

WEST END TE KURA O MORERE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

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Principal: Hamish Hislop

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Accountant / Service Provider:

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WEST END TE KURA O MORERE

Annual Financial Statements - For the year ended 31 December 2025

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West End Te Kura o Morere

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.

Craig Russell Thorne
Full Name of Presiding Member

CTH
Signature of Presiding Member

28 May 2026
Date

Hamish Hislop
Full Name of Principal

H Hislop
Signature of Principal

28 May 2026
Date

West End Te Kura o Morere
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	2,809,727	2,901,482	2,846,516
Locally Raised Funds	3	45,391	54,000	94,811
Interest		12,140	14,000	22,074
Gain on Sale of Property, Plant and Equipment		-	-	1,614
Other Revenue		39	-	-
Total Revenue		2,867,297	2,969,482	2,965,015
Expense				
Locally Raised Funds	3	15,259	18,800	21,863
Learning Resources	4	2,216,820	2,240,230	2,204,688
Administration	5	175,777	185,050	195,039
Interest		7,404	793	1,798
Property	6	524,599	527,848	538,566
Loss on Disposal of Property, Plant and Equipment		-	-	360
Total Expense		2,939,859	2,972,721	2,962,314
Net Surplus / (Deficit) for the year		(72,562)	(3,239)	2,701
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(72,562)	(3,239)	2,701

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



West End Te Kura o Morere
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		542,574	537,665	607,567
Total comprehensive revenue and expense for the year		(72,562)	(3,239)	2,701
Contribution - Furniture and Equipment Grant		-	12,300	12,306
Contributions from the Ministry of Education - Distribution of Funds		-	-	(80,000)
Equity at 31 December		470,012	546,726	542,574
Accumulated comprehensive revenue and expense		470,012	546,726	542,574
Equity at 31 December		470,012	546,726	542,574

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.



West End Te Kura o Morere Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	42,562	169,531	274,780
Accounts Receivable	8	191,091	165,183	168,818
GST Receivable		13,386	43,709	45,030
Prepayments		23,930	16,987	21,083
Inventories	9	256	666	309
Investments	10	145,000	145,000	188,654
Funds Receivable for Capital Works Projects	16	63,010	-	28,227
		<u>479,235</u>	<u>541,076</u>	<u>726,901</u>
Current Liabilities				
Accounts Payable	12	213,317	283,293	194,356
Revenue Received in Advance	13	13,521	4,947	9,455
Provision for Cyclical Maintenance	14	55,214	159,758	92,191
Finance Lease Liability	15	36,360	24,655	8,591
Funds held for Capital Works Projects	16	-	-	185,182
		<u>318,412</u>	<u>472,653</u>	<u>489,775</u>
Working Capital Surplus/(Deficit)		160,823	68,423	237,126
Non-current Assets				
Investments (more than 12 months)	10	30,000	100,000	-
Property, Plant and Equipment	11	345,881	449,962	337,210
		<u>375,881</u>	<u>549,962</u>	<u>337,210</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	23,432	60,035	26,070
Finance Lease Liability	15	43,260	11,624	5,692
		<u>66,692</u>	<u>71,659</u>	<u>31,762</u>
Net Assets		<u><u>470,012</u></u>	<u><u>546,726</u></u>	<u><u>542,574</u></u>
Equity		<u><u>470,012</u></u>	<u><u>546,726</u></u>	<u><u>542,574</u></u>

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



West End Te Kura o Morere
Statement of Cash Flows
For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		671,288	676,250	716,093
Locally Raised Funds		57,115	54,000	88,140
Goods and Services Tax (net)		31,644	-	(1,321)
Payments to Employees		(399,989)	(347,900)	(432,738)
Payments to Suppliers		(348,551)	(514,303)	(343,547)
Interest Paid		(7,404)	(793)	(1,798)
Interest Received		14,151	-	23,325
Net cash from/(to) Operating Activities		18,254	(132,746)	48,154
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(11,503)	(32,000)	(123,502)
Purchase of Investments		(115,000)	-	(3,654)
Proceeds from Sale of Investments		128,654	-	60,000
Net cash from/(to) Investing Activities		2,151	(32,000)	(67,156)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	12,306
Contributions from Ministry of Education		-	-	(80,000)
Finance Lease Payments		(32,658)	(42,609)	(20,231)
Funds Administered on Behalf of Other Parties		(219,965)	-	4,821
Net cash from/(to) Financing Activities		(252,623)	(42,609)	(83,104)
Net increase/(decrease) in cash and cash equivalents		(232,218)	(207,355)	(102,106)
Cash and cash equivalents at the beginning of the year	7	274,780	376,886	376,886
Cash and cash equivalents at the end of the year	7	42,562	169,531	274,780

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

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



West End Te Kura o Morere Notes to the Financial Statements For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

West End Te Kura o Morere (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 21b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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



Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The 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.

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Board-owned Buildings	40 years
Building Improvements	20 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

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

l) 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.

m) 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.



n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) 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.

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) 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 10 to 20 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.

s) Financial Instruments

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

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

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



t) Borrowings

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

u) 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.

v) Budget Figures

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

w) 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	681,769	681,397	713,384
Teachers' Salaries Grants	1,732,522	1,830,399	1,724,476
Use of Land and Buildings Grants	385,076	389,686	408,656
Other Government Grants	10,360	-	-
	<u>2,809,727</u>	<u>2,901,482</u>	<u>2,846,516</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	13,830	10,000	26,233
Fees for Extra Curricular Activities	11,433	2,000	22,833
Trading	506	-	955
Fundraising and Community Grants	19,512	42,000	44,463
Other Revenue	110	-	327
	<u>45,391</u>	<u>54,000</u>	<u>94,811</u>
Expense			
Extra Curricular Activities Costs	11,534	8,800	12,839
Trading	704	-	2,243
Fundraising and Community Grant Costs	3,021	10,000	6,830
Other Locally Raised Funds Expenditure	-	-	(49)
	<u>15,259</u>	<u>18,800</u>	<u>21,863</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>30,132</u>	<u>35,200</u>	<u>72,948</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	61,769	68,660	67,305
Employee Benefits - Salaries	2,023,079	2,078,299	2,026,646
Staff Development	23,917	25,000	17,411
Depreciation	106,686	66,271	91,624
Other Learning Resources	1,369	2,000	1,702
	<u>2,216,820</u>	<u>2,240,230</u>	<u>2,204,688</u>



5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	9,039	5,700	8,690
Board Fees and Expenses	7,083	8,550	5,727
Other Administration Expenses	27,017	47,800	39,068
Employee Benefits - Salaries	109,131	100,000	119,887
Insurance	8,020	7,200	7,687
Service Providers, Contractors and Consultancy	15,487	15,800	13,980
	<u>175,777</u>	<u>185,050</u>	<u>195,039</u>

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cyclical Maintenance	25,586	23,312	33,207
Heat, Light and Water	28,491	19,000	19,252
Rates	5,820	5,600	5,304
Repairs and Maintenance	29,716	39,000	22,248
Use of Land and Buildings	385,076	389,686	408,656
Other Property Expenses	49,910	51,250	49,899
	<u>524,599</u>	<u>527,848</u>	<u>538,566</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	42,562	169,531	274,780
Cash and cash equivalents for Statement of Cash Flows	<u>42,562</u>	<u>169,531</u>	<u>274,780</u>

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

Of the \$42,562 Cash and Cash Equivalents \$13,521 is subject to restrictions for the following reasons:

- \$13,521 of Revenue Received in Advance is held by the school, as disclosed in note 13.



8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	4,949	-	1,128
Receivables from the Ministry of Education	3,842	-	3,146
Interest Receivable	1,013	4,275	3,024
Teacher Salaries Grant Receivable	181,287	160,908	161,520
	<u>191,091</u>	<u>165,183</u>	<u>168,818</u>
Receivables from Exchange Transactions	6,025	4,275	4,152
Receivables from Non-Exchange Transactions	185,066	160,908	164,666
	<u>191,091</u>	<u>165,183</u>	<u>168,818</u>

9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	256	666	309
	<u>256</u>	<u>666</u>	<u>309</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	145,000	145,000	188,654
Non-current Asset			
Long-term Bank Deposits	30,000	-	-
	-	100,000	-
Total Investments	<u>175,000</u>	<u>245,000</u>	<u>188,654</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Board-owned Buildings	44,150	-	-	-	(2,838)	41,312
Building Improvements	68,289	-	-	-	(5,110)	63,179
Furniture and Equipment	138,241	9,979	-	-	(34,081)	114,139
Information and Communication Technology	66,235	1,500	-	-	(23,276)	44,459
Leased Assets	13,069	102,383	-	-	(39,002)	76,450
Library Resources	7,226	1,495	-	-	(2,379)	6,342
	337,210	115,357	-	-	(106,686)	345,881

The net carrying value of equipment held under a finance lease is \$76,450 (2024: \$13,069)

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	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Board-owned Buildings	113,534	(72,222)	41,312	113,534	(69,384)	44,150
Building Improvements	156,978	(93,799)	63,179	156,978	(88,689)	68,289
Furniture and Equipment	509,142	(395,003)	114,139	506,798	(368,557)	138,241
Information and Communication Technology	172,476	(128,017)	44,459	160,750	(94,515)	66,235
Leased Assets	121,343	(44,893)	76,450	34,368	(21,299)	13,069
Library Resources	144,530	(138,188)	6,342	143,035	(135,809)	7,226
	1,218,003	(872,122)	345,881	1,115,463	(778,253)	337,210

12. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	13,851	99,960	11,422
Accruals	6,025	5,409	8,690
Employee Entitlements - Salaries	181,287	160,908	161,520
Employee Entitlements - Leave Accrual	12,154	17,016	12,724
	<u>213,317</u>	<u>283,293</u>	<u>194,356</u>
Payables for Exchange Transactions	213,317	283,293	194,356
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>213,317</u>	<u>283,293</u>	<u>194,356</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	-	4,447	8,905
Other Revenue In Advance	13,521	500	550
	<u>13,521</u>	<u>4,947</u>	<u>9,455</u>

14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	118,261	196,481	219,793
Increase/(decrease) to the Provision During the Year	25,586	23,312	33,207
Use of the Provision During the Year	(65,201)	-	(134,739)
Provision at the End of the Year	<u>78,646</u>	<u>219,793</u>	<u>118,261</u>
Cyclical Maintenance - Current	55,214	159,758	92,191
Cyclical Maintenance - Non current	23,432	60,035	26,070
	<u>78,646</u>	<u>219,793</u>	<u>118,261</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's 10 Year Property plan / 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	41,598	24,655	9,482
Later than One Year	46,284	11,624	6,146
Future Finance Charges	(8,262)	-	(1,345)
	79,620	36,279	14,283

Represented by

Finance lease liability - Current	36,360	24,655	8,591
Finance lease liability - Non current	43,260	11,624	5,692
	79,620	36,279	14,283

16. Funds Held for Capital Works Projects

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

	2025	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
Roof & Clad Remedial Wks		232078	(28,227)	51,496	(23,269)	-	-
Fire Alarm Upgrade		232080	7,638	1,374	(9,012)	-	-
A,H: Boiler/Hall Heating		232079	177,544	-	(240,554)	-	(63,010)
Totals			156,955	52,870	(272,835)	-	(63,010)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(63,010)

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
Hall Refurb/Outdoor Learn		231068	7,888	-	(7,888)	-	-
Roof & Clad Remedial Wks		232078	(40,651)	-	(222,876)	235,300	(28,227)
Fire Alarm Upgrade		232080	110,803	-	(103,165)	-	7,638
A,H: Boiler/Hall Heating		232079	(926)	360,000	(181,530)	-	177,544
Totals			77,114	360,000	(515,459)	235,300	156,955

Represented by:

Funds Held on Behalf of the Ministry of Education	185,182
Funds Receivable from the Ministry of Education	(28,227)



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 conditions 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	2,820	3,185
<i>Leadership Team</i>		
Remuneration	292,357	380,544
Full-time equivalent members	2.04	3.00
Total key management personnel remuneration	295,177	383,729

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	4 - 5	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	3.00	6.00
110 - 120	2.00	1.00
120 - 130	1.00	0.00
	6.00	7.00

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	\$0	\$0
Number of People	0	0

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 capital commitments of \$18,492 (2024: \$255,226) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
A,H: Boiler/Hall Heating	18,492
Total	<u><u>18,492</u></u>

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

(b) Operating Commitments

There are no operating commitments as at 31 December 2025 (Operating commitments at 31 December 2024: nil).



22. Financial Instruments

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

Financial assets measured at amortised cost

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Cash and Cash Equivalents	42,562	169,531	274,780
Receivables	191,091	165,183	168,818
Investments - Term Deposits	175,000	245,000	188,654
Total financial assets measured at amortised cost	<u>408,653</u>	<u>579,714</u>	<u>632,252</u>

Financial liabilities measured at amortised cost

Payables	213,317	283,293	194,356
Finance Leases	79,620	36,279	14,283
Total financial liabilities measured at amortised cost	<u>292,937</u>	<u>319,572</u>	<u>208,639</u>

23. Events After Balance Date

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

24. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WEST END TE KURA O MORERE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of West End Te Kura o Morere (the School). The Auditor-General has appointed me, Sarah Jenkins, 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 2 to 20, 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 28 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, Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, Board Member Schedule, 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 'Sarah Jenkins', written in a cursive style.

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

List of all school board members

You may like to list the names of each school board member who have served on the school board during the year, and the date on which each member will finish their term.

Board member names	Date that the board member's term finishes
Craig Thorne	September 2028
Penny Fitzpatrick	September 2028
Kristine Craddock	September 2028
Sam Grover	September 2028
Villami Sifa	September 2028
Rachel MacAvoy	September 2028
Hamish Hislop	Principal

Statement of variance: Progress Against Targets

In 2025 we had 3 major targets. There were targets to improve the achievement levels of a group of priority students identified across our school. Below are the results of the interventions to support learning.

Reading priority students

Reading Target group- 13x Year 5 students are identified for targeted intervention.	
Actions	<ul style="list-style-type: none"> • Targeted teaching and intervention: Effective targeted strategies supported the accelerated progress of the 2023 Year 1 cohort (initially 84% below expectation).¹ • RTLit support: A small cohort of Year 4 girls identified as at risk in 2024/2025 received targeted support from the Resource Teacher of Literacy (RTLit).¹ • Tier 2 small-group support: The Structured Literacy Teacher, Michelle Allemann, provides Tier 2 targeted support for students at risk of reading difficulties. This includes an extra 30 minutes of daily, evidence-based instruction focusing on phonemic awareness, phonics, fluency, vocabulary, and comprehension, offering intensive, explicit instruction, pre-teaching, and immediate feedback.¹ • BSLA-focused assessment: The Junior Team, now fully trained in the Better Start Literacy Approach (BSLA), transitioned to a BSLA-focused assessment process to effectively inform both learning and teaching strategies for all students
What we achieved- what were the outcomes of our actions, what impact did our actions have	<p>The targeted actions resulted in pleasing and sustained progress across priority groups:</p> <ul style="list-style-type: none"> • Accelerated Cohort Progress: The 2023 Year 1 cohort, after receiving targeted teaching, moved from 16% achieving at or above the expected level in 2023 to 77% as Year 3 students in 2025.¹ • Māori Student Improvement: Overall Māori student achievement showed a significant 12 percentage point improvement, rising from 66% at or above expectation in 2024 to 78% in 2025. Māori female achievement improved by 11% (from 70% to 81%) and male Māori achievement figures showed significant positive development.¹

	<ul style="list-style-type: none"> ● Male Student Achievement: Male reading achievement showed a positive upward trend, increasing 9 percentage points from 66% at or above expectation in 2024 to 75% in 2025, indicating a measurable impact from targeted strategies. ● Female Student Achievement: The at-risk cohort of Year 4 girls who received RTLit intervention continued to make gains even after the support was discontinued at the end of Term 1, 2025
Evidence-Sources of information	Overall teacher judgements for 2025, Assessment data from summative and formative assessments.
Reason for differences-exceeded or did not meet yet	<p>The differences in achievement and accelerated progress are attributed to several factors:</p> <ul style="list-style-type: none"> ● Effective Interventions: Targeted teaching and intervention strategies were effective in supporting accelerated progress.¹ ● Structured Literacy Expertise: The literacy strengths of the Structured Literacy Teacher and her Tier 2 small-group support for students at risk have enriched learning programmes.¹ ● BSLA Implementation: The ongoing implementation of the BSLA structured literacy approach, with the Junior Team fully trained, is a proactive approach enhancing literacy education.¹ ● Strong Partnerships: Forming and maintaining strong relationships with whānau strengthens the learning partnership, which supports improved student outcomes for Māori students.¹ ● Staff Commitment: The commitment of staff to professional growth and student learning is highlighted, particularly the Senior Team engaging in BSLA training.
Planning for next year- What do you need to do to address turrets that were not achieved.	<p>he focus moving forward into 2026 is on sustained implementation and targeted support:</p> <ul style="list-style-type: none"> ● Continue BSLA Implementation: The Senior Team will commence their professional development in BSLA structured literacy, positioning the school for continued improved student outcomes.¹ ● Targeted Support: Maintain focus on targeted support to accelerate progress for the remaining proportion of learners still below expectation (e.g., the 25% of male students below expectation).¹ ● Learner Extension: Focus on extending those students already achieving at or above the expected level, with BSLA expected to assist this goal.¹ ● Monitor and Support: Continued monitoring and support will be vital to ensure all students receive high-quality literacy education.¹ ● Strengthen Whānau Relationships: Continue forming and maintaining strong relationships with whānau to reinforce the goal of raising achievement for Māori students.¹

Writing priority students

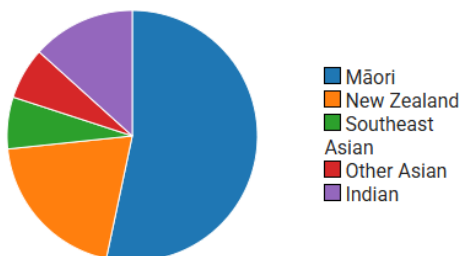
Writing target- 26 year 5 students are identified for targeted intervention.	
Actions	<p>The support for all students, including the target groups, was centered on the sustained implementation of the Writer's Toolbox programme for the second year.</p> <ul style="list-style-type: none"> • Professional Development: Staff completed sustained professional development in the Writer's Toolbox programme to establish a consistent, whole-school approach to instruction, standardize pedagogical language, and enhance scaffolding. • Structured Delivery: The professional development package included remote Zoom sessions, in-person small group sessions, and practical, in-class support. • Clear Expectations: A clear framework and set of teaching expectations were successfully implemented across all year levels. • Curriculum Mapping: The whole-school teaching overview was implemented, providing staff with a clearly articulated scope and sequence document that specified writing instruction outcomes for each year level. • Targeted Strategies: The school implemented targeted literacy strategies, particularly for Māori writers and male students.
What we achieved	<p>The targeted literacy strategies and consistent instructional delivery yielded varied results for the identified groups:</p> <ul style="list-style-type: none"> • Māori Writing: Showed a strong, positive trend, with 67% achieving at or above the expected curriculum level—a substantial 17% increase from 2024. <ul style="list-style-type: none"> • <i>Pockets for Celebration:</i> Most Māori students in Year 1 reached the expected writing level, and a strong cohort was seen in Year 3. • Male Writing: Confirmed a positive growth trajectory, with 57% achieving at or above the expected level—a 6% increase from the 2024 result. • Year 2 Cohort: Experienced a decline in proficiency, moving from 61% at or above the expected level at the end of Year 1 (2024) to 55% at or above the expected level at the end of Year 2 (2025).
Evidence	Overall teacher judgements for 2025, Assessment data from summative and formative assessments.
Reason for differences	<p>The report attributes successes to the consistent, structured approach, while challenges are linked to gender disparity and increasing curricular demands:</p> <ul style="list-style-type: none"> • Accelerated Growth (Māori): The substantial 17% increase is attributed to the targeted literacy strategies and the structured delivery of the Writer's Toolbox programme, which began to effectively accelerate achievement for this group. • Persistent Disparity (Males): Although male achievement saw a 6% increase, the overall proficiency rate of 57% indicates a persistent achievement disparity when compared to female students (78%). The data also shows more male Māori students below the expected level

	<p>compared to their female counterparts.</p> <ul style="list-style-type: none"> ● Decline (Year 2 Cohort): The decrease in proficiency for this cohort is attributed to the increased expectations of the Writer's Toolbox curriculum in the second year, which requires students to write more than one sentence and incorporate greater exposure to varied sentence types.
<p>Planning for the future</p>	<p>To ensure continued school improvement, the following steps and recommendations are planned:</p> <p>Overall Embedding: Continue to embed and monitor teaching and learning programmes throughout 2026, building on the investment made in the Writer's Toolbox programme.</p> <ul style="list-style-type: none"> ● Targeted Instructional Focus (Males): A targeted instructional focus is recommended for male writing achievement across all year levels. This concentration should be on strategies within the Writer's Toolbox framework that: <ul style="list-style-type: none"> ● Enhance engagement. ● Build sophistication in sentence construction. ● Provide explicit scaffolding to assist boys in successfully navigating the transition to higher curricular demands. ● Monitoring (Year 2 Cohort): Maintain monitoring of this group to ensure instructional delivery support and Writer's Toolbox resources increase their ability to successfully meet these escalating curricular demands. ● Continued Improvement (Māori): The school will continue the mahi in this space, hoping the positive growth trend already beginning will continue. ● ERO Focus: Continue to improve boys' writing, as highlighted by ERO.

Mathematics priority students

Maths Target Group- a group of 5x Year 4 and 14x year 6 students were identified from 2024 assessment data to be prioritised for extra support in maths. During the year 1x year 4 and 3x year 6 students from this group left our school.

MoE Ethnicity Groups*



	Mid 2025	End 2025
	0	0
	0	0
	3	7
	9	8
	3	0
	3 out of 15	7 out of 15
	20%	47%

<p>Actions</p>	<ul style="list-style-type: none"> • Ongoing GLOSS testing was conducted for priority students • Progress was monitored using progress indicators found on Hero • The school used the Maths No-Problem resource, which employs a spiral curriculum focusing on a Concrete-Pictorial-Abstract (CPA) approach to learning and problem-solving
<p>What we achieved</p>	<ul style="list-style-type: none"> • Out of the 15 identified priority students (in Year 4 and Year 6, consisting of 10 girls and 5 boys), 47% were achieving at the expected level by the end of the year. • Three of the 15 students were showing signs of achieving by the mid-year mark. • Three Year 6 students were successfully moved out of the "well-below" category.

Evidence	<p>Informed Teacher Decisions</p> <table border="1" data-bbox="469 282 1465 524"> <thead> <tr> <th>Judgement</th> <th>End Year 0</th> <th>Mid Year 1</th> <th>End Year 1</th> <th>Mid Year 2</th> <th>End Year 2</th> <th>Mid Year 3</th> <th>End Year 3</th> <th>Mid Year 4</th> <th>End Year 4</th> <th>Mid Year 5</th> <th>End Year 5</th> <th>Mid Year 6</th> <th>End Year 6</th> <th>2025 totals</th> </tr> </thead> <tbody> <tr> <td>Well above</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>0.00%</td> </tr> <tr> <td>Above</td> <td>3</td><td>1</td><td>1</td><td>1</td><td>2</td><td></td><td></td><td>4</td><td>6</td><td></td><td></td><td>4</td><td>6</td><td>6.70%</td> </tr> <tr> <td>At</td> <td>11</td><td>20</td><td>25</td><td>29</td><td>27</td><td>32</td><td>33</td><td>21</td><td>24</td><td>30</td><td>46</td><td>27</td><td>30</td><td>73.10%</td> </tr> <tr> <td>Below</td> <td>2</td><td>6</td><td>1</td><td>7</td><td>9</td><td>3</td><td>4</td><td>8</td><td>6</td><td>23</td><td>14</td><td>10</td><td>10</td><td>17.20%</td> </tr> <tr> <td>Well below</td> <td></td><td></td><td>2</td><td></td><td></td><td>1</td><td>2</td><td>1</td><td></td><td>7</td><td>2</td><td>5</td><td>2</td><td>3.00%</td> </tr> <tr> <td>Totals</td> <td>16</td><td>27</td><td>29</td><td>37</td><td>38</td><td>36</td><td>39</td><td>34</td><td>36</td><td>60</td><td>62</td><td>46</td><td>48</td><td>268</td> </tr> <tr> <td>At and above</td> <td>88%</td><td>78%</td><td>90%</td><td>81%</td><td>76%</td><td>89%</td><td>85%</td><td>74%</td><td>83%</td><td>50%</td><td>74%</td><td>67%</td><td>75%</td><td>79.90%</td> </tr> </tbody> </table> <table border="1" data-bbox="469 622 1123 967"> <thead> <tr> <th colspan="6">Priority Students</th> </tr> <tr> <th>Judgement</th> <th>Mid Year 4</th> <th>End Year 4</th> <th>Mid Year 6</th> <th>End Year 6</th> <th>End of Year Totals</th> </tr> </thead> <tbody> <tr> <td>Well above</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Above</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>At</td> <td>1</td><td>3</td><td>2</td><td>4</td><td>47%</td> </tr> <tr> <td>Below</td> <td>3</td><td>1</td><td>6</td><td>7</td><td>53%</td> </tr> <tr> <td>Well below</td> <td></td><td></td><td>3</td><td></td><td></td> </tr> <tr> <td>Totals</td> <td>4</td><td>4</td><td>11</td><td>11</td><td>15</td> </tr> </tbody> </table> <table border="1" data-bbox="1222 689 1471 981"> <thead> <tr> <th>Progress movement</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> </tr> <tr> <td>1</td> <td>4</td> </tr> <tr> <td>2</td> <td>3</td> </tr> <tr> <td>3</td> <td>5</td> </tr> <tr> <td>4</td> <td>2</td> </tr> </tbody> </table>	Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	Well above														0.00%	Above	3	1	1	1	2			4	6			4	6	6.70%	At	11	20	25	29	27	32	33	21	24	30	46	27	30	73.10%	Below	2	6	1	7	9	3	4	8	6	23	14	10	10	17.20%	Well below			2			1	2	1		7	2	5	2	3.00%	Totals	16	27	29	37	38	36	39	34	36	60	62	46	48	268	At and above	88%	78%	90%	81%	76%	89%	85%	74%	83%	50%	74%	67%	75%	79.90%	Priority Students						Judgement	Mid Year 4	End Year 4	Mid Year 6	End Year 6	End of Year Totals	Well above						Above						At	1	3	2	4	47%	Below	3	1	6	7	53%	Well below			3			Totals	4	4	11	11	15	Progress movement	Number of Students	0	1	1	4	2	3	3	5	4	2
Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals																																																																																																																																																																							
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Reason for differences	<p>Even though the percentages of improvement did not radically change, the microshifts of achievement did occur. Students who continue to be below expectation are students with identified learning challenges or ESOL. Unfortunately the MAP programme, which would be great for these students, will not pick up these students because they are too low to meet the programme requirements.</p>																																																																																																																																																																																				
Planning for the future	<p>The Maths and Pāngarau Acceleration Programme (MAP) will be implemented in 2026 for some priority students.</p> <ul style="list-style-type: none"> Continued use and development of staff understanding of the new curriculum. Embedding the Maths, No Problem resource into schoolwide programs. Students led goal setting through the SMS and Maths, No Problem. 																																																																																																																																																																																				

Evaluation and analysis of the school's students' progress and achievement

Our students are engaged with an hour of instructional and structured learning in Reading, Writing and Mathematics. Our classes are organised into junior school students (year 0-3) and Senior Students (Year 4-6).

Reading

Overall

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	1.7%	-1.7%	Well above
Above	1		2	6	8			6	12	3	4	7	12	14.6%	20.3%	-5.7%	Above
At	13	21	20	14	20	20	30	22	18	40	44	30	29	64.9%	49.0%	15.9%	At
Below	2	6	5	17	10	10	3	2	2	9	9	5	4	13.1%	14.5%	-1.4%	Below
Well below			2			6	6	4	4	8	5	4	3	7.5%	14.5%	-7.0%	Well below
Totals	16	27	29	37	38	36	39	34	36	60	62	46	48	268	290		Totals
At and above	88%	78%	76%	54%	74%	56%	77%	82%	83%	72%	77%	80%	85%	79.5%	71.0%	8.5%	At and above

Male Reading

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	1.4%	-1.4%	Well above
Above	1		2		1			3	6	2	2	3	5	12.3%	15.7%	-3.4%	Above
At	5	10	9	8	10	12	18	10	8	24	26	10	11	63.0%	49.3%	13.7%	At
Below	2	5	4	9	6	8	2	1	1	4	3	4	2	14.5%	13.6%	0.9%	Below
Well below			2			5	6	2	1	3	3	2	2	10.1%	20.0%	-9.9%	Well below
Totals	8	15	17	17	17	25	26	16	16	33	34	19	20	138	140		Totals
At and above	75%	67%	65%	47%	65%	48%	69%	81%	88%	79%	82%	68%	80%	75.4%	66.4%	9.0%	At and above

Female Reading

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	2.0%	-2.0%	Well above
Above				6	7			3	6	1	2	4	7	16.9%	24.7%	-7.8%	Above
At	8	11	11	6	10	8	12	12	10	16	18	20	18	66.9%	48.7%	18.2%	At
Below		1	1	8	4	2	1	1	1	5	6	1	2	11.5%	15.3%	-3.8%	Below
Well below						1		2	3	5	2	2	1	4.6%	9.3%	-4.7%	Well below
Totals	8	12	12	20	21	11	13	18	20	27	28	27	28	130	150		Totals
At and above	100%	92%	92%	60%	81%	73%	92%	83%	80%	63%	71%	89%	89%	83.8%	75.3%	8.5%	At and above

Maori Reading

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	1%	-1.0%	Well above
Above	1				1			2	2			1	3	5.4%	12.4%	-7.0%	Above
At	5	6	7	4	7	6	9	6	7	10	11	13	13	71.1%	52.6%	18.5%	At
Below	1	4	1	8	4	1		1			1	2	1	9.6%	16.5%	-6.9%	Below
Well below			2			3	2	1	2	3	2	1	1	23.7%	17.5%	6.2%	Well below
Totals	7	10	10	12	12	10	11	10	11	13	14	17	18	83	97		Totals
At and above	86%	60%	70%	33%	67%	60%	82%	80%	82%	77%	79%	82%	89%	76.5%	66%	10.5%	At and above

Writing Schoolwide

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	0.0%	0.0%	Well above
Above	2				1			3	3	2	3	1	7	6.0%	6.9%	-0.9%	Above
At	12	21	22	16	20	13	20	21	23	28	36	29	30	61.0%	54.9%	6.1%	At
Below	2	5	5	21	17	17	14	7	7	23	16	11	7	25.5%	32.6%	-7.1%	Below
Well below			1			6	5	3	3	7	7	5	4	7.5%	5.6%	1.9%	Well below
Totals	16	26	28	37	38	36	39	34	36	60	62	46	48	267	288		Totals
At and above	88%	81%	79%	43%	55%	36%	51%	71%	72%	50%	63%	65%	77%	67.0%	61.8%	5.2%	At and above

Male

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	0.0%	0.0%	Well above
Above	1							1	1	1	2		3	5.1%	4.3%	0.8%	Above
At	5	10	11	4	5	8	12	9	10	14	19	9	9	51.8%	46.8%	5.0%	At
Below	2	4	4	13	12	11	9	4	4	14	9	6	5	32.8%	41%	-8.2%	Below
Well below			1			6	5	2	1	4	4	4	3	10.2%	7.9%	2.3%	Well below
Totals	8	14	16	17	17	25	26	16	16	33	34	19	20	137	139		Totals
At and above	75%	71%	69%	24%	29%	32%	46%	63%	69%	45%	62%	47%	60%	56.9%	51.1%	5.8%	At and above

Female

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	0.0%	0.0%	Well above
Above	1				1			2	2	1	1	1	4	6.9%	9.4%	-2.5%	Above
At	7	11	11	12	15	5	8	12	13	14	17	20	21	70.8%	62.4%	8.4%	At
Below		1	1	8	5	6	5	3	3	9	7	5	2	17.7%	24.8%	-7.1%	Below
Well below								1	2	3	3	1	1	4.6%	3.4%	1.2%	Well below
Totals	8	12	12	20	21	11	13	18	20	27	28	27	28	130	149		Totals
At and above	100%	92%	92%	60%	76%	45%	62%	78%	75%	56%	64%	78%	89%	77.7%	71.8%	5.9%	At and above

Maori

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	0.0%	0.0%	Well above
Above	2									1	1		1	4.9%	4.2%	0.7%	Above
At	4	5	7	2	5	4	7	6	6	7	9	11	13	62.2%	45.8%	16.4%	At
Below	1	4	1	10	7	4	3	3	4	2	1	4	3	24.4%	41.7%	-17.3%	Below
Well below			1			2	1	1	1	3	3	2	1	8.5%	8.3%	0.2%	Well below
Totals	7	9	9	12	12	10	11	10	11	13	14	17	18	82	96		Totals
At and above	86%	56%	78%	17%	42%	40%	64%	60%	55%	62%	71%	65%	78%	67.1%	50%	17.1%	At and above

Mathematics

Schoolwide

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	0.3%	-0.3%	Well above
Above	3	1	1	1	2			4	6			4	6	6.7%	11.4%	-4.7%	Above
At	11	20	25	29	27	32	33	21	24	30	46	27	30	73.1%	59.3%	13.8%	At
Below	2	6	1	7	9	3	4	8	6	23	14	10	10	17.2%	18.6%	-1.4%	Below
Well below			2			1	2	1		7	2	5	2	3.0%	10.3%	-7.3%	Well below
Totals	16	27	29	37	38	36	39	34	36	60	62	46	48	268	290		Totals
At and above	88%	78%	90%	81%	76%	89%	85%	74%	83%	50%	74%	67%	75%	79.9%	71%	8.9%	At and above

Male

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	0.7%	-0.7%	Well above
Above	3							2	2			1	2	5.1%	13.6%	-8.5%	Above
At	3	10	14	13	13	23	22	12	12	17	28	12	12	75.4%	58.6%	16.8%	At
Below	2	5	1	4	4	1	2	1	2	14	6	2	5	15.9%	17.1%	-1.2%	Below
Well below			2			1	2	1		2		4	1	3.6%	10.0%	-6.4%	Well below
Totals	8	15	17	17	17	25	26	16	16	33	34	19	20	138	140		Totals
At and above	75%	67%	82%	76%	76%	92%	85%	88%	88%	52%	82%	68%	70%	80.4%	72.9%	7.5%	At and above

Female

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	0.0%	0.0%	Well above
Above		1	1	1	2			2	4			3	4	8.5%	9.3%	-0.8%	Above
At	8	10	11	16	14	9	11	9	12	13	18	15	18	70.8%	60.0%	10.8%	At
Below		1		3	5	2	2	7	4	9	8	8	5	18.5%	20.0%	-1.5%	Below
Well below										5	2	1	1	2.3%	10.7%	-8.4%	Well below
Totals	8	12	12	20	21	11	13	18	20	27	28	27	28	130	150		Totals
At and above	100%	92%	100%	85%	76%	82%	85%	61%	80%	48%	64%	67%	79%	79.2%	69.3%	9.9%	At and above

Maori

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	0.0%	0.0%	Well above
Above	2												1	3.6%	7.3%	-3.7%	Above
At	4	6	8	10	9	9	9	6	7	8	9	9	11	68.7%	52.1%	16.6%	At
Below	1	4		2	3	1	2	4	4	2	4	6	6	24.1%	24.0%	0.1%	Below
Well below			2							3	1	2		3.6%	16.7%	-13.1%	Well below
Totals	7	10	10	12	12	10	11	10	11	13	14	17	18	83	96		Totals
At and above	86%	60%	80%	83%	75%	90%	82%	60%	64%	62%	64%	53%	67%	72.3%	59.4%	12.9%	At and above

Whole School Reading Report 2025

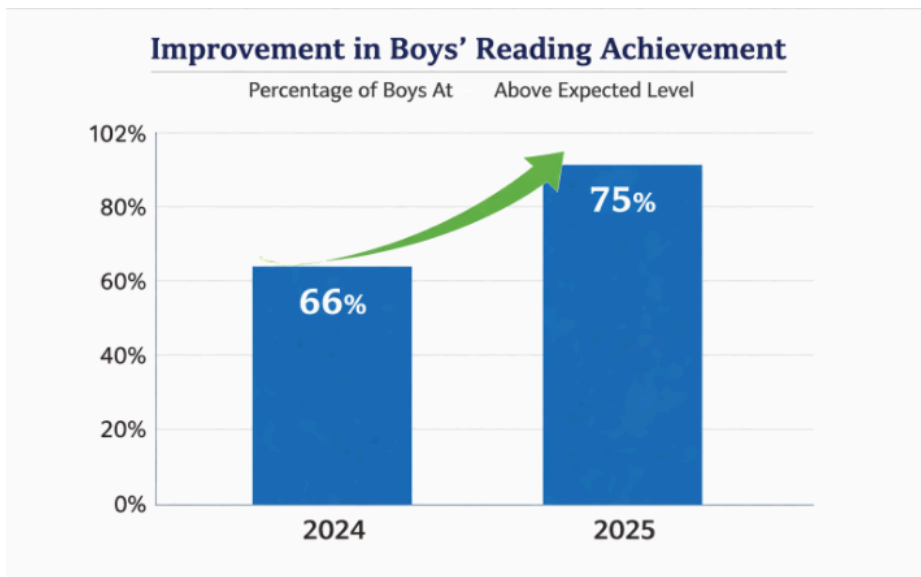
The 2025 Whole School Reading Report reflects good overall progress and a proactive approach to enhancing literacy education, primarily through the ongoing implementation of the Better Start Literacy Approach (BSLA) structured literacy, with the Junior Team fully trained and the Senior Team commencing professional development in 2026.

Key Achievements in 2025:

- **Accelerated Cohort Progress:** Analysis of cohort data indicates sustained, positive progress. The most notable progress was seen in the 2023 Year 1 cohort, which demonstrated accelerated improvement, moving from 16% of students achieving at or above the expected curriculum level in 2023 to 77% as Year 3 students in 2025.
- **Māori Student Improvement:** Overall Māori student achievement showed a significant 12 percentage point improvement, rising from 66% at or above the expected level in 2024 to 78% in 2025.
- **Gender Trends:**
 - **Male achievement** showed a positive upward trend, increasing from 66% at or above expectation in 2024 to 75% in 2025.
 - **Female students** maintained strong performance with a sustained upward trend, increasing from 75% in 2024 to 83% at or above the expected level in 2025.

															Schoolwide				
Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement		
Well above														0.0%	1.7%	-1.7%	Well above		
Above	1		2	6	8			6	12	3	4	7	12	14.6%	20.3%	-5.7%	Above		
At	13	21	20	14	20	20	30	22	18	40	44	30	29	64.9%	49.0%	15.9%	At		
Below	2	6	5	17	10	10	3	2	2	9	9	5	4	13.1%	14.5%	-1.4%	Below		
Well below			2			6	6	4	4	8	5	4	3	7.5%	14.5%	-7.0%	Well below		
Totals	16	27	29	37	38	36	39	34	36	60	62	46	48	268	290		Totals		
At and above	88%	78%	76%	54%	74%	56%	77%	82%	83%	72%	77%	80%	85%	79.5%	71.0%	8.5%	At and above		

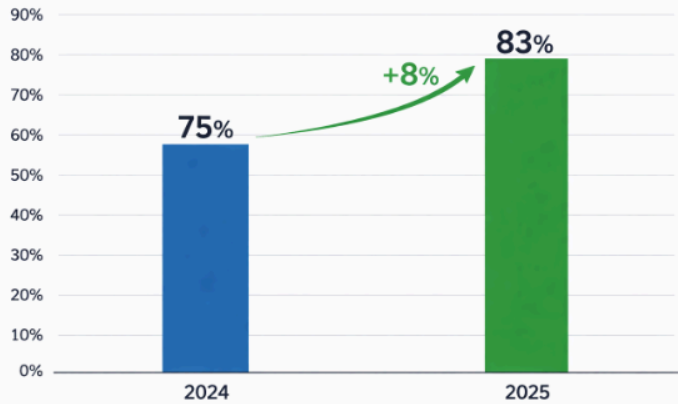
Male Reading																		
Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement	
Well above														0.0%	1.4%	-1.4%	Well above	
Above	1		2		1			3	6	2	2	3	5	12.3%	15.7%	-3.4%	Above	
At	5	10	9	8	10	12	18	10	8	24	26	10	11	63.0%	49.3%	13.7%	At	
Below	2	5	4	9	6	8	2	1	1	4	3	4	2	14.5%	13.6%	0.9%	Below	
Well below			2			5	6	2	1	3	3	2	2	10.1%	20.0%	-9.9%	Well below	
Totals	8	15	17	17	17	25	26	16	16	33	34	19	20	138	140		Totals	
At and above	75%	67%	65%	47%	65%	48%	69%	81%	88%	79%	82%	68%	80%	75.4%	66.4%	9.0%	At and above	



Female Reading

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	2.0%	-2.0%	Well above
Above				6	7			3	6	1	2	4	7	16.9%	24.7%	-7.8%	Above
At	8	11	11	6	10	8	12	12	10	16	18	20	18	66.9%	48.7%	18.2%	At
Below		1	1	8	4	2	1	1	1	5	6	1	2	11.5%	15.3%	-3.8%	Below
Well below						1		2	3	5	2	2	1	4.6%	9.3%	-4.7%	Well below
Totals	8	12	12	20	21	11	13	18	20	27	28	27	28	130	150		Totals
At and above	100%	92%	92%	60%	81%	73%	92%	83%	80%	63%	71%	89%	89%	83.8%	75.3%	8.5%	At and above

Female Reading Achievement: 2024 vs 2025



Māori Students

Maori Reading																	
Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	1%	-1.0%	Well above
Above	1				1			2	2			1	3	5.4%	12.4%	-7.0%	Above
At	5	6	7	4	7	6	9	6	7	10	11	13	13	71.1%	52.6%	18.5%	At
Below	1	4	1	8	4	1		1			1	2	1	9.6%	16.5%	-6.9%	Below
Well below			2			3	2	1	2	3	2	1	1	23.7%	17.5%	6.2%	Well below
Totals	7	10	10	12	12	10	11	10	11	13	14	17	18	83	97		Totals
At and above	86%	60%	70%	33%	67%	60%	82%	80%	82%	77%	79%	82%	89%	76.5%	66%	10.5%	At and above

Maori Male Reading																	
Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	2.0%	-2.0%	Well above
Above	1				1			1	1			1	3	12.0%	10.0%	2.0%	Above
At	1	4	6	3	5	5	5	2	2	6	7	7	7	66.0%	54.0%	12.0%	At
Below	1	4		6	3							1		8.0%	12.0%	-4.0%	Below
Well below			2			2	2	1	1	1	1	1	1	14.0%	22.0%	-8.0%	Well below
Totals	3	8	8	9	9	7	7	4	4	7	8	10	11	50	50		Totals
At and above	67%	50%	75%	33%	67%	71%	71%	75%	75%	86%	88%	80%	91%	78.0%	66.0%	12.0%	At and above

Maori Female Reading																	
Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	0.0%	0.0%	Well above
Above								1	1					3.0%	14.9%	-11.9%	Above
At	4	2	1	1	2	1	4	4	5	4	4	6	6	78.8%	55.3%	23.5%	At
Below			1	2	1	1		1			1	1	1	12.1%	17.0%	-4.9%	Below
Well below						1			1	2	1			6.1%	12.8%	-6.7%	Well below
Totals	4	2	2	3	3	3	4	6	7	6	6	7	7	33	47		Totals
At and above	100%	100%	50%	33%	67%	33%	100%	83%	86%	67%	67%	86%	86%	81.8%	70.2%	11.6%	At and above

Focus Moving Forward into 2026:

With the Junior Team fully trained in BSLA and the Senior Team commencing their professional development in (BSLA) structured literacy approach, the school is well-positioned for continued improved student outcomes in Reading. The ongoing focus will be on targeted support to accelerate progress for the proportion of learners still below expectation, and on extending those already achieving at or above the expected level. Continued monitoring and support will be vital to ensure all students receive the high-quality literacy education they deserve.

We are fortunate to have the literacy strengths of our Structured Literacy Teacher, Michelle Allemann, who is supporting students and staff across the school to enrich learning programmes. Michelle takes students for our Tier 2 targeted, small-group support designed for students at risk of reading difficulties. This provides them with an extra 30 minutes of evidence-based instruction daily. Her teaching focuses on phonemic awareness, phonics, fluency, vocabulary, and comprehension. These interventions offer intensive, explicit instruction, pre-teaching, and immediate feedback with each session.

Whole School Writing Report 2025

The 2025 Whole School Writing Report confirms a strong overall positive trajectory, which validates the investment and sustained professional development in the **Writer's Toolbox** programme.

- **Overall Achievement: 62%** of all students achieved at or above the expected curriculum level, representing an **8% increase** over the previous year. The consistent implementation of the **Writer's Toolbox** for a second year has established a consistent, whole-school approach to writing instruction.
- **Key Strengths and Growth:**
 - **Female Students:** Continued high achievement with **78%** at or above the expected level, a **6% increase** from 2024.
 - **Māori Writers:** Demonstrated substantial growth, achieving a **17% increase** to reach **67%** at or above the expected level, confirming that targeted literacy strategies are accelerating achievement for this group.
- **Areas for Improvement and Focus:**
 - **Male Students:** Achievement saw a **6% increase** to **57%** at or above the expected level, but this indicates a persistent achievement disparity compared to female students (78%). A targeted instructional focus is recommended to enhance engagement and build sophistication in sentence construction for boys.
 - **Year 2 Cohort:** Proficiency decreased from **61%** at the end of Year 1 to **55%** at the end of Year 2. This decline is attributed to the increased expectations of the curriculum, which necessitates more complex sentence structures and multi-sentence writing.

What does our data show us?

Schoolwide																	
Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	0.0%	0.0%	Well above
Above	2				1			3	3	2	3	1	7	6.0%	6.9%	-0.9%	Above
At	12	21	22	16	20	13	20	21	23	28	36	29	30	61.0%	54.9%	6.1%	At
Below	2	5	5	21	17	17	14	7	7	23	16	11	7	25.5%	32.6%	-7.1%	Below
Well below			1			6	5	3	3	7	7	5	4	7.5%	5.6%	1.9%	Well below
Totals	16	26	28	37	38	36	39	34	36	60	62	46	48	267	288		Totals
At and above	88%	81%	79%	43%	55%	36%	51%	71%	72%	50%	63%	65%	77%	67.0%	61.8%	5.2%	At and above

Female Writing

Female Writing																	
Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	0.0%	0.0%	Well above
Above	1				1			2	2	1	1	1	4	6.9%	9.4%	-2.5%	Above
At	7	11	11	12	15	5	8	12	13	14	17	20	21	70.8%	62.4%	8.4%	At
Below		1	1	8	5	6	5	3	3	9	7	5	2	17.7%	24.8%	-7.1%	Below
Well below								1	2	3	3	1	1	4.6%	3.4%	1.2%	Well below
Totals	8	12	12	20	21	11	13	18	20	27	28	27	28	130	149		Totals
At and above	100%	92%	92%	60%	76%	45%	62%	78%	75%	56%	64%	78%	89%	77.7%	71.8%	5.9%	At and above

Analysis of our 2025 data confirms that female students continue achieving well in writing, with **78%** of our girls demonstrating proficiency at or above the expected curriculum level. This achievement is particularly pleasing as it represents a significant **6% increase** from the 2024 result. This positive trajectory aligns with the overall schoolwide improvement as a result of our targeted literacy strategies. It strongly suggests that the sustained professional development in the **Writer's Toolbox** programme is successfully impacting instructional delivery. The programme provides a robust structure for our classroom writing programmes, ensuring consistency in teaching across all year levels, which is crucial for building student skills and reinforcing the positive outcomes seen in our female learners.

Male Writing

Male Writing																	
Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	0.0%	0.0%	Well above
Above	1							1	1	1	2		3	5.1%	4.3%	0.8%	Above
At	5	10	11	4	5	8	12	9	10	14	19	9	9	51.8%	46.8%	5.0%	At
Below	2	4	4	13	12	11	9	4	4	14	9	6	5	32.8%	41%	-8.2%	Below
Well below			1			6	5	2	1	4	4	4	3	10.2%	7.9%	2.3%	Well below
Totals	8	14	16	17	17	25	26	16	16	33	34	19	20	137	139		Totals
At and above	75%	71%	69%	24%	29%	32%	46%	63%	69%	45%	62%	47%	60%	56.9%	51.1%	5.8%	At and above

Overall male writing data for 2025 confirms a positive growth trajectory, with **57%** of our boys achieving at or above the expected curriculum level. This pleasing result represents a **6% increase** from the 2024 year, confirming that the targeted literacy strategies and the consistent instructional delivery afforded by the **Writer's Toolbox** programme are positively impacting male student achievement. We recognise that 57% does leave us with a lot of room for improvement and our focus as highlighted by ERO, is to continue to improve our boys' writing.

Schoolwide Maori Writing

Maori Writing																	
Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	0.0%	0.0%	Well above
Above	2									1	1		1	4.9%	4.2%	0.7%	Above
At	4	5	7	2	5	4	7	6	6	7	9	11	13	62.2%	45.8%	16.4%	At
Below	1	4	1	10	7	4	3	3	4	2	1	4	3	24.4%	41.7%	-17.3%	Below
Well below			1			2	1	1	1	3	3	2	1	8.5%	8.3%	0.2%	Well below
Totals	7	9	9	12	12	10	11	10	11	13	14	17	18	82	96		Totals
At and above	86%	56%	78%	17%	42%	40%	64%	60%	55%	62%	71%	65%	78%	67.1%	50%	17.1%	At and above

Male Maori Writing														2025 totals	2024	Difference	Judgement
Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	0.0%	0.0%	Well above
Above	1												1	4.1%	2.0%	2.1%	Above
At	1	4	6	1	2	3	4	2	2	4	6	6	7	57.1%	51.0%	6.1%	At
Below	1	3		8	7	2	2	1	1	2	1	2	1	26.5%	36.7%	-10.2%	Below
Well below			1			2	1	1	1	1	1	2	2	12.2%	10.2%	2.0%	Well below
Totals	3	7	7	9	9	7	7	4	4	7	8	10	11	49	49		Totals
At and above	67%	57%	86%	11%	22%	43%	57%	50%	50%	57%	75%	60%	73%	61.2%	53.0%	8.2%	At and above

Maori Female Writing														2025 totals	2024	Difference	Judgement
Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals	2024	Difference	Judgement
Well above														0.0%	0.0%	0.0%	Well above
Above	1									1	1			6.1%	6.4%	-0.3%	Above
At	3	1	1	1	3	1	3	4	4	3	3	5	6	69.7%	40.4%	29.3%	At
Below		1	1	2		2	1	2	3			2	1	18.2%	46.8%	-28.6%	Below
Well below										2	2			6.1%	6.4%	-0.3%	Well below
Totals	4	2	2	3	3	3	4	6	7	6	6	7	7	33	47		Totals
At and above	100%	50%	50%	33%	100%	33%	75%	67%	57%	67%	67%	71%	86%	75.8%	46.8%	29.0%	At and above

Analysis of the Māori writing data for 2025 demonstrates a strong and positive trend, with **67%** of our Māori writers now achieving at or above the expected curriculum level. This outcome is particularly significant as it represents a substantial **17% increase** from our 2024 data, confirming that our targeted literacy strategies and the structured delivery of the **Writer's Toolbox** programme are beginning to effectively accelerate achievement for this group. While the data indicates there are more male Māori students below the expected level compared to their female counterparts. There are encouraging 'pockets for celebration' throughout the school, most notably with most Māori students in Year 1 reaching the expected writing level, and a strong cohort in Year 3 where 6 students are meeting or above the expected level compared to 4 who are below. We hope that this positive growth will continue, aligning with the improving trend already beginning to be established.

Whole School Mathematics Report Summary

The school showed steady growth in mathematics achievement overall, reaching 79.9% of students at or above the expected curriculum level by the end of 2025. This is an increase from 71% in 2024 and 65% in 2023.

Key Trends:

- Year Groups: 74% or more of students are achieving at or above expectation in each age group.
- Area for Support: Fifty-four students (20%) were identified as below or well below expectation, with the majority being in Year 5 and Year 6. Notably, 'belows' and 'well-below' slightly increased in Years 2 and 3.
- Cohort Progress: The data shows pleasing results in tracking cohorts:
 - Students who were Year 1 in 2023 (58% at/above) are now Year 3s (85% at/above).
 - Students who were Year 2 in 2023 (54% at/above) are now Year 4s (83% at/above).

Achievement by Group

Gender Groups (Achievement at or above expectation):

- Males: 80% achieved at and above expectations, an increase from 72% in 2024. No year levels for males were below 70% at and above expectation.
- Females: 79% achieved at and above expectations, an increase from 68% in 2024. The one year group that was below 70% showed a 20% improvement from the previous year (when they were Year 4s at 50%).

Ethnic Groups (Achievement at or above expectation):

- European students showed the highest achievement at 85%.
- Combined Pasifika, MELAA, and other students achieved 82%.
- Asian students achieved 79%, a significant increase from 50% in 2024, though based on a smaller cohort (43 students).
- Māori students achieved 72%, a substantial improvement from 59% in 2024.

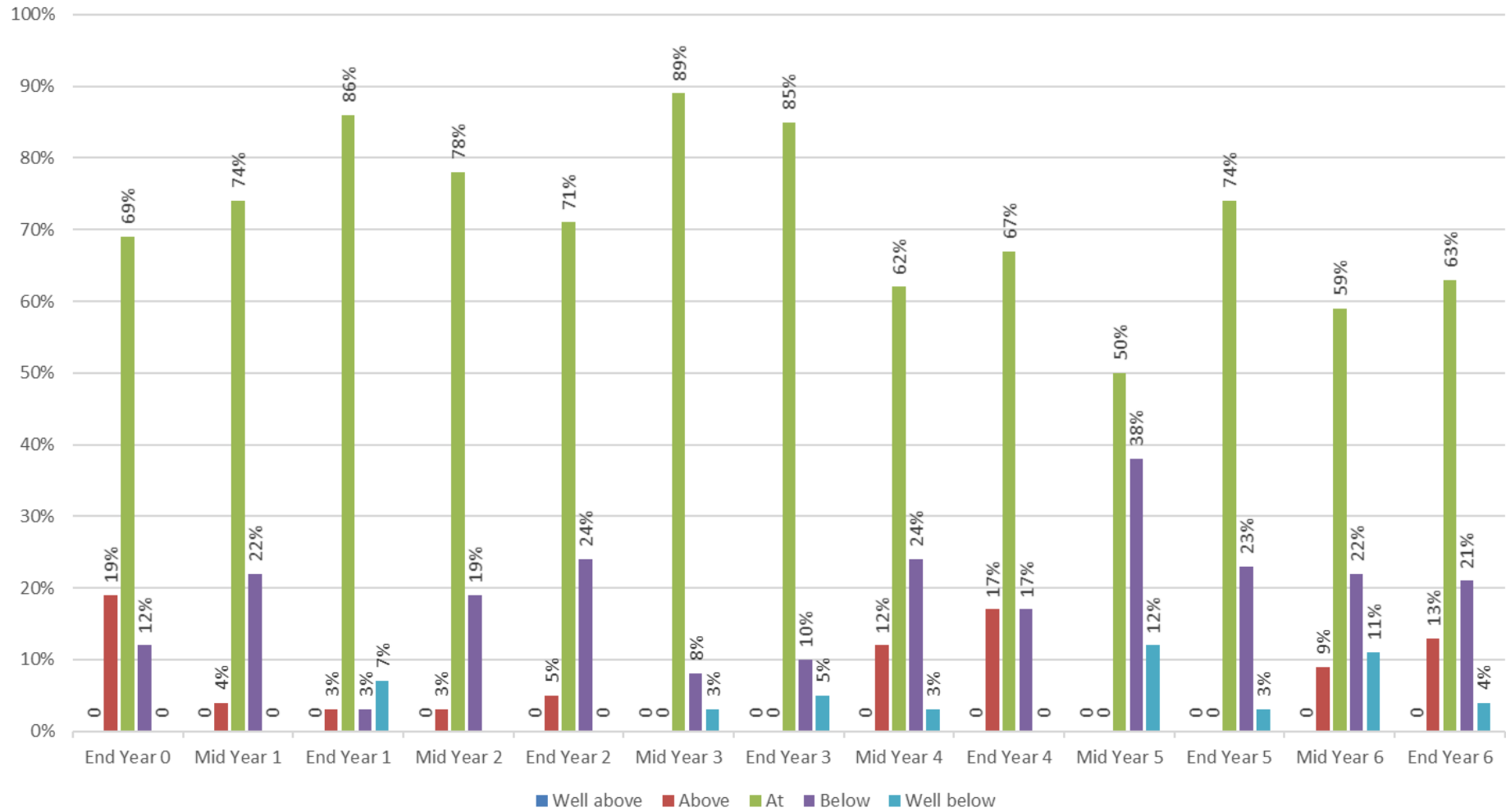
Progressive Achievement Tests (PAT) Results

The PAT results for Year 3–Year 6 show that each year group experienced growth and improvement over the year. In most cases, groups moved from being below the national average to above it. Stanine growth ranged from 0.6 to 1.3 stanine improvement. Future Action (2026)

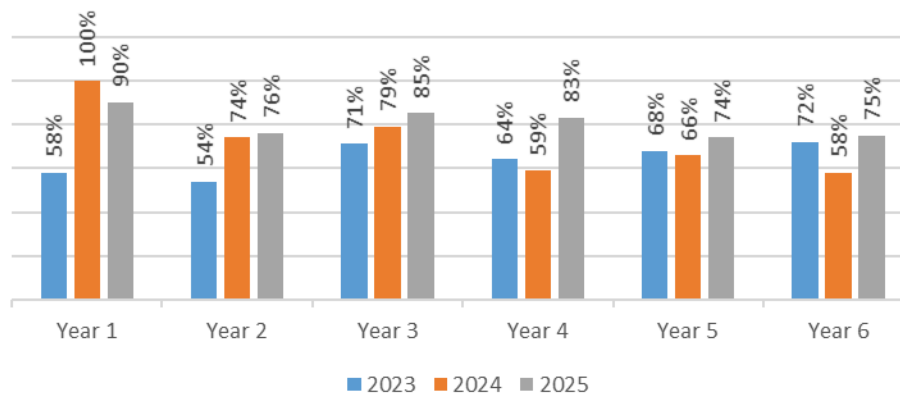
In 2026, the school plans to implement the Maths and Pāngarau Acceleration Programme (MAP) for some priority students. This is a New Zealand Ministry of Education initiative that provides targeted, intensive small-group tutoring over 12 weeks to boost mathematical skills for students in Years 0–8 who are falling behind.

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	2025 totals
Well above														0.00%
Above	3	1	1	1	2			4	6			4	6	6.70%
At	11	20	25	29	27	32	33	21	24	30	46	27	30	73.10%
Below	2	6	1	7	9	3	4	8	6	23	14	10	10	17.20%
Well below			2			1	2	1		7	2	5	2	3.00%
Totals	16	27	29	37	38	36	39	34	36	60	62	46	48	268
At and above	88%	78%	90%	81%	76%	89%	85%	74%	83%	50%	74%	67%	75%	79.90%

Whole School Mathematics Overall Teacher Judgement



Students At & Above OTJ Comparison Whole School 2023-2025



West End Te Kura o Morere

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Hilary Takarangi	Presiding Member	Elected	Sep 2025
Hamish Hislop	Principal	ex Officio	
Michael Ellem	Parent Representative	Elected	Sep 2025
Craig Thorne	Parent Representative	Elected	Sep 2028
Rachel Symons	Parent Representative	Elected	Sep 2025
Sandra Powell	Parent Representative	Elected	Sep 2025
Kristine Craddock	Parent Representative	Elected	Sep 2028
Sam Drover	Parent Representative	Elected	Sep 2028
Penny Fitzpatrick	Parent Representative	Elected	Sep 2028
Viliami Sifa	Parent Representative	Elected	Sep 2028
Rachel MacAvoy	Staff Representative	Elected	Sep 2028

West End Te Kura o Morere

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$4,152 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the West End Te Kura o Morere Board:

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