



Dominion Road School

He Maunga Teitei

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	1261
Principal:	Lesley Mitchell
School Address:	16 Quest Terrace, Mount Roskill, Auckland 1041
School Phone:	09 621 0155
School Email:	lesleym@dominionrd.school.nz
Accountant / Service Provider:	Schooled Limited



Dominion Road School

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Alilia Walker	Presiding Member	Elected September 2025	September 2028
Lesley Mitchell	Ex-Officio		
Verity Todd	Parent Representative	Elected September 2025	September 2028
Caroline Ferguson	Parent Representative	Elected September 2025	September 2028
Claire Rosanowski	Parent Representative	Elected September 2025	September 2028
Jawad Sayed	Parent Representative	Elected September 2025	September 2028
Sohini Bhattacharya	Staff Representative	Elected September 2025	September 2028
Natalie Wright	Presiding Member	Re-elected Sept 2022	August 2025
Celine Achermann	Parent Representative	Elected Sept 2022	August 2025
Laree Anderson	Parent Representative	Selected Aug 2023	August 2025
Kiri David	Parent Representative	Co-opted Dec 2023	August 2025
Ria Lavery	Parent Representative	Elected May 2024	Resigned Jan 2025
Maria Filipe	Parent Representative	Elected May 2024	August 2025
Anu Pollitt	Staff Representative	Re-elected Sept 2022	August 2025

DOMINION ROAD SCHOOL

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Dominion Road 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.

'ALILIA WALKER

Full Name of Presiding Member



Signature of Presiding Member

29.05.2026

Date

Lesley Mitchell

Full Name of Principal



Signature of Principal

29.05.2026

Date

Dominion Road School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	3,439,072	3,574,778	3,568,007
Locally Raised Funds	3	91,541	152,300	127,138
Interest		41,390	45,000	54,603
Total Revenue		3,572,003	3,772,078	3,749,748
Expense				
Locally Raised Funds	3	23,777	27,050	47,091
Learning Resources	4	2,066,627	2,287,450	2,030,779
Administration	5	187,815	189,706	199,342
Interest		1,846	3,111	2,550
Property	6	1,287,466	1,346,014	1,388,842
Loss on Disposal of Property, Plant and Equipment		433	-	-
Total Expense		3,567,964	3,853,331	3,668,604
Net Surplus / (Deficit) for the year		4,039	(81,253)	81,144
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		4,039	(81,253)	81,144



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

Dominion Road 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		1,273,024	1,273,023	1,170,306
Total comprehensive revenue and expense for the year		4,039	(81,253)	81,144
Contribution - Furniture and Equipment Grant		-	-	21,574
Contributions from the Ministry of Education - Te Mana Tuhono		5,425	-	-
Equity at 31 December		1,282,488	1,191,770	1,273,024
Accumulated comprehensive revenue and expense		1,282,488	1,191,770	1,273,024
Equity at 31 December		1,282,488	1,191,770	1,273,024



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.

Dominion Road School

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	486,445	103,236	273,123
Accounts Receivable	8	177,074	156,077	156,077
GST Receivable		27,361	6,121	6,121
Prepayments		16,330	6,345	6,345
Inventories	9	1,110	728	728
Investments	10	653,579	805,131	805,131
Painting Contract	12	10,870	10,870	10,870
Funds Receivable for Capital Works Projects	17	268	8,830	8,830
		<u>1,373,037</u>	<u>1,097,338</u>	<u>1,267,225</u>
Current Liabilities				
Accounts Payable	12	220,176	216,599	216,599
Revenue Received in Advance	13	3,687	-	5,506
Provision for Cyclical Maintenance	14	3,762	49,374	1,698
Finance Lease Liability	15	8,618	12,022	11,634
Funds held in Trust	16	1,950	-	500
Funds held for Capital Works Projects	17	25,494	-	-
		<u>263,687</u>	<u>277,995</u>	<u>235,937</u>
Working Capital Surplus/(Deficit)		<u>1,109,350</u>	<u>819,343</u>	<u>1,031,288</u>
Non-current Assets				
Painting Contract	12	21,738	21,738	32,608
Property, Plant and Equipment	11	321,918	495,657	350,957
		<u>343,656</u>	<u>517,395</u>	<u>383,565</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	165,295	143,150	130,889
Finance Lease Liability	15	5,223	1,818	10,940
		<u>170,518</u>	<u>144,968</u>	<u>141,829</u>
Net Assets		<u>1,282,488</u>	<u>1,191,770</u>	<u>1,273,024</u>
Equity		<u>1,282,488</u>	<u>1,191,770</u>	<u>1,273,024</u>



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

Dominion Road School

Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		786,202	811,672	894,037
Locally Raised Funds		77,184	115,994	131,453
International Students		130	20,000	130
Goods and Services Tax (net)		(21,240)	-	(1,490)
Payments to Employees		(500,530)	(516,547)	(458,521)
Payments to Suppliers		(310,023)	(359,057)	(321,567)
Interest Paid		(1,846)	(3,111)	(2,550)
Interest Received		45,278	55,800	51,908
Net cash from/(to) Operating Activities		75,155	124,751	293,400
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(53,204)	(330,010)	(110,689)
Purchase of Investments		-	-	(250,745)
Proceeds from Sale of Investments		151,552	-	-
Net cash from/(to) Investing Activities		98,348	(330,010)	(361,434)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	(21,574)	21,574
Contributions from Ministry of Education		5,425	-	-
Finance Lease Payments		(11,982)	46,576	(7,903)
Repayment of Borrowings		10,870	10,870	10,870
Funds Administered on Behalf of Other Parties		35,506	(500)	(22,074)
Net cash from/(to) Financing Activities		39,819	35,372	2,467
Net increase/(decrease) in cash and cash equivalents		213,322	(169,887)	(65,567)
Cash and cash equivalents at the beginning of the year	7	273,123	273,123	338,690
Cash and cash equivalents at the end of the year	7	486,445	103,236	273,123

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.



Dominion Road School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 22.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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.



e) 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.

f) 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.

g) Inventories

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

h) 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.

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	20 years
Furniture and Equipment	5 -10 years
Information and Communication Technology	4 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value



j) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

k) Accounts Payable

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

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

m) Revenue Received in Advance

Revenue received in advance relates to 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, should the School be unable to provide the services to which they relate.

n) Funds Held in Trust

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

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

o) Funds held for Capital works

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

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



p) Provision for Cyclical Maintenance

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

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

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

q) 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 of accounts payable and finance lease. 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.

r) 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.

s) Budget Figures

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

t) Services received in-kind

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



2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	786,202	790,099	872,813
Teachers' Salaries Grants	1,623,177	1,725,975	1,566,973
Use of Land and Buildings Grants	1,029,693	1,058,704	1,128,221
	<u>3,439,072</u>	<u>3,574,778</u>	<u>3,568,007</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	3,408	3,000	908
Fees for Extra Curricular Activities	9,843	9,300	17,645
Trading	44,483	57,200	46,849
Fundraising and Community Grants	21,777	48,800	47,438
Other Revenue	11,900	14,000	14,168
International Student Fees	130	20,000	130
	<u>91,541</u>	<u>152,300</u>	<u>127,138</u>
Expense			
Extra Curricular Activities Costs	14,337	15,400	35,282
Trading	9,217	9,800	11,484
Fundraising and Community Grant Costs	223	850	325
International Student - Other Expenses	-	1,000	-
	<u>23,777</u>	<u>27,050</u>	<u>47,091</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>67,764</u>	<u>125,250</u>	<u>80,047</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	10,647	21,430	15,108
Information and Communication Technology	14,145	22,750	31,435
Employee Benefits - Salaries	1,916,886	2,072,350	1,844,673
Staff Development	35,982	39,000	39,114
Depreciation	87,059	130,000	97,503
Other Learning Resources	1,908	1,920	2,946
	<u>2,066,627</u>	<u>2,287,450</u>	<u>2,030,779</u>



5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	9,795	8,198	9,399
Board Expenses	10,105	11,219	7,814
Other Administration Expenses	20,406	23,450	25,174
Employee Benefits - Salaries	132,251	128,115	136,612
Insurance	3,038	7,269	8,278
Service Providers, Contractors and Consultancy	12,220	11,455	12,065
	187,815	189,706	199,342

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	50,280	62,000	38,530
Cyclical Maintenance	47,340	61,635	61,635
Heat, Light and Water	37,376	29,000	33,953
Rates	-	300	-
Repairs and Maintenance	29,404	38,400	34,205
Use of Land and Buildings	1,029,693	1,058,704	1,128,221
Employee Benefits - Salaries	68,065	54,475	53,512
Other Property Expenses	25,308	41,500	38,786
	1,287,466	1,346,014	1,388,842

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 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	277,297	103,236	273,123
Short-term Bank Deposits	209,148	-	-
Cash and cash equivalents for Statement of Cash Flows	486,445	103,236	273,123

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

Of the \$486,445 Cash and Cash Equivalents \$27,444 is subject to restrictions for the following reasons:

\$25,494 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 17.

\$1,950 of Funds Held in Trust Received are held by the School, as disclosed in note 16.



8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	13,609	12,001	1,201
Interest Receivable	6,912	-	10,800
Teacher Salaries Grant Receivable	156,553	144,076	144,076
	<u>177,074</u>	<u>156,077</u>	<u>156,077</u>
Receivables from Exchange Transactions	20,521	12,001	10,800
Receivables from Non-Exchange Transactions	156,553	144,076	145,277
	<u>177,074</u>	<u>156,077</u>	<u>156,077</u>

9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	-	-	36
School Uniforms	1,110	728	692
	<u>1,110</u>	<u>728</u>	<u>728</u>

10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	653,579	805,131	805,131
Total Investments	<u>653,579</u>	<u>805,131</u>	<u>805,131</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	177,782	17,691	-	-	(24,901)	170,572
Furniture and Equipment	110,289	20,594	(433)	-	(32,905)	97,545
Information and Communication Technology	32,555	16,230	-	-	(16,180)	32,605
Leased Assets	20,575	3,249	-	-	(11,777)	12,047
Library Resources	9,756	1,352	(663)	-	(1,296)	9,149
	<u>350,957</u>	<u>59,116</u>	<u>(1,096)</u>	<u>-</u>	<u>(87,059)</u>	<u>321,918</u>

The net carrying value of furniture and equipment held under a finance lease is \$12,047 (2024: \$20,575)

Restrictions

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

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Building Improvements	383,503	(212,931)	170,572	365,813	(188,031)	177,782
Furniture and Equipment	413,583	(316,038)	97,545	395,393	(285,104)	110,289
Information and Communication Technology	195,504	(162,899)	32,605	197,598	(165,043)	32,555
Leased Assets	41,086	(29,039)	12,047	55,310	(34,735)	20,575
Library Resources	30,773	(21,624)	9,149	31,639	(21,883)	9,756
	<u>1,064,449</u>	<u>(742,531)</u>	<u>321,918</u>	<u>1,045,753</u>	<u>(694,796)</u>	<u>350,957</u>

12. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	45,978	43,829	46,848
Accruals	7,874	-	9,399
Employee Entitlements - Salaries	162,560	156,495	154,803
Employee Entitlements - Leave Accrual	3,764	16,275	5,549
	<u>220,176</u>	<u>216,599</u>	<u>216,599</u>
Payables for Exchange Transactions	220,176	216,599	216,599
	<u>220,176</u>	<u>216,599</u>	<u>216,599</u>

The carrying value of payables approximates their fair value.

Painting Contract due within one year	(10,870)	(10,870)	(10,870)
Painting Contract due after one year	(21,738)	(21,738)	(32,608)

In 2021 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a seven years year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2022, with regular maintenance in subsequent years. The agreement entered into was based on a fixed upfront cost including a prepayment by the school, in return for work scheduled in the following seven years, on the basis that there would be no extra costs and no index linking of costs being applied.



13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Other revenue in Advance	3,687	-	5,506
	<u>3,687</u>	<u>-</u>	<u>5,506</u>

14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	132,587	130,889	81,822
Increase/(decrease) to the Provision During the Year	47,340	61,635	61,635
Use of the Provision During the Year	(10,870)	-	(10,870)
Provision at the End of the Year	<u>169,057</u>	<u>192,524</u>	<u>132,587</u>
Cyclical Maintenance - Current	3,762	49,374	1,698
Cyclical Maintenance - Non current	165,295	143,150	130,889
	<u>169,057</u>	<u>192,524</u>	<u>132,587</u>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's 10 Year Property Plan.

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	9,540	12,022	13,345
Later than One Year	5,664	1,818	11,810
Future Finance Charges	(1,363)	-	(2,581)
	<u>13,841</u>	<u>13,840</u>	<u>22,574</u>
Represented by			
Finance lease liability - Current	8,618	12,022	11,634
Finance lease liability - Non current	5,223	1,818	10,940
	<u>13,841</u>	<u>13,840</u>	<u>22,574</u>

16. Funds held in Trust

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	1,950	-	500
	<u>1,950</u>	<u>-</u>	<u>500</u>

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



17. Funds Held 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 /Reallocation	Closing Balances
	\$	\$	\$	\$	\$
MOE 5YA Fire & Security	(6,630)	166,354	(159,776)	-	(52)
MOE 5YA Switchboard Upgrade	(500)	15,210	(27,700)	12,990	-
MOE 5YA Rear Door Replacement	(700)	7,400	(6,800)	100	-
MOE 5YA Roofing Works	(1,000)	61,941	(39,568)	-	21,373
MOE 5YA Classroom Windows & Hessian Replacement	-	104,730	(84,962)	(15,647)	4,121
MOE 5YA Drainage & Concrete Haunching	-	31,568	(33,141)	1,573	-
MOE Block 9 Steel Framing Remediation	-	-	(216)	-	(216)
Totals	(8,830)	387,203	(352,163)	(984)	25,226

Represented by:

Funds Held on Behalf of the Ministry of Education	25,494
Funds Receivable from the Ministry of Education	(268)

2024	Opening Balances	Receipts from MOE	Payments	Board Contributions /Reallocation	Closing Balances
	\$	\$	\$	\$	\$
MOE 5YA Fire & Security	-	-	(6,630)	-	(6,630)
MOE 5YA Switchboard Upgrade	-	-	(500)	-	(500)
MOE 5YA Rear Door Replacement	-	-	(700)	-	(700)
MOE 5YA Roofing Works	-	-	(1,000)	-	(1,000)
Totals	-	-	(8,830)	-	(8,830)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(8,830)

18. 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.



19. Remuneration

Key management personnel compensation

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

	2025	2024
	Actual	Actual
	\$	\$
<i>Board Members</i>		
Remuneration	3,510	3,220
<i>Leadership Team</i>		
Remuneration	393,516	377,228
Full-time equivalent members	3	3
Total key management personnel remuneration	<u>397,026</u>	<u>380,448</u>

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair 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	2024
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration	2025	2024
\$000	FTE Number	FTE Number
100 - 110	4	4
110 - 120	6	4
	<u>10</u>	<u>8</u>

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

20. Compensation and Other Benefits Upon Leaving

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

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



21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

22. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of \$51,006 (2024:\$0) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
MOE 5YA Fire & Security	21,349
MOE 5YA Roofing Works	21,373
MOE Block 9 Steel Framing Remediation	8,284
Total	<u>51,006</u>

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

(b) Operating Commitments

As at 31 December 2025, the Board has entered into no contracts.

23. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	486,445	103,236	273,123
Receivables	177,074	156,077	156,077
Investments - Term Deposits	653,579	805,131	805,131
Total financial assets measured at amortised cost	<u>1,317,098</u>	<u>1,064,444</u>	<u>1,234,331</u>

Financial liabilities measured at amortised cost

Payables	220,176	216,599	216,599
Borrowings - Loans	(21,738)	(21,738)	(32,608)
Finance Leases	13,841	13,840	22,574
Total financial liabilities measured at amortised cost	<u>212,279</u>	<u>208,701</u>	<u>206,565</u>



24. Events After Balance Date

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

25. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF DOMINION ROAD SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Dominion Road School (the School). The Auditor-General has appointed me, Alexander Houghton, using the staff and resources of Blackmore, Virtue & Owens, to carry out the audit of the financial statements of the School on pages 2 to 19, 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 29 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.

BVO Audit

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Telephone: +64-9-520 4089, Email: accounts@bvo.co.nz
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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 with the Evaluation of the School's Students' Progress and Achievement, the Statement of Compliance with Employment Policy, and Statement of KiwiSport funding. We have not been provided with any other information at the date of our audit report.

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.



**ALEXANDER HOUGHTON
BLACKMORE, VIRTUE AND OWENS
ON BEHALF OF THE AUDITOR GENERAL
AUCKLAND, NEW ZEALAND**

Dominion Road School Strategic & Implementation Plan Review 2025



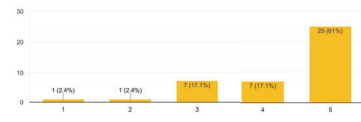
REVIEW OF PLANNED ACTIONS - Analysis of Variance

1. Strive towards equitable outcomes that raise the achievement for all learners

Initiatives

- Build teacher subject knowledge and capability to teach the revised English and Mathematics curriculum
- Be more deliberate in analysis and use of student assessment information to address & reduce disparity including the use of formative assessment
- Embed a school wide evaluation system that uses student data to address and reduce achievement disparities

Annual Goal	2024 EOY Next Steps	Mid Year	End of Year	Success Measures
Begin to implement the refreshed English & Maths Curriculum <i>(Initiative 1)</i>	Unpack the English Curriculum in sections next year Start to use the new Maths No Problem (MNP) Resource in teaching programmes	<p>Review: We have had whole school PD & ongoing webinars on our new Maths Resource - <i>Maths No Problem</i></p> <p>We have had one MOE TOD day on the Maths Curriculum with Edendale School</p> <p>Teachers are using the MNP resource and supplementary materials in their maths teaching</p> <p>Our Kāhui Ako is working with Lucie Cheeseman, Maths facilitator on the Maths Curriculum and Lucie has also run two maths session for junior school teachers</p> <p>Our Kāhui Ako is working with Louise Dempsey on sentence structure & vocabulary development. The Literacy project group have been unpacking the English Curriculum and have created a set of helpful resources for teachers to use</p> <p>Whole School PD in English began at one of our teacher professional development days in January. There have been subsequent staff meeting sessions on sentence structure and vocabulary. Some teachers have also attended an Oral Language session with Louise Dempsey</p> <p>Several staff across the school attended Helen Walls Writing PD for struggling older learners and junior school teaching</p> <p>Writing moderation has been completed against the new Writing progress outcomes in term 1</p> <p>Next steps: Keep trying out some of the ideas from the Helen Walls PD and share with teachers in teams</p> <p>Principal to attend structured literacy training in T3 for Y4-6</p>	<p>Review: <u>English</u> Writing moderation has been adapted to be assessed against the new curriculum. However the content of the English curriculum changed in October so there will need to be more work done to align our moderating rubric to the changes</p> <p>In the English curriculum professional development mainly focused on writing, but did touch on Oral Language and Reading through the structured literacy training for the senior team and new junior teachers. We will continue to build on the new revisions to the English curriculum next year and have a more explicit focus on assessing students against year level criteria</p> <p><u>Maths</u> The Maths No Problem resource was fully implemented across the school and teachers have become familiar with its approach and layout. With changes to the curriculum in late October we still need time to revisit the changes in the new year.</p> <p>In general teachers are feeling confident with <i>Maths No Problem</i> as a teaching resource to support the implementation of the Maths curriculum. They have spoken positively about the use of the resource to teach in a structured way and have felt that students are enjoying a better sense of accomplishment by working through chapters. The structure makes it clear what to teach following a scope & sequence.</p>	<p>Teachers will feel confident to teach the curriculum changes In progress -</p> <p>Changes to the curriculum will be evident in planning/teaching Completed -</p> <p>Explanation of Variance As per the review comments, the English and Maths curriculum were changed again late October meaning that our professional development to date needs to be revisited due to the changes made by the ministry</p> <p>On the whole teachers have implemented the refreshed curriculum at a good rate & with support to take on new learning and familiarity with the new curriculum.</p>

		<p>Unpack and refresh understanding of teaching sequence with the new Handwriting Guidelines released in July</p> <p>Second MOE TOD day in Maths to be held in Term 3</p> <p>Oral language section of the English Curriculum to be unpacked with staff in T3</p>	<p>Time management and organisation of resources have been factors to take on board to get through lessons</p> <p>Student voice for Yr 3-6 has stated that students have enjoyed the introduction of textbooks and corresponding workbooks.</p> <p>This year we have introduced Maths textbooks & workbooks to Maths. On a scale of 1-5 how much are you enjoying using these? 41 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2.4%</td> </tr> <tr> <td>2</td> <td>2.4%</td> </tr> <tr> <td>3</td> <td>17.1%</td> </tr> <tr> <td>4</td> <td>17.1%</td> </tr> <tr> <td>5</td> <td>50.8%</td> </tr> </tbody> </table> <p>There is still some bridging required to align with recent changes to the Maths content.</p> <p>Next steps: Unpack the newly released English & Maths curriculum documents further in 2026.</p> <p>Adjust writing moderation rubric to fit revised English Curriculum, but wait until we have more assessment information from MOE before proceeding with this work</p> <p>We would still like to look at the best way to cater for your youngest learners to ensure foundation skills have time to develop & be consolidated before hitting the workbooks</p>	Rating	Percentage	1	2.4%	2	2.4%	3	17.1%	4	17.1%	5	50.8%	
Rating	Percentage															
1	2.4%															
2	2.4%															
3	17.1%															
4	17.1%															
5	50.8%															
<p>Develop school wide overviews in line with the English & Maths Curriculum <i>(Initiative 1)</i></p>	<p>Create a Maths Overview once text books have arrived</p>	<p>Review: A.P (Curriculum) has created term by term overviews for Maths using the MNP resource</p> <p>A.P (Curriculum) has created a bridging doc aligning the MNP maths resource with the new maths curriculum</p> <p>Curriculum teams have been created in English, Maths and Integrated Curriculum - these teams have been meeting regularly support the implementation of the refreshed curriculums as well as the planning of parent information evenings and are starting to look at overviews for our school</p> <p>Next steps: Finalise an overview for the whole year ensuring coverage of all aspects of the new curriculums</p> <p>Start preparing statements for our local curriculum once assessment info is released to schools (2026 goal)</p>	<p>Review: The Maths and English teams have made a start on this</p> <p>With curriculum changes in October some aspects of the yearly schedule will need to be updated</p> <p>With the changes made to the Maths Curriculum late in Term 4 - the overviews for Maths that had been created now need to be relooked at</p> <p>A DRS Teaching & Learning Booklet is being created for all curriculum areas as each new curriculum comes about</p> <p>Next steps: Continue work on our curriculum overviews/Teaching & Learning Handbook as new curriculum come out</p>	<p>Draft Overviews in place by the end of the year</p> <p>Maths Completed</p> <p>English In progress</p> <p>Explanation of Variance As per the review - with English and Maths Curriculum being refreshed again in October, 2025 after final versions came out earlier in the year, we needed to recalibrate and start again in some instances - to be continued in 2026</p>												

<p>Continue to work with Kāhui Ako on strategies to lift attendance of students who are not regularly attending school <i>(initiative 1, 2 & 3)</i></p>	<p>Review school's attendance procedure to bring into line with STAR template due to be implemented in 2025 Refer to Attendance Services sooner</p>	<p>Review: Kāhui Ako has held some attendance meetings as a cluster of local schools Student Management System has been updated in line with govt requirements for reporting attendance & absences Have continued with school wide incentives and 100% end of term celebrations Attendance is published in the weekly newsletter Attendance categories are now included in the principal's report at board meetings Truancy referrals are being made earlier to Attendance Service An Attendance Management Plan (due to be introduced in 2026) has been trialled An Attendance flow diagram has been created, in line with the STAR document, to action next steps at key trigger points Next steps: Continue to review & action material coming from MOE on attendance Templates are being created for messaging to families Introduce class attendance stats Explore creation of attendance info to families at the end of each term</p>	<p>Review While this group was small in number some great ideas were shared. It was particularly valuable having the intermediate and secondary school attend the meetings, especially when siblings were involved Attendance Management Plan was completed and moved by the board ready for 2026 Flow diagram has been created but will be reviewed again once we start the new year Class stats have been shared at school assemblies and are creating a healthy sense of competition Next Steps: Attendance letter templates to be created to send out at end of Term 1 for all students regardless of attendance Review our process for contacting and following up with families where children are sitting in the 'T' category</p>	<p>80% of children attending 90% of the time by 2030 - Govt benchmark School Attendance target: to increase the attendance percentage each term from the previous year Term 1 - 56% (2025), 54% (2024) Term 2 - 57% (2025), 56% (2024) Term 3 - 56% (2025), 50% (2024) Term 4 - 57% (2025), 61% (2024) Started, but progress not as expected Explanation of Variance <i>Every Day Matters</i> Comparison data shows that overall attendance average is staying constant and has improved since 2023, but not at the rate we would like despite introducing a range of measures. Continue to work on this as a priority in 2026</p>
<p>Self assess against ERO's Self Improvement Framework and put in place next steps with ERO partner <i>((Initiative 2 & 3)</i></p>	<p>Review docs again February 2025 as changes are expected to be made in line with govt legislation New SLT team in 2025, to sit down to go over before school year commences We will have two days of ERO visits in May 2025</p>	<p>Review: BAS doc updated at board level to match 2025 criteria, SIF document revisited and new template started ERO dropped out of Term 2 visit so no next steps with ERO partner as yet Next steps: Complete SIF document with examples against each statement Introduce new board to the BAS document in term 4 once they have settled in</p>	<p>Review: No ERO visit this year but scheduled for term 1, 2026 SIF & Board Assurance document have been re-started with new board but more changes are expected to be added to this document in January 2026 Next steps: Extra board meeting in February 2026 to complete BAS before ERO visit Leadership team to complete SIF framework prior to ERO partner's visit</p>	<p>SIF Framework completed Completed Further goals to work on for next strategic planning round post ERO visit Not started Explanation of Variance ERO did not come to school as expected in May, rescheduled for Feb 2026</p>
<p>Provide support/professional learning to implement the government's national priorities for assessment <i>(initiative 2 & 3)</i></p>	<p>Refine data meetings further in line with new assessment information in 2025</p>	<p>Review: Senior leaders attended E-Asttle training for Writing in Term 1, only to find out that on that day E-Asttle was going to be phased out! Phonics Check Assessment for 20/40 weeks has been reviewed - will be mandated from 2026 Ongoing Mathematics workshops and webinars have been attended</p>	<p>Review: Schools do not yet have final information on the assessment & reporting requirements especially in light of curriculum changes to Maths & English in October this year - this will be an ongoing focus in 2026 We have continued with professional development at Kāhui project group level taking into account the revised curriculum and started to make professional judgments against</p>	<p>Teachers are able to administer new assessments and analyse to address learning gaps In progress Assessments are in line with new legislation Started, but progress not as expected Explanation of Variance</p>

		<p>Next steps: More information on assessment is due to be released in Term 4</p>	<p>the new maths and writing benchmarks for respective year levels. We have continued to use PM Benchmarks for Reading</p> <p>We have looked at the proposed progress markers and implications for these but will wait final confirmation on how this will look once more information is released - expected to be January 2026</p> <p>Next steps: As schools had not yet received finalised assessment information from MOE this will roll over into 2026</p>	<p>No final information on mandatory assessment requirements, including the SMART Tool. We continued with the PAT Maths testing to ensure we had standardised testing in place for Maths. Will introduce PAT Reading next year until SMART tool is ready</p>												
<p>Create a literacy support role to work with students who are not meeting expected levels in Reading (Initiatives 1, 2 & 3)</p>		<p>Review: Our previous Reading Recovery teacher is now taking structured literacy support groups for identified students (Tier 2 support)</p> <p>Mid year data on this support has been submitted to MOE</p> <p>Collaboration has occurred with RTLb and RTLit to support students needing reading support</p> <p>Next steps: Review support groups in Term 3</p> <p>Become familiar with Dibels assessments for MOE reporting</p> <p>Begin to use MOE phonics check assessments for 20 week students</p>	<p>Review: Tier 2 training & groups were taken using the BSLA model. Some individuals for Tier 3 were added. These were mainly senior students who had not received any structured literacy as younger learners and had some additional learning needs</p> <p>Students were assessed for MOE data with Dibels and Phonics Checks</p> <p>Next steps: Literacy Teacher to complete specialised structured literacy training in 2026. All Tier 2 & 3 students to be identified.</p>	<p>Tracked students are making progress against curriculum and own personal goals</p> <p>In progress -</p> <p>Explanation of Variance See review information</p>												
<p>Further embed structured literacy practice into classrooms, including the development of a spelling overview (initiative 1, 2)</p>	<p>Enrol new junior teachers into BSLA training for next year and Georgina as literacy support specialist</p> <p>Explore Yr 4-6 training for BSLA (not yet released for this group)</p>	<p>Review: Senior school teachers have started their training in structured literacy</p> <p>New staff in junior team + reading specialist have trained in structured literacy with UoC</p> <p>Next steps: Spelling Overview to be created using English Curriculum and BSLA Spelling Approach (currently in draft)</p> <p>Lesley to complete Y4-6 BSLA training to better support senior school teachers with implementation</p>	<p>Review: The senior school has been committed to embedding their learning from structured literacy PD during term 4 and student voice suggests that they are enjoying this approach</p> <p>This year we are doing more work on spelling rules (morphology). On a scale of 1-5 how much do you agree that it is helping you with your learning? (Yr 5/6 only) 23 responses</p> <table border="1"> <thead> <tr> <th>Scale</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>100%</td> </tr> <tr> <td>3</td> <td>100%</td> </tr> <tr> <td>4</td> <td>100%</td> </tr> <tr> <td>5</td> <td>100%</td> </tr> </tbody> </table> <p>Senior school teachers have embraced the challenge of teaching reading differently to how they had been doing. Conversations during end of year appraisal meetings confirm that teachers are feeling positive about the approach and see better engagement from students.</p> <p>As structured literacy at the Y4-6 level is a new approach there is still some time and consolidation needed to get the pace and coverage required into one hour a day of</p>	Scale	Percentage	1	0%	2	100%	3	100%	4	100%	5	100%	<p>All classroom teachers trained in BSLA</p> <p>Completed -</p> <p>Four more teachers to be trained in 2026</p> <p>Commitment to ongoing training for all teaching staff and paraprofessionals</p> <p>Explanation of Variance Spelling rules/morphology is being taught as part of the structured literacy training approach</p>
Scale	Percentage															
1	0%															
2	100%															
3	100%															
4	100%															
5	100%															

			<p>reading. This is likely to get easier with familiarity of the English Curriculum and the scope and sequence.</p> <p>Much of the scope and sequence at Year 4-6 level covers spelling patterns and morphology - teachers have therefore included this in their reading planning at this stage.</p> <p>Next steps:As above, consolidation of new learning</p> <p>Regular part time staff and Associate Principal will be training in structured literacy in 2026</p> <p>Spelling overview is very evident in the taumata being taught but not yet explicitly separated out</p>	
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2. Provide Learning Conditions that enable all tamariki to be successful, self-managing learners

Initiatives

- Develop Assessment Capable learners
- Embed an integrated curriculum to ensure a rich coverage of content, skills and dispositions
- Increase whānau involvement to understand and support their child's progress against learning goals

Annual Goal	2024 EOY Next Steps	Mid Year	End of Year	Success Measures
<p>Continue to embed Mitey Mental Health Education learning outcomes into the school curriculum</p> <p><i>(Initiative 1 & 2)</i></p>	<p>Keep the momentum going in 2025 and work on more integration with rich picture books to guide our work</p>	<p>Review: Teams are including this in their planning and some explicit work has been done on Mitey learning outcomes in Term 1</p> <p>Next steps: Explicit focus for T3 & 4 - members from each team to attend Mitey PD and bring back ideas for teams</p>	<p>Review: Teachers continue to integrate the Mitey learning intentions into their daily programmes</p> <p>All students are going into the senior school with mindfulness practice well established - this was very evident during transition meetings with Takahē and kākāpō teams</p> <p>Teachers have been using a range of wellbeing resources to reinforce and support resilience, kindness and gratitude. RAP goals continue to be explicitly taught and discussed in class with a fortnightly whole school focus. New picture books continue to be purchased for the school library with a dedicated 'Mitey' section</p> <p>Next steps: Look at ways to combine RAP goals with a Mitey focus</p> <p>Support new teachers who have not had Mitey PD to implement strategies and lessons in their classrooms - consider some extra workshops for new staff</p>	<p>Students able to identify and articulate their feelings</p> <p>In progress -</p> <p>Less behaviour related issues in the playground - stand downs decreased from 7 in 2024 to 1 in 2025</p> <p>In progress -</p> <p>Explanation of Variance No variance - progress as expected, continue to build on student resilience and well being</p>
<p>Continue to develop formative assessment practices in line with summative testing to enable learners to be more active participants in their learning</p>	<p>Keep as focus next year as the new curriculum will provide more opportunities for a common language to be used</p>	<p>Review: teachers are using oral feedback and feedforward. Peer feedback is happening in the older classrooms Sharing of PAT data was done with some individuals & classes</p> <p>Sharing of progress occurred at parent teacher interviews</p>	<p>Review: When surveying a sample of senior student voice some students still feel they do not receive explicit feedback on next steps but are aware of learning intentions and success criteria for a lesson</p> <p>There are many opportunities during structured maths teaching for immediate feedback</p>	<p>Students and parents aware of next learning steps</p> <p>Those parents who have attended parent teacher interviews have had the opportunity to discuss their child's progress and how they can help at home, but we would like to find ways of involving parents more in this partnership</p>

<i>(Initiative 1)</i>		<p>MNP is lending itself to peer and self review as the year progresses</p> <p>Next steps: Check what is happening in classes for review</p>	<p>Students have stated they know they are improving when the teachers tell them what they are doing well and need to work on next during testing events</p> <p>Common language is starting to be used across the core curriculum areas and this will continue to be a focus in 2026</p> <p>We are not reaching all parents to be able to have learning conversations</p> <p>Next steps:Continue to share next steps with students and their parents</p> <p>Review reporting to parents scenarios once reporting guidelines come out from MOE</p>	<p>In progress -</p> <p>Explanation of Variance As per review comments</p>
<p>Develop a more integrated approach to the teaching of the concept plan, which also incorporates an hour a day of reading, writing and maths <i>(Initiative 2)</i></p>	<p>More of an integration focus next year with a team tasked to work on this. Keep in annual plan</p>	<p>Review: Integration team has supported this work, still some work to do on fitting in the one hour a day consistently into timetables</p> <p>Next steps: Continue to develop inquiry topics through the work of the integration team</p>	<p>Review: Based on end of year appraisal meetings teachers are focused on finding ways to integrate across the curriculum and as their knowledge of the new curriculum documents continues to increase this becomes easier to do. It is noted, however, that it can be difficult to fit everything in especially during the swimming season.</p> <p>The <i>Integrated Curriculum Team</i> has provided support with Concept planning and this year promoted some authentic opportunities to make integration easier, for example, tying in our whole school production of 'Wizard of Oz' to other curriculum areas - Drama, Art, Literacy etc</p> <p>With the increased focus on teaching year level expectations for each of the draft curriculum coming out, there is discussion around how we can make this work to its best effect with composite classes</p> <p>Next steps:Review the draft curriculum as they come out and use this in our integrated planning collaboration sessions</p> <p>One teacher will have oversight of integration in 2026 along with the Integrated Curriculum Team</p>	<p>Successfully implemented integration topics with evidence of literacy and maths elements</p> <p>In progress -</p> <p>Explanation of Variance On track, but with further changes to the Maths and English curriculums, the move to year level progress goals and the need to still have composite classes across the school, this will continue to be a goal</p>
<p>Hold parent Education sessions in the new Maths and English Curriculum <i>(Initiative 3)</i></p>	<p>Carried over from 2024</p>	<p>Review: Maths Curriculum evening has been held and had a very good turnout</p> <p>Next steps: English meeting will be held in Term 3</p>	<p>Review: English meeting was held early in Term 3 with high parent turnout again.</p> <p>Parent feedback from Term 4 consultation survey showed that they appreciated these evenings</p> <p>Next steps: Host further parent information evenings again in 2026 especially once the new assessment and reporting requirements are in place</p>	<p>Families will have a better understanding of the refreshed English and Maths Curriculums. Families will attend curriculum evenings</p> <p>Completed -</p>

Hold individual NE meetings with parents to share baseline and 10 week BSLA data <i>(Initiative 3)</i>	Keep this in the plan for next year. Run a parent information session for new parents of five year olds at the class swap day at the end of the term	Review: Some parents have met with teachers, hard to get all parents in to meet Next steps: Continue to invite parents to discuss their child's learning on an individual basis	Review: Teachers found other ways to include data with parents if they did not attend a meeting, but this was not ideal Next steps: Look at different ways to share information with NE parents in 2026 - this may work in with changes to reporting	Families will have a better understanding of their child's baseline data and how to support at home Started, but progress not as expected Explanation of Variance Difficulty in getting parents in to meet after school meant we did not get to everyone face to face as hoped. Identifying what prevents some whānau attending parent teacher meetings/learning conversations is something we continue to investigate & will try some new ideas next year
Provide more specific communication for parents on the support that their child may be receiving <i>(Initiative 3)</i>	Review letters/messaging sent to parents in 2025	Review: Letters have been sent to parents who have children on support programmes, Georgina has personally been in contact with her families IEPs provide a vehicle for discussing support programmes Next steps: Continue with what we are doing	Review: Some difficulties getting responses to phone calls/messages Letters sent home but did not have desired impact on improving attendance for some children receiving extra support Next steps: Look at how we can share information on extra support more effectively	Better informed parents, better attendance in support programmes In progress - Explanation of Variance As per review - some improvement in attendance for priority students on support programmes, but not for all. Continue to work on this in 2026
Work through ERO's <i>Poutama Reo</i> document to further strengthen inclusive, culturally responsive practice and create a school wide progression for teaching te reo me tikanga	Not started last year - set as a goal for this year New Associate Principal has worked on this and will be a valuable resource for us to tap into	Review: New AP Scanning and noticing what is taking place around the school for Te Reo language programme Next steps Lead a series of staff meetings to self reflect on where our school sits among the four different dimensions	Review: Full self review of Poutama Reo completed alongside leadership, staff and whānau. Strengths found in staff professional learning, pepeha, presence of Māori throughout the school (assemblies) and growing whānau involvement of participation in authentic celebrations such as Matariki Next steps: Implement a sequential programme/progressions that are unique and relevant to DRS for Year 0-3 and Year 4-6 Deepen whānau partnership and student agency Students supported to set Te Reo goals	Teacher understanding of Poutama Reo and next steps developed Staff can articulate the progression for their year level Student voice data shows increased confidence in Te Reo Movement from He Hikinga to He Hiringa in the Teaching and Learning dimension In progress - Explanation of Variance Initial work in 2025 has focused on scanning, noticing and building a shared understanding of where we currently sit on the Poutama Reo framework. This has been a necessary foundation step to ensure next actions are well aligned and consistent across the school

3. Be a school that is a model for our community in inclusiveness, sustainability and culturally responsive practice

Initiatives				
<ul style="list-style-type: none"> Commence work towards Green Gold Enviro School Status Continue to create a physical school environment that reflects a safe, healthy and culturally rich community Ensure inclusion, diversity and cultural responsiveness is evident in all programmes and decision making 				
Annual Goal		Mid Year	End of Year	Success Measures
Set new sustainability	Aim for the next level which is gold	Review: Student Enviro group is underway. Staff group not yet started	Review:	Enviro quilt gaps are decreasing

<p>goals for the school including the revitalisation of the school's eco trail</p> <p><i>(Initiative 1)</i></p>	<p>Look again at the eco trail to see what we can do there. With the arborist work on neighbouring trees, there is now a clear line of sight to Maungawhau and it would be nice to make something of this space</p> <p>We would like to plant some natives that we do not yet have in the junior gardens - kōwhai, manuka/kanuka, kūmara hou, kawakawa.</p>	<p>Enviro leaders appointed and speaking at school assemblies</p> <p>Next steps: Start Staff Enviro group, share Green-Gold aspirations with staff</p>	<p>Rotated sessions every 5 weeks with students attending from every class to increase number of students involvement each term/year</p> <p>Students involved in a variety of activities in/outside the classroom- . Special focus on DRS native trees - Puriri tree focus after the tree came down - investigation into the work of the puriri moth</p> <p>Student Enviro Leaders prepared their own message each week for Whole School Assembly, supported/lead the younger members during variety of activities inside and outside the classroom</p> <p>Enviro Teachers group did not occur</p> <p>Next steps: Continue to increase the number of students involved with Enviro Group throughout the year involving family, community groups. Review how to have a teacher/staff liaison with each team Teachers/Students to feedback to peers the current goals/ activities /events that are on regularly Involve paraprofessionals, parents,local community in various events</p>	<p>Clear plan/timeline in place for Green/Gold</p> <p>In progress -</p> <p>Explanation of Variance Progress is continuing Student , staff sickness meant there was not the traction we would have liked for our work towards Green-Gold</p>
<p>Seek community views on the strategic direction for the school from 2026 onwards in line with Term 3 Board elections</p> <p><i>(Initiative 2, 3)</i></p>	<p>Part of three year cycle to tie in with board elections</p>	<p>Review: Second half of the year goal. To be done once board elections have taken place and govt has introduced new format</p> <p>Inclusive Practice Survey has been completed</p> <p>Next steps Religious instruction survey to be completed early term 3 followed by strategic plan consultation</p>	<p>Review: Religious instruction survey was undertaken with the community voicing that this is something they still want to continue in the school</p> <p>Fono and hui were held in term 4 and a strategic review survey was sent out for feedback on our current strategic goals</p> <p>The Inclusive Practice Survey has been summarised and reviewed to build in next steps for 2026</p> <p>Next steps: Use information and feedback from our community meetings and surveys to inform annual implementation goals for 2026</p>	<p>Responses to community surveys used to inform next strategic plan</p> <p>Completed -</p>
<p>Further develop spaces around the school for play and recreation including the layout and use of the library</p> <p><i>(Initiative 2,3)</i></p>	<p>Look at what else we can do around the school to add vibrancy and something that is uniquely our schools</p> <p>Get Student voice on the use of play, PALS, spaces for play etc to inform next steps</p>	<p>Review: New table purchased for library - increase in numbers visiting, quiet drawing and games happening</p> <p>Fiction picture books have now all be put into containers for easier access and borrowing</p> <p>New books are shared at school assemblies when they arrive in the library</p> <p>Starting to utilise the new equipment - have created an extra duty to introduce this into the playground</p>	<p>Review: More lunchtime sporting opportunities have occurred</p> <p>Ecotrail continues to be a popular area of the school for imaginary play</p> <p>Swing was reinstalled in junior playground</p> <p>New sand toys have been purchased</p> <p>Library non-fiction section has started to be reorganised</p>	<p>Students using different areas of the school for play and recreation</p> <p>More lunchtime activities offered</p> <p>Ecotrail & māra redevelopment started</p> <p>In progress -</p> <p>Library is better utilised and is well used</p> <p>Completed -</p>

		<p>Table tennis tables have been popular for lunchtime activities</p> <p>Working to get PALs underway again</p> <p>Next steps: Work on non fiction - do a bit of a cull and relocate into containers on shelves</p> <p>Have a more explicit focus on use of PE gear at breaktimes</p>	<p>More library data is being shared with the students at assemblies including highest issuers, most popular books etc. This is a great resource for integrating graphing etc into Maths work</p> <p>Students took part in a lego based recreation project with Sport Auckland</p> <p>Next steps: Complete non-fiction re-organisation in the library & add more shelving</p> <p>Māra garden development is being developed to invite children into that space - art project will get underway in 2026</p> <p>Consider ways to revitalise loose parts play - book in a session with junky monkeys for 2026</p>	
<p>Celebrate the 10th anniversary of Garden to Table at DRS <i>(Initiative 2 & 3)</i></p>	<p>New goal</p>	<p>Review: Successful celebration of 10 years, Integration team put together a great inquiry unit leading up to this celebration including a couple of competitions - food art and photography</p> <p>Have started the process of developing the māra - concept plans shared at the GTT celebration and with the board, money allocated for the project</p> <p>Next steps: Continue to promote GTT and have visitors in as part of our work as a GTT model school</p>	<p>Review: N/A</p> <p>Next steps: Look at initiatives that involve our community next year as this has proved to be a popular means of engagement with our families - possibly the design of a new junior playground</p>	<p>Community engagement, acknowledgement & celebration of the GTT programme More volunteers for the programme Community interest in our garden makeover Completed</p> <p>Māra development In progress</p>
<p>Commence with 5YA and board funded projects to further enhance the school environment <i>(Initiative 2 & 3)</i></p>	<p>5YA plan continuation</p>	<p>Review: Some projects underway</p> <p>Next steps: Complete all projects except roofing by the end of the year</p>	<p>Review: Most projects now completed - with just fire and security and roofing to finish</p> <p>Next steps: Finish remaining 5YA projects in the first half of 2026 Sign off on fire and security to be done before school returns in 2026</p>	<p>Identified projects underway and completed - one project left to complete as per expectation for start of 2026 Completed</p>
<p>Continue to build on school's capability to improve educational and cultural outcomes for our diverse school community <i>(Initiative 2,3)</i></p>	<p>Put information school website, continue to integrate into school events and classroom activities</p>	<p>Review: increasing student contribution to language weeks</p> <p>Introduction of Filipino National Day celebrations Matariki celebrations continued to grow this year with some extra aspects added to increase awareness of this significant part of our NZ history. Good community turnout.</p> <p>Next steps: Continue to include students in the organisation of cultural events</p>	<p>Review: Our Filipino community appreciated the acknowledgement of their national day. It is very obvious to us that celebrating our different cultures is so important to our community. This was confirmed in our community survey in term 4 and our inclusive practice survey</p> <p>The Term 4 Cultural Day continues to be a whole school and community highlight</p> <p>Students represented our school at all Kāhui Ako Cultural Quizzes and at the Pasifika Maths Challenge</p> <p>Pacific Young Leaders Group has proved to be a motivating hook for our Pacific leaders and we hope to increase this work next year,</p>	<p>More visibility & opportunities in school for all cultures to take part In progress</p> <p>Explanation of Variance As per ongoing review, we continue to add initiatives to support this goal. Student voice consistently shows they are aware that their cultures are valued</p>

			<p>hopefully still with the support of Global Hope Mission</p> <p>Next steps: Due to no longer having the opportunity to take part in the Eden Albert Cultural Festival we will explore ways of being involved in the Cultural Day held at May Road Park each May</p> <p>With the Kāhui disbanding, our school will oversee the cultural quizzes for our local schools in 2026</p>	
Build on our connections with the wider community to provide extra curricular opportunities (<i>Initiative 2,3</i>)	Invite Ngāti Whātua to school events	<p>Review: Successful Matariki event, external guests and visitors came to our GTT event, connections made with Eco Neighbourhoods as we get underway with our māra project</p> <p>Different sporting and special interest groups have been in to school to support students</p> <p>Next steps Continue to expose students to a variety of opportunities and experiences</p>	<p>Review: Connection has now been made with St Therese (local school) for sporting events in 2026</p> <p>A small group of students have been working on a waterways project with some external organisations and our local highschool</p> <p>More sporting opportunities in Term 3 and 4 through Roskill Cluster Chess Power, Nano Girls (STEM) visited the school</p> <p>Next steps: Look at the inclusion of Gymnastics into our programme. Water Skills for Life and Bigfoot Biking booked in for 2026</p> <p>Closer sporting relationship with our neighbouring school</p> <p>Continue to work on the Te Auaunga project with our highschool and the Comet group</p>	<p>Relationships developed and increased participation with wider community and schools</p> <p>In progress -</p> <p>Explanation of Variance Progressing as expected</p>

Achievement Targets 2025

Reading	<p>Shift the number of students working at the expected NZC level to 75%</p> <p>End of 2024 - 74%</p> <p>End 2025 - 73%</p> <p><u>Reason for Variance</u></p> <p>In 2025, the senior school teachers completed their training in Better Start Structured Literacy. This shift strengthened whole class, explicit teaching practices with a particular focus on vocabulary development through morphology and the use of graphic organisers to support text comprehension. However it is too soon to see if it is impacting overall reading improvement. In the junior school, the established structured literacy programme has continued to accelerate progress but at a lower rate due to many children starting school with limited oral language and school readiness. Once students move into Year 3 & 4 we start to see some acceleration.</p>
Writing	<p>Shift the number of students working at the expected NZC level to 70%</p> <p>End of 2024 - 64%</p> <p>End 2025 - 65%</p> <p><u>Reason for Variance</u></p> <p>A lot of explicit teaching time this year was spent on the development of accurate sentence structure and structured literacy development. We</p>

	<p>had started to use the newly revised English curriculum to inform our judgements for assessment purposes, but were also trying to match back to the existing curriculum for reporting purposes. This did have some impact on variation in teacher's overall judgments and consistency in assessing. With the new curriculum re-released in October 2025 and more information on the SMART tool, we will be able to have a more reliable moderation in 2026</p>
<p>Maths</p>	<p>Shift the overall number of students achieving in Number and Fractions to 75%. End of 2024 - 71% (against old NZC indicators for curriculum levels) End 2025 - 66% (mostly against new NZC progress indicators for year level expectations) <u>Reason for Variance</u> Due to the professional development on the new Maths Curriculum and the use by all teachers of the <i>Maths No Problem Teaching</i> resource, judgements were starting to be made against the new year level expectations. This variance was expected due to the changes in progress outcomes and expectations to be met at each year level. Some concepts that used to be at a higher curriculum level were now expected to be achieved at lower year levels and we feel this has had some impact on the data.</p>
<p>Attendance</p>	<p>80% of the students attending 90% of the time - Govt benchmark Increase each term's attendance from the year before - school target</p> <p>Term 1 - 56% (2025), 54% (2024) ✓ Term 2- 57% (2025), 56% (2024) ✓ Term 3- 56% (2025), 50% (2024) ✓ Term 4- 57% (2025), 61% (2024) ✗</p> <p><u>Reason for Variance</u> Some students immediately fell into the chronic attendance category due to being away for extended periods overseas. These were not generally for holidays but due to visiting families, going back to care for sick relatives or accompanying a parent who was receiving medical treatment overseas. Other students had inconsistent attendance which we will continue to work on next year - damp homes causing sickness was another contributing factor.</p>



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

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>By adhering to relevant School Docs policies and assurances, along with obligations for the board to ensure their school is a physically and emotionally safe place for students and staff as required by the Education and Training Act 2020</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Please refer to our Equal Opportunities Policy on School Docs As above, especially when employing new staff, everyone has equal access to employment opportunities based on merit, without discrimination.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>At least 3 people are on the selection and interviewing panel to select the most suitable candidate for a position The selection is made based on skills, experience, qualifications and aptitude for the advertised position/job description and the panel needs to reach a consensus on the successful candidate. Senior leadership positions must have board representation</i>
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<i>As per our EEO & Inclusive School Culture policies on School Docs</i>
How have you enhanced the abilities of individual employees?	<i>Having a culture of strong trust and collaboration. Providing opportunities for leadership, professional development and growth, coaching and mentoring, regular meetings & check ins, school wide professional development in line with our strategic plan, open door policy for all staff to ask for further professional development, mentoring or coaching Annual appraisal/performance meetings to celebrate successes/strengths and next steps.</i>

How are you recognising the employment requirements of women?	<i>As above</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Our recruitment and retention practices are inclusive of staff with disabilities. We make reasonable accommodations to enable participation and remove barriers. Accessibility and inclusion are considered in our infrastructure and our day to day operations. Any employee who has any disability has the support and equipment to carry out their required duties to the best of their ability</i>

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?	if required	
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 board assurance as per school docs schedule	
Does your EEO programme/policy set priorities and objectives?	if required	



Dominion Road School

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23 February 2026

Dominion Road School belongs to the Mt Roskill Cluster of schools. This cluster works with Sport Auckland to provide a range of sporting activities for our students throughout the year.

In 2025 Dominion Road School received a total Kiwisport funding of \$3,623.18.

The money received from the Kiwisport Government funded initiative was used to support students' participation in organised sport and contributed towards the cost of a Community Sport Coordinator for the Roskill cluster.

Yours sincerely

Lesley Mitchell
Principal
Dominion Road School