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ENNER GLYNN SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

Ministry Number:	3189
Principal:	John O'Regan
School Address:	10 The Ridgeway, Nelson 7011
School Postal Address:	10 The Ridgeway, Nelson 7011
School Phone:	03 547 7480
School Email:	secretary@ennerglynn.school.nz
Accountant / Service Provider:	Accounting For Schools Limited

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ENNER GLYNN SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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ENNER GLYNN SCHOOL

Statement of Responsibility
For the year ended 31 December 2025

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

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

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

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

Chris Harte	John O'Regan
Full Name of Presiding Member	Full Name of Principal
Signed by: 7814A3690D884B2...	Signed by: John O'Regan 151B40EEDDB54C4...
Full Name of Presiding Member	Signature of Principal
12/5/2026	12/5/2026
Date:	Date:

ENNER GLYNN SCHOOL

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

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue				
Government Grants	2	3,258,288	3,135,770	3,311,777
Locally Raised Funds	3	25,146	18,500	68,555
Interest		18,451	20,000	28,979
		3,301,885	3,174,270	3,409,311
Expenses				
Locally Raised Funds	3	21,868	18,200	50,579
Learning Resources	4	2,226,438	2,263,696	2,507,407
Administration	5	204,967	206,060	204,484
Property	6	909,989	759,844	791,399
Loss on Disposal of Property, Plant and Equipment		1,076	-	-
		3,364,338	3,247,800	3,553,869
Net Deficit for the year		(62,453)	(73,530)	(144,558)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		(62,453)	(73,530)	(144,558)

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

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ENNER GLYNN SCHOOL

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

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Balance at 1 January		790,743	949,976	949,983
Total comprehensive revenue and expense for the year		(62,453)	(73,530)	(144,558)
Contribution - Furniture and Equipment Grant		11,050	-	-
Distribution to the Ministry of Education		-	-	(14,675)
Equity at 31 December		739,340	876,446	790,743
Accumulated comprehensive revenue and expense		739,340	876,446	790,743
Equity at 31 December		739,340	876,446	790,743

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.

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ENNER GLYNN SCHOOL

Statement of Financial Position
As at 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Assets				
Cash and Cash Equivalents	7	144,898	283,208	139,918
Accounts Receivable	8	159,123	155,000	152,673
GST Receivable		12,760	31,000	9,920
Prepayments		17,462	12,000	11,067
Inventories	9	734	155	155
Investments	10	364,550	345,000	328,370
Funds Receivable for Capital Works Projects	16	3,350	-	3,350
		702,877	826,363	645,453
Current Liabilities				
Accounts Payable	12	232,844	228,000	205,802
Revenue Received in Advance	13	4,023	-	-
Provision for Cyclical Maintenance	14	102,800	50,000	85,966
Finance Lease Liability	15	9,263	9,500	11,615
		348,930	287,500	303,383
Working Capital Surplus/(Deficit)		353,947	538,863	342,070
Non-current Assets				
Property, Plant and Equipment	11	421,491	430,583	490,076
		421,491	430,583	490,076
Non-current Liabilities				
Provision for Cyclical Maintenance	14	28,000	75,000	26,616
Finance Lease Liability	15	8,098	18,000	14,787
		36,098	93,000	41,403
Net Assets		739,340	876,446	790,743
Equity		739,340	876,446	790,743

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

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ENNER GLYNN SCHOOL

Statement of Cash Flows

For the year ended 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash flows from Operating Activities				
Government Grants		738,442	678,300	792,280
Locally Raised Funds		42,364	3,500	68,439
Goods and Services Tax (net)		(2,844)	(28,500)	20,594
Payments to Employees		(338,892)	(67,254)	(592,561)
Payments to Suppliers		(373,083)	(464,935)	(354,677)
Interest Received		21,595	20,000	31,345
Net cash from Operating Activities		87,582	141,111	(34,580)
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(1,076)	-	-
Purchase of PPE (and Intangibles)		(29,869)	(85,544)	(32,002)
Purchase of Investments		(36,180)	(45,000)	(21,370)
Net cash from Investing Activities		(67,125)	(130,544)	(53,372)
Cash flows from Financing Activities				
BOT contributions to MOE projects		(14,675)	-	(14,675)
Furniture and Equipment Grant		11,050	8,308	-
Finance Lease Payments		(11,852)	2,500	(9,066)
Funds Held for Capital Works Projects	16	-	-	(13,446)
Net cash from Financing Activities		(15,477)	10,808	(37,187)
Net increase/(decrease) in cash and cash equivalents		4,980	21,375	(125,139)
Cash and cash equivalents at the beginning of the year		139,918	261,833	265,054
Cash and cash equivalents at the end of the year	7	144,898	283,208	139,918

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

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

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ENNER GLYNN SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2025

1. Statement of Accounting Policies

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

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

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

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

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

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

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

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

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

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

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

ENNER GLYNN SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2025

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

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

Classification of leases
Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22b.

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

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.

ENNER GLYNN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

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.

ENNER GLYNN SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2025

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	5-15 years
Information and communication technology	3-5 years
Other Equipment	5-20 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

k) Accounts Payable

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

l) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.
These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

ENNER GLYNN SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2025

m) Revenue Received in Advance
Revenue received in advance relates to fees received from families contribution where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

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

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

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

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

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

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

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are 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.

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 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.

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

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

Commitments and contingencies are disclosed exclusive of GST.

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

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

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ENNER GLYNN SCHOOL

Notes to the Financial Statements
For the year ended 31 December 2025

2. Government Grants

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Government Grants - Ministry of Education	731,967	678,300	804,161
Teachers' Salaries Grants	1,873,649	1,875,426	1,875,426
Use of Land and Buildings Grants	645,359	582,044	582,044
Other Government Grants	7,313	-	50,146
	3,258,288	3,135,770	3,311,777

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 & Bequests	5,977	4,000	-
Fees for Extra Curricular Activities	13,791	7,000	59,210
Trading	3,722	2,500	3,126
Fundraising & Community Grants	1,656	5,000	6,219
	25,146	18,500	68,555
Expenses			
Extra Curricular Activities Costs	21,517	17,000	49,671
Trading	(422)	200	70
Fundraising	773	1,000	838
	21,868	18,200	50,579
Surplus/ (Deficit) for the year Locally raised funds	3,278	300	17,976

Donations & Bequests of $10,000 was received during the year from Air New Zealand out of which $5,977 has been recognised and balance $4,023 is carried forward to next year due to remaining unspent. The purpose is to fund the Every Corner project.

4. Learning Resources

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Curricular	62,079	67,720	58,992
Information and Communication Technology	18,218	20,700	15,711
Employee Benefits - Salaries	2,025,221	2,053,426	2,296,826
Staff Development	19,655	30,000	23,722
Depreciation	101,265	91,850	112,156
	2,226,438	2,263,696	2,507,407

ENNER GLYNN SCHOOL

Notes to the Financial Statements
For the year ended 31 December 2025

5. Administration

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Audit Fee	9,151	7,000	8,800
Board Fees and Expenses	12,784	13,700	16,729
Other Administration Expenses	30,803	37,360	29,843
Employee Benefits - Salaries	134,857	130,000	132,995
Insurance	8,603	9,000	8,114
Service Providers, Contractors and Consultancy	8,769	9,000	8,003
	204,967	206,060	204,484

6. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Consultancy and Contract Services	36,219	33,000	35,983
Cyclical Maintenance Provision	75,856	14,000	30,859
Heat, Light and Water	21,713	21,800	20,777
Rates	1,467	1,700	1,603
Repairs and Maintenance	28,874	10,800	21,815
Use of Land and Buildings	645,359	582,044	582,044
Other Property Expenses	43,573	31,500	27,912
Employee Benefits - Salaries	56,928	65,000	70,406
	909,989	759,844	791,399

The use of land and buildings figure represents 5% of the School's total property value. This is used as a 'proxy' for the market rental of the property. 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 Current Account	44,110	283,208	83,465
Bank Call Account	100,788	-	56,453
Cash equivalents and cash equivalents for Statement of Cash Flows	144,898	283,208	139,918

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

Of the $144,898 Cash and Cash Equivalents, $4,023 of grants in advance relating to the 2026 school year have been received by the school.

ENNER GLYNN SCHOOL

Notes to the Financial Statements
For the year ended 31 December 2025

8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Receivables	1,654	155,000	174
Receivables from the Ministry of Education	2,781	-	2,584
Interest Receivable	1,820	-	4,964
Teacher Salaries Grant Receivable	152,868	-	144,951
	159,123	155,000	152,673
Receivables from Exchange Transactions	3,474	155,000	5,138
Receivables from Non-Exchange Transactions	155,649	-	147,535
	159,123	155,000	152,673

9. Inventories

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Stationery	734	155	155
	734	155	155

10. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Current Asset	$	$	$
Short-term Bank Deposits	364,550	345,000	328,370

11. Property, Plant and Equipment

2025	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	$	$	$	$	$	$
Building Improvements	256,497	-	-	-	(34,662)	221,835
Furniture and Equipment	140,390	21,248	-	-	(34,213)	127,425
Information Technology	54,629	12,218	(3,596)	-	(15,422)	47,829
Leased Assets	30,485	2,811	-	-	(15,963)	17,333
Library Resources	8,075	-	-	-	(1,006)	7,069
Motor Vehicles	-	-	-	-	-	-
Balance at 31 December 2025	490,076	36,277	(3,596)	-	(101,266)	421,491

ENNER GLYNN SCHOOL

Notes to the Financial Statements
For the year ended 31 December 2025

11. Property, Plant and Equipment (Cont.)

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	$	$	$	$	$	$
Building Improvements	567,923	(346,087)	221,835	567,923	(311,425)	256,497
Furniture and Equipment	379,434	(252,011)	127,425	358,186	(217,798)	140,390
Information Technology	257,882	(210,054)	47,829	249,385	(194,757)	54,629
Leased Assets	161,413	(144,079)	17,333	158,602	(128,116)	30,485
Library Resources	54,866	(47,796)	7,069	54,866	(46,790)	8,075
Motor Vehicles	36,269	(36,269)	-	36,269	(36,269)	-
Balance at 31 December	1,457,787	(1,036,296)	421,491	1,425,231	(935,155)	490,076

The net carrying value of furniture and equipment held under a finance lease is $ 17,333 (2024: $30,485).

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.

12. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Creditors	26,408	18,000	14,865
Accruals	9,625	-	5,867
Banking Staffing Overuse	11,000	-	-
Employee Entitlements - Salaries	177,084	210,000	174,211
Employee Entitlements - Leave Accrual	8,727	-	10,859
	232,844	228,000	205,802
Payables for Exchange Transactions	232,844	228,000	205,802
	232,844	228,000	205,802

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual	2025 (Unaudited)	2024 Actual
	$	$	$
Grants in Advance - Ministry of Education	-	-	-
Other	4,023	-	-
	4,023	-	-

ENNER GLYNN SCHOOL

Notes to the Financial Statements
For the year ended 31 December 2025

14. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Provision at the Start of the Year	112,582	100,000	107,400
Increase/ (decrease) to the Provision During the Year	75,856	14,000	17,877
Use of the Provision During the Year	(57,638)	11,000	(25,677)
Other Adjustments	-	-	12,982
Provision at the End of the Year	130,800	125,000	112,582
Cyclical Maintenance - Current	102,800	50,000	85,966
Cyclical Maintenance - Non current	28,000	75,000	26,616
	130,800	125,000	112,582

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

15. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
No Later than One Year	10,005	9,500	12,665
Later than One Year	8,419	18,000	15,276
Future Finance Charges	(1,063)	-	(1,539)
	17,361	27,500	26,402
Represented by			
Finance Lease Liability - Current	9,263	9,500	11,615
Finance Lease Liability - Non current	8,098	18,000	14,787
	17,361	27,500	26,402

ENNER GLYNN SCHOOL

Notes to the Financial Statements
For the year ended 31 December 2025

16. Funds Held for Capital Works Projects

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

2025	Opening Balances	Receipts from MoE	Payments	BOT Contributions / adjustments	Closing Balances
	$	$	$	$	$
ILE Upgrade and Roofing Repairs	-				
Pool Repair	(3,350)	-	-	-	(3,350)
Totals	(3,350)	-	-	-	(3,350)

Represented by:	
Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(3,350)
	(3,350)

2024	Opening Balances	Receipts from MoE	Payments	BOT Contributions / adjustments	Closing Balances
	$	$	$	$	$
ILE Upgrade and Roofing Repairs	(31,720)	47,245	(44,047)	28,522	-
Pool Repair	41,816	6,443	(51,609)	-	(3,350)
Totals	10,096	53,688	(95,656)	28,522	(3,350)

Represented by:	
Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(3,350)
	(3,350)

17. Funds Held on Behalf of Cluster

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Funds Held at Beginning of the Year	-	-	-
Funds Spent on Behalf of the Cluster	-	-	-
Funds Held at Year End	-	-	-

ENNER GLYNN SCHOOL

Notes to the Financial Statements
For the year ended 31 December 2025

18. Related Party Transactions

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

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

19. Remuneration

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

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	3,900	2,780
Leadership Team		
Remuneration	520,345	257,237
Full-time equivalent members	5	2
Total key management personnel remuneration	524,245	260,017

There are 9 members of the Board excluding the Principal. The Board held 9 full meetings during the year. The Board also has two Finance committee members that meet regularly. 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:

Salaries and Other Short-term Employee Benefits:	2025 Actual $000	2024 Actual $000
Salary and Other Payments	150 - 160	120 - 130
Benefits and Other Emoluments	4 - 5	3 - 4

Kirsten Shinn received a lump sum payout for a Parental Leave Grant.

ENNER GLYNN SCHOOL

Notes to the Financial Statements
For the year ended 31 December 2025

19. Remuneration (Cont.)

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

Remuneratio $000	2025 FTE Number	2024 FTE Number
100 - 110	3	3
110 - 120	2	-
120 - 130	1	-
130 - 140	-	1
	6	4

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

20. Compensation and Other Benefits Upon Leaving

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

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

21. Contingencies

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

Holidays Act Compliance – Schools Payroll
The Ministry of Education performs payroll processing and payments on behalf of school boards, through payroll service provider, Education Payroll Limited.

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

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22. Commitments

(a) Capital Commitments

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

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

(b) Operating Commitments

As at 31 December 2025 the Board had no operating commitments (2024: nil).

23. Financial Instruments

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Financial assets measured at amortised cost	$	$	$
Cash and Cash Equivalents	144,898	283,208	139,918
Receivables	159,123	155,000	152,673
Investments - Term Deposits	364,550	345,000	328,370
Total Financial assets measured at amortised cost	668,571	783,208	620,961
Financial liabilities measured at amortised cost			
Payables	232,844	228,000	205,802
Finance Leases	17,361	27,500	26,402
Total Financial Liabilities Measured at Amortised Cost	250,205	255,500	232,204

24. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ENNER GLYNN SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER *2025*

The Auditor-General is the auditor of Enner Glynn School (the School). The Auditor-General has appointed me, David Fraser, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on pages 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 12 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.

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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, 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.

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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.

David Fraser

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

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ENNER GLYNN SCHOOL

Members of the Board

For the year ended 31 December 2025

Name	Position	How position on Board gained	Term
Lisa Charles	Presiding Member	Re-elected 2023	December 2026
John O'Regan	Principal	Appointed - Term 1 2025	
Rachael Brown	Staff Rep	Elected January 2025 / Re-	July 2028
Alessia Agrela	Parent Rep	Elected 2025	December 2025 (resigned)
Eva Lawrence	Parent Rep	Elected 2023	December 2026
Chris Harte	Parent Rep	Elected 2025	July 2028
Peter Van der Voorn	Parent Rep	Elected 2025	July 2028
Mitchell Wilson	Parent Rep	Elected 2022	July 2025
Belinda Koloamatangi	Parent Rep	Elected 2022	July 2025
Holly Warren	Parent Rep	Elected 2022	July 2025

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ENNER GLYNN SCHOOL

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

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

In 2025 the School received Kiwisport funding of $4,976 (2024: $5,370).

This was used to contribute towards:
- Employment of a sport co-ordinator to encourage participation and ensure effective management of school sporting activities and teams.
- Ensuring all students wanting to play sports do not miss out due to financial reasons

In 2025 we had a wide range of both in school and out of school sporting opportunities for our students. School opportunities included having advocates from a range of sports coming to the school to teach basic skills and encourage participation. This included football, volleyball and rugby. As part of our school sports programme children participated in swimming, netball, cross country running, athletics, volleyball, basketball, football and rugby. 100% of our students participated in school sports throughout the year.

Outside of school children participated in a range of afterschool sports including netball, touch rugby, volleyball, basketball and football in school organised teams. Approximately 70% of our students took part in at least one of our afterschool sports teams.

Statement of Compliance with Employment Policy

For the year ended 31 December 2025 the Enner Glynn School Board:

- Has developed and implemented personnel polices, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspect of their employment

- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.

- Is a good employer and complies with the conditions contained in the employment contract 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.

2025 Statement of variance: progress against targets

Strategic Goal 1:
Improving Learning and Ensuring Equity

Annual Target/Goal:
Pedagogy

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
Action 1 *Strengthen teacher knowledge and confidence in the refreshed curriculum*	Strengthened understanding of refreshed maths curriculum. Strengthened understanding of refreshed English curriculum. New reporting framework developed and used for EOY reports	Maths Staff Only Days facilitated by Cognition for all teaching and LSA staff. ALIM showed accelerated progress for groups of learners in Year 1 and 2 PLD for BSLA completed for two teachers. Leadership BSLA PLD for principal HERO report templates adapted to suit school measures of progress.	Curriculum Plan has not been developed due to changing curriculum statements in October. Year 4-6 teacher did not take part in BSLA training due to workload restrains and readiness of the Year 4-6 pld programme.	Develop curriculum plan in alignment with refreshed curriculum docs. MAP to provide Tier 2 maths support. All year 4-6 teachers trained in BSLA delivery. BSLA used as core for literacy learning throughout the school. Further develop reporting format to align with reporting guidelines.

				Use SMART tool to support our assessment practices.
Action 2 *Embed Relationship Based Learning*	All teachers had one cycle of coaching based on the RBL framework New staff were inducted with information and expectations around RBL profile included in this process.	Coaching held Term 3 and 4 2025 New Staff Induction document and procedures.		Coaching to be aligned with Professional Growth Cycles and 2026 Standards for the Teaching Profession. Induction systems to be adapted for support
Action 3 *Enhance Student wellbeing*	Staff introduced to Ross Greene CPS model. Leadership team are using restorative practice model when supporting children after high level behaviour incidents. Three staff members received training for de-escalation strategies. Students and staff introduced to KidPower model with class	NZCER Wellbeing at School Survey undertaken shows largely positive indicators of student wellbeing, with areas to work on being aggressive student culture and bullying. Behaviour incidents and follow up data recorded on Hero. Staff, student and parent introductory sessions on Kid Power held in Term 3.	Review of PP4L structure and systems did not occur due to change of staff and other areas prioritised. Kid Power was introduced mid year to meet emerging needs identified in w@s survey.	Review of PP4L to occur Term ½ 2026, in alignment with refreshed school values. Aggressive Student Culture will be the targeted measure when we redo the wellbeing@school survey again in Term 3.

Strategic Goal 2:
Connecting Communities around Learning

Annual Target/Goal:
Partnerships

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
Action 1 *Strengthen whānau engagement around learning*	Attendance Management Plan developed in alignment with MOE STAR framework. Chronically and moderately absent numbers did not meet targets of 4% and 2% (actual levels were 8.75% and 5.75% respectively) Reports were aligned with the new curriculum as best we could while awaiting for official assessment and reporting guidance. Communication Plan was developed, including the switch to HERO and a new newsletter platform.	AMP Everyday Matters reports HERO reports sent out at EOY. Progress and Achievement Reports based on Informed Decisions around student assessment and observation data. Whānau survey provided information about communication methods.	High levels of illness in Terms 2 and 3 caused absence levels to be significantly higher than anticipated. Challenges with no clear guidelines for this year around assessment and reporting against the refreshed curriculum. Newsletter introduced in response to parent survey.	Fully implement AMP Use AMP to provide guidance for those Develop assessment and reporting systems based on newly released guidance.

Action 2 *Develop partnerships with whānau Māori, manawhenua and iwi.*	Runanga Matua hui held in Term 4. Matariki community celebration held Term 2. Puawai programme run in partnership with Sport Tasman to provide leadership opportunities for tamariki Māori. Ngāti Apa ki te Ra To invited to school events such as Matariki and Puawai celebrations. Engaged with Iwi around mihi whakatau and runanga matua.	Runanga Matua minutes Celebration held Term 2 Puawai programme ran Terms 3 and 4, with celebration at end in December Meeting between Principal and Iwi representative Term 2.	We had originally planned to hold runanga matua termly. This didn't happen until Term 4, as we tied it in with our community consultation around our strategic plan. Plans to hold termly Mihi Whakatau were deferred to Term 1 2026 to give opportunity to develop knowledge and understanding around this process. Iwi have not attended any of the events they were invited to.	Runanga Matua held termly from 2026. Mihi Whakatau held termly from 2026. Continue to invite Iwi to school events.
Action 3 *Strengthen school community partnerships.*	School community highly involved in some events e.g. Matariki, Disco, Picnic Lower turnout to other events e.g. Kidpower parent evening, Puawai celebration.	Data collected at events (participation numbers)	Events that draw high participation tend to be those that have high student involvement. Lower participation for events such as parent information evenings. FOS was largely inactive.	Plan to combine whanau consultation/information with child activities. One big event planned by FOS.

Strategic Goal 3:
Building Leadership of Learning

Annual Target/Goal:
Staff Capacity

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
Action 1 Develop staff capabilities	All teachers and LSAs participated in PLD and coaching related to their responsibilities within the school.	Maths PLD days BSLA training Coaching PGC conversations		Continue Maths PLD days (completing MOE allocated days). PLC/Coaching to be integrated.
Action 2 *Enhance staff wellbeing*	Staff Wellbeing PLD through Wellbeing Works.	8 sessions throughout the year for all staff. Feedback given on sessions informed further learning focuses.	Staff wellbeing survey not completed.	Staff Wellbeing survey completed 2026 (NZCER survey)

End of Year Achievement Data 2025

This year's achievement summary report comes with a number of caveats that make the data difficult to compare with any previous data (and potentially future data also).

The new curriculum, which we have been required to teach this year. Previously the curriculum was divided into levels, with achievement objectives at each level. Roughly speaking, these levels represented two years of learning, although there was significant overlap. The refreshed curriculum uses phases (phase 1 being Years 1-3, Phase 2 Years 4-6) and these phases are further split into explicit learning statements at each year level. Teachers have taken time to unpack and understand both the framework and the expectations at each level, but were thrown a little when we were given a new curriculum (without warning) in October which had an overhaul to the Understand-Know-Do framework that we had spent the last couple of years getting to know, and a realignment of many of the expectations at each year level.

Making this particularly difficult has been the assessment tools being aligned still with previous curriculum norms and expectations. The MoE has promised their new SMART assessment tool, however we are now at the end of November and this is still not available to us.

And so, the data presented in this report is based on a new curriculum, assessed using tools aligned to the old curriculum and using new measures that we are yet to be given clear guidance on. We have categorised "Proficient" and "Consolidating" as children working at their expected curriculum level.

I would like to say that despite of all this, I am incredibly proud of the team for approaching this all with a positive outlook. For the most part they are positive and excited about the new curriculum, but even more importantly have shown unwavering dedication to the growth and learning of their learners throughout the year.

Mathematics

Achievement Summary by Year Group

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Exceeding Expectations			2%	2%			1%
Proficient	9%	10%	16%	9%	3%	4%	10%
Consolidating	35%	68%	53%	56%	45%	44%	51%
Progressing Towards	47%	22%	27%	24%	33%	48%	31%
Needs Support	9%		2%	9%	19%	4%	7%

Trends:

- We have high numbers of year 5 & 6 students who are 'progressing towards' or 'consolidating'.
- We have a significant group of Year 5 students who require additional support. Of these students six out of the eight have greater than 10% days of absence.
- 80% of Maori students in Year 5 need support or are progressing towards expectations.

Next Steps:

- We have applied for and been successful in acquiring additional staffing for support in Maths. We are waiting for further information around how this will be utilised.
- The staff who have completed the Alim professional development will continue to provide this support in class.
- We will be continuing our PLD for all staff on the refreshed Maths curriculum. This will include learning to use new assessment tools.

Reading

Achievement Summary by Year Group

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Exceeding Expectations							
Proficient	15%	20%	16%	7%			10%
Consolidating	26%	65%	71%	58%	59%	59%	58%
Progressing Towards	50%	14%	11%	24%	16%	28%	21%
Needs Support	9%	2%	2%	11%	25%	13%	11%

Trends:

- We have high numbers of year 5 and students who are 'progressing towards' or 'consolidating'.
- We have a significant group of Year 5 students who require additional support. We recognise that attendance is something we need to address.
- 47% of Maori students 'need support' or are 'progressing towards' expectations.

Next Steps:

- All staff who have not yet been trained through Canterbury University (BSLA) are signed up and will receive professional development.
- We have applied for and been successful in acquiring additional staffing for support in Literacy. We have appointed a teacher to train and provide this support.

Writing

Achievement Summary by Year Group

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Exceeding Expectations							
Proficient	6%		9%	13%			5%
Consolidating	35%	47%	64%	47%	44%	48%	49%
Progressing Towards	38%	47%	22%	27%	31%	37%	32%
Needs Support	21%	7%	4%	13%	25%	15%	14%

Trends:

- Our Year 3's are our strongest cohort. These students started their education with BLSA.
- Overall it is to be expected that our older students who have not learned under the BLSA model would be showing higher needs.
- Boys' writing (particularly in our older year levels)continues to be of concern.

Next Steps:

- All staff who have not yet been trained through Canterbury University (BSLA) are signed up and will receive this professional development next year.
- We have applied for and been successful in acquiring additional staffing for support in Literacy (SLA). We have appointed a teacher to train and provide this support.
- Identifying those students who will benefit most from SLA support.