

MAANGERE BRIDGE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 1346

Principal: Bernice Mata'utia

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Accountant / Service Provider:

Education Services.
Dedicated to your school

MAANGERE BRIDGE SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Maangere Bridge 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.

Justis Kamu

Full Name of Presiding Member



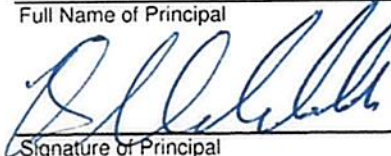
Signature of Presiding Member

21/05/2026

Date

Bernice Mata'utia

Full Name of Principal



Signature of Principal

21/05/2026

Date

Maangere Bridge School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	4,627,373	4,206,001	4,371,662
Locally Raised Funds	3	174,589	56,550	116,219
Interest		7,567	11,000	12,729
Gain on Sale of Property, Plant and Equipment		1,776	-	-
Other Revenue		317	-	2,692
Total Revenue		4,811,622	4,273,551	4,503,302
Expense				
Locally Raised Funds	3	32,736	10,050	37,766
Learning Resources	4	3,299,563	2,920,686	3,058,113
Administration	5	292,857	285,044	311,286
Interest		1,762	5,500	3,859
Property	6	1,016,458	1,028,505	1,005,073
Loss on Disposal of Property, Plant and Equipment		2,190	-	1,466
Total Expense		4,645,566	4,249,785	4,417,563
Net Surplus / (Deficit) for the year		166,056	23,766	85,739
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		166,056	23,766	85,739

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

Maangere Bridge 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		570,363	403,935	462,119
Total comprehensive revenue and expense for the year		166,056	23,766	85,739
Contribution - Furniture and Equipment Grant		-	-	22,505
Distributions to the Ministry of Education - Contribution to Capital Works		(16,376)	-	-
Equity at 31 December		720,043	427,701	570,363
Accumulated comprehensive revenue and expense		720,043	427,701	570,363
Equity at 31 December		720,043	427,701	570,363

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.

Maangere Bridge 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	454,418	216,235	386,167
Accounts Receivable	8	273,543	226,044	257,651
GST Receivable		24,788	11,857	39,399
Prepayments		35,312	17,085	46,320
Funds Receivable for Capital Works Projects	14	15,550	-	144,187
		803,611	471,221	873,724
Current Liabilities				
Accounts Payable	10	305,104	263,894	494,373
Revenue Received in Advance	11	22,810	6,669	27,106
Provision for Cyclical Maintenance	12	140,877	112,000	87,665
Finance Lease Liability	13	19,441	31,744	25,526
		488,232	414,307	634,670
Working Capital Surplus/(Deficit)		315,379	56,914	239,054
Non-current Assets				
Property, Plant and Equipment	9	578,074	499,220	499,865
		578,074	499,220	499,865
Non-current Liabilities				
Provision for Cyclical Maintenance	12	137,994	95,385	161,034
Finance Lease Liability	13	35,416	33,048	7,522
		173,410	128,433	168,556
Net Assets		720,043	427,701	570,363
Equity		720,043	427,701	570,363

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

Maangere Bridge School
Statement of Cash Flows
For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		1,118,392	1,111,729	1,130,574
Locally Raised Funds		194,067	56,550	137,991
International Students		-	-	1,235
Goods and Services Tax (net)		14,611	-	(27,542)
Payments to Employees		(554,674)	(495,144)	(550,004)
Payments to Suppliers		(492,919)	(531,622)	(528,305)
Interest Paid		(1,762)	(5,500)	(3,859)
Interest Received		7,135	11,000	12,729
Net cash from/(to) Operating Activities		284,850	147,013	172,819
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(137,395)	(123,076)	(49,258)
Net cash from/(to) Investing Activities		(137,395)	(123,076)	(49,258)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	22,505
Finance Lease Payments		(24,922)	(44,700)	(26,324)
Funds Administered on Behalf of Other Parties		(54,282)	-	29,427
Net cash from/(to) Financing Activities		(79,204)	(44,700)	25,608
Net increase/(decrease) in cash and cash equivalents		68,251	(20,763)	149,169
Cash and cash equivalents at the beginning of the year	7	386,167	236,998	236,998
Cash and cash equivalents at the end of the year	7	454,418	216,235	386,167

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.

Maangere Bridge School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Maangere Bridge 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 12.

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 9.

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 13. Future operating lease commitments are disclosed in note 19b.

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 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	40 years
Building Improvements	6-40 years
Furniture and Equipment	4-15 years
Information and Communication Technology	3-8 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

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 a comparison to recent market transactions.

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 students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to 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) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 3 to 21 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.

s) Financial Instruments

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

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.

t) 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.

u) 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.

v) Budget Figures

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

w) 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

Government Grants - Ministry of Education
Teachers' Salaries Grants
Use of Land and Buildings Grants
Other Government Grants

2025	2025	2024
Actual	Budget	Actual
\$	(Unaudited)	\$
1,143,592	1,119,181	1,121,728
2,727,443	2,348,135	2,472,166
748,638	738,685	767,706
7,700	-	10,062
4,627,373	4,206,001	4,371,662

3. Locally Raised Funds

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

Revenue

Donations and Bequests
Fees for Extra Curricular Activities
Trading
Fundraising and Community Grants
International Student Fees

2025	2025	2024
Actual	Budget	Actual
\$	(Unaudited)	\$
12,515	11,625	20,012
22,707	10,050	10,213
-	-	24,985
139,367	34,875	59,774
-	-	1,235
174,589	56,550	116,219

Expense

Extra Curricular Activities Costs
Trading
Fundraising and Community Grant Costs

2025	2025	2024
Actual	Budget	Actual
\$	(Unaudited)	\$
7,135	6,550	6,310
-	-	22,429
25,601	3,500	9,027
32,736	10,050	37,766

Surplus for the year Locally Raised Funds

2025	2025	2024
Actual	Budget	Actual
\$	(Unaudited)	\$
141,853	46,500	78,453

4. Learning Resources

Curricular
Employee Benefits - Salaries
Staff Development
Depreciation
Other Learning Resources

2025	2025	2024
Actual	Budget	Actual
\$	(Unaudited)	\$
143,478	182,775	126,597
3,038,746	2,599,411	2,797,451
8,096	26,000	21,951
106,943	110,000	111,467
2,300	2,500	647
3,299,563	2,920,686	3,058,113

5. Administration

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	11,559	11,482	11,040
Board Fees and Expenses	11,050	16,694	15,311
Operating Leases	261	-	2,616
Legal Fees	5,920	-	4,500
Other Administration Expenses	53,036	56,630	63,740
Employee Benefits - Salaries	181,748	171,648	188,097
Insurance	15,855	15,590	12,842
Service Providers, Contractors and Consultancy	13,428	13,000	13,140
	<u>292,857</u>	<u>285,044</u>	<u>311,286</u>

6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cyclical Maintenance	30,172	46,000	(5,572)
Heat, Light and Water	43,471	36,500	58,929
Repairs and Maintenance	50,829	50,600	53,463
Use of Land and Buildings	748,638	738,685	767,706
Employee Benefits - Salaries	68,334	70,720	58,454
Other Property Expenses	75,014	86,000	72,093
	<u>1,016,458</u>	<u>1,028,505</u>	<u>1,005,073</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	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	304,418	216,235	386,167
Short-term Bank Deposits	150,000	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>454,418</u>	<u>216,235</u>	<u>386,167</u>

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

Of the \$454,418 Cash and Cash Equivalents \$22,810 is subject to restrictions for the following reasons:

- \$22,810 of Revenue Received in Advance is held by the school, as disclosed in note 11.

8. Accounts Receivable

	2025	2025 Budget (Unaudited)	2024
	Actual \$	\$	Actual \$
Receivables	7,949	31,509	-
Receivables from the Ministry of Education	16,694	-	23,194
Interest Receivable	432	-	-
Teacher Salaries Grant Receivable	248,468	194,535	234,457
	<u>273,543</u>	<u>226,044</u>	<u>257,651</u>
Receivables from Exchange Transactions	8,381	31,509	-
Receivables from Non-Exchange Transactions	265,162	194,535	257,651
	<u>273,543</u>	<u>226,044</u>	<u>257,651</u>

9. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Board-owned Buildings	4,276	-	-	-	(252)	4,024
Building Improvements	87,264	56,999	-	-	(6,279)	137,984
Furniture and Equipment	296,177	57,251	(1,915)	-	(46,073)	305,440
Information and Communication Technology	77,015	22,679	(275)	-	(28,126)	71,293
Leased Assets	29,093	52,656	(2,709)	-	(25,406)	53,634
Library Resources	6,040	466	-	-	(807)	5,699
	<u>499,865</u>	<u>190,051</u>	<u>(4,899)</u>	<u>-</u>	<u>(106,943)</u>	<u>578,074</u>

The net carrying value of equipment held under a finance lease is \$53,634 (2024: \$29,093)

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
	\$	\$	\$	\$	\$	\$
Board-owned Buildings	10,002	(5,978)	4,024	10,002	(5,726)	4,276
Building Improvements	220,003	(82,019)	137,984	163,003	(75,739)	87,264
Furniture and Equipment	710,041	(404,601)	305,440	661,265	(365,088)	296,177
Information and Communication Technology	212,175	(140,882)	71,293	202,215	(125,200)	77,015
Leased Assets	97,794	(44,160)	53,634	91,437	(62,344)	29,093
Library Resources	30,457	(24,758)	5,699	29,990	(23,950)	6,040
	<u>1,280,472</u>	<u>(702,398)</u>	<u>578,074</u>	<u>1,157,912</u>	<u>(658,047)</u>	<u>499,865</u>

10. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	24,627	31,406	234,428
Accruals	11,559	7,557	11,040
Employee Entitlements - Salaries	248,468	194,535	234,457
Employee Entitlements - Leave Accrual	20,450	30,396	14,448
	<u>305,104</u>	<u>263,894</u>	<u>494,373</u>
Payables for Exchange Transactions	305,104	263,894	494,373
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>305,104</u>	<u>263,894</u>	<u>494,373</u>

The carrying value of payables approximates their fair value.

11. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	652	6,669	27,106
Other Revenue In Advance	22,158	-	-
	<u>22,810</u>	<u>6,669</u>	<u>27,106</u>

12. Provision for Cyclical Maintenance

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	248,699	161,385	259,420
Increase/(decrease) to the Provision During the Year	30,172	46,000	(10,721)
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>278,871</u>	<u>207,385</u>	<u>248,699</u>
Cyclical Maintenance - Current	140,877	112,000	87,665
Cyclical Maintenance - Non current	137,994	95,385	161,034
	<u>278,871</u>	<u>207,385</u>	<u>248,699</u>

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

13. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	21,965	31,744	27,130
Later than One Year	38,391	33,048	7,753
Future Finance Charges	(5,499)	-	(1,835)
	<u>54,857</u>	<u>64,792</u>	<u>33,048</u>

Represented by

Finance lease liability - Current	19,441	31,744	25,526
Finance lease liability - Non current	35,416	33,048	7,522
	<u>54,857</u>	<u>64,792</u>	<u>33,048</u>

14. Funds Held for Capital Works Projects

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

2025	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
5YA Roofing Project	250417	(134,558)	180,112	(62,658)	17,104	-
Toilet Refurb & Carpet/Vinyl/Pinboard Replacement	250418	(9,629)	591,262	(597,183)	-	(15,550)
Totals		<u>(144,187)</u>	<u>771,374</u>	<u>(659,841)</u>	<u>17,104</u>	<u>(15,550)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(15,550)
	<u>(15,550)</u>

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

2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
NIWA January Flooding Event	241111	(7,799)	44,488	(36,689)	-	-
5YA Roofing Project	250417	-	-	(134,558)	-	(134,558)
Toilet Refurb & Carpet/Vinyl/Pinboard Replace	250418	-	-	(9,629)	-	(9,629)
Totals		<u>(7,799)</u>	<u>44,488</u>	<u>(180,876)</u>	<u>-</u>	<u>(144,187)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(144,187)

15. 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 conditions 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.

16. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	3,370	3,830
<i>Leadership Team</i>		
Remuneration	798,752	675,361
Full-time equivalent members	6.80	5.56
Total key management personnel remuneration	<u>802,122</u>	<u>679,191</u>

There are 6 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings.

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	150 - 160
Benefits and Other Emoluments	5 - 6	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	8.00	5.00
110 - 120	0.00	2.00
120 - 130	1.00	0.00
130 - 140	1.00	0.00
	<u>10.00</u>	<u>7.00</u>

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

17. 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	-	-

18. 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.

Pay Equity and Collective Agreement Funding Wash-up

In 2025 the Ministry of Education provided collective agreement and pay equity settlement funding. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2025 has not yet been advised. The School has therefore not recognised an asset or liability regarding this funding wash-up, which is expected to be settled in July 2026.

19. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of \$65,696 (2024: \$546,301) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Toilet Refurb & Carpet/Vinyl/Pinboard Replace	65,696
Total	65,696

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 14.

(b) Operating Commitments

There are no operating commitments as at 31 December 2025 (Operating commitments at 31 December 2024: nil).

20. 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	454,418	216,235	386,167
Receivables	273,543	226,044	257,651
Total financial assets measured at amortised cost	<u>727,961</u>	<u>442,279</u>	<u>643,818</u>

Financial liabilities measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Payables	305,104	263,894	494,373
Finance Leases	54,857	64,792	33,048
Total financial liabilities measured at amortised cost	<u>359,961</u>	<u>328,686</u>	<u>527,421</u>

21. Events After Balance Date

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

22. Comparatives

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

Independent auditor's report

To the readers of the financial statements of Maangere Bridge School for the year ended 31 December 2025

The Auditor-General is the auditor of Maangere Bridge School (the School). The Auditor-General has appointed me, Andrew Steel, using the staff and resources of Moore Markhams Wellington Audit, to carry out the audit of the financial statements of the School on pages 2 to 19, 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

We have audited the financial statements of the School on pages 2 to 19, which comprise the statement of financial position as at 31 December 2025, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2025, and
 - its financial performance and its 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 (Public Sector PBE Standards RDR)

Our audit was completed on 27 May 2026. This is the date at which our opinion is expressed.

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

Basis for Opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

The other information obtained at the date of our audit report includes copies 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.

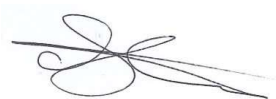
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Andrew Steel | Moore Markhams Wellington Audit

On behalf of the Auditor-General | Wellington, New Zealand

Maangere Bridge School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Justis Kamu	Presiding Member	Elected	Sep 2028
Bernice Mata'utia	Principal	ex Officio	
Nicola Owen	Parent Representative	Select one	Sep 2028
Simon Hughes	Parent Representative	Elected	Sep 2025
Piki Diamond	Parent Representative	Elected	Sep 2025
Susana Guttenbeil	Parent Representative	Elected	Sep 2028
Konrad Kurta	Parent Representative	Elected	Jan 2025
Mark Sapsford	Parent Representative	Elected	Sep 2028
Sarah Mariu	Parent Representative	Elected	Sep 2028
Maxine Inu	Staff Representative	Elected	Jun 2025
Aileen Jack	Staff Representative	Elected	Sep 2028

Maangere Bridge School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$5,660 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Maangere Bridge School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Statement of Variance – AOV 2025

School Name:	Maangere Bridge School	School Number:	1346
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Strategic Aim: To deliver inclusive and effective practice in reading, writing and maths that engages all students to achieve equitable and excellent outcomes.

2021 – 2024 EOY Data

WHOLE SCHOOL OVERALL DATA					
	2021 EOY OTJ	2022 EOY OTJ	2023 EOY OTJ	2024 Mid-Year OTJ	2024 EOY OTJ
Reading (Excluding to improve & students less than 20 weeks)	42%	46%	52%	61%	69%
Writing (Excluding to improve & students less than 20 weeks)	41%	35%	43%	54%	57%
Mathematics (Excluding to improve & students less than 20 weeks)	52%	62%	57%	55%	74%

End of Year Student Achievement Data 2025

MATHEMATICS			READING			WRITING		
Well above	Mid 2025	End 2025	Well above	Mid 2025	End 2025	Well above	Mid 2025	End 2025
Above	6	30	Above	6	38	Above	5	24
On track to meet the	82	142	On track to meet the	87	129	On track to meet the	52	109
With support forwards	152	135	With support forwards	110	95	With support forwards	131	120
With additional support forwards	55	45	With additional support forwards	49	43	With additional support forwards	63	61
Total On track to meet the or above	88 out of 295	177 out of 357	Total On track to meet the or above	94 out of 253	174 out of 312	Total On track to meet the or above	57 out of 251	133 out of 314
Percentage On track to meet the or above	30%	50%	Percentage On track to meet the or above	37%	56%	Percentage On track to meet the or above	23%	42%

Analysis of Variance Reporting Reading 2025

Annual Aim:	The annual aim is for 80% of all MBS students working at or above curriculum level in reading with a specific focus on providing effective procedures, systems and programmes that support culturally and linguistically diverse students to reach their full potential.
Target: 2025	The following are the annual targets: 80% All MBS students (at and above) 75% All Māori students 75% All Pasifika students (excludes Te Hiaroa)
Baseline Data: EOY 2024	According to the Overall Teacher Judgements (OTJ's) which are based on multiple sources of evidence collected such as standardised tests, learning conversations, referenced testing and observations the end of year 2024 data indicates the following: In Reading a total of 69% students achieving at and above curriculum level. (Excluding Te Hiaroa) In Writing a total of 57% students achieving at and above curriculum level. (Excluding Te Hiaroa) In Mathematics a total of 74% students achieving at and above curriculum level. (Including Te Hiaroa)

Actions <i>What did we do? -</i>	Outcomes <i>What happened? -</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
*The leadership team and teachers analysed the mid-year student achievement data and discussed next steps in staff and whānau/team hui. *The Leadership team analysed the EOY student achievement data in staff hui and discussed school wide next steps *The teachers were introduced to HERO (SMS Student Management System) and supported with workshops to upload data using the scope and sequence and forming OJJ's *Teachers were involved in tracking and analysing student achievement data *The Leadership team met at the beginning and mid-year to discuss an action plan and next steps. *Teachers shared student achievement and identified specific needs and recommendations to inform planning *Staff Hui involved professional development to support assessment tools for reading *ELL Support with TA's working closely alongside ESOL students *Review of student's attendance and whānau engagement process to improve engagement specifically for Māori and Pasifika learners. *BSLA Better Start Literacy Approach training for students in Piawaka (Years 0 – 3 Mainstream) and Kea (Years 4 – 6 Mainstream) and BSLA training for teachers and teacher aides *Leadership Professional Development on NZ Refreshed Curriculum and Structured Literacy *Professional Growth Cycle conversations including Observations and feedback	The EOY Reports on Student progress and achievement 2025 highlighted the following: In Reading a total of 56% students achieving at and above curriculum level. (Excluding Te Hāroa)	*New Entrant students are arriving at school with very low literacy foundation skills specifically in oral language. *Increase in English Second language learners and students with diverse speech language needs at MBS *Increase in students entering school with neurodiverse and high needs who required a primary focus on school readiness and transition to school. *Lack of Attendance and Whānau Engagement has impacted on literacy acquisition and progress *Large class size numbers *Reluctance and disruption to learning spaces e.g. classes had to shift to new learning spaces during this time *Split classes impacted on large class size numbers and impacted on behaviour management	*To set specific literacy goals that align with the Annual Implementation Plan 2026 *To provide ongoing training for all junior and senior teachers to deliver BSLA Better Start Literacy Approach *To provide training for teacher aides to support teachers to deliver BSL Better Start Literacy Approach *To continue implementing an average of one hour a day of reading. *To induct new staff to understand and recognise MBS reading expectations and norms. *To schedule staff professional development to support the implementation of the Curriculum refresh and Structured Literacy approaches using the new curriculum and according to MOE guidelines and legislation through Curriculum Days (TODs) and call-back days. *To implement and develop the NZ Curriculum effective 2026 with changes from MOE and the Government focussing on literacy foundations *To review assessment data and reporting timeline. *To schedule and continue class observations in reading and provide constructive feedback with next steps supported by Professional Growth Cycle coaches and leadership team. *To continue to reference professional readings using evidence-based research. *To provide whānau engagement programmes and literacy workshops to target Māori and Pasifika whānau to be fully engaged. - To monitor and gather attendance data of *whānau and provide opportunities to engage using internal and external resources through MOE and other providers. *To provide resources for teachers and whānau with students who have moderate to high learning and behaviour needs through MOE funding. Learning Support, and external agencies. *To sustain MBS way to improve positive behaviour and learning using the Miley Evidence based research *To review and implement the Pacific Education Plan and Māori Achieving Strategic Plan in collaboration with whānau through Community Hui and Pasifika Fono *To review the Teaching and Learning site for Reading. *To begin the ALL-Accelerated Literacy for Learning and facilitated by Whaea Jenny who will take 2 groups of target students to support literacy *To continue developing skills for using HERO with reporting student's learning portfolio and sharing with parents
Planning for next year: Targets for 2026 The following are the annual targets in Reading: 75% of all MBS students to achieve at or above curriculum level. 75% of all Māori students to achieve at or above curriculum level. 75% of all Pasifika students to achieve at or above curriculum level.			



Analysis of Variance Reporting Writing 2025

Annual Aim:	The annual aim is for 70% of all MBS students working at or above curriculum level in writing with a specific focus on providing effective procedures, systems and programmes that support culturally and linguistically diverse students to reach their full potential.
Target: 2025	The following are the annual targets: 70% All MBS students (at and above) 85% All Māori students 70% All Pasifika students (Excludes Te Hiaroa)
Baseline Data: EOY 2024	According to the Overall Teacher Judgements (OTJ's) which are based on multiple sources of evidence collected such as standardised tests, learning conversations, referenced testing and observations the end of year 2024 data indicates the following: In Reading a total of 69% students achieving at and above curriculum level. (Excluding Te Hiaroa) In Writing a total of 57% students achieving at and above curriculum level. (Excluding Te Hiaroa) In Mathematics a total of 74% students achieving at and above curriculum level. (Including Te Hiaroa)

Analysis of Variance Reporting Writing in 2025

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
- The leadership team and teachers analysed the mid-year student achievement data and discussed next steps in staff and whanau/team hui. - The Leadership team analysed the EOY student achievement data and discussed school wide next steps - The teachers were introduced to HERO (SMS Student Management System) and supported with workshops to upload data using the scope and sequence and forming OJ's - Teachers were involved in tracking and analysing student achievement data - The Leadership team met at the beginning and mid-year to discuss an action plan and next steps. - Teachers shared student achievement and identified specific needs and recommendations to inform planning - The Leadership team met at the beginning and mid-year to discuss an action plan and next steps. - Teachers shared student achievement and identified specific needs and recommendations to inform planning - Staff hui involved professional development to support assessment tools for reading - ELL Support with IA's working closely alongside ESOL students - Review of student's attendance and whanau engagement process to improve engagement specifically for Māori and Pasifika learners. - Writers Toolbox Programme implemented in Years 4 – 6 students in Kea - Leadership Professional Development on NZ Refreshed Curriculum and Structured Literacy - Professional Growth Cycle conversations including Observations and feedback	The EOY Reports on Student progress and achievement 2025 highlighted the following: In Writing a total of 57% students achieving at and above curriculum level. (Excluding Te Hiaoa)	- New Enrolment students are arriving at school with very low literacy foundation skills specifically in oral language - Increase in English Second language learners and students with diverse speech language needs at MBS - Increase in students entering school with neurodiverse and high needs who required a primary focus on school readiness and transition to school. - Lack of Attendance and Whanau Engagement has impacted on literacy acquisition and progress - Large class size numbers - Refurbishment and disruption to learning spaces e.g. classes had to shift to new learning spaces during this time - Split classes impacted on large class size numbers and impacted on behaviour management	- To set specific literacy goals that align with the Annual Implementation Plan 2026 - To provide ongoing training for all Kea Teachers Years 4 – 6 to deliver Writers Toolbox - To continue implementing an average of one hour a day of writing. - To induct new staff to understand and recognise MBS writing expectations and norms. - To schedule staff professional development to support the implementation of the Curriculum and Structured Literacy approaches according to MOE guidelines and legislation. - To implement and develop the NZ Curriculum effective 2026 with changes from MOE and the Government focussing on literacy foundations through Curriculum Days (IODs) and call-back days. - To review assessment data and reporting timeline. - To schedule and continue class observations in writing and provide constructive feedback with next steps supported by Professional Growth Cycle coaches and leadership team. - To continue to reference professional readings using evidence-based research. - To provide whanau engagement programmes and literacy workshops to target Māori and Pasifika whanau to be fully engaged. - To monitor and gather attendance data of whanau and provide opportunities to engage using internal and external resources - To provide resources for teachers and whanau with students who have moderate to high learning - To sustain MBS way to improve positive behaviour and learning using the Wiley Evidence based research - To review and implement the Pacific Education Plan and Māori Achieving Strategic Plan in collaboration with whanau through Community Hui and Pasifika Fono - To review the Teaching and Learning site for Writing. - To begin the ALL-Accelerated Literacy for Learning and facilitated by Whaea Jenny who will take 2 groups of target students to support literacy - To continue developing skills for using HERO with reporting student's learning portfolio and sharing with parents
Planning for next year: Targets for 2026			
The following are the annual targets in Writing: 70% of all MBS students to achieve at or above curriculum level. 70% of all Māori students to achieve at or above curriculum level. 70% of all Pasifika students to achieve at or above curriculum level.			

Analysis of Variance Reporting Mathematics 2025

Annual Aim:	The annual aim is for 85% of all MBS students working at or above curriculum level in mathematics with a specific focus on providing effective procedures, systems and programmes that support culturally and linguistically diverse students to reach their full potential. To also support students to feel positive about learning mathematics and seeing themselves as capable mathematicians.
Target: 2025	The following are the annual targets: 85% All MBS students (at and above) 85% All Māori students 80% All Pasifika students (includes Te Hiaroa)
Baseline Data: EOY 2024	According to the Overall Teacher Judgements (OTJ's) which are based on multiple sources of evidence collected such as standardised tests, learning conversations, referenced testing and observations the end of year 2023 data indicates the following: In Reading a total of 69% students achieving at and above curriculum level. (Excluding Te Hiaroa) In Writing a total of 57% students achieving at and above curriculum level. (Excluding Te Hiaroa) In Mathematics a total of 74% students achieving at and above curriculum level. (Including Te Hiaroa)

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
- The leadership team and teachers analysed the mid-year student achievement data and discussed next steps in staff and whanau/team hui. - The Leadership team analysed the EOY student achievement data and discussed school wide next steps - Teachers were involved in tracking and analysing student achievement data - The Leadership team met at the beginning and mid-year to discuss an action plan and next steps. - The teachers were introduced to HERO (SMS Student Management System) and supported with workshops to upload data using the scope and sequence and forming OJ's - Teachers shared student achievement and identified specific needs and recommendations to inform planning - Staff Hui involved professional development to support assessment tools for maths - ELL Support with TA's working closely alongside ESOL students - Review of student's attendance and whanau engagement process to improve engagement specifically for Māori and Pasifika learners. - Maths No Problem, Programme implemented school-wide - Leadership Professional Development on NZ Refreshed Curriculum and Structured Literacy - Professional Growth Cycle conversations including Observations and feedback	The EOY Report on Student progress and achievement 2025 highlighted the following: In Mathematics a total of 50% students achieving at and above curriculum level. (Including Te Hiaroa)	- New Entrant students are arriving at school with very low literacy foundation skills specifically in oral language impacting on communication and problem-solving skills - Increase in English Second language learners - Increase in students entering school with neurodiverse and high needs who required a primary focus on school readiness and transition to school. - Lack of Attendance and Whanau Engagement has impacted on literacy acquisition and progress - Large class size numbers - Refurbishment and disruption to learning spaces e.g. classes had to shift to new learning spaces during this time - Split classes impacted on large class size numbers and impacted on behaviour management	- To set specific Mathematics goals that align with the Annual Implementation Plan 2026 - To provide ongoing professional development for all teachers in Mathematics - To continue implementing an average of one hour a day of maths - To induct new staff to understand and recognise MBS Mathematics expectations and norms. - To schedule staff professional development to support the implementation of the Maths Curriculum and 'Maths No Problem' approach according to MOE guidelines and legislation through Curriculum Days (IODs) and call-back days. - To review assessment data and reporting timeline. - To schedule and continue class observations in Mathematics and provide constructive feedback with next steps supported by Professional Growth Cycle coaches and leadership team. - To continue to reference professional readings using evidence-based research. - To provide whanau engagement programmes to target Māori and Pasifika whanau to be fully engaged. - To monitor and gather attendance data of whanau and provide opportunities to engage using internal and external resources through MOE and other providers. - To provide resources for teachers and whanau with students who have moderate to high learning - To sustain MBS way to improve positive behaviour and learning using the Miley Evidence based research - To review and implement the Pacific Education Plan and Māori Achieving Strategic Plan in collaboration with whanau through Community Hui and Pasifika Fono - To review the Teaching and Learning site for Mathematics. - To begin the ALIM Accelerated Maths Learning and facilitated by Whaea Kui who will take 2 groups of target students to support maths - To continue developing skills for using HERO with reporting student's learning portfolio and sharing with parents
Planning for next year: Targets for 2026			
The following are the annual targets in Mathematics: 80% of all MBS students to achieve at or above curriculum level. 80% of all Māori students to achieve at or above curriculum level. 80% of all Pasifika students to achieve at or above curriculum level			
*The school receives an 'Everyday Matters Report' each term which analyses attendance data. The School Wide Targets set for 2026 in Mathematics, Reading and Writing are based on both aspirational goals and according to previous years student achievement data. The key focus are strong foundational skills in reading, writing and maths which are supported through our structured literacy and numeracy approaches.			



We understand that the Government has also set a target by December 2030 for 80% of our Year 8 students to be at and above the expected curriculum level for their age in reading, writing and maths. The target for 2025 is to improve, shift and achieve an average of 90% attendance for all students to attend school between 80 and 100% of the time with a particular focus on engaging effectively with Maori and Pacific families.

Giving Effect to Te Tiriti o Waitangi

On behalf of the Maangere Bridge School Board we have officially signed the 'Protect Te Tiriti in Education Petition' and have attached a letter reaffirming our unwavering commitment to honouring Te Tiriti o Waitangi as a cornerstone of education in Aotearoa.

While recent Government changes have removed the legislative requirement for school boards to give effect to Te Tiriti, we want to be clear: this does not change who we are or how we operate. Our school is proud of its whakapapa, its strong relationships with mana whenua, and its dedication to creating learning environments in which every child feels valued and supported, such as our Te Hiaroa Rumaki Unit.

Ngāa mihi

**MANGERE BRIDGE SCHOOL**

24th November 2023
Maangere Bridge School Board
In Support of Te Tiriti o Waitangi in Education
To our Community

Te Kaitiaki

The Maangere Bridge School Board reaffirms our school's unwavering commitment to honouring Te Tiriti o Waitangi as a cornerstone of education in Aotearoa.

While recent Government changes have removed the legislative requirement for school boards to give effect to Te Tiriti, we want to be clear: this does not change who we are or how we operate. Our school is proud of its whakapapa, its strong relationships with mana whenua, and its dedication to creating learning environments in which every child feels valued and supported, such as our Te Hiaroa Rumaki Unit.

Honouring Te Tiriti is not optional for us. It is central to our governance, our curriculum, and our partnership with whānau. We believe that:

- Partnership strengthens communities and ensures better outcomes for all learners.
- Protection of te reo Māori, Māori tikanga, and mātauranga Māori enriches learning for everyone.
- Participation means every learner has equitable opportunities to succeed.

We will continue to embed Te Tiriti principles in our planning and practice, providing the best education for all our learners. We will continue to work in partnership with mana whenua, hapū, and iwi to uphold the mana of Māori and provide a nurturing learning environment for all of our children.

Ngāa mihi,
The Maangere Bridge School Board
Principal: Kaitiaki Bruce (also the Principal of Te Hiaroa Rumaki Unit), Deputy: Catherine, Aileen, and Aileen
(Principal: Catherine, Aileen, and Aileen)

*Mehemea ka moemoea ko au anake,
Mehemea ka moemoea tatou, ka taea e taatou.*

*If I dream I dream alone,
But if we dream together we can achieve anything.*

Na Te Puea Herangi
*from the songbook by Princess Te Puea Herangi
explaining that if you dream alone, you alone will
achieve but dreaming together we can achieve
great things we could never achieve on our own*

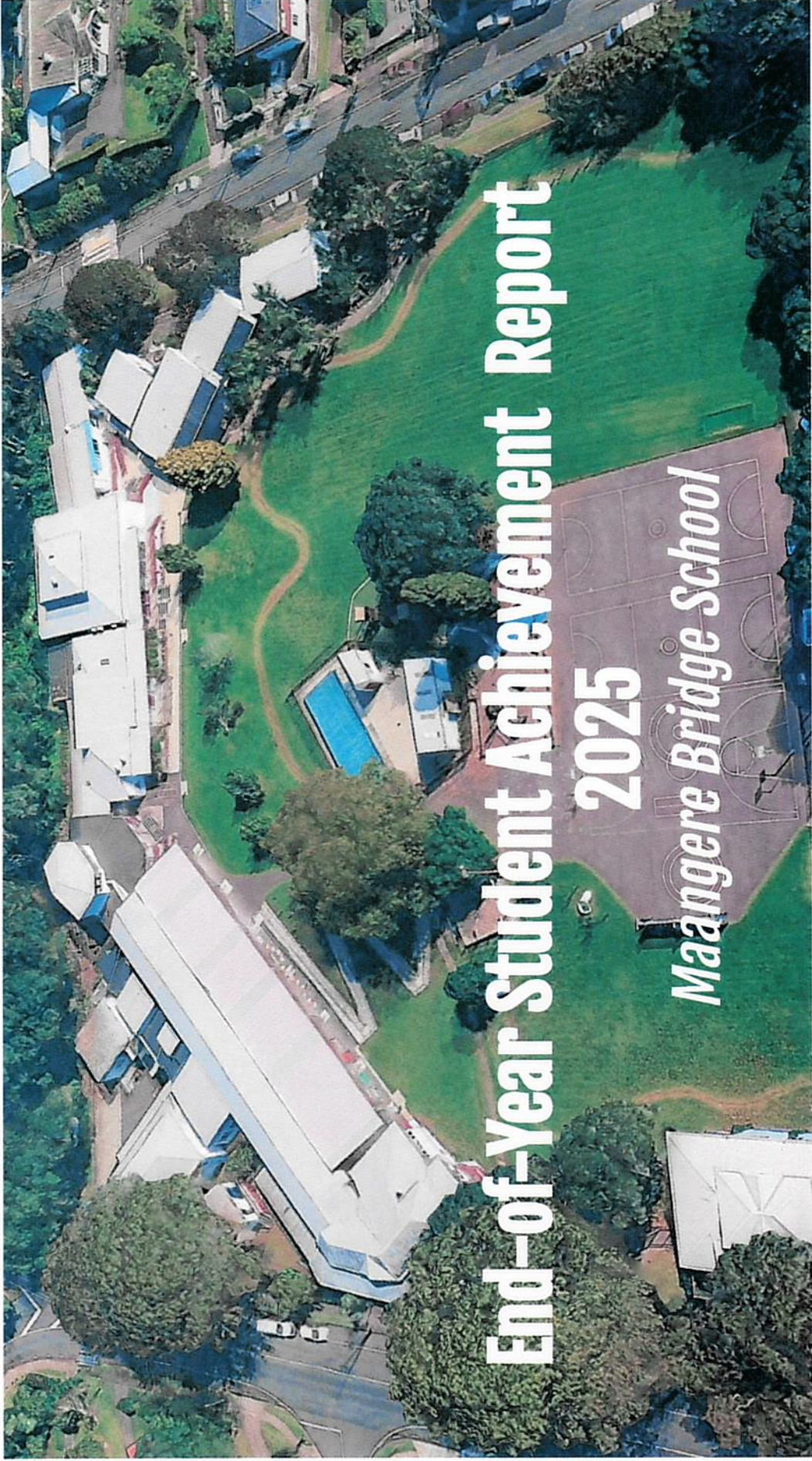


'Excellence and Equity for all'

What does it look like at Maangere Bridge School

Māori Bilingual Unit - Te Hiaroa

Maangere Bridge School is located at the base of 'Te Pane o Mataoho', Maangere Mountain. We are proud to share and weave through the

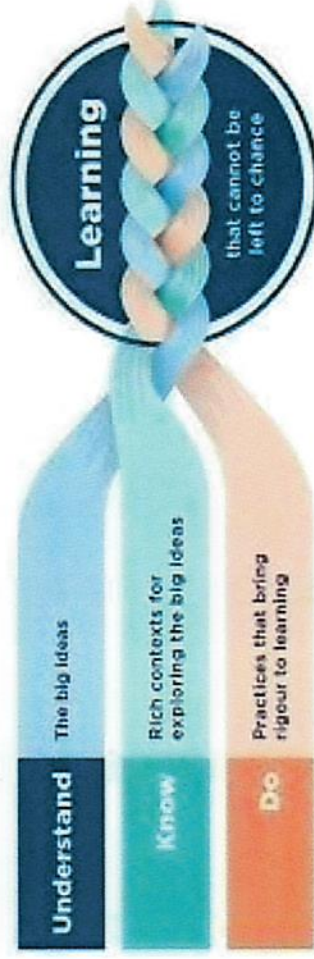
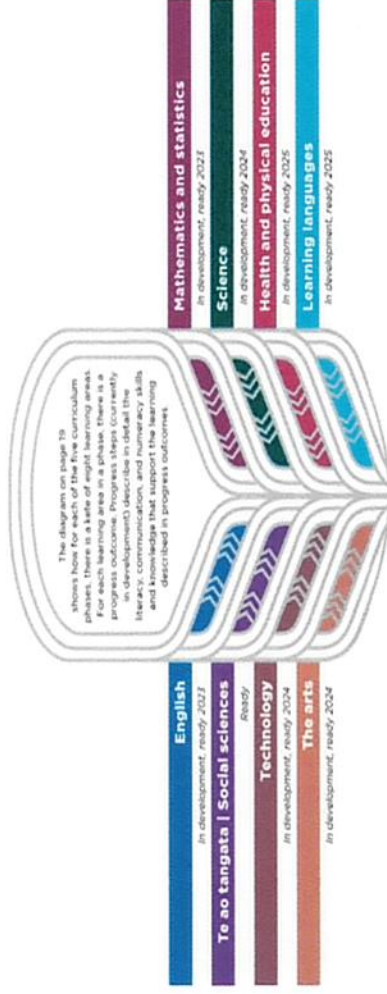
An aerial photograph of the Maangere Bridge School campus. The image shows a large, light-colored school building on the left, a green lawn in the center, and a red sports field on the right. A swimming pool is visible near the center. The school is surrounded by trees and a residential area with houses and streets is visible in the background.

End-of-Year Student Achievement Report

2025

Maangere Bridge School

New Curriculum - Refresh Te Mātaiaho



What is the New Curriculum?

Te Mātaiaho - The Refreshed New Zealand Curriculum

The New Zealand Curriculum document has been refreshed and now called Te Mātaiaho. There are individual documents being released for each of the learning areas. English and Mathematics are currently being implemented in Primary Schools with the rest to be released over the next four years.

The biggest change is the traditional curriculum levels are being replaced with 'Phases of learning' that align with your child's school year. The new curriculum is designed to be taught so that all students are exposed to specific learning indicators dependent on their year level and age. This is different to the old curriculum levels that allowed students to work within the levels based on their current strengths and next steps

Phased Learning with Detailed Outcomes:

Te Mātaiaho organises learning into phases, ensuring a seamless and tailored progression for each learner.

- Phase 1: Years 0–3
- Phase 2: Years 4–6



Maangere Bridge School

2025 End-of-Year Data Summary Report

Student progress and achievement

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - WRITING (ALL STUDENTS)												
Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Total
On track to meet or exceed	0	0	0	0	0	0	0	0	0	0	0	0
On track to meet	0	0	0	0	0	0	0	0	0	0	0	0
At risk	0	0	0	0	0	0	0	0	0	0	0	0
Below	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING (ALL STUDENTS)												
Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Total
On track to meet or exceed	0	0	0	0	0	0	0	0	0	0	0	0
On track to meet	0	0	0	0	0	0	0	0	0	0	0	0
At risk	0	0	0	0	0	0	0	0	0	0	0	0
Below	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - MATHEMATICS AND STATISTICS (ALL STUDENTS)												
Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Total
On track to meet or exceed	0	0	0	0	0	0	0	0	0	0	0	0
On track to meet	0	0	0	0	0	0	0	0	0	0	0	0
At risk	0	0	0	0	0	0	0	0	0	0	0	0
Below	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0

This 2025 End-of-Year achievement data is collated using HERO. Judgements are made by teachers and gives an overall phase for each student against the NZ curriculum scope and sequence for Reading, Writing and Mathematics.

- Year 1-6: Term 4, Week 7 OTJ data in mathematics, writing and reading.
- Reading & Writing Data includes students in the mainstream classes only.
- Te Hiaroa Panui, Tuhihihi & Reo aa Waha data collected using a tracking system to monitor progress against the statements in Te Marautanga o Aotearoa.
- Mathematics Data includes all students (inclusive of our Te Hiaroa Whaanau) (357/363 student, excluding 6 students who started in Term 4)
- Excludes data for any students who have been at school less than 20 weeks - Year 0 New Entrance (20 students)

Note: Teachers overall teacher judgements (OTJ) are made for each individual learner against multiple aspects of the NZ curriculum in reading, writing and mathematics. The judgements are made by teachers based on multiple pieces of evidence of student learning.

This data includes learners who are accessing additional learning and/or behaviour support from the following agencies/support programmes: RTLB - Resource Teachers of Learning and Behaviour, SES - Special Education Services, SLT - Speech Language Therapist, ELL - English Language Learners Tauraki (Mental Health) ORRs - Ongoing Reviewable Resourcing scheme and in-school counseling.

2025 Staff Professional Development

- **Maths No Problem** - School mathematics leader attending professional development. After extensive research and consideration we have decided *mathematics - No Problem!* Has been our mathematics provider starting 2025, supported by ongoing maths PLD.
- **NZC Maths Curriculum PD** - Completed two NZ Maths Curriculum PLDs focused on the Science of Learning and key curriculum components. These strengthened our understanding of how well we need to adapt our teaching practice.
- **Mahi by Mahi** (Te Hiaroa Yr0-2) - Hanganga Reo Matatini is a structured, evidence-based literacy approach that supports tamariki in developing key skills in pānui, tātaki, and tuhi through phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- **Better Start Literacy Approach/BSLA Yr0-3 - ongoing** (Mainstream) - Evidence-based programme has supported early literacy development in Pihiwaka by focusing on phonics, oral language, and reading comprehension. Teachers have reported improved student engagement and foundational literacy skills, highlighting the effectiveness of BSLA in supporting our learners' early success.
- **Better Start Literacy Approach/BSLA Yr4-6** In term 2 our Year 4-6 teachers started their BSLA journey focusing on BSLA within Year 4-6: Literacy Comprehension. Teachers are finding the structured approach beneficial and positive feedback on the increase of student engagement has been shared. Support is ongoing and 4/6 Kea kaiako are currently running BSLA in their classrooms and studying the micro-credential with the University of Canterbury.
- **Writers Toolbox ongoing** (Mainstream) By the end of 2025, only 3 of 6 teachers are trained in Writers Toolbox, resulting in inconsistent implementation across Years 4-6. Teacher feedback showed the online tool was more effective for Year 6 students, while many Year 4 students required more structured support such as Sentence Trains, indicating the need for a review in 2026.
- **Mitey PLD** - On going collaborative planning and co-teaching with Mitey lead Brenda and our MBS Ways team (Principal, SENCO, DP, 1xrep per whaanau group). Team planning hui occur x2 a term and teams are working collaboratively to identify, monitor and support students with behaviour needs in their teams.
- **CLM Sports - Healthy Active Learning Sports PD with Kevin Charlie (KC)** - Our teachers are having an ongoing in-class support for our teachers. Our Pihiwaka teachers were our targets for terms 2 and 3.
- **Hero-** Introduced Hero (school SMS system) to staff this year. All tracking of academic progress will be stored on HERO moving forward. Reporting with HERO was trialed and sent out for this years mid-year and end-of-year reports. All communication is also sent through this app.
- **Teacher Only Days/Curriculum Days** - Provided opportunity for staff to unpack the New Refreshed Curriculum
- **An extra Teacher Only Day** was held to support staff with 'The Science of Learning' and a key focus on our Neurodiverse Students and strategies to support our staff

MATHS
NO PROBLEM!



BETTER START
LITERACY APPROACH
Te Ara Reo Matatini

**WRITER'S
TOOLBOX**



MITEY
SIR JOHN KIRIHARA
FOUNDATION



Summary of Contributing Factors Impacting End-of-Year Data

Learning and Behaviour Support Needs

- Increased learning and behaviour needs across the school requires more teacher support and time, prompting additional PLD and a shift in focus away from curriculum priorities in some classes.

Learning Support Staffing

- Fluctuations in availability and allocation of learning support staff limited the effectiveness of targeted interventions for priority learners.

High enrolment fluctuation

- A high level of student movement in and out of the school has disrupted learning continuity and made progress tracking more complex.
Some students have left due to housing developments and relocation associated with emergency housing.

Attendance

- Students who have a high absence rate from school with chronic and irregular attendance (Less than 80% attendance) has impacted on their ability to be fully engaged. This is one of the government priorities for students to attend school everyday and 80% target for regular attendance (90% of the time at school)
- Staff absences due to illness and other leave contributed to reduced consistency and required regular reorganisation of classes.

Refurbishment in areas of the school

- Teachers and students as well as other staff members (School Librarian) had refurbishment completed in their classrooms impacting on moving into different temporary spaces and required teacher support for students to settle in a new environment. The staff were very supportive of the changes.

Staffing Challenges

- Ongoing reliever shortages led to multiple split classes, disrupting routines and reducing quality learning time.
- Two team leaders resigned during Term 2, impacting team structure and leadership support.
- One teacher on long-term medical leave and two on fixed-term contracts affected continuity in teaching and learning in our junior school.

Roll Growth

- An increase in student enrolments during Term 2 placed pressure on classroom space, staffing, and resource allocation.

Split Classes

- Split classes due to a lack of relievers led to one or more classes being split across teams on some days, impacting teaching programmes and learner consistency.
- Budget restrictions for relievers resulted in split classes across the school weekly.

Professional Development Commitments

- Four teachers from Kea are undertaking the BSLA micro-credential.
- Ongoing professional learning to support behaviour practice is essential but has added pressure on time and capacity.
- We've also found it challenging to fully implement some of the training and resources from recent professional development due to staff who led or supported these initiatives leaving the school.

Implementation of the New Mathematics Curriculum

Time and energy invested in understanding and implementing the new curriculum reduced the focus on consolidating prior learning.

School Wide Targets 2025

Maths Targets 2025

85% All MBS students (at and above)

85% All Māori students

80% All Pasifika students

(includes Te Hiaroa)

Reading Targets 2025

80% All MBS students (at and above)

75% All Māori students

75% All Pasifika students

(excludes Te Hiaroa)

Writing Targets 2025

70% All MBS students (at and above)

85% All Māori students

70% All Pasifika students

(excludes Te Hiaroa)

Overall Student Achievement Data 2025

MATHEMATICS	Mid 2025	End 2025
Well above	0	5
Above	6	30
On track to meet the	82	142
With support towards	152	135
With additional support towards	55	45
Total On track to meet the or above	88 out of 295	177 out of 357
Percentage On track to meet the or above	30%	50%

READING	Mid 2025	End 2025
Well above	1	7
Above	6	38
On track to meet the	87	129
With support towards	110	95
With additional support towards	49	43
Total On track to meet the or above	94 out of 253	174 out of 312
Percentage On track to meet the or above	37%	56%

WRITING	Mid 2025	End 2025
Well above	0	0
Above	5	24
On track to meet the	52	109
With support towards	131	120
With additional support towards	63	61
Total On track to meet the or above	57 out of 251	133 out of 314
Percentage On track to meet the or above	23%	42%

Our 2025 data shows strong improvement in mathematics and reading, and a growing professional capability across our staff. However, we have clear work ahead in strengthening early learning foundations, lifting writing achievement, and improving equity outcomes for our Pasifika learners. Our focus for 2026 will be targeted, structured, and driven by evidence-based practice.

EOY Mathematics and Statistics

Data

There was strong improvement in mathematics.

Mid-year: 30% of students at/above expectations

End-of-year: 50% of students at/above expectations

Schoolwide Goals 2023-2024: Case in one year.

School Wide Aspirational Goal:

Mathematics 85% Target

Overview

The 2025 mathematics data shows clear progress across the school. "On Track" and "Above" levels have increased, particularly in Years 3-6, while many Year 0-2 students remain in the "With Support" categories. Overall, students on Track rose from 142 at mid-year to 257 by year's end, indicating that once foundational skills are secure, learners accelerate strongly.

Overview Year 0-3 Students:

High numbers need support: Many Year 0-3 learners remain in "With Support" or "Additional Support," showing early numeracy foundations are not yet secure.

Foundations not strong enough:

Key skills such as counting, number recognition, place value, and maths language are inconsistent across this cohort.

Progress, but too slow:

Year 1-2 show improvement, but overall acceleration is limited compared with stronger gains in Years 4-6.

Urgent and targeted attention needed:

Early years require consistent, structured teaching to prevent gaps from growing as students move up the school.

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above					1 (1.72%)				1 (2.27%)		2 (3.70%)		1 (1.61%)	5 (1.40%)
Above	1 (4.76%)		1 (1.59%)		4 (6.90%)		8 (14.55%)		9 (20.45%)		6 (11.11%)		1 (1.61%)	30 (8.40%)
On track to meet the	20 (95.24%)		30 (47.62%)		19 (32.76%)		19 (34.55%)		7 (15.91%)		15 (27.78%)		32 (51.61%)	142 (39.78%)
With support towards			32 (50.79%)		26 (44.83%)		21 (38.18%)		11 (25.00%)		21 (38.89%)		24 (38.71%)	135 (37.82%)
With additional support towards														
					8 (13.79%)		7 (12.73%)		16 (36.36%)		10 (18.52%)		4 (6.45%)	45 (12.61%)
Totals	21		63		58		55		44		54		62	357

Summary

Early gaps impact later achievement: Without secure foundations, Year 0-3 learners struggle to catch up, unlike seniors whose gaps have already been addressed.

Overview Year 4-6 Students:

Strong gains in achievement:

Many students are now "On Track" or above, showing solid progress in middle and senior years.

Foundations enable acceleration:

With early numeracy skills secure, learners are able to progress quickly in more complex maths.

Targeted teaching effective:

Explicit instruction, tutoring, and structured programs like Maths No Problem are driving improvement.

Consistency and intervention matter:

Regular support and monitoring are helping students maintain and accelerate their learning.

Opportunities for extension:

A small number of students are ready for advanced challenges, highlighting the need for gifted pathways.

Next Steps:

1. Strengthen Early Numeracy (Years 0-3) – Daily number sessions focusing on counting, number recognition, place value, and maths language.
2. Targeted Students- Identify students needing extra support; provide small groups, TA assistance, and whānau engagement.
3. Teacher Capability – Continue PLD, coaching, and regular moderation for consistency.
4. Monitor Progress – Track growth every 5 weeks using data and growth charts to adjust interventions.
5. Gifted Learners – Offer extension tasks, problem-solving, STEM opportunities, and advanced pathways.

QV Reading Progress Data Narrative

Reading showed strong improvement across the school.
Mid-year: 37% at/above expectations
End-of-year: 56% at/above expectations
Gains were strongest in the senior school; junior learners are improving but require faster acceleration.

School Wide Goal 2025

School Wide Aspirational Goal:
Reading 80% Target.

Overview

The 2025 reading data indicates gradual progress across the school. While a growing number of students in Years 4–6 are now "On Track," a large proportion of Year 0–3 learners remain below expectation and require targeted support to secure key decoding and comprehension skills. School-wide, the number of students reading at expected level increased steadily, demonstrating the positive impact of explicit reading instruction and structured literacy.

Overview Year 0-3 Students:

High support needs continue: A significant number of Year 0–3 students remain in the "With Support" or "Additional Support" categories, showing that foundational decoding, letter-sound knowledge, and fluency are not yet secure.

Structured literacy implementation improving consistency: Progress is evident, but acceleration remains moderate, indicating that students are still transitioning from emergent literacy to early fluency.

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING (ALL STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above									5 (12.82%)		1 (2.22%)		1 (1.82%)	7 (2.24%)
Above	1 (5.00%)		1 (1.85%)		8 (16.00%)		12 (24.49%)		5 (12.82%)		8 (17.78%)		3 (5.45%)	38 (12.18%)
On track to goal	19 (95.00%)		18 (33.33%)		17 (34.00%)		20 (40.82%)		12 (30.77%)		18 (40.00%)		25 (45.45%)	129 (41.26%)
With support towards			35 (64.81%)		19 (38.00%)		7 (14.29%)		3 (7.69%)		12 (26.67%)		19 (34.55%)	95 (30.45%)
With additional support towards					6 (12.00%)		10 (20.41%)		14 (35.90%)		6 (13.33%)		7 (12.73%)	43 (13.78%)
Totals	20		54		50		49		39		45		55	312

Vocabulary and oral language gaps persist:
Many learners present with limited vocabulary and comprehension, especially English Language Learners, impacting reading independence.

Overview Year 4-6 Students:

Growth becoming more consistent:
Many students are now tracking at or nearing expectation, showing strong improvement compared to mid-year.

Fluency enabling comprehension:
Where foundational reading skills are secure, students demonstrate improved stamina and understanding of increasingly complex texts.

Targeted interventions working:
Small-group instruction, explicit strategy teaching, and reading mileage support are contributing to upward progress.

Summary

The reading data demonstrates steady improvement across the school, especially in senior levels. However, foundational gaps in early years require sustained focus to ensure long-term success. Once decoding and fluency are secure, students accelerate rapidly.

Next Steps:

1. Strengthen phonics-to-fluency progression in Years 0–3
2. Increase targeted small-group interventions for priority learners
3. Continue consistency in structured literacy approaches school-wide
4. Strengthen whānau support and home reading practices
5. Extend fluent readers through comprehension and critical thinking pathways

WY WRITING PROGRESS DATA

Writing remains the lowest performing core area.
Mid-year: 23% at/above expectations
End-of-year: 42% at/above expectations
Progress is evident, but achievement remains significantly below school targets.

School Wide Goal 2025
School Wide Aspirational Goal:
Writing 70% Target

Overview
Writing continues to be an area requiring significant acceleration across the school. Although progress is evident, especially in Years 4-6, many students require explicit support with surface features (spelling, punctuation) and deeper features (vocabulary, sentence structure, organising ideas). Students with strong oral language are making more visible progress, enforcing the importance of talk-rich environments.

Overview Year 0-3 Students:
Many students are still developing sentence structure, handwriting fluency, and spelling patterns. There is strong engagement in writing, but skills are not yet automatic.

Oral language strongly influences writing output: Learners with limited vocabulary or English language exposure show reduced confidence and shorter writing samples.

Progress is visible but slow: Writing stamina is improving, though accuracy and independence remain key areas requiring support.

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above	1 (5.00%)			4 (7.69%)			7 (14.00%)		4 (10.26%)		2 (4.55%)		6 (10.91%)	24 (7.64%)
On track to meet the	19 (95.00%)		14 (25.93%)				18 (36.00%)		7 (17.95%)		15 (34.09%)		20 (36.36%)	109 (34.71%)
With support towards			40 (74.07%)				15 (30.00%)		12 (30.77%)		13 (29.55%)		21 (38.18%)	120 (38.22%)
With additional support towards														
							10 (20.00%)		16 (41.03%)		14 (31.82%)		8 (14.55%)	61 (19.43%)
Totals	20		54		52		50		39		44		55	314

Overview Year 4-6 Students:
Senior students are beginning to write with greater fluency, extending sentence structures, and experimenting with more sophisticated language features.

Explicit instruction improving outcomes: The use of writing scaffolds, exemplars, and co-constructed success criteria has supported progress.

Acceleration still needed: While gains are apparent, many students remain just below expectation and need continued targeted teaching to close gaps.

By End of Year 6 - Most students can write with purpose and structure, but require continued support to strengthen accuracy, cohesion, and vocabulary to fully meet curriculum expectations.

Summary
Writing progress is steady, with senior students showing the most improvement. However, writing remains a key development area school-wide due to persistent gaps in foundational literacy knowledge. Building strong oral language and systematic spelling instruction remains essential.

Next Steps:

1. Continue explicit teaching of sentence structure, vocabulary, and spelling patterns
2. Increase opportunities for oral language to support writing development
3. Use modelling books, exemplars, and shared writing consistently across teams
4. Target priority learners through small-group coaching and conferencing
5. Provide extension pathways for confident writers (publishing, competitions, digital writing)

Te Hiaroa - Paanui Data 2025

JUDGEMENT	Maunga Pikitea						Te Ara Puuru						Te Pane o Mataaho						Total
	Year 0		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6						
	Mid Year	End Year	Mid Year	End Year	Mid Year	End Year	Mid Year	End Year	Mid Year	End Year	Mid Year	End Year	Mid Year	End Year					
Well Above Number of Students																			0
Above Number of Students																			0
On Track Number of Students																			23
With Support Number of Students																			1
Additional Support Number of Students																			9
Total Students	1	8	8	8	7	7	6	6	5	5	9	9	7	7					7

Te Hiaroa - Tuhituhi Data 2025

JUDGEMENT	Maunga Pikitea						Te Ara Puueru						Te Pane o Mataaho						Total
	Year 0		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6						
	Mid Year	End Year	Mid Year	End Year	Mid Year	End Year	Mid Year	End Year	Mid Year	End Year	Mid Year	End Year	Mid Year	End Year					
Well Above Number of Students																			0
Above Number of Students				25%		14.29%		66.67%		60%		55.56%		14.29%					16
				2		1		4		3		5		1					0
On Track Number of Students				12.5%		16.57%		36.81%		30%		55.56%		28.57%					10
				1		1		1		1		5		2					9
With Support Number of Students				87.5%		33.33%		16.67%				11.11%		71.43%					6
				7		2		1				1		5					15
Additional Support Number of Students						50%		100%		20%		33.33%							3
						3		6		1		3							17
Total Students	1	8	8	8	6	7	6	6	5	5	9	9	7	7					7

Te Hiaroa - Reo aa Waha Data 2025

JUDGEMENT	Maunga Pikitea						Te Ara Puueru						Te Pane o Mataaho						Total
	Year 0		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6						
	Mid Year	End Year	Mid Year	End Year	Mid Year	End Year	Mid Year	End Year	Mid Year	End Year	Mid Year	End Year	Mid Year	End Year	Mid Year	End Year	Mid Year	End Year	
Well Above																			0
Number of Students																			0
Above																			25
Number of Students																			9
On Track																			13
Number of Students																			1
With Support																			4
Number of Students																			13
Additional Support																			1
Number of Students																			18
Total Students	1	8	8	8	7	7	6	6	5	5	9	9	7	7					

EOY Progress Overview for Gender: Male Students

Male and female learners show very similar achievement patterns in mathematics.

- Boys: 50% at/above
- Girls: 49% at/above

This shows no significant gender gap, indicating equitable teaching practice.

- Next Steps for 2026:**
 - Maintain gender-equitable teaching strategies.
 - Monitor literacy for emerging gender patterns

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above					1 (3.85%)				1 (5.55%)		1 (4.00%)			3 (1.67%)
Above	1 (7.69%)				3 (11.54%)				3 (16.67%)		5 (20.00%)			14 (7.78%)
On track to meet the	12 (92.31%)		15 (41.67%)		10 (38.46%)		12 (40.00%)		2 (11.11%)		7 (28.00%)		15 (46.88%)	73 (40.56%)
With support towards			21 (58.33%)		7 (26.92%)		11 (36.67%)		3 (16.67%)		7 (28.00%)		13 (40.63%)	62 (34.44%)
With additional support towards					5 (19.23%)		5 (16.67%)		9 (50.00%)		5 (20.00%)		4 (12.50%)	28 (15.56%)
Totals	13		36		26		30		18		25		32	180

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING (MALE STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above									2 (12.50%)		1 (4.55%)			3 (1.89%)
Above	1 (8.33%)				3 (15.00%)		6 (21.43%)		1 (6.25%)		5 (22.73%)		2 (6.25%)	18 (11.32%)
On track to meet the	11 (91.67%)		8 (27.59%)		8 (40.00%)		10 (35.71%)		6 (37.50%)		9 (40.91%)		13 (40.63%)	65 (40.88%)
With support towards			21 (72.41%)		5 (25.00%)		5 (17.86%)		1 (6.25%)		4 (18.18%)		12 (37.50%)	48 (30.19%)
With additional support towards					4 (20.00%)		7 (25.00%)		6 (37.50%)		3 (13.64%)		5 (15.63%)	25 (15.72%)
Totals	12		29		20		28		16		22		32	159

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - WRITING (MALE STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above	1 (8.33%)				2 (9.09%)		3 (10.71%)		1 (6.25%)		2 (9.52%)		1 (3.13%)	10 (6.25%)
On track to meet the	11 (91.67%)		6 (20.69%)		6 (27.27%)		11 (39.29%)		1 (6.25%)		8 (28.57%)		11 (34.38%)	52 (32.50%)
With support towards			23 (79.31%)		7 (31.82%)		7 (25.00%)		5 (31.25%)		4 (19.05%)		13 (40.63%)	59 (36.88%)
With additional support towards					7 (31.82%)		7 (25.00%)		9 (56.25%)		9 (42.86%)		7 (21.88%)	39 (24.38%)
Totals	12		29		22		28		16		21		32	160

EOY Progress Overview for
Gender: Female Students

Male and female learners show very similar achievement patterns in mathematics.

- Boys: 50% at/above
- Girls: 49% at/above

This shows no significant gender gap, indicating equitable teaching practice.

Next Steps for 2026:

- Maintain gender-equitable teaching strategies
- Monitor literacy for emerging gender patterns

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - MATHEMATICS AND STATISTICS (FEMALE STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above											1 (3.45%)		1 (3.33%)	2 (1.13%)
Above			1 (3.70%)		1 (3.13%)		6 (24.00%)		6 (23.08%)		1 (3.45%)		1 (3.33%)	16 (9.04%)
On track to meet the	8 (100.00%)		15 (55.56%)		9 (28.13%)		7 (28.00%)		5 (19.23%)		8 (27.59%)		17 (56.67%)	69 (38.98%)
With support towards			11 (40.74%)		19 (59.38%)		10 (40.00%)		8 (30.77%)		14 (48.28%)		11 (36.67%)	73 (41.24%)
With additional support towards					3 (9.38%)		2 (8.00%)		7 (26.92%)		5 (17.24%)			17 (9.60%)
Totals	8		27		32		25		26		29		30	177

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING (FEMALE STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above									3 (13.04%)				1 (4.35%)	4 (2.61%)
Above			1 (4.00%)		5 (16.67%)		6 (28.57%)		4 (17.39%)		3 (13.04%)		1 (4.35%)	20 (13.07%)
On track to meet the	8 (100.00%)		10 (40.00%)		9 (30.00%)		10 (47.62%)		6 (26.09%)		9 (39.13%)		12 (52.17%)	64 (41.83%)
With support towards			14 (56.00%)		14 (46.67%)		2 (9.52%)		2 (8.70%)		8 (34.78%)		7 (30.43%)	47 (30.72%)
With additional support towards					2 (6.67%)		3 (14.29%)		8 (34.78%)		3 (13.04%)		2 (8.70%)	18 (11.76%)
Totals	8		25		30		21		23		23		23	153

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - WRITING (FEMALE STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above					2 (6.67%)		4 (18.18%)		3 (13.04%)				5 (21.74%)	14 (9.09%)
On track to meet the	8 (100.00%)		8 (32.00%)		10 (33.33%)		7 (31.82%)		6 (26.09%)		9 (39.13%)		9 (39.13%)	57 (37.01%)
With support towards			17 (68.00%)		12 (40.00%)		8 (36.36%)		7 (30.43%)		9 (39.13%)		8 (34.78%)	61 (39.61%)
With additional support towards					6 (20.00%)		3 (13.64%)		7 (30.43%)		5 (21.74%)		1 (4.35%)	22 (14.29%)
Totals	8		25		30		22		23		23		23	154

Progress Overview for Ethnicity: Maaori Students

- Maths Targets 2025**
85% All Maaori students
80% All Pasifika students
(includes Te Hiaroa)
- Reading Targets 2025**
75% All Maaori students
75% All Pasifika students
(excludes Te Hiaroa)
- Writing Targets 2025**
85% All Maaori students
70% All Pasifika students
(excludes Te Hiaroa)

Maaori learners are achieving slightly above the whole-school average.

- 52.6% at/above expectations in mathematics

This indicates positive cultural and learning support alignment.

Next Steps for 2026:

- Strengthen culturally responsive teaching practices
- Partner more closely with whānau in learning plans.
- Expand Tuakana–Teina academic mentorship models

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - MATHEMATICS AND STATISTICS (MĀORI STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above									1 (6.25%)		2 (11.76%)		1 (4.76%)	4 (3.01%)
Above			1 (4.00%)	3 (12.00%)	5 (20.00%)	5 (22.73%)	6 (27.27%)	1 (6.25%)	5 (31.25%)	2 (11.76%)	11 (52.38%)		1 (4.76%)	17 (12.78%)
On track to meet the	7 (100.00%)		13 (52.00%)	5 (20.00%)	5 (20.00%)									49 (36.84%)
With support towards			11 (44.00%)	12 (48.00%)			10 (45.45%)	2 (12.50%)		5 (29.41%)	7 (33.33%)			47 (35.34%)
With additional support towards				5 (20.00%)			1 (4.55%)		7 (43.75%)		2 (11.76%)		1 (4.76%)	16 (12.03%)
Totals	7		25	25			22		16		17		21	133

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING (MĀORI STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above									2 (16.67%)				1 (7.14%)	3 (3.19%)
Above			1 (5.88%)	1 (5.26%)			3 (18.75%)		1 (8.33%)		3 (30.00%)		1 (7.14%)	10 (10.64%)
On track to meet the	6 (100.00%)		5 (29.41%)	5 (26.32%)			7 (43.75%)		1 (8.33%)		2 (20.00%)		6 (42.86%)	32 (34.04%)
With support towards			11 (64.71%)	8 (42.11%)			4 (25.00%)		1 (8.33%)		4 (40.00%)		4 (28.57%)	32 (34.04%)
With additional support towards				5 (26.32%)			2 (12.50%)		7 (58.33%)		1 (10.00%)		2 (14.29%)	17 (18.09%)
Totals	6		17	19			16		12		10		14	94

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - WRITING (MĀORI STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above					1 (5.00%)		2 (12.50%)		1 (8.33%)				3 (21.43%)	7 (7.37%)
On track to meet the	6 (100.00%)		5 (29.41%)	5 (25.00%)			5 (31.25%)		2 (16.67%)		3 (30.00%)		3 (21.43%)	29 (30.53%)
With support towards			12 (70.59%)	7 (35.00%)			7 (43.75%)		3 (25.00%)		5 (50.00%)		6 (42.86%)	40 (42.11%)
With additional support towards				7 (35.00%)			2 (12.50%)		6 (50.00%)		2 (20.00%)		2 (14.29%)	19 (20.00%)
Totals	6		17	20			16		12		10		14	95

Progress Overview for Ethnicity: Pasifika Students

- Maths Targets 2025
- 85% All Maori students
- 80% All Pasifika students (includes Te Hiaroa)
- Reading Targets 2025
- 75% All Maori students
- 75% All Pasifika students (excludes Te Hiaroa)
- Writing Targets 2025
- 85% All Maori students
- 70% All Pasifika students (excludes Te Hiaroa)

Pasifika learners show the largest achievement gap.

- Only 31.4% are at/above expectations
- 68.5% are below expectations and require support

This is a significant equity concern.

Next Steps for 2026 (Priority Area):

- Implement targeted Pasifika achievement strategy.
- Strengthen reporting and partnership with Pasifika families.
- Use culturally sustaining pedagogies and contexts.
- Increase targeted small-group acceleration programmes

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - MATHEMATICS AND STATISTICS (PASIFIKA STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above					1 (5.00%)		1 (4.35%)				1 (4.17%)			1 (0.71%)
Above														2 (1.43%)
On track to meet the	7 (100.00%)		7 (29.17%)		4 (20.00%)		7 (30.43%)		2 (12.50%)		4 (16.67%)		10 (38.46%)	41 (29.29%)
With support towards			17 (70.83%)		12 (60.00%)		11 (47.83%)		7 (43.75%)		13 (54.17%)		13 (50.00%)	73 (52.14%)
With additional support towards					3 (15.00%)		4 (17.39%)		7 (43.75%)		6 (25.00%)		3 (11.54%)	23 (16.43%)
Totals	7		24		20		23		16		24		26	140

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING (PASIFIKA STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above					2 (10.53%)		4 (17.39%)		2 (12.50%)		2 (8.70%)		1 (3.85%)	11 (7.97%)
On track to meet the	7 (100.00%)		7 (29.17%)		6 (31.58%)		10 (43.48%)		7 (43.75%)		12 (52.17%)		8 (30.77%)	57 (41.30%)
With support towards			17 (70.83%)		10 (52.63%)		3 (13.04%)		2 (12.50%)		6 (26.09%)		14 (53.85%)	52 (37.68%)
With additional support towards					1 (5.26%)		6 (26.09%)		5 (31.25%)		3 (13.04%)		3 (11.54%)	18 (13.04%)
Totals	7		24		19		23		16		23		26	138

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - WRITING (PASIFIKA STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above							2 (8.33%)						2 (7.69%)	4 (2.90%)
On track to meet the	7 (100.00%)		3 (12.50%)		7 (36.84%)		8 (33.33%)		4 (25.00%)		7 (31.82%)		6 (23.08%)	42 (30.43%)
With support towards			21 (87.50%)		8 (42.11%)		8 (33.33%)		5 (31.25%)		7 (31.82%)		13 (50.00%)	62 (44.93%)
With additional support towards					4 (21.05%)		6 (25.00%)		7 (43.75%)		8 (36.36%)		5 (19.23%)	30 (21.74%)
Totals	7		24		19		24		16		22		26	138

Progress Overview for Ethnicity: NZ European Students

NZ European learners are the highest achieving group.

- 83.3% at/above expectations

This shows strong alignment between home and school learning patterns.

Next Steps for 2026:

- Maintain high expectations
- Use existing successful strategies to inform broader school practice

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - MATHEMATICS AND STATISTICS (EUROPEAN / PĀKEHĀ STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above	1 (33.33%)				1 (20.00%)		1 (14.29%)		3 (60.00%)		2 (25.00%)			8 (19.05%)
On track to meet the	2 (66.67%)		4 (50.00%)		4 (80.00%)		6 (85.71%)		1 (20.00%)		4 (50.00%)		6 (100.00%)	27 (64.29%)
With support towards			4 (50.00%)						1 (20.00%)		1 (12.50%)			6 (14.29%)
With additional support towards											1 (12.50%)			1 (2.38%)
Totals	3		8		5		7		5		8		6	42

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING (EUROPEAN / PĀKEHĀ STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above									1 (25.00%)		1 (14.29%)			2 (5.13%)
Above	1 (33.33%)				3 (60.00%)		4 (57.14%)		1 (25.00%)		1 (14.29%)			10 (25.64%)
On track to meet the	2 (66.67%)		3 (42.86%)		1 (20.00%)		3 (42.86%)		1 (25.00%)		3 (42.86%)		6 (100.00%)	19 (48.72%)
With support towards			4 (57.14%)		1 (20.00%)						1 (14.29%)			6 (15.38%)
With additional support towards									1 (25.00%)		1 (14.29%)			2 (5.13%)
Totals	3		7		5		7		4		7		6	39

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - WRITING (EUROPEAN / PĀKEHĀ STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above	1 (33.33%)				2 (40.00%)		2 (28.57%)		2 (50.00%)		2 (28.57%)			9 (23.08%)
On track to meet the	2 (66.67%)		3 (42.86%)		1 (20.00%)		5 (71.43%)				3 (42.86%)		6 (100.00%)	20 (51.28%)
With support towards			4 (57.14%)		1 (20.00%)				1 (25.00%)		1 (14.29%)			7 (17.95%)
With additional support towards					1 (20.00%)				1 (25.00%)		1 (14.29%)			3 (7.69%)
Totals	3		7		5		7		4		7		6	39

Progress Overview for Ethnicity: Asian Students

Asian learners show strong performance.

- 67.9% at/above expectations

However, some learners remain below expectations and require targeted support.

Next Steps for 2026:

- Maintain high expectations
- Increase targeted tracing for those needing acceleration

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - MATHEMATICS AND STATISTICS (ASIAN STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above							1 (100.00%)			1 (33.33%)				2 (7.14%)
On track to meet the	4 (100.00%)		4 (100.00%)		4 (66.67%)				3 (50.00%)				2 (50.00%)	17 (60.71%)
With support towards					2 (33.33%)				1 (16.67%)		2 (66.67%)		2 (50.00%)	7 (25.00%)
With additional support towards								2 (33.33%)						2 (7.14%)
Totals	4		4		6		1		6		3		4	28

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING (ASIAN STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above									1 (16.67%)					1 (3.70%)
Above					1 (20.00%)		1 (100.00%)		1 (16.67%)		1 (33.33%)		1 (25.00%)	5 (18.52%)
On track to meet the	4 (100.00%)		3 (75.00%)		4 (80.00%)				3 (50.00%)		1 (33.33%)		3 (75.00%)	18 (66.67%)
With support towards			1 (25.00%)								1 (33.33%)			2 (7.41%)
With additional support towards								1 (16.67%)						1 (3.70%)
Totals	4		4		5		1		6		3		4	27

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - WRITING (ASIAN STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above							1 (100.00%)							1 (3.57%)
On track to meet the	4 (100.00%)		2 (50.00%)		3 (50.00%)				1 (16.67%)		1 (33.33%)		4 (100.00%)	15 (53.57%)
With support towards			2 (50.00%)		3 (50.00%)				3 (50.00%)					8 (28.57%)
With additional support towards								2 (33.33%)			2 (66.67%)			4 (14.29%)
Totals	4		4		6		1		6		3		4	28

Progress Overview for **Ethnicity: MELAA Students** *(Middle Eastern, Latin American and African)*

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - MATHEMATICS AND STATISTICS (MELAA STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above									1 (100.00%)					1 (7.14%)
On track to meet the			2 (100.00%)		2 (100.00%)						1 (50.00%)		3 (60.00%)	8 (57.14%)
With support towards													2 (40.00%)	2 (14.29%)
With additional support towards							2 (100.00%)				1 (50.00%)		3	3 (21.43%)
Totals			2		2		2		1		2		5	14

MELAA learners show moderate performance.

- 64.3% at/above expectations

The smaller cohort size means progress must be closely monitored.

Next Steps for 2026:

- Individual learning plans for priority learners
- Monitor ESOL and language acquisition needs

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING (MELAA STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above									1 (100.00%)					1 (7.14%)
Above					1 (50.00%)						1 (50.00%)			2 (14.29%)
On track to meet the					1 (50.00%)								2 (40.00%)	3 (21.43%)
With support towards			2 (100.00%)										1 (20.00%)	3 (21.43%)
With additional support towards							2 (100.00%)				1 (50.00%)		2 (40.00%)	5 (35.71%)
Totals			2		2		2		1		2		5	14

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - WRITING (MELAA STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above					1 (50.00%)				1 (100.00%)				1 (20.00%)	3 (21.43%)
On track to meet the			1 (50.00%)								1 (50.00%)		1 (20.00%)	3 (21.43%)
With support towards			1 (50.00%)										2 (40.00%)	3 (21.43%)
With additional support towards					1 (50.00%)		2 (100.00%)				1 (50.00%)		1 (20.00%)	5 (35.71%)
Totals			2		2		2		1		2		5	14

Summary

The teachers have been highly involved in School Wide professional development throughout the year. School leaders have been able to gather, analyse and discuss the data with the leadership team and the teachers. There have been collaborative discussions within team meetings and planning to support the next steps for learning according to the achievement data.

There have been some successful shifts in student progress and learning however, there are areas of need that require ongoing professional development for teacher capability of delivering the curriculum and understanding how to support our students with moderate to high needs in both learning and behaviour.

The strategic and annual goals for 2026 will continue to focus on the key priorities from the Government that include the New Zealand Curriculum 'Te Mataiaho'. As a school we will also be focussing on Attendance and developing skills to support our neurodiverse learners.

Next steps - Raising student achievement in 2026

- School leaders and teachers to clearly identify and closely monitor 'at risk' students who are not achieving and require extra support as well as students on track and require extension
- School leaders to support teachers and promote high level collaborative discussions sharing evidence of success, building commitment and reducing disparity
- Senior leadership team to provide professional learning development with a focus on the New Zealand Curriculum 'Te Mataiaho'
- Senior leadership to provide resources and learning opportunities to support individual strengths and needs
- Teachers to discuss with students, whaanau, parents and caregivers individual learning goals and how to achieve these
- To focus on improving attendance and to implement and review the school Management Attendance Plan for 2026

School Wide Targets 2025

School Wide Targets 2026

- **Maths** - 85%
 - **Reading** - 80%
 - **Writing** - 70%
- **Maths** - 80%
 - **Reading** - 75%
 - **Writing** - 70%

The School Wide Targets set for 2026 in Mathematics, Reading and Writing are based on both aspirational goals and according to previous years student achievement data.

The key focus are strong foundational skills in reading, writing and maths which are supported through our structured literacy and numeracy approaches.

We understand that the Government has also set a target by December 2030 for 80% of our Year 8 students to be at and above the expected curriculum level for their age in reading, writing and maths.

Maangere Bridge School

Principal Report 2025



Principal Report 2025

We are pleased to celebrate our ERO student achievement data which was reported to the school board at the end of 2025 where we were able to see remarkable progress and shifts in reading, writing and mathematics.

Our student inquiry theme 'Ko wai au?' 'Who am I?' was reflected and integrated in the teaching and learning. One of the highlights was our School Production held at the Maangere Arts Centre showcasing the arts through music, dance and drama.

With the new change in government and new initiatives from the Ministry of Education with a focus on structured literacy and structured numeracy has guided the direction of staff professional development in preparation for 2025 and the new curriculum refresh. Our teachers have already taken part in staff PD that has included the Better Start Literacy Approach or BSLA. It was evident in our end of year data that the students are making accelerated progress using the BSLA as well as other programmes such as the Writers Tool Box.

The Senior leadership team that included the Principal and our Deputy Principal who supports and leads the kaiako of Te Hiaroa our Rumaki Reo Unit presented and shared with the Board how we as a school and kura are 'Giving effect to Te Tiriti o Waitangi' where our school values 'Kotahitanga, Manaakitanga, Kaitiakitanga and Rangatiratanga' align with Te Ao Māori protocols and reflect and underpin what is important to us as a school community.

I am proud to say that we have a committed team of teachers, kaiako, kaiawhina, teachers aides and staff who are passionate about providing all students with 'excellence and equity' Most importantly our Vision which is 'Aroha, Ako, Angitu' and that is 'Together we care, together we learn, and together we succeed'.

Ngā mihi nui, Fa'afetai tele lava Soifua Fetaia'ioaiga Bernice Mata'utia.

Giving Effect to Te Tiriti o Waitangi

On behalf of the Maangere Bridge School Board we have officially signed the 'Protect Te Tiriti in Education Petition' and have attached a letter reaffirming our unwavering commitment to honouring Te Tiriti o Waitangi as a cornerstone of education in Aotearoa.

While recent Government changes have removed the legislative requirement for school boards to give effect to Te Tiriti, we want to be clear: this does not change who we are or how we operate. Our school is proud of its whakapapa, its strong relationships with mana whenua, and its dedication to creating learning environments in which every child feels valued and supported, such as our Te Hiarooa Pūmaki Unit.

Ngāa mihi

[illegible]

*Mehemea ka moemoea ko au anake,
Mehemea ka moemoea tatou, ka taea e taatou.*

*If I dream I dream alone,
But if we dream together we can achieve anything.*

Na Te Puea Herangi
from the tongueless by Princess Te Puea Herangi
explaining that if you dream alone you alone will
achieve but dreaming together we can achieve
great things we could never achieve on our own



'Excellence and Equity for all'

What does it look like at Maangere Bridge School

Māori Bilingual Unit - Te Hiaroa

Maangere Bridge School is located at the base of 'Te Pane o Mataoho', Maangere Mountain. We are proud to share and weave through the

stories of our place and the people of our rohe. As a school we give effect to Te Tiriti o Waitangi through tikanga and a culture of where Te Ao Māori and Te Reo is embraced, protected and cherished as taonga. A significant initiative that was established together with whānau in 2018 is the Māori Bilingual and Biliterate Unit 'Te Hiaroa' which has a roll growth of up to 50 + students. The staff are made up of 3 Kaiako/teachers, 1 Kaiawhina/teacher aide support, a Kaiarahi/team leader and we have now appointed a Tumukaki Rua/Deputy Principal. All staff appointed in Te Hiaroa are fluent in Te Reo Māori and understand Te Ao Māori.

Strategic Planning

Our strategic plan and goals identifies our three goals 'Aroha, Ako, Angitu' Together 'We care, We learn, We succeed' which focuses on achieving equitable outcomes for Māori students. Our vision statement is 'Excellence and equity for all' where we believe all tamariki can succeed.

Te Reo Māori Leader

The school takes reasonable steps to make instruction available in tikanga Māori and te reo Māori. The school supports staff through learning Te Reo which is the Te Reo Māori Leader who has begun leading Te Reo throughout the school and has supported our staff at the beginning of Staff hui/meetings by using correct pronunciation of Māori words and sharing the history allowing our staff to model throughout the school. We use Waikato- Tainui double-vowel spelling instead of macrons for kupu Māori in our communication with our whānau that is shared school wide.

Poowhiri

We welcome new staff, students and whānau to the school with Poowhiri held twice a term at the beginning and mid-term. We are privileged to have manawhenua representation on our staff who lead our Poowhiri. The school waiata represents our school values 'Kotahitanga, Manaakitanga, Kaitiakitanga and Rangatiratanga'. The haka waiata represents the school vision 'Aroha, Ako, Angitu' 'Together We care, We learn, We succeed!'.

Karakia, Waiata and Basic Commands

All teachers and students begin the day with the school karakia and waiata. The staff use basic commands and greetings in Te Reo as part of their everyday programme. Whole school assemblies, Staff and team meetings also begin with karakia. Whakatauki is included in Leadership meetings and Kotahitanga which is held once a week.

Kapahaka

The school provides an opportunity for all students to participate in Kapahaka. Te Hiaroa has continued to have opportunities to perform and

represent MBS at the Kuratahi Kapa Haka Competition at Te Kura Kaupapa Māori o Maangere.

Pou Tuuhono - Inquiry Framework

The Pou Tuuhono - inquiry Framework includes a focus on learning about our local area, Te Tiriti o Waitangi through the NZ Aotearoa Histories and Social Science Curriculum with integrated core curriculum areas.

Pepeha

Pepeha has been taught in lessons where students can recite their own pepeha and share with their buddy classes. The special celebrations throughout the year include Matariki and celebrating the Māori New Year planned by the teachers and integrated in the teaching and learning. Te Wiki o Te Reo Māori which is celebrated nationwide we use as a time to acknowledge the purpose and importance of protecting Te Reo an official language of Aotearoa New Zealand.

Planning

We have a Te Reo Māori Yearly overview with a specific focus and achievement objective each term to guide our teachers. We have staff who have completed Te Reo Māori classes up to Level 4 and whānau who are also on a journey to learn Te Reo. Finally, all students who enrol at Maangere Bridge School are each given a one to one hui with the Tumukaki/principal during enrolment to support with understanding their child's needs and sharing our ngāa uara/school values. Our students who enrol in Te Hiaroa also meet with our Te Hiaroa Leader to discuss the partnership and commitment of the language and the culture. We continue to provide a safe, inclusive and culturally responsive lens that underpins Te Tiriti o Waitangi.

Statement of Compliance with Employment Policy

Maangere Bridge School Board of Trustees complies with the principle of being a good employer

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

At Maangere Bridge School our commitment to ensuring the wellbeing of our students and staff is paramount. We follow the health and safety guidelines according to our school policies. The Board refers to the Health and Safety assurances each term and reviews policies according to www.schooldocs The Board discusses and addresses items pertaining

	to compliance and regulations and other initiatives to ensure the school is a good and safe environment and meets the working conditions.
What is your EEO programme? How have you been fulfilling this programme?	At Maangere Bridge School we operate an employment policy that complies with the principle of being a good employer and ensures the fair proper treatment of staff in all aspects of their employment. We provide an inclusive, non-discriminatory workplace, promoting equal opportunities for all staff members. Maangere Bridge School applies the EEO to all policies. This is to ensure that we treat current and prospective staff fairly, make decisions based on relevant merit and work to eliminate bias and discrimination. We have an EEO programme that identifies processes contributing to employment inequality. We work together to promote equal employment opportunities for all individuals and groups of people. Maangere Bridge School continues to raise awareness of discrimination and bias through the EEO programme.
How do you practise impartial selection of suitably qualified persons for appointment?	Maangere Bridge School ensures a robust and clear process for practising impartial selection of suitably qualified persons for appointment. The process is designed by the Board and is according to the policy.
How are you recognising, - The aims and aspirations of Māori, - The employment requirements of Māori, and Greater involvement of Māori in the Education service?	At Maangere Bridge School, we show commitment towards the aims and aspirations of Māori through our strategic and annual plan. The employment requirement of Māori and greater involvement of Māori in the Education service is met through a robust appointment process of kaiako/teachers in the Māori Bilingual unit and the mainstream school. We show commitment and give effect to Te Tiriti o Waitangi and Tikanga which include ongoing consultation with Mana whenua, tangata whenua and local community and whaanau.
How have you enhanced the abilities of individual employees?	At Maangere Bridge School, we use the Professional Growth Cycle

	model to support and enhance the growth and development of our employees. We also provide opportunities for all staff to take on training that aligns with the strategic and annual goals.
How are you recognising the employment requirements of women?	At Mangere Bridge School we are committed to ensuring the employment requirements of women are met in the workplace through professional growth and training. We continue to provide an inclusive and equitable environment for all employees.
How are you recognising the employment requirements of persons with disabilities?	Maangere Bridge School is committed to recognising the employment requirement of persons with disabilities. We provide facilities and resources to cater for all students and staff with disabilities according to their needs. We are committed to ensuring our school is an inclusive, safe and positive environment for all staff and students with disabilities.
Reporting on EEO Programme/Policy	
Do you operate an EEO programme/policy?	Yes - Refer to www.schooldocs
Has this policy or programme been made available to staff?	Yes
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes The Principal
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes
Does your EEO programme/policy set priorities and objectives?	Yes