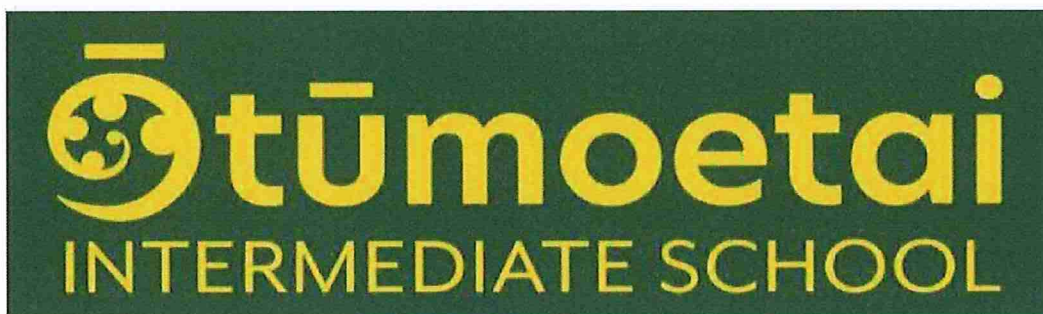


# OTUMOETAI INTERMEDIATE SCHOOL

## ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025



Ministry Number:	1878
Principal:	Henk Popping
School Address:	5 Charles Street, Otumoetai, Tauranga, 3110
School Postal Address:	5 Charles Street, Otumoetai, Tauranga, 3110
School Phone:	07 576 5105
School Email:	admin@otuinterschool.nz
Accounting/Service Provider:	Accounting For Schools Limited

# OTUMOETAI INTERMEDIATE SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# OTUMOETAI INTERMEDIATE SCHOOL

## Statement of Responsibility

For the year ended 31 December 2025

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

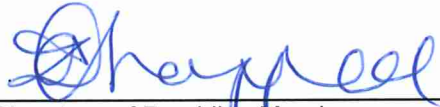
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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

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

Andrew Chappell

Full Name of Presiding Member



Signature of Presiding Member

29/05/2026

Date:

Blake Carlin

Full Name of Principal



Signature of Principal

29/05/2026

Date:

# OTUMOETAI INTERMEDIATE SCHOOL

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	8,518,649	8,002,621	8,126,458
Locally Raised Funds	3	649,264	214,100	718,902
Interest		30,446	24,500	61,563
Other Revenue		-	-	21,972
<b>Total Revenue</b>		<b>9,198,359</b>	<b>8,241,221</b>	<b>8,928,895</b>
<b>Expense</b>				
Locally Raised Funds	3	548,535	152,343	480,210
Learning Resources	4	6,889,497	6,162,407	6,490,065
Administration	5	275,038	254,388	281,414
Interest		4,461	-	2,592
Property	6	1,780,712	1,672,475	1,706,030
Loss on Disposal of Property, Plant and Equipment		-	-	31,844
<b>Total Expense</b>		<b>9,498,243</b>	<b>8,241,613</b>	<b>8,992,155</b>
<b>Net Deficit for the year</b>		<b>(299,884)</b>	<b>(392)</b>	<b>(63,260)</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(299,884)</b>	<b>(392)</b>	<b>(63,260)</b>

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

# OTUMOETAI INTERMEDIATE SCHOOL

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Balance at 1 January</b>	<u>1,789,402</u>	<u>1,689,573</u>	<u>1,689,573</u>
Total comprehensive revenue and expense for the year	(299,884)	(392)	(63,260)
Contributions from / (Distributions to) the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	123,787
Contribution - Te Mana Tuhono	-	-	57,068
Distributions to the Ministry of Education	-	-	(17,766)
<b>Equity at 31 December</b>	<u>1,489,518</u>	<u>1,689,181</u>	<u>1,789,402</u>
Accumulated comprehensive revenue and expense	1,489,518	1,689,181	1,789,402
<b>Equity at 31 December</b>	<u>1,489,518</u>	<u>1,689,181</u>	<u>1,789,402</u>

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.

# OTUMOETAI INTERMEDIATE SCHOOL

## Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	1,418,250	968,858	1,293,406
Accounts Receivable	8	537,155	645,000	476,639
Funds receivable for Capital Works Projects	18	25,856	-	3,904
GST Receivable		-	25,000	41,464
Inventories	9	35,741	15,000	23,241
Prepayments		-	-	1,739
		<u>2,017,002</u>	<u>1,653,858</u>	<u>1,840,393</u>
<b>Current Liabilities</b>				
Accounts Payable	11	640,785	570,000	663,348
Finance Lease Liability - Current Portion	14	17,229	20,000	18,406
Funds held on behalf of Kaitiaki Governance Group	15	5,475	295,000	36,842
Funds held on behalf of Community of Learning	16	18,040	-	-
Funds held on behalf of Tauranga Transport Network	17	208,085	83,858	187,129
Funds held for Capital Works Projects	18	360,238	55,000	185,055
GST Payable		45,324	-	-
Provision for Cyclical Maintenance	13	57,307	54,778	122,378
Revenue Received in Advance	12	285,025	242,000	109,056
		<u>1,637,508</u>	<u>1,320,636</u>	<u>1,322,214</u>
<b>Working Capital Surplus</b>		379,494	333,222	518,179
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	1,288,449	1,556,459	1,421,096
		<u>1,288,449</u>	<u>1,556,459</u>	<u>1,421,096</u>
<b>Non-current Liabilities</b>				
Finance Lease Liability	14	32,598	20,500	40,859
Provision for Cyclical Maintenance	13	145,823	180,000	109,016
		<u>178,421</u>	<u>200,500</u>	<u>149,875</u>
<b>Net Assets</b>		<u>1,489,518</u>	<u>1,689,181</u>	<u>1,789,402</u>
<b>Equity</b>		<u>1,489,518</u>	<u>1,689,181</u>	<u>1,789,402</u>

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

# OTUMOETAI INTERMEDIATE SCHOOL

## Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		2,177,773	1,902,621	2,027,982
Locally Raised Funds		421,389	(96,922)	391,242
International Students		339,480	300,943	174,592
Goods and Services Tax (net)		86,794	16,469	(34,097)
Payments to Employees		(1,496,248)	(1,258,585)	(1,289,015)
Payments to Suppliers		(1,377,353)	(715,093)	(1,155,108)
Interest Paid		(4,461)	-	(2,592)
Interest Received		30,446	24,500	61,563
Net cash from / (to) the Operating Activities		177,820	173,933	174,567
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(195,430)	(305,363)	(554,311)
Net cash from / (to) the Investing Activities		(195,430)	(305,362)	(554,311)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	(163,089)	123,787
Finance Lease Payments		(18,406)	(58,765)	19,208
Funds Administered on Behalf of Third Parties		160,860	(10,122)	(241,397)
Net cash from Financing Activities		142,454	(231,976)	(98,402)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>124,844</b>	<b>(363,405)</b>	<b>(478,146)</b>
Cash and cash equivalents at the beginning of the year	7	1,293,406	1,332,263	1,771,552
<b>Cash and cash equivalents at the end of the year</b>	7	<b>1,418,250</b>	<b>968,858</b>	<b>1,293,406</b>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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

# OTUMOETAI INTERMEDIATE SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

#### a) Reporting Entity

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

#### b) Basis of Preparation

##### **Reporting Period**

The financial reports 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 in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with 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 expenditure 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.

##### **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.

# OTUMOETAI INTERMEDIATE SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### *Cyclical Maintenance*

A 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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

### **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.

# OTUMOETAI INTERMEDIATE SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### **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 schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

### **h) Inventories**

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

### **i) 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 not 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.

# OTUMOETAI INTERMEDIATE SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Board Owned Buildings	10–75 years
Furniture and Equipment	5 - 15 years
Information and Communication Technology	3 - 5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value
Motor Vehicles	5 years
Textbooks	4 years

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

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.

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

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

# OTUMOETAI INTERMEDIATE SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### **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, 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 international 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 international 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 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 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.

# OTUMOETAI INTERMEDIATE SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### **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 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

### **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.

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

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

### **u) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

### **v) Services received in-kind**

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

# OTUMOETAI INTERMEDIATE SCHOOL

For the year ended 31 December 2025

Notes to the Financial Statements

## 2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	2,113,979	1,902,621	2,040,179
Teachers' Salaries Grants	5,277,956	5,000,000	4,995,159
Use of Land and Buildings Grants	1,126,714	1,100,000	1,091,120
	<u>8,518,649</u>	<u>8,002,621</u>	<u>8,126,458</u>

## 3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Donations & Bequests	21,710	20,000	30,119
Fees for Extra Curricular Activities	216,614	-	203,755
Fundraising & Community Grants	727	-	1,563
Other revenue	41,807	10,100	47,585
Trading	141,100	16,000	74,106
International Student Fees	227,306	168,000	361,774
	<u>649,264</u>	<u>214,100</u>	<u>718,902</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	216,183	19,200	205,173
Other Locally Raised Funds Expenditure	19,768	700	243
Trading	127,893	-	72,945
International Student - Employee Benefit - Salaries	94,195	95,943	87,596
International Student - Other Expenses	90,496	36,500	114,253
	<u>548,535</u>	<u>152,343</u>	<u>480,210</u>
<i>Surplus for the year Locally raised funds</i>	<u>100,729</u>	<u>61,757</u>	<u>238,692</u>

## 4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	135,425	106,000	137,081
Equipment repairs	-	500	-
Employee Benefits - Salaries	6,393,122	5,817,407	5,996,093
Library Resources	3,727	3,000	3,102
Staff Development	20,177	25,500	25,591
Depreciation	337,046	210,000	328,198
	<u>6,889,497</u>	<u>6,162,407</u>	<u>6,490,065</u>

# OTUMOETAI INTERMEDIATE SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### 5. Administration

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Audit Fee	10,655	8,305	6,513
Board of Trustees Fees	7,120	7,125	7,315
Board of Trustees Expenses	15,771	6,370	4,912
Communication	12,632	11,000	14,063
Consumables	21,991	31,000	40,846
Operating Lease	2,733	10,741	3,632
Other	86,423	64,100	86,360
Employee Benefits - Salaries	82,380	84,904	86,316
Insurance	28,220	25,143	25,935
Service Providers, Contractors and Consultancy	7,113	5,700	5,522
	<u>275,038</u>	<u>254,388</u>	<u>281,414</u>

### 6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Caretaking and Cleaning Consumables	21,909	19,500	22,073
Consultancy and Contract Services	114,275	114,275	109,195
Cyclical Maintenance Expense	76,126	100,000	133,286
Grounds	150,348	36,700	38,541
Heat, Light and Water	79,471	62,400	56,471
Rates	17,822	35,000	34,466
Repairs and Maintenance	28,453	49,600	58,898
Use of Land and Buildings	1,126,714	1,100,000	1,091,120
Security	18,915	15,000	24,859
Employee Benefits - Salaries	146,679	140,000	137,121
	<u>1,780,712</u>	<u>1,672,475</u>	<u>1,706,030</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.

# OTUMOETAI INTERMEDIATE SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### 7. Cash and Cash Equivalents

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	230	-	230
ASB Cheque Account	1,189,081	968,858	1,081,444
ASB On Call 51	106	-	105
ASB On Call 52	20,746	-	24,496
Tauranga Transport Network Funds	208,087	-	187,131
	<u>1,418,250</u>	<u>968,858</u>	<u>1,293,406</u>

Of the \$1,418,250 Cash and Cash Equivalents, \$360,238 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 18.

Of the \$1,418,250 Cash and Cash Equivalents, \$208,085 is held by the School on behalf of the Transport Network. See note 17 for details of how funding received for the network has been spent in the year.

Of the \$1,418,250 Cash and Cash Equivalents, \$221,231 is held by the School on behalf of international students. These funds are subject to conditions, and if these conditions are not met, the funds will need to be returned.

### 8. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	-	145,000	-
Receivables from the Ministry of Education	14,106	-	1,978
Teacher Salaries Grant Receivable	523,049	500,000	474,661
	<u>537,155</u>	<u>645,000</u>	<u>476,639</u>
Receivables from Exchange Transactions	-	145,000	-
Receivables from Non-Exchange Transactions	537,155	500,000	476,639
	<u>537,155</u>	<u>645,000</u>	<u>476,639</u>

### 9. Inventories

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	3,363	-	5,322
Uniforms	32,378	15,000	17,919
	<u>35,741</u>	<u>15,000</u>	<u>23,241</u>

# OTUMOETAI INTERMEDIATE SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Buildings	616,813	6,392	-	-	(43,424)	579,781
Furniture and Equipment	479,492	121,328	-	-	(158,719)	442,101
Information Technology	157,219	55,598	-	-	(83,931)	128,886
Leased Assets	56,501	8,967	-	-	(23,839)	41,629
Library Resources	27,863	4,546	-	-	(3,530)	28,879
Motor Vehicles	57,328	-	-	-	(14,039)	43,289
Textbooks	25,880	7,569	-	-	(9,564)	23,885
<b>Balance at 31 December 2025</b>	<b>1,421,096</b>	<b>204,400</b>	<b>-</b>	<b>-</b>	<b>(337,046)</b>	<b>1,288,450</b>

The net carrying value of equipment held under a finance lease is \$41,629 (2024: \$56,501).

#### Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
2025	\$	\$	\$	\$	\$	\$
Buildings	915,250	(335,469)	579,781	908,858	(292,045)	616,813
Furniture and Equipment	1,998,665	(1,556,564)	442,101	1,910,896	(1,431,404)	479,492
Information Technology	717,182	(588,296)	128,886	889,559	(732,340)	157,219
Leased Assets	173,864	(132,235)	41,629	238,029	(181,528)	56,501
Library Resources	110,204	(81,325)	28,879	105,658	(77,795)	27,863
Motor Vehicles	107,573	(64,284)	43,289	107,573	(50,245)	57,328
Textbooks	205,352	(181,467)	23,885	197,783	(171,903)	25,880
<b>Balance at 31 December 2025</b>	<b>4,228,090</b>	<b>(2,939,640)</b>	<b>1,288,450</b>	<b>4,358,356</b>	<b>(2,937,260)</b>	<b>1,421,096</b>

### 11. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	24,755	70,000	60,377
Accruals	10,919	-	7,979
Employee Entitlements - Salaries	593,667	500,000	574,684
Employee Entitlements - Leave Accrual	11,444	-	20,308
	<b>640,785</b>	<b>570,000</b>	<b>663,348</b>
Payables for Exchange Transactions	629,341	70,000	643,040
Payables for Non-exchange Transactions - Other	11,444	500,000	20,308
	<b>640,785</b>	<b>570,000</b>	<b>663,348</b>

The carrying value of payables approximates their fair value.

# OTUMOETAI INTERMEDIATE SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### 12. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Income in Advance	63,794	-	760
International Student Fees	221,231	242,000	108,297
	<u>285,025</u>	<u>242,000</u>	<u>109,057</u>

### 13. Provision for Cyclical Maintenance

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	231,394	231,394	204,000
Increase/(decrease) to the Provision During the Year	76,126	100,000	77,827
Adjustment to the Provision	-	24,509	-
Use of the Provision During the Year	(104,390)	(121,125)	(50,433)
Provision at the End of the Year	<u>203,130</u>	<u>234,778</u>	<u>231,394</u>
Cyclical Maintenance - Current	57,307	54,778	122,378
Cyclical Maintenance - Non Current	145,823	180,000	109,016
	<u>203,130</u>	<u>234,778</u>	<u>231,394</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property Plan.

### 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	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	20,920	20,000	22,867
Later than One Year and no Later than Five Years	35,844	20,500	46,092
Future Finance Charges	(6,938)	-	(9,694)
	<u>49,826</u>	<u>40,500</u>	<u>59,265</u>
<b>Represented by</b>			
Finance lease liability - Current	17,229	20,000	18,406
Finance lease liability - Non Current	32,597	20,500	40,859
	<u>49,826</u>	<u>40,500</u>	<u>59,265</u>

# OTUMOETAI INTERMEDIATE SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### 15. Funds held on behalf of Te Tai Whanake ki Tauranga Moana - Kaitiaki Governance Group

Otumoetai Intermediate School is the fund holder for the Kaitiaki Governance Group, a group of three local iwi funded by the Ministry of Education and other funders to create an online portal for the teaching of Te Reo.

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Funds Held at Beginning of the Year	36,842	295,000	191,012
Funding Received from Tauranga Energy Consumer Trust	-	-	300,930
Interest Received	-	-	1,243
	<hr/>	<hr/>	<hr/>
Total Funds Available	36,842	295,000	493,185
	<hr/>	<hr/>	<hr/>
Distribution of funding to Iwi	(31,367)	-	(456,343)
	<hr/>	<hr/>	<hr/>
Funds Held at Year End	5,475	295,000	36,842

### 16. Funds held in Trust

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Funds Held in Trust on Behalf of Third Parties - Current	18,040	-	-
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<hr/>	<hr/>	<hr/>
	18,040	-	-

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

### 17. Funds held on behalf of Tauranga Transport Network

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Funds Held at Beginning of the Year	187,131	83,858	448,978
Funds Received from Cluster Members	1,454,468	-	1,390,823
Other Income	60,143	-	64,680
Funds Spent on Behalf of Consumers	(1,493,657)	-	(1,717,350)
	<hr/>	<hr/>	<hr/>
Funds Held at Year End	208,085	83,858	187,131

# OTUMOETAI INTERMEDIATE SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### 18. 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.

2025	Opening Balances \$	Receipts from MoE	Payments	BOT Contribution/ Adjustment	Closing Balances \$
Air Conditioner Unit Replacements	3,450	-	(3,450)	-	-
Block T - Toilet Refurb	181,605	-	(202,291)	-	(20,686)
S Block Toilet Refurb	(1,954)	154,755	(12,457)	-	140,344
Roofing Blocks A,E,J,K,M,P And U	(1,950)	-	1,950	-	-
Plumbing,Lighting,Roofing,Lupas Switchboar	-	60,014	(61,680)	-	(1,666)
Block M (Rm 19) Recladding	-	-	(1,065)	-	(1,065)
BLOCK F -ILE Upgrade Food Tech Refresh	-	183,267	(16,421)	-	166,845
Carpet & Vinyl Replacemnet Block E,M,P,Q.\	-	74,079	(37,003)	-	37,076
Exterior Door Replacement J,K	-	15,973	-	-	15,973
LPSM Site Visual	-	20,856	(23,295)	-	(2,439)
<b>Totals</b>	<b>181,151</b>	<b>508,944</b>	<b>(355,712)</b>	<b>-</b>	<b>334,382</b>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	360,238
Funds Due from the Ministry of Education	(25,856)
	<u>334,382</u>

2024	Opening Balances \$	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Air Conditioner Unit Replacements	3,450	-	-	-	3,450
Block A Rms 21-26 Refurb	(3,595)	9,972	(28,284)	21,907	-
Block T - Toilet Refurb	(9,139)	250,381	(59,637)	-	181,605
S Block Toilet Refurb	(1,954)	-	-	-	(1,954)
LSPM Property	-	5,029	(5,029)	-	-
Roofing Blocks A,E,J,K,M,P And U	-	-	(1,950)	-	(1,950)
<b>Totals</b>	<b>(11,238)</b>	<b>265,382</b>	<b>(94,900)</b>	<b>21,907</b>	<b>181,151</b>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	185,055
Funds Due from the Ministry of Education	(3,904)
	<u>181,151</u>

# OTUMOETAI INTERMEDIATE SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### 19. Related Party Transactions

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

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

### 20. Remuneration

#### Key management personnel compensation

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

	2025 Actual	2024 Actual
	\$	\$
Board Members Remuneration	7,120	7,315
Leadership Team Remuneration	678,878	690,865
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	685,998	698,180

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

#### Principal

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

	2025 Actual	2024 Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits: Salary and Other Payments	190 - 200	190 - 200

#### Other Employees

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

Remuneration	2025 FTE Number	2024 FTE Number
\$000		
100 - 110	18	5
110 - 120	8	7
120 - 130	3	3
130 - 140	2	1
140 - 150	-	1
	31	17

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

# OTUMOETAI INTERMEDIATE SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### 21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

### 22. Commitments

#### (a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$716,932 (2024: \$251,764) as a result of entering the following contracts:

<b>Contract Name</b>	<b>Remaining</b>
	<b>\$</b>
S Block	180,133
Plumbing,Lighting,Roofing, Lupas Switchboai	5,320
Block F -ILE Upgrade Food Tech Refresh	422,657
Carpet & Vinyl Replacemnet Block E,M,P,Q.V	53,539
Exterior Door Replacement J,K	19,523
Block T	34,933
LPSM Site	827
<b>Total</b>	<b><u>716,932</u></b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 18.

#### (b) Operating Commitments

As at 31 December 2025 the Board has no contracts (31 December 2024: nil).

# OTUMOETAI INTERMEDIATE SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### 23. Financial Instruments

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

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Financial assets measured at amortised cost</b>			
Cash and Cash Equivalents	1,418,250	968,858	1,293,406
Receivables	537,155	645,000	476,639
Total Financial assets measured at amortised cost	<u>1,955,405</u>	<u>1,613,858</u>	<u>1,770,045</u>
<b>Financial liabilities measured at amortised cost</b>			
Payables	640,785	570,000	663,348
Finance Leases	49,827	40,500	59,265
Total Financial Liabilities Measured at Amortised Cost	<u>690,612</u>	<u>610,500</u>	<u>722,613</u>

### 24. Events After Balance Date

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

## Independent Auditor's Report

### To the Readers of Otumoetai Intermediate Financial Statements

For the Year Ended 31 December 2025

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

#### Opinion

In our opinion the financial statements:

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

Our audit was completed on 2 June 2026. This is the date at which our opinion is expressed.

#### Basis for our opinion

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

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

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

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

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

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

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

The other information obtained at the date of our audit report includes copies of the Strategic Plan for period 1 January 2024 to 31 December 2026, Ōtūmoetai Intermediate School 2026 Annual Implementation Plan, How will our targets and actions give effect to Te Tiriti o Waitangi and provide equitable outcomes for Māori students, How our students did academically at the end of 2025 Members of the Board For the year ended 31 December 2025 and KiwiSport.

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

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

### **Independence**

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

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



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

# Strategic Plan for period 1 January 2024 to 31 December 2026



HOPE · STRIVE · ACHIEVE

Kia oke ngātahi tātou, ka ekea te taumata o angitu

When we strive as one, we ascend the pinnacle of success

## Vision Statement:

For our students to be confident, connected, actively involved and becoming lifelong learners.

### Summary of the information used to develop this plan

Regular community consultation since 2011 identified and confirmed seven key strategic goals of importance to parents and the school community. These have been linked to the National Education Learning Priorities.




To give effect to Te Tiriti o Waitangi, the board commissioned Te Raukura Rangahau to consult with the school's Māori Community in identifying issues and solutions for Māori taura engagement and achievement at Ōtūmoetai Intermediate School. These are being implemented over a five-year timeframe.

Formative and summative student achievement data plus in-depth analysis of student progress is used to inform the next steps in student learning at all levels throughout the year. This data is used to develop school goals going forward.

Strategic Goals	Board Primary Objective this strategic goal works towards meeting <i>Refer to Section 127 of the Education and Training Act, 2020, Regulations 7(1)(b)</i>	Links to Education requirements <i>Refer to Regulations 7(d)</i>	What we expect to see <i>Refer to Regulations 7(g)</i>	How we will achieve or make progress towards our strategic goals <i>Refer to Regulations 7(e),7(f)</i>	How we will measure success <i>Refer to Regulations 7(g)</i>
<p><b>1. All students will experience effective learning in a positive environment.</b></p>	<p>Every student at the school is able to attain their highest possible standard in educational achievement.</p> <p>The school will take all reasonable steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school.</p>	<p>National Education Learning Priorities 1,3,4</p> <p>Te Mātaiaho, the refreshed NZ curriculum.</p>	<p><b>Te Mātaiaho: English</b></p> <p>By the end of year 8, for 70 to 85% of our students to achieve at or above Phase 3 in reading. To lift and accelerate the students who have entered school below and well below phase 2 in Te Mātaiaho, the refreshed curriculum.</p> <p><b>Te Mātaiaho: Mathematics and statistics</b></p> <p>By the end of Year 8, for 70 to 85% of our students to achieve at or above phase 3 in mathematics and statistics. To lift and accelerate the students who have entered school below and well Phase 2 in Te Mātaiaho the refreshed curriculum.</p>	<ol style="list-style-type: none"> <li>1. Learning is connected to the lives of the students in a meaningful way.</li> <li>2. Each student has a strong voice in their learning.</li> <li>3. Learning is student focused.</li> <li>4. Regular feed-back and feed-forward is given to each student orally and in writing (student workbooks)</li> <li>5. Each student is provided with regular, evidence based purposeful and direct instruction.</li> <li>6. Each student learns in a stimulating and supportive environment.</li> <li>7. Every student is made to feel valued.</li> <li>8. Each student's culture and ethnicity is recognised, valued and they feel included.</li> <li>9. Each student experiences positive relationships with his / her teacher (s)</li> <li>10. Each student is taught all areas of the NZ curriculum.</li> <li>11. Each student is achieving and progressing in their learning.</li> <li>12. Te Mātaiaho, the refreshed NZ curriculum, is phased in school wide.</li> </ol>	<ol style="list-style-type: none"> <li>1. All teachers demonstrate they are accountable for ensuring that every student in their class makes good progress against school goals and expectations.</li> <li>2. All teachers use formative assessment to inform teaching practice.</li> <li>3. Summative and formative assessment evidence gathered for each student on their learning needs and their progress in core curriculum areas. (English, Mathematics and Statistics.)</li> <li>4. Focussed learning programmes based on student needs evident in each class.</li> <li>5. Te Mātaiaho, the refreshed NZ curriculum learning areas of English, Mathematics and Statistics are being implemented and assessed from the start of 2025.</li> </ol>

<p><b>2. The school will foster the partnership between whanau (families) and school where learning is nurtured.</b></p>	<p>The school gives effect to Te Tiriti o Waitangi by working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.</p>	<p>National Education Learning Priorities 2,3</p>	<p>→</p> <p>The school is working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, Mātauranga Māori, and Te Ao Māori.</p> <p>The school is taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.</p> <p>The school is achieving equitable outcomes for Māori students.</p> <p>Key staff have a specific leadership focus on Te Ao Māori and Pasifika schoolwide.</p> <p>All parents are actively encouraged and engaged in two-way interactive communication with school. Māori parents in particular have a greater involvement with their child's learning.</p> <p>To strengthen communication between home and school so that all students are supported by home and school in their learning.</p>	<p>→</p> <ol style="list-style-type: none"> <li>1. Parents and families feel welcome in the school.</li> <li>2. Parents and caregivers are actively engaged in a learning partnership with the school.</li> <li>3. Participation by all ethnic and cultural groups is evident in the school.</li> <li>4. Student attendance rates are increasing compared to previous years.</li> <li>5. Strong relationships are forged with local iwi and whanau and in particular: Ngāti Ranginui Iwi and Ngāi Tamarāwaho Hapu.</li> <li>6. Effective reporting processes implemented school wide.</li> <li>7. Effective and consistent homework system across the school.</li> <li>8. School has an inclusive approach to students with special needs and their parents / caregivers.</li> <li>9. Staff leaders have a specific focus on Te Ao Māori and Pasifika schoolwide.</li> <li>10. Te reo Māori. and local tikanga is taught by a kaiarahi i te reo school wide.</li> <li>11. Māori students are able to access Māori medium instruction.</li> <li>12. The establishment of a designated whare for Te Ao Māori.</li> </ol>	<p>→</p> <ol style="list-style-type: none"> <li>1. Principal, senior management and board focus on Māori achievement and receive feedback on school practices and policies.</li> <li>2. All staff have inclusive approach to students with learning needs and their parents / caregivers. Monitored and managed by Learning Support Coordinator: Julie Filipo, Associate Principal: Lisa Chappell and Deputy Principal: John Stanley.</li> <li>3. Teaching staff led by senior management review current practices for reporting to parents and to implement improvements.</li> <li>4. Key staff leaders have a specific focus on Te Ao Māori and Pasifika schoolwide. Monitor school's implementation of Te Ao Māori school wide.</li> <li>5. Evidence seen of: <ul style="list-style-type: none"> <li>• Te Reo Māori delivery in all classes.</li> <li>• Māori Medium instruction.</li> <li>• Local tikanga in designated whare and practiced school wide.</li> </ul> </li> </ol>
<p><b>3. The school will recruit and enable staff with the ability to meet school expectations.</b></p>	<p>The school is a physically and emotionally safe place for all students and staff.</p> <p>The school will take all reasonable steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school.</p>	<p>National Education Learning Priorities 6</p> <p>Te Mātaiaho, the refreshed NZ curriculum.</p>	<p>→</p> <p>All staff demonstrate positive relations with all students and colleagues.</p> <p>All staff have high expectations for student achievement school wide.</p> <p>Teacher competency is at a high level of attainment and demonstrated daily.</p> <p>Each teacher is able to demonstrate high levels of student achievement in their class.</p> <p>All students are valued as individuals and actively involved in their learning.</p> <p>All staff understand and support school and Kāhui Ako priorities for student learning. (Achievement Challenge)</p> <p>Staff welfare is nurtured.</p>	<p>→</p> <ol style="list-style-type: none"> <li>1. All staff demonstrate positive relations with all students and colleagues.</li> <li>2. Teachers are interested in children of this age and capable of connecting with them.</li> <li>3. All staff have high expectations for student achievement school wide.</li> <li>4. Teachers have the skills to implement Te Mātaiaho, the refreshed NZ curriculum.</li> <li>5. Teacher competency is at a high level of attainment and demonstrated daily.</li> <li>6. Each teacher is able to demonstrate high levels of student achievement in their class.</li> <li>7. Teachers value students as individuals and actively encourage students to be involved in their learning.</li> <li>8. All staff understand and support school priorities for student learning.</li> <li>9. Teachers demonstrate active engagement in independent teacher inquiry and knowledge building. (Professional Growth Cycles)</li> </ol>	<p>→</p> <ol style="list-style-type: none"> <li>1. Staff recruited on the basis of this requirement and appraised regularly. Observations of staff interactions with colleagues to be included in professional development.</li> <li>2. Restorative practices promoted and modelled school wide.</li> <li>3. School wide expectation put in place that teachers will make personal efforts, in their own time, to up skill themselves as part of their teacher inquiry, in addition to professional development provided by the school.</li> <li>4. Staff who seek innovation and demonstrate a willingness and ability to implement 21<sup>st</sup> century learning using new technology and modern learning environments, will be encouraged and provided with resourcing within school's resources to do so.</li> <li>5. Teacher mentoring and coaching continued school wide.</li> <li>6. Robust recruitment, induction, teacher professional development and performance monitoring in place.</li> </ol>

							<p>7. Through regular teacher planning, effective, focused pedagogy including direct acts of teaching, student feed- back and feed- forward, assessment that is analysed and acted upon to inform future teaching and learning.</p> <p>8. Student voice used to gauge student self - efficacy and involvement in learning decisions within class and beyond.</p> <p>9. Unrelenting focus on a school wide culture of care.</p> <p>10. All teachers complete their Professional Growth Cycle annually.</p>
<p><b>4. The school will ensure all students will develop the skills and competencies to live in a global community.</b></p>	<p>The school will have particular regard to the statement of national education and learning priorities.</p>	<p>National Education Learning Priorities 7</p> <p>Te Mātaiaho, the refreshed NZ curriculum.</p>	<p>→</p> <p>Collaboration and relationship building a focus across the school.</p> <p>Students demonstrate competent use of ICT in their learning.</p> <p>Each student experiences learning in practical life skills including self- sufficiency.</p> <p>School Health curriculum includes cyber safety and this is taught regularly under our <u>Keeping Safe</u> programme.</p> <p>Students are creative and critical thinkers.</p> <p>Students show they are independent and able to manage themselves.</p> <p>Students show they care for and have empathy towards others.</p> <p>Students feel included through school wide recognition and acknowledgement of their individual culture. ( Kāhui Ako Achievement Challenge)</p> <p>The following values promoted schoolwide:</p> <p><b>Manaakitanga Kaitiakitanga Respect</b></p> <p>In all contexts as a learning community we will demonstrate respect and care for each other, our differences and our property. All of our actions will develop respect for our Environment and contribute towards a global community that benefits all life.</p>	<p>→</p> <p>1. Students demonstrate competence in the use of ICT in their learning.</p> <p>2. Clear focus school wide and for individual students, evident on core skills in reading, writing and mathematics.</p> <p>3. Each student experiences learning in practical life skills including self- sufficiency.</p> <p>4. Key competencies and school values integrated at all levels of school life.</p> <p>5. School Health curriculum includes cyber safety and this is taught regularly under our <u>Keeping Safe</u> programme.</p> <p>6. All students feel included through school wide recognition and acknowledgement of their individual culture.</p> <p>7. Students demonstrate second language skills.</p> <p>8. Students are creative and critical thinkers.</p> <p>9. Students show they are independent and able to manage themselves.</p> <p>10. Students show they care for and have empathy towards others.</p>	<p>→</p> <p>1. Summative and formative assessment evidence gathered for each student on their learning needs and their progress in core curriculum areas. (reading , writing and mathematics.) Focussed learning programmes based on student needs evident in each class.</p> <p>2. All students participate in practical activities either in home classes or specialist classes.</p> <p>3. All learning programmes incorporate key competencies and values in their implementation as evidenced by teacher planning and practice.</p> <p>4. School wide: <u>Keeping Ourselves Safe</u> health programme to include learning about Cyber safety and safe internet use.</p> <p>5. Each teaching team to ensure class programmes reflect inclusive practices for student ethnicity and culture. There are school wide practices and events that promote recognition and acknowledgement of our ethnic and cultural diversity.</p> <p>6. All students to participate in and demonstrate knowledge and skill in a second international language.</p> <p>7. All students to learn Te Reo Māori.</p> <p>8. Every student is encouraged to participate in sporting, cultural and academic activities. Staff are actively promoting and enabling students to participate in sporting, cultural and academic activities within class programmes and as extra-curricular activities. School wide culture of expectation for student participation and success in these areas maintained.</p> <p>9. Student voice is encouraged through use of mind-mapping and other creative thinking tools.</p> <p>10. School wide systems and expectations encourage student independence and self- management.</p>		

				<p><b>Wairuatanga Integrity</b></p> <p>At Ōtūmoetai Intermediate we will act ethically by showing; honesty, responsibility and accountability in all our actions. We will acknowledge and respect each other's beliefs and cultures.</p> <p><b>Kotahitanga Excellence</b></p> <p>At Ōtūmoetai Intermediate we will strive together for excellence in all that we do. All learners both staff and student will demonstrate high expectations of themselves and others and a strong belief that we can achieve as one.</p> <p><b>Whānaungatanga Diversity</b></p> <p>At Ōtūmoetai Intermediate we will value difference. Diversity is illustrated in many forms, culture, beliefs, and life experiences. It will be recognised in actions and interactions appropriately. We will work at developing strong relationships within our school.</p> <p><b>Mana Motuhake Pride</b></p> <p>At Ōtūmoetai Intermediate we will be proud of ourselves and our achievements.</p>		11. A culture of care and school values are promoted at all levels of school organisation and built into school norms.		
<p><b>5. The school will ensure all students are given opportunities to develop to their full potential.</b></p>	<p>The school is inclusive of, and caters for, students with differing needs and gives- effect to its obligations in relation to: Teaching and learning programmes and monitoring and reporting students' progress.</p> <p>The school will take all reasonable steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school.</p>	<p>National Education Learning Priorities 4,5</p> <p>Te Mātaiaho, the refreshed NZ curriculum.</p>		<p>Students with learning support needs are supported in their learning so that they can progress in relation to the New Zealand Curriculum and fully participate in and contribute to the school and their community environment. ( Kāhui Ako achievement challenge)</p> <p>Each student experiences positive relationships with his/her teacher</p> <p>The school has a fully inclusive environment.</p> <p>Culturally responsive pedagogy is evident in every class room. (Kāhui Ako achievement challenge)</p>		<ol style="list-style-type: none"> <li>1. At least 85% of students achieving expectations for English, Mathematics and Statistics by the end of year 8.</li> <li>2. Each student has a strong voice in their learning and shows significant gains in their learning and skill acquisition.</li> <li>3. Regular feed-back and feed-forward is given to each student orally and in writing (student work books or digitally )</li> <li>4. Students with learning support needs are provided with appropriate support.</li> <li>5. All students experience an inclusive emotional, social and academic environment where they feel valued. Culturally responsive pedagogy is evident in every class room.</li> <li>6. All students are given opportunities to and actively participate in a wide range of sporting, cultural and academic activities.</li> </ol>		<ol style="list-style-type: none"> <li>1. Highly competent staff using evidence based teaching to deliver a differentiated programme of learning for their class. (classes if a specialist teacher)</li> <li>2. Whole school culture and expectations are focussed on effective learning, high student engagement and minimising disruptions.</li> <li>3. Unrelenting focus school wide on what quality learning looks like and expectations for this in every class, every lesson. Clear school wide expectations articulated regularly through use of visual media such as class vision posters.</li> <li>4. All students with learning support needs identified at entry and monitored throughout their time at OIS. Individual education plans implemented where required for high needs students. Class programmes differentiated to meet student needs.</li> </ol>

					<ol style="list-style-type: none"> <li>7. All students show a strong sense of pride and self-efficacy.</li> <li>8. Student creativity is encouraged and nurtured.</li> <li>9. School policies and management support student and staff welfare whilst maximising student learning.</li> <li>10. Student engagement is high school wide with minimal disruptions to learning.</li> <li>11. Gifted and talented students are able to participate in the incredible minds programme on a Friday. Each teaching team to ensure remaining students are provided with a robust learning programme that extends them across the eight learning areas. Fridays <b>not</b> to be seen as a fill in day but carefully monitored by assistant principals and senior management to ensure regular and robust learning continues on the fifth day of the week and provides opportunities for extension.</li> </ol>	<ol style="list-style-type: none"> <li>5. Learning support register in place for start of every year and managed by Julie Filipo as the school Learning Support Coordinator. (LSC) Close liaison between LSC outside agencies and teachers to provide appropriate support for all students with learning support needs. A range of intervention/ support programmes in place to target students needing additional support with their learning.</li> <li>6. School wide expectations for positive learning environments clearly articulated and seen to be implemented by all staff. Teachers seen to foster a warm, inclusive climate within their class or classes if a specialist teacher.</li> <li>7. School seen to provide a wide range of opportunities for all students across the arts, technology, media arts, sport and culture. This will be achieved through the Friday programme, additional tutors, before school, after school and lunchtime groups.</li> <li>8. Each teaching team ensures class programmes reflect inclusive practices for student ethnicity and culture.</li> <li>9. All staff encouraged to find interesting and creative ways to engage students in their learning. School openness and encouragement of creativity by students at all levels of the school maintained.</li> <li>10. School policies and management practices not only comply with all relevant legislation and employment contracts but promote staff and student hauora / welfare.</li> <li>11. Consistent acknowledgement and personal feedback given to students and staff for their successes.</li> <li>12. Systemic processes school wide, promote acknowledgement and celebration of successes by staff and students.</li> <li>13. The quality of learning is evident through the Literacy and Numeracy reports compiled by each teacher and collated by teaching team leaders and Richard Smith.</li> </ol>
<p><b>6. The school will focus on the emerging adolescent and the unique needs of this age group in their development.</b></p>	<p>The school will give effect to relevant student rights set out in the Education and training Act,2022, the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993.</p> <p>The school will take all reasonable steps to eliminate racism, stigma, bullying and any other</p>	<p>National Education Learning Priorities 1,2,4</p> <p>Te Mātaiaho, the refreshed NZ curriculum.</p>	<p>Each student's developmental needs recognised and understood by staff.</p> <p>Neurological development in the adolescent brain recognised and understood by staff.</p> <p>Pastoral care practices at all levels reflect sensitivity towards the emerging adolescent and their needs.</p>	<p>1. Each student's developmental needs recognised and understood by staff.</p> <p>2. Neurological development in the adolescent brain recognised and understood by staff.</p> <p>3. Pastoral care practices at all levels reflect sensitivity towards the emerging adolescent and his or her needs. (Effect of social media understood, monitored and mitigated)</p> <p>4. Communication practices are strong yet sensitive to the needs of the student.</p>	<p>1. Each teacher's class room environment: ( physical, social and emotional ) reflects they understand and cater for emerging adolescents and their needs.</p> <p>2. Teachers at this school are aware of and actively show they understand the nature of adolescent neurological development.</p> <p>3. All staff are knowledgeable about restorative practices and use these when resolving behavioural and social issues presented by students in class and in the playground.</p>	

	forms of discrimination within the school.		<p>Communication practices are strong yet sensitive to the needs of the student.</p> <p>Each teacher recognises, understands the need for and actively promotes a culturally inclusive learning environment.</p> <p>All students will be encouraged and expected to be active participants in their learning.</p> <p>The school will work closely with the MICAMHs Clinicians in the area of child and adolescent mental and physical health.</p>	<ol style="list-style-type: none"> <li>5. Each teacher recognises, understands the need for and actively promotes a culturally inclusive learning environment.</li> <li>6. All students are encouraged and expected to be active participants in their learning.</li> <li>7. All students will be encouraged and expected to be involved in decision making at individual, class and school level.</li> <li>8. All students will be actively encouraged to inquire and be creative.</li> <li>9. Teachers use positive language in their everyday interactions with students. Sarcasm and belittling talk by staff are forbidden school wide.</li> </ol>	<ol style="list-style-type: none"> <li>4. School wide expectations and restorative practices (Positive Behaviour for Learning) revisited at the start of each year.</li> <li>5. All staff and particularly the pastoral care team: (John, Ali, Henk, Richard) exercise discretion and sensitivity to each student's circumstances when addressing behavioural and social issues that arise.</li> <li>6. All staff demonstrate a sensitive and non-confrontational approach to student management.</li> <li>7. School wide expectations for positive, culturally inclusive learning environments clearly articulated and required to be implemented by all staff. Teachers foster a warm, inclusive climate within their class or classes if a specialist teacher.</li> <li>8. The school is also further strengthening teachers' cultural competencies in teaching Maori learners. ( Resource: <i>Tataiako</i> by NZ Teachers Council and Ministry of Education and <i>Ka Hikitia</i> )</li> </ol>
<p><b>7. The school will seek ways to be innovative and develop a culture of self-improvement.</b></p>	<p>Every student at the school is able to attain their highest possible standard in educational achievement.</p>	<p>National Education Learning Priorities 1,3</p>	<p>Staff and board actively engage in self- review at all levels of school operations.</p> <p>Staff and students are encouraged to reflect and provide input into how we could do things better.</p> <p>All school personnel keep up to date with current trends and innovations in their area of responsibility. A culture of continuous improvement is reflected by staff and student action.</p> <p>The school is an early adopter of ideas, practices and technologies that enhance student learning. School personnel actively interact and engage in professional learning with internal and external experts.</p>	<ol style="list-style-type: none"> <li>1. Staff and board actively engage in self- review at all levels of school operations.</li> <li>2. Staff and students are encouraged to reflect and provide input into how we could do things better.</li> <li>3. All school personnel keep up to date with current trends and innovations in their area of responsibility.</li> <li>4. School personnel actively interact and engage in professional learning with internal and external experts.</li> <li>5. Teachers are actively engaged in their own professional development inquiries.</li> <li>6. Inquiry and creativity are two areas that will be critical for success in the 21<sup>st</sup> century. The school plan is to develop teachers with the competency to foster inquiry learning and creativity. This can only be achieved when every teacher is able to understand the way students learn and are able to manage their learning environment for the benefit of all students with a particular focus on Maori, Pasifika and Special Needs students. The role of independent experts and mentors to continue.</li> <li>7. There are systems and practices in place, led by senior management and school leaders, where the educational environment is constantly being scanned, research read, innovations and trends known and recognised. Where new innovations, teaching strategies, technologies enhance learning, they will be considered for adoption at our school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Each teacher's class room environment (physical, social and emotional) reflects they understand, have knowledge of and implement up to date pedagogy aimed at meeting the needs of emerging adolescents.</li> <li>2. The board and senior management have in place processes and procedures for regular review of student achievement, governance and school operations.</li> <li>3. The board makes provision in the annual budget for adequate professional development and the implementation of technologies that enhance learning.</li> <li>4. Senior management and staff actively network with other schools, colleagues, experts and agencies to be a leading and progressive organisation within the forefront of educational change and development.</li> <li>5. Students and staff, receive regular opportunities to: discuss, learn about emerging trends and provide feedback from their perspective on school policies and practices.</li> <li>6. Each teacher monitored through their Assistant Principal and Richard Smith. (DP Learning), ensures they are actively engaged in their own professional development inquiry.</li> </ol>

### What we want our students to become

#### Confident Students that are:

- Motivated and reliable.
- Resourceful.
- Positive in own identity.
- Enterprising and entrepreneurial.
- Resilient.
- Strive for excellence.
- Able to be independent and manage themselves.
- Able to think with clarity.

#### Connected Students that:

- Relate well to others. ( show values)
- Gather information through all senses.
- Effectively use communication tools. (learning can happen anywhere)
- Are connected to the land and environment ( work towards a sustainable environment)
- Are community minded. ( actively engaged with the community)

#### Actively involved students that:

- Participate in a range of life contexts. ( provided with a range of academic, sporting and cultural opportunities)
- Contribute to the well being of the school and community.
- Are involved in co-constructing their learning.

#### Becoming Life long learners that are:

- Literate and numerate.( working at curriculum level for age)
- Critical and creative thinkers. ( understand how they learn through metacognition )
- Active seekers, users and creators of knowledge.
- Informed decision makers.
- Innovative.

### Whānaungatanga

#### BUILDING RELATIONSHIPS

We will continue to actively engage with and build strong relationships with all those involved in our students' education.

We will endeavour to build a strong inclusive environment and support network for and with:

- Students.
- Parents, caregivers, whānau / families.
- Tauranga Moana Iwi, local hapu.
- Ōtūmoetai Cluster Schools.
- Community groups and agencies.
- Government agencies.

### OVERALL STRATEGIC GOALS

1. All students will experience effective learning in a positive environment.
2. The school will foster the partnership between whānau and school where learning is nurtured.
3. The school will recruit and enable staff ( kaiako ) with the ability to meet school expectations.
4. The school will ensure all students will develop the skills and competencies to live in a global community.
5. The school will ensure all students are given opportunities to develop to their full potential.
6. The school will focus on the emerging adolescent and the unique needs of this age group in their development.
7. The school will seek ways to be innovative and develop a culture of self improvement.

**O.I.S. LEARNER**  
At the heart of what we do

### UNDERPINNING ASSUMPTIONS

- Students of this age need teaching and classroom interactions that connect with their developmental needs and personal experiences
- All students can achieve
- Every student learns at a different rate
- Regular feedback and feed forward is critical for learning to occur
- Intelligence can change and grow and is multi faceted
- Profound learning requires self motivation and collaborative action
- Information and communication technology will continue to have a significant role in how people communicate, access and manipulate information
- Emerging adolescents need to be provided with a wide variety of opportunities and experiences
- Mentoring is a powerful learning strategy

### Each student's experience involves:

- Knowing the school wide expectations..
- Knowing specific learning intentions and success criteria for their learning.
- Learning that is connected to their real world ( 21st century ).
- Challenging goals to ensure progress.
- Being given frequent verbal and written feedback and feed forward on their learning and achievement.
- High expectations by the teacher of all students
- Effective teaching.
- Regular, direct, purposeful instruction .
- Priority given to literacy and numeracy skills within an integrated programme.
- Being valued as an individual.
- Having their culture and ethnicity recognised and valued. **Wairuatanga**.
- Being in an orderly, tidy, purposeful learning area.
- Access to our well resourced facilities and equipment.
- Having models of excellence displayed.
- Being in a motivating and stimulating environment.
- Being reflective on own learning in an emotionally safe environment.
- Being affirmed for success.
- Positive relations with teacher and other students. **Whānaungatanga**
- Being treated fairly and consistently.
- Feeling safe emotionally and physically. **Hauora**

### SCHOOL CURRICULUM

Implementation of Te Mātaiaho, the New Zealand Refreshed Curriculum

#### Emphasis on:

- Mathematics, Reading and Writing
- Connecting with the lives of our students in a meaningful way.
- Creativity.
- Increasing student voice.
- Integration of learning areas.
- Increasing collaboration.
- Values.
- Digital technologies.
- Emerging adolescent developmental stages.

### CORE VALUES

**Manaakitanga Kaitiakitanga Respect**

In all contexts as a learning community we will demonstrate respect and care for each other, our differences and our property. All of our actions will develop respect for our Environment and contribute towards a global community that benefits all life.

**Wairuatanga Integrity**

At Ōtūmoetai Intermediate we will act ethically by showing; honesty, responsibility and accountability in all our actions. We will acknowledge and respect each others beliefs and cultures.

**Kotahitanga Excellence**

At Ōtūmoetai Intermediate we will strive together for excellence in all that we do. All learners both staff and student will demonstrate high expectations of themselves and others and a strong belief that we can achieve as one.

**Whānaungatanga Diversity**

At Ōtūmoetai Intermediate we will value difference. Diversity is illustrated in many forms, culture, beliefs, and life experiences. It will be recognised in actions and interactions appropriately. We will work at developing strong relationships within our school.

**Mana Motuhake Pride**

At Ōtūmoetai Intermediate we will be proud of ourselves and our achievements.

### DELIBERATE ACTIONS FOR HIGH STUDENT ACHIEVEMENT

- Unrelenting focus by all staff, students and parents on high levels of achievement
- Entrepreneurial approach to school organisation and culture
- Learning that is connected to the students' real world ( 21st century ) eg: e-learning
- All students develop challenging goals to ensure progress
- All students being given frequent verbal and written feedback and feed forward on their learning and achievement
- Parents receive personalised communication regularly
- High expectations by the teacher of all students
- Effective learning in every class room
- Regular, direct, purposeful instruction in all curriculum areas
- Priority given to literacy and numeracy skills within an integrated programme
- All students valued as individuals and actively involved in their learning and decision making
- All students have their culture and ethnicity recognised and valued
- Differentiated Professional Learning for teachers
- Teachers actively engaged in independent teacher inquiry and knowledge building

### 2026 Focus Areas

1. Priority given to student achievement in Literacy and mathematics.
2. Student Attendance and sense of belonging.
3. Reporting to parents and caregivers using the new national Student Monitoring Assessment and Report Tool (SMART) plus Progress and Achievement Tests. ( PAT)
4. Student and teacher collaboration.
5. By the end of year 8, for 85% of our students to achieve at or above phase three in English (Reading and Writing) and Mathematics.
6. To lift and accelerate the students who enter our school below and well below phase two in Te Mātaiaho, the refreshed curriculum.
7. Providing students with a wide range of opportunities across the wider curriculum.

**MOTTO:**

**WHAKATAUAKI:**

**HOPE STRIVE ACHIEVE**

**Kia oke ngātahi tātou, ka ekea te taumata o angitu**  
**When we strive as one, we ascend the pinnacles of success**

# Ōtūmoetai Intermediate School 2026 Annual Implementation Plan



References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

## **Summary of the plan (Includes information from the school's current Education Review Office profile)**

Ōtūmoetai Intermediate School is located in Tauranga and caters for students in Years 7 and 8. The roll is stable within its current capacity of 900. Leadership is experienced and staffing is stable. The school places the 0.I.S learner at the heart of decision making. The school culture is underpinned by the values of whanaungatanga, manaakitanga, wairuatanga, kotahitanga and mana motuhake, and is focused on achieving its vision that 'students are confident, connected, actively involved and becoming life-long learners'.

Ōtūmoetai Intermediate's strategic priorities for improving outcomes for learners are:

- to ensure that all students experience effective learning in a positive environment focused on meeting the unique and individual needs of the emerging adolescent
- fostering partnerships with the community, whānau, hapu and iwi to ensure identity and belonging is nurtured within a positive learning environment
- to seek ways to innovate within a culture of self-improvement and provide a local curriculum that promotes equity and excellence for all.

The school expects to see continued:

- high levels of professional capability and collective capacity sustained through access to relevant internal and external expertise to continually improve the localised curriculum
- evidence of a culture of learning that is consistently characterised by respect, inclusion, empathy, collaboration and safety to sustain the trajectory towards equitable and excellent outcomes for all learners.

### **Strengths**

The school can draw from the following strengths to support its goal to continually adapt the curriculum to ensure wellbeing, equity and excellence for all learners:

- Professional relationships and effective teaching that focus on the learning and wellbeing of each student.
- Leadership that is strategically and consistently focused on coherent organisational conditions that promote monitoring, evaluation, inquiry and knowledge building and contributes to equity and excellence.
- Community collaborations that enrich opportunities for students to become confident, connected and actively involved learners.

### **Where to next?**

Moving forward, the school will prioritise:

- continuing to implement strategic actions and refine improvements to the school curriculum in response to student information, whanau and community voice
- continuing to grow and foster strong relationships that support learners' language, culture and identity and promote positive learner outcomes and wellbeing.

## Where we are currently at:

Regulation 9(1)(e)

## 2025 End of Year School Data

At Ōtūmoetai Intermediate, the aim of our teachers is to accelerate student learning and achievement levels over the short space of two years the students attend our school. We set an aspirational target of between 70% - 85% of students graduating at or above the expected curriculum level in Reading, Writing and Mathematics by the time they leave us as year 8s.

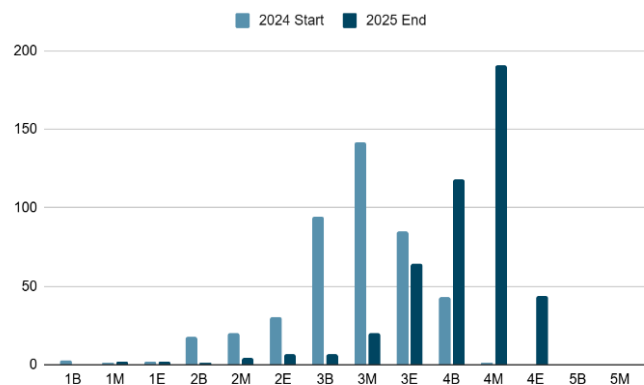
It is important to note that we are currently in a transitional phase for assessing and reporting student learning progress due to the staggered introduction of Te Mātaiaho (The Refreshed New Zealand Curriculum). It has been the school's decision to commence reporting against both the refreshed Mathematics and Statistics and the refreshed English curriculums from the start of 2026. This will mean that schoolwide data, together with reporting student learning progress will look different in the 2026 reporting year.

The following graphs demonstrate the percentage of students that leave us at year 8 'at and above' the expected curriculum level. The light blue bars show these students as they enter the school as year 7's. The dark blue bars show the same students at the end of their Year 8 year.

## Reading Results

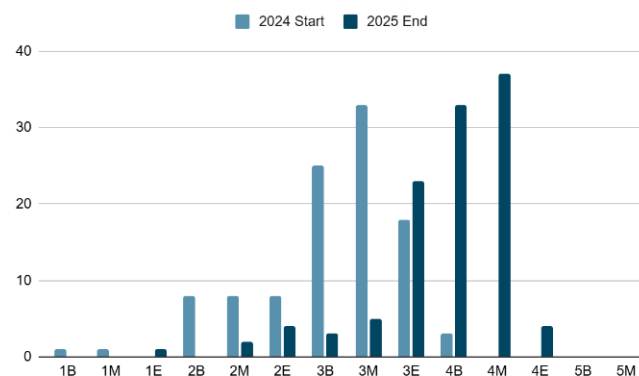
### All Students

2025 Year 8 Reading Results- Start to End



### Māori Students

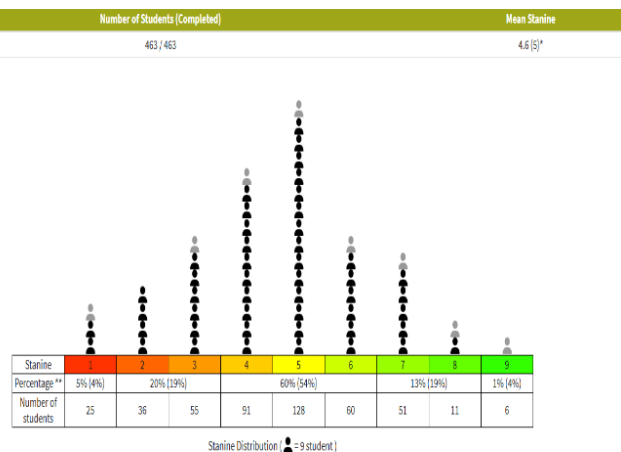
2025 Year 8 Maori Students - Reading Results- Start to End



As our Year 8 students graduate from school, the school wide data shows **78%** of all these students are at or above the expected curriculum level for Reading at the end of their two years at the Intermediate.

For our Māori Year 8 students, the school wide data shows **66%** of these students are at or above the expected curriculum level for Reading at the end of their two years at the Intermediate.

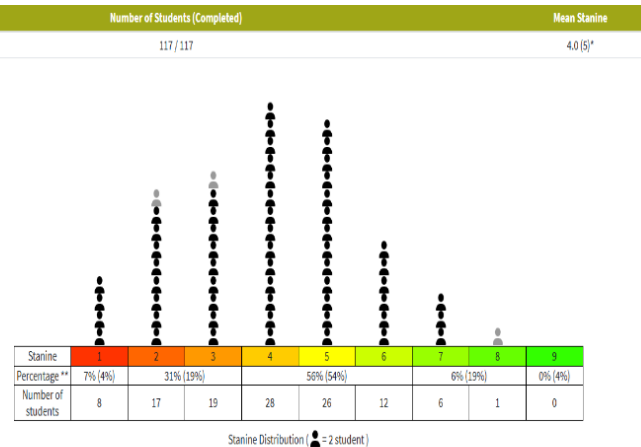
### Reading PAT Data



### PAT All Students

The Term 4 Reading PAT data shows that **74%** of all Year 8 students achieved at or above their expected curriculum level for Reading at the end of their two years at the Intermediate. ( Stanine 4 to 9).

The Term 4 Reading PAT data shows that **62%** of Māori Year 8 students achieved at or above their expected curriculum level for Reading at the end of their two years at the Intermediate. ( Stanine 4 to 9).



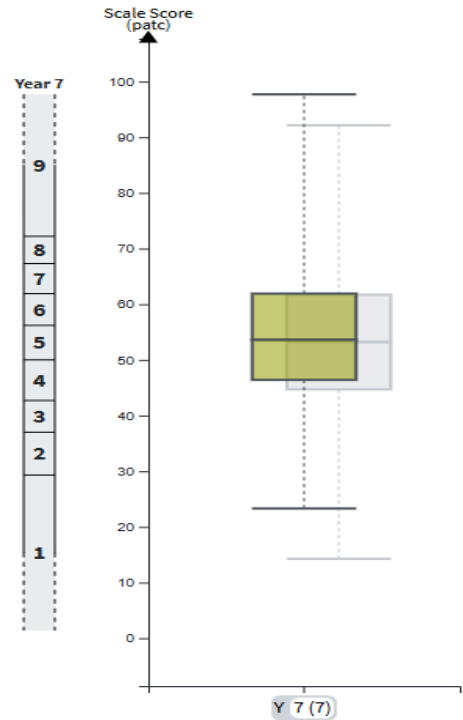
### PAT Māori Students

# PAT progression 2024 Term 1 - 2025 Term 4

## All students

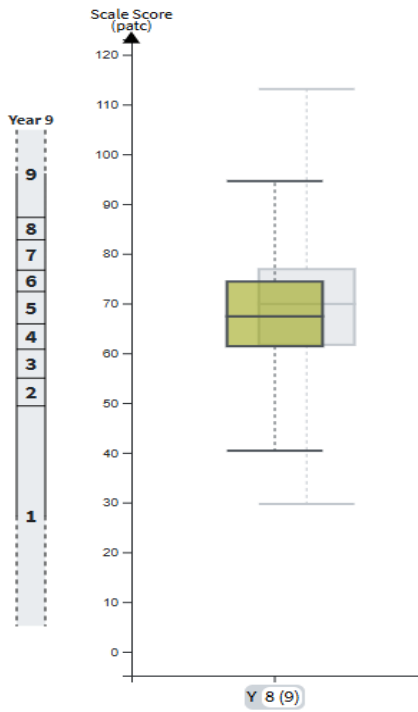
### PAT Comprehension Test 4

Year Level (ref year)	Students (Completed)
Y 7 (7)	464/464



### PAT Pānui Test 5

Year Level (ref year)	Students (Completed)
Y 8 (9)	463/463



The PAT Reading results for this year's Year 8 cohort, measured across their two years at Intermediate, are slightly lower than in previous years. The expected progress over two years is 13.8 scale points; this cohort made an average gain of 13.1 points. As a school, our goal is for students to make more than the expected average progress during their time with us.

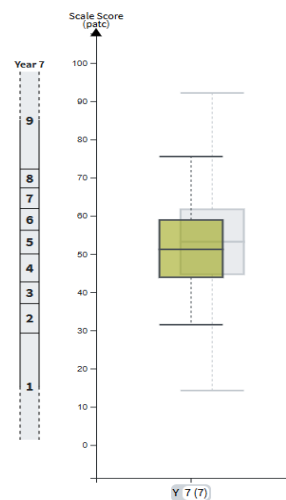
Several factors may have contributed to this result. In 2025, NZCER introduced a recalibrated PAT Reading Comprehension assessment to align with *Te Mātaiaho* (The Refreshed Curriculum). This update has increased the raw score required for higher achievement levels, meaning that even one or two errors can have a greater impact on a student's overall score. In addition, many schools have now moved to the online adaptive version of PAT, while Ōtūmoetai Intermediate continues to use the fixed-question paper version. This difference makes direct comparisons between schools difficult. It is hoped that the new nationwide Student Monitoring, Assessment and Reporting Tool, (SMART) due in 2026, will create greater consistency.

Beyond the assessment changes, teachers at both year levels have observed a decline in students' interest in reading, especially longer texts and novels. Increased device use may be affecting students' willingness to persevere with sustained reading. Attendance challenges for some students may also be influencing overall progress. These emerging trends will be a strong focus for 2026 and will sit alongside the introduction of the refreshed English curriculum.

## Maori Students

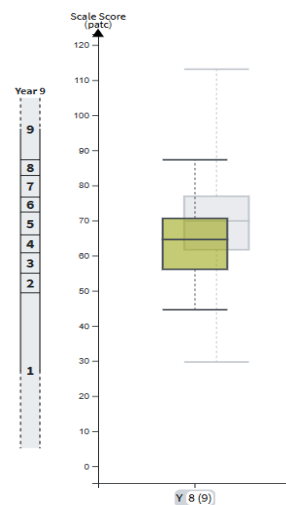
PAT Comprehension Test 4

Year Level (ref year)	Students (Completed)
Y 7 (7)	114/114



PAT Pānui Test 5

Year Level (ref year)	Students (Completed)
Y 8 (9)	117/117



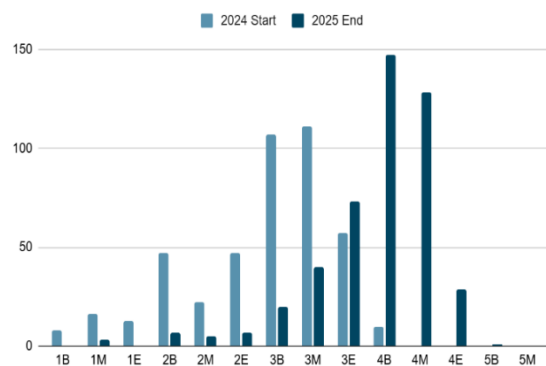
For our Māori students, we continue to see a similar pattern to previous years, with results sitting approximately 10–15% below those of the overall year 8 cohort. This remains a significant concern. Higher-than-average absenteeism among Māori students is one contributing factor. In addition, many Māori students arrive at Year 7 already performing below expected levels across core subjects, and this early learning gap can affect motivation and confidence, making it harder to accelerate progress once they reach Intermediate.

Addressing this disparity will be a key focus for 2026. Senior leaders will be working to identify approaches that have been successful for Māori learners in other schools and to explore strategies that can strengthen engagement, achievement, and learning progress for our ākonga Māori.

## Writing Results

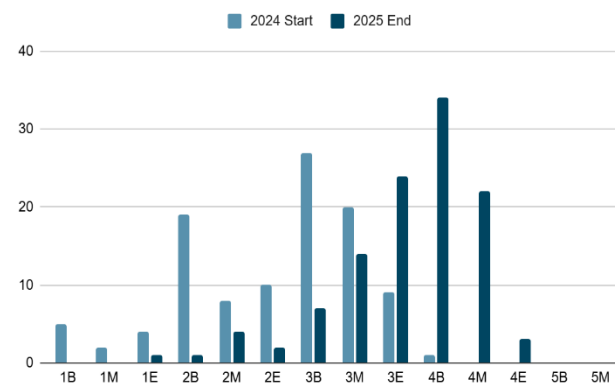
### All Students

2025 Year 8 Writing Results- Start to End



### Māori Students

2025 Year 8 Maori Students - Writing Results- Start to End



As the year 8 students graduate from school, school wide data shows **66%** of all year 8 students are achieving at or above expectation in Writing at the end of their two years at the Intermediate.

As the year 8 Māori students graduate from school, school wide data shows **53%** are also achieving at or above expectation in Writing at the end of their two years at the Intermediate.

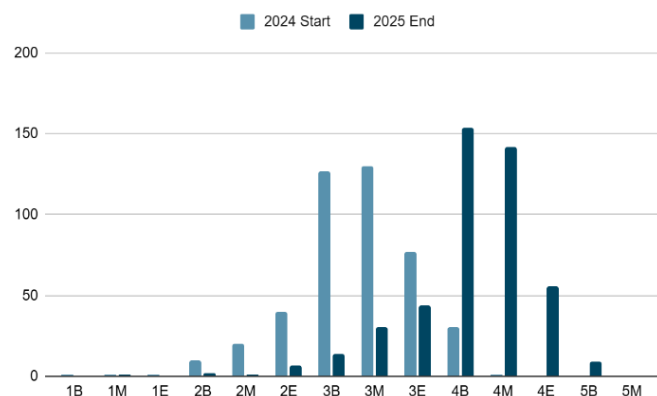
As a general practice, teachers take a conservative approach when assessing writing. Students must demonstrate consistent accuracy and capability across a range of writing tasks and subject areas before being judged as meeting or exceeding expectations.

It is encouraging to note that Ōtūmoetai College, the destination for 96% of our students, reports an improvement in the writing ability of students transitioning from our school. This is reflected in the consistently strong Year 10 results in the Common Assessment Activities (CAA). Looking ahead, we are keen to evaluate our students' writing achievement in relation to national trends using the new SMART assessment tools currently being developed to align with *Te Mātaiaho*.

## Mathematics Results

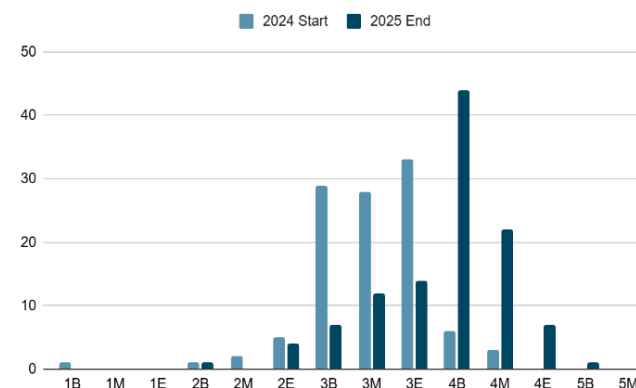
### All Students

2025 Year 8 Maths Results- Start to End



### Māori Students

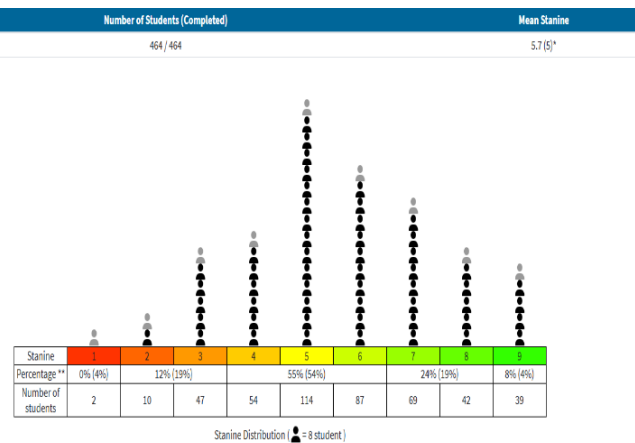
2025 Year 8 Maori Students - Maths Results- Start to End



As the year 8 students graduate from our school, school wide data shows **78%** of all year 8 students are achieving at or above expectation in Mathematics at the end of their two years at the Intermediate.

As the year 8 Māori students graduate from school, school wide data shows **66%** are achieving at or above expectation in Mathematics at the end of their two years at the Intermediate.

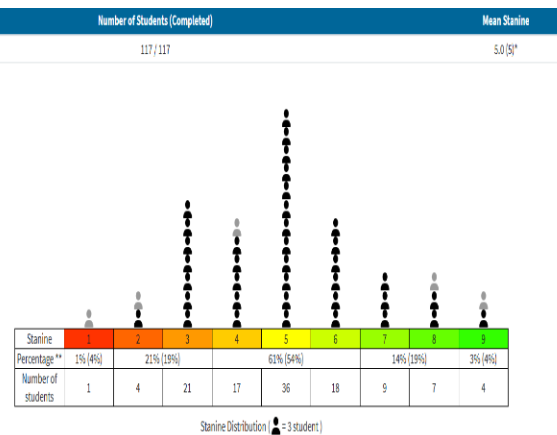
## Maths PAT Data



### PAT All Students

The Term 4 Maths PAT result for year 8 students shows that **87%** of all year 8 students, achieved at or above their expected curriculum level at the end of their two years at the Intermediate. (stanine 4-9).

The Term 4 Maths PAT result for year 8 Māori students shows that **78%** of these students at year 8 achieved at or above their expected curriculum level at the end of their two years at the Intermediate. (stanine 4-9).



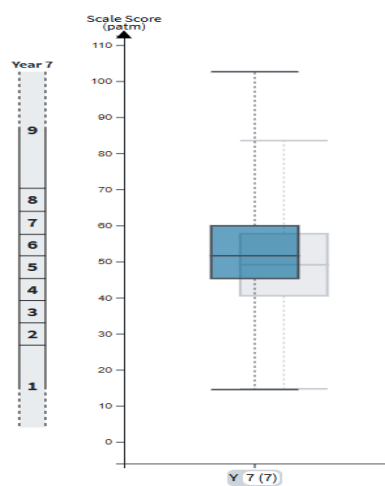
### PAT Māori Students

## PAT progression 2024 Term 1 - 2025 Term 4

### All students

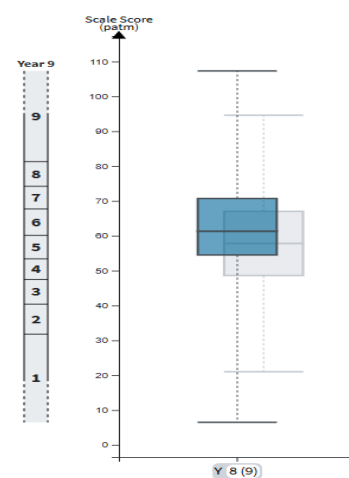
PAT Pāngarau Test 4

Year Level (ref year)	Students (Completed)
Y 7 (7)	463/463



PAT Pāngarau Test 5

Year Level (ref year)	Students (Completed)
Y 8 (9)	464/464



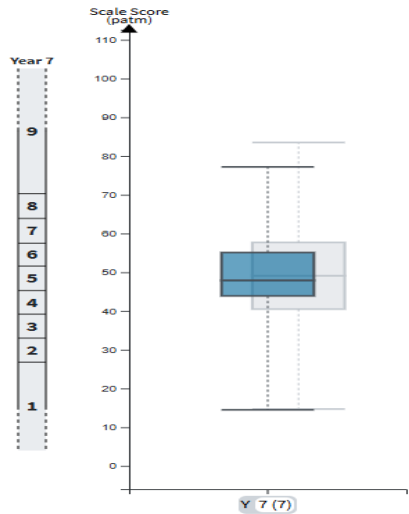
Mathematics results for the year 8 cohort over their two years at Intermediate shows strong learning progress has been made despite a new mathematics programme being introduced during the 2025 school year. (Maths No Problem). School PAT results sit above the National average. Next year will involve a consolidation of the work already done in 2025 in the mathematics area, together with the addition of a comprehensive, Ministry of Education funded, mathematics acceleration programme to commence in February. The school is committed to further lifting mathematics achievement for all students.

# Māori Students

Although PAT results show 78% of our Māori students sit at or above expectation in mathematics, they are still just at the national average and there is a long tail of struggling mathematicians in the Māori cohort. Many of these students will be part of the mathematics acceleration programme in 2026 and their progress closely monitored. Higher than normal absenteeism rates amongst Māori students plays a role in these figures.

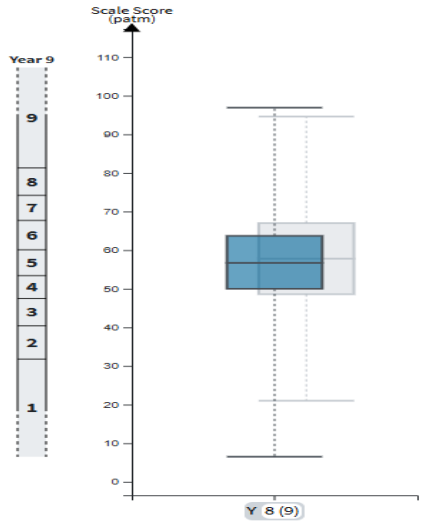
PAT Pāngarau Test 4

Year Level (ref year)	Students (Completed)
Y 7 (7)	114/114



PAT Pāngarau Test 5

Year Level (ref year)	Students (Completed)
Y 8 (9)	117/117



## How will our targets and actions give effect to Te Tiriti o Waitangi and provide equitable outcomes for Māori students.

To determine how Ōtūmoetai Intermediate School's targets and actions can give effect to Te Tiriti o Waitangi, it is essential to understand the principles of the treaty and how they apply to our educational context. The key principles of the treaty are: **partnership, participation and protection**. Here is how the school's targets and actions align with these principles:

### 1. **partnership:**

- Establishment of meaningful relationships with local iwi and whanau to ensure that the Māori perspective is integrated into the school's decision – making processes.
- Collaborate with iwi education managers, kaumatua and Māori educators to co-design curriculum and teaching methods that reflect Māori culture, history and values.
- Involve Māori representatives in governance or advisory roles within the school such as the employment of a kaiarahi I te reo as a cultural advisor.

### 2. **Participation:**

- Encouraging Māori students to actively participate in all aspects of school life, including academic, cultural and sporting activities.
- Offer Te Reo Māori language instruction, cultural programmes and resources to support Māori students' cultural identity and participation in Māori tikanga.
- Promote Māori representation in student leadership roles and decision – making processes, ensuring their voices are heard and valued.

### 3. **Protection:**

- Developing policies and practices that protect and promote the unique cultural identity and heritage of Māori students and staff.
- Create a safe and inclusive environment that addresses and actively works to eliminate racism, discrimination and bias within the school community.
- Provide support for Māori to address any educational disparities and ensure they have equal access to opportunities and resources.

### 4. **Data and Accountability:**

- Regularly collect and analyse data on Māori student achievement and well-being to identify disparities and areas for improvement.
- Set specific targets for improving the educational outcomes of Māori students and regularly report on progress.
- Provide regular reports on Māori student achievement to whānau and the wider Ōtūmoetai community including our local Hapū and Iwi.

### 5. **Curriculum and Pedagogy:**

- Integrate Māori perspectives, knowledge and cultural content into the curriculum across all subject areas.
- Provide professional development opportunities for teachers to enhance their own Te Reo Māori and understanding of iwi and whānau aspirations for our Māori students.
- Employ Māori teaching staff to complement and support our kaiarahi I te reo.

**Annual Target/Goal:**

**1. All students will experience effective learning in a positive environment.**

*Regulation 9(1)(a)*



**What do we expect to see by the end of the year?**

*Regulation 9(1)(d)*

**Te Mātaiaho: English**

By the end of year 8, for at least 70 to 85% of our students to be proficient at Phase 3 in Te Mātaiaho, the curriculum.  
To lift and accelerate the students who have entered school below and well below Phase 3 in Te Mātaiaho, the curriculum.

**Te Mātaiaho: Mathematics and Statistics**

By the end of Year 8, for at least 70 to 85% of our students to be proficient at Phase 3 in Te Mātaiaho, the curriculum.  
To lift and accelerate the students who have entered school below and well below Phase 3 in Te Mātaiaho, the curriculum.

<b>Actions</b> <i>Regulation 9(1)(b)</i>	<b>Who is Responsible</b> <i>Regulation 9(1)(c)</i>	<b>Resources Required</b> <i>Regulation 9(1)(c)</i>	<b>Timeframe</b>	<b>How will you measure success?</b> <i>Regulation 9(1)(d)</i>
<ol style="list-style-type: none"> <li>1. Learning is purposefully connected to students' lives, experiences, and interests.</li> <li>2. Students have meaningful opportunities to use their voice and make decisions in their learning.</li> <li>3. Students receive regular, timely feedback and feedforward—both orally and in their workbooks.</li> <li>4. Teaching includes regular, evidence-based, and purposeful direct instruction.</li> <li>5. Classrooms provide stimulating, supportive, and well-organised learning environments.</li> <li>6. Every student feels valued and respected.</li> <li>7. Students' cultures and identities are recognised, celebrated, and meaningfully included.</li> </ol>	<p>All home class and specialist teachers led by team leaders, associate principal and deputy principals.</p> <p>Principal.</p>	<ul style="list-style-type: none"> <li>• Teaching resources covering licenses and materials for all curriculum areas from operational expenses: \$103,200.00 (see 2026 budget)</li> <li>• Capital expenditure for equipment and tools: \$111,110.00</li> <li>• ICT equipment replacement: \$56,875.00</li> <li>• Classroom furniture replacement: \$18,000.00</li> </ul> <p><b>Total expenditure on curriculum delivery resources: \$271,185.00</b></p>	<p>2026 school year.</p>	<ol style="list-style-type: none"> <li>1. Teachers demonstrate accountability for student progress through planning, monitoring, and assessment data.</li> <li>2. Student engagement is evident through participation, on-task behaviour, and task completion.</li> <li>3. Learning is connected to students' real-world contexts, culture, and interests.</li> <li>4. Students set goals, monitor progress, and reflect on their learning with increasing independence.</li> </ol>

8. Students experience positive, trusting relationships with all of their teachers.
9. All students are taught the full breadth of the New Zealand Curriculum.
10. Students show ongoing progress and achievement in their learning.
11. Te Mātaiaho (the refreshed NZ Curriculum) is implemented schoolwide in line with the national rollout.
12. Priority is given to delivering new Structured Literacy and Mathematics programmes using Ministry and board-funded resources.

5. Teachers provide regular, constructive feedback and feedforward to guide student learning.
6. Summative and formative assessment evidence shows each student's needs and progress in core curriculum areas.
7. Learning programmes are targeted to individual needs, incorporating evidence-based teaching and focused pedagogy.
8. Te Mātaiaho learning areas are implemented and assessed in line with the 2025-2026 rollout.
9. Structured Literacy and Mathematics programmes are delivered consistently and monitored for impact.
10. All areas of the NZ Curriculum are taught across classes and year levels.

**Annual Target/Goal:**

**2. The school will foster the partnership between whānau (families) and school where learning is nurtured.**

*Regulation 9(1)(a)*

**What do we expect to see by the end of the year?**

*Regulation 9(1)(d)*



- The school is working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, Mātauranga Māori, and Te Ao Māori.
- The school is taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.
- The school is achieving equitable outcomes for Māori students.
- Key staff have a specific leadership focus on Te Ao Māori and Pasifika schoolwide.
- All parents are actively encouraged and engaged in two-way interactive communication with school.
- Māori parents in particular have a greater involvement with their child's learning.
- To strengthen communication between home and school so that all students are supported by home and school in their learning.

<b>Actions</b> <i>Regulation 9(1)(b)</i>	<b>Who is Responsible</b> <i>Regulation 9(1)(c)</i>	<b>Resources Required</b> <i>Regulation 9(1)(c)</i>	<b>Timeframe</b>	<b>How will you measure success?</b> <i>Regulation 9(1)(d)</i>
<ol style="list-style-type: none"> <li>1. Parents and families feel welcomed, valued, and actively engaged in their child's learning.</li> <li>2. All cultures and ethnicities are respected, included, and involved in school life.</li> <li>3. Student attendance is regularly monitored and addressed to support learning.</li> <li>4. Strong, collaborative relationships are maintained with local iwi and whānau, including Ngāti Ranginui and Ngāi Tamarāwaho.</li> <li>5. School-wide reporting processes provide clear and timely information to families.</li> </ol>	<p>All home class and specialist teachers led by team leaders, associate principal and deputy principals.</p> <p>Principal.</p> <p>Kaiarahi i te reo</p>	<ul style="list-style-type: none"> <li>• Employment of Kaiarahi i te reo</li> <li>• Conversion of a classroom into a whare wananga to be used as a base for the schoolwide tikanga and te reo Māori programme.</li> <li>• Refreshed website:</li> <li>• Hosting expenses for school-Iwi consultation</li> <li>• Employment of staff member dedicated to following up student absences.</li> <li>• Employment of two Behaviour Support Workers to follow up persistent absentees with home visits.</li> </ul>	<p>2026 School year.</p>	<ol style="list-style-type: none"> <li>1. Two-way communication between families and teachers demonstrates meaningful engagement in learning for all students.</li> <li>2. School community voice is reflected through surveys, feedback, and participation in events.</li> <li>3. Student attendance is regularly monitored and addressed to support learning for every student.</li> <li>4. Strong, collaborative relationships are maintained with local iwi, hapū, and whānau.</li> </ol>

<ol style="list-style-type: none"> <li>6. A consistent, effective homework system supports learning across the school.</li> <li>7. Students with special needs and their families are supported through an inclusive approach.</li> <li>8. Staff representatives actively focus on Te Ao Māori and Pasifika initiatives schoolwide.</li> <li>9. Te Reo Māori and local tikanga are taught schoolwide by the Kaiarahi i Te Reo.</li> <li>10. Māori students have access to Māori-medium instruction where appropriate.</li> <li>11. A designated whare wānanga is established to support Te Ao Māori learning.</li> </ol>	<p>School attendance officer</p> <p>Learning Support Coordinator</p>	<ul style="list-style-type: none"> <li>• Deputy Principals dedicated to student pastoral care.</li> <li>• Employment of Learning Support Coordinator and Associate principal dedicated to supporting students and whanau in area of Learning Support.</li> <li>• Employment of two teachers to provide learning support in structured literacy and mathematics.</li> </ul>	<ol style="list-style-type: none"> <li>5. Curriculum-aligned, standardised reporting procedures provide clear and timely information to families.</li> <li>6. Staff representatives lead initiatives focused on Te Ao Māori and Pasifika schoolwide.</li> <li>7. Te Reo Māori, Māori-medium instruction, and local tikanga are delivered and practiced across the school, including the designated whare.</li> <li>8. All staff adopt an inclusive approach for students with learning needs and their families.</li> <li>9. An effective homework system is implemented across the school to support student learning.</li> <li>10. Principal and leadership demonstrate strong relationships with all families, supporting engagement and achievement.</li> </ol>
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**Annual Target/Goal:**

**3. The school will recruit and enable staff with the ability to meet school expectations.**

*Regulation 9(1)(a)*

**What do we expect to see by the end of the year?**

*Regulation 9(1)(d)*



- All staff demonstrate positive relationships with all students and colleagues.
- All staff have high expectations for student achievement school wide.
- Teacher competency is at a high level of attainment and demonstrated daily.
- Each teacher is able to demonstrate high levels of student achievement in their class.
- All students are valued as individuals and actively involved in their learning.
- All staff understand and support school priorities for student learning.
- Staff welfare is nurtured.

<p><b>Actions</b> <i>Regulation 9(1)(b)</i></p>	<p><b>Who is Responsible</b> <i>Regulation 9(1)(c)</i></p>	<p><b>Resources Required</b> <i>Regulation 9(1)(c)</i></p>	<p><b>Timeframe</b></p>	<p><b>How will you measure success?</b> <i>Regulation 9(1)(d)</i></p>
<ol style="list-style-type: none"> <li>1. Recruit staff based on school expectations and appraise performance regularly.</li> <li>2. Implement and model consistent, positive behaviour management across all classrooms and settings.</li> <li>3. Ensure teachers actively upskill themselves in addition to school-provided professional development.</li> <li>4. Support staff to innovate and implement 21st-century learning using new technologies.</li> <li>5. Maintain schoolwide teacher mentoring programmes.</li> <li>6. Provide structured recruitment, induction, professional development, and performance monitoring.</li> <li>7. Use regular planning, assessment, and student feedback to deliver focused, evidence-based pedagogy.</li> <li>8. Promote a schoolwide culture of care and support.</li> </ol>	<p>All home class and specialist teachers led by team leaders, associate principal and deputy principals.</p> <p>Principal.</p>	<ul style="list-style-type: none"> <li>• Staff professional development: \$25,000.00</li> <li>• Staff recruitment \$500.00</li> <li>• Teacher laptops provided through TELA lease. \$6,644.00</li> <li>• Team Leader release for Professional Growth Cycle observations and discussions.</li> </ul>	<p>2026 School year.</p>	<ol style="list-style-type: none"> <li>1. All staff meet recruitment criteria, participate in regular appraisals, and complete their Professional Growth Cycle annually.</li> <li>2. Consistent, positive behaviour management is evident across all classrooms and school settings.</li> <li>3. Staff mentor and support colleagues, fostering a collaborative and caring culture, as seen in feedback and observations.</li> <li>4. Teachers use planning, assessment data, and student feedback to deliver focused, evidence-based pedagogy.</li> <li>5. Teachers actively engage in professional development, including Structured Literacy, Structured Mathematics (MNP), and self-directed upskilling.</li> </ol>

<p>9. All teachers complete an annual Professional Growth Cycle.</p> <p>10. Provide professional development in Structured Literacy and Structured Mathematics (MNP).</p>				<p>6. Staff who innovate and implement 21st-century learning with technology are supported and resourced.</p> <p>7. Recruitment, induction, professional development, and performance monitoring processes are implemented schoolwide.</p>
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**Annual Target/Goal:**

**4. The school will ensure all students will develop the skills and competencies to live in a global community.**

Regulation 9(1)(a)



**What do we expect to see by the end of the year?**

Regulation 9(1)(d)

- Collaboration and relationship building a focus across the school.
- Students demonstrate competent use of ICT in their learning.
- Each student experiences learning in practical life skills.
- School Health curriculum includes cyber safety and this is taught regularly under our *Keeping Safe* programme.
- Students are creative and critical thinkers.
- Students show they are independent and able to manage themselves.
- Students show they care for and have empathy towards others.
- Students demonstrate school values.

<b>Actions</b> Regulation 9(1)(b)	<b>Who is Responsible</b> Regulation 9(1)(c)	<b>Resources Required</b> Regulation 9(1)(c)	<b>Timeframe</b>	<b>How will you measure success?</b> Regulation 9(1)(d)
<ol style="list-style-type: none"> <li>1. School focus on the core subjects of Reading, Writing and Mathematics.</li> <li>2. Collaboration and relationship building are a focus across the school.</li> <li>3. All students have access to Technology to support their learning.</li> <li>4. Students experience learning that assists with building essential life skills for everyday living and future independence.</li> <li>5. School Health curriculum includes cyber safety and pubertal change.</li> </ol>	All home class and specialist teachers led by team leaders, associate principal and deputy principals.  Principal.  Kaiarahi I te reo	<ul style="list-style-type: none"> <li>• Teaching resources covering licenses and materials for all curriculum areas \$103,200.00 (see 2026 budget)</li> <li>• Capital expenditure for equipment and tools. \$150,000.00</li> </ul>	2026 school year	<ol style="list-style-type: none"> <li>1. Daily one-hour instruction in Reading, Writing, and Mathematics is evident, with student progress monitored and learning outcomes achieved.</li> <li>2. Collaboration and relationship-building are evident across the school, with regular peer and group work observed in classrooms.</li> <li>3. Students demonstrate competent use of ICT in their learning.</li> <li>4. All students participate in practical activities in home or specialist classes,</li> </ol>

6. Students demonstrate respect, care and empathy in interactions with peers and the school community.
7. Students feel included through school wide recognition and acknowledgement of their achievements.
8. The following values promoted schoolwide:

### **Manaakitanga Kaitiakitanga Respect**

In all contexts as a learning community we will demonstrate respect and care for each other, our differences and our property. All of our actions will develop respect for our Environment and contribute towards a global community that benefits all life.

### **Wairuatanga Integrity**

At Ōtūmoetai Intermediate we will act ethically by showing; honesty, responsibility and accountability in all our actions. We will acknowledge and respect each other's beliefs and cultures.

### **Kotahitanga Excellence**

At Ōtūmoetai Intermediate we will strive together for excellence in all that we do. All learners both staff and student will demonstrate high expectations of themselves and others and a strong belief that we can achieve as one.

### **Whānaungatanga Diversity**

At Ōtūmoetai Intermediate we will value difference. Diversity is illustrated in many forms, culture, beliefs, and life experiences. It will be recognised in actions and interactions appropriately. We will work at developing strong relationships within our school.

### **Mana Motuhake Pride**

At Ōtūmoetai Intermediate we will be proud of ourselves and our achievements.

Learning Support  
Coordinator

with evidence of developing essential life skills for everyday living and future independence.

5. As part of the Health programme all students attend a presentation by John Parsons on cyber safety. Y8 classes undertake a *Keeping Ourselves Safe* programme which also includes elements of cyber safety. Y7 classes undertake a pubertal change programme.
6. Class programmes reflect inclusive practices for all student ethnicities and cultures, while school-wide events and practices celebrate and acknowledge our diversity.
7. All students participate in and demonstrate knowledge and skill in a second international language.
8. All students are given the opportunity to learn Te Reo Māori.
9. Student participation in sporting, cultural, and academic activities is consistently evident, reflecting staff encouragement and support in both classroom and extracurricular settings.
10. School-wide observations and feedback demonstrate a culture of care and that the values are embedded across all levels of the school. This is reflected in routines, practices, and interactions among students and staff.

**Annual Target/Goal:**

**5. The school will ensure all students are given opportunities to develop to their full potential.**

*Regulation 9(1)(a)*

**What do we expect to see by the end of the year?**

*Regulation 9(1)(d)*



- For 80% plus of students achieving expectations in reading, writing and mathematics.
- Each student has a strong voice in their learning and shows significant gains in their learning and skill acquisition.
- Regular feed-back and feed-forward is given to each student orally and in writing ( student work books or digitally )
- Students with learning support needs are provided with appropriate support.
- All students experience an inclusive emotional, social and academic environment where they feel valued. Culturally responsive pedagogy is evident in every class room.
- All students are given opportunities to participate in a wide range of sporting, cultural and academic activities.
- All students show a strong sense of pride and self-efficacy.
- Student creativity is encouraged and nurtured.
- School policies and management support student and staff welfare whilst maximising student learning.
- Student engagement is high school wide with minimal disruptions to learning.

<b>Actions</b> <i>Regulation 9(1)(b)</i>	<b>Who is Responsible</b> <i>Regulation 9(1)(c)</i>	<b>Resources Required</b> <i>Regulation 9(1)(c)</i>	<b>Timeframe</b>	<b>How will you measure success?</b> <i>Regulation 9(1)(d)</i>
<ol style="list-style-type: none"> <li>School focus on Structured Literacy and Structured Mathematics.</li> <li>Highly competent staff using evidence based teaching to deliver a differentiated programme of learning for their class.</li> <li>Whole school culture and expectations are focussed on effective learning, high student engagement and minimising disruptions.</li> <li>Focus school wide on what quality learning looks like and expectations for this in every class, every lesson.</li> <li>Creativity and critical thinking are fostered and encouraged.</li> </ol>	<p>All home class and specialist teachers led by team leaders, associate principal and deputy principals.</p> <p>Principal.</p> <p>Kaiarahi I te reo</p>	<ul style="list-style-type: none"> <li>• Teaching resources covering licenses and materials for all curriculum areas \$103,200.00 (see 2026 budget)</li> <li>• Capital expenditure for equipment and tools. \$111,110.00</li> </ul>	<p>2026 school year</p>	<ol style="list-style-type: none"> <li>Students demonstrate consistent progress and achievement in literacy and mathematics across year levels.</li> <li>Teachers effectively deliver differentiated, evidence-based lessons, resulting in high student engagement and learning outcomes.</li> <li>Classrooms reflect a positive, focused learning culture with minimal disruptions and high student participation.</li> <li>Quality learning practices are evident in every classroom, every lesson, aligned with clear school-wide expectations.</li> </ol>

<ol style="list-style-type: none"> <li>6. Students are grouped effectively, with differentiated learning provided. Teachers are skilled in extending gifted and talented learners, and a dedicated extension programme is in place.</li> <li>7. A range of intervention/ support programmes in place to target students needing additional support with their learning. Learning support needs are identified on entry and monitored throughout each student's time at OIS. Programmes are differentiated, IEPs are used for high-needs students, and a learning support register is maintained by the LSC. The LSC works closely with teachers and external agencies, and a range of targeted interventions is provided</li> <li>8. Clear school-wide expectations for positive learning environments are established and implemented by all staff</li> <li>9. Gifted and talented students attend the Incredible Minds programme on Fridays. Teaching teams ensure all other students receive a robust, extending programme across the eight learning areas.</li> <li>10. Fridays are treated as a full learning day, monitored by senior leaders to ensure high-quality teaching and extension opportunities continue. A wide range of arts, technology, media, sport, and cultural opportunities is offered through the Friday programme and additional groups before, after, and during school.</li> <li>11. Teaching teams ensure class programmes reflect inclusive practices that honour student ethnicity and culture. School-wide events and routines celebrate diversity, success, and provide ongoing feedback and affirmation.</li> <li>12. Staff are encouraged to use creative and engaging approaches to student learning, maintaining a school culture that supports creativity at all levels.</li> <li>13. School policies and practices comply with all legislation and contracts while actively promoting staff and student hauora and wellbeing.</li> </ol>	<p>School attendance officer</p> <p>Learning Support Coordinator</p>		<ol style="list-style-type: none"> <li>5. Students regularly demonstrate creativity and critical thinking in their learning tasks and projects.</li> <li>6. Gifted and talented students are challenged and extended appropriately, while all students experience learning that meets their needs. The Incredible Minds programme runs on Fridays to provide extension for our high achieving students in the arts, technology, sport, culture and academics.</li> <li>7. Students with learning support needs make measurable progress, supported by tailored interventions, IEPs, and coordinated support.</li> <li>8. Positive learning environments are consistently maintained, with all staff following agreed expectations.</li> <li>9. Class programmes and school events reflect and celebrate cultural diversity, with students regularly acknowledged for their achievements.</li> <li>10. Students experience engaging, creative lessons, with a school culture that encourages innovation at all levels.</li> <li>11. Policies and practices promote staff and student wellbeing while meeting legal and contractual obligations.</li> <li>12. Staff and student successes are regularly recognised and celebrated across the school.</li> <li>13. Disruptions to learning are minimised, with staff effectively managing and supporting students to maintain focus.</li> </ol>
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|---|--|--|--|--|
| <p>14. Systemic school-wide processes support regular acknowledgement and celebration of staff and student achievements.</p> <p>15. All staff uphold the school goal of minimising learning disruptions, working proactively with students who are disruptive to reduce their impact on others.</p> |  |  |  |  |
|---|--|--|--|--|

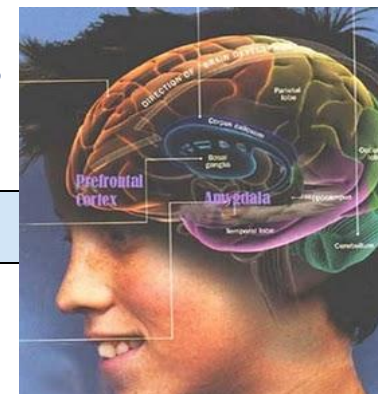
**Annual Target/Goal:**

## 6. The school will focus on the emerging adolescent and the unique needs of this age group in their development.

*Regulation 9(1)(a)*

**What do we expect to see by the end of the year?**

*Regulation 9(1)(d)*



- Each student's developmental needs recognised and understood by staff.
- Neurological development in the adolescent brain recognised and understood by staff.
- Pastoral care practices at all levels reflect sensitivity towards the emerging adolescent and his or her needs. (Effect of social media understood, monitored and mitigated)
- Communication practices are strong yet sensitive to the needs of the student.
- Each teacher recognises, understands the need for and actively promotes a culturally inclusive learning environment.
- All students will be encouraged and expected to be active participants in their learning.
- All students will be encouraged and expected to be involved in decision making at individual, class and school level.
- All students will be actively encouraged to inquire and be creative.
- Teachers are interested in children of this age and capable of connecting with them.

<b>Actions</b> <i>Regulation 9(1)(b)</i>	<b>Who is Responsible</b> <i>Regulation 9(1)(c)</i>	<b>Resources Required</b> <i>Regulation 9(1)(c)</i>	<b>Timeframe</b>	<b>How will you measure success?</b> <i>Regulation 9(1)(d)</i>
<p>1. Teachers use student information - academic, social, emotional, and physical - to create effective learning environments. They develop expertise to support students with specific needs, with school guidance and professional development where required. Classroom environments reflect understanding of emerging adolescent needs.</p> <p>2. Teachers understand and respond to adolescent neurological development in their teaching.</p>	<p>All home class and specialist teachers led by team leaders, associate principal and deputy principals.</p>	<ul style="list-style-type: none"> <li>• Teaching resources covering licenses and materials for all curriculum areas \$103,200.00 (see 2026 budget)</li> <li>• Capital expenditure for equipment and tools. \$150,000.00</li> </ul>	<p>2026 school year</p>	<p>1. Classrooms are responsive to individual student needs, with students making measurable progress academically, socially, and emotionally.</p> <p>2. Teaching practices reflect understanding of adolescent neurological development, supporting engagement and learning outcomes.</p>

<p>3. Staff use restorative practices to manage behaviour and social issues, applying discretion and sensitivity. Positive language is used consistently, and sarcasm or belittling is prohibited. School-wide expectations are reviewed annually.</p> <p>4. Teachers and the school communicate effectively with students and parents using modern, interactive methods.</p> <p>5. School-wide expectations promote positive, culturally inclusive learning environments. Teachers foster a warm, inclusive climate and strengthen cultural competencies, particularly in teaching Māori learners.</p> <p>6. Class programmes reflect inclusive practices for all ethnicities and cultures. School-wide events celebrate diversity, acknowledge achievements, and provide regular feedback to students.</p> <p>7. Teachers engage students in discussions about their learning. Students understand learning intentions, success criteria, and receive regular feedback and feed-forward.</p> <p>8. Learning environments encourage student involvement in decision-making and are monitored by teaching teams.</p> <p>9. Teachers foster inquiry and creativity by understanding how students learn and managing learning environments to support all learners, with particular focus on Māori, Pacific, and students with special needs.</p>	<p>Principal.</p> <p>Kaiarahi I te reo</p> <p>School attendance officer</p> <p>Learning Support Coordinator</p>		<p>3. Behavioural and social issues are resolved effectively through restorative approaches, with students treated respectfully and consistently.</p> <p>4. Communication with students and parents is timely, clear, and consistently effective across the school.</p> <p>5. Learning environments are positive, culturally inclusive, and demonstrate growing teacher competence in engaging Māori learners.</p> <p>6. Students experience culturally responsive teaching, diversity is celebrated school-wide, and students receive regular affirmation and feedback.</p> <p>7. Students actively participate in discussions about their learning, understand learning intentions and success criteria, and show improvement from regular feedback.</p> <p>8. Students contribute meaningfully to classroom decision-making, and learning environments foster engagement, ownership, and collaboration.</p> <p>9. Inquiry and creativity are evident in student work, with all learners, including Māori, Pacific, and special needs students, supported to achieve their potential.</p>
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**Annual Target/Goal:**

**7. The school will seek ways to be innovative and develop a culture of self-improvement.**

*Regulation 9(1)(a)*

**What do we expect to see by the end of the year?**

*Regulation 9(1)(d)*



- Staff and board actively engage in self- review at all levels of school operations.
- Staff and students are encouraged to reflect and provide input into how we could do things better.
- All school personnel keep up to date with current trends and innovations in their area of responsibility.
- A culture of continuous improvement is reflected by student action.
- The school is an early adopter of ideas, practices and technologies that enhance student learning.
- School personnel actively interact and engage in professional learning with internal and external experts.
- Teachers are actively engaged in their own professional development inquiries.
- All students actively encouraged to inquire and be creative.

**Actions**

*Regulation 9(1)(b)*

**Who is Responsible**

*Regulation 9(1)(c)*

**Resources Required**

*Regulation 9(1)(c)*

**Timeframe**

**How will you measure success?**

*Regulation 9(1)(d)*

<ol style="list-style-type: none"> <li>1. Staff use comprehensive student information and current teaching strategies to create effective learning environments, including specialist support.</li> <li>2. Teachers design classroom environments that reflect their understanding and application of pedagogy suited to emerging adolescents.</li> <li>3. The board and senior management maintain processes for regular review of student achievement, governance, and school operations.</li> <li>4. Provide regular opportunities for staff, students, and parents to give feedback, and use this input to inform improvement.</li> <li>5. Staff stay current with educational trends and research and adopt innovative practices and technologies that enhance learning.</li> </ol>	<p>All home class and specialist teachers led by team leaders, associate principal and deputy principals.</p> <p>Principal.</p> <p>Kaiarahi I te reo</p> <p>School attendance officer</p> <p>Learning Support Coordinator</p> <p>Board of trustees</p>	<ul style="list-style-type: none"> <li>• Survey Monkey subscription for community consultation \$1,250.00 if required</li> </ul>	<p>2026 school year</p>	<ol style="list-style-type: none"> <li>1. Learning environments reflect accurate use of student information; students show improved engagement and progress across key areas.</li> <li>2. Classroom observations show developmentally appropriate practice and positive physical, social, and emotional conditions for learning.</li> <li>3. Reviews are completed and discussed by senior management and actions implemented.</li> <li>4. Feedback is collected, analysed, and leads to improvements in programmes or processes.</li> </ol>
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6. Ensure student learning and activities reflect 21st-century practices and interactive communication.
7. Teachers have systems for reflection and continuous improvement of their programmes.
8. Senior management and school leaders scan the educational environment, reviewing research and innovations and considering new strategies and technologies for adoption.
9. The board allocates annual budget provision for professional development and learning-enhancing technologies.
10. Senior management and staff network with schools, colleagues, experts, and agencies to remain at the forefront of educational development.
11. Integrate mobile learning devices to support 21st-century learning in every class.
12. Teaching teams ensure class programmes demonstrate reflective, creative practice that supports student participation and learning.
13. All teachers engage in differentiated, school-based professional learning and contribute to a focused professional learning community.
14. Teachers, monitored through their Assistant Principal and the DP Learning, actively participate in their own professional development inquiry.
15. Develop teachers' capability to foster inquiry learning and creativity by strengthening their understanding of how students learn and how to manage learning environments.

5. Teachers demonstrate updated practice in observations, planning, and student work samples.
6. Students regularly use digital tools, collaboration, and interactive communication in their learning.
7. Team leaders regularly discuss planning documentation and adjustments in teaching practice are made by teachers as a result.
8. New research, strategies, or technologies are identified and trialled or adopted.
9. Budget allocations are used and result in measurable improvements in teaching and learning capability.
10. All classes demonstrate active use of mobile technologies.
11. Programmes show increased student participation, creativity, and improved learning outcomes.
12. Teachers show growth in targeted areas, and evidence of a strong professional learning community is visible across the school.
13. Teachers demonstrate effective inquiry learning practices, with improved outcomes for all learners.

## How our students did academically at the end of 2025

### 2025 End of Year School Data

#### General Comments:

At Ōtūmoetai Intermediate, the aim of our teachers is to accelerate student learning and achievement levels over the short space of two years the students attend our school. We set an aspirational target of between 70% - 85% of students graduating at or above the expected curriculum level in Reading, Writing and Maths by the time they leave us as year 8s.

It is important to note that we are currently in a transitional phase for assessing and reporting student learning progress due to the staggered introduction of Te Mātaiaho (The Refreshed New Zealand Curriculum). It has been the school's decision to commence reporting against both the refreshed Mathematics and Statistics and the refreshed English curriculums from the start of 2026. This will mean that schoolwide data, together with reporting student learning progress will look different in the 2026 reporting year.

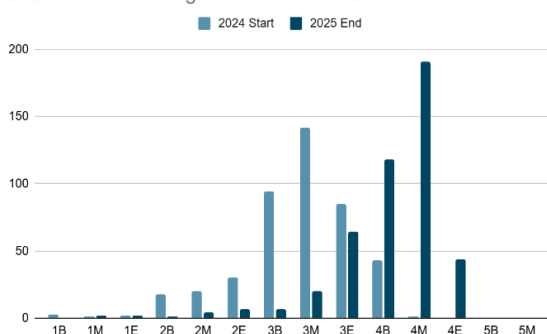
#### 2025 Results:

The following graphs demonstrate the percentage of students that leave us at year 8 'at and above' the expected curriculum level. The light blue bars show these students as they enter the school as year 7's. The dark blue bars show the same students at the end of their Year 8 year.

#### Reading Results

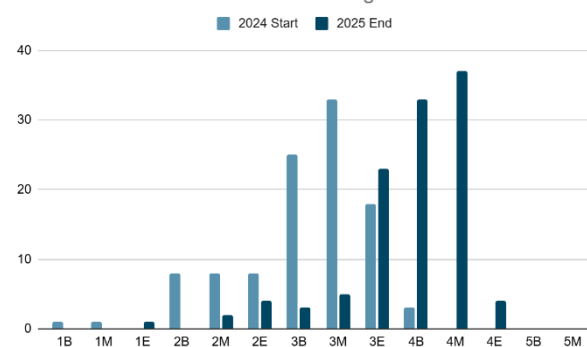
##### All Students

2025 Year 8 Reading Results- Start to End



##### Māori Students

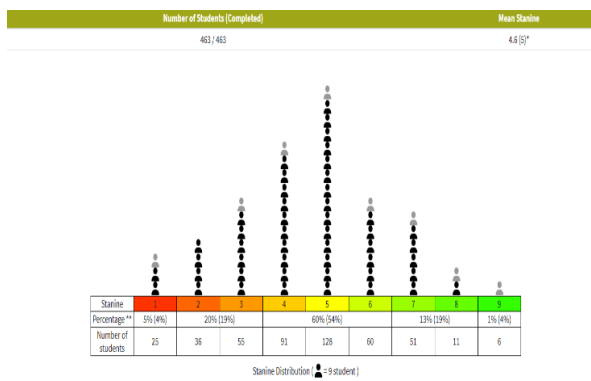
2025 Year 8 Maori Students - Reading Results- Start to End



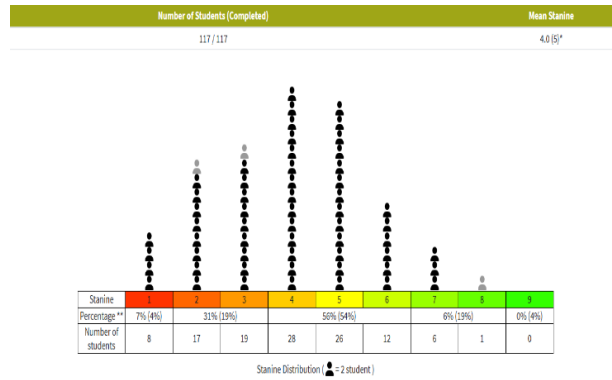
As our Year 8 students graduate from school, the school wide data shows **78%** of these students are at or above the expected curriculum level for Reading at the end of their two years at the Intermediate.

For our Māori Year 8 students, the school wide data shows **66%** of these students are at or above the expected curriculum level for Reading at the end of their two years at the Intermediate.

# Reading PAT Data



**PAT All Students**



**PAT Māori Students**

The Term 4 Reading PAT data shows that **74%** of all Year 8 students achieved at or above their expected curriculum level for Reading at the end of their two years at the Intermediate. ( Stanine 4 to 9).

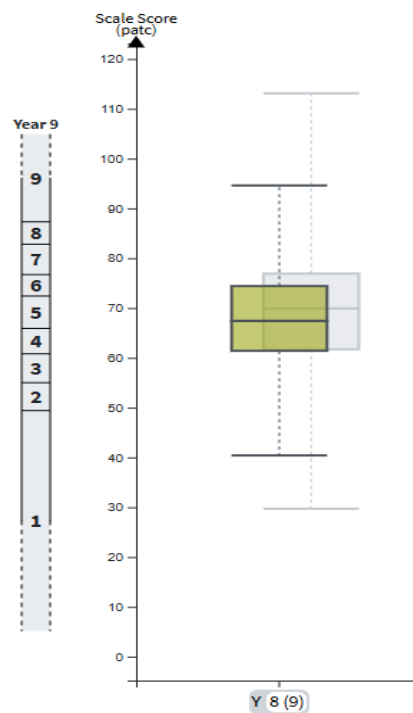
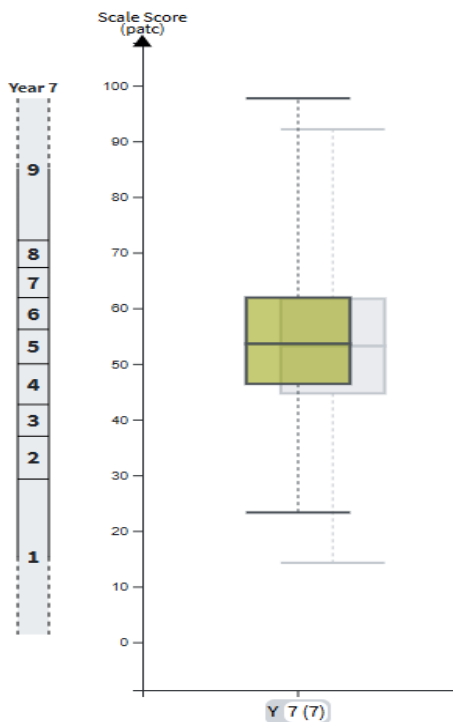
The Term 4 Reading PAT data shows that **62%** of Māori Year 8 students achieved at or above their expected curriculum level for Reading at the end of their two years at the Intermediate. ( Stanine 4 to 9).

## PAT progression 2024 Term 1 - 2025 Term 4 All students

PAT Comprehension Test 4



PAT Pānui Test 5

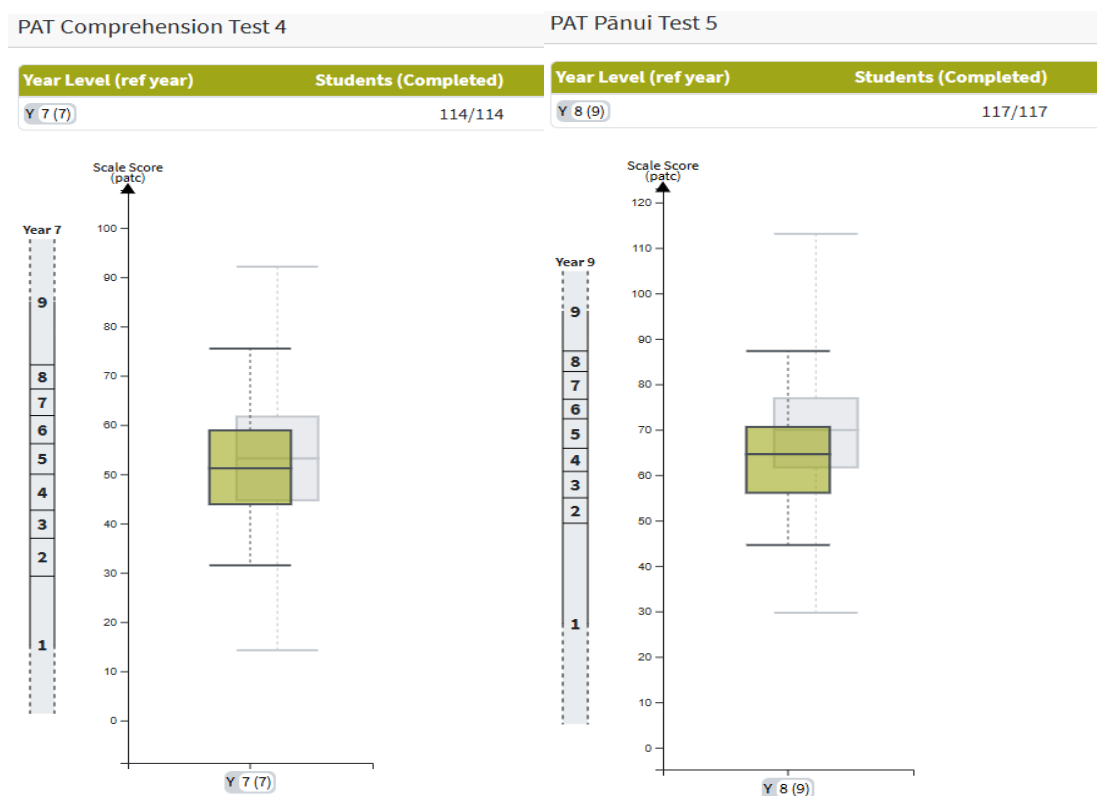


The PAT Reading results for this year's Year 8 cohort, measured across their two years at Intermediate, are slightly lower than in previous years. The expected progress over two years is 13.8 scale points; this cohort made an average gain of 13.1 points. As a school, our goal is for students to make more than the expected average progress during their time with us.

Several factors may have contributed to this result. In 2025, NZCER introduced an updated PAT Reading Comprehension assessment to align with *Te Mātaiaho*. This update has increased the raw score required for higher achievement levels, meaning that even one or two errors can have a greater impact on a student's overall score. In addition, many schools have now moved to the online adaptive version of PAT, while Ōtūmoetai Intermediate continues to use the fixed-question paper version. This difference makes direct comparisons between schools difficult. It is hoped that the new nationwide SMART assessment tools, due in 2026, will create greater consistency.

Beyond the assessment changes, teachers at both year levels have observed a decline in students' interest in reading, especially longer texts and novels. Increased device use may be affecting students' willingness to persevere with sustained reading. Attendance challenges for some students may also be influencing overall progress. These emerging trends will be a strong focus for 2026 and will sit alongside the introduction of the refreshed English curriculum.

## Maori Students



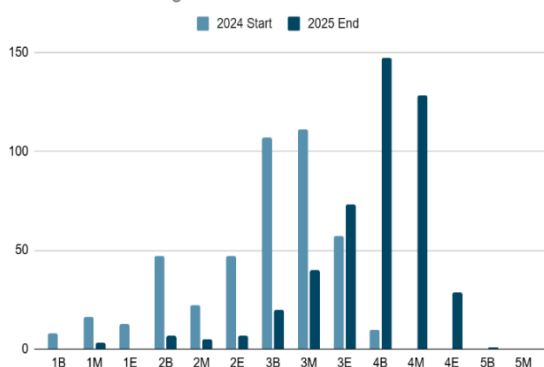
For our Māori students, we continue to see a similar pattern to previous years, with results sitting approximately 10–15% below those of the overall cohort. This remains a significant concern. Higher-than-average absenteeism among Māori students is one contributing factor. In addition, many Māori students arrive at Year 7 already performing below expected levels across core subjects, and this early learning gap can affect motivation and confidence, making it harder to accelerate progress once they reach Intermediate.

Addressing this disparity will be a key focus for 2026. Senior leaders will be working to identify approaches that have been successful for Māori learners in other schools and to explore strategies that can strengthen engagement, achievement, and learning progress for our ākonga Māori.

## Writing Results

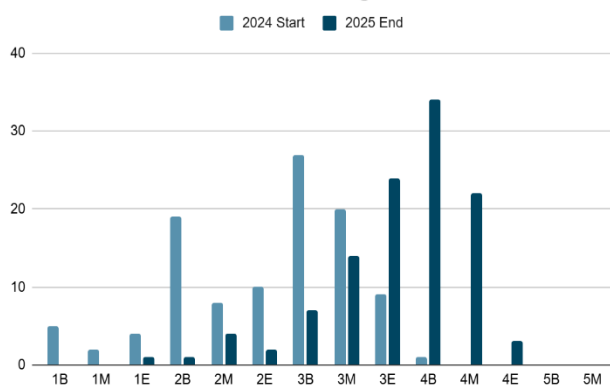
### All Students

2025 Year 8 Writing Results- Start to End



### Māori Students

2025 Year 8 Maori Students - Writing Results- Start to End



As the year 8 students graduate from school, school wide data shows **66%** are achieving at or above expectation in Writing at the end of their two years at the Intermediate.

As the year 8 Māori students graduate from school, school wide data shows **53%** are also achieving at or above expectation in Writing at the end of their two years at the Intermediate.

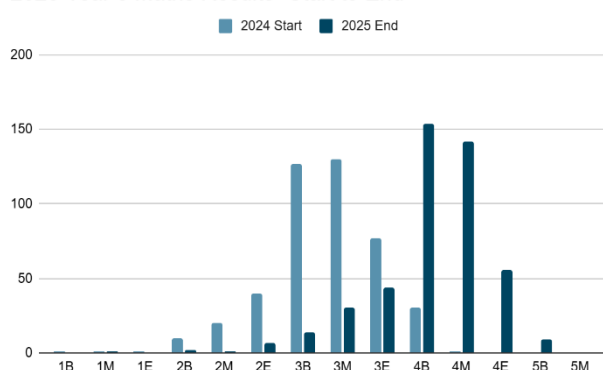
As a general practice, teachers take a conservative approach when assessing writing. Students must demonstrate consistent accuracy and capability across a range of writing tasks and subject areas before being judged as meeting or exceeding expectations.

It is encouraging to note that the College reports an improvement in the writing ability of students transitioning from our school, reflected in the consistently strong Year 10 results in the Common Assessment Activities (CAA). Looking ahead, we are keen to evaluate our students' writing achievement in relation to national trends using the new assessment tools currently being developed to align with *Te Mātaiaho*.

## Mathematics Results

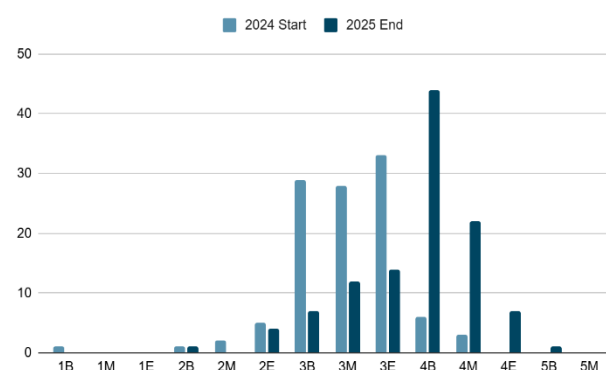
### All Students

2025 Year 8 Maths Results- Start to End



### Māori Students

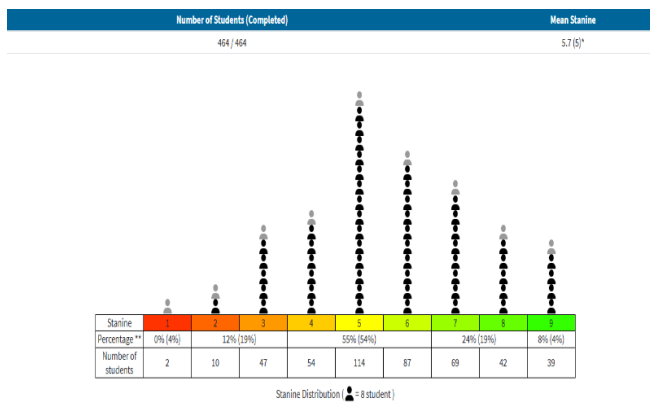
2025 Year 8 Maori Students - Maths Results- Start to End



As the year 8 students graduate from our school, school wide data shows **78%** are achieving at or above expectation in Mathematics at the end of their two years at the Intermediate.

As the year 8 Māori students graduate from school, school wide data shows **66%** are achieving at or above expectation in Mathematics at the end of their two years at the Intermediate.

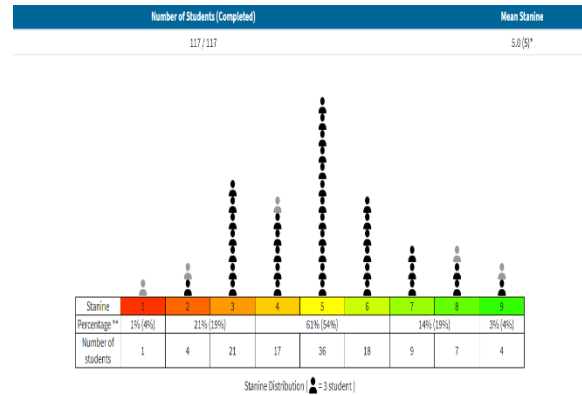
## Maths PAT Data



### PAT All Students

The Term 4 Maths PAT result for year 8 students shows that **87%** of students at year 8 achieved at or above their expected curriculum level at the end of their two years at the Intermediate. (stanine 4-9).

The Term 4 Maths PAT result for year 8 Māori students shows that **78%** of students at year 8 achieved at or above their expected curriculum level at the end of their two years at the Intermediate. (stanine 4-9).



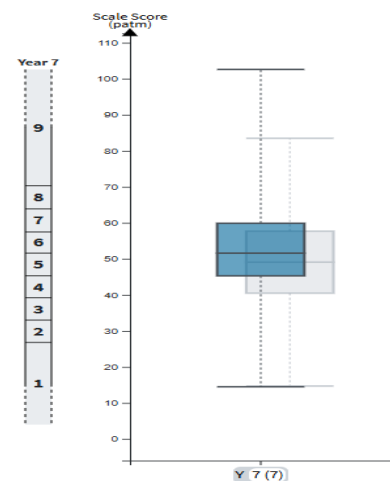
### PAT Māori Students

## PAT progression 2024 Term 1 - 2025 Term 4

### All students

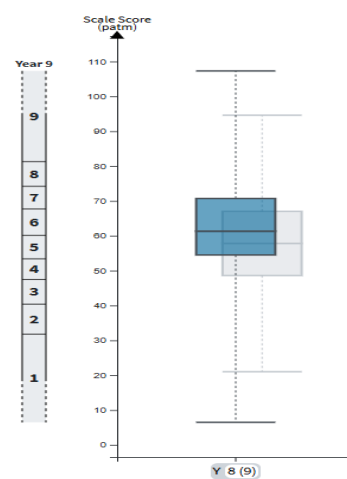
PAT Pāngarau Test 4

Year Level (ref year)	Students (Completed)
Y 7 (7)	463/463



PAT Pāngarau Test 5

Year Level (ref year)	Students (Completed)
Y 8 (9)	464/464



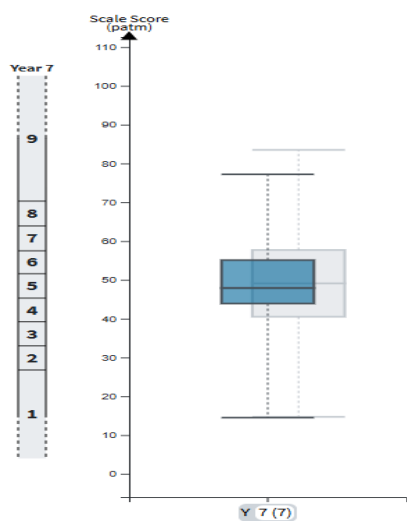
Maths results for the year 8 cohort over their two years at Intermediate shows strong learning progress has been made despite a new maths programme being introduced during the 2025 school year (Maths No Problem). School PAT results sit above the National average. Next year will involve a consolidation of the work already done in 2025 in the maths area, together with the addition of a comprehensive, Ministry funded, math intervention programme to commence in February. The school is committed to further lifting maths achievement for all students.

## Māori Students

Although PAT results show 78% of our Māori students sit at or above expectation in maths, they are still just at the National average and there is a long tail of struggling mathematicians in the Māori cohort. Many of these students will be part of the maths intervention programme in 2026 and their progress closely monitored. Higher than normal absenteeism rates amongst Māori students plays a role in these figures.

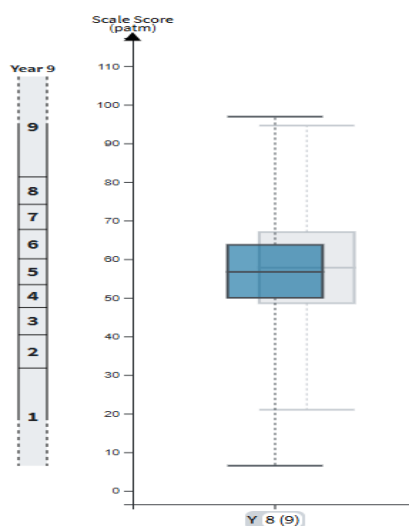
PAT Pāngarau Test 4

Year Level (ref year)	Students (Completed)
Y 7 (7)	114/114



PAT Pāngarau Test 5

Year Level (ref year)	Students (Completed)
Y 8 (9)	117/117



# Statement of Compliance with Employment Policy

Ōtūmoetai Intermediate School complies with the Education and Training Act 2020 requirements to be a good employer for the year ending 31<sup>st</sup> December 2025.

This can be seen through the following employment-related which are available on our school website:

<https://otuinterschool.nz/>

- Concerns and Complaints Policy
- Staff Development Policy
- Health and Safety Policy
- Personnel Policy
- Protected Disclosure Policy
- Staff Discretionary Leave Policy
- Staff Performance Management Policy
- Unit Allocation Policy
- Appointments Policy
- Equal Employment Opportunity Policy
- Sexual Harassment Policy

Each year the School Board and Senior Management review how the school is performing against each of these policies to ensure continued compliance as a Good Employer.

## Members of the Board For the year ended 31 December 2025

<b>School Name:</b>	Ōtūmoetai Intermediate School
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<b>BOARD MEMBERS</b>				
<b>Name</b>	<b>Position Held</b>	<b>How Position Was Gained Elected/Co-Opted</b>	<b>Occupation</b>	<b>Term Expires</b>
Nicky Acton-Adams	Parent Rep	Elected	Accountant	Sept 2028
Greg Bopf	Parent Rep	Elected	High Performance Coach	Dec 2026
Andrew Chappell	Parent Rep	Elected	Fireman	Dec 2026
Simon Sheppard	Parent Rep	Elected	Teacher	Sept 2028
Carmelina Taylor	Parent Rep	Elected	Teacher	Sept 2028
Henk Popping	Principal		Principal	
Hughwyn Habib	Teacher Rep	Elected	Teacher	Sept 2028

Note:

### **Kiwisport**

There are 31 sports happening at the school. The \$14,010.56 (excl GST) received for Kiwisport was spent on employing a Sports Co-ordinator who ensure the smooth running and organising of all sports and student involvement.