



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	1392
Principal:	Bryan Rehutai
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Accountant / Service Provider:	Schooled Limited



NEWTON CENTRAL SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

Index

Page	Statement
1	Members of the Board
2	Statement of Responsibility
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7 - 17	Notes to the Financial Statements

Newton Central School

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Bryan Rehutai	Principal	Appointed	Indefinite
Chris Carrington	Treasurer	Appointed	Sept-28
Elizabeth Elvy	Presiding Member	Co-opted	Sept-28
Dana Salih-Toogood	Parent Representative	Co-opted	Sept-28
Fa'Amanu Akeripa	Parent Representative	Elected	Sept-28
Simon Farrell-Green	Parent Representative	Co-opted	Sept-28
Trudi Kareko	Staff Rep	Elected	Sept-28
Manu Pihama	Parent Representative	Appointed	Sept-28
Jeremy Greenbrook	Parent Representative	Elected	Sept-25
Margie Tokerangi	Parent Representative	Co-opted	Dec-25
Moa Haar-Simmonds	Parent Representative	Co-opted	Dec-25

Newton Central 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.

Elizabeth Elvy

Full Name of Presiding Member

Bryan Rehutai

Full Name of Principal

E Elvy

Signature of Presiding Member

B Rehutai

Signature of Principal

29 May 2026

Date

29 May 2026

Date

Newton Central School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	4,640,249	4,480,818	4,420,300
Locally Raised Funds	3	227,031	197,457	181,652
Interest		21,067	30,000	39,442
Total Revenue		4,888,347	4,708,275	4,641,394
Expense				
Locally Raised Funds	3	74,309	83,850	60,633
Learning Resources	4	2,836,853	2,893,246	2,806,597
Administration	5	241,306	225,688	264,275
Interest		3,482	-	1,562
Property	6	1,630,202	1,514,970	1,502,200
Loss on Disposal of Property, Plant and Equipment		-	-	4,755
Total Expense		4,786,152	4,717,754	4,640,022
Net Surplus / (Deficit) for the year		102,195	(9,479)	1,372
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		102,195	(9,479)	1,372

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



Newton Central School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		764,325	764,325	762,953
Total comprehensive revenue and expense for the year		102,195	(9,479)	1,372
Equity at 31 December		866,520	754,846	764,325
Accumulated comprehensive revenue and expense		866,520	754,846	764,325
Equity at 31 December		866,520	754,846	764,325



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.

Newton Central School

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	287,420	451,406	205,494
Accounts Receivable	8	244,542	247,214	245,466
GST Receivable		12,351	-	11,134
Prepayments		1,640	4,159	4,159
Inventories	9	3,222	3,295	3,295
Investments	10	470,000	450,000	450,000
Funds Receivable for Capital Works Projects	16	16,838	-	1,496
		<u>1,036,013</u>	<u>1,156,074</u>	<u>921,044</u>
Current Liabilities				
GST Payable		-	81,154	-
Accounts Payable	12	273,115	337,072	337,071
Revenue Received in Advance	13	63,004	24,476	24,476
Provision for Cyclical Maintenance	14	-	-	25,042
Finance Lease Liability	15	11,808	2,243	8,794
		<u>347,927</u>	<u>444,945</u>	<u>395,383</u>
Working Capital Surplus/(Deficit)		688,086	711,129	525,661
Non-current Assets				
Property, Plant and Equipment	11	363,888	242,033	299,496
		<u>363,888</u>	<u>242,033</u>	<u>299,496</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	161,840	181,565	51,373
Finance Lease Liability	15	23,619	16,752	9,459
		<u>185,459</u>	<u>198,317</u>	<u>60,832</u>
Net Assets		<u>866,520</u>	<u>754,846</u>	<u>764,325</u>
Equity		<u>866,520</u>	<u>754,846</u>	<u>764,325</u>

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



Newton Central School

Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		1,058,666	1,105,507	935,772
Locally Raised Funds		275,258	199,342	162,270
Goods and Services Tax (net)		(1,217)	69,154	15,094
Payments to Employees		(537,874)	(678,962)	(641,520)
Payments to Suppliers		(589,646)	(392,125)	(443,256)
Interest Paid		(3,482)	-	(1,562)
Interest Received		20,444	29,797	41,876
Net cash from/(to) Operating Activities		222,149	332,713	68,674
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(86,521)	5,968	(145,584)
Purchase of Investments		(20,000)	(50,000)	-
Proceeds from Sale of Investments		-	-	54,461
Net cash from/(to) Investing Activities		(106,521)	(44,032)	(91,123)
Cash flows from Financing Activities				
Finance Lease Payments		(16,864)	4,495	11,290
Funds Administered on Behalf of Other Parties		(16,838)	-	31,806
Net cash from/(to) Financing Activities		(33,702)	4,495	43,096
Net increase/(decrease) in cash and cash equivalents		81,926	293,176	20,647
Cash and cash equivalents at the beginning of the year	7	205,494	158,230	184,847
Cash and cash equivalents at the end of the year	7	287,420	451,406	205,494

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.



Newton Central School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

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

h) Investments

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

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10–33 years
Furniture and Equipment	5–10 years
Information and Communication Technology	3–10 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment

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

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.

k) Accounts Payable

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

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

m) Revenue Received in Advance

Revenue received in advance relates to grants received from Trusts 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.

n) 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.

o) Provision for Cyclical Maintenance

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

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

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

p) 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, 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.

q) 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.

r) Budget Figures

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

s) 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	1,022,264	1,010,412	949,894
Teachers' Salaries Grants	2,411,237	2,240,687	2,240,687
Use of Land and Buildings Grants	1,199,997	1,229,719	1,229,719
Other Government Grants	6,751	-	-
	<u>4,640,249</u>	<u>4,480,818</u>	<u>4,420,300</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	42,094	18,000	25,533
Fees for Extra Curricular Activities	49,204	40,251	36,972
Trading	62,841	57,507	67,505
Fundraising and Community Grants	62,597	76,700	39,543
Other Revenue	10,295	4,999	12,099
	<u>227,031</u>	<u>197,457</u>	<u>181,652</u>
Expense			
Extra Curricular Activities Costs	61,612	40,250	23,055
Trading	125	2,100	2,165
Fundraising and Community Grant Costs	11,322	40,400	34,313
International Student - Other Expenses	1,250	1,100	1,100
	<u>74,309</u>	<u>83,850</u>	<u>60,633</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>152,722</u>	<u>113,607</u>	<u>121,019</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	65,059	160,078	85,647
Information and Communication Technology	19,098	25,281	18,210
Employee Benefits - Salaries	2,678,390	2,610,198	2,595,641
Staff Development	12,415	27,690	45,914
Depreciation	58,168	66,999	59,329
Other Learning Resources	3,723	3,000	1,856
	<u>2,836,853</u>	<u>2,893,246</u>	<u>2,806,597</u>

5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	10,950	8,500	9,761
Board Expenses	13,860	13,300	10,620
Legal Fees	-	500	20,167
Other Administration Expenses	48,397	49,550	48,376
Employee Benefits - Salaries	112,808	127,247	146,320
Insurance	6,509	4,616	9,486
Service Providers, Contractors and Consultancy	48,782	21,975	19,545
	<u>241,306</u>	<u>225,688</u>	<u>264,275</u>

6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cyclical Maintenance	131,911	37,000	34,845
Heat, Light and Water	40,553	31,500	32,147
Repairs and Maintenance	84,783	41,500	44,429
Use of Land and Buildings	1,199,997	1,229,719	1,229,719
Employee Benefits - Salaries	112,685	134,001	114,155
Other Property Expenses	60,273	41,250	46,905
	<u>1,630,202</u>	<u>1,514,970</u>	<u>1,502,200</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	287,420	451,406	205,494
Cash and cash equivalents for Statement of Cash Flows	<u>287,420</u>	<u>451,406</u>	<u>205,494</u>

The School has a bank overdraft facility with ASB Bank of upto \$30,000.

Of the \$287,420 Cash and Cash Equivalents \$38,000 is subject to restrictions for the following reasons:

- \$38,000 of unspent grant funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is included in Revenue in Advance in note 13.

8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables	3,019	34,591	12,718
Receivables from the Ministry of Education	-	-	20,125
Interest Receivable	2,326	1,703	1,703
Teacher Salaries Grant Receivable	239,197	210,920	210,920
	<u>244,542</u>	<u>247,214</u>	<u>245,466</u>
Receivables from Exchange Transactions	5,345	36,294	14,421
Receivables from Non-Exchange Transactions	239,197	210,920	231,045
	<u>244,542</u>	<u>247,214</u>	<u>245,466</u>



9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	106	230	230
School Uniforms	3,116	3,065	3,065
	<u>3,222</u>	<u>3,295</u>	<u>3,295</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	470,000	450,000	450,000
	<u>470,000</u>	<u>450,000</u>	<u>450,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Building Improvements	69,295				(2,122)	67,175
Furniture and Equipment	191,168	60,200	-	-	(32,628)	218,741
Information and Communication Technology	12,915	31,333	-	-	(8,519)	35,729
Leased Assets	18,799	30,984	-	-	(13,984)	35,799
Library Resources	7,319	40	-	-	(915)	6,444
	<u>299,496</u>	<u>122,557</u>	<u>-</u>	<u>-</u>	<u>(58,168)</u>	<u>363,888</u>

The net carrying value of furniture and equipment held under a finance lease is \$35,799 (2024: \$18,799)

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	72,218	(5,043)	67,175	72,217	(2,922)	69,295
Furniture and Equipment	564,019	(345,278)	218,741	515,077	(323,909)	191,168
Information and Communication Technology	175,348	(139,619)	35,729	147,068	(134,153)	12,915
Leased Assets	56,159	(20,360)	35,799	41,587	(22,788)	18,799
Library Resources	60,701	(54,257)	6,444	60,661	(53,342)	7,319
	<u>928,445</u>	<u>(564,557)</u>	<u>363,888</u>	<u>836,610</u>	<u>(537,114)</u>	<u>299,496</u>

12. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	9,729	68,648	68,648
Accruals	8,093	5,706	11,706
Banking Staffing Overuse	9,526	-	-
Employee Entitlements - Salaries	239,197	262,718	245,833
Employee Entitlements - Leave Accrual	6,570	-	10,884
	<u>273,115</u>	<u>337,072</u>	<u>337,071</u>
Payables for Exchange Transactions	273,115	337,072	337,071
	<u>273,115</u>	<u>337,072</u>	<u>337,071</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Other revenue in Advance	63,004	24,476	24,476
	<u>63,004</u>	<u>24,476</u>	<u>24,476</u>

14. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	76,415	76,415	45,905
Increase/(decrease) to the Provision During the Year	131,911	105,150	34,845
Use of the Provision During the Year	(46,486)	-	(4,335)
Provision at the End of the Year	<u>161,840</u>	<u>181,565</u>	<u>76,415</u>
Cyclical Maintenance - Current	-	-	25,042
Cyclical Maintenance - Non current	161,840	181,565	51,373
	<u>161,840</u>	<u>181,565</u>	<u>76,415</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during This plan is based on painting quotes.

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	14,470	2,243	10,049
Later than One Year	24,721	16,752	10,231
Future Finance Charges	(3,764)	-	(2,027)
	<u>35,427</u>	<u>18,995</u>	<u>18,253</u>
Represented by			
Finance lease liability - Current	11,808	2,243	8,794
Finance lease liability - Non current	23,619	16,752	9,459
	<u>35,427</u>	<u>18,995</u>	<u>18,253</u>



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 9, and includes retentions on the projects, if applicable.

	2025	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
Toilet Upgrade	244105	(1,496)	140,564	(155,906)	-	(16,838)
Totals		(1,496)	140,564	(155,906)	-	(16,838)

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

-

(16,838)

	2024	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
Emergency Drainage Project	242527 -	45,082	59,027	(13,945)	-	-
Replace Carpet & Vinyl	244108 -	901	6,427	(5,526)	-	-
Heat Pump Installation	-	2,400	-	-	2,400	-
Toilet Upgrade	244105	15,069	-	(22,565)	6,000	(1,496)
Distribution & Subfloor Vent	244109 -	7,125	18,184	(11,059)	-	-
Pool Remedial	244106	7,137	-	(7,137)	-	-
Totals		(33,302)	83,638	(60,232)	8,400	(1,496)

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

-

(1,496)

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	2,985	4,630
<i>Leadership Team</i>		
Remuneration	531,150	602,508
Full-time equivalent members	4	5
Total key management personnel remuneration	534,135	607,138

There are 7 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has Finance Committee (2 members) that meet monthly and Property Committee (2 members) that meet monthly. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2025 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
Termination Benefits	-	-

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	5.00	1.00
110 - 120	4.00	4.00
120 - 130	2.00	3.00
130 - 140	1.00	1.00
	12.00	9.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2025 Actual \$	2024 Actual \$
Total	-	30,750
Number of People	-	2

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

21. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had no capital commitment (2024: nil).

(b) Operating Commitments

As at 31 December 2025, the Board had not entered into any operating contracts (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 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cash and Cash Equivalents	287,420	451,406	205,494
Receivables	244,542	247,214	245,466
Investments - Term Deposits	470,000	450,000	450,000
Total financial assets measured at amortised cost	<u>1,001,962</u>	<u>1,148,620</u>	<u>900,960</u>

Financial liabilities measured at amortised cost

Payables	273,115	337,072	337,071
Finance Leases	35,427	18,995	18,253
Total financial liabilities measured at amortised cost	<u>308,542</u>	<u>356,067</u>	<u>355,324</u>

23. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF NEWTON CENTRAL SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Newton Central School (the School). The Auditor-General has appointed me, Mark Fraser, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on pages 3 to 17, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

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

Our audit was completed on 29 May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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 Responsibility, Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Responsibility, Members of the Board, Statement of Variance including the Principals and Presiding Members Reports, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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

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

Independence

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

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

A handwritten signature in black ink, appearing to read 'M Fraser'.

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



TE URU KARAKA
NEWTON
Central School

2025
End of Year Progress Report

This end of year progress report provides an overview of student achievement and progress across Year 1–6 in all three pathways, identifies trends, and outlines areas of focus for the following year.

PRESENTERS:

Sally Wallwork
Erina Henare-Aperahama
Sara Badawi
Bryan Rehutai

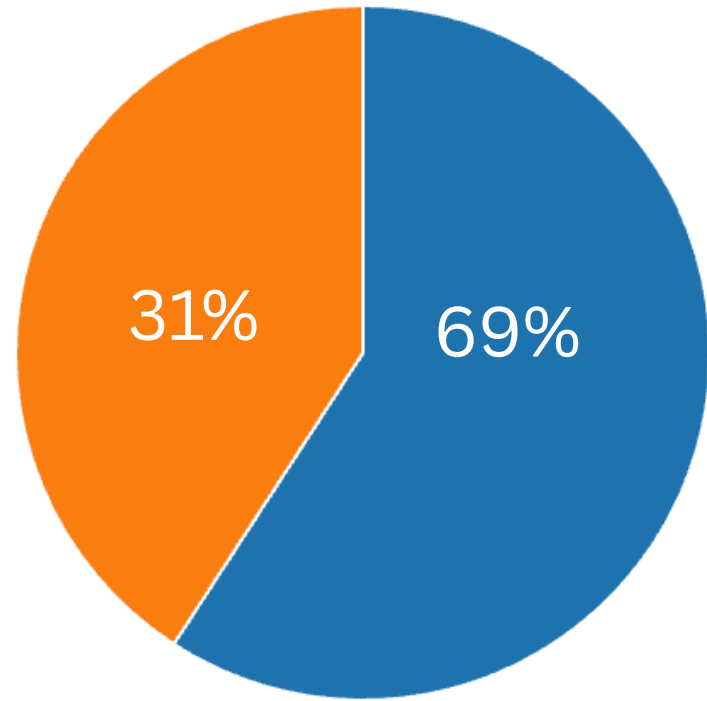


TE PUĀWAITANGA
ENGLISH MEDIUM

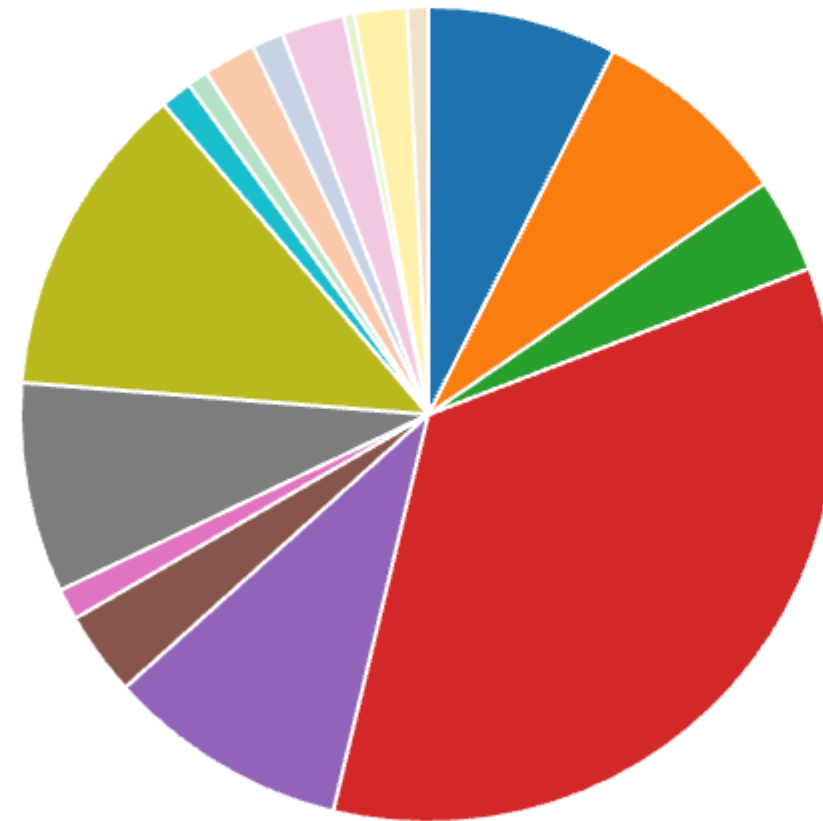
STATS

Gender

Male
Female



Ethnicity Groups



35% New Zealand
20% Asian
13% Māori
10% Pasifika
8% Other European
7.5% Indian

Indian
Southeast Asian
Samoan
New Zealand
Other Asian
Latin American
African
Other European
Māori
Middle Eastern
Other Pacific
Cook Islands
Niuean
Chinese
Fijian
Tongan
Other

WHY A DATA DROP?

The Core Reason

The drop you see is a result of a change in our definition of success, not a decline in our children's learning.

The expected standard for a Year 4 student this year is measurably higher than the expected standard for a Year 4 student last year. When we apply this new, higher standard to our current student data, the initial result is a temporary drop in the percentage of students meeting that standard.

Assessment

We are transitioning from the old Curriculum Levels to Te Mātaiaho Progress Steps. The drop in our 'At Standard' percentage reflects the gap between historical achievement and the new, higher national aspiration.

The Transition Period

We are focused on the rate of progress our students are making in response to our new teaching practices (like explicit teaching and Structured Literacy). This is the key measure of success we will track this year.

Writing

*Data taken from e-asTTle writing assessments and kaiako end of year OTJ's.

WRITING ACHIEVEMENT SUMMARY

Phase 1: 76% at or above
Phase 2: 64% at or above

The school has seen volatility in writing achievement over the past four years, with a general decline in the overall percentage of students achieving at or above the expected level, especially in the Level 2 phase.

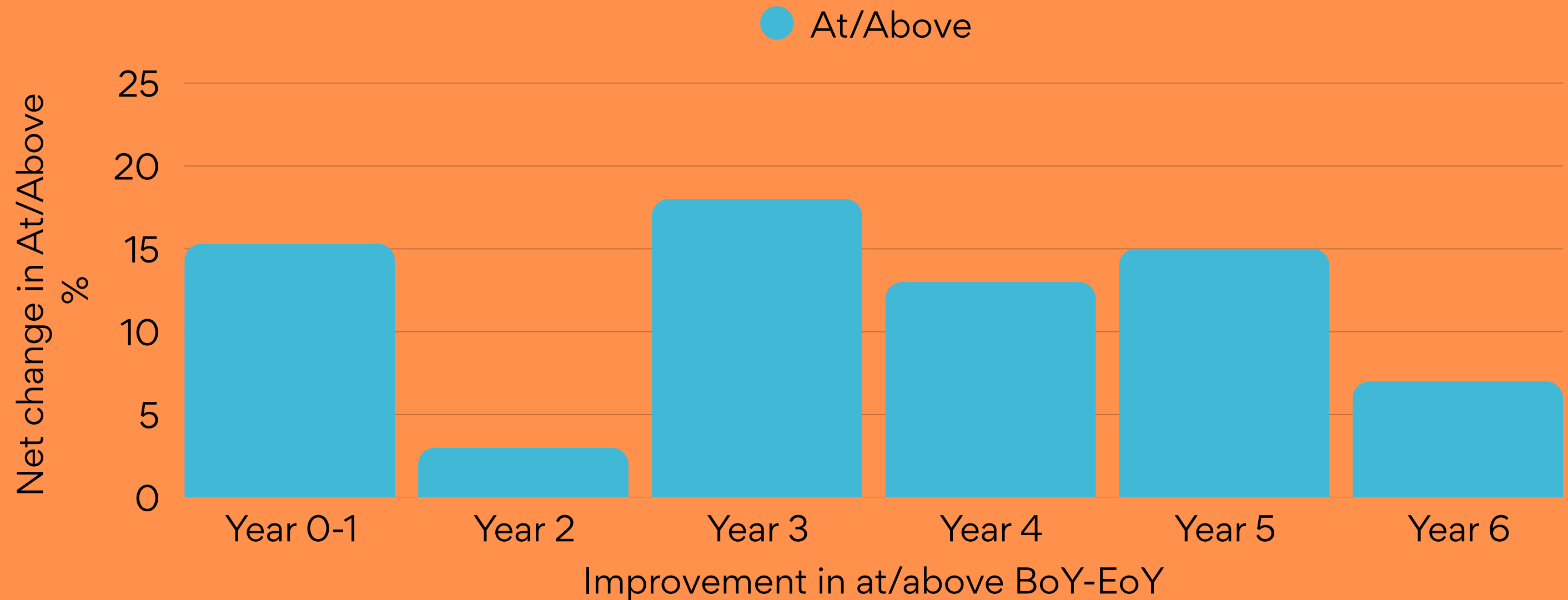
Phase 1: Showed rapid progress (Mid 2024 to Mid 2025: 80% to 93%), but a subsequent drop at End 2025 (76%) due to the raising of the expected standard.

Phase 2: Demonstrates the impact of the higher bar, with a steady decline in achievement towards the new standard. This cohort requires immediate, targeted intervention.

Change in Expected Growth (2025 MoY to EoY)

The table below shows the change in expected growth in writing across the year levels.

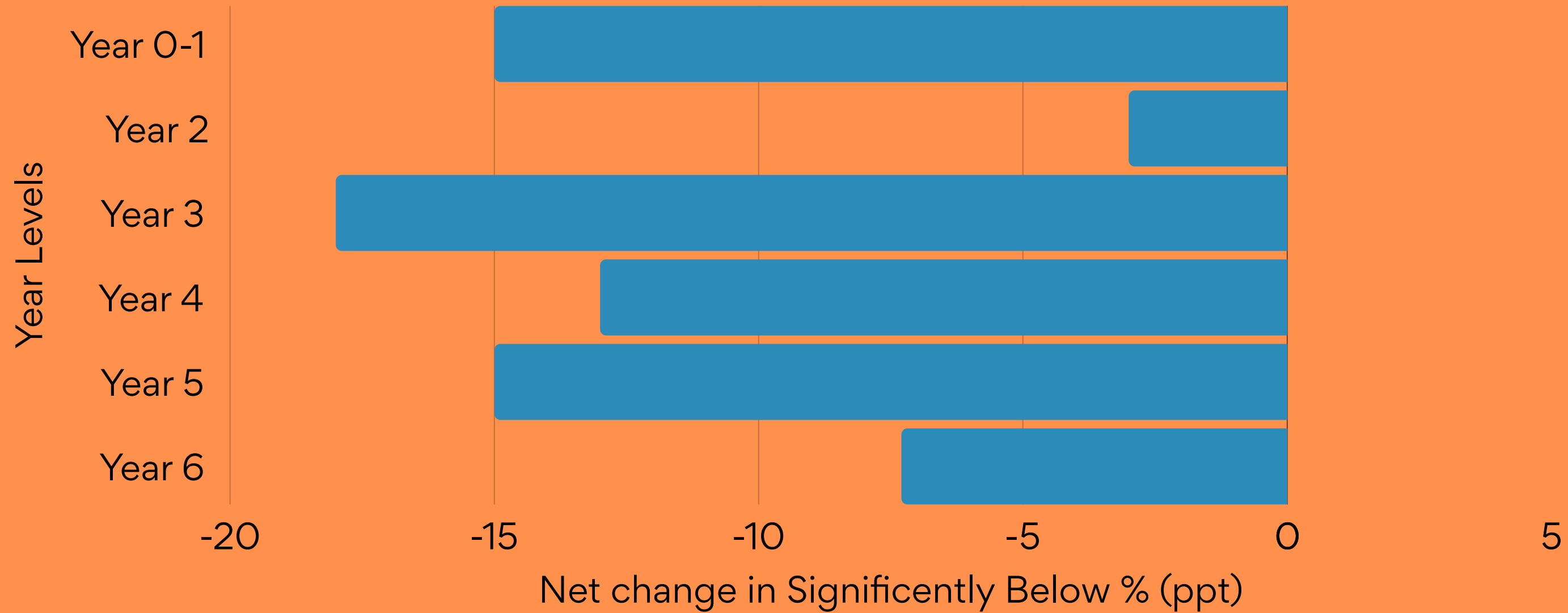
- **Year 0/1 & Year 5:** Both the combined Year 0/1 cohort (+15 ppt) and Year 5 (+15 ppt) achieved significant acceleration in the second half of the year.
- **Year 2:** Year 2 shows the lowest net change at +3.23 ppt; however, this was because they were already highly effective, starting the second half of the year with 77.42% of students already on track to meet the final standard.
- **Year 3:** Year 3 demonstrated the maximum instructional impact, achieving the highest percentage point acceleration with a +18 ppt net gain in the percentage of students meeting the expected level.



Change in two lowest levels across Y1-6 (MoY to EoY)

The table below shows the Net Change in the size of the cohort working at Towards with Support or Towards the expected level.

- **Year 3:** Highest acceleration occurred in Year 3 (-18ppt reduction in below-expected students).
- **Years 0/1, 3, 4, 5:** Years 0/1, 3, 4, and 5 all showed a high rate of successful gap closure.
- **Year 6:** Year 6 exhibited the slowest rate of progress (-7ppt), confirming a need to review intervention strategies for students significantly below expected attainment at the top of the school.



Writing Next Steps

Replicate Success: Protocolise Acceleration (Y2/Y3)

- Discover what practices were used to delivered Year 3's phenomenal 18% gain in deficit reduction.
- Resulting in a single, formalised writing intervention protocol.

Protect the Transition: Tier 2/3 Intervention

- Ensure all Below Expected students in the current Years 3 and 4 are noted for next years Tier 2-3 intervention plan.
- Focus on reinforcing prerequisite writing skills.

Close the Gap: High-Intensity Y5 Intervention

- Given the incoming Year 5 cohort has a 39% deficit, implement a diagnostic, high-intensity intervention track separate from core curriculum (Ochre Education) to immediately close the deepest deficits.
- Track the effectiveness of this intervention regularly to ensure it is working.

WHAT INFLUENCES PROGRESS?

Over the past three years, the school has:

- Introduced regular observations to embed and strengthen new literacy and numeracy initiatives.
- Established planning protocols to ensure consistency across teams and year levels, reducing variability and promoting equitable teaching and learning across the kura.
- Developed systems for consistent workbook feedback to support alignment across classes and teams.
- Adopted shared terms of reference and consistent procedures to guide practice.
- Prioritised explicit teaching of literacy and numeracy during the first and second blocks of the school day.
- Use of data to track progress and inform next steps.
- Targeted interventions or acceleration for priority learners.
- Our teacher Sprints have been used to drive small, purposeful shifts in practice, particularly in relation to culturally sustaining teaching and high expectations."

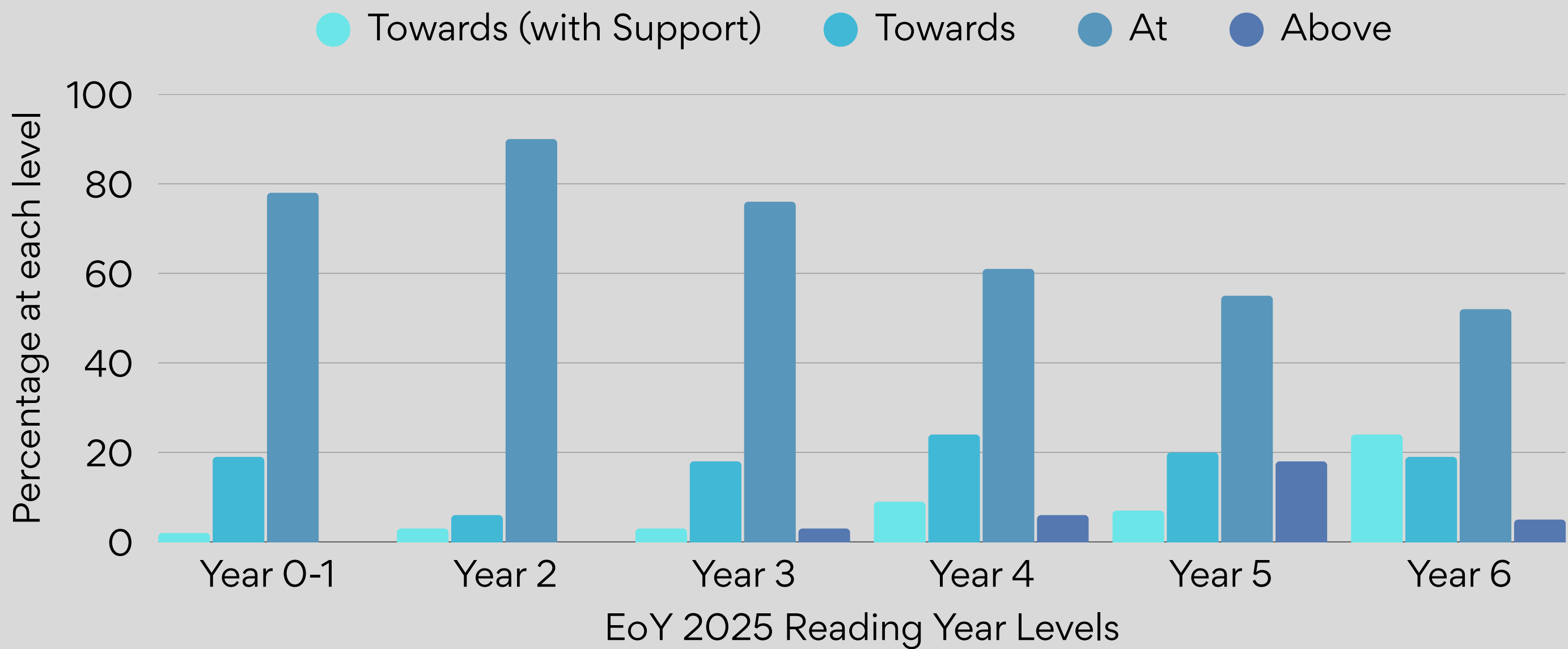
Reading

*Data taken from kaiako Reading OTJ's, Dibels and PAT assessments.

Summary

There was strong foundational achievement in Phase 1 (Year 1–3), but a concerning structural decline in attainment through Phase 2 (Year 4–6), with the need for support steadily rising and the percentage of students achieving "At" or "Above" level dropping significantly after Year 3.

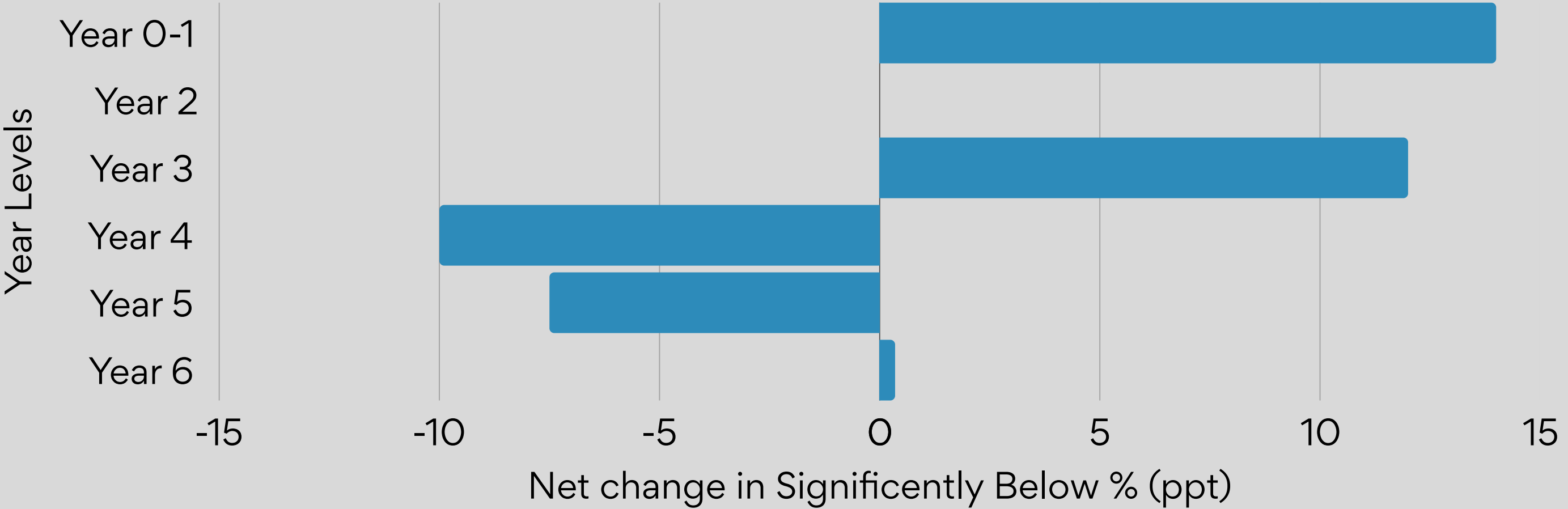
- Strong early reading achievement is being sustained in Phase 1.
- In Phase 2, deliberate focus on deeper comprehension, vocabulary, and critical thinking is needed to strengthen upper-level outcomes.



Change in "Significantly Below Cohort" (MoY - EoY)

The table below shows the Net Change (in percentage points) in the size of the cohort working at Towards (w/) or Towards the expected level.

- **Instructional Failure in Phase 1 (Y0/1, Y3):** Unlike the writing data, Phase 1 reading instruction appears to have failed to secure the expected level in the second half of the year. Year 0/1 (+14.06 ppt) and Year 3 (+11.53 ppt) experienced significant growth in the size of their below-expected cohort, indicating widespread regression or a failure to make adequate instructional gains.
- **Systemic Success in Phase 2 (Y4, Y5):** The strongest instructional effectiveness was shown in Phase 2. Year 4 (-10.34 ppt) and Year 5 (-7.50 ppt) successfully reduced their intervention cohorts.
- **Critical Lag (Y6):** Year 6 showed near stagnation (+0.36 ppt), confirming that intervention strategies failed to close the massive inherited deficit, leaving 42.86% of students below expected reading proficiency.



Reading – Key Findings

Achievement has consolidated the gains made throughout the year, but the data confirms a structural imbalance in securing reading proficiency across the school:

Phase 1 Success (Y0–Y3): The 76% average confirms the strong foundation being built by the Structured Literacy approach. This is driven by exceptional Year 2 attainment (90% At or Above) and successful consolidation in Year 3 (78% At or Above).

Diagnostic Link: Dibels data confirms a 26% Intensive Support requirement in Letter Naming Fluency (LNF) for the Year 0/1 cohort, which aligns with their 25% EoY reading deficit and indicates a need to align foundational reading instruction with writing acceleration.

Phase 2 Variable & At-Risk (Y4–Y6): The Phase 2 average of 64% is pulled down by a structural failure at the upper end. While Year 5 achieved outstanding results (85% At or Above), Year 4 (72%) and critically, Year 6 (57% At or Above), confirm a systemic issue. The growth during the year remains positive, suggesting teaching impact is strong, even if the starting points are lower.

The Year 6 Covid Cohort: The Year 6 cohort is leaving the kura with the lowest proficiency, with 43% working below the expected reading level. This is the largest intervention cohort and requires immediate review by local intermediates.

Cohort variability is reducing, suggesting more consistent classroom practice.

READING ACHIEVEMENT SUMMARY - PHASE 1

Context: Structured Literacy (SL) continues to embed across the school, influencing foundational reading outcomes.

Summary: The Phase 1 average is 76% At or Above, confirming that the Structured Literacy foundations are largely successful in securing early reading proficiency.

However, the 25% deficit in Y0/1 requires sustained focus to prevent future structural issues.

Year Group	% At or Above (EoY 2025)	Interpretation
Y0/1 (Combined)	78.85%	Strong start, but reflects the 26.32% DIBELS LNF Intensive Risk identified.
Y2	90.32%	Outstanding Progress: Highest attainment in the school.
Y3	78.79%	Strong result, confirming successful consolidation of Phase 1 skills.

READING ACHIEVEMENT SUMMARY - PHASE 2

Summary: The Phase 2 average is 64% At or Above. While Y5's success is evidence that older students can close the gap, the Y6 crisis confirms that inherited deficits, compounded by limited early SL exposure, are not yet being sufficiently closed by current strategies. Year 4's 28% deficit is the next major risk point.

Year Group	% At or Above (EoY 2025)	Interpretation
Y4	71.88%	Concerning Dip: Second-highest intervention cohort in the school (28.12% below expected).
Y5	85.00%	Exceptional Attainment: Highest number of students working Above expected (17.50%).
Y6	57.14%	Critical Crisis: Lowest attainment in the school; 42.86% of students are leaving below expected.

DIBELS Data: Foundational Reading (End 2025)

The Dibels data provides a diagnostic picture of the specific foundational skills (Phonemic Awareness, Phonics, Fluency) driving the overall Reading results.

Year Level	Status	BoY	EoY	Change in at/above +/-	Key Insights
Year 0-1	At/Above Towards(ws)/Towards	42% 36%	67% 21%	+25%	Huge increase in at/above. 15% reduction in towards.
Year 2	At/Above Towards(ws)/Towards	56% 40%	67% 28%	+11%	Increase in at/above. 12% reduction in towards/towards (w).
Year 3	At/Above Towards(ws)/Towards	56% 28%	76% 24%	+20%	Huge increase in at/above. 4% reduction in towards/towards (w).
Year 4	At/Above Towards(ws)/Towards	52% 46%	59% 40%	+7%	Increase in at/above. 6% reduction in towards/towards (w).
Year 5	At/Above Towards(ws)/Towards	56% 44%	53% 47%	-3%	Small decrease in at/above. Small reduction in towards/towards (w).
Year 6	At/Above Towards(ws)/Towards	39% 58%	52% 48%	+13%	Increase in at/above. 10% reduction in towards/towards (w).

Spelling

(The Code)

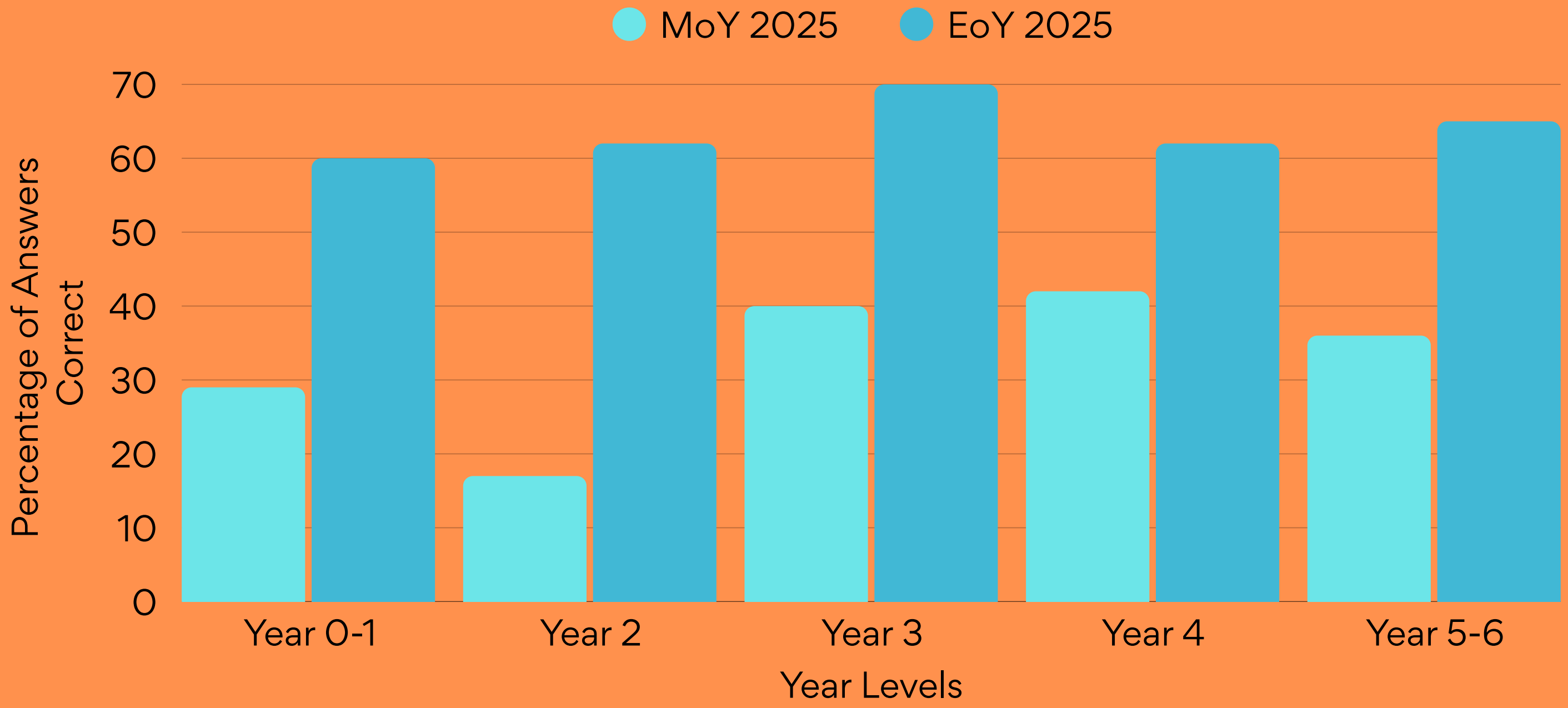
Te Puāwaitanga & Whānau Awahou

*Data taken from The Code spelling assessments completed in terms 1 and 4.

Overall Achievement Pattern

- MoY 2025 Average: 33%
- EoY 2025 Average: 64%

This represents a remarkable 31 percentage point increase in overall spelling proficiency, indicating the effectiveness of the spelling instruction implemented throughout the year.



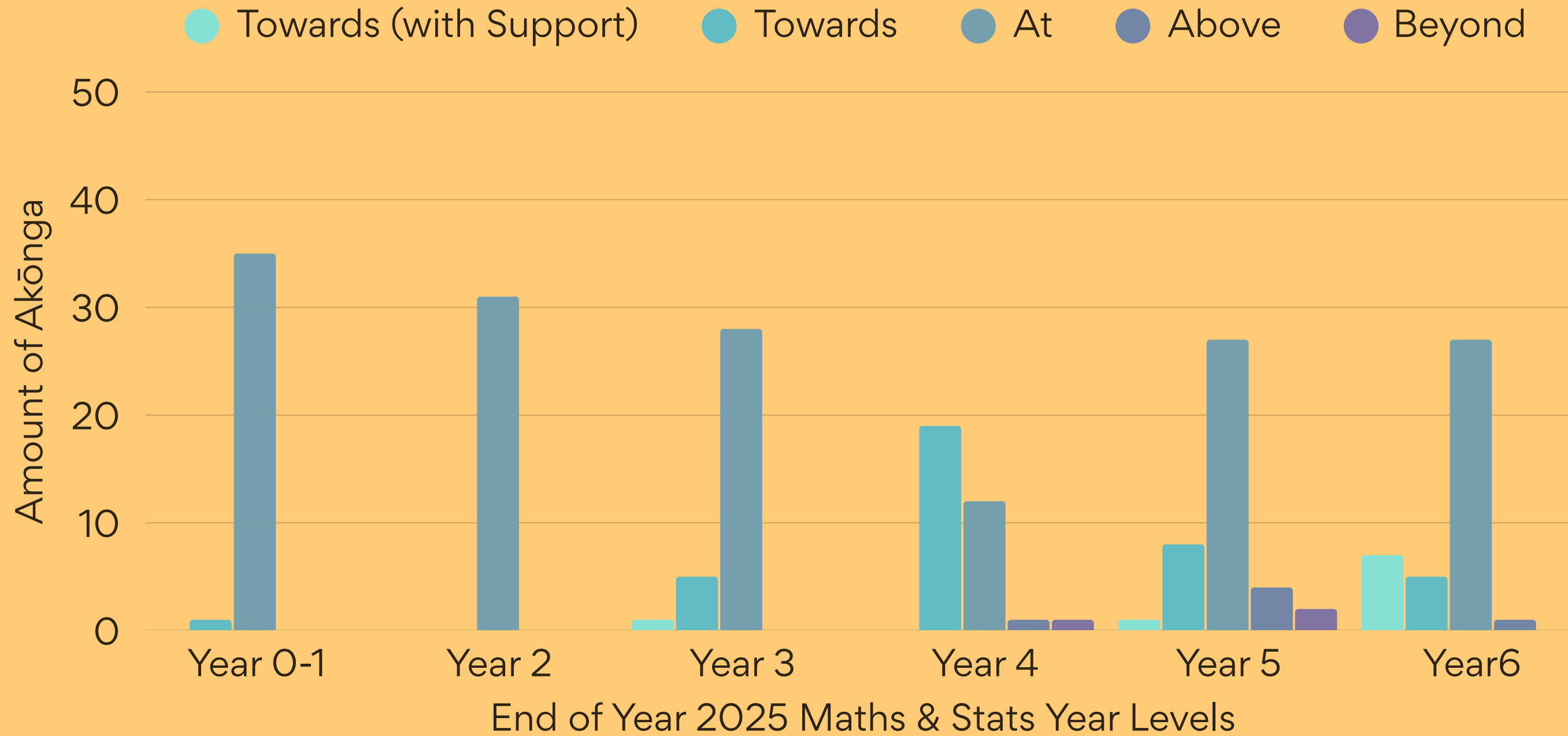
Mathematics & Statistics

*The refreshed maths curriculum has increased expectations for number fluency, multiplicative thinking, and reasoning earlier in primary school. Levels 1 and 2 have shifted upwards. As a result, many learners who were previously judged "at" may now show gaps, particularly in number knowledge, facts, and problem solving.

Mid Year Summary

Phase 1 maths achievement remains strong.

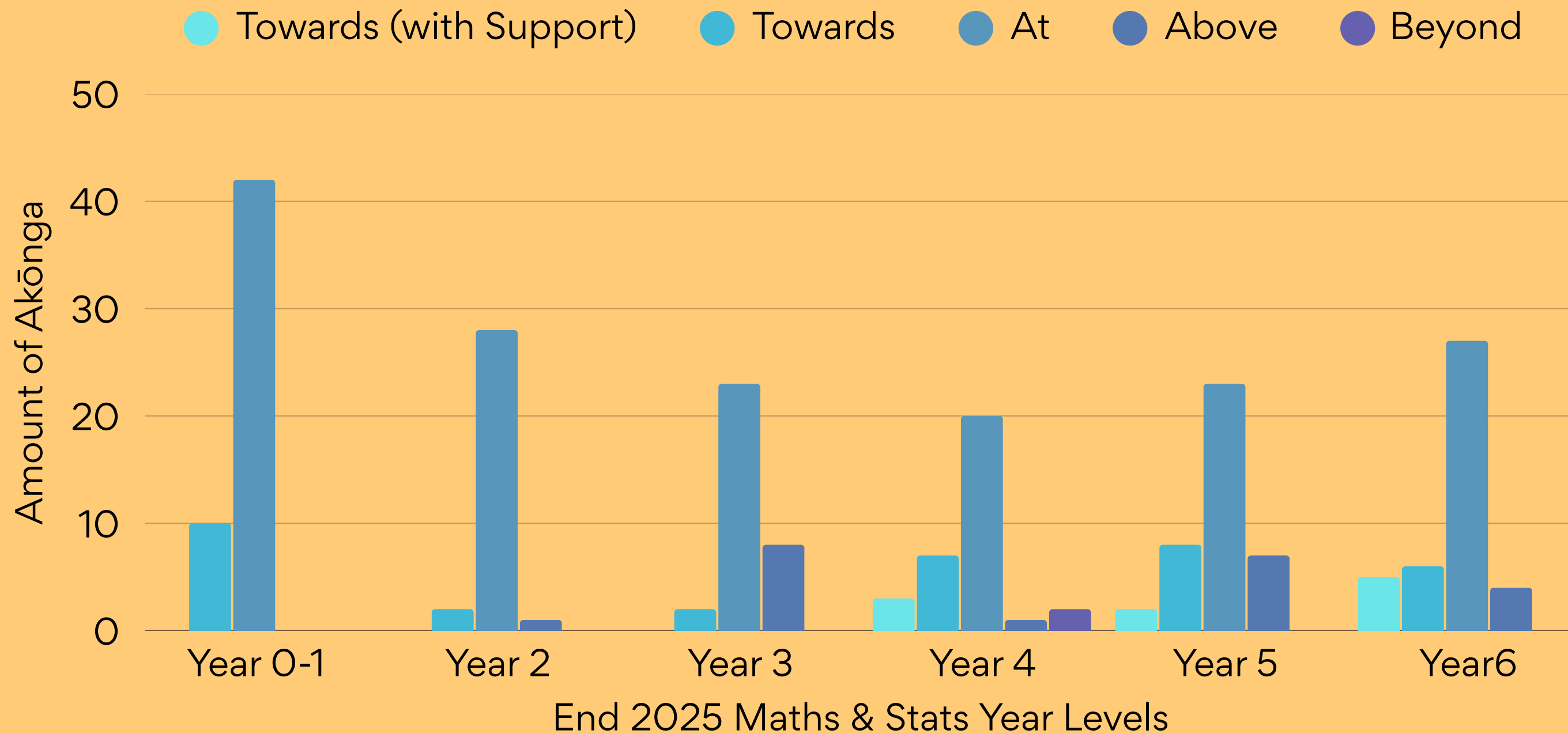
Phase 2 indicates that while foundational number knowledge is holding,, targeted support in problem solving, reasoning and multi-step operations is required.



End of Year Summary

Phase 1 maths achievement remains strong with an increase in those at and above.

Phase 2 indicates that the amount of ākongā towards with support has dropped as had those 'towards'. Results are consistent.



This table shows the percentage of ākonga working At or Above curriculum expectations for Mathematics across 2023–2025.

Year Level	EOY 2023	EOY 2024	EOY 2025
Year 1	92%	78%	81%
Year 2	65%	69%	93%
Year 3	83%	83%	76%
Year 4	67%	67%	70%
Year 5	78%	81%	75%
Year 6	90%	90%	74%

Mathematics & Statistics Summary

Mathematics achievement shows strong performance in the early years (Level 1) and significant progress in transitioning students to the "At" level in the middle years (Level 2). The school-wide focus should now shift to challenging advanced learners.

Phase 1: Strong Foundations (Years 1–3)

- Average achievement across EoY 2025 (Y1-Y3): 93% at or above
- Year 3 shows the strongest growth in Level 1, moving from 76% at or above (Mid-Year) to 90% at or above (EoY). Only 10% of Year 3 students were below the expected level.
- Year 1 (93% at or above) and Year 2 (90% at or above) maintain high levels of achievement.
- The overall number of students needing "Towards (with Support)" is very low (4.33% of the total school cohort).

Phase 2: Progress and Potential (Years 4–6)

- Average achievement across EoY 2025 (Y4-Y5): 73% at or above
- Year 4 showed significant improvement from the previous report, reaching 70% at or above (an increase of 13%).
- Year 5 remains steady and improved slightly, with 75% at or above (an increase of 6%).
- Year 6 shows an increase in students meeting the target, with 74% at or above (an increase of 4% from the previous report).
- **High-Level Achievement Gap:** A key area for development is extending high achievers, as only 2 students (0.87%) across the whole school reached the "Beyond" band.

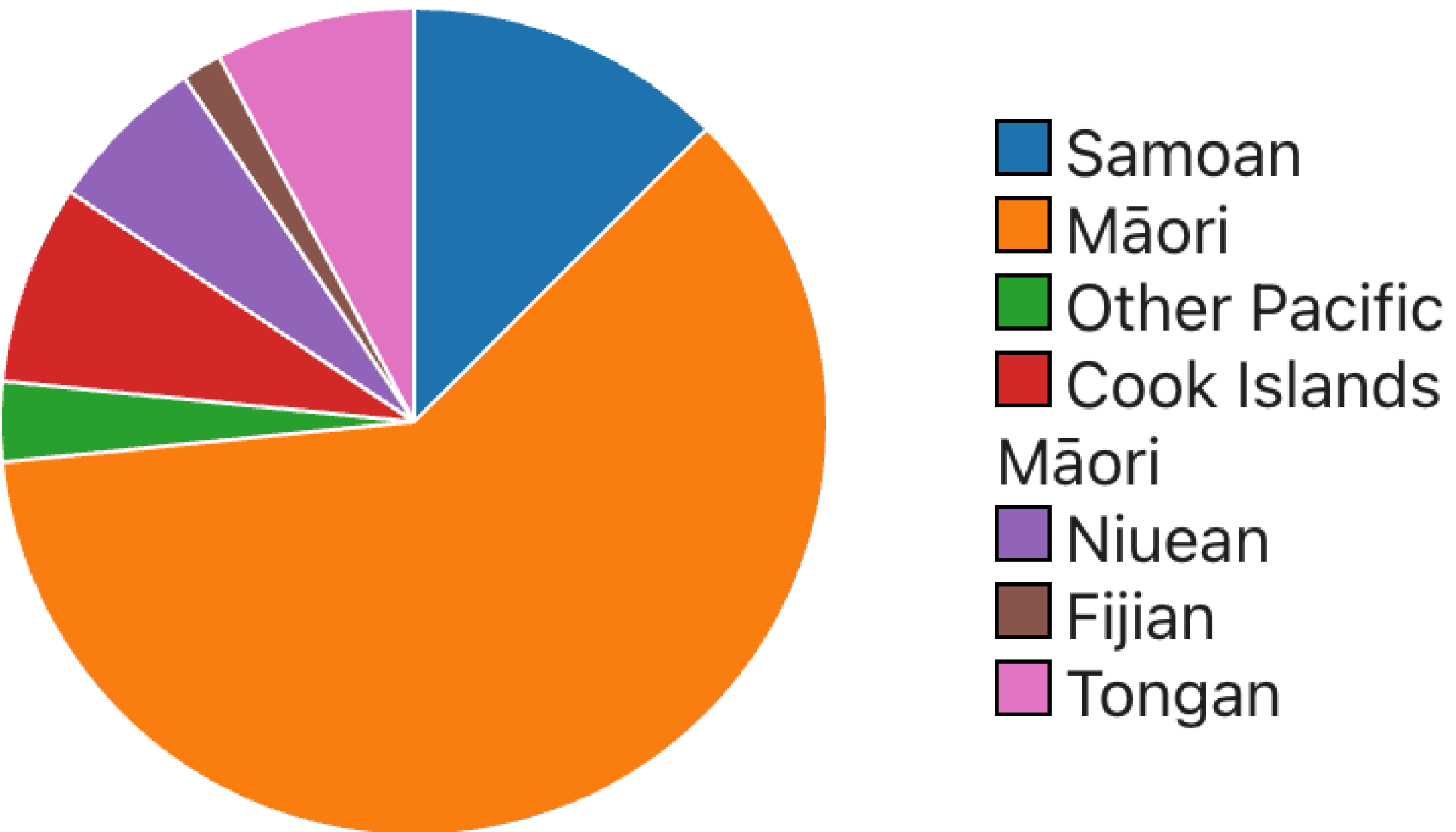
MATHS & STATS NEXT STEPS

Phase 1: 83% at or above
Phase 2: 73% at or above

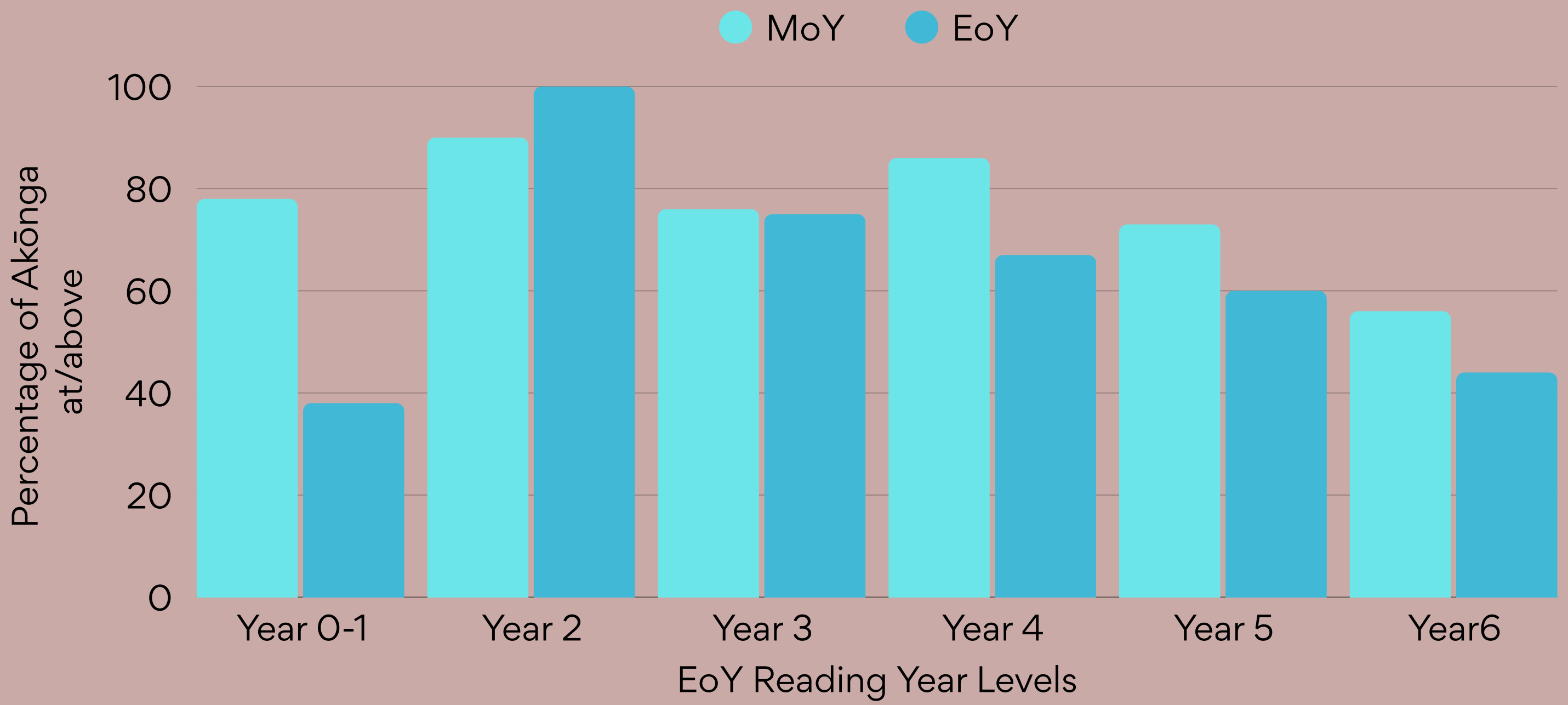
- **Maintain and Support Level 1:** Continue to monitor Years 1–3 to ensure the high achievement and consistent growth are sustained.
- Ensure the two new junior kaiako are supported to implement Maths No Problem.
- **Extension Program in Level 2:** Across the whole school, there were only 2 students (0.87%) in the "Beyond" band and 15 students (6.49%) in the "Above" band, suggesting a need to challenge top students further. Investigate the low overall achievement in the top bands across Years 4–6 and implement a targeted extension program.
- **Targeted Support for Years 5 and 6:** Focus on the 20 ākonga in "Towards (with Support)" and "Towards" bands (Years 4 and 6 have the highest absolute number of students below target) to lift the overall percentage achieving at or above.

PASIFIKA LEARNERS

PASIFIKA LEARNERS



PASIFIKA LEARNERS

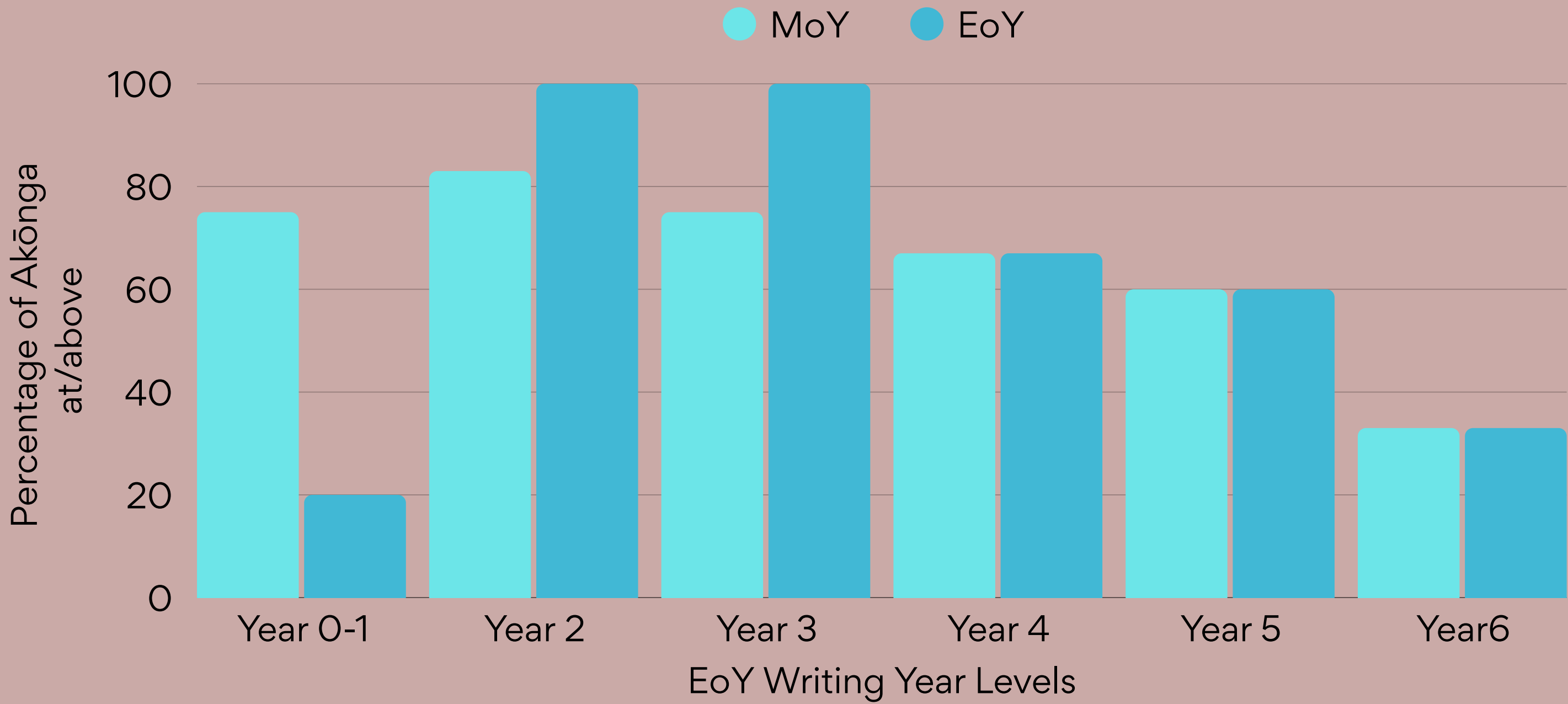


Key Reading Summary

Solid early reading achievement is being sustained in Years 2–3. As learners progress into senior levels, deliberate focus on comprehension, vocabulary, and critical thinking will be key to lifting achievement further.

Solid early reading achievement is sustained in Years 2–3.

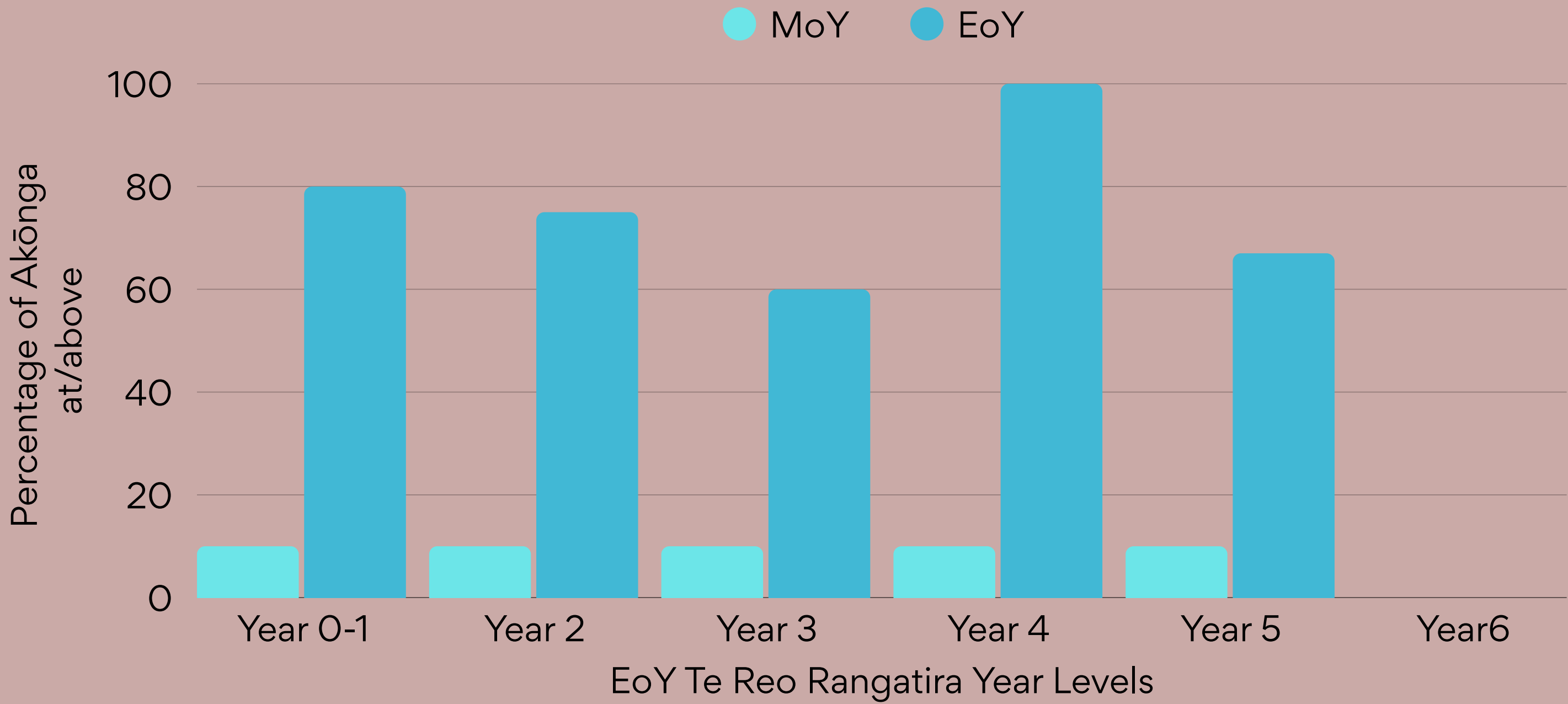
PASIFIKA LEARNERS



Key Writing Summary

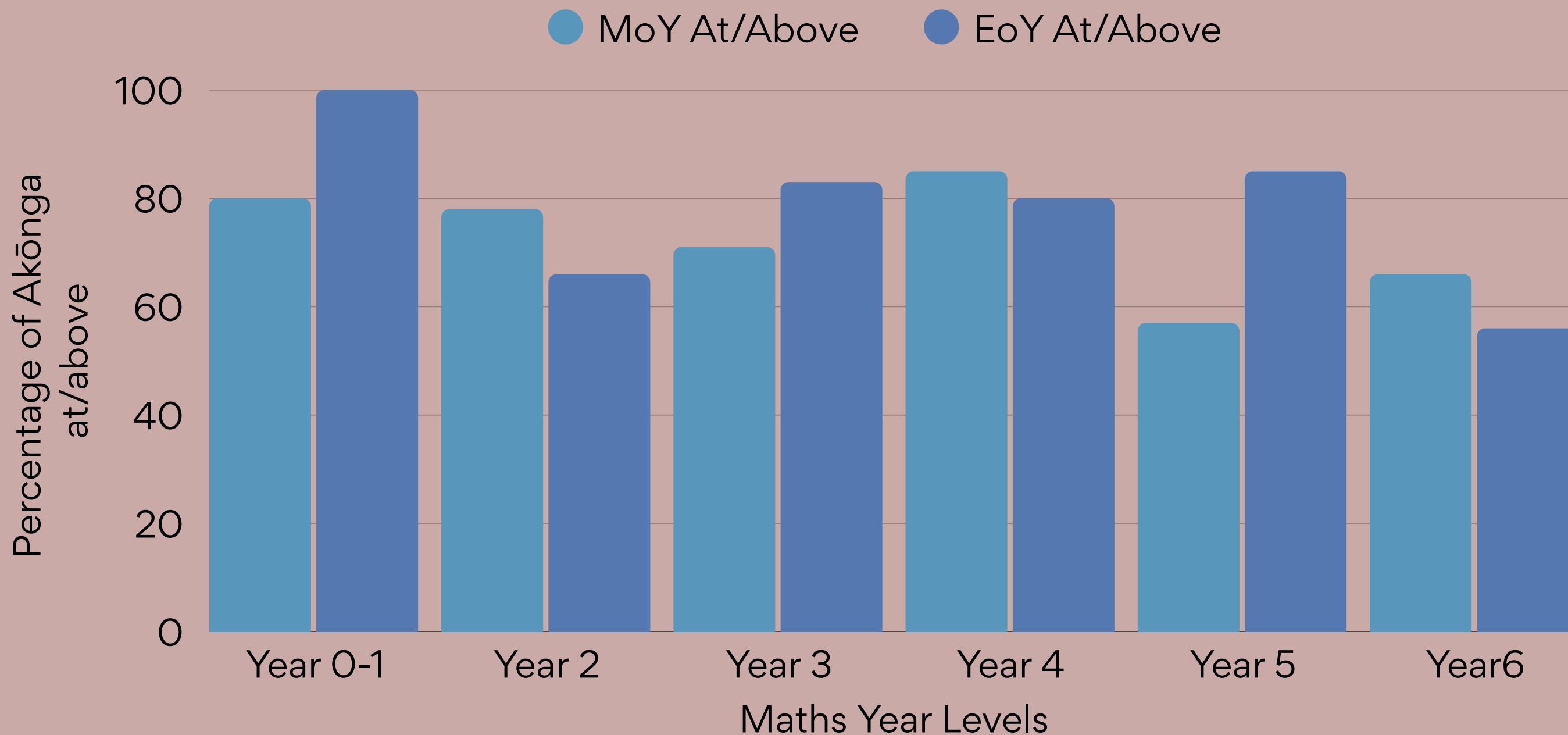
Solid writing achievement is evident in Years 2–3. Year 4 to 6 has remained consistent throughout the year.

Solid achievement is evident in Years 2–3, indicating a successful transition from the early years.



Key Te Reo Rangatira Summary

There is an exceptionally high level of EoY achievement in Years 0-5 (all above 60%), with Year 4 showing 100% of students At/Above. This suggests highly effective Te Reo instruction in the junior and middle years.



Key Maths Summary

Achievement remains consistently high across most year levels at both MoY (Middle of Year) and EoY, with most levels showing 70%+ At/Above. Strong early progress is maintained through Years 1-2, with high EoY achievement (over 90% at/above for Year 1).

PASIFIKA ACHIEVEMENT

Reading 1: 78% at or above
Writing: 53% at or above
Maths: 53% at or above

Key Strengths

Overall Achievement: Pasifika achievement across all subjects shows strong performance, particularly with 78% At/Above in Maths at the end of the year (EoY).

Key Challenges

- Achievement Decline in Senior Levels (Years 4-6)
- **Maths:** While overall high, there is a dip in MoY achievement in Year 5 (below 60%), though it recovers slightly by EoY.
- **Reading:** A clear downward trend emerges in Years 4-6, with EoY achievement dropping to 44% in Year 6. * **Writing:** Achievement remains consistent in Years 4-6 but at a lower level compared to the early years. There is also a significant drop in Year 0-1 EoY achievement compared to MoY.
- **Writing - Year 0-1 Gap:** The MoY achievement in Year 0-1 is high (75%+), but the EoY achievement plummets to 20%, indicating a massive challenge in solidifying early writing skills over the first year.
- **Te Reo Rangatira Data Gap:** The MoY data for all reported years is very low (around 10%), suggesting the need for a targeted focus on growth throughout the year.
- **Variability/Inconsistency:** Variability emerged in Maths in Year 2, and the sustained progress mentioned in Year 5 Maths suggests there was a dip that needed recovery.

PASIFIKA ACHIEVEMENT

Reading 1: 78% at or above
Writing: 53% at or above
Maths: 53% at or above

Next Steps

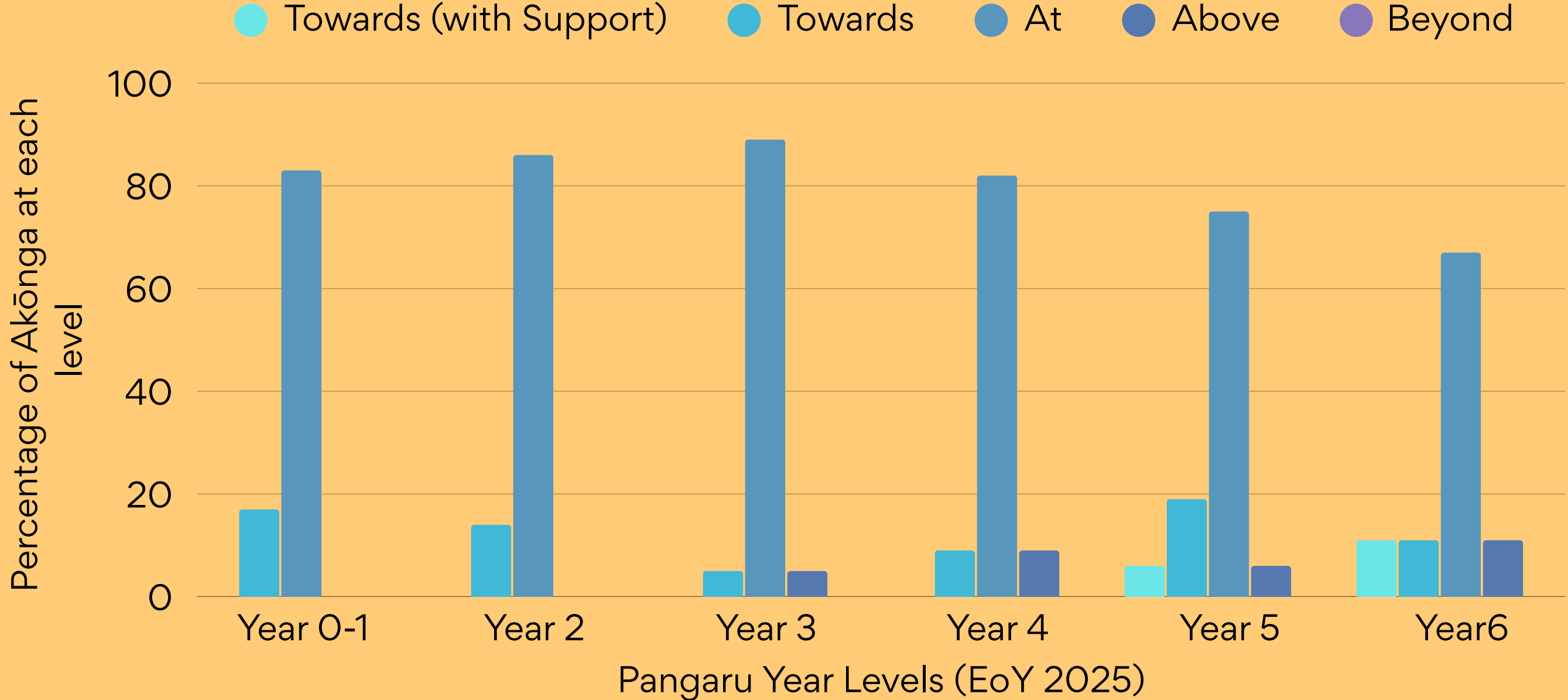
- **Target Senior Level (Years 4-6):** Focus on lifting Reading comprehension, vocabulary, and critical thinking. Investigate and address the general achievement decline in Maths and Writing for these years.
- **Fix Early Writing Gap (Year 0-1):** Deeply analyze and revise the Year 0-1 writing program to prevent the significant drop in EoY achievement (currently 75%+ MoY to 20% EoY).
- Strategise to improve the very low MoY achievement across all Te Reo years.
- **Replicate Success:** Analyze the high-impact teaching practices from high-achieving areas (e.g., Year 4 Te Reo, Year 2-3 Writing/Reading) and scale them across other levels and subjects.

TE AKA PŪKĀEA

Pāngarau Mathematics and Statistics

Tūāreere 1: Mokopuna are tracking very well in Pāngarau in Tau 0-3 with 12% of Tau 2 needing close monitoring, differentiated programmes and interventions to ensure they continue to make progress in 2026.

Tūāreere 2: Tau 4 are doing really well in this cohort, however 25% of this years Tau 5 will also require close monitoring, differentiated programmes and interventions in 2026.



This table shows the percentage of ākonga working At or Above curriculum expectations for Pāngarau at end of year, across 2023–2025.

Year Level	End 2023	End 2024	End 2025
Year 1	96%	100%	83%
Year 2	95%	93%	86%
Year 3	92%	95%	94%
Year 4	100%	93%	91%
Year 5		87%	75%
Year 6			78%

Awahou Pāngarau – Summary

Judgement	Count	Percentage
Beyond	0	0.00%
Above	1	0.00%
At	46	90.20%
Towards	3	5.88%
Towards (with support)	2	3.92%

Key Insight

- Majority of mokopuna are tracking very well in Pāngarau with 9% identified as requiring close monitoring and interventions for 2026.

Te Uru Karaka Pāngarau – Summary

Judgement	Count	Percentage
Beyond	0	0.00%
Above	4	7.55%
At	39	73.58%
Towards	10	18.87%
Towards (with support)	0	0.00%

Key Insight

- 19% mokopuna will require close monitoring, differentiated programmes and interventions in 2026. Kaiako are still to engage with the PLD around the new Marautanga Pāngarau. This may help when ensuring whether the old assessment tools being used against the new marau are aligned or appropriate.

PĀNGARAU KEY FINDINGS

Tūārere 1: 87% at or above
Tūārere 2: 83% at or above

Key Findings

- Awahou are tracking well with Maths. This could be due to the very structured Maths No Problem programme, to some of the Math interventions being rolled out this year, from Matua Justins ALiM programme to the Times Tables programme being run by some of the Kaiāwhina in the school.
- Te Uru Karaka mokopuna will need some concentrated support

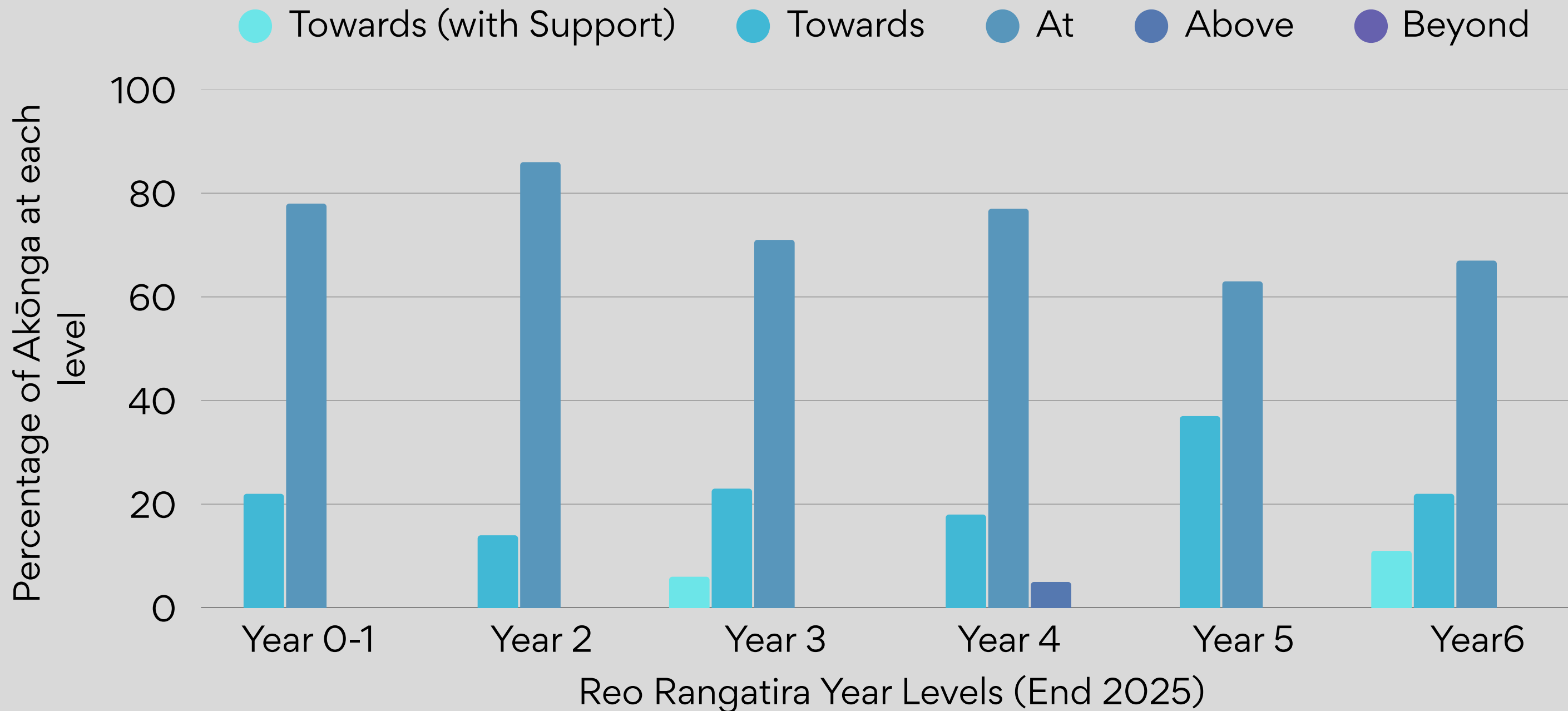
Next Steps

- Move Awahou back to Poutama Tau programme for Pāngarau from the beginning of the 2026 after trialing Maths No Problem for most of 2025.
- Using Math No Problem as a resource only, if and when its content is relevant to the Poutama Tau programme.
- Comparing Math Snapshots with JAM and GLOSS aromatawai, against the Poutama Tau programme for Awahou to see which of these aromatawai tools are most appropriate.
- Continue to use JAM and GLOSS in Te Uru Karaka until the SMART tool is ready to be used and PLD is complete.
- Look at the viability of creating our own Maths intervention for Te Uru Karaka mokopuna.

TMOA Reo Rangatira Literacy

Summary

Majority of mokopuna are doing well and meeting expectation and this has been sustained over the course of the year. There has been a 7% improvement in progress in Te Uru Karaka since mid year. Awahou's has remained stable.



TE AKA PŪKĀĒA

This table shows the percentage of ākonga working At or Above curriculum expectations for Pānui & Tuhituhi at End of Year, across 2023–2025.

Year Level	Mid 2023	Mid 2024	Mid 2025	End 2025
Year 1	100%	100%	82%	78%
Year 2	100%	100%	73%	86%
Year 3	80%	100%	76%	71%
Year 4	67%	100%	86%	82%
Year 5	100%	100%	75%	63%
Year 6	100%	100%	78%	67%

Awahou Te Reo Rangatira – Summary

Judgement	Count	Percentage
Above.	0	0.00%
At.	43	84.31%
Towards.	7	13.73%
Towards (with support).	1	1.96%

Key Insight:

- Most mokopuna are tracking well with 8 mokopuna still need monitoring and a differentiated programme or interventions. This is an improvement on the 12 who were working towards expectation at mid year. This will be down to a mixture of a solid classroom programme coupled with the interventions and supports put in place by Sara and her team of kaiāwhina for these mokopuna.

Te Uru Karaka Te Reo Rangatira – Summary

Judgement	Count	Percentage
Above	1	1.89%
At .	35	66.04%
Towards	16	30.19%
Towards (with support)	1	1.89%

Key Insight:

- Whilst we have been enjoying some growth in te reo ā-waha, we still have a cohort of 17 students across the year levels, who require quite a bit of support in this area. There has been a shift from 20 mokopuna at mid year identified as working towards expectation compared to 17 at end of year. We will need to look at how we can put adequate supports and interventions in place to support continued progress for these 17.

Te Reo Ā-Waha

Oral Language

Awahou - Reo ā-waha 2025

This chart shows data gathered from the beginning of the year and again at the end of the year on Te Tika o te Reo. As we fine tune the way we want to capture reo ā-waha progress across the year, across the whānau, we have used writing samples to help inform and support the OTJs of the kaiako as well as the formative assessments done during the delivery of the Te Ipu Kōrero programme.

Awahou mokopuna are making steady progress due to the strength of the Ipu Kōrero programme. Whilst kaiako build up mokopuna oracy in those lower years, you can see there has been some good shifts in the tuākana age group with this years introduction of a concentrated, but progressive reo programme from Whaea Ruby and Kōkā Raiha and a full day a week in our rūmaki space with Matua Ruia.

Taumata	NA	Harakeke	Harakeke/Kieki	Kiekie	Kiekie/Pingao	Pingao	Pingao/Muka	Muka
Year 0 - Timatanga	3							
Year 0 - Mutunga		3						
Year 1 - Timatanga		5						
Year 1 - Mutunga		3	2					
Year 2 - Timatanga		9	1					
Year 2 - Mutunga		5	3	1	1			
Year 3 - Timatanga		9						
Year 3 - Mutunga		1	5	3				
Year 4 - Timatanga		11	2					
Year 4 - Mutunga			9	4				
Year 5 - Timatanga		1	3	1	1			
Year 5 - Mutunga			1	3	1	1		
Year 6 - Timatanga		2	2		1			
Year 6 - Mutunga			2	2		1		

Te Uru Karaka - Reo ā-waha 2025

This chart shows data gathered from the beginning of the year and again at the end of the year on Te Tika o te Reo. As we fine tune the way we want to capture reo ā-waha progress across the year, across the whānau, we have used writing samples this year to help inform and support the OTJs of the kaiako as well as the formative assessments done during the delivery of the Te Ipu Kōrero programme.

This programme has allowed for really explicit āhuatanga o te reo teaching during the week alongside the mokopuna working in an full immersion space and the implicit use of te reo everyday.

Taumata	NA	Harakeke	Harakeke/Kieki	Kiekie	Kiekie/Pingao	Pingao	Pingao/Muka	Muka
Year 0 - Timatanga	4							
Year 0 - Mutunga		1	3					
Year 1 - Timatanga		5	1					
Year 1 - Mutunga		3	1	2				
Year 2 - Timatanga		3	7		1	1		
Year 2 - Mutunga		2	2	6	1	1		
Year 3 - Timatanga		3	3				1	
Year 3 - Mutunga		1	4	1			1	
Year 4 - Timatanga			8	1	1			
Year 4 - Mutunga				6	2	2		
Year 5 - Timatanga			3	4	2	1		
Year 5 - Mutunga				1	4	4	1	
Year 6 - Timatanga				1	2			
Year 6 - Mutunga						2	1	

REO RANGATIRA KEY FINDINGS

Tūārere 1: 79% at or above
Tūārere 2: 72% at or above

Key Strengths

- Te Ipu Kōrero programme and the explicit teaching of te reo across the whare.
- Pānui is an area of strength in te reo.
- The Code and Little Learners Love Literacy has also been a growth area.

Key Challenges

- Attributing progress against the new marautanga expectations has been challenging this year as all codes or modes of language are blended and integrated together in the document. The team is still getting familiar with the re-versioned version of the new marau and so some deeper knowledge of the document is required alongside relevant aromatawai tools to assess mokopuna progress against the Tūārere expectations.

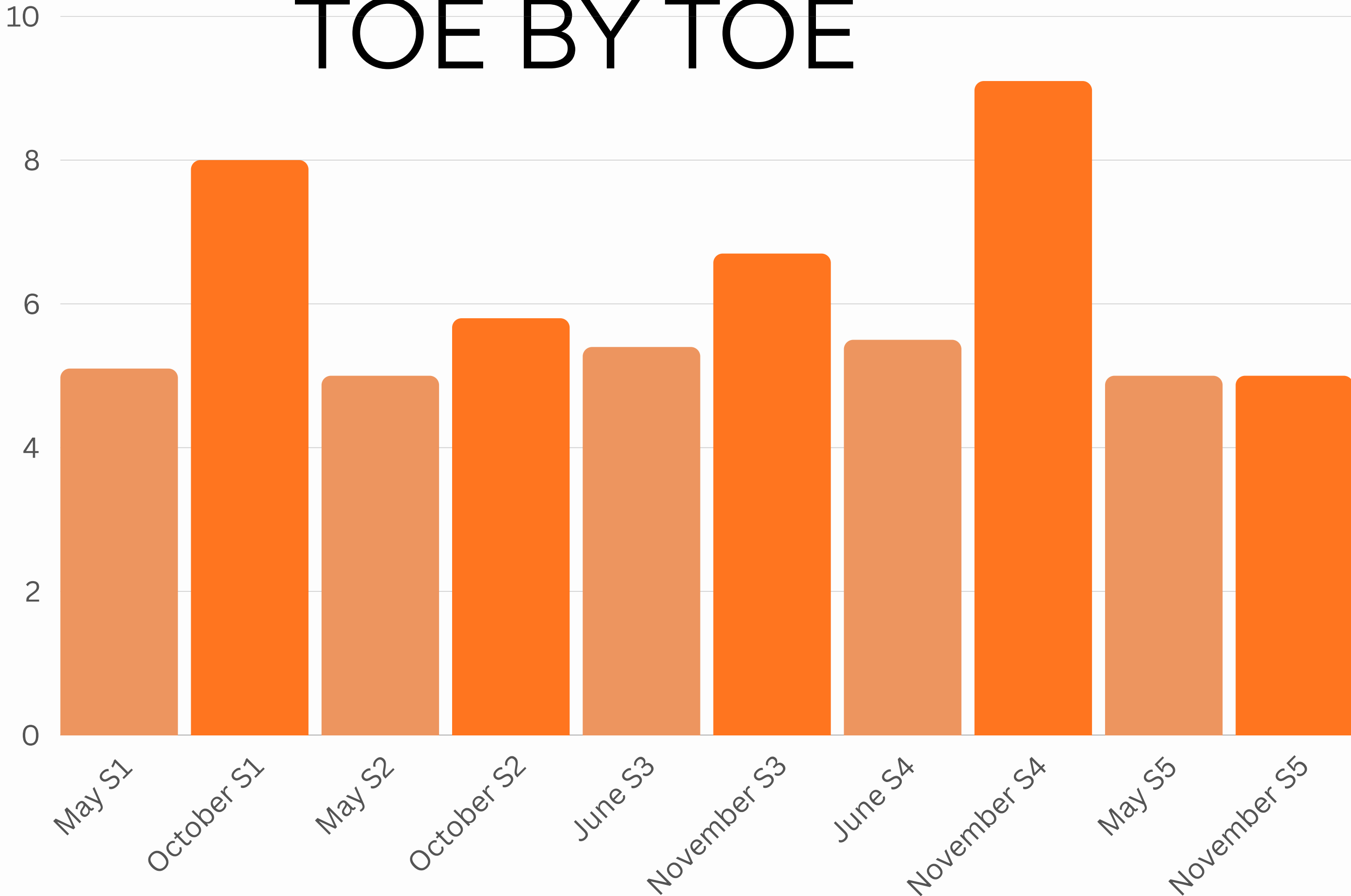
Next Steps

- Embed 20, 40 and 55 week Rangaranga ā-Tā aromatawai for Tūārere 1 from the beg of 2026 for Years 0-2 in Te Uru Karaka.
- Trial the new Awahou dual literacies scope and sequence (Prog - TAP Marau), including using the 20, 40 and 55 week RR Reo ā-Tā aromatawai but at intervals more aligned with the teaching and learning of Reo Matatini across Awahou in Years 0-3.
- Continue to use Pānui Haere as an assessment tool for Pānui from Years 4-6 in TAP until the MOE has completed the SMART or created something else.
- Use Reo ā-waha and Hopukina aromatawai tools across the whare as beginning and end summative aromatawai and Te Ipu Kōrero aromatawai as a formative aromatawai of the 8 pūkenga reo ā-waha that are assessed over the course of the year.
- Continue to embed DIBELs as the assessment tool for English literacy in Awahou and Years 4-6 in Te Uru Karaka.

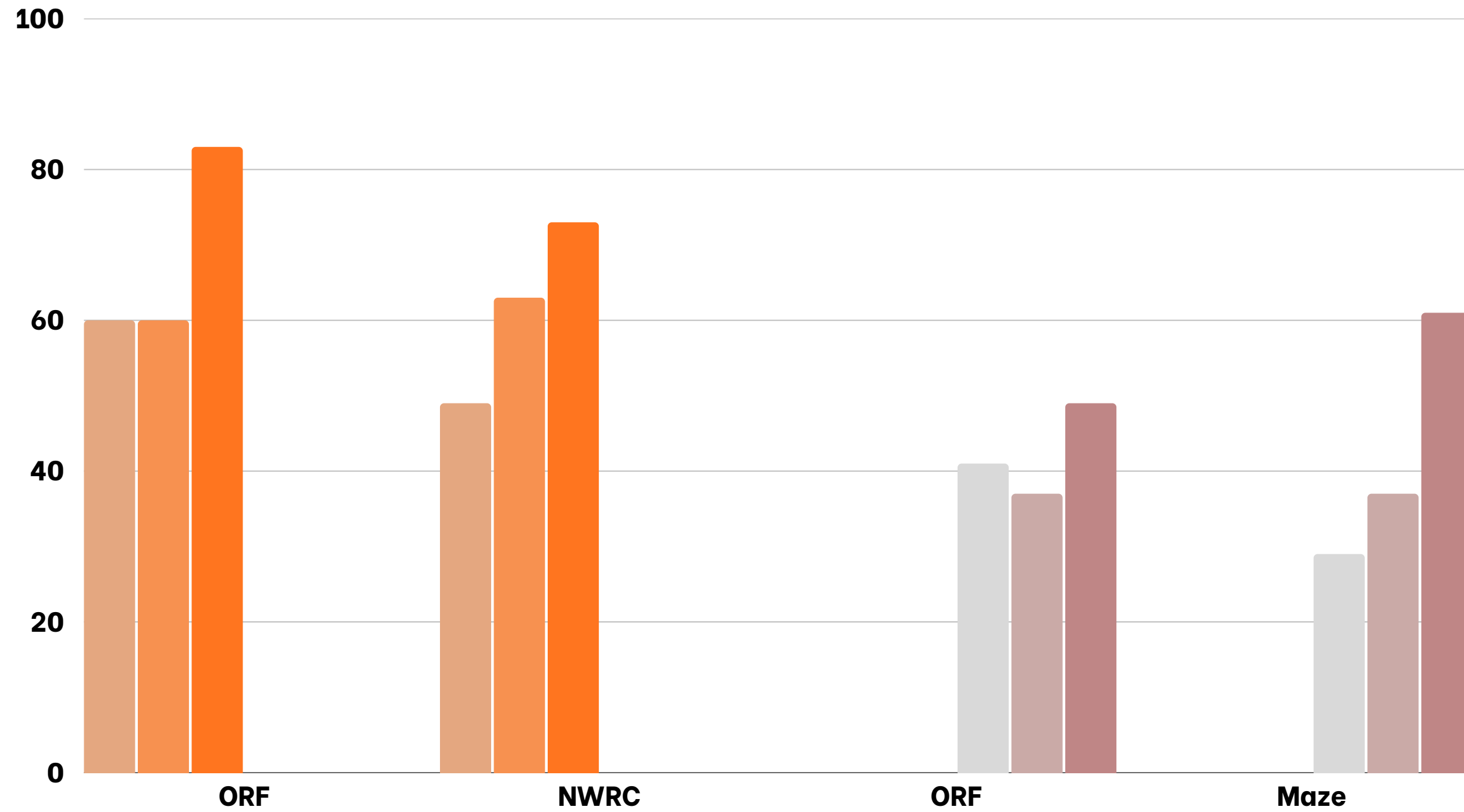
**SENCO
PRIORITY LEARNERS**

TOE BY TOE

SENCO



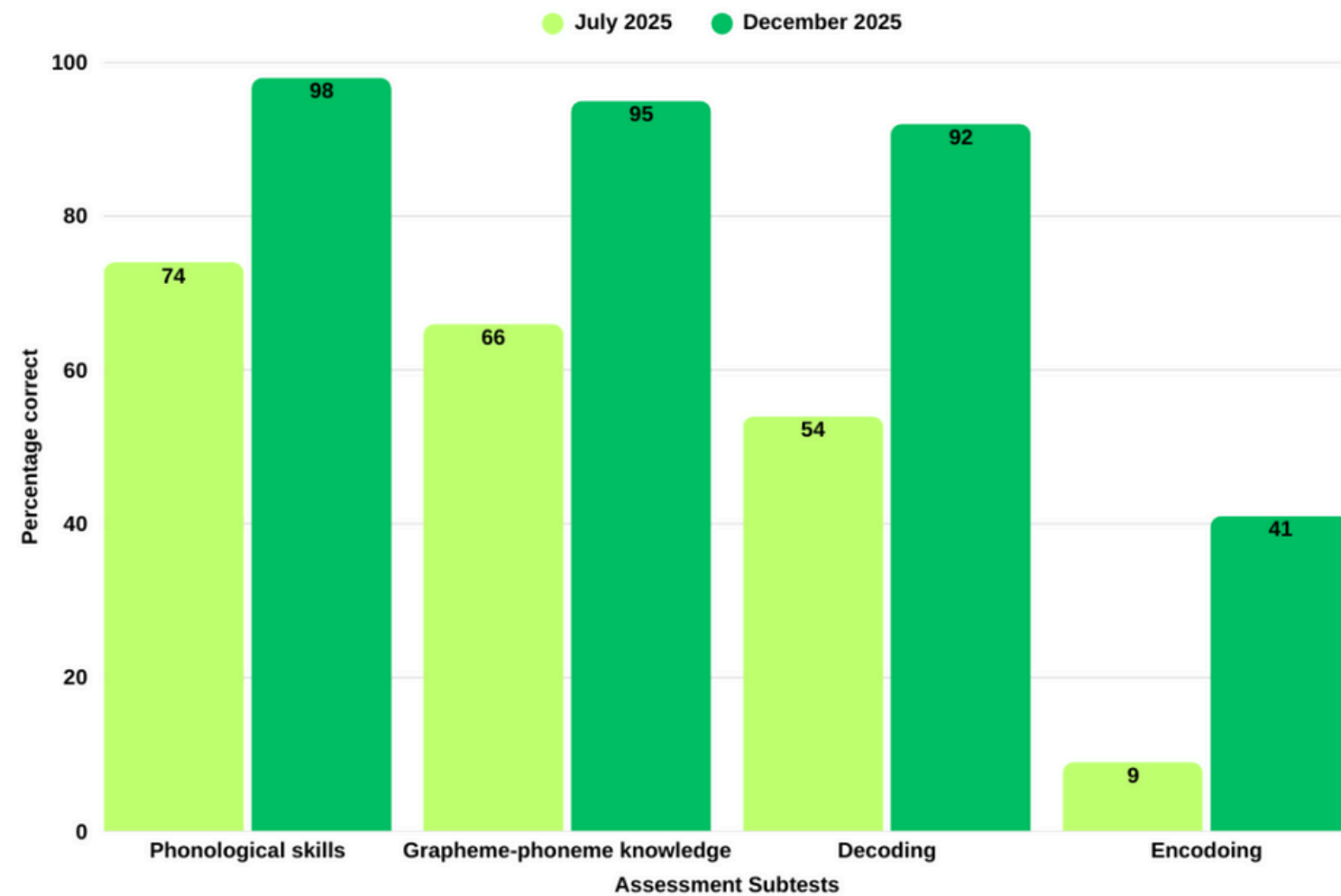
MĀRAMA PROJECT



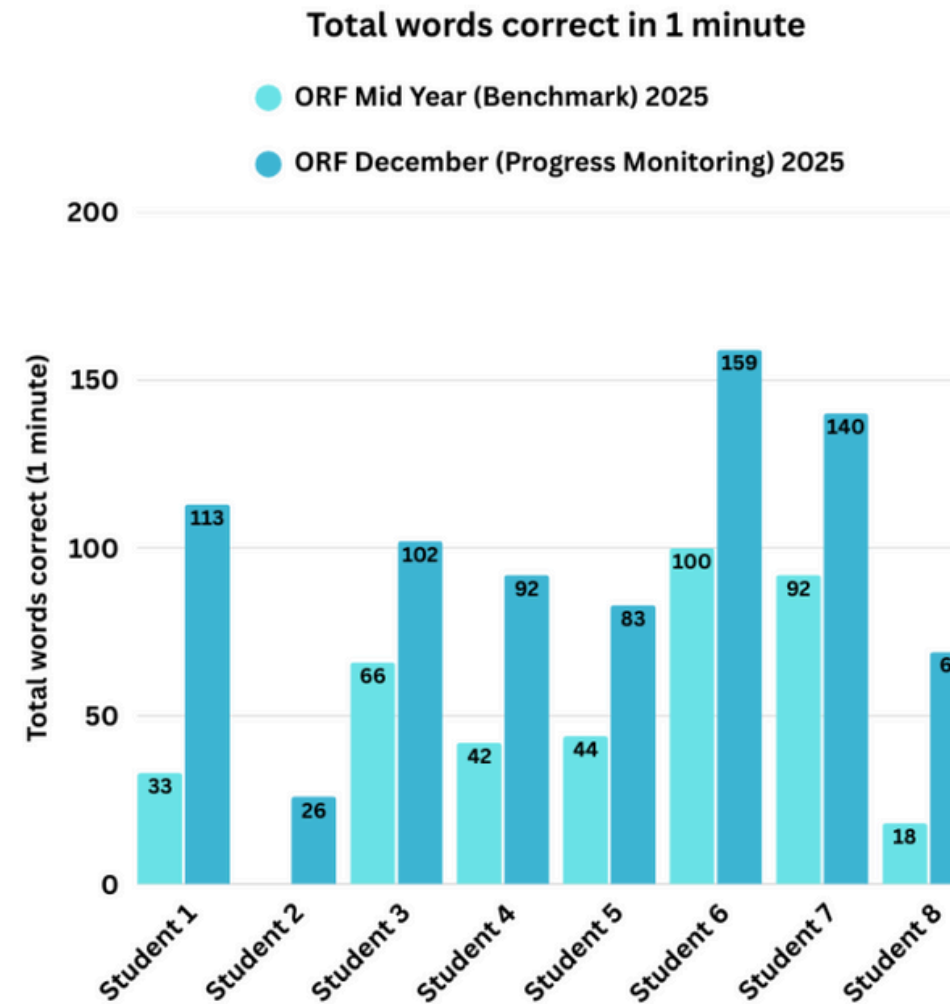
SENCCO

IMSLE-INSTITUTE FOR MULTISENSORY LEARNING AND EDUCATION

IMSLE Focus Student Diagnostic Assessments
25 July 2025 and 3 December 2025



DIBELS Oral Reading Fluency Results -
IMSLE Students



The graph to the left shows the formal assessment results of my IMSLE focus student from July and December 2025. The other 8 students started IMSLE with me in June and were mostly at an equivalent level to my focus student. The majority of these students have shown similar amounts of progress in informal assessments. This is also shown in the graph to the right - their progress in the DIBELS Oral Reading Fluency assessment, comparing the results of their midyear assessments to the progress monitoring assessment I did with them in December 2025.

TIMES TALES

- Two groups in Te Aka Pūkāea
- 12 students in the trial
- Upper times tables only
- 3-4 time per week on average

14/10/25

the correct answer for each problem in the shaded boxes.

$6 \times 6 =$	28 ³⁶	$9 \times 8 =$	
$7 \times 9 =$	30 ⁶³	$8 \times 6 =$	
$6 \times 7 =$	42 ✓	$9 \times 7 =$	
$8 \times 9 =$	60 ⁷²	$9 \times 6 =$	
$7 \times 7 =$	75 ⁴⁹	$8 \times 7 =$	
$9 \times 9 =$		$8 \times 8 =$	
$6 \times 9 =$		$7 \times 6 =$	
$7 \times 8 =$		$6 \times 8 =$	

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16/11/25

the correct answer for each problem in the shaded boxes.

$7 \times 4 =$	28 ✓	$4 \times 8 =$	32 ✓
$3 \times 9 =$	27 ✓	$3 \times 6 =$	18 ✓
$9 \times 4 =$	36 ✓	$4 \times 6 =$	24 ✓
$6 \times 3 =$	18 ✓	$3 \times 8 =$	24 ✓
$8 \times 3 =$	24 ✓	$4 \times 9 =$	36 ✓
$6 \times 4 =$	24 ✓	$9 \times 3 =$	27 ✓
$7 \times 3 =$	21 ✓	$4 \times 7 =$	28 ✓
$8 \times 4 =$	32 ✓	$3 \times 7 =$	21 ✓

14/10/25

the correct answer for each problem in the shaded boxes.

$6 \times 6 =$	38 ³⁶	$9 \times 8 =$	72 ✓
$7 \times 9 =$	30 ⁶³	$8 \times 6 =$	64 ⁴⁸
$6 \times 7 =$	42 ✓	$9 \times 7 =$	30 ⁶³
$8 \times 9 =$	82 ?	$9 \times 6 =$	54 ✓
$7 \times 7 =$	49 ✓	$8 \times 7 =$	55 ⁵⁶
$9 \times 9 =$	92 ⁸¹	$8 \times 8 =$	54 ⁶⁴
$6 \times 9 =$	54 ✓	$7 \times 6 =$	42 ✓
$7 \times 8 =$	56 ✓	$6 \times 8 =$	48 ✓

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16/11/25

the correct answer for each problem in the shaded boxes.

$\times 4 =$	28 ✓	$4 \times 8 =$	32 ✓
$\times 9 =$	28 ✓	$3 \times 6 =$	18 ✓
$\times 4 =$	36 ✓	$4 \times 6 =$	24 ✓
$\times 3 =$	18 ✓	$3 \times 8 =$	24 ✓
$\times 3 =$	24 ✓	$4 \times 9 =$	36 ✓
$\times 4 =$	24 ✓	$9 \times 3 =$	27 ✓
$\times 3 =$	21 ✓	$4 \times 7 =$	28 ✓
$\times 4 =$	32 ✓	$3 \times 7 =$	18 ²¹ ✗

Positive behaviour for learning

- Introduced and reflected on the behaviorur flow chart , expectations and language
- Investigated data and hot spots
- Worked on a whole school approach to pou learning
- Social stories to support
- Weekly rewards
- Newsletter
- Plans for hotspots - Football

What changed?

- 50 percent reduction in incidents term 3 to term 4 - Week 6
- More effective and consistent recording of incidents
- Incidents are dealt with quickly- come through to SENCo
- Teachers are more confident to address issues
- Students have become part of the problem solving
- Consistent language

FEEDBACK

KAIAKO, WHĀNAU, TAMARIKI AND KAIĀWHINA

Plus	Minus	Opportunities/Interesting
Communication is effective and timely and empathetic. Parents felt they could be open and honest.	Timetabling- Could be more consistent	Parents wanting to pay for private support
Approaches have felt in line with Te Tiriti O Waitangi	Time for kaiako and kaiāwhina to meet is needed to discuss plans and data more effectively	Multi tiered response to interventions to support time for communication to happen.
People feel valued, respected and able to open up	One whānau mentioned feeling like things could have happened earlier in the schooling journey but is glad things are now in place.	IEPs to be more structured throughout the year with kaiawhina involved as much as possible
Tamariki have all made progress in their learning and confidence	More funding and resourcing if possible	Targeted professional development for all kaiako and kaiawhina is ongoing.
Access to services is available and support for this is given from the kura		Equitable resourcing is ongoing.
IEPS have kept focus and made an impact on Tamariki		Ensuring more structure using the learning support framework and priority learner databases for clearer communication.
Support in class and small group has made a positive impact on literacy achievement		
Kaiawhina have good relationships and are making a difference in terms of the confidence and connections in class.		
Whanau feel like they have seen an increase in their students' academic and social growth and this is seen in them wanting to engage in		
Regularity of hui and check ins has made people feel safe and considered.		
Professional development and conversations with Kaiāwhina is appreciated.		

DATA DISCUSSION POINTS

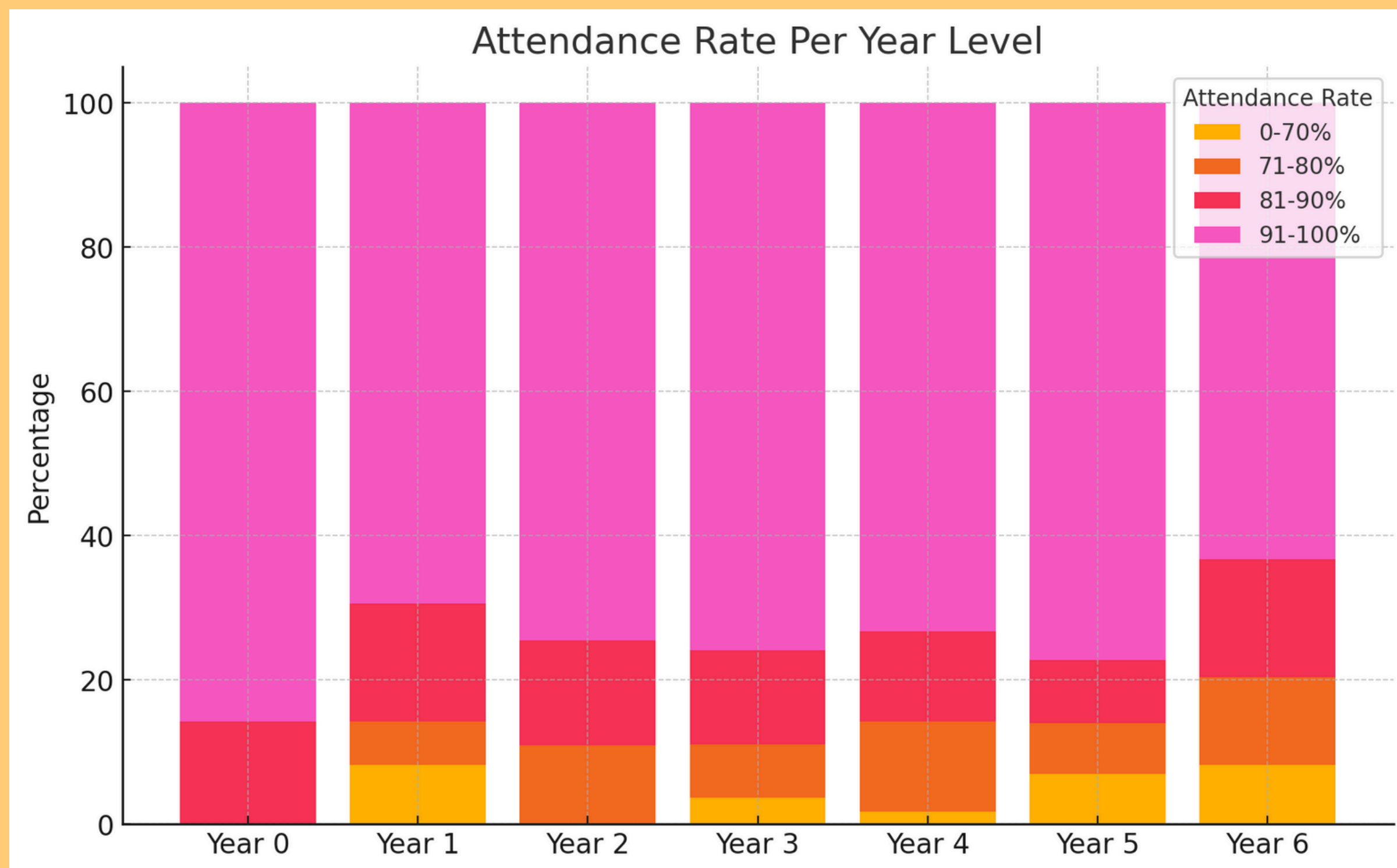
- Continue targeted Tier 2 supports in literacy. Look at the spread to Te Aka Pūkāea data points.
- Continue “Toe by Toe” and “Times tales” and IMSLE as Tier 3 interventions for literacy.
- Use kaiāwhina to support ESOL groups- using Colourful Semantics
- Identify Tier 3 students early and particularly in the junior area to make the biggest difference.
- Continue to use school wide Ngā Pou data collaboratively to inform us of how to focus our teaching on pou values- line it up with the science of learning.
- Continue with our social stories and whole school token system to promote positive pou within our kura.

NEXT STEPS 2026

- Create a multi tiered response to intervention team to ensure clear communication and collaboration for literacy and ESOL.
- Continue Toe by Toe, IMSLE and Times Tales as Tier 3 interventions
- Use of our talented Kaiāwhina to support ESOL groups- using colourful semantics and investigate an ESOL (pilot with University of Canterbury)
- Continue with counselling support and wellbeing interventions for tamrariki at Tier 3
- Create consistency with timetabling of Kaiāwhina across the kura
- Investigate maths interventions- Numicon- ALim to support Tier 2 and 3 interventions
- Continue to build Kaiāwhina and kaiako capacity to meet the needs of our student with additional needs
- Continue to develop PB4L framework to reflect our kura and ensure classroom learning time is maximised

ATTENDANCE

ATTENDANCE TRENDS



The graph shows that while most year levels have a majority of students attending at the 91-100% rate, there is significant variation across year groups. Year 0 demonstrates the strongest attendance with 85.71% of students attending regularly (91-100%), exceeding the government's STAR target of 80% regular attendance. In contrast, Year 6 has only 63.27% attending regularly, with notable proportions in the concerning bands of 71-90%. Year 1 and Year 5 also fall below the 80% target, with increased students in the 0-70% and 71-80% bands that STAR identifies as associated with worrying or concerning progress.

KEY FINDINGS

This data suggests:

Good chance of success (STAR): Year 0 and Year 5 are close to or above the regular attendance target.

Worrying/Concerning (STAR): Year 1 and Year 6 show patterns that may impact learning progress, as attendance below 90% is linked to reduced likelihood of educational success.

The data highlights the need for proactive attendance responses, including targeted communication, support plans, and where necessary, multi-agency collaboration, as per STAR guidelines.

ATTENDANCE

THANK YOU FOR
YOUR ATTENTION



Statement of Variance 2025

Principal's report

2025 was a year of embedding deep practice and raising academic aspirations. We are proud of our tamariki, who adapted to higher national standards with resilience. Our focus on Structured Literacy and "The Code" saw school-wide spelling proficiency surge by 31%, while Phase 1 reading reached 76%. In Pāngarau, we successfully implemented "Maths No Problem!", achieving 93% attainment in Phase 1.

To address learning gaps in senior cohorts, we employed additional teachers for targeted interventions. We also strengthened our SENCO systems and Health and Safety protocols to ensure a mana-enhancing environment for all. Looking ahead to 2026, we will focus on mastering the new SMART assessment tool and deepening our relationship with the Taiao through the Ngahere and our partnership with Ngāti Whātua Ōrākei. We remain committed to our Tiriti-based co-governance model, ensuring equitable outcomes for all learners.

Presiding members report

Reflecting on 2025, the Board is pleased with the school's success in embedding deep practice and lifting academic aspirations. We are proud of our tamariki for their resilience in adapting to higher national standards implemented through teaching practice across the school.

Key achievements include improved outcomes in foundational learning, with a 31% surge in school-wide spelling proficiency and a 93% attainment rate in Phase 1 Pāngarau through the implementation of NZC and TMoA. Our commitment to a Tiriti-based co-governance model remains central to ensuring equitable outcomes and a mana-enhancing environment for all learners.

Looking ahead to 2026, the Board will continue to govern through our alternative constitution and strategic direction, ensuring equitable outcomes for all learners in our community. Key priorities for the year will be strengthening our attendance strategy, accelerating progress for priority learners, and continuing to build consistent, high quality teaching and assessment practices to sustain learning gains over time.

Tēnei te mihi atu ki a koutou o te kura, nā koutou ngā tamariki i hiki ake kia angitū. Ka anga whakamua mātou, ā, ka ū tonu ki te Tiriti, me te manaaki i ia tamaiti kia eke panuku, eke tangaroa.

List of all school board members

Board member names	Date that the board member's term finishes
Margaret Tukerangi	Resigned: 9th December 2025
Dana Toogood	Elected: 17 September 2025 September 2028
Elizabeth Elvy	September 2028
Jeremy Greenbrook	17 September 2025
Simon Farrell-Green	September 2028
Moa Haar-Simmons	Resigned: 9th December 2025
Manu Pihama	September 2028
Chris Carrington	September 2028
Tiopira McDowell	Appointed: 17th February 2026 September 2028
Jackie Howard	Appointed: 17th February 2026 September 2028
Trudi Kareko	September 2028 Elected: 17th September 2025
Bryan Rehutai	Principal

Statement of variance: progress against targets

Strategic Goal 1: Te Ako - Learning

Me tōtika pu rawa atu te whai wāhi o ngā tamariki katoa te ako matawhānui kia tino pūrangiaho ai ngā pūkenga pānui, tuhituhi me te pāngarau
 Ensure all tamariki have access to a holistic learning approach with explicit teaching of reading, writing and maths.

Annual Target/Goal: Our educational programmes are explicit, data driven, engaging and inclusive.				
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>

<p>Action 1 To fully embed a structured literacy approach across all language path-ways in our kura.</p>	<p>An increase in progress achievement data across the kura.</p> <p>Reduced teacher variability in the implementation of structured literacy within the phases and language pathways.</p> <p>Kaiako have a clear understanding of how to use assessment tools to inform teaching practice and reporting to parents.</p> <p>Robust assessment to capture student progress achievement data.</p> <p>New curriculum documents are reflected in teacher weekly planning.</p>	<p>In 2025, Year 0-6 literacy progressed through a fully embedded structured literacy approach. Spelling surged by 31%, while reading consolidated with 76% proficiency in Phase 1. Writing showed high instructional impact, with Year 3 achieving an 18% acceleration despite higher national curriculum standards. Reading: Phase 1 (Y0-3) achieved a strong 76% average, with Year 2 reaching 90% attainment. Phase 2 (Y4-6) averaged 64% as teachers focused on deeper comprehension to close inherited deficits</p> <p>Achievement remains strong with Tūārere 1 (Y0-3) at 79% and Tūārere 2 (Y4-6) at 72% at or above. Te Ipu Kōrero and explicit teaching have driven steady progress in oral language and pānui.</p> <p>Writing: Progress was marked by rapid acceleration in response to explicit teaching. Year 3 achieved a phenomenal 18% gain in deficit reduction, and Year 5 saw a 15% acceleration in the second half of the year.</p> <p>Spelling: School-wide proficiency jumped from 33% at Mid-Year to 64% at End of Year. This 31-point increase confirms the effectiveness of "The Code" instruction across the kura.</p>	<p>Variances stemmed from raising the bar to higher national aspirations, causing a temporary data drop despite strong instructional progress. Phase 1 exceeded targets, with Year 2 reaching 90% in reading and Māori medium achieving 79% in Tūārere 1. Spelling targets were surpassed through a 31% proficiency surge. However, senior cohorts (Year 4-6) across both pathways did not meet targets due to inherited deficits and COVID-19 learning impacts. Consequently, 43% of Year 6 students exited below reading expectations, requiring high-intensity 2026 interventions.</p>	<p>In 2026, we will implement high-intensity Tier 2/3 interventions for Year 5 and 6. English medium will use Ochre Education to close writing deficits, while Māori medium focuses on targeted oral language and pānui supports for students below expectations in Te Uru Karaka.</p>
<p>Action 2 Implement the new Numeracy and Statistics Curriculum through Maths No Problem!</p>	<p>Clear planning process for kaiako.</p> <p>Kaiako have a clear understanding of how to use assessment tools to inform teaching practice and reporting to parents.</p> <p>Robust assessment to capture student progress achievement data.</p> <p>New curriculum documents reflected in teacher weekly planning.</p>	<p>In 2025, we embedded consistent planning protocols and data-driven feedforward systems to reduce teacher variability and support priority learners through targeted in-class interventions. This approach secured strong foundations in Phase 1 pāngarau and mathematics, where achievement averaged 93% and 83% respectively. However, as we navigate the higher aspirations of the refreshed Te Mātaiaho and Marautanga documents, Phase 2 achievement was lower at 73%. Consequently, 2026 focus shifts to providing PLD for new curriculum alignment and supporting senior cohorts through targeted pāngarau interventions.</p>	<p>The school has been working to fully implement the Te Mātaiaho curriculum document, which was refreshed in November 2025. These new documents are significantly different, introducing higher national aspirations that caused a temporary "data drop" as standards shifted. Moving forward, the school must first deepen its understanding of these latest versions, particularly how they blend language modes, and then align our teaching practices to meet these rigorous new requirements for all learners.</p>	<p>In 2026, the school will explore and understand how to use the refreshed curriculum documents to meet student needs and demands outlined in the Pāngarau and Mathematics documents. Significant professional learning is required for teachers to master the new SMART Tool, a Ministry mandated online assessment. Teachers also require support to align the curriculum with the Maths No Problem! scope and sequence, ensuring the programme acts as a support tool guided by the curriculum rather than the curriculum being led by the resource.</p>
<p>Action 3 Embed consistent teacher practice to long-term planning, daily planning for core</p>	<p>Consistent planning across all teams.</p> <p>Evidence of regular feedforward for kaiako</p>	<p>In 2025, we embedded collaborative planning using school-wide long-term templates stored on Google Drive,</p>	<p>In Term 3, 2025, the school employed two additional teachers to provide learning support specifically for Year 5 and 6</p>	<p>In 2026, we must provide dedicated professional learning for all kaiako to unpack the 2025 curriculum refreshes and</p>

<p>curriculum areas and reduce teacher variability.</p>	<p>to improve practice in using data in weekly planning.</p> <p>Target students and Priority learners reflected in teacher weekly planning and team minutes with what teachers are doing (in-class teacher interventions).</p> <p>All teachers have a clear understanding of the changes to the curriculum documents across all language pathways.</p>	<p>ensuring alignment with school protocols. Termly planning is supported by workbook feedback and observations, with feedforward uploaded to each teacher's HERO professional growth cycle page. Teams now explicitly record target learners in weekly planning and minutes. The SENCO collaborates with teams to implement multi-tiered supports, including Teacher-led Tier 1 interventions, TA-led Tier 2 and 3 programmes (such as Toe by Toe and IMSLE), and targeted ESOL support.</p>	<p>students, targeting those most impacted by COVID-19 lockdowns. While the high bar of the refreshed curriculum meant hard data showed a 39% writing deficit and a 43% reading deficit for Year 6, teacher formative assessment confirmed steady progress in closing learning gaps. These interventions were essential as the transition to Te Mātaiaho progress steps effectively raised achievement expectations, making student rate of progress the primary measure of success.</p> <p>In Term 4, 2025, the Ministry of Education released refreshed curriculum documents that differ from the Te Mātaiaho versions we were following. The SMART Tool assessment has not yet been released, so teachers will require dedicated time in 2026 to understand these changes and align them with our school's existing practices and language pathways.</p>	<p>align them with the upcoming SMART Tool. This ensures collaborative planning remains effective against higher national aspirations across both language pathways. We will standardise data literacy for twice yearly progress monitoring. Finally, we will refine Tier 1 interventions to specifically target the identified learning gaps in senior cohorts while meeting increased curriculum rigor.</p>
<p>Action 4 Assessment practice</p>	<p>All kaiako have an understanding of how to use data to inform practice.</p> <p>Whole school progress achievement data collected and circulated with kaiako and Board of Trustees.</p> <p>End of year progress achievement data shared with the community.</p> <p>Evidence of data used in teacher weekly planning in core curriculum areas.</p>	<p>Evidence includes school-wide achievement data shared with kaiako, the Board of Trustees, and the community. Strategic use of DIBELS, e-asTTle, and The Code in teacher weekly planning provides a robust diagnostic picture of progress. Analysis confirmed strong Phase 1 foundations despite higher curriculum expectations.</p> <p>Evidence includes pāngarau and reo rangatira achievement data shared with kaiako, the Board of Trustees, and the community. Teacher weekly planning demonstrates robust use of Te Ipu Kōrero formative assessments and Poutama Tau snapshots to track progress. Analysis confirms high junior attainment, with 79% at or above in Tūārere 1.</p>	<p>Variances in 2025 data resulted from the transition to higher curriculum standards and the implementation of new assessment tools like DIBELS and The Code. Discrepancies occurred due to teachers implementing assessments at different times and the need for further support to form consistent Overall Teacher Judgments (OTJs) aligned with refreshed documents.</p>	<p>In 2026, we will implement high-intensity Tier 2/3 interventions to accelerate progress for Year 5 and 6 cohorts who did not meet 2025 literacy and pāngarau targets. We will prioritize professional development to align teacher practice and OTJs with the refreshed curriculum and new SMART Tool.</p>

Strategic Goal 2: Te Marau Mātauranga ā-Rohe – Local Curriculum
 Te waihanga tahi me te mana whenua i te marau mātauranga ā-rohe e whai wāhi nei ngā ara reo, ngā ahurea matahuhua me ngā ritenga pū o Te Tiriti i NCS.
 Co-construct a Localised Curriculum with Mana Whenua that captures the different language pathways, diverse culture and Tiriti-based practice at NCS.

Annual Target/Goal:

To create a positive, culturally inclusive learning community that promotes Tiriti-centric practice				
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Coaching for equity for Tumu Arorangi Ako (Syndicate Leaders) in our SPRINTs (Professional Growth Cycle)	Teachers are regularly reflecting on professional development through specific outcomes linked to our annual plan. Teachers are focused on their own teaching practice rather than what the students are doing.	In 2025, teams across Manu Tāiko, Te Aka Pūkāea, Mārama, and Āhuru Mōwai implemented four Sprints focused on Teaching/Leading to the North-East and Harnessing the Science of Learning. This collaborative teacher-led inquiry was supported by mentoring from Laurayne Tafa for Sprints and Adrienne Kinder for structured literacy. Evidence of practice shifts was captured through presentations uploaded to HERO professional growth pages, with refined, consistent reflection points tracking instructional outcomes. These Sprints successfully combined culturally sustaining practices with explicit teaching, ensuring teacher development directly impacts student progress across all language pathways.	A team-wide variance resulted from teacher practice statements being changed, which created variability in how Sprints were implemented across the team. This shift led to inconsistencies in how teams focused their inquiries and recorded practice shifts. Consequently, further support is needed to ensure that Sprints are applied with high levels of consistency and that teacher reflections remain aligned across all teams.	In 2026, we will focus on standardising teacher practice statements to reduce variability and ensure a unified approach to our Sprints. We will continue to refine our reflection protocols so that specific instructional outcomes are captured consistently across both English and Māori medium pathways. These actions will be included in the 2026 Annual Implementation Plan.
Action 2 Inquiry/Learning through play	All kaiako are using our school model in the 3rd block of the school day. Inquiry and learning through play meet the needs of explicit instruction. TUKNCS inquiry model is used and reflected in teacher weekly planning.	Our kaiako integrates learning through play and creative inquiry within a structured instructional framework to ensure a cohesive approach to teaching. Throughout the first half of the year, we focused on developing and refining recording templates to effectively capture inquiry across the school, while our Year 0-1 teachers have been gradually embedding play-based learning into their structured routines. Looking ahead to 2026, our professional learning will center on collaborative planning, empowering teachers to utilise inquiry statements that draw on and connect all areas of the curriculum.	We have noted a variance in how inquiry is being developed; specifically, we are moving beyond simple curriculum alignment toward a richer use of collective teacher expertise. By taking the time to find the right recording templates in Terms 1 and 2, kaiako are now engaging in more sophisticated collaborative planning. This has exceeded our initial expectations for teacher discourse, though it requires more dedicated professional learning time than originally budgeted.	Building on the recording systems and templates established in 2025, we will allocate dedicated Professional Learning (PLD) time to facilitate collaborative planning sessions. These sessions will focus on utilising inquiry statements as a bridge across all curriculum areas, ensuring that rich professional discourse translates into high-impact, integrated learning experiences for students.

Strategic Goal 3: Mahi Tahī – Partnership
 Kia whakatupu āheinga kaimahi hei arataki akoranga whakapakari rangapū tamariki, kaimahi, whānau.
 Grow kaimahi capacity to lead learning that strengthens partnerships with tamariki, kaimahi and whānau.

Annual Target/Goal: Review, refine and develop reporting and assessment practices across the kura				
Actions	What did we achieve? <i>What were the outcomes of our actions?</i>	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?

<i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What impact did our actions have?	This is the sources of information the board used to determine those outcomes.	Think about both where you have exceeded your targets or not yet met them.	What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.
<p>Action 1 Develop a clear SENCo system at our kura.</p>	<p>Data is collected and tracked for Priority Learners across the school.</p> <p>Kaiako and whānau know and can access the schools process to follow for accessing additional support for tamariki.</p> <p>Kaiāwhina follow the school system for supported learners and act in their role as supporting the class teacher.</p> <p>Kaiako lead tier 2 interventions in day to day practice.</p>	<p>We established transparent SENCo systems, ensuring kaiako understood the specific data and interventions required for additional support. We maintained a clear student register for funded learners and communicated accessible support pathways to the community, clarifying both school-led and private options to ensure every child's needs were effectively met.</p> <p>Kaiāwhina engaged with annual review and goal setting led by SENCo, this will continue as a school process moving forward.</p>	<p>We have met the targets outlined in the annual plan for 2025. More work is required to ensure the school has the depth in the processes established in 2025 to ensure they are embedded into the way we do things at our school.</p>	<p>In 2026, we will shift from establishment to mastery by providing targeted professional development for Kaiako in Tier 2 interventions. We will formalise "Standard Operating Procedures" to ensure system sustainability and introduce mid-year Kaiāwhina check-ins, ensuring support remains consistently aligned with the evolving needs of our Priority Learners.</p>
<p>Action 2 Health and Safety</p>	<p>Medication records are up to date and permission from parents is currently and regularly updated. Office Manager (Julie) keeps all records in the office.</p> <p>Clear medical plans for students with high health needs.</p> <p>Administering medication is mana-enhancing for all students.</p> <p>Kaiāwhina communicated any changes to medical plans to Manu Tāiko and Office Manager immediately.</p>	<p>By implementing rigorous systems for up-to-date medication management and risk elimination, we ensure our health and safety policies reflect a mana-enhancing model for every student. The SENCo has established a WhatsApp group to facilitate real-time communication and immediate support throughout the school day, ensuring our kaiāwhina are well-supported and our students remain safe. Furthermore, blood sugar levels are meticulously recorded and shared to ensure we capture the nuances of high health needs as they present themselves daily.</p>	<p>More work is required to ensure the school has the depth in the processes established in 2025 to ensure they are embedded into the way we do things at our school.</p>	<p>Next year is all about making our 2025 health systems just the way we do things. We will tighten the loops between the office, SENCo, and kaiāwhina so that managing medication is second nature. This keeps our high-needs kids safe and their mana intact while ensuring our standards never drop.</p>
<p>Action 3 Develop our current reporting system on HERO across the school.</p>	<p>HERO reflects the changes in assessment and reporting.</p>	<p>We have implemented a temporary reporting format for parents as the curriculum and assessment changes introduced by the Ministry of Education in 2025 were significant. Our school needs dedicated time to dive into these updates, ensuring our future reporting is clearly and consistently aligned with both our local practice and national requirements.</p>	<p>No variances for 2025.</p>	<p>In 2026, we will move beyond our transitional reporting format by conducting a deep-dive review of the 2025 Ministry updates. Our goal is to design and implement a permanent reporting system that fully aligns new curriculum and assessment requirements with our school's unique values and local practice.</p>

Strategic Goal 4: Te Kaitiakitanga - Te Ao Tūroa, te Ao Taiao (Physical Environment)

Hei whakahaumako i te tūmahi me te āhua o te taiao ā kura, kia rarata ai kia toitoi manawa ai kia ngākaunui ai tātou ki te ako

To enhance the functionality and appearance of our school's physical environment, so that we feel welcomed, connected, proud and inspired to learn.

Annual Target/Goal:

Create a clean, tidy and safe learning environment for tamariki, kaimahi and whānau

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the sources of information the board used to determine those outcomes.	Reasons for any differences (variances) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them.	Planning for next year – where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.
Action 1 10 Year maintenance plan, 10YPP and health and safety policies.	<ul style="list-style-type: none"> - Weekly, monthly, termly and yearly plan for maintenance. - Review the projects in the 10YPP. - Remedial work on the pou outside Te Aka Pūkāea. - Continue updating of the Hazard Register. - Board reviewing Health and Safety policies over 2025. - Continue to work with All About People (warden training, evacuation and lockdown procedures). 	We implemented a tiered maintenance schedule and reviewed 10YPP projects, including remedial work on the Te Aka Pūkāea pou. Safety remained a priority through Board policy reviews, consistent Hazard Register updates, and specialized emergency procedure training with All About People to ensure robust evacuation and lockdown readiness.	No variances.	In 2026, we will focus on sustaining our robust safety and maintenance systems through consistent, habitual practice. By embedding these tiered routines and policy reviews into our daily operations, we ensure high standards remain permanent. This stability provides a safe, well-maintained environment where our school's procedures become second nature.
Action 2 Ngahere	<ul style="list-style-type: none"> - Continuing our engagement with Ngāti Whātua Ōrākei. - Developing a sustainable plan for maintenance of weeds and rats. 	The school is working with Hone Tobin from Ngāti Whātua Ōrākei on a MOU. School has worked with Enviro-Tech to ensure maintenance is occurring regularly to ensure the ngahere is maintained.	No variances.	In 2026, come to an agreement on the MOU from Ngāti Whātua Ōrākei. Continue to develop the ngahere as an additional space for teaching and learning.

How we have given effect to Te Tiriti o Waitangi

Nau mai, haere mai ki a Te Uru Karaka Newton Central School. We are a proudly Te Tiriti o Waitangi based, inclusive and diverse primary school in the inner city community of Newton, Tāmaki Makaurau.

Te Aka Pūkāea today, is the culmination and celebration of a 30 year journey and legacy valuing reo māori and tikanga māori. It is also a cultural, spiritual, social, economic and educational investment in succession planning with our most precious gift and bounty at the heart of it all, our tamariki mokopuna.

Te Aka Pūkāea, is like a surrogate 'marae' for those who live far from their own marae or for those who may have lost their tribal connections or engagement with their own tribal communities.

The inception of Te Aka Pūkāea sees our Tiriti o Waitangi promises and values of Rangatiratanga (responsibility to protect, preserve and nurture) Rongo (peace and prosperity) and Āta Noho (thriving safely) in action. For 25 years our Māori medium pathways, Te Uru Karaka and Te Whānau Awahou sat alongside one another, coming together when the time or space allowed. The creation of Te Aka Pūkāea, the whare ako and two whānau together, was an obvious step in continuing to grow, to evolve and to strengthen the solid foundation carved out in previous years.

1. Working toward 'achieving equitable outcomes for Māori [Education and Training Act 2020] Treaty Article: Oritetanga [Participation]

- Implementing pedagogical approaches and assessment that does not uphold existing bias toward dominant societal groups, allowing Māori students to have power over their educational outcomes.
- Working with an outside agency [Māori Achievement Collaborative, Huia Kaimanawa and Ministry of Education] will help us analyse more objectively where these biases may be for Māori learners.
- Creating a Graduate Profile that outlines what we value as a learning community. This includes valuing cultural knowledge and using it to leverage learning opportunities.
- Co-governance governance model as outlined in this diagram:

Ngā Tūāpapa

The foundations that strengthen us.

Ritenga Tiriti
Tiriti-based Practice

Waka-hourua
Co-governance

Board of Trustees

1 Tumuaki
Principal

1 kaimahi (staff)
representative

4 parent representatives
of Te Aka Pūkāea
(Māori Medium)
selected from Te Whao
(Te Aka Pūkāea board)
and who whakapapa Māori.

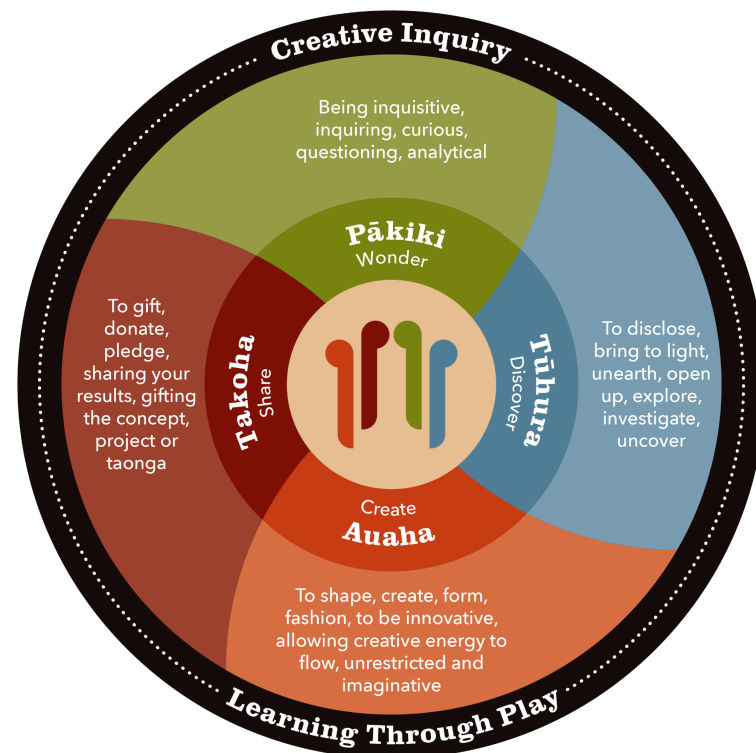
4 parent representatives
of Te Puāwaitanga
(English Medium)
elected for three year terms.

1 Ngāti Whātua Ōrākei
representative

Consensus based decision making with
equal Tiriti partner representation.

2. 'Working to ensure our plans reflect matauranga Māori and te reo Māori' [E and T Act 2020] Tino Rangatiratanga [Protection]

- By inquiry into pedagogical practices that are culturally sustaining and appropriate for all learners through our Te Aro Ako framework, particularly in our Māori medium pathway.



- Making sure our Māori medium pathway has a curriculum that is appropriate for their context by developing a strong localised curriculum that aligns with educational goals for Māori.
- Developing a Strategic and Annual Plan where our vision and pou are woven into the fabric of our kura.

Statement of compliance with employment policy

Te Uru Karaka Board of Trustees is committed to encouraging the development of a diverse and talented learning community. We aim to establish a staff profile that mirrors that of the wider community, and to provide specific development and support for staff from currently underrepresented groups, including ethnic minorities and staff with disabilities. In order to do this, we gather statistics on gender, ethnicity and disability regularly. These statistics will be used to monitor our progress towards equity and diversity.

In 2020 the school complied with the principles for being a good employer. Through the year the Board of Trustees ensured that the school had good and safe working conditions for all staff. When recruiting staff during the year the Board impartially selected suitably qualified persons through a rigorous recruitment process.

All employees were given opportunities for professional learning to enhance their abilities throughout the year. All employees were encouraged to seek promotion and take advantage of career development opportunities.

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	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	

Kiwisport funding

Funding Overview

Kiwisport is a Government funding initiative to support students' participation in organised sport. In the 2025 financial year, Newton Central School received a total Kiwisport grant of \$5,380.30 (excluding GST).

Expenditure Summary

The school utilised the funding to enhance sporting opportunities through equipment procurement, tournament participation, and logistical support. Total expenditure for the period was \$5,929.08 (excluding GST).

Key areas of investment included:

- **Sports Equipment & Uniforms:** Purchase of Hi-Vis jackets, junior and senior Netball bibs, whistles, and general sports equipment from Hart Sport and OfficeMax.
- **Transport Services:** Bus hire for student transport to Netball, Basketball (Trust Arena), and Athletics (Takapuna Athletics Club).
- **Tournament and Entry Fees:** Registration for the Puni Reo Poitarawhiti Netball tournament and the Auckland Chess Academy team entry.
- **Event Support:** Provision of food and supplies for the soccer and girls' tournaments.

Analysis of Variance

- **Participation Goals:** The funding was successfully applied to increase the variety of organised sports available to students, covering codes ranging from Netball and Basketball to Chess and Athletics.
- **Financial Performance:** The total expenditure of **\$5,929.08** exceeded the grant received of **\$5,380.30** by **\$548.78**.
- **Outcome:** The shortfall was absorbed by the school's general operational funds to ensure that no student was excluded from participation due to cost.

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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	
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