



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 3496

Principal: Gregory Lewis

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Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

TE PARITO KŌWHAI RUSSLEY SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Te Parito Kōwhai Russley 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.

Warren Poh

Full Name of Presiding Member



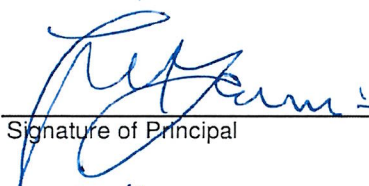
Signature of Presiding Member

12 May 2026

Date:

Greg Lewis

Full Name of Principal



Signature of Principal

12 May 2026

Date:

Te Parito Kōwhai Russley School

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Warren Poh	Presiding Member	Elected	2026
Gregory Lewis	Principal	ex Officio	
Nicola Holmes	Parent Representative	Elected	2028
Haydn Randall	Parent Representative	Elected	2026
Ashton Peters	Parent Representative	Elected	2028
Peter Theobald	Parent Representative	Elected	2026
Isaac Firestone	Parent Representative	Elected	2028
Pene Cooley	Staff Representative	Elected	2025
Rhiannon Barr	Staff Representative	Elected	2028

Te Parito Kōwhai Russley School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	4,530,794	2,974,861	4,174,769
Locally Raised Funds	3	335,557	119,000	304,712
Interest		55,301	35,000	139,267
Total Revenue		4,921,652	3,128,861	4,618,748
Expense				
Locally Raised Funds	3	51,598	10,000	42,795
Learning Resources	4	3,230,162	2,576,933	2,930,647
Administration	5	277,564	248,500	245,942
Interest		4,547	-	6,005
Property	6	1,079,680	207,500	1,107,947
Loss on Disposal of Property, Plant and Equipment		25,058	-	4,982
Total Expense		4,668,609	3,042,933	4,338,318
Net Surplus for the year		253,043	85,928	280,430
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		253,043	85,928	280,430

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

Te Parito Kōwhai Russley School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		2,752,684	2,752,684	2,457,005
Total comprehensive revenue and expense for the year		253,043	85,928	280,430
Contribution - Furniture and Equipment Grant		10,180	-	15,249
Contribution - Te Mana Tūhono		9,294	-	-
Equity at 31 December		3,025,201	2,838,612	2,752,684
Accumulated comprehensive revenue and expense		3,025,201	2,838,612	2,752,684
Equity at 31 December		3,025,201	2,838,612	2,752,684

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.

Te Parito Kōwhai Russley School

Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	388,940	403,082	257,078
Accounts Receivable	8	277,086	281,915	281,915
GST Receivable		36,646	22,620	22,620
Prepayments		47,992	55,304	55,304
Investments	9	518,000	2,126,904	2,126,904
Funds Receivable for Capital Works Projects	15	-	22,646	22,646
		1,268,664	2,912,471	2,766,467
Current Liabilities				
Accounts Payable	11	303,641	301,827	301,827
Revenue Received in Advance	12	214,649	114,197	114,197
Finance Lease Liability	14	39,015	27,949	27,949
Funds held for Capital Works Projects	15	-	100,000	100,000
		557,305	543,973	543,973
Working Capital Surplus		711,359	2,368,498	2,222,494
Non-current Assets				
Property, Plant and Equipment	10	2,368,101	504,850	549,926
		2,368,101	504,850	549,926
Non-current Liabilities				
Provision for Cyclical Maintenance	13	-	15,000	-
Finance Lease Liability	14	54,259	19,736	19,736
		54,259	34,736	19,736
Net Assets		3,025,201	2,838,612	2,752,684
Equity		3,025,201	2,838,612	2,752,684

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

Te Parito Kōwhai Russley School

Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,036,497	925,128	993,306
Locally Raised Funds		180,549	29,000	136,254
International Students		257,541	90,000	143,219
Goods and Services Tax (net)		(14,026)	-	(6,737)
Payments to Employees		(527,545)	(377,500)	(509,518)
Payments to Suppliers		(578,457)	(520,700)	(486,992)
Interest Paid		(4,547)	-	(6,005)
Interest Received		132,741	35,000	105,090
Net cash from Operating Activities		482,753	180,928	368,617
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(1,863,802)	(34,924)	(162,208)
Purchase of Investments		-	-	(283,219)
Proceeds from Sale of Investments		1,608,904	-	-
Net cash (to) Investing Activities		(254,898)	(34,924)	(445,427)
Cash flows from Financing Activities				
Furniture and Equipment Grant		10,180	-	15,249
Finance Lease Payments		(28,819)	-	(32,267)
Funds Administered on Behalf of Other Parties		(77,354)	-	77,354
Net cash (to)/from Financing Activities		(95,993)	-	60,336
Net increase/(decrease) in cash and cash equivalents		131,862	146,004	(16,474)
Cash and cash equivalents at the beginning of the year	7	257,078	257,078	273,552
Cash and cash equivalents at the end of the year	7	388,940	403,082	257,078

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.

Te Parito Kōwhai Russley School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

1.1. Reporting Entity

Te Parito Kōwhai Russley 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.

1.2. 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.

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 20b.

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.

1.3. 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.

1.4. Operating Lease Payments

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

1.5. 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.

1.6. 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.

1.7. 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.

1.8. 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.

1.9. 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	3-15 years
Information and Communication Technology	2-5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

1.10. 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 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 as the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell the School engages an independent valuer to assess market value based on the best available information.

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

The reversal of an impairment loss is recognised in the 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.

1.11. 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.

1.12. Employee Entitlements

Short-term employee entitlements

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

1.13. Revenue Received in Advance

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

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

1.14. 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.

1.15. Financial Instruments

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

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

1.16. 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.

1.17. Budget Figures

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

1.18. 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	2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,017,177	889,128	942,498
Teachers' Salaries Grants	2,577,219	2,049,733	2,280,693
Use of Land and Buildings Grants	889,874	-	903,014
Other Government Grants	46,524	36,000	48,564
	<u>4,530,794</u>	<u>2,974,861</u>	<u>4,174,769</u>

3. Locally Raised Funds

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

	2025	2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations and Bequests	10,317	10,000	25,774
Fees for Extra Curricular Activities	78,513	-	69,549
Trading	2,462	-	2,403
Fundraising and Community Grants	391	-	7,115
Other Revenue	100,929	19,000	31,619
International Student Fees	142,945	90,000	168,252
	<u>335,557</u>	<u>119,000</u>	<u>304,712</u>
Expense			
Extra Curricular Activities Costs	28,370	-	24,929
Trading	201	-	1,263
Fundraising and Community Grant Costs	-	-	223
International Student - Other Expenses	23,027	10,000	16,380
	<u>51,598</u>	<u>10,000</u>	<u>42,795</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>283,959</u>	<u>109,000</u>	<u>261,917</u>

4. Learning Resources

	2025	2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	200,206	204,700	175,519
Information and Communication Technology	22,736	22,000	28,019
Employee Benefits - Salaries	2,876,735	2,244,733	2,617,568
Staff Development	17,348	20,000	13,051
Depreciation	112,024	80,000	95,113
Other Learning Resources	1,113	5,500	1,377
	<u>3,230,162</u>	<u>2,576,933</u>	<u>2,930,647</u>

5. Administration

	2025	2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fees	12,377	6,500	11,902
Board Fees and Expenses	19,806	13,000	13,984
Operating Leases	18,852	35,000	-
Legal Fees	-	2,000	-
Other Administration Expenses	59,455	43,000	68,515
Employee Benefits - Salaries	138,923	126,500	134,030
Insurance	24,324	18,000	13,929
Service Providers, Contractors and Consultancy	3,827	4,500	3,582
	<u>277,564</u>	<u>248,500</u>	<u>245,942</u>

6. Property

	2025	2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
Consultancy and Contract Services	45,084	53,000	44,398
Cyclical Maintenance	-	15,000	-
Heat, Light and Water	36,327	35,000	35,553
Rates	22,314	18,000	15,752
Repairs and Maintenance	12,109	12,000	28,378
Use of Land and Buildings	889,874	-	903,014
Employee Benefits - Salaries	60,954	56,000	63,935
Other Property Expenses	13,018	18,500	16,917
	<u>1,079,680</u>	<u>207,500</u>	<u>1,107,947</u>

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

7. Cash and Cash Equivalents

	2025	2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	388,940	288,323	142,319
Short-term Bank Deposits	-	114,759	114,759
Cash and cash equivalents for Statement of Cash Flows	<u>388,940</u>	<u>403,082</u>	<u>257,078</u>

Of the \$388,940 Cash and Cash Equivalents, \$214,649 is subject to restrictions for the following reasons:

- \$209,750 of International Student Fees relating to the 2026 school year have been collected by the School. This is included in Revenue in Advance in note 12.
- \$4,899 of Other Revenue in Advance is held by the School. This is included in Revenue in Advance note 12.

8. Accounts Receivable

	2025	2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	12,560	990	990
Receivables from the Ministry of Education	7,300	5,718	5,718
Interest Receivable	809	78,249	78,249
Teacher Salaries Grant Receivable	256,417	196,958	196,958
	<u>277,086</u>	<u>281,915</u>	<u>281,915</u>
Receivables from Exchange Transactions	13,369	79,239	79,239
Receivables from Non-Exchange Transactions	263,717	202,676	202,676
	<u>277,086</u>	<u>281,915</u>	<u>281,915</u>

9. Investments

The School's investment activities are classified as follows:

	2025	2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	518,000	2,126,904	2,126,904
Total Investments	<u>518,000</u>	<u>2,126,904</u>	<u>2,126,904</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2025						
Building Improvements	175,366	1,692,335	-	-	(30,109)	1,837,592
Furniture and Equipment	218,167	111,229	(24,511)	-	(30,296)	274,589
Information and Communication Technology	61,255	102,431	-	-	(16,890)	146,796
Leased Assets	45,897	80,874	-	-	(32,594)	94,177
Library Resources	14,317	3,312	(547)	-	(2,135)	14,947
Work in Progress	34,924	(34,924)	-	-	-	-
	<u>549,926</u>	<u>1,955,257</u>	<u>(25,058)</u>	<u>-</u>	<u>(112,024)</u>	<u>2,368,101</u>

The net carrying value of furniture and equipment held under a finance lease is \$94,177 (2024: \$45,897)

Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other 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	2,079,965	(242,373)	1,837,592	427,260	(251,894)	175,366
Furniture and Equipment	413,576	(138,987)	274,589	411,319	(193,152)	218,167
Information and Communication Technology	247,654	(100,858)	146,796	176,959	(115,704)	61,255
Leased Assets	132,514	(38,337)	94,177	121,690	(75,793)	45,897
Library Resources	47,525	(32,578)	14,947	45,970	(31,653)	14,317
Work in Progress	-	-	-	34,924	-	34,924
Balance at 31 December	<u>2,921,234</u>	<u>(553,133)</u>	<u>2,368,101</u>	<u>1,218,122</u>	<u>(668,196)</u>	<u>549,926</u>

11. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	16,605	44,510	44,510
Accruals	6,241	7,829	7,829
Employee Entitlements - Salaries	268,025	236,776	236,776
Employee Entitlements - Leave Accrual	12,770	12,712	12,712
	<u>303,641</u>	<u>301,827</u>	<u>301,827</u>
Payables for Exchange Transactions	303,641	301,827	301,827
	<u>303,641</u>	<u>301,827</u>	<u>301,827</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	-	14,938	14,938
International Student Fees in Advance	209,750	95,154	95,154
Other Revenue in Advance	4,899	4,105	4,105
	<u>214,649</u>	<u>114,197</u>	<u>114,197</u>

13. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Increase/(decrease) to the Provision During the Year	-	15,000	-
Provision at the End of the Year	-	15,000	-
Cyclical Maintenance - Non current	-	15,000	-
	-	15,000	-

14. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	43,915	29,832	29,832
Later than One Year	57,463	20,268	20,268
Future Finance Charges	(8,104)	(2,415)	(2,415)
	93,274	47,685	47,685
Represented by:			
Finance lease liability - Current	39,015	27,949	27,949
Finance lease liability - Non current	54,259	19,736	19,736
	93,274	47,685	47,685

15. Funds Held for Capital Works Projects

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

2025	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions/ Transfers \$	Closing Balances \$
Relocation of Playground/Landscaping - 175050	100,000	-	(100,000)	-	-
Rebuild	(22,646)	-	-	22,646	-
Totals	77,354	-	(100,000)	22,646	-

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

2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions/ Transfers \$	Closing Balances \$
Relocation of Playground/Landscaping - 175050	-	100,000	-	-	100,000
Rebuild	-	-	(22,646)	-	(22,646)
Library Alterations - 248697	-	3,676	(3,676)	-	-
Totals	-	103,676	(26,322)	-	77,354

Represented by:

Funds Held on Behalf of the Ministry of Education	100,000
Funds Receivable from the Ministry of Education	(22,646)

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principal and Team Leaders.

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	3,350	3,185
<i>Leadership Team</i>		
Remuneration	645,964	720,831
Full-time equivalent members	5.00	6.00
Total key management personnel remuneration	649,314	724,016

There are six members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. The Board also has three Finance members and three Property members that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	160-170
Benefits and Other Emoluments	4-5	0-10
Termination Benefits	0-0	0-0

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 -110	6.00	4.00
110 -120	4.00	3.00
120 - 130	1.00	-
	11.00	7.00

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

18. Compensation and Other Benefits Upon Leaving

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

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

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Cyclical Maintenance

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the Land, Buildings and other facilities on the School site. The School is part of a Ministry Rebuild Programme and has been working with the Ministry to prepare a School Evaluation of Physical Environment (SEPE). The School cannot make a reliable estimate of the maintenance required on the School's buildings so no cyclical maintenance provision has been recognised.

20. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had no capital commitments (2024: \$100,000).

(b) Operating Commitments

As at 31 December 2025 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2024: nil)

21. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	388,940	403,082	257,078
Receivables	277,086	281,915	281,915
Investments - Term Deposits	518,000	2,126,904	2,126,904
Total financial assets measured at amortised cost	1,184,026	2,811,901	2,665,897

Financial liabilities measured at amortised cost

Payables	303,641	301,827	301,827
Finance Leases	93,274	47,685	47,685
Total financial liabilities measured at amortised cost	396,915	349,512	349,512

22. Events After Balance Date

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



Statement of Compliance with Employment Policy

Te Parito Kōwhai Russley School is an equal opportunity employer and has met its requirements under S597 of the Education and Training Act 2020. We believe that no one should be discriminated against because of their differences, such as age, disability, ethnicity, gender, gender identity and expression, religion or sexual orientation. We are committed to celebrating all dimensions of diversity in the workplace equally and ensuring that everyone feels a sense of inclusion and belonging.

Te Parito Kōwhai Russley School is committed to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development. We are constantly listening, learning and evolving to ensure that employment practices are fair and free of any bias.

The school operates an Equal Employment Opportunities policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment.

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



Kiwi Sport Funding for the year ended 31 December 2025

Kiwi Sport is a government initiative aimed at increasing student participation in organised sport. In 2025, Te Parito Kōwhai Russley School received \$6,764.24 through this funding programme.

The funds were used to support and encourage student involvement in a variety of sporting activities. This included contributing to the costs of sporting events, purchasing additional sports equipment, and covering transport to and from venues.

Participation in these events provides students with valuable opportunities to engage in physical activity, develop teamwork and leadership skills, and experience new challenges that foster personal growth and learning.



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF RUSSELY PRIMARY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Russley Primary School (the School). The Auditor-General has appointed me, Mike Hoshek, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on pages 3 to 17 that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

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

Our audit was completed on 12th of 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

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 Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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

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

Independence

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

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

A handwritten signature in blue ink, appearing to read "Mike Hoshek".

Mike Hoshek
Partner
for Deloitte Limited
On behalf of the Auditor-General
Christchurch, New Zealand

Statement of Variance Reporting 2025



School Name:	Te Parito Kōwhai Russley School	School Number:	3496
Strategic Aim:	Growing Together - Shaping connected curriculum		
Annual Aim:	Students requiring support, adaption or differentiation are identified and support programmes are in place. Student achievement targets are set to prioritise accelerated learning for identified groups. Learning reviews provide up-to-date learning information and monitoring for impact.		
Target:	10 x Learners 10 Year 1 students (As of 26 Feb they have had either 14 or 24 weeks at school) 5 male and 5 female 3 NZ European, 2 Samoan, 1 Indian, 1 Latin American, 1 South African, 1 Middle Eastern, 1 Sri Lankan These 10 learners will complete 40 weeks at school in Term 3 or 4 (two different intakes) and will achieve 'proficiently' (24-30 words) in the new standardised phonics check at their 40 week assessment.		
Baseline Data:	- Students are beginning school with little grapheme and phoneme (letter and sound) knowledge. - Initial data shows that of the 10 learners, 9 knew under 10 sounds on their first day of school. 3 of which knew 0 sounds, and another 3 were under 5 sounds. - Many of those who could identify sounds struggled to blend these sounds together and were therefore unable to decode CVC words.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
There were a number interventions delivered over the course of year. Additional Structured Literacy professional development was sought for staff directly related to add great understanding and scope. A teacher assistant was trained to deliver in-class 'added value' strategies to the targeted group and other students who would benefit from core and more. Use of 'sound slide' visual and manipulatives was introduced to assist with the blending CVC words. Practice reading of 'Read and Grab' Stage cards. Use of Word Chains to help students identify sounds changing, and decode/encode accordingly. The teacher assistant provided additional targeted intervention in addition to the in-class teaching. A decision was made to deliberately slow down the teaching of sounds to ensure mastery of sounds. 1 sound per week, not 2. A home/school partnership was established so that students took home fluency strips, for parents to help assist at home, and gain mileage. (Once reached Stage 4) Additional new Decodable Readers Stage 1-4 which follow the same	<i>1 of the 10 target students has left Russley School and therefore only 9 learners data has been analysed.</i> All 9 learners have completed their 40 weeks at school and had the standardised phonics test with the following results: • 1 (11%) learner exceeded • 2 (22%) learners proficiently achieved • 4 (44%) learners were progressing towards • 2 (22%) learners needed support • 2 students moved from Needing Support to Progressing Towards from their 20 week to 40 week assessments. • 2 students who scored 0 in their 20 week assessment read 10 and 16 words by 40 weeks, showing a large improvement. • 33% of our learners met or exceeded our target of achieving 'proficiently' (24-30 words) in the new standardised phonics check at their 40 week assessment. However, only 22% fall into the category of Needing Support.	The impact of using a TA to use a sound slide visual and manipulatives has been an effective extra support for these students. They are blending sounds more independently and the exercise caters for visual and kinaesthetic learners. We know this was effective due to independence developing with this skill and mid Term 2, classroom teachers, removed some of the TA support for two of our target learners, due to their progress being significant. Students have become faster at reading the read and grab word cards, at their appropriate level. Ensuring the use of pseudo words in daily phonics lessons has also improved understanding of blending. Students learned to blend without relying on meaning. At first, students were unsure of saying a word which made 'no sense' to them, but they became confident in using letter-sound knowledge to read what is written, not what they think should be written. This also translated directly into their phonics check test which is made up of both normal and pseudo words. The Structured Literacy course which KC attended, consolidated her already good knowledge of how to teach structured literacy and reviewed some good strategies to use with our target learners within her reading programme. Integrating phonics skills into poetry, handwriting and shared writing	Structured Literacy needs to continue to take place in all junior classrooms with continued focus of learning phoneme sounds. Students will naturally apply meaning to texts, helping to read sentences, so it is important to practise reading words in the form of speed words, so they have to apply phoneme information and blend. Word Chains are an effective way of getting students to hear individual phonemes and then read and write accordingly. As they move from Year 1 to Year 2/3 classes, they will have their Structured Literacy groups, as well as whole class phonics teaching, where they will continue to learn to read and write phonemic patterns. Small intervention groups should take place to further reinforce encoding and decoding of words, this is now made easier without collaborative spaces. Learners should not move through the stages too quickly, ensuring they have a solid understanding of the phonemes. The purchase of new texts has allowed teachers more opportunities to teach specific sounds in a meaningful context.

scope and sequence were purchased to provide variety of material.

allowed students more opportunities to practise skills and hear correct blending being modelled.

Planning for next year:

The advice spoken to in the evaluation will be added into our planning for next year.

School Name:

Te Parito Kōwhai Russley School

School Number:

3496

Strategic Aim:

Growing Together - Shaping connected curriculum

Annual Aim:	To improve literacy capability through writing.
Target:	The aspiration is that each identified student makes at least 2 sub-levels shift over the year. • The whole team approach is to use weekly Quick Write RTLB intervention and the new CBM Curriculum-Based Measurement tool. • Teach specific handwriting lessons pw. • Teach specific Code lessons pw. • Teach regular TWR lessons targeting sentence work, grammar and SPOs pw.
Baseline Data:	Using the Curriculum-based Measurement tool, this is how the following baseline data presented. Y4 @ 1A = 14 students 5 girls, 9 Boys (5 ELL) Y5 @ 2B = 10 students - 5 girls, 5 boys (4 ELL) Y6 @ 2A = 6 students - 5 girls, 1 boy (1 ELL)

Statement of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	
These identified students were finding writing a difficult task, now and in their previous time at school. Teachers were upskilled in their understanding of the Curriculum-based Measurement tool. The background of the students that put them in this target was critiqued in full and summarised below. Limited Vocabulary: Students may struggle to express their ideas clearly if they lack a broad range of vocabulary, which can make writing feel challenging and frustrating. Weak Grammar and Sentence Structure: Difficulties with grammar, punctuation and sentence construction can hinder students from producing coherent and accurate writing, leading to incomplete or unclear work. Limited Writing Experience: Students who have had limited opportunities to write or practice writing may lack fluency, confidence, and the skills needed to develop ideas fully. Poor Spelling and Decoding Skills: Learners with challenges in spelling or decoding words may become discouraged from writing and may avoid using more complex vocabulary or sentence structures. Language Barriers: For ELL (English Language Learners) students, struggles with understanding and applying English grammar, vocabulary, and sentence	<u>July Progress towards target:</u> Mid-year assessment: Of the 30 students: 22 made 1 sub-level increase at mid-year. 1 made 2 sub-level increase at mid-year. 8 made 0 sub-level increase at mid-year. 22 of the 30 students made at least a sub-level progress in the first half of the year. Y4: (14 students) +1 sub-level - 10 students 0 sub-level - 4 students Y5: (10 students) +2 sub-level- 1 student +1sub-level- 7 students 0 sub-level - 2 students Y6 (6 students) +1 sub-level- 4 students 0 sub-level - 2 student <u>End of year progress towards target:</u> Of the 30 students:	This was a targeted team approach. Regular and dedicated reflection took place as to what was being noticed, challenges that were presenting, and resolutions discussed. There was a opportunity to change practice in real time. Having a co-ordinated approach maximised the learning for everyone. We believe the familiarity of the teaching structure, followed by the consistent opportunity to use a consistent tool to back up the TWR teaching, provided confidence for the writers. With the layers of complexity involved in actually being able together a coherent piece of writing, when reflecting on all the background deficits the students had, these shifts were very heartening.	

structure can create significant barriers to writing effectively. Writing Anxiety or Lack of Confidence: Fear of making mistakes, anxiety around writing tasks, or a lack of confidence in their abilities can prevent students from fully engaging in writing activities. Cognitive or Learning Disabilities: Students with specific learning disabilities, such as dyslexia, may have difficulty with writing tasks due to challenges in processing written language, memory, and organising thoughts. Limited Fine Motor Skills: For younger students, or those with motor difficulties, issues with handwriting and the physical act of writing can lead to frustration and a reluctance to engage in writing activities. Core writing tasks such as taught handwriting lessons were included, and a focus on frequency of writing; little and often.	12 students made 1 sub-level increase <u>16 students made accelerated progress of 2 or more sub-levels</u> 2 students made 0 sub-level progress Y6 (6 students): • 2 sub-levels = 4 students • 1 sub-level = 1 student • 0 sub-levels = 1 student Y5 (10 students) • 2 sub-levels = 4 students • 1 sub-level = 6 students Y4 (14 students) • +3 sub-levels = 2 students • +2 sub-levels = 6 students • +1 sub-level = 5 students • + 0 sub-levels = 1 student		
Planning for next year:			

School Name:	Te Parito Kōwhai Russley School	School Number:	3496										
Strategic Aim:	Growing Together - Shaping connected curriculum												
Annual Aim:	To improve literacy capability through writing.												
Target:	We have chosen the Year 8 students who were 'below the expected writing achievement based on the end of 2024's data; they achieved 3a at the end of the year. If they attain a two sub-level increase, their end-of-year grade will be 4p, which is the expected achievement level for Year 8s at the end of the year. We have chosen this group as the 2024 end of year data reported that only 35% of Year 7s achieved at or above in Writing. Within this group, we have decided to target this group of boys who have consistently been just below their expected achievement level.												
Baseline Data:	March 2025 starting year data (curriculum level) <table border="1"> <thead> <tr> <th>Below 3P</th> <th>3P</th> <th>3A</th> <th>4B</th> <th>4P</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>5</td> <td>5</td> <td>0</td> </tr> </tbody> </table>			Below 3P	3P	3A	4B	4P	1	2	5	5	0
Below 3P	3P	3A	4B	4P									
1	2	5	5	0									

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?																												
Engaging the senior boys in this intervention was a key. Many had struggled with writing throughout their schooling years. A grounded, realistic and down-to-earth approach was taken to connect their motivation to the task at hand. Perhaps the most targeted teaching of The Writing Revolution, supported with several external strategies as well; The Game of Awesome and Quill. Both of these connected with most of the boys and had an element of self-management and ownership that enhanced the motivation required. There was very deliberate approach to engage parents in the target group, with a clear explanation for the focused intervention, and a request for them to support and encourage from home. We also targeted a particular focus on the use of descriptive language in their everyday writing. Encouragement to experiment with language and give things a try.	End of year results Two students have stayed at the same level, two students increased by one sub level, eight students increased by 2 sub levels, one student increased by 3 sub levels. The biggest improvements were in Vocabulary, Sentence Structure and Punctuation. <table><tr><th></th><th>Below 3p</th><th>3p</th><th>3a</th><th>4b</th><th>4p</th><th>4a</th></tr><tr><th>Term One</th><td>1</td><td>2</td><td>5</td><td>5</td><td>0</td><td>0</td></tr><tr><th>Term Two</th><td>2</td><td>1</td><td>3</td><td>3</td><td>3</td><td>0</td></tr><tr><th>Term Four</th><td>0</td><td>0</td><td>2</td><td>2</td><td>8</td><td>1</td></tr></table> (2024 Writing grade (all 3a) compared to Term Four results) Two students have stayed at the same level, two students increased by one sub level, eight students increased by 2 sub levels, one student increased by 3 sub levels Possible reason for no to little shift in November: Of the students who made either no or little progress: One student works well, but finds writing harder and is not particularly motivated by it. ADHD student: definitely his mindset towards learning throughout the year. He came to the beginning of the year interview and said he was looking forward to the end of year and there was no need to work hard.		Below 3p	3p	3a	4b	4p	4a	Term One	1	2	5	5	0	0	Term Two	2	1	3	3	3	0	Term Four	0	0	2	2	8	1	What went well: We provided lots of opportunity to write: - Lots of learning through “The Writing Revolution” and then constantly revisiting this throughout the year. - We used ‘Quick Writes’, which last about 15 minutes and provide structure so the students know what to include. - We consistently referred to their writing feedback, which allowed them to see which area of writing they deliberately needed to target. - We targeted working with this group (and others) either individually or in small groups.	Recommendations: The data shows we need to emphasise the teaching of Structure and Language, Sentence Structure and Punctuation. Sentence Structure and Punctuation will be specifically targeted in Term One 2026, where there is a big focus of structured literacy, based on “The Writing Revolution.” Structure and Language is more genre specific, and will be taught within the three domains of writing to entertain, inform and persuade. As noted in “What went well”, we will continue to provide specific teaching of the required writing skills, based around “The Writing Revolution” and the new English curriculum. It is also important to maintain motivation to write, as we have through Quick Writes and similar tasks. As well, ensuring constant revisiting of learning intentions and success criteria, providing feedback and then targeted support is essential. We must also make a link for the need to connect reading with writing; exploring new vocabulary, including spelling, how the author structures text, and providing ‘reading mileage’ cannot be left to chance.
	Below 3p	3p	3a	4b	4p	4a																									
Term One	1	2	5	5	0	0																									
Term Two	2	1	3	3	3	0																									
Term Four	0	0	2	2	8	1																									

	Another student is reticent with punctuation use, and even with consistent reminding makes simple errors. This student has some good ideas but his surface features regularly detract from his grades. Another student who showed little progress has dyslexia, and overall we're very pleased with his improvement - he worked hard this year.		
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Planning for next year:

With curriculum implementation changes in mind, the need to justify one hour a day of explicit teaching of reading, writing and maths will pose challenges to the preparation and planning such an approach again. We will need to make a judgment about how to include a similar approach when the Maths and English curriculums are confirmed, along with the approaches that are advocated to support these.