

# LAKE REREWHAKAAITU SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2025

#### School Directory

<b>Ministry Number:</b>	1787
<b>Principal:</b>	Rick Whalley
<b>School Address:</b>	9 Ash Pit Road, Rerewhakaaitu
<b>School Postal Address:</b>	9 Ash Pit Road RD 3, Rotorua, 3073
<b>School Phone:</b>	07 366 6814
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**Accountant / Service Provider:**



# LAKE REREWHAKAITU SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# Lake Rerewhakaaitu 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.

Bianca van Emmerik  
Full Name of Presiding Member

Julleanne Bull  
Full Name of Principal

BvanEmmerik  
Signature of Presiding Member

J Bull  
Signature of Principal

29/04/2026  
Date

29/04/2026  
Date

## Lake Rerewhakaaitu School

# Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	1,071,545	934,365	1,122,221
Locally Raised Funds	3	47,634	67,800	70,844
Interest		7,072	12,000	14,017
Gain on Sale of Property, Plant and Equipment		382	-	-
Other Revenue		3,390	-	-
<b>Total Revenue</b>		<b>1,130,023</b>	<b>1,014,165</b>	<b>1,207,082</b>
<b>Expense</b>				
Locally Raised Funds	3	25,303	44,000	19,460
Learning Resources	4	815,733	714,003	803,225
Administration	5	106,702	68,476	148,764
Interest		574	253	525
Property	6	213,601	235,690	241,686
Loss on Disposal of Property, Plant and Equipment		411	-	1,927
<b>Total Expense</b>		<b>1,162,324</b>	<b>1,062,422</b>	<b>1,215,587</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(32,301)</b>	<b>(48,257)</b>	<b>(8,505)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(32,301)</b>	<b>(48,257)</b>	<b>(8,505)</b>

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

**Lake Rerewhakaaitu School**  
**Statement of Changes in Net Assets/Equity**  
 For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		596,403	387,176	604,908
Total comprehensive revenue and expense for the year		(32,301)	(48,257)	(8,505)
<b>Equity at 31 December</b>		564,102	338,919	596,403
Accumulated comprehensive revenue and expense		564,102	338,919	596,403
<b>Equity at 31 December</b>		564,102	338,919	596,403

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.

**Lake Rerewhakaaitu School**  
**Statement of Financial Position**  
As at 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	324,527	48,401	277,592
Accounts Receivable	8	52,797	57,113	93,359
Prepayments		7,621	9,991	6,499
Investments	9	114,331	126,849	108,598
		<u>499,276</u>	<u>242,354</u>	<u>486,048</u>
<b>Current Liabilities</b>				
GST Payable		27,486	17,918	23,576
Accounts Payable	11	59,506	50,199	55,774
Borrowings	12	23,993	18,743	18,743
Revenue Received in Advance	13	3,125	1,062	-
Provision for Cyclical Maintenance		-	-	-
Finance Lease Liability	15	2,591	4,017	3,830
Funds held for Capital Works Projects	16	30,812	-	-
		<u>147,513</u>	<u>91,939</u>	<u>101,923</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>351,763</b>	<b>150,415</b>	<b>384,125</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	247,203	215,973	250,047
		<u>247,203</u>	<u>215,973</u>	<u>250,047</u>
<b>Non-current Liabilities</b>				
Borrowings	12	6,553	8,434	27,080
Provision for Cyclical Maintenance	14	21,898	14,359	9,843
Finance Lease Liability	15	6,413	4,676	846
		<u>34,864</u>	<u>27,469</u>	<u>37,769</u>
<b>Net Assets</b>		<u><u>564,102</u></u>	<u><u>338,919</u></u>	<u><u>596,403</u></u>
<b>Equity</b>		<u><u>564,102</u></u>	<u><u>338,919</u></u>	<u><u>596,403</u></u>

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

**Lake Rerewhakaaitu School**  
**Statement of Cash Flows**  
For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		475,103	294,579	383,547
Locally Raised Funds		54,659	67,800	82,384
Goods and Services Tax (net)		3,910	-	5,658
Payments to Employees		(353,859)	(228,203)	(331,060)
Payments to Suppliers		(127,059)	(326,471)	(109,642)
Interest Paid		(574)	(253)	(525)
Interest Received		7,583	12,000	14,337
Net cash from/(to) Operating Activities		59,763	(180,548)	44,699
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(22,354)	-	(8,480)
Purchase of Investments		(4,629)	-	(5,748)
Net cash from/(to) Investing Activities		(26,983)	-	(14,228)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(2,816)	(4,565)	(2,804)
Repayment of Borrowings		(14,991)	(30,000)	(13,589)
Funds Administered on Behalf of Other Parties		31,962	-	-
Net cash from/(to) Financing Activities		14,155	(34,565)	(16,393)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>46,935</b>	<b>(215,113)</b>	<b>14,078</b>
Cash and cash equivalents at the beginning of the year	7	277,592	263,514	263,514
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>324,527</b>	<b>48,401</b>	<b>277,592</b>

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

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

# Lake Rerewhakaaitu School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### **a) Reporting Entity**

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

##### **b) Basis of Preparation**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

###### ***Cyclical maintenance***

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

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

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

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

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

#### **Classification of leases**

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

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

#### **Recognition of grants**

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

### **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. 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:

Building Improvements	18-40 years
Furniture and Equipment	5-15 years
Information and Communication Technology	5 years
Textbooks	4 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 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

#### **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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	436,851	296,317	420,877
Teachers' Salaries Grants	466,529	488,455	468,379
Use of Land and Buildings Grants	133,984	149,593	148,408
Ka Ora, Ka Ako - Healthy School Lunches Programme	34,181	-	71,506
Other Government Grants	-	-	13,051
	<b>1,071,545</b>	<b>934,365</b>	<b>1,122,221</b>

## 3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Donations and Bequests	2,293	17,000	25,871
Fees for Extra Curricular Activities	7,598	4,400	6,076
Fundraising and Community Grants	3,855	5,000	5,305
Other Revenue	-	5,000	-
School House	33,888	36,400	33,592
	<b>47,634</b>	<b>67,800</b>	<b>70,844</b>
<b>Expense</b>			
Extra Curricular Activities Costs	5,944	2,600	3,816
Fundraising and Community Grant Costs	68	5,000	6,597
School House	19,291	36,400	9,047
	<b>25,303</b>	<b>44,000</b>	<b>19,460</b>
<i>Surplus for the year Locally Raised Funds</i>	<b>22,331</b>	<b>23,800</b>	<b>51,384</b>

## 4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	22,934	24,300	17,950
Employee Benefits - Salaries	746,919	646,677	729,190
Staff Development	11,533	11,600	18,913
Depreciation	33,417	30,426	36,175
Equipment Repairs	930	1,000	997
	<b>815,733</b>	<b>714,003</b>	<b>803,225</b>

## 5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	9,603	4,938	7,642
Board Fees and Expenses	5,739	6,650	10,553
Other Administration Expenses	6,466	7,730	7,291
Employee Benefits - Salaries	42,996	41,158	44,240
Insurance	1,105	500	920
Service Providers, Contractors and Consultancy	6,612	7,500	6,612
Ka Ora, Ka Ako - Healthy School Lunch Programme	34,181	-	71,506
	<u>106,702</u>	<u>68,476</u>	<u>148,764</u>

## 6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	11,277	12,624	(4,109)
Cyclical Maintenance	12,055	9,600	25,593
Heat, Light and Water	14,095	17,500	16,903
Repairs and Maintenance	8,183	14,650	25,019
Use of Land and Buildings	133,984	149,593	148,408
Employee Benefits - Salaries	30,956	28,823	26,960
Other Property Expenses	3,051	2,900	2,912
	<u>213,601</u>	<u>235,690</u>	<u>241,686</u>

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

## 7. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	324,527	48,401	277,592
Cash and cash equivalents for Statement of Cash Flows	<u>324,527</u>	<u>48,401</u>	<u>277,592</u>

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

Of the \$324,527 Cash and Cash Equivalents \$33,937 is subject to restrictions for the following reasons:

- \$30,812 is held by the School on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 16.
- \$3,125 of Revenue Received in Advance is held by the school, as disclosed in note 13.

## 8. Accounts Receivable

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Receivables	4,715	12,350	15,113
Receivables from the Ministry of Education	250	-	31,575
Interest Receivable	1,775	2,606	2,286
Teacher Salaries Grant Receivable	46,057	42,157	44,385
	<u>52,797</u>	<u>57,113</u>	<u>93,359</u>
Receivables from Exchange Transactions	6,490	14,956	17,399
Receivables from Non-Exchange Transactions	46,307	42,157	75,960
	<u>52,797</u>	<u>57,113</u>	<u>93,359</u>

## 9. Investments

The School's investment activities are classified as follows:

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	114,331	126,849	108,598
Total Investments	<u>114,331</u>	<u>126,849</u>	<u>108,598</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	192,862	8,290	-	-	(11,966)	<b>189,186</b>
Furniture and Equipment	31,980	10,179	(24)	-	(9,795)	<b>32,340</b>
Information and Communication Technology	19,559	3,885	-	-	(7,584)	<b>15,860</b>
Leased Assets	4,245	8,630	(387)	-	(3,897)	<b>8,591</b>
Library Resources	1,401	-	-	-	(175)	<b>1,226</b>
	<b>250,047</b>	<b>30,984</b>	<b>(411)</b>	<b>-</b>	<b>(33,417)</b>	<b>247,203</b>

The net carrying value of equipment held under a finance lease is \$8,591 (2024: \$4,245)

### Restrictions

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

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	510,681	(321,495)	<b>189,186</b>	502,391	(309,529)	<b>192,862</b>
Furniture and Equipment	218,679	(186,339)	<b>32,340</b>	229,058	(197,078)	<b>31,980</b>
Information and Communication Technology	77,804	(61,944)	<b>15,860</b>	133,117	(113,558)	<b>19,559</b>
Textbooks	16,788	(16,788)	-	16,788	(16,788)	-
Leased Assets	11,715	(3,124)	<b>8,591</b>	14,094	(9,849)	<b>4,245</b>
Library Resources	24,274	(23,048)	<b>1,226</b>	24,274	(22,873)	<b>1,401</b>
	<b>859,941</b>	<b>(612,738)</b>	<b>247,203</b>	<b>919,722</b>	<b>(669,675)</b>	<b>250,047</b>

### 11. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	4,546	2,760	3,110
Accruals	6,980	3,421	6,413
Employee Entitlements - Salaries	46,057	42,157	44,385
Employee Entitlements - Leave Accrual	1,923	1,861	1,866
	<u>59,506</u>	<u>50,199</u>	<u>55,774</u>
Payables for Exchange Transactions	59,506	50,199	55,774
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>59,506</u>	<u>50,199</u>	<u>55,774</u>

The carrying value of payables approximates their fair value.

### 12. Borrowings

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Painting Contract due within one year	23,993	18,743	18,743
	<u>23,993</u>	<u>18,743</u>	<u>18,743</u>
Painting Contract due after one year	6,553	8,434	27,080
	<u>6,553</u>	<u>8,434</u>	<u>27,080</u>

In 2023 the Board signed an agreement with Programmed Property Services Ltd (the contractor) for an agreed programme of work covering a five year period. The programme provides for one exterior repaint of the Ministry owned buildings in 2023, with regular maintenance in subsequent years. The agreement has an annual commitment of \$18,743. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

### 13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Income in Advance	3,125	-	-
Grants in Advance - Ministry of Education	-	1,062	-
	<u>3,125</u>	<u>1,062</u>	<u>-</u>

#### 14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	9,843	4,759	-
Increase/(decrease) to the Provision During the Year	12,055	9,600	9,843
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>21,898</u>	<u>14,359</u>	<u>9,843</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	21,898	14,359	9,843
	<u>21,898</u>	<u>14,359</u>	<u>9,843</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2033. This plan is based on the School's 10 Year Property plan / painting quotes.

#### 15. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	3,317	4,017	4,083
Later than One Year	7,377	4,676	882
Future Finance Charges	(1,690)	-	(289)
	<u>9,004</u>	<u>8,693</u>	<u>4,676</u>
<b>Represented by</b>			
Finance lease liability - Current	2,591	4,017	3,830
Finance lease liability - Non current	6,413	4,676	846
	<u>9,004</u>	<u>8,693</u>	<u>4,676</u>

## 16. Funds Held for Capital Works Projects

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

	2025	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
A,C,D,E,SITE Elec & A,D Plumbing Replacer		246674	-	50,255	(50,255)	-	-
Block D Technology Room Upgrade		256843	-	33,937	(3,125)	-	30,812
Totals			-	84,192	(53,380)	-	30,812

### Represented by:

Funds Held on Behalf of the Ministry of Education	30,812
Funds Receivable from the Ministry of Education	-

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
Totals			-	-	-	-	-

### Represented by:

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

## 17. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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.

## 18. Remuneration

### *Key management personnel compensation*

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

	<b>2025 Actual \$</b>	<b>2024 Actual \$</b>
<i>Board Members</i> Remuneration	3,020	2,595
<i>Leadership Team</i> Remuneration Full-time equivalent members	233,461 1.89	240,646 2.26
Total key management personnel remuneration	236,481	243,241

There are 5 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### *Principal*

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

	<b>2025 Actual \$000</b>	<b>2024 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	120 - 130
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

### *Other Employees*

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

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

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

## 19. Compensation and Other Benefits Upon Leaving

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

	<b>2025 Actual</b>	<b>2024 Actual</b>
Total	\$0	\$0
Number of People	0	0

## 20. Contingencies

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

### Holidays Act Compliance – Schools Payroll

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

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

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of \$34,582 (2024: \$0) as a result of entering the following contracts:

<b>Contract Name</b>	<b>Remaining Capital Commitment</b>
Block D Technology Room Upgrade	\$ 34,582
<b>Total</b>	<b><u>34,582</u></b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

### (b) Operating Commitments

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

## 22. Financial Instruments

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

### Financial assets measured at amortised cost

	<b>2025</b>	<b>2025 Budget</b>	<b>2024</b>
	<b>Actual</b>	<b>(Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Cash and Cash Equivalents	324,527	48,401	277,592
Receivables	52,797	57,113	93,359
Investments - Term Deposits	114,331	126,849	108,598
<b>Total financial assets measured at amortised cost</b>	<b>491,655</b>	<b>232,363</b>	<b>479,549</b>

### Financial liabilities measured at amortised cost

Payables	59,506	50,199	55,774
Borrowings - Loans	30,546	27,177	45,823
Finance Leases	9,004	8,693	4,676
<b>Total financial liabilities measured at amortised cost</b>	<b>99,056</b>	<b>86,069</b>	<b>106,273</b>

## 23. Events After Balance Date

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

## 24. Breach of Law - Borrowing

The Board of Trustees has failed to comply with section 155 of the Education and Training Act 2020, in that no authority is held from the Ministry of Education for Borrowing which, in aggregate, involves repayments of interest and capital in excess of one tenth of the Board's operational activities grant for the year. The extent of the breach is assessed at \$5,155 in excess of the 10% allowable limit.

## 25. 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 Lake Rerewhakaaitu School's Financial Statements

For the Year Ended 31 December 2025

The Auditor-General is the auditor of Lake Rerewhakaaitu School (the School). The Auditor-General has appointed me, Craig Rossouw, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

#### Opinion

In our opinion the financial statements:

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

Our audit was completed on 1 May 2026. This is the date at which our opinion is expressed.

#### Basis for our opinion

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

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

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

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

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

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

In preparing the financial statements, the Board is responsible on behalf of the School 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 the Members of the Board, Statement of Compliance with Employment Policy, Statement of KiwiSport funding and the Annual Report.

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 the auditor, we have no relationship with, or interests in, the School.



**Craig Rossouw**  
**William Buck Audit (NZ) Limited**  
On behalf of the Auditor-General  
Tauranga, New Zealand

## Lake Rerewhakaaitu School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Mathew Armer	Presiding Member	Elected	Sep 2025
Rick Whalley	Principal	ex Officio	
MaryAnn Martin	Parent Representative	Elected	Jul 2025
Catherine Farrell (was Dawson)	Parent Representative	Elected	Sep 2028
Bianca van Emmerik (was Sterkenburg)	Parent Representative	Elected	Sep 2028
Daniel Schutt	Parent Representative	Elected	Sep 2028
Megan O'Dea	Parent Representative	Elected	Sep 2028
Natalie Gow	Staff Representative	Elected	Jul 2025
Vicki Arnott	Staff Representative	Elected	Sep 2028

## Lake Rerewhakaaitu School

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$949 (excluding GST). The funding was spent on sporting endeavours.

## Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Lake Rerewhakaaitu 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.

# Annual Report 2025



Preparing our students for the possibilities of tomorrow.  
Kei te whakatakataka ta matou nga taurira o tenei wa mo nga ahei a tona wa.

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# Introduction

Each year we set targets for academic achievement.

This year our targets were:

## Priority Learners

Students who have been identified as achieving more than one year below expected curriculum level.

### Target 1

**All priority learners who are achieving more than one year below expected curriculum levels at the start of the year will demonstrate accelerated progress by the end of 2025**

This reporting is a reflection of the new reporting requirements from the Minister of Education. It is now our baseline data.

Year 1	Boys 6	Girls 5	Maori 4	Overall 11
<b>Emerging</b>				
<b>Developing</b>				
<b>Consolidating</b>				
<b>Proficient</b>				
<b>Exceeding</b>				

Year 2	Boys 4	Girls 3	Maori 1	Overall 7
<b>Emerging</b>				
<b>Developing</b>				
<b>Consolidating</b>				
<b>Proficient</b>				
<b>Exceeding</b>				

Year 3	Boys 6	Girls 4	Maori 4	Overall 10
<b>Emerging</b>				
<b>Developing</b>				
<b>Consolidating</b>				
<b>Proficient</b>				
<b>Exceeding</b>				

Year 4	Boys 6	Girls 3	Maori 4	Overall 9
<b>Emerging</b>				
<b>Developing</b>				
<b>Consolidating</b>				
<b>Proficient</b>				
<b>Exceeding</b>				

Year 5	Boys 3	Girls 6	Maori 2	Overall 9
<b>Emerging</b>				
<b>Developing</b>				
<b>Consolidating</b>				
<b>Proficient</b>				
<b>Exceeding</b>				

Year 6	Boys 5	Girls 2	Maori 2	Overall 7
<b>Emerging</b>				
<b>Developing</b>				
<b>Consolidating</b>				
<b>Proficient</b>				
<b>Exceeding</b>				

Year 7	Boys 1	Girls	Maori 1	Overall 1
<b>Emerging</b>				
<b>Developing</b>				
<b>Consolidating</b>				
<b>Proficient</b>				
<b>Exceeding</b>				

Year 8	Boys 1	Girls	Maori	Overall 1
<b>Emerging</b>				
<b>Developing</b>				
<b>Consolidating</b>				
<b>Proficient</b>				
<b>Exceeding</b>				

Whole School	Boys 32	Girls 23	Maori 18	Overall
<b>Emerging</b>				
<b>Developing</b>				
<b>Consolidating</b>				
<b>Proficient</b>				
<b>Exceeding</b>				

## Target 2

To improve attendance and engagement to 75% of students attending 90% or higher.

Figures taken from STAR data

%	2025		2024		2023		2022		2021		2020		Average	Target
Term 1	70/17	87	67/18	85	65/19	84	49/30	79	74/12	86			85	
Term 2	51/32	83	41/31	72	56/25	81	13/34	47	57/31	88			74	
Term 3	61/23	84	58/24	82	47/26	73	33/33	66	73/7	80	55/25	80	76	
Term 4	82/16	98	52/30	82	48/34	82	30/32	62	38/36	75	44/38	82	80	
Total		88		81		80		64		83		81	80	

### Late Students Data

95% of students are arriving at school on time. (i.e. 90% of the time)

## Target 2 2026

To improve attendance and engagement in students with irregular attendance (80 -90%) to be above 90% or higher.

%	2025	2024	2023	2022	2021	2020	Average	Target
Term 1	70	67	65	49	74		65	75
Term 2	51	41	56	13	57		44	60
Term 3	61	58	47	33	73	55	55	70
Term 4	61	52	48	30	38	44	46	60
Total	61	55	54	31	60	50	52	67

**Students Present**

%	2025	2024	2023	2022	2021	2020	Average
Term 1	91	88	89	87	91		89
Term 2	86	84	88	75	89		85
Term 3	90	88	85	82	91	87	87
Term 4	82	86	87	80	83	86	83
Total	<b>87</b>	87	87	81	89	87	<b>86</b>

**Regular and irregular students**

%	2025		2024		2023		2022		2021		2020		Average	Target
Term 1	70/17	87	67/18	85	65/19	84	49/30	79	74/12	86			85	
Term 2	51/32	83	41/31	72	56/25	81	13/34	47	57/31	88			74	
Term 3	61/23	84	58/24	82	47/26	73	33/33	66	73/7	80	55/25	80	76	
Term 4	82/16	98	52/30	82	48/34	82	30/32	62	38/36	75	44/38	82	80	
Total		<b>88</b>		<b>81</b>		<b>80</b>		<b>64</b>		<b>83</b>		<b>81</b>	<b>80</b>	

We have had a great year and have made great progress. We have been following our new localised curriculum planning where our term focus and coverage were:

- Term 4 - Careers
- Term 3 - Te Ao Maori
- Term 2 - Sports and Leisure
- Term 1 - Our Place

Our Kiwi Sports funding for 2025 was utilised in getting children to and from regional sporting events and upgrading our sports equipment for Physical Education

Effect to Te Tiriti o Waitangi is documented throughout the annual plan.

## Members of the Board 2025

Members of the Board		For the year ended 31 December 2025	
NAME	POSITION		Term Expires
	HELD	Elected/Co-opted	/ Expired
Rick Whalley	Principal	N/A	N/A
MaryAnn Martin	Parent Rep	Elected	Jul-25
Mathew Armer	Presiding Member	Elected	Sep-25
Catherine Farrell (was Dawson)	Parent Rep	Elected	Sep-28
Bianca van Emmerik (was Sterkenburg)	Parent Rep	Elected	Sep-28
Daniel Schutt	Parent Rep	Elected	Sep-28
Natalie Gow	Staff Rep	Elected	Jul-25
Vicki Arnott	Staff Rep	Elected	Sep-28
Megan O'Dea	Parent Rep	Elected	Sep-28
Stevie Simeon	Parent Rep	Appointed	Sep-28
Jacinda Poland	Parent Rep	Co-opted	Sep-28

# Annual Plan Report 2025

## 3 Year Strategic Plan

<b>Learner Centred</b> Achieved by:	<b>NELP</b>	<b>Emerging</b> Phase 1	<b>Engaging</b> Phase 2	<b>Extending</b> Phase 3
Students develop life long learning skills	1,7	<b>Students are</b> introduced to the learning process	<b>Students are</b> supported through the learning process	<b>Students are</b> engaged in learning and know the learning process
Develop student voice and agency	2,3,4,5,6,7	<b>Students are</b> encouraged to have a say in why, what and how they learn	<b>Students are</b> supported to have a say in why, what and how they learn	<b>Students are</b> able to have a say in why, what and how they learn
Developing collaborative teaching /learning practices	1,2,3,4	<b>Teachers are</b> introducing collaborative planning teaching and learning experiences for all student	<b>Teachers are</b> supporting collaborative teaching and learning experiences for all students	<b>Teachers are</b> working collaboratively to plan teaching and learning experiences for all students
Enhance future focussed learning through the use of digital technologies	2,7	<b>Students and teachers are</b> introducing DTs to enhance the teaching/learning experiences	<b>Students and teachers are</b> supporting the use of DTs to enhance the teaching/learning experiences	<b>Students and teachers are</b> using DTs to create and enhance the teaching/learning experiences
Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	1,2,3,4,5,6,7	<b>Teaching and learning experiences are</b> dynamic and engage students in their passions in real life events	<b>Teaching and learning experiences are</b> dynamic and engage students in their interests in real life events (local, national and global)	<b>Teaching and learning experiences are</b> relevant and engage students in their interests in real life experiences that expands their views of local, national and global events

<b>Responsive Culture</b> Achieved by:	<b>NELP</b>	<b>Emerging</b> Phase 1	<b>Engaging</b> Phase 2	<b>Extending</b> Phase 3
Maintain a positive school culture	1,2,3,5	<b>School develops</b> an environment where ākonga, kaiako and whānau belong	<b>School implements</b> an environment where ākonga, kaiako and whānau belong	<b>School provides</b> an environment where ākonga, kaiako and whānau belong and thrive
Celebrate our cultural diversity	1,2,3,4,5	<b>Students will</b> recognise and explore theirs and others cultures in a positive environment	<b>Students will develop an awareness</b> and appreciation of theirs and others cultures in a positive environment	<b>Students will</b> be immersed in theirs and others cultures in a positive environment
Increase attendance and engagement	1,2,3,4,5,6,7	<b>Students, whanau, staff and the community are</b> investigating ways to form positive partnerships to ensure that students are present, participating and progressing	<b>Developing and fostering a positive partnership</b> between students, staff, whanau and the community to ensure that students are present, participating and progressing	<b>Students are</b> present, participating and progressing in all school activities
Provide targeted, monitored programmes	2,3,6,7	<b>Identify, develop and implement</b> systems and processes that support accelerated learning	<b>Identify, develop and implement</b> systems and processes that support accelerated learning	<b>Identify, develop and implement</b> systems and processes that support accelerated learning
Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways	1,2,3,4,5,6,7	<b>Students develop a sense of</b> who they are and are beginning to build confidence in themselves	<b>Students know</b> who they are and build confidence ready to take on opportunities	<b>Students know</b> who they are and are confident to take on a wider range of opportunities

<b>Sustainable Partnerships</b> Achieved by:	<b>NELP</b>	<b>Emerging</b> Phase 1	<b>Engaging</b> Phase 2	<b>Extending</b> Phase 3
Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community	2,3	Re-establish parents/whanau and the wider community involvement and engagement at Lake Rerewhakaaitu School	Provide multiple opportunities for parents /whanau and the wider community to feel welcome, involved and engaged at Lake Rerewhakaaitu School	Parents /whanau and the wider community feel welcome, involved and engaged at Lake Rerewhakaaitu School
Implement a localised curriculum through strengthening whanau engagement in learning and goal setting	1, 2, 3	Local curriculum document implemented and being used	Review Local curriculum document	Local curriculum document implemented and being used
Strengthen iwi connections through the iwi education plan	1,2,3,4,5	Developing relationships and links with Ngati Rangitahi	Building on strong links and relationship with Ngati Rangitahi	Sustain strong links and relationship with Ngati Rangitahi
Shared responsibility and reciprocal process between school and other agencies and organisations	1,3,6	Agencies used based on relevant assessment of student needs	Agencies used based on relevant assessment of student needs	Agencies used based on relevant assessment of student needs
Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas	2, 6	Build professional relationships and resources across school	Build professional relationships and resources across school	Build professional relationships and resources across school

## LRS 2025 Annual Plan Review

Learner Centred Achieved by:	NELP	Extending Phase 3 2025	Ways to achieve this goal	Evidence
Students develop life long learning skills	1,7	<ul style="list-style-type: none"> <li>● <b>Students are</b> engaged in learning and know the learning process</li> </ul>	<ul style="list-style-type: none"> <li>● Focused on life long learning through the LRS local curriculum doc</li> <li>● Children are learning about the LRS inquiry process.</li> <li>● Continue to Implementing structure Literacy</li> <li>● Continue to Implementing structure Numeracy</li> <li>● Localised Curriculum implementation</li> <li>● Collaborative planning based on charter/annual plan/ LCD</li> <li>● Use of LRS Progression booklets</li> <li>● Develop LRS inquiry process</li> </ul>	<ul style="list-style-type: none"> <li>● MOE funded PD in Maths curriculum</li> <li>● Teachers incorporate, develop and refine the school inquiry / integrated learning structure integrating learning areas. Developing the 5Es as the LRS inquiry model</li> <li>● Planning based on the LRS Local Curriculum.               <ul style="list-style-type: none"> <li>○ Term 1 Our Place</li> <li>○ Term 2 Sports and leisure</li> <li>○ Term 3 Te Ao Maori</li> <li>○ Term 4 Careers</li> </ul> </li> <li>● Swimming programme again this year to make up for days missed in term 4 2024</li> <li>● Students using new NAPs and LAPS that are in line with the curriculum refresh and structured literacy and numeracy to replace Bluebooks</li> <li>● Teachers developing new planning docs for teaching and learning to reflect the changes to the curriculum,</li> <li>● Spent many hours developing, designing and</li> </ul>

				redesigning the curriculum refresh to support our students.
Develop student voice and agency	2,3,4,5,6,7	<ul style="list-style-type: none"> <li>● <b>Students are</b> able to have a say in why, what and how they learn</li> </ul>	<ul style="list-style-type: none"> <li>● Children choose topics through the localised curriculum, why, what and how to learn</li> <li>● Students using Progress Booklets to determine where they are at and next steps to learning</li> </ul>	<ul style="list-style-type: none"> <li>● Planning learning experiences based on student voice and agency</li> <li>● Student agency and inquiry based learning programme to develop a stronger sense of each individual's identity.</li> <li>● Students taking ownership of their learning and pro-actively engaging</li> <li>● Staff and children being introduced to news NAPs and LAPs to show next steps and take ownership of learning. Booklets updated at end of each term</li> <li>● Through careful planning and teaching strategies and mediation students were able to share their learning and next steps with others, with support from progression booklets.</li> <li>● Passion projects</li> </ul>
Developing collaborative teaching /learning practices	1,2,3,4	<ul style="list-style-type: none"> <li>● <b>Teachers are</b> working collaboratively to plan teaching and learning experiences for all students</li> </ul>	<ul style="list-style-type: none"> <li>● PLD through Kahui Ako</li> <li>● Senior and Junior Teacher planning together</li> <li>● TA working in and across classes</li> <li>● Localised curriculum planning as teams</li> <li>● Understanding new Govt initiatives in Literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-only days held before school started using LC to plan engaging programmes and learning opportunities for the students based on the ideas and thoughts of the students. This also was a time for teachers to develop the new areas in</li> </ul>

			<ul style="list-style-type: none"> <li>Using the new curriculum refresh</li> </ul>	<p>the curriculum for planning , assessment and reporting</p> <ul style="list-style-type: none"> <li>Teachers planning a range of rich learning experiences for students to explore their interests, develop their strengths and discover new capabilities</li> <li>Teachers working with LSC and RTLB</li> <li>Teacher only day term 2 and 3 to focus on Maths curriculum and developing the assessment of Literacy and Numeracy</li> </ul>
Enhance future focussed learning through the use of digital technologies	2,7	<ul style="list-style-type: none"> <li><b>Students and teachers are</b> using DTs to create and enhance the teaching/learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>Students learning through the VLN Primary School</li> <li>Google classroom, Seesaw used in classes</li> <li>Students enrolled in Kotui Ako VLNP classes</li> </ul>	<ul style="list-style-type: none"> <li>Actively using: Google docs, SeeSaw, chrome books, ipads and apps for learning.</li> <li>Students enrolled in Kotui Ako - Virtual learning network Aotearoa <ul style="list-style-type: none"> <li>Digital technology, Japanese, French, German, and the rural group</li> </ul> </li> <li>Passion projects: Passion projects are delivered through the Technology curriculum. Topics have been: cooking, gardening,carving, the arts</li> <li>Term 1 Our place within Aotearoa <ul style="list-style-type: none"> <li>Understanding our geographical area (Science - volcanoes, earthquakes/ fault lines, rocks, soil, etc).</li> <li>Significant events within our area local, national and global.</li> </ul> </li> </ul>

				<ul style="list-style-type: none"><li>● Term 2 Sports and Leisure<ul style="list-style-type: none"><li>○ Intrinsic motivation</li><li>○ To strive for personal growth by embracing challenges and continuously improving yourself.</li><li>○ activities are undertaken for enjoyment and relaxation, ranging from organized competitive sports to informal recreation and hobbies, with a focus on personal well-being and social interaction.</li></ul></li> <li>● Term 3- Te Ao Maori-Maramataka<ul style="list-style-type: none"><li>○ Influence of the weather and the seasons, influence of the moon and the sun,</li><li>○ Sustainability,</li><li>○ Our connection to the nature and environment,</li><li>○ Stars and navigation,</li><li>○ taking care of overharvesting, not giving back to the land.</li></ul></li> <li>● Term 4 Careers<ul style="list-style-type: none"><li>○ What do I bring? (Personal skills and talents)</li><li>○ What do I love?</li><li>○ What are my</li></ul></li></ul>
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				<p>strengths or passions?</p> <ul style="list-style-type: none"> <li>○ What skills and attributes do I need?</li> <li>○ How will my career contribute to my future and society? What value will I add to my community/society and what will I gain in return for my contribution? (Tangible and intangible.)</li> </ul>
Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	1,2,3,4,5,6,7	<ul style="list-style-type: none"> <li>● <b>Teaching and learning experiences are</b> relevant and engage students in their interests in real life experiences that expands their views of local, national and global events</li> </ul>	<ul style="list-style-type: none"> <li>● A range of activities are utilised in teaching and learning experiences</li> <li>● Getting children out of the classroom and/or getting people into school for added experiences</li> </ul>	<ul style="list-style-type: none"> <li>● Providing students with opportunities to engage in hands-on activities, through the Implementation of the Local Curriculum. Trip to Waimangu Volcanic Valley</li> <li>● Cluster and outside agency programmes: Swimming, RATs, KA Leaders .</li> <li>● School and Cluster Swimming, Athletics, cross country</li> </ul>

<b>Responsive Culture</b> Achieved by:	<b>NELP</b>	<b>Engaging</b> Phase 2	<b>Ways to achieve this goal</b>	<b>Actions</b>
Maintain a positive school culture	1,2,3,5	<b>School implements</b> an environment where ākonga, kaiako and whānau belong	<ul style="list-style-type: none"> <li>● Open Days</li> <li>● Target attendance and engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Invited to weekly assemblies</li> <li>● All teachers at bus and walking lines at end of day to talk with whanau</li> <li>● Strong PTA activities that involve community</li> <li>● Passion Projects</li> <li>● Values planning with student voice</li> </ul>

Celebrate our cultural diversity	1,2,3,4,5	<b>Students will develop an awareness</b> and appreciation of theirs and others cultures in a positive environment	<ul style="list-style-type: none"> <li>● Cultures focus</li> <li>● Cultural Festival</li> </ul>	<ul style="list-style-type: none"> <li>● Local curriculum topics</li> <li>● Welcome in different languages</li> <li>● Localised Curriculum Document</li> <li>● Cluster cultural festival</li> </ul>
Increase attendance and engagement	1,2,3,4,5,6,7	<b>Developing and fostering a positive partnership</b> between students, staff, whanau and the community to ensure that students are present, participating and progressing	<ul style="list-style-type: none"> <li>● Student agency in developing localised curriculum studies and activities.</li> <li>● Activity days</li> </ul>	<ul style="list-style-type: none"> <li>● Our target of 75% attending 90% is coming along Currently 74% at 90% with 84% attendance overall</li> <li>● Student agency in developing localised curriculum studies and activities.</li> <li>● Values planning with student voice</li> <li>● Passion projects</li> <li>● Activity days for parents and students</li> <li>● Curriculum evening to inform on how we measure progress</li> </ul>
Provide targeted, monitored programmes	2,3,6,7	<b>Identify, develop and implement</b> systems and processes that support accelerated learning	<ul style="list-style-type: none"> <li>● Staff meetings to discuss target students needs and programmes</li> <li>● Teacher Aides to work with target students</li> <li>● RTLB referrals</li> <li>● LSC working as SENCO</li> <li>● Teachers and Teacher Aides</li> </ul>	<ul style="list-style-type: none"> <li>● Staff meetings to discuss target students needs and programmes</li> <li>● Target teacher- IEPs held Term 1, with parents, IEPs for Term 2,3,4</li> <li>● Teacher aides to work with target students</li> <li>● RTLB referrals</li> <li>● LSC working as SENCO</li> <li>● Teachers and Teacher aides</li> </ul>

Sustainable Partnerships Achieved by:	NELP	Emerging Phase 1	Ways to achieve this goal	End of year review
Strengthen collaborative partnerships between school, whanau/family, Iwi, and the wider community	2,3	Provide multiple opportunities for parents /whanau and the wider community to feel welcome, involved and engaged at Lake Rerewhakaaitu School	<ul style="list-style-type: none"> <li>● Holding open days</li> <li>● Working with local iwi and clubs</li> <li>● Pet Day</li> <li>● PTA organised events</li> </ul>	<ul style="list-style-type: none"> <li>● Holding open days</li> <li>● Working with local iwi and clubs</li> <li>● PTA organised events</li> <li>● Cluster events: swimming, cross country, sports</li> </ul>
Implement a localised curriculum through strengthening whanau engagement in learning and goal setting	1, 2, 3	Review Local curriculum document	<ul style="list-style-type: none"> <li>● See curriculum report</li> <li>● See Schoolwide Curriculum Document</li> </ul>	<ul style="list-style-type: none"> <li>● Staff collaboratively planning topic studies and activities based on the LRS local curriculum</li> <li>● Schoolwide Curriculum Document updates</li> <li>● Curriculum refresh training</li> </ul>
Strengthen iwi connections through the iwi education plan	1,2,3,4,5	Building on strong links and relationship with Ngati Rangitihia	<ul style="list-style-type: none"> <li>● develop relationships with local hapu: school lunches, environmental projects</li> </ul>	<ul style="list-style-type: none"> <li>● Continuing to develop relationships with local hapu: environmental projects</li> <li>● Possum trapping and tree planting in partnership with DoC and Onuku</li> </ul>
Shared responsibility and reciprocal process between school and other agencies and organisations	1,3,6	Agencies used based on relevant assessment of student needs	<ul style="list-style-type: none"> <li>● use outside agencies through the LSC and RTLB services to support students and teachers</li> <li>● Pest control in Gully in partnership with Onuku&lt; DOC and LRS students</li> </ul>	<ul style="list-style-type: none"> <li>● Continuing to use outside agencies through the LSC and RTLB services to support students and teachers</li> <li>● Pest control in the gully in partnership with Onuku, DOC and LRS students</li> </ul>
Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas.	2, 6	Build professional relationships and resources across school	<ul style="list-style-type: none"> <li>● Attending KA meetings and keeping up with relevant documents</li> <li>● Teacher only days</li> <li>● PLD- Assessment for Learning</li> </ul>	<ul style="list-style-type: none"> <li>● Attending KA meetings and keeping up with relevant documents</li> <li>● Teacher only days</li> <li>● PLD- Assessment for Learning</li> <li>● Attend and organise cluster events</li> </ul>

## NELPs

OBJECTIVE 1: LEARNERS AT THE CENTRE		In LRS we:	Actions
<p>Priority 1:</p>	<p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<ul style="list-style-type: none"> <li>● Students develop life long learning skills.</li> <li>● Developing collaborative teaching /learning practices</li> <li>● Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them,</li> <li>● Maintain a positive school culture.</li> <li>● Celebrate our cultural diversity.</li> <li>● Developing a stronger sense of each individual's identity in meaningful and culturally appropriate ways</li> <li>● Implement a localised curriculum through strengthening whanau engagement in learning and goal setting.</li> <li>● Strengthen iwi connections through the iwi education plan.</li> <li>● Shared responsibility and reciprocal process between school and other agencies and organisations.</li> </ul>	<p>The playground surrounds were refurbished. This was fully funded by the PTA</p> <p>All scheduled policy reviews have taken place</p> <p>RTLB services used to source funding for targeted children</p> <p><b>Local curriculum topics</b></p> <p><b>Term 1 Our Place</b></p> <p><b>Term 2 Sports and Leisure</b></p> <p><b>Term 3 Te Ao Maori</b></p> <p><b>Term 4 Careers</b></p> <p>Blue books being phased out to become inline with the refreshed curriculum</p> <p>Life Education Trust visit</p> <p>Tuakana Teina style teaching taking place in local curriculum studies.</p> <p>Practiced week 1-6 for the Cultural Festival held in Reporoa. Students using school song and school Haka- links to Ngati Rangitahi</p> <p>Fire drill Term 1,2,3,4</p> <p>Developed LRS</p>
<p>Priority 2:</p>	<p>Have high aspirations for every learner/ākonga, and</p>	<ul style="list-style-type: none"> <li>● Develop student voice and agency</li> <li>● Developing collaborative teaching /learning practices</li> </ul>	<p>CAPs have been carried out for all of our Target children and programmes are in place to</p>

	<p>support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<ul style="list-style-type: none"> <li>● Enhance future focussed learning through the use of digital technologies.</li> <li>● Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them,</li> <li>● Maintain a positive school culture.</li> <li>● Celebrate our cultural diversity.</li> <li>● Provide targeted, monitored programmes.</li> <li>● Developing a stronger sense of each individual's identity in meaningful and culturally appropriate ways</li> <li>● Strengthen collaborative partnerships between school, whanau/family, Iwi, and the wider community</li> <li>● Implement a localised curriculum through strengthening whanau engagement in learning and goal setting.</li> <li>● Strengthen iwi connections through the iwi education plan.</li> <li>● Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas.</li> </ul>	<p>support the students and their whanau. These were reviewed early term 2. See term 2 assessment data report Local curriculum document Attend all Kahui Ako(KA) and cluster principal meetings KA teacher only days Participate in KA Professional Development Children attend Reporoa cluster events Curriculum programmes acknowledge Te Tiriti o Waitangi Staff have developed new Numeracy Achievement Progress and Literacy Achievement progress booklets based on the curriculum that will be implemented in 2026. All teaching and learning will follow these documents. PRIME book used in class, PLD in the use of the PRIME books PD for maths secured through Kahui Ako for Numeracy. Staff BSLA training, Principal Training in the CODE</p>
<p>OBJECTIVE 2: BARRIER-FREE ACCESS</p>	<p>In LRS we:</p>	<p>Actions</p>	
<p>Priority 3:</p>	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<ul style="list-style-type: none"> <li>● Develop student voice and agency</li> <li>● Developing collaborative teaching /learning practices</li> <li>● Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them,</li> </ul>	<p>See Term 1 and 2 target reports See local curriculum planning School fun run, Try-Athlon, Target 1: Students Accelerated learning: See data report Target 2</p>

		<ul style="list-style-type: none"> <li>● Maintain a positive school culture.</li> <li>● Celebrate our cultural diversity.</li> <li>● Increase attendance and engagement.</li> <li>● Provide targeted, monitored programmes.</li> <li>● Developing a stronger sense of each individual's identity in meaningful and culturally appropriate ways</li> <li>● Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community</li> <li>● Implement a localised curriculum through strengthening whanau engagement in learning and goal setting.</li> <li>● Strengthen iwi connections through the iwi education plan.</li> <li>● Shared responsibility and reciprocal process between school and other agencies and organisations.</li> </ul>	See target report
Priority 4:	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	<ul style="list-style-type: none"> <li>● Develop student voice and agency</li> <li>● Developing collaborative teaching /learning practices</li> <li>● Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them,</li> <li>● Celebrate our cultural diversity.</li> <li>● Increase attendance and engagement.</li> <li>● Developing a stronger sense of each individual's identity in meaningful and culturally appropriate ways</li> <li>● Strengthen iwi connections through the iwi education plan.</li> </ul>	TODs- planning collaboratively schoolwide topics Staff meetings- Monday: what's on top support for teachers. Wednesday- focus on school wide needs and PLD Local curriculum planning As above Cultural Festival participation.
OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP	In LRS we:	Actions	

Priority 5:	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	<ul style="list-style-type: none"> <li>● Develop student voice and agency</li> <li>● Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them,</li> <li>● Maintain a positive school culture.</li> <li>● Celebrate our cultural diversity.</li> <li>● Increase attendance and engagement.</li> <li>● Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways</li> <li>● Strengthen iwi connections through the iwi education plan.</li> </ul>	<p>We have continued with our topic studies as well as having Whaea Adelaide taking te reo me nga tikanga Māori sessions on Friday mornings.</p> <p>Local Curriculum topics: Terms 1-4</p> <p>As above</p>
Priority 6:	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	<ul style="list-style-type: none"> <li>● Develop student voice and agency</li> <li>● Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them,</li> <li>● Increase attendance and engagement.</li> <li>● Provide targeted, monitored programmes.</li> <li>● Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways</li> <li>● Shared responsibility and reciprocal process between school and other agencies and organisations.</li> <li>● Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas.</li> </ul>	<p>Kahui Ako PD in curriculum refresh is continuing throughout the year.</p> <p>We are now holding staff meetings on Mondays for general school processes and practice and another staff meeting on Wednesdays to discuss our target children and how we can support them and ourselves to see them make accelerated progress.</p> <p>NZ Curriculum refresh PLD as above</p>
OBJECTIVE 4: FUTURE OF LEARNING AND WORK		In LRS we:	Actions
Priority 7:	Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and	<ul style="list-style-type: none"> <li>● Students develop life long learning skills.</li> <li>● Develop student voice and agency</li> </ul>	Continuing to work with DOC and Ngati Rangitihī on the pest eradication programme.

	pathways to succeed in work	<ul style="list-style-type: none"> <li>• Enhance future focussed learning through the use of digital technologies.</li> <li>• Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them,</li> <li>• Increase attendance and engagement.</li> <li>• Provide targeted, monitored programmes.</li> <li>• Developing a stronger sense of each individual's identity in meaningful and culturally appropriate ways</li> </ul>	
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## Priority Learners

Students who have been identified as achieving more than one year below expected curriculum level.

## Targets 2026

### Target 1

All priority learners who are achieving more than one year below expected curriculum levels at the start of the year will demonstrate accelerated progress by the end of 2025

# Approaches to Accelerating Learning at LRS

Approach	Evaluation
Identify Priority Learners and their specific learning needs	
Individualise teaching and learning plans are developed for each priority learner	

Students progress is monitored and tracked at regular and ongoing intervals throughout the year	
Schoolwide protocols are developed, reflecting expected practice for teaching and learning in reading, writing and maths	
Teaching and learning is underpinned growth mindset practices	
Teacher professional development to ensure learner agency is developed and implemented consistently across the school	
Students receive specific, frequent and positive feedback	
Teachers inquire into their own practice and share their learning	
Parents/whanau/caregivers are informed and reported to regularly about their child's progress and achievement	
Parents/whanau/caregivers engage in supporting their child's learning at home	
External support (eg; RTL, MOE, LSC) is accessed and utilised as required	
Leadership team to monitor progress of learners schoolwide: providing support, professional learning and ongoing mentoring of teachers as necessary	
Board decisions focus on improving students outcomes and monitoring progress towards achieving the strategic goals of the school	

## Target 2

To improve attendance and engagement to 75% of students attending 90% or higher..

# Approach to Engagement and Attendance

Approach	Evaluation
Identify students who have less than 95% attendance	
Focus in LRS aims Responsive culture	
Liaise with MOE, LSC, RTLB and truancy officer. <a href="https://assets.education.govt.nz/public/Education-and-Training-Act-2020/AttendanceMatters-updated-legislation.pdf">https://assets.education.govt.nz/public/Education-and-Training-Act-2020/AttendanceMatters-updated-legislation.pdf</a>	
Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community	
PLD with Te Kahui ako o Reporoa in attendance and engagement	
Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	
Multiple ways of engaging whanau/family, iwi, and the wider community in school activities	

# Analysis of Variance

Priority Learners

Students who have been identified as achieving more than one year below expected curriculum level.

Targets 2025

## Target 1

All priority learners who are achieving more than one year below expected curriculum levels at the start of the year will demonstrate accelerated progress by the end of 2025

Curriculum area progress "at or accelerated progress"

Curriculum Area	Whole school	Boys	Girls	Maori
Maths	94	96	92	94
Writing	88	92	82	95
Reading	96	96	95	94

We have had 15 students that were in our target group over 2025

## Evaluation of Target Student Programme

### Introduction

In 2023 we introduced a specialist target teacher to support students with identified needs in Numeracy and literacy. This programme has continued into 2025.

Accelerated Progress for the whole school

Through professional learning discussions staff are asking ourselves two questions; can I do this? and what's in it for me? The change to practice and using the booklets has been a learning process and we have had long discussions on how we sell the new practices to ourselves and how we sell it to the children.

We have been working in 'The Pit' and our new knowledge and understanding is starting to take shape.

Introduction of the progression booklets, the staff didn't believe in them at first as they saw this as an increase to their workload rather than something that could help decrease it. With time, changes in staff and seeing how the books are not just one tool but planning, self-assessment, reporting, goal setting, peer assessment, next steps and seeing the big picture and pathways for students we can now believe and buy into the progression booklets and use them effectively as a staff.

We are now implementing the new learning by:

- **Planning:** Our Progression books make our plan easier to do, as we have clear objectives, plans, assessments and success criteria that we are looking for.
- **Self Assessment:** It tells students the exact path on what they need to do in order to achieve a level/move on. They can take the learning into their own hands and question what objectives/learning they are achieving.
- **Reporting:** By tracking students' progress and achievements in these booklets, they become a reporting tool for parents, staff, boards and support services.
- **Goal Setting:** Students don't have to think of a new goal every single time, they have a place they can go to reflect and think of their next steps.

#### How do we deliver it?

*Monday to Thursday are core learning days and Friday is blue book day - assessment of the week, informs planning for the next week.*

- Students and Teacher conferencing
- Students self- review
- Students can peer review - *'I think I'm here, but someone else may think differently/Group time'*
- Teacher and student reflection - *What worked/What didn't go so well this week*
- Incentives - *When I make progress I can show the principal/other teachers*
- Planning tools - Are kids moving?
- Assessment tools
- Indication of accelerating progress
- Learning conversations - Touching base with parents and kids
- Indication of success criteria - Shows students what they can do to achieve their WALTs. Evidence in books, discussions and work on the walls.
- Indication of gaps - What do I need to go back and cover?
- Relievers - Gives a fast indication of where students are at.

#### How do we know our children are achieving?

Highlighting side by side with students when they have achieved a WALT/Success Criteria. Explaining the process of what achievement looks like in the books and what the books actually mean. If students are highlighting alongside the curriculum.

Students have made accelerated progress ranging from 24 months in a year to 8 months in a term.

### Approaches to Accelerating Learning at LRS

Approach	Evaluation
Identify Priority Learners and their specific learning needs	Using ongoing data from progression booklet, in class formative assessments, LSC, RTLB and target teacher CAPs data we are continuing to track and identify students who require assistance in numeracy and literacy.
Individualise teaching and learning plans are developed for each priority learner	<ul style="list-style-type: none"> <li>- Specialised target TAs Monday to Friday working with               <ul style="list-style-type: none"> <li>- 1 Hour- reading x 4 groups</li> <li>- 1 Hour- writing x 4 groups</li> <li>- 1 Hour- Numeracy x 4 groups</li> </ul> </li> <li>- Collaborative Action plans were developed with all students and interviews with parents/whanau were held early term 1.(1: see below)</li> <li>- Classroom teacher and target teacher working collaboratively to develop programmes that support the students accelerated learning</li> <li>- RTLB/RTLit assisting with funding for teacher aides for specific programmes- Bricks, Yolanda Soryl, BSLA</li> <li>- Hearing specialist supporting 4 children</li> <li>- Use of progression booklets</li> </ul>
Students progress is monitored and tracked at regular and ongoing intervals throughout the year	Students are constantly monitored through the target teacher and classroom teacher discussions and target staff meetings. The LSC is involved throughout the process and populates the Kahui Ako special needs register
Schoolwide protocols are developed, reflecting expected practice for teaching and learning in reading, writing and math	<ul style="list-style-type: none"> <li>- PLD in Assessment for Learning is ongoing in 2025</li> <li>- 'Schoolwide Document' Teacher only days in January to discuss literacy and numeracy policy, procedure and programmes</li> </ul>
Teaching and learning is underpinned growth mindset practices	<ul style="list-style-type: none"> <li>- Together We Grow</li> <li>- Focus on planning for growth and developing a positive can do attitude in students</li> <li>- Setting realistic, achievable goals that supports students to develop a positive attitude towards learning</li> </ul>
Teacher professional development to ensure learner agency is develop	<ul style="list-style-type: none"> <li>- Individualised programmes for all students in small groups that focus on</li> </ul>

and implemented consistently across the school	<p>positive progress and feedback/feedforward.</p> <ul style="list-style-type: none"> <li>- Students focus on goals</li> </ul>
Students receive specific, frequent and positive feedback	Individualised programmes for all students in small groups that focus on positive progress and feedback/feedforward.
Teacher inquire into their own practice and share their learning	<ul style="list-style-type: none"> <li>- PLD in Assessment for Learning is ongoing in 2025</li> <li>- 'Schoolwide Document' Teacher only days in January to discuss Literacy and numeracy policy, procedure and programmes</li> <li>- Teacher Professional Growth Cycle</li> <li>- BSLA course - teacher aides</li> <li>- Understanding of the use of the blue book</li> </ul>
Parents/whanau/caregivers are informed and reported to regularly about their child's progress and achievement	<p>Through CAPs and informal interviews and discussions</p> <p>Interviews to be held in Term 1,2,3,4</p>
Parents/whanau/caregivers engage in supporting their child's learning at home	<ul style="list-style-type: none"> <li>- CAPs discussion support parents and how they can help at home</li> <li>- Helpful information in newsletters about how to help at home</li> <li>- Using Seesaw for link to home</li> </ul>
External support (eg; RTLB, MOE, LSC) is accessed and utilised as required	<ul style="list-style-type: none"> <li>- Currently LSC is available Wednesdays to have interviews and discussion with teachers from 8-9am and 3-4 pm. 9-3 working in school</li> <li>- LSC also investigates programmes and PLD that can assist teachers and students with targets, PLD or programmes.</li> <li>- LSC and RTLB assistance and discussions help with documentation for support</li> <li>- RTLB meetings every three weeks with principal to discuss students that are registered with RTLB service.</li> <li>- RTLIT assisting with the BSLA</li> <li>- Kotui Ako Online learning</li> </ul>
Leadership team to monitor progress of learners schoolwide: providing support, professional learning and ongoing mentoring of teachers as necessary	<ul style="list-style-type: none"> <li>- Staff meetings that focus on target students and support for teachers to unload and seek support for barriers to learning</li> <li>- Currently LSC is available Wednesdays to have interviews and discussion with teachers from 8-9am and 3-4 pm.</li> <li>- LSC also investigates programmes and PLD that can assist teachers and students with targets.</li> <li>- RTLB meetings every three weeks to discuss students that are registered with RTLB service and assist with filling out forms for assistance</li> </ul>

	<ul style="list-style-type: none"> <li>- RTLIT assisting with BSLA</li> <li>- Education Evaluation PLD with Assessment for learning</li> </ul>
Board decisions focus on improving students outcomes and monitoring progress towards achieving the strategic goals of the school	Through Board meetings focus on Charter, strategic plan, policy and budget to support schoolwide accelerated learning

### Collaborative Action Plans

CAPs have been carried out for all of our Target children and programmes are in place to support the students and their whanau. These will be reviewed early Week 2 Term 2.

<b>Name:</b>	<b>D.O.B.:</b>	<b>Year level:</b>	<b>Age:</b>
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<b>Present at Collaborative Learning Conference:</b>	<b>Review date:</b>
<b>Current strengths/Interests.</b>	<b>Previous Learning Supports in Place:</b>
<b>Current Learning Supports in Place:</b>	<b>Evaluation of supports</b>

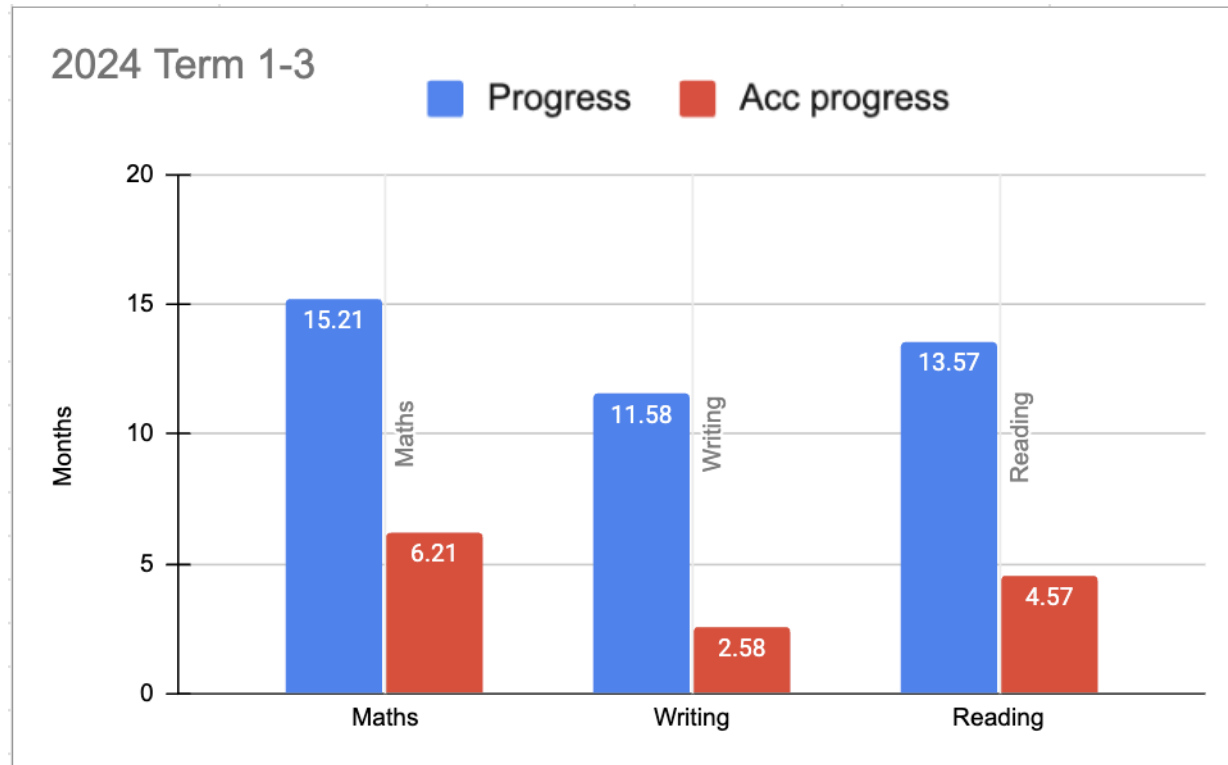
<b>PASTORAL NOTES</b>	<b>ATTENDANCE NOTES</b>

<b>Focus areas:</b>
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Current skills (What is already known?)	Goals (What is to be learned?)	Methods and resources (How will it be taught?)	Responsibility (Who is the lead person?)	Evaluation/Next steps
	•	•		
	•	•		
<b>Evaluation:</b>				

## Evaluation of Target Teacher Programme

### Progress in months 2025



### What has contributed to target students accelerated progress:

We believe that:

- The appointment of a specialist teacher to target our students needs and to work with the teachers, LSC and RTLB.
- The goals set in CAPs meeting- not all are academic as some students require assistance with physical and emotional barriers to learning.
- Where ever possible we have sort assistance from outside agencies
- The students take responsibility for their own learning and see themselves as learners.

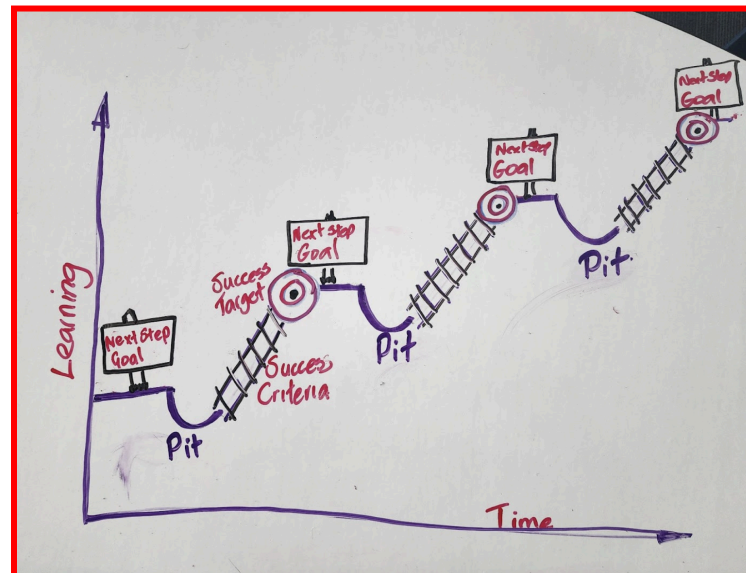
- Targeted programmes have had a positive effect on student learning.
- Link to our blue books and having individual/personalised targets for each child.
- Regular reflection and discussion times at staff meetings
- Use of the learning ladder

#### Barriers to the learning:

- Pastoral - with students having issues that are not school related and these affect their mental and emotional state.
- Attendance of some target students is still a concern.
  - Factors that contribute to absenteeism include:
    - Poverty
    - Poverty leading to housing problems that cause health problems within the students.
    - Drugs, alcohol and violence in the home.
    - Parents and whanau attitude towards the importance of school.
      - 'COVID effect' on not being at school and now readily taking time off school regularly. Parents don't see school as 'everyday matters'. Reasons include: Teacher only days etc
  - Mistrust of the government and Tiriti obligations

#### Where to next

Continue with the programme as it stands and continue to work with whanau and parents to support students at school. We are also working closely with parents and whanau on attendance.



## Extension writing

### Introduction

Kōtui Ako VLN is a collaborative network of Primary and Secondary schools and kura serving Years 0 – 13, who work together to improve access to educational opportunities for their learners, via the online environment.

Online classes take place in real time once a week through Zoom web conferencing. Students then spend another 30 minutes per week working on independent activities. This time is flexibly scheduled in school and supported by resources in Google Classroom or Seesaw.

Learning online with Kōtui Ako VLN is a partnership with participating schools; between school principals, classroom teachers, online teachers, school learning support people and whānau. We all have a part to play to ensure our learners are well supported.

These protocols outline our shared commitment to our learners and the terms and conditions for schools joining Kōtui Ako VLN primary programmes. They are important to ensure that online classes run smoothly, students are well supported in their learning, and that collaborations between schools are effective and equitable.

### Creative Writing

Kōtui Ako VLN Primary - December 5, 2023

Kura are asked to go through an identification process for students wanting to apply for our gifted and talented programmes. Spaces in these programmes are limited and allocated based on suitability.

Read and respond to poems, prose and short stories to improve your own personal creative writing.

Students will learn about a variety of creative writing styles and techniques with time to share their thoughts, questions and their writing.

Choice: students can choose a variety of ways they can present their writing and choice of topic to write about along with what style of creative writing or poetry they wish to use.

Time for Reflection: students will be given time to talk about their learning during the half hour online meeting time.

Opportunities for Innovation: students will use creative writing & poems as models to innovate on and develop their own personal style.

### Evaluation

## **Kōtui Ako - Creative Writing Class 2025**

5 students from years 6-8 participate in the Kōtui Ako Creative Writing class. The main reasoning behind enrolling them was to grow their knowledge and own style of creative writing . Having a composite class from years 4-8 can be tricky to make sure writing extension is happening for those quality writers who need it.

### This class gave students the opportunity to:

1. Gain skills and knowledge around the language feature types we use in creative writing.
2. Learn how to use and interact with digital platforms such as google classroom and zoom.
3. Have in-depth conversations around their writing with students of the same age and academic learning levels.
4. All students who participated in the class made accelerated progress in their writing achievement once starting the class.
5. Could contact and work with e-teacher through email anytime.
6. Learn the structure of certain poem types and styles.
7. Find and grow their own writing style.
8. Gain a deeper understanding of what exactly creative writing is.
9. Work with another teacher who has a different teaching style to their daily in-class teacher.
10. Stay focused on a particular subject and really go in-depth in both structure and language.

### Teacher perspective positives:

1. Open-ended and continuous communication from the e-teacher around student progress within the class and any behavioural issues were worked through together.
2. Clearly written reports provided by the e-Teacher that showed the learning objectives achieved by each student, these could be used to inform parents of exactly what students achieved in the class.
3. Open in-depth discussions with students about their learning after sessions where they felt they were the expert.
4. Noticing the growth in students questioning and reasoning skills around the different types of language features.
5. Confident students who were excited and passionate about sharing their learning with the rest of our class, and the wider school.
6. Motivated students who just couldn't wait for writing time, both online and in class.

7. Organised students who would be ready and waiting for their online class to start.
8. Students coming in and completing homework tasks before school through their own personal drive to achieve.

### Teacher Reflection

As a teacher in a rural school where our numbers are low, especially in our senior class, the opportunity that this paper provided my students was invaluable! Both academically, but also socially. As a teacher, talking with the e-Teachers and looking at their planning and the way they scaffold their lessons was valuable to growing my own understanding of different ways we could engage and inspire students to achieve in creative writing.

Child	Year	Gender	Ethnic 1	Age	Schonell Spelling	Progress in Term 3	OTJ/ BB	Accademic	Progress In Term 4
C1	Y6	Female	NZ European	10yr 0mth	10.11yrs - AB	6 months	<b>3P-e</b>	Above	8 months
C2	Y6	Female	NZ European	10yr 0mth	10yrs - AT	3 months	<b>3A-b</b>	Above	6 months
C3	Y7	Male	NZ European	10yr 6mth	13.1yrs - AB	3 months	<b>4P-e</b>	Above	6 months
C4	Y8	Male	NZ Maori	12yr 3mth	10.5yrs	3 months	<b>4Pb</b>	At	6 months
C5	Y8	Male	NZ European	12yr 2mth	11.5yrs - B	3 months	<b>4B-m</b>	Below	3 months

## Target 2

Our target of 75% at 90% attendance is coming along (long way to go yet) but we are currently on 59%.  
The current attendance rate is 87.2% with 6.7% Justified, and 6.0% unjustified absences.

Attendance by year level shows the year 3-4 are of concern and the year 5-6 are our most chronic absenteeism. Our year 5 and 6 children were our year 1 and 2 students when COVID 19 struck. These children were introduced to school in a time of pandemic and a stay at home if you're sick mentality.

Year Level	Attendance %	Year started school
1	91	2025
2	91	2023
3	89	2022
4	89	2021
5	79.4	2020
6	76.8	2019
7	90	2018
8	95.5	2017

When analyzing the attendance data and talking with parents, caregivers, whanau and support agencies, many factors have presented themselves as reasons for absenteeism.

These include:

- Genuine sickness
- Family priorities: Tangi etc., going to town
- There is an intergenerational mistrust of the government from some māori families. This is based on the mistreatment of Maori by the govt since Te Tiriti o Waitangi was signed.
- Over the last three-five years we have told parents to keep their children home if they have any signs or symptoms of cold or flu, we had been encouraging them to keep the children home.
- Since covid it has become the norm to have days off.
- Farming families have a set window of time to take holidays and this is the only time they can take them.

An international study has found similar results:

- 1 Covid has caused a seismic shift in parental attitudes to school attendance that is going to take a monumental, multi-service effort to change.
- 2 It is no longer the case that every day matters – at least from the perspective of parents.
- 3 There has been a fundamental breakdown in the relationship between schools and parents across the socioeconomic spectrum.

4 Attendance currently has an Other People's Children (OPC) challenge.

5 The mental health crisis in young people is a huge, compounding issue around attendance.

6 Term-time holidays are now entirely socially acceptable across all socioeconomic groups.

7 The cost-of-living crisis is driving more families into poverty, and this is an underlying driver of poor attendance in families from lower and no-income groups.

8 Despite popular political and media perception, the increase in parents working from home is not driving the attendance crisis.

9 School level attendance systems feel increasingly draconian to families, and yet they are not sufficiently robust or accurate. This undermines the relationship between school and families.

10 Sanctions are seen as both irrelevant and antagonistic across all parent groups.

Source: <https://www.publicfirst.co.uk/wp-content/uploads/2023/09/ATTENDANCE-REPORT-V02>

## Approach to Engagement and Attendance

Approach	Evaluation
Identify students who have less than 95% attendance	through eTap
Focus in LRS aims Responsive culture	<ol style="list-style-type: none"> <li>1. Maintain a positive school culture</li> <li>2. Celebrate our cultural diversity</li> <li>3. Increase attendance and engagement</li> <li>4. Provide targeted, monitored programmes: See above</li> <li>5. Developing a stronger sense of each individual's identity in meaningful and culturally appropriate ways. Term Topic: Ko Wai Au</li> </ol>
Liaise with MOE, LSC, RTLB and truancy officer. <a href="https://assets.education.govt.nz/public/Education-and-Training-Act-2020/AttendanceMatters-updated-legislation.pdf">https://assets.education.govt.nz/public/Education-and-Training-Act-2020/AttendanceMatters-updated-legislation.pdf</a>	As above
Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community	<ul style="list-style-type: none"> <li>- We have been able to have open days and events that encourage our community to come along to school:                             <ul style="list-style-type: none"> <li>- School Trips</li> <li>- Cross Country</li> <li>- Cluster cross country</li> <li>- Hillary outdoors</li> <li>- WeetBix fun run (Sports BOP)</li> <li>- BOP Cross Country Swimming sports</li> <li>- Cluster sports events</li> </ul> </li> <li>- Reports in the newsletter about the importance of attendance and our current attendance rates</li> </ul>
PLD with Te Kahui ako o Reporoa in attendance and engagement	<ul style="list-style-type: none"> <li>- KA brainstorming A&amp;E</li> </ul>

	- A&E discussion focus at principal meetings
Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them	LRS Localised curriculum
Multiple ways of engaging whanau/family, iwi, and the wider community in school activities	<ul style="list-style-type: none"> <li>● Alternative education options</li> <li>● Staff training - Whānau Ora</li> <li>● Re-define success</li> <li>● Explore trauma informed education</li> <li>● Involve staff in order for the programme to be sustainable</li> <li>● Literacy and Numeracy</li> <li>● Connect to Marae</li> <li>● Iwi aspirations?</li> <li>● Collaborative learning blended between schools</li> <li>● Reporoa Kahui Ako</li> <li>● Accessing financial support</li> <li>● Whānau understanding of school programmes,</li> <li>● Relationships between school and whānau communication clarity around attendance</li> <li>● Relationships with the teachers at school</li> <li>● Parenting responsibilities around attendance</li> <li>● Truancy officer access in a timely manner</li> <li>● Bullying at school</li> <li>● Wellbeing</li> <li>● Passion Projects</li> <li>● School excursions</li> <li>● Student leaders</li> <li>● Principal meetings <ul style="list-style-type: none"> <li>○ Kahui Ako</li> <li>○ Rotorua Principals' Assn</li> </ul> </li> <li>● Review curriculum refresh Exploring <a href="#">Tāhurangi</a>.</li> </ul>

	<a href="#">Local Curriculum Planning</a>
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	<a href="#">Years 2021 -2025</a>
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## Evaluation of Target 2

We are very happy with the results so far this year and have made significant improvements. Reports in the newsletter about the importance of attendance and our current attendance rates keeps the target in the minds of our community.

Where to next:

Target 2025

Next year will be looking at having 75% attendance 90% or above

# Statement of Compliance with Employment Policy

## Outcome statement

The obligations and responsibilities of being a good employer are met.









## Scoping

The board recognises its responsibilities and accountabilities to its employees are achieved through its chief executive.

## Delegations

The board delegates responsibility to the principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair and respectful manner in accordance with the current terms of employment documents and identified good practice.

Expectations and limitations		
Task	Achieved Policy reviewed May 2025 Next review May 2027	Action
<ul style="list-style-type: none"> <li>all employment-related legislative requirements are applied</li> </ul>	✓	
<ul style="list-style-type: none"> <li>all employees' understand their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner</li> </ul>	✓	
<ul style="list-style-type: none"> <li>a smoke-free/vape free environment is provided</li> </ul>	✓	

<ul style="list-style-type: none"> <li>● employment records are maintained and all employees have written employment agreements</li> </ul>		
<ul style="list-style-type: none"> <li>● management pay units for appropriate positions are allocated in a fair, transparent manner</li> </ul>		
<p>employee leave is effectively managed and reported so that:</p> <ul style="list-style-type: none"> <li>○ the risk of financial liability is minimised, operational needs are met and the needs of individual staff are considered</li> <li>○ board approval is sought for any requests for discretionary staff leave with pay</li> <li>○ board approval is sought for any requests for discretionary staff leave without pay of longer than 4 days</li> <li>○ board approval is sought for any requests for staff travelling overseas on school business</li> <li>○ the board is advised of any staff absences longer than 5 school days</li> </ul>	         	
<ul style="list-style-type: none"> <li>● effective and robust performance</li> </ul>		

<p>management systems are in place for all staff that include performance management reviews, attestations for salary increases and staff professional development</p>	<p>✓</p>	
<ul style="list-style-type: none"> <li>● a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement</li> </ul>	<p>✓</p>	
<ul style="list-style-type: none"> <li>● the requirements of the Health and Safety at Work Act 2015 are met</li> </ul>	<p>✓</p>	
<ul style="list-style-type: none"> <li>● advice is sought as necessary from NZSTA advisers where employment issues arise and the school's insurer is notified.</li> </ul>	<p>✓</p>	

## ERO Report

13 May 2025

School Name: Lake Rerewhakaaitu School

Profile Number: 1787

Location: Rotorua

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawē, mā tātau katoa.

We acknowledge the collective effort, responsibility and commitment by all to ensure that the child remains at the heart of the matter.

### About the School

Lake Rerewhakaaitu School is located approximately 40km southeast of Rotorua and provides education for students in Years 1 to 8. The school's roll is maintained at around 55 students; 40 percent of the roll identify as Māori, and 60 percent identify as New Zealand European/Pākehā.

### Part A: Parent Summary

#### How well placed is the school to promote educational success and wellbeing?

How well are learners succeeding?

What is the quality of teaching and learning?

How well does the school curriculum respond to all learners' needs?

How well does school planning and conditions support ongoing improvement?  
Success and progress for all learners is increasing.

Learners benefit from good quality teaching practice that improves progress and achievement

in reading, writing and mathematics.

Learners have sufficient opportunities to learn across the breadth and depth of the curriculum.

There is an increasingly consistent focus on supporting learners to gain skills in literacy and

How well does the school include all learners and promote their engagement and wellbeing?

How well does the school partner with parents, whānau and its community for the benefit of learners?

The school reasonably promotes learners' engagement, wellbeing and inclusion.

mathematics.

Learners with complex needs are well supported to achieve their education goals.

[New Zealand Government](#) School planning and conditions to support ongoing improvement to the quality of education for learners are well established.

The school reports usefully and accurately to parents / whānau about their child's learning, achievement and progress.

The school is improving its collection and use of information gathered through community consultation to inform strategic planning and curriculum decisions.

Student Health and Safety

The school board is taking reasonable steps to ensure student health and safety.

## Achievement in Years 0 to 8

This table outlines how well students across the school meet or exceed the expected curriculum level.

### Foundation Skills

Reading

A large majority of learners meet or exceed the expected curriculum level. Results are becoming more equitable for all groups of learners.

Writing

A large majority of learners meet or exceed the expected curriculum level. Results are becoming more equitable for all groups of learners.

## Mathematics

A large majority of learners meet or exceed the expected curriculum level.  
Results are becoming more equitable for all groups of learners.

## Attendance

The school is behind the target of 80% regular attendance.

The school has a suitable plan in place to improve attendance.

Regular attendance is improving towards or beyond the target.

Chronic absence is reducing over time.

## Assessment

The school is improving its approach and the reliability of its practices to accurately find out about achievement against the curriculum.

Teachers are developing assessment information to adjust teaching practices to ensure ongoing improvement in teaching and student progress.

## Progress

The school has good quality planning to increase the rate of progress for all groups of students.

The school has significantly improved achievement and progress for those learners most at risk of not achieving since the previous review.

The school has to some extent extended achievement and progress for learners working at or above curriculum levels since the previous review.

The school is making progress towards meeting Government reading, writing and mathematics targets for 2030 and agrees this will need to be a key strategic priority.

## Part B: Findings for the school

This section of the report provides more detail for the school to include in strategic and annual planning for ongoing improvement across the school.

### Areas of Strength

- Student achievement in reading, writing and mathematics has increased over time, with significant improvement for Māori learners in these areas.
- A structured learning approach in literacy and mathematics is being implemented in the school. • Students requiring additional learning assistance are well supported through specialised staff and targeted resourcing.
- Leadership values and prioritises collaborative and inclusive opportunities for parents, whānau and the community to regularly engage in school life and share aspirations for learners.

### Key priorities and actions for improvement

The agreed next steps for the school are to:

- progress the achievement of all students in reading, writing and mathematics, with a particular focus on acceleration for those learners not yet meeting curriculum expectations
- strengthen consistency of quality teaching, learning and assessment practices in reading, writing and mathematics
- grow students' confidence and capability in using strategies and tools to guide self-responsibility for their learning
- improve regular attendance for all students to meet Government targets.

The agreed actions for the next improvement cycle and timeframes are as follows. *Within six months:*

- identify teachers' strengths and development needs within literacy and mathematics and provide professional learning to support consistency of quality teaching and learning

- review how effectively teachers use student progress and achievement information in literacy and mathematics to respond to learner needs
- review practices and tools used within classrooms that support learners to self-assess their learning and set and self-monitor goals for improvement

*Every six months:*

- review the consistency of teaching, learning and assessment practices within literacy and mathematics, and the impact on accelerating learners' progress and achievement
- monitor and refine classroom practices that support learners to successfully self-manage and take responsibility for their own learning
- monitor and report on the impact of strategies used to improve regular attendance rates for all learners

*Annually:*

- evaluate improvements in reading, writing and mathematics outcomes for all learners; identify what is having the most impact for learners and what areas require further strengthening
- analyse how well teachers are using assessment information to plan responsive and engaging opportunities for all learners to succeed
- assess the impact of improved learners' self-management and self-responsibility for learning on learner progress and achievement
- evaluate patterns in attendance for all learners and use this information to identify next steps to continue increasing regular rates of attendance.

Actions taken against these next steps are expected to result in:

- equitable and excellent progress and achievement outcomes for all learners in reading, writing and mathematics
- consistent high-quality teaching, learning and assessment practices in literacy and mathematics
- improved outcomes for learners through increased self-management and self-responsibility for learning
- improved rates of regular attendance for all learners.

## Part C: Regulatory and Legislative Requirements

### Board Assurance with Regulatory and Legislative Requirements

All schools are required to promote student health and safety and to regularly review their compliance with legal requirements.

During this review the Board has attested to some regulatory and legislative requirements in the following areas:

#### **Board Administration**

Yes

#### **Curriculum**

Yes

#### **Management of Health, Safety and Welfare**

Yes

#### **Personnel Management**

Yes

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. The next public report on ERO's website will be a School Report and is due within three years.

Me mahi tahi tonu tātau, kia whai oranga a tātau tamariki

Let's continue to work together for the greater good of all children

A handwritten signature in black ink, appearing to be 'Shelly', written in a cursive style.

Sharon Kelly  
Director of Schools (Acting)

13 May 2025

## Education Counts

This website provides further information about the school's student population, student engagement and student achievement.  
[educationcounts.govt.nz/home](https://educationcounts.govt.nz/home)

Education Review Office Lake Rerewhakaaitu School – PN 1787 School Report May 2025

# LRS Actions from ERO Review 2025

## Areas of Strength:

- ★ Student achievement in reading, writing and mathematics has improved overtime, with significant improvement for Māori learners in these curriculum areas.
- ★ A structured learning approach in literacy and mathematics is being implemented in the school.
- ★ Students requiring additional learning assistance are well supported through specialised staff and targeted resourcing.
- ★ School leaders value and prioritise collaborative and inclusive opportunities for parents, whānau and community to regularly engage in school life and share aspirations for learners.



## Key priorities and actions for improvement

The agreed next steps for the school are to:

1. Progress the achievement for all students in reading, writing and mathematics, with a particular focus on accelerated progress for those not yet meeting curriculum expectations

- 1.1. Establish Clear and Measurable Goals:
- 1.2. Implement High-Quality, Differentiated Instruction:
- 1.3. Targeted Interventions for Underachieving Students:
- 1.4. Effective Use of Data for Continuous Improvement:
- 1.5. Foster a Supportive and Inclusive Learning Environment:
- 1.6. Build Teacher Capacity through Professional Learning:
- 1.7. Engage Families and Whānau:
- 1.8. Monitor and Evaluate the Impact of Strategies:

2. Strengthen consistency of quality teaching, learning and assessment practices in reading, writing and mathematics

- 2.1. Examine Data Collection Practices:
- 2.2. Analyze Data Interpretation Skills:
- 2.3. Evaluate Instructional Adjustments:
- 2.4. Assess Communication and Feedback:
- 2.5. Review Systemic Support and Professional Development:
- 2.6. Gather Evidence of Impact on Student Outcomes:

3. Grow students' confidence and capability in using strategies and tools to guide self responsibility for their learning

- 3.1. Explicitly Teach Learning Strategies:
- 3.2. Introduce and Model Self-Assessment Tools:
- 3.3. Foster Goal Setting and Action Planning:
- 3.4. Promote Self-Reflection:
- 3.5. Teach Time Management and Organization Skills:
- 3.6. Encourage Self-Advocacy:
- 3.7. Provide Choice and Agency:
- 3.8. Offer Regular Feedback and Opportunities for Revision:
- 3.9. Celebrate Effort and Progress:
- 3.10. Model Self-Responsibility:

4. Improve regular attendance for all students, to meet Government targets.

- 4.1. Establish a Positive and Welcoming School Culture:
- 4.2. Communicate Clear Expectations and the Importance of Attendance:
- 4.3. Implement Effective Monitoring and Early Intervention Systems:
- 4.4. Address Barriers to Attendance:
- 4.5. Engage Students and Make Learning Relevant:
- 4.6. Recognize and Reward Good Attendance:
- 4.7. Strengthen Communication with Families:
- 4.8. Collaborate with Community Agencies and Support Services:
- 4.9. Data Analysis and Continuous Improvement:
- 4.10. Leadership and Shared Responsibility:

3-6 Month Plan

The agreed actions for the next improvement cycle and timeframes are as follows:

Annual Goal	Action	Achieved by:	Outcome
<p>Progress the achievement for all students in reading, writing and mathematics, with a particular focus on accelerated progress for those not yet meeting curriculum expectations</p>			
<p>Evaluate improvements in reading, writing and mathematics</p>	<p><b>Establish Clear and Measurable Goals:</b></p>	<p>Define specific, measurable, achievable, relevant, and time-bound (SMART) goals for student progress in each subject area. ✓</p> <p>Set ambitious yet realistic targets for accelerated progress for students below expectations. ✓</p>	<p>Equitable and excellent progress and achievement outcomes for all learners in reading, writing and mathematics</p>
	<p><b>Implement High-Quality, Differentiated Instruction:</b></p>	<p>Ensure all students receive engaging, evidence-based instruction aligned with the curriculum.</p> <p>Utilize formative assessment data to tailor instruction to meet the diverse learning needs of all students.</p> <p>Provide differentiated tasks, resources, and support to challenge high-achieving students while providing necessary scaffolding for those struggling.</p>	
	<p><b>Targeted Interventions for Underachieving Students:</b></p>	<p>Identify students not yet meeting expectations early and accurately through robust assessment practices. ✓</p> <p>Implement evidence-based interventions that are specific to their learning needs in reading, writing, and mathematics. ✓</p> <p>Provide intensive, small-group or individual support with qualified teachers or specialists. ✓</p>	

<p><b>Effective Use of Data for Continuous Improvement:</b></p>	<p>Monitor the progress of intervention students frequently and adjust strategies based on data. ✓</p> <p>Regularly collect and analyse student achievement data (formative and summative) to identify trends and patterns.</p> <p>Use data to inform instructional decisions, grouping strategies, and the allocation of resources. ✓</p> <p>Track the progress of all students, with a particular focus on the growth of those receiving targeted interventions. ✓</p> <p>Use data to evaluate the effectiveness of teaching practices and intervention programs.</p>	
<p><b>Foster a Supportive and Inclusive Learning Environment:</b></p>	<p>Create a classroom culture that values effort, celebrates growth, and promotes a sense of belonging for all students. ✓</p> <p>Build strong relationships with students and understand their individual strengths, weaknesses, and learning needs. ✓</p> <p>Provide opportunities for peer support and collaboration.</p>	
<p><b>Build Teacher Capacity through Professional Learning:</b></p>	<p>Provide ongoing professional development for teachers focused on effective strategies for differentiation, intervention, and data analysis. ✓</p> <p>Encourage collaboration among teachers to share best practices and learn from one another. ✓</p> <p>Provide training on using assessment tools effectively to inform instruction. ✓</p>	

	<b>Engage Families and Whānau:</b>	<p>Communicate clearly and regularly with families about their child's progress and how they can support learning at home.</p> <p>Involve families in the goal-setting process for students who are not yet meeting expectations. ✓</p> <p>Provide resources and strategies for parents to support their child's learning in reading, writing, and mathematics. ✓</p>	
	<b>Monitor and Evaluate the Impact of Strategies:</b>	<p>Regularly review student achievement data at a school-wide and classroom level to determine the effectiveness of implemented strategies. ✓</p> <p>Make adjustments to programs and practices based on the evidence of student progress. ✓</p> <p>Ensure that strategies are having a measurable impact on accelerating the progress of students below expectations. ✓</p>	
<b>Strengthen consistency of quality teaching, learning and assessment practices in reading, writing and mathematics</b>			
Analyse how well teachers are using assessment information to plan responsive and engaging opportunities for all learners to succeed	<b>Examine Data Collection Practices:</b>	<p>What types of data are being collected (e.g., standardized tests, formative assessments, running records, portfolios, observation notes)?</p> <p>How frequently is data collected and analyzed?</p> <p>Are data collection methods aligned with learning objectives and curriculum standards?</p> <p>Is there a system in place for organizing and accessing student data efficiently? ✓</p>	
	<b>Analyze Data Interpretation Skills</b>	<p>How do teachers demonstrate their understanding of the data?</p> <p>Are they able to identify patterns, trends, and individual student needs based on the data?</p> <p>Do they use data to pinpoint specific areas of strength and weakness for students? ✓</p>	

		Is there evidence of collaborative data analysis among teachers or with support staff? <input checked="" type="checkbox"/>	
	<b>Evaluate Instructional Adjustments:</b>	<p>How do teachers use data to inform their lesson planning and differentiation strategies?</p> <p>Are there examples of how data has led to changes in teaching methods, grouping strategies, or resource allocation?</p> <p>Is there evidence of targeted interventions or enrichment activities based on student needs identified through data?</p> <p>How are teachers monitoring the impact of these adjustments on student learning?</p>	
	<b>Assess Communication and Feedback:</b>	<p>How effectively do teachers communicate student progress and achievement data to students and parents/guardians?</p> <p>Is feedback timely, specific, and actionable?</p> <p>Do students understand their progress and how it relates to their learning goals?</p> <p>Are parents/guardians provided with meaningful insights into their child's learning and how they can support them? <input checked="" type="checkbox"/></p>	Consistent high-quality teaching, learning and assessment practices in literacy and mathematics
	<b>Review Systemic Support and</b>	<p>What professional development opportunities are provided to teachers on data literacy and effective data use?</p> <p>Are there clear school-wide or departmental protocols for data analysis and response? <input checked="" type="checkbox"/></p> <p>Is there administrative support for teachers to engage in data-driven decision-making (e.g., time for collaboration, access to resources)? <input checked="" type="checkbox"/></p>	

	<b>Gather Evidence of Impact on Student Outcomes:</b>	<p>Is there evidence that data-informed instruction is leading to improved student progress and achievement in literacy and mathematics</p> <p>How is the effectiveness of data use monitored and evaluated at a school or system level.</p>	
<b>Grow students' confidence and capability in using strategies and tools to guide self responsibility for their learning</b>			
Assess the impact of improved learners' self-management and self-responsibility for learning, on learner progress and achievement outcomes	<b>Explicitly Teach Learning Strategies:</b>	<p>Introduce a variety of learning strategies (e.g., note-taking, summarizing, questioning, self-testing, graphic organizers).</p> <p>Model how to use each strategy effectively across different subject areas.</p> <p>Provide opportunities for students to practice using these strategies in a supportive environment.</p>	improved outcomes for learners through increased self-management and self-responsibility for learning
	<b>Introduce and Model Self-Assessment Tools:</b>	<p>Model how to reflect on their work against clear criteria and identify areas for improvement.</p> <p>Provide time for students to engage in self-assessment regularly.</p> <p>Teach students how to use rubrics, checklists, and learning logs to monitor their own progress.</p>	
	<b>Foster Goal Setting and Action Planning:</b>	<p>Guide students in setting their own learning goals based on their needs and interests.</p> <p>Teach them how to break down larger goals into smaller, manageable steps.</p> <p>Support students in developing action plans and timelines for achieving their goals.</p>	
	<b>Promote Self-Reflection:</b>	<p>Encourage students to reflect on their learning processes, identifying what works well and what they need to adjust.</p> <p>Use prompts and discussions to guide their reflection (e.g., "What did you find challenging?", "What strategies did you use?", "What will you do differently next time?").</p>	

<b>Teach Time Management and Organization Skills:</b>	<p>Explicitly teach strategies for planning and organizing tasks, materials, and time.</p> <p>Introduce tools like planners, digital calendars, and organizational apps.</p> <p>Provide opportunities for students to share their reflections and learn from each other.</p> <p>Provide opportunities for students to practice these skills in the classroom.</p>	
<b>Encourage Self-Advocacy:</b>	<p>Teach students how to identify their learning needs and communicate them effectively.</p> <p>Role-play scenarios where students ask for help or clarification.</p> <p>Create a classroom environment where asking questions and seeking support is encouraged and normalized.</p>	
<b>Provide Choice and Agency:</b>	<p>Offer students choices in their learning activities, topics, and methods of demonstrating understanding.</p> <p>Empower students to have a voice in their learning environment and processes.</p> <p>This fosters a sense of ownership and responsibility.</p>	
<b>Offer Regular Feedback and Opportunities for Revision</b>	<p>Provide timely and specific feedback that focuses on learning and growth.</p> <p>Encourage students to use feedback to revise and improve their work.</p> <p>Reinforce the idea that learning is an ongoing process and that they have the power to improve.</p>	
<b>Celebrate Effort and Progress:</b>	<p>Acknowledge and celebrate students' efforts, perseverance, and progress towards their learning goals, not just final achievement.</p> <p>This builds confidence and reinforces the value of taking responsibility for their learning journey.</p>	

	<b>Model Self-Responsibility:</b>	<p>As an educator, model self-reflection, goal setting, and the use of strategies in your own professional learning.</p> <p>Share your own learning processes and challenges with students to demonstrate that learning is a continuous journey for everyone.</p>	
<b>Improve regular attendance for all students, to meet Government targets.</b>			
Evaluate patterns in attendance for all learners and use this information to identify next steps to continue increasing regular rates of attendance.	<b>Establish a Positive and Welcoming School Culture:</b>	<p>Foster a sense of belonging and connection for all students.</p> <p>Create a safe, inclusive, and engaging learning environment where students feel valued and want to be.</p> <p>Promote positive relationships between students, teachers, and staff.</p>	improved rates of regular attendance for all learners.
	<b>Communicate Clear Expectations and the Importance of Attendance:</b>	<p>Explicitly communicate the school's attendance policy and the Government targets to students, parents, and staff.</p> <p>Educate families on the direct link between regular attendance and academic success, well-being, and future opportunities.</p> <p>Highlight the impact of even occasional absences on learning.</p>	
	<b>Implement Effective Monitoring and Early Intervention Systems:</b>	<p>Track attendance data meticulously and identify patterns of absence early.</p> <p>Establish clear protocols for following up on unexplained absences promptly.</p> <p>Implement early intervention strategies for students showing signs of disengagement or irregular attendance.</p>	

	<p><b>Address Barriers to Attendance:</b></p>	<p>Understand the reasons behind student absences (e.g., health issues, transportation problems, family circumstances, disengagement).</p> <p>Work collaboratively with families, community agencies, and support services to address these barriers.</p> <p>Be sensitive and understanding of individual student and family situations.</p>	
	<p><b>Engage Students and Make Learning Relevant:</b></p>	<p>Provide engaging and relevant learning experiences that motivate students to attend school.</p> <p>Offer a diverse curriculum that caters to different interests and learning styles.</p> <p>Incorporate student voice and agency in learning activities.</p>	
	<p><b>Recognize and Reward Good Attendance:</b></p>	<p>Implement positive reinforcement strategies to acknowledge and celebrate good and improved attendance.</p> <p>Consider individual, class-based, or school-wide recognition programs.</p> <p>Focus on celebrating progress and effort.</p>	
	<p><b>Strengthen Communication with Families:</b></p>	<p>Maintain open and consistent communication with parents/guardians regarding attendance.</p> <p>Utilize various communication channels (e.g., phone calls, text messages, emails, school apps).</p> <p>Work collaboratively with families to develop attendance improvement plans when necessary.</p>	
	<p><b>Collaborate with Community Agencies and Support Services:</b></p>	<p>Partner with relevant community organizations (e.g., social services, health providers) to provide support to students and families facing challenges that impact attendance.</p> <p>Leverage external resources to address complex issues.</p>	

	<b>Data Analysis and Continuous Improvement:</b>	<p>Regularly analyze attendance data to identify trends, evaluate the effectiveness of interventions, and inform future strategies.</p> <p>Use data to set targets for improvement and monitor progress towards meeting Government goals.</p>	
	<b>Leadership and Shared Responsibility:</b>	<p>Ensure strong leadership that prioritizes and champions improved attendance.</p> <p>Foster a school-wide culture where all staff members understand their role in promoting and supporting regular attendance.</p>	
<p><b>Actions taken against these next steps are expected to result in:</b></p> <ul style="list-style-type: none"> <li>➤ equitable and excellent progress and achievement outcomes for all learners in reading, writing and mathematics</li> <li>➤ consistent high-quality teaching, learning and assessment practices in literacy and mathematics</li> <li>➤ improved outcomes for learners through increased self-management and self-responsibility for learning</li> <li>➤ improved rates of regular attendance for all learners.</li> </ul>			



## 3-6 Month Plan

3 Months	6 Months	Outcome
<p>Progress the achievement for all students in reading, writing and mathematics, with a particular focus on accelerated progress for those not yet meeting curriculum expectations</p>		
<p>identify teachers' strengths and development needs within literacy and mathematics and provide professional learning to support consistency of quality teaching and learning</p> <ul style="list-style-type: none"> <li>- All teachers are being training in Structured literacy: BSLA, The CODE</li> <li>- Whole school PLD with evaluation Associates around the new maths curriculum. Purchase PRIME Books through MOE</li> </ul>	<p>review the consistency of teaching, learning and assessment practices within literacy and mathematics, and the impact on learners' progress and achievement</p>	<p>equitable and excellent progress and achievement outcomes for all learners in reading, writing and mathematics</p>
<p>Strengthen consistency of quality teaching, learning and assessment practices in reading, writing and mathematics</p>		
<p>review how effectively teachers use student progress and achievement data in literacy and mathematics to respond to learner needs.</p> <ul style="list-style-type: none"> <li>- Teachers use the LAPs and NAPs to focus on student progress and next steps, Also to track student experiences of the appropriate year level within the phases.</li> </ul>	<p>monitor accelerated progress for learners identified as underachieving or at risk of underachieving in literacy and mathematics</p>	<p>consistent high-quality teaching, learning and assessment practices in literacy and mathematics</p>
<p>Grow students' confidence and capability in using strategies and tools to guide self responsibility for their learning</p>		
<p>review practices and tools used within classrooms that support learners to self-assess their learning and set and self-monitor goals for improvement.</p> <ul style="list-style-type: none"> <li>- Use of LAPs and NAPs</li> </ul>	<p>monitor the consistency of classroom practices that support learners to successfully self-manage and take responsibility for their own learning</p>	<p>improved outcomes for learners through increased self-management and self-responsibility for learning</p>
<p>Improve regular attendance for all students, to meet Government targets.</p>		
<p>Attendance and engagement plan developed for 2026</p>	<p>monitor and report on the impact of strategies used to improve regular attendance rates for all learners.</p>	<p>improved rates of regular attendance for all learners.</p>