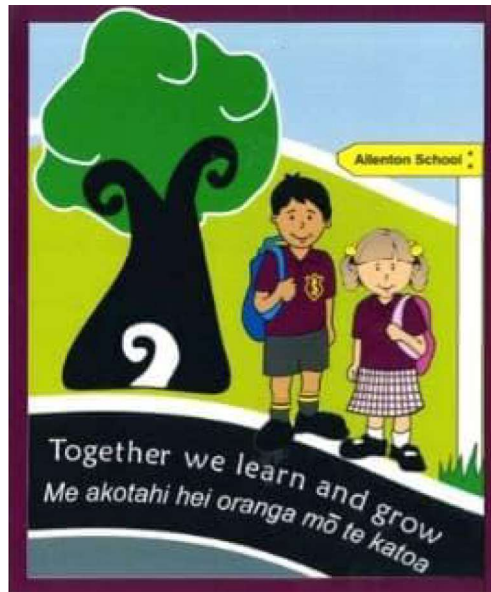


# ALLENTON SCHOOL



## ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

**School Directory**

**Ministry Number:**

3274

**Principal:**

Andrew Leverton

**School Address:**

110 Harrison Street  
Ashburton 7700

**School Phone:**

(03) 308 6495

**School Email:**

[office@allenton.school.nz](mailto:office@allenton.school.nz)

**Accountant / Service Provider:**

Schooled Limited



# ALLENTON SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# Allenton School

## Members of the Board

For the year ended 31 December 2025

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Andy Grant	Presiding Member	Elected Dec 2023	Sept 2025
Jaclyn Pow	Presiding Member	Re-elected Sept 2025	Sept 2028
Andrew Leverton	Principal ex Officio	Principal ex Officio	
Rachel Cawte	Parent Representative	Elected Dec 2023	Nov 2026
Adi Avnit	Parent Representative	Elected Dec 2023	Sept 2025
Julie Tayles	Staff Representative	Re-elected Sept 2025	Sept 2028
James Cochrane	Parent Representative	Elected Sept 2025	Sept 2028
Hayden Marshall	Parent Representative	Elected Sept 2025	Sept 2028
Craig Donaldson	Parent Representative	Elected Dec 2025	Nov 2026

# Allenton 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.

Jaclyn Pow

Andrew Leverton

---

Full Name of Presiding Member

---

Full Name of Principal

Signed by:  
*Jaclyn Pow*  
FAEBAD4AFF313128

Signed by:  
*Andrew Leverton*  
0B52B08C0A9F3DFD

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Signature of Presiding Member

---

Signature of Principal

29/05/26

29/05/26

---

Date

---

Date

# Allenton School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	4,409,282	3,863,720	4,013,740
Locally Raised Funds	3	86,620	43,550	100,510
Interest		16,960	28,986	31,668
<b>Total Revenue</b>		<b>4,512,862</b>	<b>3,936,256</b>	<b>4,145,918</b>
<b>Expense</b>				
Locally Raised Funds	3	68,420	41,000	55,719
Learning Resources	4	3,242,259	2,976,640	2,946,589
Administration	5	215,600	221,214	213,277
Interest		1,516	2,100	2,041
Property	6	900,631	714,436	892,668
Loss on Disposal of Property, Plant and Equipment		739	-	281
<b>Total Expense</b>		<b>4,429,165</b>	<b>3,955,390</b>	<b>4,110,575</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>83,697</b>	<b>(19,134)</b>	<b>35,343</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>83,697</b>	<b>(19,134)</b>	<b>35,343</b>

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

# Allenton School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		467,673	467,674	419,775
Total comprehensive revenue and expense for the year		83,697	(19,134)	35,343
Contribution - Furniture and Equipment Grant		-	-	12,555
<b>Equity at 31 December</b>		551,370	448,540	467,673
Accumulated comprehensive revenue and expense		551,370	448,540	467,673
<b>Equity at 31 December</b>		551,370	448,540	467,673

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.

# Allenton School

## Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	170,290	2,373	936
Accounts Receivable	8	293,780	241,870	242,396
GST Receivable		5,805	9,502	9,499
Prepayments		779	10,280	9,790
Investments	9	280,000	380,000	420,000
		<u>750,654</u>	<u>644,025</u>	<u>682,621</u>
<b>Current Liabilities</b>				
Accounts Payable	11	298,700	271,270	269,528
Revenue Received in Advance	12	(4,906)	11,601	11,049
Provision for Cyclical Maintenance	13	84,079	63,600	85,823
Finance Lease Liability	14	23,320	25,065	24,539
Funds held in Trust	15	706	-	-
Funds held for Capital Works Projects	16	6,624	-	52,054
		<u>408,523</u>	<u>371,536</u>	<u>442,993</u>
<b>Working Capital Surplus/(Deficit)</b>		342,131	272,489	239,628
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	315,649	292,775	317,425
		<u>315,649</u>	<u>292,775</u>	<u>317,425</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	83,008	87,724	61,761
Finance Lease Liability	14	23,402	29,000	27,619
		<u>106,410</u>	<u>116,724</u>	<u>89,380</u>
<b>Net Assets</b>		<u>551,370</u>	<u>448,540</u>	<u>467,673</u>
<b>Equity</b>		<u>551,370</u>	<u>448,540</u>	<u>467,673</u>

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

# Allenton School

## Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,125,588	1,002,045	1,064,743
Locally Raised Funds		51,477	39,405	104,452
Goods and Services Tax (net)		3,694	(2)	(24,189)
Payments to Employees		(617,208)	(604,952)	(621,074)
Payments to Suppliers		(425,834)	(408,599)	(424,171)
Interest Paid		(1,516)	(2,100)	(2,041)
Interest Received		20,344	30,037	31,107
Net cash from/(to) Operating Activities		156,545	55,834	128,827
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(71,134)	(44,250)	(154,528)
Purchase of Investments		-	40,000	
Proceeds from Sale of Investments		140,000	-	125,000
Net cash from/(to) Investing Activities		68,866	(4,250)	(29,528)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	18,608
Finance Lease Payments		(11,333)	1,907	(464)
Funds Administered on Behalf of Other Parties		(44,724)	(52,054)	(181,343)
Net cash from/(to) Financing Activities		(56,057)	(50,147)	(163,199)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>169,354</b>	<b>1,437</b>	<b>(63,900)</b>
Cash and cash equivalents at the beginning of the year	7	936	936	64,836
<b>Cash and cash equivalents at the end of the year</b>	7	<b>170,290</b>	<b>2,373</b>	<b>936</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 Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

# Allenton School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Allenton 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 21.

*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) Finance Lease Payments**

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

**e) Cash and Cash Equivalents**

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

**f) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The 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.

**g) Investments**

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

**h) Property, Plant and Equipment**

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

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

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

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

**Finance Leases**

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

**Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	3–5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

**i) 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.

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.

**j) Accounts Payable**

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

**k) Employee Entitlements**

*Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date 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.

**l) Revenue Received in Advance**

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

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

**m) 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.

**n) 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.

**o) 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 of accounts payable and finance lease. 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.

**p) 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.

**q) Budget Figures**

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

**r) Services received in-kind**

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

**2. Government Grants**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	1,044,265	957,099	942,087
Teachers' Salaries Grants	2,633,555	2,367,463	2,334,274
Use of Land and Buildings Grants	644,976	498,384	666,567
Other Government Grants	86,486	40,774	70,812
	<u>4,409,282</u>	<u>3,863,720</u>	<u>4,013,740</u>

**3. Locally Raised Funds**

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Donations and Bequests	18,455	16,000	8,086
Fees for Extra Curricular Activities	18,335	6,000	11,231
Trading	30,814	15,000	24,592
Fundraising and Community Grants	-	-	35,000
Other Revenue	19,016	6,550	21,601
	<u>86,620</u>	<u>43,550</u>	<u>100,510</u>
<b>Expense</b>			
Extra Curricular Activities Costs	55,201	41,000	47,382
Trading	13,219	-	8,337
	<u>68,420</u>	<u>41,000</u>	<u>55,719</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>18,200</u>	<u>2,550</u>	<u>44,791</u>

**4. Learning Resources**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	64,371	86,777	70,953
Employee Benefits - Salaries	3,080,975	2,800,863	2,784,752
Staff Development	15,787	18,850	25,202
Depreciation	80,068	68,900	64,788
Other Learning Resources	1,058	1,250	894
	<u>3,242,259</u>	<u>2,976,640</u>	<u>2,946,589</u>

**5. Administration**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Audit Fees	11,046	11,046	12,835
Board Expenses	14,238	9,040	17,008
Other Administration Expenses	53,498	64,525	54,341
Employee Benefits - Salaries	116,599	115,000	110,355
Insurance	10,271	11,983	10,420
Service Providers, Contractors and Consultancy	9,948	9,620	8,318
	<u>215,600</u>	<u>221,214</u>	<u>213,277</u>

**6. Property**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Consultancy and Contract Services	61,176	63,500	59,300
Cyclical Maintenance	57,578	23,651	23,409
Heat, Light and Water	26,626	24,000	24,379
Rates	8,185	7,900	7,618
Repairs and Maintenance	31,373	19,651	39,775
Use of Land and Buildings	644,976	498,384	666,567
Employee Benefits - Salaries	50,608	57,000	52,435
Other Property Expenses	20,109	20,350	19,185
	<u>900,631</u>	<u>714,436</u>	<u>892,668</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**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Bank Accounts	170,290	2,373	936
Cash and cash equivalents for Statement of Cash Flows	<u>170,290</u>	<u>2,373</u>	<u>936</u>

Of the \$170,290 Cash and Cash Equivalents \$7,330 is subject to restrictions for the following reasons:

- \$6,624 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 16.
- \$706 of Funds Held in Trust Received are held by the School, as disclosed in note 15.

**8. Accounts Receivable**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	10,852	-	-
Receivables from the Ministry of Education	17,918	4,944	4,419
Interest Receivable	1,747	4,080	5,131
Teacher Salaries Grant Receivable	263,263	232,846	232,846
	<u>293,780</u>	<u>241,870</u>	<u>242,396</u>
Receivables from Exchange Transactions	12,599	4,080	5,131
Receivables from Non-Exchange Transactions	281,181	237,790	237,265
	<u>293,780</u>	<u>241,870</u>	<u>242,396</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	280,000	380,000	420,000
Total Investments	<u>280,000</u>	<u>380,000</u>	<u>420,000</u>

**10. Property, Plant and Equipment**

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2025</b>						
Building Improvements	30,217				(3,006)	27,211
Furniture and Equipment	106,891	19,866			(22,084)	104,673
Information and Communication Technology	125,018	36,776			(32,388)	129,406
Leased Assets	41,278	20,373	(2)		(20,678)	40,971
Library Resources	14,021	1,278			(1,912)	13,387
	<u>317,425</u>	<u>78,293</u>	<u>(2)</u>	<u>-</u>	<u>(80,068)</u>	<u>315,648</u>

**Restrictions**

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Building Improvements	157,476	(130,265)	27,211	157,476	(127,259)	30,217
Furniture and Equipment	470,261	(365,588)	104,673	450,394	(343,503)	106,891
Information and Communication Technology	580,259	(450,853)	129,406	543,483	(418,465)	125,018
Leased Assets	88,836	(47,864)	40,972	82,939	(41,661)	41,278
Library Resources	86,723	(73,336)	13,387	89,412	(75,391)	14,021
	<u>1,383,555</u>	<u>(1,067,906)</u>	<u>315,649</u>	<u>1,323,704</u>	<u>(1,006,279)</u>	<u>317,425</u>

**11. Accounts Payable**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	5,538	12,899	12,373
Accruals	23,528	16,125	15,357
Employee Entitlements - Salaries	263,263	232,846	232,846
Employee Entitlements - Leave Accrual	6,371	9,400	8,952
	<u>298,700</u>	<u>271,270</u>	<u>269,528</u>
Payables for Exchange Transactions	298,700	271,270	269,528
	<u>298,700</u>	<u>271,270</u>	<u>269,528</u>

The carrying value of payables approximates their fair value.

**12. Revenue Received in Advance**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	(4,906)	4,697	-
Other revenue in Advance	-	6,904	11,049
	<u>(4,906)</u>	<u>11,601</u>	<u>11,049</u>

**13. Provision for Cyclical Maintenance**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	147,584	127,673	147,815
Increase to the Provision During the Year	57,578	23,651	23,409
Use of the Provision During the Year	(38,075)	-	(23,640)
Provision at the End of the Year	<u>167,087</u>	<u>151,324</u>	<u>147,584</u>
Cyclical Maintenance - Current	84,079	63,600	85,823
Cyclical Maintenance - Non current	83,008	87,724	61,761
	<u>167,087</u>	<u>151,324</u>	<u>147,584</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's 10 Year Property Plan is prepared by a Ministry of Education appointed consultant.

**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:

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
No Later than One Year	25,025	26,450	25,555
Later than One Year	25,295	30,115	27,843
Future Finance Charges	(3,598)	(2,500)	(1,240)
	<u>46,722</u>	<u>54,065</u>	<u>52,158</u>
<b>Represented by</b>			
Finance lease liability - Current	23,320	25,065	24,539
Finance lease liability - Non current	23,402	29,000	27,619
	<u>46,722</u>	<u>54,065</u>	<u>52,158</u>

**15. Funds held in Trust**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Funds Held in Trust on Behalf of Third Parties - Current	706	-	-
	<u>706</u>	<u>-</u>	<u>-</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.



## 16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9, and includes retentions on the projects, if applicable.

	2025	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Hard Court Project		52,054	-	(45,430)	-	6,624
Totals		52,054	-	(45,430)	-	6,624

### Represented by:

Funds Held on Behalf of the Ministry of Education	6,624
Funds Receivable from the Ministry of Education	-

	2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
SIP Hall		9,691	-	-	(9,691)	-
Electronic Door		8,092	1,179	(8,991)	(280)	-
Property modifications		(13,119)	-	-	13,119	-
LSM Visual impairment		2,000	-	-	(2,000)	-
Junior Playground		39,849	-	(56,938)	17,089	-
Hard Court Project		197,984	142,323	(288,253)	-	52,054
Heat Pump/Car Park Lighting		(11,100)	11,100	-	-	-
Totals		233,397	154,602	(354,182)	18,237	52,054

### Represented by:

Funds Held on Behalf of the Ministry of Education	52,054
Funds Receivable from the Ministry of Education	-

## 17. Related Party Transactions

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

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

## 18. Remuneration

### Key management personnel compensation

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

	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
<i>Board Members</i>		
Remuneration	3,905	2,965
<i>Leadership Team</i>		
Remuneration	541,538	532,887
Full-time equivalent members	4	4
Total key management personnel remuneration	<u>545,443</u>	<u>535,852</u>

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance Committee (2 members) that meet 8 times a year and Property Committee (2 members) that meet 6-8 times a year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$000</b>	<b>\$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	160-170
Benefits and Other Emoluments	5-10	0-5
Termination Benefits	-	-

### Other Employees

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

<b>Remuneration</b>	<b>2025</b>	<b>2024</b>
<b>\$000</b>	<b>FTE Number</b>	<b>FTE Number</b>
100 - 110	5.00	3.00
110 - 120	2.00	1.00
120 - 130	1.00	2.00
130 - 140	1.00	-
	<u>9.00</u>	<u>6.00</u>

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

## 19. Compensation and Other Benefits Upon Leaving

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

	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$ -</b>	<b>\$ -</b>
Total	-	-
Number of People	-	-

**20. Contingencies**

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

**Holidays Act Compliance – Schools Payroll**

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

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

**21. Commitments**

**(a) Capital Commitments**

At 31 December 2025, the Board had capital commitments of \$6,624 (2024:\$52,054) as a result of entering the following contracts:

<b>Contract Name</b>	<b>Remaining Capital Commitment \$</b>
Hard Court Project	6,624
The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.	

**(b) Operating Commitments**

As at 31 December 2025, the Board has entered into no contracts.

**22. 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**

	<b>2025 Actual \$</b>	<b>2025 Budget (Unaudited) \$</b>	<b>2024 Actual \$</b>
Cash and Cash Equivalents	170,290	2,373	936
Receivables	293,780	241,870	242,396
Investments - Term Deposits	280,000	380,000	420,000
Total financial assets measured at amortised cost	744,070	624,243	663,332

**Financial liabilities measured at amortised cost**

Payables	298,700	271,270	269,528
Finance Leases	46,722	54,065	52,158
Total financial liabilities measured at amortised cost	345,422	325,335	321,686

**23. Events After Balance Date**

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

**24. Breach of Legislation**

The Construction Contracts (Retention Money) Amendment Act 2023 applies to all parties to commercial construction contracts and requires retained funds to be held in a designated bank account used solely for the purpose of holding retention money. The School, in connection with a contract for the Hard Court project as disclosed at Note 16, did not comply with this requirement.



## INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Allenton School (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch Audit Limited, to carry out the audit of the financial statements of the School on pages 3 to 19, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

#### Opinion

In our opinion the financial statements:

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

Our audit was completed on 29 May 2026. This is the date at which our opinion is expressed.

#### Basis for our opinion

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

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

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

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

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

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

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

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

## Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

## Other information included in the Board's annual report

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

The other information obtained at the date of our audit report includes copies of the Members of the Board Listing, the Student Achievement Target Commentary and Analysis of Variance for Mathematics 2025, the Student Achievement Target Commentary and Analysis of Variance for Reading 2025, the Student Achievement Target Commentary and Analysis of Variance for Writing 2025, Compliance with Employment Policy, Giving Effect to Te Tiriti o Waitangi, 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.



Warren Johnstone  
BDO Christchurch Audit Limited  
On behalf of the Auditor-General  
Christchurch, New Zealand



# Student Achievement Target Commentary and Analysis of Variance for Mathematics 2025

## Overall Mathematics Achievement Results for Allenton School 2025

	Well Below		Working Towards		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	31	7.5%	97	23.6%	234	56.9%	49	11.9%	411
Māori	5	10.9%	18	39.1%	19	41.3%	4	8.7%	46
Pasifika	8	14.8%	11	20.4%	31	57.4%	4	7.4%	54
Asian	2	2.8%	15	21.1%	48	67.6%	6	8.5%	71
European/Pakeha/ Other European	15	6.6%	49	21.4%	131	57.2%	34	14.8%	229
All other ethnicities, MELAA	1	9.1%	4	36.4%	5	45.5%	1	9.1%	11
Male	15	6.3%	49	20.5%	136	56.9%	39	16.3%	239
Female	16	9.3%	48	27.9%	98	57.0%	10	5.8%	172

Mathematics	Well Below and Working Towards		At and Above		Total Number
	Number	Proportion	Number	Proportion	
All students	128	31.1%	283	68.8%	411
Māori	23	50%	23	50%	46
Pasifika	19	35.2%	35	64.8%	54
Asian	17	23.9%	54	76.1%	71
European/Pakeha/ Other European	64	28%	165	72%	229
All other ethnicities, MELAA	5	45.5%	6	54.6%	11
Male	64	26.8%	175	73.2%	239
Female	64	37.2%	108	62.8%	172

## Mathematics Achievement Results by Year Group 2025

	Well Below		Working Towards		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
6 Months					26	100%			26
Year 1	2	3.4%	4	7.0%	45	77.6%	7	12%	58
Year 2	2	2.8%	8	11.1%	56	77.8%	6	8.3%	72
Year 3	2	3.7%	17	31.5%	29	53.7%	6	11.1%	54
Year 4	9	13.4%	26	38.8%	24	35.8%	8	11.9%	67
Year 5	12	17.1%	15	21.4%	31	44.3%	12	17.1%	70
Year 6	4	6.3%	27	42.2%	23	35.9%	10	15.6%	64



	Well Below and Working Towards		At and Above		Total Number
	Number	Proportion	Number	Proportion	
6 Months	0	0%	26	100%	26
Year 1	6	10.4%	52	89.6%	58
Year 2	10	13.9%	62	86.1%	72
Year 3	19	35.2%	35	64.8%	54
Year 4	35	52.3%	32	47.7%	67
Year 5	27	38.5%	43	61.4%	70
Year 6	31	48.5%	33	51.5%	64

### Mathematics Achievement Results 2023 - 2025

	Well Below						Below						At						Above					
	2023		2024		2025		2023		2024		2025		2023		2024		2025		2023		2024		2025	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	27	8	24	6.7	31	7.5	71	20	73	20.3	97	23.6	162	45	167	46.5	234	56.9	98	27	95	26.5	49	11.9
Maori	4	10	4	9.8	5	10.9	8	20	10	24.4	18	39.1	18	44	18	43.9	19	41.3	11	27	9	22.0	4	8.7
Pasifika	5	12	5	11.9	8	14.8	15	35	8	19	11	20.4	15	35	21	50	31	57.4	8	19	7	16.7	4	7.4
Asian	5	14	2	4.9	2	2.8	5	14	10	24.4	15	21.1	18	50	15	36.6	48	67.6	8	22	14	34.1	6	8.5
European/Pakeha	11	5.0	9	4.2	15	6.6	43	18	39	18.1	49	21.4	111	47	105	48.8	131	57.2	71	30	62	28.8	34	14.8
Other incl. MELAA	2	100	4	20	1	9.1	0	0	5	25	4	36.4	0	0	8	40	5	45.5	0	0	3	15	1	9.1
Male	16	8	13	6.5	15	6.3	36	18	31	15.5	49	20.5	77	39	89	44.5	136	56.9	68	35	67	33.5	39	16.3
Female	11	7	11	6.9	16	9.3	35	22	42	26.4	48	27.9	85	53	78	49.1	98	57.0	30	19	28	17.6	10	5.8

Please note the following section compares cohort data, eg. Year 2 2023 data is shown beside Year 3 2024 and Year 4 2025

	Well Below						Below						At						Above					
	2023		2024		2025		2023		2024		2025		2023		2024		2025		2023		2024		2025	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Year 1	0	0	0	0	2	2.4	2	6	3	8.1	4	4.8	22	65	24	64.9	71	84.5	10	29	10	27	7	8.3
Year 2 2022	2	3	0	0	2	2.8	8	12	8	14.3	8	11.1	53	77	36	64.3	56	77.8	6	9	12	21.4	6	8.3
Year 3 2022	5	8	3	4.4	2	3.7	11	17	16	23.5	17	31.5	24	38	30	44.1	29	53.7	24	38	19	27.9	6	11.1
Year 4 2022	8	13	11	16.7	9	13.4	17	27	9	13.6	26	38.8	22	35	25	37.9	24	35.8	16	25	21	31.8	8	11.9
Year 5 2022	9	14	7	10.4	12	17.1	17	27	18	26.9	15	21.2	19	30	27	40.3	31	44.3	19	30	15	22.4	12	17.1
Year 6 2022	3	5	3	4.6	4	6.3	16	25	19	29.2	27	42.2	22	34	25	38.5	23	35.9	23	36	18	27.7	10	15.6

Red – decrease in achievement (increase in well below/below numbers and a decrease in at/above numbers), Green – improvement in achievement (decrease in well below/below numbers and an increase in at/above numbers).

Data that hasn't been highlighted has not made a significant change due to the number of students. It is important to see that while a percentage may have increased, sometimes the number of students has dropped, and the reverse of this.

Students at Year 1 can't be below or well below as they have not attended school long enough to be 1 or 2 full years below expected levels. Students at Year 2 can't be well below as they have not attended school long enough to be 2 full years below expected levels, unless a teacher has been able to make a judgement based on secure information including special learning needs.

Data has been collected from classroom teachers regarding students' achievement against expected curriculum levels at all year levels within the school. Teachers have reached their Overall Teacher Judgements using a range of standardised assessments, such as Maths No Problem Reviews, e-asTTle online adaptive and paper tests; classroom observations of students' mathematics achievement and behaviours; anecdotal notes regarding students' progress; basic facts tests; PAT tests (Progressive Achievement Tests); and JAM (Junior Assessment of Mathematics). The data has then been compared from the end of 2024 to the end of 2025 to identify cohorts that have shown the greatest change.

Students identified as below or well below are targeted in classes through specific teacher strategies and teacher aide support. Most targeted students participated in the ALiM (Accelerated Learning in Mathematics) programme.



## NAG2A (b) (iv) Progress Statement

The percentage of all students achieving at or above the expected curriculum levels has dropped from 73% in 2024 to 68.8% in 2025. We have been mandated by the Ministry to report against the new 2024 Mathematics and Statistics Curriculum. Achievement expectations are approximately two years higher across many mathematical concepts than in the previous curriculum. This has had an impact. It is pleasing to see that nearly 70% of our students have coped with the increased curriculum content and have continued to make good progress.

With the increase in difficulty of the 2024 mathematics curriculum the number of students achieving above expected curriculum levels has dropped significantly across all data groups. The number of all students achieving above expected levels has dropped from 26.5% in 2024 to 11.9% in 2025.

There has been a 16% drop in the number of Māori students achieving at or above the expected levels (from 66% in 2024 to 50% in 2025). The shift from small-group teaching to whole-class teaching (as encouraged by the Ministry) may have affected this group of students, as they often prefer to work collaboratively with a smaller number of peers.

While the number of Pasifika students achieving at or above the curriculum expectation has decreased slightly from 68% in 2024 to 65% in 2025, they are achieving at similar levels to all students, which is pleasing to see. The students continue to respond positively to mathematics activities that reflect their culture, language and interests.

Girls and boys are achieving at expected levels in similar numbers (56.9% of boys and 57% of girls). There are 10.5% more boys achieving above expected levels (16.3% of boys compared to 5.8% of girls). Boys tend to be more willing to challenge themselves by attempting more complex tasks. There has been an 8% increase in the number of boys achieving just below expectations (working towards) - from 23.5% in 2024 to 31.5% in 2025.

76.1% of Asian students are achieving at or above the expected levels, which is an increase of 5% from last year. The new curriculum requires learning and using algorithms (standard form) to calculate. Asian students are very familiar with this way of doing maths, and they can apply it to large numbers.

It is pleasing to see that large numbers of students in Years 0–2 are achieving well (Year 0 – 100%, Year 1 – 89.6%, and Year 2 – 86.1%) are achieving at or above expectations). 61% of Year 5 students are achieving at or above the expected levels (compared to 63% in 2024).

There has been a 7% decrease in the number of Year 3 students achieving at or above expectations since last year (from 72% in 2024 to 69% in 2025). This year, students were introduced to algorithms and 2–3 step word problems for the first time. Many students have struggled to make connections between place value and how algorithms work, and they have had difficulty interpreting word problems that require multiple steps.



There are currently 47.7% of Year 4 students achieving at or above expectations. This is a 22% decrease from last year (69.7% at or above). The difficulty level and the amount of content that Year 4 students are required to learn and master have increased markedly in the new curriculum. Students have struggled with algorithms, adding fractions, understanding decimals, and interpreting up to four-step word problems.

There are 51.5% of Year 6 students achieving at or above expectations. This is a 14.5% decrease from last year (66% at or above). As with all other year levels, the level of difficulty has increased, and the students have not had the advantage of previous years' accumulated learning (under the new curriculum) to master the new material that has been introduced. Teachers have often had to begin teaching material from earlier year levels to ensure students understand key concepts.

Absenteeism continues to be one of the biggest barriers to learning mathematics. Sixty-seven percent of students who have been absent from school for more than 30% of the time this year are achieving well below or below in mathematics, compared with 31.1% of all students achieving at the same level. This remains a significant concern.

#### **Our 2025 Mathematics targets were:**

**Target 1:** To raise the achievement of all students in mathematics from 73% in 2024 to 80% in 2025, at or above the expected curriculum level. *In 2025 69% of all students achieved at or above the expected curriculum level. This is a 4% decrease from 2024.*

**Target 2:** To raise the achievement of Māori students in mathematics from 66% in 2024 to 75% in 2025, at or above the expected curriculum level. *In 2025 50% of Māori students achieved at or above the expected curriculum level. This is a 16% decrease from 2024.*

**Target 3:** To raise Pasifika achievement from 67% in 2024 to 75% at or above the expected curriculum level in 2025. *In 2025 67% of Pasifika students achieved at or above the expected curriculum level. This is a 3% decrease from 2024.*

#### **Our 2025 Mathematics targets will be:**

**Target 1:** To raise the achievement of all students in mathematics from 69% in 2025 to 75% in 2026, at or above the expected curriculum level.

**Target 2:** To raise the achievement of Māori students in mathematics from 50% in 2025 to 75% in 2026, at or above the expected curriculum level.

**Target 3:** To raise Pasifika achievement from 67% in 2025 to 75% at or above the expected curriculum level in 2026.



In 2025, we collected information on 24 specific students who struggle to learn and understand mathematics.

Teachers indicated that the best strategies to help these students make progress were:

- Daily basic facts practice.
- Communication between home and school to encourage practising skills at home as well.
- Learning through games - motivated to learn!
- Use of times table charts to reduce cognitive overload.
- Use of repetition.
- Working in a small group.
- The structured approach of Maths No Problem - they know what to expect.
- Using a white board to show thinking.
- Opportunities to work with a buddy.
- Having a Teacher Aide available to work alongside students.
- Direct teaching — showing the student how to solve a problem.
- Plenty of opportunities to practise.
- Close proximity to the teacher for one-to-one help.
- Solving problems based on students' interests.
- Use of equipment to help consolidate understanding.
- Involvement in ALiM.
- Lots of positive encouragement to build confidence.
- Modelling of explaining thinking — how you worked it out.
- Opportunities to practise new knowledge in a variety of ways to reinforce learning.
- Breaking problems down into small, achievable steps.
- Time to think and process.
- Taking time to discuss or repeat what they need to do.

Teachers identified the following barriers to the learning of mathematics:

- Attendance.
- Lack of confidence.
- Noisy learning spaces, which can be distracting.
- SLD (Specific Learning Disabilities).
- ESOL (English for Speakers of Other Languages).
- Pastoral care.
- Behavioural issues.
- Distractibility.
- Lack of retention.
- Poor working memory.



### Target Student and ALiM Results

	Well Below		Working Towards		At	
	End 2024	End 2025	End 2024	End 2025	End 2024	End 2025
Target Students n = 24	4% (n=1)	12.5% (n=3)	92% (n=22)	75% (n=18)	4% (n=1)	12.5% (n=3)
Additional ALiM Students n = 37	11% (n=4)	24% (n=9)	35% (n=13)	54% (n=20)	54% (n=20)	22% (n=8)
Total n = 61	8% (n=5)	20% (n=12)	57% (n=35)	62% (n=38)	34% (n=21)	18% (n=11)

- 32 students (52%) maintained their current level of achievement.
- 5 students (8%) moved from well below to working towards expected levels.
- 4 students (7%) moved from working towards to at expected levels.
- 12 students (20%) moved from at to working towards expected levels.
- 8 students (13%) moved from working towards to well below expected levels.

Students who have maintained their current level of achievement have done well. While they have remained at the same level, they have kept up with more challenging work and have not fallen further behind. Five of these students are achieving just below the expected level. The nine students who have progressed to the next level of achievement have made one year's progress.

Of the students who moved to a lower level of expectations, nine are ESOL, three have diagnosed SLDs, and another four were identified by their teachers as possibly having SLDs. Most of these students made good progress with their basic facts knowledge, became more able to ask for help, and were willing to attempt more challenging work at their level.

Twenty-two of the target students were involved in the ALiM programme. Over the year, 61 children completed the programme. Students received 15 weeks of ALiM instruction, with two 35-minute sessions each week, across two terms. During Terms One and Two, the focus was on frontloading lessons that the students would then repeat in their classrooms. This approach was successful, with most students becoming more confident in their classroom work. During Terms Three and Four, the focus was on using part-whole thinking (e.g.  $8 + 5$  as  $8 + 2 = 10$ ,  $10 + 3 = 13$ ) rather than relying on counting. We also focused on learning algorithms.

The students greatest gains are the belief that they can do maths and their growth in confidence to challenge themselves to learn more. The combination of the ALiM programme and the extra support from their classroom teachers makes a significant difference for these students.

### NAG2A (b)(iii) Planned Actions for Lifting Achievement

#### Discussion:



In October this year, the Ministry presented another new Mathematics and Statistics curriculum. The new curriculum is even more challenging than the previous one. There are likely to be additional changes before the middle of next year. This year, we have used the *Maths No Problem* programme (provided by the Ministry) for teaching mathematics. After careful consideration, we decided to adopt two new programmes—*Numicon* for Phase 1 (Years 0–3) and *PR1ME* for Phase 2 (Years 4–6)—to better cater to our students’ needs. These programmes will serve as resources to support the teaching and learning of mathematics. The Ministry assessment SMART tool is due to be released next year.

At Allenton School, students will continue to be encouraged to explain and show their thinking, to learn from each other, to build on what they know, and to apply their understanding in other contexts. Teachers know their students well and work hard to meet their needs.

In 2026, we will continue to target specific groups for further support.

**Specific actions to be taken next year include:**

- We have four PLD days (provided by the Ministry) in 2026. These will focus on the curriculum, planning and assessment, quality teaching, and content.
- Staff will participate in PLD around the new SMART assessment tool once it is released and accurate records of assessment will be developed on HERO.
- Staff will familiarise themselves with the mathematics curriculum. Programmes of work will be developed to ensure appropriate curriculum coverage.
- Staff and students will become familiar with the Numicon and PR1ME resources.
- The Mathematics long-term plan will be revised and reviewed to accommodate the new curriculum and maths programme.
- Achievements of targeted students will be monitored and tracked throughout the year.
- The ALiM (Accelerated Learning in Mathematics) programme will be provided to students identified as achieving below expected levels, with a strong emphasis on links between the ALiM programme and classroom learning.
- We will also run the Ministry-provided MAP (Mathematics Acceleration Programme), a 12-week programme for small groups of children, three times a year. I will work with students from Years 2–4 in ALiM, and Chris Miller will work with students from Years 5–6 using the MAP materials. We will ensure Māori and Pasifika students are included.
- Teachers will continue to receive activities that promote culturally responsive teaching, especially for Pasifika and Māori students.
- Opportunities will be provided to inform parents about the way mathematics is taught at Allenton School and to invite them to observe mathematics lessons in action.
- Students’ mathematics goals will be used more frequently to ensure they understand what they are learning and the next steps they need to take.



- Additional equipment will be purchased as needed, ensuring this remains a priority for effective teaching.
- Resources on the shared maths drive will continue to be updated.

Carol Efford  
Mathematics Lead



# Student Achievement Target Commentary and Analysis of Variance for Reading 2025

## Achievement Data:

	Well below		Working Towards		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	28	6.8%	108	26.3%	142	34.5%	133	32.4%	411
Māori	5	10.9%	21	45.7%	11	23.9%	9	19.6%	46
Pasifika	6	11.1%	21	38.9%	15	27.8%	12	22.2%	54
Asian	7	9.9%	22	31.0%	24	33.8%	18	25.4%	71
European/Pākehā/Other European	10	4.4%	42	18.3%	85	37.1%	92	40.2%	229
All other ethnicities, MELAA	1	9.1%	2	18.2%	7	63.6%	1	9.1%	11
Male	19	7.9%	66	27.6%	84	35.1%	70	29.3%	239
Female	9	5.2%	42	24.4%	59	34.3%	62	36.0%	172

	Number	Well Below/Working Towards	Number	At/Above	ESOL			
All students	136	33.1%	275	66.9%	Current	Future	Past	
Māori	26	56.5%	20	43.5%				
Pasifika	27	50.0%	27	50.0%				
Asian	29	40.8%	42	59.2%				
European/Pākehā/Other European	52	22.7%	177	77.3%				
All other ethnicities, MELAA	3	27.3%	8	72.7%				
Male	85	35.6%	154	64.4%				
Female	51	29.7%	121	70.3%				
Absent more than 10%	59	47.6%	65	52.40%				
Absent more than 20%	21	60%	14	40%				
Absent more than 30%	11	84.6%	2	15.4%				

	Well below		Working Towards		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
6 months			16	61.5%	7	26.9%	3	11.5%	26
Y1	3	5.2%	34	58.6%	7	12.1%	14	24.1%	58
Y2	4	5.6%	13	18.1%	22	30.6%	33	45.8%	72
Y3	7	13.0%	11	20.4%	12	22.2%	24	44.4%	54
Y4	3	4.5%	7	10.4%	36	53.7%	21	31.3%	67
Y5	8	11.4%	16	22.9%	27	38.6%	19	27.1%	70
Y6	3	4.7%	11	17.2%	31	48.4%	19	29.7%	64
(End of 2025)									
	Number	Well Below/Working Towards	Number	At/Above					
6 months		16	61.5%	10	38.5%				
Y1		37	63.8%	21	36.2%				
Y2		17	23.6%	55	76.4%				
Y3		18	33.3%	36	66.7%				
Y4		10	14.9%	57	85.1%				
Y5		24	34.3%	46	65.7%				
Y6		14	21.9%	50	78.1%				
(End of 2025)									



Reading 23 24 25 Results

	Well Below						Working Towards						At						Above					
	2023		2024		2025		2023		2024		2025		2023		2024		2025		2023		2024		2025	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	43	12	31	8.6	28	6.8	56	15.6	54	15	108	26.3	108	30.2	118	32.9	142	34.5	151	42.2	156	43.5	133	32.4
Maori	7	15.9	7	17.1	5	10.9	9	20.5	8	19.5	21	45.7	9	20.5	11	26.8	11	23.9	16	36.4	15	36.6	9	19.6
Pasifika	10	23.3	5	11.9	6	11.1	9	20.9	9	21.4	21	38.9	16	37.2	16	38.1	15	27.8	8	18.6	12	28.6	12	22.2
Asian	7	20.6	6	14.8	7	9.9	6	17.6	6	14.6	22	31	10	29.4	8	19.5	24	33.8	11	32.4	21	51.2	18	25.4
Euro/Pakeha	18	7.2	10	4.7	10	4.4	32	12.7	27	12.6	42	18.3	72	28.7	74	34.4	85	37.1	114	45.4	104	48.4	92	40.2
Other/MELAA	1	50	3	15	1	9.1	0	0	4	20	2	18.2	1	50	9	45	7	63.6	0	0	4	20	1	9.1
Male	31	15.7	21	10.5	19	7.9	37	18.8	37	18.5	66	27.6	56	28.4	69	34.5	84	35.1	73	37.1	73	36.5	70	29.3
Female	12	7.5	10	6.3	9	5.2	19	11.8	17	10.7	42	24.4	52	32.3	49	30.8	59	34.3	78	48.4	83	52.2	62	36

Please note the following section compares cohort data, eg. Year 6 2024 data is shown beside Year 5 2023 and Year 4 2022

	Well Below						Working Towards						At						Above						
	2023		2024		2025		2023		2024		2025		2023		2024		2025		2023		2024		2025		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
After 6 months											16	61.5					7	26.9						3	11.5
End of Year 1 25					3	5.2					34	58.6					7	12.1						14	24.1
End of Year 2 25					4	5.6			9	24.3	13	18.1			10	27	22	30.6						18	48.6
End of Year 3 25	2	5.9	5	8.9	7	13	12	35.3	13	23.2	11	20.4	6	17.6	5	8.9	12	22.2	14	41.2	33	58.9	24	44.4	44.4
Year 4 2025	8	11.6	6	8.8	3	4.5	11	15.9	11	16.2	7	10.4	23	33.3	26	38.2	36	53.7	27	39.1	25	36.8	21	31.3	31.3
Year 5 2025	11	17.2	8	12.1	8	11.4	13	20.3	7	10.6	16	22.9	12	18.8	23	34.8	27	38.6	28	43.8	28	42.4	19	27.1	27.1
Year 6 2025	7	11.1	4	6	3	4.7	5	7.9	10	14.9	11	17.2	25	39.7	27	40.3	31	48.4	26	41.3	26	38.8	19	29.7	29.7
Absent > 20%	13	39.4	8	36.4	8	22.9	4	12.1	6	27.2	13	37.1	9	27.3	4	18.2	9	25.7	7	21.2	4	18.2	5	14.3	14.3

Red – decrease in achievement (increase in well below/working towards numbers and a decrease in at/above numbers), Green – improvement in achievement (decrease in well below/working towards numbers and an increase in at/above numbers).

Data that hasn't been highlighted has not made a significant change. It is important to see that while a percentage may have increased, sometimes the number of students has dropped, and the reverse of this.

From year to year, this data includes different students. Some students leave Allenton, and some arrive. It is important to make sure that the difference is significant enough to show a definite trend.

Students at 6 months can't typically be well below as they have not attended school long enough to be 1 or 2 full years below expected levels.

Students at Year 1 generally can't be well below as they have not attended school long enough to be 2 full years below expected levels, unless a teacher has been able to make a judgement based on secure information including special learning needs assessments.

**Further Data of Interest**

Of 22 students who started in 2025 at Year 2 and above, 59% are achieving at and above expected curriculum levels. (compared to 67% overall).

ESOL percentages at year levels - including future, current and completed funding:

Year 0 - unavailable at present

Year 1 - 38%

Year 2 - 29%

Year 3 - 20%

Year 4 - 26%

Year 5 - 22%

Year 6 - 25%

Teachers collect reading data using a variety of tools depending on the age and ability of the student, these include Structured Literacy Assessments, Reading Running Records, Informal Prose Reading Records, and Asttle resources, both paper and digital. As part of our MOE Structured Literacy Training, we have also been using the Phonics Check which will become compulsory in the junior school in 2026. Teachers use their observations of students reading individually and in small groups, noting fluency, expression and comprehension skills. The school is waiting for confirmation of assessment resources (SMART assessment tool, Dibels) before making any major decisions about which assessment tools will no longer be used. As these assessment tools change, we will be able to reset our benchmarks for achievement for students. Data is included for students who have been at school 6 months and longer.

Reading is taught in all areas of the school. The Junior School has a reading interchange operating within collaborative spaces. The Middle School teaches reading in two collaborative teaching



teams. The Senior School collaborates to plan the teaching of reading, with a greater emphasis on whole class reading for comprehension before small group teaching as required.

*While schools have been expected to meet Curriculum changes, the assessment tools and subtle level expectations are still being clarified, making teacher judgements against the curriculum less clear cut than they have been in the past. We are currently using existing assessment tools with new tools being used and trialled before being relied on for accurate judgements. The MOE has stated that these are no longer fit for purpose, eg. e-asttle reading assessment, but is yet to make definitive decisions about what to replace these assessment tools with. In particular, a change from Reading Recovery testing methods have meant that students aren't being pushed to find a Hard level of decoding at the junior level, more emphasis is being placed on Phonics levels, and comprehension for students who are more fluent readers.*

*We need to continue to monitor and act on our current data, but should expect it to change in the future when assessment tools change.*

### NAG2A (b) (iv) Progress Statement

- Overall, 66.9% of our students are reading at/above expected Curriculum Levels. This is a decrease of 9.4% from 76.3% at the end of 2024.

- Of the 172 female students included in the data, 70.3% are reading at/above expected levels (down from 83% from 2024). Of our 239 male students, 64.4% achieved at/above expected levels in Reading (down from 71% in 2024). While both groups have dropped, the discrepancy between girls and boys has reduced from girls doing 12% better to now doing 5.9% better.

- 43.5% of Maori Students achieve at/above expected curriculum levels compared to 66.9% of our total population. This has increased from a 12.9% difference to a 23.4% difference. In 2024, 63.4% of our Maori students were achieving at/above in Reading.

- 50% of Pasifika Students achieve at/above expected curriculum levels. This is a decrease from 66.7% in 2024. It is 16.9% lower than our whole school data.

*It needs to be remembered that many of our Pasifika students are ESOL. 17% of our Pasifika students are currently receiving ESOL funding, 24% have had ESOL funding in the past, and 15% of Pasifika students are waiting for funding to be approved and used when they are older and/or more settled at school.*

- 35 students are recorded on Hero SMS as being absent more than 20% of the time (compared to 22 in 2024). 40% of this group achieve at/above expected curriculum levels compared to 66.9% of our total population. Please note, it is a very small proportion of this group who are away for health or extended family holiday reasons.

- Students at the end of Year 2, 4 and 6 are achieving 76.4%, 85.1% and 78.1% at/above expected levels. These are all higher than our total population percentage of 66.9%. This seems to follow a trend we have noticed in the past of students seeming to do less well at Year 1, 3 and 5, suggesting that our students do not follow a smooth trajectory across their time at school.

#### Our 2025 targets were:

Target 1: To raise achievement of all students from 76.3% at/above to 80% at/above curriculum expectations. **This reduced to 66.9% at/above.**

Target 2: To raise boys achievement from 71% at/above to 76% at/above curriculum expectations. **This reduced to 64.4% at/above.**



Target 3: To implement Structured Literacy Programmes across the school, raising achievement of the Year 3 group in particular from 67.9% to 73%. **The Year 3 students held steady at 66.7% at/above.**

Target 4: To raise achievement from 66.7% of Pasifika students to 71% at/above. **This reduced to 50%.**

Target 5: To raise achievement from 63.4% of Maori students to 69% at/above. **This reduced to 43.5%.**

Target 5: To support students who enter Allenton School as their second or greater school. Extend this to families. Newcomers Club continued, events such as Inquiry sharing, and Pasifika fono provided opportunities for families to engage in their children's education.

### Target Students

In 2025, 50 students have been targeted in Reading. Data and anecdotal information was collected from teachers. The purpose of targeting these students is to identify patterns in what makes a difference, these successful strategies are typically used and helpful for a wider group of students. They also show the teacher's abilities to personalise their practice to cater for specific student needs.

### Target Student Commentary

4 students made less than a year's progress, dropping from Working Towards expected levels to Well Below.

5 students stayed at the same assessment level, not showing any change in reading level.

24 students made approximately 1 year's progress, making progress within the Working Towards or Well Below band.

15 students made accelerated progress of more than 1 year, moving from Well Below to Working Towards, or Working Towards to At.

2 students made accelerated progress of more than 2 years, moving from Well Below to At, and Working Towards to Above.

Various strategies and supports were used including:

- Teaching of Phonic and Spelling strategies (that help with decoding)
- Regular, small group reading.
- Careful selection of high interest text
- Reading buddy and mileage, Reading Granny
- BOOST reading
- Structured Literacy Support
- Teacher Aide Assistance
- Vocabulary focus
- Home Support
- Working with families to access glasses, Specific Learning Difficulty Diagnosis (Seabrook McKenzie)
- Use of Phonics Plus and Decodable texts in Middle and Senior School

Some of the challenges noted for these students included:

- Attendance
- ESOL
- Diagnosed Specific Learning Difficulties
- Pastoral Care Needs
- ADHD, Autism (Please see individual graphs and information at bottom of report)



### Further School Wide Progress

In 2025, the following Professional Development has occurred:

- 8 Senior School teachers completed MOE funded Phase 2 Structured Literacy Training PD in Terms 1 and 2, including 3 training days and 4 webinars.
- 2 new Junior School teachers have completed MOE Phase 1 funded Structured Literacy Training.
- Our Teacher Aides have completed a modified MOE Phase 1 funded Structured Literacy Training.
- Our Structured Literacy Support Teacher and ESOL/Y3&4 teacher attended the MOE Phase 1 funded Structured Literacy Training.
- 2024 Reading Data was presented at our January Teacher Only Day.
- In Term 1 English Curriculum PD for ½ TOD day for Junior and Middle School was held, focusing on Phase 1 of the revised curriculum (year 1-3). Teachers looked at the weighting of what is taught in Phase 1 and 2. Work was started to create an English Long Term Plan.
- In Term 2, a Writing Assessment Moderation was held with teachers comparing samples of students' work to the Asttle Assessment tool and the Curriculum.

### Support Programmes

16 students have attended the BOOST reading programme from the Middle School (our eleventh year after being one of the Mid-Canterbury pilot schools). Four volunteer tutors help students use the StepsWeb programme to improve letter sound, high frequency word recall, handwriting and writing skills. Students receive 2 x 45 minute sessions each week. The programme is developed to support dyslexic students, students with learning needs and English Language Learners and has included structured literacy aspects this year. The average gain in Spelling at Boost across the students involved was 1 year, 5 months.

Nola Leov has run a Structured Literacy Support programme with Junior students (this is the replacement for Reading Recovery). This consisted of 3 morning sessions a week. 13 students were included in Term 1 and 2. 11 students were included in Terms 3 and 4. These students made significant progress with this programme supporting the classroom teaching, the majority of students moving up phonics levels. Students who didn't make this progress have been flagged as needing further or different intervention, and/or further assessment of learning needs.

Sarah Yeoman ran Literacy Support Groups in Term 1 in the Middle and Senior School before beginning her own New Entrant Class at the end of the term. In 2025, this was reduced greatly from the Senior Literacy Support that was run in 2024 by Janine Barker. I believe that with the addition of a Learning Support Coordinator to our school in 2026, this will need to be a priority area for support groups.

Our Teacher Aides support students in Literacy lessons during class time. They support in a range of ways, increasing reading mileage, working with small groups, further reinforcing letters and sounds, assisting students to complete comprehension activities.

We have volunteers who provide literacy support also. Reading grandparents are a regular feature in junior classes. We have also had some parents coming in to support Reading programmes in the Middle School.

### Ako Afternoons - School Library

In 2025, the Allenton School Board continued to provide extra funding for our school library to open for Ako Afternoons on fortnightly Thursdays from Term 2 and 3. These were attended by similar numbers to 2024, with many of these students being repeat visitors. Despite invitations being sent to target learning groups, there was not a huge number of students attending, and it didn't manage to attract the students who needed access to more reading the most. This was a good initiative to



try in 2024 and 2025, however it is felt it is not effectively helping to raise the achievement of our students who need it the most.

### Resources

The school continues to keep an up-to-date supply of reading material. This includes both instructional texts as well as high interest books. Books are received as Ministry Publications in several series, however it was evident this year that these are not as prolific as in previous years. Budget areas supplemented these resources. Purchasing of texts is completed after careful consideration of student needs and interests, as well as allowing students to see themselves represented in books.

In the junior school LLLL texts at lower phonics levels were purchased. These supplement the current series being used, but provide more titles at each level to allow for further practice.

In the middle school, anthologies of Spelling Pattern books, Read and Grab games, and graphic novels at lower phonics levels were purchased to strengthen the teaching of Structured Literacy.

In the senior school, 2 stages of LLLL Big World (non-fiction) were purchased, along with a class set of the novel, "The Explorer" by Katharine Rundell.

Bridgitte Roulston is a knowledgeable librarian who maintains our school library collection with a deep understanding of student's interests. A successful Book Week was held this year, part of this was the Scholastic Book Fair set up in our library. A significant amount of purchasing was done by Allenton parents and students, resulting in a significant percentage return for our library.

## **NAG2A (b)(iii) Planned Actions for Lifting Achievement**

### **Discussion:**

Unfortunately, we have not been able to maintain or increase our overall achievement in Reading this year. However, there have been pockets of achievement, especially at Year 2, 4 and 6.

A significant change in pedagogy and curriculum driven by the Ministry of Education has occurred, we still need to work through steps to make sure that the assessment tools that we use align with what we are teaching. This time frame is being determined by the MOE. Teachers and our support programmes are still making admirable progress with our students, there continues to be great changes to our demographics, the needs of the students, as well as curriculum and assessment. In particular, the number of ESOL students at Year 1 and 2 signal further adaptation of our practice.

We will respond effectively to our current data, and continue to adapt our programmes to the collective and individual needs of students.

### 2026 Targets

*Target 1: To raise achievement of all students from 66.9% at/above to 76.3% at/above curriculum expectations. (to regain our 2024 achievement levels).*

*Target 2: To raise boy's achievement from 66.4% at/above to 76% at/above curriculum expectations.*

*Target 3: To implement Structured Literacy Programmes across the school, raising achievement of the current (2025) Year 1, 3 and 5 groups in particular from 36, 66 and 67% respectively to 70%.*

*Target 4: To raise achievement from 50% of Pasifika students to 67% at/above (to regain our 2024 achievement levels).*



*Target 5: To raise achievement from 43.5% of Maori students to 65% at/above.*

How?

- Use the Refreshed English Curriculum as a vehicle to streamline practices in teaching Literacy to reflect the Science of Learning Approaches and researched best practice. Develop Long Term Plans, assessment and reporting practices to reflect these changes.
- Implementation and strengthening of Structured Literacy Programmes across the school. MOE Structured Literacy Professional Development has been completed by all of our current teachers. New staff need to be upskilled in the use of our current programmes early in 2026.
- Explore how we can best offer our parent community the support they need to support their students. Aim to run a targeted Literacy information opportunity for parents. This will include Structured Literacy information.
- Make use of our new Learning Support Coordinator to provide support programmes, particularly in the Senior School.
- Purchase learning resources to reinforce knowledge learned through Structured Literacy and ensure that our student population see themselves represented in these texts, specifically selecting texts that relate to students' life experiences and ethnicities.
- Balance the Structured Literacy Approach with experiences that motivate and engage students in the joy of reading.
- Focus on the transition between phonetically decodable texts and typical texts. PD sessions on how to bridge this gap, and strengthen our teaching of comprehension strategies are necessary. These will need to be held in-school around the MOE maths focus. Work with the junior and middle school about how and when these two types of texts phase in and out is necessary.
- Implement and embed new assessment tools as they become available, are relevant and fit with professional development loads on our staff.
- With increasing numbers of ESOL children at our school, we need to ensure that we are taking appropriate measures in our teaching, assessing and communicating with families.



# Student Achievement Target Commentary and Analysis of Variance for Writing 2025

## Achievement Data:

	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	22	5.4%	101	24.6%	237	57.7%	51	12.4%	411
Māori	6	13.0%	17	37.0%	19	41.3%	4	8.7%	46
Pasifika	4	7.4%	20	37.0%	27	50.0%	3	5.6%	54
Asian	4	5.6%	15	21.1%	46	64.8%	6	8.5%	71
European/Pākehā/Other European	7	3.1%	50	21.8%	135	59.0%	37	16.2%	229
All other ethnicities, MELAA	1	9.1%	2	18.2%	7	63.6%	1	9.1%	11
Male	15	6.3%	71	29.7%	138	57.7%	15	6.3%	239
Female	7	4.1%	30	17.4%	99	57.6%	36	20.9%	172

	Number	Well Below/Working Towards	Number	At/Above	ESOL	Future	Past
All students	123	29.9%	288	70.1%	Current		
Māori	23	50.0%	23	50.0%			
Pasifika	24	44.4%	30	55.6%			
Asian	19	26.8%	52	73.2%			
European/Pākehā/Other European	57	24.9%	172	75.1%			
All other ethnicities, MELAA	3	27.3%	8	72.7%			
Male	86	36.0%	153	64.0%			
Female	37	21.5%	135	78.5%			
Absent more than 10%	54	43.6%	70	56.4%			
Absent more than 20%	20	57.1%	15	42.9%			
Absent more than 30%	7	53.8%	6	46.2%			

	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
6 months					25	96.2%	1	3.8%	26
Y1	2	2.4%	5	6.0%	48	57.1%	3	3.6%	84
Y2	2	2.8%	14	19.4%	53	73.6%	3	4.2%	72
Y3	3	5.6%	17	31.5%	24	44.4%	10	18.5%	54
Y4	3	4.5%	17	25.4%	36	53.7%	11	16.4%	67
Y5	8	11.4%	22	31.4%	29	41.4%	11	15.7%	70
Y6	4	6.3%	26	40.6%	22	34.4%	12	18.8%	64
(End of 2025)									
	Number	Well Below/Working Towards	Number	At/Above					
6 months	0	0.0%	26	100.0%					
Y1	7	8.3%	51	60.7%					
Y2	16	22.2%	56	77.8%					
Y3	20	37.0%	34	63.0%					
Y4	20	29.9%	47	70.1%					
Y5	30	42.9%	40	57.1%					
Y6	30	46.9%	34	53.1%					
(End of 2025)									



Writing 23 24 25 Results

	Well Below						Working Towards						At						Above					
	2023		2024		2025		2023		2024		2025		2023		2024		2025		2023		2024		2025	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	25	7	32	8.9	22	5.4	82	22.9	93	25.9	101	24.6	186	52	193	53.8	237	57.7	65	18.2	41	11.4	51	12.4
Maori	3	7.3	6	14.6	6	13	13	31.7	12	29.3	17	37	21	51.2	21	51.2	19	41.3	4	9.8	2	4.9	4	8.7
Pasifika	4	9.3	2	4.8	4	7.4	16	37.2	18	42.9	20	37	20	46.5	20	47.6	27	50	3	7	2	4.8	3	5.6
Asian	6	16.7	6	12.2	4	5.6	7	19.4	6	14.6	15	21.1	18	50	23	56.1	46	64.8	5	13.9	7	17.1	6	8.5
Euro/Pakeha	11	4.7	14	6.5	7	3.1	45	19.1	51	23.7	50	21.8	127	53.8	121	56.3	135	59	53	22.5	29	13.5	37	16.2
Other/MELAA	1	50	5	25	1	9.1	1	50	6	30	2	18.2	0	0	8	40	7	63.6	0	0	1	5	1	9.1
Male	19	9.6	24	12	15	6.3	58	29.4	71	35.5	71	29.7	98	49.7	95	47.5	138	57.7	22	11.2	10	5	15	6.3
Female	6	3.7	8	5	7	4.1	24	14.9	22	13.8	30	17.4	88	54.7	98	61.6	99	57.6	43	26.7	31	19.5	36	20.9

Please note the following section compares cohort data, eg. Year 4 2025 data is shown beside Year 3 2024 and Year 2 2023

Cohort	Well Below						Working Towards						At						Above					
	2023		2024		2025		2023		2024		2025		2023		2024		2025		2023		2024		2025	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
6 months																								
Year 1 2025					2	2.4					5	6.0					48	96.2					3	3.6
Year 2 2025					2	2.8			5	13.5	14	19.4			27	73.0	53	73.6			5	13.5	3	4.2
Year 3 2025	0	0	1	2.7	3	5.6	2	5.9	10	27.0	17	31.5	27	79.4	37	66.1	24	44.4	5	14.7	8	21.6	10	18.5
Year 4 2025	1	1.4	3	5.4	3	4.5	6	8.7	29	51.8	17	25.4	59	85.5	30	53.6	36	53.7	3	4.3	6	10.7	11	16.4
Year 5 2025	6	9.4	7	10.3	8	11.4	19	29.7	15	22.1	22	31.4	27	42.2	36	52.9	29	41.4	12	18.8	8	11.8	11	15.7
Year 6 2025	3	4.8	9	13.6	4	6.3	17	27	23	34.8	26	40.6	22	34.9	29	43.9	22	34.4	21	33.3	6	9.1	12	18.8
Absent >20%	7	21.2	8	36.4	8	22.9	10	30.3	5	22.7	12	34.3	13	39.4	8	36.4	14	40	3	9.1	1	4.5	1	2.9

Red - decrease in achievement (increase in well below/working towards numbers and a decrease in at/above numbers), Green - improvement in achievement (decrease in well below/working towards numbers and an increase in at/above numbers).

Data that hasn't been highlighted has not made a significant change. It is important to see that while a percentage may have increased, sometimes the number of students has dropped, and the reverse of this.

From year to year, this data includes different students. Some students leave Allenton, and some arrive. It is important to make sure that the difference is significant enough to show a definite trend.

Students at 6 months can't be well below as they have not attended school long enough to be 1 or 2 full years below expected levels. Students at Year 1 generally can't be well below as they have not attended school long enough to be 2 full years below expected levels, unless a teacher has been able to make a judgement based on secure information including special learning needs assessments.

Teachers collect writing data using Writing samples, Asttle Writing Data, spelling assessments and observation. In 2025, the main source of writing data remains as the asttle writing tool. The MOE has said that this is no longer fit for purpose, with plans for new writing assessment tools to be used in 2026.

In 2025, this has allowed us to have more stable data, and I believe we are seeing pockets of improvement due to curriculum and pedagogical changes in teaching Writing that align with Structured Literacy practices, particularly in the Middle and Senior school - Year 4 and Year 6.

Among other concepts, this includes phonics work at earlier years, extending to explicit sentence structure teaching at older year groups.

Data is included for students who have been at school 6 months or longer.

Writing is taught in home classes in the Junior school. In the Middle and Senior School it is taught collaboratively.

The new English Curriculum has a greater emphasis on Oral Language, which is a strong support for our Writing Programmes.

### NAG2A (b) (iv) Progress Statement

- Overall 70.1% of students are achieving at/above expected curriculum levels. *This is an increase of almost 5% (from 65.2%) at/above across all students since 2024.*

- Our 172 female students (78.5% writing at/above expected levels) are performing better than our 239 male students (64% at/above expected levels) in Writing. *In 2023, this difference was 20%, boys lower than girls, in 2024 the gap had increased to 28.8% and in 2025, the gap between boys and girls achievement has decreased to 14.5%.*



- Boys' achievement has increased from 52.5% at/above expected curriculum levels in 2024 to 64% in 2025. Girls' achievement has reduced slightly from 81% in 2024 to 78.5% in 2025.

- 50% of Maori students are achieving at/above expected levels in 2025. *This has decreased from 61% in 2023 and 56.1% in 2024. (2-3 children)*

- 55.6% of Pasifika students are achieving at/above expected levels. *This is an improvement from 52.4% in 2024. It is still significantly below the whole school who are achieving 70.1% at/above expected levels.*

*It needs to be remembered that many of our Pasifika students are ESOL, and that ESOL students become a larger proportion of our student population each year. These students are not just learning to write, but also doing it in a 2nd language, and often before they have learned to write in their first language. 17% of our Pasifika students are currently receiving ESOL funding, 24% have had ESOL funding in the past, and 15% of Pasifika students are waiting for funding to be approved and used when they are older and/or more settled at school.*

- 35 students are recorded on Hero SMS as being absent more than 20% of the time (up from 22 in 2024). 42.9% of this group achieve at/above expected curriculum levels. *This is 27.2% less as a ratio than the total population group. Please note, it is a very small proportion of this group who are away for health or extended family holiday reasons.*

- There were some improvements for Year 4 and 6 students with more students achieving at, or less students working towards curriculum levels.

Our 2025 Targets were:

Target 1: To raise achievement of all students from 65.2% at/above to 70% at/above curriculum expectations. **We reached this goal, lifting achievement to 70.1% at/above.**

Target 2: To raise boys achievement from 52.5% at/above to 60% at/above curriculum expectations. **We reached and surpassed this goal, lifting achievement to 64% at/above curriculum expectations.**

Target 3: To train teachers so they can better implement Structured Literacy Programmes, raising achievement of the 2025 Year 4, 5 and 6 groups in particular to 70% and 65% for the Year 5 Boys. **Unfortunately, the trend of Writing results decreasing in Senior Boys has continued with the Year 5 boy cohort achieving 61% at/above in 2023, 64.7% in 2024 and 47.1% in 2025. This has also occurred in the Year 6 boy cohort - achieving 68.2% at/above in 2023, 53% in 2024 and 38.9% in 2025. The Year 4 boys have 57.9% at/above curriculum expectations which is well below the whole school at 70.1%.**

Target 4: To raise achievement from 56.1% of Maori students to 61% at/above. **Maori student achievement dropped to 50% at/above curriculum expectations.**

Target 5: To raise achievement from 52.4% of Pasifika students to 60% at/above. **Pasifika student achievement increased slightly to 55.6%.**

### Target Students

In 2025, 42 students have been targeted in Writing. Data and anecdotal information was collected from teachers. The purpose of targeting these students is to identify patterns in what makes a difference, these successful strategies are typically used and helpful for a wider group of students. They also show the teacher's abilities to personalise their practice to cater for specific student needs.

### Target Student Commentary



2 students made less than a year's progress, dropping from Working Towards expected levels to Well Below.

4 students stayed at the same assessment level, not showing any change in Writing level.

23 students made approximately 1 year's progress, making progress within the Working Towards or Well Below band.

13 students made accelerated progress of more than 1 year, moving from Well Below to Working Towards, or Working Towards to At.

Various strategies and supports were used including:

- Teaching of Phonic and Spelling strategies (The Code)
- Careful selection of high interest topics
- BOOST reading
- Teaching of Structured literacy sentence structure
- Regular handwriting lessons to aim for automaticity (freeing up cognitive load when writing).
- Working with families to access Specific Learning Difficulty Diagnosis (Seabrook McKenzie)
- Predictable routines for planning, proofreading, editing.
- Lots of Oral Language before Writing
- Buddy Writing and practice strategies before writing by self
- Linking Reading and Writing - eg. use of Writing planning sheets as Reading comprehension sheets first.

Some of the challenges noted for these students included:

- Attendance
- ESOL
- Diagnosed Specific Learning Difficulties
- ADHD, Autism (Please see individual graphs and information at bottom of report)

See Reading Report for Literacy Actions that improve Writing also.

### NAG2A (b)(iii) Planned Actions for Lifting Achievement

#### Discussion:

Our Writing results have moved up from 65.2% at/above curriculum expectations to 70.1% this year.

Specific changes in the English Curriculum that we started teaching at the beginning of this year have had a positive impact on student's writing. These include an emphasis on Oral Language, the importance of basic skills (letter sound knowledge, heart words, handwriting skills) before using these to do more creative writing. Sentence structure work, linking Reading and Writing and increased practice time has also been beneficial.

#### Our 2026 Goals in Writing will be:

Target 1: To raise achievement of all students from 70% at/above to 75% at/above curriculum expectations.

Target 2: To raise boys achievement from 64% at/above to 71% at/above curriculum expectations.

Target 3: Focus on the 2025 Year 1, 3 and 5 groups in particular to lift achievement to 70%.

Target 4: To raise achievement from 50% of Maori students to 60% at/above.

Target 5: To raise achievement from 56% of Pasifika students to 65% at/above.



Target 6: To implement new Writing assessment tools.

How?

- Implementation and strengthening of The Code Programme in the Middle and Senior School.
- Implementation and strengthening of Structured Literacy Practices and teaching strategies based on the research behind “The Science of Learning,” eg. cognitive load, review and revision etc.
- To investigate and implement key findings of what motivates boys to write.
- To ensure that ESOL students are appropriately supported to develop language skills, in particular at 2025 Year 0, 1 and 2.
- To ensure handwriting programmes are consistent and adequate for students, based on both age and need. Place more emphasis on the order of learning letter forms and high level of automaticity in lower case and upper case letters.
- To develop an English Long Term Plan that links aspects of the English Curriculum together so that pace, practice, mastery and progression of skills are more defined for teachers.
- To support students in the Senior School with extra Literacy Programmes making use of the Learning Support Coordinator.
- Continue to upskill teachers and use evidence and research to inform and enhance our practice in teaching Writing, and therefore student’s results.
- Implement new Writing Assessment Tools - *please note this may have an effect on our Writing Data, due to teacher’s caution with a new assessment tool and a change in emphasis on what this tool measures.*

## **Allenton School Board Audit 2025**

### **Compliance with Employment Policy**

Allenton School is compliant with Section 591 (1) of the Education and Training Act 2020. Allenton School Board acts without bias as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The Board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters, including being an Equal Employment Opportunities employer. The Board complies with the conditions contained in employment contracts for teaching and non-teaching staff.

### **Giving effect to Te Tiriti o Waitangi**

Allenton School has given effect to Te Tiriti o Waitangi by:

- Te Reo Māori and Tikanga are taught, valued and celebrated
- Whānau are consulted in meaningful and reciprocal ways
- The diversity of Māori is recognised and valued
- Educational barriers and inequalities are addressed to ensure equitable educational outcomes
- Education content and delivery reflects Aotearoa and our dual heritage
- Students are given the opportunity to be involved in the school kapa haka group and to perform at a local cultural festival

## **Allenton School Statement of Kiwisport Funding - 2025**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$6,718 (excluding GST). The funding was spent on employing a sports coordinator as part of a cluster of schools. The number of students that participated in organised sport was 441.