

**ADVENTURE SCHOOL**  
**ANNUAL FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2025**



|                                |                                  |
|--------------------------------|----------------------------------|
| Ministry Number:               | 1195                             |
| Principal:                     | Tania Cox                        |
| School Address:                | Longitude Place, Whitby, Porirua |
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# ADVENTURE SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

## Index

| <b>Page</b>                 | <b>Statement</b>                                 |
|-----------------------------|--|
| <b>Financial Statements</b> |  |
| 1                           | Statement of Responsibility                      |
| 2                           | Statement of Comprehensive Revenue and Expense   |
| 3                           | Statement of Changes in Net Assets/Equity        |
| 4                           | Statement of Financial Position                  |
| 5                           | Statement of Cash Flows                          |
| 6 - 11                      | Statement of Accounting Policies                 |
| 12 - 21                     | Notes to the Financial Statements                |
| <b>Other Information</b>    |  |
| 22                          | Members of the Board                             |
| 23                          | Kiwisport / Employment Policy Statement          |
| 24                          | How We Have Given Effect to Te Tiriti o Waitangi |
|                             | Analysis of Variance                             |

**ADVENTURE SCHOOL**  
Statement of Responsibility  
For the year ended 31 December 2025

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

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

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

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

*Karyn Ruth Andreassend*

Full Name of Presiding Member

*Tania Anne Cox*

Full Name of Principal

*KR Andreassend*

Signature of Presiding Member

*TAC*

Signature of Principal

*15/05/2026*

Date:

*15/5/26*

Date:

# ADVENTURE SCHOOL

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

|   | Notes | 2025<br>Actual<br>\$ | 2025<br>Budget<br>(Unaudited)<br>\$ | 2024<br>Actual<br>\$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| <b>Revenue</b>                                    |       |                      |                                     |                      |
| Government Grants                                 | 2     | 4,885,473            | 4,883,395                           | 4,805,922            |
| Locally Raised Funds                              | 3     | 185,224              | 217,200                             | 305,982              |
| Interest Income                                   |       | 25,213               | 25,000                              | 33,771               |
|   |       | <u>5,095,910</u>     | <u>5,125,595</u>                    | <u>5,145,675</u>     |
| <b>Expenses</b>                                   |       |                      |                                     |                      |
| Locally Raised Funds                              | 3     | 64,779               | 76,400                              | 135,408              |
| Learning Resources                                | 4     | 3,353,882            | 3,353,780                           | 3,302,663            |
| Administration                                    | 5     | 251,824              | 286,408                             | 163,603              |
| Property  | 6     | 1,400,226            | 1,478,684                           | 1,411,315            |
| Loss on Disposal of Property, Plant and Equipment |       | 4,583                | -                                   | 1,560                |
|   |       | <u>5,075,294</u>     | <u>5,195,272</u>                    | <u>5,014,549</u>     |
| <b>Net Surplus for the year</b>                   |       | <u>20,616</u>        | <u>(69,677)</u>                     | <u>131,126</u>       |

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

# ADVENTURE SCHOOL

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

|  | Actual<br>2025<br>\$ | Budget<br>(Unaudited)<br>2025<br>\$ | Actual<br>2024<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| <b>Balance at 1 January</b>                          | 1,117,702            | -                                   | 927,041              |
| Total comprehensive revenue and expense for the year | 20,616               | (69,677)                            | 131,126              |
| Contribution - Furniture and Equipment Grant         | 4,610                | 1,065,302                           | 59,535               |
| Capital Contributions from the Ministry of Education |                      |                                     |                      |
| <b>Equity at 31 December</b>                         | <b>1,142,928</b>     | <b>995,625</b>                      | <b>1,117,702</b>     |
| Retained Earnings                                    | 1,142,928            | 995,625                             | 1,117,702            |
| <b>Equity at 31 December</b>                         | <b>1,142,928</b>     | <b>995,625</b>                      | <b>1,117,702</b>     |

**ADVENTURE SCHOOL**  
Statement of Financial Position  
As at 31 December 2025

|  |       | 2025      | 2025        | 2024      |
|--|-------|-----------|-------------|-----------|
|  | Notes | Actual    | Budget      | Actual    |
|  |       | \$        | (Unaudited) | \$        |
| <b>Current Assets</b>                    |       |           |             |           |
| Cash and Cash Equivalents                | 7     | 459,366   | 367,500     | 371,787   |
| GST Receivable                           |       | 12,536    | 19,500      | 19,541    |
| Accounts Receivable                      | 8     | 305,970   | 266,300     | 266,990   |
| Inventories                              | 9     | 13,394    | 15,500      | 15,161    |
| Investments                              | 10    | 381,818   | 282,000     | 366,040   |
| Prepayments                              |       | 17,072    | 3,300       | 3,294     |
|  |       | 1,190,156 | 954,100     | 1,042,813 |
| <b>Current Liabilities</b>               |       |           |             |           |
| Accounts Payable                         | 12    | 326,872   | 285,231     | 281,052   |
| Revenue Received in Advance              | 13    | 28,133    | -           | 6,000     |
| Painting Contract Liability              | 15    | -         | -           | 10,382    |
| Provision for Cyclical Maintenance       | 14    | 83,708    | -           | -         |
| Finance Lease Liability                  | 16    | 10,021    | 8,700       | 10,493    |
| Funds held for Capital Works Projects    | 17    | 73,168    | 103,000     | 99,881    |
|  |       | 521,902   | 396,931     | 407,808   |
| <b>Working Capital Surplus/(Deficit)</b> |       | 668,254   | 557,169     | 635,005   |
| <b>Non-current Assets</b>                |       |           |             |           |
| Property, Plant and Equipment            | 11    | 512,197   | 480,456     | 532,854   |
|  |       | 512,197   | 480,456     | 532,854   |
| <b>Non-current Liabilities</b>           |       |           |             |           |
| Provision for Cyclical Maintenance       | 14    | 21,067    | -           | 41,481    |
| Painting Contract Liability              | 15    | -         | 42,000      | -         |
| Finance Lease Liability                  | 16    | 16,457    | -           | 8,676     |
|  |       | 37,524    | 42,000      | 50,157    |
| <b>Net Assets</b>                        |       | 1,142,928 | 995,625     | 1,117,702 |
| <b>Equity</b>                            |       | 1,142,928 | 995,625     | 1,117,702 |

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

# ADVENTURE SCHOOL

## Statement of Cash Flows

For the year ended 31 December 2025

|   | 2025          | 2025           | 2024            |
|---|---------------|----------------|-----------------|
| Note  | Actual        | Budget         | Actual          |
|   | \$            | (Unaudited)    | \$              |
| <b>Cash flows from Operating Activities</b>                 |               |                |                 |
| Government Grants   | 991,797       | 883,395        | 1,005,755       |
| Locally Raised Funds  | 205,798       | 217,366        | 257,845         |
| Goods and Services Tax (net)                                | 7,003         | 39             | (7,146)         |
| Payments to Employees                                       | (531,200)     | (609,364)      | (573,250)       |
| Payments to Suppliers                                       | (500,816)     | (527,091)      | (487,347)       |
| Interest Received   | 26,333        | 25,061         | 33,302          |
| Net cash from the Operating Activities                      | 198,915       | (10,594)       | 229,159         |
| <b>Cash flows from Investing Activities</b>                 |               |                |                 |
| Purchase of PPE (and Intangibles)                           | (49,792)      | (60,000)       | (201,423)       |
| Purchase of Investments                                     | (15,778)      | 84,040         | (116,327)       |
| Net cash to the Investing Activities                        | (65,570)      | 24,040         | (317,750)       |
| <b>Cash flows from Financing Activities</b>                 |               |                |                 |
| Furniture and Equipment Grant                               | 4,610         | -              | -               |
| Finance Lease Payments                                      | (13,282)      | (10,469)       | (12,931)        |
| Painting contract payments                                  | (10,382)      | (10,382)       | (10,382)        |
| Funds Held for Capital Works Projects                       | (26,710)      | 3,119          | 95,717          |
| Net cash from Financing Activities                          | (45,764)      | (17,733)       | 72,404          |
| <b>Net increase/(decrease) in cash and cash equivalents</b> | <b>87,579</b> | <b>(4,287)</b> | <b>(16,187)</b> |
| Cash and cash equivalents at the beginning of the year      | 7             | 371,787        | 371,787         |
| <b>Cash and cash equivalents at the end of the year</b>     | <b>7</b>      | <b>459,366</b> | <b>367,500</b>  |

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

# ADVENTURE SCHOOL

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

### 1. Statement of Accounting Policies

#### a) Reporting Entity

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

#### b) Basis of Preparation

##### *Reporting Period*

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

##### *Basis of Preparation*

The financial 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 expenditure threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

##### *Measurement Base*

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

##### *Presentation Currency*

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

##### *Specific Accounting Policies*

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

##### *Critical Accounting Estimates And Assumptions*

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

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

##### *Cyclical Maintenance*

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

# ADVENTURE SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### ***Useful lives of property, plant and equipment***

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

##### ***Critical Judgements in applying accounting policies***

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

##### ***Classification of leases***

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 21b.

##### ***Recognition of grants***

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

#### **c) Revenue Recognition**

##### ***Government Grants***

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

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

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

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

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

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

# ADVENTURE SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### ***Donations, Gifts and Bequests***

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

##### ***Interest Revenue***

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

##### **d) Use of Land and Buildings Expense**

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

##### **e) 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.

##### **f) 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.

##### **g) 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.

##### **h) 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.

##### **i) Inventories**

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

##### **j) Investments**

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

# ADVENTURE SCHOOL

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

### 1. Statement of Accounting Policies

#### k) 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.

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

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

#### **Finance Leases**

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of 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 to Crown Owned Assets | 10–75 years             |
| Furniture and equipment                     | 10–15 years             |
| Information and communication technology    | 3–5 years               |
| Textbooks                                   | 3 years                 |
| Leased assets held under a Finance Lease    | Term of Lease           |
| Library resources                           | 12.5% Diminishing value |

#### **l) Accounts Payable**

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

# ADVENTURE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2025

### 1. Statement of Accounting Policies

#### m) Employee Entitlements

##### *Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, and also 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.

#### n) Revenue Received in Advance

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

#### o) Funds held 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.

#### 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.

# ADVENTURE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2025

### 1. Statement of Accounting Policies

#### 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, and finance lease liability. Financial liabilities are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

#### r) Borrowings

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

#### s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

#### t) Budget Figures

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

#### 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.

# ADVENTURE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2025

### 2. Government Grants

|   | 2025             | 2025              | 2024             |
|---|------------------|-------------------|------------------|
|   | Actual           | Budget            | Actual           |
|   | \$               | (Unaudited)<br>\$ | \$               |
| Government Grants - Ministry of Education | 976,476          | 875,745           | 1,004,940        |
| Teachers' salaries grants                 | 2,800,701        | 2,800,000         | 2,614,546        |
| Use of Land and Buildings grants          | 1,100,599        | 1,200,000         | 1,178,866        |
| Kiwi Sports Grant                         | 7,697            | 7,650             | 7,570            |
|   | <u>4,885,473</u> | <u>4,883,395</u>  | <u>4,805,922</u> |

### 3. Locally Raised Funds

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

|  | 2025           | 2025              | 2024           |
|--|----------------|-------------------|----------------|
|  | Actual         | Budget            | Actual         |
|  | \$             | (Unaudited)<br>\$ | \$             |
| <b>Revenue</b>                                   |                |                   |                |
| Donations & Bequests                             | 79,840         | 97,000            | 139,196        |
| Fundraising & Community Grants                   | -              | 20,000            | 5,000          |
| Other revenue                                    | 7,944          | 8,000             | 6,010          |
| Trading  | 67,903         | 58,700            | 59,279         |
| Fees for Extra Curricular Activities             | 29,537         | 33,500            | 96,497         |
|  | <u>185,224</u> | <u>217,200</u>    | <u>305,982</u> |
| <b>Expenses</b>                                  |                |                   |                |
| Extra Curricular Activities Costs                | 32,047         | 33,500            | 98,206         |
| Trading  | 29,408         | 34,900            | 31,493         |
| Fundraising & Community Grant Costs              | 3,324          | 8,000             | 5,709          |
|  | <u>64,779</u>  | <u>76,400</u>     | <u>135,408</u> |
| <i>Surplus for the year Locally raised funds</i> | <u>120,445</u> | <u>140,800</u>    | <u>170,574</u> |

### 4. Learning Resources

|  | 2025             | 2025              | 2024             |
|--|------------------|-------------------|------------------|
|  | Actual           | Budget            | Actual           |
|  | \$               | (Unaudited)<br>\$ | \$               |
| Curricular                               | 59,625           | 70,900            | 55,237           |
| Information and communication technology | 6,493            | -                 | -                |
| Equipment repairs                        | -                | 1,000             | -                |
| Library resources                        | 1,706            | 4,380             | 3,815            |
| Employee benefits - salaries             | 3,185,142        | 3,172,500         | 3,102,023        |
| Staff development                        | 14,460           | 45,000            | 57,429           |
| Depreciation                             | 86,456           | 60,000            | 84,159           |
|  | <u>3,353,882</u> | <u>3,353,780</u>  | <u>3,302,663</u> |

# ADVENTURE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2025

### 5. Administration

|  | 2025           | 2025              | 2024           |
|--|----------------|-------------------|----------------|
|  | Actual         | Budget            | Actual         |
|  | \$             | (Unaudited)<br>\$ | \$             |
| Audit Fee                                      | 11,337         | 7,300             | 8,052          |
| Board of Trustees Fees                         | 4,215          | 4,000             | 4,215          |
| Board of Trustees Expenses                     | 8,411          | 7,908             | 2,621          |
| Communication                                  | 2,814          | 3,000             | 2,732          |
| Consumables                                    | 17,555         | 14,700            | 16,165         |
| Operating Lease                                | 7,932          | 14,500            | 8,450          |
| Other  | 37,971         | 48,000            | 14,215         |
| Employee Benefits - Salaries                   | 143,542        | 157,000           | 78,469         |
| Insurance                                      | 2,879          | 14,000            | 13,988         |
| Service Providers, Contractors and Consultancy | 15,168         | 16,000            | 14,696         |
|  | <u>251,824</u> | <u>286,408</u>    | <u>163,603</u> |

### 6. Property

|                                     | 2025             | 2025              | 2024             |
|-------------------------------------|------------------|-------------------|------------------|
|                                     | Actual           | Budget            | Actual           |
|                                     | \$               | (Unaudited)<br>\$ | \$               |
| Caretaking and Cleaning Consumables | 2,981            | 4,000             | 2,860            |
| Consultancy and Contract Services   | 130,986          | 130,300           | 122,855          |
| Cyclical Maintenance Expense        | 63,294           | -                 | 13,584           |
| Grounds                             | 19,750           | 29,500            | 6,281            |
| Heat, Light and Water               | 25,831           | 27,500            | 27,057           |
| Rates                               | 4,666            | 6,300             | 4,592            |
| Repairs and Maintenance             | 38,353           | 74,084            | 49,185           |
| Use of Land and Buildings           | 1,100,599        | 1,200,000         | 1,178,866        |
| Security                            | 13,766           | 7,000             | 6,035            |
|                                     | <u>1,400,226</u> | <u>1,478,684</u>  | <u>1,411,315</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.

# ADVENTURE SCHOOL

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

### 7. Cash and Cash Equivalents

|  | 2025<br>Actual<br>\$ | 2025<br>Budget<br>(Unaudited)<br>\$ | 2024<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Bank Accounts                            | 243,586              | 367,500                             | 155,954              |
| Short-term Bank Deposits                 | 215,780              | -                                   | 215,833              |
| Cash equivalents for Cash Flow Statement | <u>459,366</u>       | <u>367,500</u>                      | <u>371,787</u>       |

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

Of the \$556,254 Cash and Cash Equivalents \$95,301 is subject to restrictions for the following reasons:

- \$22,133 of unspent grant funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is **included** in Revenue in Advance in note 13.
- \$73,168 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 17.

### 8. Accounts Receivable

|  | 2025<br>Actual<br>\$ | 2025<br>Budget<br>(Unaudited)<br>\$ | 2024<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables from the Ministry of Education | 3,844                | -                                   | 11,468               |
| Receivables                                | 1,752                | -                                   | 193                  |
| Interest Receivable                        | 2,239                | -                                   | 3,361                |
| Teacher Salaries Grant Receivable          | 298,135              | 266,300                             | 251,968              |
|  | <u>305,970</u>       | <u>266,300</u>                      | <u>266,990</u>       |
| Receivables from Exchange Transactions     | 3,991                | -                                   | 3,554                |
| Receivables from Non-Exchange Transactions | 301,979              | 266,300                             | 263,436              |
|  | <u>305,970</u>       | <u>266,300</u>                      | <u>266,990</u>       |

### 9. Inventories

|                 | 2025<br>Actual<br>\$ | 2025<br>Budget<br>(Unaudited)<br>\$ | 2024<br>Actual<br>\$ |
|-----------------|----------------------|-------------------------------------|----------------------|
| Stationery      | 1,246                | 15,500                              | 525                  |
| School Uniforms | 12,148               | -                                   | 14,636               |
|                 | <u>13,394</u>        | <u>15,500</u>                       | <u>15,161</u>        |

# ADVENTURE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2025

### 10. Investments

The School's investment activities are classified as follows:

|   | 2025<br>Actual<br>\$ | 2025<br>Budget<br>(Unaudited)<br>\$ | 2024<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Current Asset   |                      |                                     |                      |
| Short-term Bank Deposits of 3 months and under 1 year | 381,818              | 282,000                             | 366,040              |

### 11. Property, Plant and Equipment

|                                    | Opening<br>Balance<br>(NBV)<br>\$ | Additions<br>\$ | Disposals<br>\$ | Depreciation<br>\$ | Total (NBV)<br>\$ |
|------------------------------------|-----------------------------------|-----------------|-----------------|--------------------|-------------------|
| <b>2025</b>                        |                                   |                 |                 |                    |                   |
| Grounds                            | 199,495                           | 4,878           | (106)           | (15,282)           | 188,985           |
| Buildings                          | 105,778                           | -               | -               | (3,464)            | 102,314           |
| Furniture and Equipment            | 89,602                            | 8,562           | -               | (20,401)           | 77,762            |
| Information Technology             | 111,677                           | 34,829          | (4,477)         | (33,165)           | 108,865           |
| Leased Assets                      | 16,518                            | 20,590          | -               | (12,723)           | 24,386            |
| Library Resources                  | 9,784                             | 1,523           | -               | (1,421)            | 9,885             |
| <b>Balance at 31 December 2025</b> | <b>532,854</b>                    | <b>70,382</b>   | <b>(4,583)</b>  | <b>(86,456)</b>    | <b>512,197</b>    |

|                                    | 2025<br>Cost or<br>Valuation<br>\$ | 2025<br>Accumulated<br>Depreciation<br>\$ | 2025<br>Net Book<br>Value<br>\$ | 2024<br>Cost or<br>Valuation<br>\$ | 2024<br>Accumulated<br>Depreciation<br>\$ | 2024<br>Net Book<br>Value<br>\$ |
|------------------------------------|------------------------------------|---|---------------------------------|------------------------------------|---|---------------------------------|
| <b>2025</b>                        |                                    |   |                                 |                                    |   |                                 |
| Grounds                            | 281,419                            | (92,434)                                  | 188,985                         | 277,161                            | (77,666)                                  | 199,495                         |
| Buildings                          | 179,968                            | (77,654)                                  | 102,314                         | 179,968                            | (74,190)                                  | 105,778                         |
| Furniture and Equipment            | 406,553                            | (328,791)                                 | 77,762                          | 397,990                            | (308,388)                                 | 89,602                          |
| Information Technology             | 233,488                            | (124,623)                                 | 108,865                         | 211,881                            | (100,204)                                 | 111,677                         |
| Leased Assets                      | 81,707                             | (57,321)                                  | 24,386                          | 61,117                             | (44,599)                                  | 16,518                          |
| Library Resources                  | 52,042                             | (42,157)                                  | 9,885                           | 50,520                             | (40,736)                                  | 9,784                           |
| <b>Balance at 31 December 2025</b> | <b>1,235,177</b>                   | <b>(722,980)</b>                          | <b>512,197</b>                  | <b>1,178,637</b>                   | <b>(645,783)</b>                          | <b>532,854</b>                  |

The net carrying value of equipment held under a finance lease is \$24,385 (2024: \$16,518)

#### Restrictions

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

# ADVENTURE SCHOOL

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

### 12. Accounts Payable

|                                       | 2025           | 2025           | 2024           |
|---------------------------------------|----------------|----------------|----------------|
|                                       | Actual         | Budget         | Actual         |
|                                       | \$             | (Unaudited)    | \$             |
| Creditors                             | 1,491          | 285,231        | 8,166          |
| Accruals                              | 16,134         | -              | 6,585          |
| Employee Entitlements - salaries      | 298,135        | -              | 255,375        |
| Employee Entitlements - leave accrual | 11,112         | -              | 10,926         |
|                                       | <u>326,872</u> | <u>285,231</u> | <u>281,052</u> |
| Payables for Exchange Transactions    | 326,872        | 285,231        | 281,052        |
|                                       | <u>326,872</u> | <u>285,231</u> | <u>281,052</u> |

The carrying value of payables approximates their fair value.

### 13. Revenue Received in Advance

|   | 2025          | 2025        | 2024         |
|---|---------------|-------------|--------------|
|   | Actual        | Budget      | Actual       |
|   | \$            | (Unaudited) | \$           |
| Grants in Advance - Ministry of Education | 6,000         | -           | 6,000        |
| Other revenue in Advance                  | 22,133        | -           | -            |
|   | <u>28,133</u> | <u>-</u>    | <u>6,000</u> |

### 14. Provision for Cyclical Maintenance

|  | 2025           | 2025          | 2024          |
|--|----------------|---------------|---------------|
|  | Actual         | Budget        | Actual        |
|  | \$             | (Unaudited)   | \$            |
| Provision at the Start of the Year                   | 41,481         | 41,481        | 44,244        |
| Increase (decrease) to the Provision During the Year | 16,225         | -             | 3,756         |
| Other adjustments                                    | 47,069         | -             | -             |
| Use of the Provision During the Year                 | -              | -             | (6,519)       |
| Provision at the End of the Year                     | <u>104,775</u> | <u>41,481</u> | <u>41,481</u> |
| Cyclical Maintenance - Current                       | 83,708         | -             | -             |
| Cyclical Maintenance - Non Current                   | 21,067         | -             | 41,481        |
|  | <u>104,775</u> | <u>-</u>      | <u>41,481</u> |

# ADVENTURE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2025

### 15. Painting Contract Liability

|                     | 2025     | 2025          | 2024          |
|---------------------|----------|---------------|---------------|
|                     | Actual   | Budget        | Actual        |
|                     | \$       | (Unaudited)   | \$            |
| Due within one year | -        | -             | 10,382        |
| Due after one year  | -        | 42,000        | -             |
|                     | <u>-</u> | <u>42,000</u> | <u>10,382</u> |

In December 2021 the Board signed an agreement with Programmed Maintenance Services NZ Ltd (the contractor) for an agreed programme of work covering a five year period. This agreement replaces the former agreement with the contractor entered into in November 2007. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2021, with regular maintenance in subsequent years. The agreement has an annual commitment of \$16,584. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid as at 31 December 2025. Present obligations are identified in the school's 10 year property plan approved by the Ministry of Education.

### 16. Finance Lease Liability

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

|                        | 2025          | 2025         | 2024          |
|------------------------|---------------|--------------|---------------|
|                        | Actual        | Budget       | Actual        |
|                        | \$            | (Unaudited)  | \$            |
| No Later than One Year | 10,021        | 8,700        | 10,493        |
| Later than One Year    | 16,457        | -            | 8,677         |
|                        | <u>26,478</u> | <u>8,700</u> | <u>19,170</u> |

# ADVENTURE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2025

### 17. 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.

|                                 |        | Opening<br>Balances | Receipts<br>from MoE | Payments | BOT<br>Contribution | Closing<br>Balances |
|---------------------------------|--------|---------------------|----------------------|----------|---------------------|---------------------|
|                                 |        | \$                  | \$                   | \$       | \$                  | \$                  |
| <b>2025</b>                     |        |                     |                      |          |                     |                     |
| Building Upgrade - Rm 1 Project | 240086 | 99,881              | -                    | (50,288) | -                   | 49,593              |
| Heat Pump Project               | 244978 | -                   | 22,098               | (7,190)  | -                   | 14,908              |
| Drainage/Roofing Project        | 244977 | -                   | 12,330               | (3,663)  | -                   | 8,667               |
|                                 | Totals | 99,881              | 34,428               | (61,141) | -                   | 73,168              |

#### Represented by:

Funds Held on Behalf of the Ministry of Education

73,168

Board Contributions are where the Board contributes its own funds to a Ministry funded Capital Works project.

This contribution was treated as a 'donation' to the Ministry of Education (because it is the owner of the buildings) and has been recognised in the Statement of Changes in Net Assets/Equity.

|                                 |        | Opening<br>Balances | Receipts<br>from MoE | Payments  | BOT<br>Contribution | Closing<br>Balances |
|---------------------------------|--------|---------------------|----------------------|-----------|---------------------|---------------------|
|                                 |        | \$                  | \$                   | \$        | \$                  | \$                  |
| <b>2024</b>                     |        |                     |                      |           |                     |                     |
| Storm Damage Project            | 247871 | -                   | 4,414                | (4,414)   | -                   | -                   |
| Building Upgrade - Rm 1 Project | 240086 | 4,166               | 466,490              | (370,775) | -                   | 99,881              |
|                                 | Totals | 4,166               | 470,904              | (375,189) | -                   | 99,881              |

#### Represented by:

Funds Held on Behalf of the Ministry of Education

99,881

### 18. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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.

# ADVENTURE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2025

### 19. Remuneration

#### Key management personnel compensation

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

|   | 2025<br>Actual<br>\$ | 2024<br>Actual<br>\$ |
|---|----------------------|----------------------|
| <i>Board Members</i>                        |                      |                      |
| Remuneration                                | 4,215                | 4,215                |
| <i>Leadership Team</i>                      |                      |                      |
| Remuneration                                | 442,120              | 425,827              |
| Full-time equivalent members                | 3.00                 | 3.00                 |
| Total key management personnel remuneration | 446,335              | 430,042              |
| Total full-time equivalent personnel        | 3.00                 | 3.00                 |

There are 7 members of the Board excluding the Principal and Staff representative. The Board had held 9 full meetings of the Board in the year. The Board also has Finance 2 members and Property 2 members that meet monthly respectively.

#### Principal

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

|  | 2025<br>Actual<br>\$000 | 2024<br>Actual<br>\$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: |                         |                         |
| Salary and Other Payments                        | 170 - 180               | 150 - 160               |
| Other Benefits                                   | 4 - 5                   | 4 - 5                   |

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

|                  | Remuneration<br>\$000 | 2025<br>FTE Number | 2024<br>FTE Number |
|------------------|-----------------------|--------------------|--------------------|
| Total            | 100 - 110             | 6                  | 3                  |
| Number of People | 110 - 120             | 4                  | 3                  |
|                  | 130 - 140             | 2                  | 2                  |
|                  |                       | 12                 | 8                  |

# ADVENTURE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2025

### 20. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: \$nil).

#### Holidays Act Compliance – Schools Payroll

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

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

### Pay equity settlement wash-up amounts

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

### 21. Commitments

#### (a) Capital Commitments

As at 31 December 2025 the Board had capital commitments of \$231,717 (2024: \$155,399) as a result of entering the following contracts:

| Contract                        | Contract Amount | Spend to Date  | Remaining Capital Commitment |
|---------------------------------|-----------------|----------------|------------------------------|
|                                 | \$              | \$             | \$                           |
| Building Upgrade - Rm 1 Project | 555,174         | 450,064        | 105,110                      |
| Heat Pump Project               | 25,088          | 18,118         | 6,970                        |
| Drainage/Roofing Project        | 123,300         | 3,663          | 119,637                      |
|                                 | <b>703,562</b>  | <b>471,845</b> | <b>231,717</b>               |

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

#### (b) Operating Commitments

As at 31 December 2025 the Board has a commitment as set out in the 10 year property programme and PMS Contract

|                        | 2025<br>Actual | 2024<br>Actual |
|------------------------|----------------|----------------|
|                        | \$             | \$             |
| No later than One Year | -              | 10,382         |
| Later than Five Years  | -              | -              |
|                        | <b>-</b>       | <b>10,382</b>  |

# ADVENTURE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2025

### 22. Financial Instruments

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

|   | 2025             | 2025           | 2024             |
|---|------------------|----------------|------------------|
|   | Actual           | Budget         | Actual           |
|   | \$               | (Unaudited)    | \$               |
| <b>Loans and receivables</b>                            |                  |                |                  |
| Cash and Cash Equivalents                               | 459,366          | 367,500        | 371,787          |
| Receivables   | 305,970          | 266,300        | 266,990          |
| Investments - Term Deposits                             | 381,818          | 282,000        | 366,040          |
| Total Loans and Receivables                             | <u>1,147,154</u> | <u>915,800</u> | <u>1,004,817</u> |
| <b>Financial liabilities measured at amortised cost</b> |                  |                |                  |
| Payables  | 326,872          | 285,231        | 281,052          |
| Finance Leases  | 26,478           | 8,700          | 19,169           |
| Painting Contract Liability                             | -                | 42,000         | 10,382           |
| Total Financial Liabilities Measured at Amortised Cost  | <u>353,350</u>   | <u>335,931</u> | <u>310,603</u>   |

### 23. Events After Balance Date

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

### 24. Comparatives

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

## ADVENTURE SCHOOL

Members of the Board

For the year ended 31 December 2025

| Name                   | Position              | How position on Board gained | Term expired/expires |
|------------------------|-----------------------|------------------------------|----------------------|
| Chris Eastham          | Presiding Member      | Elected Sept 2023            | Sept 2025            |
| Tania Cox              | Principal ex Officio  | Appointed August 2022        |                      |
| Karyn Andreassend      | Parent Representative | Elected Sept 2025            | Sept 2028            |
|                        |                       |                              |                      |
| Lynaire Parish         | Parent Representative | Elected Nov 2023             | Nov 2026             |
| Ainsley Thompson       | Parent Representative | Elected Nov 2023             | Nov 2026             |
| Pasanka Wickremasinghe | Parent Representative | Elected Nov 2023             | Dec 2025             |
| Liz Brown              | Parent Representative | Elected Sept 2025            | Sept 2028            |
| Ben Doherty-Jones      | Parent Representative | Elected Sept 2025            | Sept 2028            |

# **ADVENTURE SCHOOL**

## **Kiwi Sport / Employment Policy Statement**

**For the year ended 31 December 2025**

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

In 2025, the School received total Kiwisport funding of \$7,697 (2024: \$7,569). This funding was used to support swimming instruction, basketball and EOTC programmes.

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

For the year ended 31 December 2025 the Adventure School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspect of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer an 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.

## **ADVENTURE SCHOOL**

### How We Have Given Effect to Te Tiriti o Waitangi For the year ended 31 December 2025

Adventure School recognises the Treaty of Waitangi as a founding document of New Zealand and acknowledge the place of tāngata whenua and mana whenua.

Adventure School honours and gives effect to Te Tiriti o Waitangi through:

- Intentional focus on Te Tiriti o Waitangi principles in our Strategic and Annual Plans
- Ongoing staff development in Te Reo an Tikanga Māori
- Termly Mihi Whakatau to welcome new ākonga, whānau and staff to our kura.
- Kapa HaKa across the school including a Performance Kapa Haka roopu who participated in local cultural events
- Celebrating Matariki and Māori Language week
- Focused teaching and monitoring of Priority Learners for all children, but in particular for Māori students who are not achieving well
- Increased engagement with Whānau Māori to ensure needs and desires for their tamariki are being met
- Developing protocols for Karakia, mihi Whakatau that are affirmed by whānau
- Developing a plan for Te Reo Māori across the school
- Engaging with local Māori history and developing our knowledge of the NZ Histories curriculum



## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF ADVENTURE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Adventure School (the 'School'). The Auditor-General has appointed me, Pam Thompson, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

#### Opinion

In our opinion the financial statements:

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

Our audit was completed on 15 May 2026. This is the date at which our opinion is expressed.

#### Basis for our opinion

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

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

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

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

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

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

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

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



### **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 Members of the Board, 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 "Pam Thompson".

Pam Thompson  
Deloitte Limited  
On behalf of the Auditor-General  
Wellington, New Zealand

# 2025 Statement of Variance

School Name

Adventure

School Number

1195

## Strategic Goals and Annual Initiatives

### GOAL 1: Create fit for purpose learning environments

- 1i. Improve our spaces to enhance outdoor learning opportunities
- 1ii. Create spaces that evoke a sense of pride and belonging
- 1iii. Develop an inspiring and well-resourced Library as a hub in the school

### GOAL 2: Align our Literacy and Mathematics practices and expectations with the refreshed curriculum

- 2i. Continue embedding Literacy Professional Development in all classrooms
- 2ii. Begin to implement the refreshed Mathematics & Statistics curriculum
- 2iii. Adopt assessment practices that align with the refreshed curriculum and inform teaching and learning

### GOAL 3: Deepen our connection with te ao Māori

- 3i. Strengthen engagement with whānau Māori.
- 3ii. Increase understanding, knowledge and use of te reo me ona tikanga.

## GOAL 1: Create fit for purpose learning environments

### Over the course of the year, the following initiatives were completed:

- Sourced funding and design for basketball court upgrade
- Improved learning spaces with upgraded and purposeful furniture
- Collaboration with a local artist on the design of our first mural to create a vibrant welcome.
- Installed signage, student designed and painted, with greetings reflecting our diverse cultures.
- Established a Green Team to develop and maintain our school environment
- Work on grounds to improve environment for our school community
- Improved Library space and opportunities for special events and celebrations

## GOAL 2: Align our Literacy and Mathematics practices and expectations with the refreshed curriculum

### Over the course of the year, the following initiatives were completed:

- Aligned our Professional Growth Cycle with Literacy Professional Development
- Provided opportunities to build knowledge and skills with PLD facilitators, Team and Curriculum Leads
- Continue to strengthen our coaching model to grow effective practice
- Supported teachers to explore and use the refreshed Maths Curriculum
- Explored resources that supported the delivery of an effective maths programme
- Reviewed assessment tools/ practices in line with the refreshed curriculum and ministry guidelines.
- Supported teachers to implement assessment processes to enable valid judgements and inform learning programmes.

## GOAL 3: Deepen our connection with te ao Māori

### Over the course of the year, the following initiatives were completed:

- Attend Ūpane Breakfasts as they were offered
- Engaged Whānau Māori at hui and cultural events
- Increased opportunities for ākonga to practice Mihi Whakatau
- Strengthen Kapa Haka in years 4-8 with new tutors
- Kaiako began to integrate te reo Māori and tikanga as a natural and organic part of everyday interactions.
- Tamariki and Kaiako created personal pepeha
- Celebrated Māori language week

## Introduction to Evaluation of Targets

As a forward-moving school committed to strengthening student achievement, we have actively worked on establishing strong processes and systems that drive progress across Reading, Writing, and Mathematics.

These practices span all three curriculum areas:

- **Data-Driven Growth:** Empowering teachers through targeted goals within a robust Professional Growth Cycle model.
- **Leadership Capability:** Upskilling team leaders with ongoing PD to facilitate meaningful growth conversations.
- **Targeted Intervention:** Holding regular data meetings to analyze student trends and systematically remove barriers to learning.
- **Curriculum Leadership:** Utilising highly skilled English and Mathematics leads to provide ongoing PLD and targeted support, while actively engaging in professional networks to strengthen curriculum knowledge and gain new insights
- **Curriculum Alignment:** Collaboratively unpacking refreshed curriculum documents at the team and whole-school level.
- **Responsive Learning Support:** Providing school-wide learning support to equip teams with the resources needed to target specific, identified areas of need.

Further strengthening these systems and processes will remain an ongoing focus in 2026, with each of these areas continuing to be actively developed across the school.

|   |  |  |
|---|--|--|
| <b>Target 1a</b>  | <b>In Reading, sustain achievement levels in Years 1-4 (90% proficient or exceeding) when expectations are based on the refreshed curriculum</b> |  |
| <b>2024 Baseline Data</b>   |  | <b>2025 Overall Outcomes</b>   |
| <ul style="list-style-type: none"> <li>90% of students in Years 2-4 met expectations (163/181)</li> </ul> |  | <ul style="list-style-type: none"> <li>91.5% of students met or exceeded expectations (184/201)</li> </ul> |

| <b>Actions</b><br><i>What did we do?</i>  | <b>Outcomes</b><br><i>What happened?</i>  | <b>Reasons for the variance</b><br><i>Why did it happen?</i>  | <b>Evaluation</b><br><i>Where to next?</i>   |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>Appointed a Structured Literacy Resource Teacher to provide specialized intervention programs in Years 0–2.</li> <li>Provided additional, targeted student interventions through the Year 0-1 team working collaboratively to release their team leader</li> <li>Provided targeted PLD, including Massey University Structured Literacy training, internal workshops on reading assessment and high-engagement pedagogy, and Speech-Language Therapist guidance for complex-needs students.</li> </ul> | <p><b>Achieved</b></p> <p>91.5% of students overall met or exceeded expectations</p> <p><b>Students meeting or exceeding expectations by year level:</b></p> <ul style="list-style-type: none"> <li><b>Year 2:</b> 98% (47/48)<br/>100% girls (23/23), 96 % boys (24/25 )</li> <li><b>Year 3:</b> 79% (46/58)<br/>80% girls (24/30 ), 79 % boys (22/28)</li> <li><b>Year 4:</b> 89% (47/53)<br/>92 % girls (23/25 ), 86 % boys (24/28)</li> </ul> <p><b>Year 1 Achievement</b></p> <ul style="list-style-type: none"> <li>96% of Year 1 students achieved the "12 months at school" benchmark indicating positive foundations going forward.</li> <li>Data was collected at year-end due to tracking system constraints; consequently, time at school actually ranged from 3 to 7 terms.</li> </ul> <p><b>Year 4 Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>Year-end PAT results confirm positive upward shifts in reading achievement. However, a significant gender achievement gap exists between boys and girls.</li> </ul> | <p><b>Positive Influences</b></p> <ul style="list-style-type: none"> <li>Six years of Structured Literacy implementation (Years 0–4), combined with high staff stability, has established strong teaching capability and confidence across Years 0-4</li> <li>All action points directly and effectively contributed to these positive outcomes.</li> </ul> <p><b>Limiting Factors</b></p> <ul style="list-style-type: none"> <li>Inconsistency remains in teachers' ability to identify and address individual learning barriers for students with complex needs.</li> </ul> | <p><b>Across Years 0–4</b></p> <ul style="list-style-type: none"> <li>Strengthen teacher capability in analysing and responding to assessment data.</li> <li>Source practical PLD for Teacher Aides providing support in literacy</li> </ul> <p><b>Years 0–2</b></p> <ul style="list-style-type: none"> <li>Review current Structured Literacy practices against evidence-based best practices.</li> <li>Further support teachers in diagnosing specific learning gaps and establishing precise next steps for underachieving students.</li> <li>Extend high-achieving readers to ensure equitable learning and growth opportunities.</li> </ul> <p><b>Years 3–4</b></p> <ul style="list-style-type: none"> <li>Implement targeted initiatives to increase boys' reading engagement and motivation.</li> </ul> |

|  |  |  |
|--|--|--|
| <b>Target 1b</b>   | <b>In Reading, lift the number of students proficient or exceeding in Years 5-8 based on the expectations of the refreshed curriculum.</b> |  |
| <b>2024 Baseline Data</b>  | <b>2025 Overall Outcomes</b>   |  |
| <ul style="list-style-type: none"> <li><b>82%</b> of students in Years 5-8 met or exceeded EOY expectations (194/237)</li> </ul> | <ul style="list-style-type: none"> <li><b>80%</b> of students in Years 5-8 met or exceeded EOY expectations (176/219)</li> </ul>           |  |

| <b>Actions</b><br><i>What did we do?</i>  | <b>Outcomes</b><br><i>What happened?</i>   | <b>Reasons for the variance</b><br><i>Why did it happen?</i>   | <b>Evaluation</b><br><i>Where to next?</i>  |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>Consolidating Structured Literacy: 2025 marked our third year implementing a structured approach to literacy. The school benefits from a highly stable staff, with the vast majority of teachers now confident, knowledgeable, and skilled in applying this approach.</li> <li>New staff continued to receive targeted structured literacy training (building upon previous work with Helen Walls), including in-class modeling and coaching sessions. Our Literacy Lead Teacher and Team Leaders provided ongoing mentoring and collaborative coaching to ensure these practices were deeply embedded into daily classroom routines.</li> </ul> | <p>While the overall percentage slightly dipped from 82% to 80%, a detailed breakdown reveals key areas of strength and variance across year levels and genders:</p> <p><b>Students meeting or exceeding expectations by year level:</b></p> <ul style="list-style-type: none"> <li><b>Year 5:</b> 81% (58/72)<br/>85% girls (33/39), 76% boys (25/33)</li> <li><b>Year 6:</b> 82% (31/38)<br/>76% girls (13/17), 86% boys (18/21)</li> <li><b>Year 7:</b> 80% (44/55)<br/>92% girls (22/24), 71% boys (22/31))</li> <li><b>Year 8:</b> 80% (43/54)<br/>80% girls (20/25), 79 % boys (23/29)</li> </ul> <p>Early Years Pipeline: The high level of achievement previously noted in Year 1 (where 96% of students met expectations) continues to bode well for the future as these cohorts transition into the senior school with strong foundational skills.</p> | <ul style="list-style-type: none"> <li><b>Positive Leadership Influences:</b> Team leaders gained strong insights from their ongoing collaboration with PLD facilitators. These insights were successfully explored within teams and transferred directly into classroom programs.</li> <li><b>Targeted Teacher Support:</b> Individual teachers were actively supported to grow and refine their Tier 2 intervention practices, ensuring fewer students fell behind.</li> <li><b>Professional Growth Cycle (PGC):</b> The PGC model successfully empowered teachers to own their professional growth, setting and executing specific actions to meet their targeted goals. Coaching skills were further enhanced through sustained work with their mentor.</li> </ul> | <ul style="list-style-type: none"> <li>Continue ensuring all teachers are thoroughly familiar with the refreshed English curriculum, explicitly focusing on milestone expectations for each level and implementing effective, aligned assessment practices. This will be supported collaboratively via Team Leaders, Literacy Leader, and the PGC model.</li> <li>Strengthen teacher capability in analysing and responding to assessment data.</li> <li>Review current Structured Literacy practices across all year levels against up-to-date, evidence-based best practices to optimize classroom delivery.</li> <li>Strengthen teacher capability in robustly analyzing and responding to assessment data to prevent achievement dips.</li> <li>Implement targeted initiatives to increase boys' reading engagement and motivation, particularly in Year 5 and Year 7.</li> </ul> |

## 2025 End-of-Year, School-wide **Reading** Achievement Against Curriculum Levels - **OVERALL**

|   | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    | Year 6    | Year 7    | Year 8    | TOTAL      |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| Achieving well beyond expectations          |           |           |           |           | -         | -         | -         | 11% (6)   | 1% (6)     |
| Achieving beyond expectations               | 9.5% (4)  | 8% (4)    | 10% (6)   | 7.5% (4)  | 10% (7)   | 3% (1)    | 16% (9)   | 13% (7)   | 10% (42)   |
| Achieving within expectations               | 86% (36)  | 90% (43)  | 69% (40)  | 81% (43)  | 71% (51)  | 79% (30)  | 64% (35)  | 56% (30)  | 73% (308)  |
| Working towards expectations                | 5% (2)    | 2% (1)    | 19% (11)  | 7.5% (4)  | 14% (10)  | 13% (5)   | 18% (10)  | 20% (11)  | 13% (54)   |
| Working towards expectations (with support) |           |           | 2% (1)    | 4% (2)    | 6% (4)    | 5% (2)    | 2% (1)    | -         | 2% (10)    |
| <i>420 students</i>                         | <i>42</i> | <i>48</i> | <i>58</i> | <i>53</i> | <i>72</i> | <i>38</i> | <i>55</i> | <i>54</i> | <i>420</i> |

## 2025 End-of-Year, School-wide **READING** Achievement Against Curriculum Levels - **GENDER**

|   | Year 1    |           | Year 2    |           | Year 3    |           | Year 4    |           | Year 5    |           | Year 6    |           | Year 7    |           | Year 8    |           | Totals     |            |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|
|   | Girls     | Boys      | Girls     | Boys      | Girls     | Boys      | Girls     | Boys      | Girls     | Boys      | Girls     | Boys      | Girls     | Boys      | Girls     | Boys      | Girls      | Boys       |
| Achieving well beyond expectations          |           |           |           |           |           |           |           |           | -         | -         | -         | -         | -         | -         | 12% (3)   | 10% (3)   | 1% (3)     | 1% (3)     |
| Achieving beyond expectations               |           | 18% (4)   | 9% (2)    | 8% (2)    | 13% (4)   | 7% (2)    | 12% (3)   | 4% (1)    | 13% (5)   | 6% (2)    | 6% (1)    | -         | 21% (5)   | 13% (4)   | 8% (2)    | 17% (5)   | 11% (22)   | 9% (20)    |
| Achieving within expectations               | 90% (18)  | 82% (18)  | 91% (21)  | 88% (22)  | 67% (20)  | 71% (20)  | 80% (20)  | 92% (23)  | 72% (28)  | 70% (23)  | 71% (12)  | 86% (18)  | 71% (17)  | 58% (18)  | 60% (15)  | 52% (15)  | 74% (151)  | 72% (157)  |
| Working towards expectations                | 10% (2)   |           | 0% (0)    | 4% (1)    | 17% (5)   | 21% (6)   | 8% (2)    | 7% (2)    | 10% (4)   | 18% (6)   | 12% (2)   | 14% (3)   | 8% (2)    | 26% (8)   | 20% (5)   | 21% (6)   | 11% (22)   | 15% (32)   |
| Working towards expectations (with support) |           |           |           |           | 3% (1)    | 0% (0)    | 0% (0)    | 7% (2)    | 5% (2)    | 6% (2)    | 12% (2)   | -         | -         | 3% (1)    | -         | -         | 2% (5)     | 2% (5)     |
| <i>Total Girls/Boys</i>                     | <i>20</i> | <i>22</i> | <i>23</i> | <i>25</i> | <i>30</i> | <i>28</i> | <i>25</i> | <i>28</i> | <i>39</i> | <i>33</i> | <i>17</i> | <i>21</i> | <i>24</i> | <i>31</i> | <i>25</i> | <i>29</i> | <i>203</i> | <i>217</i> |
| <i>420 students</i>                         | <i>42</i> |           | <i>48</i> |           | <i>58</i> |           | <i>53</i> |           | <i>72</i> |           | <i>38</i> |           | <i>55</i> |           | <i>54</i> |           | <i>420</i> |            |

|              |   |  |
|--------------|---|--|
| Target<br>2a | <b>In Writing:</b> <ul style="list-style-type: none"> <li>further increase the percentage of students meeting expectations after 12 months at school.</li> <li>sustain levels of achievement in Years 2-4 when expectations are based on the refreshed curriculum.</li> </ul> |  |
|              | <b>2024 Baseline Data</b> <ul style="list-style-type: none"> <li>74% of 6 year olds met expectations in Writing</li> <li>88% of students in years 2-4 met or exceeded expectations in Writing (159/181)</li> </ul>  | <b>2025 Outcomes</b> <ul style="list-style-type: none"> <li>83% of 6 year olds met expectations</li> <li>84% of students in years 2-4 met or exceeded expectations in Writing (133/159)</li> </ul> |

### After 12 Months at School

| Actions<br><i>What did we do?</i>   | Outcomes<br><i>What happened?</i>   | Reasons for the variance<br><i>Why did it happen?</i>   | Evaluation<br><i>Where to next?</i>   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>Prioritised writing alongside reading from day one, emphasising transcription skills and sentence structure.</li> <li>Assessed fine motor skills at school entry to implement early interventions, and monitored handwriting closely using Teacher Aide support and home-school partnerships</li> <li>Introduced a tailored approach for high-needs students with underdeveloped phonemic awareness, supported by targeted interventions from the Team Leader and Structured Literacy Resource Teacher.</li> </ul> | <p><b>Achieved 12 mths at School</b></p> <ul style="list-style-type: none"> <li>There was a continued increase in the percentage of students meeting expectations: <ul style="list-style-type: none"> <li>EOY 2023: 58%</li> <li>EOY 2024: 74%</li> <li>EOY 2025: 83%</li> </ul> </li> </ul> <p><b>Ethnicity:</b><br/>Please note, ethnicity data has not been included as it contains information that could identify individual students.</p> | <p><b>Positive Influences</b></p> <ul style="list-style-type: none"> <li>Strong teacher knowledge of foundational literacy skills.</li> <li>A well-established 'notice, recognise, and respond' cycle across the team.</li> <li>Strong team collaboration that created extra practice opportunities for foundational skills.</li> <li>Effective intervention programs delivered via the Structured Literacy teacher, Team Leader, Teacher Aides, and home-school partnerships.</li> </ul> <p><b>Limiting Factors</b></p> <ul style="list-style-type: none"> <li>Students identified at school entry with significant motor skill phonemic awareness delays are not meeting expectations.</li> </ul> | <ul style="list-style-type: none"> <li>Continue to follow best practice <ul style="list-style-type: none"> <li>Prioritising transcription skills from the start of school</li> <li>Explicitly teaching sentence structure from school entry</li> <li>Using dictation to establish concepts about print (layout, punctuation etc.) and to support transfer of transcription skills to writing sentences</li> <li>Continue to provide an ESoL programme that aligns with a structured approach to literacy</li> <li>Explicitly teach vocabulary</li> <li>Provide engaging contexts.</li> </ul> </li> <li>Ensure all students have individual goals and receive frequent progress feedback, utilising ongoing assessment to drive precision teaching.</li> <li>Partner with an Occupational Therapist to enhance teacher knowledge regarding motor skill delays and other barriers to learning.</li> </ul> |

## Years 2-4

| <b>Actions</b><br><i>What did we do?</i>  | <b>Outcomes</b><br><i>What happened?</i>   | <b>Reasons for the variance</b><br><i>Why did it happen?</i>   | <b>Evaluation</b><br><i>Where to next?</i>  |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>Supported staff as needed to ensure the effective, high-fidelity implementation of Dr. Helen Walls' writing PLD.</li> <li>Maintained a strong focus on transcription skills (handwriting and spelling) and sentence structure</li> </ul> | <p>Not Achieved but growth in student capability evident.</p> <p>While the data indicates a minor drop in overall achievement compared to 2024, these datasets are not directly comparable; the refreshed curriculum introduced higher benchmarks. Achieving at a near-equivalent level against these increased expectations represents growth in student capability.</p> <p>EOY 2024: 88% (159/181)<br/>EOY 2025: 84% (133/159)</p> <p><b>2025 EOY by Year Level:</b></p> <ul style="list-style-type: none"> <li><b>Year 2:</b> 94% (45/48)<br/>96% girls (23/23), 92% boys (23/25)</li> <li><b>Year 3:</b> 71% (41/58)<br/>70% girls (21/30), 71% boys (20/28)</li> <li><b>Year 4:</b> 89% (47/53)<br/>96% girls (24/25), 82% boys (23/28)</li> </ul> <p><b>Ethnicity:</b><br/>Please note, ethnicity data has not been included as it contains information that could identify individual students.</p> | <p><b>Positive Influences</b></p> <ul style="list-style-type: none"> <li>Strong teacher knowledge and practices through ongoing PLD.</li> <li>High-quality, skilled guidance from the Years 0-4 Literacy Leader.</li> </ul> <p><b>Limiting Factors</b></p> <ul style="list-style-type: none"> <li>Years 2-4 students are still developing the self-monitoring skills needed to independently apply taught strategies at the refreshed curriculum level.</li> </ul> | <ul style="list-style-type: none"> <li>Develop within-school writing exemplars for each year level</li> <li>Conduct whole-school writing moderation to ensure deep familiarity with updated curriculum expectations.</li> <li>Provide additional guidance for staff who are new to the school or still integrating new literacy practices.</li> <li>Have Writing as a PGC goal for Year 3 and 4 teachers with a focus on proficiency in spelling, grammar and sentence structures and independent application</li> <li>Investigate:             <ul style="list-style-type: none"> <li><b>Barriers to Proficiency:</b> Identify why students struggle to apply taught knowledge and skills independently.</li> <li><b>Self-Regulation:</b> Develop strategies to improve students' self-monitoring during the writing process.</li> </ul> </li> </ul> |

| <b>Target 2b</b>  | <b>In Writing:</b> <ul style="list-style-type: none"> <li>lift the number of students proficient or exceeding in Years 5-8 based on the expectations of the refreshed curriculum. Boys in Year 6, will be a target group</li> </ul>  |
|---|--|
| 2024 Baseline Data  | 2025 Outcomes  |
| <ul style="list-style-type: none"> <li><b>71%</b> of Year 5-8 students met or exceeded EOY expectations (166/234) <ul style="list-style-type: none"> <li><b>64%</b> of <b>boys</b> in Years 5-8 met or exceeded expectations (85/132)</li> <li><b>80%</b> of <b>girls</b> in Years 5-8 met or exceeded expectations (84/105)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li><b>75%</b> of Year 5-8 students met or exceeded EOY expectations (164/219) <ul style="list-style-type: none"> <li><b>66%</b> of <b>boys</b> in Years 5-8 met or exceeded expectations (75/114)</li> <li><b>85%</b> of <b>girls</b> in Years 5-8 met or exceeded expectations (89/105)</li> </ul> </li> </ul> <p>NB: Girls out-perform boys in all year levels</p> |

| Years 5-8   |  |   |  |
|---|--|---|--|
| Actions<br><i>What did we do?</i>   | Outcomes<br><i>What happened?</i>  | Reasons for the variance<br><i>Why did it happen?</i>   | Evaluation<br><i>Where to next?</i>  |
| <ul style="list-style-type: none"> <li>Our Literacy Leaders actively participated in Cluster Literacy Network meetings throughout the year. This provided valuable opportunities to stay aligned with broader literacy initiatives, share best practices, and collaborate with other schools in the cluster to improve literacy outcomes.</li> <li>Teachers took part in ongoing professional learning opportunities to deepen their understanding of evidence-based literacy practices, including Structured Literacy and other effective literacy teaching strategies.</li> <li>All teaching staff have now completed the Ministry of Education Structured Literacy Professional Learning and Development (PLD) delivered through Massey University, strengthening teacher knowledge of evidence-based literacy practices and effective writing instruction.</li> <li>Years 5 and 6 teachers implemented a more structured writing approach informed by the work of Helen Walls, with a deliberate focus on explicit teaching,</li> </ul> | <ul style="list-style-type: none"> <li><b>Overall Progress:</b> <ul style="list-style-type: none"> <li>Overall achievement increased from <b>71% (166/234)</b> meeting or exceeding expectations in 2024 to <b>75% (164/219)</b> in 2025.</li> <li>Teachers demonstrated increased confidence in implementing structured writing practices and using explicit teaching approaches.</li> <li>Student engagement in writing improved, particularly during units that were intentionally designed around topics and concepts that resonated with boys.</li> </ul> </li> <li><b>Gender Trends:</b> <ul style="list-style-type: none"> <li>Achievement for boys increased from 64% to 66%, demonstrating some positive impact from the targeted focus on engagement and structured writing approaches.</li> <li>Achievement for girls increased from 80% to 85%, maintaining</li> </ul> </li> </ul> | <p>The school-wide commitment to Structured Literacy PLD has strengthened teacher capability and increased consistency in classroom practice. Staff have developed a deeper understanding of the progression of writing skills and the importance of explicit instruction. The implementation of approaches informed by Helen Walls has provided teachers with clearer structures for teaching writing and supporting students to craft increasingly complex texts.</p> <p>The deliberate focus on engaging contexts and concepts for boys has contributed to increased participation and motivation in writing. The development of two locally designed units enabled teachers to apply successful engagement strategies.</p> <p>While overall achievement increased, a significant disparity remains between boys' and girls'</p> | <ul style="list-style-type: none"> <li>Engage in ongoing PLD with literacy lead teacher to build internal expertise.</li> <li>Support teachers with mentoring and coaching to refine writing instruction strategies.</li> <li>Develop school wide writing exemplars to assist with teacher judgements and consistency of these.</li> <li>Continue to embed the principles of Structured Literacy within writing instruction across Years 5-8.</li> <li>Strengthen teacher understanding of the refreshed English curriculum, particularly the progression of writing knowledge and skills across year levels.</li> <li>Further develop consistent assessment and moderation practices to ensure reliable judgements against curriculum expectations.</li> <li>Extend the use of highly engaging contexts and authentic writing purposes that particularly motivate boys while maintaining challenge for all learners.</li> <li>Continue professional learning and</li> </ul> |

|  |  |  |   |
|--|--|--|---|
| <p>sentence construction, vocabulary development, and text organisation.</p> <ul style="list-style-type: none"><li>• Teachers identified and prioritised writing contexts and concepts that typically generate high levels of engagement for boys. These approaches were then used to design and implement two locally developed writing units that connected strongly to student interests.</li></ul> | <p>strong outcomes and contributing significantly to overall school improvement.</p> | <p>achievement levels. The refreshed English curriculum continues to require teachers to refine assessment practices and strengthen their understanding of year-level expectations. Greater consistency in assessment and moderation processes will be required to ensure dependable judgements of student achievement across Years 5–8.</p> | <p>coaching around effective approaches and other evidence-based writing practices.</p> <ul style="list-style-type: none"><li>• Use achievement and engagement data to identify successful strategies for boys and use these approaches across all Year 5–8 classrooms.</li><li>• Monitor the achievement of Year 7 boys as a target group and evaluate the impact of interventions and classroom programmes throughout the year.</li></ul> |
|--|--|--|---|

### School-wide **Writing** Achievement Against Curriculum Levels - **OVERALL**

|   | Year 1    | Year 2    | Year 3     | Year 4    | Year 5    | Year 6    | Year 7    | Year 8    | TOTAL      |
|---|-----------|-----------|------------|-----------|-----------|-----------|-----------|-----------|------------|
| Achieving well beyond expectations          |           |           |            |           | -         | -         | -         | 4% (2)    | 1% (2)     |
| Achieving beyond expectations               | 2% (1)    |           | 5% (3)     |           | 1% (1)    | 3% (1)    | 5% (3)    | 7% (4)    | 3% (13)    |
| Achieving within expectations               | 93% (39)  | 94% (45)  | 65.5% (38) | 89% (47)  | 74% (53)  | 63% (24)  | 69% (38)  | 70% (38)  | 77% (322)  |
| Working towards expectations                | 5% (2)    | 6% (3)    | 28% (16)   | 7.5% (4)  | 19% (14)  | 26% (10)  | 24% (13)  | 17% (9)   | 17% (71)   |
| Working towards expectations (with support) |           |           | 2% (1)     | 4% (2)    | 6% (4)    | 8% (3)    | 2% (1)    | 2% (1)    | 3% (12)    |
| <b>420 students</b>                         | <b>42</b> | <b>48</b> | <b>58</b>  | <b>53</b> | <b>72</b> | <b>38</b> | <b>55</b> | <b>54</b> | <b>420</b> |

### School-wide **Writing** Achievement Against Curriculum Levels - **GENDER**

|   | Year 1    |           | Year 2    |           | Year 3    |           | Year 4    |           | Year 5    |           | Year 6    |           | Year 7    |           | Year 8    |           | Totals     |            |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|
|   | Girls     | Boys      | Girls     | Boys      | Girls     | Boys      | Girls     | Boys      | Girls     | Boys      | Girls     | Boys      | Girls     | Boys      | Girls     | Boys      | Girls      | Boys       |
| Achieving well beyond expectations          |           |           |           |           |           |           |           |           | -         | -         | -         | -         | -         | -         | 8% (2)    | -         | 1% (2)     | 0% (0)     |
| Achieving beyond expectations               | 0% (0)    | 4.5% (1)  |           |           | 10% (3)   | 0% (0)    |           |           | 3% (1)    | -         | 6% (1)    | -         | 8% (2)    | 3% (1)    | 8% (2)    | 7% (2)    | 4% (9)     | 2% (4)     |
| Achieving within expectations               | 90% (18)  | 95% (21)  | 96% (22)  | 92% (23)  | 60% (18)  | 71% (20)  | 96% (24)  | 79% (23)  | 85% (33)  | 61% (20)  | 65% (11)  | 62% (13)  | 79% (19)  | 61% (19)  | 72% (18)  | 69% (20)  | 80% (163)  | 73% (159)  |
| Working towards expectations                | 10% (2)   | 0% (0)    | 4% (1)    | 8% (2)    | 27% (8)   | 29% (8)   | 0% (0)    | 14% (4)   | 10% (4)   | 30% (10)  | 18% (3)   | 33% (7)   | 13% (3)   | 32% (10)  | 12% (3)   | 21% (6)   | 12% (24)   | 22% (47)   |
| Working towards expectations (with support) |           |           |           |           | 3% (1)    | 0% (0)    | 4% (1)    | 3% (1)    | 3% (1)    | 9% (3)    | 12% (2)   | 5% (1)    | -         | 3% (1)    | -         | 3% (1)    | 2% (5)     | 3% (7)     |
| <b>Total Girls/Boys</b>                     | <b>20</b> | <b>22</b> | <b>23</b> | <b>25</b> | <b>30</b> | <b>28</b> | <b>25</b> | <b>28</b> | <b>39</b> | <b>33</b> | <b>17</b> | <b>21</b> | <b>24</b> | <b>31</b> | <b>25</b> | <b>29</b> | <b>203</b> | <b>217</b> |
| <b>420 students</b>                         | <b>42</b> |           | <b>48</b> |           | <b>58</b> |           | <b>53</b> |           | <b>72</b> |           | <b>38</b> |           | <b>55</b> |           | <b>54</b> |           | <b>420</b> |            |

**Target  
3**

**In Mathematics**

- identify and implement targeted strategies to lift achievement in Years 3, 6 and 8.
- maintain or improve the overall school-wide achievement rate of 85% of students working at or above expected levels.

| 2024 Baseline Data   | 2025 Outcomes   |
|--|---|
| <ul style="list-style-type: none"> <li>• School-wide, <b>85%</b> met or exceeded expectations in Mathematics and Statistics</li> <li>• Percentage meeting expectations in target cohorts for 2025:               <ul style="list-style-type: none"> <li>- Year 2 (Y3 in 2025): <b>80%</b></li> <li>- Year 5 (Y6 in 2025): <b>77%</b></li> <li>- Year 7 (Y8 in 2025): <b>78%</b></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• School-wide, <b>89%</b> met or exceeded expectations in Mathematics and Statistics</li> <li>• Percentage meeting expectations in target cohorts for 2025:               <ul style="list-style-type: none"> <li>- Year 3: <b>81%</b></li> <li>- Year 6: <b>84%</b></li> <li>- Year 7: <b>93%</b></li> </ul> </li> </ul> |

| Actions<br><i>What did we do?</i>   | Outcomes<br><i>What happened?</i>  | Reasons for the variance<br><i>Why did it happen?</i>  | Evaluation<br><i>Where to next?</i>   |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>• Implementation of the Oxford Mathematics programme across the school, providing teachers with resources to support planning, teaching, assessment, and curriculum alignment.</li> <li>• Mathematics Lead Teacher maintained connections with the local Mathematics Cluster, attending regular PLD and networking opportunities to strengthen curriculum knowledge and bring current best practice back to the school.</li> <li>• Targeted learning support and extension groups were facilitated by the Maths Lead Teacher to accelerate progress for students requiring additional support (Y2-8) and to extend learners achieving above expectation (Year 5/6).</li> </ul> | <p>School-wide achievement increased from 85% to 89% of students meeting or exceeding expectations in Mathematics and Statistics.</p> <p>Target cohorts showed positive achievement outcomes, particularly in Years 6 and 8 where achievement exceeded baseline expectations.</p> <p>Students meeting or exceeding expectations in target cohorts</p> <ul style="list-style-type: none"> <li>• <b>Year 3:</b> 81% (47/58)<br/>77% girls (23/30)<br/>86% boys (24/28)</li> <li>• <b>Year 6:</b> 84% (32/38)<br/>76% girls (13/17)<br/>90% boys (19/21)</li> <li>• <b>Year 8:</b> 93% (50/54)<br/>88% girls (22/25)<br/>96% boys ( 28/29)</li> </ul> <p>NB: The introduction of the refreshed mathematics curriculum in 2025 established significantly higher benchmarks, meaning 2024</p> | <p>The continued implementation of the Oxford Mathematics programme has strengthened teacher capability and increased consistency of mathematics teaching across the school. Teachers are developing a deeper understanding of curriculum progressions and are increasingly using evidence-based practices to support student learning.</p> <p>The Mathematics Lead Teacher’s participation in local cluster PLD ensured current curriculum knowledge and effective teaching approaches were shared across the school. Targeted learning support and extension groups provided additional opportunities for students to receive instruction matched to their learning needs, contributing to improved outcomes for both priority learners and high achievers.</p> <p>It is important to note that the introduction of the refreshed Mathematics and Statistics curriculum in 2025 established significantly higher</p> | <ul style="list-style-type: none"> <li>• Year 2 teachers to collaborate with Year 3 teachers to identify overall strengths and needs of students transitioning out of the junior syndicate</li> <li>• Continue strengthening teacher understanding and implementation of the refreshed Mathematics and Statistics curriculum.</li> <li>• Maintain engagement with the Oxford Mathematics programme and associated professional learning opportunities to ensure consistent and effective teaching practices.</li> <li>• Continue participation in the local Mathematics Cluster to access current research, curriculum updates, and opportunities for professional collaboration.</li> <li>• Investigate the successful strategies contributing to strong achievement in Years 6 and 8 and identify opportunities to replicate these approaches across other</li> </ul> |

and 2025 datasets are not a direct comparison. Performance across the year levels indicates strong positive growth against these higher expectations

- Year 3: Maintaining achievement levels represents growth in student capability.
- Years 6 and 8: lifts of 7% and 15% respectively, represent significant progress against the elevated benchmarks

benchmarks, meaning 2024 and 2025 datasets are not a direct comparison. Despite these elevated expectations, performance across the target year levels indicates strong positive growth in student capability and achievement.

These results indicate that teaching practices, targeted interventions, and professional learning have collectively supported students to successfully meet more rigorous curriculum expectations.

year levels.

- Monitor cohort achievement trends over time to evaluate the long-term impact of curriculum implementation and targeted interventions.

### School-wide **MATHEMATICS** Achievement Against Curriculum Levels - **OVERALL**

|   | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    | Year 6    | Year 7    | Year 8    | TOTAL      |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| Achieving well beyond expectations          |           |           | 2% (1)    |           | -         | 3% (1)    | 2% (1)    | 9% (5)    | 2% (8)     |
| Achieving beyond expectations               | 7% (3)    | 8% (4)    | 7% (4)    | 2% (1)    | 6% (4)    | 5% (2)    | 22% (12)  | 26% (14)  | 10% (44)   |
| Achieving within expectations               | 90% (38)  | 92% (44)  | 72% (42)  | 89% (47)  | 74% (53)  | 76% (29)  | 65% (36)  | 57% (31)  | 76% (320)  |
| Working towards expectations                | 2% (1)    |           | 17% (10)  | 9% (5)    | 19% (14)  | 11% (4)   | 9% (5)    | 6% (3)    | 10% (42)   |
| Working towards expectations (with support) |           |           | 2% (1)    |           | 1% (1)    | 5% (2)    | 2% (1)    | 2% (1)    | 1% (6)     |
| <b>420 students</b>                         | <b>42</b> | <b>48</b> | <b>58</b> | <b>53</b> | <b>72</b> | <b>38</b> | <b>55</b> | <b>54</b> | <b>420</b> |

### School-wide **MATHEMATICS** Achievement Against Curriculum Levels - **GENDER**

|   | Year 1    |           | Year 2    |           | Year 3    |           | Year 4    |           | Year 5    |           | Year 6    |           | Year 7    |           | Year 8    |           | Totals     |            |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|
|   | Girls     | Boys      | Girls     | Boys      | Girls     | Boys      | Girls     | Boys      | Girls     | Boys      | Girls     | Boys      | Girls     | Boys      | Girls     | Boys      | Girls      | Boys       |
| Achieving well beyond expectations          | -         | -         | -         | -         | 3% (1)    | -         | -         | -         | -         | -         | 6% (1)    | -         | -         | 3% (1)    | 8% (2)    | 10% (3)   | 2% (4)     | 2% (4)     |
| Achieving beyond expectations               | -         | 14% (3)   | 9% (2)    | 8% (2)    | 7% (2)    | 7% (2)    | -         | 4% (1)    | 5% (2)    | 6% (2)    | 6% (1)    | 5% (1)    | 17% (4)   | 26% (8)   | 16% (4)   | 34% (10)  | 7% (15)    | 13% (29)   |
| Achieving within expectations               | 95% (19)  | 91% (19)  | 91% (21)  | 92% (23)  | 67% (20)  | 79% (22)  | 92% (23)  | 86% (24)  | 77% (30)  | 70% (23)  | 65% (11)  | 86% (18)  | 75% (18)  | 58% (18)  | 64% (16)  | 52% (15)  | 77% (157)  | 75% (162)  |
| Working towards expectations                | 5% (1)    | -         | -         | -         | 20% (6)   | 14% (4)   | 8% (2)    | 11% (3)   | 15% (6)   | 24% (8)   | 18% (3)   | 5% (1)    | 8% (2)    | 10% (3)   | 8% (2)    | 3% (1)    | 11% (22)   | 9% (20)    |
| Working towards expectations (with support) | -         | -         | -         | -         | 3% (1)    | -         | -         | -         | 3% (2)    | -         | 6% (1)    | 5% (1)    | -         | 3% (1)    | 4% (1)    | -         | 2% (5)     | 1% (2)     |
| <b>Total Girls/Boys</b>                     | <b>20</b> | <b>22</b> | <b>23</b> | <b>25</b> | <b>30</b> | <b>28</b> | <b>25</b> | <b>28</b> | <b>39</b> | <b>33</b> | <b>17</b> | <b>21</b> | <b>24</b> | <b>31</b> | <b>25</b> | <b>29</b> | <b>203</b> | <b>217</b> |
| <b>420 students</b>                         | <b>42</b> |           | <b>48</b> |           | <b>58</b> |           | <b>53</b> |           | <b>72</b> |           | <b>38</b> |           | <b>55</b> |           | <b>54</b> |           | <b>420</b> |            |

## 2026 Targets

### Maths

- Lift achievement in Mathematics and Statistics to have 90% or more achieving at proficient or exceeding.

### Reading

- In Years 1 and 2, 90% or more of students achieving at proficient or exceeding
- In Years 7 and 8, 85% or more of students achieving at proficient or exceeding

### Writing

- In Year 4, 90% of students achieving at proficient or exceeding in transcription skills
- In Years 6, 75% or more of boys achieving at proficient or exceeding in writing
- In Years 7/ 8, 75% or more of boys achieving at proficient or exceeding in writing