

CHURTON PARK SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025



Ministry Number:	2824
Principal:	Matthew Stanley
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CHURTON PARK SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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CHURTON PARK SCHOOL

Statement of Responsibility

For the year ended 31 December 2025

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

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

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

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

Full Name of Presiding Member

Full Name of Principal

Signature of Presiding Member

Signature of Principal

Date:

Date:

CHURTON PARK SCHOOL

Statement of Comprehensive Revenue and Expense For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	3,788,378	3,558,078	3,798,314
Locally Raised Funds	3	218,830	230,061	273,584
Interest		33,127	30,000	50,203
		4,040,335	3,818,139	4,122,101
Expenses				
Locally Raised Funds	3	49,215	58,061	83,213
Learning Resources	4	2,460,441	2,274,427	2,403,012
Administration	5	263,065	261,964	248,693
Interest		2,203	1,000	2,456
Property	6	1,263,594	1,295,750	1,315,038
Loss on Disposal of Property, Plant and Equipment		8,370	-	-
		4,046,888	3,891,202	4,052,412
Net Surplus / (Deficit) for the year		(6,553)	(73,063)	69,689
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		(6,553)	(73,063)	69,689

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

CHURTON PARK SCHOOL

Statement of Changes in Net Assets/Equity For the year ended 31 December 2025

Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Balance at 1 January	1,580,706	1,580,706	1,454,993
Total comprehensive revenue and expense for the year	(6,553)	(73,063)	69,689
Contribution - Furniture and Equipment Grant	-	-	22,500
Contribution - Te Mana Tuhono	-	-	33,524
Equity at 31 December	1,574,152	1,507,643	1,580,706
Accumulated comprehensive revenue and expense	1,574,152	1,507,643	1,580,706
Equity at 31 December	1,574,152	1,507,643	1,580,706

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.

CHURTON PARK SCHOOL

Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	\$
Current Assets				
Cash and Cash Equivalents	7	345,824	338,758	194,978
Accounts Receivable	8	185,799	175,000	188,082
Funds receivable for Capital Works Projects	16	899	-	-
GST Receivable		-	-	25,821
Prepayments		18,360	18,000	5,736
Inventories	9	291	300	1,112
Investments	10	606,089	600,000	571,587
		1,157,262	1,132,058	987,316
Current Liabilities				
GST Payable		13,388	20,000	-
Accounts Payable	12	207,440	230,300	229,512
Revenue Received in Advance	13	11,042	12,000	17,610
Provision for Cyclical Maintenance	14	57,506	5,000	57,317
Finance Lease Liability	15	12,491	13,000	12,126
Funds held for Capital Works Projects	16	121,536	130,000	3,928
		423,403	410,300	320,493
Working Capital Surplus/(Deficit)		733,859	721,758	666,823
Non-current Assets				
Property, Plant and Equipment	11	867,129	812,885	933,243
		867,129	812,885	933,243
Non-current Liabilities				
Provision for Cyclical Maintenance	14	-	-	4,624
Finance Lease Liability	15	26,835	27,000	14,736
		26,835	27,000	19,360
Net Assets		1,574,152	1,507,643	1,580,706
Equity		1,574,152	1,507,643	1,580,706

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

CHURTON PARK SCHOOL

Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		712,304	651,169	819,096
Locally Raised Funds		210,005	(879)	197,272
International Students		4,260	61,500	71,380
Goods and Services Tax (net)		39,209	45,821	(5,229)
Payments to Employees		(436,533)	(496,653)	(554,951)
Payments to Suppliers		(458,538)	(316,884)	(373,977)
Interest Paid		(2,203)	(1,000)	(2,456)
Interest Received		40,227	44,551	49,046
Net cash from Operating Activities		108,731	(12,375)	200,181
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(26,387)	45,358	(215,556)
Purchase of Investments		(34,502)	(28,413)	196,938
Net cash from Investing Activities		(60,889)	16,945	(18,618)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	22,500
Finance Lease Payments		(13,706)	13,138	(13,131)
Funds on behalf of Third Parties		116,710	126,072	(5,554)
Net cash from Financing Activities		103,004	139,210	3,815
Net increase/(decrease) in cash and cash equivalents		150,846	143,780	185,378
Cash and cash equivalents at the beginning of the year	7	194,978	194,978	9,600
Cash and cash equivalents at the end of the year	7	345,824	338,758	194,978

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

CHURTON PARK SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

CHURTON PARK SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

Cyclical Maintenance

A School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

CHURTON PARK SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

CHURTON PARK SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

j) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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.

The use of land and buildings figure represents 5% of the School's total property value. Property values are established as paid

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 to Crown Owned Assets	50 years
Furniture and equipment	5 - 15 years
Information and communication technology	3 - 5 years
Motor vehicles	5 years
Textbooks	3 - 5 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

CHURTON PARK SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

k) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the School receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

l) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

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.

m) 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.

CHURTON PARK SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

n) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to 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.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from international students and grants received (Resource Teacher: Learning and Behaviour), where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Funds held for Capital works

five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Revenue and Expense.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating Schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Revenue and Expense. In instances where the School is determined to be the principal for providing the service related to the Shared Funds (such as the RTL programme), all income and expenditure related to the provision of the service is recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

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

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

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

CHURTON PARK SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

t) 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.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings, 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.

u) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) 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.

CHURTON PARK SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

2. Government Grants

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	718,343	656,578	811,190
Teachers' Salaries Grants	1,994,735	1,800,000	1,849,029
Use of Land and Buildings Grants	1,074,430	1,100,000	1,137,098
Other Government Grants	870	1,500	997
	3,788,378	3,558,078	3,798,314

3. Locally Raised Funds

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

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	105,226	98,100	87,560
Fees for Extra Curricular Activities	54,182	38,761	52,216
Trading	-	2,200	1,144
Fundraising & Community Grants	1,755	1,000	36,030
International Students	39,160	70,000	77,550
Afterschool Care	18,507	20,000	19,084
	218,830	230,061	273,584
Expenses			
Extra Curricular Activities Costs	47,965	53,861	76,878
Trading	-	200	185
Afterschool Care	-	-	598
International Students - Advertising	-	1,000	1,100
International Students - Other Expenses	1,250	3,000	27
International Students - Student Recruitment	-	-	4,425
	49,215	58,061	83,213
Surplus/ (Deficit) for the year Locally raised funds	169,615	172,000	190,371

CHURTON PARK SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

4. Learning Resources

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	26,070	35,427	25,436
Library Resources	856	1,000	756
Employee benefits - salaries	2,284,517	2,122,000	2,247,272
Staff Development	38,699	41,000	37,804
Depreciation	110,299	75,000	91,744
	<u>2,460,441</u>	<u>2,274,427</u>	<u>2,403,012</u>

5. Administration

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	12,403	8,664	10,928
Board of Trustees Fees and Expenses	22,194	15,600	14,935
Communication	2,416	2,500	2,660
Consumables	5,596	9,000	6,098
Operating Lease	-	-	(115)
Other	18,262	19,700	19,136
Employee Benefits - Salaries	148,981	161,000	150,939
Insurance	4,395	-	5,129
Service Providers, Contractors and Consultancy	11,235	12,000	10,940
ICT - Administration	37,583	30,500	28,043
	<u>263,065</u>	<u>258,964</u>	<u>248,693</u>

6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	11,942	18,000	14,544
Consultancy and Contract Services	113,888	120,000	106,421
Cyclical Maintenance Provision	(4,435)	7,250	5,816
Grounds	10,188	6,000	3,563
Heat, Light and Water	34,198	25,500	34,548
Rates	5,191	3,500	3,770
Repairs and Maintenance	10,728	9,500	2,817
Use of Land and Buildings	1,074,430	1,100,000	1,137,098
Security	7,464	6,000	6,461
	<u>1,263,594</u>	<u>1,295,750</u>	<u>1,315,038</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.

CHURTON PARK SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

7. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Current Account	295,781	338,758	74,416
Bank Call Account	50,043	-	120,562
Cash and cash equivalents for Cash Flow Statement	<u>345,824</u>	<u>338,758</u>	<u>194,978</u>

Of the \$345,824 Cash and Cash Equivalents, \$121,536 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2026 on Crown owned school buildings under the School's Five Year Property Plan.

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	9,167	175,000	2,214
Receivables from the Ministry of Education	-	-	2,047
Interest Receivable	7,451	-	14,551
Teacher Salaries Grant Receivable	169,181	-	169,270
	<u>185,799</u>	<u>175,000</u>	<u>188,082</u>
Receivables from Exchange Transactions	16,618	-	16,765
Receivables from Non-Exchange Transactions	169,181	175,000	171,317
	<u>185,799</u>	<u>175,000</u>	<u>188,082</u>

9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	291	-	542
School Uniforms	-	-	570
	<u>291</u>	<u>-</u>	<u>1,112</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	606,089	600,000	571,587
Total Investments	<u>606,089</u>	<u>600,000</u>	<u>571,587</u>

CHURTON PARK SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	561,109	-	-	-	(30,414)	530,695
Furniture and Equipment	161,134	9,022	-	-	(25,590)	144,566
Information Technology	136,475	13,869	(4,847)	-	(31,370)	114,127
Leased Assets	30,475	26,168	(3,521)	-	(15,396)	37,726
Library Resources	44,050	3,494	-	-	(7,529)	40,015
Balance at 31 December 2025	933,243	52,553	(8,368)	-	(110,299)	867,129

The net carrying value of equipment held under a finance lease is \$37,725 (2024: \$30,475).

Restrictions

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

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	915,714	(385,019)	530,695	915,714	(354,605)	561,109
Furniture and Equipment	412,429	(267,862)	144,566	403,404	(242,270)	161,134
Information Technology	246,884	(132,757)	114,127	265,548	(129,073)	136,475
Leased Assets	76,771	(39,047)	37,726	72,957	(42,482)	30,475
Library Resources	141,601	(101,585)	40,015	138,106	(94,056)	44,050
Balance at 31 December	1,793,399	(926,270)	867,129	1,795,729	(862,486)	933,243

12. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	15,799	225,300	40,012
Accruals	6,577	5,000	6,577
Employee Entitlements - Salaries	173,467	-	171,642
Employee Entitlements - Leave Accrual	11,597	-	11,281
	207,440	230,300	229,512
Payables for Exchange Transactions	207,440	230,300	229,512
	207,440	230,300	229,512

The carrying value of payables approximates their fair value.

CHURTON PARK SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

13. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	-	-	8,956
International Student Fees	7,900	-	8,500
Other	3,142	12,000	154
	11,042	12,000	17,610

14. Provision for Cyclical Maintenance

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	61,941	55,000	56,125
Increase/ (decrease) to the Provision During the Year	7,250	25,375	17,332
Other Adjustments	(11,685)	(8,375)	(11,516)
Provision at the End of the Year	57,506	72,000	61,941
Cyclical Maintenance - Current	57,506	5,000	57,317
Cyclical Maintenance - Non Current	-	-	4,624
	57,506	5,000	61,941

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

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	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	15,238	16,000	13,706
Later than One Year	29,726	28,000	15,982
Future Finance Charges	(5,637)	(4,000)	(2,826)
	39,326	40,000	26,862
Represented by			
Finance lease liability - Current	12,491	13,000	12,126
Finance lease liability - Non Current	26,835	27,000	14,736
	39,326	40,000	26,862

CHURTON PARK SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

16. Funds Held for Capital Works Projects

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

		Opening Balances	Receipts from MoE	Payments	BOT Contributions /Write Off	Closing Balances
	2025	\$	\$	\$	\$	\$
SIP - Sandpit Replacement	218372	2,001	20,834	(23,734)	-	(899)
SIP - Handrail Project	218368	1,927	-	-	-	1,927
Skylights Blocks J, SU		-	147,200	(27,591)	-	119,609
Totals		3,928	168,034	(51,325)	-	120,637

Represented by:

Funds Held on Behalf of the Ministry of Education

121,536

Funds Due from the Ministry of Education

(899)

120,637

		Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
	2024	\$	\$	\$	\$	\$
SIP - Sandpit Replacement	218372	(11,428)	15,000	(1,571)	-	2,001
SIP - Handrail Project	218368	16,302	-	(14,375)	-	1,927
Pathway Modifications		618	-	(618)	-	-
New Playground		3,990	-	(3,990)	-	-
Lighting upgrade		-	12,826	(12,826)	-	-
Lift phone line upgrade		-	3,044	(3,044)	-	-
Power reinstatement to lighting pole		-	4,861	(4,861)	-	-
Totals		9,482	35,731	(41,285)	-	3,928

Represented by:

Funds Held on Behalf of the Ministry of Education

3,928

Funds Due from the Ministry of Education

-

3,928

CHURTON PARK SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	4,050	3,865
<i>Leadership Team</i>		
Remuneration	530,828	719,010
Full-time equivalent members	4	6
Total key management personnel remuneration	534,878	722,875

There are eight members of the Board excluding the Principal. The Board had held nine full meetings of the Board in the year. 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	160-170	150 - 160
Benefits and Other Emoluments	5-6	4 - 5

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	0	3
110 - 120	2	1
120 - 130	0	1
130 - 140	1	0
	3	5

CHURTON PARK SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

19. Compensation and Other Benefits Upon Leaving

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

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

20. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) 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.

Pay equity settlement wash-up amounts

In 2025 the Ministry of Education provided additional funding for both the support staff in School's Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2025. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2025. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2026.

21. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$121,536 (2024: \$4,827) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
SIP - Handrail Project	17,091	15,163	1,928
Remove Skylights Blocks J, SU	147,200	27,592	119,608
Total	164,291	42,755	121,536

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

CHURTON PARK SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2025

(b) Operating Commitments

As at 31 December 2025 the Board has not entered into any operating contracts.
(Operating commitments at 31 December 2024: nil).

22. Financial Instruments

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

Financial assets measured at amortised cost	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash and Cash Equivalents	345,824	338,758	194,978
Receivables	185,799	175,000	188,082
Investments - Term Deposits	606,089	600,000	571,587
Total Financial assets measured at amortised cost	1,137,712	1,113,758	954,647
Financial liabilities measured at amortised cost			
Payables	207,440	230,300	229,512
Finance Leases	39,326	40,000	26,862
Total Financial Liabilities Measured at Amortised Cost	246,766	270,300	256,374

23. Events After Balance Date

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

CHURTON PARK SCHOOL

Members of the Board

For the year ended 31 December 2025

Name	Position	How position	Term
Stephen Clarke	Presiding	Elected	Sep 2028
Matthew Stanley	Principal	Appointed	
Nicole Hodgson	Parent Rep	Elected	Oct 2026
Christopher	Parent Rep	Elected	Oct 2026
Amanda Hossack	Parent Rep	Elected	Sep 2028
Josue Isaac	Parent Rep	Elected	Oct 2026
Carla Macleod	Staff Rep	Elected	Aug 2028
Mikayla Renor	Staff Rep	Elected	Aug 2025
Jacqueline Tonks	Board Secretary	Employed as	Dec 2026
Aaron Broadbent	Treasurer	Elected	Sep 2028
Liz McLean	Staff Rep	Appointed	Sep 2025

CHURTON PARK SCHOOL

Kiwisport / Statement of Compliance with Employment Policy For the year ended 31 December 2025

Kiwisport is a Government funding initiative to support students' participation in organised sport.

In 2025, the School received total Kiwisport funding of \$5,303 (2024: \$5,400).

The funding was used to purchase school sports uniforms and to update some equipment providing students with increased opportunity to participate in sporting endeavours within the school and in inter-school competitions.

Statement of Compliance with Employment Policy

For the year ended 31 December 2025 the Churton Park School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspect of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer an complies with the conditions contained in the employment contract of all staff employed by the Board.
- Ensures all employees and applicants for employments are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Statement of Variance 2025

STRATEGIC AIM: Enable our students' enjoyment for learning

All students are able to access the New Zealand Curriculum as evidenced by achievement to the Churton Park School expectation of achievement

ANNUAL TARGET 1:

2025 Target for Reading is 90% or more of students at Churton Park School will achieve at or above the relevant curriculum level.

Students in each year level have been targeted to make accelerated progress in this curriculum area

BASELINE DATA:

Analysis of school wide reading data in reading shows achievement has been steady since 2022

KEY IMPROVEMENT STRATEGIES:

- Quick 60 programme
- Literacy PLD
- Close monitoring of targeted students
- Phonics programme
- ELL teacher
- Book Clubs
- Chapter Chats
- 1:1 reading with ELL/target students
- Building oral language
- Interest reading groups
- Integrated reading across curriculum
- Inference workshops

• Collaboration - teacher in a coaching role • Regular monitoring meetings/professional discussions re progress of students • Monitoring termly by Leadership Team as part of End Of Term Analysis • Termly OTJ data shared with Board of Trustees • Language Experiences including Learning Through Play • Identifying books that are personalised to interests for targeted students • RTLit applications for students with needs	
Results Whole School: 84% Achieved or Above Variance • Change to New curriculum and implementing structured literacy • Difficulty in accessing quality and timely PLD for the New Curriculum and structured literacy • Increased number of students with high learning and behavioural needs without funding or support • Large ELL numbers in classes • Phonics awareness inconsistent across the school • Parents not having time to support at home • Increase in learners with dyslexia	Next Steps • Fully embed the Structured Literacy approach school-wide, ensuring that the "gaps" identified in 2025 are addressed through Tier 2 and Tier 3 interventions. • Deliver targeted Neurodiversity Professional Development for all staff, specifically focusing on supporting dyslexic learners who were identified as a growing priority group in 2025. • Use the newly appointed SENCO and increased hours for Specialist ELL teacher to provide high-level oversight and tracking of priority learners to ensure progress is accelerated.

STRATEGIC AIM: Enable our students' enjoyment for learning
All students are able to access the New Zealand Curriculum as evidenced by achievement to the Churton Park School expectation of achievement

ANNUAL TARGET 2:

2025 Target for Writing is 87% or more of students at Churton Park School will achieve at or above the relevant curriculum level.

Students in each year level have been targeted to make accelerated progress in this curriculum area

BASELINE DATA:

Analysis of school wide reading data in reading shows achievement has been steady since 2023

KEY IMPROVEMENT STRATEGIES:

- Literacy PLD
- Close monitoring of targeted students
- Targeted ELL teacher
- ICT to support learners
- Fine motor skill development
- Targeted phonics groups
- Collaboration - teacher in a coaching role

- Small accelerated writing groups
- Experience based writing activities
- Integrated across curriculum areas
- Oral language focus
- Writing PLD and resources
- Regular monitoring meetings/professional discussions re progress of students
- Monitoring termly by Leadership Team as part of End Of Term Analysis
- Termly OTJ data shared with Board of Trustees
- Language Experiences including Learning Through Play
- Giving choice in writing, as well as personalising writing topics for students

Results Whole School: 75 % Achieved or Above Variance • Change to New curriculum and implementing structured literacy • Difficulty in accessing quality and timely PLD for the New Curriculum for staff • Increased number of students with high learning and behavioural needs without funding or support • Large ELL numbers in classes • Phonics awareness inconsistent across the school • Increase in learners with dyslexia	Next Steps • Moderate School-Wide Writing to ensure consistent teacher judgment across collaborative hubs. • Share best practices in collaborative teaching, specifically targeting the engagement of male and Māori/Pasifika learners as noted in 2025 data. • Strengthen Data Literacy—train teachers to use data effectively to plan differentiated lessons that move students from "Proficient" to "Exceeding."
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STRATEGIC AIM: Enable our students' enjoyment for learning

All students are able to access the New Zealand Curriculum as evidenced by achievement to the Churton Park School expectation of achievement

ANNUAL TARGET 3:

2025 Target for Maths is 90% or more of students at Churton Park School will achieve at or above the relevant curriculum level.

Students in each year level have been targeted to make accelerated progress in this curriculum area

BASELINE DATA:

Analysis of school wide data in maths shows achievement has been steady since 2022 as been between

KEY IMPROVEMENT STRATEGIES:

- Identified gaps in student knowledge and developed targeted maths lessons, closely monitored their progress
- Used the maths norms to build capabilities and the growth mindset
- Math mindset and rich tasks
- Collaboration - teacher in a coaching role
- Using equipment to make maths visual
- One-to-one work with a teacher aide to develop a sense of number
- Differentiated maths writing - pictures, word, numbers, symbols
- Regular monitoring meetings/professional discussions re progress of students
- Professional development as required
- Making maths more engaging
- Monitoring termly by Leadership Team as part of End Of Term Analysis
- Termly OTJ data shared with Board of Trustees

Results

Whole School: 79% Achieved or Above

Variance

- Change to New curriculum and implementing Maths No Problem
- Difficulty in accessing quality and timely PLD for the New Curriculum for staff
- Increased number of students with high learning and behavioural needs without funding or support
- Large ELL numbers in classes

Next Steps

- Combine the Maths No Problem resources with the New 2026 NZ Maths Curriculum implementation to ensure a robust, visual, and equipment-based approach to number sense.
- Implement a Tiered Support Model where support time is strategically rostered to support students requiring one-to-one assistance.
- Continue the Maths Norms initiative to cultivate a growth mindset, ensuring that the "disruptions" noted in 2025 do not lead to student disengagement.



Evaluation and Analysis of Student Progress and Achievement: 2025 Report

This evaluation gives our school community a clear picture of how our students have progressed and achieved over the 2025 school year. It looks at our curriculum as a whole and shows how our learners are growing in the core areas of Reading, Writing, and Mathematics. To understand each child's learning completely, our teachers do not rely on just one test. Instead, they make an overall professional decision by gathering a mix of information throughout the term. This includes:

- **Conversations:** Talking directly with students to find out what they know, understand, and can do.
- **Observations:** Watching the methods and processes a student uses while working in the classroom.
- **Formal Tasks:** Reviewing results from classroom activities and standardized assessment tools.

By looking at all three areas, we can build a complete picture of student progress and help each learner take their next steps.

School-Wide Progress Across the Curriculum

Over the four school terms, we saw very positive upward trends in student achievement across the national curriculum.

1. Reading

Our school-wide focus on literacy has led to steady improvement throughout the year:

- **Start of the Year (Term 1):** 77% of students were achieving at or above the expected level for their year group.
- **Mid-Year (Term 2):** Achievement rose to 81% of students meeting or exceeding expectations.
- **Third Quarter (Term 3):** This grew further to 85% of students achieving at or above the expected curriculum level.
- **End of the Year (Term 4):** We finished the year strongly with 84% of our learners achieving at, above, or well above the end-of-year learning expectations.

2. Writing

Writing has seen the most significant growth across the school this year, moving from two-thirds of the school up to three-quarters:

- **Start of the Year (Term 1):** 67% of students were achieving at or above expectations.
- **Mid-Year (Term 2):** This increased to 73% of students meeting or exceeding

expectations.

- **Third Quarter (Term 3):** Achievement rose to 76% of students working at or above curriculum levels.
- **End of the Year (Term 4):** We maintained this progress, with 75% of our learners finishing the year at, above, or well above expectations.

3. Mathematics

The introduction of a more structured approach to math learning helped stabilise and lift achievement over the year:

- **Start of the Year (Term 1):** 73% of students were achieving at or above expectations.
- **Mid-Year (Term 2):** Achievement jumped significantly to 80% of students meeting or exceeding expectations.
- **Third Quarter (Term 3):** Achievement remained steady at 79% of students working at or above the expected level.
- **End of the Year (Term 4):** We closed the year with 79% of our learners successfully achieving at, above, or well above the end-of-year expectations.

How Different Groups of Students Progressed

To ensure our local curriculum is fair and supportive for everyone, we look closely at the progress of specific cultural groups, including our 32 Māori learners, 159 Asian learners, and 6 Pasifika learners.

Asian Students

- Our Asian student group consistently performed at a very high standard all year.
- Their achievement closely mirrored or exceeded the positive overall trends of the whole school in all three curriculum areas.
- By Term 3, 87% were achieving at or above expectations in Reading, 82% in Writing, and 83% in Mathematics.

Māori Students

- **Identifying a Need:** Mid-year data from Term 2 showed that while our Māori students were doing well and achieving at a similar level to the whole school in reading and writing, their achievement in mathematics was noticeably lower than the school average.
- **Positive Shift:** Our teachers immediately took action by introducing hands-on learning materials and a more structured math program.
- **The Result:** This focus caused a fantastic shift. By the end of Term 3, our Māori students completely closed the gap and were achieving at a level similar to the whole school across all three areas. In fact, 82% of Māori students reached the expected level or above

in mathematics, showing excellent progress.

Pasifika Students

- **Identifying a Need:** Similar to our Māori learners, our small group of Pasifika students were achieving close to school averages in reading and writing at mid-year, but were working noticeably below the school average in mathematics.
- **Significant Improvement:** Following targeted teaching support and changes to our math tools, these students made exceptional progress.
- **The Result:** By the third term, their achievement showed massive improvement. In Reading, 100% of Pasifika learners were achieving at or above expectations. In both Writing and Mathematics, 83% of Pasifika learners successfully reached the expected level for their year group.

Supporting Students Whose Needs Are Not Yet Well Met

While our overall school numbers are very strong, we are fully committed to supporting the groups of students who are still working towards their learning expectations.

Our end-of-year data shows where we need to focus our upcoming efforts:

- In **Reading**, 16% of our learners finished the year working towards or requiring extra support to meet expectations.
- In **Writing**, 25% of our learners are still working towards their year-level goals.
- In **Mathematics**, 20% of our learners are currently working towards the end-of-year benchmarks.

To protect the personal privacy of our children, we do not share individual names or specific classroom data publicly. However, we use these school-wide patterns to guide where we place our staff, funding, and special learning programs.

Successful Actions: What Made a Difference in 2025?

Our progress this year is the direct result of deliberate changes to how we teach:

- **Structured Literacy:** Every classroom teacher has completed specialised, three-day professional training in Structured Literacy. We have successfully put high-quality programs (*Little Learners Love Literacy* and *The Code*) into action across the school. All literacy lessons now follow a clear, proven structure.
- **Structured Math with Real Materials:** We worked with an expert math facilitator to train our staff on the *Maths No Problem* programme. We also used more physical, hands-on learning materials (like blocks and counters) across all year levels. When interviewed, many of our children specifically noted that using these materials made math much easier to understand and helped their learning.
- **Dedicated Staff Leadership Teams:** We set up a dedicated Literacy Team and a Numeracy Team. These teams are made up of 4 to 5 teachers who work hard to keep our

staff informed, build teacher skills, and make sure every single child can successfully access the curriculum.

- **Regular Learning Reviews:** Our leadership team meets regularly with teaching teams to review student data in depth. This ensures that any student who is slowing down or working towards expectations is immediately spotted and given an explicit "sprint" plan for extra support.

Looking Ahead: Changes and Next Steps for 2026

To build on the success of 2025 and better meet the needs of all learners, we have put a strong plan in place for the upcoming school year:

1. **Intense, Personal Support:** In 2026, we are bringing a dedicated Structured Literacy support teacher into the school three days a week. This specialist will deliver highly tailored, one-to-one or two-to-one instructions for children who need extra help with reading and writing.
2. **New National Learning Terms:** The Ministry of Education is updating how schools track and talk about progress. Starting in 2026, we will use the term "**informed decisions**" instead of overall teacher judgements. We will also use clear progress indicators to show exactly how a child is developing. Instead of the older grading labels, children will be described as:
 - *Emerging*
 - *Developing*
 - *Consolidating*
 - *Proficient*
 - *Exceeding*
3. **Advanced Leadership Training:** Our school leadership is undertaking online professional development to confidently guide our systems, monitor student progress, and drive meaningful, school-wide growth.
4. **Better Reporting for Parents:** Our staff will be learning to use the Ministry's new SMART online tool. This tool will allow us to share clearer, simpler, and more meaningful progress updates directly with parents and whānau.

We are incredibly proud of the hard work our students, teachers, and families have put into learning this year, and we look forward to a fantastic, supportive year of growth ahead.