8 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	160 - 170	160 - 170
Benefits and Other Emoluments	1 - 5	1 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	7	7
110 - 120	1	2
120 - 130	3	1
	11	10

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

18. Compensation and Other Benefits Upon Leaving

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

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

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

20. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of \$150,531 (2024:\$64,672) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment
	\$
Roof Replacement and Targeted Repairs (2508008)	141,398
Remediation of Swale Drainage (250810)	9,133
The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.	

(b) Operating Commitments

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

21. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cash and Cash Equivalents	173,809	12,781	154,209
Receivables	289,119	226,577	226,577
Investments - Term Deposits	250,000	201,185	301,185
Total financial assets measured at amortised cost	712,928	440,543	681,971

Financial liabilities measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Payables	306,863	269,162	269,162
Finance Leases	41,116	60,711	53,772
Total financial liabilities measured at amortised cost	347,979	329,873	322,934

22. 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 Reremoana Primary School's Financial statements For the year ended 31 December 2025

RSM Hayes Audit

Level 19, 125 Queen Street,
Auckland CBD, Auckland 1010

T +64 (9) 367 1656

www.rsmnz.co.nz

The Auditor-General is the auditor of Reremoana Primary School (the School). The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of RSM New Zealand Audit, to carry out the audit of the financial statements of the School.

Qualified Opinion

We have audited the financial statements of the School on pages 1 to 18, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, except for the matter described in the Basis for qualified opinion section of our report, the financial statements of the School:

- present fairly, in all material respects:
 - the School's financial position as at 31 December 2025; and
 - the financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 30 June 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 Qualified Opinion

Our audit opinion for the year ended 31 December 2024 was qualified. The School has an obligation to the Ministry of Education to keep land and buildings in good condition. The Statement of Financial Position included a provision for cyclical maintenance in support of this obligation which totalled \$186,975 in 2024. The School could not provide sufficient appropriate evidence to support the provision during the prior year's audit. There were no other practical audit procedures we could have performed to determine the reasonableness of the provision. As a result, we were unable to determine whether any adjustments to the provision were necessary.

Our opinion on the current year's financial statements is also modified because of the possible effects of the matters above on the comparability of the current year's figures and the corresponding figures. Cyclical maintenance provision is disclosed in note 13 of the financial statements. No such qualification was issued in respect of the cyclical maintenance provision under the direct control of the Board for the year ended 31 December 2025.



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 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 the Members of the Board, Strategic Plan, Te Tiriti o Waitangi, Compliance with Education and Training Act 2020 requirements to be a good employer, and Health and Physical Education. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Members of the Board, Strategic Plan, Te Tiriti o Waitangi, Compliance with Education and Training Act 2020 requirements to be a good employer, and Health and Physical Education.

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

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

Independence

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

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

A handwritten signature in black ink, appearing to read 'Brendan Lyon', written over a light blue grid background.

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





Strategic Plan 2024 -2025

Including 2025 annual plan

Presiding Member of Board: Adam Manukau

Principal: Julie Cowan

Vision & Mission statement

Learn, Grow, Succeed

E ako, E tipu, E tū!

At Reremoana School we:

- Learn to learn and learn together*
- Nurture wellbeing and growth*
- Aspire to succeed and make a difference*



***“Na te puna ko te awa. Na te awa ko te
moana. Ka rere te moana, he ara ki te ao.”***

Reremoana Kura.

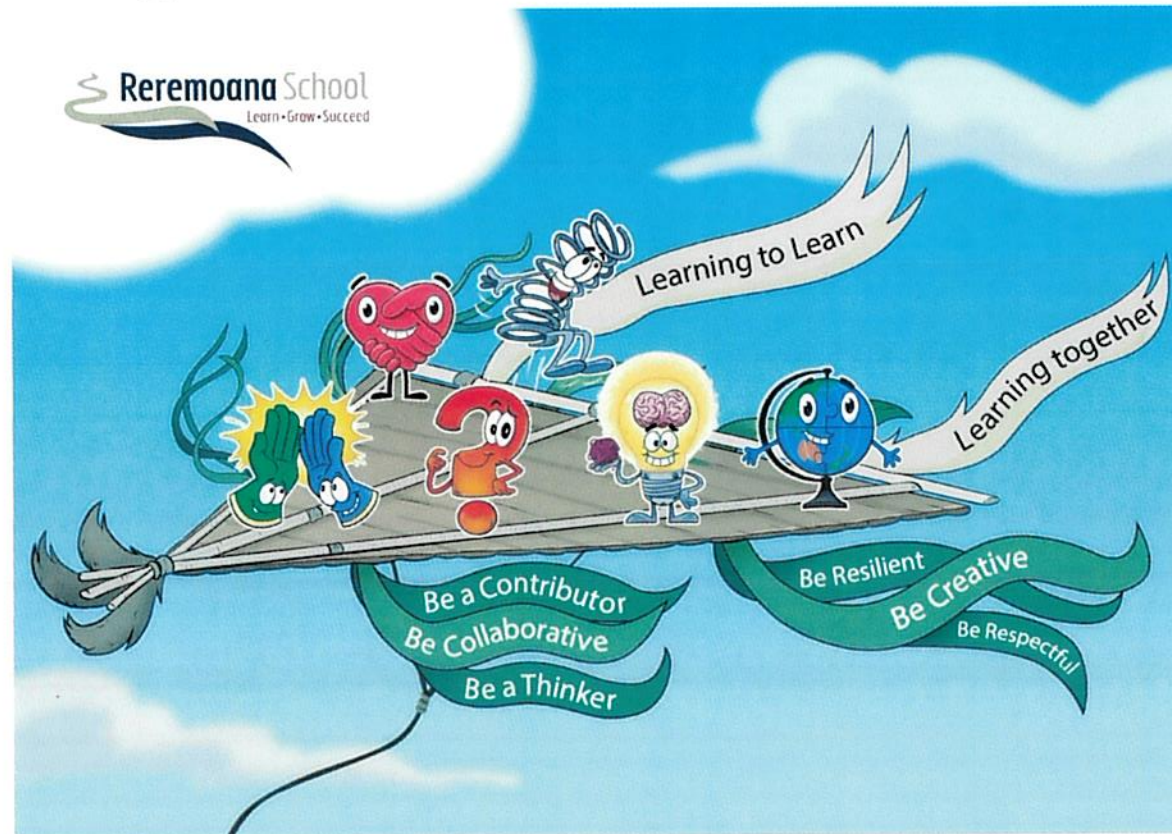
***“From the spring comes the river. From the river comes the sea.
The sea flows as a pathway to the world.”***

Reremoana School.

Whakatauki from Wiremu Manaia

Language of Learning

The Language of Learning forms the heart of our local curriculum and our values are woven through it. Each element is broken into the skills to teach and learn and the attitudes and values to encourage





Be Creative

- Wonder and ask questions
- Generate innovative ideas
- Imagine possibilities
- Solve Problems
- Synthesise ideas and information to create something new

"Curious Exploration"



Be Resilient

- Take responsibility for managing myself
- Set goals and make plans
- Use my initiative and motivation to get things done
- Accept and learn from mistakes
- Have a 'Can Do' attitude to challenge and change

"Bounce Back"



Be Respectful

- Care for myself
- Care for others
- Care for the environment

"Consider my Choices"



Be a Contributor

- Find ways to contribute and take action
- Participate positively
- Understand the rights and responsibilities of cyberspace

"Do Good Because Good is Good to Do"



Be a Thinker

- Make Connections
- Investigate and Analyse
- Decide, Argue and Form Opinions
- Reflect
- Think about my thinking

"Thoughtfully Critical"



Be Collaborative

- Take an active role in a team
- Accept diversity and difference
- Show leadership
- Negotiate and compromise when needed
- Deal with conflict situations appropriately

"Team Work makes the Dream Work"

Consultation

Community Consultation

Our current strategic goals were developed in 2021 after community consultation throughout 2020. Through online surveys, face to face meetings, whānau hui, staff meetings and student voice collection. Our data helped us identify 3 themes - self managing learners, wellbeing/hauora and partnership. We did a further community survey in 2023 to seek feedback on our goals and progress. our progress so This helped identify our next steps and spaces we needed to prioritize (or communicate better to our community). While a wide and diverse number of views and thoughts were collected in all our consultation (reflecting our diverse community) common themes were able to be identified and have been used to write this plan.

Consultation with Iwi

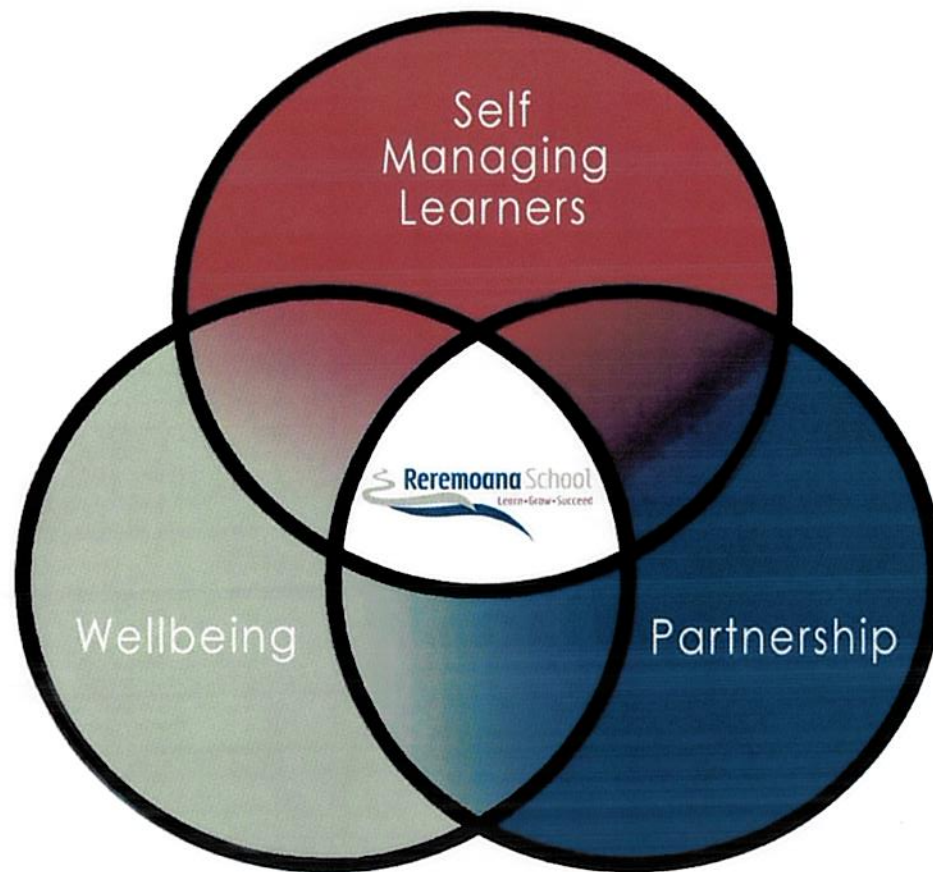
Whiria te tangata underpins the mahi that our kāhui ako does alongside iwi.

Alfriston Kāhui Ako has established a relationship with local iwi (Ngāti te Ata & Ngāti Tamaoho) based on reciprocity. The building of this relationship has taken time and it is important for our kāhui to offer service to our iwi. Consultation with iwi takes place at the kāhui level through our Ngā Manu Taiko network. It is through this relationship that we are gaining an understanding of how they view the relationship between our Kāhui Ako kura and iwi specifically relating to their aspirations for ākonga. Ngati Tamaoho also came to Reremoana School and presented their Education Strategic plan to teachers and board members. Board and leadership then discussed areas of alignment and how the school strategic plan supports the aims of Ngati Tamaoho.

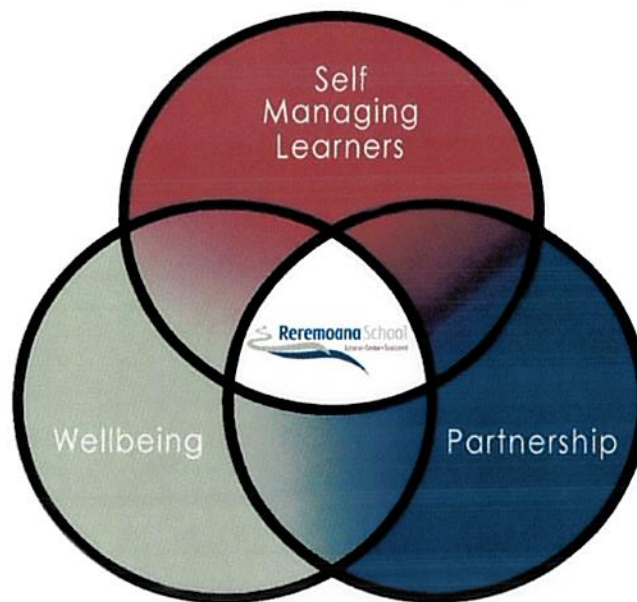
Iwi have indicated two areas they seek to have our Kāhui Ako schools focus on over the next three years.

1. Accurate and authentic teaching of local iwi kōrero and purakau.
2. Highlight success for our ākonga Māori that is broader than just academic success. Eg: kaitiakitanga

Themes for direction 2021-2025



Strategic goal: To develop learning focused environments that grow engaged, confident and self managing learners



Strategic goal: To build the knowledge and skills to support the cornerstones for wellbeing/hauora for all akonga

Strategic goal: To work in partnership with our community to improve learning outcomes for all akonga

2025 Annual Goals (and some key actions) - DRAFT

Annual goals that link to Self Managing Learners, Hauora and Partnership:

- Refine leadership structure
 - Leading by Learning PLD for all leaders and practice

Self Managing Learners specific annual goals:

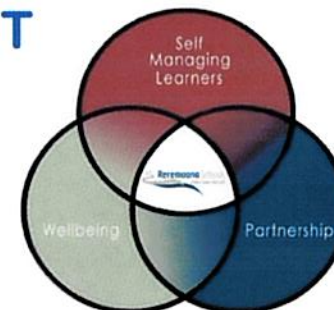
- Strengthen sustainability model for developing akonga agency (including AFL strategies)
 - Link to science of learning
- Build curriculum familiarisation and teacher understanding of English and Mathematics curriculum areas
 - Implement structured literacy in Year 4-6 (University of Canterbury trial is an action under this, include Y 7/8)
 - Maths curriculum (PLD, resources) - making sure the resource doesn't become the programme etc)
 - Teams will set targets to improve engagement and achievement in literacy or maths

Hauora specific annual goals:

- Introduce the Mitey approach to mental health education school wide
 - Integration with PB4L systems

Partnership specific annual goals:

- Continue to develop connections with iwi (Ngāti Tamaoho, Ngāti Te Ata, Te Akitai Waioahua)
 - Kahui Ako workstream
 - Relationship with Reremoana descendants
- Extend partnership with parent community
 - whanau engagement across cultures/ethnic groups
 - Curriculum information for community - reporting and familiarization
- Implement refreshed curriculum in a way that demonstrates our commitment to honour Te Tiriti
 - Build upon Niho Taniwha PLD



Goals and Key Actions	Who	Resources required	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (what have we achieved? What does the data say?)	Analysis/Evaluation (how well did it work? did it make enough difference?)
Refine leadership structure -Leading by Learning PLD for all leaders -Provide time for practicing conversations in leadership meeting -Reflect on and monitor balance between hauora & ako -Consider an externally facilitated LBL refresher for all staff	SLT	Funding for PLD and release time	-Voice is collected and acted on/responded to (around balance) -LBL language is commonly used -Time is allocated to LBL conversations in team meetings -Leaders feel confident having conversations using LBL strategies -Issues are dealt with promptly and with a curious mindset	All leaders have had LBL training and are using strategies regularly - becoming default ways of approaching conversation - including with parents Talking about being curious as a habit	Helping identifying the actual problem that requires solving Curiosity rather than frustration is creating a more positive, supportive culture
End of Year Summary			Next Steps		
Having team leaders with different foci works well however need to continue to monitor balance to ensure fairness of responsibility and workload - this requires some flexibility Having external PLD for new leadership members is a commitment that ensures fidelity of the approach			Need more deliberate opportunities to 'practice' LBL conversation skills to embed and keep skills fresh		

Self managing learners

Strategic goal: To develop learning focused environments that grow engaged, confident and self managing learners

- *Akonga* know where they are in their learning, what they are learning and how it connects to their lives and how they can contribute to their learning pathway*
- *Learning environments support students to take risks in their learning and to feel both challenged and supported*
- *Students are specifically taught how to learn and supported to become more self-directed in their learning*

NELP priorities: 2, 3, 4, 6

Developing self-regulation has a positive impact on student achievement: self-regulating students enjoy higher “academic achievement than non-self-regulating students, even when students are disadvantaged” (de Corte, 2010, p.51).’

Supports all aspects of Language of Learning

*Akonga (noun) student, pupil, learner

2024 Annual goals:

- Strengthen sustainability model for developing akonga agency (including AFL strategies)
- Implement Curriculum Refresh documents and support materials as finalised
- Teams will set targets to improve engagement and achievement in literacy or maths

By the end of 2024 we expect to see: (evidence, data - links to strategic goal success criteria)

- Consistent AFL practice across the school and progress on Teacher Capability Matrix
- Draft model of akonga-directed learning constructed and used (with iterative review)
- Teachers have further unpacked of Curriculum Refresh documentation through staff meetings and Teacher Only Days
- Teams have accelerated learning to achieve targets

			Successful? What data will be collected? What will the data tell us?)	What data say?)	(What difference?)
Strengthen sustainability model for developing Akonga agency including AFL strategies) Link to science of learning (explicit teaching, identity with subject) Explore a framework with consistent language that supports students self assessment and self-reporting	SLT & Ako Tls	Time for PLD	Collect & analyse asttle relationship with maths data Teacher voice around confidence of understanding of science of learning informs professional development and support Draft framework for self assessment and self-reporting drafting	Supports around AFL - including staff are missing Change of curriculum impacting on AFL More explicit teaching in some places Due to curriculum changes not ready to have self assessment and reporting as still needing external assessment tools Didn't collect asttle relationship data - with e-asttle going - develop our own survey to measure subject relationship using scale (unless SMART tool) Science of Learning understanding has been overtaken by pressure of doing the BSLA/PLD etc	This took a back seat to the actual maths and English content due to the size of what needed to be taught. Teachers need to be knowledgeable around the content first in order to apply AFL strategies. Akongia agency requires teachers to firstly be familiar with progressions of curriculum. A year by year focused curriculum changes the purpose of learner progressions.
Lead curriculum familiarisation and teacher understanding of English and Mathematics curriculum areas Implement structured literacy in Year 4-8 For 0-3 teachers upskill and strengthen A practice Maths curriculum (PLD, Oxford resources) - making sure the resource doesn't become a programme etc) Teams will set targets to improve engagement and achievement in literacy math Implement tier 2 structured literacy programme	SLT, Ako Tls, All teachers	PLD Funding	Gather teacher feedback after curriculum PLD in order to support further (based on MoE curriculum development survey) Teachers have completed structured literacy micro-credential Teachers have attended MoE curriculum days, Maths leaders have attended Oxford and TLF PLD and shared back with rest of teaching team Targets have been set, worked towards and data analysed against targets	All teachers have done BSLA training 2 Maths TOD completed Some Oxford PLD completed - of limited use. Teachers are using the tools. Confident that Oxford was still the right choice (compared to other options from other school feedback) TLF PLD being used in classes. Cohort entry is helping with implementing new curriculum Junior assessment handbook created that has been useful to guide teachers - BSLA	Need to continue to remind ppl to start and return to curriculum not just the tool eg Oxford or BSLA Next step to consolidate maths overview and bring TLF pedagogy through all maths planning Oxford needs to be approached as a resource only as it lacks depth and isn't fully aligned Mixed impacts around team targets - however targets were hard to set around a new curriculum without accurate baseline - this will be problematic in 2026 also due to further changes
End of Year Summary			Next Steps		
Teachers were more focused on learning the content of the English and Maths curriculum and working through the BSLA PLD. Oxford			New maths and English curriculum for 2026 requires revisiting all PLD work and systems. See what's the same and what's different. We assume BSLA will provide refreshed information and Maths PLD will be revised.		

Wellbeing/Hauora

Strategic goal: To build the knowledge and skills to support the cornerstones for wellbeing/hauora for all akonga

- *Te Whare Tapa Wha* used as a foundation for a wellbeing/hauora plan for Reremoana School*
- *Focused teaching of wellbeing and resilience strategies and skills*
- *Akonga develop self awareness and regulation, a strong sense of identity and belonging.*

NELP Priorities: 1, 2, 3, 5, 6

Language of Learning links: Be respectful and Be resilient

(* Mason Durie's model of wellbeing/hauora)

2024 annual goals

- Review and refine our social curriculum (including PB4L and relevant parts of Language of Learning)
- Conduct biannual health community consultation and review our health curriculum

By the end of 2024 we expect to see: (evidence, data - links to strategic goal success criteria)

- Updated PB4L framework documents eg behaviour definitions
- Hero data shows consistent application of PB4L processes
- Classroom environments, teacher planning and sharing of learning demonstrate consistency of teaching social curriculum learning
- Community consultation completed and health curriculum statement written

Goals and Key Actions	Who	Resources required	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (what have we achieved? What does the data say?)	Analysis/Evaluation (how well did it work? did it make enough difference?)
Introduce the Mitey approach to mental health education school wide -Work with facilitator to implement our Mitey action plan -Integration with Language of Learning once Mitey is established -Integration with PB4L systems once Mitey is established	SLT, hauora TLs All teachers	Release time, time in staff meetings Ensure teaching resources required are available	Tamariki and kaiako using the language and strategies of Mitey -Mitey and LoL and PB4L integrated systems for our school Goals on action plan are met	Mitey has been taught in all classes across the school - and unpacked. Started to review Language of Learning - have started looking at how to integrate Linking Mitey and PB4L well (MITEY is not a replacement - but sitting well beside) Worked with Karen (MoE/PB4L) and Brenda (Mitey). Reviewing PB4L needs. Staff completed pulse survey to gather information about staff mindset.	Collaborative Strategic Review: Professional consultation with Karen (MoE/PB4L) and Brenda (MITEY) ensured our approach is cohesive. Documentation of these reviews shows a dual-focus strategy for school-wide wellbeing. Data-Driven Mindsets: The completion of the Staff Pulse Survey provides a baseline of our current staff mindset. This data serves as evidence of our commitment to a "top-down" wellbeing culture, ensuring staff are supported to lead these units effectively.
End of Year Summary			Next Steps		
The implementation of the MITEY programme this year has been a journey of significant growth and adaptation. By embedding mental health education directly into our school culture, we have laid a strong foundation for our students' wellbeing. A core strength of the programme was the hands-on support provided by the MITEY Mentors. Their involvement was multifaceted, ensuring that the framework wasn't just a document, but a living practice: • Staff Meeting PLD: Mentors facilitated targeted Professional Learning and Development (PLD) sessions during staff meetings. These sessions provided the theoretical backing and practical tools necessary for			As we move into the next phase of the MITEY journey, our focus shifts from foundational training to authentic integration. The goal is to move away from "standalone" lessons and instead weave mental health outcomes into our daily teaching and learning. • Language of Learning: Aligning MITEY vocabulary with our existing school dispositions. We want wellbeing and academic learning to share a single, cohesive language. • Outcome-Based Teaching: Moving away from teaching units chronologically. Instead, teachers will use MITEY Learning Outcomes to address specific needs as they arise in the classroom. • Prioritising teacher autonomy to ensure MITEY units are delivered when they are needed most, rather than simply when they appear in the calendar • Curriculum Weaving: Integrating mental health milestones into other learning areas like Literacy and Social Sciences, making MITEY an invisible but essential part of every day. • Develop a school wide reward system (linked to PB4L and MITEY)		

Partnership

Strategic goal: To work in partnership with our community to improve learning outcomes for all akonga

- *Be active participants within our community contributing to and making use of wider community resources*
- *Celebrate that we are a multicultural society within a bicultural nation - Hold Te Ao Maori as fundamental, while celebrating and reflecting our cultural diversity within our local curriculum*
- *Identify and implement ways to increase connection and partnership and strengthen communication - including use of technology*

NELP priorities: 2, 3, 5, 6, 7

Language of Learning links: Be collaborative

2024 annual goals

- Embed learning from school wide Niho Taniwha PLD
- Develop connections with iwi (Ngāti Tamaoho, Ngāti Te Ata, Te Akitai Waioahua)
- Extend whanau engagement across cultures/ethnic groups
- Begin the roll out of real time reporting in Te Puna via HERO

By the end of 2024 we expect to see: (evidence, data - links to strategic goal success criteria)

- Teachers demonstrated continued progress using Arotake Whaiaro
- Connections and relationships are initiated by Reremoana School with iwi
- Hui for different ethnic group whanau have been held
- Events/learning across a range of ethnic groups have involved whanau
- Draft schedule for real time reporting developed and implement in Te Puna
- Feedback gathered around real time reporting from whānau

Goals and Key Actions	Who	Resources required	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (what have we achieved? What does the data say?)	Analysis/Evaluation (how well did it work? did it make enough difference?)
Continue to develop connections with iwi (Ngāti Tamaoho, Ngāti Te Ata, Te Ākitai Wāioahua) -Kahui Ako workstream -Relationship with Reremoana descendants	Nikki SLT Ash Niho Taniwha team	Koha	Nikki is an active participant of Ngā Manu Taiko and this work is shared across our school Opportunities to partner with iwi are sought and embraced Communication and relationship with Reremoana descendants continues to go and be fostered and valued.	Through Ngā Manu Taiko, we established local curriculum planning for teaching. The focus was to have learning outcomes and lesson plans with the focus of Mātauranga Māori with ties to mana whenua. Throughout the year multiple hui were held with Conifer Grove Kura and Te Ākitai. Through these hui and continued engagement Denise and uri o Reremoana attended our kura Matariki Celebrations and gifted our kura a Whānau photo of Reremoana and her husband Huiarangi. This now proudly hangs in our office and kōrero is continuously being shared.	The idea to do the planning and have it ready to use for Kaiako was excellent. The plans we had in place would have made an impact, and impacted our wider Manurewa cluster and community. Unfortunately the government cut the funding for Kahui Ako, meaning this kaupapa was suddenly put to a complete stop. Our growing relationships have made huge impacts so far. We continue to build these relationships and currently have ongoing communication with our mana whenua. In the future we would now feel in a position where we feel comfortable to engage with our mana whenua for iwi consultations for ongoing kaupapa, like naming on school groups or involvement with our waharoa.
Extend partnership with parent community -whānau engagement across cultures/ethnic groups -Curriculum information for community - reporting and familiarization	SLT Nikki TLs		Communicated curriculum developments to all our main ethnic groups	We want parents engagement and parent says they want to be involved but the connect isn't always happening effectively. We notice more children wearing cultural attire Community consultation completed and analysed	Low turn out to both Indian and Pacific People meetings - not sure why. Some feedback suggested communication channels do not work as consistently for our pasifika community.
Implement refreshed curriculum in a way that demonstrates our commitment to give effect to Te Tiriti -Build upon Niho Taniwha PLD -Align Curriculum 'Teaching Guidance' with Niho Taniwha framework -Critically scan Curriculum PLD and development to ensure it gives effect to Te Tiriti	Nikki Niho Taniwha team		Curriculum programmes are in line with refreshed curriculum and also give effect to Te Tiriti Niho Taniwha is strengthened across the school and continued to be embedded Akonga Māori are continuing to make accelerated progress Akotake Whāiaoro and NZ Curriculum are explicitly aligned	Holding firm around giving effect to Te Tiriti - Staff are aware of considering whose knowledge is being focused on BSLA is very focused on giving effect to Te Tiriti	Te Tiriti has been removed and is not as evident in the NZC. It is open to interpretation so depending on experience our kaiako are not as confident to infer the information provided and how it links to Te Tiriti o Waitangi. As a school, guided via our current practice Nikki as our Partnership Leader has been pulling on from previous knowledge and connecting to local curriculum and mana whenua to inform how we as a kura continue to give effect to Te Tiriti o Waitangi. Akotake Whāiaoro continue to be adapted to make sure it reflect aspects of our current NZC. This is an ongoing continuum.
End of Year Summary			Next steps		
Our partnership goals have provided a strong foundation for strengthening relationships with whānau, mana whenua, and the wider community. We have made			Adapt how we engage with our Wider community. Feedback has suggested some whānau like a paper notice or reminder over online.		

Team Targets 2025 (include rationale)

NB - accelerate means progress greater than expected in 1 year

Te Puna: 75% of students will meet the expected progress steps after 40 weeks of teaching

Te Awa: Move 50% of the Year 6 students below expectations in Reading to achieving expectations. Move 50% of the Year 4 students below expectations in Reading to achieving expectations.

Te Moana: Through training and implementation of BSLA identify and support learners who sit below to make 2 steps progress

Attendance target: Aim is that fewer whanau are contacted by the school for information on their child's absence because they have advised us.

In 2024 we contacted whanau multiple number of times (in addition to the initial text message). This was often the same children/whanau. We want to see a reduction in this number by 30% in 2025

Target and Key Actions for Te Puna 	Who	Resources required	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (what have we achieved? What does the data say?)	Analysis/Evaluation (how well did it work? did it make enough difference?)
To enhance the effectiveness of teaching and assessment within the Better Start Literacy Approach by ensuring reliable assessment practices and dynamic, evidence-based instruction. Current Point 2 assessment Progress: Phonological awareness: 53% are of concern or require close monitoring. We can see that assessment is not always accurate. We have chosen to have a goal of at least 75% of students that will meet the expected progress steps after 40 weeks of teaching.	Karien team leaders and teachers.	BSLA resources and BSLA assessment site Tier 2 intervention Regular classroom observations during reading block Regular assessment checks on the BSLA assessment site Regular data discussions in team meetings	- Ensure consistent administration of BSLA assessments at key points (e.g., 10 weeks, 30 weeks) to capture a full picture of student progress. - Regularly analyse student data using available tools to identify trends, gaps, and next teaching steps.	Improved reliability in assessment data, ensuring that all literacy components are measured effectively. Targeted teaching that aligns with student needs, leading to fewer students of concern at key assessment points. Enhanced student engagement and progress in literacy, particularly in phoneme awareness and blending. Stronger collaboration among Year 1 teachers, fostering a shared understanding of best practices.	Christina and Susan - have been taking Tier 2 groups - All made accelerated progress with half of the Tier 2 group making more than one year's progress within one year. Our goal of at least 75% students meeting expected progress was exceeded for initial phoneme, letter sound recognition and phoneme blending for Term 4 2025 (see slides 12-15) Non-word Reading and Spelling only was much lower. Team took part in team meetings and ongoing conversations about the way assessments were done to allow for consistency and fidelity.
End of Year Summary			Next Steps		
Progress towards our target: - Strong progress overall, particularly within our Year 1 target group. - Non-word reading and spelling targets were not fully met. - One teacher completed BSLA training this year.			A couple of possible next steps - transferring phonemic awareness through to writing and spelling. Focus on next years Y3 cohort, which has 49% at early/developing Year 2 level or even lower in Reading. Successes and things we will do again:		



Target and Key Questions for Awa	Who	Resources required	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (what have we achieved? What does the data say?)	Analysis/Evaluation (how well did it work? did it make enough difference?)
students at year 6 who are below reading, we aim to move 50% of these students to achieving. we have chosen 50% as our target we notice that out of the 9, 6 of these students have some form of learning difficulty or some form of intervention (behaviour or learning).	Teachers, RTLB, Karien (tier 2 group)	RTLB support, BSLA (at their level from term 2), Learning Assistant Possibly AWS	- E-Asttle reading test BOY - BSLA testing from term 2 - Student voice - AFL formative assessment - Fluency - Comprehension - Confidence	OTJs: 2 children are now achieving at a Year 6 level. 5 students are developing (below) 2 students are now at the beginning of Year 6. e-asTTle All but 3 children made progress on their e-asTTle Reading tests. Ranging from 1 sub level to 2 whole levels	There were many reasons why were not able to meet our targets - They were created using previous curriculum data - ELL & various needs of children - behavioural & ASD/ADHD etc - Attendance - Home life situations Some children were in tier 2 learning groups. This made some difference, but not enough for them to meet end of year expectations.
students at year 4 who are low in reading, we aim to move 50% of these students to achieving. we have chosen 50% as our target we notice that out of the 13, 6 of these students have some form of learning difficulty or some form of intervention (behaviour or learning).	Teachers, RTLB, Karien (tier 2 group)	RTLB support, BSLA (at their level from term 2), Learning Assistant Possibly AWS	- E-Asttle reading test BOY, - BSLA testing from term 2, student voice, - AFL formative assessment - Fluency - Comprehension - Confidence	OTJs: 2 children are now achieving at a Year 4 level. 11 students are developing (below) e-asTTle 5/13 (38%) moved up one sub level in their e-asTTle Reading test.	As above
develop problem-solving strategies for dealing with emotions, challenge and change	Teachers	Mitey, Te Whare Tapa Wha	- Students contribute to a safe and positive environment - Children have developed problem solving strategies for dealing with change and conflict	- Our students are able to say what they need to do in challenging situations, and can do this with support	- Number of students who seek help with challenging interactions increased, especially for those who this is a behaviour concern, & neurodiverse learners

Target and Key Actions for Te Moana	Who	Resources required	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (what have we achieved? What does the data say?)	Analysis/Evaluation (how well did it work? did it make enough difference?)
Through training and implementation of BSLA identify and support learners who sit below to make 2 steps progress	Te Moana team	BSLA Training	Teachers have complete the BSLA course, attend the required continuing education sessions, and earn appropriate certification	Teachers have completed the certification. Literacy planning explicitly includes BSLA structures, approaches, and materials in line with professional and best practise	7 Students were identified as having reading comprehension of below expected. 1 student left, 4 moved to expected level, while one student is still below they have made 30% progress which is exceptional. 1 student has not been reassessed due to high absences.
Establish effective assessment and monitoring routines and timelines to effectively capture, monitor, and respond to, student need	Te Moana team	BSLA Training Assessment Overview, Materials, Dedicated Class Time, Devices for testing	Comprehensive overview of student baseline achievement, supplemented by regular data collection at scheduled points Analysis of progress made, investigation into unexpected outcomes, and adjustments suited to students	Successfully incorporated assessment and monitoring regime that provided comprehensive and robust student achievement data	Students were assessed at the beginning of Term 2 and week 8/9 of Term 4. 10 week program based on BSLA guidelines and templates
Develop a morpheme and phenom literacy teaching strategy, materials, and instruction process, to implement effective BSLA practise.	Te Moana team	BSLA teaching materials Morpheme training	Explicit inclusion of morpheme and phenom teaching in literacy Significant increase in student PHOM testing achievement from 39/84 (46%) with the goal to have 50/84 achieving 60% - 11 target students	BSLA resources used to support introduction of a morpheme based teaching approach Student testing achievement of:	Te Moana responded positively to Escape room style activities that supported PHOM teaching. PHOM results show Movement of 20% or more: 25/84 Moved 42/84 Stayed the same: 8/84 Drop 9/84 69/84 82% above 60% in Phom
Identify opportunities to integrate and leverage current hub pedagogical philosophies and approaches to support a locally responsive, bespoke, BSLA framework	Te Moana team	BSLA templates	BSLA template used to integrate Novel studies into program. BSLA morpheme teaching adapted to support local curriculum approach	BSLA style novel studies introduced successfully in term 4 Morpheme program introduced, adapted to the intersectional needs, interests, and identities of our hub	Engagement levels through a more independent Novel study program, Students highly engaged in word investigations. integrated with te Reo Māori program.

Target and Key Actions for Te Moana 	Who	Resources required	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (what have we achieved? What does the data say?)	Analysis/Evaluation (how well did it work? did it make enough difference?)
End of Year Summary			Next Steps		
Progress towards meeting our goal: - 69 of the 84 students met or exceeded 60% in Phom - exceeding our goal by 19 students. - Total of 30 students made progress. - High student engagement in independent word study. Barriers to meeting our target: - Delay in one team member completing the course. - Needing to adapt the program to ensure student engagement.			Successes and things we will do again: - Explicit teaching of Phom/morphemes - While adapting the program for student engagement, the validity was never compromised		

Data Discussion

Reremoana
School 2025

The year that was 2025

This year has been anything but normal in the curriculum space. The data looks different this year and will change and look different again next year.

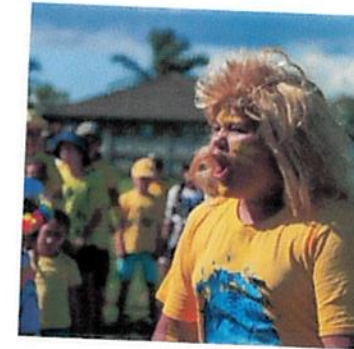
Due to the changed expectations and curriculum last year's data isn't comparable to this year and with another change next year this year's data won't be comparable to this years.

This is also the first year of teachers teaching and assessing, no external assessment tool aligned to the curriculum to use as part of judgement - this will hugely impact the reliability of the data



School wide Expectations

Reading: 64% at or above on the new “2025 - Year 0-6 (progressing or end of year level)” and 66% in the “old curriculum but using BSLA” year 7 and 8. This was 71% across Year 4-8 last year on the ‘old curriculum’, juniors only had BSLA data in 2024.



Year 1	Year 2	Year 3	Year 4
85%	51%	80%	60%
Year 5	Year 6	Year 7	Year 8
67% 2024 71%	66% 2024 53%	66% 2024 77%	62% 2024 69%

Cohorts are not matched - so impacted by changes to students coming and going

School wide Expectations

Writing: 50% working at or above the “2025 - Year 0-6” curriculum (progressing or end of year level), 45% working at or above on the “old curriculum” year 7 and 8. In 2024 this was 62% across all year levels.



Year 1	Year 2	Year 3	Year 4
71%	42% 2024 100%	55% 2024 70%	43% 2024 53%
Year 5	Year 6	Year 7	Year 8
64% 2024 74%	44% 2024 35%	54% 2024 70%	37% 2024 38%

BSLA doesn't have a huge amount of focus on writing

School wide Expectations

Mathematics: 63% at or above (progressing or end of year level) - new curriculum was for 0-8. 2024: 73% (old curriculum)



Year 1	Year 2	Year 3	Year 4
77%	65% 2024 100%	67% 2024 88%	69% 2024 62%
Year 5	Year 6	Year 7	Year 8
60% 2024 81%	60% 2024 45%	66% 2024 70%	51% 2024 50%

School wide Expectations

Maori Students Achievement across the school

We have around 100 students who identify as Maori in our school.
(Some students identify as both Maori and Pasifika so there is some crossover in this space) Attendance rate 87%



- Reading: 45% year 7-8 (old curriculum) and 54% year 0-6 (new curriculum) at or above curriculum expectations of progressing or end
Old curriculum: 2024: 59% 2023: 55%
- Writing: 20% Year 7-8 (old curriculum) and 33% Year 0-6 (new curriculum) at or above curriculum expectations of progressing or end
Old curriculum: 2024: 52% 2023: 46%
- Mathematics: 49% (new curriculum across all years) at or above expectations of progressing or end
Old curriculum: 2024: 60% 2023: 58%.

Note: this data is not matched between years - cohorts change

School wide Expectations

Pacific Peoples Achievement across the school

We have around 80 students who identify as Pacific Peoples in our school.
(Some students identify as both Maori and Pasifika so there is some crossover in this space)



- Reading: 44 % of students using the 2025 curriculum were achieving at or above with 60% of $\frac{7}{8}$ who are using the previous curriculum are achieving at or above. In 2024 this number was 69% across the school
- Writing: 39% of students using the 2025 curriculum were achieving at or above , with 47% of those in $\frac{7}{8}$ who are using the previous curriculum achieving at or above in 2024 this number was 55%
- Mathematics - 2025 curriculum 48% of these students were working at or above expectation, a 9% decrease on 2024 -57%

Questions I still have

- Anomalies around Year 6 Data
- New tools being developed for assessment - how will this include or sideline teacher judgements
- What will the drop look like for the "new adjusted curriculum" and as year 7 and 8 begin to implement English at a Phase 3 level - many of these learning objectives were previously learning in year 9
- What do we need to do to address the profound effect this curriculum seems to be having on Māori and Pacific island students, students with additional needs and those who may be neuro diverse.
- Other ways to break the data down - ELL learners, those who have been at our school vs those who are new, girls/boys, further ethnicity data...



Remember: This is also the first year of teachers teaching and assessing, no external assessment tool aligned to the curriculum to use as part of judgement - this will hugely impact the reliability of the data

Team Leaders

Te Moana

Our Team target was: Through training and implementation of BSLA identify and support learners who sit below to make 2 steps progress. We monitored this through Phom data.



39 of the 84 (46%) achieved less than 60% when tested. Goal to have 50 of the 84 students achieving 60% or above in Phom. 11 target students

PHOM results show

Accelerated movement of 20% or more:

25/84

Moved meet our target 42/84

Stayed the same: 8/84

Drop 9/84

Target: 69/84 (82%) above 60% in Phom

Te Moana team

Progress towards meeting our goal:

- 69 of the 84 students met or exceeded 60% in Phom - exceeding our goal by 19 students.
- Total of 30 students made progress.
- High student engagement in independent word study.

Barriers to meeting our target:

- Delay in one team member completing the course.
- Needing to adapt the program to ensure student

Successes and things we will do again:

- Explicit teaching of Phom/morphemes
- While adapting the program for student engagement, the validity was never compromised



	Reading				Writing				Maths			
Y7	WB	B	A	Ab	WB	B	A	Ab	Early	Developing	Progressing	End
2025	20% (8)	15% (6)	24% (10)	41% (17)	22% (9)	24% (10)	37% (15)	17% (7)	10% (4)	24% (10)	49% (20)	17% (7)
	+7	+5	-14	+2	+11	+8	-17	-3	-10	+15	-7	+2
2024	13%	10%	38%	39%	11%	16%	54%	20%	20%	9%	56%	15%
Y8												
2025	13% (6)	20% (9)	38% (17)	29% (13)	44% (20)	18% (8)	36% (16)	2% (1)	11% (5)	40% (18)	38% (17)	11% (5)
	-1	+4	+9	-11	-2	+2	+6	-6	-23	+27	+11	-15
2024	14%	16%	29%	40%	46%	16%	30%	8%	34%	12%	28%	26%

Our overall achievement and progress data for the team 2025 (non matched)

Explaining the data

Reading: Well below

Year 7 - 6 out of 41 students - 1 ESOL, 1 Learning Needs and high absences, 3 behaviour

Year 8 - 6 out of 45 students - 1 ESOL, 2 Learning I Needs (1 high absences), 1 new student (out of school for a year)

Writing: Well below

Year 7 - 9 out of 41 students, - 1 ESOL, 1 Learning I Needs and high absences, 5 behaviour

Year 8 - 20 out of 45 students - 1 ESOL, 2 Learning Needs (1 high absences), 4 behaviour, 1 new student (out of school for a year)

Math: Well below

Year 7 - 4 out of 41 students - 1 ESOL, 1 Learning Needs, 1 behaviour

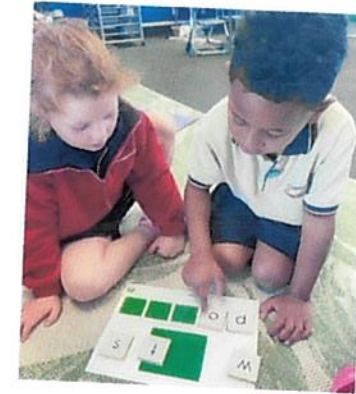
Year 8 - 5 out of 45 students - 2 Learning Needs (1 with high absences), 1 behaviour, 1 new student (out of school for a year)

Te Puna



Our 2025 Team target was: at least 75% of students that will meet the expected progress steps after 40 weeks of teaching.

This is our current Year 1 children who by Term 4 have had a full 40 weeks of the BSLA programme. Across all areas we exceeded our target of at least 75%.



Our Tier 2 intervention programme was focussed on this cohort this year due to funding expectations. We had 16 students given Tier 2 support over the last part of the year with pleasing results.

We improved reliability in assessment data, ensuring that all literacy components are measure effectively and with validity through team meeting discussions and clarification, resources made to make finding information easier...

Initial Phoneme Identity

	Y0	Y1	Y2	Y3
Within/Exceeding Expectation	40%	93% (27% exceeding, 66% within) 8 of those within students made exceptional progress from step 1 to step 3	100%	n/a (all children were already proficient 2024)

Letter Sound Recognition

	Y0	Y1	Y2	Y3
Within/Exceeding Expectation	40%	93% (20% exceeding, 73% within) 16 of within students were either working towards or of concern in term 2	96.5%	n/a (all children were already proficient 2024)

Phoneme Blending

	Y0	Y1	Y2	Y3
Within/Exceeding Expectation	4% (not all Y0 would have been at school long enough for a point two check)	79% (23% exceeding, 56% within) 3% students of concern	95%	99% 1% working towards - new to New Zealand 2025 ESL

Non Word Reading - Y1 (Expectation levels are currently

	Need Support	Working Towards	Within Expectation	Exceeding
Year 1	14%	23%	41%	22%
			63%	

Non Word Spelling (Expectation levels are currently only available for Year 0 / Year 1)

	Need Support	Working Towards	Within Expectation	Exceeding	Not tested NWS
Year 1 OTJs - Reading	2%	31%	38%	11%	18%
			49%		

	Y0	Y1 (84.6% meeting target)	Y2	Y3
Exceeding	4%	4.6% (1 Māori)		
Proficient		80% (5 Māori, 8 Pāsifika)	51% (7 Māori, 2 Pāsifika)	78% (2 Māori, 11 Pāsifika)
Progressing towards	96% (3 Māori, 6 Pāsifika)	12.4% (1 Māori, 5 Pāsifika)	42% (11 Māori, 3 Pāsifika)	14% (1 Māori, 2 Pāsifika)
Needs Support		3% (1 Pāsifika)	7% (2 Māori, 1 Pāsifika)	8% (1 Māori, 3 Pāsifika)

Tier 2 Support

16 year 1 students received Tier 2 support aligning with the funding given

All made accelerated progress with half of the Tier 2 group making more than one year's progress within one year.

Non-word reading & spelling improved but did not fully meet our target

This tells us:

Tier 2 support is working

longer support may be needed for sustained spelling and writing success.

Te Puna team

Progress towards our target:

- Strong progress overall, particularly within our Year 1 target group.
- Non-word reading and spelling targets were not fully met.
- One teacher completed BSLA training this year.
- Tier 2 intervention groups were implemented for Year 1 learners.
- NELI oral language intervention showed pleasing results and will continue in 2026.

Barriers/Wonderings:

- Current ability-based class groupings do not fully align with BSLA best-fit recommendations.
- BSLA and the Colour Wheel are not fully aligned for school-wide reporting or supplementing texts

Successes and things we will do again:

- BSLA continues to provide a clear, structured, systematic approach to literacy.
- Continued investment in BSLA and Tier 2 resourcing, with new support levels now available.
- Oral language intervention will be expanded.
- Increased focus on high-frequency non-decodable words for reading and spelling.
- Ongoing home-school partnership to support learning at home.
- Review and refine assessment and reporting systems.



	Reading				Writing				Maths			
	Early	Dev	Pro	End	Early	Dev	Pro	End	Early	Dev	Pro	End
Y1:25	9%	6%	44%	41%	15%	14%	39%	32%	9%	14%	35%	42%
	Early	Dev	Pro	End	Early	Dev	Pro	End	Early	Dev	Pro	End
Y2:25	37%	12%	32%	19%	34%	23%	25%	18%	7%	24%	50%	19%
	Early	Dev	Pro	End	Early	Dev	Pro	End	Early	Dev	Pro	End
Y3:25	18%	4%	67%	10%	16%	29%	43%	12%	13%	19%	58%	10%

* Wording for 2025

Early = their year level or lower

Dev = developing

Pro = proficient

End = End their year level or higher

Our overall achievement and progress data for the team 2024 (non matched)



Our Team target was: Accelerate progress for 50% of Year 4 and Year 6 learners sitting below expectation in Reading - 22 students

We didn't meet our target (13% accelerated)

Progress towards our target: 3 out of 22 are now achieving 'at' (13%). All but 1 of the 22 did make progress this year.

e-asTTle	0 sub levels	1 sub level	2 sub levels	3+ sub levels
Year 4	8	5	0	0
Year 6	2	3	0	4

Te Awa team

Barriers to meeting our target:

Our targets were made using the old curriculum data. The new curriculum targets shifted, making it more difficult for our students to make progress.

7 of the target students are ELL.

Teachers trialed BSLA & were the first cohort to use the new BSLA format for Years 4-6.

In this group we have a large number of children with high learning needs (ADHD, ASD, Dyslexia) and many with high behavioural needs.

2 of our students came to us AT expectation, but it was clear that they were not.

Successes and things we will do again:

Tier 2 reading groups

Small target group with LAs to increase reading mileage.

Explicit teaching and modeling

Things to consider in 2026:

Sonshine reading programme for small groups.

2025	Reading				Writing				Maths			
Y4	Early	Dev	Pro	End	Early	Dev	Pro	End	Early	Dev	Pro	End
	4%	36%	60%		2%	55%	43%		2%	29%	69%	
Y5												
	13%	20%	64%	2%	13%	20%	64%	2%	9%	31%	60%	

Our overall achievement and progress data for the team 2024 (non matched)

	Reading				Writing				Maths			
Y6	Early	Dev	Pro	End	Early	Dev	Pro	End	Early	Dev	Pro	End
2025	10%	24%	66%		18%	38%	44%		20%	20%	60%	

* Wording for 2025

Early

Dev = developing

Pro = proficient

End

Our overall achievement and progress data for the team 2025 (non matched)

Thank you

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

1	2	3	4	5	6	7
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy * oral language encompasses any method of communication the learner/ākonga uses as a first language, including NZ Sign Language.	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work
WHAT GOOD LOOKS LIKE: Places of learning embrace diversity and provide for good wellbeing, physical health and mental health for all learners/ākonga, teachers/kaiako and staff Places of learning have robust policies, plans and support to address racism, sexism, bias and low expectations All learners/ākonga and staff, including disabled people, those with learning support needs or are neurodiverse, and those who identify as LGBTQIA+¹ are welcomed, supported, valued and listened to	WHAT GOOD LOOKS LIKE: Learners/ākonga experience inclusive cultures that value, affirm and reflect their identities High aspirations for all learners/ākonga are the new assumption. Old biases, and low expectations are challenged and eliminated Whānau and communities are actively included and valued in the design and delivery of education, and in the learning environment Education and training pathways are available for and deliver equitably for all learners/ākonga Māori enjoy and achieve educational success as Māori, and education supports Māori rangatiratanga	WHAT GOOD LOOKS LIKE: The learning environment is inclusive and responsive to learner/ākonga needs, and all learners/ākonga can participate in social and learning opportunities Learners/ākonga face no unnecessary physical, access, support or financial barriers to education Additional support is available for disabled learners/ākonga and those with additional needs to stay engaged and succeed in education Learners/ākonga are supported to successfully transition between education and employment Specialist knowledge and support is available for learners/ākonga, whānau, iwi, Pacific families, and educators, when it is needed Learners/ākonga have access to the appropriate digital technologies they need to participate in all learning experiences	WHAT GOOD LOOKS LIKE: Learners/ākonga are equipped with language, literacy, numeracy and digital literacy skills that enable future learning and development All learners/ākonga build key competencies and capabilities including communication, problem solving, critical thinking, resilience, and interpersonal skills Learners/ākonga who have not developed key foundation skills sufficiently are identified and able to access additional specialist support Where appropriate, learners/ākonga have a variety of learning opportunities to develop digital literacy and are able to make sense of the digital information they are engaging with	WHAT GOOD LOOKS LIKE: Tikanga Māori is embedded in values, practices and organisational culture, based on advice from and engagement with Māori Leaders, teachers/kaiako and staff are supported to develop their te reo Māori and tikanga Māori skills and competencies Learners/ākonga have opportunities to learn, and learn in, te reo Māori A commitment to Te Tiriti the Treaty is embedded in all policy and practices including strategy, behaviours, actions, services, and resourcing Māori identity, language and culture are incorporated into teaching, learning and pastoral care	WHAT GOOD LOOKS LIKE: Places of learning identify and respond to gaps in capability and invest in their staff to strengthen teaching, leadership, learning support, and skills to support online and distance learning Teachers/kaiako and staff, including educators, teacher aides, support staff, leaders and specialists, have ongoing support and opportunities to upskill throughout their career Teachers/kaiako and educators are confident and competent in educating diverse learners/ākonga Places of learning grow, value and retain highly competent, diverse educators, including those with Māori or Pacific heritage, or are disabled	WHAT GOOD LOOKS LIKE: Teaching and learning focuses and responds more closely to workplace needs Learners/ākonga are supported and encouraged to pursue education and career pathways that appeal to them, and are not restricted by stereotypes and biases that may narrow their choices A more active careers service supports clearer learning and employment pathways People can upskill and retrain throughout their lives and gain skills that are relevant for employment Learners/ākonga can easily access flexible and adaptable programmes and education models that reflect their needs and the needs of employers

¹ Includes people who identify as lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, or other sex, gender, or sexuality diverse identities.

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

OBJECTIVE 2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

OBJECTIVE 3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

OBJECTIVE 4

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

Actions for schools and kura

1

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours

Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying

Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong

2

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations

Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau

Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations

Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori

Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning

3

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them

Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective

Where possible, reduce non-fee costs, including costs associated with BYOD² policies, and take advantage of policies to reduce financial dependence on families and whānau

4

Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills

Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists

Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them

5

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture

Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori

Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement

6

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support

Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches

Expect and support teachers/kaiako to build their understanding of learners'/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching

7

Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Support learners/ākonga to see the connection between what they're learning and the world of work

Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women

Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education

² Bring your own device.



Reremoana School

Next review: Term 1 2027

Te Tiriti o Waitangi

This policy refers to **Te Tiriti o Waitangi** rather than **The Treaty of Waitangi** to align with the Education and Training Act 2020.

Reremoana School acknowledges that a purpose of the Education and Training Act 2020 (s 4) is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. We recognise our responsibility to give effect to Te Tiriti o Waitangi and are guided by the articles of Te Tiriti o Waitangi in fulfilling this responsibility.

- **Article 1: Kāwanatanga | Honourable governance**

We are committed to equitable partnerships and genuine collaboration. We undertake governance, leadership, and decision making that is equitable and collective.

- **Article 2: Rangatiratanga | Māori self-determination**

We affirm tino rangatiratanga and mana motuhake. We honour the tikanga and kawa of mana whenua and ensure they are active participants in decisions that impact Māori in their takiwā (area).

- **Article 3: Ōritetanga | Equity**

We seek out and remove barriers and bias from systems, structures, and processes. We give status and mana to all aspects of te ao Māori. We pursue equity for all. We actively revitalise te reo Māori and appropriately observe tikanga Māori.

- **Te Ritenga | Spiritual and religious freedom**

We ensure people have the right to and freedom of their spiritual and religious beliefs. We honour Māori spirituality and integrate mātauranga Māori appropriately into school programmes.

We have particular regard to the National Education and Learning Priorities (NELP), which align with the education and learning objectives set out in the Education and Training Act (s 5.4). These objectives include instilling in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori.

Board responsibility

Under the Education and Training Act (s 127), a primary objective of the board in governing the school is to give effect to Te Tiriti o Waitangi by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori students.

The board also operates an employment policy that complies with the principles of being a good employer. This includes our responsibility under the Education and Training Act (s 597) to recognise:

- the aims and aspirations of Māori
- the employment requirements of Māori
- the need for greater involvement of Māori in the education service.

Engaging with mana whenua

Reremoana School is committed to establishing and strengthening our relationships with mana whenua. We seek to provide educational content that supports students to learn about the history, stories, and tikanga of our local hapū and iwi.

Community partnership

We build relationships and partner with Māori to support rangatiratanga and Māori educational success as Māori (NELP Priority 2).

We engage regularly with our school community and we aim to include our Māori community in decision making by:

- creating opportunities for whānau Māori to meet together with school representatives
- having appropriate and accessible ways that whānau Māori can communicate with the school.

See [School Community Engagement Policy](#).

Strategic planning

Strategic planning at Reremoana School underpins all school programmes and allows us to plan and evaluate how we are achieving our objectives and fulfilling our responsibilities. We seek to understand, consider, and respond to the needs and aspirations of our Māori community when developing our strategic goals.

- Our **strategic plan** includes strategies for giving effect to Te Tiriti o Waitangi.
- Our **annual implementation plan** includes how targets and actions will support Te Tiriti o Waitangi obligations.
- Our **annual report** includes how the school has given effect to Te Tiriti o Waitangi.

See [School Planning and Reporting](#).

As part of our strategic planning, we consider the aspirations our Māori community have for empowering their children to be successful as Māori. We seek to support the educational success of Māori students in ways that include, but are not limited to, academic achievement.

See [Māori Educational Achievement](#).

School programmes

Reremoana School aims to instil in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori. We ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori (Education and Training Act, s 5.4 and s 127). Reremoana School works to localise our school curriculum and ensure school programmes reflect the identity and aspirations of our Māori community.

Our school curriculum aligns with Te Tiriti o Waitangi as a guiding principle of The New Zealand Curriculum and Te Marautanga o Aotearoa. We engage with Ka Hikitia Ka Hāpaitia (Māori Education Strategy) as a framework to ensure Māori students achieve success as Māori. See [Ka Hikitia Ka Hāpaitia](#)  (Ministry of Education).

In support of the NELP, we work to meaningfully incorporate te reo Māori and tikanga Māori into school programmes (NELP Priority 5), and we support staff to develop their teaching capability, knowledge, and skills to meet the needs of Māori students (NELP Priority 6).

See [Curriculum and Student Achievement Policy](#).

Equitable outcomes

As a board, our objectives include ensuring every student is able to attain their highest possible standard in educational achievement, and giving effect to Te Tiriti o Waitangi by achieving equitable outcomes for Māori students (Education and Training Act, s 127).

We have high aspirations for every student and aim to identify and reduce barriers that prevent students from accessing, participating in, or remaining engaged in school. We partner with families and whānau to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures (NELP Priorities 2 and 3).

Our school planning addresses how we can support students whose needs have not yet been well met. Reremoana School regularly reviews our progress towards achieving equitable outcomes, as set out in our strategic plan. We monitor achievement to provide support (including learning support) or extension programmes as required, and we are accountable and responsive to student and community needs through regular reporting and review.

See [Māori Educational Achievement](#) and [Learning Support](#).

Related topics

- [Board Responsibilities](#)
- [School Community Engagement Policy](#)
- [School Planning and Reporting](#)
- [Māori Educational Achievement](#)
- [Inclusive School Culture](#)

Legislation

- Education and Training Act 2020
- Treaty of Waitangi Act 1975 (Schedule 1)

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: [The Education and Training Act 2020: Te Tiriti o Waitangi](#) 

Hei mihi | Acknowledgement

SchoolsDocs wishes to acknowledge Janelle Riki-Waaka (Tainui Awhiro, Ngāti Hauiti), Kaihautū of Riki Consultancy Ltd, who has supported the SchoolsDocs team through the process of reviewing and updating this policy, as well as providing expert advice on the content it contains.

He mihi ka tika ki a Janelle mō tōna mahi āwhina ki a mātou.

Release history: [Term 3 2024](#), [Term 4 2022](#), [Term 4 2020](#)

Last review	Term 1 2024
Topic type	Core

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

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Having a health and safety team and encouraging the reporting of hazards or safety concerns Through the development of a staff culture that is positive and child-centred Provision of PLD Encouraging and supporting union membership Through induction of new staff Provision of PPE when required Health and safety section in our weekly admin meeting
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Through Schooldocs we have an EEO policy that shows our commitment to fairness and equal opportunities – we do our best to ensure diversity in recruitment while also selecting the best candidate for the position. Recruitment practices are fair and inclusive, reaching out to a diverse pool of candidates and avoiding any bias or discrimination. Clear and transparent processes All employees have equal opportunities for advancement and there are systems (guided by policy) for reporting concerns/complaints.
How do you practise impartial selection of suitably qualified persons for appointment?	We start with a clear job description. We interview and reference check using the same questions. We use a panel to make appointments. Upon request, we provide feedback to unsuccessful candidates to help them to improve their skills and performance for future job applications.
How are you recognising, – The aims and aspirations of Maori,	We struggle to increase diversity in our workforce due to the very few candidates we have to select from, because of a low number of applications. This

– The employment requirements of Maori, and – Greater involvement of Maori in the Education service?	makes it challenging for the diversity in our workforce to reflect our student population. We develop policies and programs that reflect Māori aspirations and needs, such as increasing Māori representation in decision-making positions on our board and incorporating Māori language and culture into our curriculum to help ensure our Māori students have access to culturally appropriate teaching and support. All our staff are engaged in PLD that includes Te Tiriti o Waitangi and supporting ākonga Māori
How have you enhanced the abilities of individual employees?	<i>Through PLD in a number of areas (both internal and external), through appraisal/professional growth cycles.</i> Our staff work and teach collaboratively – which provides opportunities for support, reflection and learning from each other. Those new to the profession receive a mentor teacher as provided by MoE
How are you recognising the employment requirements of women?	Our leadership team and teaching staff are entirely women. Most of our support staff are also women (our caretaker is the only male currently on staff). This means that we are very aware of the employment requirements of women and have a strong family friendly focus.
How are you recognising the employment requirements of persons with disabilities?	On an individual basis we discuss what the requirements are to allow them to feel included as well as fulfil their role effectively. Schools are required to be inclusive of students with all needs so this transfers to being inclusive and proactive to support staff with disabilities or additional needs

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

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



Reremoana School
Health and Physical Education 2025

Reremoana School Physical Education/Physical Activity (PE/PA) Philosophy

To provide students at Reremoana School with:

- *Quality teaching and learning resources outlining co-curricula and cross-curricula physical activity and physical education opportunities for kids throughout the school day*
- *Supporting teachers to plan effective physical education skills and opportunities for their programme*
- *Identifying strengths and opportunities, as well as areas that may require attention, providing guidance and setting priorities for action*
- *Supporting collaborative school and community-wide physical activity and physical education planning*
- *Providing links to a variety of different physical activity opportunities available in the community, locals sports clubs, recreation centres and other activity groups*
- *Provision of a gifted and talented sports programme - talent identification and opportunity for students to participate provision in Manurewa Primary Schools Sports Association (MPSSA - Year 5 - 8 students) and Central Counties (Year 7 - 8).*

Our aim is to have a positive, sustainable physical activity culture, where all children have the opportunity to choose and enjoy physical activity.



Aims of Kiwi Sport

To increase the number of school-aged children participating in organised sport
Increase the availability and accessibility of sport opportunities for all school-aged children.
Support children in developing skills that will enable them to participate effectively in sport.

Expenditure for 2025 Physical Education and Physical Activity

Physical Education Expenses Transactions								
Reorder columns								
Reremoana Primary School Board								
For the period 1 January 2025 to 31 December 2025								
Date	Source	Description	Reference	Debit	Credit	Running Balance	Gross	GST
Physical Education Expenses								
13 Mar 2025	Payable Invoice	Hart Sport - Scooter boards	222666	187.83	-	187.83	216.00	28.17
28 Mar 2025	Payable Invoice	Courtney White - Donuts for Orienteering helpers	Reimbursement 27.3.25	26.09	-	213.92	30.00	3.91
20 May 2025	Payable Invoice	Country Roads Shuttle - Shuttle to Orienteering trip Massey Park	1090	354.43	-	568.35	407.60	53.17
19 Jul 2025	Spend Money	Rebel Sports Manukau - Sports socks		106.83	-	675.18	122.85	16.02
20 Aug 2025	Payable Invoice	Highway Speciaty Roothing Products - Sand bags	SI-00039615	72.50	-	747.68	83.38	10.88
18 Sept 2025	Payable Invoice	K Pasgaard & Co Limited - sports equipement	WEB-89981	217.91	-	965.59	250.60	32.69
Total Physical Education Expenses				965.59	-	965.59	1,110.43	144.84
Total				965.59	-	965.59	1,110.43	144.84

We are entitled to \$6842.00 through our operations grant.

We also use the Kiwisport grant to provide release for teachers to take children to participate in sport events such as cluster days, approximately 34 days in 2025. We financially contribute to the Central Counties Sports Association and Manurewa Primary Schools Sports Association.

Participation in organised sports as a percentage of the school roll

- 2018 – 99% of the school roll
- 2019 -99% of the school roll
- 2020 - 99% of the school roll
- 2021- 99% of the school roll
- 2022- 99% of the school roll
- 2023- 99% of the school roll
- 2024-99% of the school roll
- 2025 – 99% of the school roll