



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	3183
Principal:	Glenda Earle
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Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

BRIGHTWATER SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Brightwater 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.

Bradly Deane

Full Name of Presiding Member

Clare Farke

Full Name of Principal

Bradly Deane

Signature of Presiding Member

Clare Farke

Signature of Principal

25 May 2026

Date:

25 May 2026

Date:

Brightwater School

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Kate Marshall	Presiding Member	Elected	Sep 2025
Brad Deane	Presiding Member	Elected	Sep 2028
Glenda Earle	Principal	ex Officio	
Matthew Shea	Parent Representative	Re-Elected	Sep 2028
Simon Rieter	Parent Representative	Elected	Sep 2025
Bryan Scoles	Parent Representative	Elected	Sep 2025
Melissa Woodhouse	Parent Representative	Elected	Sep 2025
Daniel Miller	Parent Representative	Re-Elected	Sep 2028
Georgia Eden	Parent Representative	Elected	Sep 2028
Nicole McNight	Parent Representative	Elected	Sep 2028
Karen Edwards	Staff Representative	Elected	Sep 2025
Aimee Sinclair	Staff Representative	Elected	Sep 2028
In Attendance Jill Adams	BOT Secretary		

Brightwater School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	2,660,250	2,374,048	2,565,093
Locally Raised Funds	3	73,541	57,235	37,556
Interest		22,754	24,000	32,684
Total Revenue		2,756,545	2,455,283	2,635,333
Expense				
Locally Raised Funds	3	48,573	33,570	23,059
Learning Resources	4	1,890,663	1,781,300	1,874,081
Administration	5	140,348	124,891	133,533
Interest		2,721	-	1,566
Property	6	679,706	606,166	693,994
Loss on Disposal of Property, Plant and Equipment		380	-	417
Total Expense		2,762,391	2,545,927	2,726,650
Net Surplus / (Deficit) for the year		(5,846)	(90,644)	(91,317)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(5,846)	(90,644)	(91,317)

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

Brightwater School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		491,601	491,601	582,918
Total comprehensive revenue and expense for the year		(5,846)	(90,644)	(91,317)
Contribution - Te Mana Tūhono		37,210	-	-
Equity at 31 December		522,965	400,957	491,601
Accumulated comprehensive revenue and expense		522,965	400,957	491,601
Equity at 31 December		522,965	400,957	491,601

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.

Brightwater School

Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	162,002	124,138	154,782
Accounts Receivable	8	160,195	144,822	144,822
Prepayments		15,263	6,225	6,225
Inventories	9	820	1,312	1,312
Investments	10	475,658	453,525	453,525
Funds Receivable for Capital Works Projects	16	-	4,900	4,900
		813,938	734,922	765,566
Current Liabilities				
GST Payable		7,579	20,294	20,294
Accounts Payable	12	183,162	183,741	183,741
Revenue Received in Advance	13	360	859	859
Provision for Cyclical Maintenance	14	47,612	13,014	21,982
Finance Lease Liability	15	15,029	8,965	8,965
Funds held for Capital Works Projects	16	76,597	74,286	74,286
		330,339	301,159	310,127
Working Capital Surplus		483,599	433,763	455,439
Non-current Assets				
Property, Plant and Equipment	11	157,396	64,862	120,862
		157,396	64,862	120,862
Non-current Liabilities				
Provision for Cyclical Maintenance	14	101,948	93,068	80,100
Finance Lease Liability	15	16,082	4,600	4,600
		118,030	97,668	84,700
Net Assets		522,965	400,957	491,601
Equity		522,965	400,957	491,601

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

Brightwater School

Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		609,597	454,048	552,425
Locally Raised Funds		69,376	57,235	38,706
Goods and Services Tax (net)		(12,715)	-	(13,756)
Payments to Employees		(353,699)	(266,500)	(401,127)
Payments to Suppliers		(303,174)	(290,427)	(239,579)
Interest Paid		(2,721)	-	(1,566)
Interest Received		23,972	24,000	32,361
Net cash from/(to) Operating Activities		30,636	(21,644)	(32,536)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(691)	(9,000)	(11,970)
Purchase of Investments		(22,133)	-	(25,690)
Net cash from/(to) Investing Activities		(22,824)	(9,000)	(37,660)
Cash flows from Financing Activities				
Finance Lease Payments		(11,501)	-	(4,690)
Funds Administered on Behalf of Other Parties		10,909	-	(51,054)
Net cash (to) Financing Activities		(592)	-	(55,744)
Net increase/(decrease) in cash and cash equivalents		7,220	(30,644)	(125,940)
Cash and cash equivalents at the beginning of the year	7	154,782	154,782	280,722
Cash and cash equivalents at the end of the year	7	162,002	124,138	154,782

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

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

Brightwater School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

1.1. Reporting Entity

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

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

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



Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

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

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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



Interest Revenue

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

1.4. Operating Lease Payments

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

1.5. Finance Lease Payments

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

1.6. Cash and Cash Equivalents

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

1.7. Accounts Receivable

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

1.8. Inventories

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

1.9. Investments

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

1.10. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	18 years
Furniture and Equipment	1-10 years
Textbooks	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

1.11. Impairment of property, plant and equipment

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

Non cash generating assets

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

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

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

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

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

1.12. Accounts Payable

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

1.13. Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

1.14. Revenue Received in Advance

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

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.

1.15. Funds held for Capital Works

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

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

1.16. 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.

1.17. Provision for Cyclical Maintenance

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

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

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

1.18. Financial Instruments

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

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

1.19. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.20. Budget Figures

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

1.21. Services received in-kind

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

2. Government Grants

Government Grants - Ministry of Education
Teachers' Salaries Grants
Use of Land and Buildings Grants
Other Government Grants

2025	2025	2024
Actual	Budget	Actual
\$	(Unaudited)	\$
609,843	453,048	534,679
1,570,035	1,500,000	1,517,843
458,799	420,000	489,657
21,573	1,000	22,914
2,660,250	2,374,048	2,565,093

3. Locally Raised Funds

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

Revenue

Donations and Bequests
Fees for Extra Curricular Activities
Trading
Fundraising and Community Grants
Other Revenue

2025	2025	2024
Actual	Budget	Actual
\$	(Unaudited)	\$
8,826	1,635	7,581
16,862	15,300	12,606
1,669	2,500	2,143
39,831	31,800	3,796
6,353	6,000	11,430
73,541	57,235	37,556

Expense

Extra Curricular Activities Costs
Trading
Fundraising and Community Grant Costs

40,409	21,270	20,602
1,716	1,500	1,915
6,448	10,800	542
48,573	33,570	23,059

Surplus for the year Locally Raised Funds

24,968	23,665	14,497
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4. Learning Resources

Curricular
Information and Communication Technology
Employee Benefits - Salaries
Staff Development
Depreciation
Other Learning Resources

2025	2025	2024
Actual	Budget	Actual
\$	(Unaudited)	\$
25,501	29,800	17,723
9,359	23,500	7,183
1,805,858	1,651,500	1,800,250
6,690	7,500	5,168
38,766	65,000	41,704
4,489	4,000	2,053
1,890,663	1,781,300	1,874,081

5. Administration

Audit Fees
Board Fees and Expenses
Other Administration Expenses
Employee Benefits - Salaries
Insurance
Service Providers, Contractors and Consultancy

2025	2025	2024
Actual	Budget	Actual
\$	(Unaudited)	\$
9,152	5,766	7,836
7,084	5,100	3,340
35,375	33,025	35,890
76,419	68,000	75,169
3,221	3,000	3,456
9,097	10,000	7,842
140,348	124,891	133,533



6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	50,663	50,000	49,720
Cyclical Maintenance	47,478	14,000	32,519
Heat, Light and Water	30,366	25,466	27,656
Rates	7,112	7,700	6,570
Repairs and Maintenance	19,103	25,000	26,608
Use of Land and Buildings	458,799	420,000	489,657
Employee Benefits - Salaries	49,391	47,000	43,847
Other Property Expenses	16,794	17,000	17,417
	<u>679,706</u>	<u>606,166</u>	<u>693,994</u>

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

7. Cash and Cash Equivalents

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	162,002	124,138	154,782
Cash and cash equivalents for Statement of Cash Flows	<u>162,002</u>	<u>124,138</u>	<u>154,782</u>

Of the \$162,002 Cash and Cash Equivalents, \$76,957 is subject to restrictions for the following reasons:

- \$360 of Other Revenue in Advance is held by the School. This is included in Revenue in Advance note 13.
- \$76,597 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 16.

8. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables from the Ministry of Education	18,418	2,495	2,495
Interest Receivable	3,205	4,423	4,423
Teacher Salaries Grant Receivable	138,572	137,904	137,904
	<u>160,195</u>	<u>144,822</u>	<u>144,822</u>
Receivables from Exchange Transactions	3,205	4,423	4,423
Receivables from Non-Exchange Transactions	156,990	140,399	140,399
	<u>160,195</u>	<u>144,822</u>	<u>144,822</u>

9. Inventories

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	820	1,312	1,312
	<u>820</u>	<u>1,312</u>	<u>1,312</u>

10. Investments

The School's investment activities are classified as follows:

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	475,658	453,525	453,525
Total Investments	<u>475,658</u>	<u>453,525</u>	<u>453,525</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	37,633	-	-	-	(7,318)	30,315
Furniture and Equipment	52,495	37,210	-	-	(12,654)	77,051
Textbooks	2,170	-	-	-	(271)	1,899
Leased Assets	13,675	34,113	-	-	(16,165)	31,623
Library Resources	14,889	4,357	(380)	-	(2,358)	16,508
	120,862	75,680	(380)	-	(38,766)	157,396

The net carrying value of furniture and equipment held under a finance lease is \$31,623 (2024: \$13,675)

Restrictions

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

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Building Improvements	412,500	(382,185)	30,315	412,500	(374,867)	37,633
Furniture and Equipment	593,150	(516,099)	77,051	573,143	(520,648)	52,495
Textbooks	23,006	(21,107)	1,899	23,005	(20,835)	2,170
Leased Assets	59,483	(27,860)	31,623	27,162	(13,487)	13,675
Library Resources	99,736	(83,228)	16,508	97,879	(82,990)	14,889
	1,187,875	(1,030,479)	157,396	1,133,689	(1,012,827)	120,862

12. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	20,893	30,329	30,329
Accruals	6,101	5,124	5,124
Employee Entitlements - Salaries	151,342	144,776	144,776
Employee Entitlements - Leave Accrual	4,826	3,512	3,512
	183,162	183,741	183,741
Payables for Exchange Transactions	183,162	183,741	183,741
	183,162	183,741	183,741

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Other Revenue in Advance	360	859	859
	360	859	859

14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	102,082	102,082	69,563
Increase/(decrease) to the Provision During the Year	47,478	14,000	32,519
Use of the Provision During the Year	-	(10,000)	-
Provision at the End of the Year	149,560	106,082	102,082
Cyclical Maintenance - Current	47,612	13,014	21,982
Cyclical Maintenance - Non current	101,948	93,068	80,100
	149,560	106,082	102,082

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

15. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	16,941	9,786	9,786
Later than One Year	17,163	4,763	4,763
Future Finance Charges	(2,993)	(984)	(984)
	31,111	13,565	13,565
Finance lease liability - Current	15,029	8,965	8,965
Finance lease liability - Non current	16,082	4,600	4,600
	31,111	13,565	13,565

Represented by:

16. Funds Held for Capital Works Projects

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

2025	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Unforeseen: Blk-A Roofing - 233473	70,699	-	(70,699)	-	-
Blk-A: Configuration of Internal Space - 244992	3,587	196,000	(144,116)	-	55,471
Shadehouse, Signage & Landscape - 244993	(4,900)	45,000	(31,759)	-	8,341
LSPM USB & Accessibility - 250729	-	179,022	(179,022)	-	-
Repair Shade Sails - 244994	-	15,755	(2,970)	-	12,785
Totals	69,386	435,777	(428,566)	-	76,597

Represented by:

Funds Held on Behalf of the Ministry of Education



2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Unforeseen: Blk-A Roofing - 233473	123,104	144,200	(196,605)	-	70,699
A,BH,B: Radiator Remediations - 244990	-	28,339	(28,339)	-	-
I,B,J,H,E,D: Roofing Repairs & Make Safe Skylights - 244991	-	47,725	(47,725)	-	-
Blk-A: Configuration of Internal Space - 244992	-	15,500	(11,913)	-	3,587
Shadehouse, Signage & Landscape - 244993	-	-	(4,900)	-	(4,900)
Totals	123,104	235,764	(289,482)	-	69,386

Represented by:

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

74,286
(4,900)

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	4,380	2,660
<i>Leadership Team</i>		
Remuneration	373,193	401,473
Full-time equivalent members	2.75	3.00
Total key management personnel remuneration	377,573	404,133

There are 6 members of the Board excluding the Principal. The Board held 9 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (3 members) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	150-160
Benefits and Other Emoluments	0-10	0-5
Termination Benefits	0-0	0-0

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 -110	1.00	1.00
110 -120	2.00	2.00
120 - 130	1.00	1.00
	4.00	4.00

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



19. Compensation and Other Benefits Upon Leaving

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

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

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

21. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$102,944 (2024: \$395,671) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Blk A,C: Reconfigure Internal Space - 244992	81,818
Multicultural Outdoor Learning Space - 244993	8,341
Repair Shade Sails - 244994	12,785
Total	102,944

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

(b) Operating Commitments

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

(Operating commitments at 31 December 2024: nil)

22. Financial Instruments

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

Financial assets measured at amortised cost

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	162,002	124,138	154,782
Receivables	160,195	144,822	144,822
Investments - Term Deposits	475,658	453,525	453,525
Total financial assets measured at amortised cost	797,855	722,485	753,129

Financial liabilities measured at amortised cost

Payables	183,162	183,741	183,741
Finance Leases	31,111	13,565	13,565
Total financial liabilities measured at amortised cost	214,273	197,306	197,306

23. 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 BRIGHTWATER SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

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

Opinion

In our opinion the financial statements:

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

Our audit was completed on 25 May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

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

The other information obtained at the date of our audit report includes copies of the Statement of Variance Reporting, Evaluation and Analysis of the School's Students' Progress and Achievement, Statement of Compliance with the Education and Training Act 2020, and Statement of KiwiSport funding.

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

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

Independence

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

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

David Fraser

David Fraser
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand

Statement of Variance Reporting

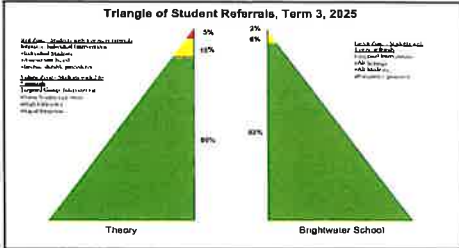


School Name:	Brightwater School	School Number:	3183
Strategic Aim: Analysis report	To enhance well-being and engagement for all akonga to ensure educational success		
Annual Aim:	Implementation of Tier 2 Positive Behaviour For Learning pedagogies Continue to enhance Tier 1 PB4L initiatives Implement whole school physical education and health plan to incorporate daily skills, physical education sessions and food and nutrition teaching and learning		
Target:	Akonga will demonstrate a clear understanding of behaviour expectations across the school. Akonga will be able to articulate our values and self-reflect on actions in relation to our values pathway. Kaiako will demonstrate consistency of expectations and provide opportunities for regular, specific and positive feedback in relation to behavioural goals. Akonga will be involved in specific daily physical education skills and activities. Akonga will be able to identify healthy food options and the on-going benefits to health and well-being for themselves and whanau Akonga will demonstrate increased engagement in learning, resulting in improved progress and attainment.		
Baseline Data:	End 2024 The following tables show our Brightwater School Summary Scores, using the School Evaluation Tool that was completed by Nicky Halligan. The scores on the table in yellow are from the interviews that were conducted at the beginning of our PB4L journey in 2023, and showed that our staff and students did not have a clear understanding of our school values and expectations. The scores on the table in green were from the interviews conducted in Term 4 2024, and show a huge amount of progress and a very positive shift in our PB4L journey.		

Tātaritanga raraunga

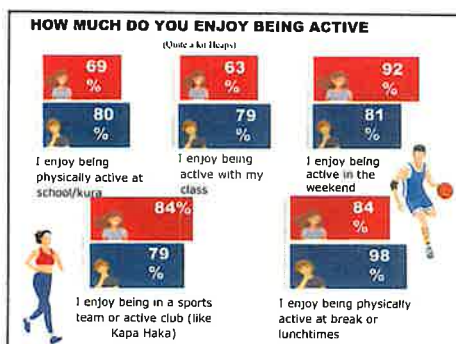
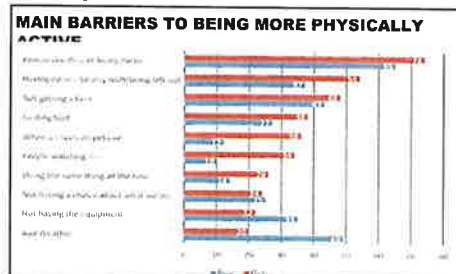
Summary Scores	A	B	C	D	E	F	G	
	Expectations Defined	Expectations Taught	Reward System	Violations System	Decision Making	Management	MOE Support	Implementation Average
2023	50.0%	10.0%	50.0%	37.5%	37.5%	62.5%	100.0%	49.6%

Summary Scores	A	B	C	D	E	F	G	
	Expectations Defined	Expectations Taught	Reward System	Violations System	Decision Making	Management	MOE Support	Implementation Average
	100.0%	100.0%	100.0%	87.5%	100.0%	100.0%	100.0%	98.2%

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
Continue to implementation of Tier 2 Positive Behaviour For Learning pedagogies Continue to enhance Tier 1 PB4L initiatives Implement trauma-based pedagogies to support well-being Implement whole school physical education and health plan to incorporate daily skills, physical education sessions, well-being activities and food and nutrition teaching and learning Track attendance data regularly and implement appropriate strategies to support students in coming to school regularly	Data - 2025   In our Term 4 review meeting with Nicky Halligan, our implementation of PB4L Tier 1 scored 96.7%  Our response pathway has been reflected upon and updated termly in 2025, to ensure it meets the needs of our students and matches our responses as teachers and staff. This will	School wide consistency in expectations as per our school matrix Student learning in expectations - fortnight focus, videos, whānau points, realms of responsibility - areas of the school - Explicit teaching of values Improved whānau contact / follow up of incidents as per the matrix Use of support agencies to support well-being - Animal therapy, counselling, lego therapy, public health nurse, RTLB, MOE Student speak values language - eg 'bounce back' (resilience) Learning celebrations have a strong values focus Senior leadership opportunities Physical Activity: Daily whole school Jump Jam	Continue PB4L training - Tier 3 Build PB4L team Continue to develop / refine expectation focus / processes Signage of values / expectations around the school Further develop student leadership opportunities Physical Activity: Begin to look at new curriculum Continue to provide opportunities for physical activity Analyse student voice survey data and make opportunities to address Consider Aquatic Centre swimming programme Implement attendance management plan Work with new attendance service to support whānau

continue to be reflected upon in 2026.

Student Voice Survey - Physical Activity



Aquatic Centre Swimming for Junior / middle children to enhance water confidence and skill

2 staff attended leadership in PE PLD

Working with Healthy Active Schools to raise awareness and teaching and learning in Health and PE

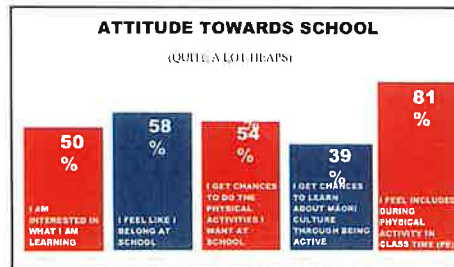
Provided a lot of opportunities for a 'have a go' option for sports during the year - eg hockey for all middle syndicate, kiwisport, athletics

Many out of school codes participated in by a large number of students - miniball, football, rippa, touch, netball, volleyball

PALs (Physical Activity Leaders) - build in confidence to work with other students at lunch times

Lunch time activities run by teachers to support movement / confidence

Tātaritanga raraunga



Attendance data:

Term 1 - 77%
Term 2 - 78%
Term 3 - 59% (illness)
Term 4 - Not available at time of writing - E-tap to date (27 Nov) - 65%

Attendance:

Working with individual students / families - supports in place - counselling, animal therapy, breakfast / lunch, public health nurse, GPs, RTLb, MOE

Attendance messages in newsletter regularly

Planning for next year:

Continue PB4L - Tier 3
Continue to develop / adapt whanau group points system / values
Follow attendance management plan to raise awareness and support individual students
Begin to implement Health and PE curriculum

Statement of Variance Reporting



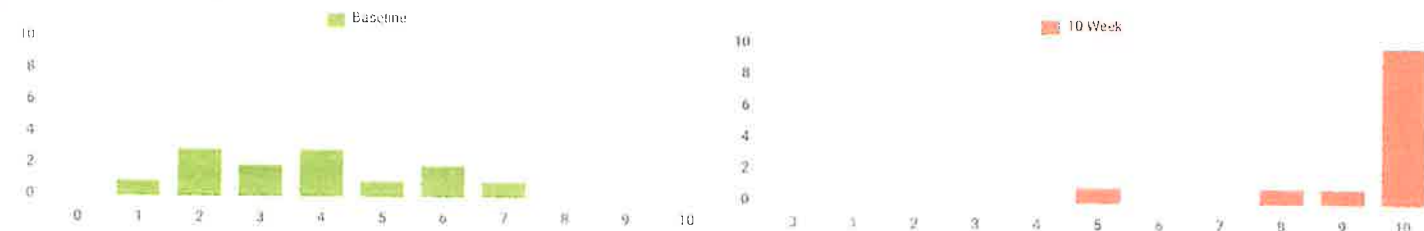
School Name:	Brightwater School	School Number:	3183
Strategic Aim: Analysis report	To develop and implement the Refreshed NZ Curriculum in Literacy and Communication and Mathematics in order to measure student progress and achievement levels for all ākonga - A flexible, fit for purpose school curriculum that makes learning purposeful		
Annual Aim:	<i>Implement the New Zealand curriculum changes in English and Mathematics, aligning to structured literacy approaches and Brightwater School Mathematics pathway.</i> <i>Staff professional learning in assessment for learning pedagogies -</i> <i>Grow the capacity of kaiako to deliver high level differentiation, scaffolding and feedback to raise achievement and engagement for all ākonga - aligning with structured literacy and mathematics professional development</i>		
Target:	<i>90% of ākonga will be achieving within or beyond the expected curriculum level in reading, writing and mathematics</i> <i>100% of teachers will demonstrate and have an increased understanding of Assessment for Learning pedagogies</i> <i>100% of teachers will be using the Brightwater School Curriculum plan in mathematics as it aligns to the new Mathematics curriculum</i> <i>100% of teachers will be following Brightwater School assessment processes to inform teaching and learning and provide school-side progress and achievement data.</i>		
Baseline Data:	End 2024 Reading: 86% of Students are achieving within or beyond expectation in reading (2023 - 83%). 74% of Māori Students are achieving within or beyond expectation in reading (84% - 2023) We have 7 Pasifika Students - 6 are achieving within or beyond the expected level in reading. 88% of European Students are achieving within or beyond expectation in reading. 85% of Male Students are achieving within or beyond expectation in reading. (82% - 2023) 86% of Female Students are achieving within or beyond expectation in reading. (83% - 2023) 27% of our priority students are now achieving within or beyond expectation in reading. 62% of our priority students made shifts in progress in the last half of 2024. Writing:		

Tātaritanga raraunga

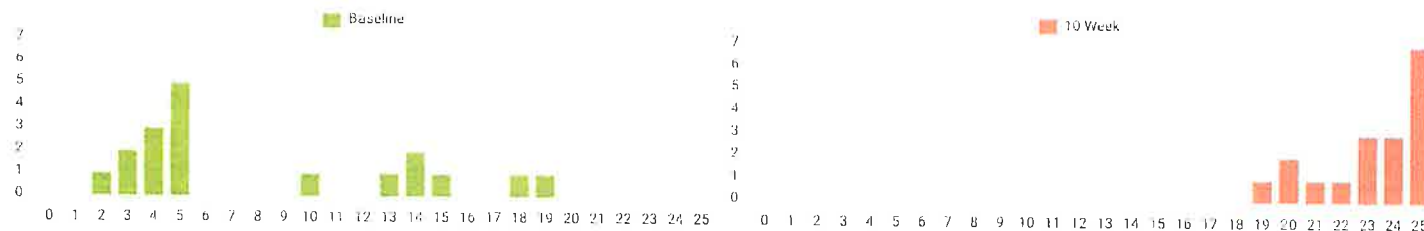
79% of Students are achieving within or beyond expectation in writing (75% - 2023).
 74% of Māori Students are achieving within or beyond expectation in writing. (72% 2023)
 We have 7 Pasifika Students - 6 are achieving within the expected level in writing.
 79% of European Students are achieving within or beyond expectation in writing.
 79% of Male Students are achieving within or beyond expectation in writing. (72% 2023)
 79% of Female Students are achieving within or beyond expectation in writing. (79% - 2023)
 17% of our priority students are now achieving within or beyond expectation in writing. 73% of our target students have made progress in the second half of 2024.

Structured Literacy Data:

Initial Phoneme Identity Frequency Distribution by Score

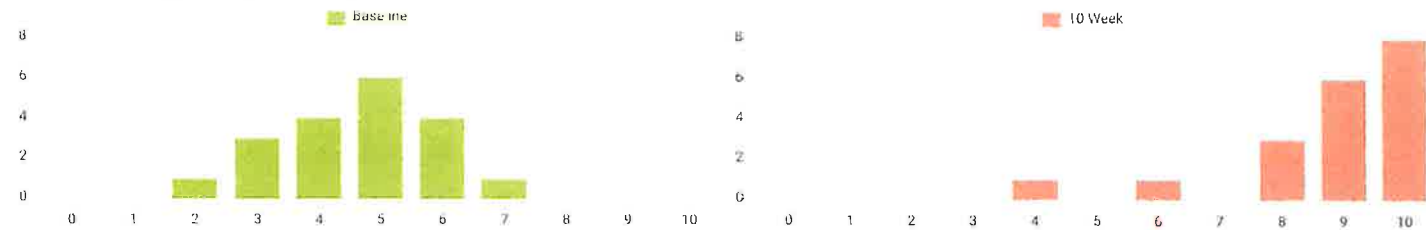


Letter-Sound Recognition Frequency Distribution by Score



Tātaritanga raraunga

Phoneme Blending Frequency Distribution by Score



Mathematics:

81% of Students are achieving within or beyond expectation in maths (81 - 2023).

77% of Māori Students are achieving within or beyond expectation in maths. (72% - 2023)

We have 7 Pasifika Students - all are achieving within or beyond the expected level in maths.

82% of European Students are achieving within or beyond expectation in maths.

85% of Male Students are achieving within or beyond expectation in maths. (83% - 2023)

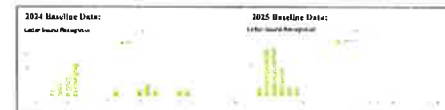
77% of Female Students are achieving within or beyond expectation in maths. (79% - 2023)

28% of our priority students are now achieving within or beyond expectation in maths. 73% made progress in maths in the second half of 2024.

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?																																																																																												
Align with the new curriculum and implement the Brightwater School pathway plan in mathematics Implement curriculum pathway in English, aligning to changes in curriculum and structured literacy approaches Engage PLD provider to support leaders and kaiako in structured literacy and mathematics Kaiako identify and work toward goals within professional Growth Cycle that reflect curriculum implementation and A4L pedagogies Continue to work with Kahui Ako to develop consistent language, expectations and signposts of success in english and maths	End of year Data – Literacy - Reading and Writing: Reading (3)End Whole School 2025 <table><tr><th>Level</th><th>Progressing Towards</th><th>Progressing Well</th><th>Progressing Beyond</th><th>Total</th></tr><tr><td>Y1</td><td>27% (1)</td><td>66% (13)</td><td>7% (1)</td><td>22</td></tr><tr><td>Y2</td><td>27% (1)</td><td>62% (12)</td><td>11% (2)</td><td>20</td></tr><tr><td>Y3</td><td>17% (1)</td><td>55% (11)</td><td>28% (3)</td><td>31</td></tr><tr><td>Y4</td><td>18% (1)</td><td>55% (11)</td><td>27% (3)</td><td>31</td></tr><tr><td>Y5</td><td>18% (1)</td><td>55% (11)</td><td>27% (3)</td><td>31</td></tr><tr><td>Y6</td><td>18% (1)</td><td>55% (11)</td><td>27% (3)</td><td>31</td></tr><tr><td>Total</td><td>20.9% (2)</td><td>54.7% (11)</td><td>24.4% (3)</td><td>35</td></tr></table> 78% of Students are achieving within or beyond expectation in reading (2024 - 2025) 77% of Māori Students are achieving within or beyond expectation in reading (74% - 2024) We have 3 Pasifika Students - 3 are achieving within or beyond the expected level in reading 90% of European Students are achieving within or beyond expectation in reading (88% - 2024) 78% of Male Students are achieving within or beyond expectation in reading (88% - 2024) 82% of Female Students are achieving within or beyond expectation in reading (88% - 2024) Priority Students <table><tr><th>End 2024</th><th>Mid 2025</th><th>End 2025</th></tr><tr><td>15%</td><td>34.5%</td><td>20.9%</td></tr></table> Writing (3)End Whole School 2025 <table><tr><th>Level</th><th>Progressing Towards</th><th>Progressing Well</th><th>Progressing Beyond</th><th>Total</th></tr><tr><td>Y1</td><td>27% (1)</td><td>77% (16)</td><td>0% (0)</td><td>23</td></tr><tr><td>Y2</td><td>18% (1)</td><td>62% (12)</td><td>20% (4)</td><td>24</td></tr><tr><td>Y3</td><td>16% (1)</td><td>60% (12)</td><td>24% (5)</td><td>23</td></tr><tr><td>Y4</td><td>17% (1)</td><td>59% (12)</td><td>24% (5)</td><td>22</td></tr><tr><td>Y5</td><td>17% (1)</td><td>59% (12)</td><td>24% (5)</td><td>22</td></tr><tr><td>Y6</td><td>17% (1)</td><td>59% (12)</td><td>24% (5)</td><td>22</td></tr><tr><td>Total</td><td>16.6% (1)</td><td>60.3% (13)</td><td>23.1% (5)</td><td>33</td></tr></table> 75% of Students are achieving within or beyond expectation in writing (79% - 2024) 72% of Māori Students are achieving within or beyond expectation in writing (74% - 2024) We have 5 Pasifika Students - 5 are achieving within the expected level in writing 94% of European Students are achieving within or beyond expectation in writing 76% of Male Students are achieving within or beyond expectation in writing (79% - 2024) 80% of Female Students are achieving within or beyond expectation in writing (79% - 2024) Priority Students <table><tr><th>End 2024</th><th>Mid 2025</th><th>End 2025</th></tr><tr><td>26%</td><td>57%</td><td>25.3%</td></tr></table> Note: As the curriculum has changed so have the benchmarks for achieving at particular year levels. Expectations have gotten more difficult to achieve with the more specific progress indicators within the new English curriculum. BSLA Students - Achievement Progress from Baseline Assessments	Level	Progressing Towards	Progressing Well	Progressing Beyond	Total	Y1	27% (1)	66% (13)	7% (1)	22	Y2	27% (1)	62% (12)	11% (2)	20	Y3	17% (1)	55% (11)	28% (3)	31	Y4	18% (1)	55% (11)	27% (3)	31	Y5	18% (1)	55% (11)	27% (3)	31	Y6	18% (1)	55% (11)	27% (3)	31	Total	20.9% (2)	54.7% (11)	24.4% (3)	35	End 2024	Mid 2025	End 2025	15%	34.5%	20.9%	Level	Progressing Towards	Progressing Well	Progressing Beyond	Total	Y1	27% (1)	77% (16)	0% (0)	23	Y2	18% (1)	62% (12)	20% (4)	24	Y3	16% (1)	60% (12)	24% (5)	23	Y4	17% (1)	59% (12)	24% (5)	22	Y5	17% (1)	59% (12)	24% (5)	22	Y6	17% (1)	59% (12)	24% (5)	22	Total	16.6% (1)	60.3% (13)	23.1% (5)	33	End 2024	Mid 2025	End 2025	26%	57%	25.3%	Structure Literacy PLD - All year 4-6 teachers - on-line PD and on-going communities of practice and modules. Structured Literacy Approach - Tier 2 and 3 training and student learning Teacher aide - micro-credential training and small group learning support Assessment is further aligned to inform teaching and learning Focus on Assessment for Learning pedagogies has resulted in teachers differentiating programmes to meet student need. Feedback is now more explicit with next learning steps shared with students. Professional learning - new curriculum and science of learning Introduction of new assessment to align with curriculum expectation - structured literacy assessment, phonics checks at 20 and 40 weeks, one minute fluency test	Implement the final English and mathematics curriculum from the beginning of 2026 Professional learning in structured maths Tier 2-3 for year 3-6 (0.15FTE received) Whole staff Mathematics and English professional learning in 2026 Further investigate and implement appropriate assessment practices to inform teaching and learning, align with curriculum changes in English and Mathematics and meet Ministry of Education requirements. Embed professional learning into personal and school-wide goals in Professional Growth Cycle model Utilise the provided Ministry of Education resources to support teaching and learning in mathematics and take advantage of the professional learning and support provided (Oxford resources chosen for 2026)
Level	Progressing Towards	Progressing Well	Progressing Beyond	Total																																																																																											
Y1	27% (1)	66% (13)	7% (1)	22																																																																																											
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Tātaritanga raraunga

Our 2025 Baseline has shown us that this year's new entrants cohort started with fewer literacy and alphabet skills than they have in previous years. As an example, our letter sound recognition assessment that is administered when a child first starts school shows that a significant number of children start of school this year with 0, 1 or 2 letters that they know. In comparison, in 2024 many children started school knowing at least 5 letters and their sound.



Phonics Checks Assessments

Throughout 2025, a phonics check assessment has been administered on each child who has had a 20 or 40 week at school milestone. This assessment is designed to assess which grapheme-phoneme correspondences children know and how they blend sounds together to read words.

Each term the content within the assessment changes. However, the structure remains the same so the results can be compared over time.

2025 Phonics Check Assessment Results	
20 Weeks Assessment:	40 Weeks Assessment:
Progressing Towards: 10 children	Progressing Towards: 14 children
Proficient: 1 children	Proficient: 8 children
Exceeding: 1 children	Exceeding: 2 children

The assessment gets progressively more complex, and is stopped after five incorrect responses. The individual assessment spreadsheet calculates the percentage of correct responses for each grapheme type.

Expectations for 20 Weeks

Assessment Level	Expected
Progressing Towards	10
Proficient	1
Exceeding	1

Expectations for 40 Weeks

Assessment Level	Expected
Progressing Towards	14
Proficient	8
Exceeding	2

End of Year Data – Maths

Curriculum Expectations – Mathematics: Whole School End of Year Data

Maths (3) End of Year Data 2025				
Level	Progressing Towards	Progressing Within	Progressing Beyond	Total
Y1	15% (12)	31% (24)	5% (4)	52
Y2	15% (12)	27% (22)	6% (5)	49
Y3	15% (12)	27% (22)	6% (5)	49
Y4	15% (12)	27% (22)	6% (5)	49
Y5	15% (12)	27% (22)	6% (5)	49
Y6	15% (12)	27% (22)	6% (5)	49
Y7	15% (12)	27% (22)	6% (5)	49
Y8	15% (12)	27% (22)	6% (5)	49
Y9	15% (12)	27% (22)	6% (5)	49
Y10	15% (12)	27% (22)	6% (5)	49
Y11	15% (12)	27% (22)	6% (5)	49
Y12	15% (12)	27% (22)	6% (5)	49

64% of Students are achieving within or beyond expectations in maths (2025 - 2024)
 20% of Male Students are achieving within or beyond expectations in maths (2025 - 2024)
 We have 5 Pacifica Students - all are achieving within or beyond the expected level in maths
 83% of European Students are achieving within or beyond expectations in maths (2025 - 2024)
 89% of Male Students are achieving within or beyond expectations in maths (2025 - 2024)
 78% of Female Students are achieving within or beyond expectations in maths (2025 - 2024)

Ministry of Education - Teacher
Only days related to maths
curriculum - 2 held in 2025

Utilising structured maths
resources and Oxford maths
resources

Continue to embed the Brightwater
School Mathematics pathway,
realigned with the new curriculum
and consider appropriate
assessments

Utilise the provided Staffing and
PLD to implement Tier 2 and 3
interventions for maths learners
Year 3-6.

Tātaritanga raraunga

Primary Student Data		
End 2024	Mid 2025	End 2025
23.4%	20.2%	19%

Planning for next year:

Implement curriculum changes in English and Maths
 Professional learning in mathematics and english across the school
 Ensure assessment practices align with curriculum changes and inform teaching and learning and Government expectations
 Introduce Structured maths Tier 2-3 opportunities for Year 3-6

Statement of Variance Reporting



School Name:	Brightwater School	School Number:	3183
Strategic Aim: Analysis report	To ensure culturally responsive practices and pedagogies give effect to the principles of Te Tiriti O Waitangi and ensure a sense of belonging and connection to our community for all akonga		
Annual Aim:	Continue to focus on local stories and use of te reo, incorporated into classroom routine and units of learning, accessing the local community Enhance our school environment to reflect tikanga and te ao Māori		
Target:	Students and staff use te reo within and across their school day. Students and staff can share their mihi confidently and with understanding Students have a knowledge and understanding of local community and sites of significance, sharing local stories. Our school environment will reflect connection to local stories and sites of significance. Evidence of tikanga and te ao Māori will be visible around Brightwater School. Our school values and learner capabilities will be represented around Brightwater School through signage, pou, murals and / or carvings		
Baseline Data:	Reading: 74% of Māori Students are achieving within or beyond expectation in reading We have 7 Pasifika Students - 6 are achieving within or beyond the expected level in reading. Writing: 74% of Māori Students are achieving within or beyond expectation in writing. (72% 2023) We have 7 Pasifika Students - 6 are achieving within the expected level in writing.		

Tātaritanga raraunga

Maths:

77% of Māori Students are achieving within or beyond expectation in maths. (72% - 2023)
We have 7 Pasifika Students - all are achieving within or beyond the expected level in maths.

Term 1 - Social Science Assessment: Pasifika Students:

I understand that Te Tau Ihu and Brightwater have a past that have contributed to our present T1 Admin Whole School 2025

	Progressing Towards	Progressing Within	Progressing Beyond	Total
Y0				0
Y1				0
Y2		100% (2)		2
Y3				0
Y4		100% (4)		4
Y5				0
Y6				0
Total		100% 6		6

I understand that stories are a way that people make sense of their connections to a place or places T1 Admin Whole School 2025

	Progressing Towards	Progressing Within	Progressing Beyond	Total
Y0				0
Y1				0
Y2		100% (2)		2
Y3				0
Y4			100% (1)	1
Y5		100% (4)		4
Y6			100% (1)	1
Total		80% 6	100% 2	8

Māori Students:

I understand that Te Tau Ihu and Brightwater have a past that have contributed to our present T1 Admin Whole School 2025

	Progressing Towards	Progressing Within	Progressing Beyond	Total
Y0				0
Y1	60% (2)	0% (0)		2
Y2	17% (1)	83% (5)		6
Y3		0% (0)	14% (1)	1
Y4		50% (1)	50% (1)	2
Y5		100% (1)		1
Y6		100% (1)		1
Total	13.5% 3	77.3% 17	9.1% 3	23

I understand that stories are a way that people make sense of their connections to a place or places T1 Admin Whole School 2025

	Progressing Towards	Progressing Within	Progressing Beyond	Total
Y0				0
Y1		100% (6)		6
Y2		83% (13)	17% (4)	17
Y3		71% (13)	29% (3)	16
Y4		33% (1)	67% (12)	13
Y5		100% (1)		1
Y6		100% (1)		1
Total		81.5% 22	18.5% 5	27

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Continue to focus on local stories and use of te reo, incorporated into classroom routine and units of learning, accessing the local community resources Teacher Only Day - PLD - Marae visit Whole school Marae visit February 2025 Visits to local sites of significance - Boulder Bank Introduce River Guardians - student leaders to monitor and enhance local river water quality Continued work to enhance our school environment to reflect tikanga and te ao Māori - shadehouse structure, pou, signage, murals Kapa haka syndicate groups and opportunities to share learning Participation in annual Cultural Festival through kahui ako	Aimee and Struan have worked collaboratively, and with outside support, to continue to build Kapa haka and te reo Māori. Our Senior group attended the Cultural festival with success. Whole school matariki celebration attended at the local park, including displaying artworks and a performance. Kai and korero took place in August Glenda, in consultation with kaiako and BOT, has continued to work towards a positive outcome for the shadehouse and signage. Whanau groups These are well embedded in our school, with strong leadership opportunities for our Y6 students, and tuakana/teina a strong underpinning value to all whānau group experiences. Student Data:	Kaiako have an improved understanding of local stories and protocols on the marae. Relationships with Ngati Koata have improved as a result of our marae visits. Focused mahi in the lead up to kapa haka performances ensure students were ready to perform and had the key understandings. Te Reo embedded across the school throughout the day We can rely on our senior leaders and students to support our younger students when they need it. Māori Language Week – focus on legends, waiata, visual art, te reo	On going development of school wide learning, regarding our school curriculum and in particular the significance of our three rivers. Look for PD opportunities to grow our teaching and learning our Kapa haka opportunities. Attend the Cultural Festival. Engage more whānau into consultation opportunities. Plan for kai and korero at least twice a year. Continue to build our partnership with Ngāti Koata. Continue and grow student monitoring the health of our rivers and how we can kaitiaki this. Continue to develop our whānau groups and the points that they are getting. Formalise our buddy system, so that kids know who their big/little buddy is

Tātaritanga raraunga

Participated in community matariki	Social Science / Aotearoa Histories - Assessment Term 1: Objective 1: I understand that Te Tau Ihu and Brightwater have a past that have contributed to our present: Whole school - 96% within or beyond expectation Māori students - 86% within or beyond expectation Pasifika - 100% within or beyond expectation Objective 2: I understand that stories are a way that people make sense of their connections to a place or places: Whole school - 96% within or beyond expectation Māori students - 100% within or beyond expectation Pasifika - 100% within or beyond expectation		Look to expand our Matariki celebrations in school with a celebration day/s, engaging in activities that support learning about Matariki. Continue to engage with community events. Complete the shadehouse and signage project
Planning for next year:			

Tātaritanga raraunga

Complete the shadehouse and signage

Cultural Festival

Matariki Celebration

Local Curriculum – 3 rivers

Whanau group system

Continue to build our partnership with Ngāti Koata.

Look for PD opportunities to grow our teaching and learning for Kapa haka opportunities.

BRIGHTWATER SCHOOL KIWISPORT 2025

Students participated in organised sport. In 2025 the school received Kiwisport funding of \$3897.68. The funding was spent on swimming lessons at the Aquatic Centre.

Compliance with the Education and Training Act 2020 requirements to be a good Employer 31 December 2025

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Regular Health and Safety checks Procedures followed as outlined in the policy Policies available to all staff Employee files kept - up to date, follow procedures and policy, secure
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Discussed at the beginning of each year. Discussed / included at induction of new staff Health and well-being included for all staff Performance management and professional development available to all staff Appointment procedures followed according to policy Concerns / complaints procedures in place
How do you practise impartial selection of suitably qualified persons for appointment?	Following the appointments policy and procedures accurately
How are you recognising, - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service?	Policies and procedures followed accordingly. EEO policy Brightwater School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.
How have you enhanced the abilities of individual employees?	Professional learning opportunities. Opportunities for leadership in a range of areas across the school Professional growth cycle for staff to build capacity
How are you recognising the employment requirements of women?	Policies and procedures followed accordingly. EEO policy
How are you recognising the employment requirements of persons with disabilities?	Policies and procedures followed accordingly. EEO policy

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

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

Annual Report

2025



Nau te rourou, naku te rourou, ka ora te iwi
***(With your food basket and my food basket, then everyone
will be fed)***

Literacy - Summary:

Better Start Literacy has continued in all junior and middle school classrooms this year.

The senior syndicate teachers have participated in BSLA professional learning this year. This has included on-line workshops and on-going Communities of Practice sessions throughout the year.

Tier 2 students identified within the Wairoa and Waimea syndicates have participated in structured literacy sessions with Teacher Aid support.

A structured literacy specialist teacher has worked with small groups and individuals in junior and middle syndicates to support Tier 2 and Tier 3 learning.

Better Start Literacy incorporates vocabulary development using quality children's story books, structured teaching of critical phonological awareness skills and letter-sound knowledge through fun, game-based activities, activities making explicit links to the reading and spelling context, and structured small group teaching.

This programme is in place across our junior and middle school. Following the professional learning this year, the senior syndicate will modify literacy learning programmes to incorporate best practice in line with the new curriculum.

Phonics Checks - 20 and 40 weeks, one minute fluency tests have been introduced as assessment tools to inform teaching and learning.

Student achievement:

Student achievement: Whole School End of Year Data

Reading (3)End Whole School 2025				
11795	Progressing Towards	Progressing Within	Progressing Beyond	Total
Y0	27% (6)	68% (15)	5% (1)	22
Y1	14% (4)	48% (14)	38% (11)	29
Y2	22% (10)	62% (28)	16% (7)	45
Y3	37% (14)	55% (21)	8% (3)	38
Y4	5% (2)	85% (33)	10% (4)	39
Y5	28% (11)	59% (23)	13% (5)	39
Y6	15% (6)	56% (23)	29% (12)	41
Totals	20.9% 53	62.1% 157	17% 43	253

79% of Students are achieving within or beyond expectation in reading (2024 - 86%).

72% of Māori Students are achieving within or beyond expectation in reading (74% - 2024)

We have 5 Pasifika Students - 4 are achieving within or beyond the expected level in reading.

79% of European Students are achieving within or beyond expectation in reading. (88% - 2024)

76% of Male Students are achieving within or beyond expectation in reading. (85% - 2024)

82% of Female Students are achieving within or beyond expectation in reading. (86% - 2024)

Priority Students

End 2024	Mid 2025	End 2025
15%	34.5%	20.9%

Note: As the curriculum has changed so have the benchmarks for achieving at particular year levels. Expectations have got more difficult to achieve with the more specific progress indicators within the new English curriculum.

Writing (3)End Whole School 2025				
11796	Progressing Towards	Progressing Within	Progressing Beyond	Total
Y0	23% (5)	77% (17)		22
Y1	14% (4)	83% (24)	3% (1)	29
Y2	18% (8)	82% (37)		45
Y3	16% (6)	84% (32)		38
Y4	13% (5)	79% (31)	8% (3)	39
Y5	51% (20)	49% (19)		39
Y6	39% (16)	51% (21)	10% (4)	41
Totals	25.3% 64	71.5% 181	3.2% 8	253

75% of Students are achieving within or beyond expectation in writing (79% - 2024).

72% of Māori Students are achieving within or beyond expectation in writing. (74% 2024)

We have 5 Pasifika Students - 5 are achieving within the expected level in writing.

74% of European Students are achieving within or beyond expectation in writing.

70% of Male Students are achieving within or beyond expectation in writing. (79% 2024)

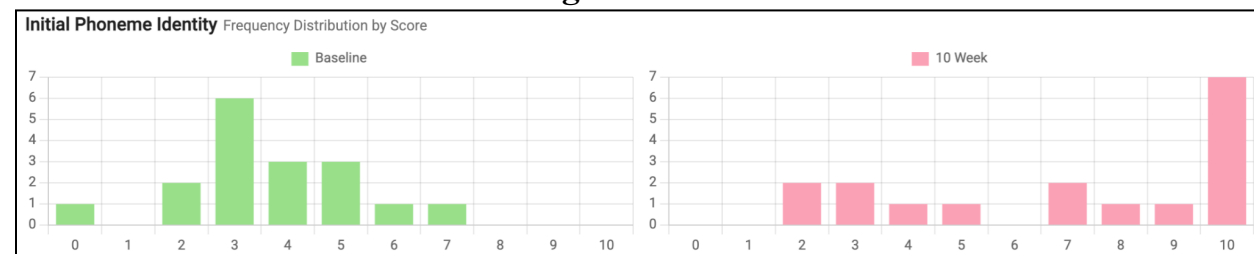
80% of Female Students are achieving within or beyond expectation in writing. (79% - 2024)

Priority Students

End 2024	Mid 2025	End 2025
26%	57%	25.3%

Note: As the curriculum has changed so have the benchmarks for achieving at particular year levels. Expectations have gotten more difficult to achieve with the more specific progress indicators within the new English curriculum.

BSLA Students - Achievement Progress from Baseline Assessments



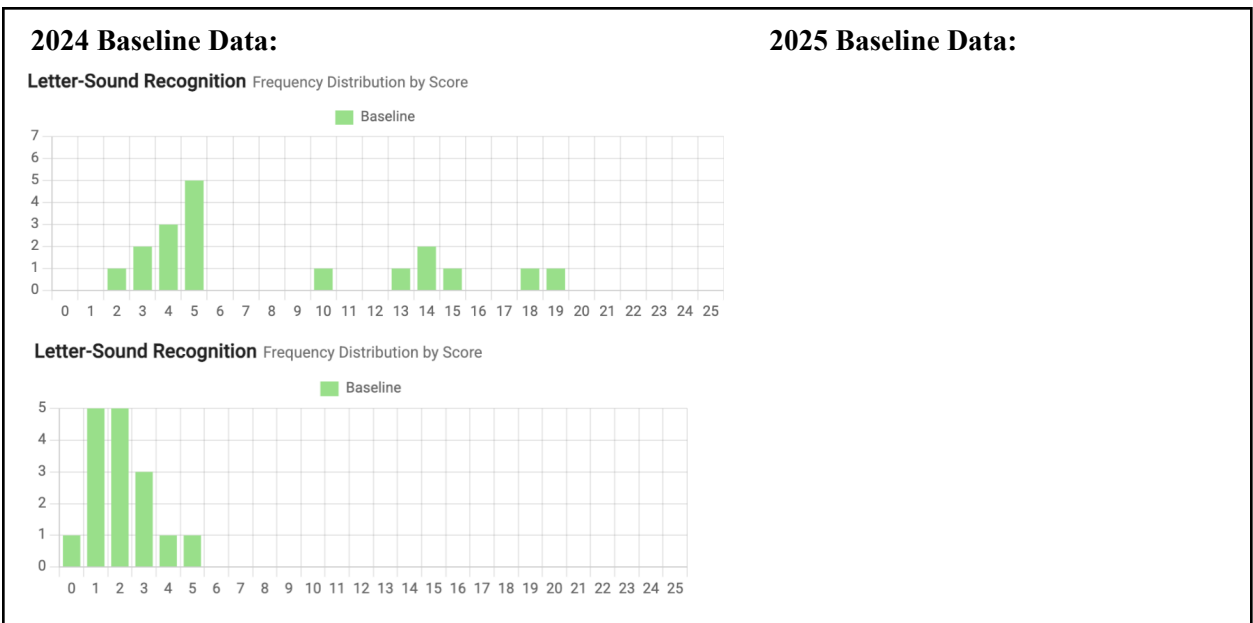


10 Week testing has continued to show positive progress for our New Entrant Students in the BSLA literacy programme.

Baseline testing is completed upon school entry, in the areas of initial phoneme identification, letter-sound recognition and phoneme blending. These same assessments are then completed after 10 Weeks of teaching, for those who were not proficient at baseline.

These graphs show the progress of children who are working on that particular skill, as they were not proficient at baseline (thus not all of our new entrant student cohort are included).

Our 2025 Baseline has shown us that this year's new entrant cohort started with fewer literacy and alphabet skills than they have in previous years. As an example, our letter-sound recognition assessment that is administered when a child first starts school shows that a significant number of children started school this year with 0, 1 or 2 letters that they know. In comparison, in 2024 many children started school knowing at least 5 letters and their sound.



Phonics Checks Assessments

Throughout 2025, a phonics check assessment has been administered on each child who has had a 20 or 40 week at school milestone. This assessment is designed to assess which grapheme-phoneme correspondences children know and how they blend sounds together to read words.

Each term the content within the assessment changes, however the structure remains the same so the results can be compared over time.

2025 Phonics Check Assessment Results:

20 Weeks Assessment:

Needs Support - 10 children

Progressing Towards - 14 children

Proficient - 1 children

Exceeding - 3 children

20 Weeks Assessment:

Needs Support - 9 children

Progressing Towards - 11 children

Proficient - 8 children

Exceeding - 2 children

The assessment gets progressively more complex, and is stopped after five incorrect responses. The assessment spreadsheet quickly calculates the percentage of correct responses for each grapheme type.

Expectations for 20 Weeks:

Achievement level	Threshold
Needs support	0 to 5
Progressing towards	6 to 8
Proficient	9 to 12
Exceeding	13 to 40

Expectations for 40 Weeks:

Achievement level	Threshold
Needs support	0 to 15
Progressing towards	16 to 23
Proficient	24 to 30
Exceeding	31 to 40

Phonics summary by grapheme type			
Grapheme Type	Correct	Out of	%
VC	2	2	100%
CVC	6	9	67%
Digraph CVC	0	7	0%
CVCC & CCVC	0	3	0%
CCVCC	0	2	0%
CCVC	0	1	0%
Vowel Digraph	0	5	0%
Closed Syllable Multisyllabic	0	1	0%
Split Vowel Digraph	0	4	0%
R-Controlled	0	3	0%
Diphthong	0	1	0%
Trigraph	0	1	0%
Two-Syllable	0	1	0%
Total	8		
Curriculum Expectation	12		

Phonics Check Results by Word Type Term 1, 2025

Word Type	20-weeks	40-weeks
	Proportion of Correct Responses per Word Type	Proportion of Correct Responses per Word Type
VC	93%	90%
CVC	46%	84%
Digraph CVC	0%	69%
CVCC & CCVC	0%	76%
CCVCC	0%	67%
CCVC	0%	53%
Vowel Digraph	0%	27%
Closed Syllable Multisyllabic	0%	47%
Split Vowel Digraph	0%	27%
R-Controlled	0%	29%
Diphthong	0%	20%
Trigraph	0%	13%
Two-Syllable	0%	13%

The table summaries the results, by showing the percentage of correct word item responses for each word-pattern.

Phonics Check Results by Word Type Term 3, 2025

Word Type	20-weeks	40-weeks
	Proportion of Correct Responses per Word Type	Proportion of Correct Responses per Word Type
VC	75%	88%
CVC	45%	85%
Digraph CVC	14%	57%
CVCC & CCVC	8%	42%
CCVCC	4%	38%
CCVC	8%	12%
Vowel Digraph	3%	20%
Closed Syllable Multisyllabic	8%	25%
Split Vowel Digraph	0%	16%
R-Controlled	0%	4%
Diphthong	0%	0%
Trigraph	0%	0%
Two-Syllable	0%	12%

The different colours show the percentage of students that got the individual words correct and allow you to identify trends in ability by word type:

- Green: more than 75% of students answered correctly
- Yellow: 51 - 75% of students answered correctly
- Orange: 25 - 50% of students answered correctly
- Red: Less than 25% of students answered correctly.

These graphs show for the first time this year, the progress of the same group of students at 20 weeks and then at 40 weeks. The progress is positive, and shows an increase in the skills and complexity of sound knowledge.

Term 3 Achievement Results Analysis:

Each term, we receive a summary of the results from the Ministry of Education that gives a deeper layer of analysis to our data.

The following data is an example of a section of the analysis of our Term 3 results; how they compare with the National results, and a break down of results by demographic groups.

Overall Achievement Results

For students at 20-weeks, Brightwater School had a mean achievement of 7 correct words, and a median achievement of 8, compared with the national mean achievement of 12 and a median achievement of 11. At 40-weeks, Brightwater School had a mean achievement of 18 correct words, and a median achievement of 20, compared with the national mean achievement of 19 and a median achievement of 20.

Table 1: Overall achievement comparison

Timepoint	Brightwater School			National		
	Participants	Mean Achievement	Median Achievement	Participants	Mean Achievement	Median Achievement
20-weeks	12	7	8	4373	12	11
40-weeks	8	18	20	2413	19	20

Demographic Distribution of Phonics Checks Achievement

These graphs show student achievement at 20-weeks and 40-weeks, broken down by demographic groups. They focus on the gender and ethnicity of students who participated in the assessments. Ethnic groups include European, Māori, Pacific Peoples, Asian, MELAA, and Other ethnicity.

Figure 2: Distribution of scores by ethnic group (prioritised ethnicity)

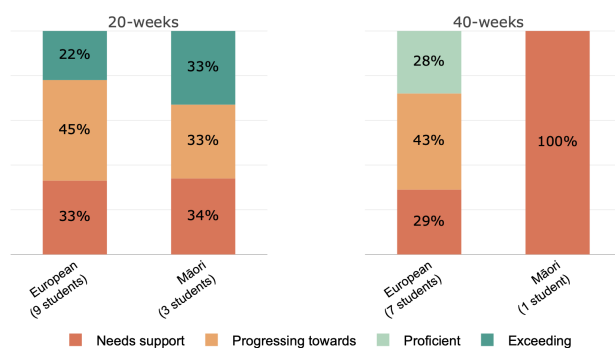
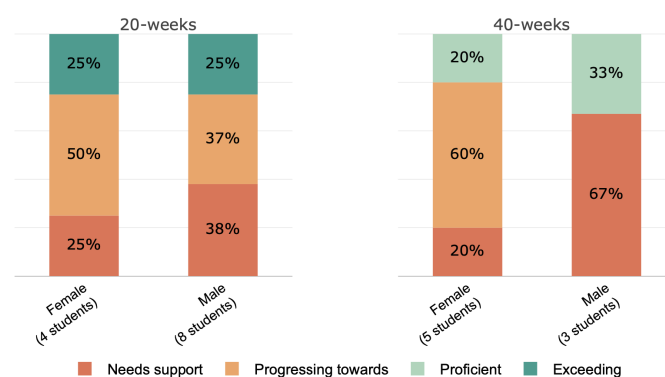


Figure 3: Distribution of scores by gender



Mathematics Summary

Effectively teaching mathematics and statistics requires a strengths-based approach in which all students have the opportunity to learn and progress at the curriculum learning phase of their peers. This means that it is important for our teaching to be ambitious, drawing on progress outcomes for an appropriate level of challenge while also providing opportunities for ākonga to demonstrate understanding beyond this.

Our mathematics programmes are developed according to the NZ Refreshed Mathematics & Statistics Curriculum with aspects of our recent professional development embedded, such as an authentic problem solving approach and mixed ability and collaborative groupings.

During 2025 our pathway was redeveloped in line with further changes to the NZ Curriculum to include specific progress outcomes for our ākonga from 'after 6 months at school' through to the 'end of Y6' across all maths contexts (Number, Algebra, Measurement, Space, Statistics, Probability).

Y3 and Y4 progress outcomes have been separated in our pathway to ensure we have a cohesive transition from phase 1 (Y1-3) to phase 2 (Y4-6) of the curriculum.

Progress outcomes at phase 3 (Y7-8) have been included in our pathway to ensure we are catering for our high achieving mathematicians.

The first 2 of Ministry teacher only days have been utilised with ImpactEd and Ministry providers to support understanding and implementation of curriculum changes in line with best practice.

Ministry supplied Oxford Mathematics resources have been utilised across the school to support programmes.

The on-line mathletics programme has been used across the school to support maths learning and planning. This is provided to students through the Government Donations Scheme.

Student achievement:

Curriculum Expectations – Mathematics Whole School End of Year Data

Maths (3)End Admin Whole School 2025				
11797	Progressing Towards	Progressing Within	Progressing Beyond	Total
Y0	5% (1)	91% (20)	5% (1)	22
Y1	14% (4)	79% (23)	7% (2)	29
Y2	18% (8)	82% (37)		45
Y3	8% (3)	87% (33)	5% (2)	38
Y4	5% (2)	77% (30)	18% (7)	39
Y5	26% (10)	62% (24)	13% (5)	39
Y6	32% (13)	46% (19)	22% (9)	41
Totals	16.2% 41	73.5% 186	10.3% 26	253

84% of Students are achieving within or beyond expectation in maths (81% - 2024).

86% of Māori Students are achieving within or beyond expectation in maths. (77% - 2024)

We have 5 Pasifika Students - all are achieving within or beyond the expected level in maths.

83% of European Students are achieving within or beyond expectation in maths. (82% - 2024)

89% of Male Students are achieving within or beyond expectation in maths. (85% - 2024)

78% of Female Students are achieving within or beyond expectation in maths. (77% - 2024)

Priority Student Data:

End 2024	Mid 2025	End 2025
23.4%	20.2%	16%

Inquiry Learning

Inquiry Learning incorporates Science, Social Studies, Health, and Technology. Areas of English, Mathematics, The Arts and Physical Health and Well-being are integrated authentically as appropriate. Thinking skills and E-learning are integrated throughout topics to enhance teaching and learning, as are opportunities for co-operative and collaborative learning.

Specific learning intentions and assessment relate to the Achievement Objectives in each Curriculum Area and our Learner Capabilities are important skills for our students to use in order to develop knowledge and understanding. Contextual understandings have been developed in Science, Social Science, Health and Physical Education, The Arts and Technology to ensure a balanced curriculum. The refreshed curriculum in Social Science (incorporating Aotearoa New Zealand Histories) and then science and health and PE will inform teaching and learning over time (as they become available).

Topic Data - Science, Social Science, Health

Contexts for Study Included:

- Relationships - within classroom, across teams and across school, building classroom culture, understanding learning styles, how our brain works
- Social Science - local history / stories, marae visits
- Matariki - local stories, community celebration, arts
- Science - Material World
- Māori Language Week
- Dance curriculum
- Middle and Senior Camps
- Keeping Ourselves Safe - NZ Police
- Snowden's Bush Tree Planting

Our school values are Respect, Connect, Belonging and Resilience. Each value has a pathway of progress; starting at Puna Wai (the source), through to Moana (the ocean) toward achieving our graduate profile (the values we would like all ākonga to leave Brightwater School with).

Our school learner qualities are Wonder, Think, Reflect and Celebrate. Each capability shows a pathway to progress toward achieving our graduate profile (the capabilities we would like all ākonga to leave Brightwater School with). Our learner qualities are reflected throughout our whole school day.

Student achievement: Whole School End of Year Data

Our school values have been explicitly reported on to whānau in 2025, with a teacher judgement being made using our pathway of progress as a guide.

In 2025 we made the decision to report on the same aspects of our School Values and Learner Capabilities in Term 2 and Term 4, so whānau could make comparisons between the two, and hopefully see steady consistency or progress.

Our School Values:

Our school values are **Respect, Connect, Belonging and Resilience**.
Each value has a **pathway of progress** that teachers use to help guide their judgements.

	Often	Sometimes	Not Yet
Respect - Knows the difference between right and wrong and can act accordingly.			
Respect - Manages their emotions and recognises the feelings of others.			
Connect - Works well in groups with others to achieve an outcome.			
Belong - Accepts the uniqueness of others in all areas of the school.			
Resilience - Sets goals and works hard towards them.			

Our Learner Capabilities:

Our school learner qualities are **Wonder, Think, Reflect and Celebrate**.
Each capability has a **pathway of progress** that teachers use to help guide their judgements.
Our learner qualities are reflected throughout our whole school day.

	Often	Sometimes	Not Yet
Wonder - Asks questions to extend thinking and understanding.			
Think - Uses strategies to problem solve when stuck on something hard.			
Think - Open minded to new ideas and possibilities.			
Reflect - Knows their own strengths and weaknesses.			
Celebrate - Knows where they have done well and what can be improved.			

Respect - Whakaute

				
Integrity	- I can tell the truth. - I am learning the difference between right and wrong.	- I can tell the truth and I understand the effects of my actions. - I am aware of right and wrong and understand the consequences.	- I tell the truth and accept the consequences of my actions. - I know what is right and wrong and I can make appropriate choices.	- I am always honest and take ownership of my actions. - I know what is right and wrong and I consistently make appropriate choices.
Empathy	- I can see how someone is feeling. - I recognise different emotions.	- I understand how another person is feeling. - I can say how I am feeling.	- I understand how someone is feeling and I can help them. - I am developing strategies to manage my emotions.	- I understand what another person is feeling and respond with tolerance and kindness. - I can manage my emotions using strategies that work for me.
Kaitiaki	- I take care of things that are important to me. - I am learning to 'pick up' and 'pack up'.	- I take care of my belongings. - I 'pick up' and 'pack up' my belongings.	- I take care of my belongings and those of others. - I 'pick up' and 'pack up' things that belong to me and others in the school environment.	- I take ownership of my belongings and use initiative to care for the belongings of others. - I use my initiative to 'pick up' and 'pack up' at the right time.

Connect - Whanaungatanga

				
Communication	- With help I share my experiences and opinions. - I am learning to listen to others.	- I can share my experiences and opinions. - I listen to others	- I can clearly share my thoughts, experiences and opinions with others. - I can actively listen to others	- I can confidently and clearly share my thoughts, experiences and justify my opinions with others in a variety of ways. - I actively listen and respond to what others have to say.
Collaboration	With help I can be part of a group.	I can work together in a group.	I actively participate in my group and take responsibility for a role.	- I am willing and able to take on various roles within a group. - I work together in a team to reach a common goal.
Building Relationships	- I can play and learn alongside others. - I am learning to make friends.	- I can play and learn with others. - I can identify who my friends are.	- I include others and can join in. - I can build and maintain friendships with others.	- I can work with people who think differently to me. - I can build and maintain relationships with a variety of people.

Belonging - Ūkaipōtanga				
				
Wellbeing	- I am learning about taking care of myself. - I am learning who I am.	- I can take care of some aspects of my personal wellbeing. - I know it's great to be me.	- I can actively take care of all aspects of my personal well being. - I am proud of who I am and can share my unique voice.	- I can actively take responsibility for all aspects of my personal well being. - I am accepting of the uniqueness of myself and others.
Sense of self	I can identify some of my personal traits and values	I can identify some traits, values and beliefs in myself	I can identify traits, values and beliefs that make me who I am	I can identify traits, values and beliefs in myself and use these to define personal goals and feelings within myself
Whānau	- I know my whānau and my whare. - My whānau and I are building relationships with the kura.	- I know my school and local community and why this is important to me - I can share my learning with my whānau.	- I know about Aotearoa and how my whānau fits within it - I am proud of who I am and where I'm from	- I know my place in the world and the significance of my traditions and rituals that allow me to contribute - I know who I am and where I'm from and am proud to share this with others.

Resilient - Manawarōa				
				
Determined	I give things a go knowing it is OK to make a mistake	I persevere to complete tasks and can learn from my mistakes.	I persevere to complete challenging tasks and feel comfortable to make a mistake because it is part of my learning.	I recognise my strengths and weaknesses and challenge myself to reflect on my mistakes and never give up.
Adaptable	I can accept that change sometimes happens.	I understand that change happens and I will be OK.	I am open minded about change and know it is part of my growth.	I accept change and adapt in order to move forward.
Confident	I am willing to try new things with help.	I can independently give things a go.	I am willing to take risks to gain new skills.	I am a confident risk taker who welcomes new challenges.

Our learner capabilities

Our whole school data shows a positive shift

Learner Capabilities				
				
Wonder Miharo	- I can ask a question. - I know what my imagination is.	- I ask questions to find out more about what interests me. - I can talk about and describe my creative ideas.	- I can ask relevant questions to connect my learning. - I can use my imagination to think creatively and express myself.	- I can ask questions to extend my understanding and knowledge. - I bring my imaginative ideas to life in the way I choose and share this with others.
Think Huatau	- I am learning to ask for help when stuck. - I can think of a different idea to others. - I can link one idea to another	- I am learning problem solving strategies. - I understand others have different ideas. - I can link an idea to something I have learnt before	- I am learning how to apply strategies to problem solve. - I am open minded and consider different ideas. - I can use my prior knowledge to link new ideas	- I use strategies to problem solve and I can explain and justify these to others. - I can use different ideas to generate new learning. - I can link knowledge and ideas to create new understanding
Reflect Whaiwhakaaro	With support I can reflect on my learning and set new goals	I am beginning to independently reflect on my learning and set my new goals	I can independently reflect on my prior learning to set new goals	I can clearly identify my own successes and weaknesses and how they can influence my future learning.
Celebrate Whakanui	I am proud of my efforts	I celebrate my achievements	I celebrate my achievements and can identify how I have been successful	I celebrate my achievements, identify reasons for success and am motivated to improve.

Wonder/Miharo (2)Mid Whole School					
12358	Puna Wai (1)	Waiāwhio (2)	Pūao (3)	Moana (4)	Total
Y0					0
Y1	44% (12)	48% (13)	7% (2)		27
Y2	9% (4)	53% (23)	37% (16)		43
Y3	3% (1)	74% (28)	24% (9)		38
Y4		19% (7)	69% (25)	11% (4)	36
Y5		10% (4)	54% (21)	36% (14)	39
Y6	3% (1)		53% (20)	45% (17)	38
Totals	8.1% 18	33.9% 75	42.1% 93	15.8% 35	221

Wonder/Miharo (3)End Whole School					
12362	Puna Wai (1)	Waiāwhio (2)	Pūao (3)	Moana (4)	Total
Y0	65% (15)	35% (8)			23
Y1	14% (4)	76% (22)	10% (3)		29
Y2	9% (4)	56% (25)	20% (9)	16% (7)	45
Y3	15% (6)	72% (28)	13% (5)		39
Y4	3% (1)	38% (15)	51% (20)	8% (3)	39
Y5		15% (6)	46% (18)	38% (15)	39
Y6			17% (7)	83% (34)	41
Totals	11.8% 30	40.8% 104	24.3% 62	23.1% 59	255

Think/Huatau (2)Mid Whole School 2025					
12359	Puna Wai (1)	Waiāwhio (2)	Pūao (3)	Moana (4)	Total
Y0					0
Y1	56% (15)	44% (12)			27
Y2	19% (8)	51% (22)	30% (13)		43
Y3	13% (5)	63% (24)	24% (9)		38
Y4		14% (5)	72% (26)	14% (5)	36
Y5		8% (3)	49% (19)	44% (17)	39
Y6		3% (1)	42% (16)	55% (21)	38
Totals	12.7% 28	30.3% 67	37.6% 83	19.5% 43	221

Think/Huatau (3)End Whole School 2025					
12363	Puna Wai (1)	Waiāwhio (2)	Pūao (3)	Moana (4)	Total
Y0	74% (17)	26% (6)			23
Y1	14% (4)	83% (24)	3% (1)		29
Y2	2% (1)	58% (26)	24% (11)	16% (7)	45
Y3	3% (1)	82% (32)	15% (6)		39
Y4	3% (1)	38% (15)	49% (19)	10% (4)	39
Y5		13% (5)	41% (16)	46% (18)	39
Y6			20% (8)	80% (33)	41
Totals	9.4% 24	42.4% 108	23.9% 61	24.3% 62	255

Reflect/Whaiwhakaaro (2)Mid Whole School 2025					
12360	Puna Wai (1)	Waiāwhio (2)	Pūao (3)	Moana (4)	Total
Y0					0
Y1	85% (23)	15% (4)			27
Y2	9% (4)	40% (17)	51% (22)		43
Y3	5% (2)	58% (22)	37% (14)		38
Y4		33% (12)	56% (20)	11% (4)	36
Y5		3% (1)	56% (22)	41% (16)	39
Y6		5% (2)	34% (13)	61% (23)	38
Totals	13.1% 29	26.2% 58	41.2% 91	19.5% 43	221

Reflect/Whaiwhakaaro (3)End Whole School 2025					
12364	Puna Wai (1)	Waiāwhio (2)	Pūao (3)	Moana (4)	Total
Y0	57% (13)	43% (10)			23
Y1	48% (14)	52% (15)			29
Y2	4% (2)	49% (22)	33% (15)	13% (6)	45
Y3	8% (3)	82% (32)	10% (4)		39
Y4	3% (1)	59% (23)	38% (15)		39
Y5		28% (11)	23% (9)	49% (19)	39
Y6			10% (4)	90% (37)	41
Totals	12.9% 33	44.3% 113	18.4% 47	24.3% 62	255

Celebrate/Whakanui (2)Mid Whole School 2025					
12361	Puna Wai (1)	Waiāwhio (2)	Pūao (3)	Moana (4)	Total
Y0					0
Y1		96% (26)	4% (1)		27
Y2		40% (17)	60% (26)		43
Y3		29% (11)	71% (27)		38
Y4		17% (6)	78% (28)	6% (2)	36
Y5		3% (1)	64% (25)	33% (13)	39
Y6			42% (16)	58% (22)	38
Totals		27.6% 61	55.7% 123	16.7% 37	221

Celebrate/Whakanui (3)End Whole School 2025					
12365	Puna Wai (1)	Waiāwhio (2)	Pūao (3)	Moana (4)	Total
Y0	39% (9)	61% (14)			23
Y1	7% (2)	93% (22)			29
Y2		47% (21)	40% (18)	13% (6)	45
Y3		33% (13)	67% (26)		39
Y4		3% (1)	90% (35)	8% (3)	39
Y5		13% (5)	28% (11)	59% (23)	39
Y6			12% (5)	88% (36)	41
Totals	4.3% 11	31.8% 81	37.3% 95	26.7% 68	255

2025 Curriculum Data

Term One 2025 - Social Science

Wai-iti

Statement 2 Aotearoa/NZ Histories I understand that stories are a way that people make sense of their connections to a place or places.		
Working Towards	Working Within	Working Beyond
At this level, the child needs support to retell a story of significance for our area, as well as needing support to talk about how other people might tell it differently.	At this level, the child is able to retell a story of significance for our area, and talk about how other people might tell it differently.	At this level, the child is able to confidently retell a story of significance for our area, and talk about how other people might tell it differently.

Wairoa

Statement 2 Aotearoa/NZ Histories I understand that stories are a way that people make sense of their connections to a place or places.		
Working Towards	Working Within	Working Beyond
At this level, the child is still developing their ability to retell stories of significance for our area. Support is needed to discuss appropriate timeframes for events.	At this level, the child is able to retell stories of significance for our area, with appropriate timeframes used.	At this level, the child is able to confidently retell stories of significance for our area, with appropriate timeframes used and some key dates.

Waimea

Statement 2 Aotearoa/NZ Histories I understand that stories are a way that people make sense of their connections to a place or places.		
Working Towards	Working Within	Working Beyond
At this level, the child is still developing their ability to share stories of significance for our area. Support is needed to be able to discuss how other people might construct the sequence differently.	At this level, the child is able to retell stories of significance for our area, with appropriate timeframes used, and say how other people might construct the sequence differently.	At this level, the child is able to accurately retell stories of significance for our area, with appropriate dates and timeframes used, and say how other people might construct the sequence differently.

**I understand that Te Tau Ihu and Brightwater have a past that have contributed to our present T1
Glenda Earle whole school 2025**

13346	Progressing Towards	Progressing Within	Progressing Beyond	Total
Y0				0
Y1	12% (3)	85% (22)	4% (1)	26
Y2	2% (1)	88% (38)	9% (4)	43
Y3	3% (1)	83% (29)	14% (5)	35
Y4		52% (13)	48% (12)	25
Y5		92% (11)	8% (1)	12
Y6	6% (1)	94% (17)		18
Totals	3.8% 6	81.8% 130	14.5% 23	159

**I understand that stories are a way that people make sense of their connections to a place or places T1
Glenda Earle whole school 2025**

13347	Progressing Towards	Progressing Within	Progressing Beyond	Total
Y0				0
Y1	4% (1)	93% (26)	4% (1)	28
Y2		88% (38)	12% (5)	43
Y3	3% (1)	63% (22)	34% (12)	35
Y4	3% (1)	47% (16)	50% (17)	34
Y5	5% (2)	87% (34)	8% (3)	39
Y6	3% (1)	76% (28)	22% (8)	37
Totals	2.8% 6	75.9% 164	21.3% 46	216

Term Two - Science

Wai-iti

Statement 2 Science I understand that some materials change through mixing, heating and cooling.		
Working Towards	Working Within	Working Beyond
At this level, the child needs support to observe and discuss the changes they see when some materials are heated, cooled and mixed.	At this level, the child is able to observe and discuss the changes they see when some materials are heated, cooled and mixed.	At this level, the child is able to independently observe and discuss the changes they see when some materials are heated, cooled and mixed.

Wairoa

Statement 2 Science I understand that some materials change through mixing, heating and cooling.		
Working Towards	Working Within	Working Beyond
At this level, the child is needing support to observe and describe the changes that occur in different materials when they are mixed, heated, or cooled.	At this level, the child is able to observe and describe the changes that occur in different materials when they are mixed, heated, or cooled.	At this level, the child is able to independently observe and describe the changes that occur in different materials when they are mixed, heated, or cooled.

Waimea

Statement 2 Science I understand that some materials change through mixing, heating and cooling.		
Working Towards	Working Within	Working Beyond
At this level, the child is needing regular support to predict, observe, describe and justify the changes that occur in different materials when they are mixed, heated, or cooled.	At this level, the child is able to predict, observe, describe and justify the changes that occur in different materials when they are mixed, heated, or cooled.	At this level, the child is able to accurately and independently predict, observe, describe and justify the changes that occur in different materials when they are mixed, heated, or cooled.

I understand that scientists observe, describe and compare the properties of materials. T2
Glenda Earle whole school 2025

13352	Progressing Towards	Progressing Within	Progressing Beyond	Total
Y0				0
Y1		93% (25)	7% (2)	27
Y2		95% (41)	5% (2)	43
Y3	3% (1)	92% (35)	5% (2)	38
Y4	3% (1)	89% (32)	8% (3)	36
Y5	23% (9)	70% (28)	8% (3)	40
Y6	5% (2)	68% (26)	26% (10)	38
<i>Totals</i>	5.9% 13	84.2% 187	9.9% 22	222

I understand that some materials change through mixing, heating and cooling. T2
Glenda Earle whole school 2025

13353	Progressing Towards	Progressing Within	Progressing Beyond	Total
Y0				0
Y1		96% (26)	4% (1)	27
Y2		100% (43)		43
Y3		95% (36)	5% (2)	38
Y4		92% (33)	8% (3)	36
Y5	23% (9)	73% (29)	5% (2)	40
Y6	8% (3)	71% (27)	21% (8)	38
<i>Totals</i>	5.4% 12	87.4% 194	7.2% 16	222

Term Three / Four - The Arts - Dance

Utilising 'The Dance Curriculum' expertise to support dance programmes was highly successful. The facilitator was very good at building relationships and rapport with staff and students and an excellent role model for our students. Students were highly engaged in the learning and performance and the feedback from our whānau was incredibly positive

The Arts Curriculum Assessment Moderation

Wai-iti

Statement 1 Dance I understand that dance is a way of communicating and interpreting ideas.		
Working Towards	Working Within	Working Beyond
At this level, the child is needing support to share dance movements through a presentation.	At this level, the child is able to share dance movements through a presentation.	At this level, the child is able to confidently share dance movements through a presentation. They are able to share their thoughts and feelings in response to the dance presented.

Wairoa

Statement 1 Dance I understand that dance is a way of communicating and interpreting ideas.		
Working Towards	Working Within	Working Beyond
At this level, the child is needing support to share dance movements through a presentation.	At this level, the child is able to learn a sequence of dance movements, and share through a presentation.	At this level, the child is able to confidently share dance movements through a presentation. They are able to identify the elements of dance that they used in a performance.

Waimea

Statement 1 Dance I understand that dance is a way of communicating and interpreting ideas.		
Working Towards	Working Within	Working Beyond
At this level, the child is needing support to share ideas through dance in pairs or groups. They reluctantly take part in the preparation sessions for the sharing.	At this level, the child is able to share ideas through dance in pairs or groups. They take part in the preparation sessions for the sharing.	At this level, the child is able to share ideas confidently through dance in pairs or groups. They enthusiastically take part in the preparation sessions for the sharing, and this may lead to their own creativity in dance outside of the preparation sessions.

I understand that drama involves developing ideas, using imagination and working with others T3 Glenda Earle whole school 2025

12466	Progressing Towards	Progressing Within	Progressing Beyond	Total
Y0				0
Y1	8% (1)	92% (12)		13
Y2	5% (1)	95% (20)		21
Y3		97% (37)	3% (1)	38
Y4		100% (27)		27
Y5				0
Y6				0
Totals	2% 2	97% 96	1% 1	99

I understand that Visual Art can be created using a variety of materials and tools T3 Glenda Earle whole school 2025

12467	Progressing Towards	Progressing Within	Progressing Beyond	Total
Y0				0
Y1		100% (13)		13
Y2		100% (21)		21
Y3		100% (38)		38
Y4		96% (26)	4% (1)	27
Y5				0
Y6				0
Totals		99% 98	1% 1	99

Physical Education - P.E. & Health, EOTC & Sport

Our P.E. programmes and sporting opportunities reflect the intentions of the curriculum document under Health and Physical Wellbeing. There is a public awareness that children need to maintain a healthy diet and get regular exercise. PE and Sport play an important role in ensuring this happens, along with Health Education. This also supports the importance of mental health and through healthy exercise we are promoting this with our children.

There was a huge increase in kids playing sports run by the school this year. The same sporting codes were available but more students were involved.

Miniball: 35

Volleyball: 67

T1 - 30 T4 - 37

Rippa: 44

Netball: 71

Touch: 82

Gymnastics: 2

Soccer/Football:

T1 - 42 T4 - 37

Our sport Code of Conduct has been shared with all students and sent home at the beginning of the year with ICT Contract/agreement.

Inter-class/whanau group sports competitions have been a feature throughout the year.

We have taken part in interschool competitions - Rippa, Tackle rugby, Netball, Athletics, KiwiSports and Cross Country and Hockey. 1 student represented the Tasman team at the Inter-regional Cross Country event in Wellington.

Where possible we have had outside agencies involved - tennis, volleyball, netball, basketball.

We have connected with Sport Tasman - Healthy Active Schools - and they are supporting our long term planning and programmes. Teacher and student surveys has been completed to gain further understanding of attitudes towards physical activity teaching and learning.

Cross Country – We ran a senior/middle syndicate school cross country where students had the options of running a 'fun run' which was two laps or a 'competitive run' which was 4. This was a more positive experience for all runners with students selecting a run more suited to their ability.

28 students from our senior/middle syndicate school cross country went through to our cluster school competition. 12 of those then went on to make it through to the regional competition and 1 to the inter-regional level.

Swimming lessons took place at the Richmond Aquatic Centre for the Middle and Junior syndicate students (2 week intensive block) in Term 2.

Children's attitude towards sport and Phys/Ed remains positive.

The school cycle track is still a great asset to our school for all kinds of fitness activities as well as the continual use by children on their bikes. Many junior children are using it at lunch times as well as biking during play for fitness.

Kiwisport Funding

Kiwisport funding was utilised to support the cost of Aquatic Centre swimming - 2 week water confidence and skills learning for Years 0 - Year 4 students.

Student achievement: Whole School End of Year Data

Health Curriculum Assessment Moderation

Wai-iti

Statement 1 **Health** - Personal Health and Physical Development
I understand how to be safe in a range of situations.

Working Towards	Working Within	Working Beyond
At this level, the child is needing support to share any ideas about how to be safe in a range of situations. They are still learning what it means to be safe.	At this level, the child is able to share some ideas about how to be safe in a range of situations.	At this level, the child is able to confidently share their own ideas about how to be safe in a range of situations. They are able to share their thoughts and feelings in response to different risks and scenarios.

Wairoa

Statement 1 **Health** - Personal Health and Physical Development
I understand how to be safe in a range of situations.

Working Towards	Working Within	Working Beyond
At this level, the child is needing support to share their ideas about how to be safe in a range of situations. They are developing their understanding of what it means to be safe.	At this level, the child is able to share some ideas about how to be safe in a range of situations. They are beginning to be able to share their thoughts in response to different risks and scenarios.	At this level, the child is able to confidently share their own ideas about how to be safe in a range of situations. They are able to share their thoughts and feelings in response to different risks and scenarios.

Waimea

Statement 1 **Health** - Personal Health and Physical Development
I understand how to be safe in a range of situations.

Working Towards	Working Within	Working Beyond
At this level, the child is needing support to share any ideas about how to be safe in a range of situations. With adult support, they are able to identify some risks and their causes and describe safe practices to manage these.	At this level, the child is able to share some ideas about how to be safe in a range of situations. They are able to identify some risks and their causes and describe safe practices to manage these.	At this level, the child is able to confidently share their own ideas about how to be safe in a range of situations. They are able to share their thoughts and feelings in response to different risks and scenarios. They are able to independently identify risks and their causes and describe safe practices to manage these.

I understand how to be safe in a range of situations. T4 Admin Whole School 2025

13355	Progressing Towards	Progressing Within	Progressing Beyond	Total
Y0		100% (23)		23
Y1		97% (28)	3% (1)	29
Y2	2% (1)	98% (44)		45
Y3	5% (2)	95% (37)		39
Y4	3% (1)	97% (38)		39
Y5	3% (1)	92% (36)	5% (2)	39
Y6	10% (4)	71% (29)	20% (8)	41
Totals	3.5% 9	92.2% 235	4.3% 11	255

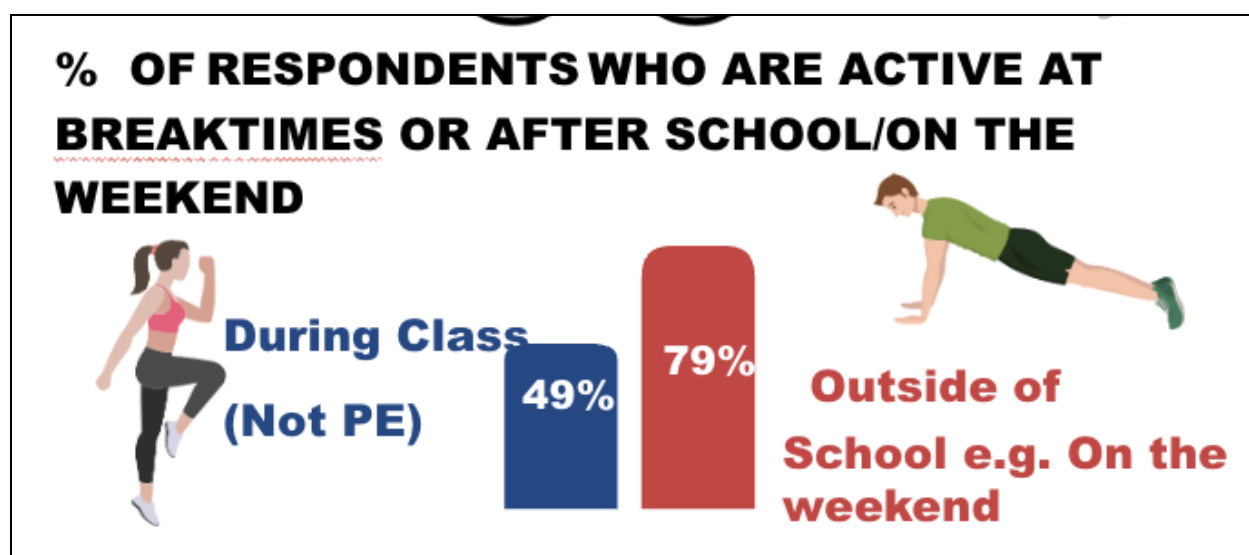
96% of students are meeting or exceeding expectation
 97% of Māori students are meeting or exceeding expectation
 5/5 Pasifika students are meeting or exceeding expectation
 96% of European students are meeting or exceeding expectation
 95% of male students are meeting or exceeding expectation
 98% of female students are meeting or exceeding expectation

I understand how to share my wants, needs and feelings, and how to listen to others. T4
Admin Whole School 2025

13356	Progressing Towards	Progressing Within	Progressing Beyond	Total
Y0		100% (23)		23
Y1	7% (2)	93% (27)		29
Y2	2% (1)	98% (44)		45
Y3	15% (6)	85% (33)		39
Y4	10% (4)	90% (35)		39
Y5	13% (5)	79% (31)	8% (3)	39
Y6	12% (5)	73% (30)	15% (6)	41
<i>Totals</i>	9% 23	87.5% 223	3.5% 9	255

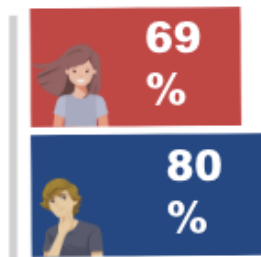
91% of students are meeting or exceeding expectation
 94% of Māori students are meeting or exceeding expectation
 4 / 5 Pasifika students are meeting or exceeding expectation
 91% European students are meeting or exceeding expectation
 90% of male students are meeting or exceeding expectation
 92% of female students are meeting or exceeding expectation

Student Survey - Completed by Sport Tasman - Year 4-6

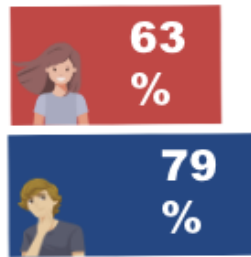


HOW MUCH DO YOU ENJOY BEING ACTIVE

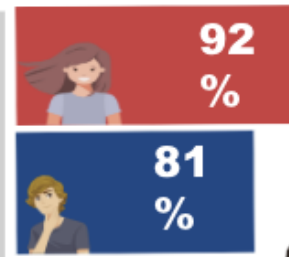
(Quite a lot/Heaps)



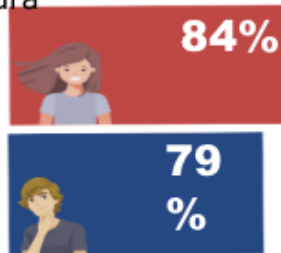
I enjoy being physically active at school/kura



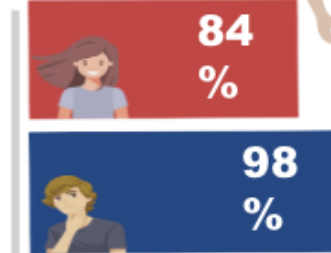
I enjoy being active with my class



I enjoy being active in the weekend



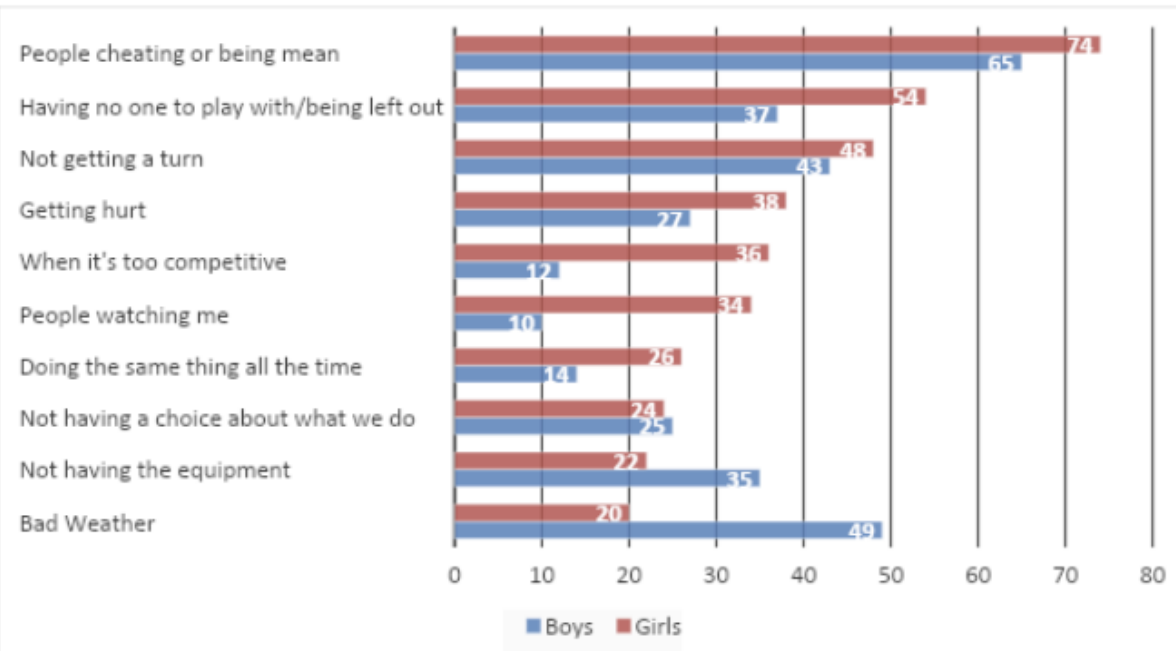
I enjoy being in a sports team or active club (like Kapa Haka)



I enjoy being physically active at break or lunchtimes

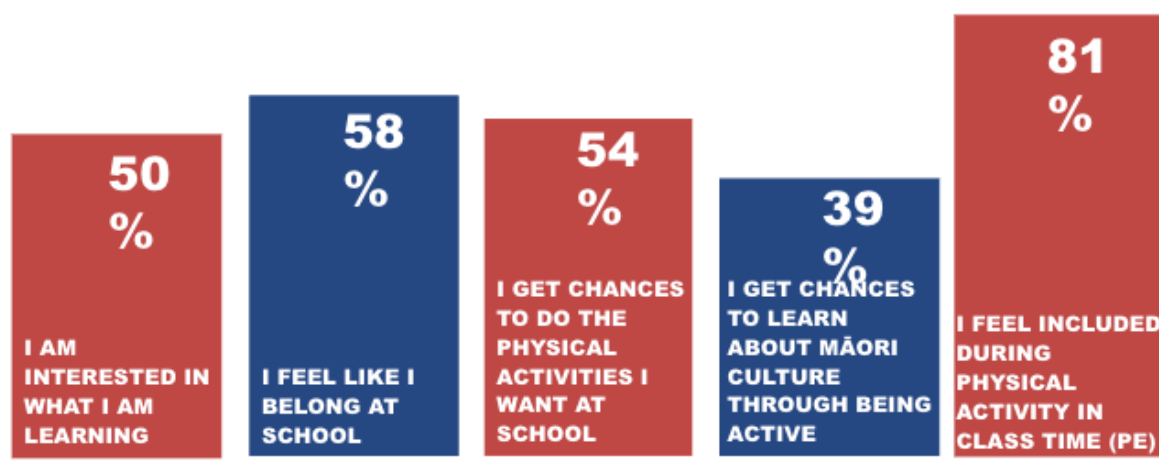


MAIN BARRIERS TO BEING MORE PHYSICALLY ACTIVE



ATTITUDE TOWARDS SCHOOL

(QUITE A LOT/HEAPS)



Generally positive attitude toward physical activity.

Next steps: investigate barriers - (eg: female students who don't like others watching them) and implement ways to address these.

Parent Survey:

Parents are happy with the sports offered at school. There are a few who would like to see Softball, Hockey or Tennis however we have reached out with no luck, or these are outside of school/club teams. Many parents are happy to participate in these sports outside of school.

Most parents that are willing to support the development of sports are already involved. There is nothing that would encourage them to support this extrinsically or intrinsically. Many parents do not have the time or child care capabilities to coach. One mentioned kids not listening, or being respectful was a barrier for them.

Many do not have strengths they would be willing to pass on. There was one mention about a funded rugby coach however not sure if this is something that we can tap into. It was mentioned about tapping into college kids or rep teams for coaches etc

Joey Scott - Rugby and Josh at the pottery place - cricket we mentioned.

ALL parents loved the Aquatic Centre and want to see this continue. There was mention of being willing to pay for the bus so it can continue. They appreciate the fact that they don't need to organise or transport their children.

EOTC

EOTC is currently used for providing opportunities for students to engage in the outdoors in learning opportunities outside those they are usually engaged in. This is an extension of our P.E. and Health programmes and also integrates with science and technology where applicable and related to the yearly theme. Providing opportunities for education outside the classroom is important in terms of offering a range of programmes and opportunities to meet the wholistic needs of students. These activities support classroom learning, extend student experiences and help to give students confidence, skills and success in areas of interest, strength or need.

Activities Included:

Snowden's Bush Tree Planting - local curriculum

Marae visits
Weetbix Tryathlon
Sporting events listed above
Clued Up Kids - Senior students
Camp (Year 3-4) and Adventure week (Year 5-6)

EPro8:

The EPro8 Challenge is an inter-school science and engineering competition. Every year over 25,000 students from throughout New Zealand take part. Students participate in a series of events: firstly within their school and then inter-school. These events are designed to promote science, engineering and problem solving. The EPro8 Challenge starts with an internal event that teachers run within their own school. The top teams from each internal event qualify for the inter-school heats. Each heat will have twelve teams from schools throughout your region complete a variety of science and engineering based challenges. The top teams qualify for the regional grand final. Our internal school event was held this year at class level with the top 2 teams representing Brightwater School at regionals and then at the grand final.

STEAM:

We run a STEAM programme with selected students from both the Waimea (senior) and Wairoa (middle) syndicates.

Curriculum focus areas

- Science
- Technology
- Engineering
- Arts
- Maths

21st century skills integrated through STEM challenges

- Collaboration
 - Creativity
 - Critical thinking
 - Communication
- These skills are woven through each challenge

Process

1. Ask
 2. Imagine
 3. Plan
 4. Create
 5. Improve
- The children follow a written plan that includes all of these 5 aspects for each challenge

Kirsten Powick has implemented and run a STEAM programme with selected students from both the Waimea (senior) and Wairoa (middle) syndicates. This year has been another highly successful year for our STEAM (Science, Technology, Engineering, Arts & Mathematics) programme. Engagement has remained consistently high across both syndicates, and students continue to show enthusiasm, curiosity, and confidence as they participate in hands-on inquiry learning. The programme continues to foster critical thinking, communication, collaboration, and creativity, and it has been wonderful to see so many students take pride in their learning and willingly share their ideas with peers, teachers, and whānau. STEAM learning continues to empower learners and provides opportunities for success with like-minded peers.

Reflection from Kirsten:

I have continued to receive positive feedback from students and parents. Families comment on the excitement their children bring home and the positive impact this learning approach has on their confidence and motivation. A highlight this year was the Wearable Arts Show in Term 3, which resulted in an article in the Waimea Weekly newspaper, celebrating the creativity and innovation of our students. This public recognition was a proud moment for the students and myself and a testament to the energy and effort our learners put into their work.

Throughout the year, students engaged in a diverse range of STEAM projects.

Term 1 – Simple Machines

Term 2 – Transportation

Term 3 – Wearable Arts – ‘Up the garden path’

Term 4 – Minigolf

Many of these projects/challenges allowed students to take leadership roles (teaching junior children), plan their own ideas, and problem-solve in groups. Their ability to adapt, take risks, and work as designers and innovators has been evident.

I believe that STEAM education is critical in an ever-changing world. It equips children with skills they will need for the future—creativity, collaboration, innovation, and adaptability.

Our students are incredibly lucky to have access to this style of learning. I would like to thank the Board of Trustees for your ongoing support of our STEAM programme. Your investment in STEAM has given me the opportunity to teach in a way that empowers students and allows their strengths and passions to shine. I am grateful for the opportunity to continue developing this programme and to provide meaningful learning, that inspires excitement, curiosity, and ownership of learning.

How we have given effect to Te Tiriti o Waitangi'

Te Kura Ō Waipiata

A cultural Narrative for Brightwater School.

Te Kura ō Waipiata (Brightwater School) is nestled in the greater Waimea Area. It has always been and always will be an area where the cultivation and collection of food will be at its essence.

In traditional times, the Brightwater area was known for its Tūna (eel) and abundant bird life. Maori came to the area to gather kai for their tangata. The area was abundant with food and resources and an essential resource for local iwi from Te Tau Ihu.

Te Kura ō Waipaita is tied closely to our local awa and whenua. Our Awa include the Wairoa, Wai Iti and Waimea Rivers. The people of Brightwater connect to the awa in many ways. From Puna Wai (the source

of the river), our many crops and whare are provided with kātao (water) that feeds and hydrates our land and our people. We swim in the many Kōripo (small eddy's) and are still able to observe many creatures within its clear waters. The revolving water of Wāiawhio allows our area to feel fresh and replenished, while our rapids, Korio, provide us with challenge and change, while also protecting our Akua (river banks) from harm by sending the flow of water in positive directions down-stream to Pūao, the river mouth, where it is able to immerse itself in the moana as part of the wide ocean.

Our river forms an essential part of life in Brightwater and has close ties to our school and our whanau groups.

When we consider the awa and whenua, we understand the importance of what they provide to us as a community, and how we as kaiako, ākonga, whanau and tangata whenua need to work together to make the most of our local surroundings. They also teach us to be resourceful and work together.

We take this understanding and with that connect to the following whakataukī:

**Nau te rourou, naku te rourou, ka ora te iwi
(With your food basket and my food basket, then everyone will be fed)**

This means for our school that we all must bring our shared knowledge and understandings together to ensure the success of everyone in our Kura. We need to belong and connect, to have courage to succeed (like our ancestors were when hunting and gathering in the ngahengahe/forest) at an individual level and across the kura and the community, and be respectful of our impact on those around us and our surroundings.

We are the kaitiaki and what we bring in our own kete and share with others, will create an environment of positive learning to help every child leave here with the ability to succeed wherever their journey down the awa and into the moana may take them.

As required by the Education and Training Act, Brightwater School's board ensures that every student at Brightwater School is able to achieve their highest possible standard. Brightwater School is committed to te Tiriti o Waitangi and gives effect to te Tiriti by achieving equitable outcomes for ākonga Māori (Education and Training Act, s.127).

Brightwater School is guided in our thinking, planning, and actions for our ākonga Māori for the education sector, Ka Hikitia: The Māori Education Strategy. We support its vision to help ākonga Māori enjoy and achieve educational success as Māori, while developing the skills to participate in te ao Māori, Aotearoa, and the wider world. The board and staff consult with our Māori community when developing policies, plans, and targets for improving the progress and achievement of our ākonga Māori.

Ngā Kawatau - the aspirations and Expectations of Te Taihū is another guiding document that supports our culturally responsive strategy and supports the ongoing development of individual iwi aspirations, while exploring common educational priorities that can be realised to ensure tangata whenua are achieving and enjoying educational success as tangata whenua.

To achieve excellent and equitable outcomes for our ākonga Māori, Brightwater School:

- builds whanaungatanga with our ākonga Māori and whānau, and are building relationships

with our local hapū and iwi to ensure everyone is informed and involved as education partners

- recognises and builds on the diverse abilities, strengths, and aspirations of ākonga Māori and their whānau
- promotes a strong sense of belonging and engagement by integrating te reo Māori, tikanga Māori, mātauranga Māori, and te ao Māori into school life (including the curriculum)
- ensures that the school is a physically and emotionally safe place and works to eliminate racism, discrimination, and stigma – (Inclusive Education)
- engages with any national, regional, and local implementation plans developed by the Ministry of Education and education agencies
- supports staff to access appropriate professional development
- implements effective, high quality teaching and leadership practices that promote success for Māori as Māori.

Brightwater School supports ākonga Māori achievement by:

- tracking the attendance and achievement of all ākonga Māori
- providing appropriate learning support, and other support or extension programmes and processes for our ākonga Māori, as they progress through their schooling
- evaluating and continually improving school programmes and teaching practices
- reporting on ākonga Māori achievement to parents, the school community (as appropriate), the board, and the Ministry of Education.

Te Mātaiaho NZ Curriculum Refresh

The new NZ Curriculum Refresh Te Mātaiaho “to observe and examine the strands of learning ” gives expression to the right to education set out in the Education and Training Act 2020 that every ākonga, no matter who they are, where they live, or what school they attend, can attain their highest possible standard in educational achievement. As such it also expresses the obligation on schools and kaiako to provide equitable access to this education. It starts from the premise that learners are taonga. It sets out obligations to nurture and care for every ākonga as an individual, as a member of a whānau, and as a citizen of Aotearoa and the world.

In order to help realise the purpose of Te Mātaiaho we have / are:

- Strategic planning in line with the National Education Learning Priorities (NELPS) and Ka Hikitea for connection and growing relationships with Māori whānau to support involvement in our school.
- Providing professional learning and development to ensure culturally responsive staff who put relationships at the centre of learning and who value students’ prior knowledge, culture, language and ways of making sense of the world.
- Implemented the Aotearoa New Zealand Histories curriculum to incorporate te reo, tikanga and te ao māori through a lens of turangawaewae (2023) and whanāungatanga (2024).
- Involve all students in our kapa haka programme - waiata, haka, karakia, whakatauki, rakau, poi, local stories, te reo learning
- Work with the Waimea Kahui Ako to build teacher capacity and skill and also involvement in student initiatives such as the annual cultural festival.
- Involvement in community initiatives such as matariki
- Integration of te reo, tikanga and mātauranga māori across the curriculum - art, language, social science.
- Our whanau groups, positive behaviour for learning and cultural narrative provide a local context for understanding and learning.





Brightwater School
Te Kura o Waipiata

Active respect

We belong and connect

Able to bounce back

**NAU TE ROUROU, NAKU TE ROUROU
KA ORA TE IWI**

SKILL...	"BRIGHTWATER" COHERENT PATHWAYS		
	TAUMATA 1 	TAUMATA 2 	TAUMATA 3 
Communication	- I can share my mihimihi (greet, name, where I am from) - I can understand classroom phrases (directions/ commands/praise)	- I can share my mihimihi/pepeha (greeting, whakapapa if applicable, whānau, place, conclusion) - I can understand and respond to classroom phrases	- I can stand and share my mihimihi/pepeha with confidence and know what it means to me. - I can use classroom phrases with understanding and offer a response.
Language Knowledge	- I know the letters of Te Arapū Māori - I know how to pronounce the letter sounds of Te Arapū Māori.	- I know the letters of Te Arapū Maori, including the use of the tohūtō (macron). - I know how to pronounce words correctly. - I can read some words in Te Reo Māori.	- I know how to pronounce the vowel blends. - I can correctly pronounce words and understand they can have different meanings in other contexts. - I can read some sentences in Te Reo Māori.
Cultural Knowledge	- I can join in and follow tikanga practices. - I know that Māori were the first people in Aotearoa. - I can listen to and remember some details of our cultural narrative.	- I can lead some tikanga practices. - I understand the significance of Tangata whenua. - I can make connections to our cultural narrative.	- I can talk about and lead tikanga and what it means. - I understand the connection of Māori as Tangata Whenua and the connection to Aotearoa. - I know and can share our cultural narrative and the significance of our place.