



**GLENFIELD**

INTERMEDIATE

EST. 1972

# Annual Report 2025

## Contents

- Auditor Representation Letter
- Annual Accounts
- Kiwisport Statement
- Statement of Compliance with Employment Policy
- Learner Progress and Statement of Variance
- Giving Effect to Te Tiriti o Waitangi



27<sup>th</sup> May 2026

Anthony Heffernan  
Appointed Auditor  
Audit New Zealand  
PO Box 99  
Wellington

Dear Anthony

### **Representation letter for the year ended 31 December 2025**

This representation letter is provided in connection with your audit, carried out on behalf of the Auditor-General, of the financial statements of Glenfield Intermediate School (the School) for the year ended 31 December 2025 for the purpose of expressing an independent opinion about whether the financial statements:

- present fairly, in all material respects:
  - the financial position as at 31 December 2025; and
  - the financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with the Public Benefit Entity (PBE) Standards *Reduced Disclosure Regime (RDR)*. The School is eligible and has elected to apply the PBE Standards RDR because its expenses are less than \$33 million and it does not have public accountability as defined by XRB A1 *Application of the Accounting Standards Framework*.

We understand that your audit was carried out in accordance with the Auditing Standards issued by the Auditor-General, which incorporate the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

### **General representations**

To the best of our knowledge and belief:

- the resources and activities under our control have been operating effectively and efficiently;
- we have complied with our statutory obligations including laws, regulations and contractual requirements;
- we have carried out our decisions and actions with due regard to minimising waste;
- we have met Parliament's and the public's expectations of appropriate standards of behaviour in the public sector (that is, we have carried out our decisions and actions with due regard to probity); and
- any decisions or actions have been taken with due regard to financial prudence.

We also acknowledge that we have responsibility for designing, implementing, and maintaining internal control (to the extent that is reasonably practical given the size of the School) to prevent and detect fraud or error, and which enables the preparation of the financial statements that are free from material misstatement whether due to fraud or error.

## **Representations for the financial statements**

We confirm that all transactions have been recorded in the accounting records and are reflected in the financial statements, and that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 134 of the Education and Training Act 2020 and, in particular, that the financial statements:
  - present fairly, in all material respects:
    - the financial position as at 31 December 2025; and
    - the financial performance and cash flows for the year then ended; and
  - comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Reporting Standards (PBE) Standards *Reduced Disclosure Regime (RDR)*. The School is eligible and has elected to apply the PBE Standards RDR because its expenses are less than \$33 million and it does not have public accountability as defined by XRB A1 *Application of the Accounting Standards Framework*.
- we believe the methods, significant assumptions, and data used in making and supporting the accounting estimates and the related disclosures in the financial statements are appropriate to achieve recognition, measurement or disclosure that is in accordance with the applicable financial reporting framework;
- we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements;
- we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure; and
- we believe the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole.
- we believe the effects of uncorrected disclosure deficiencies, including both omitted and incomplete disclosures, are quantitatively and qualitatively immaterial, both individually and in aggregate, to the financial statements as a whole.
- we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with Public Benefit Entity Reporting Standards.
- We have disclosed to you all plans or intentions that may affect the carrying value or classification of assets and liabilities, including those impacted by weather tightness issues.

## **Representations about the provision of information**

We confirm that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have provided you with:
  - all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial statements; and
  - unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence;
- we have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;
- we have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
  - management;
  - employees who have significant roles in internal control; or
  - others where the fraud could have a material effect on the financial statements;
- we have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;
- we have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements;
- we have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware; and
- we have provided you with all the other documents ("other information") which will accompany the financial statements which are consistent with the financial statements, and the other information does not contain any material misstatements.

## **Going concern basis of accounting**

We confirm that, to the best of our knowledge and belief, the School has adequate resources to continue operations at its current level for the foreseeable future. For this reason, the Board continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December 2025. We have reached this conclusion after making enquiries and having regard to circumstances that we consider likely to affect the School during the period of one year from 27<sup>th</sup> May 2026, and to circumstances that we know will occur after that date which could affect the validity of the going concern basis of accounting.

We consider that the financial statements adequately disclose the circumstances, and any uncertainties, that we can reasonably be expected to be aware of concerning the adoption of the going concern basis of accounting by the School.

Throughout the year, the School has conformed with the requirements of its banking arrangements, debenture trust deeds, or negative pledge agreements, including those relating to its net tangible assets ratios.

## **Publication of the financial statements and related audit report on a website**

We confirm that we are responsible for the electronic presentation of the audited financial statements, and that:

- the electronic version of the audited financial statements and the related audit report presented on the website are the same as the final signed version of the audited financial statements and audit report.
- the audited and unaudited information on the website has been clearly differentiated and we understand the risk of potential misrepresentation without appropriate controls.
- we have assessed the security controls over audited financial information and the related audit report and are satisfied that procedures are adequate to ensure the integrity of the information provided.
- the full financial statements have been provided on the website.

The representations in this letter are made at your request, and to supplement information obtained by you from the records of the School and to confirm information given to you orally.

Yours faithfully



---

Marie Cheeseman  
Presiding Member



---

Mark Whitford  
Principal

# GLENFIELD INTERMEDIATE

Annual Financial Statements - For the year ended 31 December 2025

## Index

<b>Page</b>	<b>Statement</b>
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 20	Notes to the Financial Statements
21 - 23	Independent Auditor's Report

# GLENFIELD INTERMEDIATE

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2025

#### School Directory

**Ministry Number:** 1295

**Principal:** Mark Whitford

**School Address:** 138 Chivalry Road, Glenfield

**School Postal Address:** 138 Chivalry Road, Glenfield, Auckland, 0629

**School Phone:** 09 444 6582

**School Email:** office@glenfieldint.school.nz

**Accountant / Service Provider:**

**Education  Services.**  
*Dedicated to your school*

# Glenfield Intermediate

## Statement of Responsibility

For the year ended 31 December 2025

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

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

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

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

Marie Cheeseman

Full Name of Presiding Member




Signature of Presiding Member

27 May 2026

Date

MARK WHITFORD

Full Name of Principal



Signature of Principal

27 May 2026.

Date

**Glenfield Intermediate**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	4,916,993	4,109,772	4,395,761
Locally Raised Funds	3	277,642	156,000	292,923
Interest		47,949	25,000	47,331
Other Revenue		-	-	1,299
<b>Total Revenue</b>		<b>5,242,584</b>	<b>4,290,772</b>	<b>4,737,314</b>
<b>Expense</b>				
Locally Raised Funds	3	108,197	19,000	100,662
Learning Resources	4	3,149,561	2,712,068	2,707,726
Administration	5	255,594	242,390	237,585
Interest		8,668	10,000	6,398
Property	6	1,432,615	1,304,489	1,500,248
Loss on Disposal of Property, Plant and Equipment		29	-	-
<b>Total Expense</b>		<b>4,954,664</b>	<b>4,287,947</b>	<b>4,552,619</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>287,920</b>	<b>2,825</b>	<b>184,695</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>287,920</b>	<b>2,825</b>	<b>184,695</b>

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

## Glenfield Intermediate Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		1,325,179	1,094,970	1,094,342
Total comprehensive revenue and expense for the year		287,920	2,825	184,695
Contribution - Furniture and Equipment Grant		-	-	46,142
<b>Equity at 31 December</b>		1,613,099	1,097,795	1,325,179
Accumulated comprehensive revenue and expense		1,613,099	1,097,795	1,325,179
<b>Equity at 31 December</b>		1,613,099	1,097,795	1,325,179

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.

## Glenfield Intermediate Statement of Financial Position As at 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	205,251	65,472	631,695
Accounts Receivable	8	273,268	233,270	246,932
GST Receivable		26,600	23,319	-
Prepayments		36,589	37,165	41,330
Investments	9	1,029,252	250,000	685,697
		<u>1,570,960</u>	<u>609,226</u>	<u>1,605,654</u>
<b>Current Liabilities</b>				
GST Payable		-	-	35,803
Accounts Payable	11	318,415	235,625	269,991
Revenue Received in Advance	12	43,071	54,769	44,482
Provision for Cyclical Maintenance	13	59,524	12,470	80,143
Finance Lease Liability	14	45,357	30,149	41,920
Funds held for Capital Works Projects	15	48,108	-	365,603
Funds held on behalf of Kahui Ako Cluster	16	7,749	13,244	12,865
		<u>522,224</u>	<u>346,257</u>	<u>850,807</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>1,048,736</b>	<b>262,969</b>	<b>754,847</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	734,643	1,002,269	750,019
		<u>734,643</u>	<u>1,002,269</u>	<u>750,019</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	121,725	144,859	121,495
Finance Lease Liability	14	48,555	22,584	58,192
		<u>170,280</u>	<u>167,443</u>	<u>179,687</u>
<b>Net Assets</b>		<u><b>1,613,099</b></u>	<u><b>1,097,795</b></u>	<u><b>1,325,179</b></u>
<b>Equity</b>		<u><b>1,613,099</b></u>	<u><b>1,097,795</b></u>	<u><b>1,325,179</b></u>

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

## Glenfield Intermediate Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025 Budget	2024
	Note	Actual \$	(Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,136,738	1,036,568	1,010,164
Locally Raised Funds		205,072	81,000	177,245
International Students		94,192	75,000	107,616
Goods and Services Tax (net)		(62,403)	-	59,122
Payments to Employees		(390,624)	(432,000)	(359,646)
Payments to Suppliers		(638,430)	(721,152)	(594,909)
Interest Paid		(8,668)	(10,000)	(6,398)
Interest Received		45,599	25,000	44,902
<b>Net cash from/(to) Operating Activities</b>		<b>381,476</b>	<b>54,416</b>	<b>438,096</b>
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(110,923)	(378,500)	(192,839)
Purchase of Investments		(418,555)	-	(371,144)
Proceeds from Sale of Investments		75,000	173,135	108,582
<b>Net cash from/(to) Investing Activities</b>		<b>(454,478)</b>	<b>(205,365)</b>	<b>(455,401)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	46,142
Finance Lease Payments		(43,239)	(58,463)	(37,685)
Funds Administered on Behalf of Other Parties		(310,203)	-	365,659
<b>Net cash from/(to) Financing Activities</b>		<b>(353,442)</b>	<b>(58,463)</b>	<b>374,116</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(426,444)</b>	<b>(209,412)</b>	<b>356,811</b>
Cash and cash equivalents at the beginning of the year	7	631,695	274,884	274,884
<b>Cash and cash equivalents at the end of the year</b>	7	<b>205,251</b>	<b>65,472</b>	<b>631,695</b>

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

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

# Glenfield Intermediate

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### *Reporting Period*

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

###### *Basis of Preparation*

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

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

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

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

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

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

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

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

###### *Cyclical maintenance*

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

*Useful lives of property, plant and equipment*

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

**Critical Judgements in applying accounting policies**

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

*Classification of leases*

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 21b.

*Recognition of grants*

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

**c) Revenue Recognition**

**Government Grants**

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

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

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

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

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

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

**Other Grants where conditions exist**

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

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

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

### **Interest Revenue**

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

### **d) Operating Lease Payments**

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

### **e) Finance Lease Payments**

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

### **f) Cash and Cash Equivalents**

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

### **g) Accounts Receivable**

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

### **h) Inventories**

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

### **i) Investments**

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

### **j) Property, Plant and Equipment**

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Board-owned Buildings	10-20 years
Building Improvements	10 years
Furniture and Equipment	5-20 years
Information and Communication Technology	5-10 years
Motor Vehicles	33.3% Diminishing value
Library Resources	10 years
Leased Assets held under a Finance Lease	Term of Lease

### **k) Impairment of property, plant, and equipment**

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

#### *Non cash generating assets*

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

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

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

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

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

### **l) Accounts Payable**

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

### **m) Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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

**n) Revenue Received in Advance**

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

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

**o) Funds Held in Trust**

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

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

**p) Funds held for Capital works**

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

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

**q) Shared Funds**

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

**r) Provision for Cyclical Maintenance**

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

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

The School carries out painting maintenance of the whole school over a 3 to 28 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

**s) Financial Instruments**

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

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

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

**t) Borrowings**

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

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

**v) Budget Figures**

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

**w) Services received in-kind**

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

**2. Government Grants**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	1,140,100	1,043,068	1,015,215
Teachers' Salaries Grants	2,645,461	2,093,964	2,212,039
Use of Land and Buildings Grants	1,130,232	972,740	1,168,507
Other Government Grants	1,200	-	-
	<b>4,916,993</b>	<b>4,109,772</b>	<b>4,395,761</b>

**3. Locally Raised Funds**

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Donations and Bequests	18,852	18,000	19,454
Fees for Extra Curricular Activities	88,475	2,000	81,888
Fundraising and Community Grants	4,691	4,000	7,313
Other Revenue	60,712	57,000	57,279
International Student Fees	104,912	75,000	126,989
	<b>277,642</b>	<b>156,000</b>	<b>292,923</b>
<b>Expense</b>			
Extra Curricular Activities Costs	95,839	6,000	86,637
Fundraising and Community Grant Costs	724	1,000	2,210
International Student - Other Expenses	11,634	12,000	11,815
	<b>108,197</b>	<b>19,000</b>	<b>100,662</b>
<i>Surplus for the year Locally Raised Funds</i>	<b>169,445</b>	<b>137,000</b>	<b>192,261</b>

**4. Learning Resources**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	103,413	164,604	107,978
Information and Communication Technology	24,451	31,000	34,067
Employee Benefits - Salaries	2,851,342	2,339,964	2,406,385
Staff Development	13,000	24,000	21,369
Depreciation	155,393	150,000	136,064
Other Learning Resources	1,962	2,500	1,863
	<b>3,149,561</b>	<b>2,712,068</b>	<b>2,707,726</b>

**5. Administration**

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	10,525	10,600	10,120
Board Fees and Expenses	10,296	8,600	4,526
Operating Leases	745	-	168
Other Administration Expenses	96,567	93,750	81,346
Employee Benefits - Salaries	112,728	110,000	119,300
Insurance	11,293	6,000	10,185
Service Providers, Contractors and Consultancy	13,440	13,440	11,940
	<u>255,594</u>	<u>242,390</u>	<u>237,585</u>

**6. Property**

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	49,624	57,500	69,189
Cyclical Maintenance	19,550	46,449	71,789
Heat, Light and Water	47,134	35,500	38,395
Rates	-	300	-
Repairs and Maintenance	86,312	84,000	74,275
Use of Land and Buildings	1,130,232	972,740	1,168,507
Employee Benefits - Salaries	73,347	76,000	47,894
Other Property Expenses	26,416	32,000	30,199
	<u>1,432,615</u>	<u>1,304,489</u>	<u>1,500,248</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	205,251	65,472	281,695
Short-term Bank Deposits	-	-	350,000
Cash and cash equivalents for Statement of Cash Flows	<u>205,251</u>	<u>65,472</u>	<u>631,695</u>

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

Of the \$205,251 Cash and Cash Equivalents \$91,179 is subject to restrictions for the following reasons:

- \$48,108 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 15.
- \$43,071 of Revenue Received in Advance is held by the school, as disclosed in note 12.

**8. Accounts Receivable**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Receivables	6,029	50,211	38,344
Receivables from the Ministry of Education	-	-	1,497
Interest Receivable	8,501	3,722	6,151
Teacher Salaries Grant Receivable	258,738	179,337	200,940
	<u>273,268</u>	<u>233,270</u>	<u>246,932</u>
Receivables from Exchange Transactions	14,530	53,933	44,495
Receivables from Non-Exchange Transactions	258,738	179,337	202,437
	<u>273,268</u>	<u>233,270</u>	<u>246,932</u>

**9. Investments**

The School's investment activities are classified as follows:

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	1,029,252	250,000	685,697
Total Investments	<u>1,029,252</u>	<u>250,000</u>	<u>685,697</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Board-owned Buildings	36,722	-	-	-	(7,956)	<b>28,766</b>
Building Improvements	42,730	-	-	-	(5,592)	<b>37,138</b>
Furniture and Equipment	470,200	89,964	-	-	(63,437)	<b>496,727</b>
Information and Communication Technology	86,424	6,002	-	-	(26,550)	<b>65,876</b>
Motor Vehicles	5,740	-	-	-	(1,912)	<b>3,828</b>
Leased Assets	101,728	41,571	-	-	(48,409)	<b>94,890</b>
Library Resources	6,475	2,509	(29)	-	(1,537)	<b>7,418</b>
	<b>750,019</b>	<b>140,046</b>	<b>(29)</b>	<b>-</b>	<b>(155,393)</b>	<b>734,643</b>

The net carrying value of equipment held under a finance lease is \$94,890 (2024: \$101,728)

### Restrictions

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

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Board-owned Buildings	472,972	(444,206)	<b>28,766</b>	472,972	(436,250)	<b>36,722</b>
Building Improvements	55,919	(18,781)	<b>37,138</b>	55,919	(13,189)	<b>42,730</b>
Furniture and Equipment	858,343	(361,616)	<b>496,727</b>	769,449	(299,249)	<b>470,200</b>
Information and Communication Technology	228,131	(162,255)	<b>65,876</b>	222,854	(136,430)	<b>86,424</b>
Motor Vehicles	43,478	(39,650)	<b>3,828</b>	43,478	(37,738)	<b>5,740</b>
Leased Assets	172,292	(77,402)	<b>94,890</b>	155,036	(53,308)	<b>101,728</b>
Library Resources	16,508	(9,090)	<b>7,418</b>	15,720	(9,245)	<b>6,475</b>
	<b>1,847,643</b>	<b>(1,113,000)</b>	<b>734,643</b>	<b>1,735,428</b>	<b>(985,409)</b>	<b>750,019</b>

### 11. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	44,845	46,268	55,563
Accruals	10,525	7,710	10,120
Employee Entitlements - Salaries	258,738	179,337	200,940
Employee Entitlements - Leave Accrual	4,307	2,310	3,368
	<u>318,415</u>	<u>235,625</u>	<u>269,991</u>
Payables for Exchange Transactions	318,415	235,625	269,991
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>318,415</u>	<u>235,625</u>	<u>269,991</u>

The carrying value of payables approximates their fair value.

### 12. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
International Student Fees in Advance	19,565	49,658	30,285
Grants in Advance - Ministry of Education	23,506	5,111	14,197
	<u>43,071</u>	<u>54,769</u>	<u>44,482</u>

### 13. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	201,638	110,880	133,941
Increase/(decrease) to the Provision During the Year	19,550	46,449	71,789
Use of the Provision During the Year	(39,939)	-	(4,092)
Provision at the End of the Year	<u>181,249</u>	<u>157,329</u>	<u>201,638</u>
Cyclical Maintenance - Current	59,524	12,470	80,143
Cyclical Maintenance - Non current	121,725	144,859	121,495
	<u>181,249</u>	<u>157,329</u>	<u>201,638</u>

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

#### 14. 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	51,904	30,149	48,708
Later than One Year	52,449	22,584	63,488
Future Finance Charges	(10,441)	-	(12,084)
	<u>93,912</u>	<u>52,733</u>	<u>100,112</u>
<b>Represented by</b>			
Finance lease liability - Current	45,357	30,149	41,920
Finance lease liability - Non current	48,555	22,584	58,192
	<u>93,912</u>	<u>52,733</u>	<u>100,112</u>

#### 15. Funds Held for Capital Works Projects

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

	2025	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
Lighting Replacement		251112	44,237	4,915	(51,843)	2,691	-
Roof, Clearlite & PVC Gutter Replacement		251113	283,827	367,321	(603,040)	-	48,108
Door Replacement		251114	30,894	3,433	(34,327)	-	-
DQLS Refurbishment		251117	6,645	8,399	(15,044)	-	-
Totals			<u>365,603</u>	<u>384,068</u>	<u>(704,254)</u>	<u>2,691</u>	<u>48,108</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	48,108
Funds Receivable from the Ministry of Education	-

Board Contributions are where the Board contributes its own funds to a Ministry funded Capital Works project. This has resulted in a board-owned asset that is recognised in note 10.

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
Block 17 Rooms 32&33 Interior Refurbishment		237200	1,042	-	(1,042)	-	-
Part Roof Replacement & Walkway		242848	(1,477)	4,477	(3,000)	-	-
Lighting Replacement		251112	-	44,237	-	-	44,237
Roof, Clearlite & PVC Gutter Replacement		251113	-	400,000	(116,173)	-	283,827
Door Replacement		251114	-	30,894	-	-	30,894
DQLS Refurbishment		251117	-	75,592	(68,947)	-	6,645
Totals			<u>(435)</u>	<u>555,200</u>	<u>(189,162)</u>	<u>-</u>	<u>365,603</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	365,603
Funds Receivable from the Ministry of Education	-

## 16. Funds held on behalf of Kahui Ako Cluster

Glenfield Intermediate is the lead school funded by the Ministry of Education to provide Kahui Ako services to its cluster of schools.

	2025 Actual	2025 Budget	2024 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	12,866	13,244	13,244
Funds Received from MOE	-	-	-
Funds Received from Cluster Members	4,500	-	20,459
Total funds received	<u>17,366</u>	<u>13,244</u>	<u>33,703</u>
Funds Spent on Behalf of the Cluster	9,617	-	20,838
Funds remaining	<u>7,749</u>	<u>13,244</u>	<u>12,865</u>
Funds Held at Year End	<u><u>7,749</u></u>	<u><u>13,244</u></u>	<u><u>12,865</u></u>

## 17. Related Party Transactions

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

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

## 18. Remuneration

### Key management personnel compensation

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

	2025 Actual	2024 Actual
	\$	\$
<i>Board Members</i>		
Remuneration	3,040	2,540
<i>Leadership Team</i>		
Remuneration	464,786	422,754
Full-time equivalent members	3.00	2.80
Total key management personnel remuneration	<u><u>467,826</u></u>	<u><u>425,294</u></u>

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings.

*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	190 - 200	180 - 190
Benefits and Other Emoluments	5 - 6	2 - 3
Termination Benefits	-	-

*Other Employees*

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	3.00	0.00
110 - 120	2.00	5.00
120 - 130	3.00	0.00
130 - 140	1.00	0.00
	9.00	5.00

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

**19. Compensation and Other Benefits Upon Leaving**

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

	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 for specific individuals. As such, this is expected to resolve the liability for school boards.

**Pay Equity and Collective Agreement Funding Wash-up**

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

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of \$60,740 (2024: \$764,994) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Roof, Clearlite & PVC Gutter Replacement	60,740
<b>Total</b>	<b>60,740</b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.

### (b) Operating Commitments

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

## 22. Financial Instruments

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

### Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	205,251	65,472	631,695
Receivables	273,268	233,270	246,932
Investments - Term Deposits	1,029,252	250,000	685,697
<b>Total financial assets measured at amortised cost</b>	<b>1,507,771</b>	<b>548,742</b>	<b>1,564,324</b>

### Financial liabilities measured at amortised cost

Payables	318,415	235,625	269,991
Finance Leases	93,912	52,733	100,112
<b>Total financial liabilities measured at amortised cost</b>	<b>412,327</b>	<b>288,358</b>	<b>370,103</b>

## 23. Events After Balance Date

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

## 24. Comparatives

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

## Glenfield Intermediate

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Bridgette Ferguson	Presiding Member	Elected	Sep 2025
Marie Cheeseman	Presiding Member	Elected	Sep 2028
Mark Whitford	Principal	ex Officio	
Leah Davis	Parent Representative	Elected	Sep 2028
Yoyo Fu	Parent Representative	Elected	Sep 2028
Glen Coffman	Parent Representative	Elected	Sep 2028
Heather Johns	Parent Representative	Elected	Sep 2028
Sarah Stevenson	Staff Representative	Elected	Sep 2028

## Glenfield Intermediate

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$6,749 (excluding GST). The funding was spent on sporting endeavours.

## Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Glenfield Intermediate Board:

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

## Contents

### Learner Progress

- Principal Commentary
- 2025 Data Analysis
- Baseline Data
- Term 4 Data Summary

### Statement of Variance

#### Strategic Goal Updates

- Curriculum
- Culture
- Community
- Other Annual Plan Updates

Giving effect to Te Tiriti o Waitangi



# GLENFIELD

INTERMEDIATE

EST. 1972

## Learner Progress and Statement of Variance 2025





## Principal's Commentary: 2025 Student Achievement & Progress

### 1. Executive Summary

The 2025 academic year has been defined by significant acceleration and resilience. While our "Raw" achievement percentages in some areas remain impacted by a low baseline at the start of the year, the Progress Data confirms that our teaching programs have been highly effective. Across the school, the vast majority of students have made more than one year's worth of progress within this single academic year.

### 2. Data Context: The Two Datasets

To accurately evaluate our school's performance, two sets of data are presented:

- The Raw Dataset (434 Learners): The inclusive view of every student including those with high-needs funding (ORS), English Language Learners (ELL), and significant learning delays. This data reveals a powerful story of "Value Added" progress, where students started with low baselines but accelerated rapidly.
- The Filtered Data (Core Cohort - 323 Learners): Excludes high-needs funding (ORS) and English Language Learners. This removes 111 students identified with specific interventions to show the performance of the core cohort against curriculum expectations.
  - Key Success: In the Filtered Dataset, we have largely met or exceeded our strategic target of 80% at or above expectation.
    - Year 7 Reading: 84%, Year 7 Mathematics: 83%, Year 8 Writing: 81%

### 3. The "Value Added" Story: Progress vs. Achievement

The most critical indicator of teaching quality this year is the Progress Rate in our raw data. This measures the percentage of students who moved *at least* one sub-level up (e.g., from 3B to 3P).

#### *Writing (The Area of Greatest Acceleration)*

Despite starting with a significant deficit (40% for Year 7), 88% of Year 7 students made accelerated progress, proving that our interventions are working faster than the standard curriculum rate.

- Achievement: Started at 40% and by Term 4, this rose to 64%.
- Progress (The Win): A remarkable 88% of Year 7 students made accelerated progress (>1 sub-level).
- Commentary: While the headline achievement number (64%) is below the 80% target, the progress rate proves that students are learning faster than the standard curriculum rate. We are closing the gap, but the initial deficit was too large to fully close in four terms.



## Mathematics

- Year 7: Started at 48% and rose to 77%. A massive 87% of learners made accelerated progress.
- Year 8: Started at 63% and rose to 78%. 79% of learners made accelerated progress.
- Commentary: Mathematics shows our strongest recovery. We are now within touching distance of the 80% raw target because the vast majority of students moved up a level.

## Reading

- Year 7: 82% of learners made accelerated progress.
- Year 8: 76% of learners made accelerated progress.
- Commentary: Year 8 Reading progress was slightly slower than Year 7, consistent with a "dip" seen in the Term 2 data. This year group will require targeted transition support as they move on to High School.

## 4. Data Trends

A key feature of our 2025 data is the variance in performance trends between Year 7 and Year 8 during the middle of the year (Term 2).

Subject	Year 7 Trend (Baseline → Mid → End)	Year 8 Trend (Baseline → Mid → End)	The "Goalpost" Context
Reading	Linear Growth (55% → 68% → 74%)	Mid-Year Dip (64% → 60% → 75%)	The "Expectation" raised by 1 sub-level in Term 2.
Writing	Linear Growth (40% → 54% → 64%),	Stagnation (55% → 54% → 74%)	Year 7s sprinted past the new mark; Year 8s held steady
Math	Explosive Growth (48% → 72% → 77%)	Slight Growth (63% → 65% → 78%)	Year 7s jumped +24% in one term, clearing the new bar easily.

### Explanation: The "Moving Goalpost"

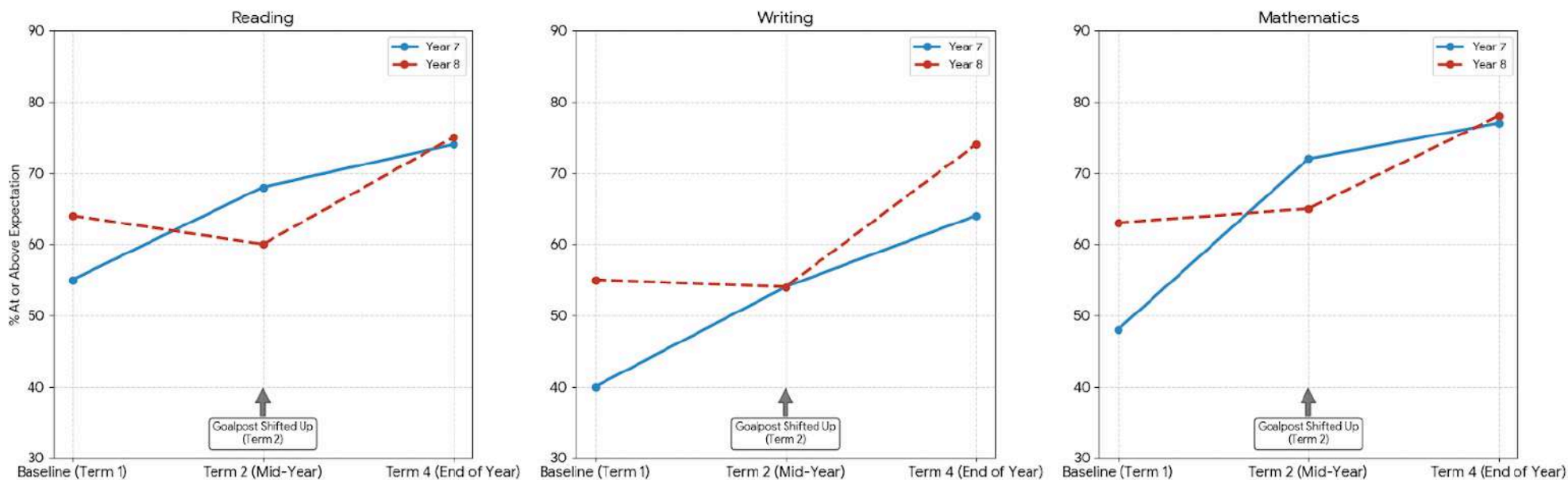
It is vital to understand that between Baseline (Term 1) and Mid Year (Term 2), **curriculum expectations rise**.

- **The Challenge:** A student who is "At Expectation" in Term 1 must make significant progress just to *stay* "At Expectation" in Term 2. If they learn at a normal pace, they might technically "stand still" in the data because the bar moved up.



- **The Year 7 Phenomenon:** The Year 7 cohort accelerated so fast (especially in Math, +24%) that they completely outpaced the moving goalpost.
- **The Year 8 Reality:** Year 8 students maintained their learning but, in Term 2, did not accelerate fast enough to widen the gap against the rising expectation.
  - *Math:* They improved slightly (+2%) against a rising bar, which is actually a solid result, though it pales compared to Year 7.
  - *Literacy:* They dipped or flatlined, before recovering strongly in Term 4.

2025 Achievement Trends: Impact of "Raised Expectations" (Goalpost Shift) in Term 2



[Achievement Trends Graph] Shows the three-panel comparison. Note how the Year 7 (Blue Line) climbs steeply in all graphs, while the Year 8 (Red Dotted Line) shows the characteristic mid-year flattening or dip before the final rise.



## 5. Equity and Target Groups

Our analysis highlights that while achievement gaps exist, our target groups are often making the *most* progress, validating our intervention strategies.

- Pacific Peoples (Year 7 Writing): While overall achievement is 50%, the progress rate is 94%. This is the highest progress rate of any group. It indicates that while these students started well behind, they are catching up rapidly.
- Māori (Year 7 Mathematics): Started at 39% and lifted to 71%. This represents a massive shift in capability in a single year.

## 6. Strategic Recommendations for 2026

Based on this data, the following strategic adjustments are recommended:

1. Sustain the Acceleration in Writing: The "catch-up" pace is excellent. We must maintain the specific writing interventions used in Year 7 as these students move into Year 8.
2. Celebrate the "Filtered" Success: The Board should formally acknowledge that for the core cohort (323 learners), the school is operating at a high performance level (80%+), validating our core curriculum delivery.



## Deeper Data Analysis: 2025 Student Achievement & Progress

### ***TERM 1 2025 - Baseline Data and Target Explanation***

The baseline data established at the beginning of 2025 highlights the starting point for the cohort and the aggressive targets set for the year.

- Baseline vs. Targets: The school set a uniform target of 80% of students at or above the expected level for all year groups and subjects, with a higher stretch target of 90% for MELAA students in Reading/Writing.
- Starting Point Disparities:
  - Reading: Year 7 started at 55% and Year 8 at 64% at/above expectation
  - Writing: This was the lowest baseline area, with Year 7 at 40% and Year 8 at 55%.
  - Mathematics: Year 7 started at 48% and Year 8 at 63%
  - Target Groups: Specific focus groups were identified for intervention, including Year 7 Pacific Peoples (Reading/Writing/Math) and Year 8 Māori (Reading/Writing/Math)

---

### ***TERM 4 2025 - Learner Progress Data Analysis - Filtered Dataset (323 learners)***

This dataset provides a view of learner achievement excluding 111 students with identified special needs (ORS, ELL, attendance issues, etc.) to show the performance of the core cohort

- Overall Achievement: When special intervention students are removed, achievement rates rise significantly, particularly meeting or nearing the 80% target in most areas.
  - Reading: Year 7 achieved 84% (surpassing the 80% target) and Year 8 achieved 77%
  - Writing: Year 7 achieved 71% and Year 8 achieved 83% (surpassing the target)
  - Mathematics: Both year levels performed strongly, with Year 7 at 83% and Year 8 at 81%
- Gender Split: Females generally outperformed males in literacy, particularly in Year 7 Reading (88% vs 78%). However, in Mathematics, males and females performed comparably (Year 7 Males 82% vs Females 83%)
- Ethnicity:
  - Māori: Performed exceptionally well in Year 8 Reading (91%), but lower in Year 7 Writing (65%)
  - Pacific Peoples: This group remains below the cohort average in the filtered set, particularly in Year 7 Writing (54%) and Year 8 Mathematics (62%)



## **TERM 4 2025 - Learner Progress Data Analysis - RAW Dataset (434 learners)**

This dataset includes all students (434 learners). The "Progress" columns indicate the percentage of learners making at least one sub-level of progress, which is a critical measure of value-added learning regardless of their starting point<sup>13</sup>.

### **Reading**

- Overall Progress:
  - Year 7: Achievement grew from 55% (Baseline) to 74% (Term 4). Notably, 82% of Year 7 learners made at least one sub-level of progress
  - Year 8: Achievement fluctuated, dipping in Term 2 (60%) but recovering to 75% (Term 4). 76% of learners made the expected progress
- Gender Analysis: Year 7 Males showed the highest progress rate at 85% making >1 sub-level gain, despite lower overall achievement than females
- Ethnicity Analysis:
  - Māori: Year 7 Māori students showed strong growth, moving from 45% to 74% at expectation
  - Pacific Peoples: Year 7 achievement improved from 44% to 56%, which is lower growth compared to other groups, though Year 8s ended strong at 81%

### **Writing**

- Overall Progress:
  - Year 7: Started low at 40% and improved to 64%. A very high percentage (88%) made >1 sub-level progress, indicating effective teaching interventions despite the low start
  - Year 8: Improved from 55% to 74%, with 81% of learners making expected progress
- Gender Analysis: Females consistently outperform males in achievement (e.g., Year 8 Female 78% vs Male 69%), but progress rates are almost identical (Year 8 Male 81% vs Female 80%), suggesting males are learning at the same pace but started further behind
- Ethnicity Analysis: Year 7 Pacific Peoples had a high progress rate (94% made >1 sub-level progress), yet total achievement remains low at 50%. This indicates successful acceleration, though the gap was too large to close in one year.



## Mathematics

- Overall Progress:
    - Year 7: Saw massive growth from 48% (Baseline) to 77% (Term 4). 87% of learners made expected progress
    - Year 8: Improved from 63% to 78%, with 79% making expected progress
  - Gender Analysis: Year 7 Males had the highest progress rate across the board at 89%
  - Ethnicity Analysis:
    - Asian: Continued to be the highest performing group, ending Year 7 at 83% and Year 8 at 80%
    - Māori: Year 7 Māori improved significantly from 39% to 71%
- 

## Key Takeaways

1. Filtered vs. Raw Reality: The "Filtered" data shows that the core cohort is largely meeting the 80% expectations (e.g., Y7 Reading 84%, Y8 Writing 83%). The "Raw" data highlights that the ~111 students with additional needs pull the overall averages down significantly (by ~10-15%).
2. High Acceleration (Value Added): The "Progress" columns in the Raw Data are the success story of 2025. In almost all areas, over 80% of students made >1 sub-level progress. Year 7 Writing (88% progress) and Year 7 Math (87% progress) show that while students started low, they learned rapidly.
3. In Reading and Writing, Year 8 data appeared to stagnate or dip in Term 2 (e.g., Reading dropped to 60%). However, this statistical dip reflects a change in the 'measure' rather than a loss of learning. Between Term 1 and Term 2, the curriculum expectation (the 'goalpost') was raised by one full sub-level.
  - While Year 8 students continued to make progress, they did not initially accelerate fast enough to clear this higher bar, causing a temporary drop in the percentage of students 'At Expectation.' This proved to be a pacing challenge rather than a capability issue, as evidenced by their strong recovery in Term 4 (Reading rising to 75%).
  - In contrast, Year 7 students accelerated so rapidly that they consistently outpaced the rising expectations throughout the year."
4. Target Groups:
  - Pacific Peoples: While progress rates (acceleration) were often high (e.g., 94% in Y7 Writing), the achievement gap remains wide. They often finish the year ~20% behind the "All" average in the Raw dataset.
  - Māori: Showed strong recovery in Math and Reading, often narrowing the gap significantly by Term 4.



# TERM 1

# February

# 2025



## TERM 1 2025 - Baseline Data and Target Explanation:

- The following data tables include all students within the specified cohort. It is our RAW DATASET.
- The percentages are those of the learners that are at the expected curriculum sub level at the start of 2025.
- This OTJ data is based on a series of formative assessments for Reading, Writing and Mathematics - Number. An asTTle test was used as part of this baseline data.
- All classroom teachers have identified target learners in their classes for reading, writing and mathematics. These learners are the focus for targeted programmes and interventions within the classroom.
- 2025 School wide Target Groups are in the table below:

Reading - asTTle	Writing - asTTle	Mathematics - asTTle Number
<ul style="list-style-type: none"> <li>• Y7 Pacific Peoples - learners that are 3B are a focus</li> <li>• Y8 Māori - learners that are 3B/3P are a focus</li> <li>• Y8 Pacific Peoples - learners that are 3P are a focus</li> </ul>	<ul style="list-style-type: none"> <li>• Y7 Māori - learners that are 2A/3B are a focus</li> <li>• Y7 Pacific Peoples - learners that are 2A/3B are a focus</li> <li>• Y7 Asian - learners that are 3B are a focus</li> <li>• Y8 Māori - learners that are 3B/3P are a focus</li> <li>• Y8 Asian - learners that are 3B/3P are a focus</li> </ul>	<ul style="list-style-type: none"> <li>• Y7 females - learners that are 3B are a focus</li> <li>• Y7 Māori - learners that are 2A/3B are a focus</li> <li>• Y7 Pacific Peoples - 2A/3B learners are a focus</li> <li>• Y8 Māori - learners that are 3P are a focus</li> <li>• Y8 Pacific Peoples - 3P learners are a focus</li> </ul>

% is the number of students at or above the expected level

	Reading - asTTle				Writing - asTTle				Mathematics - asTTle Number			
	Year 7 ≥ L3P	Target ≥ L3A	Year 8 ≥ L3A	Target ≥ L4B	Year 7 ≥ L3P	Target ≥ L3A	Year 8 ≥ L3A	Target ≥ L4B	Year 7 ≥ L3P	Target ≥ L3A	Year 8 ≥ L3A	Target ≥ L4B
<b>ALL</b>	55%	80%	64%	80%	40%	80%	55%	80%	48%	80%	63%	80%
<b>Male</b>	51%	80%	59%	80%	36%	80%	51%	80%	48%	80%	61%	80%
<b>Female</b>	58%	80%	70%	80%	46%	80%	58%	80%	49%	80%	65%	80%
<b>Māori</b>	45%	80%	68%	80%	33%	80%	54%	80%	39%	80%	50%	80%
<b>Pacific Peoples</b>	44%	80%	71%	80%	44%	80%	57%	80%	44%	80%	67%	80%
<b>NZE</b>	61%	80%	76%	85%	46%	80%	60%	80%	33%	80%	64%	80%
<b>MELAA</b>	50%	80%	82%	90%	30%	80%	82%	90%	40%	80%	73%	80%
<b>Asian</b>	57%	80%	53%	80%	42%	80%	49%	80%	60%	80%	63%	80%



# TERM 4 December 2025



## Learner Progress Analysis - Filtered Dataset ( 323 learners)

### Data Analysis Summary Term 4 - 2025

It is important to note that the data table below does not include all 434 students in the cohort, as we have a number of students identified (111) as requiring special intervention. Here is a breakdown of the students that have been identified and not included in the summary table. They are included in the Raw Data tables. Some learners have multiple needs and are included in more than one group.

	Year 7 students not included summary data	Year 8 students not included summary data
ORS	0 x ORS students	2 x ORS students
IWS	1 x IWS student	0 x IWS students
In Class Support	0 x ICS students are identified as Level 1 learners	2 x ICS students are identified as Level 1 learners
ELL (Foundation - Stage 3)	41 x learners	47 x learners
Attendance Patterns	7 x Y7 learners have < 70% attendance	7 x Y8 learners have < 70% attendance
Learning Needs (APD, Global delays)	5 x learners have significant learning needs	9 x learners have significant learning needs
<b>Total</b>	<b>48 students</b>	<b>63 students</b>

### END OF YEAR - % is the number of students Within or Above Expectation

	Number of students		Not included	Reading		Writing		Mathematics	
	Year 7	Year 8		Year 7	Year 8	Year 7	Year 8	Year 7	Year 8
<b>ALL</b>	323 / 434		111	84%		77%		83%	
<b>ALL Year Level</b>	172 / 220	151 / 214	111	83%	85%	71%	83%	81%	85%
<b>Male</b>	87 / 114	79 / 111	59	78%	83%	68%	82%	80%	84%
<b>Female</b>	85 / 106	72 / 103	52	88%	87%	75%	83%	82%	86%
<b>Māori</b>	29 / 32	23 / 26	6	82%	91%	65%	83%	76%	83%
<b>Pacific Peoples</b>	13 / 16	18 / 21	6	62%	83%	54%	83%	62%	78%
<b>NZE</b>	47 / 54	45 / 53	15	87%	84%	73%	80%	79%	82%
<b>MELAA</b>	7 / 10	9 / 9	3	72%	89%	43%	89%	71%	89%
<b>Asian</b>	75 / 107	53 / 103	81	85%	83%	79%	83%	89%	89%



## Learner Progress Analysis - RAW Dataset ( learners)

### RAW DATA TABLES - TERM 4 2025

#### Data Explanation:

- The following data tables include all students within the specified cohort. It is raw data.
- The columns headed Y7 Progress and Y8 Progress refer to the percentage of learners that have made at least one sub-level progress since the beginning of 2025. This is the minimum expected progress over this time period.

### Reading

Raw Data - Reading Progress Statements for 2025 Cohort									
Learners:	Baseline - Y7 Within or Above Expectation	Term 2 Within or Above Expectation	Term 4 Within or Above Expectation	Y7 Progress ≥ 1 sub level	EOY 2024 Within or Above Expectation	Baseline Within or Above Expectation	Term 2 Within or Above Expectation	Term 4 Within or Above Expectation	Y8 Progress ≥ 1 sub level
ALL	55%	68%	74%	82%	67%	64%	60%	75%	76%
Male	51%	63%	71%	85%	64%	59%	55%	70%	81%
Female	58%	74%	77%	81%	70%	70%	66%	80%	71%
Māori	45%	62%	74%	83%	72%	68%	58%	85%	62%
Pacific Peoples	44%	50%	56%	69%	68%	71%	67%	81%	81%
NZE	61%	77%	83%	83%	74%	76%	70%	77%	74%
MELAA	50%	50%	60%	90%	80%	82%	73%	89%	67%
Asian	57%	69%	73%	84%	59%	53%	53%	68%	80%

# LEARNER PROGRESS DATA 2025

% is the number of students at or above the expected level



## Writing

Raw Data - Writing Progress Statements for 2025 Cohort									
Learners:	Baseline - Y7 Within or Above Expectation	Term 2 Within or Above Expectation	Term 4 Within or Above Expectation	Y7 Progress ≥ 1 sub level	EOY 2024 Within or Above Expectation	Baseline Within or Above Expectation	Term 2 Within or Above Expectation	Term 4 Within or Above Expectation	Y8 Progress ≥ 1 sub level
ALL	40%	54%	64%	88%	63%	55%	54%	74%	81%
Male	36%	51%	60%	88%	60%	51%	49%	69%	81%
Female	46%	57%	67%	89%	66%	58%	59%	78%	80%
Māori	33%	45%	58%	87%	64%	54%	50%	77%	77%
Pacific Peoples	44%	44%	50%	94%	62%	57%	65%	81%	90%
NZE	46%	66%	68%	85%	80%	60%	60%	73%	81%
MELAA	30%	40%	50%	90%	80%	82%	73%	89%	67%
Asian	42%	53%	66%	81%	54%	49%	53%	70%	80%

## Mathematics

Raw Data - Mathematics Progress Statements for 2025 Cohort									
Learners:	Baseline - Y7 Within or Above Expectation	Term 2 Within or Above Expectation	Term 4 Within or Above Expectation	Y7 Progress ≥ 1 sub level	EOY 2024 Within or Above Expectation	Baseline Within or Above Expectation	Term 2 Within or Above Expectation	Term 4 Within or Above Expectation	Y8 Progress ≥ 1 sub level
ALL	48%	72%	77%	87%	78%	63%	65%	78%	79%
Male	48%	75%	79%	89%	83%	61%	62%	72%	78%
Female	49%	59%	76%	86%	70%	65%	66%	85%	79%
Māori	39%	65%	71%	83%	57%	50%	50%	77%	81%
Pacific Peoples	44%	50%	56%	94%	70%	67%	62%	75%	76%
NZE	33%	66%	75%	89%	91%	64%	60%	75%	79%
MELAA	40%	60%	60%	90%	70%	73%	64%	89%	78%
Asian	60%	82%	83%	87%	70%	63%	71%	80%	78%



# TERM 2

# July

# 2025



## Learner Progress Analysis - Filtered Dataset ( 323 learners)

### Data Analysis Summary Term 2 - 2025

It is important to note that the data table below does not include all students 436 in the cohort, as we have a number of students identified 113 as requiring special intervention. Here is a breakdown of the students that have been identified and not included in the summary table. They are included in the Raw Data tables. Some learners have multiple needs and are included in more than one group.

	Year 7 students not included summary data	Year 8 students not included summary data
ORS	0 x ORS students	2 x ORS students
In Class Support	0 x ICS students are identified as Level 1 learners	2 x ICS students are identified as Level 1 learners
ELL (Foundation - Stage 3)	39 x learners	44 x learners
Attendance Patterns	6 x Y7 learners have < 70% attendance	6 x Y8 learners have < 70% attendance
Learning Needs (APD, Global delays)	5 x learners have significant learning needs	9 x learners have significant learning needs
<b>Total</b>	50 students	63 students

### MID YEAR - % is the number of students Within or Above Expectation

	Number of students		Not included	Reading		Writing		Mathematics	
	Year 7	Year 8		Year 7	Year 8	Year 7	Year 8	Year 7	Year 8
<b>ALL</b>	323 / 436		113	75%		62%		74%	
<b>ALL Year Level</b>	170 / 218	153 / 218	113	77%	73%	60%	64%	77%	70%
<b>Male</b>	88 / 115	78 / 112	52	70%	69%	57%	62%	77%	74%
<b>Female</b>	82 / 112	73 / 106	61	84%	76%	64%	66%	77%	67%
<b>Māori</b>	29 / 31	25 / 28	5	65%	64%	48%	56%	69%	56%
<b>Pacific Peoples</b>	13 / 16	18 / 21	6	54%	67%	46%	66%	54%	67%
<b>NZE</b>	47 / 54	46 / 53	14	85%	76%	70%	68%	72%	65%
<b>MELAA</b>	7 / 10	9 / 11	5	57%	89%	43%	89%	71%	78%
<b>Asian</b>	73 / 106	51 / 103	85	82%	72%	64%	60%	87%	82%



## Learner Progress Analysis - RAW Dataset ( learners)

### RAW DATA TABLES - TERM 2 2025

#### Data Explanation:

- The following data tables include all students within the specified cohort. It is raw data.
- The columns headed Y7 Progress and Y8 Progress refer to the percentage of learners that have made at least one sub-level progress since the beginning of 2025. This is the minimum expected progress over this time period.

### Reading

Raw Data - Reading Progress Statements for 2025 Cohort									
Learners:	Baseline - Y7 Within or Above Expectation	Term 2 Within or Above Expectation	Term 4 Within or Above Expectation	Y7 Progress ≥ 1 sub level	EOY 2024 Within or Above Expectation	Baseline Within or Above Expectation	Term 2 Within or Above Expectation	Term 4 Within or Above Expectation	Y8 Progress ≥ 1 sub level
ALL	55%	68%	%	73%	67%	64%	60%	%	64%
Male	51%	63%	%	69%	64%	59%	55%	%	61%
Female	58%	74%	%	76%	70%	70%	66%	%	67%
Māori	45%	62%	%	77%	72%	68%	58%	%	71%
Pacific Peoples	44%	50%	%	87%	68%	71%	67%	%	48%
NZE	61%	77%	%	72%	74%	76%	70%	%	72%
MELAA	50%	50%	%	70%	80%	82%	73%	%	64%
Asian	57%	69%	%	69%	59%	53%	53%	%	61%

# LEARNER PROGRESS DATA 2025

% is the number of students at or above the expected level



## Writing

Raw Data - Writing Progress Statements for 2025 Cohort									
Learners:	Baseline - Y7 Within or Above Expectation	Term 2 Within or Above Expectation	Term 4 Within or Above Expectation	Y7 Progress ≥ 1 sub level	EOY 2024 Within or Above Expectation	Baseline Within or Above Expectation	Term 2 Within or Above Expectation	Term 4 Within or Above Expectation	Y8 Progress ≥ 1 sub level
ALL	40%	54%	%	70%	63%	55%	54%	%	64%
Male	36%	51%	%	70%	60%	51%	49%	%	63%
Female	46%	57%	%	71%	66%	58%	59%	%	65%
Māori	33%	45%	%	74%	64%	54%	50%	%	64%
Pacific Peoples	44%	44%	%	81%	62%	57%	65%	%	80%
NZE	46%	66%	%	72%	80%	60%	60%	%	58%
MELAA	30%	40%	%	70%	80%	82%	73%	%	64%
Asian	42%	53%	%	67%	54%	49%	53%	%	64%

## Mathematics

Raw Data - Mathematics Progress Statements for 2025 Cohort									
Learners:	Baseline - Y7 Within or Above Expectation	Term 2 Within or Above Expectation	Term 4 Within or Above Expectation	Y7 Progress ≥ 1 sub level	EOY 2024 Within or Above Expectation	Baseline Within or Above Expectation	Term 2 Within or Above Expectation	Term 4 Within or Above Expectation	Y8 Progress ≥ 1 sub level
ALL	48%	72%	%	78%	78%	63%	65%	%	64%
Male	48%	75%	%	77%	83%	61%	62%	%	64%
Female	49%	59%	%	79%	70%	65%	66%	%	64%
Māori	39%	65%	%	68%	57%	50%	50%	%	61%
Pacific Peoples	44%	50%	%	75%	70%	67%	62%	%	52%
NZE	33%	66%	%	77%	91%	64%	60%	%	60%
MELAA	40%	60%	%	100%	70%	73%	64%	%	55%
Asian	60%	82%	%	79%	70%	63%	71%	%	70%



**GLENFIELD**

**I N T E R M E D I A T E**

**EST. 1972**

**Statement of  
Variance  
2025**



<b>Strategic Goal 1</b>	<b>To provide ākonga with a rich, authentic localised curriculum that is inspiring, challenging and empowering is embedded in all classrooms</b>		
<b>Annual Targets/Goals</b>	<ol style="list-style-type: none"> <li>1. Review and redesign our current curriculum.</li> <li>2. Engage in and activate learning from PLD with 'Writer's Toolbox'</li> <li>3. Design, establish and sustain PLGs to drive pedagogical change</li> </ol>		
<b>What do we expect to see by the end of the year?</b>			
<ol style="list-style-type: none"> <li>1. Kaiako have developed knowledge of the refreshed learning areas of English and Mathematics &amp; Statistics within Te Mātaiaho.</li> <li>2. Kaiako have continued to develop and enhance their understanding and use of Writers Toolbox</li> <li>3. Kaiako have continued to develop and enhance their understanding and practice in mathematics</li> <li>4. We have an authentic localised curriculum that is aligned with Te Mātaiaho (dependent on what is released)</li> <li>5. Kaiako will continue to develop their knowledge and confidence in cultural capability</li> </ol>			
<b>Action Plan 2025</b>	<b>Term 2 Update</b>	<b>Term 4 Update</b>	<b>Next Steps Action Plan 2026</b>
<b>Initiative 1: Review and redesign our current curriculum - New Curriculum Focus (Mathematics).</b>			
<b>New Mathematics Curriculum</b> <ul style="list-style-type: none"> <li>• Participate in MoE led PLD around Mathematics curriculum</li> <li>• PLD support for kaiako using Oxford resources as part of the mathematics programme. Promoting best practice.</li> </ul>	<ul style="list-style-type: none"> <li>• PLG completed a stocktake and identified next steps</li> <li>• PLG is providing clear guidelines and expectations for kaiako</li> <li>• PLG is providing planning and explicit learning experiences</li> <li>• PLD by MoE and Oxford ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation was going well with Oxford.</li> <li>• New 'new' Mathematics Curriculum in October has meant another review which is frustrating.</li> <li>• PLG have gone through the changes and are working on the revised yearly overview. This will be explicit on the RoadMap for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Two further MoE Staff Only Days are being conducted in Term 2, 2026 to support staff.</li> <li>• Work with an outside facilitator to support kaiako and the PLG.</li> <li>• PLG to continue</li> <li>• Review of assessment and reporting.</li> </ul>
<b>Across the Curriculum</b> <ul style="list-style-type: none"> <li>• Culturally sustainable practices sustained (ERO focus)</li> </ul>	<ul style="list-style-type: none"> <li>• Integration and celebration of various cultural practices based on language weeks.</li> </ul>	<ul style="list-style-type: none"> <li>• Integration and celebration of various cultural practices based on language weeks.</li> </ul>	<ul style="list-style-type: none"> <li>• PD and staff discussion to further develop a shared understanding of culturally sustainable practice</li> </ul>
<b>EnviroSchools programme at GIS</b> <ul style="list-style-type: none"> <li>• Classroom and rubbish organisation across the school</li> <li>• Event protocols for sustainable practices</li> <li>• Getting teachers more involved and using sustainable practices</li> <li>• Refining initiatives that are in place</li> </ul>	<ul style="list-style-type: none"> <li>• Bokashi composting continuing</li> <li>• Student ownership (gardens, planting..)</li> <li>• Planting 1st trees for survival programme.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Trees for Survival Potting Day:</b> Successful student participation with new 2026 tamariki</li> <li>• <b>Continuous Growth in the Garden:</b> Steady development of garden beds and increased student ownership of maintenance tasks</li> <li>• <b>Fruit Trees Producing Fruit:</b> Students able to see the full cycle from planting to harvesting.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Restart Composting Systems:</b> Reintroduce classroom composting with improved routines/clearer responsibilities.</li> <li>• <b>Science Lessons With Dani:</b> Funded hands-on science sessions during Kaitiakitanga term</li> <li>• <b>Harvest Fruit for Classes:</b> Use produce from the garden to support class learning and shared kai/ food tech room.</li> </ul>

# ANNUAL PLAN

## STRATEGIC GOAL: CURRICULUM



		<ul style="list-style-type: none"> <li>● <b>Collaboration With Dani:</b> Ongoing planning for Dani to support science learning next year.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Attend All Sustainability Events:</b> Increase student engagement and visibility in school-wide and community sustainability initiatives.</li> </ul>
--	--	--	--

### Initiative 2: Engage in and activate learning from PLD with 'Writer's Toolbox' - links to the New English Curriculum

<ul style="list-style-type: none"> <li>● Refine writing programme to align with the new English curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● PLG is reviewing our current writing programme against the DRAFT English Curriculum.</li> </ul>		<ul style="list-style-type: none"> <li>● Structured Literacy PLD with Learning Matters in 2026.</li> </ul>
<ul style="list-style-type: none"> <li>● Refine reading programme to align with the new English curriculum. Explore structured literacy approaches</li> </ul>	<ul style="list-style-type: none"> <li>● PLG completed a stocktake and identified next steps</li> <li>● PLG is providing clear guidelines and expectations for kaiako</li> <li>● PLG is providing planning and explicit learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing support for all staff.</li> <li>● Production of termly / weekly powerpoint for all staff to use.</li> <li>● Sharing of resources.</li> <li>● Book Week implemented and celebrated.</li> <li>● Events planned for 2026.</li> </ul>	<ul style="list-style-type: none"> <li>● Structured Literacy PLD with Learning Matters in 2026.</li> </ul>
<ul style="list-style-type: none"> <li>● Assessment tools / Reporting to align to the new curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● On hold until the new Assessment Tool is released by the government.</li> </ul>	<ul style="list-style-type: none"> <li>● On hold until the new Assessment Tool is released by the government.</li> </ul>	<ul style="list-style-type: none"> <li>● Once the SMART tool is fully functioning, GIS will start to look at this and implement in 2027.</li> </ul>
<ul style="list-style-type: none"> <li>● Ongoing PLD support (internal and external) for kaiako best practice (Support with teaching paragraph styles)</li> </ul>	<ul style="list-style-type: none"> <li>● Aimee Campbell supports kaiako with best practice modelling and team teaching</li> </ul>		<ul style="list-style-type: none"> <li>● Continue to support kaiako as required. A focus on new staff at the start of the year.</li> </ul>
<ul style="list-style-type: none"> <li>● Teachers as coaches - supporting each other.</li> </ul>	<ul style="list-style-type: none"> <li>● Within the professional growth cycle teachers have gone into each other rooms to observe lessons</li> </ul>		<ul style="list-style-type: none"> <li>● Ongoing and will continue.</li> </ul>

### Initiative 3: Design, establish and sustain PLGs to drive pedagogical change - Sustain stage for 2025.

<ul style="list-style-type: none"> <li>● PLG Leaders to meet regularly and discuss structure and links</li> </ul>	<ul style="list-style-type: none"> <li>● PLG and Unit holders meet each term to discuss/share progress towards their goals</li> </ul>	<ul style="list-style-type: none"> <li>● PLG and Unit holders meet each term to discuss/share progress towards their goals</li> </ul>	<ul style="list-style-type: none"> <li>● Continue this structure as it is now embedded and sustainable.</li> </ul>
<ul style="list-style-type: none"> <li>● PLG focus areas to shift to Reading, Writing, Mathematics and Cultural Responsiveness in 2025.</li> </ul>	<ul style="list-style-type: none"> <li>● Implemented in Term 1.</li> <li>● Staff redistributed across these areas.</li> <li>● Having these groups is having a clear positive impact on the teaching and learning programme.</li> </ul>	<ul style="list-style-type: none"> <li>● This has been very useful for the implementation of the new curriculum.</li> <li>● This will continue in 2026 with the new English curriculum being required as well.</li> </ul>	<ul style="list-style-type: none"> <li>● Keep the Mathematics, reading, and Writing PLGs for 2026. Change the Cultural Responsiveness to Te Ao Māori to develop the programme and tikanga.</li> </ul>
<ul style="list-style-type: none"> <li>● PLG leaders to present to the board</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing as per Work Plan.</li> </ul>	<ul style="list-style-type: none"> <li>● All PLG Leaders presented to the Board.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue this in term 3 / 4.</li> </ul>

### Success Statement

- Learners make progress by being confident, engaged and connected to their culture and community
- Highly skilled and motivated kaiako



<b>Strategic Goal 2</b>	<b>A culture of personal growth and hauora is the way of being at GIS</b>
<b>Annual Targets/Goals</b>	<ol style="list-style-type: none"> <li>1. Create opportunities for all learners to grow focused on school values, learner profile matrix and agentic practices</li> <li>2. All kaiako are trained in coaching</li> <li>3. Develop, Trial and Implement a GIS wellbeing model and explicit teaching programme</li> </ol>
<b>What do we expect to see by the end of the year?</b>	
<ol style="list-style-type: none"> <li>1. We have a school culture of care where tamariki and staff look out for each other</li> <li>2. Kaiako embed the learner profile into their weekly programme</li> <li>3. Kaiako use HERO to post regular progress updates against the learning profile for their tamariki</li> <li>4. GIS has a revised Inquiry Model ready for implementation in 2025</li> <li>5. All kaiako can facilitate a coaching conversation with a colleague</li> <li>6. MITEY is evident in all classes across GIS</li> </ol>	

<b>Action Plan 2025</b>	<b>Term 2 Update</b>	<b>Term 4 Update</b>	<b>Next Steps Action Plan 2026</b>
<b>Initiative 1: Create opportunities for all learners to grow focused on school values, learner profile matrix and agentic practices</b>			
<ul style="list-style-type: none"> <li>• Sustain the practice of having a fortnightly focus on learner profile and values</li> </ul>	<ul style="list-style-type: none"> <li>• This is being sustained and included in the RoadMap each term.</li> </ul>	<ul style="list-style-type: none"> <li>• This is being sustained and included in the RoadMap each term.</li> </ul>	<ul style="list-style-type: none"> <li>• Embed the fortnightly focus on learner profile and values</li> </ul>
<p>HERO</p> <ul style="list-style-type: none"> <li>• Refine and sustain HERO teacher posts focused around learner profile</li> <li>• Implement HERO posting for tamariki</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher posts are included in the Assessment section of the Road Map. LoL and SLT monitor these.</li> <li>• Tamariki are posting as well.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher posts are included in the Assessment section of the Road Map. LoL and SLT monitor these.</li> <li>• Tamariki are posting as well.</li> </ul>	<p>HERO</p> <ul style="list-style-type: none"> <li>• Further enhance the teacher posting and ensure it is sustained on the roadmap</li> </ul>
<ul style="list-style-type: none"> <li>• Align Agentic Practice Framework with Te Mātaiaho (Science of Learning)</li> </ul>	<ul style="list-style-type: none"> <li>• Paused in anticipation of the new documentation from the Ministry regarding the curriculum rewrite.</li> </ul>	<ul style="list-style-type: none"> <li>• Paused in anticipation of the new documentation from the Ministry regarding the curriculum rewrite.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build on tamariki posting for the whānau</li> </ul>
<ul style="list-style-type: none"> <li>• Review and Align the Inquiry Model to Te Mātaiaho (Science of Learning)</li> </ul>	<ul style="list-style-type: none"> <li>• PLG began work around review of the Inquiry Model however this was put on hold until further information around the CPM was released.</li> </ul>	<ul style="list-style-type: none"> <li>• PLG began work around review of the Inquiry Model however this was put on hold until further information around the CPM was released.</li> </ul>	<ul style="list-style-type: none"> <li>• Review our inquiry model against Science of Learning Theory and explore alternatives</li> <li>• Align the revised model with Te Mātaiaho</li> </ul>



### Initiative 2: All kaiako are trained in Coaching

<ul style="list-style-type: none"> <li>Coaching review and refresh for the staff with a focus on new staff starting at GIS</li> </ul>	<ul style="list-style-type: none"> <li>Completed in Term 1</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>Embed Coaching practises</li> <li>Coaching review and refresh for the staff with a focus on new staff starting at GIS</li> <li>Continue to meet regularly and share inquiry across the staff.</li> </ul>
<ul style="list-style-type: none"> <li>Continue to meet regularly and share inquiry across the staff. Utilise the speed dating approach to this mahi.</li> </ul>	<ul style="list-style-type: none"> <li>We have had the scheduled meetings and have four more for the second half of 2025.</li> </ul>	<ul style="list-style-type: none"> <li>Completed in Term 2, 3 and 4</li> </ul>	

### Initiative 3: Develop, Trial and Implement a GIS wellbeing model and explicit teaching programme

<ul style="list-style-type: none"> <li>Sustaining the GIS Wellbeing practices within our kura (Linking to NZCER survey results )</li> </ul>	<ul style="list-style-type: none"> <li>Hauora PLG promoting discussion and feedback during team meetings.</li> <li>Leadership meetings focus on Student and Staff Wellbeing practises.</li> </ul>	<ul style="list-style-type: none"> <li>Hauora PLG promoting discussion and feedback during team meetings.</li> <li>Leadership meetings focus on Student and Staff Wellbeing practises.</li> </ul>	<ul style="list-style-type: none"> <li>Create opportunities for students to connect, collaborate, and contribute through their shared interests and passions.</li> <li>Student Engagement role funded</li> <li>Student voice gathered / acted on</li> <li>Trial PULSE across the school</li> </ul>
---	---	---	--

### Success Statement

- Learners experience personal growth in relation to the school values and learner profile matrix
- Learners feel valued and safe, are happy and engaged in their learning



<b>Strategic Goal 3</b>	<b>Positive learning focused partnerships with our community</b>		
<b>Annual Targets/Goals</b>	<ol style="list-style-type: none"> <li>1. Establish new connections with iwi and other community groups that can support our learners.</li> <li>2. Provide new opportunities to engage and make connections with the community</li> <li>3. Participate in MAC initiative, review current programme and implement new practices</li> </ol>		
<b>What do we expect to see by the end of the year?</b>			
<ol style="list-style-type: none"> <li>1. We have a developing relationship with tangata whenua to ensure we can reflect their aspirations for our school and give effect to Te Tiriti o Waitangi</li> <li>2. There have been numerous opportunities for whānau to engage with the school in different ways</li> <li>3. Kaiako have continued to develop and enhance their understanding and use of Te reo Māori and tikanga</li> <li>4. We have enhanced our tikanga around mihi whakatau, paepae, mihi/pepeha and incorporating Te Tiriti o Waitangi Principles</li> </ol>			
<b>Action Plan 2025</b>	<b>Term 2 Update</b>	<b>Term 4 Update</b>	<b>Next Steps Action Plan 2026</b>
<b>Initiative 1: Establish new connections with iwi and other community groups that can support our learners.</b>			
<ul style="list-style-type: none"> <li>Engage with local iwi around culture / language / identity. This may involve PLD as required.</li> </ul>	<ul style="list-style-type: none"> <li>This started in the first week of term 3 with Ngāti Whatua.</li> </ul>	<ul style="list-style-type: none"> <li>Te Kawerau ā Maki contacted.</li> <li>Invited to a hui held in December.</li> </ul>	<ul style="list-style-type: none"> <li>Engage Te Kawerau ā Maki to strengthen our culturally response practises and school tikanga</li> <li>Unit of responsibility for PLG</li> </ul>
<ul style="list-style-type: none"> <li>Ensure kaiako attend the Māori Liaison Group meetings</li> </ul>	<ul style="list-style-type: none"> <li>Staff from GIS attend these hui and gather ideas/suggestions/next steps.</li> </ul>	<ul style="list-style-type: none"> <li>GIS staff continue to attend the liaison hui in term 3.</li> </ul>	<ul style="list-style-type: none"> <li>PLG Leader and team to attend these hui</li> </ul>
<b>Initiative 2: Provide new opportunities to engage and make connections with the community</b>			
<ul style="list-style-type: none"> <li>Whānau BBQ/Picnic</li> </ul>	<ul style="list-style-type: none"> <li>Did not happen in Term 1/2</li> </ul>	<ul style="list-style-type: none"> <li>Re-scheduled for 2026</li> </ul>	<ul style="list-style-type: none"> <li>Start of year BBQ</li> <li>GIS Expo sharing</li> <li>Classrooms open with work that students have been doing displayed, students can talk about their learning - significant person day</li> </ul>
<ul style="list-style-type: none"> <li>Curriculum Evenings (Expo type event)</li> </ul>	<ul style="list-style-type: none"> <li>Scheduled for Term 3/4</li> </ul>	<ul style="list-style-type: none"> <li>Re-scheduled for 2026 once the curriculum changes are embedded.</li> </ul>	<ul style="list-style-type: none"> <li>Hui around assessment and reporting</li> </ul>



<b>Initiative 3: Participate in MAC initiative, review current programme and implement new practices</b>			
<ul style="list-style-type: none"> <li>Incorporate Te Tiriti articles as a framework for Staff and Class Treaties</li> </ul>	<ul style="list-style-type: none"> <li>Completed and reviewed in Term 1. Staff Treaty is on display in the staffroom.</li> </ul>	<ul style="list-style-type: none"> <li>Revisited with the teaching Council Professional Standards</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use the articles to form class treaties</li> </ul>
<ul style="list-style-type: none"> <li>Embed non negotiables/learning progressions for Te reo Māori and tikanga.</li> </ul>	<ul style="list-style-type: none"> <li>This has been added to the term roadmaps and is being implemented. PLG is supporting kaiako as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Small trial completed.</li> <li>MAC ran a staff meeting to identify where we are at, and the next steps.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and trial teaching progressions</li> <li>Implement consistent expectations for te reo Māori and tikanga curriculum</li> <li>Māori Extension Class</li> <li>PLD for staff as needed</li> </ul>
<ul style="list-style-type: none"> <li>PLG to plan and deliver PLD at the start of all staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>PLG is sharing regularly at admin and staff meetings.</li> </ul>	<ul style="list-style-type: none"> <li>PLG is sharing regularly at admin and staff meetings.</li> </ul>	
<ul style="list-style-type: none"> <li>Continue to build momentum of whānau engagement (matariki, hui...)</li> </ul>	<ul style="list-style-type: none"> <li>Term 2 - Matariki Breakfast</li> <li>Cultural Survey conducted</li> <li>Matariki Festival at GC</li> </ul>	<ul style="list-style-type: none"> <li>Onepoto festival was a huge success.</li> <li>Preparing for the mihi whakatau in Term 1 2026.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build momentum of whānau engagement (matariki, hui...)</li> </ul>
<b>Success Statement</b>	There is a strong partnership between the school, learners and their families which focuses on learner personal growth, culture, connection and hauora.		

# OTHER ANNUAL PLAN ACTIONS: 2025

Attendance - 80% of students attending more than 90% of the time	Term 2 Update	Term 4 Update	Next Steps Action Plan 2026
<ul style="list-style-type: none"> <li>Review and refine GIS attendance systems to align with STAR (Stepped Attendance Response).</li> <li>Sustain current strategies to address concerning attendance patterns.</li> <li>Continue to work with Kaipātiki Attendance Service for tamariki that have concerning attendance patterns.</li> </ul>	<ul style="list-style-type: none"> <li>The attendance system has been aligned with STAR.</li> <li>Work with Kaipātiki Attendance Service has continued to strengthen. The team there works really hard for those students/whānau that need additional support.</li> </ul>	<ul style="list-style-type: none"> <li>Work with Kaipātiki Attendance Service has continued to strengthen. The team there works really hard for those students/whānau that need additional support.</li> </ul>	<ul style="list-style-type: none"> <li>Enhance regular attendance through active collaboration with whānau, supported by clear intervention pathways</li> <li>Build relationships with new Attendance Service providers</li> </ul>
Curriculum			
<ul style="list-style-type: none"> <li>HERO implementation for assessment and reporting.</li> <li>Continue to develop school wide HERO protocols for assessment / reporting</li> </ul>	<ul style="list-style-type: none"> <li>No significant changes for assessment and reporting as we only have the new mathematics curriculum.</li> <li>We continue to use asTTle for assessment and reporting</li> </ul>	<ul style="list-style-type: none"> <li>No significant changes for assessment and reporting as we only have the new mathematics curriculum.</li> <li>We continue to use asTTle for assessment and reporting</li> </ul>	<ul style="list-style-type: none"> <li>Continue to asTTle but align to the new Progress Marker Language</li> <li>Align Reporting to the new MoE guidelines</li> </ul>
Finance			
<p><b>Planned Major Asset Purchases</b></p> <ul style="list-style-type: none"> <li>COLA over top netball court</li> <li>New Turf for lower court - volleyball court</li> <li>Various other items - see budget</li> </ul>	<ul style="list-style-type: none"> <li>COLA is in process.</li> <li>Turf on lower court for volleyball is complete.</li> </ul>	<ul style="list-style-type: none"> <li>COLA in process</li> <li>Various other items as per budget and other spending</li> </ul>	<ul style="list-style-type: none"> <li>COLA</li> <li>Various other items</li> </ul>
Health and Safety			
<p><b>Provide a safe physical and emotional environment.</b></p> <ul style="list-style-type: none"> <li>NZCER Survey for students and staff.</li> <li>Use PC4L data to identify areas of focus for GIS.</li> <li>Regular 'walk arounds' focusing on the physical safety of the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>NZCER Survey is being conducted in Term 3</li> <li>PC4L data is used to identify areas of concern regarding behaviour incidents i.e. times/location</li> </ul>	<ul style="list-style-type: none"> <li>NZCER survey completed</li> <li>PULSE trialled and used by all students</li> </ul>	<ul style="list-style-type: none"> <li>PULSE Student Checkins as part of weekly timetable</li> <li>Continue regular walk arounds.</li> </ul>

## OTHER ANNUAL PLAN ACTIONS: 2025

<p><b>Emergency Procedures Update</b></p> <ul style="list-style-type: none"> <li>Harrison Tew to train the staff and students</li> </ul>	<ul style="list-style-type: none"> <li>Caretaker does checks daily, Principal weekly.</li> <li>Harrison Tew conducted training in Term 1.</li> </ul>		<ul style="list-style-type: none"> <li>Continue to use Harrison Tew for Emergency training.</li> </ul>
<b>Personnel</b>			
<p><b>BoT Training</b></p> <ul style="list-style-type: none"> <li>Attendance at the annual NZSTA Conference.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Workshop attended by one member.</li> </ul>	<ul style="list-style-type: none"> <li>As required</li> </ul>
<b>Property</b>			
<p><b>Develop Property to Reflect Charter Goals - Major Projects</b></p> <ul style="list-style-type: none"> <li>10YPP projects</li> <li>COLA</li> <li>Turf for the lower court area</li> </ul>	<ul style="list-style-type: none"> <li>10YPP projects on track. Several have been completed as per the plan.</li> <li>COLA is in process.</li> <li>Lower Turf completed.</li> </ul>	<ul style="list-style-type: none"> <li>10YPP - DQLS, Artroom Door, Roofing completed.</li> </ul>	<ul style="list-style-type: none"> <li>COLA</li> <li>Air Con to be done</li> <li>Ventilation</li> </ul>
<b>Self Review</b>			
<p><b>School Review</b></p> <ul style="list-style-type: none"> <li>Charter and Strategic Plan for 2026 onwards</li> <li>Year 6 Transition Survey</li> </ul> <p><b>Policy and Procedure Review</b></p> <ul style="list-style-type: none"> <li>SchoolDocs for GIS Policy and Assurance review.</li> </ul> <p><b>Curriculum Review</b></p> <ul style="list-style-type: none"> <li>Learning areas report to the Board during the year.</li> <li>Health Consultation (2 Year review).</li> </ul>	<ul style="list-style-type: none"> <li>Year 6 transition survey was completed in Term 1. Positive results were shared with the board when the survey was conducted.</li> <li>SchoolDocs continues to be used for policies. The review process with one board member plus the principal is working well.</li> </ul>	<ul style="list-style-type: none"> <li>Community Consultation conducted</li> <li>Working well with Policies and Assurances.</li> <li>PLG leaders all presented to the board</li> <li>Health Consultation completed as part of the Community Consultation for the Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>Term review of Strategic and Annual</li> <li>Year 6 Transition Survey in Term 1/2</li> <li>SchoolDocs for policy review and Assurances</li> <li>Leaders will continue to report to the School Board</li> </ul>

## Glenfield Intermediate School Annual Report: Te Tiriti o Waitangi Commitments

### Executive Summary

Glenfield Intermediate School is dedicated to fulfilling its obligations under Te Tiriti o Waitangi, despite these being removed from the Education and Training Act 2020, Section 127(1)(d). This report details the steps and initiatives undertaken to reflect local tikanga Māori, mātauranga Māori, and te ao Māori in our school environment, curriculum, and teaching methodologies. It further outlines our progress in making instruction available in tikanga Māori and te reo Māori, and our efforts to achieve equitable outcomes for Māori students.

### Giving Effect to Te Tiriti o Waitangi: Primary Objectives

Glenfield Intermediate School recognises the importance of integrating the principles of Te Tiriti o Waitangi into every aspect of our learning environment. Our commitment extends beyond policy documentation to tangible actions and initiatives aimed at fostering a deep respect and understanding for Māori culture among all students and staff. For specific actions please refer below as well as the Strategic Plan - Community focus update.

#### **Integration of Tikanga Māori, Mātauranga Māori, and Te Ao Māori**

1. Curriculum Development: We have actively incorporated local tikanga Māori, mātauranga Māori, and te ao Māori into our school curriculum. This includes the integration of Māori perspectives and values in subjects such as NZ histories, science, and arts, ensuring a well-rounded and inclusive educational experience.
2. Professional Development: Teachers and staff have participated in PLD workshops focused on enhancing their understanding and competency in delivering mātauranga Māori content. This initiative supports our goal of providing a culturally responsive pedagogy.
3. Community Engagement: Our school continues to work on strengthening partnerships with local Māori whānau to ensure our plans and policies are reflective of and beneficial to our Māori community. These relationships continue to be instrumental in shaping a curriculum that honors local tikanga and te ao Māori. In 2026 we begin a three year programme with Te Kawerau ā Maki.

#### **Instruction in Tikanga Māori and Te Reo Māori**

1. Te Reo Māori Classes: Glenfield Intermediate offers te reo Māori to all students, encouraging the learning and use of the Māori language within our school community. There is also the integration of te reo Māori and tikanga within the daily programme as often as possible.
2. Cultural Enrichment Activities: To complement formal instruction, we have daily paepae which includes karakia, pepeha, mihi, waiata and whakatauki, kapa haka practices, waiata at assemblies and from 2025 a bi-annual marae visit. These activities provide students with immersive experiences that deepen their appreciation and understanding of tikanga Māori.

### Achieving Equitable Outcomes for Māori Students

1. Tailored Support Programs: Recognising the importance of equitable outcomes, Glenfield Intermediate has implemented targeted support programs for Māori students.
2. Monitoring and Evaluation: Our school employs a robust monitoring system to track the progress of Māori students in various academic and extracurricular activities. This data-driven approach allows us to identify areas for improvement and adjust our strategies accordingly.

### Conclusion

Glenfield Intermediate School is committed to a journey of continuous improvement and reflection in giving effect to Te Tiriti o Waitangi. Through the integration of tikanga Māori, mātauranga Māori, and te ao Māori into our curriculum, fostering instruction in te reo Māori, and prioritising equitable outcomes for Māori students, we strive to honor our obligations under Te Tiriti and the Education and Training Act 2020. Our efforts are aimed at not only meeting statutory requirements but also at enriching the cultural competence and sensitivity of our school community.