

# Windsor North School

## MOE 3967

# 2025 Annual Report

Ako Aronga  
*Striving to be our best!*

School Type: Primary - Year 1-6, Equity Index 420 U5

Address: 91 Chelmsford Street Invercargill

Phone: (03) 2178819

Email: [office@windsornorth.school.nz](mailto:office@windsornorth.school.nz)

Accountant: Solutions & Services

Auditor: BDO



### Student Achievement report

As Principal of Windsor North School, I am pleased to present the 2025 Student Progress and Achievement Report. This year has been a foundational period as we transitioned to the 2025 New Refreshed Curriculum and implemented evidence-based teaching philosophies like Structured Literacy and Structured Mathematics

### 2025 Academic Performance Overview

Our 2025 end-of-year data reflects a new baseline for the school, prioritizing foundational knowledge and skill development.

Learning Area	School-Wide Achievement (Secure/Advanced)	Target
Reading	79.03%	80%
Mathematics	75.81%	80%
Writing	64.20%	80%

### Longitudinal Data Over Time

- Reading students are working at Proficient or Exceeding **(76.11% Mid 2025, 88% 2024, 94% 2023, 90% in 2022, 93% in 2021 end of year)**
- Writing students are working at Proficient or Exceeding **(56.46 Mid 2025, 71% 2024, 74% in 2023, 76% in 2022, 83% in 2021 end of year)**
- Mathematics students of our students are working at Proficient or Exceeding **(68.03% Mid 2025, 87% 2024, 83% 2023, 91% in 2022, 91% in 2021 end of year)**

### Key Areas of Strength

- **Junior School Success (Year 1 Writing):** An outstanding 88.24% of Year 1 students achieved "Secure" or "Advanced" levels in writing, validating our intensive focus on handwriting, phonics, and basic sentence construction.
- **Consolidated Literacy (Years 2 & 3):** Students in Year 2 (83.33%) and Year 3 (94.23%) showed strong reading results, demonstrating that the Structured Literacy approach effectively secures foundational skills once embedded.
- **Mathematical Engagement:** We saw a significant 8.56% increase in students applying "Consistent Effort" in mathematics from Mid-Year to End-of-Year, indicating high engagement with the new *Maths No Problem* (MNP) resource.
- **Senior School Stability:** Achievement in the senior years remains robust, particularly in Reading (Years 5 and 6 at 88.09% and 86.97% respectively) and Mathematics (Year 6 at 89.13%).

### Areas for Development & Challenges

- **The "Writing Gap":** Writing achievement (64.20%) is currently our greatest challenge. This is largely due to a strategic decision to prioritize phonemic understanding and "filling gaps" in middle-year cohorts rather than pursuing superficial grade-level

expectations.

- **Foundational Mathematics (Year 1):** While writing is strong in Year 1, mathematics achievement in this cohort (54.90%) is a primary driver of the school-wide average being below the 80% target.
- **Growing Student Diversity:** Our ESOL (English for Speakers of Other Languages) population has grown significantly to 27% of the school, requiring more intensive, specialized support for language acquisition.
- **Complex Learning Needs:** 60% of our students now require some form of additional support for learning, behavior, or mental health, up from 40% in 2024.

---

### Strategic Focus for 2026

1. **Closing the Equity Gap:** We will implement targeted interventions for Māori, Pasifika, and Asian student groups who are currently performing below the MOE target.
2. **Mathematics Acceleration:** A high-intensity "Tier 2" intervention program will be established for Year 1 students to bolster foundational number sense and place value.
3. **Deepening Teacher Expertise:** Professional development will move from foundational training to deepening pedagogical expertise in explicit instruction and diagnosing individual learning gaps.
4. **Attendance & Engagement:** While our attendance (93.3%) remains above the national expectation, we will continue to work with families to reduce unjustified leave during term time, which impacts learning continuity.

This report marks the beginning of a rigorous new journey. I want to thank our dedicated staff for their commitment to these major curriculum shifts and our community for supporting their children through these changes.

Mid Year 2025 Mid Year Assessment Analysis ☰ WNS Board Mid Year 2025 Student Progr...	End of Year End of Year Assessment Analysis ☰ <b>End of Year 2025 Student Progress and Ac...</b>
--	---

### SENCO 2025 Report

Over 2025 it was noted that there was a large growth in student learning needs, including ESOL, Neurodiversity and Behaviour. The Windsor North School Board were committed to supporting students with learning needs and invested in teacher aides to work in teams across the school. We also had a specialist Structured Literacy Teacher working in small groups of no more than 4 students to support their learning development.

Noted was a strong growth in ESOL. To support our students' needs, our focus is to continue to build partnerships with families and students. We increased support for students in class and have increased personnel and programme development.

The support of teacher aides working in the classrooms showed student wellbeing gains, drop in anxiety and engagement in school. Below is the breakdown on our learning needs in November 2025. Learning shift within the strand was a key achievement for these students. Noting 60% of our school has needs. Two teacher assistants ran Yr 5-6 extension writing and mathematics programmes based on their passions and teaching experiences. This was a huge success with full engagement and stretch of their learning.

ESOL (English for speakers of other languages)	Neurodiverse/ Behaviour/ Speech and Health/ Gate/ Counsellor	Learning Reading / Writing
<p>The breakdown across the school</p> <ul style="list-style-type: none"> <li>• 34% of students New Entrant / Year 1</li> <li>• 28% Koru and Kowhai Year 2-5</li> <li>• 13% Year 6</li> </ul> <p>ESOL numbers have grown substantially from:</p> <p>9 students in 2018 (2.7%)  57 students in 2024 (18.75%)  82 students in 2025 (27%)</p>	<p>40 students = 13.20% of our students have the above needs</p> <p>The noted aspect 2024/ 2025 is students coming into school having little awareness of working with others in particular boys and strong focus on devices/ gaming and fighting. Also students are more dependent on adults and the adjustment from preschool to school is huge. The Pre School ratio is 1 adult to 5 students and they are needing to adjust to 1 adult to 18+ students.</p>	<p>60 students = 19.80% of our students have the above needs</p> <p><b>Overall</b></p> <p>60% of our students in our school have needs that require some form of support. In 2024 our overall demographic of needs was 40%</p>

### Te Reo and NZ Histories and Rich Learning Opportunities

The introduction of Cultural Hour on a Friday has grown our Cultural Principles and learning partnerships with whanau. Saw us develop a base of te reo maori skills across the school. We also formed school tikanga Maori rituals in karakia and mihi whakatau.

Our wider culture club connected with whanau in the development of learning and discovering stories of our people. The stories then transpired into a beautiful mural that has been formed.



We linked the Te Tiriti of Waitangi principles with our school STRIVE values. Through our learning inquiries

our focus has been to build understanding and knowledge around the theme of "Our Heritage and cultures we bring to our place."

Students learnt about:

- Our History and Place on the Waihopai River. Our Pikopiko Team focused on finding out about the purpose for the stop bank, discovering the native trees and even some birds.
- Koru Team discovered Thompson Bush and what it was like over 100 years ago
- Riverton and importance of flax around the Windsor Area with a flax mill operating/ Here are some photos from the end of our Harakeke learning a couple of weeks ago. We were fortunate to have Mr Lloyd Esler visit the school to share more detail about the harakeke mill and the twine factory that used to operate in the Salford area of the Waihopai River.



**Student Leadership:**

A variety of leadership opportunities were on offer - this included House Leaders and student based activities including House Events, Community fundraising events for local and national charities, PALS, student based activity leaders - developing cultural and sporting playground activities.

**2025 Camping Programme included:**

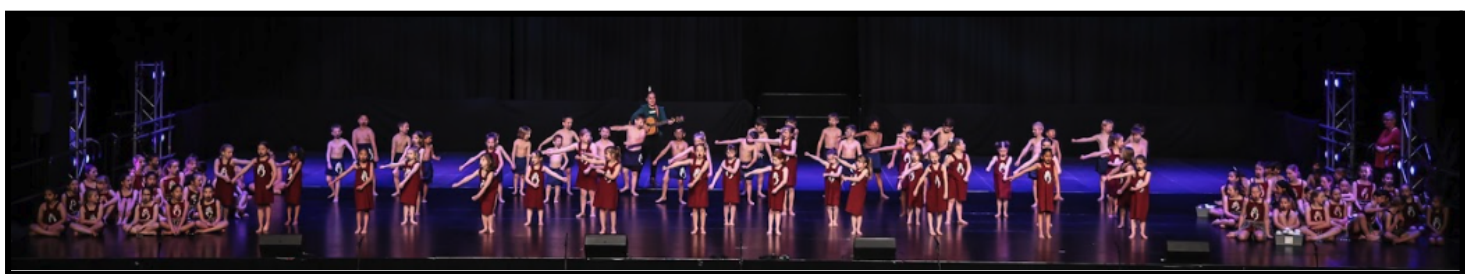
- **Year 6** - students had 2 nights at Camp Columba. The camp is very much a highlight of the Year 6 programme and the students really got to shine while using the WNS STRIVE Values.
- School swimming took place for Year 1-6 in Term 1.

**Specialist Curriculum**

- Students visited school Shout Out Choir Performance, Stunt BMX Rider and worked alongside Southland Sports Stars, and Local High School Students in sporting and cultural activities.

**Extra Curricular activities included:**

- Kapa Haka - we are rebuilding our Kapa Haka. This year the group really focused on key waiata and haka and it was wonderful to be able to perform at Polyfest. A huge thank you to Whaea Shari. A new introduction was the House Kapa Haka competition
- The Kennedy School of Music programme has been integrated into our school programme as an option for families over 2025.
- The school holds many club options for our students. These range from sporting, arts, culture and community based options including calf club, garden club, radio, techie club, golf, choir, orchestra, kapa haka, touch, netball, cricket, miniball and football to name a few.
- Sporting - this year our Year 5-6 students shared the Tri Nations trophy with a draw when we competed against our local schools in netball, football and rugby.

**WNS Sporting teams**

All did incredibly well over 2025 with many of our teams getting to the finals in their respective competitions in netball, touch waterpolo, minball, touch, cross country, athletics and winning competition titles. A big shout out to our Jump Jam Teams for taking out titles.

We would like to thank our amazing parent volunteers who support the teams in coaching and managing, as well as our amazing teaching team who also contribute many extra hours to support students in teams. Without you all we would not be able to support our students in sport and cultural events.

### **Kiwi Sport:**

As part of our kiwi sporting development we have focused on getting specialist teachers to join our PE programmes - this includes: cricket, soccer, and supporting our students in team events. We also replenished well used sports equipment and ran a PMP programme for our Year 0-1 students

### **Windsor North School Presiding Member- T Conway**

It has been another significant year for WNS. Supported by our staff, the Board has reviewed our Strategic Plan to ensure we have the necessary space to understand, plan, and embed the new Government directions.

Throughout 2025, we will continue reviewing the core curriculum and implementing new assessment and reporting systems. The Board remains committed to providing high-quality professional learning and ensuring teachers have the practical support needed to bring these changes into the classroom. Following our significant investment in Structured Literacy during 2025, our 2026 focus will shift to Mathematics while continuing to embed literacy practices.

Our goal is to build a robust foundation of pedagogy across the school. While all regulatory and compliance reports were successfully completed, our most important achievement remains our continued support for both staff and learners during this period of transition.

We held a very successful stakeholder survey including whanau, student and WNS staff voice. This information has assisted the board in budget allocation, review of Vision and Goals and the development of the 2026 Annual Plan. Our focus is and will continue to be building positive learning partnerships with our Staff, Whanau and Students. As a board we really value twice yearly breakfast with the teaching team where we collectively share the learning data and get the stories behind the data and collectively look at how we can work together to support all our learners.

[☰ Stakeholder Survey Summary Report 2025:](#)

### **Legislation and Administration**

**Length of the School Year** : The school was open for **382 half days**.

**School Roll**: 2025 year ended with a roll of 342 students. The roll over the year began to fluctuate with our Year 1 roll increasing.

We had 47 Year 6 graduates leave at the end of the year.

**Student attendance** - Windsor North School worked really hard to ensure student attendance. Our End of 2025 data is as follows:

## Term 4 Summary

### How many students regularly attended school this term?

 Regular Attendance

**76%**

Compared to 76% in Term 4, 2024

 Irregular Absence 15%

Compared to 19% in Term 4, 2024






 Moderate Absence 5%

Compared to 4% in Term 4, 2024

 Chronic Absence 4%

Compared to 1% in Term 4, 2024

### What were the main reasons given for absence this term?

-  (M) Illness / Medical Absence 48%
-  (G) Holiday 31%
-  (E) Accepted (but unjustified) 13%
-  (J) Explained and Approved 8%
-  (T) Unexplained / Trivial 1%

### How many students were on time to class?

**99%** of students are arriving on-time regularly (i.e. over 90% of the time)

## Ministry of Education projects:

- Our Year 3-6 students took part in National Education Monitoring Project
- Structured Literacy - with Literacy Connections Year 1-6 + Tier 2-3 Literacy Support. Additional Board funding in structured literacy and Writing, plus . 4 leadership position to support implementation

## Finance - M Roy/ B Trompetter

The School's financial position remains very strong with working capital and overall equity. Huge thanks to the staff for working within the budgets set, with expenditure used seeing positive impacts for our students.

The board has supported staff training and resourcing with emphasis on Structured Literacy to ensure we are best placed for implementing this effectively into our school over the next year. Financial contribution was made by the board to ensure our property projects continue as per the schools maintenance plan, and the board also supported resourcing in a number of areas. We would like to thank our community for the school donations they make. This support means we can offer our students additional areas of learning including Life Education, visiting performers, technology and additional resources etc.

## Personnel - S Hazlett/ L Hicks

Over the year we have had a focus on staff wellbeing:

- Examined challenges around relief teacher supply, review of how we operate to support staff with CRT and cover for sickness. This is a continued focus.
- There were no personnel grievances received by the Board.
- There were no material parent grievances/complaints regarding WNS personnel received by the Board.
- Administrative and support staff cohort performed admirably. Some staff have adjusted their roles to meet personal needs.

On reflection, 2025 was a very successful year from a personnel perspective for the school with a tangible shift in positive cultural development and a supportive and engaging employment ethos within the school. Looking ahead to 2026 we are mindful that our staff are facing a number of curriculum changes based on the new government initiatives through the New Zealand curriculum refresh. For Windsor North staff this includes:

- *Implementation of the English and Mathematics curriculums*
- *Implementation of structured literacy programme (The code and Literacy Learners framework) and science of learning approach using explicit teaching*
- *Implementation of using the Mathematics and Statistics resource - Maths No Problem*
- *Associated development of new assessment and reporting practices including: Phonics checking, reporting structures to show progress within the new phases of learning .*

*The board will add key focus on supporting resource development for the above new initiatives and professional development support. Importance is stressed in implementation in stages and building strong foundations and that pacing should be measured to ensure coherence across the school and staff wellbeing.*

### **Professional Learning:**

The Board values the importance of ensuring WNS staff are equipped to support our learning. Over 2025, staff were involved in the following focused development:

- Mitey Mental Health Programme
- NZ Curriculum Refresh- Structured Literacy and Mathematics - the Learner First
- Role of the Board / Board Induction - Board
- Leadership team - New Curriculum development/ tier 2 literacy support
- AI development and learnings

### **Statement of Resources:- Staffing structure/ Units:**

- 18.85 staffing with 17 units. Major allocation of units is distributed to Leadership team members.
- The board also appointed part time teachers to cover leadership release.
- The Board was committed to supporting students' learning by appointing 5 learning assistants + 5 part time learning assistants. to work in teams with groups of children and 1:1. Based on additional funding part time project based Teacher Assistants were employed for 6-8 weeks to work on a project.
- Our admin team includes 2 team members, and 1 caretaker .

### **Health, Safety and Welfare - T Conway**

In 2025 the Board reviewed our schools Health and Safety Policy and Education Outside the Classroom Policy and associated procedures in relation to the Educational and Work Safe policy changes. A complete audit was conducted and clear systems trialled that link to Worksafe recommendations and are now confirmed and in place for camps, outside school activities, swimming and events within school. Wellbeing is a key focus as a Board ensuring school personnel policies support the wellbeing of our valued staff. The Board are committed to supporting this development and working alongside the staff representative on the Board to ensure good employee expectations are maintained to a high standard.

The Board again this year has been the ongoing review and evaluation of the trends and patterns identified in the Health and Safety section of the Principal's Board Report. The reporting was adjusted in 2025 to identify areas of the school and times of day where a higher level, or similar types, of incidents may be occurring. The Board has found the information presented of significant value and have been able to make recommendations on the patterns and trends presented.

## Property/ Asset Management - T Conway/ M Aquip

Over the year the Board worked closely with Southern Quantity Surveyors in finalising the following project developments:

- Painting of C block
- Painting of Library
- Water main upgrade
- Upgrade of the Kitchen in the Administration Area - Board Funded Work

Under General Maintenance - we have maintained building warrant of fitness standards, and continued to enhance the play spaces, improved the health room with an upgrade,

## ICT:

The school is committed to maintaining a good base of e-learning tools for students to access. Over 2025 we have commenced a replacement plan of our depreciated ICT equipment. Network for Learning completed a wifi and cybersafety upgrade.

## Windsor North PTA / Community:

Special thanks must also go to:

- Community Trust Southland for \$7000 to support learning development programmes
- Our PTA Community for raising funds to support our school including Structured Literacy & ICE resources,, student counselling, Colour Run Powder and sunscreen.

## The WNS Board Elected September 2025

Name	Position on the Board	How Position gained on the Board	Occupation	Term Expires
Trudy Conway	Presiding Member	Elected	Lawyer	2028
Lucy Hicks	Personnel Library Project	Elected	Environment Southland	2028
Shari Fengley	Community	Elected	Teacher	2028
Breadan Trompetter	Finance	Elected	Supermarket Owner Operator	2028
Muhammad Aquip	Property	Elected		2028
Emma Trotter	Staff Rep	Staff Elected	Teacher	2028

## REMUNERATION OF BOARD OF TRUSTEES MEMBERS 2025.

**Number of board meetings held:** 8 Board Meetings were held over 2025

## Thank you to...

- WNS staff
- Leadership Team
- Our amazing supporters of the school
- Windsor North Parent Association (PTA)
- Windsor North School Boards

who have all worked tirelessly and well beyond the call of duty to ensure that Windsor North School is a wonderful place for learning and to be part of. We look forward to 2025 where we continue to go deeper in the development of our 3 strategic goals

- **Leaderful Learning** - development of student agency principles
- **Continuous Improvement** - focus on NZ Curriculum refresh within Mathematics and
- **Collaborative Connections** - building further partnerships with our students, staff, parents and wider community

As we move into a phase of review and implementation of our new strategic plan we are keen to develop the NZ Curriculum Refresh within our school through review of our practices and assessment process to ensure we develop positive progression frameworks for all our students.

*Debbie Dickson*

Principal

## Windsor North School Board of Trustees 2025

<b>Name</b>	<b>Occupation</b>	<b>Delegations</b>
Debbie Dickson	Principal	Principal
Lucy Hicks	General Manager Policy & Government Reform	Personnel <b>No longer Board Chair from Sep 2025</b>
Trudy Conway	Lawyer	Board Chair/Personnel/Finance/ Property/Health&Safety <b>Board Chair from Sep 2025</b>
Shari Frengley	Teacher	Community <b>Elected Sep 2025</b>
Muhammad Aqib	Electrical Engineer	Property/Health&Safety <b>Elected Sep 2025</b>
Braedan Trompetter	Business Owner/Operator	Finance <b>Elected Sep 2025</b>
Emma Trotter	Teacher	Staff Representative <b>Elected Sep 2025</b>

<i>Meghan Roy</i>	<i>Banker</i>	<i>Finance</i> <b><i>Expired Sep 2025</i></b>
<i>Sarah Hazlett</i>	<i>General Manager People &amp; Culture</i>	<i>Personnel/Suspensions</i> <b><i>Expired Sep 2025</i></b>
<i>Matt Murray</i>	<i>Teacher</i>	<i>Staff Representative</i> <b><i>Expired Sep 2025</i></b>



Windsor North School Invercargill

**2025**

Analysis of Variance- Targeted Action Plans  
To Support Accelerated Learning

*Learning for Living - Ako Oranga  
Be our best - Kia pai rawa atu au*

MOE 3967  
91 Chelmsford Street  
Invercargill

Principal/ Tumuaki  
Debbie Dickson



**PROCESS we used:**

1. Analysis of data and drilling down to focus points within Reading, Writing and Mathematics
2. Teams then drilling down into the data and forming target focus points
3. Reflections on progress and development

Teams are focussing on Noticing, Recognising and Responding to the shifts and trends and ensuring progress is being made. Target of variance has been developed within the following team structure. Below are the Variance Reports made by each team.

<p><b>PHASE 1:</b> Pikopiko/ Koru Year 0-3</p>	<p><b>PHASE 2:</b> Kowhai and Kauri Year 4-6</p>
--	--

**2025 END Year Overall Results - 327 student BASELINE data analysis**

Overall Teacher Judgement Data is based on a triangulated holistic approach in all 3 curriculum areas. It includes: summative testing, and formative assessment against expectations and student work books and instructional teaching times. Please note the overview data does not include our Year 0 students and students who have come into school mid Term 3 and Term 4 2025, plus students working on individual education plans and requiring learning support.

<p><b>Reading</b> Overall as a school <b>79.03%</b> achieving Secure and Advanced levels on what has been taught (76.11% Mid 2025, 88% 2024, 94% 2023, 90% in 2022, 93% in 2021 end of year)</p> <ul style="list-style-type: none"> <li>• Year 1 - 54.90% working within secure and advanced progress levels</li> <li>• Year 2 - 83.33% working within secure and advanced progress levels</li> <li>• Year 3 - 94.23% working within secure and advanced progress levels</li> <li>• Year 4 - 77.97% working within secure and advanced progress levels</li> <li>• Year 5 - 88.09% working within secure and advanced progress levels</li> <li>• Year 6 - 86.967% working within secure and advanced progress levels</li> </ul>	<p><b>Writing</b> Overall as a school <b>64.20%</b> achieving Secure and Advanced levels on what has been taught (56.46 Mid 2025, 71% 2024, 74% in 2023, 76% in 2022, 83% in 2021 end of year)</p> <ul style="list-style-type: none"> <li>• Year 1 - 88.24% working within secure and advanced progress levels</li> <li>• Year 2 - 73.81% working within secure and advanced progress levels</li> <li>• Year 3 - 73.08% working within secure and advanced progress levels</li> <li>• Year 4 - 60.02% working within secure and advanced progress levels</li> <li>• Year 5 - 61.90% working within secure and advanced progress levels</li> <li>• Year 6 - 80.44% working within secure and advanced progress levels</li> </ul>	<p><b>Mathematics</b> Overall as a school <b>75.81%</b> achieving Secure and Advanced levels on what has been taught (68.03% Mid 2025, 87% 2024, 83% 2023, 91% in 2022, 91% in 2021 end of year)</p> <ul style="list-style-type: none"> <li>• Year 1 - 54.90% working within secure and advanced progress levels</li> <li>• Year 2 - 80.95% working within secure and advanced progress levels</li> <li>• Year 3 - 78.84% working within secure and advanced progress levels</li> <li>• Year 4 - 74.57% working within secure and advanced progress levels</li> <li>• Year 5 - 85.71% working within secure and advanced progress levels</li> <li>• Year 6 - 89.13% working within secure and advanced progress levels</li> </ul>
--	---	---

# PHASE 1

## English Focus - Structured Literacy Tier Two Support

Target Focus: English Language Learners/ Pacifica support literacy support

Linking to: Sounds/ Words/ Handwriting



### 2024 End of Year Reading Overview

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond			4 (10.53%)										3 (5.17%)	7 (2.26%)
Beyond	3 (20.00%)		15 (39.47%)		16 (31.37%)		12 (19.67%)		11 (26.83%)		19 (41.30%)		33 (56.90%)	109 (35.16%)
Within	9 (60.00%)		8 (21.05%)		31 (60.78%)		39 (63.93%)		24 (58.54%)		26 (56.52%)		14 (24.14%)	151 (48.71%)
Towards	3 (20.00%)		4 (10.53%)		2 (3.92%)		3 (4.92%)		2 (4.88%)		1 (2.17%)		3 (5.17%)	18 (5.81%)
With support towards			7 (18.42%)		2 (3.92%)		7 (11.48%)		4 (9.76%)				5 (8.62%)	25 (8.06%)
<b>Totals</b>	<b>15</b>		<b>38</b>		<b>51</b>		<b>61</b>		<b>41</b>		<b>46</b>		<b>58</b>	<b>310</b>




Our Maori students working very well and 88% are working at or above      Our Pasifika students 67% are working at or above

Our Asian students 84% are working at or above 88% of **Pākehā/ European** students are working within and above expectations.

**Our MELLA** (Middle Eastern, Latin American and African) students 68% are working within and beyond expectations. 20% have made shifts within their English understanding.

### PHASE ONE HIGH LEVEL OVERVIEW 2025

Gender				Ethnicity			Learning Needs
Year Level	Male	Female	Total	Maori = 49 (14.98%)	Chinese= 15 (4.59%) Japanese = 3 Korean= 6	Other Asian = 34 (10.4%)	<p>Over the last two years we have seen a large increase in the number of students requiring additional support for learning, behaviour and mental health support, particularly at Phase 1 Year 0-3 but also across the school. With this the school along with outside agencies has put in funding support by way of Teacher Aide support into the school. Below is a breakdown of learning development needs within our school</p> <p style="text-align: center;"><b>ESOL</b> (English for speakers of other languages)</p> <p>The breakdown across the school</p> <ul style="list-style-type: none"> <li>34% of students New Entrant / Year 1</li> <li>28% Koru and Kowhai Year 2-5</li> <li>13% Year 6</li> </ul> <p>ESOL numbers have grown substantially</p> <ul style="list-style-type: none"> <li>9 students in 2018 (2.7%)</li> <li>57 students in 2024 (18.75%)</li> </ul>
0	14	18	32	Southeast Asian = 12 (3.67%)	Cook Island Maori 5 (1.53%), other Pacifica = 9 Fijian 3 (0.92%)	British/ Irish= 3 Other European = 3	
1	29	22	51	African = 8 (2.45%)	Indian = 10 (3.06%) Sri Lanken - 7	Latin American = 8	
2	21	21	42				
3	30	24	54				
<b>Attendance Patterns</b>							
PDF <b>3967 Attendance Term 1 2025 (1).pdf</b>							

<p>Regular Attendance 88%</p> <p><b>Term 2</b></p> <p> <b>3967 Attendance Term 2 2025 (1).pdf</b></p> <p>Regular Attendance 77%</p> <p><b>Term 3</b></p> <p> Copy of 3967 Attendance Provisional ...</p> <p>Regular Attendance 67%</p> <p><b>Term 4</b></p> <p> <b>Copy of 3967 Attendance Final EDM T...</b></p> <p>Regular Attendance 76%</p>	<table border="1"> <tr> <td></td> <td></td> <td>(2.45%) Filipino =6 Other 2 (0.61%)</td> </tr> <tr> <td>Maori = 49 (14.98%)</td> <td>Chinese=15 (4.59%) Japanese = 3 Korean= 6</td> <td>Other Asian =34 (10.4%)</td> </tr> </table>			(2.45%) Filipino =6 Other 2 (0.61%)	Maori = 49 (14.98%)	Chinese=15 (4.59%) Japanese = 3 Korean= 6	Other Asian =34 (10.4%)	<ul style="list-style-type: none"> <li>82 students in 2025 (27%)</li> </ul> <p><b>Neurodiverse/ Behaviour/ Speech and Health/ Gate/ Counsellor</b></p> <p>40 students = 13.20% of our students have the above needs</p> <p>The noted aspect 2024/ 2025 is students coming into school having little awareness of working with others in particular boys and strong focus on devices/ gaming and fighting. Students are more dependent on adults and the adjustment from preschool to school is impacting on their transition to school</p> <p><b>Learning Reading / Writing</b></p> <p>60 students = 19.80% of our students have the above needs</p> <p><b>Overall</b></p> <p>60% of our students in our school have needs that require some form of support. In 2024 our overall demographic of needs was 40%</p>
		(2.45%) Filipino =6 Other 2 (0.61%)						
Maori = 49 (14.98%)	Chinese=15 (4.59%) Japanese = 3 Korean= 6	Other Asian =34 (10.4%)						

## PHASE 1

**English Focus** - Structured Literacy Tier Two Support

Target Focus: English Language Learners/ Pacifica support literacy support

**Linking to:** Sounds/ Words/ Handwriting




## PHASE ONE ASSESSMENT OVERVIEW HIGH LEVEL - Phonics / Dibels

This report provides an overview of the progress our Year 0-3 students have made following the implementation of our Structured Literacy Professional Learning Development (PLD). The data compares "Initial Assessments" (February 2025) with "Final Assessments" (June 2025), focusing on key indicators like Letter/Sound Knowledge and DIBELS (Correct Letter Sounds and Words Read Correctly).

Year Group	Key Metric	Initial Avg (Feb)	Final Avg (June)	Average Shift
Year 1	DIBELS Correct Letter Sounds (CLS)	18.1	50.1	+32.0
Year 1	DIBELS Words Read Correctly (WRC)	4.8	12.8	+8.0
Year 2	Letter/Sound Knowledge	52.1	63.8	+11.7
Year 2	Oral Reading Fluency (words/min)	28.1	35.8	+7.7
Year 3	Oral Reading Fluency (words/min)	67.2	87.5	+20.3
Year 3	Spelling (Word Check B)	26.6	32.4	+5.8

<p><b>Summary Overview</b>  <b>TEAM Statement of Big Picture Data Term 1 using 2024 Data</b></p>	<p><b>Analysis of Trends and Shifts</b>  <b>Year 0 &amp; 1: Building the Foundation</b>  Our Year 1 cohort showed the most significant growth in <b>alphabetic alphabetic principles</b>.</p> <p><b>Phonemic Awareness:</b> While many Year 0 students are still in the early data collection phase, Year 1 students demonstrated a massive leap in <b>Correct Letter Sounds (CLS)</b>, jumping from an average of 18.1 to over 50.1.</p> <p><b>Decoding:</b> We observed a "breakthrough" trend where students who started with zero words read correctly are now blending sounds to read independently.</p> <p><b>Year 2: Bridging to Fluency</b>  The Year 2 group is successfully transitioning from letter identification to <b>connected text reading</b>.</p> <p><b>Steady Growth:</b> There was a consistent upward trend in Letter/Sound Knowledge, with the average score rising to 63.8.</p> <p><b>Fluency:</b> Students are becoming more efficient, with Oral Reading Fluency increasing steadily, supporting better comprehension.</p> <p><b>Year 3: Consolidating and Extending</b>  Our Year 3 students are showing strong <b>fluency gains</b>, which is critical for their transition into more complex curriculum tasks.</p> <p><b>Fluency Leap:</b> This group saw the highest gain in reading speed, increasing by an average of 20 words per minute.</p> <p><b>Spelling:</b> We are seeing a positive shift in spelling accuracy, indicating that the structured approach to phonics is transferring into their independent writing.</p>
--	--

<b>Term 1/ 2 Data Analysis and Shift</b>	The mid-year data indicates that the Structured Literacy approach is providing a <b>high impact</b> , particularly for our youngest learners in Year 1 who are establishing their phonetic foundations. The shift from "Initial" to "Final" assessments shows that almost all students are making measurable progress, with very few remaining stagnant. Our focus for the second half of the year will be on supporting "New Arrivals" to bridge the gap and ensuring our Year 3 students continue to increase their reading endurance
--	---

<b>Target Group</b>	<b>Structured Literacy Tier 2 (Yr 1-2)</b>  SLA-Support-Data 2005 - Windsor North School MOE 3967(5).xlsx
<b>WHY this target group</b>	These students were identified as at risk in the Year 1-3 beginning of the year testing for Structured Literacy

<b>Target Plan</b>	<b>Identified Needs</b> <i>Focusing - What has been identified as a key focus area? Therefore worth spending time on? (observation/evidence based)</i>	<b>Actions/Strategies</b> <i>Teaching Inquiry - What strategies or skills will I implement that would make an impact and learning shift.? (evidenced based)</i>	<b>Reflection</b> <i>Learning Inquiry - What happened as a result of the targeted focus. What did you see as the Strengths, Opportunities to develop further (next steps) and overall results .</i>
<b>Term 1/ Term 2 Focus</b>	<p><b>Total Students: 37</b></p> <p>Criteria: Students were selected based on assessment data indicating they were "at risk" according to the DIBELS Testing NSW benchmark scores.</p> <p>Focus Areas: Selection was specifically driven by low scores in foundational literacy skills, namely:</p> <p>Decoding: The ability to segment written words into their constituent phonemes (sounds).</p> <p>Word Reading Fluency: The automatic and accurate reading of known words.</p> <p>Demographics:</p> <p>Boys: 21 (57% of cohort)</p> <p>Girls: 16 (43% of cohort)</p> <p><b>Tier 3 Intensive Intervention</b></p>	<p>The core focus of the Tier 2 intervention was the rapid acquisition of foundational literacy skills, aligning with Structured Literacy principles. This approach targeted specific areas essential for reading fluency and comprehension:</p> <p>Phonological Awareness and Phonics: Explicit instruction in letter-sound correspondence and the systematic development of blending skills to decode words (synthetic phonics).</p> <p>Orthographic Mapping: Intensive practice on fast, automatic recall of high-frequency irregular words (often referred to as 'heart words').</p> <p>Encoding (Writing): Direct instruction and application of learned phonics skills to the writing process. The intervention was delivered as an intensive, small-group program designed for maximum impact and minimal time away from the core classroom curriculum.</p>	<p>Evidence of Effectiveness: The intervention strategies proved highly effective for students within the Yellow - Some Risk and Green - Minimal Risk categories.</p> <p>Six students who were engaged in the intervention successfully maintained or improved their performance metrics.</p> <p>Action Outcome: This success resulted in the action "Successfully discontinued," indicating these students achieved sufficient skill acquisition and independence to no longer require formal Tier 2 support. This validates the appropriateness and efficacy of the Tier 1 (general classroom) and low-level Tier 2 (targeted small group) strategies. The most vulnerable students (those initially flagged as Red - At Risk) continue to demonstrate significant instructional gaps.</p> <p>While progress may have been observed, it was not significant or rapid enough to meet</p>

	<p>Total Students: 1</p> <p>Placement: One student was identified for Tier 3 intensive intervention during Term 4.</p> <p>Rationale: This placement signifies a need for the highest level of individualized and intensive support, as the student did not achieve adequate progress (Non-Responder) within the Tier 2 setting.</p>	<p>Groups were capped at four students to ensure high fidelity of instruction and maximised individual response time. Four sessions per week, with each session lasting 20 minutes. The program content and methodology were explicitly aligned with the Structured Literacy programs utilized in the general education classrooms (Tier 1), ensuring a cohesive learning experience and reinforcing key concepts. A core component of the programme was its flexible and responsive design, ensuring that instruction adapted quickly to student needs and progress. Groups were formed flexibly, based on a triangulation of data considering identified skill deficits, rates of progress, and optimal group dynamics (personality). Data-Driven Adjustments were made and students were monitored regularly using both formative and summative assessments. Programme adjustments, including changes to group membership or instructional focus, were made directly based on performance data to maximise learning velocity. The specialist teacher maintained active liaison with classroom teachers to ensure comprehensive information sharing regarding student performance, instructional consistency, and generalisation of skills across all learning environments.</p>	<p>the established exit criteria for the program within the reporting timeframe.</p> <p>As a result, the action recorded for this group is "Support will continue next year." This outcome signals a need to re-evaluate and intensify the intervention approach for these specific individuals, potentially escalating their support to a Tier 3 highly individualised model to ensure sufficient acceleration of learning.</p>
--	---	--	--

## CLASS Level Links and Focus

### Hot Spot Target Group Key Competencies

Managing Self maintaining consistency and applying learned skills, and Thinking, employing effective strategies for word recall/application.

### WHY this target group

The data showed that the students needed targeted intervention to address inconsistencies in performance, specifically in the Word Check\Heart words score category, and to ensure all students are showing consistent positive growth.

Catch up code Year 2						
Student	Heart	Word check	Total	Heart	Word check	Total
1	17	20	37	23	26	49
2	9	17	26	17	13	30 attendance
3	13	17	30	17	13	30
4	18			26	29	56
5	15	15	30	21	21	42
6	9	15	24	17	16	33
7	16	8	24	23	16	39
8	16	16	31	24	22	46
9	15	16	31	21	19	40
10	23	12	35	24	15	3

### Sprint Cycle

### Identified Needs

*Focusing - What has been identified as a key focus area? Therefore worth spending time on? (observation/evidence based)*

### Actions/Strategies

*Teaching Inquiry - What strategies or skills will I implement that would make an impact and learning shift.? (evidenced based)*

### Reflection

*Learning Inquiry - What happened as a result of the targeted focus. What did you see as the Strengths, Opportunities to develop further (next steps) and overall results .*

### Term 3/4 focus

10 students, 7 boys and 3 girls. had low recall of Word Check/ Heart scores from the level below them which indicates an issue with retention and consistent application of word skills over time, despite showing improvement in the 'Heart' category. Many of the students lack effective self-correction strategies or systematic approaches to word/spelling checks. The simplicity of the Word Check focus allows for easy measurement of progress. At Risk status indicates a significant deficit in the students' ability to establish

Implement short, twice weekly, high-repetition word checks focusing specifically on previously taught vocabulary/skills that connect to the content of the 'Heart Word' section and repetition which enhances memory retention in the working memory. There were 20 students involved from 4 classes and the most at risk students were chosen. The children that


All students showed improvement in the 'Heart Word' category. Most students made progress with their word scores. The increase in Heart Words has increased their overall score which shows significant progress. The intervention successfully drove a significant shift in student risk status from moderate to minimal risk.

### Green Minimal Risk

Term 1: 2 students shift of 6

	<p>automatic orthographic mapping for word recognition.</p>	<p>attended had to have regular attendance.</p> <p>These students worked with a Teacher Aide for 20 minutes a day for 20 weeks: Heart Words: The ability to achieve automatic and rapid recall of high-frequency words that contain irregular (or temporarily untaught) spelling patterns. Word Check: A measure of the student's fluency and accuracy in decoding and rapidly recognising words (a composite skill of phonic knowledge and orthographic mapping).</p> <p><b>Next steps:</b> To establish a programme across the school for Tier 2 support the Structured Literacy programmes in classes similar to the programme in the Juniors to ensure cohesiveness and fidelity across the school</p>	<p>Term 4: 8 Students</p> <p><b>Yellow Some risk</b> Term 1: 8 students    shift of 6 Ter, 4: 2 Students</p> <p><b>Red At risk</b> Term 1: 10            no shift Term 4 : 10</p> <p>One of these children had low attendance. The primary next step is to intensify support for the persistent Red - At Risk group. This will involve: Tier 3: Moving high-risk students to a Tier 3 model with increased frequency, duration, or a change in the instructional methodology (e.g., highly individualised, prescriptive instruction).</p> <p><b>The primary next step</b> is to intensify support for the persistent Red - At Risk group. This will involve: Tier 3: Moving high-risk students to a Tier 3 model with increased frequency, duration, or a change in the instructional methodology (e.g., highly individualised, prescriptive instruction).</p>
--	---	--	--

## PIKOPIKO END OF YEAR REFLECTION ON DEVELOPMENTS

 Pikopiko Team Reflection end of year 2025 board sharing.pdf

## PHASE 2

**English Focus** - Structured Literacy Tier Two Support

Target Focus: English Language Learners/ Pacifica support literacy support

**Linking to:** Sounds/ Words/ Handwriting



<b>Target Group</b>	Structured Literacy Tier 2 (Yr 4-5) ESOL
<b>WHY this target group</b>	Phonics Group Phase 2.pdf

Assessment Area	June 2025 Avg	Nov 2025 Avg	Average Shift
Heart Words (Out of 25)	17.5	20	+2.5
Year 1 Phonics Check (Out of 20)	15.2 (Aug)	N/A	+2.5 (from June)
Maze Test Score (Comprehension)	0.4 (Feb)	4.5 (Nov)	+4.1

Target Plan	Identified Needs	Actions/Strategies	Reflection
	<i>Focusing - What has been identified as a key focus area? Therefore worth spending time on? (observation/evidence based)</i>	<i>Teaching Inquiry - What strategies or skills will I implement that would make an impact and learning shift.? (evidenced based)</i>	<i>Learning Inquiry - What happened as a result of the targeted focus. What did you see as the Strengths, Opportunities to develop further (next steps) and overall results .</i>
<b>Terms 1-3</b>	The combination of low Phonics Word Check scores and poor Maze/Running Record Comprehension for 2 of the students indicates a need to spend time primarily on Systematic and Explicit Phonics Instruction to build the decoding foundation, followed closely by instruction in active comprehension monitoring (addressing the "guessing" and low accuracy/comprehension).	Intensive, Explicit Phonics and Decoding: Strategy: Implement a rigorous, systematic, and explicit Tier 2 programme focused on Phonics Word Check skills. The current Tier 2 support is insufficient, as evidenced by their scores.  Use a phonemic awareness and phonics progression (like the <i>Code Liz Kane</i> sequence mentioned previously) to teach the patterns systematically.	This detailed data analysis focuses on four specific students across multiple literacy assessments from February/June to November, using the provided screenshots.  The key focus area is the significant and persistent deficit in automatic word recognition and foundational comprehension for 12 male students, as evidenced by multiple low scores

		<p>Orthographic Mapping for Heart Words: Strategy: Increase the frequency and intensity of instruction for Heart Words using a 'sound mapping' approach. Since Steph made <i>no</i> progress (15/25), the current teaching method is not effective for her.</p> <p>Skill: Explicitly teach students to connect the sounds (phonemes) to the letters (graphemes) and identify the irregular 'heart' part, facilitating automatic recall.</p> <p>Active Comprehension Monitoring (Maze/Running Records): Strategy: For 1 student, who resorts to guessing, implement pre-reading and during-reading strategies focused on meaning.</p> <p>Skill: Teach the skill of "stop and check" when reading (Self-Correction/Comp strategy), explicitly modeling how to use sentence context to verify word choice <i>before</i> moving on, directly targeting the errors seen in the Maze Test.</p>	<p>and consistent "Red" risk status across assessments.</p> <p>The combination of low Phonics Word Check scores and poor Maze/Running Record Comprehension for 2 of these students indicates a need to spend time primarily on Systematic and Explicit Phonics Instruction to build the decoding foundation, followed closely by instruction in active comprehension monitoring (addressing the "guessing" and low accuracy/comprehension)</p> <p>The data shows highly variable success across the group. 2 students demonstrated strong progress, while 2 students remain in a state of crisis across nearly all domains.</p> <p>Limited Skill Transfer: The Phonics and Heart Word strategies failed to produce a learning shift for 2 students. Comprehension Deficit: The low Maze scores indicate that even the words they <i>can</i> decode are not reliably building meaning.</p> <p>WRC (Words Read Correct) Decline: 1 child showed no change in WRC despite a decrease in CLS Total Correct, indicating a persistent rate and accuracy issue.</p>
--	--	--	--

**Analysis of Trends and Shifts**

**1. Consolidation of High-Frequency "Heart" Words**

There has been steady, incremental growth in Heart Word recognition.

- **Consistency:** Most students moved from a "developing" phase (approx. 15-17 words) to a "confident" phase (23-24 words).
- **Maintenance:** Student 4 remained steady at 15/25; this suggests a plateau where specific irregular spellings may need more intensive,

The group is making honest progress. The shift in the Maze Test from negative/zero scores to positive scores is a "win" that indicates the Structured Literacy approach is starting to bridge the gap between phonics knowledge and actual reading comprehension.

multisensory reinforcement.

### 2. Phonics Word Check (Year 1 & Year 2)

- **Year 1 Material:** The group showed strong mastery of Year 1 phonics, with all students reaching 16/20 or higher by August. This indicates that the foundational decoding of CVC and basic consonant blends is secure.
- **Year 2 Material (The "Wall"):** The November Year 2 Phonics Check reveals a significant gap. Scores range from 5/36 to 27/36. This suggests that while Year 1 foundations are strong, the transition to Year 2 complex graphemes (vowel teams, diphthongs) is where the current learning challenge lies.

### 3. Maze Test: Reading for Meaning

The Maze Test (a multiple-choice cloze task) measures how well students understand what they are reading.

- **Shift from "At Risk":** In February, the group average was near zero, with many students recording high error rates (e.g., Student 1 had 7 errors).
- **Improved Accuracy:** By November, while still in the "Red" zone (below benchmark), we see a functional shift. Students 1 and 2 increased their scores significantly, showing they are now beginning to process sentence-level meaning rather than just decoding isolated words.

## Summary Assessment & Recommendations

### Strengths:

- **Foundational Decoding:** The group has successfully "graduated" from Year 1 phonics requirements.
- **Heart Word Automaticity:** Students are building a reliable bank of high-frequency words which will aid reading fluency.

### Areas for Focus:

- **The Year 2 Transition:** There is a clear need to target the specific phonics patterns introduced in the Year 2 curriculum, as the current scores (avg. 13.7/36) indicate these students are not yet independent with advanced decoding.
- **Comprehension Processing:** While the Maze Test scores improved, they remain low. We should continue to pair decoding practice with literal comprehension strategies to ensure they aren't just "barking at print."

## CLASS/ TEAM Level Links and Focus

### Hot Spot Target Group/ Class Focuses

Kōwhai are back-filling simple sentences, compound sentences and complex sentences.

We are also exploring writing building blocks and sentence expansion, making simple sentences better using adjectives and adverbs. We are in varying stages of this, but we are sharing resources to help each other.

### Reading

We have started the stretched reading books, echo and chorus reading and integrating some of the writing focus goals into reading. Some have started using a literacy block method of planning and teaching rather than separating reading and writing. We have found some useful video examples of echo and chorus reading to get an idea of what these look like in classes of older children. These latest changes to our programmes are a result of the latest Zoom PLD, so there is no pressure on those who are not as far ahead, as these are big changes and can't be done all at once.

## NEXT STEPS- Curriculum development to support structured learning in English

We need to explore scope and sequences for writing (language features and grammar), to get an idea of content (for example, concrete and abstract nouns)!

Then we need to compare any details of these with our curriculum document. We have clear guidance for which sounds to teach in spelling and when to teach them, and we know about sentence structure and paragraph outlines, but we feel like we need more specific guidance with what and when to teach other language features.

# Next Steps



## Phase 1

### Focus: Mastering the Code and Building Automaticity

The data shows exceptional growth in DIBELS Correct Letter Sounds (CLS) and initial decoding. To move these learners from "sounding out" to "fluent reading," our next steps are:

- **Targeted Transition to Year 2 Graphemes:** For students who have mastered the Year 1 Phonics Check, the focus shifts immediately to complex vowel teams and diphthongs. We will implement "daily drill" sessions specifically for the patterns identified as gaps in the Year 2 Phonics Word Check.
- **Strengthening Phonological Precision:** For Year 0 and 1 students still in the "at risk" category, we will increase the frequency of Heggerty-style phonemic awareness activities, ensuring they can manipulate sounds orally before expecting them to blend complex written words.
- **Heart Word Expansion:** We will transition students from recognition to application, moving beyond "flashing" Heart Words to ensuring they can accurately spell these irregular words in their daily independent writing.

## Phase 2

### Focus: Bridging the Gap to Comprehension and Fluency

Our Phase 2 learners—specifically those in Tier 2 intervention groups—have shown they can decode isolated words but still struggle with sentence-level meaning and reading endurance. Our next steps are:

- **Fluency Over Speed:** We will implement "Repeated Reading" and "Choral Reading" strategies. The goal is to move beyond "barking at print" to prosody (reading with expression), which is the gateway to deeper comprehension.
- **Explicit Maze Strategy Instruction:** To address the low Maze Test scores, teachers will provide explicit instruction on using context clues and syntax to predict the missing word. We will move from "Decoding only" to "Decoding for Meaning."
- **Attendance & Engagement Advocacy:** As identified in the Tier 2 data, attendance is a critical variable. We will work closely with families where attendance is impacting the cumulative nature of the Structured Literacy program to ensure these priority learners do not miss the "building blocks" of the intervention.

- **Scaffolded Writing Transfer:** We will ensure that the phonics patterns learned in intervention groups are reinforced during the writing block. Students will be encouraged to "stretch and write" using their new phonological knowledge in their curriculum-based tasks.

The "Variance" in our data demonstrates that when instruction is explicit and targeted, our students—even those significantly below expectations—can make accelerated shifts.

Phase 1 will continue to focus on building the foundation, while Phase 2 will focus on bridging to independence.

By aligning our classroom teaching (Tier 1) with our specialist interventions (Tier 2), we are ensuring no student at Windsor North School is left without the tools they need to be successful, resilient thinkers in literacy.



Windsor North School  
Invercargill

## **Annual Implementation Plan 2025**

*Learning for Living - Ako Oranga  
Be our best - Kia pai rawa atu au*

MOE 3967  
91 Chelmsford Street  
Invercargill

Principal/ Tumuaki  
Debbie Dickson

# 2025 Priority Focuses

*Learning for Living - Ako Oranga/ Be our best - Kia pai rawa atu au*

## Structured Literacy/ Structured Mathematics

Implementation of programme design through Literacy:

- The Code
- Liz Kanes Literacy Learners
- The Writing Revolution
- Intervention
- Oral Language Development



Mathematics:

- Maths No Problem
- Problem Solving



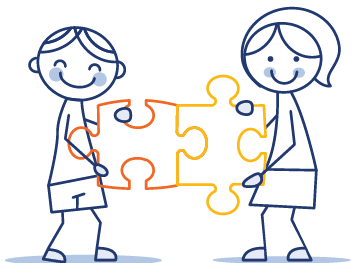
## Mitey/ STRIVE and PB4L

- Embedding processes and positive culture
- Applying skills developed within Specialist Subject sessions (CRT) and school wide settings - applying Oral Language metacognitive skills
- Growing Student Leadership



## Cultural Connections / Engagement

- Developing and beginning to embed processes and rich cultural rituals
- Development of Cultural time on a Friday to support Te Reo, Tikanga Maori and our cultural communities across the school.



## Assessment

- Building Assessment Capable teachers and learners
- Using HERO to share and show progress of learning
- Curriculum Refresh and Curriculum development
- AsTTle introduction



## Inquiry Through Rich Based Learning and Key Competencies

Embedding deeper learning and application of key competencies through rich learning in:

- Tahi Time - Yr 0-1
- ICE Time - Yr 2-3
- Project Based Learning - Yr 4-6

**(Connect & Take Action Learning Time)** - Specialist Subject Development/ CRT - students learning and applying skills in authentic contexts.



# WNS 'Leaderful Learning' Goal 1 - Annual Initiatives 2025

## Initiative 1a Embedding STRIVE (PB4L) Values, and Mitey.

Kaiako/teachers sharing high expectations and evidence of growth with each other, embedding STRIVE (PB4L), Mitey and Skill Based Learning Design.

**We will be successful when:** Our learners are confident in using STRIVE and Mitey principles in their learning and social settings to build positive relationships and a collaborative and supportive environment

Not commenced	Underway	Embedding
---------------	----------	-----------

Desired Outcome	Key Actions to meet our desired outcomes	People	Timing	Metric
<b>Development and refinement of Mitey Yr 0-6/ STRIVE</b>	<ul style="list-style-type: none"> <li>Continued promotion of explicit understanding and teaching / learning of Mitey (Mental Health and Wellbeing) / STRIVE skills <a href="#">Term 1/2- Mitey Playground</a></li> <li>Mitey and STRIVE development pathways reviewed to ensure cohesion across the teams and school</li> <li>Promotion of Behaviour Management Plan / PB4L</li> <li>Introduce Mitey Certificates <a href="#">Term 1</a> focus on dispositions <a href="#">Add Paw of approval awards</a></li> </ul>	Accountability: Principal Responsible: Leadership Team Support: Teachers Consult: Staff/ Students Inform: Community BOT	First half of the year Term 1 ongoing	Consistency in Language of values and in the use of school/ team systems. PB4L and Mitey data points/ student survey  Know when things get hard they use appropriate strategies to support them - learning pit/ growth mindset
<b>Visibility of Mitey traits being applied and used - Mitey Playground our Mitey Learning spaces</b>	<ul style="list-style-type: none"> <li>Identify and development of restorative processes to be used with focus in the playground</li> <li>Mitey and Strive made more visible within the playground/ wider space settings <a href="#">Term 3</a></li> </ul>	Accountability: Principal Responsible: Leadership Team Support: Teachers Consult: Staff/ Students Inform: Community BOT	Term 1-2  Term 3-4	Values / Mitey seen in wider learning spaces Focus areas are shared within Community information, assemblies, staff nuts and bolts Restorative practice staff and students is visible within the playground settings
<b>Development of a progression system to support Mitey skills</b>	<ul style="list-style-type: none"> <li>Refining of tracking and skills of STRIVE/ Mitey - within HERO. Setting up learning posts</li> </ul>	Accountability: Principal Responsible: Leadership Team Support: Teachers Consult: Staff/ Students Inform: Community BOT	First half of the year - ongoing	Increased opportunity to celebrate skills and attributes learnt Greater willingness for risk taking - shared understanding of managing and practising positive behaviour in learning and in play.
<b>Growing Student Leadership</b>	<ul style="list-style-type: none"> <li>Host at least 1 student house event per term with focus on promotion of STRIVE/ Mitey skills</li> <li>Raise visibility of PALS and House Leaders</li> <li>Look at Buddy Class development/ Cultural Hour</li> <li>Linking school events within the community. <a href="#">Term 1</a></li> </ul>	Accountability: Principal Responsible: MM, MD and Principal Support: Teachers Consult: Kowhai and Kauri Teams Inform: Community BOT	Termly  Ongoing Term 2-3	Student leaders are more visible within the school Year 6 students modelling STRIVE and Mitey and successful in their leadership responsibilities

## Strategic Management Review Tool for Mitey Development 2026

### Summary of Development

The school is actively underway in implementing Initiative 1a, which aims to embed STRIVE (Positive Behaviour for Learning - PB4L) Values and Mitey principles to foster positive relationships and a collaborative, supportive environment among learners.

Here's a summary of how the school is tracking against the variance targets for this initiative:

- Development and Refinement of Mitey (Years 0-6) and STRIVE:
- Mitey is a current focus for learning, specifically targeting the development of skills related to collaboration, emotions, and friendships.
- There has been continued promotion of explicit understanding and teaching of Mitey and STRIVE skills.
- The school is reviewing Mitey and STRIVE development pathways to ensure cohesion across teams and the entire school.
- The Behaviour Management Plan / PB4L is being promoted.
- Mitey Certificates, specifically "Paw of approval awards," have been introduced.
- While Mitey is a secondary focus due to the New Curriculum Refresh, there is a greater consistency in behaviour data being added to the HERO system.


### Visibility of Mitey Traits in Mitey Playground and Learning Spaces:

- **Development of the "Mitey Playground" and associated games** to embed Mitey dispositions within the playground setting is underway in Term 2.
- A Whanau Hui event in Term 2 focused on connecting and sharing games through the Mitey Playground and School Values/PB4L skills. PALS- Wednesday morning programmes has been a real highlight with

### • Growing Student Leadership:

- The school aims to host at least one student house event per term, with a focus on promoting STRIVE and Mitey skills.
- Efforts are being made to raise the visibility of PALS (Peer Assisted Learning Support) and House Leaders.
- Buddy Class development and Cultural Hour initiatives are being explored.
- House development is underway with events, and House Student leaders are taking a more proactive role.
- In Term 2, students led the Pink Shirt Anti-Bullying Week.
- The Kapa Haka Ropu demonstrated "STRIVE spirit" during their performance at polyfest, and they are planning a house haka competition, indicating student leadership in cultural development.

In summary, the school has made **significant progress in integrating Mitey and STRIVE values** into its strategic goals, particularly in areas like student well-being, behaviour management, and cultural initiatives. There's a clear emphasis on promoting these values through explicit teaching, visible displays, and student-led activities. While challenges remain in fully embedding and tracking all aspects, the school is actively working towards its desired outcomes, with visible actions and ongoing plans for refinement. Behaviour data collection in HERO has become more consistent, and there are efforts to address specific behavioural patterns, contributing to the PB4L aspect of the initiative.

<p>1 Our people are equipped to do the best job - People, Tools and Resources</p>	<p>Next Step looking at assessment development in HERO- monitoring tracking learning dispositions and PB4L environment review and explicit understanding Mitey is currently a secondary focus due to the New Curriculum Refresh - There is a greater consistency in data being added to HERO on behaviour trends Further time is needed to work and develop what mitey looks like across the school. Linking in resources staff are using to support relationships/ emotions and feelings.</p>
<p>2 Our teaching and leadership is responsive - Teaching and Leadership</p>	<p>Next Step - Mitey Playground and game development working on Mitey dispositions and developing these in the playground/ Actively working more with PALS and they developing areas to form playground games Music and Dance - student voice and request STRIVE Development planning for visibility for class murals and STRIVE / TEAM outside mural and sculptures 2026 development focus as part of our schools</p>
<p>3 Everyone wants to come to school - School Culture and Community</p>	<p>Further time is acknowledged as needed to fully develop the Mitey framework across the school and link resources that support relationships, emotions, and feelings. House development underway with events - House Student leaders taking a more proactive development Key focus has been the development of of Cultural Hour on a Friday - building Te Reo development across the school (exampl) <a href="#">WNS Term 1 Me ako i te reo Māori.docx</a> Building on Cultural Club developing student led support for our ELL learners will be an area of development for 2026 ◦ <b>Planning for the visibility of STRIVE development</b> through class murals and an outdoor wall concept is in progress. ◦ The school is working to <b>identify and develop restorative processes for use in the playground.</b></p>
<p>4 Achieving to the best of our ability - Academic Learning</p>	<p>The ultimate goal is for learners to be <b>confident in using STRIVE and Mitey principles</b> in both learning and social settings. Next step developing the Mitey disposition clear understandings so we can link them with STRIVE  Mitey Dispositions - starting framework Programme development being embedded into inquiry</p>

### Initiative 1b Build Frameworks For Student Agency

**We will be successful when:** Students being able to talk about their learning and understand why they are working on the skills. What they need to do and how they do it - plus their next steps - student monitoring and providing feedback through professional growth cycle

Not commenced	Underway	Embedding
---------------	----------	-----------

Desired Outcome	Key Actions to meet our desired outcomes	People	Timing	Metric
<p><b>Students along with their teachers will be able to talk and assess learning at a deeper level to form next learning progress steps</b></p>	<ul style="list-style-type: none"> <li>Support students and teachers to trust and use effective assessment practices to guide their learning and make positive learning shifts. <a href="#">This area is under continual review with new assessment rubrics introduced for 2026</a></li> <li>Build teacher and students capability to engage in practice conversations that critically reflect on the learning and teaching in order for Students and teachers to share what they are learning and why it is important. They understand and know what good looks like</li> <li>Use student friendly descriptors / exemplars from NZ Curriculum refresh (Writing/ Oral Language and Maths)</li> <li>Co construct key criteria in learning processes using Oral Language framework as a key English strand that runs across all areas <a href="#">Delayed awaiting new curriculum for 2026 with defined cohort indicators</a></li> <li>Increase student capabilities to self review against expectations <a href="#">This is in particular Phase 2 students Yr 3-6</a></li> <li>Increase peer assessment</li> </ul>	<p>Accountability: Principal Responsible: Leadership Team Support: Teachers Consult: Staff/ Students Inform: Community BOT</p>	<p>Ongoing Term 1</p>	<p>Students will articulate their learning focus and use tools and exemplars to show where they are at and what are the next learning steps</p> <p>Developing key expectations and rubrics using Oral Language criteria as an integrated matrix across all curriculum areas.</p>
<p><b>Identify the skills practices that learners need to demonstrate to show progress and success</b></p>	<ul style="list-style-type: none"> <li>Identify what actions learners need to do and form a school wide disposition development model on how to be successful as a learner - 'the learning pit' Connecting practice - I do, we do, you do <a href="#">The structured whole class approach is being a focus ensuring cognitive overload for students is not occurring. Structured Literacy has been key focus and we are seeing the early stages of fidelity across the school</a></li> <li>Understand the importance of high expectations and need to continue to stretch learning to see shift</li> </ul>	<p>Accountability: Principal Responsible: Leadership Team Support: Teachers Consult: Staff/ Students Inform: Community BOT</p>	<p>Term 2-4</p>	<p>Students will articulate their strategies they are using and next steps that they are working on</p>

## Strategic Management Review Tool for Student Agency 2026

The school is currently **underway** in its initiative to **Build Frameworks For Student Agency** (Initiative 1b), with the overarching goal that learners will be confident in using STRIVE and Mitey principles to build positive relationships and a collaborative, supportive environment. The success of this initiative is defined by students being able to talk about their learning, understand the purpose of their work, identify their next steps, and engage in self-monitoring and feedback through a professional growth cycle.

Here's a summary of the school's progress against these variance targets:

- **Students being able to talk about their learning and understand why they are working on the skills:**
- The school is actively promoting the **explicit understanding and teaching of structured literacy maths and STRIVE skills**. The goal is for learners to be **confident in using these principles** in both their learning and social settings.
- The school is looking into **HERO tracking of goals and real-time reporting** to enable sharing "2 goals working on in Reading / Writing/ Mathematics and goals achieved". This aims to support students in articulating their learning focus and progress.
- **Understanding what they need to do and how they do it (next steps):** The school is transitioning to a new curriculum, and mid-year data assessment will use "**Learning Progression Indicators**" (**Emerging, Developing, Secure, Advanced Understanding**) to show how students are tracking within their year group expectations. These indicators are designed to provide a clear understanding of where students are at and what is expected.
- There is an acknowledged need to "**review the reporting process and connection with whanau with assessment definitions shifting**" to simplify and explain the "WHY" behind the changes.

1 Our people are equipped to do the best job - People, Tools and Resources	Need to support development in agency as we unpack the new curriculum Assessment review is being developed <a href="#">DRAFT Assessment Overview 2025 with new MOE Curriculum developments</a>
2 Our teaching and leadership is responsive - Teaching and Leadership	We have worked as a leadership team with our ERO partner to define the steps of development over the next 3-6 months. 2026 is to develop a common understanding of student agency - what it is and what it isn't?
3 Everyone wants to come to school - School Culture and Community	Work on team development in engaging in the new curriculum To form development we are looking at how we can enhance <ul style="list-style-type: none"> <li>◦ <b>Parent Partnership Meetings</b> parents, and <b>students meet one-on-one to discuss their learning growth</b>, including inquiry, key competencies, and STRIVE values. This provides a direct opportunity for students to articulate their learning journey.</li> <li>◦ The "<b>Village Hour - Sharing Our Learning</b>" concept is an area we are trialing in Term 3 activity involves <b>students acting as "teachers"</b> to share various aspects of the structured literacy programme with parents, demonstrating their understanding and ability to articulate their learning.</li> <li>◦ The development of the school's cultural narrative, focusing on "Tūranga-waewae: Sense of Place and Belonging and Whanaungatanga," aims for students to "<b>articulate our history of the past, the connections we make now and what they see in the future</b>".</li> </ul>
4 Achieving to the best of our ability - Academic Learning	Step one is to develop and define what student agency is and what it isn't. The need to review the reporting process and connection with whanau with assessment definitions shifting. Sharing Learning through Village Hour was very successful and demonstrating lessons and developments with whanau Looking at sharing goals and what they have achieved <ul style="list-style-type: none"> <li>◦ A key action explicitly stated for Initiative 1b is to "<b>increase student capabilities to self review against expectations</b>".</li> </ul>

# WNS 'Continuous Improvement' Goal 2 - Annual Initiatives 2025

## Initiative 2a Review school programmes in line with Te Mātaiaho (New Zealand Curriculum Refresh) with focus on Structured Literacy and Mathematics

**We will be successful when:** Development of Structured Literacy and Structured Mathematics Programme to ensure coherence in both practice and assessment alignment.- including asTTle and phonics/ capturing student learning within the HERO platform

Not commenced	Underway	Embedding
---------------	----------	-----------

Desired Outcome	Key Actions to meet our desired outcomes	People	Timing	Metric
<b>Development of Structured Literacy Programme to ensure coherence in both practice and implementation</b>	<ul style="list-style-type: none"> <li>Structured Literacy Lead to drive and develop this initiative, with focus in forming school wide ownership <a href="#">Term 1</a> and understanding of the new programme.</li> <li>Update WNS English Documents to reflect Structured Literacy Expectations- that support building knowledge Yr 0-1 Yr 2-3, Yr 4-6</li> <li>Add to the resources - readers, support material</li> <li>Develop consistency of delivery and practice across the school using decodables and authentic text- Update WNS documentation over the year <a href="#">Term 1 ongoing</a></li> <li>Coaching and observation support plan for all WNS teaching staff <a href="#">Term 2-4 this has been helpful in developing coherence across the school</a></li> <li>Implementation of structured spelling <a href="#">ongoing</a></li> <li>Implement the assessment tracking using HERO tools <a href="#">Term 2</a></li> <li>Identify students that require a lift to work with Literacy Support <a href="#">ongoing</a></li> </ul>	<p>Accountability: Principal Responsible: ET / Principal Support: Leadership team/ Teachers Consult: Staff/ Students</p> <p>Inform: Community BOT</p>	<p>Ongoing all year <a href="#">Proposed implementation timeline</a> Structured Lit spelling T1 ongoing Handwriting T1 ongoing Writing Rope T1 the sentence then build structure Assessment Midterm 1 Decodable Authentic Texts development over Term 1</p> <p>Development Term 2</p>	<p>PLD plan undertaken, consistency of practice across teams and school is forming Updated documentation Additional resources purchased to support the programme implementation</p>
<b>Development of Structured Mathematics Programme to ensure coherence in both practice and implementation</b>	<ul style="list-style-type: none"> <li>Structured Mathematic Lead to drive and develop this initiative, with focus in forming school wide ownership and understanding of the new programme.<a href="#">Held over to 2026 based on changes to the curriculum.2</a> <a href="#">Lead Teachers appointed and Tier 2 support for 2026</a></li> <li>Phase 1: <a href="#">Developing a greater understanding of the new mathematics and statistics curriculum refresh</a></li> <li>Phase 2: <a href="#">Develop understanding of the workings and programme design of Maths No Problem to form a consistent delivery plan across the school</a></li> <li>Update WNS Mathematics Documents to reflect Structured Mathematics Expectations <a href="#">Held over to 2026 based on changes to the curriculum</a></li> <li>Coaching and observation support plan for all WNS teaching staff <a href="#">Held over to 2026 based on changes to the curriculum</a></li> <li>Implement the assessment tracking using HERO tools <a href="#">Held over to 2026 based on changes to the curriculum</a></li> </ul>	<p>Accountability: Principal Responsible: MM / Principal Support: Leadership team/ Teachers Consult: Staff/ Students Inform: Community BOT</p>	<p>Familiarity with NZ Maths Curriculum- using NZ math long term overview to plan T1</p> <p>Starting Term 2 focus mid year <a href="#">Proposed implementation timeline</a></p> <p>Maths No Problem resource arrival T2 familiarisation and Term 2-3 start implementation of programme</p>	<p>PLD plan undertaken, consistency of practice across teams and school is forming Updated documentation Additional resources purchased to support the programme implementation</p>
<b>Assessment alignment.- including asTTle and phonics/ capturing student learning within the HERO platform</b>	<ul style="list-style-type: none"> <li>Summative Assessment - <a href="#">AsTTle development - Training Leadership and Yr 3-6 staff in the set up and design of using AsTTle (twice a year)</a> <a href="#">Term 1</a> <ul style="list-style-type: none"> <li>Phase 1: term 1 developing Mathematics and Statistics AsTTle assessment for form foundation data of the new curriculum and support implementation of Maths No Problem</li> </ul> </li> </ul>	<p>Accountability: Principal Responsible: Leadership Team Support: Teachers Consult: Staff/ Students</p>	<p>Ongoing Training hoped for March/ May - Evaluative Associates</p> <p>Developing training and application of using the data and</p>	<p>AsTTle assessments conducted x2 a year</p> <p>Presenting data as a team to Board x2 a year</p> <p>Reporting x2 year and sharing quick</p>

	<ul style="list-style-type: none"> <li>○ Phase 2 - English development of testing and setting out of foundation data Term 2</li> <li>● Using AsTTle data and analytics to drill down (2 parts programme design and student needs) and look at strengths/ areas of development and next steps/ accelerated programme (Pause of this as AsTTle is going to be dropped by the MOE at the end of 2025)</li> <li>● Formative Assessment - linking to student agency / observation, discussion and tracking using HERO curriculum-scope and sequence tracking</li> <li>● Review assessment frameworks to align with new Curriculum Refresh / MOE obligations - Phonics check - review over Term 1-2 as information comes forward</li> <li>● Review HERO student reporting framework</li> <li>● Development of sharing real time learning - Quick Posts - need to work as a teaching team on what this looks like and how it is shaped to support agentic student learning (students posting or sharing as well) but also consistent development across the school -Held over to 2026 due to curriculum changes</li> </ul>	Inform: Community BOT	linking to processes of what we are looking for and how we drill down - ongoing but focus Term 2-4  Term 1 - ongoing  Term 1-2  Term 1-2  Term 2- ongoing	posts and set targets of Curriculum scope and sequence at least once a term  HERO systems use being more consistent across the teams and school
--	---	-----------------------	---	---

## Strategic Management Review Tool for NZ Curriculum Implementation

Windsor North School is underway in its Initiative 2a, which focuses on reviewing school programmes in line with Te Mātaiaho (New Zealand Curriculum Refresh), specifically with an emphasis on Structured Literacy and Mathematics. The school aims for coherence in both practice and assessment alignment, including capturing student learning within the HERO platform. The overall goal is to develop these programmes effectively. Here's a process summary of the school's efforts: **Structured Literacy**

The school has made significant strides in implementing Structured Literacy:

The programme has been rolled out across Years 0-6. Teachers have participated in an intensive professional learning programme over the last eight months, including two days of Ministry of Education (MOE) Professional Learning and Development (PLD), one in-school training day, and three after-school Zoom sessions.

- The leadership team has engaged in coaching development with Literacy Connections Leaders, receiving very positive feedback on programme coherence and strong positive relationships with learners.
- Staff are actively implementing daily structured literacy, which encompasses sound and phonological development, dictation, spelling (including heart words), and handwriting.
- Teacher Aides have received intensive training to support this approach.
- The school has fully embraced the mandated changes, prioritising and effectively advancing the programme.
- Positive outcomes are being observed across different teams:
  - Pikopiko Team (Junior): Shows thorough use of the structured literacy script, leading to strong coherence and fidelity, stronger writing, and improved handwriting.
  - Kowhai Team: Is experiencing exciting retention of sounds and spelling.
  - Koru Team: Is adopting a more adaptive approach, moving beyond strictly following the script.
  - Kauri Team (Senior): Is observing bigger shifts in how students respond, with increased collaboration.
  - A key "AHA moment" for the school has been the recognition that the Year 0-2 phase is crucial for building foundational sounds and word development to form fluency, recommending 1-2 books per week.

The school has purchased additional reading books to supplement MOE-provided resources, recognising the need for Big Books linked to sound development and heart words. The PTA has been asked to support funding for these Big Books.

### Assessment & Data Use:

- Initial phonics assessments are used to establish a base foundation of student knowledge.
- Tier 2 Structured Literacy Target groups have been established, with 30 students receiving support four days a week in small group sessions.
- 8 students (27.6%) showed improvement, while 11 students (37.9%) experienced a decline, and 10 students (34.5%) showed no change in decoding scores over 16 weeks.
- The school plans to celebrate successes, address declines, and explore alternative interventions for stagnant learners.
- The school is refining the tracking of Structured Literacy skills within HERO.
- Parent workshops on Structured Literacy are planned, including inviting parents of Tier 2 students to observe sessions.

### **Structured Mathematics**

The school has chosen "Maths No Problem" for implementation, with resources arriving in phases. Term 1 focused on scoping, programme design, training, and visiting other schools that have used the programme for several years.

- A Teacher Only Day on July 31. With Learners First. The school has secured a working partnership in a cluster of schools for the next three years for this programme, which also helps with budgeting.
  - A Learners First consultant, Sue Pine, provided depth in unpacking the new curriculum and assisted with practical developments, which staff found helpful.
  - Staff are familiarising themselves with New Zealand Curriculum refresh expectations for each year level.
  - Monique and Jan are investigating basic fact resources to stretch development and link to the NZ Curriculum.
- Challenges:
- The school acknowledges that MOE PLD support for maths, which is online, does not provide the necessary depth and school development.
- **Next Steps:**
- Commence exploration and work with Maths No Problem in Term 2, linking it with Rob Profit White's overview of the NZ Maths curriculum and student agency.
  - Further training sessions are planned for Term 3, with the hope of including Maths No Problem representatives.
  - Develop a long-term plan for the structure and use of the new curriculum, blending in the Maths No Problem resource.
  - An additional \$7,000 in funding was approved for a 12-month PLD subscription for Mathematics training.

### **General Assessment Alignment & Curriculum Refresh**

- The school is currently in a transition period for assessment and reporting due to the new curriculum.
- There is currently no clear guidance or framework from the MOE for evaluating student growth in relation to the new curriculum phases or year levels, with detailed information expected later in the year. This makes developing solid foundational assessment practices challenging for 2025.
- The school plans to report to parents twice per year in plain language, covering progress in refreshed English (Years 0-6) and Mathematics & Statistics (Years 0-8).
- Mid-year data assessment will use "Learning Progression Indicators" (Emerging, Developing, Secure, Advanced Understanding) based on skills taught from the new curriculum. This will be very different from previous reports and may not provide shift data as in the past.
- The school has decided not to proceed with e-asTTle as an assessment tool because it is being disbanded by the MOE in 2026, opting instead to develop its own progression information.
- Reporting will still have some similarity to 2024, with information recorded in HERO and progress descriptions adapted from MOE guidelines.

1 Our people are equipped to do the best job - People, Tools and Resources	Training development and pace is something to maintain
2 Our teaching and leadership is responsive - Teaching and Leadership	Working on implementation - next step review and check through teams to ensure consistency <b>Next Steps:</b> <ul style="list-style-type: none"><li>◦ Differentiate into groups, effectively use Teacher Aides (TAs), and adhere to essential planning structures.</li><li>◦ Keep the first part of structured literacy sessions to 20 minutes before moving into group work.</li><li>◦ Continue coaching sessions for staff.</li><li>◦ Develop parent communication and workshops to explain the new student report format and the "WHY" behind the changes.</li></ul>
3 Everyone wants to come to school - School Culture and Community	Next step - develop whanau workshops Term 3 with the village hour, will build further into 2026 • The school is working on refining HERO tracking of goals and real-time reporting, aiming to share "2 goals working on in Reading / Writing/ Mathematics and goals achieved". They are also looking at how to develop "Quick Posts" within HERO to support student agency.
4 Achieving to the best of our ability - Academic Learning	Working through foundation assessments - what this means and linking to NZC - forming baseline data <b>Challenges &amp; Areas for Development:</b> <ul style="list-style-type: none"><li>◦ Significant mindset shifts are required as this represents a very different teaching approach, though "AHA moments" are helping staff trust the process.</li><li>◦ A primary concern is to ensure that significant reading progress is not lost when transitioning from decodable texts to broader text types and when forming Overall Teacher Judgments (OTJs).</li><li>◦ The school identified a lack of consistent 1-2 warm-up and sound manipulation activities in school-wide planning.</li></ul>

## Initiative 2b Providing rich, integrated and meaningful learning opportunities

**We will be successful when:** we see students engaging in rich, integrated and meaningful learning opportunities, and applying their English, Mathematical and key competency skills.

Not commenced	Underway	Embedding
---------------	----------	-----------

Desired Outcome	Key Actions to meet our desired outcomes	People	Timing	Metric
<b>Providing rich, integrated and meaningful learning opportunities for students that align with Windsor North School Inquiry</b>	<ul style="list-style-type: none"> <li>Include students as partners in the learning design process focusing on strengths, needs, and interests</li> <li>Seek authentic and real life learning opportunities</li> <li>Weave Oral Language as one of the key assessment integration fields in student learning development talking about their learning and developing agentic student led assessment</li> <li>Share Quick Post (HERO) - in sharing learning skills and progress <a href="#">Held over to 2026 due to curriculum changes</a></li> </ul>	Accountability: Principal Responsible: Leadership Team Support: Teachers Consult: Staff/ Students Inform: Community BOT	Ongoing	Evidence of student voice and direction in planning and implementation of inquiry  Students participate in a range of authentic learning experiences
<b>Overview- linking in the development of key competencies - Tahī/ Ice Time (Yr 0-3) and Project Based deep learning (Yr 4-6)</b>	<ul style="list-style-type: none"> <li>Use strategies which build students prior knowledge and experiences, anticipated needs and contextual or task demands to support learning growth</li> <li>Build an increased skills based plan/ tracking system with coherence and coordination that explicitly outlines focus teaching and tracking of shifts</li> </ul>	Accountability: Principal Responsible: Leadership Team Support: Teachers Consult: Staff/ Students Inform: Community BOT	Ongoing	Regular allocation of team meeting time to discuss direction of teaching and the development of key competencies and learning skills in Tahī/ ICE and Project Based learning  Develop and use a tracking document to build knowledge of students skills and experiences
<b>Connect &amp; Take Action Learning Time - CRT Specialist Blocks</b>	<ul style="list-style-type: none"> <li>Plan for and coordinate specialist programme to develop content knowledge and key competency skills within specialist areas                             <ul style="list-style-type: none"> <li>Semester 1 Science / PE</li> <li>Semester 2 The Arts- Visual/ Technology</li> </ul> </li> <li>Use Oral Language as one of the key assessment integration fields (Track on HERO+ Quick Class group posts sharing learning)- in student learning development in talking about their learning and developing agentic student led assessment</li> </ul>	Accountability: Principal Responsible: MM Support: CRT Teachers Consult: Staff/ Students Inform: Community BOT	Beginning of each term coordinate programme linking Oral Language and school/ team focuses	Students participate in a range of authentic learning experiences  Tracking noted skills in students sharing learning using effective oral language skills  At least 2 posts per term sharing class learning in CRT time.

## Strategic Management Review Tool for Learning Opportunities 2026

Windsor North School's Initiative 2b, "Providing rich, integrated and meaningful learning opportunities," aims to foster student engagement in diverse learning experiences and ensure they apply their English, Mathematical, and key competency skills. The school considers itself underway in this initiative.

Here is a summary of the process and current status:

**Goal and Desired Outcomes** The overarching goal is for students to engage in rich, integrated, and meaningful learning opportunities, and apply their English, Mathematical, and key competency skills. This initiative aims for success when this engagement and application are evident.

The initiative outlines three key desired outcomes:

<p>1. Providing rich, integrated and meaningful learning opportunities for students that align with Windsor North School Inquiry.</p> <ul style="list-style-type: none"> <li>◦ Current Status (Term 1/2 focus): The school is "looking and exploring Oral Language system and processes"</li> <li>◦ Metrics for Success: Evidence of student voice and direction in inquiry planning and implementation, and student participation in a range of authentic learning experiences.</li> </ul> <p>2. Linking in the development of key competencies through Tahī/ICE Time (Years 0-3) and Project-Based deep learning (Years 4-6).</p> <p><b>Metrics for Success:</b> Regular allocation of team meeting time to discuss teaching direction and the development of key competencies and learning skills in Thai/ICE and Project-Based learning; developing and using a tracking document to build knowledge of students' skills and experiences.</p>	
<p>1 Our people are equipped to do the best job - People, Tools and Resources</p>	<p>Introduction of CRT specialist - putting in place systems and working this through.</p> <p><b>Connect &amp; Take Action Learning Time - CRT Specialist Blocks.</b></p> <ul style="list-style-type: none"> <li>◦ <b>Key Actions:</b> <ul style="list-style-type: none"> <li>▪ Plan and coordinate specialist programmes to develop content knowledge and key competency skills within specialist areas (Semester 1: Science/PE; Semester 2: The Arts-Visual/Technology).</li> <li>▪ Use Oral Language as a key assessment integration field (tracked on HERO and through Quick Class group posts) to support student-led assessment.</li> </ul> </li> <li>◦ <b>Current Status :</b> There has been an "Introduction of CRT specialist - putting in place systems and working this through". This indicates the foundational elements for specialist blocks are being established.</li> <li>◦ <b>Metrics for Success:</b> Students participate in a range of authentic learning experiences; tracking noted skills in students sharing learning using effective oral language skills; at least two posts per term sharing class learning in CRT time.</li> </ul> <p>Implementation and Responsibilities</p>
<p>2 Our teaching and leadership is responsive - Teaching and Leadership</p>	<p>Looking and exploring Oral Language system and processes - building HERO assessment programme and look to develop systems</p> <p><b>Key Actions:</b></p> <ul style="list-style-type: none"> <li>▪ Use strategies that build students' prior knowledge and experiences, anticipating needs and contextual demands to support learning growth.</li> <li>▪ Build an increased skills-based plan and tracking system with coherence and coordination, explicitly outlining focus teaching and tracking of shifts.</li> </ul>
<p>3 Everyone wants to come to school - School Culture and Community</p>	<p>Tahī Time - working collaboratively and listening and following instructions through creative play</p> <p>ICE Time are underway and working on skill based needs</p> <p>Key Actions:</p> <ul style="list-style-type: none"> <li>▪ Include students as partners in the learning design process, focusing on their strengths, needs, and interests.</li> <li>▪ Seek authentic and real-life learning opportunities.</li> <li>▪ Weave Oral Language as a key assessment integration field in student learning development, enabling agentic student-led assessment.</li> </ul>
<p>4 Achieving to the best of our ability - Academic Learning</p>	<p>Building the joy and not losing this focus as we look at all the curriculum changes - key focus for 2026</p> <p>Hands on learning experiences and connections to the local curriculum really shone in Term 4 and fundamental for learning going forward</p> <p>Looking at the importance of Joy and ENGAGEMENT Value into 2026 programme planning</p>

# WNS 'Collaborative Connections' Goal 3 - Annual Initiatives 2025

## Initiative 3a - Honour Te Tiriti O Waitangi Through Culturally Responsive Practices

### We will be successful when:

Work with whanau, and local iwi to form a strong cultural responsiveness approach - honouring Te Tiriti o Waitangi  
Development and implementation of a local curriculum linking values, local stories, history and Te Reo and Tikanga Maori.


Not commenced	Underway	Embedding
---------------	----------	-----------

Desired Outcome	Key Actions to meet our desired outcomes	People	Timing	Metric
<b>Developing and beginning to embed processes and rich cultural rituals</b>	<ul style="list-style-type: none"> <li>Kapa Haka attend Polyfest</li> <li>Welcome Whakatauki in assemblies for new students commencing and key visitors</li> <li>Development of school Karakia, Waiata and Haka</li> <li>Introduction of cultural time on Fridays</li> </ul>	Accountability: Principal Responsible: Lead Cultural Leader NM/ Leadership Team Support: Teachers Consult: Staff/ Students Inform: Community BOT	Ongoing  Over Terms 2-4	WNS Kapa Haka attends events planned and performing within the school at least once a term  Opening and closing with Karakia School Haka developed and learnt
<b>Development of Cultural time on a Friday to support Te Reo, Tikanga Maori and our cultural communities across the school.</b>	<ul style="list-style-type: none"> <li>Working in the development of Te Pōhā over the next 3 years with Mātauraka o Murihiku in the development of local curriculum and stories and strengthening knowledge</li> <li>Review our NZ Histories Plan inline with Te Pōhā</li> <li>Making progress with the level of te reo Maori used in the classroom programmes and practices</li> <li>Visibility of the different cultures in our school is raised and celebrated</li> </ul>	Accountability: Principal Responsible: Leadership Team/ Cultural Leader NM Support: Teachers Consult: Staff/ Students Inform: Community BOT	Development concept over Term 1 Review and Refine  Ongoing	Visibility of Te Reo has increased  Visibility of different cultures has increased

## Initiative 3b - Enhance Engagement

**We will be successful when:** Enhance engagement through ongoing development communication and working partnership strategies

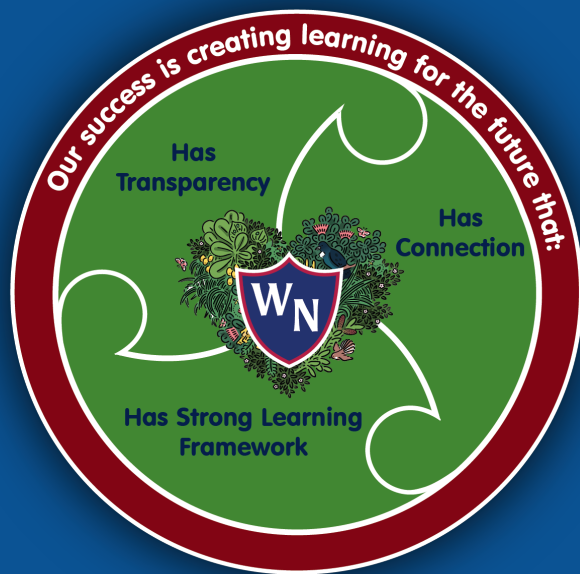
- Monitoring attendance

Desired Outcome	Key Actions to meet our desired outcomes	People	Timing	Metric
<b>Whanau Engagement</b>	<ul style="list-style-type: none"> <li>Students with ESOL actively supported/ Family group created</li> <li>Whanau Hui at least twice a year - with focus on sharing and developing growth</li> <li>Sharing learning and classroom practice and development of Structured Literacy and Mathematics</li> <li>Continue to refine and streamline communications using HERO/ Newsletter and Facebook/ Website</li> <li>Community survey to look at how we continue to connect and bring engagement</li> </ul> <p> _Stakeholder Survey Summary Report 2025_.pdf</p>	Accountability: Principal Responsible: ST Lit and ST Maths Leads Support: Teachers Consult: Staff/ Students Inform: Community BOT	Ongoing  During Terms 2-3	Engagement plan formed Key parent information sessions with whanau  WNS increases visibility and Whanau included in learning

<b>Participate in the Maori Achievement Collective</b>	<ul style="list-style-type: none"> <li>• Attended regional planned hui</li> <li>• Attend annual conference</li> <li>• Review expectations for WNS for te reo and Tikanga Moaro</li> <li>• Whanau Hui and involvement in support of Kapa Haka</li> </ul>	Accountability: BoT Responsible: Principal Support: Teachers Consult: teachers Inform: Community	Ongoing	Ideas from the hui shared / reviewed and focus ideas agreed on and implemented to support growing development
<b>Monitoring attendance</b>	<ul style="list-style-type: none"> <li>• The board will work together to create a WNS attendance plan. Focus on education with the community on holidays absences during term time.</li> <li>• The board will collectively develop information for the community around the expectations of the school and the government, what has changed, what the impacts of those changes are, how we report on this information and how the government reports on it. There could be ongoing reminders at community gatherings, or termly board communications.</li> </ul>	Accountability: BoT Responsible: Principal Support: Teachers Consult: teachers Inform: Community	Ongoing	Attendance plan formed Key parent information sessions with whanau  WNS increases visibility around attendance and positive shift in increased attendance

<h2 style="text-align: center;">Strategic Management Review Tool for Cultural Practices 2026</h2>	
<p>Windsor North School is underway in its strategic goal, Initiative 3a: "Honour Te Tiriti O Waitangi Through Culturally Responsive Practices". This initiative aims for success when the school works with whānau and local iwi to foster a strong cultural responsiveness approach that honours Te Tiriti o Waitangi, and when a local curriculum is developed and implemented, linking values, local stories, history, Te Reo, and Tikanga Māori.</p> <p><b>Here's a summary of the school's progress:</b></p> <ul style="list-style-type: none"> <li>• Embedding Cultural Rituals and Te Reo Māori:       <ul style="list-style-type: none"> <li>◦ Cultural Hour on Fridays was introduced in Week 6 of Term 1 and continues to be held weekly. This time includes Te Reo development, video links to support language, and the teaching of Karakia, Waiata, and local stories.</li> <li>◦ The school uses Welcome Whakatauki in assemblies for new students and key visitors.</li> </ul> </li> </ul> <p><b>Developing a Local Curriculum and Cultural Narrative:</b></p> <ul style="list-style-type: none"> <li>• The school is actively working on developing its cultural narrative, streamlining its vision to "AKO ORANGA - Pursue Learning" and making it more visual by incorporating concepts like the kete (basket) of learning and linking flax to the local landscape and history. This narrative is being shared with a mentor from the Māori Achievement Collaborative (MAC) for reflection and feedback.</li> <li>• The Term 3 and 4 Learning Inquiry is directly linked to students being part of the development of the school's cultural narrative. The focus is "Tūrangawaewae: SENSE OF PLACE AND BELONGING and Whanaungatanga," aligning with the NZ History and Social Science Curriculum and integrating into English and Mathematics learning.</li> <li>• Classes are currently working on local history development as part of their learning this term, with plans to share it with whānau next term. Detailed ideas for learning experiences related to local history, such as Harakeke, Waipohai River, Windsor/Charleston Community, and Thompson Bush-Sawmill, have been outlined.</li> <li>• The school aims for students to be able to articulate their school's cultural narrative and its history, current connections, and future vision, showcasing it through digital presentations, plays, songs, or artworks.</li> </ul> <p><b>Enhancing Whānau and Community Engagement:</b></p> <ul style="list-style-type: none"> <li>• The school has engaged with Whetu, a mentor/facilitator from the Māori Achievement Collaborative (MAC), to support cultural responsiveness and school initiatives throughout 2025. Discussions have included a strong focus on cultural responsiveness, integrating Te Reo Māori, identifying key cultural dimensions for staff development, and fostering community engagement, including outreach to local iwi.</li> <li>• A Multicultural Club has been introduced during Cultural Hour, where students from across the school share their cultures, and whānau come to share as well. This club focuses on different countries based on the school's ethnicities and is working towards creating a cultural cookbook.</li> </ul>	
1 Our people are equipped to do the best job - People, Tools and Resources	Introduction of Cultural Time and Kapa Haka was made in Week 6 T1 and have developed this over the year Support frameworks and way we work is the next steps How do we use resources well and people?
2 Our teaching and leadership is responsive - Teaching and	Looking at how we support ESOL focus teacher supporting our 83 students - positive engagement and relationships are forming teacher / student/ friendships Cultural lead time 2 days to support / review development/ Building Whanau connections and parents into the clubs

<p>Leadership</p>	<p>Kapa Haka has grown hugely. 2026 to the successes of Whaea Shari and Nicola M. 2026 looks like the time to divide into 2 groups pepe and our senior ropu. How we do this and further building teacher capability/ time and whanau connections</p>
<p>3 Everyone wants to come to school - School Culture and Community</p>	<p>Kapa Haka is a significant area of success. A passionate group of over 120 students performed at Polyfest, which was their largest group yet, demonstrating the STRIVE spirit and performing exceptionally well. The school is also developing a school-wide Haka through a House Haka Competition, with classes learning the Haka over several weeks in Term 3 and a competition planned for Term 4. This is seen as a foundational step to provide all students with the experience of learning the Haka as a school. Next steps working on wider cultural development - Village hour bringing people in more</p>
<p>4 Achieving to the best of our ability - Academic Learning</p>	<p>Next Step An introductory letter to local iwi is being drafted to initiate relationship-building. Outcome we want to achieve Overall, Windsor North School demonstrates active and consistent progress in honouring Te Tiriti o Waitangi through a variety of culturally responsive practices, integrating these efforts into the curriculum, school events, and community engagement <a href="#">DRAFT development of Windsor North School- Cultural Narrative</a></p>



# Lens of Evaluation and Reflection to Support Shift and Next Steps of our Growth Pathway

Adapted from Springboard Trust the framework is a strategic measurement tool for schools.

It supports our schools success focusing on being:

- **Transparent in our practices and approaches**
- **Connected with all stakeholders**
- **Future focused on forming strong learning frameworks to support the needs of students now so they can be their best!**

This comprises of four prescribed perspectives that over time, will indicate overall school performance and support the successful implementation plan of our strategic and annual plan

The perspectives are:

- **People, Tools and Resources**
- **Teaching and Leadership**
- **School Culture and Community**
- **Academic Learning**

A balanced approach focuses on measuring the organisational performance

<p><b>1</b></p> <p><b>Our people are equipped to do the best job</b></p> <p><b>People, Tools and Resources</b></p>	<p><b>2</b></p> <p><b>Our teaching and leadership is responsive</b></p> <p><b>Teaching and Leadership</b></p>
<p><b>3</b></p> <p><b>Everyone wants to come to school</b></p> <p><b>School Culture and Community</b></p>	<p><b>4</b></p> <p><b>Achieving to the best of our ability</b></p> <p><b>Academic Learning</b></p>





# Windsor North School

## 2025 Curriculum Report

### End of Year Student Progress

Presented December 2025

**Report Authors:**

Debbie Dickson, Jan Forde, Matt Murray, Lisa Christie, Emma Trotter and Monique Dawson (Team leaders)

# Executive Summary: 2025 Student Progress and Achievement

Windsor North School – "Learning for Living - Ako Oranga"

This summary provides an overview of our school-wide performance for 2025. It reflects a pivotal year as we fully implemented the Structured Literacy approach and began our transition into Structured Mathematics, aligning with the New Zealand Curriculum Refresh.

## The Year in Review

In 2025, Windsor North School focused on building a coherent, evidence-based foundation for learning. Our staff underwent intensive professional development to ensure that teaching methods—particularly in reading and writing—are consistent across all classrooms (Years 0–6).

## Key School Strengths

- **Foundational Literacy Success (Phase 1):** Our Year 1–3 students are reaping the benefits of the Structured Literacy approach. Achievement in Year 1 writing is particularly strong, with 82.35% of students achieving at or above expectations. This confirms that our "start right" philosophy is working.
- **Strong Senior Finish (Year 6):** As our students prepare for intermediate, they are showing high levels of readiness. 80.44% of Year 6 students are achieving at "Secure" or "Advanced" levels in writing, demonstrating the long-term impact of our instructional program.
- **Structured Literacy Fidelity:** Data from our DIBELS and Phonics checks shows that the vast majority of our junior students are mastering the "code" of reading (letter sounds and decoding) earlier and more accurately than in previous years.
- **Mathematics Stability:** Despite being in the early stages of our "Maths No Problem" implementation, achievement remains consistent, with Year 1 and Year 6 showing the strongest results (above 80% at or above expectations).

## Areas for Development & Strategic Focus

**While our overall data is positive, we have identified specific "equity gaps" that will drive our 2026 Strategic Plan:**

- **The "Year 4 Dip":** We observed a slight plateau in progress as students move from Phase 1 (learning to read) into Phase 2 (reading to learn). We are targeting Tier 1 classroom instruction to ensure this transition is smoother and more supported.
- **The Gender Gap in Writing:** There is currently a 15-percentage point gap between girls and boys in writing. Closing this gap is a top priority; we are introducing high-interest, evidence-based strategies specifically designed to engage boys and accelerate their progress.
- **Lifting Māori Achievement:** While many Māori students are achieving well, 38.29% currently require additional support to reach expectations. We are committed to reducing this to 28% through culturally responsive teaching and targeted interventions.
- **Mathematics Refinement:** As we move into 2026, the focus will shift from "learning the new system" to "mastery." We want to see the same accelerated growth in Maths that we have seen in our Literacy results.

## Moving Forward: 2026 Goals

Our mission for 2026 is "Systematically Closing the Gap." We will continue to invest in Tier 2 and Tier 3 supports (intensive small-group help) to ensure that every student—regardless of their starting point—makes at least one year's progress for one year's teaching.

*Debbie Dickson Principal / Tumuaki December 2025*

# Introduction

Our 2025 student end of year progress data is based on showing progress made in the implementation of the 2024 New Refreshed Curriculum for in English and Mathematics.

Over 2025 the school has been forming a new baseline to reflect the required implementation curriculum changes and the structured literacy approach to learning. The curriculum has been formed into the following stages and defined indicators for each year level. **Phase 1** for Years 0-3 (New Entrants to Year 3 students) and **Phase 2** for Years 4-6 (Year 4 to Year 6 students).

## What You Should Know:

- Over 2025 we as a staff have been involved in intensive professional development to support the new curriculum release. Key focus has been the full implementation of structured literacy Year 0-6 and the Tier 2-3 support programme, with Literacy Connections. Structured Literacy is a new teaching approach and philosophy. The school has worked on building a foundation that is coherent and is implemented with fidelity.
- In the second half of the year our staff have commenced undergoing professional training within Structured Mathematics, and are working with providers in a cluster the Learner First, and Maths No Problem.
- Professional Development will continue in 2026 in both Structured Literacy and Mathematics
- December 2025 schools have received an update on Curriculum Development and all programme development will be required to be reviewed inline with a newly formed 2025 (Nov) curriculum in English and Mathematics. This will include the school reforming and redesigning programme development over 2026 to reflect the changes that are to be implemented at the start of 2026, which will include:
  - New Curriculum design based on knowledge and practice application in English and Mathematics
  - New progress descriptors (5 steps) with end of year expectation for each year group required to be proficient
  - New Progress Markers - outlining what learning the students are expected to achieve by the end of the year
  - New Assessment developments - twice yearly in reading, writing and mathematics Yr 3-6/ Phonics checks 20-40 weeks and Yr 2 Maths test
  - New Reporting requirements

This year's 2025 end of year data provides a summary of the shift made from mid to end of year and the learning progress in relation over Terms 3-4 on what students have been taught and what programmes have been developed to meet the 2024 curriculum.

## Students Progress has been measured on the following 2024 MOE Progress Indicators for English and Mathematics

(Green is where we would be expecting students to sit in relation to knowledge and skill development taught)

<p><b>Emerging - (MOE DEFINITION NEED SUPPORT)</b> The pupil is at the early stages of understanding and requires frequent adult support. Understanding is limited and inconsistent across tasks. Needs a modified programme and additional supports in place Not meeting expectations for their year level.</p>	<p><b>Developing - (MOE DEFINITION Progressing Towards)</b> The pupil demonstrates partial understanding and is beginning to apply knowledge and skills. Progress is evident, though support may still be required in less familiar contexts and to develop sufficient knowledge and skills at the year level.</p>	<p><b>Secure (MOE DEFINITION Proficient)</b> The pupil meets age-related expectations. They consistently apply learning independently and accurately across a range of familiar contexts without much support. Need continued practice / learning experiences to allow for deeper exploration.</p>	<p><b>Advanced Understanding (Greater Depth) (MOE DEFINITION Exceeding)</b> The pupil exceeds expectations by demonstrating deep understanding. They apply learning flexibly and independently, often transferring skills across contexts and articulating reasoning with confidence and consistency</p>
--	--	--	--

We used the following assessment data to support forming mid year Overall Teacher Judgements (OTJ's) in Writing, Reading and Mathematics. Assessment Overview Term 4 2025

Writing	Reading	Mathematics and Statistics
<ul style="list-style-type: none"> <li>• The writing sample will be one part of the OTJ - use New Curriculum Year level <a href="#">asTTle writing sample guidelines.pdf</a></li> <li>• Students writing work books / handwriting/ Other workbooks with writing- structured literacy</li> <li>• Teacher conversations / observations</li> </ul>	<ul style="list-style-type: none"> <li>• Running Record Yr 2-6 or equivalent / (LLARS Yr 0/ Yr 1)</li> <li>• Liz Kane The Code Assessment</li> <li>• Dibels/ ORF/MAZE- 20 week check</li> <li>• Teacher conversations / observations</li> </ul>	<ul style="list-style-type: none"> <li>• Any pre/ post testing you have used not new / basic facts</li> <li>• Students mathematics work books</li> <li>• Teacher conversations / observations</li> </ul>

# WNS High Level Summary

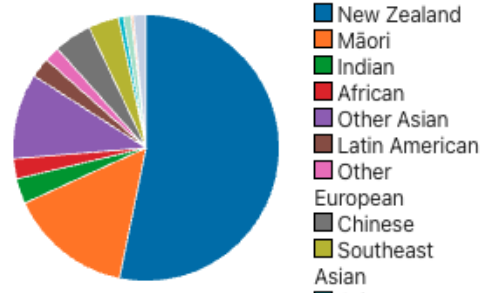
## DEMOGRAPHICS and ATTENDANCE

**Gender:** 169 Males and 158 Females Total 327

Gender

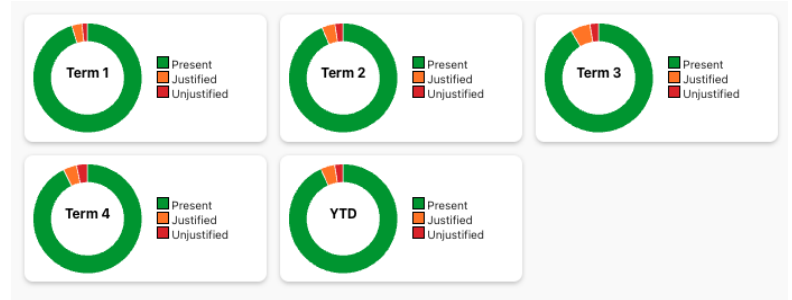


MoE Ethnicity Groups\*



### Attendance Patterns for 2025

Term 1 present 95% Term 2 Present 93.2%  
Term 3 present 91.5% Term 4 present 92.8% Year to Date (YTD) 93.3%



### Cohort Distribution

Year Level	Male	Female	Total
0	14	18	32
1	29	22	51
2	21	21	42
3	30	24	54
4	31	28	59
5	19	24	43
6	25	21	46
Year Level	Male 169	Female 158	Total: 327

### New Zealand = 174 (53.21%)

Maori = 49 (14.98%)	Chinese = 15 (4.59%) Japanese = 3 Korean = 6	Other Asian = 34 (10.4%)
Southeast Asian = 12 (3.67%)	Cook Island Maori 5 (1.53%), other Pacifica = 9 Fijian 3 (0.92%)	British/ Irish = 3 Other European = 3
African = 8 (2.45%)	Indian = 10 (3.06%) Sri Lankan = 7	Latin American = 8 (2.45%) Filipino = 6 Other 2 (0.61%)

Over the last 4 years we have seen a continued increase in enrolments of English as a second Language learners. ESOL Numbers have grown substantially from 9 students in 2018 (2.7%) to 80 students in 2024 = 26% of the school population.

### Breakdown

YTD = 94.2% present/ Justified Absences 3.7%/ Unjustified 2.1%

#### Term 1 [3967 Attendance Term 1 2025 \(1\).pdf](#)

Present-95% Justified- 3.3% Unjustified- 1.6%

#### Term 2 [3967 Attendance Term 2 2025 \(1\).pdf](#)

Present-93.2% Justified- 4.3% Unjustified- 2.1%

#### Term 3 [Copy of 3967 Attendance Provisional EDM Term 3 2025.pdf](#)

Present-93.2% Justified- 5.9% Unjustified- 2.7%

#### Term 4 [Copy of 3967 Attendance Final EDM Term 4 2025.pdf](#)

Present-92.8% Justified- 4.0% Unjustified- 3.3%

Our Year to Date attendance is sitting at 93.3% which is tracking above MOE 85% expectation. The school has been working with families and implementing our Attendance monitoring procedures. .

A key impact on our schools attendance is the unjustified leave due to holidaying in term time. This sees our attendance drop especially in Terms 3-4 and at the end of each term. We work closely with whanau and outside agencies to support students, with lateness and need of a transition to school plan

**Learning Development:** Over the last two years we have seen a large increase in the number of students requiring additional support for learning, behaviour and mental health support, particularly at Phase 1 Year 0-3 but also across the school. With this the school along with outside agencies has put in funding support by way of Teacher Aide support into the school. Below is a breakdown of learning development needs within our school

ESOL (English for speakers of other languages)	Neurodiverse/ Behaviour/ Speech and Health/ Gate/ Counsellor	Learning Reading / Writing
<p>The breakdown across the school</p> <ul style="list-style-type: none"> <li>34% of students New Entrant / Year 1</li> <li>28% Koru and Kowhai Year 2-5</li> <li>13% Year 6</li> </ul> <p>ESOL numbers have grown substantially from:</p> <p>9 students in 2018 (2.7%)            57 students in 2024 (18.75%)            82 students in 2025 (27%)</p>	<p>40 students = 13.20% of our students have the above needs</p> <p>The noted aspect 2024/ 2025 is students coming into school having little awareness of working with others in particular boys and strong focus on devices/ gaming and fighting. Also students are more dependent on adults and the adjustment from preschool to school is huge. The Pre School ratio is 1 adult to 5 students and they are needing to adjust to 1 adult to 18+ students.</p>	<p>60 students = 19.80% of our students have the above needs</p> <p><b>Overall</b>            60% of our students in our school have needs that require some form of support. In 2024 our overall demographic of needs was 40%</p>

## 2025 END Year Overall Results - 327 student BASELINE data analysis

Overall Teacher Judgement Data is based on a triangulated holistic approach in all 3 curriculum areas. It includes: summative testing, and formative assessment against expectations and student work books and instructional teaching times. Please note the overview data does not include our Year 0 students and students who have come into school mid Term 3 and Term 4 2025, plus students working on individual education plans and requiring learning support.

<p><b>Reading</b>  <b>Overall as a school 79.03% achieving Secure and Advanced levels on what has been taught</b>  <b>(76.11% Mid 2025, 88% 2024, 94% 2023, 90% in 2022, 93% in 2021 end of year)</b></p> <ul style="list-style-type: none"> <li>Year 1 - 54.90% working within secure and advanced progress levels</li> <li>Year 2 - 83.33% working within secure and advanced progress levels</li> <li>Year 3 - 94.23% working within secure and advanced progress levels</li> <li>Year 4 - 77.97% working within secure and advanced progress levels</li> <li>Year 5 - 88.09% working within secure and advanced progress levels</li> <li>Year 6 - 86.967% working within secure and advanced progress levels</li> </ul>	<p><b>Writing</b>  <b>Overall as a school 64.20% achieving Secure and Advanced levels on what has been taught</b>  <b>(56.46 Mid 2025, 71% 2024, 74% in 2023, 76% in 2022, 83% in 2021 end of year)</b></p> <ul style="list-style-type: none"> <li>Year 1 - 88.24% working within secure and advanced progress levels</li> <li>Year 2 - 73.81% working within secure and advanced progress levels</li> <li>Year 3 - 73.08% working within secure and advanced progress levels</li> <li>Year 4 - 60.02% working within secure and advanced progress levels</li> <li>Year 5 - 61.90% working within secure and advanced progress levels</li> <li>Year 6 - 80.44% working within secure and advanced progress levels</li> </ul>	<p><b>Mathematics</b>  <b>Overall as a school 75.81% achieving Secure and Advanced levels on what has been taught</b>  <b>(68.03% Mid 2025, 87% 2024, 83% 2023, 91% in 2022, 91% in 2021 end of year)</b></p> <ul style="list-style-type: none"> <li>Year 1 - 54.90% working within secure and advanced progress levels</li> <li>Year 2 - 80.95% working within secure and advanced progress levels</li> <li>Year 3 - 78.84% working within secure and advanced progress levels</li> <li>Year 4 - 74.57% working within secure and advanced progress levels</li> <li>Year 5 - 85.71% working within secure and advanced progress levels</li> <li>Year 6 - 89.13% working within secure and advanced progress levels</li> </ul>
---	--	--

**The below high level reflection focuses on the schools implementation of the new 2025 curriculum. This formed our foundation data , looking at initial data patterns and next steps**

The end of year data shows how the school is tracking against the Ministry of Education (MOE) target of **80%** of students achieving at the Secure or Advanced levels.

**Summary of Overall End of Year Reading Achievement**

**Overall Result:** Our school achieved **79.03%** Secure and Advanced, which falls just 0.97 percentage points short of the 80% MOE target.

**Contextual Considerations:**

- **New Curriculum/Structured Literacy (SL):** 2025 was the foundational year for implementing a Structured Literacy approach in our junior school (Years 0-2). This shift represents a major pedagogical change, and **direct comparison** with past years (2021-2024 data: 88%-94%) is inappropriate, especially in the junior cohorts, as the focus has moved to securing foundational skills over broad comprehension strategies used previously.
- **English as a Second Language (ESL):** Our school has a significant ESL population at **28%**. While Structured Literacy is highly beneficial for these learners, their acquisition of the English language itself often requires extended time and targeted support, which impacts initial

Year Level	% Secure/ Advanced	Evaluation Note
<b>Year 1</b>	54.90%	Reflects the early stages of SL implementation and the challenging nature of a major shift in foundational teaching.
<b>Year 2</b>	83.33%	Demonstrates promising consolidation of the new approach.
<b>Year 3</b>	94.23%	Strong results suggesting effective consolidation of skills
<b>Year 4</b>	77.97%	Just below the target, indicating a need for minor, targeted adjustment.
<b>Year 5</b>	88.09%	Strong and consistent achievement.
<b>Year 6</b>	86.97%	

**Junior School Transition (Years 1 & 2):**

- The **Year 1 result (54.90%)** is the primary driver of the overall result falling below 80%. This figure should be viewed as a baseline for the new Structured Literacy programme. Securing the foundational knowledge (phonological awareness and phonics) is a long-term investment. This initial data highlights the profound impact of the pedagogical shift and the number of students who are entering school without these essential pre-reading skills.

**Summary of Overall End of Year Writing Achievement**

**Overall Result:** Our school achieved 64.20% Secure and Advanced. This result is significantly below the 80% MOE target. Contextual Consideration: Curriculum Change

- 2025 marks the first year of implementing a new writing curriculum approach aligned with Structured Literacy. This shift focuses intensely on foundational skills: sentence development, spelling, handwriting, and phonics. This means direct comparison with historical data (2021-2024 data: 71%-83%) is invalid, as the assessment criteria and instructional focus have fundamentally changed.
- The school made a critical instructional decision to go back and fill gaps in phonemic understanding before moving forward based on 'The Code' assessments. This necessary step prioritised *securing the code* over achieving superficial grade-level expectations, which accounts for the lower-than-expected overall result, particularly in the middle years.

Year Level	% Secure/ Advanced	Evaluation Note
<b>Year 1</b>	<b>88.24%</b>	Excellent result; suggests a strong start to the foundational skills focus.
<b>Year 2</b>	<b>73.81%</b>	Close to target; suggests consolidation of phonics/spelling
<b>Year 3</b>	<b>73.08%</b>	Indicates gaps in foundational skills
<b>Year 4</b>	<b>60.02%</b>	
<b>Year 5</b>	<b>61.90%</b>	
<b>Year 6</b>	<b>80.44%</b>	Met the target strong development of skills and application

**Junior School Success (Year 1):**

- The Year 1 result (88.24%) is outstanding and validates the intensity of the new foundational approach. It indicates that students are quickly securing the new, explicit instruction in handwriting, phonics, and basic sentence construction. This strong foundation is crucial for future success.

**Impact of Gap Filling (Years 2-5):**

- The results in Years 2, 3, 4, and 5 (73.81% down to 60.02%)

**Summary of Overall End of Year Mathematics Achievement**

**Overall Result:** Our school achieved **75.81%** Secure and Advanced, falling 4.19 percentage points short of the 80% MOE target.

**Contextual Consideration: Curriculum Change**

- 2025 marks a pivotal year for mathematics instruction. The school commenced the transition to a new curriculum approach—informed by the **Maths No Problem (MNP)** resource—mid-year. This approach emphasises **conceptual understanding, problem-solving, and a structured, cumulative pedagogy** (often referred to as 'teaching for mastery').
- **Crucially, direct comparison with past years (2021-2024 data: 83%-91%) is not meaningful.** The 2025 data represents the initial implementation phase and the establishment of a new baseline under a significantly different, more rigorous teaching and assessment model. The slight rise from the mid-year data (68.03% to 75.81%) is a positive sign of initial traction.

Year Level	% Secure/ Advanced	Evaluation Note
<b>Year 1</b>	54.90%	Focused development of number sense foundations.
<b>Year 2</b>	80.95%	A positive result for the cohorts in the first initial stages of new programme
<b>Year 3</b>	78.84%	
<b>Year 4</b>	74.57%	Focused development of number sense foundations..
<b>Year 5</b>	85.71%	Strong result, indicating effective mathematical competence
<b>Year 6</b>	89.13%	

**Impact of Transition and Pedagogy:**

- The lower overall percentage (75.81%) and the marked decrease compared to previous years reflect the rigour and complexity of the new structured approach. Mastery-based programmes initially require more time to build robust foundations, which can lead to lower 'Secure' rates until concepts are fully embedded.
- The improvement from mid-year (68.03% to 75.81%) is an encouraging sign that teacher professional learning and the new resources are beginning to take hold.

**Areas for Urgent Focus (Years 1, 3, 4):**

- The **Year 2 result (83.33%)** is a **positive indicator**. This cohort, which had a year of the new SL approach, shows progress above the 80% target. This suggests that the Structured Literacy approach, once embedded for a full cycle, is effective.

#### Senior School Strength (Years 3-6):

- Achievement across the senior school remains strong, consistently meeting the MOE expectation (Years 3, 5, 6) or being very close to it (Year 4). This confirms that our school is successful at developing comprehension and reading fluency in the later years.

#### Aspects to Consider for 2026 Reading: Sustaining Structured Literacy

The focus for 2026 must be on **fidelity and intensification** of the Structured Literacy approach.

#### Deepen Teacher Expertise and Fidelity

- **Focus on Practice:** Move beyond foundational training to **deepen pedagogical expertise** in explicit, systematic instruction. This means ensuring every teacher, particularly in Years 0-3, can diagnose individual learning gaps in phonology and morphology and adjust their scope and sequence accordingly.
- **Systematic Whole-School Approach:** Ensure there is a **consistent and cumulative scope and sequence** in place from Year 1 to Year 3, so every child receives a seamless transition. A strong Year 3 result depends on a strong Year 1 foundation.

#### Assessment and Monitoring for SL

- **Diagnostic Tools:** Formalise the use of diagnostic Structured Literacy assessments (e.g., phonics checks, phoneme awareness screeners) to precisely identify where a student's 'code knowledge' breaks down.
- **Progress Monitoring:** Establish clear monitoring milestones for early SL skills (e.g., after 10 and 20 weeks) to ensure we can demonstrate the rate of growth that is expected in the initial years of the new curriculum. This shifts the focus from a one-off "Secure" status to tracking essential learning trajectory.

The 2025 data serves as an important, albeit lower, baseline for our transition to a superior, evidence-based approach. We are committed to this long-term investment to ensure every child masters the fundamental skills of reading.

Would you like me to outline the specific resource and staffing requirements needed to implement the targeted interventions for the Year 1 and ESL cohorts in 2026?

clearly show the impact of the decision to 'go back and fill gaps'. While this necessary remedial work slowed progress on broader curriculum objectives, it was essential.

- The school noted a strong shift in speed and handwriting, which are outcomes of structured, explicit teaching. However, the data confirms that significant time was spent securing fundamental phonemic understanding which, while vital for spelling, temporarily lowered the rate of students achieving overall 'Secure' status on broader writing tasks.

#### Aspects to Consider for 2026 Writing:

##### Accelerating Proficiency

The 2026 strategy is to focus on building upon the strong Year 1 foundation and accelerating the middle years (Years 2-5) out of the gap-filling phase and towards grade-level expectations.

##### Consolidate and Integrate Foundational Skills

- **Fluency:** Ensure the explicit teaching of handwriting, spelling, and phonics is not only accurate but also fluent. Automaticity in the 'mechanics' of writing frees cognitive capacity for composition and idea generation.
- **Sentence to Paragraph:** Intensify the explicit, structured teaching of grammar and sentence construction to bridge the gap between secure phonics/spelling and complex compositional writing.

##### Targeted Acceleration in Middle Years (Years 4 & 5)

- **Diagnostic Intervention:** Implement diagnostic assessments (e.g., morphological awareness, spelling inventories) to precisely identify the specific structural gaps in Years 4 and 5. This will inform high-intensity Tier 2 and Tier 3 small-group instruction, moving beyond a one-size-fits-all approach.
- **Focus on Morphology:** Explicitly teach morphology (prefixes, suffixes, root words) in the middle and senior school. This is crucial for unlocking advanced spelling and vocabulary for students who have now secured basic phonics.

##### Whole-School Consistency and Fidelity

- **Assessment Alignment:** Ensure the writing rubrics and assessment tools used in 2026 accurately reflect and reward the foundational skills (spelling, syntax, transcription) that the new curriculum prioritises.
- **Professional Learning (PL):** focused on the *compositional* aspects of structured writing—planning, drafting, revising, and editing—to ensure that the mechanics (phonics/spelling) are effectively translated into coherent, high-quality texts.

The 2025 data, while numerically lower, reflects a strategic and necessary investment in securing the foundational literacy skills that were missing. We are confident that by building on the excellent Year 1 baseline and accelerating intervention in the middle school, our overall results will improve significantly in 2026.

**Year 1 (54.90%):** This is the most critical area. The structured approach hinges on developing a deep understanding of core concepts like **number sense** and **place value** early on. This result indicates a significant proportion of students have not yet secured the foundational knowledge required for subsequent years.

#### Considerations for 2026 Mathematics: Embedding the Structured Approach

The 2026 focus must be on achieving **fidelity and consistency** in the new structured approach across all year levels, specifically addressing the foundational gaps

##### Fidelity and Consistency of Implementation

- **Whole-School Commitment:** Staff professional development to deliver the new curriculum framework with high fidelity. This includes a consistent use of the **Concrete-Pictorial-Abstract (CPA) model** and a shared understanding of what mathematical **mastery** looks like.
- **Structured Planning:** Dedicate time for cross-level planning to ensure a seamless and cumulative progression of mathematical concepts throughout the school.

##### 2. Targeted Intervention for Foundation Skills

- Prioritise early intervention for the 45.10% of Year 1 students not yet secure. Intervention must be timely, explicit, and focused entirely on closing fundamental gaps in **number sense** and **basic facts fluency** to prevent compounding deficits.
- **Addressing Conceptual Gaps:** The structured approach requires deeper conceptual understanding. Professional learning should focus on using **high-quality questioning** and **manipulatives** to check for conceptual understanding, rather than just procedural knowledge.

##### Assessment for Mastery

- **Diagnostic Tools:** development of these tools into our programme Yr 2-6
- **Focus on Depth:** Encourage a classroom culture where it is acceptable for a student to spend longer on a concept to achieve **mastery** (Secure) rather than rushing to cover content superficially.

The 2025 data confirms the scale of the transition required. We are confident that by strengthening our implementation of the structured approach in 2026, we will see significant lifts in student achievement.?

# MATHEMATICS - 2025 Overall End of Year Achievement Data- Detailed Breakdown

The below table is our foundation data based on what has been taught over Terms 3-4 of the new English curriculum and how students are tracking to end of year level expectations.

Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced	1 (5.56%)		5 (11.90%)	8 (15.38%)	9 (15.25%)	4 (9.52%)	8 (17.39%)	<b>35 (11.29%)</b>
Secure	10 (55.56%)	28 (54.90%)	29 (69.05%)	33 (63.46%)	35 (59.32%)	32 (76.19%)	33 (71.74%)	<b>200 (64.52%)</b>
Developing	7 (38.89%)	22 (43.14%)	7 (16.67%)	11 (21.15%)	13 (22.03%)	5 (14.29%)	5 (10.87%)	<b>71 (22.90%)</b>
Emerging		1 (1.96%)	1 (2.38%)		2 (2.39%)			<b>4 (1.29%)</b>
<b>Totals</b>	<b>18</b>	<b>51</b>	<b>42</b>	<b>52</b>	<b>59</b>	<b>42</b>	<b>46</b>	<b>310</b>

## Male Distribution

Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced	1		3	4	4	3	4	19 (11.73%)
Secure	4	12	14	21	19	13	19	102 (62.96%)
Developing	3	16	4	4	7	3	2	39 (24.07%)
Emerging		1			1			2 (1.23%)
Totals	8	29	21	29	31	19	25	162

## Female Distribution

Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced			2	4	5	1	4	16 (10.81%)
Secure	6	16	15	12	16	19	14	98 (66.22%)
Developing	4	6	3	7	6	3	3	32 (21.62%)
Emerging			1		1			2 (1.35%)
Totals	10	22	21	23	28	23	21	148

**Summary Statement:** Based on the school-wide data:

Female students performed slightly better overall, with 77.03% achieving Secure or Advanced, compared to 74.69% of male students.

The gap between genders is relatively small 2.34 percentage points, suggesting that the challenges and opportunities presented by the new curriculum approach (Maths No Problem/structured approach) are impacting students similarly across genders.

**Strength in Secure:** Female students show a slightly higher rate of achieving the **Secure** level 66.22% vs. 62.96%.

**Strength in Advanced:** Male students show a slightly higher rate of achieving the **Advanced** level 11.73% vs. 10.81%.

**Students Requiring Support:** The proportion of male students achieving at the **Developing** level is slightly higher than for female students 24.07% vs. 21.62%.

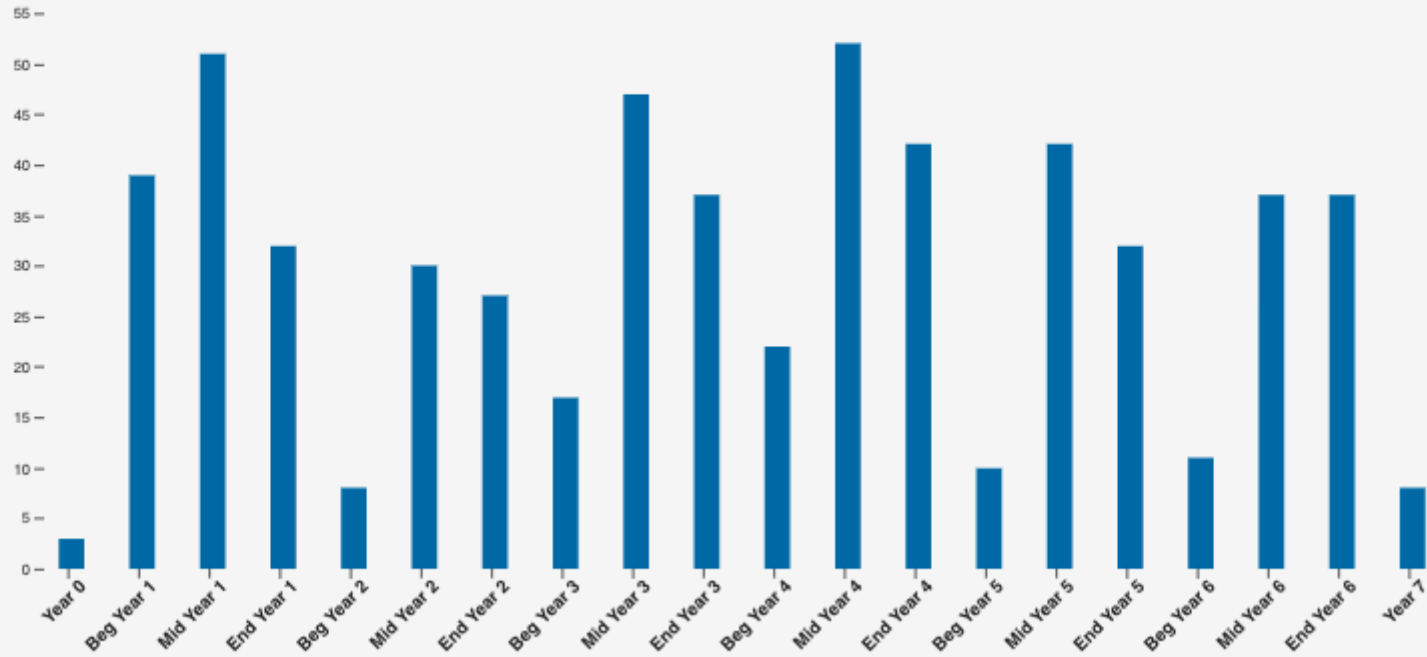
**Year 1 Male cohort**, which has a significantly higher number of students requiring foundational development.

Percentage of students Secure or above



Current Students Mathematics and Statistics

■ End 2025



# Maori, Pasifika and Ethnicity

## Maori

Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced			2	1				3 (6.38%)
Secure	2	2	4	6	5	5	5	29 (61.38%)
Developing		7	2	1	1	2	2	15 (31.91%)
Emerging								
<b>Totals</b>	<b>2</b>	<b>9</b>	<b>8</b>	<b>8</b>	<b>6</b>	<b>7</b>	<b>7</b>	<b>47</b>

## Pasifika

Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced							1	1 (11.11%)
Secure				1	1	1	2	5 (55.56%)
Developing		1		1				3 (33.33%)
Emerging					1			
<b>Totals</b>		<b>1</b>		<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>9</b>

## European/ Pakeha

Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced			2	4	3	1	4	14 (8.33%)
Secure	3	16	17	17	21	21	23	118 (70.24%)
Developing	5	11	1	6	6	1	2	32 (19.05%)
Emerging		1	1		2			4 (2.38%)
<b>Totals</b>	<b>8</b>	<b>28</b>	<b>21</b>	<b>28</b>	<b>32</b>	<b>23</b>	<b>29</b>	<b>168</b>

## Asian

Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced	1		1	2	6	2	3	15 (22.06%)
Secure	4	10	5	8	6	4	3	40 (58.82%)
Developing	2	2	2	1	2	3	1	13 (19.12%)
Emerging								
<b>Totals</b>	<b>7</b>	<b>12</b>	<b>8</b>	<b>11</b>	<b>14</b>	<b>9</b>	<b>7</b>	<b>68</b>

## MELAA

Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced				1		1		2 (12.50%)
Secure	1		3	1	2	1		8 (50.00%)
Developing		1	2	1	2			6 (37.50%)
Emerging								0 (0.00%)
<b>Totals</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>2</b>		<b>16</b>

## Other Ethnicities

(Due to low numbers information has not been included)

**Summary Statement:** Based on the provided data broken down by ethnicity, here is a summary and some possible trends to consider:

### Summary by Ethnicity

European / Pakeha Strength: This group is the only one to meet and exceed the MOE target, with 80.95% achieving Secure or Advanced.

Equity Concern: A significant achievement gap exists between the European / Pakeha group and all other ethnic groups. The achievement rates for Asian, Māori, Pasifika, and MELAA students fall into a narrow range of 61.76% to 66.67%, all well below the 80% MOE target.

Low Baseline: The data for Asian, Māori, Pasifika, and MELAA groups under the new curriculum establishes a clear, lower baseline, confirming the need for an intensive focus on equity and accelerated progress in 2026.

### **Māori (47)**

- Overall: 64.89% Secure/Advanced, with 31.91% at the Developing level.
- Focus Cohorts:
  - Year 1 (7 Developing): This is the largest cohort of developing students, highlighting a need for foundational number knowledge intervention.
  - Year 0, 4, 5, 6 (No Advanced): There were no Māori students achieving at the Advanced level in these year groups, indicating an opportunity to lift the ceiling of achievement.

### **Pasifika (9)**

- Overall: 66.67% Secure/Advanced, with 33.33% at the Developing level.
- Focus Cohorts:
  - Year 2 (1 Developing): The only student in Year 2 is Developing.
  - Year 4 (1 Emerging): The one student at the Emerging level in Year 4 requires urgent, high-intensity intervention.
  - Note: The low total number of students (n=9) means that the movement of any single student has a significant impact on the percentage result.

### **Asian (68)**

- Overall: 61.76% Secure/Advanced, with 19.12% at the Developing level.
- Focus Cohorts:
  - Year 1 (10 Secure, 2 Developing): The majority of Year 1 Asian students are Secure, but the 17.65% Developing students need attention.
  - Year 3 & 4 (Low Advanced): While the majority are Secure, lifting the number of Advanced students in these cohorts is an equity goal.
  - Note: This group has the lowest overall Secure/Advanced percentage (61.76%), making them a significant focus area.

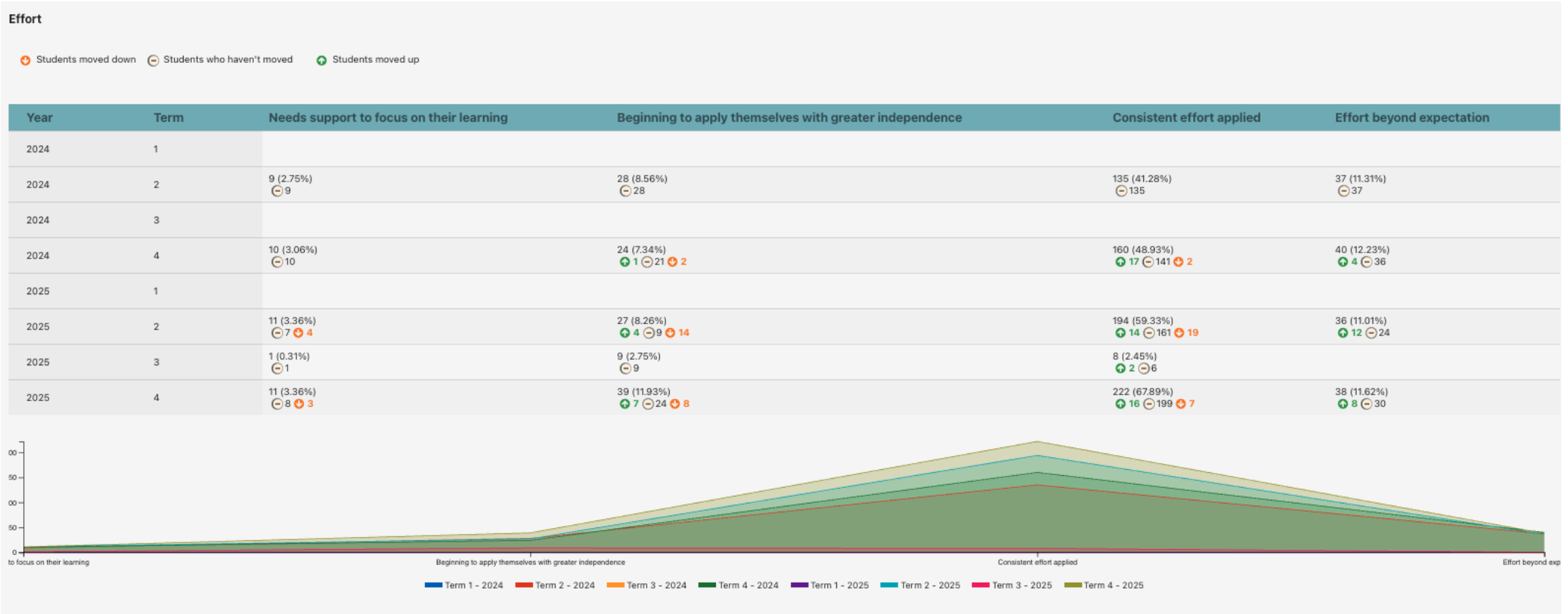
**Culturally Responsive Pedagogy:** We will ensure that our Maths No Problem instruction is delivered in a way that incorporates **culturally responsive practices** to engage Māori and Pasifika students, leveraging community knowledge and real-world contexts to connect abstract concepts.

**Tier 2/3 Acceleration for Priority Learners:** We will strategically dedicate intervention teacher aide time and resources to small-group instruction, prioritizing students from the Asian, Māori, and Pasifika groups who are at the **Developing** level, particularly in **Year 1 (Māori and Asian students)** and **Year 4 (Pasifika students)**.

**Targeted PLD:** Professional Learning and Development (PLD) for all teachers in 2026 will include specific modules on how to implement the structured mastery approach effectively to accelerate the learning of all priority learners, including those who are English as a Second Language (ESL).

# Effort Achievement in Mathematics

The following graph shows Progress shift in effort across the school in mathematics and statistics from 2024 to 2025 End of Year



## 2025 Mid Year Effort Summary

<b>Needs Support</b>	<b>14-4.53%</b>	10 same as 2024, 4 people moved to this section	<b>75.74 % of our students are applying consistent effort and beyond.</b> <b>Increase of 3% from 2024</b>
<b>Beginning to Apply</b>	<b>27-8.74%</b>	From 2024, 4 people moved up, 9 same and 14 moved from consistent to beginning to apply	

## 2025 Mid to End of Year Effort Summary Shift

Effort Category	Term 2 (2025)	Term 4 (2025)	Shift (Change in %)
<b>Needs support to focus on their learning</b>	3.78% (11 students)	3.86% (11 students)	+0.08} positive shift

<b>Consistent Independence</b>	<b>196 -64.08%</b>	From 2024, 15 students moved from beginning to consistent, 19 moved from beyond to consistent and 164 stayed the same	<b>How do we know if our theories are working or not?</b> Rich tasks and mathematics games support engagement, development and scaffolding of skills and language and support.  <b>Developments to work on? -</b> Building on this with the new development - move n prove	<b>Beginning to apply themselves with greater independence</b>	8.96% (27 students)	11.89% (33 students)	+2.93 positive shift
<b>Beyond Expectation</b>	<b>36-11.66%</b>	From 2024, 11 students moved from consistent to beyond, 24 made no movement.		<b>Consistent effort applied</b>	59.33% (184 students)	67.89% (222 students)	+8.56 positive shift
				<b>Effort beyond expectation</b>	17.01% (52 students)	11.62% (38 students)	-5.39 drop is shift to consolidating no shift

**79.51% of our students are applying consistent effort and beyond. Increase of 5% from Term 2 2025**

**Why we think this** - it was pleasing to see 260 students have maintained their effort / engagement within maths over the year.

Across the effort sections there was a small percentage of movements up and down. In particular moving into Year 6. This reflects the complexity and greater depth of mathematical language and knowledge.

**How do we know if our theories are working or not?**

Rich tasks and mathematics games support engagement, development and scaffolding of skills and language and support.

**Developments to work on?** - Building on this with the new development - move n prove

# Next Steps - Mathematics

Based on the 2025 end-of-year mathematics achievement data and effort results, this summary identifies key strengths, patterns, and two critical strategic focuses for our 2026 Mathematics programme.

## Strengths

Junior School Strengths (Years 0-3)	Senior School Strengths (Years 4-6)
<ul style="list-style-type: none"><li>● <b>Year 2 Achievement:</b> Year 2 is a major highlight, with <b>80.95%</b> achieving Secure or Advanced, successfully meeting the MOE target. This suggests that the structured approach (Maths No Problem/MNP) is taking hold for students entering their second year of formal schooling.</li><li>● <b>Effort and Engagement:</b> The overall student effort shift from Term 2 to Term 4 shows a significant increase of <b>8.56 %</b> into the 'Consistent effort applied' category. This indicates students are successfully engaging with the new, rigorous, and structured expectations of the curriculum.</li><li>● <b>European / Pakeha Achievement:</b> This ethnic group is the only one to achieve above the MOE target in the overall data, with <b>80.95%</b> Secure or Advanced.</li></ul>	<ul style="list-style-type: none"><li>● Years 5 and 6 demonstrate strong performance, with <b>85.71%</b> and <b>89.13%</b> Secure or Advanced, respectively, exceeding the MOE target. This indicates effective consolidation and application of mathematical skills in the senior classes.</li><li>● <b>Gender Parity:</b> In the senior school (Years 5 and 6), the number of male and female students at the Developing level is similar (3 each in Year 5, 2 males/3 females in Year 6), indicating good instructional balance at the senior level.</li><li>● <b>Māori Advanced:</b> Year 4 and Year 6 both had Māori students achieving at the Advanced level (1 in each), demonstrating potential for high achievement within this group.</li></ul>

## Trends and Patterns

1. **Foundational Gap (The "Year 1 Dip"):** The lowest achievement rate across the entire school is in **Year 1 54.90% Secure/Advanced**. This is the first year fully assessing the impact of the new curriculum on new students, revealing a significant foundational knowledge gap, particularly in an early number sense.
  - **Gender and Ethnicity Intersection:** This Year 1 dip is significantly driven by the **Male cohort** (16 Developing students) and **Māori** (7 Developing students) and **Asian** (2 Developing students) cohorts.
2. **Equity Gap:** A large and concerning achievement gap exists across ethnic groups. Asian (51.76%), Māori 64.89%, Pasifika 66.67%, and MELAA 62.50% students are all grouped significantly below the MOE target and the achievement of European / Pakeha students 80.95%.
3. **Transitional Impact:** The overall school achievement 75.81% is below the MOE target, reflecting the expected dip associated with the rigorous implementation and baseline setting of a new, mastery-focused curriculum school-wide.

## Strategic Focuses for 2026 Mathematics

### Strategic Focus 1: Intensive Acceleration of Foundational Number Sense (Year 1 Equity)

**Goal:** To lift Year 1 achievement to at least **70% Secure/Advanced** by the end of 2026, closing the foundational gap for priority learners.

**Rationale:** The Year 1 result of 54.90% is the primary constraint on the overall school average. The new structured curriculum (MNP) is highly dependent on securing these early concepts. Targeted, immediate intervention here will prevent compounding deficits in the middle years.

#### Key Actions:

- **Tier 2 Intervention:** Establish a dedicated, high-intensity Tier 2 small-group programme focused solely on number sense, place value, and basic facts fluency for all Year 1 students achieving below Secure, prioritising **Māori and Male students**.
  - **CPA Fidelity:** Mandate and monitor the consistent and high-fidelity use of the **Concrete-Pictorial-Abstract (CPA) model** in all Year 0-2 classrooms to ensure conceptual understanding is built before procedural fluency.
- 

### Strategic Focus 2: Culturally Responsive Mastery and Equity Acceleration

**Goal:** To narrow the equity gap by lifting Asian, Māori, Pasifika, and MELAA achievement by at least **5 percentage points** in all year levels.

**Rationale:** The persistent achievement gap across all priority ethnic groups (all between 61%-67% signals that the current implementation is not equitably accelerating these learners.

#### Key Actions:

- **Culturally Responsive Problem Solving:** Re-design a percentage of MNP lessons to incorporate **real-world, culturally relevant contexts** drawn from Māori and Pasifika cultures to enhance engagement and application, moving beyond basic textbook problems.
- **Teacher Capability:** Focus Professional Learning on **Mastery-Based Instruction** tailored for diverse learners. This includes strategies for using flexible grouping, diagnostic questioning, and providing specific, timely feedback that supports conceptual growth for students who may be grappling with both mathematical concepts and English language acquisition.
- **Monitoring:** Use dedicated staff meetings to analyse **in-term progress data** for Māori and Pasifika students against their peers to ensure the gap is closing throughout the year, not just at the end of the year.

# READING - 2025 Overall End Year Achievement Data- Detailed Breakdown

The below table is our foundation data based on what has been taught over Terms 3-4 of the new English curriculum and how students are tracking to end of year level expectations.

Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced	1 (5.56%)	3 (5.88%)	13 (30.95%)	17 (32.69%)	8 (13.56%)	5 (11.90%)	7 (15.22%)	<b>54 (17.42%)</b>
Secure	9 (50%)	25 (49.02%)	22 (52.38%)	32 (61.54%)	38 (64.41%)	32 (76.19%)	33 (71.74%)	<b>191 (61.61%)</b>
Developing	8 (50.98%)	20 (39.22%)	6 (14.29%)	3 (5.77%)	9 (15.25%)	4 (9.52%)	5 (10.87%)	<b>55 (17.74%)</b>
Emerging		3 (5.88%)	1 (2.38%)		4 (6.78%)	1 (2.38%)	1 (2.17%)	<b>10 (3.23%)</b>
<b>Totals</b>	<b>18</b>	<b>51</b>	<b>42</b>	<b>52</b>	<b>59</b>	<b>42</b>	<b>46</b>	<b>310</b>

## Male Distribution

Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced	1	1	6	11	3	2	5	29 (17.90%)
Secure	4	11	11	16	19	14	17	92 (56.79%)
Developing	3	5	3	2	6	2	3	34 (20.99%)
Emerging		2	1		3	1		7 (4.32%)
Totals	8	29	21	29	31	19	25	162

## Female Distribution

Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced		2	7	6	5	3	2	25 (16.89%)
Secure	5	14	11	16	19	18	16	99 (66.89%)
Developing	5	5	3	1	3	2	2	21 (14.19%)
Emerging		1			1		1	3 (2.03%)
Totals	10	22	21	23	28	23	21	148

### Summary Statement: Based on the mid year foundation data,-

- **Secure Achievement:** Girls demonstrate stronger performance at the Secure level (**66.89%**) compared to boys (**56.79%**), indicating a higher proportion of girls are meeting the expected reading standard across the year levels.
- **Advanced Achievement:** Both groups show similar proportions achieving at the Advanced level (Boys: 17.90%, Girls: 16.89%).
- **Developing/Emerging (Students Requiring Support):** Boys are significantly overrepresented in the **Developing** category (**20.99%** vs. 14.19% for girls). Overall, **25.31%** of boys (Developing + Emerging) require substantial further support, compared to **16.22%** of girls. This highlights a clear gender gap in the lower achievement bands.

The primary area of concern for boys is the high proportion in the **Developing** category, particularly in the lower year levels. Look to:

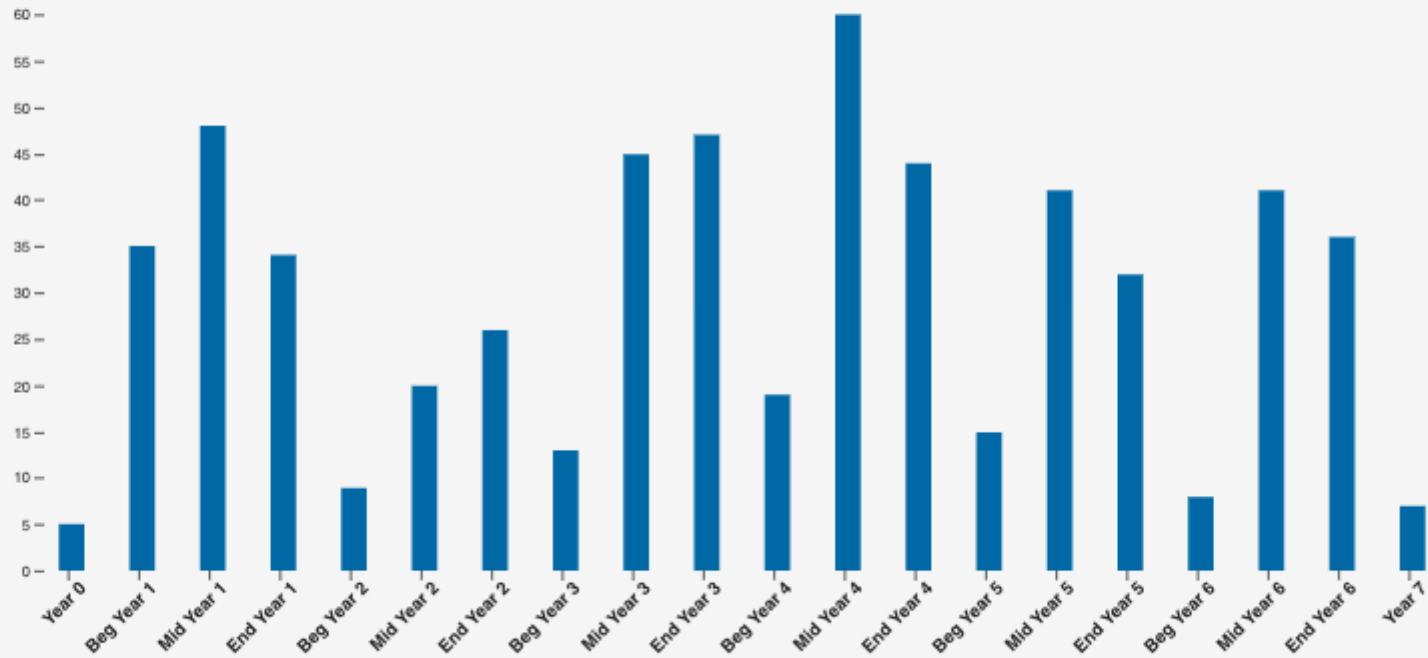
- Implement **evidence-based, high-frequency, small-group interventions** targeted specifically at the foundational literacy needs of boys in the Emerging and Developing categories, particularly in the junior school. Research suggests a mixed approach (whole-word and synthetic phonics) can be more effective for boys' comprehension.
- **Focus on Engagement:** Integrate reading instruction with **hands-on activities, project-based learning, and physical movement**. Provide high-interest reading materials that align with typically male interests (e.g., non-fiction, graphic novels, humour, action) and give greater autonomy in book selection.

Percentage of students Secure or above



Current Students Reading

■ End 2025



# Maori, Pasifika and Ethnicity

Maori								
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced			1	1				2 (4.55%)
Secure	1	2	4	7	5	6	5	29 (65.91%)
Developing		5	1		1	1	1	9 (20.45%)
Emerging		1	2				1	4 (9.09%)
<b>Totals</b>	<b>2</b>	<b>9</b>	<b>8</b>	<b>8</b>	<b>6</b>	<b>7</b>	<b>7</b>	<b>47</b>

Pasifika								
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced					1			1 (11.11%)
Secure				1		1	2	4 (44.44%)
Developing		1		1	1		1	4 (44.44%)
Emerging								0 (0.00%)
<b>Totals</b>		<b>1</b>		<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>9</b>

European/ Pakeha								
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced		1	5	6	1	2	1	16 (9.82%)
Secure		13	12	20	26	19	27	117 (71.78%)
Developing		10	3	1	3	2	1	20 (12.27%)
Emerging		4	1	1	3	1		10 (6.13%)
<b>Totals</b>		<b>28</b>	<b>21</b>	<b>28</b>	<b>33</b>	<b>24</b>	<b>29</b>	<b>163</b>

Asian								
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced							1	1 (1.72%)
Secure		4	4	12	12	6	4	42 (72.41%)
Developing		7	1		3	1		12 (20.69%)
Emerging			1			2		3 (5.17%)
<b>Totals</b>		<b>11</b>	<b>6</b>	<b>12</b>	<b>15</b>	<b>9</b>	<b>5</b>	<b>68</b>

MELAA								
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced			1		1	1		3 (17.65%)
Secure			3	2	2	1		8 (47.06%)
Developing		2	1				1	4 (23.53%)
Emerging					2			2 (11.76%)
<b>Totals</b>		<b>2</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>17</b>

**Other Ethnicities**  
 (Due to low numbers information has not been included)

## Summary of Reading Achievement by Ethnicity

A total of 310 students across five major ethnic groups were assessed in reading. The Secure level remains the largest achievement band across most groups.

Pasifika and MELAA Students (High Priority)

The data highlights significant concerns for our Pasifika and MELAA students, who have the lowest combined Secure and Advanced achievement rates and the

highest proportion of students requiring support.

- MELAA: This group has the highest proportion of students in the lower bands, with 52.94% (Developing/Emerging).
  - Notably, the Emerging rate is very high at 21.76%.
  - Despite this, MELAA also has a high Advanced rate (17.65%), suggesting a very wide range of ability and a need for highly differentiated support.
- Pasifika: 44.44% of Pasifika students are in the Developing category, and only 55.55% are Secure or Advanced.
  - This is the highest rate of Developing students across all groups, indicating an urgent need for targeted intervention to bring them up to the Secure standard.

### **Māori Students (Targeted Support)**

Māori students show a clear disparity compared to the majority group (European/Pākehā).

- Support Need: 29.80% of Māori students are in the Developing or Emerging bands, a rate approximately 13 percentage points higher than European/Pākehā students.
- Secure Attainment: While 65.91% are Secure, the Advanced rate is low (4.55%), suggesting a plateau in achievement for those who have met the standard.
  - Focus: A dual strategy is needed: intensive support for the 29.80% requiring intervention, and acceleration strategies to transition Secure Māori students to Advanced.

### **Asian Students**

Asian students show a very low rate of Advanced achievement (1.72%) despite a strong Secure rate (72.44%).

- Focus: The primary strategic focus for this cohort is on accelerating Secure readers to the Advanced band to ensure they are being challenged appropriately and reaching their full potential.
- The overall support needed (Developing/Emerging) is moderate at 25.86%.

### **European/Pākehā Students (Baseline)**

This group serves as the high-achieving baseline, with 83.08% achieving at the Secure or Advanced levels.

- Focus: While performing well overall, attention must be paid to the 18.40% (12.27% Developing + 6.13% Emerging) who are not yet meeting the expected standard, ensuring they are not overlooked by the focus on other priority groups.

---

### **Strategic Implications and Next Steps**

1. Equity Focus and Resource Allocation: Resources, focusing on lifting the significantly high Developing and Emerging percentages through culturally responsive, intensive literacy programs.
2. Māori Student Acceleration: Implement specific programmes that utilise *Te Reo me ōna tikanga* where appropriate to engage and accelerate Māori students, ensuring the large group in the Secure band are actively progressing toward Advanced achievement.
3. Targeted Skill Development: Conduct a deep-dive analysis of the specific reading skills (e.g., vocabulary, comprehension, fluency) where the identified priority groups are struggling, and align intervention programmes directly to those needs.

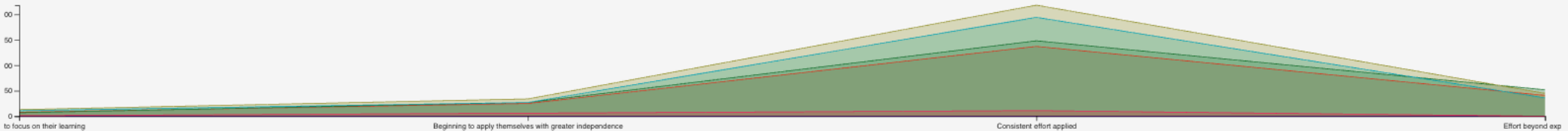
# Effort Achievement in Reading

The following graph shows Progress shift in effort across the school in mathematics and statistics from 2024 to 2025 Mid Year

## Effort

⬇ Students moved down 
 ⬅ Students who haven't moved 
 ⬆ Students moved up

Year	Term	Needs support to focus on their learning	Beginning to apply themselves with greater independence	Consistent effort applied	Effort beyond expectation
2024	1				
2024	2	8 (2.45%) ⬇ 8	25 (7.65%) ⬇ 25	137 (41.90%) ⬇ 137	41 (12.54%) ⬇ 41
2024	3				
2024	4	7 (2.14%) ⬇ 7	27 (8.26%) ⬆ 4 ⬇ 19 ⬆ 4	148 (45.26%) ⬆ 13 ⬇ 134 ⬆ 1	52 (15.90%) ⬆ 11 ⬇ 41
2025	1				
2025	2	11 (3.36%) ⬆ 6 ⬆ 5	27 (8.26%) ⬆ 4 ⬆ 11 ⬆ 12	194 (59.33%) ⬆ 15 ⬇ 149 ⬆ 30	36 (11.01%) ⬆ 10 ⬇ 26
2025	3	1 (0.31%) ⬇ 1	6 (1.83%) ⬇ 5 ⬆ 1	11 (3.36%) ⬇ 11	
2025	4	13 (3.98%) ⬆ 12 ⬆ 1	34 (10.40%) ⬆ 4 ⬇ 24 ⬆ 6	218 (66.67%) ⬆ 13 ⬇ 202 ⬆ 3	45 (13.76%) ⬆ 10 ⬇ 35



### 2025 Mid Year Effort Summary

### 2025 Mid to End of Year Effort Shift Summary

Needs Support	<b>13-4.2 1%</b>	same as 2024, 5 people moved to this section	<b>95.73% of our students are applying consistent effort and beyond. Great increase from 2024 17% increase in effort in reading- development of structured literacy approach in the Phase 1 of curriculum.</b> <b>Why we think this -</b> Reading remains a strength within our school - with strong data and effort data. It is pleasing to see strategies we have been developing over the last 2 years coming forward for our male students, with a positive growth in achievement and effort. <b>How do we know if our theories are working</b>	Effort Level	Term 2 (Count & %)	Term 4 (Count & %)	Shift (Percentage Points)
Beginning to Apply	<b>25 - 9.06%</b>	From 2024, 4 people moved up, 12 same and 12 moved from consistent to beginning to apply		Needs support to focus on their learning	11 (3.36%)	13 (3.86%)	<b>+0.50 pp</b>
Consistent	<b>198 64.08</b>	From 2024, 15 students		Beginning to apply	27 (8.28%)	34 (10.08%)	<b>+1.80 pp</b>

Independence	%	moved from beginning to consistent, 30 moved from beyond to consistent and 153 stayed the same	<b>or not?</b> Read and feed love of literacy across the school continues the engagement for all learners <b>Developments to work on? -</b> Development focus for our Maori and Pacifica students is an area we need to continue to develop	<b>themselves with greater independence</b>			
Beyond Expectation	<b>36 - 11.65%</b>	From 2024, 10 students moved from consistent to beyond, 26 made no movement.		<b>Consistent effort applied</b>	<b>194 (59.33%)</b>	218 (64.67%)	<b>+5.34 pp</b>
				<b>Effort beyond expectation</b>	<b>36 (11.01%)</b>	45 (13.38%)	<b>+2.37 pp</b>

The school has seen a positive and significant shift in student effort in reading from Term 2 to Term 4, 2025. The most notable achievement is the increase in students demonstrating consistent effort applied and Effort beyond expectation, while the number of students needing support has remained stable or decreased.

- The proportion of students showing Consistent Effort Applied or Effort Beyond Expectation grew from 50.34% in Term 2 to 60.95% in Term 4.
- This represents a 10.61 percentage point increase in students performing at the top two effort levels.

#### **Consistent Effort Applied Growth:**

This is the most significant area of growth, increasing by 5.34 percentage points from 59.33% to 64.67%. This suggests a successful implementation of strategies promoting routine and sustained work ethic in reading.

**Effort Beyond Expectation Growth:** The highest effort level increased by 2.37 percentage points (from 11.01% to 13.38%). This indicates that a greater number of students are demonstrating self-motivation and initiative beyond teacher expectations.

**Stability in Support Needed:** The lowest effort band ("Needs support to focus...") remained relatively stable, increasing only slightly from 3.36% to 3.86%.

**Positive Momentum:** In Term 4, there were significantly more students who moved up an effort band (325 total) than students who moved down (22 total).

This clear positive shift across the school reflects highly effective staff efforts to encourage and motivate student application in reading.

**Need for Consistency:** While the overall trend is highly positive, the 22 students who moved down an effort band require individual attention. A review of these cases is needed to understand the specific factors that led to a drop in their engagement between Term 2 and Term 4. The end-of-year effort data for reading is highly encouraging, showing a strong positive trajectory in student application and independence. The increase in high-effort categories (Consistent and Beyond Expectation) indicates that a culture of positive work habits in reading is being successfully fostered. The next steps should focus on:

1. Sustaining the Gains: Implementing strategies to maintain the high levels of Consistent Effort Applied into the new year.
2. Targeting "Moved Down" Students: Immediate follow-up with the 22 students who showed a decline in effort to address underlying issues and re-engage them.

# Next Steps – Reading

## Reading: A Year of Foundational Growth and Equity Focus

Our overall reading achievement in 2025 was **79.03%** of students achieving at the Secure or Advanced levels. This result is viewed as a platform for future growth, given that 2025 was the foundational year for implementing the **Structured Literacy (SL) approach** in the junior school (Years 0-2). This major pedagogical shift, alongside our significant **28% English as a Second Language (ESL) population**, makes direct comparison with previous years inappropriate.

**Overall Effort:** Term 4 effort improved significantly across the school, with a **10.61 percentage point increase** in the top two effort categories, providing a strong foundation for future achievement gains.

- **Major Focus:** The **Year 1 result (54.90%)** is our primary area for acceleration, as it reflects the early stage of the SL shift.
- **Equity Focus:** Significant disparity exists across both **gender** and **ethnicity**. Boys are overrepresented in lower achievement bands, and
- **Pasifika** (55.55% Secure/Advanced) and **MELAA** (47.06% Secure/Advanced) students have the lowest attainment rates.

Junior School Strengths (Years 0-3)	Senior School Strengths (Years 4-6)
<p>Years 2, 3, 5, and 6 all exceeded the 80% target, with <b>Year 3 achieving a significant 94.23%</b> Secure/Advanced.</p> <ul style="list-style-type: none"> <li>● <b>Year 3 Achievement (94.23% Secure/Advanced):</b> This is a significant strength, showing effective consolidation of reading skills by the middle-school stage.</li> <li>● <b>Year 0-3 (Junior/Middle) Year 2 Achievement (83.33% Secure/Advanced):</b> This demonstrates promising consolidation of the new Structured Literacy approach.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Consistent High Achievement:</b> Years 5 (88.09%) and 6 (86.97%) both show strong, consistent achievement, indicating that students entering the senior school have robust reading foundations.</li> </ul>

## Strategic Reading Focus: Accelerated SL Consolidation and Year 1 Intervention

- **Goal:** Lift Year 1 Secure/Advanced achievement from 54.90% to \$ 75% by end of 2026 and ensure 100% of Year 2 students sustain Secure/Advanced achievement 80%
- **Rationale:** The Year 1 result is the most significant achievement gap. Successful consolidation of SL in Year 1 is critical for future success, as demonstrated by the strong Year 2 and 3 results.
- **Actions:**
  - **Intensify SL Support:** Implement dedicated, evidence-based, high-frequency, small-group intervention time within the Structured Literacy framework for all Year 1 students not yet at the Secure level.
  - **Tier 2 and 3 Model:** Establish a rigorous system for identifying and delivering targeted phonics and phonological awareness instruction to the lowest-achieving students in Years 0-2.

## Strategic Reading Focus: Targeted Equity and Advancement for Priority Groups

- **Goal:** Close the equity gap for **Pasifika** and **MELAA** students by reducing their Developing/Emerging rates by 10% percentage points. Also, reduce the male Developing/Emerging rate below 20%.
- **Rationale:** Systemic support is urgently required to address the profound disparity for Pasifika and MELAA students, and the persistent gender gap.
- **Actions:**
  - **Culturally Responsive Intervention:** Develop and resource intensive, culturally responsive literacy interventions for Pasifika and MELAA students, focusing on vocabulary and language acquisition, which will support our large ESL population.
  - **Targeted Male Engagement:** Integrate high-interest, non-fiction and graphic novel resources into the curriculum and provide greater choice in reading material to boost engagement, particularly for male students .
  - **Secure-to-Advanced Transition:** Develop a **challenge programme** for high-achieving Secure students across all groups, focusing on critical comprehension and advanced academic language to push achievement into the Advanced band.

# Writing - 2025 Overall End Year Achievement Data- Detailed Breakdown

The below table is our foundation data based on what has been taught over Terms 3-4 of the new English curriculum and how students are tracking to end of year level expectations.

Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced			1(2.38%)	6(11.54%)	2 (3.39%)	3 (7.14%)	2 (4.35%)	<b>14 (4.52%)</b>
Secure	7 (38.89%)	24 (47.06%)	30 (71.43%)	32 (61.54%)	34 (57.63%)	23 (54.76%)	35 (76.09%)	<b>185 (59.68%)</b>
Developing	11 (61.11%)	21 (41.18%)	9 (21.43%)	14 (26.92%)	19 (32.20%)	15 (35.71%)	7 (15.22%)	<b>96 (30.97%)</b>
Emerging		6 (11.76%)	2 (4.76%)		4 (6.78%)	1 (2.38%)	2 (4.35%)	<b>15 (4.84%)</b>
<b>Totals</b>	<b>18</b>	<b>51</b>	<b>42</b>	<b>52</b>	<b>59</b>	<b>42</b>	<b>46</b>	<b>310</b>

## Male Distribution

Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced				2		1	2	5(3.09%)
Secure	5	8	14	18	15	7	18	85 (52.47%)
Developing	3	16	6	9	13	10	5	62 (38.27%)
Emerging		5	1		3	1		10 (6.17%)
Totals	8	29	21	29	31	19	25	162

## Female Distribution

Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced				1	4	2	2	9(6.08%)
Secure	2	16	16	14	19	16	17	100 (67.57%)
Developing	8	5	3	5	6	5	2	34 (22.97%)
Emerging		1	1		1		2	5(3.38%)
Totals	10	22	21	23	28	23	21	148

### Analysis of Achievement by Gender

Based on the school-wide data, A closer examination of the disaggregated data by gender highlights a significant achievement gap that must become our primary focus for the coming year.

- **Girls' Achievement:** Our girls have demonstrated exceptional performance, with **78%** achieving at or above the expected standard (22% Above Expectation and 56% At Expectation). This group of high achievers sets a commendable standard for the school.
- **Boys' Achievement Gap:** The data for our boys indicates a clear need for targeted intervention. Only **63%** of boys achieved at or above the expected standard (15% Above Expectation and 48% At Expectation). This represents a **15% percentage point gap** in overall achievement compared to girls.

### Moving Forward: Our Strategic Priority

Our strategic response will focus on two key areas:

1. **Targeted Pedagogy:** We will be reviewing and investing in research-based, culturally responsive literacy programs specifically designed to engage male learners. This includes exploring high-interest, authentic writing tasks and integrating digital tools to motivate boys.
2. **Targeted Support:** We will be reallocating resources to provide focused intervention groups for the 37% of boys who are currently below expectations, ensuring they receive intensive, personalised support to accelerate their progress.

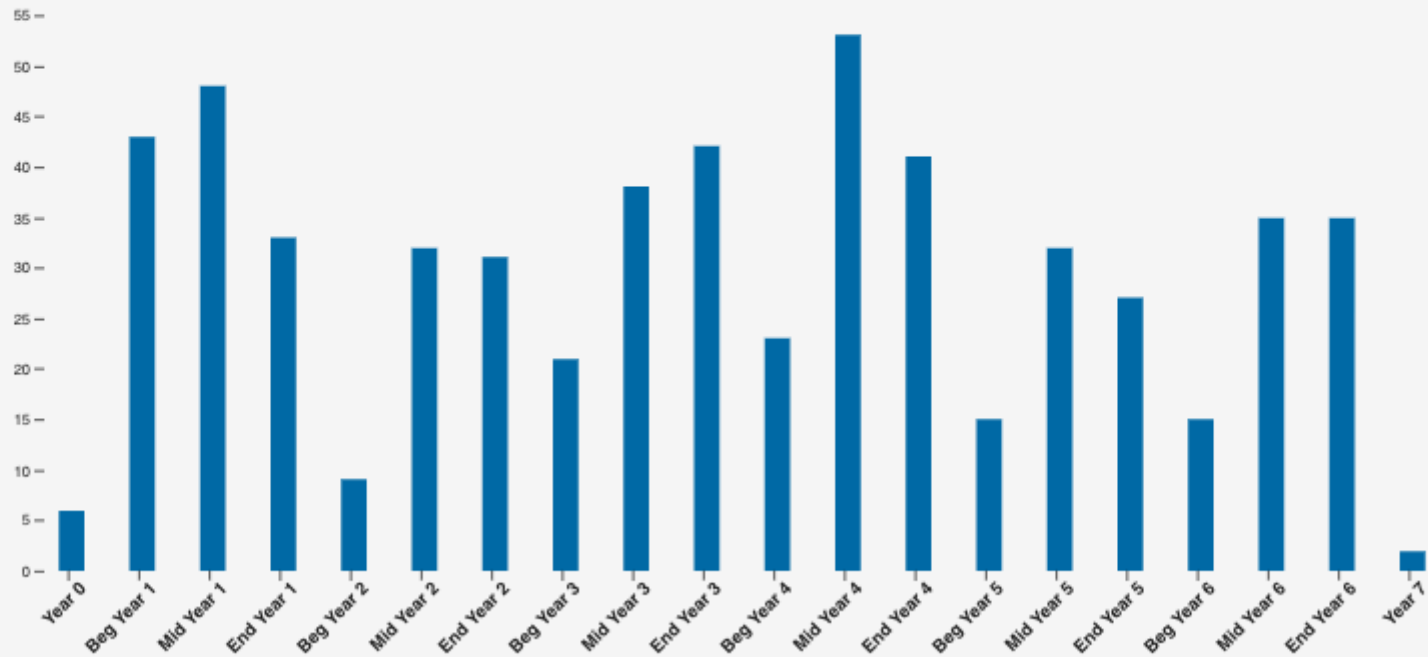
We will set a challenging but achievable target for next year to **halve the 15 percentage point achievement gap** in writing between boys and girls.

Percentage of students Secure or above



Current Students Writing

■ End 2025



# Maori, Pasifika and Ethnicity

Maori								
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced				1				1(2.13%)
Secure		3	5	6	4	5	5	28 (59.57%)
Developing	2	5	3	1	2	2	1	16 (34.04%)
Emerging		1					1	2(4.26%)
<b>Totals</b>	<b>2</b>	<b>9</b>	<b>8</b>	<b>8</b>	<b>6</b>	<b>7</b>	<b>7</b>	<b>47</b>

Pasifika								
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced								0(0.00%)
Secure				2	1	1	2	6 (66.67%)
Developing		1			1		1	3(33.33%)
Emerging								0(0.00%)
<b>Totals</b>		<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>9</b>

European/ Pakeha								
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced			1	3	2	2	1	9(5.36%)
Secure	1	14	15	12	19	12	24	97 (57.74%)
Developing	7	10	4	12	9	9	4	55 (32.74%)
Emerging		4	1		2			7(4.17%)
<b>Totals</b>	<b>8</b>	<b>28</b>	<b>21</b>	<b>27</b>	<b>32</b>	<b>23</b>	<b>29</b>	<b>168</b>

Asian								
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced				1			1	2(2.94%)
Secure	5	7	6	10	10	4	4	46 (67.65%)
Developing	2	4	2		4	4	1	17 (25.00%)
Emerging		1				1	1	3(5.17%)
<b>Totals</b>	<b>7</b>	<b>12</b>	<b>8</b>	<b>11</b>	<b>14</b>	<b>9</b>	<b>7</b>	<b>58</b>

MELAA								
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Advanced				1		1		2(12.50%)
Secure	1		4	2		1		8(50%)
Developing		1			2			3(18.75%)
Emerging			1		2			3(18.75%)
<b>Totals</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>16</b>

**Other Ethnicities**  
 (Due to low numbers information has not been included)

## Summary of Writing Achievement by Ethnicity

- **High Achievement in Asian Students:** Our Asian students demonstrate the highest rate of achievement, with 82.76% at or above expectation (Advanced or Secure). This group has a very small percentage of students needing significant support.
- **Māori and European/Pakeha Achievement:** Both our Māori 61.70% and European/Pakeha 60.71% students show similar overall achievement rates at or above expectation. However, a significant portion of both groups requires ongoing support (Māori: 38.29%; European/Pakeha: 39.28%).

- **Pasifika Achievement:** While the Pasifika cohort is small (9 students), 66.67% are Secure, but none have achieved at the Advanced level. One-third 33.33% are at the Developing stage.

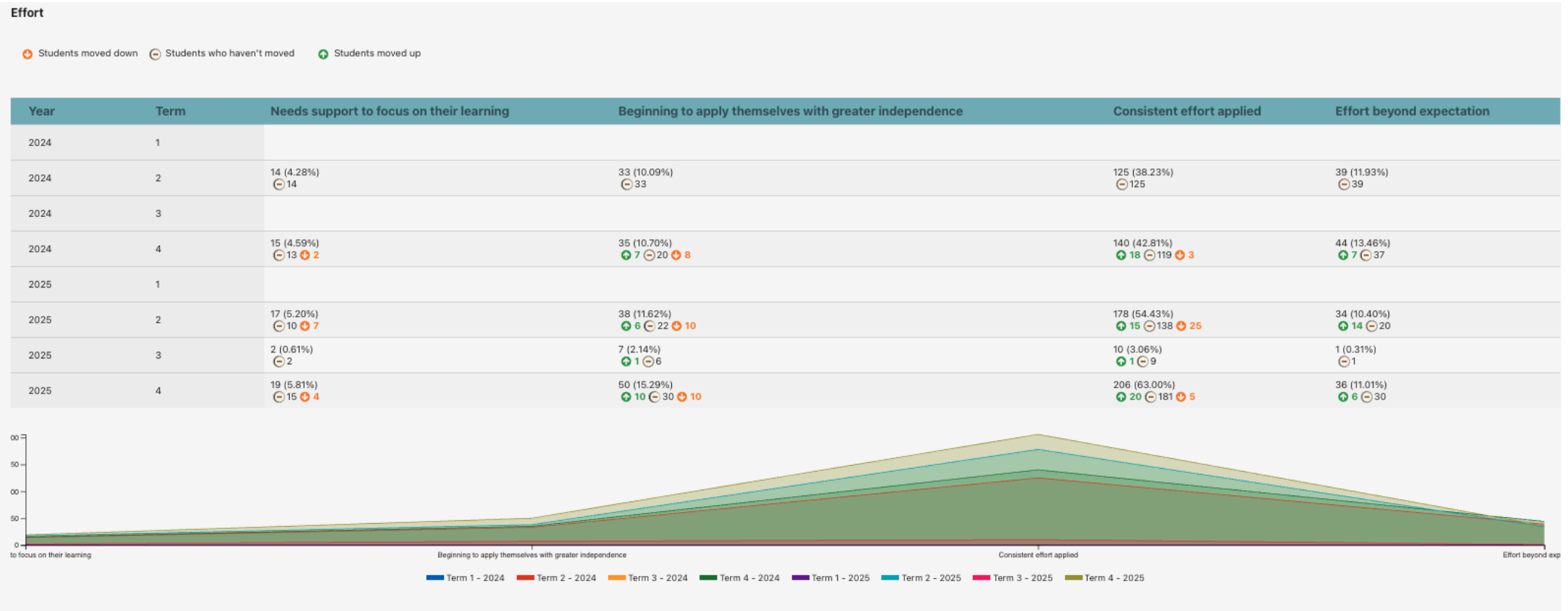
### Strategic Priority for 2026

Our commitment to Te Tiriti o Waitangi principles requires us to place particular emphasis on accelerating the progress of our Māori students. With 38.29% of Māori students currently achieving in the Developing or Emerging categories, our priority will be to:

- Implement culturally sustaining pedagogy that integrates *te ao Māori* principles and contexts into writing instruction to improve engagement and accelerate achievement for our Māori students.
- Establish targeted professional development for all staff on effective strategies for supporting Pasifika learners to lift achievement beyond the Secure level.
- Set a specific goal to reduce the proportion of Māori and Pasifika students in the Developing/Emerging categories by at least 10 percentage points next year.

## Effort Achievement in Writing

The following graph shows Progress shift in effort across the school in mathematics and statistics from 2024 to 2025 Mid Year



2025 Mid Year Effort Summary

2025 Mid to End of Year Progress Shift Effort Summary

Needs Support	20-6.47%	70% of our students are applying consistent effort and beyond. Engagement has increased from 2023-2024 by 10%. The shift has been made with reduction of support and guidance in writing to students developing skills with greater independence. Scaffold structures being put in place. Phonics development and reading word cards has assisted with positive learning shifts in the Year 0-2 area.	Effort Judgement	Term 2, 2025 (%)	Term 4, 2025 (%)	Change in %
Beginning to Apply	39 -12.62%		Effort beyond expectation	16.43% (54 students)	1.01% (6 students)	-15.42%
Consistent Independence	181 - 58.56%		Consistent effort applied	54.43% (178 students)	83.00% (208 students)	+28.57%
Beyond Expectation	34-11%		Beginning to apply...	18.62% (58 students)	10.29% (50 students)	-8.33%
			Needs support to focus...	5.20% (17 students)	0.81% (19 students)	-4.39%

The End-of-Year data from Term 4, 2025, shows a strong level of application across the student body:

- A total of 95.09% of students are demonstrating effort at or above the level of "Beginning to apply themselves with greater independence".
- The largest proportion of students, 83.00% (208 students), are demonstrating "Consistent effort applied".
- Massive Increase in Consistency: The most positive finding is the 28.57 percentage point shift into the "Consistent effort applied" category. This suggests our Term 3 focus on routines, expectations, and targeted motivation has successfully embedded high levels of application among the majority of students.
- Reduction in Lower Effort Categories: The proportion of students in the "Needs support" category has significantly decreased from 5.20% to 0.81%. This indicates improved engagement with our learning environment for all students.
- Decrease in "Beyond Expectation": The substantial drop in students recorded as "Effort beyond expectation" (from 16.43% to 1.01%) requires reflection. While the consistency of 83.00% is positive, we must ensure our reporting and tracking processes are accurately capturing and rewarding exceptional student effort. This may also indicate that the standard for "Beyond Expectation" was applied more rigorously in Term 4.

Overall, the Term 4 effort data indicates a successful consolidation of working habits, with the overwhelming majority of students settling into a pattern of consistent effort.

# Next Steps – Writing

## Strengths and Highlights

**Overall Achievement:** The school is achieving a baseline of **64.20%** of all students working at Secure and Advanced levels. This demonstrates that the core teaching program is effective for nearly two-thirds of our students.

**Effort and Engagement:** Student application is high, with **83.00%** showing "Consistent effort applied," providing a strong foundation for future learning.

Junior School Strengths (Years 0-3)	Senior School Strengths (Years 4-6)
<ul style="list-style-type: none"><li>● <b>Year 1</b> is a significant highlight with <b>88.24%</b> achieving Secure/Advanced levels, indicating a very strong start to writing instruction and a good transition from new entrant to Year 1</li><li>● <b>Years 2 and 3</b> maintain strong achievement at <b>73.81%</b> and <b>73.08%</b>, respectively. This demonstrates the success of our Junior School's foundational literacy program.</li></ul>	<ul style="list-style-type: none"><li>● <b>Senior Year Strength (Year 6):</b> <b>Year 6</b> demonstrates a strong finish with <b>80.44%</b> at Secure/Advanced levels, suggesting effective preparation and teaching in the final year of this cohort.</li></ul>

## Trends and Patterns (The Achievement Gaps and Decline)

- **The "Year 4 Dip" Trend:** There is a concerning **13.06 percentage point drop** in achievement from Year 3 (73.08%) to **Year 4 60.02%**. This "dip" indicates a need to review the transition and programme knowledge demands in the Middle School, particularly as students move from 'learning to write' to 'writing to learn.'
- **Gender Equity Gap:** This remains the most significant gap. **Boys lag girls by 15 percentage points** in overall achievement (63% vs. 78%). This gap is likely exacerbated in the Years 4-5 dip.
- **Ethnic Equity Gap:** The underachievement of **Māori 38.29% requiring support** and the overall lag of Pasifika students must be addressed to honour our commitment to Te Tiriti o Waitangi.

## Strategic Focuses for 2026

### Strategic Focus 1: Systematically Closing the Gender/Equity Gap in Writing

- **Goal:** To halve the 15 percentage point achievement gap between boys and girls in writing by increasing the number of boys achieving at or above expectation from 63% to 70%. Concurrently, reduce the percentage of Māori students requiring support from 38.29% to 28%.
- **Rationale:** The gender and ethnic gaps are intertwined equity issues. Targeting boys and Māori/Pasifika learners will raise achievement across the school and ensure every child is successful.
- **Key Action (Cross-School):** Implement high-leverage, evidence-based instructional strategies (e.g. Structured Literacy components, integrated inquiry/project-based writing, use of digital tools) specifically designed to increase engagement and accelerate the progress of boys and culturally diverse learners.

### Strategic Focus 2: Strengthening the Middle School Transition and Tier 1 Writing Instruction

- **Goal:** To eliminate the 'Year 4 Dip' by increasing Year 4 and Year 5 achievement to 70% at or above Secure/Advanced levels a 10 and 8 percentage point gain, respectively.
- **Rationale:** The substantial drop in achievement from Year 3 to Year 4 (73.08% to 60.02%) indicates a potential alignment or instructional issue in the Middle School. Accelerating these years will significantly lift the school's overall 64.20% achievement baseline.
- **Key Action (Years 4-5):** Conduct a deep analysis and professional development focus on the transition. Ensure the writing curriculum explicitly teaches the complex text structures and language demands required within the new curriculum cohort frameworks.



## Windsor North School MOE 3967

### **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:

Below is the Good Employer Policy/ Procedure

## GOOD EMPLOYER

### **OVERVIEW**

To ensure that Windsor North School is a good employer, the school follows the terms set out in Section 77A of the State Sector Act 1988.

### **PROCEDURE**

1. The Board will take all reasonable steps to ensure that good and safe working conditions exist by maintaining a Hazard Management Register and following the appropriate Employment Agreements.
2. The Board will respond to all reasonable and achievable requests made by employees.
3. The Board recognises the needs of ethnic and minority groups, and persons with disabilities and will respond to all reasonable and achievable requests made by employees.
4. Each year the Board will make budget provision to support training and development programmes intended to enhance the abilities of individual employees with the expectation that funds used in this way will be reflected in enhanced employee performance in aspects of their work.
5. The Board will take all other reasonable steps to ensure that it is a good and fair employer by responding to issues and concerns raised by employees.
6. The Board will demonstrate a commitment to the Treaty of Waitangi.
7. The Board has in place the following to ensure good and safe working conditions and fair and proper treatment of all employees:
  - Personnel Policy
  - Equal Opportunities Policy
  - EEO Policy

## Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?

As a school we are very supportive to our staff, and value their wellbeing, and social and emotional care.

- This has been displayed by responding positively to leave requests from staff to support families and themselves with events, special requests and in ensuring we seek cover to support them while away
  - We have maintained CRT release requirements throughout the year. CRT is designed for staff to connect with students, planning and assessment. No prep work is required by the classroom teacher for CRT, as it is run as a specialist teacher programme that links with the NZ curriculum. This assists with cognitive load and ensuring each class has strong coverage, and gets the best from our teachers in the core learning as well as :
    - Science (Term 1)
    - The Arts (Term 2-4)
    - Physical Education and Health (Terms 1-2 and 4)
    - Technology (Term 3)
- We also try to support additional release, when required to support school programme development.
- We value professional learning. In 2025 our professional learning focus has been in:
    - The implementation of structured literacy across the school Years 0-6
    - The development and exploration of structured mathematics development.
  - We have continued to work across the school to build coherence in assessment capability with the review of new progress indicators and curriculum implementation. This has included supports in
    - Accelerated literacy - Tier 2-3 support
    - Cultural Responsiveness
    - Mitey and STRIVE
    - Needs based - additional teacher/ teacher aide support in teams and classes for students with neurodiversity, ESOL, and behaviour needs/ Gate extension
  - The school focuses on support systems within classes and funds learning assistants to work alongside teaching staff to support learners with needs in learning and behaviour. Learning assistants are supported with training and weekly meeting support.
  - Team Leaders are provided with an additional half day release to support team development and pastoral care for staff and students within their teams.

	<ul style="list-style-type: none"> <li>○ Leadership members attended respective professional development courses in their key roles included SENCO support, Structured Literacy and Mathematics Development, Mitey, Technology, and Sports.</li> <li>○ Debbie D our Principal is part of a professional learning group of Southern Principals, this connects with her professional growth cycle where a principal mentor provides a robust reflective review of her leadership domains.</li> <li>○ We have engaged in Wellbeing focus as a staff, members of EAP, support leave and compassion for family. We have reviewed wellbeing development for staff within our school. Over 2023 we formed collectively as a staff the following staff wellbeing policy <a href="#">Staff Mental Health and Wellbeing Policy REVIEWED Jun 23</a></li> </ul>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>Everything we do reflects equal opportunities and development- we work hard to be culturally inclusive and supportive.</p> <p>We seek feedback on school developments and share information with staff around school developments and thinking.</p> <p>We ask each member of staff to provide feedback at the end of Term 4 on where they would like to grow, develop and work in based on our school allocations for the following year.</p> <p>We have an emphasis on streamlining systems and team work and growing people and leadership.</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>Our appointment process is transparent internally and externally. Please see the appointment policy we follow.</p> <p><a href="#">D3.1 Appointment Policy REVIEWED Mar19</a></p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	<p>This is an area of continued development for our school and board. Over 2025 our cultural lead teacher has mentor support and release to develop Kapa Haka and school systems.</p> <p>The board and Principal has had mentorship through the Maori Achievement Collaborative in the development of a Cultural Narrative for our school.</p> <p>We respect Te Tiriti of Waitangi and have been developing tikanga principles in all we do. Commencing with a karakia or whakatauki, introductions with a mihi, welcoming staff and students to the school with a mihi whakatauki.</p> <p>Under our Strategic Focus - Collaborative Connections - this area is one that we continue to grow and foster in all we do at Windsor North School.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>We value staff feedback and reflection and through each staff member's professional growth cycle, they set individual goals and areas they would like to grow are explored within the year. This can include study, online courses, opportunities to visit other schools, develop a new area, lead an area etc. A member of the leadership team works with each member to form a plan ahead. We value staff</p>

	feedback on new initiatives and develop and look at how we can support tweaks and improvements to our operational development and programme design. At the end of 2025 we reviewed a wider perspective of school development with the focus for 2026 the need to link our STRIVE value - Engagement and Joy into being an important aspect to develop and grow.
How are you recognising the employment requirements of women?	Our school aspires to provide equal opportunity for all. We really value all our staff and what they bring to our school. We aspire to develop an environment emotionally, socially and environmentally that respects all our workers within our school. Our staff is female heavy, and we are mindful of the importance to ensure our male staff feel valued and have their requirements met.
How are you recognising the employment requirements of persons with disabilities?	We support staff who have disabilities or health needs by ensuring they can meet their medical appointments. We work with each member so we understand and recognise the needs and if required look to adapt environments and operational expectations i.e. duty.

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
<p>Do you operate an EEO programme/policy? This policy is on the school Policy and Procedures Internal Sites</p> <p><b>EQUAL EMPLOYMENT OPPORTUNITIES</b></p> <p><b>OVERVIEW</b></p> <p><i>Windsor North School, in accordance with the requirements under the State Sector Amendment Act 1989, supports the development and implementation of an Equal Employment Opportunities programme.</i></p> <ol style="list-style-type: none"> <li><i>An EEO officer (who shall be a staff member), the Principal and Chairperson are responsible for ensuring the EEO procedures are adhered to and may be contacted about EEO matters in the school.</i></li> <li><i>A confidential (to the Principal) employee database will be built up to identify the employment pattern of men and women, Maori, other ethnic groups and persons with disabilities.</i></li> <li><i>All personnel policies and practices are developed and reviewed to ensure they adhere to EEO principles. Areas to be considered are:</i> <ul style="list-style-type: none"> <li><i>recruitment and selection</i></li> <li><i>promotion and professional learning</i></li> <li><i>conditions of service</i></li> </ul> </li> <li><i>Board of Trustee members and Management Team members will be made aware of EEO procedures prior to interview procedures for employment.</i></li> </ol>	•	
<p><b>Has this policy or programme been made available to staff?</b></p> <p> D3 Personnel Policy REVIEWED Aug25</p> <p>The policies and procedures are available to all staff on our school shared system.</p>	•	

<p><b>Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?</b></p> <p>Yes - this is an area of review and being woven in with the Mitey and Wellbeing development work we are doing as a staff</p>	<p>•</p>	
<p><b>Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?</b></p> <p><i>Our leadership team supports the development of work alongside the Principal. Our Deputy Principal is our EEO officer.</i></p>	<p>•</p>	
<p><b>Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?</b></p> <p>Yes we report aspects of the policy within confidential minutes within</p>	<p>•</p>	
<p><b>Does your EEO programme/policy set priorities and objectives?</b></p> <p><i>Under our Strategic Goal of 'Leaderful Learning' a key priority has been around the development of wellbeing. This will be a focus for our school over the next 2 years in forming and embedding the Mitey programme / Mana Model across our school and continued support for our staff.</i></p>	<p>•</p>	

# WINDSOR NORTH SCHOOL APPOINTMENTS POLICY



**Reviewed:** March 2024 **Next review:** Triennially

## OUTCOME STATEMENT

The best applicants are appointed through a fair, rigorous appointments process.

## SCOPING

To assist in the appointment of quality staff to any vacancy that may arise, appointment committees with expertise relevant to the vacancy will be selected to carry out the appropriate appointment procedures. In accordance with the regulatory requirements for safety checking under the Children's Act 2014, we demonstrate our commitment to the safety of children by adopting appropriate safety checking practices when employing school staff, whether core workers, volunteers or other. This policy is used in conjunction with Windsor North School procedures on safety checking, Police vetting and screening.

## DELEGATIONS

The board delegates authority to determine the composition of the various appointment committees according to the schedule outlined below. Appointment of the principal is the responsibility of the board, which will determine the process and seek NZSTA advice.

## EXPECTATIONS AND LIMITATIONS

The principal must ensure that:

- appointment of deputy principals, head of departments/senior teachers will involve an appointment committee consisting of the principal, the board chair and at the discretion of

the principal another teaching staff member, and at the discretion of the board, a further trustee

- unless determined otherwise by the board, appointment of all other teachers, part-time teachers, long-term relieving teachers and non-teaching staff will be the responsibility of the principal in consultation with the board
- procedures are in place and fully implemented that meet all legislative requirements regarding safety checking, Police vetting and screening of all staff.
- In the case of Community of Learning I Kāhui Ako membership:
- Staff seeking the Communities of Learning I Kāhui Ako leadership role or the teacher across schools role must seek and receive consent from their employing board before applying for the role.

## PROCEDURES/SUPPORTING DOCUMENTATION

Police vetting procedure

[Safety checklist](#)

[Appointment Templates](#) – application form, shortlisting matrix, interview matrix, reference checking matrix etc.

## MONITORING

As per term checklist in Principal report

## LEGISLATIVE COMPLIANCE

Collective employment agreements

Employment Relations Act 2000

Children's Act 2014

This Policy is for review over 2024.

## Procedures of appointment during 2025

- Internal appointments - based on needs of the school, specifically in teacher assistants/ and teacher preferences
- All staff completed a Staff Preference form for 2025 based on the staffing ratio set
- Appointments granted in Committee at the November Meeting for 2026 appointments. All appointments are approved by the Board (In Committee)
- Moved 2 job share situations
- Moved reduction of hours for 2 staff
- CRT allocation and consultation made with staff
- Unit allocation
- Board Funded Leadership release
- MOE approved Tier 2 literacy support - part time teacher,
- Focus was to maintain current staff within the organisation and allocation or permanent part time roles to the staffing above.



# Windsor North School

## Kiwisport Report 2025

Kiwisport is a Government funded initiative to support students' participation in organised sport. During 2025, the school received \$4960.44 (excluding GST) which was used to assist the funding of:

### 1. Sports tournament costs:

- Golf
- Chess
- Netball Festival

### 2. Subsidies for students:

- Travel to Tri nations
- Travel to Cross Country

### 3. Sports equipment:

- Football Goals
- Balls
- Hockey Sticks
- Ki O Rahi Set
- Volleyball Nets
- Whistles
- Moonhoppers
- Badges

### 4. Other

- Tough Kids
- Colour Run Powder
- Thank you gifts for parent coaches and managers
- Dye for sports fields



**WINDSOR NORTH  
SCHOOL**

## **ANNUAL FINANCIAL STATEMENTS**

### **FOR THE YEAR ENDED 31 DECEMBER 2025**

**School Directory**

**Ministry Number:** 3967

**Principal:** Debbie Dickson

**School Address:** 91 Chelmsford Street, Windsor, Invercargill, 9810

**School Phone:** 03 217 8819

**School Email:** [office@windsornorth.school.nz](mailto:office@windsornorth.school.nz)

**Accountant / Service Provider:**

**Solutions & Services**  
Collaborative School Administration

# WINDSOR NORTH SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

## Index

<b>Page</b>	<b>Statement</b>
<a href="#">1</a>	Statement of Responsibility
<a href="#">2</a>	Members of the Board
<a href="#">3</a>	Statement of Comprehensive Revenue and Expense
<a href="#">4</a>	Statement of Changes in Net Assets/Equity
<a href="#">5</a>	Statement of Financial Position
<a href="#">6</a>	Statement of Cash Flows
<a href="#">7 - 17</a>	Notes to the Financial Statements
<a href="#">18 - 20</a>	Independent Auditor's Report

# Windsor North School

## Statement of Responsibility

For the year ended 31 December 2025

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

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

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

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

Trudy Conway

Full Name of Presiding Member

Signed by:  
  
38234C4EC639EB49

Signature of Presiding Member

21/04/2026

Date:

Debbie Dickson

Full Name of Principal

Signed by:  
  
40E29E21E5D78007

Signature of Principal

21/04/2026

Date:

# Windsor North School

## Members of the Board

For the year ended 31 December 2025

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Trudy Conway	Parent Representative Presiding Member	Elected Elected	Sep 2025 Sep 2028
Debbie Dickson	Principal	ex Officio	
Lucy Hicks	Presiding Member Parent Representative	Elected Elected	Sep 2025 Sep 2028
Shari Frengley	Parent Representative	Selected	Sep 2028
Muhammad Aqib	Parent Representative	Elected	Sep 2028
Braedan Trompetter	Parent Representative	Elected	Sep 2028
Emma Trotter	Staff Representative	Elected	Sep 2028
Meghan Roy	Parent Representative	Elected	Sep 2025
Sarah Hazlett	Parent Representative	Elected	Sep 2025
Matt Murray	Staff Representative	Elected	Sep 2025
In Attendance Donna Steel	Board Secretary		

# Windsor North School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	3,292,548	3,184,122	3,113,958
Locally Raised Funds	3	120,241	113,639	117,626
Interest		33,134	25,000	47,603
Other Revenue		11,093	3,000	6,618
<b>Total Revenue</b>		<b>3,457,016</b>	<b>3,325,761</b>	<b>3,285,805</b>
<b>Expense</b>				
Locally Raised Funds	3	26,464	31,244	31,538
Learning Resources	4	2,563,592	2,489,067	2,358,434
Administration	5	219,157	218,995	208,809
Interest		1,714	-	1,409
Property	6	630,317	584,985	544,263
Loss on Disposal of Property, Plant and Equipment		2,115	-	5,289
<b>Total Expense</b>		<b>3,443,359</b>	<b>3,324,291</b>	<b>3,149,742</b>
<b>Net Surplus for the year</b>		<b>13,657</b>	<b>1,470</b>	<b>136,063</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>13,657</b>	<b>1,470</b>	<b>136,063</b>

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

# Windsor North School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		1,354,945	1,354,945	1,193,032
Total comprehensive revenue and expense for the year		13,657	1,470	136,063
Contribution - Furniture and Equipment Grant		-	-	13,099
Contribution - Te Mana Tūhono		-	-	22,520
Distributions to the Ministry of Education	16	-	-	(9,769)
<b>Equity at 31 December</b>		1,368,602	1,356,415	1,354,945
Accumulated comprehensive revenue and expense		1,368,602	1,356,415	1,354,945
<b>Equity at 31 December</b>		1,368,602	1,356,415	1,354,945

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.

# Windsor North School

## Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	252,366	179,398	210,483
Accounts Receivable	8	216,445	293,116	293,116
GST Receivable		5,951	-	-
Prepayments		19,595	18,265	18,265
Inventories	9	2,625	1,992	1,992
Investments	10	752,846	717,956	717,956
		<u>1,249,828</u>	<u>1,210,727</u>	<u>1,241,812</u>
<b>Current Liabilities</b>				
GST Payable		-	2,387	2,387
Accounts Payable	12	268,703	251,352	251,352
Revenue Received in Advance	13	12,290	768	768
Provision for Cyclical Maintenance	14	21,468	32,171	30,870
Finance Lease Liability	15	8,577	8,368	8,368
		<u>311,038</u>	<u>295,046</u>	<u>293,745</u>
<b>Working Capital Surplus</b>		<u>938,790</u>	<u>915,681</u>	<u>948,067</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	504,164	513,559	486,559
		<u>504,164</u>	<u>513,559</u>	<u>486,559</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	64,470	66,883	73,739
Finance Lease Liability	15	9,882	5,942	5,942
		<u>74,352</u>	<u>72,825</u>	<u>79,681</u>
<b>Net Assets</b>		<u>1,368,602</u>	<u>1,356,415</u>	<u>1,354,945</u>
<b>Equity</b>		<u>1,368,602</u>	<u>1,356,415</u>	<u>1,354,945</u>

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

# Windsor North School

## Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		807,812	767,099	707,151
Locally Raised Funds		128,991	116,639	127,854
Goods and Services Tax (net)		(8,338)	-	13,947
Payments to Employees		(583,902)	(529,468)	(528,661)
Payments to Suppliers		(296,923)	(338,355)	(246,171)
Interest Paid		(1,714)	-	(1,409)
Interest Received		35,453	25,000	47,469
Net cash from Operating Activities		81,379	40,915	120,180
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment		(63,880)	(72,000)	(19,655)
Purchase of Investments		(34,890)	-	(41,224)
Net cash (to) Investing Activities		(98,770)	(72,000)	(60,879)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	13,099
Distributions to the Ministry of Education		-	-	(9,769)
Finance Lease Payments		(5,250)	-	(8,621)
Funds Administered on Behalf of Other Parties		64,524	-	(215,270)
Net cash from/(to) Financing Activities		59,274	-	(220,561)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>41,883</b>	<b>(31,085)</b>	<b>(161,260)</b>
Cash and cash equivalents at the beginning of the year	7	210,483	210,483	371,743
<b>Cash and cash equivalents at the end of the year</b>	7	<b>252,366</b>	<b>179,398</b>	<b>210,483</b>

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

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

# Windsor North School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

Windsor North 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.

##### 1.2. Basis of Preparation

###### **Reporting Period**

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

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

###### **Cyclical Maintenance**

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

#### *Useful lives of property, plant and equipment*

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

#### **Critical Judgements in applying accounting policies**

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

##### *Classification of leases*

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

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

##### *Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to 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.

### **1.3. 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.

### **1.4. Operating Lease Payments**

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

### **1.5. 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.

### **1.6. 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. The carrying amount of cash and cash equivalents represent fair value.

### **1.7. 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.

### **1.8. Inventories**

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

### **1.9. 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.

### **1.10. 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	5-33 years
Furniture and Equipment	5-15 years
Information and Communication Technology	2-5 years
Textbooks	3-8 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

### **1.11. 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 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 as the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell the School engages an independent valuer to assess market value based on the best available information.

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

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

### **1.12. 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.

### **1.13. 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, annual leave earned by non teaching staff, but not yet taken at balance date.

### **1.14. Revenue Received in Advance**

Revenue received in advance relates to fees received from students and grants 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.

### **1.15. 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.

### **1.16. 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.

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

The School carries out painting maintenance of the whole school over a 7 to 26 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.

### **1.18. Financial Instruments**

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

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

### **1.19. 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.

### **1.20. Budget Figures**

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

### **1.21. Services received in-kind**

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

## 2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	777,878	752,103	775,528
Teachers' Salaries Grants	1,981,912	1,967,023	1,841,282
Use of Land and Buildings Grants	522,533	450,000	468,092
Other Government Grants	10,225	14,996	29,056
	<u>3,292,548</u>	<u>3,184,122</u>	<u>3,113,958</u>

## 3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Donations and Bequests	62,846	65,000	56,086
Fees for Extra Curricular Activities	19,153	19,900	18,780
Trading	1,216	1,700	1,775
Fundraising and Community Grants	8,484	8,039	14,571
Other Revenue	28,542	19,000	26,414
	<u>120,241</u>	<u>113,639</u>	<u>117,626</u>
<b>Expense</b>			
Extra Curricular Activities Costs	25,390	29,544	28,661
Trading	981	1,700	1,598
Fundraising and Community Grant Costs	93	-	1,279
	<u>26,464</u>	<u>31,244</u>	<u>31,538</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>93,777</u>	<u>82,395</u>	<u>86,088</u>

## 4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	75,521	83,072	68,247
Information and Communication Technology	1,674	4,800	1,330
Employee Benefits - Salaries	2,398,577	2,325,195	2,219,324
Staff Development	25,909	31,000	12,000
Depreciation	61,911	45,000	57,533
	<u>2,563,592</u>	<u>2,489,067</u>	<u>2,358,434</u>

## 5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	10,160	7,919	7,919
Board Fees and Expenses	6,529	8,240	2,938
Operating Leases	-	5,000	660
Other Administration Expenses	13,524	13,000	13,296
Employee Benefits - Salaries	175,676	171,296	171,027
Insurance	7,228	7,500	7,189
Service Providers, Contractors and Consultancy	6,040	6,040	5,780
	<u>219,157</u>	<u>218,995</u>	<u>208,809</u>

## 6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	34,100	30,000	29,467
Cyclical Maintenance	12,300	25,315	(15,304)
Heat, Light and Water	28,608	30,950	28,021
Rates	5,164	6,500	4,076
Repairs and Maintenance	18,874	31,720	20,666
Use of Land and Buildings	522,533	450,000	468,092
Other Property Expenses	8,738	10,500	9,245
	<u>630,317</u>	<u>584,985</u>	<u>544,263</u>

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

## 7. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	252,366	179,398	210,483
Cash and cash equivalents for Statement of Cash Flows	<u>252,366</u>	<u>179,398</u>	<u>210,483</u>

Of the \$252,366 Cash and Cash Equivalents, \$12,290 is subject to restrictions for the following reasons:

- \$10,712 of unspent grant funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is included in Revenue in Advance in note 13.
- \$1,578 of Other Revenue in Advance is held by the School. This is included in Revenue in Advance note 13.

## 8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	252	-	-
Receivables from the Ministry of Education	10,701	94,056	94,056
Interest Receivable	4,846	7,165	7,165
Teacher Salaries Grant Receivable	200,646	191,895	191,895
	<u>216,445</u>	<u>293,116</u>	<u>293,116</u>
Receivables from Exchange Transactions	5,098	7,165	7,165
Receivables from Non-Exchange Transactions	211,347	285,951	285,951
	<u>216,445</u>	<u>293,116</u>	<u>293,116</u>

## 9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	2,625	1,992	1,992
	<u>2,625</u>	<u>1,992</u>	<u>1,992</u>

## 10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	752,846	717,956	717,956
Total Investments	<u>752,846</u>	<u>717,956</u>	<u>717,956</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	313,503	27,799	-	-	(19,492)	321,810
Furniture and Equipment	98,214	11,736	(415)	-	(13,452)	96,083
Information and Communication Technology	43,426	13,576	-	-	(15,587)	41,415
Textbooks	44	-	-	-	(5)	39
Leased Assets	13,804	14,850	-	-	(10,782)	17,872
Library Resources	17,568	4,875	(1,700)	-	(2,593)	18,150
Work in Progress	-	8,795	-	-	-	8,795
	<u>486,559</u>	<u>81,631</u>	<u>(2,115)</u>	<u>-</u>	<u>(61,911)</u>	<u>504,164</u>

The net carrying value of furniture and equipment held under a finance lease is \$17,872 (2024: \$13,804)

### Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other 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	708,455	(386,645)	321,810	680,656	(367,153)	313,503
Furniture and Equipment	387,487	(291,404)	96,083	399,052	(300,838)	98,214
Information and Communication Technology	157,754	(116,339)	41,415	146,695	(103,269)	43,426
Textbooks	1,594	(1,555)	39	1,594	(1,550)	44
Leased Assets	38,532	(20,660)	17,872	37,751	(23,947)	13,804
Library Resources	50,432	(32,282)	18,150	50,438	(32,870)	17,568
Work in Progress	8,795	-	8,795	-	-	-
	<u>1,353,049</u>	<u>(848,885)</u>	<u>504,164</u>	<u>1,316,186</u>	<u>(829,627)</u>	<u>486,559</u>

## 12. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	25,781	27,005	27,005
Accruals	10,160	8,775	8,775
Employee Entitlements - Salaries	224,935	210,581	210,581
Employee Entitlements - Leave Accrual	7,827	4,991	4,991
	<u>268,703</u>	<u>251,352</u>	<u>251,352</u>
Payables for Exchange Transactions	<u>268,703</u>	<u>251,352</u>	<u>251,352</u>
	<u>268,703</u>	<u>251,352</u>	<u>251,352</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	10,712	-	-
Other Revenue in Advance	1,578	768	768
	<u>12,290</u>	<u>768</u>	<u>768</u>

#### 14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	104,609	104,609	126,413
Increase/(decrease) to the Provision During the Year	12,300	25,315	(15,304)
Use of the Provision During the Year	(30,971)	(30,870)	(6,500)
Provision at the End of the Year	85,938	99,054	104,609
Cyclical Maintenance - Current	21,468	32,171	30,870
Cyclical Maintenance - Non current	64,470	66,883	73,739
	85,938	99,054	104,609

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

#### 15. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	9,801	9,215	9,215
Later than One Year	10,954	6,282	6,282
Future Finance Charges	(2,296)	(1,187)	(1,187)
	18,459	14,310	14,310
<b>Represented by:</b>			
Finance lease liability - Current	8,577	8,368	8,368
Finance lease liability - Non current	9,882	5,942	5,942
	18,459	14,310	14,310

#### 16. Funds Held for Capital Works Projects

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

2025	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions/ Transfers \$	Closing Balances \$
Reinstate Lightning strike on fire alarm panel motherboard - #256703	-	3,598	(3,598)	-	-
Totals	-	3,598	(3,598)	-	-
2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions/ Transfers \$	Closing Balances \$
Learning Support Property Modifications Project # 233274	(27,479)	44,872	(17,393)	-	-
Block B: Junior MLE Upgrade & Roof Replacement Project #233981	(24,989)	24,989	(7,518)	7,518	-
Metal & Translucent Roof Replacement ADKL Blocks Project #236128	(1,121)	14,350	(14,576)	1,347	-
Learning Support Fencing modifications Project #238757	42,887	1,364	(46,502)	2,251	-
Roof Replacement - Block C # 233979	138,156	22,036	(160,192)	-	-
Replace Water Main & Heating System Upgrade Project #233980	(8,398)	23,340	(14,942)	-	-
Totals	119,056	130,951	(261,123)	11,116	-

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

## 17. Related Party Transactions

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

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

## 18. Remuneration

### Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principal, Assistant Principal and Syndicate Leaders.

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	2,965	2,835
<i>Leadership Team</i>		
Remuneration	755,436	737,341
Full-time equivalent members	6.00	6.00
Total key management personnel remuneration	758,401	740,176

There are six 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 Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	160-170
Benefits and Other Emoluments	1-10	1 - 10
Termination Benefits	0-0	0 - 0

### 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	5.00	2.00
110 -120	3.00	3.00
120 - 130	1.00	1.00
	9.00	6.00

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

## 19. Compensation and Other Benefits Upon Leaving

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

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

## 20. Contingencies

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

### Holidays Act Compliance – Schools Payroll

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

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

## 21. Commitments

### (a) Capital Commitments

At 31 December 2025, the Board had no capital commitments (2024: \$nil).

### (b) Operating Commitments

As at 31 December 2025 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2024: nil)

## 22. Financial Instruments

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

### Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	252,366	179,398	210,483
Receivables	216,445	293,116	293,116
Investments - Term Deposits	752,846	717,956	717,956
Total financial assets measured at amortised cost	<u>1,221,657</u>	<u>1,190,470</u>	<u>1,221,555</u>

### Financial liabilities measured at amortised cost

Payables	268,703	251,352	251,352
Finance Leases	18,459	14,310	14,310
Total financial liabilities measured at amortised cost	<u>287,162</u>	<u>265,662</u>	<u>265,662</u>

## 23. Events After Balance Date

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

## 24. Comparatives

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



Tel: +64 3 218 2959  
Toll Free: 0800 182 959  
invercargill@bdo.co.nz  
www.bdo.nz

BDO INVERCARGILL  
136 Spey Street  
P O Box 1206  
Invercargill 9840, New Zealand

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF WINDSOR NORTH SCHOOLS FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Windsor North School (the School). The Auditor-General has appointed me, Aaron Higham, using the staff and resources of BDO Invercargill, to carry out the audit of the financial statements of the School on pages 3 to 17, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

#### Opinion

In our opinion the financial statements:

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

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

#### Basis for our opinion

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

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

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

#### Responsibilities of the Board for the financial statements

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

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

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

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



Tel: +64 3 218 2959  
Toll Free: 0800 182 959  
invercargill@bdo.co.nz  
www.bdo.nz

BDO INVERCARGILL  
136 Spey Street  
P O Box 1206  
Invercargill 9840, New Zealand

## **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.



Tel: +64 3 218 2959  
Toll Free: 0800 182 959  
invercargill@bdo.co.nz  
www.bdo.nz

BDO INVERCARGILL  
136 Spey Street  
P O Box 1206  
Invercargill 9840, New Zealand

## Other information included in the Board's annual report

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

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, How we as a school give effect to Tiriti o Waitangi, Members of the Board, and Statement of KiwiSport funding.

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

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

## Independence

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

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

Aaron Higham  
BDO Invercargill  
On behalf of the Auditor-General  
Invercargill, New Zealand