

PUKETAPU SCHOOL (NEW PLYMOUTH)

Annual Report 2025

Statement

List of all school board members

Statement of variance

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Puketapu School (New Plymouth)

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Katherine Pascoe	Principal	ex Officio	
Hayley Adams	Parent Representative	Elected	Sep 2028
Paul Rauputu	Parent Representative	Elected	Sep 2028
Stephanie Julian	Parent Representative	Elected	Sep 2025
Megan Corin	Parent Representative	Elected	Sep 2028
Doug Keith	Parent Representative	Appointed	Sep 2025
Samantha Collinson	Parent Representative	Elected	Sep 2028
Wiremu Wano	Parent Representative	Elected	Sep 2028
Cara Knuckey	Staff Representative	Elected	Sep 2025
Moana Te Waaka	Staff Representative	Elected	Sep 2028

2025 Analysis of Variance



End of Year Summary Statement:

We have looked at student achievement across the school, comparing the results of all students and separately the results for ākonga Māori. There continues to be a consistent, school-wide achievement gap between ākonga Māori and the overall student population. While the gap exists across all levels, its size is highly erratic, sometimes dramatically widening (in junior and senior cohorts) and sometimes nearly closing (in some middle-years cohorts). This confirms that a challenge in achieving equitable outcomes is present across the school, but that success is possible when the right conditions are met.

There continues to be variability in academic success across the school, suggesting we still have work to do to lift effective teaching practices, while also learning the new curricula. This will be a focus across 2026.

A noticeable impact, that will become more apparent in our data, is our new entrants who are coming into school years significantly below school readiness. We have taken advice about the impact of Covid on this cohort of children, and the research that has been done about them as a group. You might like to take time to read about it yourselves here ([link to come](#)).

As noted in our mid-year statement, the marker posts for student achievement have been changed with the introduction of the new curriculum and in many cases the 'posts' are harder for our students to attain' therefore our achievement data has been reset in 2025 and this is now considered our new baseline. We are looking forward to seeing positive growth in 2026 as our kaiako learn and understand the new curriculum and with Professional Learning and Development on the Science of Learning, Structured Literacy across the school and the new Mathematics and Statistics curriculum.

[**Extended EOY 2025 Data Information**](#)

2025 Analysis of Variance



Mid Year Summary Statement:

2025 marks a significant shift in teaching and learning across Aotearoa New Zealand, with the implementation of the refreshed English (Y0-6) and Mathematics & Statistics (Y0-8) curricula. These updates, guided by the New Zealand Ministry of Education (MoE), bring an adapted focus on progression, coherence, and equity. These developments have impacted the way we interpret achievement data.

To help maintain some consistency in reporting, we have continued using the same assessment tools as in 2024. However, under the new curriculum, expectations for achievement have shifted—particularly for our youngest learners, who are now expected to grasp more complex concepts earlier in their schooling. As a result, data trends may appear as though achievement has declined, when in fact, the bar for achievement has been raised.

We continue to prioritise raising achievement for Māori learners. Our engagement with our MAC (Māori Achievement Collaborative) advisor, Damon Ritai, supports this kaupapa, helping to grow staff capability in culturally responsive practices and deepen our understanding of what success looks like for our ākonga Māori.

We are also working alongside Brooke from Potential to Performance, who has undertaken a review of our school-wide data, strategies, and practices. Her guidance has informed improvements in our systems, allowing us to streamline practices and grow effective strategies that support learners across all levels of the curriculum.

A significant and positive development is our ability to now identify and report students working in the 'Well Above' category. This refinement in our assessment and reporting practices is a reflection of improved teacher judgment and a broader understanding of curriculum depth. We anticipate that category language will continue to evolve as the refreshed curriculum becomes fully embedded. The MoE has indicated the language will change to the following:

2025 Analysis of Variance



Four Descriptors	Details
Needs support	Students; <ul style="list-style-type: none"> • Are not meeting expectations for their year level and need support to help them develop sufficient knowledge and skills (as described in the year-by-year teaching sequence). • Can complete tasks with significant guidance and assistance. • Need adjusted classroom practice, tailored responses, or additional learning support.
Progressing towards	Students; <ul style="list-style-type: none"> • Are progressing towards meeting the curriculum expectations for their year level. • Can complete tasks with some guidance and assistance. • Need targeted support to increase the rate of progress and achievement to develop sufficient knowledge and skills (as described in the year-by-year teaching sequence).
Proficient	Students; <ul style="list-style-type: none"> • Are meeting expectations for their year level. • Can consistently complete tasks accurately and independently, and show they are continuing to develop sufficient knowledge and skills (as described in the year-by-year teaching sequence). They are making the expected progress to achieve the end of phase progress outcomes. • Need continued responsive learning experiences to allow for deeper exploration of the curriculum.
Exceeding	Students; <ul style="list-style-type: none"> • Are exceeding expectations for their year level. • Can consistently demonstrate an advanced understanding of concepts, knowledge and skills for their year level. This means they can clearly communicate their thinking, and transfer knowledge to a range of situations. • Need extended learning and enrichment activities through the breadth and depth of the curriculum.

We acknowledge that the refreshed curriculum is still in its early implementation stages, and further refinements to assessment and reporting practices are expected. We will continue to adapt thoughtfully, always with the aim of ensuring equity, excellence, and learner progress for all Puketapu ākonga.

[Extended Mid Year 2025 Data Information](#)

2025 Analysis of Variance



Pānui / Reading

Schoolwide	Mid Year 2025	End of Year 2025
Well Above	1.69%	3.48% ↑
Above	4.8%	9.36% ↑
At	48.59%	43.58%
Below	32.2%	30.48%
Well Below	12.71%	13.10%

	Mid Year 2025	End of Year 2025
At / Above / Well Above	55%	56.42%
Working Towards / Well Below	45%	43.58%

End of Year 2025 (At/Above/Well Above)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Schoolwide
All	51.06% ↑	56.41%	76.47% ↑	59.46% ↑	58.62%	59.19% ↑	59.18%	41.67%	56.42%
Māori	42.86% ↑	64.71% ↑	87.50% ↑	52.93% ↑	46.15%	44.44% ↑	54.55% ↑	52.18% ↑	50.96% ↑

2025 Analysis of Variance



Key Observations

Schoolwide Progress

- **Overall:** There is a slight increase of 1.42% in the percentage of all Students achieving At/Above/Well Above across the school when comparing Mid Year 2025 to End of Year 2025.
- **Ākonga Māori** showed stronger schoolwide progress of 3.96%, indicating the overall achievement gap with All Students narrowed slightly during the second half of the year.

All Students Variance by Year Level

- **Highest Progress:** Year 1 achieved the most significant progress, increasing by 19.06%. Year 3 also saw substantial growth at 13.47%.
- **Regression:** Two year levels showed a decline in the percentage of students meeting the standard: Year 2 -14.59% and Year 8 -8.33%.
- **Ākonga Māori** have made good gains in Reading across the school, achieving at or above in Reading. They are our only cohort achieving over 80%. This is something to celebrate.
- **All other ākonga Māori** year group cohorts have had smaller but positive increases in their achievement data.
- **Minimal Change:** Year 5 was virtually unchanged -0.38%

3. Ākonga Māori Variance by Year Level

- **Highest Progress: Year 3** saw an extremely large increase of **54.50%**, which is the highest progress across all groups and year levels. This likely represents a highly focused effort or a significant improvement for this particular cohort. **Year 1** also showed strong progress at **11.86%**.
- **Regression (Negative Variance):** Similar to All Students, **Year 8 -4.82%** and **Year 2 -2.71%** experienced a decline in achievement.
- **Minimal Change: Year 5** was virtually unchanged +0.15%

2025 Analysis of Variance



End of Year recommendations for 2026:

- Staff PLD on the Science of Learning to support our collective growth in knowing how students learn best. This has not taken place yet and continues to be important to our collective growth in knowledge and skills.
- Learn about the new SMART assessment tools that the MoE are sending to us.
- Continue to grow knowledge of the new English curriculum refresh goals through Hero. All goals in Hero now come directly from the progressions in the refresh and support teaching and learning with specific focus on the goals and next steps. Teams can use the information in the goals to inform their planning.
- MoE funding has meant we can continue to employ our specialist literacy teacher Caro for 0.8 in 2026 with a focus on Year 0-6 students.
- Early intervention continues to be a focus and we have identified that giving our Y0-1 students the best start they can have is vital. This is met with cohorts of students who are years below school readiness at a time when the new curriculum is expecting much more of them - this challenge is very real and one we are still grappling with.
- PLD with Senior school in the use of Hero to increase students' use of goal setting and use of Hero to achieve goals in Literacy. Use this to grow the school and home learning connection.
- Regular Literacy team hui (x2 per term) to grow and build team knowledge, capacity and pedagogy, alongside school Literacy Lead
- Six staff across all team booked to go on Structured literacy PLD in Term 1, and six more will go in Term 2 (MoE provided)
- Work alongside MAC advisor to continue to grow efficacy in the school on cultural capabilities that work for lifting the achievement of ākonga Māori. Embed these into our practices.
- Dyslexia PLD focus for staff
- Teaching Observations will take place with coaches and Leaders, and coaching conversations will take place from these.
- Adding in a target of 10% increase of students working at/above/well above by the end of 2026

2025 Analysis of Variance



MID YEAR

Mid Year 2025 (At/Above/Well Above)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Schoolwide
All	32%	71%	63%	54%	59%	54%	58%	50%	55%
Māori	31%	62%	33%	44%	46%	39%	52%	57%	47%

Mid Year Actions / What are we doing about it?

- Our Priority Students and Professional Growth Cycle are going to be combined and we will look at using a tool called 'Impact Sprints' to keep momentum going with supporting each other and tracking progress.
- Continue to use the DIBELS assessment suite, which gives teachers more in depth understanding of exactly what is holding some students back from progressing, so that specific interventions can be put in place.
- Staff PLD on the Science of Learning will support our collective growth in knowing how students learn best.
- Birte will be running Gifted & Talented classes and programmes on Wednesday's and Friday's. Also, students with learning barriers (eg. Dyslexia) will do classes with her that further support these students' progress. Birte has run programmes for Head Office (1-day Gifted & talented school) and Project D (1-day Dyslexia school) in her previous job so is very skilled at this.
- MoE funding has meant we could employ Caro for 0.9 this year with a special focus (MoE directed) on Year 0-2 students.
- Growing knowledge of the new English curriculum refresh through Hero. All goals in Hero now come directly from the progressions in the refresh and support teaching and learning with specific focus on the goals and next steps. Teams can use the information in the goals to inform their planning.

2025 Analysis of Variance



Tuhituhi/ Writing

Schoolwide	Mid Year 2025	End of Year 2025
Well Above	0.28%	0.85% ↑
Above	2.82%	6.2% ↑
At	39.55%	34.65%
Working towards	33.9%	34.93%
Well Below	23.45%	23.38%

Schoolwide	Mid Year 2025	End of Year 2025
At/ Above / Well Above	42.65%	41.7%
Working Towards / Well Below	57.35%	58.31%

End of Year 2025 (At/Above/Well Above)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Schoolwide
All	41.38%	53.85%	58.82%	30.55%	41.38%	38.77%	42.85% ↑	33.34%	41.7%
Māori	20%	25%	52.94% ↑	25%	17.64%	30.77%	52.02%	39.13% ↑	33.78%

2025 Analysis of Variance



Key Observations

Schoolwide Progress

- **All Students:** Writing achievement for All Students saw a small schoolwide decline of **1.30%** over the second half of the year.
- **Māori Students:** Achievement for Māori students also declined slightly, with a change of **0.22%** schoolwide. This minimal net change suggests that overall progress was flat or positive growth in some year levels was offset by significant declines in others.

All Students Variance by Year Level

- **Significant Declines (Regression):** The largest drops were observed in **Year 5 -17.62%** and **Year 3 -15.18%**. Both of these groups showed very high achievement at mid-year (59% and 74% respectively), suggesting a potential challenge in maintaining high achievement or a shift in the final assessment data.
- **Progress (Positive Variance):** Achievement increased in **Year 8 +5.34%**, **Year 4 +3.55%**, **Year 7 +2.85%**, and **Year 1 +2.38%**. These year levels appear to have made positive growth in the second half of the year.

Māori Students Variance by Year Level

- **Highest Progress:** **Year 3** achieved the most significant progress, increasing by almost **+20%**. **Year 7 +12.02%** also showed excellent double-digit growth. **Year 4 +6.00%** and **Year 6 +2.77%** also had positive variance.
- **Significant Declines (Regression):** Large declines were seen in **Year 2 -22%** and **Year 1 -18.00%**. This suggests a substantial challenge for junior ākonga Māori in writing in the second half of the year. **Year 8 -10.87%** and **Year 5 -9.36%** also declined.

End of Year recommendations:

- Science of Learning PLD

2025 Analysis of Variance



- Growing knowledge of the new English curriculum refresh through Hero. All goals in Hero now come directly from the progressions in the refresh and support teaching and learning with specific focus on the goals and next steps. Teams can use the information in the goals to inform their planning.
- In Year 0-4, teachers are implementing Dr Helen Walls writing programme, which aligns with the curriculum refresh and is based in the Science of Learning, to complement our other structured literacy programmes.
- In Year 5-8, the team goal focus continues to be improving writing achievement by increasing transcription (spelling, handwriting) and sentence structure skills through engaging tasks.
- PLD with Senior school in the use of Hero to increase students' use of goal setting and use of Hero to achieve goals in Literacy. Use this to grow the school and home learning connection.
- Regular Literacy team hui (x2 per term) to grow and build team knowledge, capacity and pedagogy, alongside school Literacy Lead
- Six staff across all team booked to go on Structured literacy PLD in Term 1, and six more will go in Term 2 (MoE provided)
- Work alongside MAC advisor to continue to grow efficacy in the school on cultural capabilities that work for lifting the achievement of ākonga Māori. Embed these into our practices.
- Dyslexia PLD focus for staff
- Teaching Observations will take place with coaches and Leaders, and coaching conversations will take place from these.
- Adding in a target of 10% increase of students working at/above/well above by the end of 2026

2025 Analysis of Variance

MID YEAR

Mid Year 2025 (At/Above/Well Above)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Schoolwide
All	39%	58%	74%	27%	59%	42%	40%	28%	43%
Māori	38%	47%	33%	19%	27%	28%	40%	50%	34%

Mid Year Actions / What are we doing about it?

- Our Priority Students and Professional Growth Cycle are going to be combined and we will look at using a tool called 'Impact Sprints' to keep momentum going with supporting each other and tracking progress.
- In Year 0-4, teachers are implementing Dr Helen Walls writing programme, which aligns with the curriculum refresh and is based in the Science of Learning, to complement our other structured literacy programmes.
- In Year 5-8, the team goal focus continues to be improving writing achievement by increasing transcription (spelling, handwriting) and sentence structure skills through engaging tasks.
- In Year 6-8, implementing assessment practices that match, including the Curriculum Based Measures (CBM) to give feedback on progress on spelling and sentence structure. This has also been introduced to the Year 4-5 cohort.
- Growing knowledge of the new English curriculum refresh through Hero. All goals in Hero now come directly from the progressions in the refresh and support teaching and learning with specific focus on the goals and next steps. Teams can use the information in the goals to inform their planning.
- 35 new Chromebooks purchased to put into the Year 4-5 cohort to support learning

2025 Analysis of Variance



Pāngarau / Mathematics

Schoolwide	Mid Year 2025	End of Year 2025
Well Above	1.13%	3.2% ↑
Above	3.94%	7.47% ↑
At	41.97%	39.47%
Working Towards	34.93%	34.67%
Well Below	18.03%	15.2%

Schoolwide	Mid Year 2025	End of Year 2025
At/ Above / Well Above	47.04%	50.15%
Working Towards / Well Below	52.96%	49.87%

End of Year 2025 (At/Above/Well Above)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Schoolwide
All	48.94% ↑	56.41% ↑	61.76% ↑	48.66%	56.9%	52%	34.7% ↑	45.84%	50.15% ↑
Māori	42.86% ↑	52.94% ↑	75% ↑	35.29%	46.16%	33.33% ↑	31.82%	43.48%	42.04% ↑

2025 Analysis of Variance



Key Observations

Schoolwide Progress

- **All Students:** Mathematics achievement saw positive progress schoolwide, increasing by **+3.15%** over the second half of the year.
- **Ākonga Māori:** Achievement for Ākonga Māori also showed positive progress, increasing by **+3.04%**. The progress rates for both groups were virtually identical, meaning the schoolwide achievement gap did not widen but also did not significantly narrow.

All Students Variance by Year Level

- **Highest Progress:** The most significant progress was made by **Year 1 +10.94%**, followed by **Year 2 +6.41%** and **Year 3 +4.76%**. This indicates moderate to strong growth in the junior and middle school during the second half of the year.
- **Regression (Negative Variance):** Three year levels experienced a decline in achievement: **Year 8 -4.16%**, **Year 4 -2.34%**, and **Year 6 -1.0%**.
- **Minimal Change:** **Year 5** was nearly flat +0.9%.

Māori Students Variance by Year Level

- **Highest Progress:** **Year 2** achieved the largest growth, increasing by **+17.94%**. **Year 1 +11.86%** and **Year 3 +10.00%** also showed excellent double-digit growth. **Year 6 +5.33%** saw positive gains.
- **Regression (Negative Variance):** The largest decline for any group was observed in **Year 8 -8.52%**, which is nearly double the decline seen in All Students for the same year level. **Year 4 -1.71%** also declined, and **Year 7** was essentially flat 0.18%.

2025 Analysis of Variance



Overall, the Mathematics data shows clear success in accelerating the achievement of junior students (Years 1-3) for both All Students and Māori Students, but highlights significant challenges in maintaining or lifting achievement in the senior school (Years 4, 7, and 8).

End of Year recommendations:

- PLD with Fiona Smale (MoE) continues in 2026, with two more TOD's focussed on learning the new Mathematics & Statistics curriculum.
- Maths unit holder continues to work alongside others Maths leads in New Plymouth at termly one-day PLD sessions and brings learning back to school
- Growing knowledge of the new Mathematics & Statistics curriculum refresh through Hero. All goals in Hero now come directly from the progressions in the refresh and support teaching and learning with specific focus on the goals and next steps. Teams can use the information in the goals to inform their planning.
- PLD with Senior school in the use of Hero to increase students' use of goal setting and use of Hero to achieve goals in Mathematics. Use this to grow the school and home learning connection.
- Specialist Mathematics teacher working with target small groups of tier 2 students in Y3-6 across the year (MoE funded). This teacher will attend PLD sessions and bring their learning back to staff hui.
- Specialist Mathematics teacher working with target small groups of tier 2 students in Y7-8 across term 1-3 (MoE funded). This teacher will attend PLD sessions.
- Numicon (Y0-3) and Oxford Mathematics (Y4-8) will continue as supplementary programmes to our Mathematics and Statistics curriculum.
- Teaching Observations will take place with coaches and Leaders, and coaching conversations will take place from these.
- Adding in a target of 10% increase of students working at/above/well above by the end of 2026

2025 Analysis of Variance



MID YEAR

Mid Year 2025 (At/Above/Well Above)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Schoolwide
All	38%	50%	57%	51%	56%	53%	32%	50%	47%
Māori	31%	35%	65%	37%	46%	28%	32%	52%	39%

Mid Year Actions / What are we doing about it?

- Our Priority Students and Professional Growth Cycle are going to be combined and we will look at using a tool called 'Impact Sprints' to keep momentum going with supporting each other and tracking progress.
- New Maths programmes chosen and implemented across the school: Y0-3 Numicon and Y4-8 Oxford Maths. Both have supporting materials or a workbook, and an online component. Teams are working on getting to know these and the feedback has been positive.
- In Year 0 there is a focus on 'Firm Foundations through Numicon', which includes hands on work, increasing mathematics vocabulary, identifying patterns, and using big objects integrated into Learning through Play
- Maths unit holder attending PLD sessions and sharing new ideas to plan and deliver effective maths programmes.
- Growing knowledge of the new Mathematics & Statistics curriculum refresh through Hero. All goals in Hero now come directly from the progressions in the refresh and support teaching and learning with specific focus on the goals and next steps. Teams can use the information in the goals to inform their planning.
- Two PLD days booked for the second half of the year that will focus on the refreshed Maths curriculum; teaching and learning using the new progressions alongside the programmes we have chosen.

Report on how the school has given effect to Te Tiriti o Waitangi.

Puketapu School strives to create a learning environment that upholds Te Tiriti o Waitangi.

We demonstrate our commitment Te Tiriti o Waitangi through a range of initiatives and practices.

Working to ensure our plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori

The Principal fosters a collaborative culture by participating in the Māori Achievement Collaborative (MAC) and bringing valuable insights, from MAC, to enhance Māori student achievement.

School leadership, including teachers and the Senior Leadership Team (SLT) actively participate in understanding and fulfilling their obligations to Te Tiriti o Waitangi within the school environment.

These are demonstrated in our strategic aims and the involvement of local hapū in developing our cultural narrative, which is interwoven throughout our kura.

One management unit for championing Kapa Haka schoolwide, and a Within School Leader position that includes supporting staff to further the aspirations of our Māori akonga through te reo me ona tikanga Māori.

Taking all reasonable steps to make instruction available in te reo Māori

Staff are learning te Reo Māori, from beginner to advanced/fluently levels.

Implementation of Te reo Māori me ōna Tikanga programme in all classes to ensure we deliver on our level 4(b) commitments - all our students study te reo Māori as a separate subject for at least three hours per week

Achieving equitable outcomes for Māori students

Approximately 40% of our roll identify as Māori and 40% as NZE, therefore it is vital to the success of our school to ensure Māori students thrive.

Achieving equitable outcomes is at the heart of our strategy.

These actions directly align with the partnership, participation and protection principles of Te Tiriti o Waitangi. We actively collaborate with whānau, integrate Māori perspectives into our curriculum

and work to address educational disparities to ensure equitable opportunities and outcomes for all students.

GOOD EMPLOYER STATEMENT

Puketapu School board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.

To achieve this, the board:

- appoints a member to be the EEO officer (the Principal)
- shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development
- selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude
- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups
- ensures that employment and personnel practices are fair and free of any bias.

The board delegates the recruitment and appointment process to the principal and senior management but may be represented in appointment committees. The board and delegate(s) endeavour to appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and to find the best person for the position.

The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be “good employers”, that is:

- to maintain, and comply with their school’s Equal Employment Opportunities policy, and
- to include in the annual report a summary of the year’s compliance.

To achieve this, the board:

- appoints a member to be the EEO officer – this role may be taken by the principal
- shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development
- selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude

-
- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups
 - ensures that employment and personnel practices are fair and free of any bias.

Our full Equal Employment Opportunities Policy, Employer Responsibility Policy and all related policies can be found on SchoolDocs, the online policy and procedure service for schools.

Kiwisport Statement 2025

The Kiwisport component of the School's operational grant for 2025 was \$12,345.

Sport plays a vital role in developing children's teamwork, confidence, resilience, and overall wellbeing. Physical activity supports healthy lifestyles while teaching valuable life skills such as perseverance, sportsmanship, and coping with challenges.

This year, Kiwisport funding was used to resource Learning Assistants to supervise students during morning and lunchtime play. We funded a management unit for a teacher to act as Sports Coordinator, supporting participation in touch rugby, netball, indoor netball, basketball, miniball, and winter and summer hockey. Many students took part in Bell Block Touch Rugby in Terms 1 and 4, increasing parent involvement through coaching. Students also participated in rugby league, rugby union, football, and cricket with local clubs.

A further management unit supported our Health & P.E Leader to continue developing sporting skills across the school, alongside visits from external sports experts. Funding was also used to reduce financial barriers by covering team fees for families in need.

In the coming year, we aim to further strengthen sporting opportunities within our school and community to increase participation and enhance the health and wellbeing of our students and whānau.

We are very grateful for the Kiwisport funding, which makes a significant difference to our kura and community.

Katherine Pascoe
Tumuaki

PUKETAPU SCHOOL (NEW PLYMOUTH)

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 2223

Principal: Katherine Pascoe

School Address: 25 Dillon Drive, Bell Block

School Postal Address: 25 Dillon Drive, Bell Block, New Plymouth, 4312

School Phone: 06 755 0973

School Email: office@puketapu.school.nz

Accountant / Service Provider:

Education } Services.
Dedicated to your school

PUKETAPU SCHOOL (NEW PLYMOUTH)

Annual Financial Statements - For the year ended 31 December 2025

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Puketapu School (New Plymouth)

Statement of Responsibility

For the year ended 31 December 2025

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

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

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

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

Paora Raupatu

Full Name of Presiding Member

Katherine Pascoe

Full Name of Principal

[Signature]

Signature of Presiding Member

[Signature]

Signature of Principal

18.05.26

Date

18.05.26

Date

Puketapu School (New Plymouth)
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	4,469,686	4,149,083	4,517,480
Locally Raised Funds	3	63,365	47,500	103,140
Interest		21,006	16,000	29,902
Gain on Sale of Property, Plant and Equipment		441	-	-
Total Revenue		4,554,498	4,212,583	4,650,522
Expense				
Locally Raised Funds	3	49,482	22,150	45,330
Learning Resources	4	3,139,081	2,848,927	3,077,604
Administration	5	569,919	583,293	635,024
Interest		3,101	1,933	3,585
Property	6	837,786	797,252	983,287
Loss on Disposal of Property, Plant and Equipment		784	-	-
Total Expense		4,600,153	4,253,555	4,744,830
Net Surplus / (Deficit) for the year		(45,655)	(40,972)	(94,308)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(45,655)	(40,972)	(94,308)

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

Puketapu School (New Plymouth)
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		1,076,274	1,160,780	1,154,207
Total comprehensive revenue and expense for the year		(45,655)	(40,972)	(94,308)
Contribution - Furniture and Equipment Grant		-	-	16,375
Distributions to the Ministry of Education		(3,119)	-	-
Equity at 31 December		1,027,500	1,119,808	1,076,274
Accumulated comprehensive revenue and expense		1,027,500	1,119,808	1,076,274
Equity at 31 December		1,027,500	1,119,808	1,076,274

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.

Puketapu School (New Plymouth) Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	74,289	141,748	480,113
Accounts Receivable	8	242,815	176,316	227,703
GST Receivable		22,079	31,175	10,651
Prepayments		13,917	21,252	11,250
Inventories	9	4,201	3,128	3,558
Investments	10	255,492	299,352	299,352
		612,793	672,971	1,032,627
Current Liabilities				
Accounts Payable	12	284,600	244,841	377,345
Revenue Received in Advance	13	1,402	14,540	547
Provision for Cyclical Maintenance	14	644	22,945	31,175
Finance Lease Liability	15	14,838	18,120	13,958
Funds held for Capital Works Projects	16	-	-	175,033
Funds held on behalf of Kahui Ako Cluster	17	7,709	6,909	5,862
		309,193	307,355	603,920
Working Capital Surplus/(Deficit)		303,600	365,616	428,707
Non-current Assets				
Investments (more than 12 months)	10	93,860	-	-
Property, Plant and Equipment	11	760,319	840,449	755,123
		854,179	840,449	755,123
Non-current Liabilities				
Provision for Cyclical Maintenance	14	119,630	43,678	95,867
Finance Lease Liability	15	10,649	42,579	11,689
		130,279	86,257	107,556
Net Assets		1,027,500	1,119,808	1,076,274
Equity		1,027,500	1,119,808	1,076,274

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

Puketapu School (New Plymouth)
Statement of Cash Flows
For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		1,322,116	1,420,617	1,595,603
Locally Raised Funds		64,530	47,500	93,600
Goods and Services Tax (net)		(11,428)	-	20,524
Payments to Employees		(687,172)	(636,007)	(715,378)
Payments to Suppliers		(711,833)	(774,638)	(782,343)
Interest Paid		(3,101)	(1,933)	(3,585)
Interest Received		22,521	16,000	29,813
Net cash from/(to) Operating Activities		(4,367)	71,539	238,234
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		2,435	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(156,570)	(65,000)	(158,601)
Purchase of Investments		(50,000)	-	-
Net cash from/(to) Investing Activities		(204,135)	(65,000)	(158,601)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	16,375
Distributions to Ministry of Education		(3,119)	-	-
Finance Lease Payments		(13,257)	(16,301)	(14,770)
Funds Administered on Behalf of Other Parties		(180,946)	-	247,365
Net cash from/(to) Financing Activities		(197,322)	(16,301)	248,970
Net increase/(decrease) in cash and cash equivalents		(405,824)	(9,762)	328,603
Cash and cash equivalents at the beginning of the year	7	480,113	151,510	151,510
Cash and cash equivalents at the end of the year	7	74,289	141,748	480,113

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

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

Puketapu School (New Plymouth) Notes to the Financial Statements For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	20-40 years
Furniture and Equipment	3-10 years
Information and Communication Technology	5 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 5 to 20 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

s) Financial Instruments

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

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

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

t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	1,131,223	1,115,810	1,180,291
Teachers' Salaries Grants	2,407,856	2,112,102	2,222,349
Use of Land and Buildings Grants	632,311	612,371	680,613
Ka Ora, Ka Ako - Healthy School Lunches Programme	297,296	308,800	431,755
Other Government Grants	1,000	-	2,472
	<u>4,469,686</u>	<u>4,149,083</u>	<u>4,517,480</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	32,070	40,000	67,001
Fees for Extra Curricular Activities	25,526	-	22,257
Trading	1,586	4,000	1,577
Fundraising and Community Grants	3,788	3,500	11,919
Other Revenue	395	-	386
	<u>63,365</u>	<u>47,500</u>	<u>103,140</u>
Expense			
Extra Curricular Activities Costs	47,277	18,150	42,053
Trading	2,167	4,000	3,277
Fundraising and Community Grant Costs	38	-	-
	<u>49,482</u>	<u>22,150</u>	<u>45,330</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>13,883</u>	<u>25,350</u>	<u>57,810</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	134,123	125,180	141,075
Employee Benefits - Salaries	2,776,747	2,518,987	2,724,717
Staff Development	57,783	46,000	49,622
Depreciation	165,688	151,260	155,983
Other Learning Resources	4,740	7,500	6,207
	<u>3,139,081</u>	<u>2,848,927</u>	<u>3,077,604</u>

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	9,672	6,917	9,300
Board Fees and Expenses	16,942	12,850	6,487
Other Administration Expenses	51,130	53,325	60,194
Employee Benefits - Salaries	185,082	175,101	186,142
Insurance	11,778	12,000	10,859
Service Providers, Contractors and Consultancy	16,820	14,300	16,520
Ka Ora, Ka Ako - Healthy School Lunch Programme	278,495	308,800	345,522
	<u>569,919</u>	<u>583,293</u>	<u>635,024</u>

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cyclical Maintenance	44,112	40,246	60,419
Heat, Light and Water	22,255	21,559	30,056
Rates	4,139	3,952	3,789
Repairs and Maintenance	53,924	43,624	127,733
Use of Land and Buildings	632,311	612,371	680,613
Other Property Expenses	81,045	75,500	80,677
	<u>837,786</u>	<u>797,252</u>	<u>983,287</u>

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

7. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	74,289	91,748	430,113
Short-term Bank Deposits	-	50,000	50,000
Cash and cash equivalents for Statement of Cash Flows	<u>74,289</u>	<u>141,748</u>	<u>480,113</u>

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

Of the \$74,289 Cash and Cash Equivalents \$1,402 is subject to restrictions for the following reasons:

- \$1,402 of Revenue Received in Advance is held by the school, as disclosed in note 13.

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	140	-	778
Receivables from the Ministry of Education	3,914	-	2,383
Interest Receivable	3,308	4,734	4,823
Teacher Salaries Grant Receivable	235,453	171,582	219,719
	242,815	176,316	227,703
Receivables from Exchange Transactions	4,780	4,734	5,601
Receivables from Non-Exchange Transactions	238,035	171,582	222,102
	242,815	176,316	227,703

9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	1,777	323	467
Uniforms	2,424	2,805	3,091
	4,201	3,128	3,558

10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	255,492	299,352	299,352
Non-current Asset			
Long-term Bank Deposits	93,860	-	-
Total Investments	349,352	299,352	299,352



11. Property, Plant and Equipment

2025	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Board-owned Buildings	51,881	-	-	-	(1,070)	50,811
Building Improvements	219,785	80,253	-	-	(27,431)	272,607
Furniture and Equipment	379,592	35,492	(1,994)	-	(94,003)	319,087
Information and Communication Technology	79,807	40,824	-	-	(25,738)	94,893
Leased Assets	23,335	17,093	(784)	-	(16,842)	22,802
Library Resources	723	-	-	-	(604)	119
	<u>755,123</u>	<u>173,662</u>	<u>(2,778)</u>	<u>-</u>	<u>(165,688)</u>	<u>760,319</u>

The net carrying value of equipment held under a finance lease is \$22,802 (2024: \$23,335)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2025	2025	2025	2024	2024	2024
	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Board-owned Buildings	53,487	(2,676)	50,811	53,487	(1,606)	51,881
Building Improvements	557,659	(285,052)	272,607	470,884	(251,099)	219,785
Furniture and Equipment	825,774	(506,687)	319,087	800,021	(420,429)	379,592
Information and Communication Technology	220,903	(126,010)	94,893	180,080	(100,273)	79,807
Leased Assets	82,992	(60,190)	22,802	68,872	(45,537)	23,335
Library Resources	125,403	(125,284)	119	125,403	(124,680)	723
	<u>1,866,218</u>	<u>(1,105,899)</u>	<u>760,319</u>	<u>1,698,747</u>	<u>(943,624)</u>	<u>755,123</u>

12. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	29,949	52,109	37,075
Accruals	9,672	6,748	9,300
Banking Staffing Overuse	-	4,978	98,971
Employee Entitlements - Salaries	235,453	171,582	219,719
Employee Entitlements - Leave Accrual	9,526	9,424	12,280
	<u>284,600</u>	<u>244,841</u>	<u>377,345</u>
Payables for Exchange Transactions	284,600	244,841	377,345
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>284,600</u>	<u>244,841</u>	<u>377,345</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	-	-	67
Other Revenue In Advance	1,402	14,540	480
	<u>1,402</u>	<u>14,540</u>	<u>547</u>

14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	127,042	26,377	66,623
Increase/(decrease) to the Provision During the Year	44,111	40,246	60,419
Use of the Provision During the Year	(50,879)	-	-
Provision at the End of the Year	<u>120,274</u>	<u>66,623</u>	<u>127,042</u>
Cyclical Maintenance - Current	644	22,945	31,175
Cyclical Maintenance - Non current	119,630	43,678	95,867
	<u>120,274</u>	<u>66,623</u>	<u>127,042</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's 10 Year Property plan / painting quotes.

15. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	16,605	18,120	15,876
Later than One Year	11,684	42,579	12,424
Future Finance Charges	(2,802)	-	(2,653)
	25,487	60,699	25,647

Represented by

Finance lease liability - Current	14,838	18,120	13,958
Finance lease liability - Non current	10,649	42,579	11,689
	25,487	60,699	25,647

16. Funds Held for Capital Works Projects

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

	2025	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
Boiler/Heating Stage 2		245119	97,367	26,750	(124,117)	-	-
BLK D&K Interior Refurb		232523	77,666	15,728	(93,394)	-	-
Totals			175,033	42,478	(217,511)	-	-

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	-

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
Roll Growth Classrooms		216819	(65,619)	15,015	50,604	-	-
Boiler/Heating Stage 2		245119	-	249,426	(152,059)	-	97,367
BLK D&K Interior Refurb		232523	-	81,280	(3,614)	-	77,666
Totals			(65,619)	345,721	(105,069)	-	175,033

Represented by:

Funds Held on Behalf of the Ministry of Education	175,033
Funds Receivable from the Ministry of Education	-

17. Funds held on behalf of Kahui Ako Cluster

Puketapu School (New Plymouth) is the lead school funded by the Ministry of Education to provide services to its cluster of schools.

	2025 Actual \$	2025 Budget \$	2024 Actual \$
Funds Held at Beginning of the Year	5,861	-	6,910
Funds Received from MOE	6,692	6,909	4,792
Funds Received from Cluster Members			
Total funds received	<u>12,553</u>	<u>6,909</u>	<u>11,702</u>
Funds Spent on Behalf of the Cluster	4,844	-	5,840
Funds remaining	<u>7,709</u>	<u>6,909</u>	<u>5,862</u>
Funds Held at Year End	<u><u>7,709</u></u>	<u><u>6,909</u></u>	<u><u>5,862</u></u>

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	5,030	2,650
<i>Leadership Team</i>		
Remuneration	915,651	840,165
Full-time equivalent members	8.00	7.00
Total key management personnel remuneration	<u><u>920,681</u></u>	<u><u>842,815</u></u>

There are 6 members of the Board excluding the Principal. The Board has held 7 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2025	2024
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration	2025	2024
\$000	FTE Number	FTE Number
100 - 110	2.00	4.00
110 - 120	1.00	1.00
120 - 130	2.00	1.00
130 - 140	1.00	1.00
	<u>6.00</u>	<u>7.00</u>

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

20. Compensation and Other Benefits Upon Leaving

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

	2025	2024
	Actual	Actual
Total	\$0	\$0
Number of People	0	0

21. 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.

22. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2025 (Capital commitments at 31 December 2024: \$269,118).

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

(b) Operating Commitments

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

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	74,289	141,748	480,113
Receivables	242,815	176,316	227,703
Investments - Term Deposits	349,352	299,352	299,352
Total financial assets measured at amortised cost	<u>666,456</u>	<u>617,416</u>	<u>1,007,168</u>

Financial liabilities measured at amortised cost

Payables	284,600	244,841	377,345
Finance Leases	25,487	60,699	25,647
Total financial liabilities measured at amortised cost	<u>310,087</u>	<u>305,540</u>	<u>402,992</u>

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 PUKETAPU SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Puketapu School (the School). The Auditor-General has appointed me, Carolyn Jackon using the staff and resources of Baker Tilly Staples Rodway Audit Limited to carry out the audit of the financial statements of the School on pages 1 to 20, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

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

Our audit was completed on 18 May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless the Board intends to close or merge the School, or has no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

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

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

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

Independence

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

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



Carolyn Jackson
Baker Tilly Staples Rodway Audit Limited
On behalf of the Auditor-General
New Plymouth, New Zealand