

Clyde Quay School Analysis of Variance / Annual Report 2025



"We develop creative thinkers who overcome challenges and thrive in a diverse world."

"Ka whakawhanakehia e matau nga kaiwhakaaro auaha e puta ai i nga wero mete tipu i rota i tenei ao hurihuri".



CLYDE QUAY SCHOOL
Te Kura O Matairangi



Principal's Report

Clyde Quay School (CQS) is located in the vibrant neighbourhood of Mt Victoria, Wellington. We are a full primary school with a rich history and a strong community focus. It serves a diverse group of students from the local area and surrounding region, offering a comprehensive education with an emphasis on student well-being, inclusivity, and academic achievement.

In 2025, our goals reflected the last year of our Strategic Plan. These were reflected in three core areas; Curriculum, Connection & Environment. Within these, our Annual Plan had specific goals related to these areas.

This year, the board and school completed major property projects related to our Playground Masterplan combined with Ministry of Education remediation works. This was a huge focus for the majority of the year.

These works included:

- Moving the school hall to a new location on the bottom playground in order to more clearly define play areas.
- Renovation of the school hall to create two breakout rooms, add toilets and an accessible shower.
- Weather tightness remediation of the hall and Karaka classrooms.
- Exterior painting of the hall and Karaka classrooms.
- Creation of a new multisport turf area including asphaltting and appropriate fencing. The addition of turf will occur in 2026.

This was a huge undertaking for the school which would not have been possible without some key people who . A huge thank you from us to:

- The team at the Ministry of Education Weather Tightness Project who allowed us to combine our projects together.
- The Board of Trustees and Property Subcommittee. We are incredibly lucky to have some real expertise on our board which allowed us to execute our vision, work with the project managers/Ministry and keep the school running smoothly.
- Our Whānau and Friends group. Without their amazing fundraising efforts in 2024, this project would not have been able to go ahead so soon.
- Studio Pacific Architects for the amazing masterplan design and Dave and the Maycroft Construction team for making it happen.
- Finally a huge thank you to our children and community. While the works caused a significant reduction in playground and Karaka having to make the hall their classroom, our school community let our values shine, looked after each other and took the disruption in their stride.

Aside from the property projects, the Clyde Quay School board and management produced an Annual Plan that focused on a range of Government initiatives and community feedback. They included the continued implementation of the new Curriculum, achievement targets and providing opportunities for families to engage with the school. As you will see throughout this report, we had some great success and where we haven't quite hit our target, it has given us great opportunity for reflection. An overview of some of the goals are:

- The rollout of the new Curriculum continues to be a focus, including understanding the expectations for each year level, making accurate judgements and continued upskilling in structured literacy for teachers.
- Clear academic performance targets in reading, writing and maths and clear attendance benchmarks.
- Creating an environment in which our students feel safe, included and supported. We also want to provide opportunities for them to develop as people, grow in their knowledge of values and increase their confidence and leadership capabilities.
- Utilise the new property works to provide events for our school whānau to connect at the school - e.g., Book BBQ, Matariki Celebrations.
- Ensuring that our classrooms, staff and students are well resourced to maximise learning.
- Clearer and streamlined communication with whānau and the community, including reporting achievement, and utilising the weekly newsletter and website to give important updates to our families.

2025 was also a year of significant change on the staff at Clyde Quay School. We welcomed 4 new teachers to our team - Fiona and Claire in Karaka, Abby in Ngaio and Jemima in Rimu, who all made a great start at our school. We also had Cameron step into the role of Principal after Liz Patara's retirement at the end of 2024. Cameron has worked at the school since 2017, having been the Deputy Principal at the time of Liz's departure. With his community connections and understanding of the long term goals of the school, the board appointed him to lead the next chapter of Clyde Quay School.

We have a fantastic and vibrant school and community. With around 30 languages and ethnicities represented across our student population, we have become a multicultural melting pot of languages, world-views, religions and philosophies.

Overall, it has been a year of change at Clyde Quay School which everybody has taken in their stride. We have continued to build on our successes of the past, while moving forward with exciting new initiatives. Like always, our school values, strong relationships and hard work from the staff, tamariki and community has allowed us to thrive in some new, exciting and challenging situations. We are all looking forward to building on this and continuing our journey in 2026.

Ngā mihi koutou,
Cameron Ross,
Principal

Key Initiative / Targets	Intended Actions	Responsibility	Measurement	Timeframe/ Resources
Implementation of Te Mātaiaho: The New Zealand Curriculum and other Government priorities. - Structured Literacy - Structured Maths - 1 hour a day of Maths, Reading & Writing - Attendance goals	<ol style="list-style-type: none"> Continue the implementation of programmes to support the rollout of the new curriculum focusing on Structured Literacy (Better Start Literacy Approach) and Structured Maths (Maths No Problem!) Monitor student attendance rates. Frequently take proactive steps to minimise absences and inform parents of the benefits to learning when students attend school regularly. Provide staff with professional development opportunities to enable them to understand and implement the new changes including BSLA micro-credential training. 	Staff & SMT	BSLA and Maths No Problem! will be evident in teacher planning, classroom resources and student work. Assessment will be informed and guided by implemented programmes.	Term 1-4 Te Mātaiaho: The New Zealand Curriculum Maths Teacher Only Days

- This year we began our journey into structured maths with the “Maths No Problem” resource. This resource was used through all levels in the school so we could create a consistent programme as children move through the school in subsequent years. At the start of the year, teachers had professional development on how Maths No Problem is used in the classroom and matched it to the new curriculum objectives to ensure coverage. Alongside this, we further expanded the use of the Better Start Literacy Programme to include Year 5/6. This sees BSLA as an active programme in all Year 1-6 classrooms, as Tier 2 literacy support in the juniors and in work with our ELL students.
- Attendance rates were monitored by reporting to the board at each meeting. This reporting would include our attendance rate each term, using the STAR attendance model and a breakdown of reasons. Parents were notified of attendance if their child fell into the “concern” or “serious concern” level so that they could track attendance and offer any support if they needed it. All reports were modified to include attendance rates, and we communicated the importance of regular attendance through the newsletter.

Our school attendance rates were as follows:

	Regular Attendance	Irregular Absence	Moderate Absence	Chronic Absence
Term One	81%	14%	5%	0%
Term Two	67%	23%	6%	4%
Term Three	59%	25%	11%	5%
Term Four	76%	16%	4%	4%
Overall	70%	20%	6%	3%

This puts our regular attendance slightly ahead of 2024 where we had 67%. Our main reasons for absence were sickness and children going on holiday during term time.

We also developed and implemented a CQS Attendance Plan which outlines our expectations and responses to absences.

- Professional development continued in BSLA with 5 teachers taking part in training in 2025. This means that all teachers in Year 1-6 were trained in the programme. As stated earlier, as a staff we took part in Maths No Problem! development at the start of the year. As part of their professional inquiry, teachers also selected on of the programmes and looked at it’s implementation in depth, focusing on the impact it had on learners.

Key Initiative / Targets	Intended Actions	Responsibility	Measurement	Timeframe/ Resources
Raise Ākonga achievement: 80% of all students to achieve at or above their year level in Reading, Writing and Maths	<ol style="list-style-type: none"> Review current assessment practices and build understanding of new curriculum expectations. Develop new assessment practices if necessary, guided by the Ministry of Education. Identify priority/target learners and use intentional practice e.g. High Impact Teaching Strategies (HITS) to raise achievement. Provide support programmes to English language learners in Literacy. 	<p>Staff & SMT</p> <p>SENCO / ELL Coordinator</p>	<p>PAT test data in Maths, Reading and Science</p> <p>Termly “Best Fit” data that triangulates assessment and classroom observation.</p>	Term 1-4

- This area remains ongoing for 2026. We reviewed our current practices and built a profile of expected assessment across each term. This assessment informed teachers in making new “best fit” judgements for each child based on the new curriculum which was used in our reporting to parents. New assessments were used from the Maths No Problem! resource to check for understanding in each unit. We also used e-asttle reading and maths assessments in the seniors as another reference point for teachers. The most important points for our assessment were ensuring it was right for the child and giving the teachers useful information. This remains ongoing because the Ministry is yet to provide assessment tools aligned to the new curriculum – the SMART assessment is due to roll out in 2026.

Our achievement profile in 2025:

	Above Expectation	At Expectation	Below Expectation	At or above
Reading	27%	58%	15%	85%
Writing	5%	68%	27%	73%
Maths	28%	56%	16%	86%

Māori achievement profile in 2025:

	Above Expectation	At Expectation	Below Expectation	At or above
Reading	33%	67%		100%
Writing		67%	33%	67%
Maths	33%	56%	11%	89%

This was based on “best fits” from the teachers that put each child’s achievement at a year level and whether they were working at the beginning, middle or end of that year level. E.g., Year 4 middle for maths would indicate that the child is working at the level expected from a Year 4 in the middle of the year.

In-depth analysis was also conducted on our assessment each term. We looked at performance in gender and cultural groups for trends to inform our practice.

- These children were identified as part of our teacher inquiries, with explicit instruction being the most common High Impact Teaching strategy being explored. Explicit instruction was one of the foundations of the structured programmes in place, so we wanted to better understand it’s impact within our school. Students requiring additional support continued to be identified and intervention programmes put in place where appropriate – this included targeted BSLA support, extra teacher aide time or working with a specialist teacher. Our SENCO monitored achievement data to allocate support and ensure something was happening for these learners.
- Our ELL learners were provided support using the BSLA programme. Teacher aides used this programme to teach targeted groups of ELL learners at their appropriate level. This method has seen great progress in our ELL learners being able to move through the stages of BSLA quickly and then access content in class to make meaning.

Key Initiative / Targets	Intended Actions	Responsibility	Measurement	Timeframe/ Resources
Ensure that Clyde Quay School is an inclusive environment that allows all learners to thrive in all areas	<ol style="list-style-type: none"> 1. Provide opportunities for Year 7/8 students to develop confidence and leadership skills within our school community. 2. Individual Education Plans are developed and revisited on a regular basis for all students working with a RTLB. Support programmes in place for students working more than 1 year below their year level. 3. Provide a varied programme with opportunities in all learning areas such as Science and The Arts where children get exposure and chances to shine. 	Staff, SMT & MoE	Leadership opportunities evident within school practices and in planning where applicable. Support and guidance register Evidence in planning and programmes	Term 1-4 Funding for Teacher Aide support when available
<ol style="list-style-type: none"> 1. We made a real effort to empower our senior students with leadership opportunities within the school; however, we were slightly held back by the impact of property works on our playground. Senior students were able to run events such as the disco – being involved in all aspects such as planning, decorations, organizing snacks and drinks as well as the running of the event. They were able to assist the WAF in running the bake sale stalls. Within the school, they were given extra responsibilities where possible, like handing out bought lunches, and we put a real emphasis on them in the playground in terms of being leaders and demonstrating our school values. It has been a positive start to this and with a full functioning playground in 2026, we are looking to extend on our progress with more opportunities such as the addition of “clubs” which they will lead. 2. Individual Education Plans were identified for students by our SENCO, and these were put in place for all necessary children. As mentioned, our SENCO also identified students who required extra support and assisted teachers and teacher aides in delivering these supports. Our teachers also analyse their data so that they are aware of those who require extra support in class. 3. At Clyde Quay we recognise and value the importance of all areas of the curriculum. This is evidenced by our inquiry topics in each term. We had terms that focused on health, Aotearoa NZ History, Science and the Arts. We also aim to integrate learning with literacy and maths wherever possible. One of the highlights of this area were the 2 senior productions put on by Ngaio and Rimu. The children were involved in all aspects of creating a show for their parents and it was a true showcase of the Arts and our school, and how important they are for our children. 				

Key Initiative / Targets	Intended Actions	Responsibility	Measurement	Timeframe/ Resources
Build participation and engagement from our community in school and wider events	<ol style="list-style-type: none"> 1. Provide a range of inviting and enjoyable events with the aim of strengthening relationships between members of our community and connect families and the school. 2. Communicate opportunities for whānau to engage/help effectively and in a timely manner. 3. Refine and continue Te Ao Māori events such as Pōwhiri or Mihi Whakatau 	Staff & Board	Parent involvement and participation at events in and out of school Events on school calendar and in newsletter	Term 1-4 – particular focus in term 3-4
<ol style="list-style-type: none"> 1. This will remain a goal for 2026. Our ability to host events was severely limited by the property works which took 2.5 terms. Our goal with both the property works and this action is to reestablish our school as a community hub. We managed modified events such as the Book BBQ and were able to hold a Mihi Whakatau 2. Communicate opportunities for whānau to engage/help effectively and in a timely manner. 3. Outside of our established kapahaka and te reo Māori learning in class, we were also able to hold some special events to help the children and community connect with Te Ao Māori. In Term 3 we were able to hold a Mihi Whakatau to welcome all our new children and we also were able to host Whaea Liz to open our relocated hall with karakia. Finally, we also held a “Matariki Day” where children were split into cross level groups and spent the day doing rotations with different teachers to learn more about Matariki. This not only helped with their knowledge but were great examples of whakawhanaungatanga and ako (learning from one another). 				

Key Initiative / Targets	Intended Actions	Responsibility	Measurement	Timeframe/ Resources
Develop new and strengthen existing communication channels with our whānau	<ol style="list-style-type: none"> 1. Respond to relevant community feedback from sources such as the community survey conducted at the end of 2024. 2. Develop reporting that caters to the needs of a diverse community with varied priorities. Pay particular attention to the reporting of achievement and especially with our English language learners. 3. Review current communication procedures and revitalise or streamline as necessary based on community feedback. 	Lead by SMT	Community Survey Appropriate changes implemented in channels such as website, social media and newsletter	Term 1-4
<ol style="list-style-type: none"> 1. Feedback from the 2024 Community Survey highlighted some areas of growth for our school focused particularly on communication, reporting and property. We took this on board with our property works beginning, changes to our reporting system, a revamped newsletter and making sure our website stayed accurate and updated. We worked to streamline information between the newsletter and website so that parents knew exactly where to look for important information. Group emails from the office or Cameron were only sent out in important situations so that parents knew to prioritise these. 2. With the Government plans around a new standardized report, we decided to tweak the reports we had to make achievement explicit. However, we also acknowledge that academic performance is not the priority for some of our families. Our reports are now balanced, with options for our families to focus on what is important to them with their children. We have academic achievement, children reflecting on goals and sharing highlights in their own words and information on how well they demonstrate our school values. Where possible, these areas are separated onto separate pages. 3. As mentioned above, we have made a conscious decision to streamline our communication to whānau based on their feedback. We mainly use the weekly newsletter and website for communication with our community. School Whānau will also send a termly newsletter to inform parents of the events and information specific to their child. Timely communication was also important, especially around trips, we the staff aimed to ensure that parents had at least 4 weeks’ notice of trips so they could plan time off if they needed to help. 				

Key Initiative / Targets	Intended Actions	Responsibility	Measurement	Timeframe/ Resources
Develop a genuine working relationship with Mana Whenua	<ol style="list-style-type: none"> 1. Acknowledge Mana Whenua in the decision-making process for our tikanga, practices and korero. 2. Meet with Mana Whenua to establish what a genuine, working relationship looks like and how the school can actively contribute to their goals. 3. Utilise opportunities for representatives from Mana Whenua to be engaged in our school environment. 	Principal & Board	<p>Meeting with Mana Whenua</p> <p>Mana Whenua presence and influence in school</p>	Term 1-4

We had begun some positive work in this space in 2024 and were keen to continue developing our relationship with Te Ati Awa over the course of 2025. This year, the board had an opportunity to work with Pokau Te Huru, from Te Ati Awa to create a resource of the Māori history of our school area and create a piece of art that will adorn our new hall. Unfortunately, the hall project and personal circumstances has only seen the beginning of progress in this space and it will be something continued into 2026. Throughout our practices, we aim to acknowledge Mana Whenua in our tikanga – an example of this is the process of our Mihi Whakatau, mimics the tikanga for this area. A highlight in this space was our board’s decision, along with many other schools, to continue acknowledging and upholding the principles of Te Tiriti o Waitangi in their decision making for the school. In 2026, work will continue to ensure we have Mana Whenua presence in our school in a way that is meaningful for both of us.

Key Initiative / Targets	Intended Actions	Responsibility	Measurement	Timeframe/ Resources
Clyde Quay School is a place that prioritises the wellbeing of our ākonga	<ol style="list-style-type: none"> 1. Continue to conduct the NZCER Wellbeing @ School survey. Analyse and respond to findings within results. 2. Foster opportunities to celebrate diversity, acknowledge wellbeing outcomes and live our school values. 3. Foster opportunities for student voice. Tamariki have chances to have their voice heard in learning and wider school culture. 	SMT & Staff	<p>Wellbeing @ School Survey</p> <p>Feedback from Tamariki</p> <p>Evidence in programmes</p>	Term 1-4

1. We completed the Wellbeing@School survey in Term 3. Overall, the results remained positive. We identified areas that we would like to see improvement as having student voice, talking to the teachers when they see things going wrong, and learning how to manage their feelings. Upon discussion with the Senior teachers, we restarted the Student Council to give students more opportunities to feel they have a voice. Other areas, we used the Navigating the Journey programme in Term 4 to address with emphasis on the lessons related to manage feelings and relationships.
2. Our school values were taught explicitly in classrooms, so children had a true understanding of what they are and what they look like within our school. In the juniors, they highlighted one value a term and aimed to fill “tick charts” by showing that value. In the seniors, they filled marble or fluffy jars when the values were on show. We were very conscious of the importance of the school values with a smaller playground and that the children would have to be tolerant and show a lot of kindness to each other. At the start of the year, the staff also had time at the start of the year to focus on how the school values are demonstrated by us – if we are going to expect them, then we must live them. The results of this focus were amazing, highlighted by a significant reduction in playground incidents to previous years,
3. Student voice has always been an integral part of Clyde Quay School. Opportunities for this are fostered first and foremost by the relationship between the children and the teachers. Creating a safe and supportive environment allows them to speak up. However, this year Leon also reestablished the Student Council. Representatives were voted in by their peers from Year 4-8 and Leon met with them each week. They collected student voice to feedback to the staff about suggestions for events and improvements to the playground. This will be an initiative that we continue into 2026.

Key Initiative / Targets	Intended Actions	Responsibility	Measurement	Timeframe/ Resources
Modernisation and remediation of school environment	<ol style="list-style-type: none"> 1. Complete Hall move, remediation and improvement project. Ensuring that the community is well informed of plans and progress. 2. Complete wider playground improvement project including sports turf. 3. Careful scheduling of property projects to ensure least disruption to ākonga learning and wellbeing - Continue 5%YA and 10YP projects including roofing on the main block and school painting. 	Board & SMT	School environment works completed 5YA and 10YP Property subcommittee reports	Term 1-4
<ol style="list-style-type: none"> 1. This project was a big focus for 2025 as the school and board started its journey on the Playground Masterplan. In 2024, we were approached by the Ministry to complete weather tightness remediation works on the Karaka classrooms and hall, so the board decided the timing was right to move the hall. Thanks to some amazing fundraising in 2024 spearheaded by the WAF, it meant that we had the funds to complete it. In 2025, the hall was moved from its original location to a more central location on our bottom playground to help us to create more defined play spaces. We also added improvements to the hall, including an extra break out room, space for a kitchen and bathrooms, including an accessible shower. This project, and the remediation works were a significant project that had a large impact on our playground size for most of the year. Communication with our children, parents and community was very important. They were given constant updates at school assemblies, through the newsletter and a dedicated playground page on our website. 2. This remains ongoing for 2026. The asphaltting and preparing of the turf area was completed, including fencing. We engaged with ThinkTurf to complete the multisport turf; however shipping delays means that it cannot be completed this year. The next stage of the playground master plan will be explored with our playground sub-committee in 2026. 3. Throughout this project, the impact on the children was considered and minimized where ever possible. We tried to utilize holidays and weekends for the most disruptive works, such as the physical hall move, asbestos removal and asphaltting. We have also decided to delay some projects such as exterior painting until 2026, so the children had some time to enjoy the new playground set up. 				

Key Initiative / Targets	Intended Actions	Responsibility	Measurement	Timeframe/ Resources
Optimise classroom resources, environment and technology to ensure it is fit for purpose	<ol style="list-style-type: none"> 1. Deeper analysis of CQS finances and financial position to assess opportunities to fund additional investment 2. Feedback and analysis of classroom resources/environment/tech to prioritise any available investment opportunities 3. Analyse fundraising opportunities to enhance learning environment and support teachers and learners 	SMT, Board & WAF	CQS Annual budget Annual audit report Staff "wish list" / requests	Term 1-4 Funding from Board & WAF
<ol style="list-style-type: none"> 1. Clyde Quay School remains in a positive financial position at the end of 2025. The board has stayed on top of managing our finances throughout the property projects to ensure budgets are met and/or overspend is explained to the board and approved. As the final financial wrap up was done quite late in the year, we will look at what investment in the school/classrooms look like in 2026. 2. We have worked with the teachers to get an idea of what classroom resources would be beneficial, especially with the addition of new programmes. Classroom furniture, including classroom tech (such as screens) were a top priority and so will be something we look at heading into 2026. 3. WAF continued to work on fundraising opportunities in 2025. We had 2 main fundraisers with a financial focus which were our Travel Raffle and Book BBQ (which we were luckily still able to run without the playground). We also held other fundraisers, which still bring in some money to the school, but have the added focus of community connection. These were selling hot chocolates in the winter terms, and our termly bake sale which are always a big hit! 				

Evaluation of progress and achievement

This year we have modified the way in which we illustrate children’s “best fit” data. These marks serve as a way in which teachers and Senior Management can track progress, identify priority learners and look at the overall learning for any groups.

A “best fit” is a judgement made by the classroom teachers and triangulates formal assessment, classroom observations and the work that children can produce independently and with support against the curriculum. We are using a year level method to characterise these judgements and breaking these down further using “beginning”, “middle” and “end” (B, M, E). These best fits are entered for reading, writing and maths. For example if a child is 4B, then we are saying that they are working at curriculum content at found at the start of the Year 4 curriculum.

Assessments play a vital part of this and teachers can use the following tools to help them to make their judgements. We are always mindful that tests are a snapshot of performance at one given time. We moderate writing samples twice yearly in order to make sure our judgements are consistent across the school. Other formal tests provide assessment guides or are digitally marked to inform us of levels. Where marks are provided in the old curriculum level format, teachers use this, and their knowledge of the new curriculum to best place this within our levels.

Teachers will analyse the data to help with next learning steps and to look carefully at the which learners need extra support. We also consider other factors such as if the child is an English language learner and what support they are getting in this area.

Percentage of children working **at or above** in each learning area at the end of 2025:

	CQS 2025 (198 students)	Number of students working below	European	Māori	Pasifika	Asian	MELAA + Other	Boys	Girls
Reading	85%	30	93%	100%	92%	75%	75%	83%	87%
Writing	73%	54	81%	67%	75%	65%	69%	60%	83%
Maths	86%	31	88%	88%	84%	85%	62%	87%	81%

We need to exercise caution when we compare priority groups (Māori and Pasifika) with the general population, as there are so few and small numbers skew results. In terms of our Asian whānau, significant numbers of students have been here for less than four consecutive years. Considering five years is the recommended time for comparable proficiency in English, we again recommend caution when making comparisons.

The implementation of structured programmes in Literacy (BSLA) and Maths (Maths No Problem!) and understanding the expectations of the new curriculum were the priorities for 2025. Teachers continued training in BSLA and spent significant time aligning Maths No Problem to the new curriculum to ensure coverage.

How we have given effect to Te Tiriti o Waitangi:

Clyde Quay School we are committed to upholding the principles of Te Tiriti O Waitangi - partnership, protection, and participation. We recognise the unique status of Māori as Tangata whenua within a diverse Aotearoa New Zealand.

- + We support the development of culturally competent teachers which enables us to provide opportunities and normalise te reo and tikanga Māori.
- + We work in partnership with whānau and experts to improve and enrich the educational experiences of students.
- + We recognise and build relationships with mana whenua in our area, specifically iwi Te Atiawa.
- + We continue to develop a local curriculum that enables students to understand, respect and appreciate knowledge of our area and wider Aotearoa New Zealand
- + We respect and promote tikanga Māori

Statement of Compliance with employment policy

Clyde Quay School is an equal opportunity employer and has met its requirements under s597 of the Education and Training Act 2020. We believe that no one should be discriminated against because of their differences, such as age, disability, ethnicity, gender, gender identity and expression, religion or sexual orientation. We are committed to celebrating all dimensions of diversity in the workplace equally and ensuring that everyone feels a sense of inclusion and belonging.

We are committed to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development.

We are constantly listening, learning and evolving to ensure that employment practices are fair and free of any bias.

There have been no known breaches of our Equal Employment Opportunities policy nor have any breaches been reported to the EEO Officer.

Kiwisport funding

We received no Kiwisport funding in the 2025 year.

CLYDE QUAY SCHOOL

Annual Report 2025

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CLYDE QUAY SCHOOL

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	2827
Principal:	Cameron Ross
School Address:	Elizabeth Street, Mt Victoria, Wellington
School Postal Address:	Elizabeth Street, Mt Victoria, Wellington
School Phone:	04 3850900
School Email:	principal@cqs.school.nz
Accountant / Service Provider:	Education New Zealand

Name	Position	How Position Gained	Term Expired/ Expires
Michelle Little	Chair	Elected	November 2026
Cameron Ross	Principal		
Sarah Todd	Parent Rep	Elected	September 2028
Chris Myatt	Parent Rep	Selected	November 2026
Andrew Neal	Parent Rep	Elected	November 2026
Neil Passey	Parent Rep	Elected	September 2028
Monty Paliwal	Parent Rep	Elected	September 2028
Dee Johnston	Parent Rep	Elected	September 2028
Susan Bibby	Parent Rep	Elected	September 2025
Leon Davidson	Staff Rep	Elected	

CLYDE QUAY SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Clyde Quay School

Statement of Responsibility

For the year ended 31 December 2025

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

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

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

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

Michelle Little

Full Name of Presiding Member



Signature of Presiding Member

24/06/2026

Date

Cameron Ross

Full Name of Principal



Signature of Principal

24/06/2026

Date

Clyde Quay School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	2,443,470	2,508,690	2,345,253
Locally Raised Funds	3	411,608	134,584	116,247
Interest		4,650	22,500	29,391
Total Revenue		2,859,728	2,665,774	2,490,891
Expense				
Locally Raised Funds	3	25,984	24,128	25,157
Learning Resources	4	1,577,177	1,742,309	1,448,040
Administration	5	212,108	220,257	231,640
Interest		1,255	1,500	959
Property	6	662,939	730,215	773,374
Loss on Disposal of Property, Plant and Equipment		239	-	-
Total Expense		2,479,702	2,718,409	2,479,170
Net Surplus / (Deficit) for the year		380,026	(52,635)	11,721
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		380,026	(52,635)	11,721

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

Clyde Quay School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		561,098	371,025	549,377
Total comprehensive revenue and expense for the year		380,026	(52,635)	11,721
Contribution - Furniture and Equipment Grant		-	-	-
Contributions from the Ministry of Education		12,721	-	-
Distributions to the Ministry of Education		(560,944)	-	-
Equity at 31 December		392,901	318,390	561,098
Accumulated comprehensive revenue and expense		392,901	318,390	561,098
Reserves		-	-	-
Equity at 31 December		392,901	318,390	561,098

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Clyde Quay School

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	358,381	197,445	477,284
Accounts Receivable	8	102,181	100,000	92,601
GST Receivable		-	-	2,716
Prepayments		8,293	8,000	7,832
Investments		-	160,000	161,078
		468,855	465,445	741,511
Current Liabilities				
GST Payable		10,155	4,325	-
Accounts Payable	11	133,202	118,945	109,047
Revenue Received in Advance	12	43,000	10,000	125,390
Provision for Cyclical Maintenance	13	110,217	146,485	117,966
Finance Lease Liability	14	5,872	7,100	8,247
Funds held for Capital Works Projects	15	11,015	55,000	47,717
		313,461	341,855	408,367
Working Capital Surplus/(Deficit)		155,394	123,590	333,144
Property, Plant and Equipment	10	242,299	196,100	247,870
		242,299	196,100	247,870
Non-current Liabilities				
Provision for Cyclical Maintenance	13	-	-	8,700
Finance Lease Liability	14	4,792	1,300	11,216
		4,792	1,300	19,916
Net Assets		392,901	318,390	561,098
Equity		392,901	318,390	561,098

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

Clyde Quay School

Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		533,071	319,173	495,548
Locally Raised Funds		329,199	24,584	115,299
Goods and Services Tax (net)		12,874	4,325	677
Payments to Employees		(322,720)	(409,047)	(331,148)
Payments to Suppliers		(208,880)	(231,040)	(262,428)
Interest Paid		(1,255)	(1,500)	(959)
Interest Received		8,585	20,500	32,183
Net cash from/(to) Operating Activities		350,874	(273,005)	49,172
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(585,352)	(54,350)	(48,969)
Proceeds from Sale of Investments		161,078	215,000	212,521
Net cash from/(to) Investing Activities		(424,274)	160,650	163,552
Cash flows from Financing Activities				
Finance Lease Payments		(8,800)	(15,200)	(8,455)
Funds Administered on Behalf of Other Parties		(36,703)	55,000	19,626
Net cash from/(to) Financing Activities		(45,503)	39,800	11,171
Net increase/(decrease) in cash and cash equivalents		(118,903)	(72,555)	223,895
Cash and cash equivalents at the beginning of the year	7	477,284	270,000	253,389
Cash and cash equivalents at the end of the year	7	358,381	197,445	477,284

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

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

Clyde Quay School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) 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.

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10–75 years
Board-owned Buildings	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	4–5 years
Playground Development	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on details of the valuer's approach to determining market value (i.e. comparison to recent market transaction etc.).

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

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

k) 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.

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

m) Revenue Received in Advance

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

n) Funds held for Capital works

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

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

o) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 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.

p) Financial Instruments

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

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

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

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	533,071	496,598	495,548
Teachers' Salaries Grants	1,309,149	1,382,092	1,171,300
Use of Land and Buildings Grants	601,250	630,000	678,405
	<u>2,443,470</u>	<u>2,508,690</u>	<u>2,345,253</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	59,035	61,736	60,423
Fees for Extra Curricular Activities	38,860	41,278	23,952
Trading	14,364	12,742	12,459
Fundraising and Community Grants-Capital Works	293,418	13,505	13,927
Other Revenue	5,931	5,323	5,486
	<u>411,608</u>	<u>134,584</u>	<u>116,247</u>
Expense			
Extra Curricular Activities Costs	13,401	13,228	12,027
Trading	10,924	9,600	9,430
Fundraising and Community Grant Costs	1,659	1,300	3,700
	<u>25,984</u>	<u>24,128</u>	<u>25,157</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>385,624</u>	<u>110,456</u>	<u>91,090</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	45,474	40,700	39,989
Information and Communication Technology	925	600	592
Employee Benefits - Salaries	1,490,221	1,645,259	1,358,193
Staff Development	3,093	8,600	4,662
Depreciation	35,159	45,250	42,616
Other Learning Resources	2,305	1,900	1,988
	<u>1,577,177</u>	<u>1,742,309</u>	<u>1,448,040</u>

5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	8,831	6,900	6,849
Board Fees and Expenses	4,433	5,000	20,011
Operating Leases	2,683	10,500	5,449
Other Administration Expenses	29,531	33,257	29,100
Salaries - Administration & Other Staff	142,342	145,930	144,736
Insurance	7,688	7,720	7,571
Service Providers, Contractors and Consultancy	16,600	10,950	17,924
	<u>212,108</u>	<u>220,257</u>	<u>231,640</u>

6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Consultancy and Contract Services	46,310	43,105	43,043
Cyclical Maintenance	(16,449)	10,000	135
Heat, Light and Water	19,460	15,500	16,536
Rates	6,027	4,910	4,319
Repairs and Maintenance	(1,637)	20,900	25,195
Use of Land and Buildings	601,250	630,000	678,405
Other Property Expenses	7,978	5,800	5,741
	<u>662,939</u>	<u>730,215</u>	<u>773,374</u>

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

7. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Bank Accounts	358,381	197,445	477,284
Cash and cash equivalents for Statement of Cash Flows	<u>358,381</u>	<u>197,445</u>	<u>477,284</u>

Of the \$358,381 Cash and Cash Equivalents \$54,015 is subject to restrictions for the following reasons:

\$11,015 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 20.

Of the \$358,381 Cash and Cash Equivalents, \$43,000 of revenue received in advance is held by the School, as disclosed in note 12.

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	4,420	-	4,402
Interest Receivable	3	5,000	3,938
Teacher Salaries Grant Receivable	97,758	95,000	84,261
	<u>102,181</u>	<u>100,000</u>	<u>92,601</u>
Receivables from Exchange Transactions	4,423	5,000	8,340
Receivables from Non-Exchange Transactions	97,758	95,000	84,261
	<u>102,181</u>	<u>100,000</u>	<u>92,601</u>

9. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	-	160,000	161,078
	<u>-</u>	<u>160,000</u>	<u>161,078</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Buildings	40,990	8,177	-	-	(2,013)	47,154
Work in Progress (Hall)	69,610	491,334	(560,944)	-	-	-
Furniture and Equipment	43,856	-	(228)	-	(10,250)	33,378
Information and Communication Technology	14,247	13,888	-	-	(5,301)	22,834
Playground Development	61,911	10,545	-	-	(9,201)	63,255
Work in Progress (Playground)	-	61,408	-	-	-	61,408
Leased Assets	16,262	-	-	-	(7,594)	8,668
Library Resources	6,402	-	-	-	(800)	5,602
	<u>253,278</u>	<u>585,352</u>	<u>(561,172)</u>	<u>-</u>	<u>(35,159)</u>	<u>242,299</u>

The net carrying value of furniture and equipment held under a finance lease is \$8,668 (2024: \$16,262)

Restrictions

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

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Buildings	81,162	(34,008)	47,154	72,985	(37,403)	35,582
Work in Progress (Hall)	-	-	-	69,610	-	69,610
Furniture and Equipment	177,374	(143,996)	33,378	237,927	(194,071)	43,856
Information and Communication Technology	106,867	(84,033)	22,834	129,087	(114,840)	14,247
Playground Development	203,810	(140,555)	63,255	226,265	(164,354)	61,911
Work in Progress (Playground)	61,408	-	61,408	-	-	-
Leased Assets	42,746	(34,078)	8,668	42,746	(26,484)	16,262
Library Resources	14,452	(8,850)	5,602	14,452	(8,050)	6,402
	<u>687,819</u>	<u>(445,520)</u>	<u>242,299</u>	<u>793,072</u>	<u>(545,202)</u>	<u>247,870</u>

11. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	22,017	12,945	12,382
Accruals	6,556	5,000	6,227
Employee Entitlements - Salaries	97,758	95,000	84,261
Employee Entitlements - Leave Accrual	6,871	6,000	6,177

	133,202	118,945	109,047
	133,202	118,945	109,047

Payables for Exchange Transactions

	133,202	118,945	109,047
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	133,202	118,945	109,047
	133,202	118,945	109,047

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Other revenue in Advance (Trust Grants)	43,000	10,000	125,390

	43,000	10,000	125,390
	43,000	10,000	125,390

13. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	126,666	126,666	126,531
Increase/(decrease) to the Provision During the Year	(16,449)	19,819	135
Provision at the End of the Year	110,217	146,485	126,666
Cyclical Maintenance - Current	110,217	146,485	117,966
Cyclical Maintenance - Non current	-	-	8,700
	110,217	146,485	126,666
	110,217	146,485	126,666

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's 10 Year Property Plan.

14. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	6,635	5,500	9,594
Later than One Year	5,169	5,200	12,413
Future Finance Charges	(1,140)	(2,300)	(2,544)
	<u>10,664</u>	<u>8,400</u>	<u>19,463</u>
Represented by			
Finance lease liability - Current	5,872	7,100	8,247
Finance lease liability - Non current	4,792	1,300	11,216
	<u>10,664</u>	<u>8,400</u>	<u>19,463</u>

15. Funds Held for Capital Works Projects

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

2025	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Blocks C, D & E External Cladding	30,458	-	(19,443)	-	11,015
Blocks C & E Rectify Flooding Issues	5,579	-	(5,579)	-	-
SIP Blk A Windows & DQLS	11,680	(19,859)	-	8,179	-
Totals	<u>47,717</u>	<u>(19,859)</u>	<u>(25,022)</u>	<u>8,179</u>	<u>11,015</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	11,015
Funds Receivable from the Ministry of Education	-

Board Contributions are where the Board contributes its own funds to a Ministry funded Capital Works project. This has resulted in a board-owned asset that is recognised in note 10.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Blocks C, D & E External Cladding	21,088	17,000	(7,630)	-	30,458
Blocks C & E Rectify Flooding Issues	7,004	-	(1,425)	-	5,579
SIP Blk A Windows & DQLS	-	174,503	(162,823)	-	11,680
Totals	<u>28,092</u>	<u>191,503</u>	<u>(171,878)</u>	<u>-</u>	<u>47,717</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	47,717
Funds Receivable from the Ministry of Education	-

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	3,295	2,975
<i>Leadership Team</i> Remuneration	382,986	461,501
Full-time equivalent members	3	4
Total key management personnel remuneration	386,281	464,476

There are eight members of the Board excluding the Principal. The Board has held eight full meetings of the Board in the year. The Board also has Finance (four members), Property (four members) and Personnel (7 members) sub-committees that met eight times in the year and a Community sub-committee (five members). As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters..

Principal 1

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	150 - 160
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	4.00	3.00
110 - 120	2.00	1.00
	6.00	4.00

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

18. Compensation and Other Benefits Upon Leaving

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

	2025 Actual	2024 Actual
Total	-	-
Number of People	-	-

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

20. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$11,015 (2024:\$23,829) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
External Cladding Blocks C, D & E	11,015

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

21. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cash and Cash Equivalents	358,381	197,445	477,284
Receivables	102,181	100,000	92,601
Investments - Term Deposits	-	160,000	161,078
Total financial assets measured at amortised cost	<u>460,562</u>	<u>457,445</u>	<u>730,963</u>

Financial liabilities measured at amortised cost

Payables	133,202	118,945	109,047
Finance Leases	10,664	8,400	19,463
Total financial liabilities measured at amortised cost	<u>143,866</u>	<u>127,345</u>	<u>128,510</u>

22. Events After Balance Date

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

23. Comparatives

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

24. Failure to comply with section 137 of the Education and Training Act 2020

Under section 137 of the Education and Training Act 2020 the financial statements are required to be submitted for audit by 31 March 2025 and for the audit of the financial statements to be completed by 31 May 2025. This time frame was not met.