



**He Tīwai Mātauranga**  
**Heaton Normal Intermediate**  
Ekea te pae Kahukura

## **ANNUAL FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 DECEMBER 2025**

**School Directory**

**Ministry Number:** 3372  
**Principal:** James Griggs  
**School Address:** 125 - 133 Heaton Street, Merivale, Christchurch  
**School Postal Address:** PO Box 5242, Papanui, Christchurch, 8052  
**School Phone:** 03 355 9555  
**School Email:** [admin@heaton.school.nz](mailto:admin@heaton.school.nz)

**Accountant / Service Provider:**

**Solutions  
Services**   
Collaborative School Administration

# HE TĪWAI MĀTAURANGA HEATON NORMAL INTERMEDIATE

Annual Financial Statements - For the year ended 31 December 2025

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# He Tīwai Mātauranga Heaton Normal Intermediate

## Statement of Responsibility

For the year ended 31 December 2025

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

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

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

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

Lawrie Saegers

James Griggs

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Full Name of Presiding Member

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Full Name of Principal

Signed by:  
*Lawrie Saegers*  
936B8A8EED410154

Signed by:  
*James Griggs*  
9F7F379E93677380

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Signature of Presiding Member

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Signature of Principal

22/05/2026

22/05/2026

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Date:

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Date:

# He Tīwai Mātauranga Heaton Normal Intermediate Members of the Board

For the year ended 31 December 2025

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Lawrie Saegers	Presiding Member	Elected	Sep 2027
James Griggs	Principal	ex Officio	
Kane Crossan	Parent Representative	Elected	Sep 2025
Theresa Callow	Parent Representative	Elected	Sep 2027
Andrew Burson	Parent Representative	Elected	Sep 2027
Emily Toth-Taylor	Parent Representative	Elected	Sep 2028
Anthony Holder	Parent Representative	Elected	Sep 2028
George Berry	Parent Representative	Elected	Sep 2028
Ross Cooper	Staff Representative	Elected	Sep 2028
Steven Townsend	Presiding Member	Elected	Sep 2025
Mark Doyle	Parent Representative	Elected	Sep 2025
Norman Castles	Parent Representative	Elected	Sep 2025
Daniel Te Raki	Parent Representative	Elected	Sep 2025

# He Tīwai Mātauranga Heaton Normal Intermediate Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	6,426,522	5,566,395	5,772,689
Locally Raised Funds	3	504,666	241,200	451,396
Interest		17,950	20,000	31,436
Gain on Sale of Property, Plant and Equipment		1,854	-	-
<b>Total Revenue</b>		<b>6,950,992</b>	<b>5,827,595</b>	<b>6,255,521</b>
<b>Expense</b>				
Locally Raised Funds	3	211,725	81,750	164,868
Learning Resources	4	3,903,118	3,577,997	3,816,871
Administration	5	318,325	320,475	307,137
Interest		6,451	-	4,559
Property	6	2,445,262	2,011,706	2,142,274
Loss on Disposal of Property, Plant and Equipment		-	-	1,332
<b>Total Expense</b>		<b>6,884,881</b>	<b>5,991,928</b>	<b>6,437,041</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>66,111</b>	<b>(164,333)</b>	<b>(181,520)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>66,111</b>	<b>(164,333)</b>	<b>(181,520)</b>

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

# He Tīwai Mātauranga Heaton Normal Intermediate Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		815,246	815,246	957,286
Total comprehensive revenue and expense for the year		66,111	(164,333)	(181,520)
Contribution - Furniture and Equipment Grant		17,884	-	39,480
Contribution - Te Mana Tūhono		17,098	-	-
<b>Equity at 31 December</b>		916,339	650,913	815,246
Accumulated comprehensive revenue and expense		916,339	650,913	815,246
<b>Equity at 31 December</b>		916,339	650,913	815,246

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.

# He Tīwai Mātauranga Heaton Normal Intermediate

## Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	194,620	221,163	303,025
Accounts Receivable	8	375,265	312,982	312,982
GST Receivable		2,183	16,746	16,746
Prepayments		59,677	65,649	65,649
Inventories	9	7,190	1,816	1,816
Investments	10	393,044	215,000	215,000
		1,031,979	833,356	915,218
<b>Current Liabilities</b>				
Accounts Payable	12	397,670	401,079	401,079
Revenue Received in Advance	13	103,643	74,347	74,347
Provision for Cyclical Maintenance	14	18,569	52,423	67,937
Finance Lease Liability	15	30,951	21,402	21,402
Funds held in Trust	16	1,794	1,151	1,151
Funds held for Capital Works Projects	17	-	1,909	1,909
		552,627	552,311	567,825
<b>Working Capital Surplus</b>		479,352	281,045	347,393
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	558,530	375,477	537,905
		558,530	375,477	537,905
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	70,160	5,609	44,874
Finance Lease Liability	15	51,383	-	25,178
		121,543	5,609	70,052
<b>Net Assets</b>		916,339	650,913	815,246
<b>Equity</b>		916,339	650,913	815,246

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

# He Tīwai Mātauranga Heaton Normal Intermediate

## Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,165,813	1,045,620	1,116,376
Locally Raised Funds		394,409	159,200	378,665
International Students		119,704	82,000	82,435
Goods and Services Tax (net)		14,563	-	(534)
Payments to Employees		(589,708)	(625,845)	(743,365)
Payments to Suppliers		(989,233)	(730,087)	(802,733)
Interest Paid		(6,451)	-	(4,559)
Interest Received		18,846	20,000	25,235
Net cash from/(to) Operating Activities		127,943	(49,112)	51,520
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment		1,854	-	-
Purchase of Property Plant & Equipment		(50,684)	(3,000)	(113,238)
Purchase of Investments		(178,044)	-	-
Proceeds from Sale of Investments		-	-	93,573
Net cash (to) Investing Activities		(226,874)	(3,000)	(19,665)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		17,884	-	39,480
Finance Lease Payments		(26,092)	(29,750)	(31,985)
Funds Administered on Behalf of Other Parties		(1,266)	-	5,202
Net cash (to)/from Financing Activities		(9,474)	(29,750)	12,697
<b>Net (decrease)/increase in cash and cash equivalents</b>		<b>(108,405)</b>	<b>(81,862)</b>	<b>44,552</b>
Cash and cash equivalents at the beginning of the year	7	303,025	303,025	258,473
<b>Cash and cash equivalents at the end of the year</b>	7	<b>194,620</b>	<b>221,163</b>	<b>303,025</b>

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

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

# He Tīwai Mātauranga Heaton Normal Intermediate

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

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

##### 1.2. Basis of Preparation

###### **Reporting Period**

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

###### **Basis of Preparation**

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

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

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

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

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

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

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

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

###### **Cyclical Maintenance**

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

#### *Useful lives of property, plant and equipment*

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

#### **Critical Judgements in applying accounting policies**

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

##### *Classification of leases*

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22b.

##### *Recognition of grants*

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

### **1.3. Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

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

#### **Other Grants where conditions exist**

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

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

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

## ***Interest Revenue***

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

### **1.4. Operating Lease Payments**

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

### **1.5. Finance Lease Payments**

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

### **1.6. Cash and Cash Equivalents**

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

### **1.7. Accounts Receivable**

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

### **1.8. Inventories**

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

### **1.9. Investments**

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

### **1.10. Property, Plant and Equipment**

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

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

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

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

## ***Finance Leases***

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

## **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	33-40 years
Furniture and Equipment	4-10 years
Information and Communication Technology	2-5 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

### **1.11. Impairment of property, plant and equipment**

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

#### *Non cash generating assets*

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

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

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

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

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

### **1.12. Accounts Payable**

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

### **1.13. Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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

#### **1.14. Revenue Received in Advance**

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

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

#### **1.15. Funds Held in Trust**

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

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

#### **1.16. Funds held for Capital Works**

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

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

#### **1.17. Provision for Cyclical Maintenance**

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

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

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

#### **1.18. Financial Instruments**

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

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

#### **1.19. Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

#### **1.20. Budget Figures**

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

#### **1.21. Services received in-kind**

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

## 2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	1,230,311	1,037,620	1,234,938
Teachers' Salaries Grants	3,135,281	2,873,227	2,873,227
Use of Land and Buildings Grants	2,051,278	1,647,548	1,647,548
Other Government Grants	9,652	8,000	16,976
	<u>6,426,522</u>	<u>5,566,395</u>	<u>5,772,689</u>

## 3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Donations and Bequests	199,118	93,200	211,880
Fees for Extra Curricular Activities	109,281	-	86,624
Trading	56,650	50,000	55,059
Fundraising and Community Grants	6,255	-	9,102
Other Revenue	21,688	16,000	17,079
International Student Fees	89,704	82,000	71,652
Overseas Trip Income	21,970	-	-
	<u>504,666</u>	<u>241,200</u>	<u>451,396</u>
<b>Expense</b>			
Extra Curricular Activities Costs	113,141	-	80,047
Trading	57,248	55,000	66,897
Fundraising and Community Grant Costs	7,520	-	4,193
Other Locally Raised Funds Expenditure	1,425	-	-
International Student - Other Expenses	9,072	24,500	13,731
Overseas Trip Expenses	23,319	2,250	-
	<u>211,725</u>	<u>81,750</u>	<u>164,868</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>292,941</u>	<u>159,450</u>	<u>286,528</u>

During the year ended December 2025, 4 students, 1 parent and 2 staff members travelled to Indiana, America to take part in the International Future Problem Solving competition. The cost of the trip was covered by parental fundraising. The team placed third in the world in their division.

## 4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	185,333	93,270	151,865
Information and Communication Technology	58,793	45,500	40,173
Employee Benefits - Salaries	3,508,182	3,237,227	3,463,353
Staff Development	29,064	28,000	41,253
Depreciation	118,889	170,000	116,804
Other Learning Resources	2,857	4,000	3,423
	<u>3,903,118</u>	<u>3,577,997</u>	<u>3,816,871</u>

## 5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	13,180	13,180	12,679
Board Fees and Expenses	18,655	13,000	13,901
Other Administration Expenses	73,056	73,450	62,365
Employee Benefits - Salaries	178,286	186,845	184,674
Insurance	27,176	26,000	25,946
Service Providers, Contractors and Consultancy	7,972	8,000	7,572
	<u>318,325</u>	<u>320,475</u>	<u>307,137</u>

## 6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	100,132	110,000	106,524
Cyclical Maintenance	51,403	13,158	112,811
Heat, Light and Water	58,617	60,000	60,018
Rates	38,366	35,000	34,939
Repairs and Maintenance	38,349	38,500	44,494
Use of Land and Buildings	2,051,278	1,647,548	1,647,548
Employee Benefits - Salaries	74,531	75,000	77,142
Other Property Expenses	32,586	32,500	58,798
	<u>2,445,262</u>	<u>2,011,706</u>	<u>2,142,274</u>

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

## 7. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	194,620	221,163	303,025
Cash and cash equivalents for Statement of Cash Flows	<u>194,620</u>	<u>221,163</u>	<u>303,025</u>

Of the \$194,620 Cash and Cash Equivalents, \$105,437 is subject to restrictions for the following reasons:

- \$5,817 of Other Revenue in Advance is held by the School. This is included in Revenue in Advance note 13.
- \$97,826 of International Student Fees relating to the 2026 school year Inputs have been collected by the School. This is included in Revenue in Advance in note 13.
- \$1,794 of Funds Held in Trust is held by the School, as disclosed in note 16.

## 8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	20,200	2,106	2,106
Receivables from the Ministry of Education	25,504	8,062	8,062
Interest Receivable	5,611	6,507	6,507
Teacher Salaries Grant Receivable	323,950	296,307	296,307
	<u>375,265</u>	<u>312,982</u>	<u>312,982</u>
Receivables from Exchange Transactions	25,811	8,613	8,613
Receivables from Non-Exchange Transactions	349,454	304,369	304,369
	<u>375,265</u>	<u>312,982</u>	<u>312,982</u>

## 9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
School Uniforms	7,190	1,816	1,816
	<u>7,190</u>	<u>1,816</u>	<u>1,816</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	393,044	215,000	215,000
<b>Total Investments</b>	<b>393,044</b>	<b>215,000</b>	<b>215,000</b>

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2025</b>						
Building Improvements	217,078	3,380	-	-	(18,024)	<b>202,434</b>
Furniture and Equipment	229,631	35,673	-	-	(48,483)	<b>216,821</b>
Information and Communication Technology	36,877	25,079	-	-	(15,434)	<b>46,522</b>
Leased Assets	43,766	70,182	-	-	(34,979)	<b>78,969</b>
Library Resources	10,553	5,520	(320)	-	(1,969)	<b>13,784</b>
	<b>537,905</b>	<b>139,834</b>	<b>(320)</b>	<b>-</b>	<b>(118,889)</b>	<b>558,530</b>

The net carrying value of furniture and equipment held under a finance lease is \$78,969 (2024: \$43,766).

### Restrictions

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

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Building Improvements	594,596	(392,162)	<b>202,434</b>	591,216	(374,138)	<b>217,078</b>
Furniture and Equipment	992,834	(776,013)	<b>216,821</b>	957,162	(727,531)	<b>229,631</b>
Information and Communication Technology	199,070	(152,548)	<b>46,522</b>	173,991	(137,114)	<b>36,877</b>
Motor Vehicles	31,304	(31,304)	-	-	-	-
Leased Assets	141,946	(62,977)	<b>78,969</b>	138,010	(94,244)	<b>43,766</b>
Library Resources	71,992	(58,208)	<b>13,784</b>	68,548	(57,995)	<b>10,553</b>
<b>Balance at 31 December</b>	<b>2,031,742</b>	<b>(1,473,212)</b>	<b>558,530</b>	<b>1,928,927</b>	<b>(1,391,022)</b>	<b>537,905</b>

## 12. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	37,476	55,201	55,201
Accruals	11,180	14,355	14,355
Employee Entitlements - Salaries	336,056	319,152	319,152
Employee Entitlements - Leave Accrual	12,958	12,371	12,371
	<b>397,670</b>	<b>401,079</b>	<b>401,079</b>
Payables for Exchange Transactions	397,670	401,079	401,079
	<b>397,670</b>	<b>401,079</b>	<b>401,079</b>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
International Student Fees in Advance	97,826	67,826	67,826
Other Revenue in Advance	5,817	6,521	6,521
	<b>103,643</b>	<b>74,347</b>	<b>74,347</b>

#### 14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	112,811	112,811	-
Increase to the Provision During the Year	51,403	13,158	112,811
Use of the Provision During the Year	(75,485)	(67,937)	-
Provision at the End of the Year	<u>88,729</u>	<u>58,032</u>	<u>112,811</u>
Cyclical Maintenance - Current	18,569	52,423	67,937
Cyclical Maintenance - Non current	70,160	5,609	44,874
	<u>88,729</u>	<u>58,032</u>	<u>112,811</u>

The School does not currently have a School Property Plan due to the recent completion of the Christchurch Schools Rebuild program. The School has recorded its provision for cyclical maintenance based on board approved painting quotes. These quotes are based on a 10 year paint cycle and include all exterior paint with provision for limited internal paint work.

#### 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	36,568	23,620	23,620
Later than One Year	56,271	-	27,319
Future Finance Charges	(10,505)	(2,218)	(4,359)
	<u>82,334</u>	<u>21,402</u>	<u>46,580</u>
Represented by:			
Finance lease liability - Current	30,951	21,402	21,402
Finance lease liability - Non current	51,383	-	25,178
	<u>82,334</u>	<u>21,402</u>	<u>46,580</u>

#### 16. Funds Held in Trust

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	1,794	1,151	1,151
	<u>1,794</u>	<u>1,151</u>	<u>1,151</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 / Transfers \$	Closing Balances \$
Dental Clinic Upgrade	1,909	-	(1,909)	-	-
Barrier Arms	-	7,005	(7,005)	-	-
Repair to Turf Hill	-	1,689	(1,689)	-	-
Totals	<u>1,909</u>	<u>8,694</u>	<u>(10,603)</u>	<u>-</u>	<u>-</u>

2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
SIP Playground	(3,055)	-	-	3,055	-
Appliances Outdoor Seating - 207738	-	31,359	(31,359)	-	-
Dental Clinic Upgrade	-	15,000	(13,091)	-	1,909
<b>Totals</b>	<b>(3,055)</b>	<b>46,359</b>	<b>(44,450)</b>	<b>3,055</b>	<b>1,909</b>

**Represented by:**

Funds Held on Behalf of the Ministry of Education 1,909

**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, and Deputy Principals.

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	2,559	2,855
<i>Leadership Team</i>		
Remuneration	431,317	418,175
Full-time equivalent members	3.00	3.00
<b>Total key management personnel remuneration</b>	<b>433,876</b>	<b>421,030</b>

There are 7 members of the Board excluding the Principal. The Board held 8 full meetings of the Board in the year. The Board also has 1 Finance and 2 Property members that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

*Principal*

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180-190	170-180
Benefits and Other Emoluments	4-5	4-5
Termination Benefits	0-0	0-0

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 -110	7.00	8.00
110 -120	4.00	4.00
120 - 130	1.00	1.00
	<b>12.00</b>	<b>13.00</b>

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 the number of persons to whom all or part of that total was payable was as follows:

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

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

### Legal Matter

The School has an active legal matter which is currently being worked through. At the time of signing of these financial statements the outcome of this is unknown.

## 22. Commitments

### (a) Capital Commitments

At 31 December 2025, the Board had no capital commitments (2024: \$1,909).

### (b) Operating Commitments

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

(Operating commitments at 31 December 2024: nil)

## 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	194,620	221,163	303,025
Receivables	375,265	312,982	312,982
Investments - Term Deposits	393,044	215,000	215,000
Total financial assets measured at amortised cost	<u>962,929</u>	<u>749,145</u>	<u>831,007</u>

### Financial liabilities measured at amortised cost

Payables	397,670	401,079	401,079
Finance Leases	82,334	21,402	46,580
Total financial liabilities measured at amortised cost	<u>480,004</u>	<u>422,481</u>	<u>447,659</u>

## 24. Events After Balance Date

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

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF HE TĪWAI MĀTAURANGA HEATON NORMAL INTERMEDIATE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of He Tīwai Mātauranga Heaton Normal Intermediate (the School). The Auditor-General has appointed me, Amy Goodman, using the staff and resources of BDO Christchurch Audit Limited, to carry out the audit of the financial statements of the School on pages 5 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 22 May 2026. This is the date at which our opinion is expressed.

#### Basis for our opinion

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

**Other information 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 Strategic Plan, School Statement on Meeting Treaty Obligations, Analysis of Variance, Statement of Compliance with Employment Policy, and Kiwisport Declaration.

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.



Amy Goodman  
BDO Christchurch Audit Limited  
On behalf of the Auditor-General  
Christchurch, New Zealand



He Tiwai Mātauranga  
Heaton Normal Intermediate  
Ekea te pae Kahukura

# He Tiwai Mātauranga

# Heaton Normal Intermediate



He Tiwai Mātauranga  
Heaton Normal Intermediate  
Ekea te pae Kahukura

# Strategic Plan 2026



He Tīwai Mātauranga  
Heaton Normal Intermediate  
Ekea te pae Kahukura

## School Profile

He Tīwai Mātauranga, Heaton Normal Intermediate School is a school situated in the suburb of Merivale, Christchurch with a roll of about 550, Year 7 and Year 8 students.

The school was established in 1948, initially for boys only and from 1953 for girls and boys. Heaton Normal Intermediate is named after Sir Robert Heaton Rhodes, the well-known landowner, lawyer and politician whose Elmwood estate was purchased by the Canterbury Education Board on 23 August 1945. His name is reflected in other ways in and around the area, with the Elmwood Bowling Club land, the Elmwood Normal School land, and Elmwood Park all being part of the former estate of Sir Heaton Rhodes.

Classes are grouped into 6 houses(kaupeka): Kōwhai, Raukawa, Hīnau, Kōtukutuku, Amoka, and Tūrutu. The names of the houses all have links to our native flora and fauna. There are 3, Year 7 houses and 3, Year 8 houses with 3 classes in each house making a total of 18 classes of about 30 students.

We have 7 specialists who teach, food and fibre technology, hard materials technology, digital technology, visual art, performing arts, science, physical education, and Te Reo Māori. In addition, there are dedicated Learning Support and ESOL teachers.

As a Normal School, Heaton has an important role in supporting pre-service teacher training providers, the College of Education at the University of Canterbury and the New Zealand Graduate School of Education (NZGSE).

Our kura has received a significant rebuild completed in late 2024 with 18 new classrooms and new specialist facilities.



## Vision and Values

*Excellence – Pai Rawa*

*Ekea te pae kahukura*

*Ascend to the heights of excellence*

*Diversity – Rerenga Ketanga*

*Nāku te rourou, nāu te rourou, ka ora ai te iwi*

*With my food basket and your food basket, the people will thrive*

*Integrity – Ngākau Pono*

*Ko te tumu herenga waka*

*The stump to which the canoe is tied*

*Creativity – Auahatanga*

*Mā te pohewa mā te auaha hoki, ka whakapuaki ngā kura e huna ana*

*With imagination and creativity, a hidden jewel can be revealed*





He Tīwai Mātauranga  
Heaton Normal Intermediate  
Ekea te pae Kahukura

## Cultural Narrative for He Tīwai Mātauranga

Heaton Normal Intermediate is located in the rohe of the Te Ngāi Tūāhuriri rūnanga, with a tribal area extending from the Main Divide to the sea, bounded by the Hurunui and Hakatere rivers. The school has requested a school name from Ngāi Tūāhuriri. In deciding upon a name, the geographical and cultural aspects of the area the school is situated upon have been considered. The gifted name is He Tīwai Mātauranga.

Tīwai, meaning tree trunk and mātauranga meaning knowledge, are derived from the school's relationship to the English Elm trees that historically lined the Papanui Road boundary and the significance of nearby podocarp forest, Pūtaringamotu.

### He Tīwai Mātauranga translates to 'The Trunk of Knowledge'

The name is gifted with consideration of the history of the area, through the gifting of the land from the larger farm land area owned by Sir Heaton Rhodes. His name is reflected in other ways in and around the area, with the Elmwood Bowling Club land, the Elmwood Normal School land, and Elmwood Park all being part of the former estate of Sir Heaton Rhodes. Within this school, places of significance to Sir Heaton Rhodes are the names of the six learning teams (houses) in the school. The name also has links to the history of the Papanui area. Papanui was the original Māori name for the Bishopdale and Papanui district and one explanation for the name is that it is a Māori word for 'a platform in a tree from which birds are snared'. The Māori narrative handed down reveals another original of the name.

Papanui Bush once boasted an abundance of forest birds that were regularly snared for kai. This was at a time when the area was covered by a large stand of forest, dominated by tōtara, mātai, kahikatea and kānuka trees. A smaller stand of bush remains in Riccarton, traditionally known as Pūtaringamotu. Papanui Bush generated a thriving business for the timber industry in the early years of European settlement. Sadly, the milling of this area in the 1850s rapidly demolished the entire 30 hectares of bush that was standing. The site of Papanui Bush is the present day Papanui Domain, located off Sawyers Arms Road. A small native garden and a mural painted on the nearby community hall today commemorate the great forest trees that once dominated the area.

The name Papanui also refers to a large funeral pyre. Ngāti Mamoe ancestor Marukore and his wife Tūhaitara, a high born Ngāi Tahu princess, had separated and due to events surrounding the separation Tūhaitara sent her eldest son Tamaraeroa to kill his father who was at a place named Papanui in the North Island. Tamaraeroa, accompanied by his younger brother Huirapa, travelled to Papanui in search of their father. Marukore however, knew of their intent and lay in wait. He killed them both and built a huge pyre with great layers of wood to burn the bodies of his two sons. Papanui in Christchurch is named after that place and those events.

#### Sites of significance

There are many areas of significance located near He Tīwai Mātauranga. This information is sourced from the Ngāi Tahu atlas, Kā Huru Manu at [www.kahurumanu.co.nz](http://www.kahurumanu.co.nz)



### Wairarapa

The Wairarapa Stream is a tributary of the Ōtākaro (Avon River) in Christchurch. During the 1879 Smith-Nairn Royal Commission of Inquiry into the Ngāi Tahu land claims, Wiremu Te Uki and others from Ngāi Tūāhuriri recorded Wairarapa as a kāinga nohoanga (settlement) and kāinga mahinga kai (food-gathering place). Kāuru (root of the tī kouka), aruhe (bracken fernroot), inaka (whitebait), tuna (eels) and kiore (Polynesian rat) were all gathered here.

### Pūtarikamotu

Pūtarikamotu (Riccarton Bush) is the sole remnant of ancient podocarp forest in Canterbury that once covered large parts of the region. During the 1879 Smith-Nairn Royal Commission of Inquiry into the Ngāi Tahu land claims, Ngāi Tūāhuriri kaumātua recorded Pūtarikamotu as a kāinga nohoanga (settlement), kāinga mahinga kai (food-gathering place), and he pā tūturu where tuna (eels), kanakana (lamprey), and aruhe (bracken fernroot) were gathered. Pūtarikamotu was also described as a forest where whīnau (*Eleocarpus dentatus*), pōkākā (*Elaeocarpus hookerianus*), mātai (black pine), and kāhika (white pine) grew. The birds gathered here included kererū, kākā, kōkō (tūi), kōparapara (bellbird) and mahotatai. (a fish). Pūtarikamotu is the southern dialect for “Pūtaringamotu” (they are the same place).

### Puāri

Puāri is a kāinga nohoanga (settlement) and kāinga mahinga kai (food-gathering place) on the banks of Ōtākaro (the Avon River) in Christchurch. While the name Puāri dates from as recently as the 19th century, the area is believed to have first been inhabited more than 700 years ago during the Waitaha period of Māori occupation. Puāri refers to a large area within the extensive wetlands that later became the central city, and is centred on the riverbanks encompassing the sites around what is now Durham St, which became occupied by the Provincial Chambers, Law Courts, the Christchurch Town Hall, and Victoria Square. Puāri remained one of the principal kāinga mahinga kai in Christchurch, right up to the Ngāi Tahu signing of the Canterbury Purchase in 1848. Twenty years later Pita Te Hori, the first Upoko Rūnanga of Ngāi Tūāhuriri, claimed Puāri as a mahinga kai. However, his claim was dismissed, as the Crown had already alienated the land. A further unsuccessful claim to Puāri was brought as part of the wider Ngai Tahu Claim (Wai 27) in 1986.

### Ōtautahi

Although Ōtautahi is the general Māori name used nowadays for Christchurch, it is specifically a kāinga nohoanga (settlement) and kāinga mahinga kai (food-gathering place) on the banks of the Ōtākaro (Avon River). There are numerous references to the location of the kāinga nohoanga, but all place it within the same general area: the junction of the now-disappeared Free's Creek and the Ōtākaro, or St Mary's Creek and the Ōtākaro, or near Kilmore St close to the present day Christchurch City Fire Station. The settlement was established by Tautahi, the son of the Ngāi Tahu rangatira (chief) Huikai. Tautahi and his people stayed here during their frequent food-gathering expeditions to the extensive wetlands that once existed throughout Christchurch. In 1868 Hakopa Te Ata-o-Tū from Ngāi Tūāhuriri claimed Ōtautahi as a mahinga kai in the Native Land Court, which the Court dismissed on the basis that the land had already been sold. During the 1879 Smith-Nairn Royal Commission of Inquiry into the Ngāi Tahu land claims, Ngāi Tūāhuriri kaumātua recorded Ōtautahi as a kāinga nohoanga, he kāinga tūturu, and kāinga mahinga kai. The foods gathered here included tuna (eels), inaka (whitebait), mata (juvenile whitebait), kōkopu (native trout), koukoupāra (giant kōkopu), pāpera (grey duck), pūtakitaki (paradise duck), raipo (New Zealand scaup), tataa (brown duck), pāteke (brown teal), pora ('Māori turnip') and aruhe (bracken fernroot).



### Ōtākaro

Ōtākaro (Avon River) is the iconic spring-fed river that flows through Christchurch into Te Ihutai (the Avon-Heathcote Estuary). It was an important part of the interconnected network of traditional travel routes, particularly as an access route through the swampy marshlands of Christchurch. The mouth of the Ōtākaro was a permanent mahinga kai, and the river supported numerous kāinga mahinga kai (food-gathering places). Foods gathered included tuna (eel), inaka (whitebait), kokopu (native trout), kanakana (lamprey), waikōura (freshwater crayfish), waikākahi (freshwater mussel), tuere (blind eel), and pātiki (flounders). Eeling weirs made from mānuka stakes were situated half a mile from the river mouth, until they were removed in the 1920s. A variety of birds were also harvested on the river, including pūtakitaki (paradise ducks), pārerā (grey duck), raipo (New Zealand scaup), tataa (brown duck), and pāteke (teal). On the banks of the rivers, plant-based foods such as aruhe (bracken fernroot) and kāuru (root of the tī kouka) were also gathered. Waipapa Pā This smaller pā settlement (smaller than Puari Pā or Ōtautahi Pā) was located in the area often known as Little Hagley Park, some say Pilgrims Corner, and is referred to in this Government Gardens document. The name Waipapa is used for the naming of a new building in the Christchurch Hospital and for Hagley Community College, two locations nearby.

### Ihutai Native Reserve 900

Native Land Court Award 1868 'Fishing Easement' This ten-acre reserve was originally situated near the mouth of the Avon/Ōtākaro River, between Sumner and New Brighton, and was one of 15 fishing easements set aside by the Native Land Court in 1868 to allow Ngāi Tahu to continue the practice of mahinga kai. In 1887 the Native Land Court investigated the title under the provisions of the Native Equitable Owners Act 1886, to determine all those who held a beneficial right to the reserve. The court found that those entitled were the owners who had appeared on the 1868 Kaiapoi list and the successors to those on the list who were deceased. In 1956, the reserve was compulsorily acquired by the Crown under the Public Works Act 1928 for a sewage treatment works and vested in the Christchurch Drainage Board. Tuahiwi Marae, Te Kai-a-Te-Karoro Pā and Rapanui are all additional places of significance in the near vicinity. Learning about these places is important to understand the history to inform the future.



## Our Strategy and the Priorities for Action from 2025-2027 Strategic Plan

<b>STRENGTHEN TEACHING AND LEARNING</b> through the curriculum refresh	<b>PRIDE IN PLACE</b> through creating a welcoming, well maintained and future focused school environment	<b>EMBRACE MULTICULTURAL IDENTITY</b> through celebrating and embracing our diverse cultures and identities	<b>NURTURE POSITIVE RELATIONSHIPS</b> through building and promoting supportive and affirming interactions
<b>We can achieve this by:</b>			
<b>SEAMLESS TRANSITION</b> Managing the pace of change to ensure it is smooth for both teachers and learners	<b>SUSTAINABILITY AND INNOVATION</b> Integrating sustainable practices and forward thinking into our daily actions and surroundings	<b>HONOUR TE TIRITI O WAITANGI</b> Embracing the intent of Te Tiriti o Waitangi in meaningful ways	<b>BOOST STAFF SKILLS</b> Enhancing staff capability in relationship / behaviour management
<b>WELL RESOURCED AND INTENTIONAL</b> Ensuring that curriculum updates are well-planned, structured and adequately supported	<b>CULTURAL NARRATIVE</b> Bringing our cultural story to life through thoughtful redevelopment	<b>CELEBRATE DIVERSITY</b> Recognising and celebrating the multicultural nature of our school	<b>STUDENT WELLBEING</b> Continuing to develop systems and strategies for student wellbeing including recognition and monitoring
<b>IMPROVE MATHEMATICS ACHIEVEMENT</b> Enhancing teacher capacity and student success in mathematics	<b>LANDSCAPING &amp; NAVIGATION</b> Enhancing our school grounds with practical natural planting and easy to follow signage	<b>COLLECTIVE CAPABILITY IN TE REO MĀORI</b> Increasing our collective capability in Te Reo Māori and monitoring student achievement	<b>TARGETED LEARNING SUPPORT</b> Providing effective targeted learning support to students who have the need.
<b>IMPROVE LITERACY ACHIEVEMENT</b> Enhancing teacher capacity and student success in literacy	<b>INCLUSIVE SPACES</b> Integrating intentional inclusivity into our physical environment	<b>FOSTER INCLUSIVITY</b> Using targeted actions to support an inclusive environment where all feel they belong	<b>POSITIVE ENGAGEMENT</b> Engaging positively and constructively with learners, whanau and our community
<b>SUPPORT SPECIALIST SUBJECTS</b> Ensuring that curriculum change in specialist subjects are well resourced, structured and intentional		<b>ENRICH INTERNATIONAL STUDENT EXPERIENCE</b> Create meaningful experiences and a robust programme for our international students	<b>CELEBRATE STRENGTHS</b> Celebrating the strengths and shared talents inherent in our students and staff members

Continuing and Cementing   Enhancing and Developing   New Learning and Direction



## Strategic Map

### Strengthen Teaching and Learning

	2026
<p><b>SEAMLESS TRANSITION</b></p> <ul style="list-style-type: none"> <li>Managing the pace of change to ensure it is smooth for both teachers and learners</li> </ul>	<ul style="list-style-type: none"> <li>Focus on Writing, Assessment and Reporting</li> </ul>
<p><b>WELL RESOURCED AND INTENTIONAL</b></p> <ul style="list-style-type: none"> <li>Ensuring that curriculum updates are well-planned, structured and adequately supported</li> </ul>	<ul style="list-style-type: none"> <li>Align assessment practices for the new curriculum in Maths and English</li> <li>Align reporting for the new curriculum in Maths and English</li> <li>Explore and enact changes to specialist curriculum</li> </ul>
<p><b>IMPROVE MATHEMATICS ACHIEVEMENT</b></p> <ul style="list-style-type: none"> <li>Enhancing teacher capacity and student success in mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Ensure long term planning aligns with curriculum</li> <li>Continue to upskill staff on curriculum changes and connections</li> <li>Identify, support and Monitor target groups</li> <li>Implement maths extension and acceleration programmes</li> </ul>
<p><b>IMPROVE LITERACY ACHIEVEMENT</b></p> <ul style="list-style-type: none"> <li>Enhancing teacher capacity and student success in literacy</li> </ul>	<ul style="list-style-type: none"> <li>Cementing Writers Toolbox as primary PLD for 2026</li> <li>Review PLD provision and set new priorities</li> <li>Cohesive Spelling programme implemented</li> <li>Identify, support and Monitor target groups</li> </ul>
<p><b>SUPPORT SPECIALIST SUBJECTS</b></p> <ul style="list-style-type: none"> <li>Ensuring that curriculum change in specialist subjects are well resourced, structured and intentional</li> </ul>	<ul style="list-style-type: none"> <li>Engage with material for specialist subjects as it arrives with consideration to alignment with assessment and reporting practices.</li> </ul>
<p><b>IMPROVE ATTENDANCE</b></p> <ul style="list-style-type: none"> <li>Improving the rate of regular attendance from 2025</li> </ul>	<ul style="list-style-type: none"> <li>Enact attendance plan</li> </ul>
<p><b>OUR ROLE AS EDUCATORS OF EDUCATORS</b></p> <ul style="list-style-type: none"> <li>Review our provision for student teachers during placement</li> </ul>	<ul style="list-style-type: none"> <li>Review student teacher provision , PLD requirements and ongoing relationships</li> </ul>

### Pride in Place



	2026
<b>SUSTAINABILITY AND INNOVATION</b> <ul style="list-style-type: none"><li>Integrating sustainable practices and forward thinking into our daily actions and surroundings</li></ul>	<ul style="list-style-type: none"><li>Consult with our school community around sustainability as part of our strategic plan consultation process</li></ul>
<b>CULTURAL NARRATIVE</b> <ul style="list-style-type: none"><li>Bringing our cultural story to life through thoughtful redevelopment</li></ul>	<ul style="list-style-type: none"><li>Pou project underway (if the timber can be processed to high enough quality)</li><li>Wayfinding completed</li></ul>
<b>LANDSCAPING &amp; NAVIGATION</b> <ul style="list-style-type: none"><li>Enhancing our school grounds with practical natural planting and easy to follow signage</li></ul>	<ul style="list-style-type: none"><li>Consult with our school community around future external improvements as part of our strategic plan consultation process</li></ul>
<b>INCLUSIVE SPACES</b> <ul style="list-style-type: none"><li>Integrating intentional inclusivity into our physical environment</li></ul>	<ul style="list-style-type: none"><li>International garden project commenced</li><li>School exterior seating and spaces enhanced</li></ul>



## Embrace Multicultural Identity

	2026
<p><b>HONOUR TE TIRITI O WAITANGI</b></p> <ul style="list-style-type: none"> <li>Embracing the intent of Te Tiriti o Waitangi in meaningful ways</li> </ul>	<ul style="list-style-type: none"> <li>School haka used in practice</li> <li>Active implementation of “Our Tikanga” Protocols</li> <li>Meaningful consultation with Maori whānau</li> </ul>
<p><b>CELEBRATE DIVERSITY</b></p> <ul style="list-style-type: none"> <li>Recognising and celebrating the multicultural nature of our school</li> </ul>	<ul style="list-style-type: none"> <li>Identify and support Pasifika target group</li> <li>Consult with our school community around embracing diversity as part of our strategic plan consultation process</li> <li>Staff cultural competency training implemented</li> </ul>
<p><b>COLLECTIVE CAPABILITY IN TE REO MĀORI</b></p> <ul style="list-style-type: none"> <li>Increasing our collective capability in Te Reo Māori and monitoring student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Group PLD sessions with Kaiarahi to continue fortnightly</li> <li>PAT Maori Data collected and analysed</li> <li>5 min starts in Te Reo at staff meetings</li> <li>Staff external PLD in Te Reo supported where possible</li> </ul>
<p><b>FOSTER INCLUSIVITY</b></p> <ul style="list-style-type: none"> <li>Using targeted actions to support an inclusive environment where all feel they belong</li> </ul>	<ul style="list-style-type: none"> <li>Short and sharp targeted cultural PLD</li> </ul>
<p><b>ENRICH INTERNATIONAL STUDENT EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>Create meaningful experiences and a robust programme for our international students</li> </ul>	<ul style="list-style-type: none"> <li>ESOL provision for International students provided</li> <li>Marketing tour budgeted and completed</li> <li>International self review and compliance completed</li> </ul>

## Nurture Positive Relationships



	2026
<p><b>BOOST STAFF SKILLS</b></p> <ul style="list-style-type: none"><li>• Enhancing staff capability in relationship / behaviour management</li><li>• Ensure Adequate First Aid coverage among staff</li></ul>	<ul style="list-style-type: none"><li>• Refresh staff understanding of school behaviour policy and systems</li><li>• Refresh tier 3 positive behaviour strategies</li><li>• Refresh restorative chat skills for staff</li><li>• Short and sharp Neurodiversity topics</li></ul>
<p><b>STUDENT WELLBEING</b></p> <ul style="list-style-type: none"><li>• Continuing to develop systems and strategies for student wellbeing including recognition and monitoring</li></ul>	<ul style="list-style-type: none"><li>• Engage with PULSE data and respond as required</li><li>• Pastoral system review</li><li>• Act on any mandate regarding Relationship and Sexuality Education in schools</li></ul>
<p><b>TARGETED LEARNING SUPPORT</b></p> <ul style="list-style-type: none"><li>• Providing effective targeted learning support to students who have the need.</li></ul>	<ul style="list-style-type: none"><li>• Learning Support systems review</li><li>• ESOL/Support staff deployed where required</li><li>• Maths acceleration pilot</li></ul>
<p><b>POSITIVE ENGAGEMENT</b></p> <ul style="list-style-type: none"><li>• Engaging positively and constructively with learners, whānau and our community</li></ul>	<ul style="list-style-type: none"><li>• Support learning celebrations</li><li>• Support reading at home initiative</li></ul>
<p><b>CELEBRATE STRENGTHS</b></p> <ul style="list-style-type: none"><li>• Celebrating the strengths and shared talents inherent in our students and staff members</li></ul>	<ul style="list-style-type: none"><li>• Staff wellbeing survey</li><li>• Clubs programme linked to strengths and talents</li><li>• Regular celebrations of achievement in assemblies and wider use of HERO for celebration of achievement</li><li>• Strengthen connections to Normal Schools Association</li></ul>



## Annual Implementation Plan Summary 2026

Strengthen Teaching and Learning	Pride in Place	Embrace Multicultural Identity	Nurture Positive Relationships	General
Continue to upskill staff on the Maths curriculum	In conjunction with students, create a school sustainability plan	Cement school haka as cultural norm	Refresh staff understanding of school behaviour policy and systems	Budget approved
Ensure Long Term Plans reflect the new (new) Maths curriculum	Budget for implementation where possible for 2026	Active implementation of “Our Tikanga” Protocols	Refresh restorative chat skills for staff	H and S Meeting T1 T2 T3 T4
Implement English Curriculum changes and align long term planning	Pou project underway	Meaningful consultation with Maori whānau	Short and sharp Neurodiversity topics	Finance Meeting T1. T2 T3 T4
Engage with MOE support materials for new curriculum refresh	Wayfinding Plan completed	Identify and support Pasifika Group	Engage with PULSE data and respond as required	Strategic Plan submitted
Engage with Writers Toolbox as primary PLD for 2026.	International garden planning developed	Group PLD sessions with Kaiarahi to continue fortnightly	Act on any mandate related to RSE	Annual Report submitted
Cohesive spelling programme cemented into systems and structures		PAT Maori Data collected and analysed	Sustain increased counsellor hours	Audit complete
Plan for and act upon Specialist subject refresh with appropriate PLD		5 min starts in Te Reo at staff meetings	ESOL/ Support staff deployed where required	Principal Appraisal Complete
First Aid Course provided for staff		Staff external PLD in Te Reo supported where possible	Support and enhance learning celebrations	All Staff PGC signed off
New assessment and reporting practices cemented		Student engagement in international garden design	Support reading at home initiative	Policy review T1 T2 T3 T4
Target Groups identified, supported and monitored		Short and Sharp targeted cultural PLD	Staff wellbeing survey completed	Fire and Evacuation T1 T2 T3 T4
Maths acceleration initiative implemented		Marketing package distributed	Tuesday Clubs programme linked to strengths and talents	Car port erected
Review of student teacher provision as per 2025 study findings		Marketing tour budgeted and completed	Regular celebrations of achievement in assemblies and wider use of HERO for celebration of achievement	International compliance completed
Attendance plan enacted		International identity recognition through school events	Strengthen connections with Normal Schools Association and explore executive engagement	Attendance plan completed and published
				Strategic Plan review completed
				NELP removed from all processes

Red= Not Started Green = Underway Black=Comple



<b>Strategic Goal ONE:</b>		<b>To Increase student achievement in Mathematics</b>	
<b>2026 Annual Target:</b>	<p><b>Target 1</b> For the 45 current 2025 Year 7 students - 25 boys and 20 girls who will be working towards becoming Proficient within the Phase 3, Year 8 Progress markers to make accelerated progress by the end of 2026.</p> <ul style="list-style-type: none"> <li>• 9 students are currently Emerging against Year 7 Progress Markers (previously Beginning Level 3).</li> <li>• 36 students are currently Developing against Year 7 Progress Markers (previously Mid Level 3).</li> </ul> <p><b>Target 2</b> For the 7 current 2025 Year 7 students - 6 girls and 1 boy (Needs include ELL, ASD, GDD, APD, ADHD, Dyslexia pastoral care &amp; behavioural) who require learning interventions additional to the classroom programme to make accelerate progress. By the end of 2026, through Personalised Learning Plans (PLPs), these students are aiming to move from Phase 1 foundations to Developing or Consolidating status against Phase 2 Progress Markers (previously Level 3).</p> <ul style="list-style-type: none"> <li>• All 7 students are currently working within Phase 1 Progress Markers (previously Level 1 to End of Level 2).</li> <li>• Within the Year 7 cohort framework, these students are identified as Emerging, as they require significant support and adapted programs to access the curriculum.</li> </ul>		
	<b>What will we do?</b>		
<ul style="list-style-type: none"> <li>• Appointment of new HOD extension and enrichment completed</li> <li>• Maths Long term plans aligned with Curriculum refresh</li> <li>• Continued extension maths provision</li> <li>• School and regional Cantamaths</li> <li>• Otago Problem Solving challenge in school programme</li> <li>• Continued PLD for teachers related to curriculum refresh</li> <li>• Maths resource books utilised effectively</li> <li>• Kaupeka and Year Level monitoring of target groups</li> </ul>		<ul style="list-style-type: none"> <li>• Attendance monitoring</li> <li>• SENCO Teaching Assistant support</li> <li>• ESOL Teacher support and increased resourcing</li> <li>• Each goal monitored by the lead teacher of Maths, supported by DP/Principal</li> <li>• Hero for data insights</li> <li>• Hero groups tracked priority learners</li> <li>• Reinforce home learning policy and maths requirement</li> <li>• Maths acceleration programme implemented</li> </ul>	
<b>Supporting students with needs not well met:</b>	SENCO and Teaching Assistant support ESOL support Counsellor support	Extension and Acceleration Maths Teacher HOD maths oversight and support	

<b>Strategic Goal TWO:</b>	<b>To increase achievement in Reading</b>
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<p><b>2026 Annual Target:</b></p>	<p><b>Target 1</b>          By the end of 2026, all 29 identified current 2025 Year 7 students (19 boys, 10 girls) will demonstrate accelerated progress, becoming Proficient within the Phase 3, Year 8 Progress markers.</p> <ul style="list-style-type: none"> <li>7 students are currently Emerging against Year 7 Progress Markers (previously Beginning Level 3).</li> <li>22 students are currently Developing against Year 7 Progress Markers (previously Mid Level 3).</li> </ul> <p><b>Target 2</b>          16 Year 7 students (10 boys, 6 girls). Priority learners with diverse needs, including ELL, ASD, GDD, APD, ADHD, Dyslexia, and those requiring pastoral/behavioural support.          By the end of 2026, all 16 students will demonstrate accelerated progress relative to their Personalised Learning Plans (PLPs), moving from Phase 1 foundations to Developing or Consolidating status against Phase 2 Progress Markers (previously Level 3), supported by targeted interventions.</p> <ul style="list-style-type: none"> <li>All 16 students are currently working within Phase 1 Progress Markers (previously Level 1 to End of Level 2).</li> <li>Within the Year 7 cohort framework, these students are identified as Emerging, as they require significant support and adapted programs to access the curriculum.</li> </ul>
<p><b>What will we do?</b></p>	
<ul style="list-style-type: none"> <li>Kaupeka tracking and targeted support</li> <li>Peer reading programme continued</li> <li>Library resourced librarian support for students</li> <li>Attendance monitoring</li> <li>Modelling of independent silent reading</li> <li>Literacy lead teachers (Joan, Olivia)</li> </ul>	<ul style="list-style-type: none"> <li>SENCO Teaching Assistant support</li> <li>ESOL Teacher support and increased resourcing</li> <li>Each goal monitored by the lead teacher of literacy, supported by DP/Principal</li> <li>Hero for data insights</li> <li>Hero groups tracked priority learners</li> <li>Reinforce home learning policy and reading requirement</li> <li>Whole staff PLD related to Curriculum refresh</li> </ul>
<p><b>Supporting students with needs not well met:</b></p>	<p>SENCO and Teaching Assistant support          ESOL support          Counsellor support          HOD Literacy and Curriculum lead resourced</p>



<p><b>2026 Annual Target:</b></p>	<p><b>Target 1</b></p> <p>By the end of 2026, all 51 current 2025 Year 7 students (37 boys, 14 girls) will demonstrate accelerated progress, becoming <b>Proficient within the Phase 3, Year 8 Progress markers</b>. 2 of these students have left Heaton.</p> <ul style="list-style-type: none"> <li>• 12 students are currently <b>Emerging</b> against Year 7 Progress Markers (previously Beginning Level 3).</li> <li>• 37 students are currently <b>Developing</b> against Year 7 Progress Markers (previously Mid Level 3).</li> </ul> <p><b>Target 2</b></p> <p><b>Target Cohort:</b> 16 Year 7 students (10 boys, 6 girls). Priority learners with diverse needs, including ELL, ASD, GDD, APD, ADHD, Dyslexia, and those requiring pastoral/behavioural support.</p> <p>By the end of 2026, all 16 students will demonstrate <b>accelerated progress</b> relative to their <b>Personalised Learning Plans (PLPs)</b>, moving from Phase 1 foundations to <b>Developing</b> or <b>Consolidating</b> status against <b>Phase 2 Progress Markers</b> (previously Level 3), supported by targeted interventions. Within the Year 7 cohort framework, these students are identified as <b>Emerging</b>, as they require significant support and adapted programs to access the curriculum.</p> <ul style="list-style-type: none"> <li>• All 16 students are currently working within <b>Phase 1 Progress Markers</b> (previously Level 1 to End of Level 2).</li> </ul>	
<p><b>What will we do?</b></p>		
<ul style="list-style-type: none"> <li>• Focused Writers Toolbox PLD as Primary PLD for 2026</li> <li>• Implementation of consistent school wide spelling strategy</li> <li>• Kaupeka and year level tracking and targeted support</li> <li>• Peer writing programme</li> <li>• Writer’s workshops twice weekly (Target 2 students)</li> <li>• ESOL programme to support learners</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance monitoring</li> <li>• SENCO and teaching Assistant support</li> <li>• Each goal monitored by the lead teacher of literacy supported by DP/Principal</li> <li>• Hero for data insights</li> <li>• Hero groups tracked priority learners</li> <li>• PLG observations focused on writing best practice.</li> </ul>	
<p><b>Resourcing and Monitoring:</b></p>	<p>SENCO and Teaching Assistant support ESOL support Counsellor support HOD Literacy Teacher in Charge of PLD provision</p>	



<b>Strategic Goal THREE:</b>		<b>To improve attendance</b>		
<b>2026 Annual Target:</b>	Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030.			
	Regular Attendance is defined as present over 90% of the time			
	Term	% 2024	% 2025	Target 2026
	1	75%	77%	80%
	2	61%	66%	70%
				Slight Improvement in 2025
				Slight Improvement in 2025 Winter Illness a feature
				Very high levels of student and staff sickness reported this term
				Notable Improvement in 2025
<b>What will we do?</b>				
<ul style="list-style-type: none"> <li>• Having a commitment to support students return to regular attendance</li> <li>• Having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students</li> <li>• Recording all absences, and responding accordingly</li> <li>• Having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance publishing this attendance management plan on the school’s website.</li> </ul> <p style="text-align: center;">See school website for the school’s detailed attendance management plan for 2026.</p>				
<b>Resourcing and Monitoring:</b>		The Principal is the designated attendance officer for the school with admin support and monitoring provided from admin staff. Board reporting termly.		



## School Statement on Meeting Treaty Obligations

Our school has an ongoing commitment to the Principles of the Treaty of Waitangi and we demonstrate through the following ways and actions:

A clear strategic focus on embracing our multicultural identity	Regular formal assessment on student capability in Te Reo Maori
Employment of 0.6 Kaiarahi	Integration of Te Reo goals into the teacher PLG process
Regular and sustained PLD for all teachers	Development of School Haka and Pou included in current strategic plan in collaboration with local cultural leaders
Evidence of the school cultural narrative being entwined into our physical spaces	Consistent NZ Histories programme delivery
Strong support and engagement with our Kapa Haka Programme	Clearly established school Tikanga that is understood and consistently applied
Strong focus on engagement and partnership with our Maori whānau	Evidence in the daily practice observable and tangible within classrooms
Establishment and development of a dedicated space for our cultural needs	
Strong connections to Local Iwi	



Heaton Intermediate School He Tīwai Mātauranga Reporting to the Board and Self Review Schedule 2026

2026

Term 1 Meeting 1	Term 1 Meeting 2	Term 2 Meeting 1	Term 2 Meeting 2	Term 3 Meeting 1	Term 3 Meeting 2	Term 4 Meeting 1	Term 4 Meeting 2
Confirmed Budget/ Banked Staffing Correspondence Annual Plan presented Principal Report Policy review and assurances Previous Year staff appraisal assurances Charter Goals Draft	Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report Charter Submitted Analysis of Variance	Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report Policy review and assurances	Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report  Annual Report Submitted	Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report Policy review and assurances Student voice topic	Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report Student voice outcome PRT and new teacher feedback	Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Policy review and assurances Projected staffing for next year	Budget/ Banked Staffing Correspondence Annual Plan summary update Principal Report NELP Principal's appraisal summary
Literacy achievement written and verbal Report  Maths Achievement Report Written and verbal report	Learning Support/ESOL written and verbal report	Sport, PE and Health written and verbal report	Wellbeing survey data and analysis  Performing and Visual Art Written and Verbal Report  Attendance mid-year written report	Charter Goal Progress written report  Maths Mid-Year achievement written and Verbal Report  Literacy mid-year Achievement Written and verbal Report	Science written and verbal report  DP Verbal Report (including international)	Technology written and verbal report	Attendance written report Maori Achievement written and verbal report



### Analysis Of Variance 2025

#### Mathematics

Target 1:	Target 2:
<p><b>Target 1</b> For the 47 current 2024 Year 7 students - 27 boys, 20 girls who will be working towards the Year 8 curriculum level expectation to make accelerated progress (2-3 sublevels), achieving within level 4 by the end of 2025.</p> <ul style="list-style-type: none"> <li>10 students are achieving at the beginning of curriculum level 3</li> <li>32 students are achieving mid-curriculum level 3.</li> </ul>	<p><b>Target 2</b> For the 3 current 2024 Year 7 students - 2 boys and 1 girl (Needs include ELL, ASD, GDD, APD, ADHD, Dyslexia pastoral care &amp; behavioural) who require learning interventions additional to the classroom programme to progress 1-2 sublevels by the end of 2025.</p> <ul style="list-style-type: none"> <li>1 student is achieving at the beginning of level 1</li> <li>1 student is achieving at the beginning of level 2</li> <li>1 student is achieving at the end of level 2</li> </ul>

#### Target 1

For the 44 Year 8 students - 26 boys and 18 girls at the beginning of level 3 and mid-level 3 of the NZ curriculum, to make accelerated progress towards achieving within level 4 by the end of the year.

36% (16/44) of students reached or exceeded the target of achieving within level 4

- 14 students reached the target of achieving at the beginning of level 4, and 2 students at mid-level 4
- 14 students made a 2 sub-level shift
- 2 students made a 3 sub-level shift

34% (28/44) students were still working towards achieving within level 4.

- 6 students made a 2 sub-level shift
- 19 students made a 1 sub-level shift
- 3 students made no change

#### Target 2

- For the 2 Year 8 students (2 boys) who require learning interventions in addition to the classroom programme to progress 1-2 sublevels (students have special education needs)
  - 2 students made 1 sub-level shift



## Reading

Target 1:	Target 2:
<p><b>Target 1</b> For the 30 current 2024 Year 7 students - 19 boys, 11 girls who will be working towards the Year 8 curriculum level expectation to make accelerated progress (2-3 sublevels), achieving within level 4 by the end of 2025.</p> <ul style="list-style-type: none"><li>• 8 students are achieving at the beginning of curriculum level 3.</li><li>• 22 students are achieving mid-curriculum level 3.</li></ul>	<p><b>Target 2</b> For the 9 current 2024 Year 7 students - 3 boys and 6 girls (Needs include ELL, ASD, GDD, APD, ADHD, Dyslexia pastoral care &amp; behavioural) who require learning interventions additional to the classroom programme to progress 1-2 sublevels by the end of 2025.</p>

### Target 1

48% (14/29) of students **reached or exceeded the target** of achieving within level 4, a 2-4 sub-level shift.

- 14 students made a 2-3 sub-level shift

52% (15/29) of students **were still working towards** achieving within level 4. All students made at least one sub-level shift.

- 14 students made a 2-sub-level shift
- 11 students made a 1 sub-level shift

### Target 2

100% (8/8) students **reached or exceeded the target** of a 1-2 sub-level shift.

- 1 student exceeded the target, making a 4 sub-level shift
- 1 student exceeded the target, making a 3 sub-level shift
- 3 students reached the target, making a 2 sub-level shift
- 3 students reached the target, making a 1 sub-level shift



## Writing

Target 1:	Target 2:
<p><b>Target 1</b> For the 42 current 2024 Year 7 students - 38 boys, 12 girls who will be working towards the Year 8 curriculum level expectation to make accelerated progress (2-3 sublevels), achieving within level 4 by the end of 2025. 15 students are achieving at the beginning of curriculum level 3 35 students are achieving mid-curriculum level 3.</p>	<p><b>Target 2</b> For the 10 current 2024 Year 7 students - 6 boys and 4 girls (Needs include ELL, ASD, GDD, APD, ADHD, Dyslexia pastoral care, behavioural) who require learning interventions additional to the classroom programme to progress 1-2 sublevels by the end of 2024.</p>

### Target 1

14/49 students **reached or exceeded the target of achieving within level 4**, a 2-5 sub-level shift.

- 14 students made a 2 sub-level shift
- 0 students made a 3 sub-level shift
- 2 students made a 4 or 5 sub-level shift

35/49 students **did not reach the target and are still working towards** achieving within level 4

- 29 students made a 1 sub-level shift
- 14 students made a 2 sub-level shift

### Target 2

78% (7/9) of students **reached the target** of progressing 1-2 sublevels by the end of 2025.

- 2 students made a 1 sub-level shift
- 5 students made a 2 sub-level shift

22% (2/9) of students **did not reach the target** of progressing 1-2 sublevels by the end of 2025.



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**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:

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	Yes
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>We employ best person for job at all times</i> <a href="https://heaton.schooldocs.co.nz/">https://heaton.schooldocs.co.nz/</a> <i>EEO</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>We employ best person for job at all times</i> <i>Full interview and referee checking for all positions other than short term</i> <i>Panel with representation from BOT where possible</i> <i>Staff rep also on appointment panel</i>
How are you recognising, <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	<i>We employ best person for job regardless of ethnicity</i> <i>We have established tikanga in our school to embrace all members of our Maori community including kaiko</i>  <i>We have a dedicated kaiarahi employed by the BOT</i>  <i>Please see above answers.</i>

How have you enhanced the abilities of individual employees?	<i>Professional growth cycles individualised to each staff member and schoolwide development</i>
How are you recognising the employment requirements of women?	<i>Mostly female staff with clear policy on matters related specifically to female employees i.e. maternity leave etc</i>  <i>Be good if you could outline what you consider those <b>requirements</b> to be to answer this question</i>  <i>We employ best person for job regardless of gender</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Be good if you could outline what you consider those <b>requirements</b> to be to answer this question</i>  <i>Our new buildings are fully accessible and toileting design</i>  <i>We employ best person for job regardless of disability</i>

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

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

## **Equal Employment Opportunities**

The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without **bias or discrimination**. All schools are required by the Public Service Act to be “good employers”, that is:

- to maintain, and comply with their school's Equal Employment Opportunities policy, and
- to include in the annual report a summary of the year's compliance.

To achieve this, the board:

- appoints a member to be the **EEO** officer – this role may be taken by the principal
- shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development
- selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude
- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups
- ensures that employment and personnel practices are fair and free of any bias.



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28/4/26

### Kiwisport Declaration

Kiwisport is a Government funding initiative to support students' participation in organized sport. In 2025, the school received total Kiwisport funding of \$8,148.20 ex GST.

The funding was spent on school sports equipment, subscription to Primary Sports Canterbury, which gave all of our students access to weekly tournaments and sporting events, and some subsidised transport to various sporting tournaments. Also some extra sport equipment.

The number of students that participated in organised sport was 540 (full school roll).

Kate Henderson

*Kate Henderson*

PE and Sport Coordinator