

PUAHUE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

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Accountant / Service Provider:

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PUAHUE SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Puahue 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.

Lisa Sharp

Full Name of Presiding Member



Signature of Presiding Member

06.05.2026

Date

Scott Wilson

Full Name of Principal



Signature of Principal

06.05.2026

Date

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

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	1,726,479	1,482,491	1,560,746
Locally Raised Funds	3	72,442	13,800	48,260
Interest		12,296	10,000	15,855
Total Revenue		1,811,217	1,506,291	1,624,861
Expense				
Locally Raised Funds	3	33,097	500	30,895
Learning Resources	4	1,297,090	1,115,480	1,131,767
Administration	5	102,808	99,300	96,122
Interest		707	399	643
Property	6	292,920	289,673	297,354
Total Expense		1,726,622	1,505,352	1,556,781
Net Surplus / (Deficit) for the year		84,595	939	68,080
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		84,595	939	68,080

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



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

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		710,108	618,863	618,707
Total comprehensive revenue and expense for the year		84,595	939	68,080
Contribution - Furniture and Equipment Grant		-	-	7,958
Contributions from the Ministry of Education - Te Mana Tuhono		-	-	15,363
Equity at 31 December		794,703	619,802	710,108
Accumulated comprehensive revenue and expense		794,703	619,802	710,108
Equity at 31 December		794,703	619,802	710,108

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.



Puahue School Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	105,748	108,311	211,136
Accounts Receivable	8	111,688	129,226	102,809
GST Receivable		3,141	2,948	-
Prepayments		12,352	5,963	7,277
Investments	9	278,797	153,776	245,326
Funds Receivable for Capital Works Projects	15	6,300	-	-
Transport Investment		18,985	19,265	19,097
		<u>537,011</u>	<u>419,489</u>	<u>585,645</u>
Current Liabilities				
GST Payable		-	-	15,503
Accounts Payable	11	120,940	89,118	109,663
Revenue Received in Advance	12	-	4,408	876
Provision for Cyclical Maintenance		-	-	-
Finance Lease Liability	14	4,758	4,159	3,572
Funds held for Capital Works Projects	15	-	-	95,557
		<u>125,698</u>	<u>97,685</u>	<u>225,171</u>
Working Capital Surplus/(Deficit)		<u>411,313</u>	<u>321,804</u>	<u>360,474</u>
Non-current Assets				
Property, Plant and Equipment	10	422,335	335,988	381,419
		<u>422,335</u>	<u>335,988</u>	<u>381,419</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	33,924	31,925	28,230
Finance Lease Liability	14	5,021	6,065	3,555
		<u>38,945</u>	<u>37,990</u>	<u>31,785</u>
Net Assets		<u>794,703</u>	<u>619,802</u>	<u>710,108</u>
Equity		<u>794,703</u>	<u>619,802</u>	<u>710,108</u>

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



Puahue School Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		418,722	361,214	430,926
Locally Raised Funds		71,698	13,800	46,205
Goods and Services Tax (net)		(18,644)	-	18,451
Payments to Employees		(198,438)	(192,600)	(178,714)
Payments to Suppliers		(165,052)	(83,719)	(149,062)
Interest Paid		(707)	(399)	(643)
Interest Received		12,757	10,000	14,774
Net cash from/(to) Operating Activities		120,336	108,296	181,937
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(92,938)	(42,000)	(27,643)
Purchase of Investments		(33,472)	-	(91,549)
Net cash from/(to) Investing Activities		(126,410)	(42,000)	(119,192)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	7,958
Finance Lease Payments		(3,227)	(5,227)	(3,444)
Funds Administered on Behalf of Other Parties		(96,087)	-	96,635
Net cash from/(to) Financing Activities		(99,314)	(5,227)	101,149
Net increase/(decrease) in cash and cash equivalents		(105,388)	61,069	163,894
Cash and cash equivalents at the beginning of the year	7	211,136	47,242	47,242
Cash and cash equivalents at the end of the year	7	105,748	108,311	211,136

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.



Puahue School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.



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 10.

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 14. Future operating lease commitments are disclosed in note 20b.

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. 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 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:

Board-owned Buildings	34 years
Building Improvements	31-34 years
Furniture and Equipment	4-10 years
Information and Communication Technology	5-10 years
Library Resources	12.5% Diminishing value
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 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	395,894	324,886	353,825
Teachers' Salaries Grants	1,094,117	915,880	953,256
Use of Land and Buildings Grants	198,888	203,657	218,291
Transport Network Income	(112)	-	(168)
Other Government Grants	37,692	38,068	35,542
	1,726,479	1,482,491	1,560,746

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	10,801	10,800	12,443
Fees for Extra Curricular Activities	33,779	2,500	29,247
Fundraising and Community Grants	27,714	500	6,570
Other Revenue	148	-	-
	72,442	13,800	48,260
Expense			
Extra Curricular Activities Costs	32,815	500	29,207
Fundraising and Community Grant Costs	282	-	1,688
	33,097	500	30,895
<i>Surplus for the year Locally Raised Funds</i>	39,345	13,300	17,365

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	21,729	26,700	20,905
Employee Benefits - Salaries	1,200,389	1,017,880	1,047,633
Staff Development	15,244	18,900	13,367
Depreciation	59,149	50,000	49,109
Other Learning Resources	579	2,000	753
	1,297,090	1,115,480	1,131,767



5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	8,585	7,000	6,914
Board Fees and Expenses	10,901	8,800	7,384
Operating Leases	325	-	606
Other Administration Expenses	20,013	20,600	21,180
Employee Benefits - Salaries	47,854	46,100	45,540
Insurance	4,990	4,800	4,658
Service Providers, Contractors and Consultancy	10,140	12,000	9,840
	102,808	99,300	96,122

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	-	-	509
Cyclical Maintenance	5,694	6,616	5,995
Heat, Light and Water	12,233	11,500	11,969
Rates	-	200	167
Repairs and Maintenance	24,383	18,700	17,945
Use of Land and Buildings	198,888	203,657	218,291
Employee Benefits - Salaries	46,910	44,500	37,969
Other Property Expenses	4,812	4,500	4,509
	292,920	289,673	297,354

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	45,748	108,311	211,136
Short-term Bank Deposits	60,000	-	-
Cash and cash equivalents for Statement of Cash Flows	105,748	108,311	211,136

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



8. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	11,181	875	367
Receivables from the Ministry of Education	3,943	-	2,389
Interest Receivable	3,335	2,715	3,796
Banking Staffing Underuse	-	47,241	-
Teacher Salaries Grant Receivable	93,229	78,395	96,257
	<u>111,688</u>	<u>129,226</u>	<u>102,809</u>
Receivables from Exchange Transactions	14,516	50,831	4,163
Receivables from Non-Exchange Transactions	97,172	78,395	98,646
	<u>111,688</u>	<u>129,226</u>	<u>102,809</u>

9. Investments

The School's investment activities are classified as follows:

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	278,797	153,776	245,326
Total Investments	<u>278,797</u>	<u>153,776</u>	<u>245,326</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Board-owned Buildings	14,959	-	-	-	(1,607)	13,352
Building Improvements	176,003	-	-	-	(6,174)	169,829
Furniture and Equipment	134,509	82,965	-	-	(34,454)	183,020
Information and Communication Technology	45,040	6,847	-	-	(11,319)	40,568
Motor Vehicles	-	3,126	-	-	(337)	2,789
Leased Assets	5,902	7,127	-	-	(4,606)	8,423
Library Resources	5,006	-	-	-	(652)	4,354
	381,419	100,065	-	-	(59,149)	422,335

The net carrying value of equipment held under a finance lease is \$8,423 (2024: \$5,902)

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	53,556	(40,204)	13,352	53,556	(38,597)	14,959
Building Improvements	208,883	(39,054)	169,829	208,883	(32,880)	176,003
Furniture and Equipment	435,428	(252,408)	183,020	352,462	(217,953)	134,509
Information and Communication Technology	139,375	(98,807)	40,568	132,528	(87,488)	45,040
Motor Vehicles	5,343	(2,554)	2,789	2,217	(2,217)	-
Leased Assets	42,052	(33,629)	8,423	34,925	(29,023)	5,902
Library Resources	56,163	(51,809)	4,354	56,163	(51,157)	5,006
	940,800	(518,465)	422,335	840,734	(459,315)	381,419

11. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	15,034	3,160	4,350
Accruals	8,580	4,413	6,909
Employee Entitlements - Salaries	93,229	78,395	96,257
Employee Entitlements - Leave Accrual	4,097	3,150	2,147
	120,940	89,118	109,663
Payables for Exchange Transactions	120,940	89,118	109,663
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	120,940	89,118	109,663

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue in Advance (Activities)	-	2,681	876
Grants in Advance - Ministry of Education	-	1,727	-
	-	4,408	876
	-	4,408	876

13. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	28,230	25,309	22,235
Increase/(decrease) to the Provision During the Year	5,694	6,616	5,995
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	33,924	31,925	28,230
	33,924	31,925	28,230
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	33,924	31,925	28,230
	33,924	31,925	28,230
	33,924	31,925	28,230

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2028. This plan is based on the School's painting quotes.

14. 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	5,378	4,159	3,944
Later than One Year	5,572	6,065	3,706
Future Finance Charges	(1,171)	-	(523)
	9,779	10,224	7,127
	9,779	10,224	7,127
Represented by			
Finance lease liability - Current	4,758	4,159	3,572
Finance lease liability - Non current	5,021	6,065	3,555
	9,779	10,224	7,127
	9,779	10,224	7,127



15. 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 \$
Bathroom Reconfiguration Project		248868	95,557	-	(101,857)	-	(6,300)
Totals			95,557	-	(101,857)	-	(6,300)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(6,300)

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
Bathroom Reconfiguration Project		248868	-	103,611	(8,054)	-	95,557
Totals			-	103,611	(8,054)	-	95,557

Represented by:

Funds Held on Behalf of the Ministry of Education	95,557
Funds Receivable from the Ministry of Education	-

16. 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.

Lisa April Sharp was a director of Encore Engineering Limited and ceased to be a director of Encore Engineering at 6 October 2025. During the year the school contracted Encore Engineering Limited for rugby and soccer goals. The total value of all transaction for the year was \$6,089 (2024: \$0) and no amount is outstanding at balance date (prior year: nil). Because the amount is less than \$25,000 (incl GST) for the year, the contract does not require Ministry approval under s10 of Schedule 23 of the Education and Training Act 2020.



17. 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	3,645	2,690
<i>Leadership Team</i> Remuneration Full-time equivalent members	377,563 3.00	360,115 3.00
Total key management personnel remuneration	<u>381,208</u>	<u>362,805</u>

There are 6 members of the Board excluding the Principal. The Board has held 7 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	150 - 160	140 - 150
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	5.00	4.00
	<u>5.00</u>	<u>4.00</u>

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

18. 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

19. 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.

Pay Equity and Collective Agreement Funding Wash-up

In 2025 the Ministry of Education provided collective agreement and pay equity settlement funding. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2025 has not yet been advised. The School has therefore not recognised an asset or liability regarding this funding wash-up, which is expected to be settled in July 2026.

20. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of \$6,300 (2024: \$95,557) as a result of entering the following contracts:

	Remaining Capital Commitment
Bathroom Reconfiguration Project	\$ 6,300
Total	6,300

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.

(b) Operating Commitments

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



21. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	105,748	108,311	211,136
Receivables	111,688	129,226	102,809
Investments - Term Deposits	278,797	153,776	245,326
Total financial assets measured at amortised cost	496,233	391,313	559,271

Financial liabilities measured at amortised cost

Payables	120,940	89,118	109,663
Finance Leases	9,779	10,224	7,127
Total financial liabilities measured at amortised cost	130,719	99,342	116,790

22. Events After Balance Date

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

23. Comparatives

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

Puahue School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Scott Wilson	Principal	ex Officio	
Lisa Sharp	Parent Representative	Elected	Sep 2028
Samantha Sunde	Parent Representative	Elected	Sep 2028
Francine Jones	Parent Representative	Elected	Sep 2028
Erika Dadson	Parent Representative	Co-opted	Sep 2025
Roslyn Beaver	Parent Representative	Elected	Sep 2028
Timothy de Vletter	Parent Representative	Elected	Sep 2028
Julie Choppin	Staff Representative	Elected	Sep 2025
Rebecca Baldwin	Student Representative	Co-opted	Sep 2025

Puahue School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$2,488 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Puahue School 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.

Statement of variance: progress against targets (required)

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

The tables below show one way that you could lay this information out. In this format, you will need to copy the rows enough times to cover each of your actions, targets and strategic goals shown in your annual implementation plan.]

Strategic Goal 1: Growing Learner Capability

Annual Target/Goal:

As per the annual implementation plan

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1 To successfully integrate the new mathematics curriculum, using PRIME Math as the core resource, ensuring students develop strong foundational maths skills and critical thinking	<p>We successfully integrated the new Mathematics & Statistics curriculum across all classrooms, using PRIME Math as our core resource. Teachers demonstrated increased confidence and consistency in delivering the refreshed curriculum phases, resulting in more structured and coherent maths programmes schoolwide. Students developed stronger foundational number skills, improved fluency, and greater confidence in mathematical reasoning, with PRIME routines supporting clearer progression and reduced variability between classes.</p> <p>Implementation strengthened teacher capability in identifying next learning steps, aligning assessment with the new phases, and applying common models and language. Priority learners made steady progress, and overall student engagement in maths improved. These actions resulted in a more deliberate and cohesive approach to maths teaching, placing the school in a strong position for the full curriculum rollout in 2026.</p>	<p><i>This is the sources of information the board used to determine those outcomes.</i></p> <ul style="list-style-type: none"> Classroom observations showing consistent use of PRIME structures and models Planning and assessment aligned to the new curriculum phases Student work samples demonstrating progression and increased fluency eTAP/PaCT data showing shifts for most students, including priority learners Teacher feedback and PLD reflections indicating increased confidence and coherence Student voice indicating improved understanding and enjoyment of maths 	<p>Implementation exceeded expectations in consistency of delivery and teacher confidence, with PRIME providing a strong structure that supported schoolwide coherence. Progress for most learners was positive; however, some priority students required additional time and targeted support to consolidate foundational number knowledge due to gaps prior to the curriculum refresh. Initial transition time was needed for staff to adjust planning and assessment practices to the new phases, which slowed early momentum but resolved as familiarity increased.</p>	<ul style="list-style-type: none"> Continue PLD to deepen teacher understanding of the new curriculum phases and progressions Strengthen targeted interventions for learners needing additional support, particularly in early number Refine schoolwide assessment tools (eTAP markbooks, PaCT judgements) to match refreshed curriculum expectations Increase opportunities for rich problem-solving and mathematical reasoning to complement PRIME fluency work Monitor consistency across classes and provide coaching/support where needed Prepare for full curriculum implementation and reporting requirements in 2026 Plan for the New Assessment tools been developed by the MOE for school use
Action 2 To implement the new English curriculum, focusing on developing students' literacy skills, critical thinking, and communication abilities, ensuring that all students can engage with diverse texts and express themselves effectively.	<p>Initial planning for the refreshed English curriculum began early in the year, with teachers engaging with draft materials and considering required shifts in literacy practice. As the year progressed, it became clear that effective implementation of the new Mathematics & Statistics curriculum required focused attention and significant PLD commitment. To maintain quality and avoid overload, the</p>	<p><i>This is the sources of information the board used to determine those outcomes.</i></p> <ul style="list-style-type: none"> Staff participation records from MOE-funded Structured Literacy PLD Teacher feedback indicating strengthened knowledge and confidence in structured literacy practices 	<p>The target was not fully achieved due to the intentional decision to prioritise quality implementation of the new Maths curriculum. Staff workload, the scale of curriculum change, and the need for sustained PLD meant concurrent rollout in both curriculum areas would have compromised effectiveness. The Ministry's release of revised</p>	<ul style="list-style-type: none"> Develop and initiate a staged implementation plan for the refreshed English curriculum in 2026 Continue embedding structured literacy practices schoolwide, ensuring alignment with the new documents Provide PLD and leadership support to help staff navigate the revised curriculum progressions

	<p>decision was made to temporarily pause full English curriculum implementation. Despite this pause, all teaching staff participated in MOE-funded PLD in Structured Literacy. This strengthened teacher capability in foundational literacy instruction and ensured continuity of effective practice while awaiting the updated curriculum release. With the formal English curriculum documents revised and reissued by the Ministry in October, the school has now moved full implementation to 2026, ensuring alignment with the national timeline and readiness for a coherent schoolwide rollout.</p>	<ul style="list-style-type: none"> Curriculum leadership and PLG discussions documenting the need to sequence curriculum changes Internal evaluations highlighting workload and implementation capacity MOE communications (October) confirming changes to English curriculum documents and timelines Board minutes noting the decision to move English implementation to 2026 	<p>English curriculum documents in October also shifted the national timeline, making continuation of the original 2025 plan impractical. However, teacher participation in MOE-funded Structured Literacy PLD exceeded expectations and strengthened foundational practice ahead of the 2026 rollout.</p>	<ul style="list-style-type: none"> Review current literacy planning and assessment to ensure alignment with refreshed curriculum expectations Allocate time for collaborative planning, moderation, and resourcing prior to 2026 rollout Maintain monitoring of priority learners to ensure continuity of progress through the transition
<p>Action 3 Updating the Reporting to Parents Model to Align with Phases of Learning (English and Math)</p>	<p>During 2025 we made substantial progress toward updating our reporting to parents so it aligns with the new curriculum phases of learning in English and Mathematics. A schoolwide review of reporting expectations was completed, draft phase-aligned reporting templates were developed, and staff trialled elements of the new model through internal discussions and data mapping. However, the Ministry's late-year changes to the progress indicators—from four to five phases—required adjustments to our design work. In addition, shifts in national timelines for curriculum rollout meant that finalising a 2025 aligned reporting model was neither practical nor appropriate. As a result, the school made a deliberate decision to pause full implementation for the 2025 end-of-year report to ensure accuracy, clarity, and alignment with MOE expectations. Approximately 70% of the reporting model has been completed and is ready for refinement and completion ahead of mid-year reporting in 2026. This measured approach ensured staff workload remained manageable and that the final reporting system will be robust, consistent, and genuinely reflective of student progress using the new phases.</p>	<p><i>This is the sources of information the board used to determine those outcomes.</i></p> <ul style="list-style-type: none"> Draft reporting templates aligned with phase progressions (English and Maths) changed in October 2025 Internal curriculum leadership documentation outlining design decisions eTAP markbook redevelopment work aligned to new progressions, and then paused when curriculum suddenly was changed in October Meeting notes showing leadership team feedback on trial templates MOE communications advising changes to progress indicators and rollout timelines Leadership team advised the board of the decision to pause full implementation for 2025. 	<p>The target was not fully implemented due to external changes to the curriculum progress indicators and updated MOE timelines. The shift from four to five progress indicators required re-design of reporting templates and significant re-alignment of assessment expectations. These changes occurred too late in the year to ensure accurate and high-quality reporting for the 2025 end-of-year cycle. Additionally, staff capacity was directed toward the successful implementation of the new Mathematics curriculum, making a staged approach necessary. Despite this, progress toward the reporting model was strong, with the majority of design work completed.</p>	<ul style="list-style-type: none"> Finalise and test the redesigned reporting templates aligned with five progress phases Complete eTAP markbook adjustments to support phase-based reporting Provide staff PLD and practice sessions on making consistent, reliable phase judgements Trial mid-year reporting in 2026 to test clarity, parent understanding, and system usability Develop supporting documentation for parents explaining the shift from levels to phases Monitor workload and timeline pressures as English and Maths are both reported against refreshed expectations
<p>Action 4 Updating Assessment Tools, Mark Books, and Progress Tracking to Align with Phases of Learning (English and Math)</p>	<p>Throughout 2025 we began updating our assessment systems, mark books, and progress-tracking tools to align with the refreshed curriculum phases of learning in English and Mathematics. Initial work included reviewing existing tools, mapping them against the new progressions, and redeveloping eTAP mark books to support phase-based judgements. Staff engaged in professional discussions around what evidence sits behind a phase judgement and how progress would be tracked within the new structure. With the March announcement that new national tests are being developed for schools, with an expected delivery date in November, we are still waiting to align our assessment tools with the forthcoming national reporting and progress-recording requirements. Implementation was not feasible. As with reporting, the school made a deliberate decision to prioritise accuracy and</p>	<p><i>This is the sources of information the board used to determine those outcomes.</i></p> <ul style="list-style-type: none"> Draft eTAP mark books designed around curriculum phases Mapping documents comparing old level-based tools to the new phase progressions Teacher workshop notes and PLD records on assessment within the refreshed curriculum Internal evaluation reports related to assessment coherence and workload MOE communications regarding phase changes and revised rollout timelines Board minutes confirming decisions to stage implementation 	<p>The target was not fully achieved due to external curriculum changes and the need to respond to updated MOE progress indicators. The shift to five phases required substantial redesign of assessment tools that had already been drafted. The timing of these changes, combined with the school's focus on successfully implementing the new Mathematics curriculum, meant there was insufficient time to ensure reliability and consistency across staff. Staff workload considerations and the importance of getting these tools accurate also influenced the decision to pause full implementation until 2026. Despite this, significant groundwork was completed and staff capability in using the new phase structure improved.</p>	<ul style="list-style-type: none"> Finalise eTAP mark books and ensure they align fully with the five-phase model Develop clear guidance for teachers on evidence requirements for phase judgements Implement consistent moderation processes across the school Align assessment tools for English and Maths with refreshed curriculum expectations Trial and refine progress-tracking processes during Terms 1–2, ahead of mid-year reporting Provide ongoing PLD to support staff confidence and consistency in making phase-based judgements Continue monitoring priority learners to ensure the new system strengthens visibility of progress

consistency and therefore paused final rollout until 2026. Approximately two-thirds of the redevelopment work is complete, giving us a strong foundation for a smooth transition next year. The work completed to date has strengthened staff understanding of the phases and clarified the type of evidence needed to show progress, improving assessment literacy across the school.

Evaluation and analysis of the school's students' progress and achievement (required)

Evaluation and Analysis of Student Progress and Achievement (2025)

Plain-language summary for our community

Overall Picture of Student Learning in 2025

Across Reading, Writing, and Maths, our students continued to make strong progress in 2025. The work teachers have been doing to strengthen foundations in literacy and mathematics, along with targeted support for priority learners, has had a noticeable impact. We used a mixture of classroom assessments, observations, student work samples, and standardised information to understand how well our students are progressing.

A key theme from this year is **consistent progress across the school**, especially for students who began the year below expectations. There is **no disparity** in learning outcomes between Māori and non-Māori students, or between boys and girls, across all three learning areas.

Reading

Overall achievement and progress

By the end of the year, **92% of students were achieving at or above the expected level** in Reading, up from 80.1% at mid-year

Reading End of Year 2025.

This is a significant improvement and reflects strong, deliberate classroom practice.

The school reduced the number of students working below expectation by **9.5% (17 learners)** between mid-year and the end of Term 4. Most learners made progress, and many made more than a year's progress in two terms.

What helped this improvement?

Teachers consistently used explicit Reading instruction, five days a week, supported by:

- Close monitoring of attendance for priority learners
- Teacher aide support
- Early Start Literacy interventions
- Double-teaching strategies for students needing more time and attention
- Encouraging home reading routines for younger learners

(From Reading report, p.1)

Reading End of Year 2025

Equity and learner groups

- **Māori students:** 17% (5/29) were below expectations, and all received literacy intervention support.
- There was **no disparity** between Māori and non-Māori students.
- There was **no difference** in achievement between boys and girls.

(From Reading report, p.1)

Reading End of Year 2025

Impact

Overall, students showed strong improvements in decoding, fluency, and comprehension. Priority learners made accelerated progress, and teachers report higher confidence and engagement during Reading lessons.

Writing

Overall achievement and progress

At year's end, **82% of students were at or above expectation**, up from 71% mid-year

Writing End of Year 2025.

Writing continues to be an area where students require more support than in Reading and Maths, but the rate of improvement this year was encouraging.

What influenced progress?

Progress in Writing was strengthened by literacy practices already described in Reading, including:

- Explicit teaching routines
- Attendance monitoring

- Teacher aide support
- Early Start Literacy intervention (led by the Reading Recovery teacher)

(From Writing report, p.1)

Writing End of Year 2025

Equity and learner groups

As with Reading:

- **17% (5/29) Māori students** were below expectation, all engaged in intervention support
 - No disparity between Māori and non-Māori
 - No disparity between boys and girls
- (From Writing report, p.1)

Writing End of Year 2025

Impact

Students made good progress in spelling, sentence structure, and stamina for writing. The structured literacy approach is helping students, especially younger learners, to gain confidence and fluency in written language.

Maths

Overall achievement and progress

Maths continues to be a strong area for Puahue students. By the end of 2025:

- **90% of students were at or above expectation**, up from 75% mid-year

Maths End of Year 2025.

- **66% (24 learners)** who were below expectation mid-year moved into their expected learning level by year's end.

What supported progress?

- Daily explicit Maths teaching
 - Teacher aide support for identified learners
- (From Maths report, p.1)

Maths End of Year 2025

The introduction of PRIME Maths and structured lesson routines contributed to clearer progressions, better scaffolding, and more consistent teaching across the school.

Equity and learner groups

- Only **7% (2/29) of Māori students** were below expectation, all receiving literacy support.
 - No achievement disparity between Māori and all students.
 - No difference between boys and girls.
- (From Maths report, p.1)

Maths End of Year 2025

Impact

Students showed noticeable gains in number knowledge, fluency, and mathematical reasoning. Engagement in Maths was high, and teachers reported that students were more confident explaining their thinking and strategies.

Learners whose needs are not yet being met

Across Reading, Writing, and Maths, a small number of students remain below expectations. These students:

- Are already part of targeted intervention groups
- Are monitored through priority learner systems
- Receive teacher aide support
- Have their attendance tracked closely
- Often require more than one year of progress to catch up

The progress made by these learners is positive, but they will remain a focus in 2026 to ensure they continue to move closer to curriculum expectations.

Summary for Whānau

In simple language:

Most Puahue School students are achieving at or above the expected level in Reading, Writing, and Maths.

Students who started the year behind made strong progress, with many catching up faster than expected.

There is **no achievement gap** for Māori learners or between boys and girls, which is something we are proud of as a school. Our focus on explicit teaching, structured literacy, attendance, and early interventions is working. We will continue this in 2026 while also preparing for changes to the national curriculum and future national testing.

Statement of compliance with employment policy (required)

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	We provided safe, supportive, and well-managed working conditions by meeting all health, safety, and employment obligations and responding promptly to staff needs.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Our EEO programme promotes fair and inclusive employment practices by ensuring unbiased recruitment processes, supporting professional growth for all staff, and fostering a workplace culture where diversity is valued and respected.
How do you practise impartial selection of suitably qualified persons for appointment?	<i>We have fulfilled this programme by using fair appointment procedures, providing equitable access to professional learning, actively supporting staff wellbeing, and ensuring that all employment decisions are transparent, merit-based, and free from discrimination.</i>
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	<i>The school has demonstrated its commitment to Te Tiriti o Waitangi by actively promoting a bicultural learning environment that honors and respects Māori culture and traditions. Through initiatives such as incorporating te reo Māori and tikanga Māori into the curriculum, the school provides students with opportunities to learn and appreciate the language and customs of the tangata whenua. Additionally, the school fosters partnerships with local iwi and community groups to ensure that Māori perspectives and knowledge are included in educational programs and activities. By acknowledging the principles of partnership, participation, and protection, the school creates an inclusive atmosphere that recognizes the value of Māori identity and cultural heritage.</i>
How have you enhanced the abilities of individual employees?	<i>We enhanced the abilities of individual employees by providing targeted professional learning, mentoring, and opportunities to develop skills aligned with their roles and career goals.</i>
How are you recognising the employment requirements of women?	<i>We recognise the employment requirements of women by supporting flexible working arrangements, ensuring equitable access to professional development, and maintaining fair, inclusive employment practices that respond to individual needs.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>We recognise the employment requirements of persons with disabilities by providing reasonable</i>

accommodations, ensuring accessible work environments, and adapting roles or duties where needed to support successful participation.

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

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

Kiwisport funding (required)

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$2509.04 (excluding GST). The funding was spent on sporting endeavours..

Financial statements (required)

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

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

Statement of responsibility signed and dated

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

Statement of comprehensive revenue and expense

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

Statement of changes in net assets/equity

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

Statement of financial position

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

Statement of cash flows

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

Notes to the financial statements

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