

# Katikati Primary School

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2025

#### School Directory

**Ministry Number:** 1765

**Principal:** Andrea Nicholson

**School Address:** Beach Road, Katikati 3129

**School Postal Address:** Beach Road, Katikati 3129

**School Phone:** 07 549 0105

**School Email:** [admin@katikati.school.nz](mailto:admin@katikati.school.nz)

#### Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Mrs Andrea Nicholson	Principal	ex Officio	
Ms Anita Rapson	Chairperson	Re-Elected	September 2026
Ms Loren Hunter	Treasurer	Elected	September 2026
Mrs Jenner Ballinger-Judd	Personnel	Re-Elected	September 2026
Ms Anita Rapson	Policy Rep	Elected	September 2026
Ms Loren Hunter	Policy Rep	Re-Elected	September 2026
Ms Valarie Uilou	Property Rep	Elected	September 2026
Ms Ashleigh Oliver	Staff Rep	Elected	September 2026
Ms Valarie Uilou	Hapū Rep	Re-Elected	September 2026
Ms Lilian Mafi	Hapū Rep	Elected	September 2026
Ms Candace Thomas	Trustee	Elected	September 2026

**Accountant / Service Provider:**

Katikati Chartered Accountants Limited

# KATIKATI PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# Katikati Primary School

## Statement of Responsibility

For the year ended 31 December 2025

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

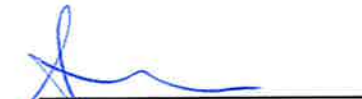
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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.

ANITA RAPSON

Full Name of Presiding Member

  
Signature of Presiding Member

27th May 2026

Date:

ANDREA NICHOLSON

Full Name of Principal

  
Signature of Principal

27th May 2026

Date:

**Katikati Primary School****Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	\$
<b>Revenue</b>				
Government Grants	2	5,572,448	4,220,483	5,256,409
Locally Raised Funds	3	88,470	112,750	90,430
Interest		16,929	32,000	34,640
Gain on Sale of Property, Plant and Equipment		435	-	-
		<hr/>	<hr/>	<hr/>
		5,678,282	4,365,233	5,378,225
<b>Expenses</b>				
Locally Raised Funds	3	19,068	19,000	19,823
Learning Resources	4	4,335,149	3,178,500	4,018,520
Administration	5	428,585	1,100,900	383,404
Interest		2,826	-	3,175
Property	6	1,006,741	311,400	1,093,977
Loss on Disposal of Property, Plant and Equipment		860	-	3,822
		<hr/>	<hr/>	<hr/>
		5,793,229	4,609,800	5,519,467
<b>Net Surplus / (Deficit) for the year</b>		(114,947)	(244,567)	(141,242)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		(114,947)	(244,567)	(141,242)

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

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

	Actual	Budget (Unaudited)	Actual
Notes	2025	2025	2024
	\$	\$	\$
<b>Balance at 1 January</b>	1,000,500	1,122,103	1,122,103
Total comprehensive revenue and expense for the year	(114,947)	(244,567)	(141,242)
Contributions from / (Distributions to) the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	-
Contribution - Te Mana Tūhono Funding	-	-	19,737
Distribution - Hall transferred to MOE	-	-	-
Historic adjustments	(2)	-	(98)
<b>Equity at 31 December</b>	<b>885,551</b>	<b>877,536</b>	<b>1,000,500</b>
Retained Earnings	885,551	877,536	1,000,500
<b>Equity at 31 December</b>	<b>885,551</b>	<b>877,536</b>	<b>1,000,500</b>

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.

**Katikati Primary School**  
**Statement of Financial Position**  
As at 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	649,684	640,000	442,589
Accounts Receivable	8	291,998	250,000	199,652
GST Receivable		-	-	-
Prepayments		-	-	68
Inventories	9	2,778	2,000	1,577
Investments	10	374,253	374,000	362,209
Funds Receivable for Capital Works Projects	16	675	-	55,247
		<u>1,319,388</u>	<u>1,266,000</u>	<u>1,061,342</u>
<b>Current Liabilities</b>				
GST Payable		39,988	40,000	15,926
Accounts Payable	12	333,300	300,000	256,408
Revenue Received in Advance	13	61,357	61,000	-
Finance Lease Liability - Current Portion	15	11,071	13,000	16,123
Funds held for Capital Works Projects	16	273,609	280,000	113,206
		<u>719,325</u>	<u>694,000</u>	<u>401,663</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>600,063</b>	<b>572,000</b>	<b>659,679</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	348,934	370,000	405,418
		<u>348,934</u>	<u>370,000</u>	<u>405,418</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	48,902	48,902	40,459
Finance Lease Liability	15	14,545	15,562	24,139
		<u>63,447</u>	<u>64,464</u>	<u>64,597</u>
<b>Net Assets</b>		<u><u>885,551</u></u>	<u><u>877,536</u></u>	<u><u>1,000,500</u></u>
<b>Equity</b>		<u><u>885,551</u></u>	<u><u>877,536</u></u>	<u><u>1,000,500</u></u>

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

**Katikati Primary School**  
**Statement of Cash Flows**  
For the year ended 31 December 2025

	2025	2025	2024
Note	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
<b>Cash flows from Operating Activities</b>			
Government Grants	1,675,722	1,570,483	1,607,206
Locally Raised Funds	124,220	112,750	129,058
Goods and Services Tax (net)	24,061	-	17,149
Payments to Employees	(1,029,446)	(1,037,000)	(1,011,393)
Payments to Suppliers	(763,022)	(922,800)	(768,389)
Cyclical Maintenance Payments in the year	-	-	-
Interest Paid	(2,826)	-	(3,175)
Interest Received	15,225	32,000	35,076
<b>Net cash from / (to) the Operating Activities</b>	<b>43,934</b>	<b>(244,567)</b>	<b>5,532</b>
<b>Cash flows from Investing Activities</b>			
Proceeds from Sale of Property Plant & Equipment (and Intangibles)	(425)	-	(3,822)
Purchase of Property Plant & Equipment (and Intangibles)	(44,439)	-	(69,749)
Purchase of Investments	(12,044)	-	(17,849)
Proceeds from Sale of Investments	-	-	-
<b>Net cash from / (to) the Investing Activities</b>	<b>(56,908)</b>	<b>-</b>	<b>(91,420)</b>
<b>Cash flows from Financing Activities</b>			
Furniture and Equipment Grant	-	-	-
Finance Lease Payments	5,631	-	(16,026)
Painting contract payments	-	-	-
Loans Received/ Repayment of Loans	-	-	-
Funds Administered on Behalf of Third Parties	214,975	-	50,772
Funds Held for Capital Works Projects	-	-	-
Other Cash flows	(537)	-	19,500
<b>Net cash from Financing Activities</b>	<b>220,069</b>	<b>-</b>	<b>54,246</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>	<b>207,095</b>	<b>(244,567)</b>	<b>(31,642)</b>
Cash and cash equivalents at the beginning of the year	7	442,589	442,589
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>649,684</b>	<b>198,022</b>

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 have been excluded.

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

# Katikati Primary School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Katikati Primary 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 of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### **Reporting Period**

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

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the 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**

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.

###### **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.

#### **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. These 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 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. 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.

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	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

### **k) Impairment of property, plant, and equipment and intangible assets**

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

#### *Non cash generating assets*

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

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

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

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

### **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 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.

### **n) Revenue Received in Advance**

Revenue received in advance relates to grants received 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.

**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 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 Revenue and Expense.

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

**q) 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.

**r) 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.

**s) 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.

**t) Budget Figures**

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

**u) 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	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	1,675,722	1,570,483	1,607,206
Teachers' Salaries Grants	3,194,037	2,650,000	2,893,688
Use of Land and Buildings Grants	702,689	-	755,515
Other Grants	-	-	-
	<u>5,572,448</u>	<u>4,220,483</u>	<u>5,256,409</u>

## 3. Locally Raised Funds

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

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations & Bequests	6,801	10,000	5,923
Fees for Extra Curricular Activities	33,100	44,000	24,296
Trading	30,055	-	23,942
Fundraising & Community Grants	17,244	13,750	17,455
Other Revenue	1,270	45,000	15,560
	<u>88,470</u>	<u>112,750</u>	<u>87,176</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	13,642	14,000	16,072
Trading	5,426	5,000	3,751
	<u>19,068</u>	<u>19,000</u>	<u>19,823</u>
	<u>69,402</u>	<u>93,750</u>	<u>67,353</u>

Surplus/ (Deficit) for the year Locally raised funds

## 4. Learning Resources

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	253,798	291,600	219,381
Information and Communication Technology	1,955	6,000	1,608
Employee Benefits - Salaries	3,959,708	2,818,000	3,657,364
Staff Development	37,060	60,000	54,535
Depreciation	80,646	-	80,792
Other Learning Resources	1,982	2,900	4,840
	<u>4,335,149</u>	<u>3,178,500</u>	<u>4,018,520</u>

## 5. Administration

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	10,360	9,200	6,643
Board Fees and Expenses	15,864	18,500	13,173
Intervention Expenses	536	1,000	238
Operating Lease	12,475	24,000	19,347
Other Administration Expenses	210,609	247,200	154,243
Employee Benefits - Salaries	146,321	770,000	154,729
Insurance	9,086	5,500	9,335
Service Providers, Contractors and Consultancy	23,334	25,500	22,442
	<u>428,585</u>	<u>1,100,900</u>	<u>360,150</u>

## 6. Property

	2025	2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
Consultancy and Contract Services	74,416	78,200	74,038
Cyclical Maintenance	-	-	504
Heat, Light and Water	31,484	33,900	33,561
Rates	21,491	20,000	19,742
Repairs and Maintenance	54,687	69,300	97,999
Use of Land and Buildings	702,689	-	755,515
Employee Benefits - Salaries	109,082	99,000	101,360
Other Property Expenses	12,892	11,000	11,258
	<u>1,006,741</u>	<u>311,400</u>	<u>1,093,977</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 7. Cash and Cash Equivalents

	2025	2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Current Account	400,708	395,000	133,559
Bank Call Account	248,976	245,000	309,098
Bank Overdraft	-	-	(68)
Cash and cash equivalents for Cash Flow Statement	<u>649,684</u>	<u>640,000</u>	<u>442,589</u>

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

Of the \$649,684 Cash and Cash Equivalents, \$334,965 is subject to restrictions for the following reasons:

- \$81,356 of unspent grant funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is included in Revenue in Advance in note 13.
- \$273,609 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 16.

## 8. Accounts Receivable

	2025	2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	1,344	1,500	785
Share of Katikati Transport Network Group Surplus	17,084	-	(7,965)
Interest Receivable	2,276	2,000	572
Teacher Salaries Grant Receivable	271,294	246,500	206,260
	<u>291,998</u>	<u>250,000</u>	<u>199,652</u>
Receivables from Exchange Transactions	20,704	3,500	(6,608)
Receivables from Non-Exchange Transactions	271,294	246,500	206,260
	<u>291,998</u>	<u>250,000</u>	<u>199,652</u>

## 9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	2,778	2,000	1,577
	<u>2,778</u>	<u>2,000</u>	<u>1,577</u>

## 10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	374,253	374,000	362,209
	<u>374,253</u>	<u>374,000</u>	<u>362,209</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2025</b>						
Buildings	129,056	-	-	-	(15,098)	113,958
Furniture and Equipment	172,038	15,590	(860)	-	(28,292)	158,476
Information and Communication Technology	55,789	4,834	-	-	(17,505)	43,117
Leased Assets	35,807	1,560	-	-	(15,520)	21,848
Library Resources	12,729	4,102	(1,065)	-	(4,231)	11,534
<b>Balance at 31 December 2025</b>	<u>405,419</u>	<u>26,086</u>	<u>(1,925)</u>	<u>-</u>	<u>(80,646)</u>	<u>348,934</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2025</b>			
Buildings	284,104	(170,146)	113,958
Furniture and Equipment	807,955	(649,480)	158,476
Information and Communication Technology	114,080	(70,963)	43,117
Leased Assets	284,854	(263,006)	21,848
Library Resources	57,740	(46,205)	11,535
<b>Balance at 31 December 2025</b>	<u>1,548,733</u>	<u>(1,199,799)</u>	<u>348,934</u>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2024</b>						
Buildings	144,154	-	-	-	(15,098)	129,056
Furniture and Equipment	161,080	41,419	(1,875)	-	(28,587)	172,038
Information and Communication Technology	44,420	28,769	(1,947)	-	(15,454)	55,789
Leased Assets	21,039	32,571	-	-	(17,803)	35,807
Library Resources	13,197	6,424	(3,042)	-	(3,851)	12,729
<b>Balance at 31 December 2024</b>	<u>383,891</u>	<u>109,184</u>	<u>(6,864)</u>	<u>-</u>	<u>(80,792)</u>	<u>405,419</u>

<b>2024</b>	<b>Cost or Valuation \$</b>	<b>Accumulated Depreciation \$</b>	<b>Net Book Value \$</b>
Buildings	264,236	(193,948)	70,288
Furniture and Equipment	798,244	(633,768)	164,476
Information and Communication Technology	116,807	(53,457)	63,350
Leased Assets	305,131	(269,324)	35,807
Library Resources	55,556	(42,827)	12,729
Improvements to Crown Buildings	58,768	-	58,768
<b>Balance at 31 December 2024</b>	<b>1,598,743</b>	<b>(1,193,324)</b>	<b>405,419</b>

The carrying value of assets held under a finance lease is \$21,848, (2024: \$35,807).

**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**

	<b>2025 Actual \$</b>	<b>2025 Budget (Unaudited) \$</b>	<b>2024 Actual \$</b>
Operating Creditors	24,575	10,000	4,347
Employee Entitlements - Salaries	271,294	246,500	206,260
Employee Entitlements - Leave Accrual	37,430	43,500	45,802
	<b>333,299</b>	<b>300,000</b>	<b>256,409</b>
<b>Payables for Exchange Transactions</b>	<b>333,299</b>	<b>300,000</b>	<b>256,409</b>
	<b>333,299</b>	<b>300,000</b>	<b>256,409</b>

The carrying value of payables approximates their fair value.

**13. Revenue Received in Advance**

	<b>2025 Actual</b>	<b>2025 Budget (Unaudited)</b>	<b>2024 Actual</b>
Grants in Advance - Ministry of Education: Intensive Wrap Around Services (2026)	14,577	-	-
Grants In Advance - Ministry of Education: Property Maintenance (2026)	26,152	-	-
Grants in Advance - Acorn Foundation: Maths and Science Funds (2026)	10,627	-	-
Grants in Advance - Acorn Foundation: Kapahaka Fund (2026)	10,000	-	-
	<b>61,356</b>	<b>-</b>	<b>-</b>

**14. Provision for Cyclical Maintenance**

	<b>2025 Actual \$</b>	<b>2025 Budget (Unaudited) \$</b>	<b>2024 Actual \$</b>
Provision at the Start of the Year	40,459	40,459	32,019
Increase/ (decrease) to the Provision During the Year	8,443	8,443	8,440
<b>Provision at the End of the Year</b>	<b>48,902</b>	<b>48,902</b>	<b>40,459</b>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	48,902	48,902	40,459
	<b>48,902</b>	<b>48,902</b>	<b>40,459</b>

The schools cyclical maintenance schedule details annual painting to be undertaken. The costs associated to this annual work will vary dependant on the requirements during the year. The plan is based on estimated painting costs.

**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	11,071	13,000	16,123
Later than One Year and no Later than Five Years	14,545	15,562	24,139
Later than Five Years	-	-	-
	<u>25,616</u>	<u>28,562</u>	<u>40,262</u>

#### 16. Funds Held for Capital Works Projects

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

	2025	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
5YA General	In progress	(675)	-	-	-	(675)
2017 W Block Vandalism	completed	(1,596)	-	-	1,596	-
Hall	completed	(589)	-	-	589	-
C Block ILE Project	completed	23	-	-	(23)	-
Underfloor Insulation Works	completed	617	-	-	(617)	-
Caretakers Shed	completed	(20,791)	-	-	20,791	-
Fence	completed	(1,650)	-	-	1,650	-
A Block WC Upgrade & 2025 Junior Toilet Upgrade	In progress	(4,920)	106,188	(2,994)	-	98,253
2024 Heatpumps/ Lighting J Block	completed	(23,113)	-	-	23,113	-
2023/24 SIP Shade Sails & Garage	completed	35,443	-	-	(35,443)	-
2025 Heatpumps A & C Block Rms 3 - 11	completed	52,251	7,073	(59,805)	481	-
2025 Boiler Upgrade	completed	10,232	2,000	(15,669)	3,437	-
2025 Rm 17 Re Roof & Hall Reroof	In progress	(1,913)	192,113	(14,846)	-	175,355
2023 Boundary Fence	completed	14,639	-	-	(14,639)	-
LSPM D Site Visual Sensory Final	cancelled	-	9,406	(9,406)	-	-
Roof Barriers	completed	-	10,880	(10,880)	-	-
		<u>57,959</u>	<u>327,640</u>	<u>(113,599)</u>	<u>934</u>	<u>272,934</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	273,609
Funds Due from the Ministry of Education	(675)
	<u>272,934</u>

	2024	Opening Balances		Receipts		Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$			
5YA General	<i>In progress</i>	(675)	-	-	-	-	-	(675)
2017 W Block Vandalism Hall	<i>completed</i>	(1,596)	-	-	-	-	-	(1,596)
C Block ILE Project	<i>completed</i>	(589)	-	-	-	-	-	(589)
Underfloor Insulation Works	<i>completed</i>	23	-	-	-	-	-	23
Caretakers Shed	<i>completed</i>	617	-	-	-	-	-	617
Fence	<i>completed</i>	(20,791)	-	-	-	-	-	(20,791)
A Block WC Upgrade	<i>in progress</i>	(1,650)	-	-	-	-	-	(1,650)
2024 Heatpumps/ Lighting J Block	<i>in progress</i>	(4,920)	-	-	-	-	-	(4,920)
2023/24 SIP Shade Sails & Garage	<i>completed</i>	-	3,036	(26,149)	-	-	-	(23,113)
2025 Rm 17 Re Roof	<i>completed</i>	30,767	24,479	(19,804)	-	-	-	35,443
2025 Heatpumps A & C Block Rms 3 - 11	<i>in progress</i>	-	-	(819)	-	-	-	(819)
2025 Boiler Upgrade	<i>in progress</i>	-	58,012	(5,761)	-	-	-	52,251
2025 Junior Toilet Upgrade	<i>in progress</i>	-	18,000	(7,768)	-	-	-	10,232
2025 Hall Reroof	<i>in progress</i>	-	-	-	-	-	-	-
2023 Boundary Fence	<i>in progress</i>	-	-	(1,094)	-	-	-	(1,094)
	<i>completed</i>	-	40,114	(25,475)	-	-	-	14,639
<b>Totals</b>		<b>1,187</b>	<b>143,641</b>	<b>(86,868)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>57,959</b>

**Represented by:**

Funds Held on Behalf of the Ministry of Education

113,206

Funds Due from the Ministry of Education

(55,247)

57,959

**17. Related Party Transactions**

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

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

**18. Remuneration**

*Key management personnel compensation*

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

	2025 Actual \$	2024 Actual \$
<b>Board Members</b>		
Remuneration	3,590	3,450
<b>Leadership Team</b>		
Remuneration	550,757	533,599
Full-time equivalent members	4.00	4.00
<b>Total key management personnel remuneration</b>	<b>554,347</b>	<b>537,049</b>
<b>Total full-time equivalent personnel</b>	<b>4.00</b>	<b>4.00</b>

There are seven members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. The Board has no Finance or Property Committees. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

**Principal**

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

	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$000</b>	<b>\$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180-190	170-180
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

**Other Employees**

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

<b>Remuneration</b>	<b>2025</b>	<b>2024</b>
<b>\$000</b>	<b>FTE Number</b>	<b>FTE Number</b>
100-110	6.00	5.00
110-120	0.00	4.00
	<u>6.00</u>	<u>9.00</u>

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

**19. Compensation and Other Benefits Upon Leaving**

The total value of compensation or other benefits paid or payable to persons who ceased to be 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:

	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Actual</b>
Total	Nil	Nil
Number of People	0	0

**20. Contingencies**

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

**Holidays Act Compliance – schools payroll**

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

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

## 21. Commitments

### (a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$273,609 (2024: \$76,471) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment
2025 Heatpumps A & C Block Rooms 3 - 11	98,253
2025 Rm 17 Re Roof & Hall Reroof	175,355
<b>Total</b>	<b>273,609</b>

### (b) Operating Commitments

There were no operating commitments as at 31 December 2025

(Operating commitments at 31 December 2024: \$0)

## 22. Share of Katikati Transport Network

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Opening Balance	(7,965)	60,000	34,702
Payment made/(Payout Received)	-	-	(66,092)
Prior year income not recorded	-	-	-
Share of MOE Transport Grant	160,648	74,500	154,372
Less: Share of Transport Network Expenses	(135,599)	(117,500)	(130,947)
Balance Held by Transport Network	17,084	17,000	(7,965)

## 23. 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	649,684	640,000	442,589
Receivables	291,998	250,000	199,652
Investments - Term Deposits	374,253	374,000	362,209
Total Financial assets measured at amortised cost	1,315,935	1,264,000	1,004,450

### Financial liabilities measured at amortised cost

Payables	333,299	300,000	256,409
Finance Leases	25,616	28,562	40,262
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	358,915	328,562	296,671

## 24. Events After Balance Date

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

## 25. Comparatives

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

## Independent Auditor's Report

### To the Readers of Katikati Primary School's Financial Statements

For the Year Ended 31 December 2025

The Auditor-General is the auditor of Katikati Primary School (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on pages 2 to 18, 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:
  - its financial position as at 31 December 2025; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 27 May 2026. This is the date at which our opinion is expressed.

#### Basis for our opinion

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

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

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

#### Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School 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**

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 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 Analysis of End of Year Aggregated Data, Analysis of Variance, Statement of Compliance with Employment Policy, Statement of Kiwi Sport funding, Principal's Review and Presiding Member's Report.

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

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

### **Independence**

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

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



**Richard Dey**  
**William Buck Audit (NZ) Limited**  
On behalf of the Auditor-General  
Tauranga, New Zealand

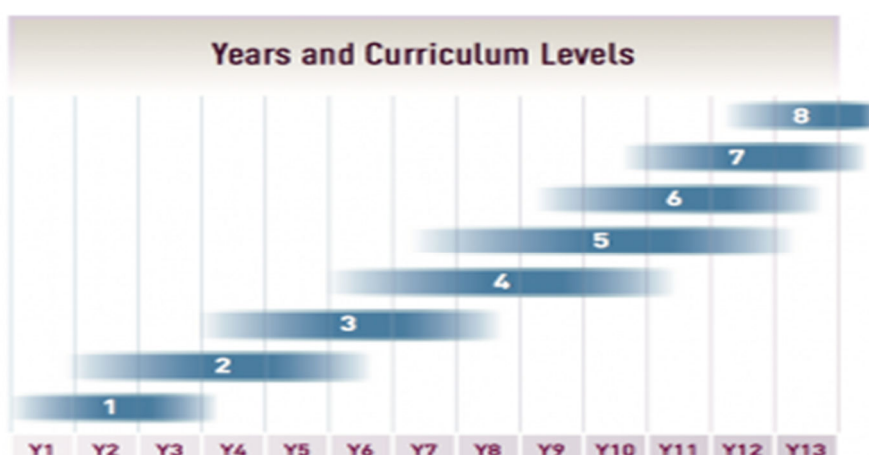


**KATIKATI PRIMARY SCHOOL**  
**YEARS 1-2**  
**END OF YEAR AGGREGATED**  
**DATA**  
**2025**

## Analysis of Data for Years 1-2 End of Year 2025

### Curriculum Levels and Years

The diagram below is taken from the New Zealand Curriculum document. It shows how the curriculum levels typically relate to years at school. For example, children may be working within Level One in Years 1, 2, 3 and sometimes Year 4. You can see that children usually take between two and three years to work through each level of the curriculum. Many students do not, however fit this pattern including those with special learning needs or those who come from non-English speaking backgrounds. We use the levels Basic (B), Proficient (P) and Advanced (A) in this report at each curriculum level.



As there is such a wide span of typical achievement, as a school we have set ourselves the following targets:-

Year Level	Where we would ideally like students in each year group to be by the end of the year
1	Working within Level 1 (1P)
2	Working competently at Level 1 (1A)
3	Working within Level 2 (2B)
4	Proficient at Level 2 (2P/2A)
5	Working within Level 3 (3B)
6	Proficient at Level 3 (3P/3A)

Teachers are asked to assess the children using on-going observations in the classroom as well as information gathered from standardised tests. In order to look at the progress made, instead of reporting on the actual curriculum levels we will record data as:

**Accelerated progress-** where a child has moved more than one step progress in the curriculum

**Sufficient progress-** where a child has made one step progress

**Insufficient progress-** where either a child has been put back a level or has plateaued

**New Enrolments** – These are the totals of children who have been enrolled into the Junior School this year:-

8 children in Year 2 (9% of the total cohort)

73 children in Year 1 (82% of the total cohort)

### **Support Programmes Operating for Year 1-2 students**

Currently there are a number of support programmes operating for some of our priority learners in Years 1-2. These include:-

- Reading Eggs – an online programme which has been well received by the children. It builds on the five key areas needed to become a good reader. Phonemic awareness and phonics, sight words, vocabulary, fluency and comprehension. We are supporting 15 students from Team 1 with this programme
- Teacher aide support for ESOL (English as a Second Language) students
- Teacher aide support in classes for Literacy Years 0-2
- Early Literacy Support with Andrea Menhinick for those struggling with Reading and Writing in Year 1-2 classes
- Some students have support from a Resource Teacher for Literacy (RTLit)
- Some students have support from a Resource Teacher for Learning and Behaviour (RTLb)
- Volunteer Readers

### **Structured Literacy**

This year Structured Literacy has been taught with almost all Team 1 teachers now trained in the teaching of this programme (this has not included Team 1 staff who came to our school in terms 3 & 4).

Our 2 Literacy Leaders and Andrea Mehinick have supported teachers to ensure this approach has been embedded across Team One.

We believe that the introduction of Structured Literacy has definitely improved Team One's results in both Reading and Writing this past six months, as teachers become more confident in teaching this programme and children understand and can follow the programme and tasks more easily.

### **Attendance**

As we are continuing to monitor attendance issues thoroughly, we thought it would be interesting to note how many children in each year group had attendance of less than 90%.

**In Year 1:** 41 students out of 91 (45%)

- Chronic attendance (less than 70%) = 10 students in Year 1 (10%)
- Moderate attendance (70-80%) = 7 students in Year 1 (7%)
- Irregular attendance (80-90%) = 24 students in Year 1 (26%)

**In Year 2:** 26 students out of 74 (35%)

- Chronic attendance (less than 70%) = 3 students in Year 2 (4%)
- Moderate attendance (70-80%) = 4 students in Year 2 (5%)
- Irregular attendance (80-90%) = 19 students in Year 2 (25%)

We have seen a positive shift in attendance trends with more students having improved attendance and falling into the irregular category, rather than the moderate or chronic.

### **Junior School Record of Oral Language & the 1<sup>st</sup> year at school**

When children start at school within the first month the Record of Oral Language is administered. This test provides information as to the child's oral language development as well as their ability to handle grammatical structures.

This test alerts teachers to the needs of their students as oral language underpins all literacy learning.

The scoring of this test is out of 42, with any student scoring 13 or less deemed as "at risk" in terms of learning. These students will have acquired only a limited control over the structures of oral English. They will be likely to have difficulty in many tasks in their first year at school such as following all but the simplest forms of instructions given by the teacher and following a story read to the class.

78 students were tested on the Record of Oral Language on school entry over the 2025 year.

28/78 or 35% scored 13 or below so were "at risk" in terms of Literacy Learning when starting school

Below is a table to show those students at risk.

<b>Boys</b>	<b>Girls</b>	<b>NZ Maori</b>	<b>ESOL</b>
71%	28%	17%	71%
(20/28)	(8/28)	(5/28)	(20/28)

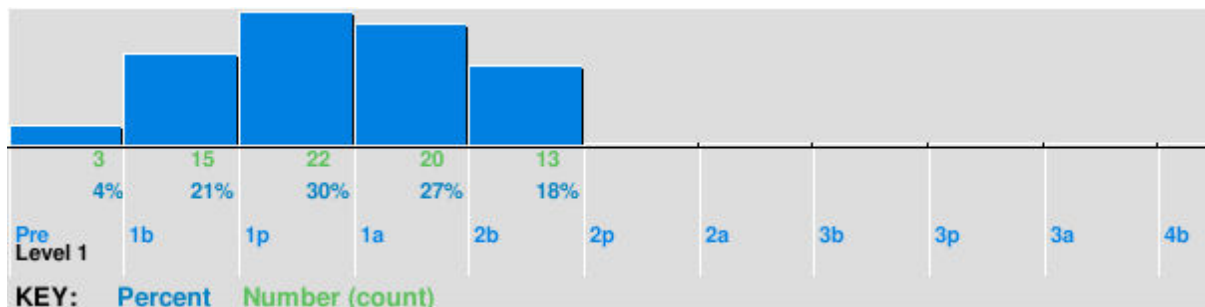
## Year 2

### Reading Overview

The following chart shows how the children in Year 2 are achieving against the different levels of the Reading curriculum at the end of the year. The blue levels are where we would ideally like them to be working at/above by the end of Year 2.

Reading	Pre Level	1b	1p	1a	2b
<b>Y2</b>	4%	21%	30%	27%	18%
<b>(73)</b>	(3)	(15)	(22)	(20)	(13)

### Total Pupils at each level



75% of students in year 2 are currently working at Level 1P or above. Out of the 18 students who are working at Level 1B or below:

- 7 have attendance concerns
- 2 are new enrolments
- 9 are ESOL
- Many of these students have specific high needs and, in some cases, will have individualised programmes

61 out of the 73 students currently in Y2 had reading data entered at the end of last year to compare against the end of this year.

<b>Progress Made in Reading in Y2</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
61 students	31%	43%	26%
	(19)	(26)	(16)

It is pleasing to see that 74% of this cohort have made sufficient/accelerated progress over the last year. When looking at the 16 children who have made insufficient progress:

- 6 have attendance issues
- 9 are ESOL

### **Gender Comparisons**

<b>Reading End 2024 - 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Females</b> <b>(23)</b>	30% (7)	57% (13)	13% (3)
<b>Males</b> <b>(38)</b>	32% (12)	34% (13)	34% (13)

87% of females have made sufficient/accelerated progress over the last year compared to 66% of our males. There are more males who have made insufficient progress than females. These children who have made insufficient progress will be target students & will be tracked carefully through our appraisal process next year.

## Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made.

<b>Reading End 2024-2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Maori (10)</b>	50% (5)	50% (5)	0% (0)
<b>Pasifika (6)</b>	0% (0)	33% (2)	67% (4)
<b>NZ European (27)</b>	30% (8)	44% (12)	26% (7)
<b>Other (18)</b>	33% (6)	39% (7)	28% (5)
<b>Total (61)</b>	31% (19)	43% (26)	26% (16)

The Maori cohort had the highest percentage of students making accelerated progress at 50%. The overall progress made by almost all other cohorts is excellent, however the Pasifika cohort did not make as much progress.

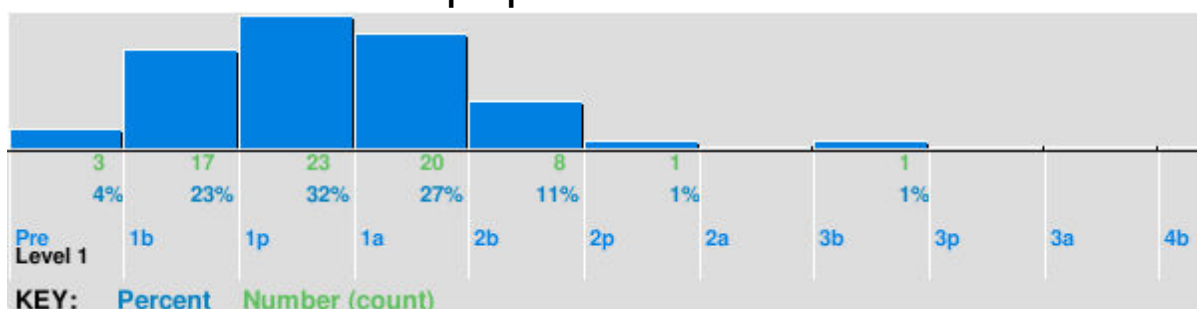
Maori 100%, Pasifika 33%, NZ European 74% and Other 72% (accelerated/sufficient progress).

## Writing Overview

The following chart shows how the children in Year 2 are achieving against the different levels of the Writing curriculum at the end of the year. The blue levels are where we would ideally like them to be working at/above by the end of Year 2.

Writing	Pre-Level 1	1b	1p	1a	2b	2p	2a	3b
<b>Y2</b>	4%	23%	32%	27%	11%	1%	0%	1%
<b>(73)</b>	(3)	(17)	(23)	(20)	(8)	(1)	(0)	(1)

### Total pupils at each level



73% of students in Year 2 are currently working at or above where we would like them to be in Writing.

Out of the 20 students who are working below/well below:-

- 1 is a new enrolment
- 7 have attendance issues
- 6 are ESOL
- 

61 out of the 73 students currently in Y2 had writing data entered at the end of last year to compare against the end of this year.

Progress Made in Writing in Y2	Accelerated Progress	Sufficient Progress	Insufficient Progress
61 students	30%	41%	30%
	(18)	(25)	(18)

70% of this cohort have made sufficient/accelerated progress from the end of 2024 to the end of 2025.

When looking at the 18 children who have made insufficient progress:-

- 4 have attendance issues
- 3 are ESOL

All of these children will be targets and tracked through the appraisal process next year.

## Gender Comparisons

Writing End of Year 2024 - 2025	Accelerated Progress	Sufficient Progress	Insufficient Progress
<b>Females</b> <b>(23)</b>	30% (7)	57% (13)	13% (3)
<b>Males</b> <b>(38)</b>	29% (11)	32% (12)	39% (15)

87% of females have made sufficient/accelerated progress in Writing compared to 61% of our boys.

## Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made.

Writing End 2024- 2025	Accelerated Progress	Sufficient Progress	Insufficient Progress
<b>Maori</b> <b>(10)</b>	50% (5)	40% (4)	10% (1)
<b>Pasifika</b> <b>(6)</b>	17% (1)	67% (4)	17% (1)
<b>NZ European</b> <b>(27)</b>	30% (8)	37% (10)	33% (9)
<b>Other</b>	22%	39%	39%

(18)	(4)	(7)	(7)
<b>Total 61</b>	30%	41%	30%
	(18)	(25)	(18)

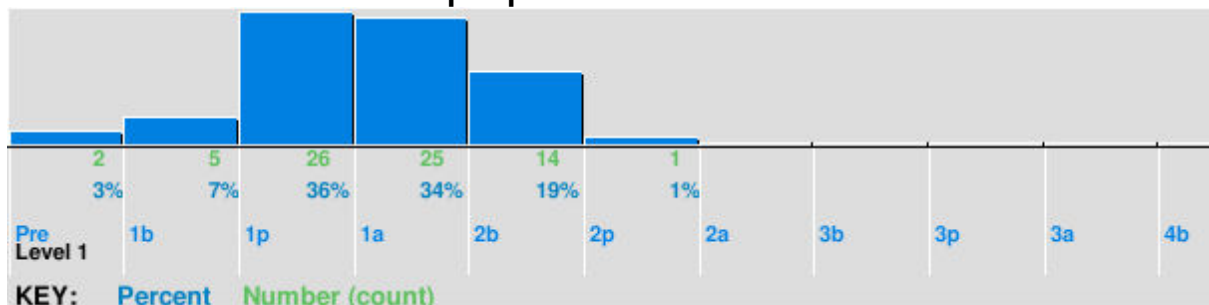
The Maori cohort had the most children making accelerated/sufficient progress - 90%, followed by Pasifika – 83%, NZ European – 67% and Other – 61%.

### Maths Overview

The following chart shows how the children in Year 2 are achieving against the different levels of the Maths curriculum at the end of the year. The blue levels are where we would ideally like them to be working at/above by the end of Year 2.

Maths	Pre Level	1b	1p	1a	2b	2p
<b>Y2</b>	3%	7%	36%	34%	19%	1%
<b>(73)</b>	(2)	(5)	(26)	(25)	(14)	(1)

### Total pupils at each level



90% of students in Year 2 are currently working at or above where we would like them to be in Maths. Of the 7 students who are working below/well below the expected level:

- 1 is a new enrolment
- 3 are ESOL
- 3 have attendance issues

61 out of the 73 students currently in Y2 had Maths data entered at the end of last year to compare against the end of this year.

<b>Progress Made in Maths in Y2</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
61 students	39%	48%	13%
	(24)	(29)	(8)

87% of students from this cohort have made accelerated/sufficient progress in the last year.

There are 8 students who have made insufficient progress:-

- 4 have attendance issues
- 2 are ESOL

All of these children will be targets and tracked through the appraisal process next year.

## Gender Comparisons

<b>Maths</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Females</b>	39%	48%	13%
<b>(23)</b>	(9)	(11)	(3)
<b>Males</b>	39%	47%	13%
<b>(38)</b>	(15)	(18)	(5)

The boys & girls are exactly the same with regard to making accelerated/sufficient progress over the past year in Maths, both making 87% overall progress.

## Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made.

<b>Maths End 2024-2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Maori</b>	20%	50%	30%
<b>(10)</b>	(2)	(5)	(3)

<b>Pasifika</b>	33%	33%	33%
<b>(6)</b>	(2)	(2)	(2)
<b>NZ European</b>	44%	44%	11%
<b>(27)</b>	(12)	(12)	(3)
<b>Other</b>	44%	56%	0%
<b>(18)</b>	(8)	(10)	(0)
<b>Total 61</b>	39%	48%	13%
	(24)	(29)	(8)

The Other cohort has made the most accelerated progress of 100% followed by NZ European – 89%, Maori 70% and Pasifika – 67%.

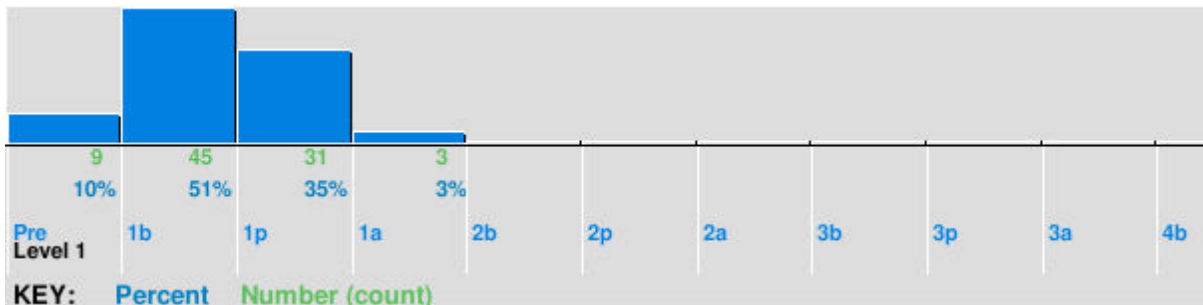
# Year 1

## Reading Overview

The following chart shows how the children in Year 1 are achieving against the different levels of the Reading curriculum at the end of the year. The blue levels are where we would ideally like them to be working at/above by the end of Year 1.

Reading	Pre Level	1b	1p	1a
<b>Y1</b> <b>(88)</b>	10% (9)	51% (45)	35% (31)	3% (3)

## Total Pupils at each level



90% of students in Year 1 are currently working at Level 1b or above. Out of the 9 students who are working below 1B:

- 6 have attendance concerns
- 7 are new enrolments
- 4 are ESOL
- Many of these students have specific high needs and, in some cases, will have individualised programmes.

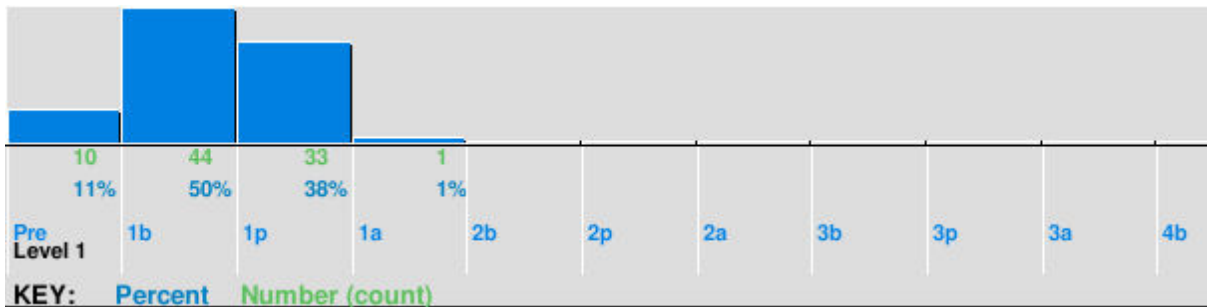
# Year 1

## Writing Overview

The following chart shows how the children in Year 1 are achieving against the different levels of the Writing curriculum at the end of the year. The blue levels are where we would ideally like them to be working at/above by the end of Year 1.

Writing	Pre Level	1b	1p	1a
<b>Y1</b> <b>(88)</b>	11% (10)	50% (44)	38% (33)	1% (1)

## Total Pupils at each level



89% of students in Year 1 are currently working at Level 1b or above. Out of the 10 students who are working below 1B:

- 5 have attendance concerns
- 8 are new enrolments
- 2 are ESOL
- Many of these students have specific high needs and, in some cases, will have individualised programmes.

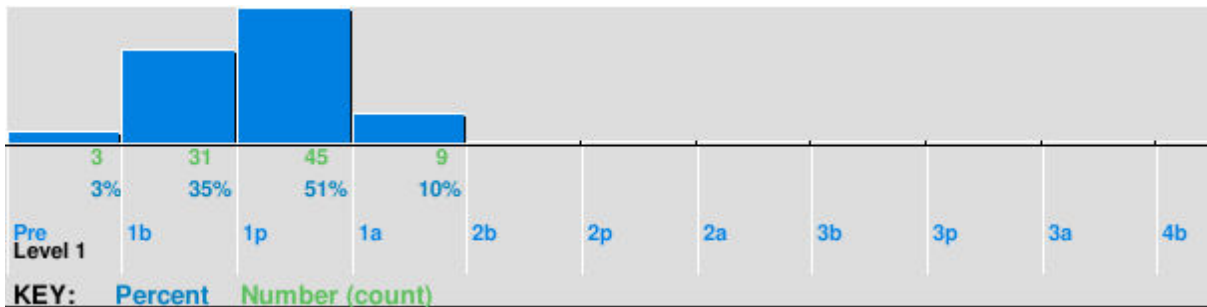
# Year 1

## Maths Overview

The following chart shows how the children in Year 1 are achieving against the different levels of the Maths curriculum at the end of the year. The blue levels are where we would ideally like them to be working at/above by the end of Year 1.

Maths	Pre Level	1b	1p	1a
<b>Y1</b> <b>(88)</b>	3% (3)	35% (31)	51% (45)	10% (9)

## Total Pupils at each level



97% of students in Year 1 are currently working at Level 1b or above. Out of the 3 students who are working below 1B:

- 1 has attendance concerns
- 3 are new enrolments
- 1 is ESOL
- Many of these students have specific high needs and, in some cases, will have individualised programmes.



**KATIKATI PRIMARY SCHOOL**  
**Years 4-6**

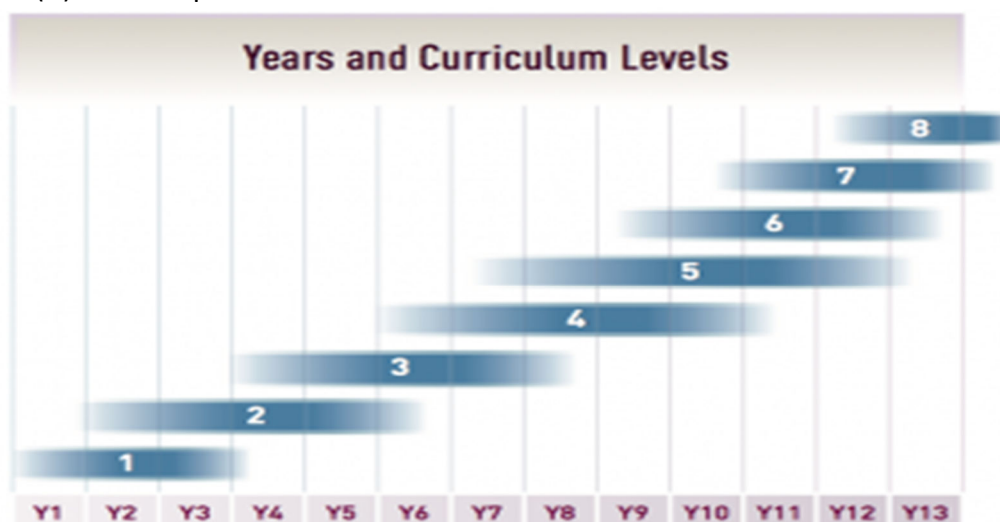
**END OF YEAR AGGREGATED**  
**DATA**  
**2025**

December 2025  
Amanda Willett

## Analysis of Data for Years 4-6 End of Year 2025

### Curriculum Levels and Years

The diagram below is taken from the New Zealand Curriculum document. It shows how the curriculum levels typically relate to years at school. For example children may be working within Level One in Years 1, 2, 3 and sometimes Year 4. You can see that children usually take between two and three years to work through each level of the curriculum. Many students do not however fit this pattern including those with special learning needs or those who come from non-English speaking backgrounds. We use the levels Basic(B), Proficient(P) and Advanced(A) in this report at each curriculum level.



As there is such a wide span of typical achievement, as a school we have set ourselves the following targets:-

Year Level	Where we would ideally like students in each year group to be by the end of the year
1	Working within Level 1 (1P)
2	Working competently at Level 1 (1A)
3	Working within Level 2 (2B)
4	Proficient at Level 2 (2P/2A)
5	Working within Level 3 (3B)
6	Proficient at Level 3 (3P/3A)

Teachers are being asked to assess the children using on-going observations in the classroom as well as information gathered from standardised tests. In order to look at the progress made, instead of reporting on actual curriculum levels we will record the data as:-  
**Accelerated progress**- where a child has moved more than one step progress in the curriculum

**Sufficient progress**- where a student has made one step progress

**Insufficient Progress**- where either a student has been put back a level or has plateaued

### **Statement from Ministry of Education**

*We are currently changing from the old to the new curriculum. We want to acknowledge that schools and kura will only have been using the new curricula from the start of 2025, which includes new teaching and assessment methods and content.*

*Because of this you could see a change in your child's progress or achievement compared to previous years which may be the result of changes in the curriculum expectations for your child's year level.*

**New enrolments** – These are the totals of children who have been enrolled into Y3 – 6 this year:-

18 children in Y3 (23% of the total cohort)

9 children in Y4 (11% of the total cohort)

14 children in Y5 (17% of the total cohort)

9 children in Y6 (14% of the total cohort)

### **Support Programmes Operating for Year 3-6 Students**

Currently there are a number of support programmes operating for some of our priority learners in Y3-6. These include:-

- Reading Eggs- an online programme which has been well received by the children. It builds on the five key areas needed to become a good reader: Phonemic awareness and phonics, sight words, vocabulary, fluency and comprehension. We are supporting 60 students from Team 2 with this programme.
- Steps Web which is an online structured literacy programme. This provides support around spelling patterns and rules, basic grammar, handwriting and letter formation and the explicit teaching of decoding(reading) and encoding(spelling) strategies. We currently have 80 students from Team 3 with licences for Steps Web.
- Matific – is an online maths programme which supports the explicit teaching of mathematical concepts and basic facts.
- Times Tables Rockstars which is an online fun programme to support the learning of times table facts.
- Teacher aide support for ESOL (English as a Second Language) students
- Some students have support from a Resource Teacher for Literacy (RTLit)
- Some students have support from a Resource Teacher for Learning and Behaviour (RTLb)
- Volunteer readers

### **Attendance**

As we are continuing to monitor attendance issues thoroughly, we thought it would be interesting to note how many children in each year group had attendance less than 90%.

**In Year 3:**

<b>Less than 90%</b>	<b>Chronic (less than 70%)</b>	<b>Moderate (70-80%)</b>	<b>Irregular (80-90%)</b>
<b>Mid Year</b> 28 out of 83 (33%)	4 students (5%)	4 students (5%)	20 students (25%)
<b>End of Year</b> 28 out of 79 (35%)	5 students (6%)	4 students (5%)	19 students (24%)

**In Year 4 :**

<b>Less than 90%</b>	<b>Chronic (less than 70%)</b>	<b>Moderate (70-80%)</b>	<b>Irregular (80-90%)</b>
<b>Mid Year</b> 26 out of 78 (33%)	7 students (9%)	3 students (4%)	16 students (21%)
<b>End of Year</b> 35 out of 81 (43%)	7 students (9%)	12 students (15%)	16 students (20%)

**In Year 5 :**

<b>Less than 90%</b>	<b>Chronic (less than 70%)</b>	<b>Moderate (70-80%)</b>	<b>Irregular (80-90%)</b>
<b>Mid Year</b> 22 out of 81 (27%)	3 students (4%)	2 students (2%)	17 students (21%)
<b>End of Year</b> 34 out of 82 (41%)	4 students (5%)	5 students (6%)	25 students (30%)

**In Year 6 :**

<b>Less than 90%</b>	<b>Chronic (less than 70%)</b>	<b>Moderate (70-80%)</b>	<b>Irregular (80-90%)</b>
<b>Mid Year</b> 23 out of 68 (34%)	4 students (6%)	6 students (9%)	13 students (19%)
<b>End of Year</b> 21 out of 66 (32%)	4 students (6%)	5 students (8%)	12 students (18%)

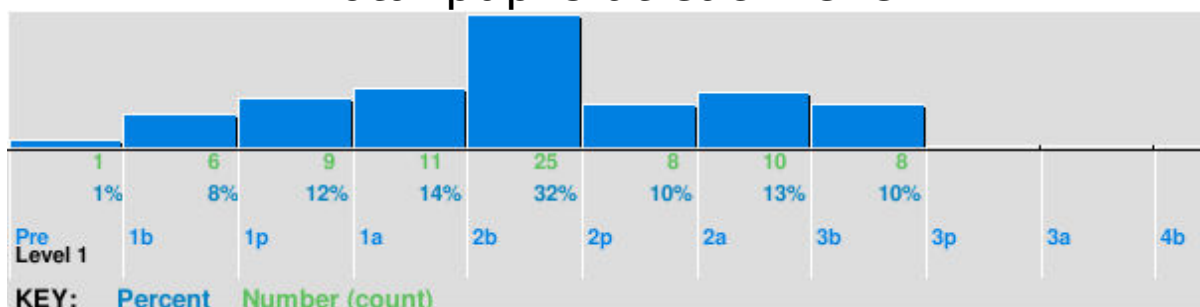
We have seen a positive shift in attendance trends with more students having improved attendance and falling into the irregular category rather than the moderate or chronic.

## Year 3 Reading Overview

The following chart shows how the children in Year 3 are achieving against the different levels of the Reading curriculum at the end of the year. The blue levels are where we would ideally like them to be working at, or above by the end of Year 3.

Y3 Reading	Pre Level 1	1b	1p	1a	2b	2p	2a	3b
<b>Total (78)</b>	1% (1)	8% (6)	12% (9)	14% (11)	32% (25)	10% (8)	13% (10)	10% (8)

**Total pupils at each level**



65% of students in Year 3 are currently working at Level 2 or above in Reading with a further 14% just working slightly below Level 2. 68% for this same cohort were where we wanted them to be at the end of 2024. Out of the 7 students who are working well below the expected level:-

- 3 have attendance concerns
- 1 is a new enrolment
- 2 are ESOL
- At least 3 of these students have specific high needs and in some cases will have individualized programmes

71 out of the 78 students currently in Y3 had reading data entered at the end of 2024 to compare against end of 2025.

Progress Made in Reading: End 2024 - End 2025	Accelerated Progress	Sufficient Progress	Insufficient Progress
71 students in total	34 students (48%)	27 students (38%)	10 students (14%)

It is pleasing to see that 86% of this cohort have made sufficient/accelerated progress over the last year. When looking at the 10 children who have made insufficient progress:-

- 2 are ESOL
- 2 have attendance as an issue
- 3 are already working at the appropriate level of the Reading Curriculum for a Y3 even though their progress has plateaued.

### Gender Comparisons

<b>Reading End 2024 – End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Females (35)</b>	54% (19)	31% (11)	14% (5)
<b>Males (36)</b>	42% (15)	44% (16)	14% (5)

Both genders have made 86% sufficient/accelerated progress over the last year and there is an equal number of males and females who have made insufficient progress.

### Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made over the past year.

<b>Y3 Reading End 2024 – End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Maori (16)</b>	63% (10)	25% (4)	13% (2)
<b>Pasifika (4)</b>	75% (3)		25% (1)
<b>NZ European (36)</b>	33% (12)	53% (19)	14% (5)
<b>Other (15)</b>	60% (9)	27% (4)	13% (2)
<b>Total (71)</b>	34 students (48%)	27 students (38%)	10 students (14%)

The Pasifika cohort had the highest percentage of students making accelerated progress at 75%. The overall progress made by all the cohorts is excellent with the Maori cohort achieving the highest:-

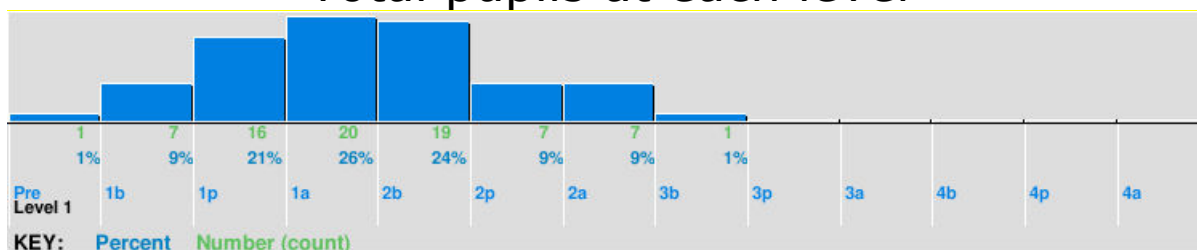
Maori 88%, Pasifika 75%, NZE 86% and Other 87%.

## Year 3 Writing Overview

The following chart shows how the children in Year 3 are achieving against the different levels of the Writing curriculum at the end of the year.

Y3 Writing	Pre Level 1	1b	1p	1a	2b	2p	2a	3b
<b>Total (78)</b>	1 % (1)	9 % (7)	21% (16)	26% (20)	24% (19)	9% (7)	9% (7)	1% (1)

### Total pupils at each level



69% of students in Year 3 are currently working where we would like them to be in Writing compared to 79% for this same cohort at the end of 2024.

Out of the 8 students who are working well below:-

- 1 is a new enrolment
- 3 have attendance concerns
- 3 are ESOL

71 out of the 78 students currently in Y3 had reading data entered at the end of 2024 to compare against end of 2025.

Progress Made in Writing: End 2024 - End 2025	Accelerated Progress	Sufficient Progress	Insufficient Progress
71 students in total	22 students (31%)	25 students (35%)	24 students (34%)

### **Writing Goal: Year 3**

*At the end of 2024, 71% of this cohort had made sufficient or accelerated progress. We want to increase this percentage to 76% by the end of 2025*

66% of this cohort have made sufficient/accelerated progress from the end of 2024 to the end of 2025. There are two main reasons why we didn't achieve the goal set. Firstly we have had a large number of new enrollments in this team in 2025. 23% of the cohort were not with us last year, so we are not comparing the same children. The differences to the curriculum expectations will also have made a difference.

When looking at the 24 children who have made insufficient progress:-

- 5 are ESOL
- 8 have attendance as an issue
- 1 student is already working at the appropriate level of the Writing Curriculum for a Y3 even though their progress has plateaued.

All of these students who have made insufficient progress will be targets and tracked through the appraisal process.

### **Gender Comparisons**

<b>Writing End 2024 – End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Females (35)</b>	34% (12)	37% (13)	29% (10)
<b>Males (36)</b>	28% (10)	33% (12)	39% (14)

71% of our girls compared to 61% of boys have made sufficient/accelerated progress. The students who haven't made progress will be tracked carefully through the appraisal process.

### **Ethnicity Comparisons**

The following table shows a breakdown for each ethnicity and the overall progress made over the past year.

<b>Y4 Writing End 2024 – End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Maori (16)</b>	13% (2)	63% (10)	25% (4)
<b>Pasifika (4)</b>	25% (1)	50% (2)	25% (1)
<b>NZ European (36)</b>	39% (14)	22% (8)	39% (14)

<b>Other (15)</b>	33% (5)	33% (5)	33% (5)
<b>Total (71)</b>	22 students (31%)	25 students (35%)	24 students (34%)

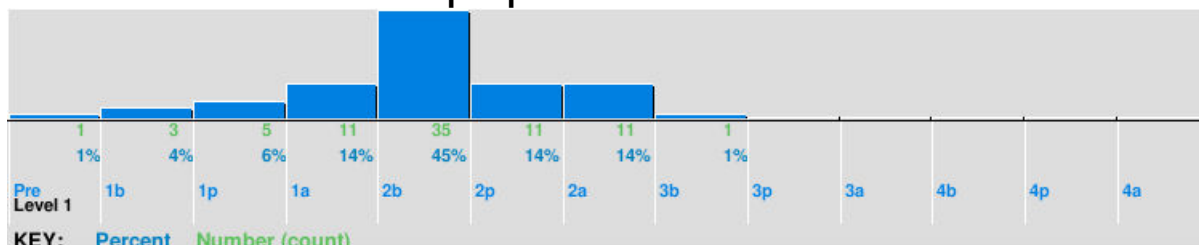
It is pleasing to note that the Maori and Pasifika cohorts have made the greatest overall progress at 75% compared to 61% for the NZE cohort and 67% for the “Other”.

### Year 3 Maths Overview

The following chart shows how the children in Year 3 are achieving against the different levels of the Maths curriculum at the end of the year

<b>Y3 Maths</b>	<b>Pre Level 1</b>	<b>1b</b>	<b>1p</b>	<b>1a</b>	<b>2b</b>	<b>2p</b>	<b>2a</b>	<b>3b</b>
<b>Total (78)</b>	1 % (1)	4 % (3)	6 % (5)	14 % (11)	45 % (35)	14 % (11)	14 % (11)	1 % (1)

### Total pupils at each level



74% of students in Year 3 are currently working at Level 2 or above in the Maths curriculum with a further 14% working just below Level 2. Out of the 4 students who are working well below the expected level :-

- 2 have high special needs
- 2 are ESOL

71 out of the 78 students currently in Y3 had maths data entered at the end of 2024 to compare against end of 2025.

<b>Progress made in Maths: End 2024 - End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
71 students in total	29 students (41%)	31 students (44%)	11 students (15%)

41% of students from this cohort have made accelerated progress in the last year compared to 39% last year. The overall progress is 85% which is encouraging, working with a completely new Maths programme/curriculum.

There are 11 students who have made insufficient progress:-

- 4 have attendance as a concern
- 2 are ESOL
- 4 are already working within Level 2 and their progress has plateaued.

### Gender Comparisons

<b>Maths End 2024 – End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Females (35)</b>	46% (16)	46% (16)	9% (3)
<b>Males (36)</b>	36% (13)	42% (15)	22% (8)

The girls have made 91% overall progress in Maths, 46% of it accelerated compared to the boys' 78% overall progress, 36% of it being accelerated. There are more boys than girls making insufficient progress in Maths.

### Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made over the past year.

<b>Y3 Maths End 2024 – End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Maori (16)</b>	25% (4)	44% (7)	31% (5)
<b>Pasifika (4)</b>	50% (2)	25% (1)	25% (1)
<b>NZ European (36)</b>	36% (13)	53% (19)	11% (4)
<b>Other</b>	67%	27%	7%

(15)	(10)	(4)	(1)
<b>Total (71)</b>	29 students (41%)	31 students (44%)	11 students (15%)

The "Other" cohort has made the most accelerated progress at 67%. Good overall progress has been made by all of the cohorts:-

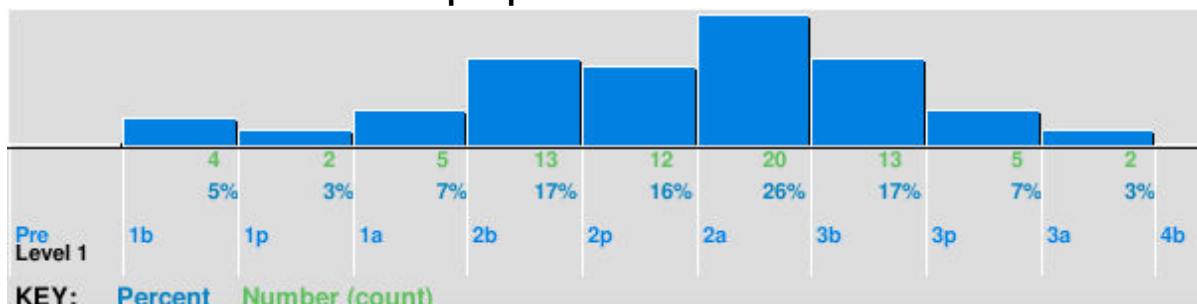
Maori 69%, Pasifika 75%, NZE 89% and Other 93%

### Year 4 Reading Overview

The following chart shows how the children in Year 4 are achieving against the different levels of the Reading curriculum at the end of the year. The blue levels are where we would ideally like them to be working at, or above by the end of Year 4.

Y4 Reading	1b	1p	1a	2b	2p	2a	3b	3p	3a
<b>Total (76)</b>	5 % (4)	3 % (2)	7 % (5)	17 % (13)	16 % (12)	26 % (20)	17 % (13)	7 % (5)	3 % (2)

### Total pupils at each level



#### **Reading Goal: Year 4**

At the end of 2024 62% of this cohort were working at Level 2 of the curriculum or above. By the end of 2025 we want to increase the percentage of children working at age appropriate level to 67%.

68% of students in Year 4 are currently working at or above the ideal level in Reading at the end of the year so we have achieved our goal.

Out of the 11 students who are working at Level 1:-

- 1 has attendance as a concern

- 3 are ESOL

All of these students will be carefully tracked next year through the appraisal process.

68 out of the 76 students had reading data entered at the end of last year to compare against with the end of this year.

<b>Progress Made in Reading: End 2024 - End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
68 students in total	38 students (56%)	21 students (31%)	9 students (13%)

It is pleasing to see that 56% of this cohort have made accelerated progress over the last year, 87% making sufficient/accelerated progress. When looking at the 9 children who have made insufficient progress:-

- 5 have attendance issues
- 2 students are already working at the appropriate level of the Reading Curriculum even though their progress has plateaued.

### Gender Comparisons

<b>Reading End 2024 – End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Females (33)</b>	55% (18)	33% (11)	12% (4)
<b>Males (35)</b>	57% (20)	29% (10)	14% (5)

Similar progress has been made by both genders- overall progress for the girls was 88% compared to 86% for the boys.

### Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made over the past year.

<b>Y4 Reading End 2024 – End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Maori (21)</b>	71% (15)	10% (2)	19% (4)
<b>Pasifika (6)</b>	83% (5)	17% (1)	

<b>NZ European (30)</b>	40% (12)	43% (13)	17% (5)
<b>Other (11)</b>	55% (6)	45% (5)	
<b>Total (68)</b>	38 students (56%)	21 students (31%)	9 students (13%)

The Pasifika cohort has the highest percentage of students making accelerated progress at 83% and the Maori cohort is next with 71% which is fantastic.

The overall progress (sufficient and accelerated) made by all of the cohorts is high:-

Maori is 81%

Pasifika is 100%

NZE is 83%

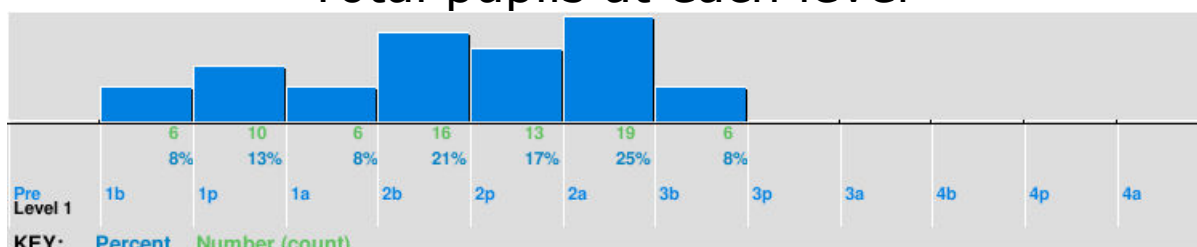
Other is 100%

### Year 4 Writing Overview

The following chart shows how the children in Year 4 are achieving against the different levels of the Writing curriculum at the end of the year.

<b>Y4 Writing</b>	<b>1b</b>	<b>1p</b>	<b>1a</b>	<b>2b</b>	<b>2p</b>	<b>2a</b>	<b>3b</b>
<b>Total (76)</b>	8 % (6)	13 % (10)	8 % (6)	21 % (16)	17 % (13)	25 % (19)	8 % (6)

### Total pupils at each level



50% of students in Year 4 are currently working at or above the ideal level in Writing at the end of the year compared to 47% for this cohort last year.

22 students are working well below in Level 1:-

- 16 have attendance concerns

- 4 are ESOL
- 4 have high behaviour/learning needs

68 out of the 76 students had reading data entered at the end of last year to compare against with the end of this year.

<b>Progress Made in Writing: End 2024 - End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
68 students in total	22 students (32%)	25 students (37%)	21 students (31%)

69% of students in Year 4 have made sufficient/accelerated progress over the past year compared to 84% for this cohort the year before.

When looking at the 21 children who have made insufficient progress:-

- 10 of them have attendance concerns
- 6 are ESOL
- 3 of these students are working where we would like them to be but their progress has plateaued.

These students will be targets and tracked through the appraisal process.

## Gender Comparisons

<b>Writing End 2024 – End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Females (33)</b>	33% (11)	39% (13)	27% (9)
<b>Males (35)</b>	31% (11)	34% (12)	34% (12)

Overall, the girls have made 73% progress compared to 66% for the boys. It is pleasing to see that the gap between the genders is minimal.

## Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made over the past year.

<b>Y4 Writing End 2024 – End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Maori (21)</b>	43% (9)	24% (5)	33% (7)

<b>Pasifika (6)</b>	17% (1)	50% (3)	33% (2)
<b>NZ European (30)</b>	40% (12)	40% (12)	20% (6)
<b>Other (11)</b>		45% (5)	55% (6)
<b>Total (68)</b>	22 students (32%)	25 students (37%)	21 students (31%)

The overall progress made by each cohort :-

Maori 67%

Pasifika 67%

NZE 80%

Other 45%

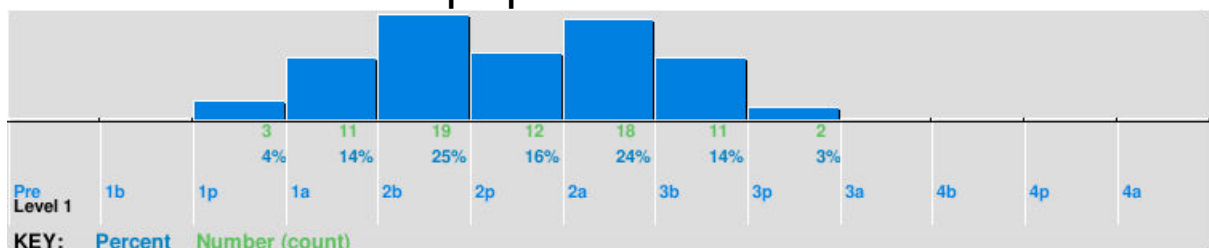
The Maori cohort made the greatest accelerated progress and the “Other” cohort made the lowest insufficient progress.

### Year 4 Maths Overview

The following chart shows how the children in Year 4 are achieving against the different levels of the Maths curriculum at the end of the year.

<b>Y4 Maths</b>	<b>1p</b>	<b>1a</b>	<b>2b</b>	<b>2p</b>	<b>2a</b>	<b>3b</b>	<b>3p</b>
<b>Total (76)</b>	4 % (3)	14 % (11)	25 % (19)	16 % (12)	24 % (18)	14 % (11)	3 % (2)

### Total pupils at each level



57% of students in Year 4 are currently working at or above the appropriate level in the Maths curriculum at the end of the year compared to 64% last year. When you consider the shift to a new curriculum the difference could have been bigger.

There are 14 students who are working at Level 1 :-

- 10 have attendance as a concern
- 3 are ESOL
- 1 has high learning needs

68 out of the 76 students had maths data entered at the end of last year to compare against with the end of this year.

<b>Progress Made in Maths: End 2024 - End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
68 students in total	16 students (24%)	21 students (31%)	31 students (46%)

54% of students from this cohort have made sufficient/accelerated progress in the last year which isn't an unexpected result because of the curriculum changeover and the lack of a good assessment tool for staff, the new MOE assessment tools not being available yet.

There are 31 students who have made insufficient progress:-

- 12 have attendance as a concern
- 7 are ESOL
- 11 are working at the appropriate level even though their progress has plateaued.

### Gender Comparisons

<b>Maths End 2024 – End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Females (33)</b>	27% (9)	30% (10)	42% (14)
<b>Males (35)</b>	20% (7)	31% (11)	49% (17)

Overall progress made is very similar between the genders, with the girls having made 58% sufficient/accelerated progress compared to 51% for the boys.

### Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made over the past year.

<b>Y4 Maths End 2024 – End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Maori (21)</b>	29% (6)	29% (6)	43% (9)

<b>Pasifika (6)</b>	17% (1)	17% (1)	67% (4)
<b>NZ European (30)</b>	23% (7)	40% (12)	37% (11)
<b>Other (11)</b>	18% (2)	18% (2)	64% (7)
<b>Total (68)</b>	16 students (24%)	21 students (31%)	31 students (46%)

The Maori cohort has made the most accelerated progress at 29%.

Overall progress made by all of the cohorts:-

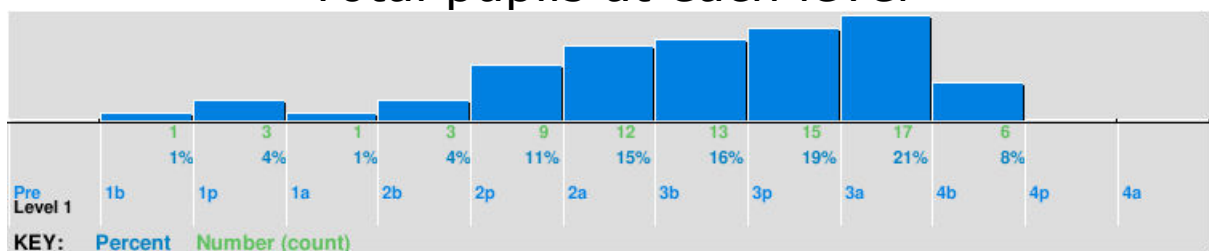
Maori 57%, Pasifika 33%, NZE 63% and Other 36%

### Year 5 Reading Overview

The following chart shows how the children in Year 5 are achieving against the different levels of the Reading curriculum at the end of the year. The blue levels are where we would ideally like them to be working by the end of Year 5.

<b>Y5 Reading</b>	<b>1b</b>	<b>1p</b>	<b>1a</b>	<b>2b</b>	<b>2p</b>	<b>2a</b>	<b>3b</b>	<b>3p</b>	<b>3a</b>	<b>4b</b>
<b>(80)</b>	1% (1)	4% (3)	1% (1)	4% (3)	11% (9)	15% (12)	16% (13)	19% (15)	21% (17)	8% (6)

### Total pupils at each level



64% of students in Year 5 are currently working at Level 3 or above in Reading compared to 76% last year.

Out of the 5 students who are currently working at Level 1:-

- 3 are new enrolments
- 2 have attendance concerns
- 2 are ESOL

71 out of the 80 students currently in Y5 had reading data entered at the end of last year to compare against this year.

<b>Progress made in Reading: End 2024 - End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
71 students	31 students (44%)	29 students (41%)	11 students (15%)

It is pleasing to see that 85% of students have made sufficient/accelerated progress over the year which is similar for this cohort last year.

There are only 11 students who have made insufficient progress:-

- 5 have attendance of concern
- 5 are ESOL
- It is interesting to note that 4 of these students are already working at or above the appropriate level but their progress has plateaued.

### Gender Comparisons

<b>Reading End 2024 – End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Females (38)</b>	53% (20)	39% (15)	8% (3)
<b>Males (33)</b>	33% (11)	42% (14)	24% (8)

The girls have made better overall progress at 92% (53% of it being accelerated) compared to the boys at 76%. The boys made higher accelerated progress than the girls last year.

### Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made over the last year.

<b>Y5 Reading End 2024 – End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Maori (21)</b>	67% (14)	29% (6)	5% (1)
<b>Pasifika (9)</b>	11% (1)	56% (5)	33% (3)
<b>NZ European (25)</b>	40% (10)	48% (12)	12% (3)
<b>Other (16)</b>	38% (6)	38% (6)	25% (4)

<b>Total (71)</b>	31 students (44%)	29 students (41%)	11 students (15%)
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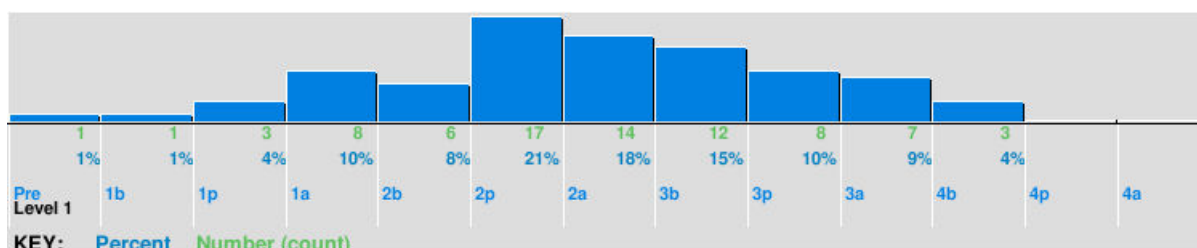
The students from the Maori cohort have made the most accelerated progress at 67%.  
There are pleasing overall results for all cohorts:-  
Maori 95%, Pasifika 67%, NZE 88% and Other 75%.

### Year 5 Writing Overview

The following chart shows how the children in Year 5 are achieving against the different levels of the Writing curriculum at the end of the year.

Y5 Writing	Pre L1	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b
<b>Total (80)</b>	1 % (1)	1% (1)	4% (3)	10% (8)	8% (6)	21% (17)	18% (14)	15% (12)	10% (8)	9% (7)	4% (3)

Total pupils at each level



38% of students in Year 5 are currently working at Level 3 or above in Writing with a further 18% sitting at the top end of Level 2.

Out of the 13 children working at Level 1 :-

- 6 have attendance concerns
- 4 are ESOL
- 2 are new enrolments

71 out of the 80 students currently in Y5 had writing data entered at the end of last year to compare against this year.

Progress made in Writing: End 2024 - End 2025	Accelerated Progress	Sufficient Progress	Insufficient Progress
71 students	19 students	29 students	23 students

	(27%)	(41%)	(32%)
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68% of students in Year 5 who had comparative data from last year have made sufficient/accelerated progress, 27% being accelerated. There are 23 students who have made insufficient progress and who will be tracked carefully:-

- 11 of them have attendance of concern
- 5 are ESOL

### Gender Comparisons

Writing End 2024 – End 2025	Accelerated Progress	Sufficient Progress	Insufficient Progress
<b>Females (38)</b>	32% (12)	39% (15)	29% (11)
<b>Males (33)</b>	21% (7)	42% (14)	36% (12)

Looking at overall progress, the girls have made slightly more than the boys with 71% compared to 64%. The girls have also made more accelerated progress.

### Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made over the last year.

Y5 Writing End 2024 – End 2025	Accelerated Progress	Sufficient Progress	Insufficient Progress
<b>Maori (21)</b>	19% (4)	38% (8)	43% (9)
<b>Pasifika (9)</b>	22% (2)	44% (4)	33% (3)
<b>NZ European (25)</b>	24% (6)	44% (11)	32% (8)
<b>Other (16)</b>	44% (7)	38% (6)	19% (3)
<b>Total (71)</b>	19 students (27%)	29 students (41%)	23 students (32%)

The most overall progress at 81% was achieved by the students from the “Other” cohort. This cohort also had the highest accelerated progress made. Overall progress in the other cohorts was:-

Maori 57%, Pasifika 67%, NZE 68%

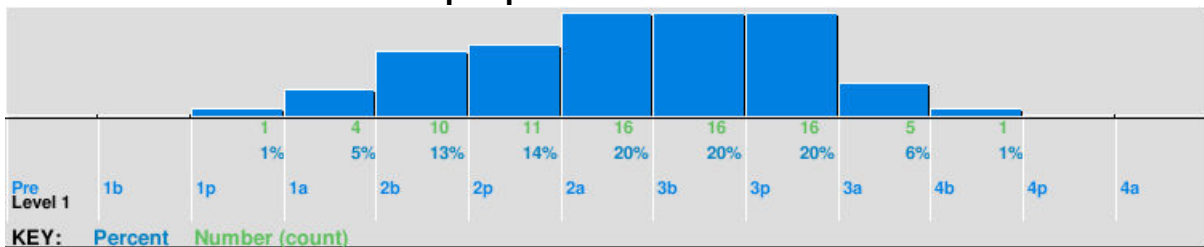
All the students who made insufficient progress will be tracked carefully.

## Year 5 Maths Overview

The following chart shows how the children in Year 5 are achieving against the different levels of the Maths curriculum at the end of the year.

Y5 Maths	1p	1a	2b	2p	2a	3b	3p	3a	4b
<b>Total (80)</b>	1% (1)	5% (4)	13% (10)	14% (11)	20% (16)	20% (16)	20% (16)	6% (5)	1% (1)

### Total pupils at each level



48% of our Year 5 cohort are working at or above the levels we would like them to be working at by the end of Year 5. There is a further 20% of children already working at the top end of Level 2 and poised to be working within Level 3.

Out of the 5 children who are working at Level 1 :-

- 3 have attendance issues
- 2 are ESOL
- 2 are new enrolments

71 out of the 80 students currently in Y5 had maths data entered at the end of last year to compare against this year.

Progress made in Maths: End 2024 - End 2025	Accelerated Progress	Sufficient Progress	Insufficient Progress
71 students	21 students (39%)	20 students (37%)	13 students (24%)

58% of the students who had comparative data for the last year have made sufficient/accelerated progress.

There are 33 students who have made insufficient progress and who will be tracked carefully:-

- 11 have issues with attendance
- 5 are ESOL

- 11 who have made insufficient progress are working at the appropriate curriculum level but have plateaued at the same level for the year. This could also be due to the changeover to the new Maths programme.

### Gender Comparisons

<b>Maths End 2024 End- 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Females (38)</b>	32% (12)	24% (9)	45% (17)
<b>Males (33)</b>	30% (10)	21% (7)	48% (16)

There is very little difference between the genders. The girls have made 55% overall progress and the boys 52%.

### Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made over the last year.

<b>Y5 Maths End 2024 – End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Maori (21)</b>	24% (5)	33% (7)	43% (9)
<b>Pasifika (9)</b>	33% (3)	44% (4)	22% (2)
<b>NZ European (25)</b>	28% (7)	16% (4)	56% (14)
<b>Other (16)</b>	44% (7)	6% (1)	50% (8)
<b>Total (71)</b>	21 students (39%)	20 students (37%)	13 students (24%)

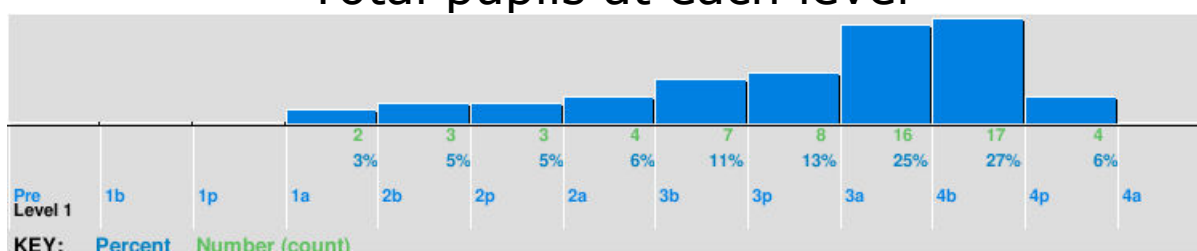
The Pasifika cohort is the group who has made the most progress overall at 78% with the NZE cohort making the least progress at 44%.

## Year 6 Reading Overview

The following chart shows how the children in Year 6 are achieving against the different levels of the Reading curriculum at the end of the year. The blue levels are where we would ideally like them to be working at the end of Year 6.

Y6 Reading	1a	2b	2p	2a	3b	3p	3a	4b	4p
<b>Total (64)</b>	3% (2)	5% (3)	5% (3)	6% (4)	11% (7)	13% (8)	25% (16)	27% (17)	6% (4)

### Total pupils at each level



70% of Year 6 students are working where we would like them to be at the end of the year compared to 62% from this cohort at the end of last year.

There are only 5 students who are working well below where they should be:-

- 1 is ESOL
- 1 is a new enrolment
- 1 has attendance as a concern

Out of the 64 students in the Y6 cohort, 58 have data from the end of last year to compare against this year.

Progress made in Reading: End 2024 - End 2025	Accelerated Progress	Sufficient Progress	Insufficient Progress
58 students in total	31 students (53%)	15 students (26%)	12 students (21%)

79% of students who have comparative data made sufficient/accelerated progress over the last year which is a pleasing result.

There are 12 students who have made insufficient progress :-

- 2 have attendance of concern
- 4 are ESOL
- 7 are working at or above the expected level of the Reading Curriculum for a Y6 student even though their progress has plateaued at that level.

### Gender Comparisons

<b>Reading End 2024 – End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Females (37)</b>	57% (21)	22% (8)	22% (8)
<b>Males (21)</b>	48% (10)	33% (7)	19% (4)

The overall progress by both genders is similar with the girls achieving 78% compared to 81% for the boys. The girls have made slightly more accelerated progress at 57% compared to 48%. This has been the trend for the last 2 years.

### Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made over the past year.

<b>Y6 Reading End 2024 – End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Maori (15)</b>	60% (9)	27% (4)	13% (2)
<b>Pasifika (4)</b>	75% (3)	25% (1)	
<b>NZ European (30)</b>	50% (15)	30% (9)	20% (6)
<b>Other (9)</b>	44% (4)	11% (1)	44% (4)
<b>Total (58)</b>	31 students (53%)	15 students (26%)	12 students (21%)

The overall progress made by all cohorts is:-

Maori 87% sufficient/accelerated progress with 60% of it being accelerated.

Pasifika 100%

NZE 80%

Other 56%

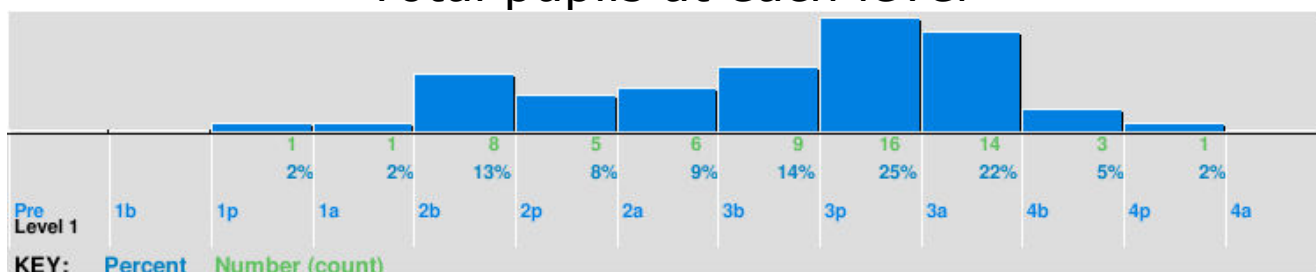
It is pleasing to note that there were no students making insufficient progress in the Pasifika cohort.

## Year 6 Writing Overview

The following chart shows how the children in Year 6 are achieving against the different levels of the Writing curriculum at the end of the year.

Y6 Writing	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p
<b>Total (64)</b>	2% (1)	2% (1)	13% (8)	8% (5)	9% (6)	14% (9)	25% (16)	22% (14)	5% (3)	2% (1)

### Total pupils at each level



53% of students in Year 6 are working where we would like them to be at the end of the year compared to 32% for this cohort at the end of last year.

There are 10 students working well below in the curriculum:-

- 5 have attendance of concern
- 1 is a new enrolment
- 2 are ESOL

Out of the 64 students in the Y6 cohort, 58 have data from the end of last year to compare against this year.

Progress made in Writing: End 2024 - End 2025	Accelerated Progress	Sufficient Progress	Insufficient Progress
58 students	28 students (48%)	19 students (33%)	11 students (19%)

81% of students in Year 6 with comparative data have made sufficient/accelerated progress over the last year compared to last year's 80%. This cohort are maintaining good overall progress.

There are 11 students who have made insufficient progress and who will be tracked:-

- 3 are ESOL
- 5 have attendance of concern
- 1 is working at the expected level of the Writing Curriculum for a Y6 student, even though their progress has appeared to plateau.

### Gender Comparisons

<b>Writing End 2024 – End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Females (37)</b>	49% (18)	27% (10)	24% (9)
<b>Males (21)</b>	48% (10)	43% (9)	10% (2)

The boys have made better overall progress at 90% compared to the girls at 76%. Both genders have made similar accelerated progress. The gap has widened between the genders since last year.

### Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made over the past year.

<b>Y6 Writing End 2024 – End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Maori (15)</b>	40% (6)	33% (5)	27% (4)
<b>Pasifika (4)</b>	75% (3)		25% (1)
<b>NZ European (30)</b>	53% (16)	33% (10)	13% (4)
<b>Other (9)</b>	33% (3)	44% (4)	22% (2)
<b>Total (58)</b>	28 students (48%)	19 students (33%)	11 students (19%)

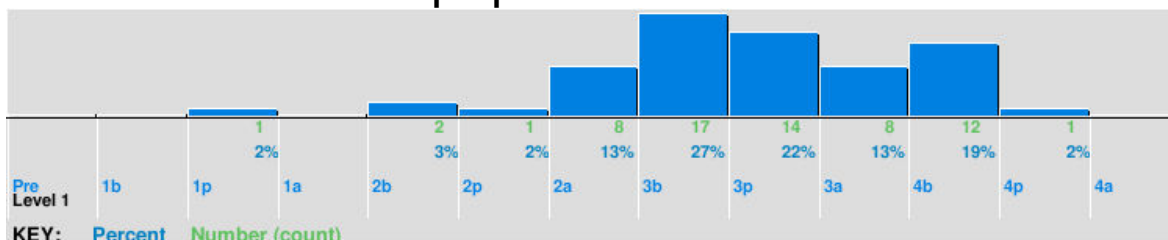
pleasing overall progress has been made in all the cohorts:- Maori 73%, Pasifika 75%, NZE 87% and the Other cohort 78%. The Pasifika cohort has the highest percentage making accelerated progress.

## Year 6 Maths Overview

The following chart shows how the children in Year 6 are achieving against the different levels of the Maths curriculum at the end of the year.

Y6 Maths	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p
<b>Total (64)</b>	2% (1)		3% (2)	2% (1)	13% (8)	27% (17)	22% (14)	13% (8)	19% (12)	2% (1)

### Total pupils at each level



55% of students in Year 6 are working at the expected level at the end of the year compared to 38% for this cohort, at the end of 2024. A further 27% are already working within Level 3 of the Maths curriculum. There are only 3 students working well below the curriculum:-

- 2 of them have attendance as a concern

Out of the 64 students in the Y6 cohort, 58 have data from the end of last year to compare against this year.

Progress made in Maths: End 2024- End 2025	Accelerated Progress	Sufficient Progress	Insufficient Progress
58 students	21 students (36%)	26 students (45%)	11 students (19%)

81% of Year 6 students who have comparative data have made sufficient/accelerated progress in Maths in 2025 compared to 76% at the end of last year.

There are 11 students who have made insufficient progress and who will be tracked carefully:-

- 1 is ESOL
- 3 have attendance of concern
- 4 are actually working at or above the expected level of the Maths Curriculum for a Y6 student even though their progress has plateaued.

### Gender Comparisons

<b>Maths End 2024 – End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Females (37)</b>	43% (16)	41% (15)	16% (6)
<b>Males (21)</b>	24% (5)	52% (11)	24% (5)

The overall progress of the girls is 84% compared to the boys at 76%. The girls have a higher percentage who have made accelerated progress so this is the opposite for the end of last year.

### Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made over the past year.

<b>Y6 Maths End 2024 – End 2025</b>	<b>Accelerated Progress</b>	<b>Sufficient Progress</b>	<b>Insufficient Progress</b>
<b>Maori (15)</b>	7% (1)	47% (7)	47% (7)
<b>Pasifika (4)</b>	50% (2)	50% (2)	
<b>NZ European (30)</b>	43% (13)	43% (13)	13% (4)
<b>Other (9)</b>	56% (5)	44% (4)	
<b>Total (58)</b>	21 students (36%)	26 students (45%)	11 students (19%)

Unfortunately, it appears that our Maori students have struggled this year with the new programme/curriculum as they have made the least progress over this year. 4 out of the 7 students who have made insufficient progress have struggled with attendance so this will have definitely impacted their ability to learn. It is interesting to note that last year the Maori cohort made the best overall progress.

The overall progress made by each cohort is:-

Maori 53%, Pasifika 100%, NZE 87% and the Other 100%.

All the students making insufficient progress will be targets in 2026.



## **Analysis of Variance 2025**

**School Number 1765**

## ANALYSIS OF VARIANCE FOR 2025

### Strategic Goal 1

To enhance the children's academic achievement

PLANNED ACTION	OUTCOME	EVALUATION/ WHERE TO NEXT
Two Teacher Only Days for Maths will be held to provide practical support for teachers.	One TOD was held at the start of the year and another mid-year. The TODs allowed consistency in the roll out of the new expectations and the introduction of the Maths No Problem programme to the school.	Teachers have grown in confidence in the use of MNP throughout the year. The TODs were invaluable to develop consistency of practice.
Three unit holders for Maths will be appointed to lead developments school wide. They will provide professional development as well as undertaking observations and giving feedback.	Staff appreciated the input of the unit holders. They introduced the Maths No Problem programme to the school, delivered PLD throughout the year and undertook observations. This has kept us on track for consistency throughout the school.	Units will be offered for Maths again in 2026. The unit holders will work alongside our lead teacher for the curriculum refresh to ensure that the school is meeting the requirements of the Maths Curriculum.
A unit holder to lead school wide development in literacy.	Observations and feedback undertaken Professional development provided for staff Moderation of writing books undertaken	It has been difficult to balance the focus on literacy and Maths this year. Introducing MNP to the school has been a major focus, as has been the training for staff members in BSLA. As we move forward, we are mindful that teachers need to be focused on the deeper features of writing as well as phonics.
Additional teachers to be trained in BSLA.	Completed	This training has been very useful. We will put additional teachers through the training in 2026 as well as training two lead teachers.
An additional part time teacher will be employed to support our ORS funded students.	Completed	Provision for our ORS funded students is becoming more complex as both the numbers of children and the complexity of their needs increase. We are currently working with Tauranga Special School and the MOE to try and establish a satellite unit at KKPS for 2027.
New Assessment expectations will be put into place	This has been put on hold as we wait for new expectations to be confirmed.	Introduce new assessment requirements once confirmed.
We will have a focus on acknowledging the achievements of high performing students. Students will be able to challenge themselves through the Kiwi Competitions. Staff will be encouraged to lead clubs or activities based on personal strengths.	The Kiwi Competitions were offered to students as was EPro 8. Students' achievements have been acknowledged through the end of year prize giving and throughout the year via our rewards system.	This will remain a focus moving forward.

## Strategic Goal 2

To reflect our community within our school

PLANNED ACTION	OUTCOME	EVALUATION/ WHERE TO NEXT
A unit holder to be appointed to lead Cultural Pedagogies school wide.	Cultural festivals and celebrations have been regularly held at the school, whānau have come in as our cultural experts, bilingualism has been celebrated.	It has been very noticeable to see more active engagement from our Indian community this year which we will seek to continue to foster. We intend to set up a cultural pedagogies team next year which will lead developments in this area.
Cultural Festivals will be celebrated at school, whānau to be encouraged to act as our cultural experts.	An overview of festivals linked to the cultures we have at our school was drawn up with staff. Festivals from the major ethnicities at our school have been celebrated throughout the year. Resources were shared with staff, and whānau members were invited to participate at school.	This has been very successful this year and will continue in 2026.
Whānau will be invited to a wide range of events at the school e.g. sporting events; cultural celebrations; open afternoons; assemblies	We were pleased to see the number of whānau members attending events increase in 2025 and to see our Indian community in particular engage more with events at school.	This will continue in 2026.
Staff to attend a pōwhiri at Te Rereatukahia Marae to enhance relationships and local knowledge.	The pōwhiri was undertaken at the start of the year and was a very effective way make connections and to introduce new staff to the whakapapa of our local hapu.	Work with hapu regarding welcoming new staff in 2026.
All children to take part in karakia at the start of assemblies with children from Matakana being the tuakana.	This is a regular feature of our assemblies.	Next year we want to foster closer relationships between our kaupapa and mainstream classes. This year classes have been invited to take part in waiata with our Kaupapa classes. The tamariki have acted as our cultural experts in assemblies. We would love to see these links strengthened moving forward.
Reach out to organisations/ individuals in our community, to provide multiple perspectives as we develop our new strategic plan 2026 – 2029.	Community consultation has taken place this year.	As the requirement for the creation of a new strategic plan has been pushed back to 2027, the results of the community consultation will feed into our annual plan for 2026.
School wide waiata to be written and learnt	This has not been completed yet.	Review in 2026.

Children to be encouraged to be kaitiaki of our local environment including our school garden and the gulley.	The senior school have continued to work with Project Parore to tidy up the gulley and make it a usable space. They have also taken part in Treasuring Our Place. Thanks to the members of Project Parore, the children learnt a great deal about native plants and weeds, as well as taking part in a community project to tidy up the Haiku Pathway.	Relationship with Project Parore to continue in 2026.
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### Strategic Goal 3

*Promoting wellbeing for all.*

PLANNED ACTION	OUTCOME	EVALUATION/ WHERE TO NEXT
<p>On our website and through our newsletter, we will promote to whānau what we have in place to reduce barriers to attendance e.g. breakfast club, free lunches, provision of uniform etc</p> <p>When our attendance officer rings whānau, she will let them know that our website has an overview of how we can assist.</p>	In terms 1 and 2 we saw a significant shift in attendance rates. Unfortunately, in term 3 we had high levels of sickness go through the school, including Covid, influenza and stomach bugs, which kept children off school for extended periods.	<p>We have completed a detailed attendance strategy plan which we will fully implement from 2026. Te Runanga Ngai Tamawhariua will work with the school to reach out to whānau whose tamariki's attendance is of concern.</p> <p>We have a structured system in place which has been working, so we will continue to build upon it. We are aware of a number of social welfare issues, which are exasperated by our rural location, which impact on attendance. This will continue to be a hurdle for the school and our community.</p>
Promote Te Runanga o Ngai Tamawhariua's assistance for whānau as they prepare to come back to school.	Barriers for sending children back to school in term 1, e.g. uniform and stationery, were reduced.	This is invaluable for some of our whānau members. We will work with Te Runanga Ngai Tamawhariua to promote this to those in need again for 2026.
Liaison will take place with Te Runanga regarding whānau who need support.	Referrals have been made.	This will continue in 2026.

Children to be taught about Cybersafety	This has been taught in classes in a timely manner.	Cybersafety is an on-going concern, however the school has a highly effective tool for overseeing the content children are accessing at school. This has reduced issues within the school setting.
Our sports coordinator will ensure that the children have the opportunity to take part in a wide range of sporting events throughout the year.	We have seen a large number of children take part in competitive sport throughout the year. There have also been opportunities for all children to be engaged in sport through sessions such as the Go Girl Cricket. All children have benefitted from sporting opportunities at breaktimes. Two teacher aides run soccer or rugby each breaktime, coaching not only the game but the social and sportsmanship skills that are needed to be a good team player.	The positive events that took place in 2025 will be offered again in 2026. We hope to be able to continue to fund for TAs to run sports at breaktimes.
Annual survey of staff well being undertaken and recommendations implemented.	Completed, we are currently working through suggestions made.	We will continue to work with staff to address suggestions made in the survey. The BOT has decided to put the survey out on alternate years.
A new schoolwide behaviour plan to be drawn up and implemented based on our work on: Positive Behaviour for Learning; Trauma Informed Practice, Restorative Practice and neuro diversity.	We finalised our Behaviour Blueprint with collaboration from the staff. It draws together the key elements of Positive Behaviour for Learning; Trauma Informed Practice, Restorative Practice and what we know of neuro diversity. There has been a heavy focus on Restorative Practices in 2025.	We will continue to modify and adapt our Blueprint as we discover what works and what doesn't. We will need to induct our new staff and ensure that we have consistency of practice/ expectations from the start of the year.

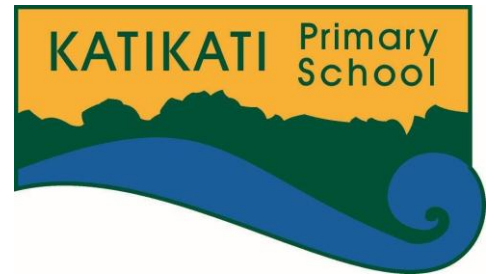


## **Statement of Compliance with Employment Policy**

Health and Safety procedures are in place for staff. Every staff member has access to the agenda and minutes of the Health and Safety Committee which meets twice a term. They also have access to a Near Miss and Harm to Staff document where they can report concerns.

The Board conducted a staff wellbeing survey in 2025. Points for action taken from the survey were worked on throughout the year. A review of what had been achieved and areas for further focus were shared with staff and have fed into plans for 2026.

We have an equal opportunities policy which informed our practice when undertaking appointments and distributing fixed term units. All of our policies are available to staff. Compliance with our Employment and EEO policies is covered annually at a Board meeting. Staff appointments have been undertaken in 2025 in line with our personnel policy and we have fulfilled our obligations as set out in our policy and procedures. As required, a panel including a member of the Board, was set up for the process. Adverts were placed nationally and a shortlist was drawn up. We have an Equal Employment Policy covering race, gender and disability. Equal employment opportunities were considered during the appointment process and due care, and consideration was given to ensure that the candidates appointed were the best people for the jobs. Interviews were held and references were sought for the preferred candidates.



**Katikati Primary School**  
**2025 Kiwisport Funding Report**

In 2025, the school received a total of \$7,826.88 in Kiwisport funding, which was used to support the wages of the school's Sports Co-ordinator. As a result of the Sports Co-ordinator's work, more than 300 students participated in a wide range of sports teams and events. In addition, every child at the school had the opportunity to compete in cross-country and athletics. Students who qualified were also able to represent the school at cluster and regional sporting events.

## Principal's Review of 2025

### Annual Goals

As we come to the end of the year, it is a pleasure to reflect on the progress made in 2025 and our plans for 2026. In our strategic plan we have three goals which are:

1. To enhance children's academic achievement
2. To reflect our community within our school
3. To promote wellbeing for all

Below is a summary of what we have achieved in 2025.

#### **GOAL 1:** To enhance children's academic achievement

This year has seen a significant change to our National Curriculum with a specific focus on Literacy and Maths. Our teachers have been upskilled in structured Numeracy and Maths. Eleven teachers at our school are now trained in the Better Start Literacy Approach and we are continuing to roll this out across the school in 2026 with an additional 9 teachers already enrolled to take part and 2 staff training as BSLA Literacy Leads. The teachers have undertaken university level study and adapted their classroom programmes. We have been delighted to hear feedback from teachers that the students are loving the BSLA programme and are more engaged in both Reading and Writing. Spelling is also improving as a result of this programme. Our junior team has had very pleasing improvements in Reading and Writing, with Year 2 students at or above in Reading (75%) and Writing (72%) and Year 1 students at or above in Reading (90%) and Writing (89%) at the end of this year.

We have also introduced a new Maths programme called Maths No Problem. This has significantly changed how Maths is taught in the classroom, involving children in problem solving and working with a learning buddy. All of our teachers took part in training and were observed by our Maths leaders within the school. We have seen children's motivation and self-confidence grow as they have become used to the programme. Team One is very pleased with their end of year data in Maths, with 90% of Year 2 children and 97% of Year 1 children achieving at or above in Maths. As children move through the school using the programme, we are looking forward to seeing achievement continue to grow.

It was pleasing to see some of our students challenge themselves by taking part in the Kiwi Competitions this year. These competitions enable the children to challenge their Literacy and Numeracy skills against other children across New Zealand. We were also proud of our EPro8 team who took part in a technology and problem-solving challenge against other schools in our area.

#### **Goal 2:** To reflect our community within our school

We have been delighted to see parents participating in a range of events we have had at the school this year and coming to assemblies to celebrate their children's successes. We have enjoyed our cultural celebrations and would like to thank whānau and our wider community for being our cultural experts. Our children have been kaitiaki of our local environment working with Project Parore to look after our gully.

At the beginning of the year our staff were invited to take part in a pōwhiri at Te Rereatukahia Marae. This was a very special way to strengthen our relationships with tangata whenua and for our new staff to learn about the whakapapa of our local hapu.

Next year we have plans in place to strengthen staff members' and students' confidence and ability to speak Te Reo Māori. We will see the opening of a third kaupapa class and are looking at ways in which we can strengthen the bond

between our kaupapa and mainstream classes using our tamariki in these classes as our cultural leaders and ambassadors.

We were delighted to see so many of our Indian families come and join us to celebrate Diwali at school. There was a real buzz with cultural performances, food and art being used to help our students understand the significance of this important festival.

**Goal 3:** To promote wellbeing for all

We have been really pleased this year to see our attendance rates increase. This is so important as attendance at school is the most important factor in children's academic success. In terms 1 and 2 we saw a significant shift in attendance rates. Unfortunately, in term 3 we had high levels of sickness go through the school, including Covid, influenza and stomach bugs, which kept children off school for extended periods. We have completed a detailed attendance strategy plan which we will fully implement from 2026.

We have seen a large number of children take part in competitive sports throughout the year. There have also been opportunities for all children to be engaged in sport through sessions such as the Go Girl Cricket. All children have benefitted from sporting opportunities at breaktimes. Two teacher aides have run soccer or rugby each breaktime, coaching not only the game but the social and sportsmanship skills that are needed to be a good team player.

We finalised our Behaviour Blueprint with collaboration from the staff. It draws together the key elements of: Positive Behaviour for Learning; Trauma Informed Practice; Restorative Practice and supporting children with neuro diversity.

There has been a heavy focus on Restorative Practices in 2025 which involves children taking accountability for their own behaviour and looking at what they can do to put things right.

### **Māori Achievement**

We have been delighted with the progress of our Māori students as they have moved through our school.

- In Year 3 our Māori tamariki had the highest percentage of children making sufficient or accelerated progress (88%) in Reading. 63% of the tamariki made accelerated progress.
- In Year 3 our Māori tamariki had the highest percentage of children making sufficient or accelerated progress (75%) in Writing alongside our Pasifika cohort who also had 75%.
- 81% of Māori tamariki in Year 4 made sufficient or accelerated progress in Reading.
- In Year 4 Maths, our Māori tamariki had the highest percentage of students making accelerated progress with almost a third of the tamariki accelerating their learning.
- In Year 5 our Māori tamariki had the highest percentage of children making sufficient or accelerated progress (95%) in Reading. 67% of the cohort made accelerated progress which is outstanding.
- In Year 6, 87% of our Māori cohort made sufficient or accelerated progress for reading, with 60% making accelerated progress

### **Attendance**

Because attendance has such a significant impact on children's learning, we have a major focus on attendance at school. We were really pleased to see our attendance, when compared to 2024, increase by 5% in term one and 7% in term 2. Thank you for working with us to get our children to school regularly, it makes a huge difference to the children's achievement and well-being.

## **Staffing**

This year we farewell our DP/SENCO Marlene Dyer. Marlene has been a very well respected and pivotal member of our team for 14 years. During this time she has worked tirelessly and with commitment with our most vulnerable and high level special needs children and their whānau. It is a very demanding role which she has managed beautifully. It will be very hard to say goodbye to Marlene but we wish her the very best in her retirement. We will be welcoming Mrs. Annie Sims into the role next year.

It is wonderful to see most of our teachers and teacher aides remaining with us next year, however we will be seeing some new faces at the school in 2026. We hope they feel very welcome at our kura.

## **What's new in 2026?**

### **Curriculum Development**

There have been many changes already undertaken at the school in line with the refreshed curriculum, with the introduction of Better Start Literacy and Maths No Problem. In 2026 we are going to build on the progress already made as well as looking ahead to the wider curriculum, in order to ensure that we are well placed to keep abreast of the new expectations. We are continuing to train teachers and teacher aides with Better Start Literacy so that we have coherency moving forward.

### **Attendance Plan**

One of the best ways to increase student achievement is through children attending school regularly. The government now requires each school to have an attendance plan which is approved by the Board. We have a number of incentives for children including an email home each term to celebrate those children who have attended regularly and we have a termly draw for a \$50 pizza voucher so children can celebrate with their whānau. We also appreciate that there are many reasons why children don't attend school and want to work with families when this arises. Please make sure you reach out to the school if we can help. The beginning of the school year is a very expensive time for families especially when needing to purchase stationery and uniforms. There is help available if you need it, so please reach out.

### **Development of our Kaupapa classes**

We are delighted to be opening a third Kaupapa class in Matakana next year, this will allow us to have a junior, middle and senior classroom. We will be welcoming Whaea Tammy into the middle school class. We have seen children from Matakana stepping up into leadership roles this year leading kapa haka and our school assemblies. We want to promote this further next year and to develop a strong connection between our Kaupapa and mainstream classes. The children in Matakana have a wonderful opportunity to learn through a Te Ao Māori lens and to develop their Te Reo. We are really pleased to be able to offer this important opportunity to more tamariki in 2026.

### **Increasing restorative practices**

At KKPS we believe strongly in children taking accountability for their own actions and showing empathy to others. As part of this staff will engage in restorative practices with the children in their classes. This means that if something has gone wrong children will be asked to share what has happened, look at who has been affected by their behaviour and then look at what they can do themselves to put it right.

### **Donations Scheme**

The school will continue to be part of the Ministry of Education's Donation Scheme in 2026 which means that parents will not be asked for a school donation.

Thank you to whānau members and our community for your support for the school and the children's learning this year.

Andrea Nicholson – Principal

## **2025 Presiding Member's Annual Report**

As Presiding Member of the Katikati Primary School Board, it is my privilege to reflect on 2025 — a year defined by steady progress, strong values, and hard work. Our school motto, Katikati Kids Proudly Succeeding, is brought to life through our ERICA values, and I'll use these as a lens to reflect on the year that has been.

### **Excellence and Attitude — Our Learning Journey**

This year, our staff have worked tirelessly to implement significant curriculum changes in literacy and mathematics. Extensive professional learning has strengthened teaching practice and increased student engagement across the school. Our recent Education Review Office report affirmed this work, recognising high-quality teaching in reading, writing, and mathematics; increasing progress for learners; and well-established planning that supports ongoing improvement at our kura.

Alongside academic learning, events such as athletics day, cross country, swimming sports, Book Week, Jump Rope for Heart, Pink Shirt Day and the senior camp supported wellbeing, resilience, and positive attitudes toward learning and towards one another.

### **Respect and Citizenship — Our Community Growing Stronger**

Respect is shown in how we value people, cultures, and relationships, while citizenship reflects contribution and connection beyond the classroom. Throughout the year, we celebrated our diverse community through Matariki, Te Wiki o te Reo Māori, Diwali and our Tonga and Samoa language weeks. We are excited to open a third kaupapa class.

Our welcome picnic and open afternoons reinforced that Katikati Primary School is a place where whānau are welcomed, known, and valued. Opening the time capsule was a recent moment that connected past, present, and future. These moments matter — they build belonging and understanding.

Students have also demonstrated citizenship through leadership opportunities, sporting participation, and environmental projects such as our work with Project Parore.

### **Integrity**

Integrity is about doing the right thing, even when it's challenging, and building systems that are fair, consistent, and transparent. Attendance improved overall in 2025, reflecting a shared commitment between school and whānau to learning. We also celebrated a large number of students achieving the ERICA All Stars Award — a clear sign that our learners are striving to live our school values and contribute positively to our school community.

### **Acknowledgements and Farewells**

None of what we celebrate at our kura happens without a whole bunch of very special people. I would like to thank our teachers and support staff: thank you for your professionalism, care, and commitment to our learners. To the Parents of the School team: thank you for your fundraising, energy, and generosity. To our parents, caregivers, whānau, volunteers, and wider community: your support strengthens our kura and helps our tamariki flourish.

On the board, I'd also like to just quickly mention my thanks to Roy Nathan and Melanie Patterson – both of whom contributed many years to our board. Thank you to everyone who participated in our recent elections – and welcome to our new members including Lillian Mafi as our hapū representative.

I want to give a special acknowledgement to Marlene Dyer as we farewell her from Katikati Primary School. I first met Marlene when I worked at Super Grans, and it was clear that she brings care and generosity into everything she does. Marlene is a steady presence at our kura — someone staff and whānau trust, and who has helped shape a culture of

compassion and professionalism. We are deeply grateful for her contribution and wish her every happiness in her well-earned retirement.

### **Looking Ahead**

As we look to the year ahead, continued curriculum development and clear strategic focus will support our learners to grow and thrive.

Anita Rapson

Presiding Member, Katikati Primary School Board