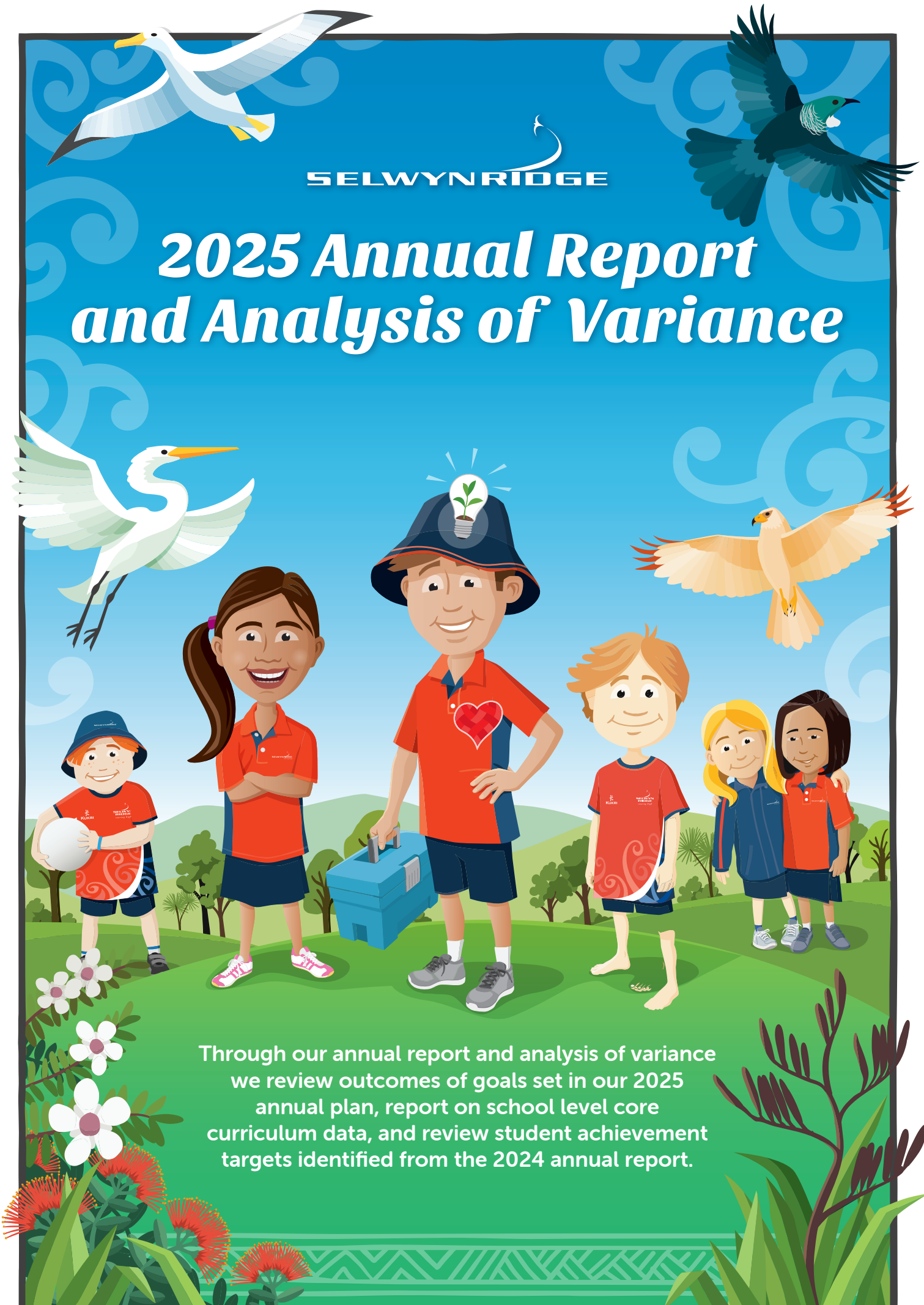




SELWYNRIDGE

2025 Annual Report and Analysis of Variance



Through our annual report and analysis of variance we review outcomes of goals set in our 2025 annual plan, report on school level core curriculum data, and review student achievement targets identified from the 2024 annual report.

OVERVIEW OF THIS DOCUMENT

As noted on the cover page, this document is intended to communicate our school's review of outcomes of goals set in our 2025 annual plan, report on school level core curriculum data, and review student achievement targets identified from the 2024 annual report.

- Page 3: Introduction of our school vision and strategic direction
- Page 4: Board of Trustees overview, 2025 policy updates and compliance with legislation (Good employer and Equal Opportunities)
- Page 5: Report on sport - including Kiwi Sport funding

We then outline our Annual Plan Goals and complete an analysis of actions, outcomes and next steps in each goal area (Statement of variance).

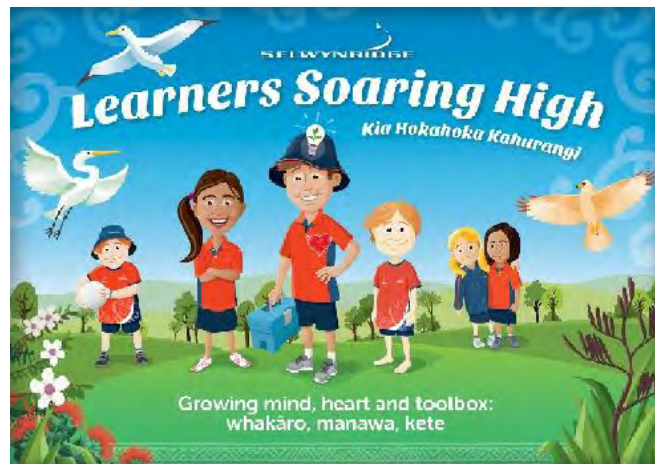
- Page 7 - 11: Statement Of Variance - Strategic goal 1 - Culturally Empowered Ākonga
- Page 12 - 14: Statement Of Variance - Strategic goal 2 - Pedagogically Enriched Kaiako
- Page 15 - 17: Phase 1 and Phase 2 Professional Learning overview 2025
- Page 18 - End of Year Assessment Information overview
- Page 19 - 25 - Literacy achievement : Including Reading / Panui achievement and progress 2025, Writing / Tuhiuhi achievement and progress 2025: BSLA Phase 1 literacy data, Literacy interventions, Literacy review - next steps
- Page 26 - 27: Mathematics / Pāngarau achievement and progress 2025: Mathematics review - next steps
- Page 28 - 30 : Giving effect to Te Tiriti o Waitangi including ākonga achievement outcomes and next steps
- Page 31: Pasifika Learners including achievement achievement outcomes and next steps
- Page 32 - 34: 2025 concept review and 2026 local curriculum recommendations

The document concludes with a message from the Principal, summarising our achievements and outlining our strategic goals for the year ahead. Additionally, this report will be supplemented with the audited financial statements for the 2025 year once they are finalised by the auditor. These statements will provide further insights into our financial management and accountability practices.



Introduction

At Selwyn Ridge School our vision for learning is:
 Kids On The Ridge Soaring High
 Kei runga nga rangatahi i te taukahiwi, kia hokahoka kahurangi



At Selwyn Ridge School, we are committed to being the best we can be, making the greatest possible difference for every child. Our guiding focus questions—“*What is powerful learning?*” and “*What is it powerful to learn?*”—shape our practices and align with our shared vision of excellence in teaching and learning.

Key priorities include:

- Growing the mind, heart, and toolbox to enable all learners to soar high.
- Driving learning-focused strategic planning that supports meaningful outcomes.
- Upholding high expectations for every child to achieve their potential.
- Cultivating a reflective culture where everyone is encouraged to improve their practice.
- Providing high-quality professional learning to empower staff.
- Building strong relationships with our community to support collective success.
- Ensuring effective governance to guide our direction.
- Delivering quality resourcing to enhance teaching and learning experiences.

Together, these practices support our commitment to creating a powerful, positive, and inclusive learning environment.

Areas of strategic focus 2023 - 2025:

Following consultation and review of achievement information we established the following annual goals for our strategic plan 2023 - 2025.

| Areas of strategic focus - 2023 to 2025 | | | |
|--|--|---|---|
| National Education Learning Priority (NELP) FOCUS AREA | 2023 | 2024 | 2025 |
| Quality Teaching and Leadership Quality teaching and leadership make the difference for learners and their whānau (NELP Objective 3) | Healthy active learning Year 2 <i>Better Start Literacy</i> Year 1-2 <i>Mathematics</i> Year 3-6 | Pedagogically enriched kalako <i>Learning principles to practice - Literacy</i> <i>Better Start Literacy</i> Year 1-3 <i>Continuing Literacy</i> Year 4-6 | Pedagogically enriched kalako <i>Learning principles to practice</i> <i>Te Mātaiaho - Mathematics</i> <i>Literacy</i> |
| | Implementation of Te Mātaiaho - The Refreshed New Zealand Curriculum | | |
| | Culturally Empowered Akonga All ākonga are increasingly knowledgeable and respectful towards their own and others' cultures. <i>Te ao Māori</i> Enhancing to res Māori and tikanga Māori into the every day life of Selwyn Ridge. <i>Pasifika</i> Pasifika students are engaged in their learning and are achieving with pride in their unique identity, language and culture. | | |
| | Inclusion Learners with special education needs are supported to engage in all school activities; accessing, making progress and achieving in alignment with the New Zealand Curriculum. | | |

Board Of Trustees - 2025

| Name | Position | Year office taken |
|-------------------|----------------------|-------------------|
| Katrina McChesney | Presiding member | 2019 |
| Michael Pond | Elected parent | 2025 |
| Sacha Harwood | Elected parent | 2025 |
| Steve Murray | Elected parent | 2022 |
| Jordyn Sullivan | Elected parent | 2025 |
| Leah Mikaere | Staff representative | 2021 |
| Craig Price | Principal | 2007 |

The Selwyn Ridge School Board of Trustees, through effective governance, provides strategic direction and alignment for the operational leadership and management of our school.

Our policies are accessible on SchoolDocs (<https://selwynridge.schooldocs.co.nz>), where we utilise the SchoolDocs self-review frameworks to evaluate policies and procedures and ensure compliance with legislative requirements.

Supporting committees within the Board lead and manage developments in specific areas such as property, finance, health and safety, and community consultation. Key policies reviewed by the Board as part of the 2025 self-review cycle included: Health, Safety, and Welfare Policy, Risk Management, Health Support, Planning and Preparing for Emergencies, Disasters and Crises, Communication During an Emergency, Disaster or Crisis, Emergency Closure, Child Protection, Abuse Recognition and Reporting, Safety Checking, Bullying and Harassment, Behaviour Management, Minimising Physical Restraint, Recording and Reporting Injuries and Illness.

In Term 3, the Board conducted consultation with whānau, including whānau Māori, Pasifika, international whānau, as well as with kaiako and ākonga. The insights gathered support the shaping of our strategic planning and will inform the 2026 annual planning cycle. The findings from this consultation are available in separate documentation.

Good Employer and Equal Opportunities

The Selwyn Ridge School Board is committed to being a good employer, taking all reasonable steps to build work relationships based on trust, confidence, and good faith. The Board ensures that all employees are treated fairly and respectfully in compliance with the Public Service Act 2020 and relevant employment legislation. The Board is committed to fostering a supportive environment that promotes the wellbeing of all staff and provides opportunities for professional learning and development to enhance their skills and career progression. The Board is dedicated to upholding the principles of Te Tiriti o Waitangi and fostering a workplace that values diversity, inclusivity, and cultural competency, ensuring all staff feel respected and valued.

As an Equal Opportunities Employer, Selwyn Ridge School adheres to all legislative requirements, maintaining an Equal Employment Opportunities procedure. In 2025, we had no reported issues concerning equal employment opportunities.

Report on sport - including Kiwi Sport funding

KiwiSport funding, combined with operational funding, was used to continue to employ Sports Coordinator Julie Taylor, whose role focuses on fostering a love of sport, encouraging participation, and building confidence in our tamariki. This investment has significantly boosted engagement, with participation increasing across a wide range of sports and activities.

2026 Sporting Highlights

Increased Opportunities

Students enjoyed a wide range of events, including the Colour Run, Field Days, Healthy Active Learning activities, the school cross country and athletics, as well as inter-school Ki o Rahi and girls' and boys' rugby and rugby league tournaments. Our Year 4, 5, and 6 ākonga also completed five hours of water safety lessons at Greerton Pools.

Outstanding Achievements

- First place in the Tauranga Open Cross Country 2025 School Points Trophy
- Winners Top Schools trophy 2025

Broad Participation

- 40 ākonga took part in the WBOP Orienteering Championships
- 13 students were selected for the Aspiring Athletes Leadership Programme
- Many tamariki represented Selwyn Ridge at Southern Cluster and WBOP events
- Our Year 6 Dynamo Sports Leaders supported junior PE and promoted active play

Our continued partnership with Sport Bay of Plenty through the Healthy Active Learning initiative has further strengthened opportunities for collaboration, participation, and skill development.

Looking Ahead

In 2026, we will build on our momentum by continuing to offer a broad range of sports, health, and physical education opportunities. We will explore new sporting options, strengthen student leadership, and promote inclusivity and cultural connections through activities such as Ki o Rahi. KiwiSport funding will remain vital in sustaining and expanding these initiatives, and our partnership with Sport Bay of Plenty will continue to support this important mahi. We also plan to continue the Water Skills for Life programme for our senior students, supported by external funding assistance.



Statement of Variance - Annual Plan Goals

Our Statement of Variance reviews progress against the targets set in our Annual Implementation Plan, detailing strategic aims, objectives, actions, outcomes, and next steps. It is followed by our 2025 Curriculum Implementation Review and an evaluation of student progress and achievement in core learning areas.

Background

Culturally Empowered Ākongā

In 2023, we integrated Te Mātaiaho into our curriculum, highlighting connections with the concept of Te Hononga. Key curriculum areas included social sciences, visual arts, and physical science. Professional development focused on understanding Te Mātaiaho's whakapapa and its alignment with our curriculum. Draft common practice models in literacy and mathematics were explored, pending government and Ministry of Education review.

In 2024, we deepened cultural empowerment through staff PLD, integration of Te Tai Whanake, and strengthened te reo Māori across the kura. We celebrated diverse cultures with events such as Diwali, Chuseok, Pasifika Language Weeks, and Matariki, while kaiako embedded cultural learning in classrooms. Kapa haka flourished, mihi whakatau welcomed new whānau, and staff extended their understanding of Tapasā through Pasifika-focused professional learning.

Pedagogically Enriched Kaiako

In 2023, we introduced the Te Mātaiaho draft curriculum alongside the Te Whanake local curriculum and began implementing the Better Start Literacy Approach in the junior team. This continued our structured literacy journey. Our partnership with Sport Bay of Plenty continued, strengthening Healthy Active Learning in classrooms.

In 2024, we reviewed and refined our Powerful Learning Principles to ensure alignment with contemporary research and best practice. Literacy continued to be a key focus, with Phase 1 (year 1-3) embedding the Better Start Literacy Approach, and Phase 2 (year 4-6) strengthening reading, writing, and spelling instruction.

Strategic Planning for 2025

Our 2025 goals focused on strengthening culturally responsive practice and high-quality teaching across Selwyn Ridge.

Strategic leadership growth in Te Ao Māori supported kaiako to embed tikanga and te reo Māori, while staff deepened their whakaaro, manawa, and kete through the Tapasā Pasifika Education Framework and enriched cultural learning via celebrations and classroom programmes.

In literacy and numeracy, kaiako advanced their implementation of the Te Mātaiaho English and Mathematics & Statistics curriculum. The Better Start Literacy Approach was continued in Phase 1 and was also introduced and fully implemented in Phase 2. Targeted support expanded to accelerate reading and writing progress for learners requiring additional assistance.

Collectively, these goals aimed to empower learners, strengthen teaching practice, and foster inclusive, high-impact learning across the school.

The following pages present our 2025 Statement of Variance, reflecting on our goals, reviewing our achievements, and identifying next steps for continued growth.

Statement of Variance - Strategic goals

Strategic Goal 1 - Culturally Empowered Ākonga

Strategic goal - All ākonga are increasingly knowledgeable and respectful towards their own and others' cultures.

Te ao Māori

Enhancing te reo Māori and tikanga Māori into the every day life of Selwyn Ridge.

Pasifika

Pasifika students are engaged in their learning and are achieving with pride in their unique identity, language and culture.

Annual Target:

- 1.1. Strategic leadership growth for te ao Māori at Selwyn Ridge and to support kaiako to further grow practice with tikanga and te reo māori
- 1.2 - For kaiako to grow whakaaro, manawa and kete with Tapasa - the Pasifika Education Plan
- 1.3 - Cultural celebrations and learning with whakaaro, manawa and kete about different cultures in our kura.

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

Key Improvement Strategies

| Actions | Who is responsible | Resources | Outcomes / Measuring success |
|---|--|---|--|
| 1.1 Grow sustainability of leadership practice in te ao and te reo Māori. Identify staff who are ready to take on leadership roles in te ao and te reo Māori, ensuring ongoing capacity beyond the year. | Leadership team Leah Mikaere | Time for mentoring / coaching support. Professional learning for staff | <ul style="list-style-type: none"> Track how key staff mentor or coach others in applying te ao and te reo Māori, fostering wider capability across the school. |
| 1.1 B. Foster stronger partnerships with whānau by building on insights from the whānau consultation survey to co-create meaningful opportunities for collaboration. Facilitate regular hui and culturally affirming events to deepen relationships, celebrate shared successes, and promote collective ownership of ākonga learning and wellbeing. | Craig Price Kim Abbott Leah Mikaere | Resources for whānau collaboration - kai. Communication tools | <ul style="list-style-type: none"> Gather qualitative data through focus groups or informal conversations about how whānau feel valued and included in the school community. Evaluate the establishment of sustainable systems or traditions for whānau collaboration, such as recurring hui or annual events. |
| 1.2 Stage 2 of learning for kaiako in Tapasa - 8 hours across 2025 | Mel Cottingham (Pasifika in the Bay) Tracey Hall Craig Price | PLD funding from MOE for Tapasa professional learning | <ul style="list-style-type: none"> Kaiako surveys (as part of MOE PLD) Conducting ākonga interviews on the impact of culturally responsive practices |
| 1.3. Celebrations of Matariki Pasifika cultures Chuseok Diwali | Leadership and teaching team Community members | Support for different cultural celebrations. Hangi - Diwali etc Community involvement | <ul style="list-style-type: none"> Cultural celebrations are planned for, completed and reviewed. Seek feedback from iwi, Pasifika groups, or other community leaders on the authenticity and impact of culturally affirming events and practices. |

Statement of Variance - Strategic goals

OUTCOMES:

1.1 Grow sustainability of leadership practice in te ao and te reo Māori.

Identify staff who are ready to take on leadership roles in te ao and te reo Māori, ensuring ongoing capacity beyond the year.

We have made progress in strategic leadership growth for te ao Māori at Selwyn Ridge, with Kim Abbot working alongside Leah Mikaere. Their collaboration has supported kaiako to further develop their practice in tikanga and te reo Māori, strengthening culturally responsive teaching and leadership across the kura. While it would be valuable to see more staff stepping into leadership roles beyond the classroom in te ao and te reo māori, the demands of classroom practice can make this challenging. Balancing teaching responsibilities with leadership opportunities requires careful support and planning, and we are committed to creating structures and encouragement that enable kaiako to grow as leaders without compromising their classroom practice. Over the year, several teachers have supported kapa haka, while vertical teams have also worked alongside teachers to strengthen the infusion of te reo Māori in classrooms.

1.1B Foster stronger partnerships with whānau by building on insights from the whānau consultation survey to co-create meaningful opportunities for collaboration. Facilitate regular hui and culturally affirming events to deepen relationships, celebrate shared successes, and promote collective ownership of ākonga learning and wellbeing.

To strengthen partnerships with whānau, we have built on insights from the whānau consultation survey to co-create meaningful opportunities for collaboration. Over the year, we facilitated regular hui and learning celebrations, giving whānau opportunities to engage with their tamariki's learning and celebrate achievements together. Planned events such as a hāngī were reconsidered due to space limitations, but alternative culturally affirming activities were provided, supporting shared ownership of ākonga learning and wellbeing. Our termly mihi whakatau is now firmly ingrained as an important part of our school kaupapa.

Whānau consistently value the sense of community at Selwyn Ridge, highlighting the tamariki and the inclusive environment where everyone is treated as part of the school whānau. They appreciate the welcoming atmosphere and the wide range of sporting and learning opportunities, which help tamariki feel connected and included. Strong relationships with key staff and kaiako, participation in kapa haka and sport, and consistent inclusion in school life all contribute to children's sense of belonging.

Whānau aspire for their tamariki to grow in confidence, enjoy success in sport, and become the best version of themselves, while seeing te reo Māori and tikanga as a natural part of everyday life. Reflections on Te Ao Māori are positive, recognising the school's efforts to integrate tikanga and the good work happening. Whānau also expressed a desire for a qualified te reo Māori-speaking kaiako to further strengthen provision.



Whānau Hui

Kia ora koutou!

We would like to invite all our whānau Māori and kapa haka whānau to our first Hui for 2025.

Our purpose for this hui is to:

- provide an opportunity for whānau feedback and to ask pētai/questions around academic achievement throughout our kura
- registering contacts and/or expertise for added learning, e.g., kapa haka support, providing expertise in the classroom, wakaanga opportunities for the community, etc
- planning for our hāngī & concert Matariki fundraiser

Where Selwyn Ridge Primary Staffroom

When There will be two hui times available for whānau to choose from:

- Wednesday, 2 April - 2.30-3.30pm
- Wednesday, 2 April - 5.30-6.30pm



Don't forget to visit and follow our SRP Whānau Rōpu Facebook page
Search on Facebook - [SRP Whānau Rōpu](#)

Statement of Variance - Strategic goals

To continue building Māori identity and belonging, whānau suggest maintaining current efforts, particularly the mahi led by Whaea Leah Mikaere, upskilling kaiako in te reo and tikanga, and increasing consistent use of te reo throughout the school, including correct pronunciation. Additional hui, regular kanohi ki te kanohi meetings, and empowering whānau to lead kaupapa Māori initiatives were also recommended.

We have continued to use our Selwyn Ridge Whānau Rōpū Facebook page as a valuable platform for sharing information and event updates with whānau. We are also exploring ways to use our student management system, HERO, to streamline and strengthen communication across the school.

Ideas to further enrich the experience for tamariki Māori include continuing to celebrate Matariki (with a hāngī suggested as a future addition), providing extra support to maximise kapa haka opportunities, increasing cultural resources, and continuing to build kaiako capability. Whānau expressed strong appreciation for the excellent work already underway, affirming the positive impact these partnerships are having on ākonga learning, wellbeing, and cultural identity.



Statement of Variance - Strategic goals

OUTCOMES:

1.2 For kaiako to grow whakaaro, manawa and kete with Tapasa - the Pasifika Education Plan. Stage 2 of learning for kaiako in Tapasa - 8 hours across 2025

Throughout the year, kaiako have continued to build their cultural capability through professional learning facilitated by Melanie Cottingham from the Pasifika in the Bay Trust. This learning has deepened understanding and application of Tapasā: The Pasifika Education Plan, supporting kaiako to strengthen culturally responsive practices in their classrooms. These efforts ensure that our curriculum reflects and celebrates the diverse identities within our community, enabling ākonga to experience a strong sense of place, belonging, and cultural affirmation.

Our start-of-year professional learning provided a valuable opportunity for kaiako to re-engage with Tapasā, supported by Pasifika facilitators. Teachers demonstrated strong commitment, cultural awareness, and reflective practice, with professional discussions strongly aligned to the three turu of Tapasā—culturally responsive pedagogy, collaborative and respectful relationships, and Pacific-centred learning approaches.



Across the three Turu, kaiako deepened their understanding of Pacific identities, languages, and cultures, recognising the importance of culturally grounded practices that affirm ākonga identity. Through tools such as the Fono Fale model, teachers explored how wellbeing is shaped by cultural knowledge, spirituality, and family structures, noting that many learners—and adults—are still developing confidence in their own cultural narratives, including pepeha. Visual cultural artefacts like tapa and lavalava were acknowledged as powerful ways to embed identity and storytelling in classroom environments.

Strengthening collaborative and respectful relationships with Pacific learners and their whānau emerged as a key theme. Kaiako examined the cultural significance of family roles, including the tapu relationship between siblings. The concept of *vā*—the relational space—highlighted the importance of nurturing respectful, generous, and culturally aware interactions. Teachers also reflected on moving beyond involvement to intentional inclusion, embracing hands-on, interactive, and culturally sustaining approaches that honour Pacific ways of being, knowing, and doing, and support deeper belonging for Pacific ākonga.

Our focus in the second half of the year was on holding talanoa with the fanau of our Pacific students. We met with Pasifika fanau and engaged in open conversations centred on their identities, languages, and cultures, and explored how they can support teachers within our kura. This triangulation of voices—whānau, kaiako, and ākonga—helped us connect thinking and strengthen teacher practice and praxis.

Next Steps:

Going forward, we will continue to strengthen our cultural responsiveness and ensure Pacific ākonga see themselves reflected in our kura. A focus will be encouraging exploration of identity—both Pacific and non-Pacific—through pepeha, cultural symbols, and meaningful artefacts that enrich classroom learning. We will continue to foster relational teaching approaches grounded in the concept of *vā* to guide culturally aware and inclusive interactions. Ongoing investigation into Best Practice for Pacific learners will support this work, alongside growing fanau involvement through continued talanoa and the potential development of a Pasifika arts installation project to celebrate identity, culture, and community within our kura.

Statement of Variance - Strategic goals

1.3 Cultural celebrations and learning with whakaaro, manawa and kete about different cultures in our kura.

During Pasifika Language Weeks, the kura celebrated the languages, stories, and traditions of Pasifika communities. Ākonga engaged in cultural songs, dances, and art projects that deepened their understanding and appreciation of Pasifika heritage. Pop-up Pasifika activities were a highlight for tamariki, as was the weekly Tavake Pasifika group learning, which culminated in a memorable performance at Pasifika in the Bay, showcasing the skills and talents of our students.



Another highlight was celebrating Chuseok, the Korean harvest festival, by learning about its traditions, sharing stories, enjoying activities and exploring the significance of gratitude in Korean culture. We also had the privilege of welcoming guests who performed traditional Korean Sijo Chang (traditional Korean vocals) for our ākonga. As highly respected masters of this art form, they captivated all tamariki with their skill and generosity in sharing their cultural knowledge. Their visit provided a rich and memorable learning experience.

Diwali was again celebrated at Selwyn Ridge with a vibrant and well-organised school-wide event. A group of ākonga supported the planning, preparing a Diwali-focused assembly and coordinating a shared lunch for attending whānau. The assembly featured dance, music, storytelling, and poetry that highlighted key Diwali traditions and cultural narratives. Colouring competition winners and Spirit of Diwali certificate recipients were acknowledged as part of the celebration. The kura was filled with colour and a range of engaging activities, with students and staff participating enthusiastically. The event concluded with a traditional group dance, marking a successful and culturally enriching Diwali celebration for the school community.



Next steps

- Strengthen everyday use of te reo Māori across the kura, supporting kaiako with resources and strategies and creating opportunities for ākonga to lead initiatives, including celebrating Matariki as a whole-school event.
- Embed Tapasā practice across classrooms to ensure culturally responsive pedagogy is a core focus.
- Integrate cultural empowerment into the curriculum, recognising and celebrating the diverse cultural identities of all learners. Continue to grow cultural partnerships, through meaningful events and learning experiences, building on current success.
- Strengthen whānau voice to ensure feedback from Māori, Pasifika, and other cultural communities informs school planning and decision-making.
- Further develop student cultural leadership, giving ākonga opportunities to lead cultural events, language initiatives, and schoolwide activities.

Statement of Variance - Strategic goals

Strategic Goal 2 - Pedagogically Enriched Kaiako

Strategic goal - Selwyn Ridge Powerful Learning Principles are reviewed based on contemporary research and then delivering with alignment.

Annual Targets:

1.1 - Selwyn Ridge Powerful Learning Principles will be reviewed and aligned with the 2025 curriculum focus areas, ensuring a seamless integration of Te Mātaiaho, with a particular emphasis on the implementation of English, Mathematics, and Statistics. This will be supported by effective, ongoing professional learning for kaiako to strengthen their practice and capability in delivering these focus areas.

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

- Kaiako confidently teaching aligned with Te Mātaiaho, showcasing deep understanding and integration of English, Mathematics, and Statistics within Selwyn Ridge's Powerful Learning Principles.
- Kaiako utilizing diverse, culturally responsive, and innovative teaching strategies that reflect the integration of Te Mātaiaho's principles.
- Kaiako engaging in reflective practices, collaborative planning, and sharing successful strategies, demonstrating the impact of professional learning.
- Evidence of improved student engagement and achievement in English, Mathematics, and Statistics, reflecting effective teaching practices and curriculum alignment.

Key Improvement Strategies

| Actions | Who is responsible | Resources | Outcomes / Measuring success |
|--|---|--|---|
| <p>2.1 - Mathematics and statistics / English Curriculum Deepen kaiako understanding and implementation of the Te Mātaiaho English and Mathematics and Statistics curriculum, emphasizing its language and vocabulary.</p> | <p>Leadership team Katie McKenzie - Leadership - Mathematics Phase 1 team - Kim Abbott Phase 2 team - Tanya Healy</p> | <p>Charlotte Wilkinson professional learning. Numicon resourcing</p> | <ul style="list-style-type: none"> • Use appraisal processes to gauge improvements in teaching strategies and alignment with Te Mātaiaho. • Standardized Assessments: Use nationally benchmarked tools, such as e-asTTle to measure progress in English, Mathematics, and Statistics. • School-Based Assessments: Track performance through Selwyn Ridge's formative and summative assessment tools, aligned with Te Mātaiaho curriculum objectives. • Progress Over Time: Analyze individual and cohort data to assess shifts in achievement levels compared to the beginning of the year. |
| <p>2.2. Literacy development - Better Start Literacy embedding for phase 1 kaiako Expanding literacy support for phase 2 learners (years 4-6) identified as requiring accelerated progress in reading and writing</p> | <p>Phase 1 - Kim Abbott / Becky Smith Phase 2 - Tanya Healy / Linda Hales</p> | <p>BSLA resources - readers. Assessment tools. StudyLadder Staffing resources - 1.16 FTTE.</p> | <ul style="list-style-type: none"> • Outcomes for literacy - BSLA and junior literacy achievement and outcomes • Achievement report outlining progress and achievement for identified cohort |

Statement of Variance - Strategic goals

OUTCOMES:

2.1 Mathematics and statistics / English Curriculum:

Deepen kaiako understanding and implementation of the Te Mātaiaho English and Mathematics and Statistics curriculum, emphasizing its language and vocabulary.

Over recent years, we have undertaken rigorous professional development to understand the curriculum, unpacking the key learning within each area and the intent that sits behind it. Our appraisal processes and professional learning in both phase and vertical teams have supported this work, enabling us to evaluate teaching strategies and to strengthen alignment with Te Mātaiaho across the school.

All of our kaiako have completed professional growth cycles (PGCs) throughout the year. PGC's provide a structured framework for teachers to develop their practice through ongoing learning, reflection, and feedback. Each cycle typically involves goal setting, participation in professional learning, classroom observations, and collaborative reflection. This approach ensures that professional learning is directly linked to classroom practice, supports continuous improvement, and helps teachers strengthen their impact on ākonga learning and wellbeing.

The Better Start Literacy Approach (BSLA), a structured literacy programme, has now been implemented schoolwide, with all teaching staff completing professional learning and earning micro-credentials through the University of Canterbury. This year, our Year 4-6 teachers completed their BSLA training and delivered the approach in their classrooms. Several senior school teachers also undertook additional professional learning in the teaching of writing to further strengthen their practice.

In 2025 we began the year with professional learning facilitated by Charlotte Wilkinson, an education consultant specialising in effective mathematics teaching and learning. Our maths programmes continue to be guided by the Aotearoa Maths learning scope and sequence, supported by strong, evidence-based pedagogy. To enhance this further, we introduced Numicon as a key resource within our mathematics curriculum, accompanied by professional learning from Anita Asumadu to strengthen teachers' confidence and capability in using these materials to support mathematical understanding. Throughout the year, Kim Abbot has also contributed significantly through her involvement in the Mathematics Leadership Cluster (MLC), taking an active leadership role in supporting ongoing professional learning across our kura.

We have consistently used a balanced assessment approach to monitor progress and achievement. We have unpacked curriculum expectations at each phase and year level and then used a range of practices to make overall teacher judgements. Standardised tools such as e-asTTle have provided nationally benchmarked data in English and Mathematics. By examining progress over time, we have previously been able to track individual and cohort shifts from the start of the year and adjust our teaching accordingly. However, the ongoing curriculum changes present new challenges. As the national direction shifts again, we must navigate continued uncertainty while ensuring our ākonga still experience high-quality, coherent learning. Despite this, our foundations are strong, and our commitment to reflective practice, robust assessment, and alignment with Te Mātaiaho positions us well to adapt and move forward.

PHASE 1 - 2025 PROFESSIONAL LEARNING

In 2025, the Phase 1 Kaiāko Professional Development focused on two strategic goals: Culturally Empowered Ākonga and Pedagogically Enriched Kaiako. The aim was to enhance ākonga knowledge and respect for their own and others' cultures by integrating Te Tiriti o Waitangi, tikanga, and te reo Māori across our implementation of the curriculum. This was supported by professional learning around using Te Matāiaho - the digital and paper resources supporting the refreshed Maths and Literacy curriculums.

For kaiako, the focus was on engaging in inquiry and collaborative problem-solving to strengthen pedagogy and enhance teaching impact. The professional development areas included strengthening culturally responsive practice through the refreshed NZ curriculum and deepening the understanding of cultural backgrounds to enhance relationships and learning outcomes. Curriculum knowledge and pedagogy were advanced by continuing to embed the Better Start Literacy Approach (BSLA) and inquiring into how our kura will weave in the Numicon Mathematics programme to supplement our Aotearoa Maths programme, aligning curriculum with assessment expectations through deep dives and practical application.

We engaged in a reflective professional growth cycle, incorporating observational documentation we designed to align with the ERO - School Improvement Framework (SIF). This approach aimed to support kaiako in self-reflection and continuous improvement. By using evidence and data, teachers were encouraged to inform their planning and adopt best practices, ensuring that teaching strategies effectively met the diverse needs of ākonga. This reflective process was designed to empower teachers to critically evaluate their impact and make informed adjustments to enhance learning outcomes.

Assessment capability was improved by clarifying schoolwide assessment schedules and processes, with training around DIBELS/Assessment Website and Writing moderation to ensure consistency and validity. Collaborative inquiry and professional growth were fostered by integrating discussions into Phase minutes and focusing on evidence of teaching impact and support for the whole class, year level cohorts and Tier 2/3 learners.

Team processes emphasized establishing and revisiting hui norms for effective collaboration, with an emphasis on resource sharing and team-based problem-solving. Systems and planning were streamlined using HERO for communication and planning, alongside implementing strengths-based learner conferences. Professional reading and self-directed PLD were provided and encouraged, with engagement in updates from the UC Ako/Learn site.

Key highlights included a focus on data-driven planning and support, addressing misconceptions in refreshed curriculum delivery, and reflecting on teaching impact. A strengths-based approach to learner conferences was adopted.



PHASE 2 - 2025 PROFESSIONAL LEARNING

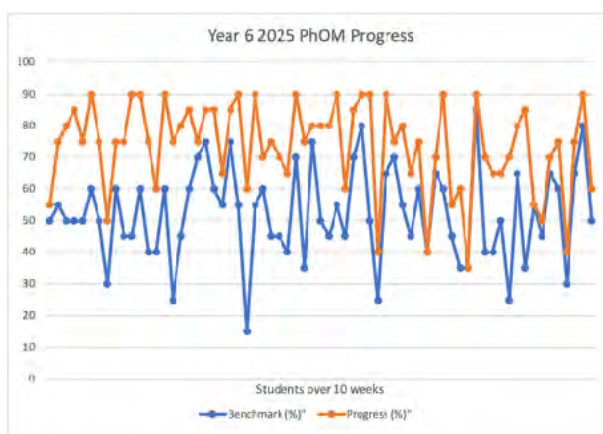
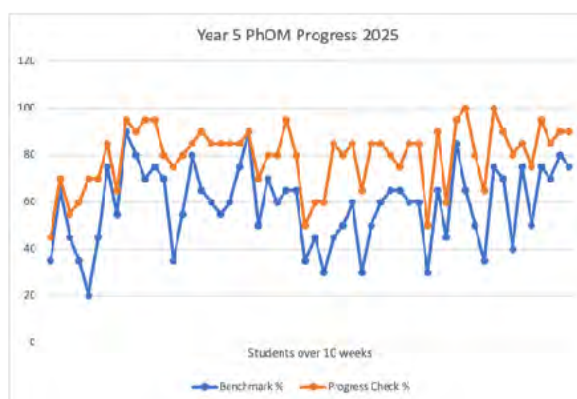
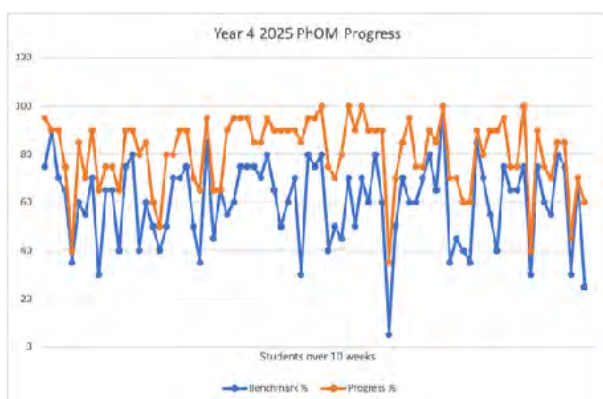
2025 has been a year full of learning and adaptation to new curriculum expectations for the kaiako in years 4-6 at our kura. Whilst our focus has mainly been on literacy, we've also been implementing the Numicon system and equipment into senior classes and investigating some alternative assessment in mathematics.

The Journey into BSLA

Our year 4 teachers were part of a pilot study on introducing the BSLA approach into the senior school in term one of this year. They appreciated the explicit nature of the teaching sequence and the ability to innovate with texts to align reading programmes with our conceptual learning.

In the senior school, BSLA keeps its structured, explicit approach but shifts toward more advanced language and literacy skills. Core elements include explicit teaching of vocabulary, oral language, listening comprehension, phonological awareness, and increasingly complex morphology and orthographic patterns. Reading comprehension, writing, and spelling continue to be integrated with this language work, with lessons delivered 4-5 times per week and built around a clear scope and sequence. Differentiated small-group reading continues, using texts aligned to the BSLA sequence to ensure ākonga build decoding, fluency, and meaning-making skills in a systematic, cumulative way.

Senior school BSLA also includes online monitoring assessments to track progress, detailed lesson plans and teaching resources, and coaching support for kaiako. Whānau engagement sits alongside classroom practice, with templates and resources for strengthening home-school connections. A Response to Intervention (RTI) framework underpins the whole approach, ensuring targeted support is available for learners who need it, including those with word-reading difficulties such as dyslexia. In term 2 of this year all of our year 4, 5 and 6 teachers enrolled in the University of Canterbury micro-credential in the BSLA, attending a two day block course and completing the rest of the qualification on line. We conducted initial assessments in PhOM, fluency and reading comprehension. Although the learning was demanding at times, and we needed to acknowledge the tension between structure and autonomy, the shared approach to pedagogical change was powerful and engaging. Our first 10 week progress check was encouraging, with our year 6 ākonga showing an average 21.3% growth in PhOM scores, our year 5's 22%; and our year 4's 21.9%.

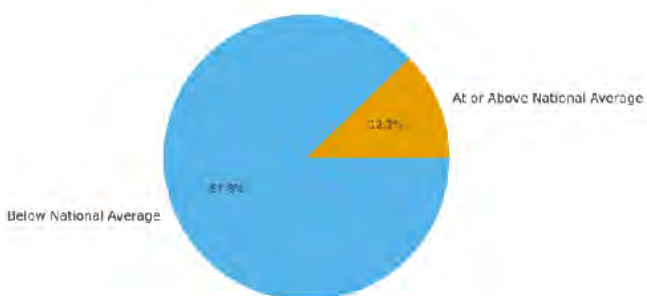


Kaiako report that the BSLA approach integrates seamlessly with StepsWeb, the on-line literacy programme we have been using for several years. They believe they are using StepsWeb more effectively because of the close alignment of the scope and sequence of both approaches. StepsWeb designers have pivoted. Across Phase 2, we have recorded an average spelling age increase of 17 months in the 9 months from February-November 2025. StepsWeb designers have pivoted very quickly in response to the changing curriculum and content has been updated to meet the new, new demands.

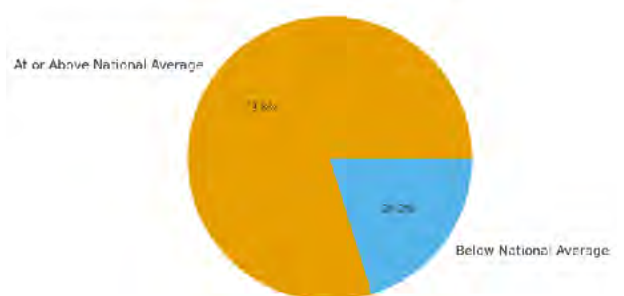
HANDWRITING

We began the year with professional learning for our whole phase team (years 4-6 teachers) around the “Write Lesson” handwriting programme. The revised New Zealand curriculum has placed renewed emphasis on handwriting because of the strong neuroscience supporting its role in learning. When tamariki write by hand, multiple systems in the brain activate at once – motor planning, memory, attention, and language processing – creating richer and more durable neural pathways than typing alone. Research shows that the physical act of forming letters strengthens letter-sound connections, supports working memory, and improves the brain’s ability to organise and sequence ideas. This multi-sensory engagement helps students develop automaticity, freeing up cognitive load so they can focus on composing meaning rather than mechanically producing text. Prioritising handwriting, especially within Structured Literacy, ensures students build the neurological foundations needed for fluent reading, accurate spelling, and confident written expression. As part of our shared practice model we’ve made a commitment to daily handwriting and have recorded significant increases in fluency across phase 2, particularly in the year 4 cohort where the move from printing to cursive begins.

Handwriting Fluency February 2025



Handwriting Fluency November 2025



WRITING

At the beginning of this year, our year 5 and 6 teachers attended professional learning in Auckland with the team at the Writers Toolbox. They came back buzzing about their learning and a couple described it as the most powerful professional learning they had ever attended. We have begun to implement the sentence teaching techniques alongside the work we did with Dr Helen Walls last year and kaiako are reporting greater engagement and structure to their writing programmes and finding the approach resonates particularly well with boys. We believe developing this approach further with a shared language and approach to teaching writing across the whole school will greatly benefit our ākonga.

Writer’s Toolbox, developed by Dr Ian Hunter, is built on the belief that all students can be explicitly taught to write with confidence. The programme provides a structured progression of skills from Year 1 to Year 13 and emphasises the explicit teaching of core sentence types to build fluency, clarity, and control. Classroom workshops focus on five powerful sentence structures that quickly strengthen students’ writing through deliberate practice.

Research behind Writer’s Toolbox is strong. Studies across more than 70 Australian schools show student writing progress at least double national results, with particularly significant gains for boys. New Zealand schools are reporting similar improvements, including substantial shifts for Māori and Pasifika learners. Teachers consistently note higher engagement, improved writing outcomes, and clearer expectations for learners, alongside reduced marking time.

Feedback from ākonga:

“I used to use run on sentences, but now I almost know more sentence types than letters! “

“This year I have written detailed pieces of writing with a variety of sentences, I used to write dull boring stories. “

“ In writing, I have not only started to use more of an extended vocabulary, but I have also noticed my different sentence types coming through and making my writing more detailed. This has been a huge goal for me as a writer. “

2025 End of Year Assessment Information

Reporting and Curriculum Alignment

Teacher Judgments

In November, teachers make well-informed judgments about each student's achievement and progress using a holistic approach. These judgments are based on achievement within the curriculum levels for mathematics, reading, and writing.

No single source of information can fully capture a student's achievement or progress. Instead, a variety of evidence is gathered to provide a comprehensive picture of each learner's growth, strengths, and next learning steps. To ensure accuracy, teachers draw on multiple sources to form an **Overall Teacher Judgment (OTJ)**, which combines evidence from:

- **Observations** of student strategies and learning behaviours.
- **Conversations** that explore understanding, reasoning, and application.
- **Assessment data**, including formal tools such as asTTle.

This triangulation of evidence strengthens the reliability of OTJs, ensuring they reflect a balanced view of achievement and progress. OTJs inform the summative outcomes reported for each child, aligning with our school's expectations for achievement.

Achievement Categories

Achievement outcomes are reported using the following categories: *Advanced, Proficient, Beginning, and Beginning with Support*. These categories reflect progress in relation to the expected achievement for each year level. Next year these change to a mandated (nationally) 5 point scale of advanced, proficient, consolidating, beginning and beginning with support.

This report includes:

- An overview of overall achievement in each curriculum area.
- Year-level summaries with comparisons by gender.

Curriculum Alignment

This report uses curriculum levels from Te Mātaiaho - The New Zealand Curriculum (2024). Te Mātaiaho introduces year-level outcomes that guide how student progress and achievement are described and reported, replacing the curriculum levels used in the 2007 curriculum. As a result of this change, direct comparisons with reports from previous years are not possible.

Future Considerations

As Te Mātaiaho and curriculum development continue, we will make ongoing adjustments to align with evolving government policies and curriculum priorities. Our commitment remains to ensure that rich, meaningful learning is at the heart of our curriculum, while maintaining high standards of teaching and learning.

Our 2025 End of Year Cohort Information

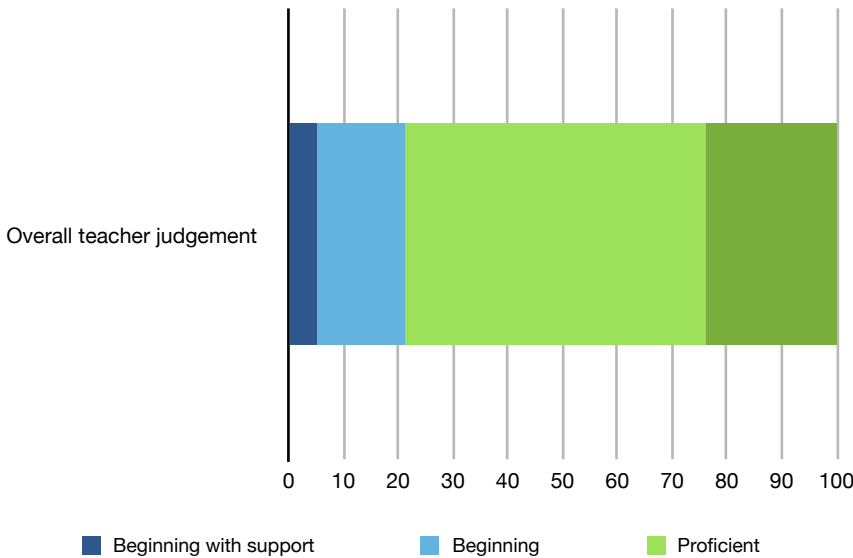
| Boys | Girls | TOTAL |
|------|-------|-------|
| 245 | 247 | 492 |

| Māori | Pacific Peoples | MELAA | Asian | NZ European | TOTAL |
|-------|-----------------|-------|-------|-------------|-------|
| 126 | 14 | 16 | 55 | 278 | 492 |

| Year | Number |
|--------------|------------|
| Year 0 | 34 |
| Year 1 | 87 |
| Year 2 | 75 |
| Year 3 | 71 |
| Year 4 | 95 |
| Year 5 | 61 |
| Year 6 | 69 |
| TOTAL | 492 |

2025 Reading Achievement

Overall Achievement - Reading / Panui :



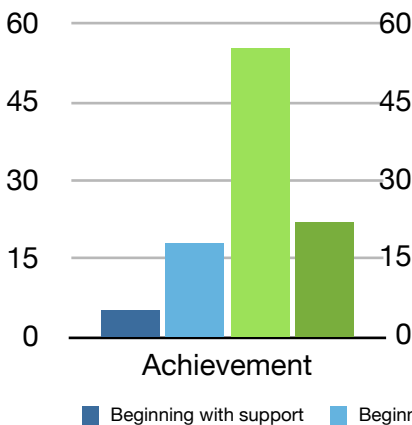
| Overall achievement | |
|------------------------|-----|
| Advanced | 24% |
| Proficient | 55% |
| Beginning | 16% |
| Beginning with support | 5% |
| Total at or above | 79% |

SHIFT- MID TO EOY
% proficient or advanced
 Year 1 - 52% to 74%
 Year 2 - 56% to 78%
 Year 3 - 46% to 78%
 Year 4 - 47% to 71%
 Year 5 - 61% to 86%
 Year 6 - 66% to 79%

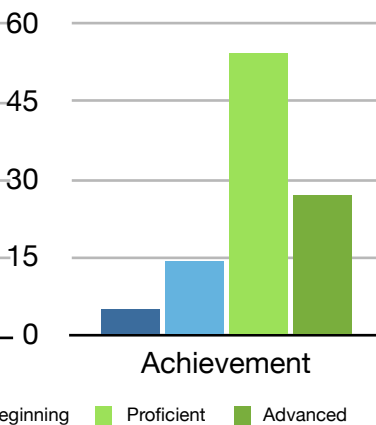
Year Level Reading / Panui :

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Total |
|------------------------|--------|--------|--------|--------|--------|--------|-------|
| Advanced | 17% | 23% | 33% | 20% | 20% | 30% | 24% |
| Proficient | 57% | 55% | 45% | 60% | 66% | 49% | 55% |
| Beginning | 26% | 14% | 12% | 15% | 11% | 19% | 16% |
| Beginning with support | 0 | 8% | 10% | 5% | 3% | 2% | 5% |
| Total at or above | 74% | 78% | 78% | 80% | 86% | 79% | 79% |

Reading - BOYS



Reading - GIRLS



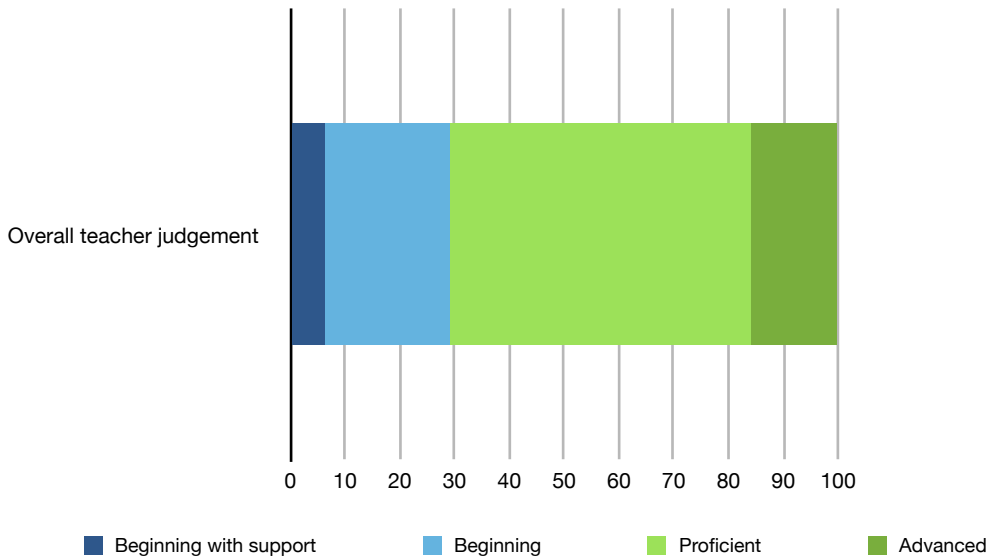
| Reading past three years | | | |
|--------------------------|------|------|------|
| | 2023 | 2024 | 2025 |
| Above / Advanced | 18% | 17% | 24% |
| At / Proficient | 65% | 65% | 55% |
| Towards / Beginning | 16% | 15% | 16% |
| Beginning with support | 1% | 3% | 5% |

Summary Points

- 79% of our children are achieving at (proficient) or above (advanced) year level expectation in reading. There is a higher percentage at advanced and beginning with support than previous years (with different curriculum expectations).
- All levels have been part of professional learning and implementation of Better Start Literacy (BSLA) in 2025

2025 Writing Achievement

Overall Achievement - TuhiTuhi / Writing :



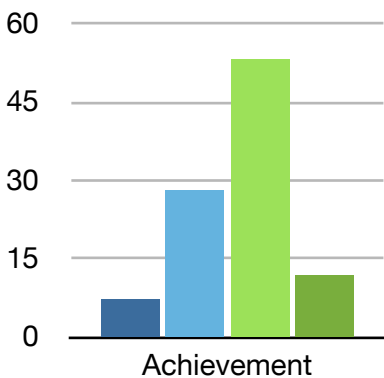
| Overall Achievement | |
|------------------------|-----|
| Advanced | 16% |
| Proficient | 55% |
| Beginning | 23% |
| Beginning with support | 6% |
| Total at or above | 71% |

| SHIFT- MID TO EOY % proficient or advanced | |
|---|------------|
| Year 1 | 38% to 72% |
| Year 2 | 28% to 69% |
| Year 3 | 31% to 73% |
| Year 4 | 36% to 74% |
| Year 5 | 55% to 72% |
| Year 6 | 46% to 70% |

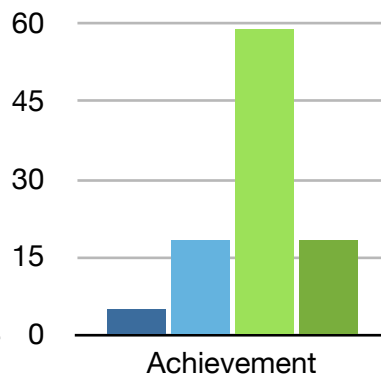
Year Level Writing / TuhiTuhi:

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Total |
|------------------------|----------|----------|----------|----------|----------|----------|-------|
| Advanced | 10 (12%) | 12 (16%) | 10 (14%) | 16 (17%) | 10 (17%) | 15 (22%) | 16% |
| Proficient | 51 (60%) | 40 (53%) | 41 (55%) | 53 (57%) | 33 (55%) | 33 (48%) | 55% |
| Beginning | 20 (24%) | 15 (20%) | 14 (20%) | 19 (21%) | 14 (23%) | 20 (29%) | 23% |
| Beginning with support | 4 (5%) | 8 (11%) | 5 (7%) | 5 (5%) | 3 (5%) | 1 (1%) | 6% |
| Total at or above | 61 (72%) | 52 (69%) | 51 (73%) | 69 (74%) | 43 (72%) | 48 (70%) | 71% |

Writing - BOYS



Writing - GIRLS



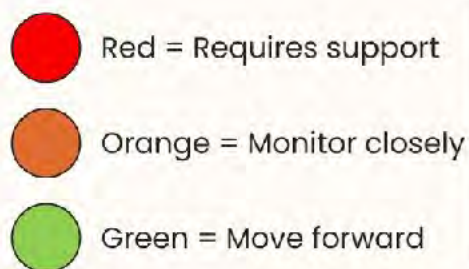
| Writing past three years | | | |
|----------------------------------|------|------|------|
| | 2023 | 2024 | 2025 |
| Above/Advanced | 8% | 8% | 16% |
| Proficient | 71% | 67% | 55% |
| Beginning | 20% | 22% | 23% |
| Towards / Beginning with support | 1% | 3% | 6% |

Summary Points

- 71% of our children are achieving at or above their year level expectation in writing
- We have more children at both ends of the continuum than previous year comparison
- There are significantly more girls proficient or advanced than boys
- Achievement is higher for ākonga who started at SRP with 81% achieving at or above

Phase 1 BSLA Literacy data

Assessment cycle



This is the BSLA traffic light system for identifying progress. In Year 0/1, each child is assessed when they start school at baseline, after 10 weeks and then after 30 weeks of teaching. After their first year of school children are assessed after 10 and 30 weeks of teaching. The assessments assess children's ability to read and spell nonsense words.

Year 1



There are 88 children making up our Year 1 cohort. Some of these children have had 18 months in school, some started in term 2 this year.

There are 8 children identified as requiring support. 7 of them are already receiving Tier 2 in term 4. 1 is an international student.

There are 9 children identified as needed to be monitored closely in 2026. 4 of them are already receiving Tier 2 support now.

7 children in the green section were identified as needing support not long after they started school. They received Tier 2 support and they are now at expected levels.

Teachers in Y1 have run Tier 2 programmes in their classes using a mixture of teacher and teacher aide delivery. 24 Year 0/1 children have had Tier 2 support in the Mouse House.

If we combine green and orange, **91% of the year group working at expected levels.**

Year 2



Year 2 contains 75 children.

10 children are in the red group and have been identified as needing further support next year at Tier 2. 7 of these children are on our special educational needs register. 9 of these children have had Tier 2 support during 2025 and all have made good progress from the beginning of the year.

16 children have been identified as needing to be closely monitored.

4 of these children were red last year and had Tier 2 support which moved them into the orange band. We will continue to monitor them and provide both in class and small group support.

If we combine the green and orange totals, **86% of our children are working within expected levels for their age and time at school**

Year 3



Year 3 contains 71 children.

13 children have been identified as needing more support next year. 11 have already accessed Tier 2 support and 2 are new to our school.

10 are making good progress but we need to continue to closely monitor them next year.




Of these, 6 had Tier 2 support in Year 2, 2 are new to Selwyn Ridge and 1 is ESOL.

15 of our 23 learners in red and orange are on our special needs register.

If we add our green and orange together, **82% of our Year 3 learners are working within expectations.**

Most children in the orange band have already been identified by class teachers and they are receiving some TA support in class. Children in the red band are all receiving extra support in class on top of Tier 2 support. Our children on the special educational needs register are all making appropriate measurable progress.

Phase 1 Tier 2 BSLA data

-  Red = Requires support
-  Orange = Monitor closely
-  Green = Move forward

What is Tier 2?

The Tier 2 programme is a 10 week intensive support program that delivers 40 lessons designed to be taught in addition to in class Tier 1 teaching. Children receive Tier 2 support if they are identified as red during an assessment round.

Most children identified as orange have also received the same support.

In terms 1 and 2 the focus was on supporting Year 2 and Year 3 children. Tier 3 children were also included.

Once Year 0/1 children had completed their 10 week assessment, they were added to the Tier 2 programme. Some class teachers also used the resources to support in class, delivered by either a teacher or teacher aide, and had great success. All Phase 1 teachers now have copies of the programme and can use these to support where necessary.

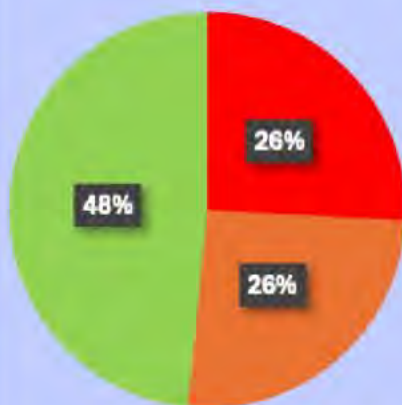
Phase 1 Tier 2 beginning of 2025



31 children received Tier 2 support in terms 1-3 this year. Most children required 10 weeks support but 9 children had 20 weeks support. Of these 31 children, 19 children had been assessed as red (requiring support) and 12 were from the group of children assessed as Orange (monitoring closely)

8 children were from Year 3, 18 from Year 2 and 5 from Year 1. 22 additional Year 0/1 children were receiving Tier 2 support in term 4.

Phase 1 Tier 2 end of 2025



After Tier 2 support, 15 children were assessed as Green, 8 at Orange and 8 at Red. This shows that 74% of these children are now working in expected levels although many will still be monitored next year to check that they don't require ongoing support.

13 of the 16 children making up red and orange are on the SEN register, 1 is ESOL.

The 8 children identified as red will receive further Tier 2 support next year and we will look to support the 8 children identified as orange.

All 31 children have made good progress and are now able to access in class Tier 1 teaching with more success.

Middle/Senior Literacy Intervention Programme at Selwyn Ridge School

This report outlines the progress and impact of the Literacy Intervention Programme for Middle/Senior school students at Selwyn Ridge School during the 2025 academic year. The programme, led by Literacy Specialist Linda Hales, aims to provide targeted support to students requiring additional assistance in developing essential literacy skills.

Programme Overview:

Selwyn Ridge School primarily utilizes the BSLA programme, emphasizing explicit and systematic instruction across five key areas: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Student progress is continuously monitored through regular assessments, which inform instructional decisions and identify students who would benefit from supplementary intervention.

While the structured literacy approach of the BSLA programme is highly effective, some students require additional alternative strategies to fully realize their literacy potential. The intervention programme incorporates strategies that prioritize understanding and the utilisation of whole words and phrases within context. This approach has proven particularly beneficial for students who experience difficulty associating individual letters and sounds in isolation, as it allows them to grasp these sounds more effectively after learning whole words.

Programme Participation and Impact:

Throughout the year, a cohort of Years 4-6 students were identified as eligible for the Literacy Intervention Programme based on comprehensive reading and writing assessments. Selection was conducted by senior staff, ensuring that the programme targeted students with the most pressing needs. This year, 15-17 students were given help each term. The majority of students participated in small group sessions with peers who shared similar learning goals, while a small number received individualized, one-on-one instruction.

Feedback from classroom teachers indicates that the intervention programme has had a significant positive impact on participating students. Notable improvements have been observed in the following areas:

- Reading: Enhanced phonemic awareness, improved decoding skills, and increased self-monitoring strategies for comprehension.
- Writing: Significant gains in letter formation, accurate spelling of high-frequency "heart words," improved ability to generate and articulate ideas for writing, with clarity and structural variety, and in general, more positivity around literacy .

Case Study:

One-on-one intervention with a specific student yielded particularly remarkable results. This student demonstrated a complete transformation in her attitude towards writing, coupled with exponential improvement in the quality of her written work. She now enthusiastically chooses to write stories over other activities and is actively planning future writing projects. Her classroom teacher reports that this newfound confidence has positively influenced her overall engagement and happiness in the classroom.



Spelling Focus and Results:

A key focus of the intervention programme this year has been on improving spelling skills. Ongoing assessments demonstrated significant gains in this area. Enhanced spelling proficiency has enabled students to express themselves more clearly and effectively in writing. Furthermore, improvements were observed in sentence structure, grammar, letter formation, and overall writing fluency.

Detailed Spelling Assessment Results (NZCER):

The following tables present a summary of the NZCER spelling assessment results for Year 4-6 students over the last 6 week period (October 6, 2025 - November 19, 2025).

| Year 5/6 | | | | | | | | | |
|-----------------|----------------------------|----------------------------|----------------------------|------------------------------|----------------------------|----------------------------|----------------------------|------------------------------|----------------------------|
| Results 6/10/25 | | | | | Results as @ 19/11/25 | | | | |
| Students | NZCER Spelling List 5: /50 | NZCER Spelling List 6: /70 | NZCER Spelling List 7: /60 | NZCER Commonly misspelt: /55 | NZCER Spelling List 5: /50 | NZCER Spelling List 6: /70 | NZCER Spelling List 7: /60 | NZCER Commonly misspelt: /55 | NZCER Spelling List 9: /80 |
| A | 41 | 56 | 45 | 9 | 100% | 100% | 100% | 100% | 27 |
| B | 43 | 55 | 46 | 16 | 100% | 100% | 100% | 100% | 61 |
| C | 40 | 47 | 36 | 9 | 100% | 100% | 100% | 100% | 15 |
| D | 37 | 52 | 42 | 9 | 100% | 100% | 100% | 50 | |
| E | 26 | 35 | 26 | 5 | 100% | 100% | 100% | 50 | |
| F | 30 | 47 | 28 | | 100% | 100% | 100% | 10 | |

| Year 4 | | | | | | | | | | | | |
|-----------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Results 6/10/25 | | | | | Results as @ 19/11/25 | | | | | | | |
| Student | NZCER Spelling List 1: /10 | NZCER Spelling List 2: /20 | NZCER Spelling List 3: /30 | NZCER Spelling List 4: /50 | NZCER Spelling List 5: /50 | NZCER Spelling List 1: /10 | NZCER Spelling List 2: /20 | NZCER Spelling List 3: /30 | NZCER Spelling List 4: /50 | NZCER Spelling List 5: /50 | NZCER Spelling List 6: /70 | NZCER Spelling List 7: /60 |
| G | 9 | 17 | 26 | 32 | 25 | 100% | 100% | 100% | 100% | 100% | 65 | |
| H | 9 | 17 | 28 | 39 | 44 | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| I | 10 | 17 | 26 | 41 | 37 | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| J | 9 | 16 | 22 | 29 | 24 | 100% | 100% | 100% | 100% | 100% | 58 | |
| K | 10 | 15 | 14 | 19 | 14 | 100% | 100% | 100% | 100% | 20 | | |
| L | 10 | 17 | 20 | 25 | 15 | 100% | 100% | 100% | 100% | 43 | | |
| M | 10 | 16 | 17 | 23 | 20 | 100% | 100% | 100% | 100% | 33 | | |

Conclusion:

We are highly encouraged by the progress and achievements of the students participating in the Literacy Intervention Programme. We extend our sincere gratitude to the parents who have actively supported home learning and to the School Board for their ongoing commitment to this essential programme.

Literacy Review - next steps

Literacy Support

We aim to further enhance literacy support practices, including the *Better Start Literacy Approach (BSLA)* and literacy practice and interventions. To accelerate progress for students identified as at risk of underachievement, we will provide specialist teacher assistance through a differentiated literacy program. This includes:

- *Better Start Literacy Approach* support for small groups, whole-class interventions, and teacher mentoring (.58 FTTE funded by the Ministry of Education).
- Additional specialist resourcing:
 - Linda Hales: 0.4 FTTE
 - Becky Smith: 0.6 FTTE
 - Leadership by Learning Support Co-ordinator Lesley Wakelin: 0.92 FTTE

Professional Learning: Pedagogically Enriched Kaiako - Writing practice

We will implement **Writers Toolbox** professional learning to enhance students' writing skills and confidence while fostering a consistent, school-wide approach to teaching writing. The programme will build teacher capability through explicit teaching strategies, collaborative practice, and leadership support. Internal champions will be identified to model best practice, ensuring a sustainable, school-wide rollout in 2026. We have 3 teacher only days planned for this learning alongside our leadership champions having professional learning in leading this development.

STEPS Web Literacy Programme

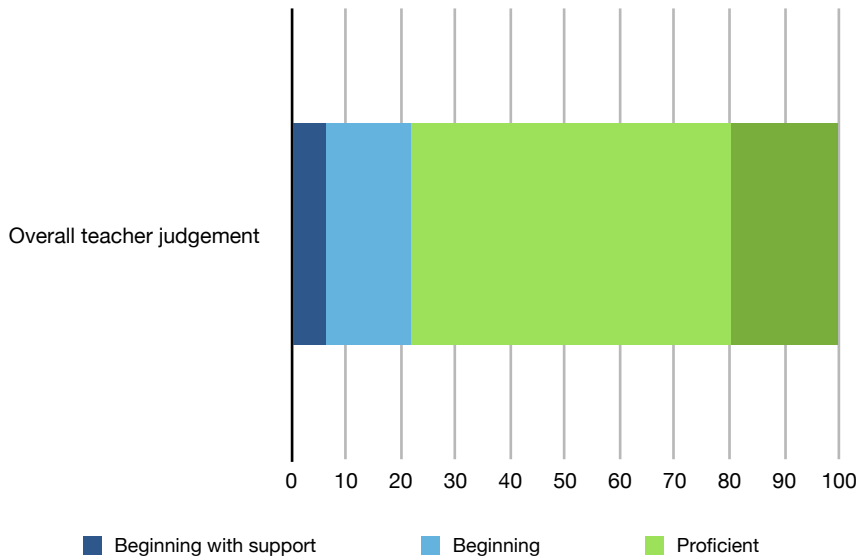
We are further developing the use of the STEPS Web literacy support programme for Years 3-6. This includes professional learning for teachers, ongoing formative assessment, and integrated monitoring through Hero SMS.

2026 Literacy Support

| | | | | |
|---------------------------|--|--|---|--|
| Type Of Support | TIER 1 Literacy specialist teachers support class teachers to provide effective early literacy approaches to all learners. Cross-school literacy strategies informed by literacy specialist teachers | TIER 2 BSLA / Structured Literacy teachers work with children in small groups. Phase 2 Literacy groups years 3-6. | TIER 3 Structured Literacy. Teachers working 1:1 with children | Other Support for literacy practices Learning Support Co-ordinator support |
| Who's it for? | All learners in the school | Children not progressing in literacy | Children not progressing in literacy after tier 2 interventions | Learners across the school with literacy AND other needs |
| Who will lead? | Linda Hales (Phase 2) Becky Smith (Phase 1) Shelley (AP - Phase 1 lead) Tanya (Phase 2 lead) Lesley Wakelin (Learning support Co-ordinator) | Linda Hales (Phase 2) Becky Smith (Phase 1) Lesley Wakelin (Learning support Co-ordinator) | Linda Hales (Phase 2) Becky Smith (Phase 1) Lesley Wakelin (Learning support Co-ordinator) | Tanya Healy (DP/Senco) Lesley Wakelin (Learning support Co-ordinator) Teaching Assistants Outside agencies |
| What will it involve? | Better Start Literacy Approach - Phase 1 Phonics checklist In class monitoring and support Teacher coaching / mentoring Phase 2 literacy support support (years 3-6). Steps Web. Assessment and reporting | Small Groups Identification of learners for groups. Needs based assessment. Foundation skills assessments. Targeted practices for in class support. Possible withdrawal groups (depending on identified needs) | Reading recovery Identified lowest achievers from around 6.0 years, regardless of perceived potential, absences, ethnicity or other factors. Determined from data by teachers, Becky Smith, Linda Hales, Lesley Wakelin. | Additional Support Attendance support Hearing and vision Speech language Literacy groups with TA support year 3-6 ESOL support with TA's. GLSS Dyslexia testing and resulting targeted teaching |
| Monitoring and assessment | All - Early literacy assessment / analysis. Phonics Checks Progress and achievement recording. Steps Web assessment. | Small group assessments / monitoring. Targeted assessments | BSLA assessment and monitoring | IEP's Additional planning and assessment Progress and achievement reporting. |

2025 Mathematics Achievement

Overall Achievement - Pangarau / Mathematics :



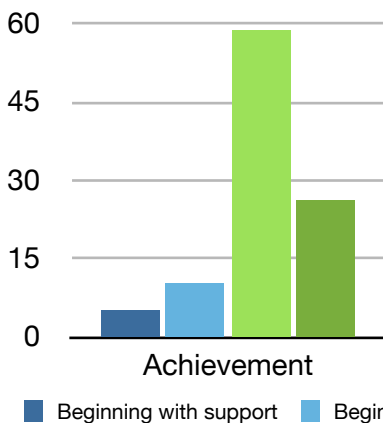
| Overall achievement | |
|------------------------|-----|
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| Proficient | 58% |
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% proficient or advanced
 Year 1 - 49% to 87%
 Year 2 - 28% to 79%
 Year 3 - 24% to 72%
 Year 4 - 35% to 76%
 Year 5 - 58% to 75%
 Year 6 - 57% to 72%

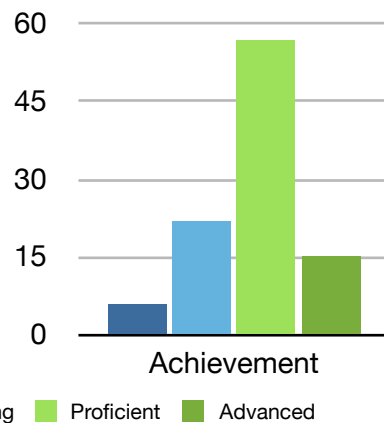
Year Level Mathematics / Pangarau:

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Total |
|------------------------|--------|--------|--------|--------|--------|--------|-------|
| Advanced | 17% | 21% | 14% | 15% | 24% | 26% | 20% |
| Proficient | 70% | 57% | 58% | 64% | 51% | 46% | 58% |
| Beginning | 9% | 13% | 19% | 16% | 23% | 17% | 16% |
| Beginning with support | 4% | 9% | 9% | 4% | 2% | 10% | 6% |
| Total at or above | 87% | 78% | 72% | 79% | 75% | 72% | 78% |

Mathematics - BOYS



Mathematics - GIRLS



| Mathematics past three years | | | |
|-------------------------------------|------|------|------|
| | 2023 | 2024 | 2025 |
| Above / Advanced | 14% | 14% | 20% |
| At / Proficient | 69% | 64% | 58% |
| Below / Beginning | 15% | 19% | 16% |
| Well Below / Beginning with support | 2% | 2% | 6% |

Summary Points

- Currently, 78% of our tamariki are achieving at or above our expectations in mathematics. This figure is similar to previous years, but with the new curriculum expectations.
- More boys are achieving above our curriculum expectation than girls. This has been the case for a number of years.
- Our year 5 cohort has the greatest percentage at beginning, with year 2, 3 and 6 has the highest percentage at beginning with support

Mathematics Review - next steps

Next Steps in Professional Learning: Pedagogically Enriched Kaiako

Our professional learning plan focuses on enhancing kaiako practices and aligning them with our curriculum implementation plan. Key areas of focus include:

Pedagogically Enriched Kaiako - Te Mātaiaho Curriculum

- Prioritize ongoing professional learning to strengthen kaiako pedagogical skills, supported by Charlotte Wilkinson and the 'Wilkie way approach' throughout the year.
- Deepen kaiako understanding of the *Te Mātaiaho Mathematics and Statistics* curriculum changes (2025). Strengthen content and pedagogical knowledge through curriculum elaborations, collaborative professional development, and targeted planning.
- Refine, review and continue to implement consistent one-hour-a-day mathematics teaching.

Strengthening Assessment for Learning

- Provide professional learning opportunities to improve kaiako capabilities in accessing, analyzing, interpreting, and applying assessment information.
- Leverage platforms such as HERO, e-asTTle, SMART assessment tool to support diagnostic, formative, and summative assessments, ensuring robust overall teacher judgments.

Mathematics Resources

- Integrate *NZ Maths* and Numicon resources (MOE provided) to support kaiako to enhance teaching and learning.
- Deliver additional professional learning opportunities to support the effective integration of these resources in classrooms.

Support programme

- Utilise the expertise of the Learning Support Co-ordinator and support teacher to deliver an accelerated Tier 2 programme for learners identified as requiring additional support in mathematics



Giving effect to Te Tiriti o Waitangi

He taonga te reo, he taonga anō ngā tikanga. He taonga ngā tamariki. He taonga anō ngā pouako, inā hoki ko rātou e āwhina ana ki te poipoi i te reo hei reo e ora ana, e kaha ana, e haumako ana.

Our language and our culture are taonga. Our children are taonga. The teachers of te reo and tikanga Māori are also taonga because they are helping to secure the future of te reo and tikanga Māori as living, rich and dynamic.

At Selwyn Ridge, our commitment to honoring Te Tiriti o Waitangi is an integral part of our educational ethos. Acknowledging Aotearoa's dual cultural heritage, we embrace the Treaty principles of partnership, participation, and protection. Through a curriculum that thoughtfully incorporates Māori perspectives and values, Selwyn Ridge students gain an understanding of the rich cultural landscape of New Zealand. Te Reo Māori is taught as a language and embedded across learning areas, fostering belonging and cultural awareness.

We actively engage with our local Māori community, inviting their input and involvement in decision-making to ensure that school practices honor the spirit of the Treaty. By living these principles, Selwyn Ridge aspires to create an inclusive, harmonious learning environment that prepares students to be culturally competent and socially conscious citizens of Aotearoa.

Our policies, practices, and action plans reflect New Zealand's cultural diversity and address the needs of Māori and Pacific Island students through:

- Integration of tikanga and te reo Māori across the curriculum
- Informing parents interested in bilingual or full immersion education about local school networks that offer these options
- Providing an active kapa haka program open to all interested students
- Consulting with whānau twice yearly to ensure alignment with community values and aspirations

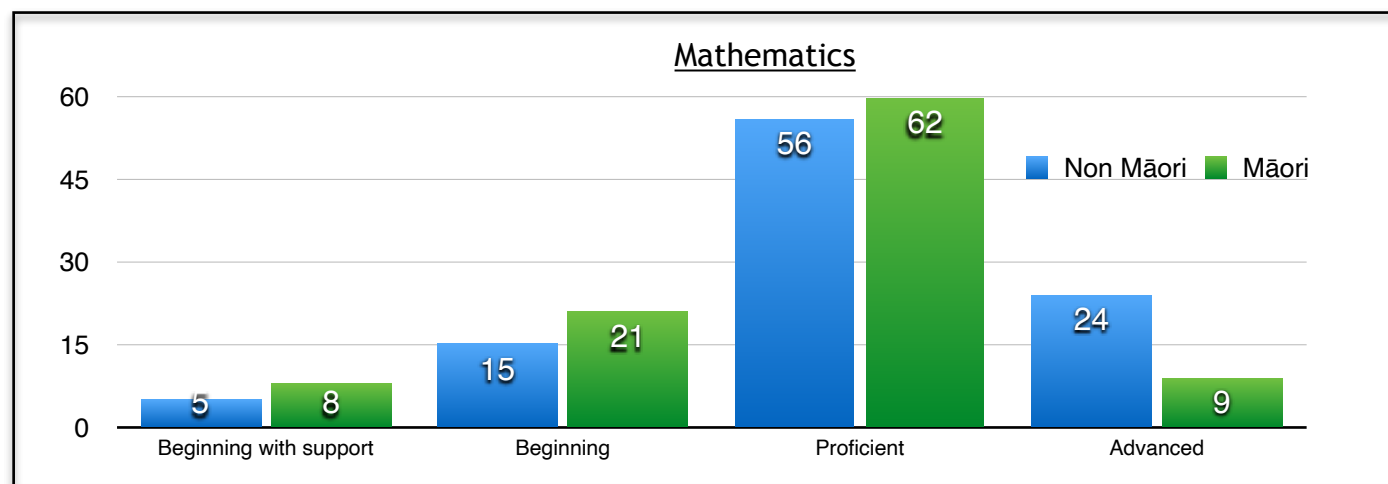
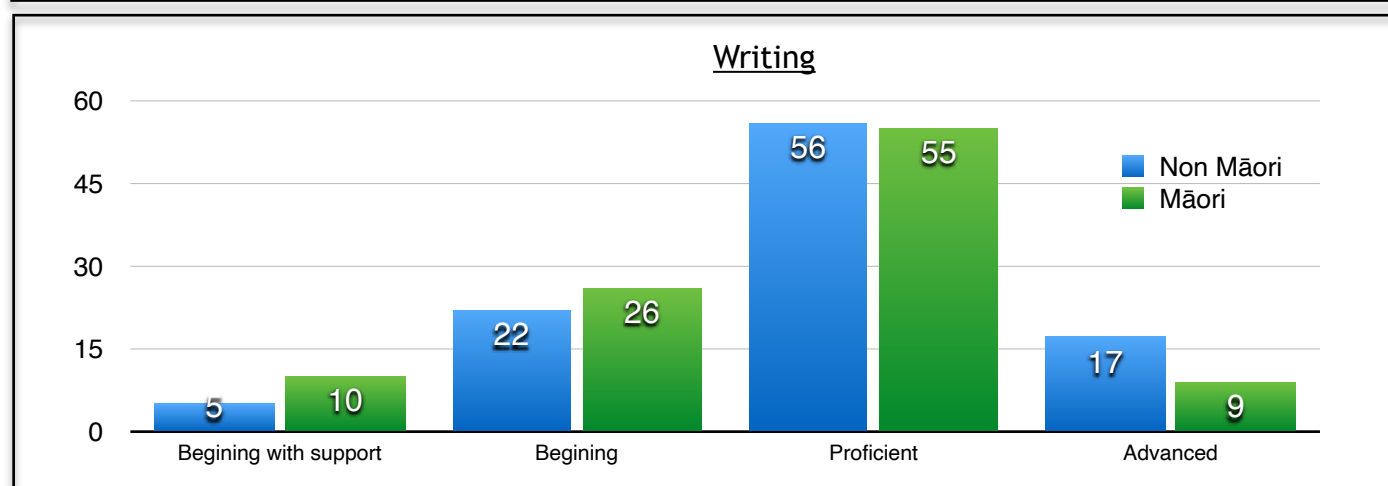
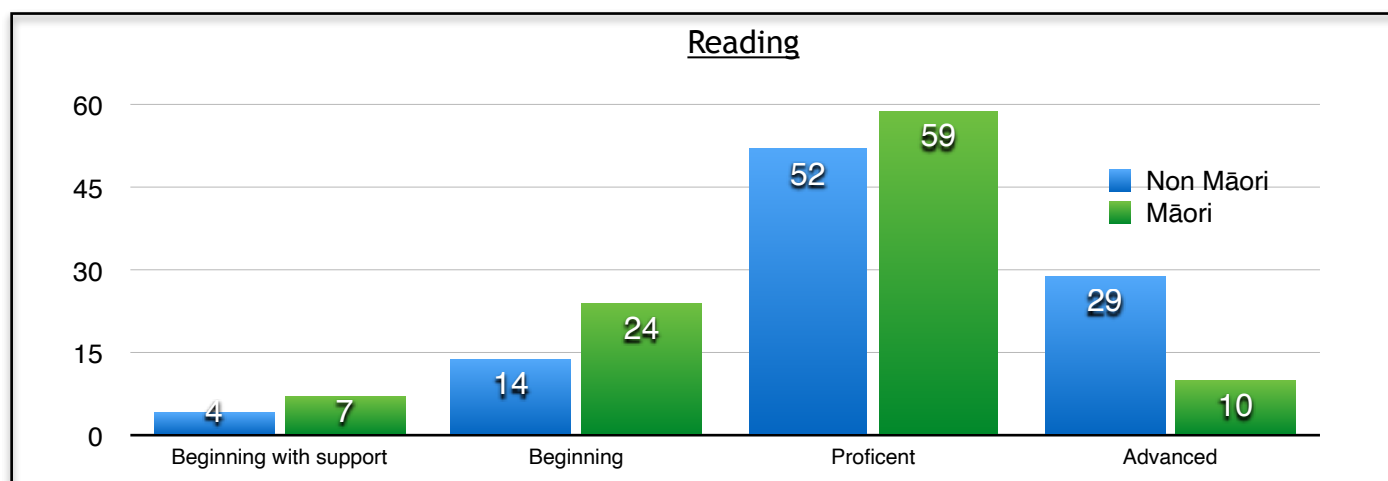
Principles

- Identity, language and culture count. Teachers need to know where their students come from and build on what they bring with them to school.
- Teaching and learning in Māori will provide contexts where the language, identity and culture of Māori learners and their whānau is affirmed
- By learning te reo and becoming familiar with tikanga, Māori students at Selwyn Ridge Primary can strengthen their identities and non-Māori can develop greater cultural understanding
- Teaching and learning in Māori at Selwyn Ridge will be informed and supported by respectful relationships with Māori learners, parents, whānau and the Māori community.
- As they learn about language and culture our students will grow in cognitive strength, understand more about themselves and become more understanding of others

Although the legal obligations have shifted for Boards of Trustees in 2025, our values, our kaupapa, and our commitment to Te Tiriti o Waitangi as a guiding framework for how we serve our ākonga/learners, whānau/families, and community have not. Legislation only provides minimum standards for our work as a school, it is always our ambition at SRP to soar high rather than to do the minimum. We are committed to ensuring that all our ākonga/learners are able to grow their whakaaro (minds), manawa (hearts), and kete (toolboxes), and we believe achieving this includes active engagement with the culture, heritage, and identity of our ākonga.

Ultimately, we believe strong communities are built through partnership, and this includes partnership under Te Tiriti o Waitangi as one of Aotearoa New Zealand's founding documents. While our context is always changing, the Selwyn Ridge Primary School board's commitment to Te Tiriti remains steady.

Achievement Māori / Non Māori Core Curriculum



Achievement Māori Akonga and Māori ākonga who started at SRP comparison

| | Reading / Panui All | Ākonga who started at SRP | Writing / Tuhituhi All | Ākonga who started at SRP | Mathematics / Pangarau All | Ākonga who started at SRP |
|---------------------------|------------------------|------------------------------|---------------------------|------------------------------|-------------------------------|------------------------------|
| Advanced | 10% | 3% | 9% | 2% | 9% | 0% |
| Proficient | 59% | 78% | 55% | 78% | 62% | 86% |
| Beginning | 24% | 19% | 26% | 20% | 21% | 14% |
| Beginning with support | 7% | 0 | 10% | 0 | 8% | 0 |
| Percentage at or above | 69% | 81% | 64% | 80% | 71% | 86% |

Achievement Māori / Non Māori Core Curriculum

- **Reading/Pānui:** 69% of ākonga are proficient or advanced (80 out of 116). This is 81% for non Māori (286 out of 349). The overall school percentage proficient or advanced is 79%. The percentage for Māori ākonga who started their schooling at Selwyn Ridge is 81%.
- **Writing/Tuhituhi:** 64% of ākonga are proficient or advanced (74 out of 116). This is 73% for non Māori (255 out of 349). The overall school percentage proficient or advanced is 71%. The percentage for Māori ākonga who started their schooling at Selwyn Ridge is 80%.
- **Mathematics/Pāngarau:** 71% of ākonga are proficient or advanced (82 out of 116). This is 80% for non Māori (281 out of 349). The overall school percentage proficient or advanced is 78%. The percentage for Māori ākonga who started their schooling at Selwyn Ridge is 86%.

These outcomes reinforce the importance of culturally sustaining practice, early intervention, and deliberate actions to ensure equity of outcomes and enable Māori learners to achieve success as Māori.

Next Steps - Giving Effect to Te Tiriti o Waitangi

Continue Strengthening Kaiako Capability:

- Continue prioritizing professional learning to deepen kaiako knowledge and support growth in *whakaaro* (thinking), *manawa* (well-being), and *kete* (skills).
- Reinvigorate Rāpare Reo to provide sustained professional learning, building capability in poutama reo across year levels and enhancing consistency and confidence in te reo Māori teaching schoolwide.
- Empower kaiako to deliver quality integrated *te reo Māori* and tikanga practices across the kura, fostering cultural competency.

Reduce barriers:

- Identify and reduce or eliminate any barriers to achievement including attendance.

Improving achievement in core curriculum:

- Maintain a focus on monitoring and accelerating achievement for Māori learners in core curriculum areas.
- Use data to identify gaps in achievement and participation while ensuring it does not stigmatise.
- Implement targeted interventions and tiered support, with a focus on accelerating Māori learners' achievement. Regularly review progress to adjust teaching and resourcing as needed.
- Involve Māori learners and whānau in evaluating progress, ensuring their perspectives shape improvement.

Celebrating Te Ao Māori:

- Continue opportunities for all ākonga to engage in *te reo Māori*, *kapa haka*, *mihi whakatau*, and other *Te Ao Māori* experiences, strengthening cultural connections and learner engagement.
- Celebrate Matariki in a special Selwyn Ridge way. Continue to explore a hāngi for Selwyn Ridge celebration.
- Use whakataukī to enrich and guide the Selwyn Ridge conceptual curriculum overview, ensuring cultural depth and meaningful connections across learning.

Strengthening Partnerships with Whānau and Iwi:

- Continue fostering partnerships with whānau, building on insights from the whānau consultation survey to create meaningful opportunities for collaboration.
- Facilitate regular hui and culturally affirming events to strengthen relationships and enhance shared ownership of the school's direction.

Enhancing Well-being Through Te Whare Tapa Whā:

- Continue integration of *Te Whare Tapa Whā* as a foundation for fostering learner and staff well-being, ensuring a holistic approach that connects to cultural identity and values.

Pasifika Learners

Strategic aim - Pasifika students are engaged in their learning and are achieving with pride in their unique identity, language and culture.

Annual objective: To grow opportunities for Pasifika identity, language and culture to be further imbedded in school practices.

Actions / Outcomes

Cohort Identified: The 2025 Pasifika cohort includes 14 children (10 girls, 4 boys).

Cultural Celebrations: Focus language weeks, assembly contributions, and performances at *Pasifika in the Bay* (1 November) and the *Extravaganza* (19 November).

Leadership and Planning:

- Tracey Hall leads Pasifika with release time and a unit allocation.
- *Ta Vake* group meets weekly, focusing on various aspects of Pasifika culture.

Engagement and Activities:

- Pasifika content integrated into celebration assemblies.
- Optional Friday lunchtime *Pop-Up Pasifika* dance fitness sessions for tamariki.

Professional Learning:

- 2 staff meetings facilitated by Pasifika in the Bay Trust on Tapasa - The Pasifika Education Plan.

Achievement

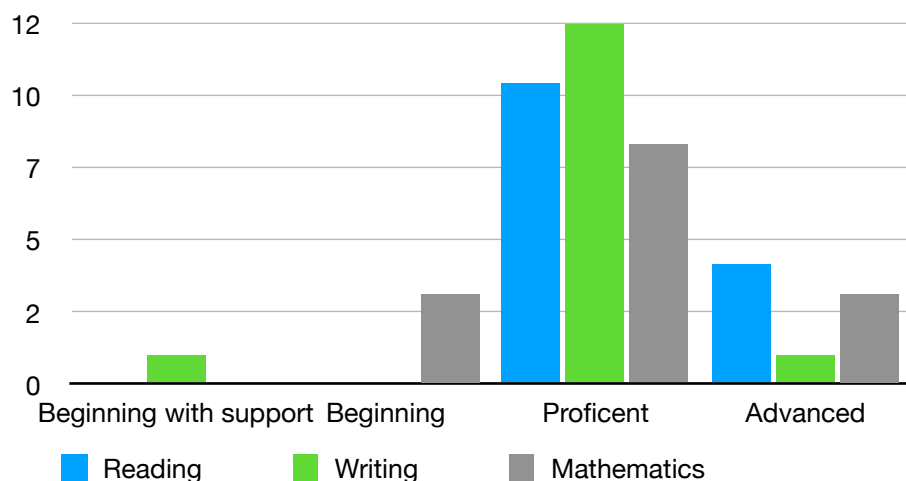
- Overall, Pasifika children are achieving well across core curriculum areas.

Celebrations and Cultural Enrichment

- Pacific languages and cultures are celebrated through focus language weeks and shared contributions at assemblies, fostering cultural pride and community connection.
- Our Pasifika performance group, *Tavake*, delivered fantastic performances at *Pasifika in the Bay* and our school *Extravaganza*, showcasing talent, teamwork, and cultural identity.

These achievements reflect our commitment to embracing and celebrating the richness of Pacific cultures while supporting Pasifika students to excel academically and thrive within our school community

Pacific learners achievement in core curriculum



Next Steps

- Continue to grow the Pasifika Tavake group, with budget allocated for upgraded costumes, Pasifika in the Bay entry, fono support, and Pasifika curriculum resources.
- Explore introducing an additional end-of-year trophy to recognise ākonga contributions to the Tavake group.
- Collect and analyse Pasifika cohort data to identify trends and guide responsive programmes, with ongoing monitoring through curriculum review processes.
- Strengthen and expand Pasifika fono, including consultation on goals and priorities.
- Develop Pasifika artwork for the school environment, with strong collaboration and ownership from Pasifika whānau.
- Maintain and deepen the partnership with the Pasifika in the Bay Trust to support the continued growth of Pasifika education at SRP.

2025 Concept Review

Our conceptual curriculum is a robust, integrated approach that embodies the essence of the New Zealand Curriculum - Te Mātaiaho.



In developing these capabilities they will be...

Growing whakāro, manawa, kete

The ongoing tools we use to grow are:

*Find these tools on our SRP site



Core business

Ensure every ākonga is thriving in environments rich in literacy, numeracy, culture and movement

Curriculum focus

te ao Māori
Value heritage language and culture
Provide opportunities to use and build on skills

Literacy
BSLA
School wide supports to adjust learning opportunities

Numeracy
Continue to develop knowledge and deep understanding of curriculum

The learning that matters

Te Hononga

Know – Understand – Do
contexts & ideas big ideas practice

To grow

ACROSS 2025

Health and PE

Personal health and physical development : Movement concepts and motor skills : Relationships with other people : Healthy communities and environments. Underlying concepts of Hauora (te whare tapa whā) attitudes & values, health promotion and the socio-ecological perspective

The Arts: Drama, Dance and Music

Understand Music, Dance & drama in context : Develop practical knowledge in music, dance & drama : Develop ideas : Communicate and interpret

Science: Technology

Nature of Science : Understand about Science Investigate Communicate Contribute
Nature of Technology: characteristics of technology and characteristics of technology outcomes

Social Science: NZ Histories

Understand: the big ideas of Aotearoa New Zealand's histories Know: National, rohe, and local contexts Do: inquiry processes/ thinking critically about the past and interpreting stories about it

2025 Concept Review

Our 2025 conceptual curriculum created many opportunities for rich, meaningful learning across the kura. The overarching concept, Te Hononga (the connection), wove through the curriculum and was explored through health and physical education; the arts—drama, dance, and music; science and technology; and New Zealand histories within the social sciences. These learning areas align with the 2007 New Zealand Curriculum.

Across the school, teams and classes engaged with key learning in each of these areas.

The following whakatauki underpinned our conceptual curriculum.

Term 1

**Hei whakakaha i te tinana te hinengaro, me te wairua
ki te whai i ō tātau moemoeā**

Strengthen the body, mind and spirit to pursue our dreams

Curriculum lens : Health and PE
Celebration of learning : Turangawaewae : Welcome to our school.

Term 2

Whakapau kaha ki te whai i te ao hurihuri

Be strong in pursuing the ever-changing world

Curriculum lens : Pataiao & Hangarau : Science & Technology
Celebration of learning : Matariki whakanui

Term 3

Kia kawea tātou e te rēhia

Let us be taken by the spirit of joy, of entertainment

Curriculum lens : The Arts : Dance and Drama
Celebration of learning : Whakaaturanga : We present!...

Term 4

**He aha te mea nui o te ao?
He tangata, he tangata, he tangata.**

What is the most important thing in the world? It is the people.

Curriculum lens : Social Science : NZ Histories
Celebration of learning : Kia hoka hoka kahurangi : Soaring High at SRP

Exhibitions of learning provided ākonga with the opportunity to proudly share their achievements with whānau throughout the year.

Bounce back, te whare tapa wha and healthy active learning were embedded in learning. These tools support our holistic curriculum forming part of it's backbone.

Learning beyond the classroom is an important part of our school. Our partnership with Sport Bay of Plenty through Healthy Active Learning continued strongly in 2025. This joint government initiative supports children's wellbeing through healthy eating, drinking, and quality physical activity. We've been a Healthy Active Learning partner since 2022, and 2025 highlights included our inaugural colour run and Healthy Active Learning field days.

Additional learning opportunities beyond the classroom further broadened students' experiences across a range of concepts and curriculum areas. Visits to local taonga such as The Elms and Mauao gave children meaningful opportunities to learn about—and through—history in authentic contexts. Camps and day trips also enriched the curriculum, providing valuable learning experiences for many children. We also enjoyed our partnership with the NZ Police in delivering the Keeping Ourselves Safe programme in 2025.



2026 Curriculum Recommendation

The New Zealand Curriculum - Te Mātaiaho provides a framework for teaching and learning for teachers and kaiako to bring to life with their students in responsive ways. Our local curriculum is the way we bring the New Zealand Curriculum to life in our school and;

- Affirms the whakapapa of Te Mātaiaho
- Is responsive to the needs, identities, languages, cultures, interests, strengths, and aspirations of our learners and their families
- Ensures the content of teaching and learning programmes are based on the eight learning areas across Years 0-6.
- Helps learners engage with the knowledge, values, and capabilities for lifelong learning and for participating effectively in society

Te Mātāiaho: Contents and Whakapapa

Mātaiaho
The guiding kaupapa

Mātaiaho
Growing a love of lifelong learning

Mātaiaho
Strong foundations for all students

Mātaiaho
Learning areas and subjects

Mātaiaho
School teaching and learning programmes

Mātaiaho
A focus on progress

Mātaiaho
Relationships for learning

WHY

WHAT

HOW

The major role of learning in New Zealand is to support every student to attain their highest possible educational achievement, including a love of lifelong learning, by using the whakapapa and the system, and emphasising the important role schools and communities have in delivering the national curriculum in ways that are responsive to their students' needs.

2026 Local Curriculum Focus Areas- Recommendations:

From our 2025 conceptual curriculum review, including input from staff, whānau, and ākonga, the following strands have been identified for the 2026 curriculum:

| | Term 1 | Term 2 | Term 3 | Term 4 |
|-------------------------|---|--|---|---|
| Focus | Whanaungatanaga Belonging and identity | Ngā Toi The arts as expression | Auahatanga - Innovation, Technology and the future | Healthy me... healthy you... |
| Wakatauki | E koekoe te tūi, e kükū te kererū, e kaukau te toroa, e rere te kāhu. The tūi sings, the kererū coos, the toroa glides, and the kāhu soars. Each bird contributes in its own way. Together, they reflect the strength that comes from diversity and connection – the heart of whanaungatanga. This whakatauki reminds us that, like each bird with its own strengths, every learner and whānau brings something unique to our kura. When we value and celebrate these differences, our community thrives through whanaungatanga and collective strength. | Ko te toi whakairo, ka whakapā rau. The art of creativity touches many hearts. This whakatauki speaks to the power of creativity and skilled craftsmanship to influence, inspire, and connect people. Although it refers to whakairo (carving), its meaning is broader: when knowledge, expertise, or artistry is shared, it reaches and uplifts many. In a school context, it reflects how teaching, learning, and cultural expression can have a wide and lasting impact on learners, whānau, and the wider community. | I orea te tuatara ka patu ki waho A problem is solved by continuing to find solutions This whakatauki highlights the idea that challenges help us grow, adapt, and find new pathways forward. The tuatara, a resilient and ancient creature, symbolises persistence and problem-solving. When faced with difficulties, it works its way through – and so do we. In a school context, this speaks to perseverance, innovation, and collective effort. By working together to navigate challenges, we strengthen our capability and create better outcomes for our ākonga, whānau, and community. | Toitū te tinana, toitū te hinengaro, toitū te wairua. Health of the body, mind, and spirit endures. This whakatauki emphasises the importance of nurturing the body, mind, and spirit – reminding us that true wellbeing comes from balance and holistic care. In a school context, it reinforces our commitment to supporting the whole child – ensuring ākonga are well physically, mentally, and spiritually so they can thrive in their learning and relationships. |
| Curriculum lens | •Te ao tangata / Social Sciences 1-identity, culture, and organisation 2- Place and environment Whare Tapa Wha, Bounce Back | The Arts - Ngā toi Te reo Māori and mātaurangi Māori | Technology Science / Engineering | Health and Physical Education Healthy active learning |
| Celebration of learning | Turangawaewae : Here we stand. Celebrating our place. | SRP art gallery Written report | SRP Science and Technology Celebration | Extravaganza, team and class celebrations HAL Field days Written report |

Phase 2 (years 4-6)
Te whakawhānui i ngā pai o te mātauranga me te mātiri kōwhiri
"Expanding horizons of knowledge and collaborating"

Phase 1 (years 0-3)
Te tūpū pūhaua i te tāhū ake e hōhauko ana i te reo mātauranga me te pūhaua
"Thriving in environments rich in history and humour"

8 progress outcomes and progress areas

8 progress outcomes and progress areas

Understand The big ideas

Know Rich contexts for exploring the big ideas

Do Practices that bring rigour to learning

Learning that cannot be left to chance

Embrace depth, complexity, awareness of self as learner and ability to work with others...

Concluding statement

Our 2025 annual report highlights our goals and achievements in alignment with our strategic and annual plans, supported by comprehensive documentation with detailed insights and data breakdowns. This reporting provides a clear view of overall progress and achievement, celebrates our rich curriculum, and informs next steps for whole-school, cohort, and individual growth. As highlighted in this report, there is much to celebrate regarding the achievements of our *Kids on the Ridge*. At the same time, areas for continued development have been identified, ensuring a balanced and forward-looking approach.

This report is based on year-level curriculum outcomes from the 2024 Te Mātaiaho English and Mathematics curriculum. We are aware that further changes to learning outcomes and standardised testing for Years 3-6 are expected, and we will remain responsive to these developments. Throughout, our priority will be to keep rich, meaningful, and engaging learning at the centre of our curriculum.

Professional learning remains a cornerstone of our strategy to grow pedagogically enriched kaiako. Our 2026 Annual Plan prioritises empowering teachers to address diverse learning needs and deliver highly effective programmes aligned with Te Mātaiaho and the Selwyn Ridge Curriculum. We will focus on strengthening writing, ensuring fidelity in the Better Start Literacy Approach (BSLA), developing mathematics knowledge and understanding, and continuing to grow culturally empowered ākonga. Kaiako will continue to nurture whakāro (mind), manawa (heart), and kete (toolbox) across all learning areas, supported by core frameworks such as Bounce Back, Te Whare Tapa Whā, and Healthy Active Learning. Our ongoing commitment is to provide every ākonga with a rich learning environment that integrates literacy, numeracy, culture, and movement, enabling them to thrive and soar high.

Our Vision for Learning

At Selwyn Ridge School, our vision is the foundation of everything we do:

Kids on the Ridge Soaring High

Kei runga ngā rangatahi i te taukāhiwi, kia hokahoka kahurangi

We eagerly anticipate a rich and rewarding 2026 where our learners continue to soar high!

Craig Price
Principal

2/12/2025

SELWYNRIDGE
Learners Soaring High
Kia Hokahoka Kahurangi



Growing mind, heart and toolbox: whakāro, manawa, kete

SELWYN RIDGE PRIMARY SCHOOL

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

| | |
|--------------------------------|--|
| Ministry Number: | 6945 |
| Principal: | Craig Price |
| School Address: | 20 Holmburn Street, Welcome Bay, Tauranga |
| School Postal Address: | 20 Holmburn Street, Welcome Bay, Tauranga |
| School Phone: | 07 544 1088 |
| School Email: | srp@selwynridge.school.nz |
| Accountant / Service Provider: | PKF Tauranga Limited |

SELWYN RIDGE PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

Index

| Page | Statement |
|---------------|---|
| <u>1</u> | Statement of Responsibility |
| <u>2</u> | Statement of Comprehensive Revenue and Expense |
| <u>3</u> | Statement of Changes in Net Assets/Equity |
| <u>4</u> | Statement of Financial Position |
| <u>5</u> | Statement of Cash Flows |
| <u>6 - 17</u> | Notes to the Financial Statements |
| <u>18-20</u> | Independent Auditor's Report |
| | Statement of variance |
| | Evaluation of student progress and achievement |
| | Report on how the school has given effect to Te Tiriti o Waitangi |
| | Statement of compliance with employment policy |
| | Statement of KiwiSport funding |

Selwyn Ridge Primary 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.

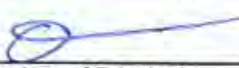
It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the School.

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

Katrina Ruth McCheaney
Full Name of Presiding Member

CRAIG COLIN PRICE
Full Name of Principal


Signature of Presiding Member


Signature of Principal

26/5/2026
Date

26/5/2026
Date

Selwyn Ridge Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

| | Notes | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| Revenue | | | | |
| Government Grants | 2 | 4,745,092 | 4,558,567 | 4,469,977 |
| Locally Raised Funds | 3 | 269,791 | 195,000 | 211,634 |
| Interest | | 60,395 | 55,000 | 77,476 |
| Gain on Sale of Property, Plant and Equipment | | 3,519 | - | 870 |
| Total Revenue | | 5,078,797 | 4,808,567 | 4,759,957 |
| Expense | | | | |
| Locally Raised Funds | 3 | 156,716 | 130,000 | 160,247 |
| Learning Resources | 4 | 3,685,174 | 3,533,200 | 3,391,102 |
| Administration | 5 | 226,661 | 250,248 | 224,748 |
| Interest | | 2,135 | - | 2,425 |
| Property | 6 | 845,940 | 893,000 | 888,729 |
| Loss on Disposal of Property, Plant and Equipment | | 13 | - | - |
| Total Expense | | 4,916,639 | 4,806,448 | 4,667,251 |
| Net Surplus / (Deficit) for the year | | 162,158 | 2,119 | 92,706 |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | 162,158 | 2,119 | 92,706 |

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



Selwyn Ridge Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

| | Notes | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| Equity at 1 January | | <u>1,897,934</u> | <u>1,898,159</u> | <u>1,805,228</u> |
| Total comprehensive revenue and expense for the year | | 162,158 | 2,119 | 92,706 |
| Contribution - Furniture and Equipment Grant | | 24,387 | - | - |
| Contributions from the Ministry of Education | | - | - | - |
| Distributions to the Ministry of Education | | (4,420) | - | - |
| Equity at 31 December | | <u>2,080,059</u> | <u>1,900,278</u> | <u>1,897,934</u> |
| Accumulated comprehensive revenue and expense | | 2,080,059 | 1,900,278 | 1,897,934 |
| Equity at 31 December | | <u>2,080,059</u> | <u>1,900,278</u> | <u>1,897,934</u> |

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.



Selwyn Ridge Primary School Statement of Financial Position

As at 31 December 2025

| | Notes | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|---|-------|-------------------------|-------------------------------------|-------------------------|
| Current Assets | | | | |
| Cash and Cash Equivalents | 7 | 430,877 | 307,200 | 453,907 |
| Accounts Receivable | 8 | 410,832 | 277,500 | 279,002 |
| GST Receivable | | 11,943 | 5,000 | (10,223) |
| Prepayments | | 34,158 | 30,000 | 31,821 |
| Inventories | 9 | 35,185 | 35,000 | 36,148 |
| Investments | 10 | 1,355,513 | 1,262,790 | 1,214,221 |
| Funds Receivable for Capital Works Projects | 17 | 1,476 | - | 225 |
| | | <u>2,279,984</u> | <u>1,917,490</u> | <u>2,005,101</u> |
| Current Liabilities | | | | |
| Accounts Payable | 12 | 489,168 | 330,000 | 334,739 |
| Revenue Received in Advance | 13 | 85,738 | 80,200 | 89,757 |
| Finance Lease Liability | 15 | 13,395 | 13,800 | 14,511 |
| Funds held for Capital Works Projects | 17 | 38,034 | - | 126,159 |
| | | <u>626,335</u> | <u>424,000</u> | <u>565,166</u> |
| Working Capital Surplus/(Deficit) | | 1,653,649 | 1,493,490 | 1,439,935 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 11 | 521,045 | 498,161 | 532,922 |
| | | <u>521,045</u> | <u>498,161</u> | <u>532,922</u> |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 14 | 77,245 | 79,973 | 68,973 |
| Finance Lease Liability | 15 | 17,390 | 11,400 | 7,950 |
| | | <u>94,635</u> | <u>91,373</u> | <u>74,923</u> |
| Net Assets | | <u><u>2,080,059</u></u> | <u><u>1,900,278</u></u> | <u><u>1,897,934</u></u> |
| Equity | | <u><u>2,080,059</u></u> | <u><u>1,900,278</u></u> | <u><u>1,897,934</u></u> |

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



Selwyn Ridge Primary School Statement of Cash Flows

For the year ended 31 December 2025

| | Note | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|--|----------|----------------------|-------------------------------------|----------------------|
| Cash flows from Operating Activities | | | | |
| Government Grants | | 1,113,790 | 1,062,702 | 1,077,919 |
| Locally Raised Funds | | 160,239 | 86,650 | 99,469 |
| International Students | | 112,156 | 103,043 | 107,522 |
| Goods and Services Tax (net) | | (22,163) | (15,223) | 15,944 |
| Payments to Employees | | (671,047) | (684,598) | (693,687) |
| Payments to Suppliers | | (485,847) | (512,584) | (500,521) |
| Interest Paid | | (2,135) | - | (2,425) |
| Interest Received | | 58,631 | 55,396 | 77,108 |
| Net cash from/(to) Operating Activities | | 263,624 | 95,386 | 181,329 |
| Cash flows from Investing Activities | | | | |
| Proceeds from Sale of Property Plant & Equipment (and Intangibles) | | 6,302 | - | 870 |
| Purchase of Property Plant & Equipment (and Intangibles) | | (70,569) | (53,000) | (38,196) |
| Purchase of Investments | | (141,292) | (48,569) | (68,565) |
| Net cash from/(to) Investing Activities | | (205,559) | (101,569) | (105,891) |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | 24,387 | - | - |
| Distributions to Ministry of Education | | (4,420) | - | - |
| Finance Lease Payments | | (14,209) | (9,500) | (16,167) |
| Funds Administered on Behalf of Other Parties | | (86,853) | (125,710) | 101,444 |
| Net cash from/(to) Financing Activities | | (81,095) | (135,210) | 85,277 |
| Net increase/(decrease) in cash and cash equivalents | | (23,030) | (141,393) | 160,715 |
| Cash and cash equivalents at the beginning of the year | 7 | 453,907 | 448,593 | 293,192 |
| Cash and cash equivalents at the end of the year | 7 | 430,877 | 307,200 | 453,907 |

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.



Selwyn Ridge Primary School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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



Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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



g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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:

| | |
|--|-------------------------|
| Board-owned Buildings | 10–20 years |
| Furniture and Equipment | 10–15 years |
| Information and Communication Technology | 3–5 years |
| Leased Assets held under a Finance Lease | Term of Lease |
| Library Resources | 12.5% Diminishing value |

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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



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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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

q) Provision for Cyclical Maintenance

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

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

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

r) Financial Instruments

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



Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

s) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

t) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

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

v) Services received in-kind

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



2. Government Grants

| | 2025 Actual | 2025 Budget (Unaudited) | 2024 Actual |
|---|------------------|-------------------------------|------------------|
| | \$ | \$ | \$ |
| Government Grants - Ministry of Education | 1,087,408 | 1,057,567 | 1,087,939 |
| Teachers' Salaries Grants | 3,008,056 | 2,850,000 | 2,724,804 |
| Use of Land and Buildings Grants | 591,876 | 650,000 | 657,234 |
| Other Government Grants | 57,752 | 1,000 | - |
| | <u>4,745,092</u> | <u>4,558,567</u> | <u>4,469,977</u> |

3. Locally Raised Funds

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

| | 2025 Actual | 2025 Budget (Unaudited) | 2024 Actual |
|---|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Revenue | | | |
| Donations and Bequests | 2,850 | 1,000 | 6,772 |
| Fees for Extra Curricular Activities | 23,075 | - | 22,173 |
| Trading | 55,042 | 55,000 | 57,683 |
| Fundraising and Community Grants | 58,611 | 5,000 | 9,872 |
| Other Revenue | 19,578 | 27,000 | 6,569 |
| International Student Fees | 110,635 | 107,000 | 108,565 |
| | <u>269,791</u> | <u>195,000</u> | <u>211,634</u> |
| Expense | | | |
| Extra Curricular Activities Costs | 22,799 | - | 21,871 |
| Trading | 54,118 | 51,500 | 54,877 |
| Fundraising and Community Grant Costs | 12,131 | - | 4,557 |
| International Student - Employee Benefits - Salaries | 34,768 | 48,000 | 51,023 |
| International Student - Other Expenses | 32,900 | 30,500 | 27,919 |
| | <u>156,716</u> | <u>130,000</u> | <u>160,247</u> |
| <i>Surplus/ (Deficit) for the year Locally Raised Funds</i> | <u>113,075</u> | <u>65,000</u> | <u>51,387</u> |

4. Learning Resources

| | 2025 Actual | 2025 Budget (Unaudited) | 2024 Actual |
|--|------------------|-------------------------------|------------------|
| | \$ | \$ | \$ |
| Curricular | 83,947 | 104,400 | 96,724 |
| Information and Communication Technology | 14,788 | 20,000 | 13,189 |
| Employee Benefits - Salaries | 3,453,398 | 3,283,500 | 3,169,330 |
| Staff Development | 24,036 | 19,200 | 10,827 |
| Depreciation | 104,979 | 100,000 | 98,888 |
| Other Learning Resources | 4,026 | 6,100 | 2,144 |
| | <u>3,685,174</u> | <u>3,533,200</u> | <u>3,391,102</u> |



5. Administration

| | 2025 Actual | 2025 Budget (Unaudited) | 2024 Actual |
|--|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Audit Fees | 10,848 | 10,848 | 10,461 |
| Board Fees and Expenses | 15,488 | 18,500 | 11,213 |
| Operating Leases | - | 3,500 | (285) |
| Legal Fees | 391 | 500 | 383 |
| Other Administration Expenses | 55,731 | 62,900 | 62,525 |
| Employee Benefits - Salaries | 121,656 | 132,000 | 119,322 |
| Insurance | 12,459 | 12,000 | 11,239 |
| Service Providers, Contractors and Consultancy | 10,088 | 10,000 | 9,890 |
| | <u>226,661</u> | <u>250,248</u> | <u>224,748</u> |

6. Property

| | 2025 Actual | 2025 Budget (Unaudited) | 2024 Actual |
|-----------------------------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Consultancy and Contract Services | 66,072 | 70,000 | 66,610 |
| Cyclical Maintenance | 10,272 | 13,000 | 15,287 |
| Heat, Light and Water | 11,725 | 14,000 | 12,818 |
| Rates | 17,021 | 17,000 | 15,721 |
| Repairs and Maintenance | 33,283 | 27,500 | 30,751 |
| Use of Land and Buildings | 591,876 | 650,000 | 657,234 |
| Employee Benefits - Salaries | 71,972 | 72,000 | 63,489 |
| Other Property Expenses | 43,719 | 29,500 | 26,819 |
| | <u>845,940</u> | <u>893,000</u> | <u>888,729</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 | 430,877 | 307,200 | 453,907 |
| Cash and cash equivalents for Statement of Cash Flows | <u>430,877</u> | <u>307,200</u> | <u>453,907</u> |

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

Of the \$430,877 Cash and Cash Equivalents \$165,500 is subject to restrictions for the following reasons:

- \$85,478 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 17.
- \$78,762 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 13.
- \$260 is held by the school for Hall Bonds and Student Credits. See note 13.



8. Accounts Receivable

| | 2025 Actual | 2025 Budget (Unaudited) | 2024 Actual |
|--|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Receivables | 2,627 | 277,500 | 9,250 |
| Receivables from the Ministry of Education | 45,503 | - | 14,133 |
| Interest Receivable | 4,660 | - | 2,896 |
| Teacher Salaries Grant Receivable | 358,042 | - | 252,723 |
| | <u>410,832</u> | <u>277,500</u> | <u>279,002</u> |
| Receivables from Exchange Transactions | 7,287 | 277,500 | 12,146 |
| Receivables from Non-Exchange Transactions | 403,545 | - | 266,856 |
| | <u>410,832</u> | <u>277,500</u> | <u>279,002</u> |

9. Inventories

| | 2025 Actual | 2025 Budget (Unaudited) | 2024 Actual |
|-----------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| School Uniforms | 35,185 | 35,000 | 36,148 |
| | <u>35,185</u> | <u>35,000</u> | <u>36,148</u> |

10. Investments

The School's investment activities are classified as follows

| | 2025 Actual | 2025 Budget (Unaudited) | 2024 Actual |
|--------------------------|------------------|-------------------------------|------------------|
| | \$ | \$ | \$ |
| Current Asset | | | |
| Short-term Bank Deposits | 1,355,513 | 1,262,790 | 1,214,221 |
| Total Investments | <u>1,355,513</u> | <u>1,262,790</u> | <u>1,214,221</u> |

11. Property, Plant and Equipment

| 2025 | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|---|--------------------------|---------------|----------------|------------|------------------|----------------|
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Buildings | 137,895 | - | - | - | (4,794) | 133,101 |
| Furniture and Equipment | 318,735 | 19,433 | - | - | (52,468) | 285,700 |
| Information and Communication Technology | 35,717 | 50,647 | (2,794) | - | (28,866) | 54,703 |
| Leased Assets | 19,781 | 22,533 | (2) | - | (15,914) | 26,398 |
| Library Resources | 20,794 | 5,624 | (2,337) | - | (2,937) | 21,144 |
| | <u>532,922</u> | <u>98,236</u> | <u>(5,133)</u> | <u>-</u> | <u>(104,979)</u> | <u>521,046</u> |

The net carrying value of furniture and equipment held under a finance lease is \$26,398 (2024: \$19,781)

Restrictions

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



| | 2025 | 2025 | 2025 | 2024 | 2024 | 2024 |
|--|-------------------|--------------------------|----------------|-------------------|--------------------------|----------------|
| | Cost or Valuation | Accumulated Depreciation | Net Book Value | Cost or Valuation | Accumulated Depreciation | Net Book Value |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Buildings | 280,021 | (146,919) | 133,102 | 280,021 | (142,126) | 137,895 |
| Furniture and Equipment | 1,122,815 | (837,115) | 285,700 | 1,104,381 | (785,646) | 318,735 |
| Information and Communication Technology | 385,759 | (331,056) | 54,703 | 351,277 | (315,560) | 35,717 |
| Leased Assets | 52,803 | (26,406) | 26,397 | 51,935 | (32,154) | 19,781 |
| Library Resources | 75,157 | (54,014) | 21,143 | 77,153 | (56,359) | 20,794 |
| | <u>1,916,555</u> | <u>(1,395,510)</u> | <u>521,045</u> | <u>1,864,767</u> | <u>(1,331,845)</u> | <u>532,922</u> |

12. Accounts Payable

| | 2025 | 2025 | 2024 |
|---------------------------------------|----------------|--------------------|----------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Creditors | 74,162 | 330,000 | 28,188 |
| Accruals | 10,175 | - | 9,730 |
| Employee Entitlements - Salaries | 375,686 | - | 267,553 |
| Employee Entitlements - Leave Accrual | 29,145 | - | 29,268 |
| | <u>489,168</u> | <u>330,000</u> | <u>334,739</u> |
| Payables for Exchange Transactions | 489,168 | 330,000 | 334,739 |
| | <u>489,168</u> | <u>330,000</u> | <u>334,739</u> |

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

| | 2025 | 2025 | 2024 |
|---------------------------------------|---------------|--------------------|---------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| International Student Fees in Advance | 85,478 | 80,200 | 83,957 |
| Other revenue in Advance | 260 | - | 5,800 |
| | <u>85,738</u> | <u>80,200</u> | <u>89,757</u> |

14. Provision for Cyclical Maintenance

| | 2025 | 2025 | 2024 |
|--|---------------|--------------------|---------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Provision at the Start of the Year | 66,973 | 66,973 | 51,686 |
| Increase/(decrease) to the Provision During the Year | 10,272 | 13,000 | 15,287 |
| Provision at the End of the Year | <u>77,245</u> | <u>79,973</u> | <u>66,973</u> |
| Cyclical Maintenance - Current | - | - | - |
| Cyclical Maintenance - Non current | 77,245 | 79,973 | 66,973 |
| | <u>77,245</u> | <u>79,973</u> | <u>66,973</u> |

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools independent property consultant best estimates.



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 | 2025 | 2024 |
|---------------------------------------|---------------|-----------------------|---------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| No Later than One Year | 15,387 | 13,800 | 15,880 |
| Later than One Year | 19,341 | 11,400 | 8,377 |
| Future Finance Charges | (3,943) | - | (1,795) |
| | <u>30,785</u> | <u>25,200</u> | <u>22,461</u> |
| Represented by | | | |
| Finance lease liability - Current | 13,395 | 13,800 | 14,511 |
| Finance lease liability - Non current | 17,390 | 11,400 | 7,950 |
| | <u>30,785</u> | <u>25,200</u> | <u>22,461</u> |

17. Funds Held for Capital Works Projects

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

| 2025 | Opening Balances | Receipts from MOE | Payments | Board Contributions / Transfers | Closing Balances |
|-----------------------|------------------|-------------------|------------------|---------------------------------|------------------|
| | \$ | \$ | \$ | \$ | \$ |
| Toilet Block | 81,139 | 13,381 | (94,521) | - | - |
| PA/Intercom System | (225) | 40,953 | (42,205) | - | (1,476) |
| LED Light Replacement | 45,020 | 9,796 | (59,236) | 4,420 | 0 |
| Court Cover | - | 42,534 | (4,500) | - | 38,034 |
| Totals | <u>125,934</u> | <u>106,664</u> | <u>(200,461)</u> | <u>4,420</u> | <u>36,558</u> |

Represented by:

| | |
|---|---------|
| Funds Held on Behalf of the Ministry of Education | 38,034 |
| Funds Receivable from the Ministry of Education | (1,476) |

| 2024 | Opening Balances | Receipts from MOE | Payments | Board Contributions / Transfers | Closing Balances |
|----------------------------------|------------------|-------------------|------------------|---------------------------------|------------------|
| | \$ | \$ | \$ | \$ | \$ |
| Toilet Block | (7,436) | 94,496 | (5,921) | - | 81,139 |
| Flexible Learning Spaces Stage 2 | (225) | - | - | 225 | - |
| PA/Intercom System | (225) | - | - | - | (225) |
| LED Light Replacement | (5,048) | 47,544 | 2,524 | - | 45,020 |
| Manawa Learning Centre | 37,425 | 10,000 | (47,425) | - | - |
| Roofing Replacements | - | 25,653 | (25,653) | - | - |
| Electrical Repairs & Upgrade | - | 28,325 | (28,325) | - | - |
| Totals | <u>24,491</u> | <u>206,019</u> | <u>(104,800)</u> | <u>225</u> | <u>125,934</u> |

Represented by:

| | |
|---|---------|
| Funds Held on Behalf of the Ministry of Education | 126,159 |
| Funds Receivable from the Ministry of Education | (225) |



18. 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.

19. Remuneration

Key management personnel compensation

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

| | 2025 Actual \$ | 2024 Actual \$ |
|---|----------------------|----------------------|
| <i>Board Members</i> | | |
| Remuneration | 7,670 | 7,810 |
| <i>Leadership Team</i> | | |
| Remuneration | 443,280 | 422,451 |
| Full-time equivalent members | 3 | 3 |
| Total key management personnel remuneration | 450,950 | 430,261 |

There are 7 members of the Board excluding the Principal. The Board has held 11 full meetings of the Board in the year. The Board also has Finance (4 members) and Property (2 members) committees that meet regularly. 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 | 4-5 | 4-5 |
| Termination Benefits | - | - |

Other Employees

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

| Remuneration \$000 | 2025 FTE Number | 2024 FTE Number |
|-----------------------|--------------------|--------------------|
| 100-110 | 7 | 5 |
| 110-120 | 4 | 2 |
| 120-130 | 1 | 0 |
| 130-140 | 1 | 1 |
| | 13 | 8 |

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



20. Compensation and Other Benefits Upon Leaving

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

| | 2025 Actual | 2024 Actual |
|------------------|----------------|----------------|
| Total | - | - |
| Number of People | - | - |

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

22. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had no capital commitments (2024: \$268,991).

(b) Operating Commitments

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

23. 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 | 430,877 | 307,200 | 453,907 |
| Receivables | 410,832 | 277,500 | 279,002 |
| Investments - Term Deposits | 1,355,513 | 1,262,790 | 1,214,221 |
| Total financial assets measured at amortised cost | <u>2,197,222</u> | <u>1,847,490</u> | <u>1,947,130</u> |

Financial liabilities measured at amortised cost

| | | | |
|--|----------------|----------------|----------------|
| Payables | 489,166 | 330,000 | 334,739 |
| Finance Leases | 30,785 | 25,200 | 22,461 |
| Total financial liabilities measured at amortised cost | <u>519,953</u> | <u>355,200</u> | <u>357,200</u> |

24. Events After Balance Date

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





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INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF SELWYN RIDGE PRIMARY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Selwyn Ridge Primary School (the School). The Auditor-General has appointed me, Michael Lim, using the staff and resources of BDO Tauranga, to carry out the audit of the financial statements of the School on pages 2 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 26 May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

PARTNERS: Janine Hellyer CA, Paul Manning CA, Donna Taylor CA, Linda Finlay CA, Michael Lim CA

BDO New Zealand Ltd, a New Zealand limited company, is a member of BDO International Limited, a UK company limited by guarantee, and forms part of the international BDO network of independent member firms. BDO New Zealand is a national association of independent member firms which operate as separate legal entities.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information 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, 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.



Michael Lim
BDO Tauranga
On behalf of the Auditor-General
Tauranga, New Zealand