

CASHMERE AVENUE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025



**Cashmere
Avenue School**

Marae Roa o Khandallah

Principal:	Adelle Jensen
Ministry Number:	2821
School Address:	110 Cashmere Avenue, Khandallah, Wellington 6035
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CASHMERE AVENUE SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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CASHMERE AVENUE SCHOOL

Statement of Responsibility

For the year ended 31 December 2025

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

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

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

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

Emma Jane Bonner

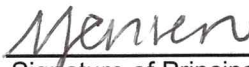
Full Name of Presiding Member

Adelle Louise Jensen

Full Name of Principal



Signature of Presiding Member



Signature of Principal

29 May 2026

Date:

29 May 2026

Date:

CASHMERE AVENUE SCHOOL

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	3,169,609	2,938,188	2,983,006
Locally Raised Funds	3	217,277	203,600	232,599
Interest		10,885	15,000	18,104
Total Revenue		3,397,771	3,156,788	3,233,709
Expenses				
Locally Raised Funds	3	75,322	75,200	61,688
Learning Resources	4	2,269,199	2,108,876	2,128,639
Administration	5	265,562	255,482	269,880
Interest		1,037	1,500	2,357
Property	6	702,091	719,372	789,961
Loss on Disposal of Property, Plant and Equipment		-	-	-
		3,313,211	3,160,430	3,252,525
Net Surplus / (Deficit) for the year		84,560	(3,642)	(18,816)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		84,560	(3,642)	(18,816)

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

CASHMERE AVENUE SCHOOL

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January	572,841	596,060	587,407
Total comprehensive revenue and expense for the year	84,560	(3,642)	(18,816)
Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	14,168	-	-
Contribution from the Ministry of Education - Te Mana Tuhono	35,566		
Prior Period Adjustment	-	-	4,250
Equity at 31 December	707,135	592,418	572,841
Accumulated comprehensive revenue and expense	707,135	592,418	572,841
Equity at 31 December	707,135	592,418	572,841

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.

CASHMERE AVENUE SCHOOL

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	331,541	248,057	296,167
Accounts Receivable	8	184,014	140,000	166,667
GST Receivable		-	21,000	-
Prepayments		2,995	13,500	6,855
Investments	9	181,577	165,000	172,882
Funds Receivable for Capital Works Projects	16	33,363	-	15,092
		<u>733,490</u>	<u>587,557</u>	<u>657,663</u>
Current Liabilities				
Accounts Payable	11	223,999	206,352	184,405
Borrowings	12	6,335	6,335	6,335
GST Payable		3,427	-	6,587
Revenue Received in Advance	13	8,901	15,000	9,902
Provision for Cyclical Maintenance	14	57,617	10,720	87,156
Finance Lease Liability	15	6,731	12,232	13,681
Funds held for Capital Works Projects	16	97,262	-	110,018
		<u>404,272</u>	<u>250,639</u>	<u>418,084</u>
Working Capital Surplus/(Deficit)		329,218	336,918	239,579
Non-current Assets				
Property, Plant and Equipment	10	458,134	332,340	402,371
		<u>458,134</u>	<u>332,340</u>	<u>402,371</u>
Non-current Liabilities				
Borrowings	12	12,670	19,005	19,005
Provision for Cyclical Maintenance	14	57,445	38,935	46,315
Finance Lease Liability	15	10,102	18,900	3,789
		<u>80,217</u>	<u>76,840</u>	<u>69,109</u>
Net Assets		<u>707,135</u>	<u>592,418</u>	<u>572,841</u>
Equity		<u>707,135</u>	<u>592,418</u>	<u>572,841</u>

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

CASHMERE AVENUE SCHOOL

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		665,266	725,473	670,877
Locally Raised Funds		215,875	74,600	261,379
Goods and Services Tax (net)		(3,158)	(1,000)	27,563
Payments to Employees		(379,715)	(275,784)	(475,896)
Payments to Suppliers		(345,563)	(436,377)	(411,933)
Interest Paid		(1,037)	(1,500)	(2,357)
Interest Received		10,885	15,000	18,104
Net cash from/(to) Operating Activities		162,553	100,412	87,737
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(94,653)	61,293	(82,039)
Purchase of Investments		(8,695)	-	(61,433)
Proceeds from Sale of Investments		-	5,000	-
Net cash from/(to) Investing Activities		(103,348)	66,293	(143,472)
Cash flows from Financing Activities				
Furniture and Equipment Grant		14,168	-	(28,337)
Finance Lease Payments		(637)	16,325	(8,853)
Loans Received		-	19,005	-
Repayment of Loans		(6,335)	6,335	(6,335)
Funds Administered on Behalf of Third Parties		(31,027)	-	108,991
Net cash from/(to) Financing Activities		(23,831)	41,665	65,466
Net increase/(decrease) in cash and cash equivalents		35,374	208,370	9,731
Cash and cash equivalents at the beginning of the year	7	296,167	39,687	286,436
Cash and cash equivalents at the end of the year	7	331,541	248,057	296,167

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.

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements 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.

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

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 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 10.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16.

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.

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.



CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

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.

c) 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.

d) 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.

e) 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.

f) 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.

f) Inventories

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

g) 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.

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

h) 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
Intangible Assets	3 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

i) 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. 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.

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

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.

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.

j) 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.

k) 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, annual leave earned, by non teaching staff, 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.

l) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants 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.

m) 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.

n) Funds held for Capital works

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

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

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

o) 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 Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

p) 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.

q) 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.

r) 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.

s) 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.

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	646,877	647,554	670,538
Teachers' Salaries Grants	1,963,709	1,750,000	1,724,082
Use of Land and Buildings Grants	540,634	540,634	588,047
Other Government Grants	18,389	-	339
	3,169,609	2,938,188	2,983,006

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations & Bequests	80,326	78,000	105,791
Fees for Extra Curricular Activities	82,391	74,000	65,530
Trading	13,973	14,600	14,358
Fundraising & Community Grants	36,200	36,000	46,120
Other Revenue	4,387	1,000	800
	217,277	203,600	232,599
Expenses			
Extra Curricular Activities Costs	74,256	72,200	58,751
Trading	1,066	3,000	2,937
	75,322	75,200	61,688
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	141,955	128,400	170,911

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	9,334	14,215	9,467
Information and Communication Technology	14,860	17,850	14,392
Library Resources	717	600	591
Employee Benefits - Salaries	2,158,359	1,981,136	2,003,470
Staff Development	11,469	20,275	21,673
Depreciation	74,460	74,800	79,046
	2,269,199	2,108,876	2,128,639



CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fee	11,362	11,362	9,816
Board Fees	3,000	4,050	3,165
Board Expenses	2,541	3,800	3,884
Communication	4,779	3,200	3,111
Consumables	15,557	11,750	13,233
Legal Fees	960	-	-
Other	20,322	19,720	17,285
Employee Benefits - Salaries	186,124	180,000	198,441
Insurance	12,748	12,000	12,815
Service Providers, Contractors and Consultancy	8,169	9,600	8,130
	<u>265,562</u>	<u>255,482</u>	<u>269,880</u>

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Caretaking and Cleaning Consumables	7,729	6,500	7,064
Consultancy and Contract Services	109,522	100,000	102,368
Cyclical Maintenance	(18,410)	16,838	10,137
Grounds	8,197	12,000	33,449
Heat, Light and Water	32,280	21,900	34,863
Rates	4,548	3,000	3,192
Repairs and Maintenance	12,436	15,000	8,278
Use of Land and Buildings	540,634	540,634	588,047
Security	5,155	3,500	2,563
	<u>702,091</u>	<u>719,372</u>	<u>789,961</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 \$
Cash on Hand	179	300	229
ASB CAS BoT	312,209	235,757	282,348
ASB 59 - Savings on Call	19,153	12,000	13,590
Cash and cash equivalents for Statement of Cash Flows	<u>331,541</u>	<u>248,057</u>	<u>296,167</u>

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

Of the \$331,541 Cash and Cash Equivalents, \$97,262 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2026 on Crown owned school buildings.

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	813	10,000	1,200
Receivables from the Ministry of Education	3,484	-	2,130
Interest Receivable	1,312	-	1,878
Teacher Salaries Grant Receivable	178,405	130,000	161,459
	<u>184,014</u>	<u>140,000</u>	<u>166,667</u>
Receivables from Exchange Transactions	2,125	10,000	3,078
Receivables from Non-Exchange Transactions	181,889	130,000	163,589
	<u>184,014</u>	<u>140,000</u>	<u>166,667</u>

9. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	181,577	165,000	172,882
	<u>181,577</u>	<u>165,000</u>	<u>172,882</u>
Total Investments			

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Building Improvements	131,171	-	-	-	(3,933)	127,238
Furniture and Equipment	120,519	102,711	-	-	(32,305)	190,925
Grounds Development	87,219	-	-	-	(9,795)	77,424
Information Technology	26,159	9,575	-	-	(14,215)	21,519
Leased Assets	12,864	13,553	-	-	(11,111)	15,306
Library Resources	24,441	4,382	-	-	(3,101)	25,722
Balance at 31 December 2025	<u>402,373</u>	<u>130,221</u>	<u>-</u>	<u>-</u>	<u>(74,460)</u>	<u>458,134</u>

The net carrying value of equipment held under a finance lease is \$15,306 (2024: \$12,862)

Restrictions

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.

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

10. Property, Plant and Equipment (cont)

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Building Improvements	157,330	(30,092)	127,238	157,330	(26,159)	131,171
Furniture and Equipment	613,991	(423,066)	190,925	534,298	(413,779)	120,519
Grounds Development	221,215	(143,791)	77,424	221,215	(133,996)	87,219
Information Technology	170,720	(149,201)	21,519	211,294	(185,135)	26,159
Leased Assets	64,573	(49,267)	15,306	51,021	(38,157)	12,864
Library Resources	108,138	(82,416)	25,722	103,756	(79,315)	24,441
Balance at 31 December	1,335,967	(877,833)	458,134	1,278,914	(876,541)	402,373

11. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	26,328	65,000	6,853
Accruals	10,395	-	8,283
Employee Entitlements - Salaries	182,155	130,000	164,164
Employee Entitlements - Leave Accrual	5,121	11,352	5,106
	223,999	206,352	184,406
Payables for Exchange Transactions	223,999	206,352	184,406
	223,999	206,352	184,406

The carrying value of payables approximates their fair value.

12. Borrowings

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Loans due in one year	6,335	6,335	6,335
Loans due after one year	12,670	19,005	19,005
	19,005	25,340	25,340

The school has borrowings at 31 December 2025 of \$ 19,005 (31 December 2024 \$25,340). This loan is from the Energy Efficiency and Conservation Authority (EECA) for LED Lighting. The loan is unsecured and interest free with quarterly repayments in equal instalments of \$1,584.

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Other revenue in Advance	8,901	15,000	9,902
	<u>8,901</u>	<u>15,000</u>	<u>9,902</u>

14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	133,471	133,471	123,334
Increase/(decrease) to the Provision During the Year	(18,409)	16,838	16,735
Use of the Provision During the Year	-	(100,654)	(6,598)
Provision at the End of the Year	<u>115,062</u>	<u>49,655</u>	<u>133,471</u>
Cyclical Maintenance - Current	57,617	10,720	87,156
Cyclical Maintenance - Non current	57,445	38,935	46,315
	<u>115,062</u>	<u>49,655</u>	<u>133,471</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2026. This plan is based on the schools 10 Year Property plan.

15. 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	7,883	(12,232)	14,796
Later than One Year	11,349	(18,900)	3,985
Future Finance Charges	(2,399)	-	(1,311)
	<u>16,833</u>	<u>(31,132)</u>	<u>17,470</u>
Represented by			
Finance lease liability - Current	6,731	12,232	13,681
Finance lease liability - Non current	10,102	18,900	3,789
	<u>16,833</u>	<u>(31,132)</u>	<u>17,470</u>

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

16. Funds Held for Capital Works Projects

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

2025		Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
	Weathertightness	(2,620)	7,980	(27,958)	-	(22,598)
	Upgrade Fire Alarm System	244022	95,327	(89,919)	-	5,408
	Drainage Project	239497	3,692	(12,215)	-	-
	Block 3 Roofing Replacement	239499	(12,472)	152,797	(48,471)	91,854
	Block 9 Leak Remediation	249699	11,000	870	(17,978)	(6,108)
	239498 Plumbing Upgrades - Expenses	-	-	(3,219)	-	(3,219)
	Embankment Slip Remediation - Expense	-	-	(1,438)	-	(1,438)
	Totals	94,927	170,170	(201,198)	-	63,899

Represented by:

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

97,262
(33,363)

63,899

2024		Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
	SIP Block 2 Upgrade	(13,285)	34,322	(34,960)	13,923	0
	Weathertightness	1,370		(3,990)	-	(2,620)
	Upgrade Fire Alarm System	(2,150)	102,357	(4,880)	-	95,327
	Deck & Ramp Remediation Project	-	15,035	(15,035)	-	-
	Drainage Project	-	17,779	(14,087)	-	3,692
	Block 3 Roofing Replacement	-	-	(12,472)	-	(12,472)
	Block 9 Leak Remediation	-	11,000	-	-	11,000
	Totals	(14,065)	180,493	(85,424)	13,923	94,927

Represented by:

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

110,019
(15,092)

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

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 Board members, Principal, Deputy Principals and Heads of Departments.

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	3,000	3,165
<i>Leadership Team</i> Remuneration	1,062,949	828,836
Full-time equivalent members	9	7
Total key management personnel remuneration	1,065,949	832,001

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

Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	2	2
110 - 120	5	4
120-130	1	-
	8	6

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

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

20. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$1,105,422 (2024: \$981,854) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Weathertightness Project	283,687	41,908	241,779
Upgrade fire Alarm System	147,195	96,949	50,246
Block 3 Roofing Replacement	697,085	60,943	636,142
Drainage Project	177,775	26,301	151,474
Plumbing Upgrade	29,000	3,219	25,781
Total	1,334,742	229,320	1,105,422

CASHMERE AVENUE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

21. Financial Instruments

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	331,541	248,057	296,167
Receivables	184,014	140,000	166,667
Investments - Term Deposits	181,577	165,000	172,882
Total Financial assets measured at amortised cost	<u>697,132</u>	<u>553,057</u>	<u>635,716</u>
Financial liabilities measured at amortised cost			
Payables	223,999	206,352	184,406
Borrowings - Loans	19,005	25,340	25,340
Finance Leases	16,833	31,132	17,470
Total Financial Liabilities Measured at Amortised Cost	<u>259,837</u>	<u>262,824</u>	<u>227,216</u>

22. Events After Balance Date

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

23. Comparatives

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

CASHMERE AVENUE SCHOOL

Members of the Board

For the year ended 31 December 2025

Name	Position	How position on Board gained	Occupation	Term Expires
Richard Barrett	Presiding Chair - as of February 2024	Elected December 2020, re-elected December 2023, Stepped up to presiding member February 2024	Manager	December 2026
Adelle Jensen	Principal	Appointed January 2023	Principal	
Abigail Johnston	Parent Rep	Elected December 2020, re-elected December 2023	General Manager	Resigned Sep 2025
Krish Amirthalingam	Parent Rep	Elected September 2022	General Manager	Resigned Sep 2025
Emma Bonner	Finance Representative	Elected September 2022	Homemaker	September 2025
Tricia Will	Staff Representative	Re-selected September 2022	Teacher	September 2025
Lily Yin	Parent Rep	Elected December 2023	Director of Finance & Operations	December 2026
Stacey Bird	Parent Rep		Teacher	Resigned Sep 2025
Naomi Brownie		Elected October 2025	Stakeholder Director	October 2028
Fraser Richards		Elected October 2025	Lawyer	October 2028
Henry Tatham		Selected Dec'25	Engineer	December 2028
Jenny Fenwick	Secretary		Office Manager	

CASHMERE AVENUE SCHOOL

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

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

In 2025, the School received \$4,712 (2024: \$4,839) in Kiwisport funding as part of the Operational Grant.

The funding was spent on PE equipment, and supporting outside school hours participation in miniball, and netball. Teams for interzone and outside school hours participation are provided with uniforms and equipment. A member of the teaching staff acted as liaison between parent coaches, managers, providers and the school. We have a school pool that is maintained for swimming lessons in Term 1 and water safety lessons in Term 4.

Statement of Compliance with Employment Policy

For the year ended 31 December 2025 the Cashmere Avenue School Board:

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

Independent auditor's report

To the readers of the financial statements of Cashmere Avenue School for the year ended 31 December 2025

The Auditor-General is the auditor of Cashmere Avenue School (the School). The Auditor-General has appointed me, Michael Rania, using the staff and resources of Moore Markhams Wellington Audit, to carry out the audit of the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

We have audited the financial statements of the School on pages 2 to 20, which comprise the statement of financial position as at 31 December 2025, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2025, and
 - its financial performance and its 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 (Public Sector PBE Standards RDR)

Our audit was completed on 29 May 2025. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for 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 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

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.

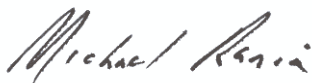
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.

A handwritten signature in black ink that reads 'Michael Rania'.

Michael Rania | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand



Cashmere Avenue School

Marae Roa o Khandallah

Giving Effect to Te Tiriti o Waitangi

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown.

Cashmere Avenue School recognises our role and responsibility to honour and give effect to Te Tiriti o Waitangi.

Under the Education and Training Act 2020, a primary objective of the board of Cashmere Avenue School is giving effect to te Tiriti o Waitangi. We do this by:



- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori students
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

Cashmere Avenue School works from the four articles of Te Tiriti o Waitangi; of Kāwanatanga - Honourable Governance and Leadership, Rangatiratanga - Retaining Sovereignty, Ōritetanga - Promote Equity and Wairuatanga - Cultural/Religious freedoms.

Cashmere Avenue School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our Māori students and ensure they experience educational success as Māori.

We consult with our local Māori community through our Rōpū Whānau hui on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).

Cashmere Avenue School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with Ka Hikitia-Ka Hāpaitia.

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6). Setting, monitoring and reviewing goals in te reo Māori capability is part of our teachers' professional growth cycles.

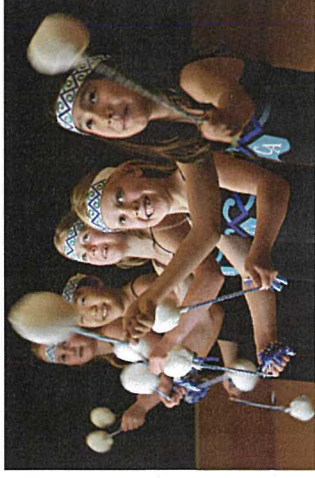
Cashmere Avenue School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure Māori students experience educational success as Māori (NELP Priority 2).



Cashmere Avenue School

Marae Roa o Khandallah



Statement of Variance

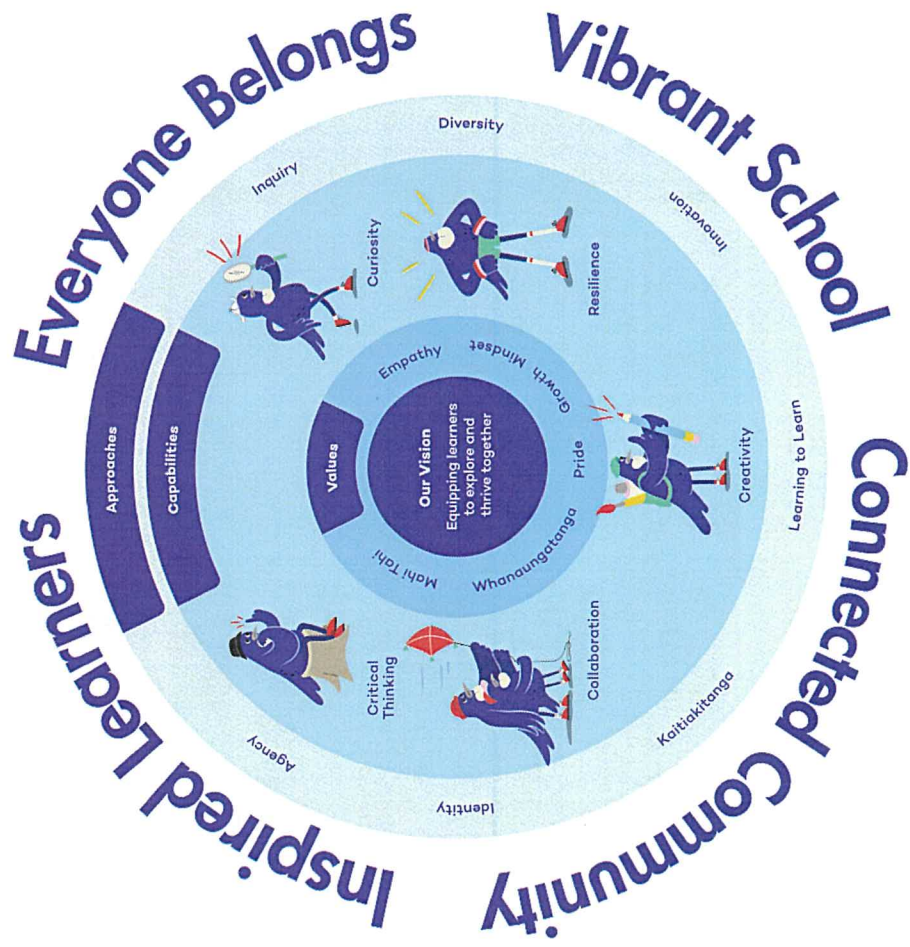
2025



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Strategic Plan 2024-2025



<p>Vibrant School We take pride in our fun and energetic school environment – an exciting place to learn Kia wāna ake kei kōnei</p>	<p>We all bring our energy and skills to create an engaging learning environment</p>	<p>We are all kaitiaki of our school so that it is an inviting, healthy and fresh place to be</p>	<p>School buildings, outdoor spaces and classroom environments are safe, vibrant, and engaging</p>
<p>Inspired Learners We design opportunities for inspired, courageous learning to happen ‘Whāia te mātauranga hei oranga mā koutou’</p>	<p>Our kaiako/teaching staff are empowered to provide the best quality teaching and learning experiences in maths, English and across the curriculum</p>	<p>We are developing a shared understanding and commitment to implementing, the pūrākāu and kawa of Taranaki Whānui ki te Upoko o te Ika a Maui (Te Atiawa) We offer and continue to improve our provision of Te Reo Māori</p>	<p>Our rangatira/leaders, kaiako/teachers and kaimahi/staff are empowered to learn and grow in their roles</p>
<p>Connected Community We build strong relationships across our community- we are at our best when we work together ‘He waka eke noa’</p>	<p>Our Home and School, Board and Rōpū Whānau are valued stakeholder groups, with a shared purpose- our ākonga/students and our kura/school We build powerful partnerships for learning between our school staff and our parents/whānau/families</p>	<p>We are actively building strong, mutually respectful relationships with whānau/families and local iwi</p>	<p>Our school will be a connected hub of learning in our community CAS staff are active participants in Te Kāhui Ako o Tarikākā</p>
<p>Everyone Belongs CAS is a safe and inclusive place for all of us; where we respect, embrace, and celebrate our identity and our diversity ‘He wāhi mō te katoa’</p>	<p>Our school looks, sounds and feels like an emotionally and physically safe and inclusive space for kaimahi/staff, whānau/families and ākonga/students. We will develop an understanding of Te Whare Mauri Ora and make links to our school curriculum</p>	<p>Our staff, ākonga/students and community continue to build a shared and authentic understanding of Te Tiriti o Waitangi, and develop opportunities to give effect to the articles of Te Tiriti o Waitangi</p>	<p>Ākonga learn about different cultures and celebrate and embrace our cultural diversity and identities</p>

Strategic Goal 1: **Vibrant School**

We take pride in our fun and energetic school environment – an exciting place to learn

Kia wāna ake kei kōnei

Kāhui Ako Achievement Challenge: Hauora and Wellbeing

Annual Target:

School buildings, outdoor spaces and classroom environments are safe, vibrant, and engaging

What did we expect to see by the end of the year?

1. Ākonga/student, kaimahi/staff and whānau/families will express pride in our school
2. School spaces will be warm, dry, and well lit and ventilated spaces
3. Outside environments will be cared for and maintained
4. Displays and spaces will reflect the vibrant learning we are doing

2025 Key Progress:

- Our Green Team promoted litterfree lunchboxes
- Our Space Inquiry In Term 2, trips to Space Place, and school production theme supported vibrant learning and appreciation of our universe
- We made connections to respecting Papatūānuku through pūrākau and Te Whare Mauri Ora
- We adjusted school wide morning tea practices to ensure all children are playing then eating (so that rubbish is put into bins or taken home)
- We provided extra support for some Korimako learners around treating our neighbours property and school grounds respectfully
- A large-scale refurbishment and weathertightness project was completed involving Rooms 14, 16 and our library, new roofing for Rooms 17 and 18, the removal of Rooms 1 and 2, and landscaping of the empty space
- Painting of the pool was planned and booked, however issues with the supplier and product has delayed this work

Actions	What Did We Achieve	What is the Evidence	Reasons for Variance	Planning for next year – where to next?
<p>We will build on the kaitiakitanga learning from Term 2 2024, through our science learning in Terms 2 and 3 2025</p> <p>We will make connections to respecting Papatūānuku through pūrākau and Te Whare Mauri Ora</p> <p>We will adjust school wide morning tea practices to ensure all children are playing then eating (so that rubbish is put into bins or taken home)</p>	<p>Reduced rubbish in outside spaces</p> <p>Outside environments were cared for and maintained</p> <p>Children articulate the importance of being a kaitiaki of our natural world</p>	<p>Our student Green Team, facilitated by AnneMaree, worked hard to promote litterfree lunchboxes with a colouring competition, jingle, and regular reminders in assemblies.</p> <p>Our Space Inquiry In Term 2, trips to Space Place, and school production theme promoted a sense of awe and wonder of our universe.</p> <p>Our classes learnt about Papatūānuku through pūrākau</p> <p>Our classes developed their understanding of Te Whare Mauri Ora as</p>		<p>We will continue to focus on outside areas being cared for and maintained, and developing our children's appreciation and care of our natural environment</p>

		<p>a wellbeing framework, with appreciation of Papatūānuku as an aspect of wellbeing</p>	
<p>Our Student Leaders (Student Council, Green Team) will identify areas for improvement, and will be supported to work towards improving our school learning environments</p> <p>We will encourage children to have litterless lunchboxes, and continue to remind children to take any lunchbox rubbish back home.</p> <p>We will support all children to play in safe spaces only</p>	<p>Reduced rubbish in outside spaces</p> <p>Outside environments are cared for and maintained</p> <p>Some of our junior ākonga needed extra support to treat our neighbours and our school property with respect and care.</p> <p>Green team were active in their promotion of litterless lunchboxes.</p> <p>Some students also focused on reducing the sticks around the playground to reduce unsafe play</p>	<p>Student Council and Green Team visible and active in assemblies and around the school</p> <p>Students aware of reducing lunchbox litter where they can</p>	<p>We will continue with the goal of children only playing in safe spaces and in safe ways (banks are out of bounds, behaviour with stones and sticks is improved)</p> <p>We will continue to support our student Green Team to identify areas to improve</p>

<p>Parent community garden group work with Amelia as CASE garden lead to maintain our planted areas</p>	<p>Gardens are well maintained</p>	<p>Whilst caretakers continue to keep garden areas pruned, leaves cleared (student health needs), and development of the Room 1 and 2 space, other property projects have delayed further work on gardens and we did not hold a gardening bee</p>	<p>Extended property projects (Room 14, 16, library, Rooms 1 and 2) have meant that a school-wide working bee was not feasible.</p>	<p>Develop our Sensory Garden (behind the hall) and develop our children's understanding of appropriate and positive ways to interact with this space.</p>
<p>We will all bring our energy and skills to create an engaging learning environment</p>	<p>Wellbeing surveys, Year 6 exit interviews and staff survey highlights improvements to classroom and learning environments</p>	<p>Team planning includes opportunities for engagement and higher interest learning opportunities. Year 6 exit interviews emphasised that engaging learning opportunities were a key highlight for our students- camp, trips, interactive learning, rich inquiries.</p>		<p>Continue to find ways to provide engaging learning opportunities, and to create engaging learning environments</p>

<p>Our School Pool will be repainted and maintained to be used for Term 1 and Term 4 2025</p>	<p>School swimming lessons progress in Term 1 and 4</p> <p>Quotes received for pool painting</p>	<p>Some Year6 exit surveys still referred to the school pool as an area for improvement (temperature, cleaning of leaves)</p> <p>Term 1 and Term 4 swimming was successful.</p>	<p>Painting was scheduled for January 2026, however the supplier paused this as they had some issues with the product.</p>	<p>Our School Pool will be repainted and maintained to be used for Term 1 and Term 4 2027</p>
<p>Blocks 8, 9, 11 (Library, Room 14 and 16) will be made weather tight, warm and dry, and Block 14 (Rooms 17 and 18) will have improved roofing to ensure weathertightness in heavy rain.</p>	<p>Achieved with some amendments (e.g. library replaced rather than reclad)</p>	<p>Improved roofing Cladding replaced, Safe windows installed in Rooms 14 and 16, including new acoustic wall linings</p> <p>Rooms 1 and 2 were demolished and the library was demolished and replaced with a modular space</p> <p>Rooms 17 and 18's roofing (including covered walkways) were replaced</p>	<p>Cost and Ministry of Education decisions around feasibility</p>	<p>Roofing refurbishment of Block 3 (Rooms 3-6 and admin) and replacement of Block 2 (Rooms 7-9) will be carried out to improve weathertightness and reduce leaks.</p> <p>Painting of lower classrooms and shed will refresh and maintain those classrooms.</p>

Strategic Goal 2: **Inspired Learners**

We design opportunities for inspired, courageous learning to happen.

‘Whāia te mātauranga hei oranga mō koutou’

Kāhui Ako Achievement Challenge: Confident, Capable, empowered learners

Annual Target:

Our kaiako/teaching staff and kaimahi are empowered to provide the best quality teaching and learning experiences for our ākonga/students

What did we expect to see by the end of the year?

1. All classroom teachers will have an understanding of the twelve Pūrākau and have shared ideas for how to incorporate the learning in their classroom programmes and ākonga will demonstrate familiarity with the pūrākau and the key themes.
2. All classroom teachers and students will be using Te Puna Reo as part of their weekly teaching and learning programmes.
3. All classroom teachers will be starting to implement aspects of the new Te Mataiaho Mathematics curriculum, including the supplementary Maths No Problem resources.
4. All classroom teachers will be building familiarity with the Te Mataiaho English curriculum, including the alignment with current practices and a structured approach to literacy learning.
5. Ākonga will have experienced a variety of rich, engaging learning experiences

2025 Key Progress

- Teachers are developing their knowledge of the Pūrākau, however due to facilitation changes at Kura Ahurea, not all pūrākau were covered in 2025 as planned
- Teachers continue to find opportunities to develop their te reo me ona tikanga Māori expertise, despite challenges with the Te Puna Reo online PLD and teaching/learning portal
- All teaching staff have participated in Maths PLD, and are implementing Maths No Problem into their classroom teaching and

learning programmes <ul style="list-style-type: none"> All classroom teachers have now participated in Structured Literacy PLD, and are using a structured approach to literacy in their teaching and learning programmes 				
Actions	What Did We Achieve	What is the Evidence	Reasons for Variance	Planning for next year – where to next?
We will participate in MOE and publisher PLD for Mathematics	Teaching staff have shown huge commitment to upskilling and implementing the new Maths curriculum, supported by the new MOE funded resources. This process is not without its challenges, as the resources aren't fully aligned to the new curriculum outcomes, and bridging guides were required this year. We have had two of our MOE funded PLD days, and are scheduled to have our third in January 2026.	Teacher planning and programmes include links to the new curriculum, particularly in number Our part time teachers have attended the PLD, and incorporated aspects of the new curriculum in their planning.		Continue with participating in MOE and publisher PLD for mathematics, including upskilling with another new curriculum for 2026

<p>We will explore the Sciences of Learning in maths</p>	<p>Increased teacher awareness of strategies, resources and research around current best practice in maths.</p> <p>A clear evidence based maths implementation plan across the levels will be in draft form by the end of 2025 (based on Te Mataiaho Maths curriculum)</p> <p>Our Within School Lead (Maths) facilitated termly PLD sessions to support teachers with their knowledge and skills, with a focus on collaboration and agency (e.g. Talk Moves)</p>	<p>Teachers are using the MOE Funded resources, requesting and using more concrete materials, and connecting their learning to what they know is best practice</p>		<p>Continue with teacher PLD</p>
<p>We will find ways to increase ākonga participation and collaboration in maths including worthwhile mathematical tasks (rich tasks) and a CPA approach</p>		<p>For the majority of our students, a CPA/mastery model is appropriate and is developing maths capability. Our maths data shows an increase in the % of students achieving above expectations from 13% in 2024 to 18% in 2025.</p> <p>Our exit surveys and teacher reflection highlights that the mastery/whole class approach is challenging for a small number of our children- those who</p>	<p>Some delays to our implementation plan as the curriculum was changed again in October 2025.</p>	<p>Support our Maths lead teacher to attend maths leadership PLD and to facilitate school PLD sessions focused on collaboration and student agency in mathematics</p>

<p>We will use Te Mataiaho: Maths Curriculum and the Maths No Problem resources to develop a scope and sequence for maths learning, and purposeful assessment across CAS using best evidence</p>		<p>are well below or well above year level expectations.</p>	<p>Maths No Problem has a scope and sequence, with review built in.</p> <p>Some delays to aligning the MNP resource/scope and sequence with Te Mataiaho with new changes in 2026.</p>	<p>Continue to develop our understanding and knowledge of the maths curriculum, and how MNP (and other resources) support teaching and learning in maths.</p>
<p>We will explore and implement strategies that accelerate learning in mathematics</p>		<p>Maths No Problem and a mastery approach require some acceleration for students that are not at year level expectations</p>	<p>Our session 3 PLD will include a session on extension for ākonga who are well above year level expectations</p>	<p>We will continue to explore and implement strategies that accelerate learning in mathematics</p>
<p>We will align our CAS writing expectations, CAS structured literacy (including assessment</p>	<p>Our CAS documentation is not yet updated, and alignment is not yet</p>		<p>Our Within School Lead (English) shifted focus for PLD and teacher coaching to the</p>	<p>In 2026 our Leadership Team will work on developing a school-wide writing expectations framework,</p>

<p>and data) and Te Mataiaho progress outcomes for English as a clear progression of learning from Yrs 1-6</p>	<p>clear throughout</p>		<p>implementation of DIBELS. Teachers also needed to upskill with the Phonics Check which has been brought in as an additional screening tool.</p>	<p>incorporating Te Mataiaho/English writing progression, and best evidence.</p>
<p>Teaching staff will continue to develop their knowledge of Te Mataiaho: English Curriculum and will be supported to develop their expertise and confidence with:</p> <ul style="list-style-type: none"> o The Code o Rich vocabulary and comprehension learning opportunities o Tier 2 in-class interventions o Rigor and pace of programme delivery o Meeting the needs of all learners 	<p>All classroom teachers have attended MOE Funded Structured Literacy PLD Literacy Intervention teacher is enrolled in specialist training. Literacy Within School Lead observes, coaches, and runs regular Staff PLD around best practice and structured literacy approaches.</p>	<p>Teachers expressing more confidence and familiarity with the curriculum expectations and a structured approach to literacy, and incorporating a wider range of resources and practices Classroom practice observations highlight that practices are being embedded across the school</p>		<p>In 2026, our part time teachers, and new teaching staff to the school, will be offered MOE funded Structured Literacy PLD Teams will continue to discuss best practice, and observe each other to identify areas to continue to develop their understanding and confidence.</p>

<p>We will continue our learning through the Kura Ahurea Education programme:</p> <p>a) two staff members attend regular wānanga and share their learning with our wider staff.</p> <p>All classroom teachers will deliver learning experiences for their class based on the pūrākāu (Year 1: First four Year 2-6 quick revisit or integration of first eight, and deeper implementation of four from 2025).</p>	<p>All classroom teachers have an understanding of the first ten Pūrākāu and have shared ideas for how to incorporate the learning in their classroom programmes</p> <p>Ākonga are demonstrating familiarity with the pūrākāu and the key themes.</p> <p>Connections will be made to Te Whare Mauri Ora, and to inquiry and other curriculum learning</p>	<p>Staff PLD sessions, including ideas for in-class teaching and learning are well attended and highly engaging</p>	<p>Changes with the Kura Ahurea facilitation team meant that not all pūrākāu were taught</p>	<p>We will continue to engage with the Kura Ahurea programme in 2026, with our Tikanga Leads sharing their understanding with the wider teaching staff.</p> <p>Team leaders will support their team to implement the teaching and learning in class so that all students develop their knowledge of the pūrākāu</p> <p>We will engage with EdSector (Huia Puketapu, Te Ātiawa) to visit sites of historical significance</p>
<p>We will use Poutama Reo as a self review and improvement tool to support students to value, acquire and use Māori Language.</p>	<p>Leaders have evaluated progress along the poutama and identify next steps</p> <p>Student wellbeing</p>	<p>We continue to see and hear te reo Māori used in classroom programmes, communications with the community and</p>	<p>Te Puna Reo website was redeveloped, and there were significant issues with accessing content.</p>	<p>We will develop our own CAS te reo teaching and learning resource bank, using Te Aho Arataki Marau mō te Ako i Te Reo Māori -</p>

	<p>survey scores for <i>I'm reo at school</i> has stayed stable (70% in 2023, 75% in 2024) despite website and access issues to our Te Reo Māori programme Te Puna Reo</p>	<p>between staff.</p>		<p>Kura Auraki Te Reo Curriculum progressions</p>
<p>We will provide opportunities for teachers to develop their confidence and capability in te reo Māori</p>	<p>Teachers have identified that despite challenges with accessing the Te Puna Reo resource, they have worked to overcome these and to incorporate as much te Reo in their programmes as they can.</p>			
<p>We will work as a leadership team to develop our leadership expertise We will use the Leadership Capability</p>	<p>We regularly use the Leadership Capability Framework to reflect and grow our capabilities</p>	<p>Staff wellbeing surveys showed some staff would appreciate more clarity around Professional Learning pathways, and opportunities to</p>		<p>In 2026 we will develop a clearer PLD framework/PGC structure, making links to the Code and Standards, and school-wide PLD</p>

<p>Framework to reflect and grow our capabilities</p> <p>Our kaiako/teachers will have opportunities to grow their practice using a Professional Growth Cycle and through coaching and mentoring and other PLD opportunities</p>	<p>Our kaiako/teachers have opportunities to grow their practices using the PGC and through coaching and mentoring.</p> <p>Team Leaders are released from classroom duties one day per week to enable them to carry out their leadership mahi.</p>	<p>develop other aspects of their practice beyond the school wide focus areas</p>	<p>We will empower teachers to observe and learn from each other, developing our collective expertise</p>
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Strategic Goal 3: **Connected Community**

We build strong relationships across our community- we are at our best when we work together
'He waka eke noa'

Kāhui Ako Achievement Challenge: Strong, secure cultural identities and sense of belonging

Annual Target: We build powerful partnerships for learning between our school staff, our key stakeholders groups, our parents/whānau/families and our wider community

What did we expect to see by the end of the year?

1. Our community groups will have been engaged in multiple opportunities across the year
2. We will have a stronger sense of our connection and shared commitment to our school
3. We will sustain our engagement in Kāhui Ako work across the year

2025 Key Progress:

- Our Board, Home and School and Rōpū Whānau continue to connect and engage in the life of the school
- We had a strong candidate turn out for our Board elections, and good voter rate
- Our connections and networks across our Kāhui Ako/Cluster and the education sector remain strong

Actions	What Did We Achieve	What is the Evidence	Reasons for Variance	Planning for next year: where to next?
We will work in partnership with our Home and School Committee to plan fundraising and community events	Home and School are committed to their mahi, and go from strength to strength with creative ideas and events.	Incidental conversations Good turn out and strong support at fundraising events and activities		Continue to work with our Home and School to enable them to plan fundraising and community events Teacher liaison promotes upcoming events and

	<p>Our Board are committed to their governance role and working in the best interests of our school</p> <p>Our Rōpū Whānau have grown in number, and are building whanaungatanga with each other</p>			<p>encourages staff and students to get involved</p>
<p>Our Board will continue to discharge its governance responsibilities with care and commitment</p>				<p>Continue to develop Board succession plan and portfolios</p>
<p>We consult and share our thinking with our Rōpū Whānau, and actively seek their input in our provision of teaching and learning for our ākongā Māori.</p> <p>Whānau are invited and encouraged to be part of our Rōpū Whānau that meets regularly to discuss learning opportunities and tikanga, and how we are supporting our Māori ākongā/students to achieve success as Māori</p>				<p>Continue to hold regular Rōpū Whānau sessions and consider ways to promote engagement and kōrero</p>

<p>Communications within our community are purposeful and respectful</p>	<p>Strong support of our sharing of learning, whanau express that they feel welcome and part of the learning environment and more confident as learning partners.</p> <p>Fantastic family turnout for open afternoons/sharing opportunities. Staff are being creative and responsive for what opportunities work best for their cohorts.</p> <p>Steady attendance at our assemblies</p>			<p>Continue to develop our communication pathways, and ensure our new families know the apps and communication channels they can use</p>
<p>We will find ways to share learning and information with our community</p>				<p>Continue with information sharing, learning sharing and community connections</p>
<p>We will develop our NE parent information sessions to include literacy, numeracy and social and emotional development</p>	<p>One new parent recently highlighted the overwhelming number of different apps and communication channels-</p> <p>A good opportunity for us to review how</p>			<p>Continue to develop our communication pathways, and ensure our new families know the apps and communication channels they can use</p>

	<p>linked/clear our pathways are. All of the apps are now linked with the student @school app, so that they can use this one app as a 'one stop shop' for payments, teacher communications, seeing children's learning, and the fortnightly newsletter.</p>			<p>Develop a NE pamphlet to promote CAS to a wider community (ECEs etc)</p>
<p>We will develop our parent 'cultural connection' hubs</p>	<p>Parents express a sense of connection and belonging</p> <p>Parent WhatsApp groups are a strong support for information sharing</p>		<p>Changes in families moving in and out-groups are strong when there is a familiar person taking the lead</p>	<p>Continue to encourage parents to link in together</p> <p>Promote the cultural connection hubs/WhatsApp groups from time to time in the newsletter</p>
<p>We will develop our assembly and strengthen opportunities to share the inspired learning</p>	<p>We continue to offer a variety of learning showcases/sharing opportunities</p>	<p>Assemblies Newsletters Buddy Sharing</p>		<p>Continue with the current Assembly structure, ensuring items being shared are inspiring and varied</p>
<p>We will build on the</p>	<p>We weren't able to</p>	<p>Our outdoor areas</p>	<p>Delayed by multiple</p>	<p>Look to continue this in 2026</p>

<p>success of the 2024 Working Bee with another one or two in 2025, and also look to establish a regular parent and student gardening group</p>	<p>organise this as there were a series of property projects limiting access to the school</p>	<p>continue to be well maintained by our Caretaking team, and the development of the Room 1 and 2 Sensory Garden space is underway</p>	<p>property projects</p>	
<p>We are active participants in Te Kāhui Ako o Tarikākā;</p>	<p>Teachers and kaimahi and leaders contribute to the Kāhui Ako demonstrated through regular attendance at Kāhui Ako PLD</p>	<p>CAS staff visible at hub meetings, leadership meetings, cluster networks, and connecting with other schools. Our staff are frequently requested to be observed (particularly in literacy). CAS staff facilitated workshops at the Expo day</p>	<p>Kāhui Ako disestablished 27th Jan, no new Within School Leads appointed</p>	<p>With the disestablishment of Kāhui Ako, we will participate as active participants in our Northern Suburbs Primary Schools cluster (Tarikākā)</p>
<p>We will participate in the Kura Ahurea learning programme to develop our understanding of pūrākau and tikanga through a mana whenua lens</p>	<p>We continue to engage with Kura Ahurea and develop our understanding</p>	<p>Staff PLD and embedding of pūrākau through class programmes</p>		<p>We will continue to participate in the Kura Ahurea learning programme to develop our understanding of pūrākau and tikanga through a mana whenua lens</p>

Strategic Goal 4: **Everyone Belongs**

CAS is a safe and inclusive place for all of us; where we respect, embrace and celebrate our identity and our diversity
'He wāhi mō te katoa'

Kāhui Ako Achievement Challenges: Strong, Secure cultural identities and sense of belonging; Hauora and Wellbeing

Annual Target: Our school looks, sounds and feels like an emotionally and physically safe and inclusive space for kaimahi/staff, whānau/families and ākonga/students.

What did we expect to see by the end of the year?

1. Staff will have built their understanding about children with diverse needs, and the inclusive and responsive practices to support them
2. Staff are supported by the SENCO to ensure handover of information, and transition to new classrooms, is carried out thoroughly
3. Students will continue to be equipped to speak up for themselves and others
4. We will have established the Te Whare Mauri Ora framework in our classroom programmes
5. We will explore the new CAS Cultural Diversity framework, with a focus on the teacher practices that support all children to thrive in a culturally safe learning environment
6. Our staff, ākonga/students and community will have continued to build a shared and authentic understanding of Te Tiriti o Waitangi, and develop opportunities to give effect to the articles of Te Tiriti o Waitangi:
 - Kāwanatanga: Honourable Governance
 - Rangatiratanga: Agency
 - Ōritetanga: Equity
 - The Spoken Promise: cultural and religious freedom
7. Staff and ākonga/students will continue to develop their te reo Māori expertise through weekly Te Puna Reo lessons

2025 Key Progress:

<ul style="list-style-type: none"> Continued developing of our understanding of neurodiversity and complex behaviours Updated our Student Management System to better capture the behaviours and responses to them Developed our knowledge and understanding of culturally responsive practices Our student wellbeing scores show the large majority of children feel safe, that they belong, and that their culture and identity is celebrated. 				
Actions	What Did We Achieve	What is the Evidence	Reasons for Variance	Planning for next year – where to next?
Staff will develop their knowledge of neurodiversity and strategies that support students with neurodiversity	Staff developed an increasing understanding of the neurodiversity of our learners, and feel more confident with strategies that support ākonga to thrive	Staff Meetings, team meetings, 1:1 coaching of priority students and discussions in leadership meetings highlight the developing understanding and skill of our teachers to support ākonga with increasingly challenging needs		<p>We will continue to strengthen our systems and processes around <i>tiered interventions</i> for children with additional learning and behaviour needs</p> <p>We will develop our <i>collective problem-solving</i> practices around students with complex learning and behaviour</p>
Staff will develop their understanding of the different functions of behaviour, and how to use a range of communication and relational strategies to support children.	Staff can articulate the functions of behaviour, and different communication styles and strategies, including understanding of using different lenses to look	Teacher conversations Leadership conversations Playground Audit by RTLB		We will enrol two staff on the Incredible Years Teacher Training programme. Many of our junior teachers have already completed this training.

	<p>at behaviour</p> <p>Staff demonstrate an appropriate range of communication and relational strategies at Tiers 1, 2 and 3</p> <p>eTap behaviour entries show that teachers are recognising unwanted behaviour, the severity, and selecting appropriate, inclusive and respectful responses.</p> <p>Our eTAP guidance form has been updated to reflect language from Behaviour Procedure, and entries are demonstrating appropriate responses to unwanted behaviour.</p> <p>RTLB playground</p>	<p>eTAP entries</p>		
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	<p>culture review highlights examples of positive and proactive interactions</p>			
	<p>We saw further improvement on our student wellbeing survey scores for "Teachers help me identify and work through my feelings" with 80% (compared to 78% in 2023 and 79% in 2024) and with "I feel welcome and included at school" with 95% (compared to 93% in 2023: and 89% in 2024)</p>			
<p>Senior students will develop their peer mediation and conflict resolution strategies, and all students will develop their skills to speak up for themselves and others</p>	<p>Our work in this space is underway; our Lead Teacher has had peer mediation facilitator training, release time to work with Student leaders, and is working with a small group on learning how to</p>			<p>Staff PLD in January 2026 unpacking the purpose, role, types of peer mediation</p> <p>Lead Teacher will start with a small group and train them in Term 1, expanding the training in Terms 2-4</p>

	<p>mediate football games.</p> <p>We saw sustained scores on the student wellbeing survey for: <i>"Teachers help me identify and work through my feelings"</i> with 80% (compared to 79% in 2024 and 78% in 2023)</p> <p>And with <i>"There are people I can go to in the school if I feel unsafe"</i> with 90% (compared to 85 % in 2024)</p>			
<p>Teachers will explore ways to teach the Te Whare Mauri Ora framework in their class programmes</p>	<p>Staff can articulate aspects of Te Whare Mauri Ora</p> <p>Our Lead teacher prompts all teachers every few weeks around</p>			<p>Continue to explore ways to teach the Te Whare Mauri Ora framework, integrating with our understanding of the pūrākau</p>

	<p>implementation plan Some classes have implemented strongly, others partially implemented so far.</p> <p>Students can articulate the aspects of Te Whare Mauri Ora and express strategies they use to support their wellbeing</p>			
<p>Teachers will explore the CAS Cultural Diversity Framework</p> <p>Teachers and students will continue to develop their knowledge and appreciation of our diverse community</p>	<p>Team leaders and teams review implementation of the Cultural Diversity framework 1-2 times per term.</p> <p>We had sustained wellbeing survey scores for <i>I feel like my culture is valued at school</i> with 81% (compared to 77% in 2023 and 83% in 2024)</p>			<p>Team leaders will continue to support teachers to explore and review the culturally responsive practices they use in their teaching and learning.</p>

<p>Cultural Diversity Lead Coordinates school wide learning and celebration opportunities</p>				
<p>All staff will experience a marae pōwhiri and build a connection to Maraeroa</p>	<p>Staff will express more confidence and connection to Maraeroa and to pōwhiri</p> <p>Through our connection we invited Mātua Gary from Maraeroa to bless our new library building</p>			<p>Continue to nurture our connection to Maraeroa</p> <p>2026, we will have a bus tour around Te Whanganui-a-tara to explore sites of significance including early pā sites.</p>

<p>Tikanga Leads coordinate a team that facilitates our annual Matariki learning and celebration</p>	<p>Staff will engage with the Matariki celebration, supporting students and whānau to embrace this kaupapa</p>			<p>Continue to engage with the Matariki celebration, supporting our ākonga to learn more about the place of Matariki in Maramataka</p>
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Achievement Targets for Reading, Writing, Maths and Attendance

Learning Area Goal and Target	Our Key Actions	What did we Achieve	Planning for next year – where to next?
<p>For all students to achieve at or above the expected curriculum level in Reading, Writing and Maths</p> <p>Target: 90% or more</p>	<ul style="list-style-type: none"> ● Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists ● Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support ● Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches (From NELPs, 2020) 	<ul style="list-style-type: none"> ● Reading- not quite met: 86% of students achieved at or above in reading, a small drop compared to 89% at the end of 2024 ● Writing-not met: 82% of students achieved at or above in writing, another drop compared to 85% of our students at the end of 2024 and 88% in 2023, but an increase compared to 78% at or above in 2022. ● Maths- almost met with 87% compared to 92% students at or above in maths in 2024. 	<p>With curriculum changes, and assessment and reporting tools still under development we will keep our target of 90% or more achieving at or above in reading, writing and maths, but understand that our comparisons to previous year's data won't be as reliable.</p> <p>See Annual Implementation Plan 2025 for specific planned actions</p>

<p>To sustain or increase the proportion of students who are above curriculum level expectations in Reading, Writing and Maths</p>	<ul style="list-style-type: none"> Identify learners/ākonga who could be making more accelerated progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists <p>(See also the planned actions in our Annual Implementation Plan for <i>Inspired Learners</i> goal)</p>	<ul style="list-style-type: none"> Reading: not achieved with 23% above in reading compared to 30% above in 2024 but still an improvement from 17% at the end of 2023.. Writing: not achieved with 12% above compared to 17% above in 2024, and 11% above at the end of 2023. Maths: achieved with 18% above compared with 13% above at the end of 2024, and 7% at the end of 2023 	<p>We will continue with this goal to sustain, or improve the proportion of students who are above curriculum level expectations in reading, writing and maths</p>
<p>For all students who were below curriculum level at the end of 2024 to make at least one year's progress in one year</p> <p>Target: 90% or more</p>		<p>Reading: Not achieved: of the students who were below curriculum level at the end of 2024, 70% made at least one year's progress in one year, (26% of these students made more than 1 year's progress)</p>	<p>We will continue with this target, as we stay resolutely focused on improving achievement outcomes for all of our learners, and in particular to monitor and accelerate progress alongside achievement.</p>

		<p>Writing: Not achieved: of the students who were below curriculum level at the end of 2024, 75% made at least one year's progress in one year (9% of students made more than 1 year's progress)</p> <p>Maths: Not achieved: of the students who were below curriculum level at the end of 2024, 42% made at least one year's progress in one year (12% of the students who were below at the end of 2024 made more than 1 year's progress)</p>	<p>We have applied to be part of the Maths Intervention training which the DP/SENCO will participate in, supporting students who are below in maths to make accelerated progress.</p>
<p>For all ākonga Māori to achieve at or above the expected curriculum level in Reading, Writing and Maths</p>	<p>In addition to the NELPs actions listed above;</p> <ul style="list-style-type: none"> • Work with whānau...to identify and understand barriers that may prevent learners/ākonga from 	<p>Not achieved with 80% (n= 20) of our Māori students at/above in reading, writing and maths.</p>	<p>We will continue with this target, as we stay resolutely focused on improving achievement outcomes for all of our learners including our Māori students. Note that the cohort is small-</p>

<p>Target: 85% or more (15 students)</p>	<p>accessing, participating or remaining engaged in schooling, and work to address them</p> <ul style="list-style-type: none"> ● Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori <p>(From NELPs, 2020)</p> <p>See also the planned actions in our Annual Implementation Plan for Inspired Learners, Connected Community and Everyone Belongs</p>		<p>four Māori students were below expectations in reading, writing and maths in 2025.</p> <p>We have applied to be part of the Maths Intervention training which the DP/SENCO will participate in, supporting students who are below in maths to make accelerated progress.</p>
<p>To sustain our attendance rates which are currently well above the national trends, and almost at the 2030 target of 80% of students attending 90% of the time.</p>	<p>Continue to provide rich and engaging learning opportunities and promote the value of attending school regularly</p> <p>Continue to work alongside parents and whānau, building positive and mutually respectful partnerships so that any</p>	<p>Achieved: we have continued our upward attendance trajectory with 81% of our students attending regularly in term 4 2025, compared to 79% in Term 4 2024, and 70% in Term 4 2023</p>	<p>To continue to sustain our attendance rates which are currently well above the national trends, and just meeting the 2030 target of 80% of students attending 90% of the time.</p>

	<p>concerns around attendance can be addressed with care and integrity</p>	<p>Overall we had 78% attending regularly over the year, compared to 69% in 2024.</p> <p>Our lowest attendance was in Term 3 with 71% regular attendance, mostly due to illness, followed by extended overseas trips.</p>	
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