

# GATE PA SCHOOL

## ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

### School Directory

**Ministry Number:** 1992

**Principal:** Rochelle Jensen

**School Address:** 900 Cameron Road, Tauranga 3112

**School Phone:** (07) 578 5325

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

**Accountant / Service Provider:** 

### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Amanda Marshall	Presiding Member	Elected	May-28
Rochelle Jensen	Principal	ex Officio	
Dayna Apiti	Parent Representative	Elected	May-28
Tania Cook	Parent Representative	Elected	May-28
Salu Vui	Parent Representative	Elected	May-28
Kim Ruddell	Parent Representative	Elected	May-28
Sherry Streiff	Staff Representative	Elected	May-28
Tania Cook	Presiding Member	Elected	May-25
Rochelle Jensen	Principal	ex Officio	
Kelvin Kuka	Parent Representative	Elected	May-25
Amanda Marshall	Parent Representative	Elected	May-25
Niomi Laugesen	Parent Representative	Elected	May-25
Natalie Davies	Parent Representative	Elected	May-25
Sherry Streiff	Staff Representative	Elected	May-25

# GATE PA SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# Gate Pa 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.

Amanda Marshall  
Full Name of Presiding Member

  
Signature of Presiding Member

27/05/26  
Date

<sup>Jane</sup>  
Rochelle Jensen  
Full Name of Principal

  
Signature of Principal

27/05/26  
Date

**Gate Pa 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	5,079,156	4,799,708	4,661,169
Locally Raised Funds	3	124,462	66,645	135,999
Interest		6,480	-	16,551
Gain on Sale of Property, Plant and Equipment		-	-	1,191
Other Revenue		20,418	28,000	23,009
<b>Total Revenue</b>		<b>5,230,516</b>	<b>4,894,353</b>	<b>4,837,919</b>
<b>Expense</b>				
Locally Raised Funds	3	54,656	71,922	31,406
Learning Resources	4	3,284,797	3,241,209	2,994,944
Administration	5	764,481	618,878	686,901
Interest		1,686	1,237	1,626
Property	6	890,050	865,692	972,779
Other Expense	7	6,689	6,000	5,752
Loss on Disposal of Property, Plant and Equipment		587	-	269
<b>Total Expense</b>		<b>5,002,946</b>	<b>4,804,938</b>	<b>4,693,677</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>227,570</b>	<b>89,415</b>	<b>144,242</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>227,570</b>	<b>89,415</b>	<b>144,242</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.

# Gate Pa School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		1,106,390	1,106,389	934,893
Total comprehensive revenue and expense for the year		227,570	89,415	144,242
Contribution - Furniture and Equipment Grant		-	-	11,462
Contributions from the Ministry of Education		-	-	15,793
<b>Equity at 31 December</b>		1,333,960	1,195,804	1,106,390
Accumulated comprehensive revenue and expense		1,333,960	1,195,804	1,106,390
<b>Equity at 31 December</b>		1,333,960	1,195,804	1,106,390

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.

# Gate Pa School Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	512,753	501,674	478,708
Accounts Receivable	9	281,247	251,988	230,915
GST Receivable		73,339	14,624	14,623
Prepayments		12,135	5,417	5,417
Inventories	10	-	6,602	6,602
Funds Receivable for Capital Works Projects	17	275,575	-	10,242
		<u>1,155,049</u>	<u>780,305</u>	<u>746,507</u>
<b>Current Liabilities</b>				
Accounts Payable	13	474,333	299,593	277,353
Revenue Received in Advance	14	-	22,000	22,000
Provision for Cyclical Maintenance	15	-	-	2,318
Finance Lease Liability	16	9,729	5,248	9,248
Funds held for Capital Works Projects	17	72,029	3,837	18,043
Funds held on behalf of School Cluster	18	5,486	3,460	3,460
		<u>561,577</u>	<u>334,138</u>	<u>332,422</u>
<b>Working Capital Surplus/(Deficit)</b>		593,472	446,167	414,085
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	888,267	864,226	782,222
		<u>888,267</u>	<u>864,226</u>	<u>782,222</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	136,427	109,390	81,718
Finance Lease Liability	16	11,352	5,199	8,199
		<u>147,779</u>	<u>114,589</u>	<u>89,917</u>
<b>Net Assets</b>		<u>1,333,960</u>	<u>1,195,804</u>	<u>1,106,390</u>
<b>Equity</b>		<u>1,333,960</u>	<u>1,195,804</u>	<u>1,106,390</u>

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

# Gate Pa School

## Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,589,459	1,449,326	1,611,975
Locally Raised Funds		141,405	84,645	141,641
Goods and Services Tax (net)		(58,716)	-	55,079
Payments to Employees		(747,160)	(726,219)	(854,730)
Payments to Suppliers		(459,371)	(582,585)	(652,345)
Interest Paid		(1,686)	(1,237)	(1,626)
Interest Received		5,600	10,000	16,597
Net cash from/(to) Operating Activities		469,531	233,930	316,591
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	922
Purchase of Property Plant & Equipment (and Intangibles)		(215,538)	(198,000)	(191,708)
Net cash from/(to) Investing Activities		(215,538)	(198,000)	(190,786)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	11,462
Contributions from Ministry of Education		-	-	15,793
Finance Lease Payments		(10,627)	(9,000)	(9,402)
Funds Administered on Behalf of Other Parties		(209,321)	(3,964)	3,837
Net cash from/(to) Financing Activities		(219,948)	(12,964)	21,690
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>34,045</b>	<b>22,966</b>	<b>147,495</b>
Cash and cash equivalents at the beginning of the year	8	478,708	478,708	331,213
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>512,753</b>	<b>501,674</b>	<b>478,708</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.

# Gate Pa School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Gate Pa 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 15.

#### *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 12.

#### **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 16. Future operating lease commitments are disclosed in note 23.

##### *Recognition of grants*

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

#### **c) Revenue Recognition**

##### **Government Grants**

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

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

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

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

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

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

##### **Other Grants where conditions exist**

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

##### **Donations, Gifts and Bequests**

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

**Interest Revenue**

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

**d) Operating Lease Payments**

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

**e) Finance Lease Payments**

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

**f) Cash and Cash Equivalents**

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

**g) Accounts Receivable**

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

**h) Inventories**

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

**i) Property, Plant and Equipment**

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

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

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

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

**Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	10–50 years
Furniture and Equipment	5–10 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

### **j) 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 assesses market value based on the best available information. The valuation is based on comparable selling prices for similar items in 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.

### **k) 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.

### **l) 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.

**m) Revenue Received in Advance**

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

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to

**n) 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.

**o) 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.

**p) 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.

**q) Provision for Cyclical Maintenance**

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

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

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

**r) Financial Instruments**

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

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

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

**s) Borrowings**

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

**t) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**u) Budget Figures**

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

**v) Services received in-kind**

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

## 2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	1,563,637	1,427,708	1,541,129
Teachers' Salaries Grants	2,508,106	2,400,000	2,135,271
Use of Land and Buildings Grants	501,288	550,000	568,437
Ka Ora, Ka Ako - Healthy School Lunches Programme	505,025	422,000	415,532
Other Government Grants	1,100	-	800
	<u>5,079,156</u>	<u>4,799,708</u>	<u>4,661,169</u>

## 3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Donations and Bequests	18,291	6,500	11,244
Fees for Extra Curricular Activities	3,185	2,450	7,278
Trading	20,324	17,445	19,534
Fundraising and Community Grants	72,365	30,000	77,893
Other Revenue	10,297	10,250	20,050
	<u>124,462</u>	<u>66,645</u>	<u>135,999</u>
<b>Expense</b>			
Extra Curricular Activities Costs	27,626	51,422	10,011
Trading	17,087	17,000	21,127
Fundraising and Community Grant Costs	9,943	3,500	268
	<u>54,656</u>	<u>71,922</u>	<u>31,406</u>
	<u>69,806</u>	<u>(5,277)</u>	<u>104,593</u>

*Surplus/ (Deficit) for the year Locally Raised Funds*

## 4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	96,884	139,196	114,247
Information and Communication Technology	15,913	7,000	8,884
Employee Benefits - Salaries	3,013,515	2,928,517	2,717,588
Staff Development	31,953	41,500	41,491
Depreciation	123,833	117,996	105,706
Other Learning Resources	2,699	7,000	7,028
	<u>3,284,797</u>	<u>3,241,209</u>	<u>2,994,944</u>

## 5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	9,782	7,000	9,435
Board Fees and Expenses	16,345	21,500	27,970
Operating Leases	2,482	1,800	960
Legal Fees	-	350	383
Other Administration Expenses	54,359	41,449	67,118
Employee Benefits - Salaries	185,287	131,859	171,067
Insurance	8,749	7,000	8,472
Service Providers, Contractors and Consultancy	7,380	7,920	10,973
Ka Ora, Ka Ako - Healthy School Lunches Programme	480,097	400,000	390,523
	<u>764,481</u>	<u>618,878</u>	<u>686,901</u>

## 6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Consultancy and Contract Services	64,935	68,000	69,658
Cyclical Maintenance	52,834	35,000	84,036
Heat, Light and Water	48,633	42,400	40,222
Rates	17,973	14,000	16,945
Repairs and Maintenance	66,721	25,400	39,623
Use of Land and Buildings	501,288	550,000	568,437
Employee Benefits - Salaries	69,249	67,392	72,737
Other Property Expenses	68,417	63,500	81,121
	<u>890,050</u>	<u>865,692</u>	<u>972,779</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. Other Expense

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Transport	6,689	6,000	5,752
	<u>6,689</u>	<u>6,000</u>	<u>5,752</u>

## 8. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	512,753	501,674	478,708
Cash and cash equivalents for Statement of Cash Flows	<u>512,753</u>	<u>501,674</u>	<u>478,708</u>

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

Of the \$512,753 Cash and Cash Equivalents \$77,515 is subject to restrictions for the following reasons:

- \$72,029 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 17.
- \$5,486 is held by the school on behalf of RTLit cluster. See note 18 for details of the revenue and expenditure of the cluster.

## 9. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	2,198	21,389	21,389
Receivables from the Ministry of Education	2,824	3,000	2,618
Interest Receivable	880	-	-
Teacher Salaries Grant Receivable	275,345	227,599	206,908
	<u>281,247</u>	<u>251,988</u>	<u>230,915</u>
Receivables from Exchange Transactions	3,078	21,389	21,389
Receivables from Non-Exchange Transactions	278,169	230,599	209,526
	<u>281,247</u>	<u>251,988</u>	<u>230,915</u>

## 10. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
School Uniforms	-	6,602	6,602
	<u>-</u>	<u>6,602</u>	<u>6,602</u>

## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Buildings - School	189,414	61,167	-	-	(5,520)	245,061
Furniture and Equipment	499,827	78,648	-	-	(78,737)	499,738
Information and Communication Technology	56,739	29,120	-	-	(23,977)	61,882
Motor Vehicles	-	46,083	-	-	(2,304)	43,779
Leased Assets	14,979	14,262	-	-	(10,562)	18,679
Library Resources	21,263	1,185	(587)	-	(2,733)	19,128
	<u>782,222</u>	<u>230,465</u>	<u>(587)</u>	<u>-</u>	<u>(123,833)</u>	<u>888,267</u>

The net carrying value of furniture and equipment held under a finance lease is \$18,679 (2024: \$14,979)

### 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 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings - School	319,938	(74,878)	245,060	258,772	(69,358)	189,414
Furniture and Equipment	1,007,734	(507,995)	499,739	929,086	(429,259)	499,827
Information and Communication Technology	400,232	(338,349)	61,883	371,111	(314,372)	56,739
Motor Vehicles	91,241	(47,462)	43,779	45,158	(45,158)	-
Leased Assets	35,935	(17,257)	18,678	36,336	(21,357)	14,979
Library Resources	79,131	(60,003)	19,128	80,160	(58,897)	21,263
	<u>1,934,211</u>	<u>(1,045,944)</u>	<u>888,267</u>	<u>1,720,623</u>	<u>(938,401)</u>	<u>782,222</u>

## 13. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	156,139	40,058	40,058
Accruals	9,112	9,435	9,435
Employee Entitlements - Salaries	302,671	244,635	222,395
Employee Entitlements - Leave Accrual	6,411	5,465	5,465
	<u>474,333</u>	<u>299,593</u>	<u>277,353</u>
Payables for Exchange Transactions	171,662	299,593	54,958
Payables for Non-exchange Transactions - Other	302,671	-	222,395
	<u>474,333</u>	<u>299,593</u>	<u>277,353</u>

The carrying value of payables approximates their fair value.

**14. Revenue Received in Advance**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Other revenue in Advance	-	22,000	22,000
	<u>-</u>	<u>22,000</u>	<u>22,000</u>

**15. Provision for Cyclical Maintenance**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	84,036	84,036	-
Increase/(decrease) to the Provision During the Year	52,834	35,000	84,036
Use of the Provision During the Year	(443)	(9,646)	-
Provision at the End of the Year	<u>136,427</u>	<u>109,390</u>	<u>84,036</u>
Cyclical Maintenance - Current	-	-	2,318
Cyclical Maintenance - Non current	136,427	109,390	81,718
	<u>136,427</u>	<u>109,390</u>	<u>84,036</u>

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

**16. 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	11,179	-	10,402
Later than One Year	12,591	-	8,710
Future Finance Charges	(2,689)	-	(1,665)
	<u>21,081</u>	<u>-</u>	<u>17,447</u>
<b>Represented by</b>			
Finance lease liability - Current	9,729	5,248	9,248
Finance lease liability - Non current	11,352	5,199	8,199
	<u>21,081</u>	<u>10,447</u>	<u>17,447</u>

## 17. Funds Held for Capital Works Projects

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

	2025	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
SIP P2 Works (233314)		15,463	-	(23,333)	7,870	-
Life Cycle Flooring		2,580	-	-	-	2,580
Outdoor Learning Stage 2 (233315)		(10,242)	-	3,133	7,109	-
Passive Fire GAT20		-	222,899	(153,450)	-	69,449
Passive Fire GAT21		-	375,000	(413,320)	-	(38,320)
Passive Fire GAT22		-	2,702	(239,957)	-	(237,255)
<b>Totals</b>		<b>7,801</b>	<b>600,601</b>	<b>(826,927)</b>	<b>14,979</b>	<b>(203,546)</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	72,029
Funds Receivable from the Ministry of Education	(275,575)

	2024	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
SIP P2 Works (233314)		15,463	-	-	-	15,463
AMS Project (233315)		(16,831)	-	(3,133)	19,964	-
C & J Weathertightness		307	-	-	(307)	-
Fresh Air System Block A		(845)	32,983	(31,958)	(180)	-
Life Cycle Flooring		2,580	-	-	-	2,580
Outdoor Learning Stage 2 (233315)		-	-	(10,242)	-	(10,242)
ACDFIJ Roofing Drainage Electrical		-	80,717	(80,717)	-	-
<b>Totals</b>		<b>674</b>	<b>113,700</b>	<b>(126,050)</b>	<b>19,477</b>	<b>7,801</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	18,043
Funds Receivable from the Ministry of Education	(10,242)

### 18. Funds Held on Behalf of RTLit Services

Gate Pa School is the lead school funded by the Ministry of Education to provide Resource Teachers of Literacy services to its cluster of schools.

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held at Beginning of the Year	3,460	3,460	6,751
Funds Received from Cluster Members	-	-	-
Funds Received from MOE	12,122	-	11,489
Total funds received	15,582	3,460	18,240
Funds Spent on Behalf of the Cluster	10,096	-	14,780
Funds Held at Year End	5,486	3,460	3,460

### 19. Related Party Transactions

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

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

## 20. Remuneration

### Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
Board Members Remuneration	3,020	2,261
Leadership Team Remuneration	325,026	291,514
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	328,046	293,775

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (1 member) committees that meet monthly and quarterly respectively. 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 1

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
Benefits and Other Emoluments	5 - 10	0 - 5

### Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	3	2
110 - 120	4	3
120 - 130	1	2
130 - 140	0	0
140 - 150	1	0
	9.00	7.00

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

## 21. Compensation and Other Benefits Upon Leaving

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

	2025 Actual	2024 Actual
Total	\$0	\$0
Number of People	nil	nil

## 22. Contingencies

There are no contingent liabilities 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.

## 23. Commitments

### (a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$1,051,244 (2024:\$nil) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Passive Fire GAT20	817,771
Passive Fire GAT21	75,240
Passive Fire GAT22	158,233
<b>Total</b>	<b><u>1,051,244</u></b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

**(b) Operating Commitments**

As at 31 December 2025, the Board has no operating commitments

(a) operating lease of a EFTPOS Machine;

	2025 Actual \$	2024 Actual \$
No later than One Year	-	3,609
	<u>-</u>	<u>3,609</u>

The total lease payments incurred during the period were \$742 (2024: \$4,813).

**24. Financial Instruments**

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

**Financial assets measured at amortised cost**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	512,753	501,674	478,708
Receivables	281,247	251,988	230,915
Total financial assets measured at amortised cost	<u>794,000</u>	<u>753,662</u>	<u>709,623</u>

**Financial liabilities measured at amortised cost**

Payables	474,333	299,593	277,353
Finance Leases	21,081	10,447	17,447
Total financial liabilities measured at amortised cost	<u>495,414</u>	<u>310,040</u>	<u>294,800</u>

**25. Events After Balance Date**

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

**26. 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 Gate Pa School's Financial Statements

For the Year Ended 31 December 2025

The Auditor-General is the auditor of Gate Pa 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 27 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 copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Giving Effect to Te Tiriti o Waitangi, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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

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

### **Independence**

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

Other than in our capacity as 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



Gate Pā School  
Pukehinahina

## STATEMENT OF VARIANCE REPORTING - 2025

(analysis of the year's performance (analysis of variance) against the directions, priorities and targets that were set for that year in the charter)

**School Name:** Gate Pā School

**School Number:** 1992

### STRATEGIC GOAL 1 : COMPETENCE

Embed structured, high-quality teaching and assessment systems that drive equitable progress and achievement.

<b>Actions What did we do?</b>	<b>What did we achieve? What were the outcomes</b>	<b>Reason for the variance</b> (between what wanted to achieve and what was actually achieved)	<b>Planning for next year. Where to next?</b>
Implement a School timetable and minimise disruptions to ensure Reading, Writing, and Maths can be taught for 1 hour a day 5 times per week	-A consistent school timetable was implemented across all classrooms. -Dedicated daily blocks were secured for core learning areas: <ul style="list-style-type: none"><li>• Reading – 60 minutes, 5 times weekly</li><li>• Writing – 60 minutes, 5 times weekly</li><li>• Maths – 60 minutes, 5 times weekly</li></ul> -This structure has strengthened learning routines. -It has improved the consistency and quality of instructional time across the school.	No variance	-Continue implementing the schoolwide timetable. Make minor adjustments to strengthen learning flow and balance.  -Enhance the richness and depth of learning across all curriculum areas.

	<p>-Behavioural incident data shows a clear downward trend.  2023: On average, 81% of students were in the Green Zone (no behaviour incidents)  2025: On average, 88% of students were in the Green Zone across the four terms. This shows a steady increase of +7 percentage points from 2023 to 2025 in the proportion of students with no recorded behaviour incidents, even with more rigorous behaviour recording expectations introduced in 2025.</p> <p>Stand-downs decreased by 18% compared with the previous year.</p> <p>Achievement data shows a clear upward trend:</p> <table border="1" data-bbox="640 663 1305 967"> <thead> <tr> <th colspan="4">Overall Progress comparison</th> </tr> <tr> <th></th> <th>2024</th> <th>2025</th> <th>Increase</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>58%</td> <td>80%</td> <td>+22%</td> </tr> <tr> <td>Writing</td> <td>51%</td> <td>61%</td> <td>+10%</td> </tr> <tr> <td>Maths</td> <td>60%</td> <td>75%</td> <td>+15%</td> </tr> </tbody> </table>	Overall Progress comparison					2024	2025	Increase	Reading	58%	80%	+22%	Writing	51%	61%	+10%	Maths	60%	75%	+15%		
Overall Progress comparison																							
	2024	2025	Increase																				
Reading	58%	80%	+22%																				
Writing	51%	61%	+10%																				
Maths	60%	75%	+15%																				
<p>Monitor and support the fidelity of teaching and learning and program implementation.</p>	<p>-Fortnightly observations and coaching cycles by Team Leaders improved teaching quality and fidelity.  -Curriculum leads provided targeted support and guidance.  -Enabled responsive team-teaching and early identification of staff needing formal improvement.</p>	<p>No variance</p>	<p>-Continue.  - Enhance by clearly defining the roles of team leaders, curriculum leads, and senior staff. - -  -Introduce an additional progress check aligned to the Standards for the Teaching Profession to support ongoing professional growth and a focus on all standards.</p>																				
<p>Achievement data in each Year Level indicates a <b>minimum of 70% of akonga</b> are</p>	<p>School-wide data reveals these outcomes in term 4, 2025  <b>Reading:</b> Auraki 80% at/above Rumaki 82% at/above</p>	<p><u>Auraki</u>  -Reading -target</p>	<p>-Continue lifting Panui and Pangarau data  -Lift Tuhituhi data to 75% at or above.</p>																				

<p>achieving at the expected Year Level.</p>	<p><b>Writing:</b> Auraki 60% at/above Rumaki 71%/at/above  <b>Maths:</b> Auraki 75% at/above Rumaki 75% at/above</p> <p>102 children were involved in Tier 2 BSLA interventions.</p>	<p>exceeded by 10%  -<i>Writing</i> -target missed by 10%  -<i>Maths</i> - target exceeded by 5%</p> <p><u>Rumaki</u>  -<i>Reading</i> -  -target exceeded by 12%  -<i>Writing</i> -target exceeded by 1%  -<i>Maths</i> - target exceeded by 5%</p>	<p>-Tuhituhi - school wide PLD focus for 2026</p>
<p>An intentional approach to growing the capability and capacity of LAs through targeted PLD, particularly in Phase 1 Literacy for both kaiako and LAs, must include support for ESOL learners.</p>	<p>-Weekly PLD has strengthened Learning Assistants' capability and confidence.  -This has led to more effective in-class support for all learners.  -ESOL students and target students, in particular, are benefiting from improved daily support through the use of LAs for before school whānau language clubs, in-class literacy support and additional tier 2 groups .</p>	<p>No variance</p>	<p>-The Leaders of Learning Support will oversee LA PLD.  -Increased in-class support and modelling will be provided for Learning Assistants.  - A structured onboarding programme will be introduced for new Learning Assistants.</p>
<p>Develop a responsive assessment and reporting schedule that aligns to Te Mātaiaho and that facilitates student agency.</p>	<p>- Assessments scheduled to help inform OTJs for validity and robustness of data  -Termly assessment schedules were developed to align with the changing curriculum, government expectations and reporting schedule . Team leaders and SLT developed the schedule together.  PATs testing introduced x 2 per year for Maths, Year 3-6 (Auraki and Māori Medium) and Reading Comp and STAR for Year 4 - 6 (Auraki and Bi-Lingual.)  -Phonics checks introduced for Year 0/1  - Included new assessments - chapter reviews, mid year and end of year reviews for Maths No Problem  - Included lesson tracker for Maths No Problem  - JAM remained for Junior Maths until government brings out fit for purpose Junior Maths Assessment</p>	<p>Variance due to lack of clarity from MoE and changing timeline.</p>	<p>-Assessment data will be entered into HERO as per schedule.  -Written reports to be generated twice yearly in HERO.  -Whānau will receive termly OTJ updates through HERO.</p>

<p>The concept curriculum is enhanced through the delivery of the specialist teaching program and six classroom lessons per term -minimum.</p>	<p>-Our concept-based curriculum, with a minimum of six classroom lessons per term, ensures balanced learning across all curriculum areas.          -Recent concepts – <i>Future Self</i> and <i>To Market, To Market – Te Māketete, Te Māketete</i> – have deepened student engagement and strengthened cross-curricular connections.          -Specialist subjects are no longer used due to timetable constraints.</p>	<p>Variance - no specialist teachers. Retrieval charts were introduced as a school-wide expectation.</p>	<p>-Ensure mana whenua and teachers with expertise are an integral part of concept planning.          -Continue using retrieval charts and exhibitions.          -No use of specialist teachers.</p>
<p>Quantifiable expectations for structured literacy exist and progress is closely monitored.</p>	<p>-Quantified expectations for structured literacy—set at a minimum of three Taumata per year –have strengthened accountability, improved progress tracking, and ensured timely, targeted support for teachers and students requiring additional assistance.          -This has led to more focused professional discussions and responsive teaching for learners not yet meeting expectations.</p>	<p>No variance</p>	<p>-Continue .          -Further teacher training of BSLA data portal and use.          -PLD for part-time teachers and new staff.</p>
<p><b>SOURCES OF EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>● School timetable and teacher planning</li> <li>● Walk through documents</li> <li>● Assessment data including OTJ and PAT data</li> <li>● LA PLD Schedule</li> <li>● Retrieval Charts</li> <li>● Concept Plans</li> <li>● Digging into Data - Syndicate slideshows</li> </ul>			

## STRATEGIC GOAL 2 : CULTURE

Foster inclusive, high-expectation environments where language, identity, and attendance are valued and celebrated.

<b>Actions - What did we do?</b>	<b>What did we achieve? What were the outcomes</b>	<b>Reason for the variance</b> (between what wanted to achieve and what was actually achieved)	<b>Planning for next year. Where to next?</b>
<p>Clearly communicate with whānau (existing and new) the attendance expectation.</p> <p>The attendance team meets regularly to discuss schoolwide initiatives, students of concern and targeted strategies to improve attendance.</p> <p>SEE ATTENDANCE TARGETS BELOW</p>	<p>-Attendance expectations were shared with new whānau during enrolment visits and reinforced with existing whānau through termly attendance reports, newsletters, Facebook, and HERO posts.</p> <p>-The attendance team met fortnightly to scrutinise attendance data, provide targeted support for families, make referrals, and coordinate class, syndicate, and school-wide incentives.</p> <p>-These combined actions strengthened whānau understanding of attendance expectations, improved early identification and intervention, and contributed to an increase in regular attendance across the school.</p> <p>-See TARGET table below for further qualitative data and for quantitative data.</p>	<p>No Variance</p>	<p>-Work with iwi to explore culturally responsive strategies.</p> <p>-Continue to implement the STAR attendance plan.</p>
<p>Te Reo Māori structured lessons to continue for all mainstream classes; a learning progression to be developed for kaiako.</p>	<p>-A te reo Māori progression was developed for Auraki to guide teaching and student growth in listening, speaking, reading and writing.</p> <p>-Weekly PLD facilitated for all kaiako built capability in language use and culturally responsive pedagogy. It also equipped teachers with lessons that could be used in</p>	<p>No Variance</p>	<p>-Te Ao Maori team established</p> <p>- Regular staff PLD - Te reo Māori</p> <p>- Minimum expectation for teachers reinforced and supported - 4a - 3-7.5 hours/week.</p>

	<p>their akomanga.</p> <ul style="list-style-type: none"> <li>- Term 4 Walkthroughs focused on TIF Domain 10 ,evidenced growing confidence, improved classroom integration of Te Reo Māori, and stronger alignment to culturally responsive practice.</li> </ul>		<ul style="list-style-type: none"> <li>-Seek regular feedback from Mana Whenua Roopu.</li> <li>-Extend PLD to Learning Assistants.</li> </ul>
<p>Continue to promote Te Ao Māori pathways - Rumaki and Bilingual.</p> <p>Continue to support Te Ao Māori pathways to deliver quality teaching mostly or fully in te reo Māori, and learning that is grounded in Māori culture, values, and worldviews.</p> <p>Implement a professional development plan for rumaki kaiako to build their capability in effectively responding to diverse tamariki learning needs, specifically Te Reo Māori.</p>	<p>Since 2023, Rūmaki enrolments have increased by approximately 9%, while bilingual enrolments have grown significantly by around 76%, reinforcing that Māori-medium pathways continue to be a preferred option for many whānau.</p> <ul style="list-style-type: none"> <li>-Regular hui with kaiako to decide on what support was needed - action plan in place</li> <li>-An achievable PLD plan was created for the year to ensure an even spread and support was provided</li> <li>-PLD for the roll out of new Reo Māori programme - Rangaranga Reo ā tā</li> <li>-Kaiako committed to reo Māori classes at the Wananga to support with reo Māori</li> </ul>	<p>No variance</p>	<ul style="list-style-type: none"> <li>-Beginning kaiako mentor programme in collaboration with other rumaki/ BTs and support people.</li> <li>-DP to lead in house PLD for kaiako with the support of experts</li> </ul>
<p>Strengthen current inclusive practices that provide opportunities for students from migrant families to celebrate their culture, language and heritage.</p>	<ul style="list-style-type: none"> <li>-Before school language classes twice a week</li> <li>-Festival of Light party - SE Asian families</li> <li>-Pasifika and Filipino night</li> <li>-New migrants end of year party</li> <li>-<i>Together We Learn</i> catered for the different languages. 165 parents/caregivers attended.</li> <li>-Language/culture days celebrated in assemblies and in class and 1-2 cultural whānau event were held at school each term.</li> <li>-Pasifika dance group met regularly and performed at end of year assembly</li> </ul>	<p>No variance</p>	<ul style="list-style-type: none"> <li>-Collaborate with Multi Cultural unit holder to set dates for cultural events and language weeks.</li> <li>-Seek opportunities for a cultural lens to appear in the termly Concept plans and as part of Writing PLD/approach.</li> <li>-Commence contract with Multicultural Tauranga to become a Community Hub.</li> </ul>

All ESOL learners have a targeted support programme (this may include in-class and/or withdrawal) that reflects their language needs.	-In-class support with allocated ESOL Learning Assistants -Targeted withdrawal groups in the afternoons -Withdrawal groups for pre-loading in the mornings for high needs classes.	No variance	-Subscribe to and have PLD in the English Planet resource to deepen our ESOL LA's skills.
<b>SOURCES OF EVIDENCE:</b> <ul style="list-style-type: none"> <li>• HERO Attendance Data</li> <li>• Attendance Matters reports</li> <li>• Termly attendance reports for each individual.</li> <li>• Attendance Team minutes</li> <li>• Te Reo Māori Progression</li> <li>• Te Reo Māori PLD site</li> </ul>			

<b>STRATEGIC GOAL 3 : CHARACTER</b> Build belonging and wellbeing through aligned systems and strong whānau connections.			
<b>Actions</b> <b>What did we do?</b>	<b>What did we achieve?</b> <b>What were the outcomes</b>	<b>Reason for the variance</b> (between what wanted to achieve and what was actually achieved)	<b>Planning for next year.</b> <b>Where to next?</b>
Positive Culture for Learning weekly lesson focus becomes an assembly item led by house leaders.	-Engaging, student-centred video clips were created and shared weekly by House Leaders to explicitly teach school-wide PC4L expectations.	No variance	-Continue
Explore new initiatives to support tamariki to regulate emotions.	-Break Café established to support children to develop pro-social behaviours . Between 7-13 students were involved each term. -Students in break-cafe developed social and emotional regulation through board games	No variance	-Senior leaders participate in PLD - 'Te Ara Whakamana: Mana Enhancement' - A culturally centred, strength-based model

	<p>and other activities</p> <ul style="list-style-type: none"> <li>-Playground anti-social behaviours were reduced</li> </ul>		<p>for wellbeing and positive behaviour change.</p> <ul style="list-style-type: none"> <li>-Social Skills Groups established alongside RTLB</li> <li>-Leader of Learning Support working in the classrooms and with groups of children</li> <li>- Inquiry into how Learning Support can be further improved</li> </ul>
<p>School events are facilitated to strengthen learning focused relationships with whānau. The work associated with these events is shared amongst staff.</p>	<ul style="list-style-type: none"> <li>- Digital Safety Evening – held on March 11th to support safe online practices at home.</li> <li>- Together We Learn: Reading and Maths – held on May 15th to provide whānau with practical ideas on how they can support learning at home.</li> <li>- HERO Posts - teacher expectations set ( 3 per term) to ensure regular sharing of what children are learning at school</li> <li>- The Learning at Home section was established on our school website to provide level-based accessible resources for families.</li> <li>- Syndicate homework expectations set.</li> <li>- Before School English Club (ESOL) established to provide parents and children with a safe space to develop their English language.</li> <li>- Reading Before School Club set up to encourage daily reading habits and engagement. Approx 30 children attended each week. This was facilitated by TGC students.</li> </ul>	<p>No variance</p>	<ul style="list-style-type: none"> <li>-All events should continue except for Digital Safety Evening( poor turnout)</li> <li>-Earlier in year for ‘Together We Learn’</li> <li>-Embed practices for syndicate homework</li> </ul>

<p>Develop systems and structures to support the introduction of cohort entry, the graduation from gateway class, and the development of foundational skills before transitioning to bilingual class.</p>	<p><u>What we achieved</u></p> <ul style="list-style-type: none"> <li>-A cohort entry system was established and communicated to whānau and stakeholders, including structured pre-entry visits and teacher engagement with ECEs.</li> <li>-Processes for graduation from Gateway were implemented, though criteria remain responsive to learner needs and cohort size.</li> <li>- Entry to the bilingual pathway was refined so transition now occurs from Year 2.</li> </ul> <p><u>Outcomes</u></p> <ul style="list-style-type: none"> <li>-Planned intakes supported calm, high-quality transitions and more responsive teaching.</li> <li>-Tamariki developed stronger foundational skills in English literacy before transitioning to the bilingual pathway, reducing variability of needs in the junior bilingual class.</li> <li>- Teachers reported improved alignment with structured literacy and mathematics programmes.</li> <li>-Whānau reported high confidence and trust in transition processes, with 100% understanding cohort entry and start dates.</li> <li>-Leadership improved its ability to plan staffing and resources across the year.</li> <li>- Next steps include clarifying Gateway graduation criteria and strengthening early communication with ECEs and whānau.</li> </ul>	<p>No variance</p>	<p>Revisit Gateway philosophy:</p> <ul style="list-style-type: none"> <li>- Alignment to school vision and goals</li> <li>- Purpose</li> <li>- Programme</li> <li>- Length</li> <li>- Transition</li> </ul> <p>Develop a planned approach to strengthen relationships with ECE services in order to:</p> <ul style="list-style-type: none"> <li>- Build a shared understanding of cohort entry processes and expectations</li> <li>- Gain early, accurate indication of children transitioning to our school</li> <li>- Strengthen authentic partnerships, including meaningful involvement in school visits and key events</li> </ul>
<p>An intentional approach to the onboarding and ongoing professional learning for the new Student Management System - HERO; this will involve all Staff and our whānau.</p>	<ul style="list-style-type: none"> <li>-Staff Only Days, hui and regular sharing built staff capability and confidence in using HERO.</li> <li>-Whānau, including new families, were supported through clear communication and enrollment guidance.</li> <li>- Outcome: Smooth transition to HERO has</li> </ul>	<p>No variance</p>	<p>Extend use of HERO to include:</p> <ul style="list-style-type: none"> <li>- assessment and reporting</li> <li>- learning support</li> </ul>

	strengthened whānau engagement and created a more holistic picture of the child for staff.		
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**SOURCES OF EVIDENCE:**

- Library of PB4L clips
- Break cafe register
- School Events - marketing, presentation and evaluation material.
- Cohort Entry - website material, pre-visit schedule and evaluation.
- HERO - PLD material

## REPORTING ON TARGETS

### 1. ATTENDANCE TARGET

By 2030, our target is that 80% of all children will attend school at least 90+% of the time, requiring an **annual target increase of 4 percentage points** in regular attendance.

Target Group - Māori akonga

From a 2024 baseline of approximately 40%, this target will be achieved through a sustained, planned improvement of 6-7 percentage points per year.

<b>Actions</b>	<b>What did we achieve? What were the outcomes?</b>
<ul style="list-style-type: none"><li>-Attendance roles and responsibilities for all staff were confirmed.</li><li>-An Attendance Team led by the Principal and a senior leader from each syndicate was formed and met weekly to: review school wide initiatives, identify students of concern, and implement targeted strategies to improve attendance Strategies include liaison with external agencies.</li><li>-SLT followed-up of daily absences</li></ul>	<ul style="list-style-type: none"><li>-Reviewed current attendance roles and responsibilities.</li><li>-Created a STAR Attendance Plan for whānau and staff, clearly outlining roles and responsibilities across the different attendance tiers.</li><li>-The attendance team met fortnightly to scrutinise attendance data, provide targeted support for families, make referrals, and coordinate class, syndicate, and school-wide incentives.</li><li>-SLT followed up daily on unexplained absences.</li></ul>

## Data (Term-by-Term Comparison: Previous Year vs Current Year)

### Whole School

Term	2024 Regular Attendance (%)	2025 Regular Attendance (%)	Change (+/-)
Term 1	51%	63%	+12%
Term 2	53%	52%	-1 %
Term 3	51%	61%	+10%
Term 4	51%	61%	+10%

### Māori Learners

Term	2024 Regular Attendance (%)	2025 Regular Attendance (%)	Change (+/-)
Term 1	42%	55%	+13%
Term 2	41%	40%	-1%
Term 3	40%	44%	+4%
Term 4	39%	48%	+9%

### Reason for the variance

Attendance targets were met in all terms except Term 2, which was significantly affected by long-term illness. Success in other terms was driven by a strong, collective focus on attendance led by the principal and syndicate representatives.

### Whole School

Target exceeded:

Term 1 - +8%

Term 3 - +6%

Term 4- +6%  
Target Not Met  
Term 2

**Māori Learners**

Target exceeded:

Term 1 - +9%

Term 3 - met

Term 4- +4%

Target Not Met

Term 2

**Planning for next year. Where to next?**

- Continue to strengthen our community approach with clear expectations for roles and responsibilities.
- Explore new ways of increasing student belonging for our target akonga. House rangatira could have a role .
- Work with iwi to explore culturally responsive strategies and to support our most at-risk tamaiti. NB. Ngāti Ranginui has the ASA contract.
- Explore further use of personalised practical support i.e. care packages, utilising additional school van for pick-ups.
- Continue the positive, rewards-rich approach - celebrate successes , monitor realistic and increasing targets .
- Continue to implement the AMP /STAR attendance plan.
- Explore ways of automating via HERO attendance reports to whānau

**SOURCES OF EVIDENCE:**

- HERO Attendance Data
- Attendance Matters reports
- Termly attendance reports for each individual.
- Attendance Team minutes

**2. PANUI /READING TARGET - AURAKI**

- a) **Year 4-** Accelerate the Pānui progress of **Year 4** students, as measured by BSLA so that 46+% are achieving at **Taumata 7** or above.
- The baseline for the start of the year was 6% of year 4s( an increase of 40%)
  - NB. this cohort had a very low baseline

Term	% achieving at Taumata 7 or above
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Term 1	6%
Term 2	17%
Term 3	42 % (target exceeded by 2%)
Term 4	70 % (target exceeded by 30%)

**Target:** 46%

**Actual:** 70%

**Target Exceeded by:** 30%

- b) **Year 3** - Accelerate the Pānui progress of **Year 3** students, as measured by BSLA so that 42+% are achieving at **Taumata 7** or above.  
 - The baseline for the start of the year was 8% of year 3s ( an increase of 42%).

Term	% achieving at Taumata 7 or above
Term 1	8 %
Term 2	36%
Term 3	43% (target exceeded by 1%)
Term 4	58% (target exceeded by 16%)

**Target:** 42%

**Actual:** 58%

**Target Exceeded by:** 16%

Actions	What did we achieve? What were the outcomes?
<p><b>Teaching &amp; Learning</b></p> <ul style="list-style-type: none"> <li>• <b>Tier 1</b> – High-impact BSLA strategies, including fluid groupings, adaptive teaching, and in-class ESOL tutors, to accelerate student progress</li> <li>• <b>Tier 2</b> <ul style="list-style-type: none"> <li>○ BSLA Structured Literacy Intervention</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Progress in EoY OTJ data between 2024 and 2025 in Pānui:           <ul style="list-style-type: none"> <li>○ 2024 Auraki - 58% at or above in Reading. Rumaki 57% at or above in Reading.</li> <li>○ 2025 Auraki -80% at or above in Reading. Rumaki 82% at or above in Reading.</li> </ul> </li> </ul>

- ESOL vocab. sessions for target groups
- ESOL target group breakfast club – focus: oral language and everyday vocabulary.

**Progress & Achievement**

- Collect accurate, valid BSLA assessment data in Term 1.
- Monitor shifts each term and change groups as required .
- Progress check with principal once per term

**Professional Learning**

- All kaiako and LAs trained in BSLA
- Literacy specialists and team leaders conduct weekly walk-throughs and coaching.
- PLG – Acceleration strategies, five-week Stop-and-Check cycle.

**Whānau Partnerships**

- Communication to all whānau (Term 2, Weeks 1-2) on the literacy program and home support strategies.
- How To Help at home workshop - 15 May
- Targeted whānau engagement for students needing the most acceleration – direct conversations on home support.

- Fidelity to the BSLA programme was achieved by walk-throughs in Term One. These checked that the core components of BSLA were being taught in the suggested time frames.
- Coaching conversations accompanied the walk-throughs. Walk throughs continued throughout the year with more of a coaching focus.
- Expectations of 3 Taumata per year shift was made explicit and monitored by class tracking document and use of Hero for transparent groupings.
- Each class had a Learning Assistant trained in BSLA to support the one hour sessions daily. Most took small group reading or targeted additional phonics practice.
- Team hui routinely discussed ideas that promoted acceleration. A sense of urgency was communicated to lift our data.
- Data was analysed and open to learning conversations were had about classes not having enough of a shift in levels.
- The Literacy Lead and Rt Lit held PLD around assessment at reporting time points.
- The Literacy Lead provided coaching for teachers in areas related to walk-throughs. Surveys and sign up sheets were also circulated to find what teachers wanted support with . The Literacy Lead modelled best practice teaching of BSLA in all Junior classes and some Senior classes to grow teacher practice.
- The Rt Lit supported teaching BSLA in the Senior classes by observing and providing feedback for growth.
- Tier 2 intervention - see table above. This was a successful intervention that provided acceleration to 88% of the 102 students.

**Reason for the variance**

Year 4 Target - exceeded by 16%

Year 3 Target - exceeded by 24%

- Fidelity of the programme
- PLD for Learning Assistants
- High, explicit expectations
- A sense of urgency
- Ongoing modelling and coaching
- 102 students receiving quality tier 2 SLA intervention

**Planning for next year. Where to next?**

- Planning for Tier 3 by targeting the students most likely to move.

- Analyse the success achieved with students making accelerated progress. Incorporate these findings in 2026.
- Use the traffic light system with the data and align the intervention to those most likely to shift.
- Plan for and guide in-class support for those students with additional learning challenges who are not making progress..
- Minimise cross-grouping where possible. Empower teachers to cater for multiple groups in their classes.

**SOURCES OF EVIDENCE:**

Tier 2 Tracking document - Phase One

Progress document

Phase Two

OTJ tracker 2025

## **Evaluation and analysis of the school's students' progress and achievement**

This information is presented in a separate report: Gate Pā School - End of Year Data - 2025

## **How we have given effect to Te Tiriti o Waitangi**

### **Current Priorities**

The school is committed to fostering Māori student success through culturally responsive teaching, whānau engagement, and targeted professional development. The following strategies are currently in place and reflected in our 2025 annual goals:

- Our localised curriculum honours Tangata Whenua and has explicit links with Te Tai Whanake (Tauranga moana - localised curriculum), ensuring Māori perspectives and values are embedded across learning areas and taught within 6 concept lessons throughout the term.

- Culturally responsive teaching aligns with Te Ao Māori frameworks, incorporating tikanga Māori, pūrākau (stories), and mātauranga Māori (knowledge). E.g Kopurererua students engage in weekly/ daily pōwhiri to strengthen their understanding of the tikanga and reo Māori associated with this practice.
- The Rangaranga Reo ā Tā programme has been introduced, and implementation is underway in Whare Reo Teina.
- Two PLD sessions have been completed with junior kaiako to support effective delivery. New kaiako are scheduled in for PLD to take place in 2026.
- Resources have been received, and kaiako are actively incorporating the programme into classroom teaching.
- Te Reo Māori lessons continue for all mainstream classes, ensuring language progression is embedded.
- A learning progression framework has been developed for kaiako to support ease of content and progression. This has been introduced to staff and unpacked in Friday morning hui.
- A structured PLD plan was implemented to build the capability of rumaki kaiako in effectively responding to diverse tamariki learning needs, particularly in Te Reo Māori.
- Senior Māori-medium leadership conducts frequent and regular observations in rumaki akomanga, ensuring the fidelity of programmes and the appropriate level of reo Māori is maintained.
- Tuakana-Teina mentoring supports younger students in both learning and cultural identity.
- Māori student leadership roles are promoted through kapa haka, pōwhiri, and student-led assemblies
- Student progress is monitored holistically using culturally responsive frameworks, including Te Whare Tapa Whā.

### **Cultural Responsiveness**

- Embedding Te Reo Māori across the school through:
  - Bilingual signage throughout the kura and in classrooms
  - School karakia and waiata
  - Māori language spoken over the school speaker system
  - Te Reo Māori deliberate integration of language in school assembly
- Embedding Te Ao Māori across the school through:
  - School-wide kapa haka tutor acquired and teaching on Fridays and running a poi club at lunch time
  - Kaupapa Māori selections provided to tamariki through senior passion projects on a Friday e.g rongoa Māori - kawakawa balm
  - Kopurererua kaiako reporting on tikanga māori and how students have made progress in this area. E.g karakia, moteatea, pōwhiri, hariru, waiata
  - Continued unpacking and deliberate teaching and learning focused on uara Māori - Whanaungatanga, Rangatiratanga, Tumanakotanga, Manaakitanga

### **Whānau & Community Engagement**

- Strengthening whānau partnerships through hui, mana whenua group, communication, and collaboration to enhance student success.
- Celebrating Matariki and other kaupapa Māori events to deepen cultural connections. Whānau input, support and engagement encouraged.

- Holding pō whānau at marae where whānau are much more comfortable and likely to engage and participate.

### **Next Steps**

- All mainstream kaiako deliver at Level 4a (12-30% instruction in Te Reo Māori), providing more than 3 up to 7.5 hours per week of Te Reo Māori learning.
- Rumaki kaiako deliver at Level 1 (81-100% of instruction in Te Reo Māori), ensuring a full immersion environment with more than 20 up to 25 hours per week of Māori-medium instruction.
- Continued support for rumaki kaiako in effectively implementing new reo rangaranga ā tā program, including continued PLD and upskilling.
- Ongoing monitoring and assessment will be conducted throughout the year to track impact and inform further development around new reo structured programme
- Working alongside local marae and iwi to embed Māori perspectives into learning.
- Service learning at marae - tamariki feel more established in their marae and are giving back to the community
- Further supporting our Māori whānau to access curriculum events that are run through kura around how they can support their tamariki and their learning from their home.
- PLD for all staff to build confidence and competency in teaching Te Reo Māori and tikanga Māori. Friday morning hui. This will continue when Maths PLD is not so heavy in our Friday morning hui.
- Cultural performances for school and within community
- More tamariki Māori accessing learning through a Māori lens and underpinned by tikanga and uara Māori.
- Rumaki kaiako to unpack new Marau and reflect new structure within their planning and teaching.

## **Statement of compliance with employment policy**

For the year ended 31st December 2025 the Gate Pā 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.

## **Financial statements**

Currently being audited as per MoE guidelines

## **Report on other special and contestable funding :**

### **Kiwisport funding**

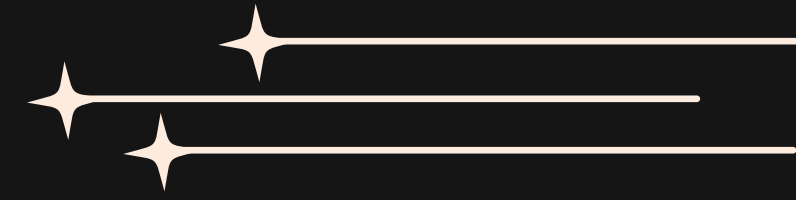
Kiwi Sport funding is used for the following:

- The purchase of physical education equipment and outside play resources.
- Subsidies for students who need financial assistance for Sports clubs subs.
- Assistance with transport to specialised sporting events.

Total received in 2025 was \$ 6142.24

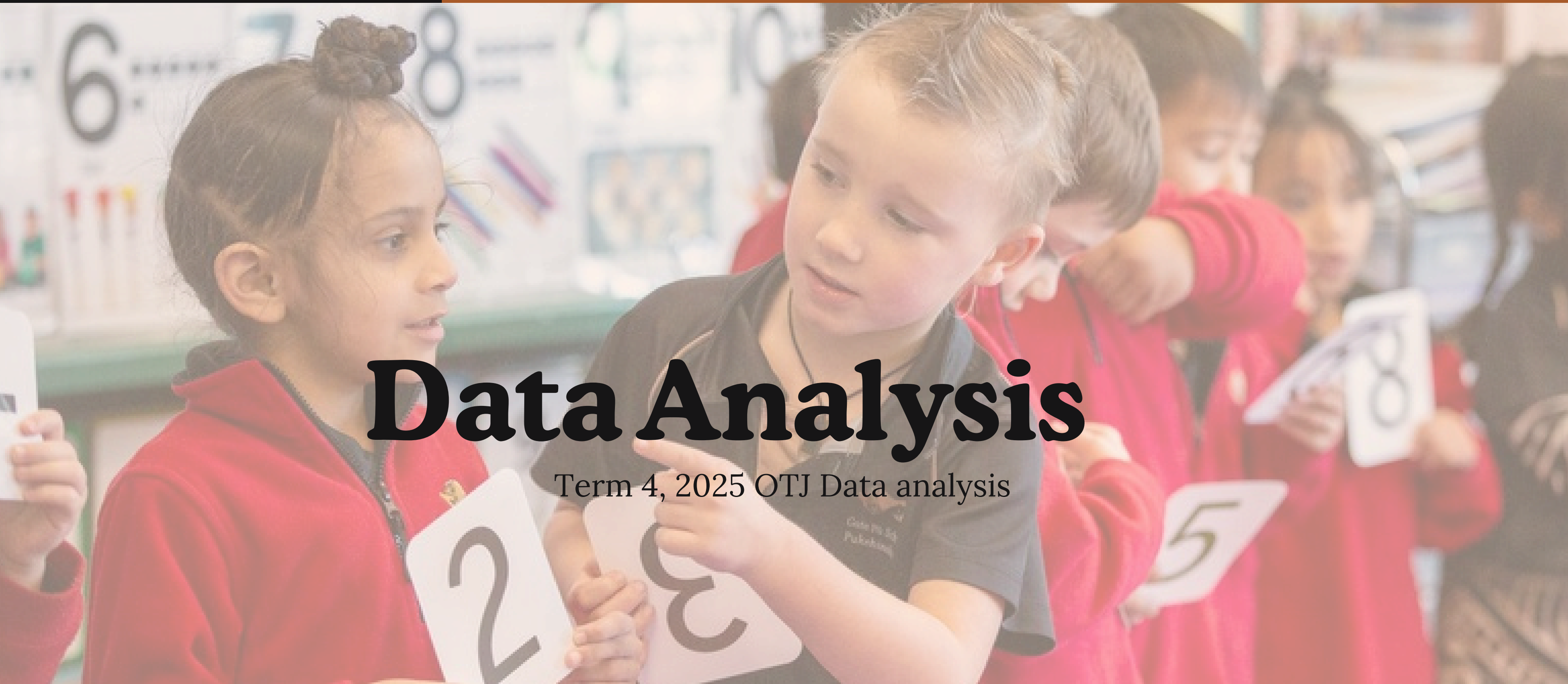


Gate Pā School  
Pukehinahina



# Data Analysis

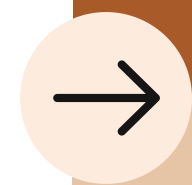
Term 4, 2025 OTJ Data analysis



Reading/ Pānui Auraki - Term 4, 2025													
Year 0		67%	33%										
Year 1	10%	19%	69%			2%							
Year 2		13%	21%	45%	19%	2%							
Year 3		2%	16%	11%	40%	24%	7%						
Year 4		4%		15%	15%	17%	24%	19%	2%	4%			
Year 5				4%	6%	4%	9%	35%	19%	19%	4%		
Year 6				2%	2%	2%	2%		44%	32%	15%		
Curriculum Level	Pre 1	Early 1	Mid 1	Late 1	Early 2	Mid 2	Late 2	Early 3	Mid 3	Late 3	Early 4	Mid 4	Late 4
Key	Not tracking to meet expected curriculum level			Working towards expected curriculum level			Working at expected curriculum level			Working above expected curriculum level			



Gate Pā School  
Pukehinahina



Reading/ Pānui Term 4 Performance			
Year Level	Did not meet EOY expectation	Achieved EOY expectation	Exceeded EOY expectation
Year 0	-	100%	-
Year 1	10%	88%	2%
Year 2	13%	88%	2%
Year 3	29%	64%	7%
Year 4	34%	41%	25%
Year 5	23%	54%	23%
Year 6	8%	76%	15%

# Auraki Pānui

# Pānui Progress

Progress is taken from Term 2, 2025 OTJs to Term 4, 2025 OTJs. This data does not include a percentage of children who only have one data set due to not being students at Gate Pā School at the start of 2025 when OTJs were entered.

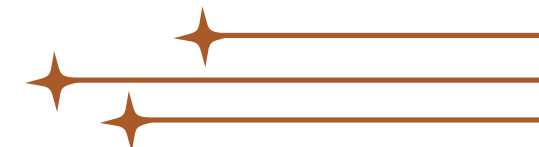
Auraki Reading Progress (Term 2, 2025 - Term 4, 2025)					
Year Level	Backwards	Insufficient- 0	Expected -1	Accelerated- 2+	Overall Progress
0	0 (0%)	0 (0%)	6 (100%)	0 (0%)	100%
1	0 (0%)	6 (12%)	31 (65%)	11 (23%)	88%
2	0 (0%)	4 (9%)	35 (74%)	8 (17%)	91%
3	0 (0%)	6 (14%)	26 (60%)	11 (26%)	86%
4	1 (2%)	3 (7%)	14 (30%)	28 (61%)	91%
5	1 (2%)	17 (31%)	18 (33%)	19 (35%)	68%
6	1 (3%)	7 (18%)	13 (33%)	18 (46%)	79%

## What's Going Well

- Strong overall achievement across most year levels.
- High proportions of students making expected or accelerated progress between Term 2 and Term 4, particularly in:
  - Year 4, where 91% made expected or accelerated progress, including 61% accelerated.
  - Year 2, with 91% overall progress and 17% accelerated.
- Acceleration is evident in the upper school, especially:
  - Year 6, where 46% of students made accelerated progress and 79% made overall progress, supporting improved achievement outcomes.
- Reading achievement improves as students move through the school.
- The distribution across curriculum sub-levels shows many learners working at or above expected curriculum levels, particularly from Year 3 onwards, indicating effective scaffolding and progression.

## Areas to develop

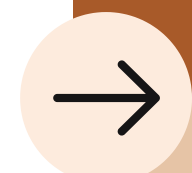
- Achievement dips in the middle years, particularly:
  - Year 4, where 34% did not meet EOY expectation despite strong progress data, suggesting that recent acceleration has not yet translated fully into achievement.
  - Year 3, where 29% did not meet EOY expectation, indicating a need for earlier intervention.
- Insufficient progress remains an issue in some cohorts, notably:
  - Year 5, where 31% made insufficient progress, indicating the need for more targeted or intensive support.



Mathematics/ Pāngarau Auraki - Term 4, 2025													
Year 0		100%											
Year 1	6%	90%	4%										
Year 2			13%	74%	13%								
Year 3		2%	4%	27%	40%	16%	11%						
Year 4		6%	4%	8%	19%	24%	23%	15%	2%				
Year 5				2%	7%	10%	9%	23%	26%	19%	4%		
Year 6				2%	7%	7%	12%	12%	12%	32%	10%	5%	
Curriculum Level	Pre 1	Early 1	Mid 1	Late 1	Early 2	Mid 2	Late 2	Early 3	Mid 3	Late 3	Early 4	Mid 4	Late 4
Key	Not tracking to meet expected curriculum level			Working towards expected curriculum level			Working at expected curriculum level			Working above expected curriculum level			



Gate Pā School  
Pukehinahina



Mathematics/ Pāngarau Term 4 Performance			
Year Level	Did not meet EOY expectation	Achieved EOY expectation	Exceeded EOY expectation
Year 0	-	100%	-
Year 1	6%	94%	-
Year 2	-	87%	13%
Year 3	33%	56%	11%
Year 4	37%	47%	17%
Year 5	28%	49%	23%
Year 6	40%	35%	15%

# Auraki Pāngarau

# Pāngarau Progress

Progress is taken from Term 2, 2025 OTJs to Term 4, 2025 OTJs. This data does not include a percentage of children who only have one data set due to not being students at Gate Pā School at the start of 2025 when OTJs were entered.

Auraki Pāngarau Progress (Term 2, 2025 - Term 4, 2025)					
Year Level	Backwards	Insufficient- 0	Expected -1	Accelerated- 2+	Overall Progress
0	0 (0%)	4 (67%)	2 (33%)	0 (0%)	33%
1	0 (0%)	37 (77%)	11 (23%)	0 (0%)	23%
2	0 (0%)	16 (34%)	23 (49%)	8 (17%)	56%
3	0 (0%)	8 (19%)	26 (60%)	9 (21%)	81%
4	0 (0%)	4 (9%)	24 (52%)	18 (39%)	91%
5	0 (0%)	1 (2%)	26 (47%)	28 (51%)	98%
6	0 (0%)	7 (18%)	20 (51%)	12 (31%)	82%

## What's Going Well

- Strong achievement at the junior level with Year 0 achieving 100% at end-of-year expectation and Year 1 achieving 94% at expectation.
- High levels of progress in the upper and middle years, particularly Year 5, where 98% of students made overall progress, including 51% accelerated, Year 4, with 91% making expected or accelerated progress, and 39% accelerated.
- Acceleration is a clear strength from Year 3 onwards, indicating effective teaching and intervention:
  - Year 3: 21% accelerated
  - Year 4: 39% accelerated
  - Year 5: 51% accelerated
  - Year 6: 31% accelerated
- The curriculum-level distribution shows many learners working at or above expected curriculum levels, especially in Years 4-6, supporting strong progress trends.

## Areas of Concern

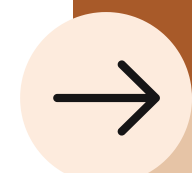
- Achievement does not yet reflect the strength of progress in some year levels, particularly Year 5, where 98% made progress, but only 49% achieved EOY expectation, suggesting that gaps remain despite strong acceleration.
- Middle-year achievement remains a concern, especially:
  - Year 3, where 33% did not meet EOY expectation.
  - Year 4, with 37% below EOY expectation, despite strong progress data.
- The data highlights a need to strengthen early intervention and coherence between junior and middle years, ensuring early progress builds momentum towards meeting curriculum expectations.



Writing/ Tuhituhi Auraki - Term 4, 2025													
Year 0	17%	83%											
Year 1	12%	38%	38%	12%									
Year 2		13%	26%	57%	4%								
Year 3		4%	24%	20%	24%	20%	7%						
Year 4			11%	19%	19%	11%	25%	11%	2%	2%			
Year 5				4%	21%	9%	19%	25%	19%	4%			
Year 6			2%	2%		12%	24%	20%	17%	17%	2%		
Curriculum Level	Pre 1	Early 1	Mid 1	Late 1	Early 2	Mid 2	Late 2	Early 3	Mid 3	Late 3	Early 4	Mid 4	Late 4
Key	Not tracking to meet expected curriculum level			Working towards expected curriculum level			Working at expected curriculum level			Working above expected curriculum level			



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Writing/ Tuhituhi Term 4 Performance			
Year Level	Did not meet EOY expectation	Achieved EOY expectation	Exceeded EOY expectation
Year 0	17%	83%	-
Year 1	12%	76%	-
Year 2	13%	83%	4%
Year 3	48%	44%	7%
Year 4	49%	36%	15%
Year 5	53%	44%	4%
Year 6	60%	34%	2%

# Auraki Tuhituhi

# Tuhituhi Progress

Progress is taken from Term 2, 2025 OTJs to Term 4, 2025 OTJs. This data does not include a percentage of children who only have one data set due to not being students at Gate Pā School at the start of 2025 when OTJs were entered.

Auraki Tuhituhi Progress (Term 2, 2025 - Term 4, 2025)					
Year Level	Backwards	Insufficient- 0	Expected -1	Accelerated- 2+	Overall Progress
0	0 (0%)	1 (17%)	5 (83%)	0 (0%)	83%
1	0 (0%)	12 (25%)	28 (58%)	8 (17%)	75%
2	0 (0%)	12 (26%)	32 (68%)	3 (6%)	74%
3	0 (0%)	9 (21%)	30 (70%)	4 (9%)	79%
4	0 (0%)	4 (9%)	20 (43%)	22 (48%)	91%
5	0 (0%)	12 (22%)	25 (45%)	18 (33%)	78%
6	1 (3%)	9 (24%)	18 (47%)	10 (26%)	73%

### What's Going Well

- Strong progress is evident across most year levels, with overall progress rates above 70% in every cohort
  - Year 4 stands out, with 91% of students making expected or accelerated progress, including 48% accelerated.
  - Year 3 shows 79% overall progress, indicating solid movement despite lower achievement outcomes.
- Acceleration is increasingly evident in the middle years, particularly:
  - Year 4, where nearly half of learners (48%) made accelerated progress.
  - Year 5, with 33% accelerated, suggesting effective teaching strategies for this cohort.
- Junior writing foundations are strong, with:
  - Year 0: 83% making expected progress.
  - Year 1: 75% making expected or accelerated progress.
- Curriculum-level distributions show a growing proportion of learners working at or above expected curriculum levels by Years 4–6, reflecting gradual improvement in writing complexity and control.

### Areas of Concern

- Achievement outcomes decline in the upper years, despite strong progress:
- Year 6: 60% did not meet EOY expectation, even though 73% made progress.
- Year 5: 53% did not meet EOY expectation, with 78% making progress.
- The middle years present the greatest challenge, particularly:
  - Year 3, where 48% did not meet EOY expectation, despite 79% making progress.
  - Year 4, with 49% below EOY expectation, even alongside strong acceleration.

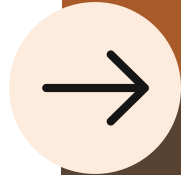


Pānui Rūmaki - Term 4, 2025

Tau 1		29%	71%										
Tau 2			25%	75%									
Tau 3				14%	57%	29%							
Tau 4				29%	14%	29%	14%	14%					
Tau 5					25%	50%			25%				
Tau 6							11%		22%	33%	33%		
Curriculum Level	Pre 1	Early 1	Mid 1	Late 1	Early 2	Mid 2	Late 2	Early 3	Mid 3	Late 3	Early 4	Mid 4	Late 4
Key	Not tracking to meet expected curriculum level			Working towards expected curriculum level			Working at expected curriculum level			Working above expected curriculum level			



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Pānui Term 4 Performance

Year Level	Did not meet EOY expectation	Achieved EOY expectation	Exceeded EOY expectation
Tau 0/1	-	100%	-
Tau 2	-	100%	-
Tau 3	14%	86%	-
Tau 4	43%	43%	14%
Tau 5	75%	25%	-
Tau 6	11%	55%	33%

Rūmaki  
Pānui

# Pānui Progress

Progress is taken from Term 2, 2025 OTJs to Term 4, 2025 OTJs. This data does not include a percentage of children who only have one data set due to not being students at Gate Pā School at the start of 2025 when OTJs were entered.

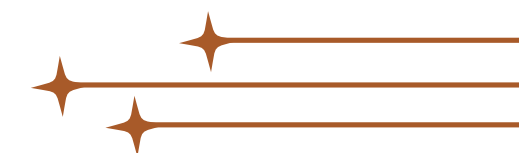
Rūmaki Pānui Progress (Term 2, 2025 - Term 4, 2025)					
Year Level	Backwards	Insufficient- 0	Expected -1	Accelerated- 2+	Overall Progress
0/1	0 (0%)	0 (0%)	6 (100%)	0 (0%)	100%
2	0 (0%)	1 (25%)	3 (75%)	0 (0%)	75%
3	0 (0%)	3 (21%)	9 (64%)	2 (14%)	78%
4	0 (0%)	1 (14%)	2 (29%)	4 (57%)	86%
5	0 (0%)	1 (25%)	1 (25%)	2 (50%)	75%
6	0 (0%)	0 (0%)	0 (0%)	9 (100%)	100%

### What's Going Well

- Strong achievement in the junior and senior cohorts, with:
  - Tau 0/1 and Tau 2 achieving 100% at end-of-year expectation, with no learners below expectation.
  - Tau 6 showing strong achievement, with 55% achieving EOY expectation and 33% exceeding, indicating high-level reading proficiency for a significant proportion of learners.
- Very high levels of progress across all year levels, with:
  - Tau 0/1 and Tau 6 showing 100% overall progress between Term 2 and Term 4.
- Tau 4 demonstrating strong acceleration, where 57% of learners made accelerated progress, contributing to improved achievement outcomes.
- The curriculum-level distribution shows learners moving into and beyond expected curriculum levels, particularly from Tau 4 onwards, highlighting successful scaffolding and language-rich learning environments.

### Areas of Concern

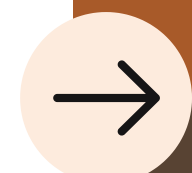
- Achievement variability is evident in the middle years, particularly:
  - Tau 5, where 75% of learners did not meet EOY expectation, despite 75% making overall progress, indicating that progress has not yet been sufficient to close gaps.
  - Tau 4, where achievement is evenly spread (43% below, 43% at, 14% exceeding), suggesting uneven consolidation of learning.
- Some learners are making expected progress but remain below expectation, especially in:
  - Tau 3, where 78% made progress, yet 14% did not meet EOY expectation.
- Achievement in Tau 5 requires targeted attention, to ensure that existing progress translates into meeting curriculum expectations in future terms.



Tuhituhi Rūmaki - Term 4, 2025													
Tau 1		100%											
Tau 2			50%	50%									
Tau 3			7%	36%	36%	21%							
Tau 4			14%	43%	14%		29%						
Tau 5					25%		50%	25%					
Tau 6							11%	22%	22%	44%			
Curriculum Level	Pre 1	Early 1	Mid 1	Late 1	Early 2	Mid 2	Late 2	Early 3	Mid 3	Late 3	Early 4	Mid 4	Late 4
Key	Not tracking to meet expected curriculum level			Working towards expected curriculum level			Working at expected curriculum level			Working above expected curriculum level			



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Tuhituhi Term 4 Performance			
Year Level	Did not meet EOY expectation	Achieved EOY expectation	Exceeded EOY expectation
Tau 0/1	-	100%	-
Tau 2	-	100%	-
Tau 3	43%	57%	-
Tau 4	71%	29%	-
Tau 5	75%	25%	-
Tau 6	33%	66%	-

# Rūmaki Tuhituhi

# Tuhituhi Progress

Progress is taken from Term 2, 2025 OTJs to Term 4, 2025 OTJs. This data does not include a percentage of children who only have one data set due to not being students at Gate Pā School at the start of 2025 when OTJs were entered.

Rūmaki Tuhituhi Progress (Term 2, 2025 - Term 4, 2025)					
Year Level	Backwards	Insufficient- 0	Expected -1	Accelerated- 2+	Overall Progress
0/1	0 (0%)	6 (86%)	1 (14%)	0 (0%)	14%
2	0 (0%)	2 (50%)	2 (50%)	0 (0%)	50%
3	0 (0%)	7 (50%)	5 (36%)	2 (14%)	50%
4	1 (14%)	1 (14%)	5 (71%)	0 (0%)	71%
5	0 (0%)	1 (25%)	2 (50%)	1 (25%)	75%
6	0 (0%)	0 (0%)	6 (67%)	3 (33%)	100%

### What's Going Well

- Strong achievement in the junior years, with:
  - Tau 0/1 and Tau 2 achieving 100% at end-of-year expectation, indicating very strong foundational writing development.
- High levels of progress in the senior cohort, particularly:
  - Tau 6, where 100% of learners made expected or accelerated progress, including 33% accelerated, and 66% achieved EOY expectation.
- Acceleration is evident in the middle years, especially:
  - Tau 4, where 71% of learners made expected progress, supporting movement toward curriculum expectations.
  - Tau 5, with 75% overall progress, including 25% accelerated, indicating positive movement for some learners.

### Areas to develop

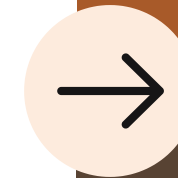
- Achievement drops significantly in the middle years, particularly:
  - Tau 4, where 71% did not meet EOY expectation, despite strong progress.
  - Tau 5, with 75% below EOY expectation, indicating that progress has not yet translated into achievement.
- Progress is not yet sufficient to close writing gaps for many learners:
  - Tau 3, where 50% made overall progress, but 43% remain below EOY expectation.
- Acceleration is limited across most cohorts, with:
- Writing achievement appears more fragile than reading, highlighting the need for:
  - Greater emphasis on sentence structure, vocabulary, and extended writing
  - Continued integration of oral language and authentic writing contexts.



Pāngarau Rūmaki - Term 4, 2025													
Tau 1		71%	29%										
Tau 2			25%	75%									
Tau 3					22%	43%	21%	14%					
Tau 4		14%		14%	14%	14%	43%						
Tau 5					25%	25%	50%						
Tau 6								11%	56%	22%	11%		
Curriculum Level	Pre 1	Early 1	Mid 1	Late 1	Early 2	Mid 2	Late 2	Early 3	Mid 3	Late 3	Early 4	Mid 4	Late 4
Key	Not tracking to meet expected curriculum level				Working towards expected curriculum level			Working at expected curriculum level			Working above expected curriculum level		



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Maths/ Pāngarau Term 4 Performance against End-of-Year Expectations			
Year Level	Did not meet EOY expectation	Achieved EOY expectation	Exceeded EOY expectation
Tau 0/1	-	100%	-
Tau 2	-	100%	-
Tau 3	22%	64%	14%
Tau 4	42%	57%	-
Tau 5	100%	0%	-
Tau 6	11%	78%	11%

Rūmaki  
Pāngarau

# Pāngarau Progress

Progress is taken from Term 2, 2025 OTJs to Term 4, 2025 OTJs. This data does not include a percentage of children who only have one data set due to not being students at Gate Pā School at the start of 2025 when OTJs were entered.

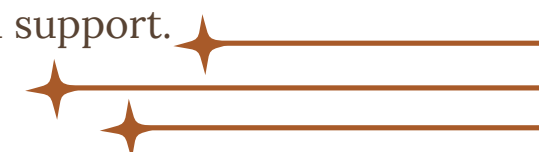
Rūmaki Pāngarau Progress (Term 2, 2025 - Term 4, 2025)					
Year Level	Backwards	Insufficient- 0	Expected -1	Accelerated- 2+	Overall Progress
0/1	0 (0%)	4 (57%)	3 (43%)	0 (0%)	43%
2	0 (0%)	2 (50%)	2 (50%)	0 (0%)	50%
3	0 (0%)	2 (14%)	9 (64%)	3 (21%)	85%
4	0 (0%)	4 (57%)	2 (29%)	1 (14%)	43%
5	0 (0%)	2 (50%)	2 (50%)	0 (0%)	50%
6	0 (0%)	1 (11%)	1 (11%)	7 (78%)	89%

## What's Going Well

- Strong achievement in the junior years, with:
  - Tau 0/1 and Tau 2 achieving 100% at end-of-year expectation, indicating very strong early number and mathematical understanding.
- Excellent outcomes in the senior cohort, particularly:
  - Tau 6, where 78% achieved EOY expectation and 11% exceeded, alongside 89% making overall progress, including 78% accelerated.
- High levels of progress in key cohorts, especially:
  - Tau 3, where 85% of learners made expected or accelerated progress, including 21% accelerated, supporting improved achievement outcomes.
- No backward movement across any year level, indicating consistent learning progress and effective support structures.

## Areas to develop

- Achievement variability is evident in the middle years, particularly:
  - Tau 4, where 42% did not meet EOY expectation, despite 43% making overall progress.
  - Tau 5, where 100% of learners did not meet EOY expectation, indicating a critical cohort for targeted support.
- Progress is not yet sufficient to close gaps in some cohorts, especially:
  - Tau 4 and Tau 5, where overall progress rates sit at 43% and 50%, respectively.



# School Equity Analysis:

## Curriculum Achievement by Ethnicity and Gender

# Pānui

### What's Going Well

- Most students across all groups are achieving at expected in Reading.
- NZ European and Asian learners show particularly strong achievement.
- Girls are performing strongly with nearly 80% at expected.

### Areas of Concern

- Pacific learners show the highest inequity, with 37% below expected.
- Māori learners have a strong majority at expected, but a significant number (35 students) remain below.
- Boys are more likely to be below expected than girls.

### Equity & Acceleration Opportunities

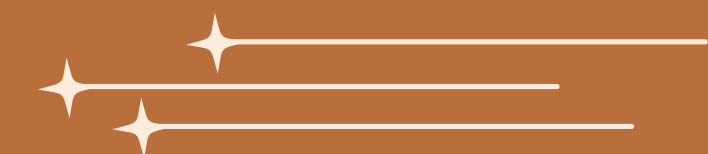
- Pacific learners and boys represent the clearest opportunity for accelerated progress.
- Targeting Māori learners below expected will support equity and reduce the overall achievement gap.
- A focus on culturally responsive literacy teaching, oral language development, and structured reading intervention will likely have the greatest impact.

### Ethnicity -Pānui/ Reading

Ethnicity	Below Expected	At Expected	Above Expected
Māori	35 (21%)	124 (76%)	4 (2%)
New Zealand European	7 (15%)	40 (83%)	1 (2%)
Pacific Peoples	11 (37%)	18 (60%)	1(3%)
Asian	13 (14%)	80 (82%)	4 (4%)
MELAA	1 (50%)	1 (50%)	-
Other	-	-	1 (100%)

### Gender -Pānui/ Reading

Gender	Below Expected	At Expected	Above Expected
Female	27 (17%)	125 (79%)	7 (4%)
Male	42 (22%)	142 (75%)	5 (3%)



# School Equity Analysis:

## Curriculum Achievement by Ethnicity and Gender

Ethnicity -Tuhituhi/ Writing			
Ethnicity	Below Expected	At Expected	Above Expected
Māori	69 (42%)	92 (56%)	2 (1%)
New Zealand European	19 (40%)	26 (54%)	3 (6%)
Pacific Peoples	18 (60%)	12 (40%)	-
Asian	26 (27%)	68 (70%)	3 (3%)
MELAA	1 (50%)	1 (50%)	-
Other	-	1 (100%)	-

Gender -Tuhituhi/ Writing			
Gender	Below Expected	At Expected	Above Expected
Female	45 (28%)	108 (68%)	6 (4%)
Male	90 (48%)	97 (51%)	2 (1%)

# Tuhituhi

### What's Going Well

- Asian learners show relatively strong achievement
  - 70% at expected
  - 27% below
- Over half of Māori and NZ European learners are at expected
  - Māori: 56% at expected
  - NZ European: 54% at expected
  - While not strong, it shows there is a stable middle band of students meeting expectations.
- Strong middle band of students achieving at expected.
- Asian learners and girls are achieving comparatively well.

### Areas of Concern

- Writing achievement is significantly lower than reading.
- Pacific learners are the highest priority for acceleration.
- Māori learners represent a large group needing acceleration.
- Boys are at significant risk in writing.
- Very few students are achieving above expected (1-6%) – indicating limited stretch/challenge.

### Equity & Acceleration Opportunities

- Targeted acceleration for boys and Pacific learners.
- Focused support for Māori learners below expected.
- Strengthen writing pedagogy school-wide.
- Develop extension pathways to grow above-expected achievement.
- Embed structured, explicit writing instruction across year levels.

# School Equity Analysis:

## Curriculum Achievement by Ethnicity and Gender

Ethnicity -Pāngarau/ Mathematics			
Ethnicity	Below Expected	At Expected	Above Expected
Māori	47 (29%)	114 (70%)	2 (1%)
New Zealand European	9 (19%)	37 (77%)	2 (4%)
Pacific Peoples	16 (54%)	13 (43%)	1 (3%)
Asian	9 (9%)	86 (89%)	2 (2%)
MELAA	1 (50%)	-	1 (50%)
Other	-	1 (100%)	-

Gender -Pāngarau/ Mathematics			
Gender	Below Expected	At Expected	Above Expected
Female	36 (23%)	121 (76%)	2 (1%)
Male	48 (25%)	135 (71%)	6 (3%)

# Pāngarau

### What's Going Well

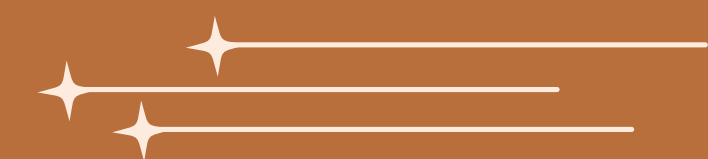
- Strong overall achievement across many ethnic groups, with several groups achieving 70% or more at or above expectation
- Strong overall achievement across most groups.
- Minimal gender gap.
- Asian and NZ European learners achieving highly.
- Most students sit at expected curriculum level.
- Achievement in mathematics is broadly similar across genders
- Equitable access to mathematics achievement for boys and girls compared with writing.

### Areas of Concern

- Pacific learners show significant inequity (54% below expected).
- Māori learners have nearly a third below expected.
- Very limited numbers achieving above expected.

### Equity & Acceleration Opportunities

- Targeted acceleration for Pacific learners.
- Continued focus on Māori learners below expected.
- Increase extension and challenge opportunities.
- Maintain gender equity gains.
- Strengthen maths vocabulary and reasoning across the school.



# 2024/2025 DATA COMPARISON

Data here shows a comparison between EOY achievement in term 4, 2024 compared to EOY achievement in term 4, 2025. Data represents the % of students who have achieved or exceeded EOY expectations.



Year	Reading/ Pānui		Writing/ Tuhituhi		Maths/ Pāngarau	
	2024	2025	2024	2025	2024	2025
1	93%	90%	94%	83%	98%	94%
2	63%	90%	57%	87%	94%	81%
3	32%	71%	35%	51%	31%	56%
4	60%	66%	40%	51%	50%	47%
5	46%	67%	26%	48%	43%	49%
6	51%	92%	46%	36%	44%	35%
Rumaki	57%	82%	53%	71%	59%	84%

# 2024/2025 DATA COMPARISON

Data here shows a comparison between EOY achievement in term 4, 2024 compared to EOY achievement in term 4, 2025. Data represents the % of students who have achieved or exceeded EOY expectations.



	Reading/ Pānui		Writing/ Tuhituhi		Maths/ Pāngarau	
Year	2024	2025	2024	2025	2024	2025
Auraki	57%	80%	50%	60%	61%	75%
Rumaki	57%	82%	53%	71%	59%	75%
Overall	58%	80%	51%	61%	60%	75%

# Māori Learners

## Achievement outcomes for Māori

Subject	Māori in Auraki (Achievement EOY)	Māori in Rūmaki (Achievement EOY)
Panui/ Reading	77%	82%
Tuhituhi/ Writing	56%	64%
Pāngarau/ Maths	71%	73%

- Māori learners in Rūmaki achieve at higher rates than Māori learners in Auraki across all three learning areas.
- The largest difference is in Writing, where Rūmaki Māori learners are 8.1 percentage points higher than their Auraki peers.
- Reading and Maths achievement levels are strong in both pathways, with Rūmaki maintaining a consistent advantage.

This pattern aligns with research that identifies culturally responsive and kaupapa Māori learning environments as supporting:

- Stronger learner engagement
- Increased sense of identity and belonging
- Greater language-rich learning contexts
- Improved academic outcomes for Māori learners

Māori learners in Auraki and Rūmaki are making broadly similar progress overall, with no large disparities across the three learning areas.

Reading shows the strongest average progress for Māori learners in both pathways.

Auraki Māori learners show slightly higher average progress in all subject areas, However, the differences are small and should not be interpreted as achievement gaps.



Subject	Māori in Auraki Progress average	Māori in Rūmaki Progress average
Panui/ Reading	1.31	1.28
Tuhituhi/ Writing	1	0.73
Pāngarau/ Maths	1.12	1



# Gate Pā School Pukehinahina

Our Statement of Variance together with the students' progress and achievement data clearly shows how Gate Pā School gives effect to Te Tiriti o Waitangi.

These documents show how :

- we are working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- we are taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- we are striving for achieving equitable outcomes for Māori students.
- we have made towards making instruction available in tikanga and te reo Māori.

Rochelle Jensen - Principal



# Gate Pā School

Pukehinahina

21/04/2026

## **Kiwi Sport Funding**

Kiwi Sport funding is used for the following:

The purchase of physical education equipment and outside play resources.

Subsidies for students who need financial assistance for Sports clubs subs.

Assistance with transport to specialised sporting events.

Total received in 2025 was \$6359.36

