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School Board Trustees

Bathgate Park School Members of the Board

Name	Position	How position gained	Term expires
Cleave Hay	Commissioner / Presiding Member	Appointed by Ministry of Education	Unknown
Katrina Robertson	Principal	Ex Officio	




























STRATEGIC GOAL 1

Each and every student will be able to achieve and progress in their learning as evidenced by assessment and evaluations in relation to the NZC and other identified school and community priorities. NELP Objectives 1,2,3

Strategic Goal 1: Outcome 1 - LEARNING

To provide ākoka with a robust, engaging and authentic local curriculum based on Te Mātaiaho, focused on lifting student progress and achievement.

Actions	What did we plan to do?	Outcomes: What happened? Reasons for the variance: Why did it happen?	Evaluation Where to next?
<p>1.1 Engage and develop a relationship & connectedness with the refreshed curriculum of Mathematics & Statistics (M&S)</p>	<ul style="list-style-type: none"> Unpack and understand Te Mātaiaho and how it provides the \ framework for implementing the Mathematics & Statistics curriculum. Develop an understanding of Understand, Know Do and apply this in practise. Understand the phases, progressions and the scope and sequence of M&S. Apply assessment tools to monitor and assess M&S across the school. Use assessment data to inform teaching practise. Ensure that ākoka are aware of the learning intentions and what success looks like in M&S. All kaiako will participate in the Professional Growth Cycle(PGC) Select from M&S (or Literacy) 	<p>Achieved through:</p> <ul style="list-style-type: none"> - 2x MoE PLD days - regular involvement of the Ministry Curriculum leads supporting senior leadership. - regular involvement of the Ministry Curriculum leads facilitating workshops at both Team & Staff meetings over the course of the year. - Explored Maths No Problem & Numicon as possible Structured Maths Approaches - Made decision to have whole school use Numicon approach & underwent PLD through: <ul style="list-style-type: none"> - Numicon Webinars - Numicon Cluster workshop PLD - Used internal staff knowledge and strengths to take a lead role in ongoing upskilling and familiarisation of this resource. - Worked with Assessment 4 Learning facilitator. We did not get as much traction on this as we would have like. This will need to be a future focus. - Teachers have selected a goal related to a curriculum area of M&S. This was part of the PGC process. - Observation / reflection completed. 	<ul style="list-style-type: none"> Review changes to curriculum that came out in October 2025 Participate in the 2x MoE Maths PLD days scheduled in 2026 Continue to engage in work with the Ministry Curriculum Leads Continue to upskill and gain confidence with Numicon. Use the online planning for Numicon to support delivery of the Mathematics & Statistics curriculum. Continue working on our Assessment for Learning / Formative assessment practises to increase student agency with their learning.

<p>1.2 Develop a Curriculum Delivery Plan for Mathematics & Statistics that can be used as a guideline to inform teaching practise</p>	<p>Work with Ministry Curriculum leads to review, refine and redesign Mathematics & Statistics Delivery Plan.  Incorporate MoE Supplementary resources into Curriculum Delivery Plan (as appropriate)  Share with staff revised Mathematics & Curriculum Delivery Plan</p>	<p>Draft Mathematics & Statistics Curriculum Delivery Plan was developed. This generated pedagogical discussions along the way and we were able to refine and consolidate our collective expectations. Last part to be completed was exploring how to integrate the Numicon Approach into the delivery plan.</p>	<p> Review to reflect the October 2025 curriculum changes  Incorporate the Numicon annual delivery and alignment to new curriculum into the delivery plan.  Separate out components of this plan to form the universal overarching connections across all curriculum areas.</p>
<p>1.3 Develop school wide assessment practises for Mathematics & Statistics</p>	<p> Apply assessment tools to monitor and assess Mathematics & Statistics across the school  Use assessment data to inform teaching practise within the Mathematics & Statistics teaching programme.  Use formative assessment to make judgements to enhance teaching and learning programmes in a timely manner.  Student achievement and progress in numeracy will be monitored and tracked across all year groups using ETAP and will be reported to whānau and Board twice a year</p>	<p>We achieved this by: Using agreed school-wide assessment tools (e.g., e-asTTle Maths, JAM, GLOSS, Numicon Checkpoints, Snapshot) at set points in the year. Providing differentiated learning tasks based on readiness and need. Select resources that align with current learning goals. Group students flexibly based on ongoing assessment results. Mid & end year data entered into ETAP Mid & end Year reporting to parents completed. Mid & end year data report to the Board completed.</p>	<p> Shift from data entry to stronger data interpretation.  Build teacher agency at understanding and using data to fit with the new curriculum as well as the Numicon approach.  Use your ETAP data to identify specific individuals for targeted support  Responsive planning to the data provided  Explore SMART tool  Involved in Assessment PLD 2026</p>
<p>1.4 Explore Tier 2 supports for Mathematics & Statistics & 1.8 Explore Tier 2 supports for English</p>	<p> Identify students performing below expected levels and provide targeted intervention programs, such as small group tutoring or additional practice sessions  Develop and implement Individual Learning Plans (ILPs) for students who need additional support or challenge  Explore possible staff for tier 2and /or 3 training</p>	<p>While these assessment goals were not fully met, the year provided a vital foundation. The significant cognitive load of implementing the refreshed alongside new Structured Mathematics and Literacy approaches required a strategic shift in focus. Priority was given to establishing robust whole class teaching programmes and exploring the new pedagogical delivery. We recognised that effective assessment and differentiation can only happen once the core instructional framework is stable.</p>	<p> 2026 will focus on layering these assessment practices onto the more established classroom routines.  Apply for Tier 2 staffing  Priority learner class based actions and supports</p>
<p>1.5 Engage and develop a relationship & connectedness with the refreshed curriculum of English</p>	<p> Bring whole school onto BSLA for Structured Literacy Approach  All kaiako will participate in the Professional Growth Cycle(PGC) Select from MS or Literacy Underpack and understand Te Mātaiaho and how it provides the framework for implementing the English curriculum</p>	<p>We achieved this through: - Kākano Team Continuing - Puāwai Team BSLA Training <ul style="list-style-type: none"> • 3x full zoom PLD days • Term 2- Week 5 Term 3 = 5x Community of Practise Zooms • 4x online Modules </p>	<p> Review changes to curriculum that came out in October 2025  Review community of practices; refer to notes as needed  Utilise askBSLA for assistance with queries  Continue to engage in work with the Ministry Curriculum Leads</p>

	<p>Develop an understanding of the Understand, Know, Do mode within English Curriculum & discuss how to apply this in practise.</p> <p>Develop an understanding of the Phases, Progressions, Scope & Sequences of the English curriculum, applying this to teaching practise.</p> <p>Regular kaiako hui for ongoing PLD</p> <p>Integrate culturally relevant texts and literacy activities that reflect the diverse backgrounds of students.</p>	<p>Teachers have selected a goal related to a curriculum area of Literacy. This was part of the PGC process. Observation / reflection completed.</p> <p>Curriculum Leads working with Senior leaderships, Teams and in whole staff meetings.</p> <p>Curriculum leads supported:</p> <ul style="list-style-type: none"> - oral language workshops with all staff. - writing workshops - looked at planning - discussed link form BSLA to wider curriculum <p>Integrate Literacy into Language Weeks & Inquiry.</p> <p>BSLA books used to support cultural connectedness.</p>	<p>Continue to upskill and gain confidence with BSLA and understanding Taumata / assessment checkpoints and where fits into the wider English curriculum.</p> <p>Use the online planning for BSLA to support delivery of the English curriculum.</p> <p>Continue working on our Assessment for Learning / Formative assessment practises to increase student agency with their learning.</p>
<p>1.6 Develop a Curriculum Delivery Plan for English that can be used as a guideline to inform teaching practise</p>	<p>Work with Ministry Curriculum leads to review, refine and redesign English Delivery Plan.</p> <p>Share with staff revised English Plan.</p>	<p>Draft English Curriculum Delivery Plan was developed. This generated pedagogical discussions along the way and we were able to refine and consolidate our collective expectations.</p> <p>Last part to be completed was exploring how to integrate the BSLA into the delivery plan.</p>	<p>Review to reflect the October 2025 curriculum changes</p> <p>Incorporate the BSLA delivery and alignment to new curriculum into the delivery plan.</p> <p>Separate out components of this plan to form the universal overarching connections across all curriculum areas.</p>
<p>1.7 Develop school wide assessment practises for English</p>	<p>Review of current assessment tools and the timing in which these are administered</p> <p>Apply assessment tools to monitor and assess Literacy across the school</p> <p>Apply assessment tools to monitor and assess Literacy across the school</p> <p>Use formative assessment to make judgements to enhance teaching and learning programmes in a timely manner.</p>	<p>Use agreed school-wide assessment tools (e.g., running records, e-asTTle Reading / Writing, spelling tests, phonics screeners) at set points in the year.</p> <p>Provide differentiated learning tasks based on readiness and need.</p> <p>Utilises support adults in the class to assist with mileage and build up vocabulary</p> <p>Select resources and texts that align with current learning goals.</p> <p>Group students flexibly based on ongoing assessment results.</p>	<p>Explore SMART tool</p> <p>Involved in Assessment PLD 2026</p> <p>Use Phonics Check</p> <p>Continue to build phonological awareness</p> <p>Continue strong moderation processes</p> <p>New report for 2026</p>



















STRATEGIC GOAL 1

Each and every student will be able to achieve and progress in their learning as evidenced by assessment and evaluations in relation to the NZC and other identified school and community priorities. [NELP Objectives 1,2,3](#)

Strategic Goal 1:

To provide ākoka with a robust, engaging and authentic local curriculum based on Te Mātaiaho, focused on lifting student progress and achievement.

Outcome 2: ATTENDANCE - to increase overall attendance and engagement

Actions	Outcomes: <i>What happened?</i>	Evaluation <i>Where to next?</i>
<p>What did we plan to do?</p> <ul style="list-style-type: none">  The leadership team will analyse attendance data for all students; Māori, Pasifika; set targets.  Support ESOL whānau.  Attendance data discussed with teaching team  Teachers enact planned actions to increase regular attendance rates for identified ākoka and provide regular feedback.  Specific schoolwide actions to promote increased attendance are enacted  <i>Positive behaviour 4 learning</i> strategies are visible within the school to lift participation, engagement & learning levels.  Implement RRF support projects / actions to target identified cohort ākoka  Principal and Learning Support Coordinator (LSC) will monitor and write an evaluation for the Ministry RRF support projects / actions to target identified cohort ākoka, to assist with increasing regular attendance rates.  Network with Otago Youth Wellness attendance advisor with a focus on <i>concerning</i> and <i>serious concern</i> absences. Look deeply into case by case use of appropriate coding.  Regular reporting to the Board, showing attendance trends and actions taken. 	<p>Reasons for the variance: <i>Why did it happen?</i></p> <p>We achieved great successes with this goal. The attendance procedures were strengthened by:</p> <ul style="list-style-type: none"> - Board setting aspirational targets - Incorporating the teachers into the process - Establishing a details 2025 Attendance Management Plan using the Stepped Attendance Response (STAR) - Set up documents to support whole staff monitoring & tracking of responses to attendance checkins 70-80% - Reviewing Everyday Matters Reports - Supporting whanau with transport to allow for increased attendance - Uniform and stationery support = removing barriers <p>Have included EOTC opportunities into Curriculum opportunities PB4L weekly lessons Weekly AROHA token numbers shared & celebrated Attendance & Guidance projects for students for the whole of Term 3. Reviewing and analysing success of interventions.</p> <p>Attendance meetings became part of the regular schedule for Principal & LSC. Every second meeting had member of OYWT present to offer feedback and discuss individual situations.</p> <p>Frequent conversations held at governance meetings.</p>	<ul style="list-style-type: none">  Review the 2025 Attendance Management Plan to reflect the revised information that came out in late 2025  Refine target setting to compare the terms with the same time previous year – make goals more realistic but still aspirational  Provide regular updates to whanau via newsletter  Update ākoka in their attendance data  Provide regular updates to Board via monthly board reports  Include regular attendance info and support snippets via newsletter and social media  Look at a supplementary document that focuses on lateness and the steps /supports at each threshold.  Increase frequency of attendance meetings.











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Outcome 3: Assessment - to use data with fidelity to inform teacher practise

	Actions What did we plan to do?	Outcomes: What happened? Reasons for the variance: Why did it happen?	Evaluation Where to next?
3.1 To use data with fidelity to inform teacher practise	<p> Analyse student information data to identify patterns and trends and how this will inform the next steps in teaching and learning for students.</p> <p> Use analyse of data to inform next steps in teaching and learning for students</p> <p> Student achievement mid-year data will be shared with the teaching team to build a consistent understanding of the need for changes in teaching practice</p> <p> Teachers build a consistent understanding of the needs for change in teaching practise, based on student achievement data.</p> <p> Leadership Team and teachers evaluate assessment tools used for gathering mid-year data and reflect on their practice and consistency.</p> <p> Teachers will use meaningful and consistent assessment tools to provide valid progress and achievement data.</p>	<p>Significant groundwork was established this in shifting the focus from data collection to data interpretation. Staff have begun identifying key trends and patterns within school-wide achievement, fostering deeper professional kōrero around student progress.</p> <p>Revised the Assessment Overview schedule after reviewing the current assessment tools, and identifying if they were still fit for purpose. Looked at the timing of specific assessment items.</p> <p>Explored the assessment requirements for BSLA and Numicon and where they sat within the data collection schedule.</p> <p>Staff voice being gathered and analysed to see if there is clarity of expectations</p> <p>Worked with Assessment for Learning facilitator to review where we were with our formative assessment practises. We did not get as far as we would have liked as the direction the teachers' focus went to did not allow time to work on this area.</p>	<p> Our next step in 2026 is to refine how individual classroom data informs these broader school trends, ensuring every teacher has a precise understanding of their students' positioning within the wider school context.</p> <p> Continue Assessment for Learning / formative assessment</p> <p> Continue to build up understand of BSLA and Numicon assessments and how they fit into the wider picture</p> <p> Use data to identify priority learners / intervention supports and extension opportunities.</p>







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Outcome 4: School Leadership - to focus on deliberate tasks of leadership for continuous improvement.

Actions	What did we plan to do?	Outcomes: What happened? Reasons for the variance: Why did it happen?	Evaluation Where to next?
4.1 To focus on deliberate actions which enable continuous improvement	<ul style="list-style-type: none">  Clear & consistent messaging  High expectations held for student learning & behaviour  Review & update senior leadership delegations; roles and responsibilities.  Effective practises for meetings 	<p>We continue to refine these systems to ensure sustainable leadership and clear operational consistency.</p> <p>Reviewed leadership roles and responsibilities reaching increased understanding around practise of delegation. A draft PB4L document has been trialled in 2025 and will be refined and implemented fully in 2026.</p> <p>Strengthened information to support senior leadership team when they are Acting Principal.</p> <p>Trialling a process of communication and debriefing.</p>	<ul style="list-style-type: none">  For 2026, our priority is the full implementation of these systems, ensuring that our high expectations for learning and behaviour are felt across every corner of the school.  Launch the refined PB4L document with a dedicated staff "refresher" workshop and a simplified version for whānau so the language is consistent at home and school.

STRATEGIC GOAL 2 To welcome and encourage community participation, whilst respecting all cultures represented within our school. NELP Objectives

1.2,3

STRATEGIC GOAL 2: Whanaungatanga - Relationships: To provide ākoka, families and whānau with a strong sense of belonging and community where diversity is valued and celebrated.

	<p>Actions <i>What did we plan to do?</i></p>	<p>Outcomes: What happened? Reasons for the variance: <i>Why did it happen?</i></p>	<p>Evaluation <i>Where to next?</i></p>
<p>5.1 Provide multiple ways for whānau to engage with our kura.</p>	<p> A community engagement plan is developed and implemented.</p> <p> Provide opportunities for parent/whānau engagement by organising events such as cultural festivals, sports days, and educational workshops that involve both students and their families.</p> <p> Provide information sharing events to update on the new Mathematics & Statistics curriculum.</p> <p> Provide information sharing events to update on the new English curriculum, including BSLA programme.</p> <p> Utilise digital platforms such as a school website, social media pages, parent ETAP app, Seesaw etc where whānau can access updates, participate in discussions, and stay informed about school activities and events.</p> <p> Create learning discussion opportunities.</p> <p> Provide regular and ongoing updates on success of individual ākoka.</p> <p> School participates in language weeks and other cultural events of significance for the different diverse communities that make up Bathgate Park.</p> <p> Create ākoka cultural ambassadors' roles.</p> <p> Communicate key messages in multiple languages which are reflected in our school environment.</p> <p> Work towards having a School Board which reflects the diverse community of Bathgate Park.</p> <p> Continued participation in Māori Achievement Collaborative</p>	<p>Not completed</p> <p>Some success through the year to hold events to bring whānau into school. Strong turn out to Polyfest and end of year activities.</p> <p>Junior team held information sessions to build understanding of new curriculum and the learning approaches being implemented within the school. Senior Team left this until more confidence and solid understanding of the new approaches as felt by the senior staff.</p> <p>Regular and frequent use of digital platforms</p> <p>Regular sharing of learning and successes; information connected to the school and wider community.</p> <p>Trialled new learning conversation as a form of parent interviews. Successful turn out but room to grow this in 2026.</p> <p>Significant involvement with whānau over the language weeks and Polyfest.</p> <p>Not completed.</p> <p>Struggled with this throughout the year, accessing correct supports. Towards the end of the year we were able to start on this area. Focus for 2026.</p> <p>Multiple events and opportunities to learn about being a Board member. Actively talking to different people to promote the role and try to encourage possible nominations.</p>	<p> A community engagement plan is developed and implemented.</p> <p> Create ākoka cultural ambassador roles.</p> <p> Communicate key messages in multiple languages which are reflected in our school environment.</p> <p> Expressions of interest sent out to school and wider community.</p>
<p>5.2 Create a culture of whanaungatanga and ako.</p>	<p> Provide information sharing events to update on the new Mathematics & Statistics curriculum.</p> <p> Provide information sharing events to update on the new English curriculum, including BSLA programme.</p> <p> Utilise digital platforms such as a school website, social media pages, parent ETAP app, Seesaw etc where whānau can access updates, participate in discussions, and stay informed about school activities and events.</p> <p> Create learning discussion opportunities.</p> <p> Provide regular and ongoing updates on success of individual ākoka.</p> <p> School participates in language weeks and other cultural events of significance for the different diverse communities that make up Bathgate Park.</p> <p> Create ākoka cultural ambassadors' roles.</p> <p> Communicate key messages in multiple languages which are reflected in our school environment.</p> <p> Work towards having a School Board which reflects the diverse community of Bathgate Park.</p> <p> Continued participation in Māori Achievement Collaborative</p>	<p>Not completed</p> <p>Some success through the year to hold events to bring whānau into school. Strong turn out to Polyfest and end of year activities.</p> <p>Junior team held information sessions to build understanding of new curriculum and the learning approaches being implemented within the school. Senior Team left this until more confidence and solid understanding of the new approaches as felt by the senior staff.</p> <p>Regular and frequent use of digital platforms</p> <p>Regular sharing of learning and successes; information connected to the school and wider community.</p> <p>Trialled new learning conversation as a form of parent interviews. Successful turn out but room to grow this in 2026.</p> <p>Significant involvement with whānau over the language weeks and Polyfest.</p> <p>Not completed.</p> <p>Struggled with this throughout the year, accessing correct supports. Towards the end of the year we were able to start on this area. Focus for 2026.</p> <p>Multiple events and opportunities to learn about being a Board member. Actively talking to different people to promote the role and try to encourage possible nominations.</p>	<p> A community engagement plan is developed and implemented.</p> <p> Create ākoka cultural ambassador roles.</p> <p> Communicate key messages in multiple languages which are reflected in our school environment.</p> <p> Expressions of interest sent out to school and wider community.</p>

Evaluation & Analysis Report 2025

STRATEGIC GOAL 1

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Strategic Goal 1:

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Annual Goals /Desired Outcomes:

Annual Objective 1

All learners are achieving to the best of their ability in Maths and are making progress throughout the year.

Annual Objective 2

All learners are achieving to the best of their ability in Literacy and are making progress throughout the year.

Reading

Reading All Students 2025

	Pre L1	1b	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Working towards	Close to	Meeting	Total
																			students
Y0	1	2	1													0%	25%	50%	4
Y1	6	7	5													0%	33%	67	18
Y2	5	5	2	1	1											0%	38%	54	13
Y3	1	3	2	3	1											40%	20%	40%	10
Y4	1	1	1	9	3	2	1									11%	56%	28	18
Y5	1	1	1	2	3	1	5	1								22%	31%	46%	13
Y6	2	1	1	1	2	1	7	1								35%	18%	41%	17
Y7	1	1	1	1	1	2	3	3	2							42%	32%	26%	19
Y8	1	1	1	1	1	1	3	2	3	4	2					45%	25%	30%	20
Total	9	21	16	6	19	8	32	34	5	7	6	2			24%	32%	41%	132	

Writing

Writing All Students 2025

	Pre L1	1b	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Working towards	Close to	Meeting	Total
																			students
Y0	1	3														0%	25%	75%	4
Y1	6	9	3	1	2											0%	33%	67%	18
Y2	7	7	3	1	2											0%	54%	31%	13
Y3	4	3	1	2	2											40%	40%	20%	10
Y4	1	5	1	5	3	1	2									32%	33%	17%	18
Y5	3	1	1	3	3	1	1	2								38%	31%	15%	13
Y6	3	1	1	1	2	3	5	1								35%	20%	35%	17
Y7	1	2	4	1	1	3	3	2	2							47%	32%	21%	19
Y8	1	2	1	2	1	2	1	2	1	3	5	1	1			45%	20%	30%	20
Total	7	27	17	7	19	8	6	7	11	9	5	7	1	1		29%	33%	32%	132

Boys Reading

Reading Boys 2025

	Pre L1	1b	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Working towards	Close to	Meeting	Total
																			students
Y0	1	2														0%	33%	67%	3
Y1	5	3	1													56%	33%	11%	9
Y2	3	2		1												50%	33%	17%	6
Y3	1	2		1												33%	67%		3
Y4	1	1	1	4	2	1	1									20%	40%	30%	10
Y5	1	1	1	1	2	3	3									29%	29%	42%	7
Y6	2	1	1	1	1	2	3	1								42%	25%	25%	12
Y7	1	1	1	1	1	2	1	2	1							60%	37%	13%	8
Y8	1	1	1	1	1	1	2	1	1	1	1	1				62%	25%	13%	8
Total	7	12	8	2	7	5	3	9	6	3	3	0	1			29%	38%	29%	66

Girls Reading

Boys Writing

Writing Boys 2025

	Pre L1	1b	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Working towards	Close to	Meeting	Total
																			students
Y0	1	2														0%	33%	64%	3
Y1	5	4														40%	56%	44%	9
Y2	4	1		1												67%	68%	16%	6
Y3	2	1														67%	33%		3
Y4	1	3	1	1	1	1	1	2								40%	20%	10%	10
Y5	3	1	1	1	2	1	1	1	1							30%	42%	14%	7
Y6	3	1	1	1	2	2	3	2								42%	42%	16%	12
Y7	2	2	2	1	1	1	2	1	2							62%	38%		8
Y8	1	1	1	1	1	1	1	1	2	1	1	1	1			74%	13%	13%	8
Total	6	16	7	4	6	4	5	5	8	3	0	1	0	0		37%	36%	18%	66

Girls Writing

All Learners: 44% of learners are meeting or exceeding expectations at the end of year for reading. There are 56% of learners who are one or two sub levels below the expected level. Learners in the 'working towards' category are all learners on the Learning Support Register (14/32) or Foundation Level/ Stage 1 English Language Learners (18/32)

Gender: 33% of boys are meeting or exceeding expectations. 55% of girls are meeting or exceeding expectations.
Gender Gap: Boys are underperforming significantly compared to girls. Only 33% of boys are meeting or exceeding expectations, compared to 55% of girls.

Māori Learners: 49% of Māori learners are meeting or exceeding expectations. 31% are close to expectations and 20% are working towards expectations.
Pacific Learners: 50% of Pacific learners are meeting expectations. No-one is exceeding. 23% are close to expectations and 27% are working towards expectations.

A large proportion of the Pacific Learners are either Foundation or Stage 1 English Language Learners. This is particularly the case in the senior end of the school. It will be more appropriate to assess these students by monitoring progress against the English Language Learning Progressions. This will be an action for 2026.

ESOL Learners: 49% of ESOL learners are 'close to' or 'meeting' expectations. 25% are close to expectations and 26% are working towards expectations. We know that the ESOL ākoka in our school have shown positive results. The teaching strategies that have supported this have been:

- The benefit of regular, out of class sessions with a teacher
- Focus on oral language to talk through ideas, build understanding and support planning
- Front loading of vocabulary ahead of tasks, e.g. a particular piece of writing, or a class activity e.g. Inquiry related task
- Making connections with first language
- Foundation level ESOL workers
- Follow up in class by the other inclass ESOL tutors

A huge benefit has been the fact that the Foundation level ESOL tutors are trained teachers. They have been able to use their understanding of phonics, giving attention to grammar and word structure to shore up the foundations, which for many are then duplicated in the classroom. We believe this double exposure is a key part in their progress and achievement.

The fact that the Foundation level has its small groups away from the classroom noise and distractions means this intense burst of mahi has focus. Alongside their peers learning with the same challenges, allows them to see they are not alone in their language acquisition.

ESOL Learners: 45% of ESOL ākoka are 'close to' or 'meeting' expectations. 29% are 'close to' expectations and 26% are 'working towards' expectations.

WRITING

All Learners: 38% of ākoka are 'meeting' or 'exceeding' expectations at the end of year for writing. There are 62% of ākoka who are one or two sub levels below the expected level. Ākoka in the 'working towards' category are all ākoka on the Learning Support Register (19/39) or Foundation Level/ Stage 1 English Language Learners (20/39), with some crossover between the two categories.

Gender: 27% of boys are 'meeting' or 'exceeding' expectations. 48% of girls are 'meeting' or 'exceeding' expectations.

Gender gap: As with Reading, there is a significant difference with between the boys (27%) and the girls (45%) 'meeting' and 'exceeding' expectations. Boys writing needs to be a priority for intervention across all year levels.

Māori Learners: 34% of Māori learners are 'meeting' or 'exceeding' expectations. 41% are 'close to' expectations and 29% are 'working towards' expectations.

Pacific Learners: 61% of Pacific learners are 'meeting' expectations or 'exceeding' expectations. 14% are 'close to' expectations and 25% are 'working towards' expectations.

A large proportion of the Pacific Learners are either Foundation or Stage 1 English Language Learners. This is particularly the case in the senior end of the school. It will be more appropriate to assess these students by monitoring progress against the English Language Learning Progressions. This will be an action for 2026.

To support our senior ākoka, we need to teach text structures and genres explicitly. For those students where the language barrier is not the problem, it is more likely to be their understanding of organising more complex ideas into the appropriate form and using the appropriate features. Providing models of good writing to use as exemplars, exploring support materials such as templates and graphic organisers, and working in a range of ways, e.g., individually, shared writing, group writing, etc., could all be beneficial.

We need to target our 'close to' cohort as practising the tools and strategies needed will hopefully move them into 'meeting' expectations. Understanding the writing process and unpacking the different phases (planning, drafting, revising, and editing) of this could also help increase their confidence and desire to write.

To increase motivation and engagement, which is a key barrier often mentioned in the underperformance of boys, it would be beneficial to build in opportunities to allow for student choice in writing topics, particularly topics related to their interests, passions, or cultural knowledge. These can be combined with activities and wider curriculum areas, e.g., writing, then performing their own plays; aspects of the Art e.g writing a song to then perform, etc.

The focus on oral language in our junior school and with our ESOL learners has seen the following:

- Links are being made to real world situations. It encourages active listening and responding, as well as helping to build up the necessary vocabulary skills to convey and understand information.
- This, in turn, makes the students more able to access print text.
- Children are learning how to interact with each other, which is helping with improvement in behaviour, which then makes them ready to access the next layer of learning.
- Learning support in the classroom to access the curriculum to the best of their ability

We know that strong oral language is needed to assist with writing. The oral language component of BSLA focuses on vocabulary development and oral narrative skills, which are essential prerequisites for comprehending and producing written language.

In 2025, we also had the support of :

- RTLit, to target small groups of students using a structured literacy approach;
- Speech Language Specialist to target individual students across the junior school to improve and set goals around communication with a focus on oral language.
- Language and Learning Intervention funding to support orally targeted students

The teachers have reported the following reflections on their literacy delivery:

Successes	Minuses / Impacting factors	Future suggestions
<ul style="list-style-type: none"> - Y4-8 cohort liking BSLA now that their confidence and knowledge of the programme are increasing - PHOM is having a positive impact on the word attack skills - Once up and running, it is clear to see the progressions in actions 	<ul style="list-style-type: none"> - Some problems recording the assessment data online in the BSLA - Time commitment to BSLA, as we are learning it in the senior end, has meant that some other curriculum areas are getting squeezed 	<ul style="list-style-type: none"> - Spelling/dictation skills taught have not been seen to transfer into independent time/activities. Would like to see how others are promoting this. - High frequency/heart words change per book/level. Need to look at

<ul style="list-style-type: none"> - Seeing quick improvement over a short time period for some ākoka - Like the scope and sequence that is clearly outlined. - Having Kings Pacifica students come across to work with Pacific Y7 & Y8 students – acting as role models; promoting importance and enjoyment of literacy; reading with ākoka 	<ul style="list-style-type: none"> - The pace of PD was very quick and more of a bombardment than a drip feed. The 2024 model is preferred to the 2025 model. - Assessments take time (as unfamiliar and working out the kinks). Know this should get easier as it becomes more familiar. - Taumata is pitched at a medium level for the whole class and is not tailored for groups /individual needs 	<p>making these consistently taught across the stages to embed understanding.</p> <ul style="list-style-type: none"> - Asking for follow up reports e, e.g., from speech, language therapist, so can organise similar supports in class or refine what they are doing to match = building consistency & routine - Class teachers meet regularly with support agency staff to reflect & refine promptly.
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Evaluation

Reasons for any differences

Where to next?

How will the BSLA approach support our boys and ESOL learners?

BSLA has:

- a strong focus on foundational skills and explicitly teaches phonological awareness, letter–sound knowledge, and decoding.
- A structured, step by step learning sequence with clear criteria that will benefit all ākoka, including these two groups.
- essential access to the English sound system, which supports accurate decoding and builds confidence early.
- repetition supports language acquisition and helps reduce cognitive load.
- integrates meaning-making, discussion, and new vocabulary into every text.
- explicit vocabulary teaching for access to texts, instructions, and wider literacy, which will support both groups.
- texts that match what they’ve been taught
- lessons which are intentionally brief and targeted, which benefit ESOL from bite-sized learning that supports gradual language uptake and short bursts of high-engagement tasks (boys).

With the foundation level ESOL teachers also focusing on areas similar to these through the ELLPs, and classroom teachers in the senior end developing their understanding and delivery of the programme, we anticipate we will start to witness accelerated progress for these senior students.

We know that both our MELAA and NZE students aren’t performing as strongly. Due to small groups for both, and the potential for ākoka to be identifiable, cohort related information cannot be listed, but we have defined cohorts that can be prioritised.

We have 18 ākoka who identify as NZE. Within this group, we have 15/18 who are on the learning support register. All of these students have one or more supports in place for them. A number are working with RTLit and/or have LL funding. There is ICS support, an ORs specialist outreach teacher, IWS and occupational therapists involved. Many have individual goals via the above supports and/or IEPs. It is worth noting that in this group alone, that 56% are boys. Information listing supports is being included in class descriptions and/or the learning support register.

MELAA & NZE within classes: Teachers have shared the following as some of the changes to teaching strategies and other supports put in place:

- making them an intervention group, which means they get seen each day
- 1:1 time with either themselves and/or a learning assistant
- Bringing them up with the BGP learning support team so that further resources and supports are being put in place e.g. referrals to SLT, PHN, RTLB

It has been noted that for a lot of our MELAA students' language barrier is higher than for other ESOL groups. Some of the students have only arrived at the end of term 3, so they have only been exposed to English for a term or so. While the data results don't reflect it, the teachers feel that this group are heading in a positive direction as:

- Oral language continues to be focused upon
- Strong positive relationships with whānau are taking place
- Students are ready and willing to learn, and are showing pride in what they can do
- Using wider peer groupings, which helps them to take risks and contribute more
- Fluid groupings so students can flow in and out, to have direct teaching on aspects /skills needing a focus. Can have multiple opportunities as you get to come with multiple groups to have a chance to revisit and practise new learning.
- Providing security for refugee ākoka
- Having clear, consistent routines

PRIORITISING TO TAKE ACTION

School Wide Targeted Supports

We need to implement targeted, accelerated intervention and instructional changes to address the critical gaps identified in the data.

- Close the gender gap
- Accelerate senior ākoka
- Support priority ākoka

Some of the following are actions staff/leadership have identified for 2026:

- All Y4-Y8 teachers dedicate time to student selected reading and incorporate texts that directly align with the stated interests and cultural backgrounds
- As above, giving special attention to senior boys
- Tier 2 Literacy support 2026: Implement Tier 2 Structured Literacy (BSLA) sessions with the addition of a Language specialised intervention teacher
- Specific senior boys (Y7) will be included as a group in the second cohort.
- CRT teacher will be expected to continue with the BSLA programme if released during the time this would normally be taught
- Consistency across the school with everyone actively teaching BSLA
- LSC to oversee ESOL planning. We are lucky enough to have 3 trained teachers operating in this support space.
- Encourage regular opportunities for staff to view others using this same programme – internally & externally. This can be incorporated into the professional growth cycle.

We have a significant number of junior Pacifica ākoka meeting expectations. How can we push them to exceed? This is something to explore at the start of 2026. Y2 & Y4 Māori students are close to' expectation. Focus groups to try to accelerate them to reach 'meeting expectations'.

MELAA: to continue to lift the level of achievement and reflect the progress made, we are going to:

- Strengthening oral language focus
- Immerse them in as many language rich opportunities as possible
- Utilise translators for key messaging and contact with whānau
- Look at having cultural ambassadors where peer support can be fostered to help each other's learning

Reading Progress Information Mid 2025 – EOY 2025

Sublevel shift	-1	0	+1	+2	+3
No# of ākoka	2	41	56	10	2
Percentage %	1.8%	36.9%	50.5%	9%	1.8%

21 ākoka are not represented in shift data as they were not at Bathgate Park at the time mid year data was collected in 2025.

A significant majority of students, 61.3%, showed a positive shift in their reading sublevel from mid year.

There needs to be two pronged approach for 2026:

- Focus on the 41 ākoka that have maintained at their level. Firstly, we need to focus on identifying and then addressing what has caused the plateau. Tools to do this should have the ability to pinpoint areas needing attention, e.g. phonics knowledge, fluency rate, or specific comprehension strategies like inferencing or summarising.
- If these ākoka are also 'close to' expectation, they should be the preferred ākoka for our 2026 intervention groups.

Reflections

We celebrate the accelerated progress of 10.8% of our students. This has come about due to changes in the attitude of some students, showing that some of the conversations had and attendance & engagement related projects they have been a part of have made a difference. E.g for two students, we always knew they were capable of more, but as we could not provide evidence of this, they were reported at the level we can comment about. In the latest assessments and/or classroom involvement, they have taken the time to show us what they can do, and the evidence is now there.

For the two students with the negative shift, attendance & engagement are the main factors for this. We have followed our Attendance Management plan for supporting this issue, including how we can support in the classroom.

We celebrate that the spread of sublevel shift at the end of the year is as expected for the spread. It does not have the wide range that the mid year data had. Our teachers have gathered varied evidence, refined their use of assessment tools, and engaged in moderation conversations that strengthen consistency and reduce variability. The reliability of their judgements from mid to the end of the year is stronger than that of the start of the year to mid year.

Writing Progress Information Mid 2025 – EOY 2025

Sublevel shift	-1	0	+1	+2	+3
No# of ākoka	2	42	44	21	11
Percentage %	1.7%	35%	36.7%	17.5%	9.1%

Some ākoka are not represented in shift data as they were not at Bathgate Park at the time mid year data was collected in 2025.

A significant majority of students, 54.2%, showed a 1-2 positive shift in their reading sublevel from mid year.

11 students show a +3 positive shift. 7/11 come from the same class and require further discussion.

Two students show a negative shift; this is due to absence & engagement levels for both. These are being followed up on via our attendance processes.

There needs to be two pronged approach for 2026:

- Focus on the 42 ākoka that have maintained at their level. Firstly, we need to focus on identifying and then addressing what has caused the plateau. Our Easttle data / individual pathway reports should be used to help with this.
- If these ākoka are also 'close to' expectation, they should be the preferred ākoka for our 2026 intervention groups.

Gender: Girls (50%) are slightly higher in 'meeting' or 'exceeding' expectations than boys (45%) Year 7 & 8 boys have a significant number of ākoka 'working towards' expectations at 63% each.

Māori Learners: 49% of Māori ākoka were either 'meeting' expectations (44%) or 'exceeding' expectations (5%). Years 0-2 have the majority of students either 'meeting' expectations or 'exceeding' expectations. Year 7 Māori ākoka have a big percentage (66%) working towards' the expectations.

Pacific Learners: 58% of Pacific students were either 'meeting' expectations (54%) or 'exceeding' expectations (4%). Year 0, Year 2, and Year 6 showed 100% 'meeting' expectations. Year 8 had the highest percentage 'working towards' Expectations (40%).

asTTle Maths was used for the first time. Some of the comments from teachers have been:

- Children found the language in the test difficult
- Having paper around to use for working out helped them to attempt answers
- Would like to compare a paper version with the online version to see if the results are different

We have 18 ākoka who identify as NZE. Within this group, we have 15/18 who are on the learning support register. All of these students have one or more supports in place for them. A number are working with RTLit and/or have LLI funding. There is ICS support, an ORs specialist outreach teacher, IWS and occupational therapists involved. Many have individual goals via the above supports and/or IEPs.

MELAA & NZE within classes: Teachers have shared the following as some of the changes to teaching strategies and other supports put in place:

- 1:1 time with either themselves and/or a learning assistant, trying to do small bursts on a specific focus
- Bringing them up with the BGP learning support team so that further resources and supports are being put in place, e.g. referrals to SLT, PHN, RTLB
- ESOL tutors both foundation level & inclass doing a lot of vocabulary front loading
- Increased and varied visuals to support
- Repetition

The teachers have reported the following reflections on their Mathematics & Statistics delivery:

Successes	Minus /Impacting Factors	Future Suggestions
<ul style="list-style-type: none"> • Planning all there- gives structure to follow • Range of follow up activities • Gave students confidence around bigger numbers • Boosted basic facts skills • Having equipment for the children to use • Deepened their understanding • Numicon – clear scope & sequence • Numicon- building conceptual understanding & how to apply this in the real world • Lots of visuals, which have helped support all, but in particular, ESOL & Neurodiverse • Numicon – Tactile nature of the programme • Accessible for everyone 	<ul style="list-style-type: none"> • Reading ability affects how independent some ākoka can be • Maths no Problem – teach to the middle of class, so that it is not too hard for anyone and does not need extra support • Understanding the new way needed for planning • Multiphase teaching • MNP books took too long • Not 1 book per child – this would be good, particularly when some are working at different paces 	<ul style="list-style-type: none"> • Ākoka demonstrated greater enjoyment of basic facts • Ākoka enjoy using the text book • Ākoka grasped some concepts faster than expected, programmes moved them along quickly • Numicon was great for all learners – able to use to reflect languages, culture & learning needs • High interest • Teacher excitement with getting to know the equipment, which means looking forward to

<ul style="list-style-type: none"> • Numicon visuals have a non colour version for neurodiverse • Reassuring that Numicon is keeping up with curriculum changes • Building independent workers • Systematic and revisits regularly prior learning 	<ul style="list-style-type: none"> • New entrants- evidenced learning= substituted with own method e.g photos, sheets & activities to show learning • Time 	<p>the whole school being on this programme and everyone doing the same</p> <ul style="list-style-type: none"> •
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Teachers reflected that the following helped to make progress:

- MOE PLD days (would love even more than we are getting)
- Numicon PLD
- Visiting another school e.g Fairfield, to see the programme in action. Observing a lesson hugely beneficial for visualising what it could look like.
- Having time in staff meetings to talk about the programmes.

When asked in Maths what barriers have you encountered, and how what did you overcome these?, some of the following were identified:

- MNP induction wasn't enough to get the problem underway without confusion = referenced the PLD day & then researched independently; spoke to colleagues.
- MNP – given wrong texts at the start, so put them a little behind = moved onto some strand work until the correct texts arrived.
- Ākoka cross 3-4 different levels = as it was the first year on programme, started working at a lower level until I got more familiar with this = as the year went on, we moved away from this as a class but used with ākoka working at a higher level
- ESOL understanding vocabulary = lots of repetition and ordering daily using a range of everyday objects.
- Working memory of some children = lots of repetition/visuals to support

Evaluation

Reasons for any differences

Where to next?

Within the school, Y2-4 & Y7 cohorts have a high percentage 'close to'. These would be the first to be placed into the 2026 intervention groups.

To ensure better outcomes going forward:

- It is important to know what areas are causing the gaps, e.g., place value, basic facts, portioning numbers, patterns, etc
- Using the assessment information from asTTle Maths to support next steps for individuals and groups
- Explore how they are communicating their understanding and look to see if supports can be provided e.g placemat visual to show mathematical thinking with a posed problem or a Maths Journal
- Dictated/recorded responses that remove the barrier to writing
- Repeated modelled
- Strong formative assessment practises
- Make links and connections, particularly with the seniors
- Use short, high-interest tasks
- Makes sure purpose is understood. When the *purpose* of the math is clear, motivation increases.
- Build in reflective time

PRIORITISING TAKING ACTION

- The Year 7's identified as working towards / close to will be prioritised in the Year 7/8 Maths Intervention that has been applied for and successfully approved.
- The year 4's identified as working toward / close to will be prioritised in the Y0-6 Maths intervention that has been applied for and successfully approved.

- Maths intervention teacher will receive specialised training and will have the support of MoE designed modules to guide the direction of the support. This will ensure these priority learners are not further disadvantaged by the transition to new curriculum approaches.

Teacher Capability: Continue to build our understanding of Numicon. This will be new for the seniors, so our juniors can take a lead role in the internal PLD workshops that were started in Term 4, 2025.

We have 2x MOE PLD Maths days booked in – Start of term 2 + start of term 3

We are attending a Numicon PLD day in Term 2, week 2

We want to observe others teaching Numicon sessions both internally & externally, as this was commented on by teachers as being particularly effective for them.

Monitoring these students and the supports being received is part of the following:

Full liaison meetings (sometimes the support for learning means home and other factors need to be investigated) – checking on supports in place. Talking about where to go next, and possibly who can support. This supports having the big picture of a student, so we know what is happening for them, and thus allows class teachers to preempt.

Class descriptions: making notations of the strategies / supports the class teacher is using. Termly reflection. This has been more orally completed this year. The written follow up will be an area we need to prioritise for 2026.

Learning support register: this will be the one stop shop. Links to docs are and will be stored against each child e.g links to things like ELLPs, IEP notes, Cognitive reports: Individual support documents that class teachers record on.

Mathematical Progress Information Mid 2025 – EOY 2025

Sublevel shift	-1	0	+1	+2	+3
No# of ākoka	4	39	56	9	3
Percentage %	3.6%	35.1%	50.5%	8.1%	2.7%

21 ākoka are not represented in shift data as they were not at Bathgate Park at the time mid year data was collected in 2025.

A significant majority of students, around 61%, showed a positive shift in their Mathematics sublevel from mid year.

We celebrate the accelerated progress of 10.8% of our students.

We celebrate that the spread of sublevel shift at the end of the year is as expected for the spread.

Of the 4 that have a negative shift: 2 are Foundational ESOL, 1 attendance & engagement = We have followed our Attendance Management plan for supporting this issue, including how we can support in the classroom and 1 with other learning support needs.

Some students have not maintained their mid-year achievement level and have fallen into the category below expectation. The “close to” group should be a key target for teaching focus, as many of these learners may only need a short period of targeted, intensive support to move them into meeting expectations. Once they reach that point, continued deliberate teaching would be needed to sustain progress and promote further acceleration.

How did Bathgate Park School give effect to Te Tiriti o Waitangi in 2025?

At the heart of Bathgate Park School (Bathgate Park) is our mission to ensure all ākoka understand and connect with our guiding statement: **He kākano ahau i ruia mai i a Rakiātea – I am a seed born of greatness.**

Our commitment remains firm: to provide an environment where every **ākongā** can thrive and achieve success on their own terms. We continue to uphold our role as a genuine Treaty partner, embedding Māori perspectives and values across our kura to ensure they are visible, respected, and deeply influential in our practice.

Our actions in 2025 included:

- Our end of year production brought the story of Papatūānuku and Ranginui to life. As part of this performance, each class shared the story of their own classroom— named after Māori Guardians and explored their unique connection to these central figures
- Deepening the use of Te Reo Māori and Tikanga Māori across all levels through targeted professional development and curriculum integration.
- Enhancing our tuakana / teina model by creating more formal opportunities for cross-age learning and mentoring. We gave dedicated, scheduled time to whānau house activities that promoted inclusiveness, built relationships and accessed leadership opportunities.
- Continued our daily practices such as karakia, karakia kai, and waiata, while ensuring these are contextually rich and reflective of ākoka understanding. We continued to extend the repertoire of Kai Tahu and wider iwi karakia, waiata and whakatauki.
- We have worked on embedding our revised values. We reinforced AROHA - a love of learning; a love of the place we are in and caring for the people around us. This flows to the following:
 - **Āwhina** (to assist / help/support/caring)
 - **Respect** yourself, others and the environment
 - **Own** your actions. Be honest.
 - **Have** a positive attitude
 - **Angitu** (be successful / reach full potential

In 2025, Bathgate Park School remained dedicated to growing a learning environment where identity, language, and culture are not only celebrated but central to the way we taught and learned together.

We have a strong commitment to having *Māori achieve success as Māori*, and to facilitate this, we have been and continue to be a member of the Māori Achievement Collaborative. In 2025, we had both the Tumuaki and a lead kaiako attend related professional learning opportunities.

How we give Effect to Te Tiriti o Waitangi at Bathgate Park School:

- Recognise and support the goals of the Kai Tahu Education Plan.
- Integrate cultural diversity into our teaching units, giving due consideration to aspects of different cultures in the planning of Inquiry and allowing individual students to undertake Inquiry in a way that reflects their cultural background, heritage and interests.
- Kaiako are continuing their own formal learning in te reo Māori; there is an expectation school-wide for all staff to progress their Te reo Māori learning
- Mihi whakatau e.g. for new students and their families to the school; new visitors
- Localised curriculum has been a PLD focus for 2025, e.g., Native NZ Animals & Plants
- Localised curriculum valuing matauranga Māori, te reo Māori and tikanga Māori operating
- Attesting to the NZ Teacher Standards for all kaiako
- Expose our students to Māori culture through both our teaching and learning programmes and school routines; Learning Languages programmes, Arts programmes, use of greetings and phrases wherever and whenever possible
- Resource our library with books and resources that support our understanding and awareness of Māori culture, tikanga and reo.
- Our school assemblies and special events will acknowledge our children's culture and provide opportunities to celebrate our cultural diversity.
- Include elements of Māori culture through music and dance within the school's activities.
- The opportunity to be a member of the kapa haka group was available to all students. This took place as part of the curriculum every week, throughout the school year. A range of cultures was represented in this, as well as Māori.
- Participate in activities that celebrate the Māori culture, including Māori & Polynesian Festival; Language Weeks, etc.
- Encourage first language use at school.
- Implementation of whanaungatanga time daily
- Demonstrating manaakitanga daily
- Ensuring all learning opportunities consider and planning reflects local tikanga Māori, mātauranga Māori, and te ao Māori
- Recognise, respect and respond to the cultural needs of the student.
- Plan for differentiated class programmes that provide opportunities for pupils to include a Māori perspective in their learning
- Identify and report on the achievement of Māori students to ensure that there is equity
- Employ staff members who understand and can support our learners
- Display Māori artwork, symbols, and language prominently in the classroom and school environment
- Ensure our policies are current and up to date to meet the requirements of Te Tiriti o Waitangi
- Principal/Tumuaki has regular participation in MAC (Māori Achievement Collaboration), both regional and national, as well as leads in this with kura
- Utilise Te Reo Māori across a range of contexts - greetings, farewells, emails, newsletters, reports, texts, signage, Assemblies, parent information
- Use of waiata and whakatauki across the school, e.g. Assembly, hui, staff meetings, week ahead
- Use of Aotearoa contexts for learning as well as South Dunedin's community' place based learning experiences.
- Class Treaties created collaboratively and 'lived by' in our learning teams
- School Values are reflected in all we do and felt in our school environment
- Respectful relationships with ākoka and whānau partnerships
- Having a Te Reo Tikanga Māori Implementation Plan

- Shared kai in class with whānau
- Actively communicating with families- seesaw, notes, phone calls, reporting, kanohi ki te kanohi
- Utilising whānau skills, stories, etc that they would like to share at school
- Use the correct pronunciation and spelling of students' names, place names, etc...
- Understand the significance of names and the tipuna they may be related to
- Utilise resources and materials that reflect Māori knowledge and values in teaching
- Highlight and support the achievements of Māori students and role models

We acknowledge tangata whenua, mana whenua and the unique position of Māori in Aotearoa New Zealand. We are honouring the principles of Te Tiriti o Waitangi and fostering an inclusive, respectful, and culturally rich educational environment.



Good Employer Statement 2025

Compliance with the Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025.

The School Board:

- Has developed and implemented appropriate policies which promote high levels of staff performance and recognise the needs of students;
- Has reviewed its compliance with these policies and can report that it meets all the known requirements identified and is in accordance with best practice;
- Is a good employer and complies with all conditions included within employee agreements;
- Ensures all employees are treated fairly, without bias or discrimination;
- Meets all EEO requirements.
- Deliberately considers the following principles to remove potential bias.

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>We operate a policy that complies with the principle of being a good employer, and this policy is made available to our staff and is subject to a regular review cycle. We have robust structures and routines to ensure healthy and safe working and learning conditions, including a hazard register which is made available to all staff to document and identify potential hazards, which are then responded to by our caretaker promptly. We offer Workplace Support as and when needed.</p> <p>The leadership team are always conscious of the workload on staff, and takes active steps to minimise and reduce this where possible.</p> <p>A staff survey was also conducted by the Board, and a summary of findings was presented back to staff.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>Our Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the State Sector Act to be "good employers", that is:</p> <ul style="list-style-type: none"> • to maintain and comply with their school's Equal Employment Opportunities policy, and • to include in the annual report a summary of the year's compliance. <p>To achieve this, the Board:</p> <ul style="list-style-type: none"> • appoints a member to be the EEO officer – this role in 2025 was the Principal • shows commitment to equal opportunities in all aspects of employment, including recruitment, training, promotion, conditions of service, and career development • selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude • recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups

	<ul style="list-style-type: none"> ensures that employment and personnel practices are fair and free of any bias. includes regularly reviewing and updating our policies to align with best practices. fostering a work culture where all employees feel valued and respected.
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>We follow our recruitment policy and form a panel with as much diversity as possible, and select candidates best suited to the position description and job description for short listing. We work against a matrix that has outlined the skills and attributes needed for the advertised position. Our process includes detailed referee checks to ensure the best candidate is appointed regardless of ethnicity, gender or other potential bias.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> The aims and aspirations of Māori, The employment requirements of Māori, and Greater involvement of Māori in the Education service? 	<p>Through the following Strategic Goals of 2025: To provide ākoka with a robust, engaging and authentic local curriculum based on Te Mātaiaho, focused on lifting student progress and achievement. (Learning) Consolidate knowledge and practises relating to tikanga and Te Reo Māori, for the benefit of all learners. (MAC) Develop effective parent, whānau and wider community engagement. (MAC) Honouring and giving effect to Te Tiriti o Waitangi</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>We enhance the abilities of individual employees by:</p> <ul style="list-style-type: none"> Our Professional Growth Cycle - we use a coaching model that allows for each individual teacher to take ownership of their professional growth Promoting continuous learning & development opportunities to help employees develop new skills and knowledge. Support employees pursuing further qualifications or studying relevant to their role. Encouraging collaboration and teamwork, utilising each other's strengths Provide opportunities for employees to take on leadership roles to help build their leadership capabilities. Encourage innovation and creativity. Foster a culture that values diversity, inclusivity, and open communication. Acknowledged and praised the work and effort of individuals. Promote a healthy work-life balance.
<p>How are you recognising the employment requirements of women?</p>	<p>We recognise employment requirements for women through our equal opportunities and good employer policies.</p> <p>We implement family-friendly policies such as allowing children to come to school as and when appropriate and needed e.g teacher only days; parental/domestic leave, both / discretionary leave.</p> <p>We address unconscious bias by providing training to staff and implementing policies that promote gender equality, such as gender-neutral job descriptions and recruitment processes.</p> <p>We promote work-life balance by encouraging employees to prioritise self-care and mental health.</p> <p>We foster a culture of inclusivity by promoting diversity and inclusion, providing opportunities for feedback and collaboration, and encouraging open communication and flexibility.</p> <p>All leadership and professional development opportunities are made accessible to women on staff.</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>By ensuring that all staff have the support they need to be successful in their roles, regardless of any disability.</p>

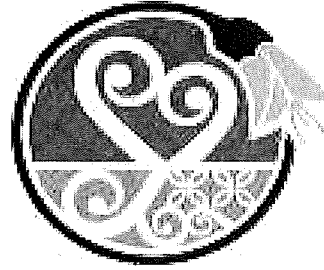
	<p>Ensuring that the physical spaces meet the H&S needs of staff where a physical disability is present.</p> <p>Supporting staff with extra support and guidance for other needs. This could look like:</p> <ul style="list-style-type: none"> • adjusting duties e.g road patrol; supervision timetable; time of day • consideration of physical activity involvement • modifying workspaces/access appropriate equipment, e.g., chairs, adjustable tables, computer platforms; lighting <p>Fostering a respectful and inclusive school culture where staff feel safe to disclose disabilities and are supported by leadership and colleagues without stigma or discrimination.</p> <p>Recording identified needs on the staff register with the supports offered/accessed.</p>
Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES
Do you operate an EEO programme/policy?	NO
Has this policy or programme been made available to staff?	✓
Does your EEO programme/policy include training to raise awareness of issues that may impact EEO?	✓
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓
Does your EEO programme/policy set priorities and objectives?	✓



Kiwisport Funding

This letter is to advise you that Bathgate Park School received Kiwisport Funding in 2025 to the amount of \$ 2052.60

Our Sports Coordinator was able to restock items, update some of our older equipment and purchase some new equipment to support learning programmes.



*He kākano ohau
i rua mai i a Rakiātea*

Bathgate Park School

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 647
Principal: Katrina Robertson
School Address: 213 Macandrew Road, South Dunedin, 9012
School Phone: 03 455 3421
School Email: principal@bathgate.school.nz

Accountant / Service Provider:

**Solutions &
Services**
Collaborative School Administration

BATHGATE PARK SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Bathgate Park School

Statement of Responsibility

For the year ended 31 December 2025

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

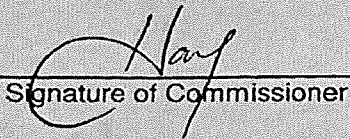
The management (including the Principal and others, as directed by the Commissioner) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Commissioner 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 Commissioner.

Cleave Hay

Full Name of Commissioner


Signature of Commissioner

22 May 2026

Date:

Katrina Robertson

Full Name of Principal


Signature of Principal

22 May 2026

Date:

Bathgate Park School

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Katrina Robertson	Principal	ex Officio	

On the 27th February 2024 a Commissioner was appointed to functions, powers and duties of the board, as an employer, to manage communications and to establish policies and procedures.

Bathgate Park School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	2,154,799	2,093,218	2,285,579
Locally Raised Funds	3	43,447	47,500	48,885
Interest		2,239	6,000	8,008
Total Revenue		2,200,485	2,146,718	2,342,472
Expense				
Locally Raised Funds	3	9,215	18,000	8,357
Learning Resources	4	1,523,600	1,343,200	1,476,955
Administration	5	241,113	275,361	299,735
Interest		2,681	3,200	3,220
Property	6	484,236	525,771	483,976
Loss on Disposal of Property, Plant and Equipment		56	-	-
Total Expense		2,260,901	2,165,532	2,272,243
Net (Deficit) / Surplus for the year		(60,416)	(18,814)	70,229
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(60,416)	(18,814)	70,229

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

Bathgate Park School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		(32,448)	(32,448)	(113,906)
Total comprehensive revenue and expense for the year		(60,416)	(18,814)	70,229
Contribution - Furniture and Equipment Grant		-	-	11,229
Equity at 31 December		(92,864)	(51,262)	(32,448)
Accumulated comprehensive revenue and expense		(92,864)	(51,262)	(32,448)
Equity at 31 December		(92,864)	(51,262)	(32,448)

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.

Bathgate Park School

Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	245,507	104,778	108,509
Accounts Receivable	8	98,470	93,384	93,384
GST Receivable		2,032	2,551	2,551
Prepayments		8,945	8,625	8,625
Inventories	9	135	180	180
Investments	10	-	25,000	25,000
Funds Receivable for Capital Works Projects	16	22,265	28,969	28,969
		<u>377,354</u>	<u>263,487</u>	<u>267,218</u>
Current Liabilities				
Accounts Payable	12	229,687	159,323	159,323
Revenue Received in Advance	13	1,664	7,368	7,368
Provision for Cyclical Maintenance	14	29,436	63,103	43,043
Finance Lease Liability	15	15,715	17,700	17,700
Funds held for Capital Works Projects	16	144,708	176	176
		<u>421,210</u>	<u>247,670</u>	<u>227,610</u>
Working Capital (Deficit) / Surplus		(43,856)	15,817	39,608
Non-current Assets				
Property, Plant and Equipment	11	83,328	59,407	82,207
		<u>83,328</u>	<u>59,407</u>	<u>82,207</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	122,024	113,818	141,595
Finance Lease Liability	15	10,312	12,668	12,668
		<u>132,336</u>	<u>126,486</u>	<u>154,263</u>
Net Assets		<u>(92,864)</u>	<u>(51,262)</u>	<u>(32,448)</u>
Equity		<u>(92,864)</u>	<u>(51,262)</u>	<u>(32,448)</u>

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

Bathgate Park School

Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		706,685	710,953	745,280
Locally Raised Funds		47,618	47,500	98,358
Goods and Services Tax (net)		519	-	(16,874)
Payments to Employees		(500,439)	(410,500)	(467,430)
Payments to Suppliers		(333,110)	(346,284)	(267,795)
Interest Paid		(2,681)	(3,200)	(3,220)
Interest Received		2,585	6,000	8,868
Net cash (to)/from Operating Activities		(78,823)	4,469	97,187
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(9,941)	(8,200)	(10,055)
Proceeds from Sale of Investments		25,000	-	50,000
Net cash from/(to) Investing Activities		15,059	(8,200)	39,945
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	11,229
Finance Lease Payments		(16,518)	-	(15,570)
Funds Administered on Behalf of Other Parties		217,280	-	(94,847)
Net cash from/(to) Financing Activities		200,762	-	(99,188)
Net increase/(decrease) in cash and cash equivalents		136,998	(3,731)	37,944
Cash and cash equivalents at the beginning of the year	7	108,509	108,509	70,565
Cash and cash equivalents at the end of the year	7	245,507	104,778	108,509

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.

Bathgate Park School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

1.1. Reporting Entity

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

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

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

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Operating Lease Payments

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

1.5. Finance Lease Payments

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

1.6. Cash and Cash Equivalents

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

1.7. Accounts Receivable

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

1.8. Inventories

Inventories are consumable items held for sale and are comprised of 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.

1.9. Investments

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

1.10. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	20 years
Furniture and Equipment	5–20 years
Information and Communication Technology	2–20 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	10% Diminishing value

1.11. Impairment of property, plant and equipment

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

Non cash generating assets

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

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

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

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

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

1.12. Accounts Payable

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

1.13. Employee Entitlements

Short-term employee entitlements

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

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.

1.14. Revenue Received in Advance

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

1.15. Funds Held in Trust

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

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

1.16. Funds held for Capital Works

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

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

1.17. Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

1.18. Financial Instruments

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

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

1.19. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.20. Budget Figures

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

1.21. Services received in-kind

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

2. Government Grants

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	801,469	691,953	783,454
Teachers' Salaries Grants	970,923	900,000	990,292
Use of Land and Buildings Grants	307,701	327,488	327,488
Ka Ora, Ka Ako - Healthy School Lunches Programme	73,120	154,777	154,777
Attendance Services Grants	-	4,000	5,000
Other Government Grants	1,586	15,000	24,568
	<u>2,154,799</u>	<u>2,093,218</u>	<u>2,285,579</u>

3. Locally Raised Funds

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

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations and Bequests	14,958	14,500	9,957
Fees for Extra Curricular Activities	4,137	3,400	407
Trading	2,279	1,600	2,264
Fundraising and Community Grants	7,458	5,500	11,462
Other Revenue	12,262	20,000	22,571
Transport Revenue	2,353	2,500	2,224
	<u>43,447</u>	<u>47,500</u>	<u>48,885</u>
Expense			
Extra Curricular Activities Costs	1,115	1,200	1,214
Trading	2,961	2,100	3,853
Fundraising and Community Grant Costs	1,348	200	914
Other Locally Raised Funds Expenditure	133	11,000	91
Transport (Local)	3,658	3,500	2,285
	<u>9,215</u>	<u>18,000</u>	<u>8,357</u>
	<u>34,232</u>	<u>29,500</u>	<u>40,528</u>

Surplus for the year Locally Raised Funds

4. Learning Resources

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	48,820	55,450	50,836
Information and Communication Technology	9,073	8,100	6,382
Employee Benefits - Salaries	1,410,681	1,231,100	1,377,673
Staff Development	27,301	16,500	620
Depreciation	27,171	31,000	28,423
Other Learning Resources	554	1,050	13,021
	<u>1,523,600</u>	<u>1,343,200</u>	<u>1,476,955</u>

5. Administration

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	11,170	11,170	8,907
Board Fees and Expenses	2,936	3,785	1,020
Intervention Expenses	61,941	-	37,468
Operating Leases	427	11,000	172
Other Administration Expenses	21,522	26,300	26,544
Employee Benefits - Salaries	55,336	53,400	56,520
Insurance	6,768	6,729	6,198
Service Providers, Contractors and Consultancy	7,893	8,200	8,129
Ka Ora, Ka Ako - Healthy School Lunches Programme	73,120	154,777	154,777
	<u>241,113</u>	<u>275,361</u>	<u>299,735</u>

6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	49,452	53,000	49,209
Cyclical Maintenance	3,572	32,283	(5,410)
Heat, Light and Water	37,350	41,400	41,420
Rates	13,192	11,700	11,644
Repairs and Maintenance	25,122	10,000	14,200
Use of Land and Buildings	307,701	327,488	327,488
Employee Benefits - Salaries	27,340	26,000	17,434
Other Property Expenses	20,507	23,900	27,991
	<u>484,236</u>	<u>525,771</u>	<u>483,976</u>

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

7. Cash and Cash Equivalents

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	245,507	104,778	108,509
Cash and cash equivalents for Statement of Cash Flows	<u>245,507</u>	<u>104,778</u>	<u>108,509</u>

Of the \$245,507 Cash and Cash Equivalents, \$204,701 is subject to restrictions for the following reasons:

- \$203,037 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 16
- \$1,664 of Other Revenue in Advance is held by the School. This is included in Revenue in Advance note 13.

8. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	1,260	7,583	7,583
Receivables from the Ministry of Education	5,379	3,257	3,257
Interest Receivable	-	346	346
Teacher Salaries Grant Receivable	91,831	82,198	82,198
	<u>98,470</u>	<u>93,384</u>	<u>93,384</u>
Receivables from Exchange Transactions	1,260	7,929	7,929
Receivables from Non-Exchange Transactions	97,210	85,455	85,455
	<u>98,470</u>	<u>93,384</u>	<u>93,384</u>

9. Inventories

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	135	180	180
	<u>135</u>	<u>180</u>	<u>180</u>

10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	-	25,000	25,000
Total Investments	-	25,000	25,000

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Building Improvements	12,828	-	-	-	(1,002)	11,826
Furniture and Equipment	34,111	7,887	-	-	(6,920)	35,078
Information and Communication Technology	5,947	1,986	-	-	(2,850)	5,083
Leased Assets	26,724	15,627	-	-	(15,860)	26,491
Library Resources	2,597	2,848	(56)	-	(539)	4,850
	<u>82,207</u>	<u>28,348</u>	<u>(56)</u>	<u>-</u>	<u>(27,171)</u>	<u>83,328</u>

The net carrying value of furniture and equipment held under a finance lease is \$26,491 (2024: \$26,724).

Restrictions

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

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Building Improvements	63,133	(51,307)	11,826	63,133	(50,305)	12,828
Furniture and Equipment	408,915	(373,837)	35,078	401,028	(366,917)	34,111
Information and Communication Technology	101,183	(96,100)	5,083	99,197	(93,250)	5,947
Leased Assets	70,850	(44,359)	26,491	79,638	(52,914)	26,724
Library Resources	88,034	(83,184)	4,850	87,064	(84,467)	2,597
	<u>732,115</u>	<u>(648,787)</u>	<u>83,328</u>	<u>730,060</u>	<u>(647,853)</u>	<u>82,207</u>

12. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	109,665	26,817	26,817
Accruals	11,170	32,757	32,757
Employee Entitlements - Salaries	103,105	89,418	89,418
Employee Entitlements - Leave Accrual	5,747	10,331	10,331
	<u>229,687</u>	<u>159,323</u>	<u>159,323</u>
Payables for Exchange Transactions	229,687	159,323	159,323
	<u>229,687</u>	<u>159,323</u>	<u>159,323</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	-	6,332	6,332
Other Revenue in Advance	1,664	1,036	1,036
	<u>1,664</u>	<u>7,368</u>	<u>7,368</u>

14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	184,638	184,638	216,398
Increase/(decrease) to the Provision During the Year	3,572	32,283	(5,410)
Use of the Provision During the Year	(36,750)	(40,000)	(26,350)
Provision at the End of the Year	151,460	176,921	184,638
Cyclical Maintenance - Current	29,436	63,103	43,043
Cyclical Maintenance - Non current	122,024	113,818	141,595
	151,460	176,921	184,638

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

15. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	17,373	19,534	19,534
Later than One Year	11,435	13,322	13,322
Future Finance Charges	(2,781)	(2,488)	(2,488)
	26,027	30,368	30,368
Represented by:			
Finance lease liability - Current	15,715	17,700	17,700
Finance lease liability - Non current	10,312	12,668	12,668
	26,027	30,368	30,368

16. Funds Held for Capital Works Projects

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

2025	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Technology Area Remodel - 216574	(24,029)	123,864	(108,100)	-	(8,265)
Bathroom Upgrades Project -234250	(4,940)	18,018	(21,078)	-	(8,000)
1,3&5: Heavy Rain & Wind Damage #246938	176	324	(500)	-	-
Rationalisation Site: Stage 1, Condition Assessment Project - 248694	-	-	(2,000)	-	(2,000)
Blk 1,3: Roof Repairs Project - 256619	-	22,500	-	-	22,500
4,5 Bathroom Upgrades Project - 256621	-	122,208	-	-	122,208
Blk 1: RTLB Office & Blk 4: Misc Works	-	-	(4,000)	-	(4,000)
Totals	(28,793)	286,914	(135,678)	-	122,443

Represented by:

Funds Held on Behalf of the Ministry of Education	144,708
Funds Receivable from the Ministry of Education	(22,265)

2024	Opening Balances	Receipts from MoE	Payments	Board Contributions / Transfers	Closing Balances
	\$	\$	\$	\$	\$
Technology Area Remodel - 216574	(24,029)	-	-	-	(24,029)
SIP Storage Area Project -230261	(16,861)	16,934	(73)	-	-
AMS Double Glazing Upgrades Project -234251	(7,130)	7,130	-	-	-
LED Lighting Upgrades Project -240434	1,938	(1,938)	-	-	-
CCTV Upgrades Project -234254	(480)	480	-	-	-
Bathroom Upgrades Project -234250	124,810	-	(129,750)	-	(4,940)
Boiler Switchboard Repairs Project -245526	(7,123)	9,933	(2,810)	-	-
Block 2: Roof Leak (Insurance) Project -212682	(2,876)	2,876	-	-	-
1,3&5: Heavy Rain & Wind Damage - 246938	-	17,858	(17,682)	-	176
Rationalisation Site: Stage 1, Condition Assessment Project - 248694	-	8,950	(8,950)	-	-
Totals	68,249	62,223	(159,265)	-	(28,793)

Represented by:

Funds Held on Behalf of the Ministry of Education	176
Funds Receivable from the Ministry of Education	(28,969)

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

Key management personnel of the School include Commissioner, Principal, Deputy and Assistant Principals.

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	750	855
<i>Leadership Team</i>		
Remuneration	349,578	369,688
Full-time equivalent members	2.75	3.00
Total key management personnel remuneration	350,328	370,543

Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	150-160
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	0-0	0-0

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 -110	2.00	3.00
110 -120	1.00	-
	3.00	3.00

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

19. Compensation and Other Benefits Upon Leaving

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

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

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

21. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$171,837 (2024:\$115,918) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Technology Area Remodel Project #216574	6,900
Rationalisation Site: Stage 1, Condition Assessment Project # 248694	4,150
Blk 1,3: Roof Repairs Project # 256619	25,000
4,5 Bathroom Upgrades Project # 256621	135,787
Total	171,837

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

(b) Operating Commitments

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

(Operating commitments at 31 December 2024: nil)

22. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cash and Cash Equivalents	245,507	104,778	108,509
Receivables	98,470	93,384	93,384
Investments - Term Deposits	-	25,000	25,000
Total financial assets measured at amortised cost	343,977	223,162	226,893

Financial liabilities measured at amortised cost

Payables	229,687	159,323	159,323
Finance Leases	26,027	30,368	30,368
Total financial liabilities measured at amortised cost	255,714	189,691	189,691

23. Events After Balance Date

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

24. Working Capital and Equity Deficit

The School has experienced financial difficulties and has a working capital deficit of \$(43,856) and an equity deficit of \$(92,864). The financial difficulties have arisen mainly because the School has incurred a deficit in prior years. The School is managing this by tighter budgetary control to reduce future deficits. These financial statements are prepared on a going concern basis. The going concern assumption is dependent on the continuing support from the Ministry of Education. The Ministry of Education has confirmed it will continue to provide the School with resources, so it may meet its obligations as they fall due.



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF BATHGATE PARK SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Bathgate Park School (the School). The Auditor-General has appointed me, Mike Hawken using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on pages 3 to 18, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

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

Our audit was completed on 22 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 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.

Deloitte.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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

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

Independence

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

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



Mike Hawken
for Deloitte Limited
On behalf of the Auditor-General
Dunedin, New Zealand

