



Waitaria Bay School Annual Report 2025

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Statement of variance: progress against targets

[A statement of variance shows the progress you have made over the last year towards achieving the targets set out in your annual implementation plan. It offers explanation for any differences and how you will address targets that were not achieved

Strategic Goal 1 <i>Provide a high-level education for the local Sounds community.</i>				
Annual Target/Goal: <i>Achievement data in Maths will show progress over time with students achieving in line with the appropriate phases and the expected progress outcomes.</i>				
Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year- where to next?
Attend MoE approved Cluster PLD days for Math	<i>Attendance at Cluster PLD day/s Improved teacher practice in lesson design and delivery Clearer understanding of learning progressions and accurate tracking of student achievement</i>	<i>See budget and attendance register</i>	N/A	<i>Continue with MoE PLD days for the implementation of the latest iteration of the NZ Maths Curriculum.</i>
Become familiar with Numicon as the base resource for our math programme Delivery of comprehensive structured lessons	<i>Tineke attended the May 2025 Numicon PLD day in Christchurch. Numicon was selected as our preferred supplier. Student progress/achievement via the delivery of comprehensive structured lessons</i>	<i>See Budget PLD spend Delivery of Numicon resources from the Ministry of Education Students are becoming familiar with Numicon and have verbalised a positive attitude towards math lessons.</i>	<i>Given the constant change in 2025 we continued with our original math long term plan and blocks of strand units. We delivered structure lessons as per the curriculum at the time.</i>	<i>2026 will see a new math Long Term Plan developed from the Numicon teachers' manual.</i>

Strategic Goal 1 <i>Provide a high-level education for the local Sounds community.</i>				
Annual Target/Goal: <i>Attendance- to increase regular attendance from 71% in Term 4 2025 to 80% per term.</i>				

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year- where to next?
<p>Use the new attendance codes</p> <p>Become familiar with and implement the new STAR framework</p>	<p><i>Regular monitoring of individual and our overall attendance patterns.</i></p> <p><i>Parents will be aware of their obligations in regards to student attendance</i></p>	<p><i>See attendance register.</i></p> <p><i>Attendance reported to Parents in writing twice a year alongside the corresponding MoE STAR statement using individual attendance data/reports in E-tap.</i></p>	<p><i>Half year attendance figures covering Terms 3 and 4 show that 3 students achieved attendance in the 80% range and 5 students achieved attendance in the 90% range.</i></p> <p><i>Everyday Matters Attendance data for Term 3 shows 75% regular attendance-90% or higher and Term 4 shows 56%-90% or higher.</i></p>	<p><i>Clarify that GOOD attendance applies to those achieving 90% or more Regular Attendance.</i></p>
<p>Update our attendance policy and procedures to further clarify the use of both the J and Q codes</p>	<p><i>Staff will have clear guidelines to follow when marking attendance.</i></p> <p><i>Parents will be aware of their obligations in regards to student attendance</i></p>	<p><i>Board minutes have noted the acceptable uses of both the J and Q codes.</i></p>	<p>N/A</p>	<p><i>A copy of our attendance policy and procedures will be sent home to parents and available online and submitted to the Ministry of Education as required in Term 1, 2026</i></p>

Evaluation and Analysis of Waitaria Bay School's Students' Progress and Achievement 2025

Our Local Curriculum

Plans for teaching and assessment are developed prior to the start of each term, and learning priorities are identified to achieve the achievement objectives outlined in the New Zealand Curriculum. The kaupapa for 2025 was the future-focused theme of Environment from the New Zealand Curriculum, through which we wove our local contexts, with an emphasis on active citizenship.

Our Predator Free/Trap NZ trapline is monitored weekly, we participate in the Kids Edible Gardens initiative supported by the Marlborough District Council, and we conduct a Litter Intelligence Survey for the Sustainable Coastlines each term. These authentic contexts are relevant to our learners and embody our school motto and values.

In 2025 we enriched the wider curriculum through Education Outside the Classroom (EOTC) taking advantage of our local environment and joining in with other schools. A week long camp at Smith's Farm joining with Linkwater School for the Fundamental Skills Programme- encompassed both Key Competencies and the Health and Physical Education Curriculum. A 4 day camp at Mistletoe Bay with Rotoiti Lakes School- encompassed Key Competencies, Science, and Physical Education with the additional opportunity of learning how to sail. A 2 day camp in Blenheim to attend the local Taiopenga festival along with sessions at the Library and the Art Gallery enriched The Arts Curriculum. We continued to focus on structured literacy through BSLA- Better Start Literacy Approach and the Math curriculum.

We returned to twice yearly reporting in Terms 2 and 4, in line with the Ministry of Education assessment and reporting timelines.

Progress and achievement in maths and attendance were the priorities laid out in our strategic and annual plan.

End of 2025 School-wide data derived from Overall Teacher Judgements
Analysis of school wide <u>mathematics</u> data showed 67% (6/9) of our students were achieving at their expected curriculum level with 33% (3/9) achieving above their expected curriculum level.
Analysis of school wide <u>writing</u> data showed 33% (3/9) of our students were achieving at their expected curriculum level with 67% (6/9) achieving above their expected curriculum level.
Analysis of school wide <u>reading</u> data showed 67% (6/9) of our students were achieving at their expected curriculum level with 33% (3/9) achieving above their expected level.
In addition, the first of the new 20 week Phonics Checks showed new entrant students reach Exceeding.

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

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p><i>Regular maintenance and hazard checks. Purchasing of quality equipment/resources to support various staff in their employment capacity. Affirmation of staff Opportunities for professional development and growth</i></p>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p><i>Equal employment opportunities (EEO) programme</i></p> <p><i>To support equal employment opportunities at our school, we have a programme to identify and eliminate processes that contribute to employment inequality. As part of our EEO programme, we:</i></p> <ul style="list-style-type: none"> <i>• appoint appropriately qualified staff through a fair and impartial appointment process</i> <i>• create opportunities for staff to receive information about the programme and provide feedback (e.g. through staff meetings)</i> <i>• explore professional development and training opportunities</i> <i>• monitor the implementation of our programme and report to the board.</i> <p>YES</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p><i>We produce a matrix of desired skills and attributes when advertising/seeking to fill a vacant position and rank applications and interview responses accordingly.</i></p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	<p><i>Our motto of Kia Tū, kia māia, kia rere -Stand tall, be brave, fly high encompasses the aspirations of our school community.</i></p> <p><i>We incorporate karakia, and waiata in our daily teaching programme. This year we used Nga Puna Reo to support the teaching of te reo me tikanga maori.</i></p>

	<i>We are an Equal Opportunity provider.</i>
How have you enhanced the abilities of individual employees?	<i>Ensured staff have the opportunity to attend workshops related to their areas of employment e.g Workshops run by Solutions and Services, Xero training and online restraint training modules. Invitation to those LAT holders to attend the Maths PLD workshops alongside the teaching staff</i>
How are you recognising the employment requirements of women?	<i>Women make up the majority of our workforce and are suitably catered for.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>N/A at this time</i>

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

KIWISPORT REPORT 2025

In 2025 Waitaria Bay School received \$108.84 Kiwisport funding. This was used to support teaching and participation in sporting activities.

In 2025 we \$589 on the Fundamental Skills programme supplied by Stadium 2000 Marlborough.

Ngā mihi,

Tineke Giddy

Financial statements (required)

The following is a summary of the financial statements that must be included in your annual report.

For further information, including examples (Kiwi Park model), see our [Schools Annual Financial Statement Resources webpage](#).

Statement of responsibility signed and dated

This statement is signed by the principal and the presiding member. It acknowledges that the school board is responsible for the preparation and accuracy of the financial statements and states that the school board has established and maintained a system of internal control to safeguard the assets of the school or kura.

Statement of comprehensive revenue and expense

This statement summarises the revenue and expense of the school or kura over the financial year. It shows whether the school or kura has managed to operate within the funding they have received.

Statement of changes in net assets/equity

This statement shows the value and movements of the Government's investment over the course of financial year in the school or kura, (this is known as 'equity') in the financial statement.

Statement of financial position

This statement shows everything the school or kura owns (assets) and everything it owes (liabilities) as at 31 December of that year.

Statement of cash flows

This statement shows all cash received and all cash paid by the school or kura over the financial year.

Notes to the financial statements

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.

Independent auditor's report signed and dated.

This report is prepared by the auditor of the school or kura and must be included in the annual report. It provides an opinion to the readers of the annual report whether the financial statements comply with generally accepted accounting practice, and fairly represent the financial position, financial performance and cash flows of the school or kura.