PIOPIO PRIMARY SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	1895
Principal:	Sue Coyle
School Address:	14 Aria Road
School Postal Address:	14 Aria Road, Piopio, 3912
School Phone:	07 877 8103
School Email:	office@ppp.school.nz
Accountant / Service Provider:	Education Services — Dedicated to your school

PIOPIO PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Piopio Primary 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.

Laree Rapana.	Susan Vicky Coyle
Full Name of Presiding Member	Full Name of Principal
[signature]	[signature]
Signature of Presiding Member	Signature of Principal
11/05/26.	11/05/2026
Date	Date

Piopio Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue				
Government Grants	2	1,797,117	1,360,351	1,700,488
Locally Raised Funds	3	51,616	18,050	53,765
Interest		3,364	3,000	4,244
Total Revenue		1,852,097	1,381,401	1,758,497
Expense				
Locally Raised Funds	3	19,891	18,800	28,797
Learning Resources	4	1,197,226	901,824	1,099,090
Administration	5	247,942	97,233	232,693
Interest		1,465	1,416	2,039
Property	6	317,575	355,035	381,080
Other Expenses	7	2,938	7,000	1,198
Total Expense		1,787,037	1,381,308	1,744,897
Net Surplus / (Deficit) for the year		65,060	93	13,600
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		65,060	93	13,600

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

Piopio Primary 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		325,515	301,873	301,617
Total comprehensive revenue and expense for the year		65,060	93	13,600
Contribution - Furniture and Equipment Grant		-	-	10,298
Equity at 31 December		390,575	301,966	325,515
Accumulated comprehensive revenue and expense		390,575	301,966	325,515
Equity at 31 December		390,575	301,966	325,515

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.

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Piopio Primary School

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Assets				
Cash and Cash Equivalents	8	186,975	179,431	94,537
Accounts Receivable	9	119,358	64,556	93,257
GST Receivable		-	5,026	1,595
Prepayments		3,144	31,957	3,918
Inventories	10	2,289	2,510	3,033
Investments	11	-	-	80,000
Funds Receivable for Capital Works Projects	17	436	-	-
		312,202	283,480	276,340
Current Liabilities				
GST Payable		311	-	-
Accounts Payable	13	123,094	104,480	130,701
Revenue Received in Advance	14	1,380	3,495	10,271
Provision for Cyclical Maintenance	15	23,368	47,004	22,464
Finance Lease Liability	16	6,240	6,442	6,787
Funds held for Capital Works Projects	17	236	-	-
		154,629	161,421	170,223
Working Capital Surplus/(Deficit)		157,573	122,059	106,117
Non-current Assets				
Property, Plant and Equipment	12	253,728	199,257	231,960
		253,728	199,257	231,960
Non-current Liabilities				
Provision for Cyclical Maintenance	15	5,566	-	-
Finance Lease Liability	16	15,160	19,350	12,562
		20,726	19,350	12,562
Net Assets		390,575	301,966	325,515
Equity		390,575	301,966	325,515

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

Piopio Primary School
Statement of Cash Flows
For the year ended 31 December 2025

	Note	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash flows from Operating Activities				
Government Grants		440,709	399,726	484,861
Locally Raised Funds		47,622	18,050	51,634
Goods and Services Tax (net)		1,906	-	3,431
Payments to Employees		(273,320)	(208,638)	(291,021)
Payments to Suppliers		(157,379)	(147,334)	(201,684)
Interest Paid		(1,465)	(1,416)	(2,039)
Interest Received		3,677	3,000	3,931
Net cash from/(to) Operating Activities		61,750	63,388	49,113
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(44,519)	(10,200)	(15,602)
Purchase of Investments		-	-	(80,000)
Proceeds from Sale of Investments		80,000	-	-
Net cash from/(to) Investing Activities		35,481	(10,200)	(95,602)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	10,298
Finance Lease Payments		(4,593)	(8,800)	(4,315)
Funds Administered on Behalf of Other Parties		(200)	-	-
Net cash from/(to) Financing Activities		(4,793)	(8,800)	5,983
Net increase/(decrease) in cash and cash equivalents		92,438	44,388	(40,506)
Cash and cash equivalents at the beginning of the year	8	94,537	135,043	135,043
Cash and cash equivalents at the end of the year	8	186,975	179,431	94,537

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.

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Piopio Primary School
Notes to the Financial Statements
For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity
Piopio Primary 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 15.

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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 12.

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

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 22b.

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

c) Revenue Recognition

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

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

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

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

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

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

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

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

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

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

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

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

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

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

i) 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.

j) 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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Board-owned Buildings	20-25 years
Building Improvements	20 years
Furniture and Equipment	5-10 years
Information and Communication Technology	4 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment
The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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.

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

m) 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.

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n) 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 students, should the School be unable to provide the services to which they relate.

o) Funds Held in Trust
Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

p) 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.

q) Shared Funds
Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) 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 10 to 13 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.

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

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

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

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

u) 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.

v) Budget Figures
The budget figures are extracted from the School budget that was approved by the Board.

w) 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	477,939	399,383	485,329
Teachers' Salaries Grants	954,398	710,995	800,684
Use of Land and Buildings Grants	213,376	246,973	266,105
Ka Ora, Ka Ako - Healthy School Lunches Programme	146,514	-	138,301
Other Government Grants	4,890	3,000	10,069
	1,797,117	1,360,351	1,700,488

3. Locally Raised Funds

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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue			
Donations and Bequests	1,128	2,000	4,442
Fees for Extra Curricular Activities	22,290	8,000	19,391
Trading	5,734	7,300	8,112
Fundraising and Community Grants	19,640	750	21,820
Other Revenue	2,824	-	-
	51,616	18,050	53,765
Expense			
Extra Curricular Activities Costs	11,825	12,000	8,129
Trading	8,066	6,800	9,893
Fundraising and Community Grant Costs	-	-	10,775
	19,891	18,800	28,797
Surplus/(Deficit) for the year Locally Raised Funds	31,725	(750)	24,968

4. Learning Resources

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Curricular	24,752	21,850	23,482
Employee Benefits - Salaries	1,125,766	839,138	1,022,307
Staff Development	13,663	8,800	16,701
Depreciation	31,451	30,936	34,702
Other Learning Resources	1,201	600	1,471
Information and Communication Technology	393	500	427
	1,197,226	901,824	1,099,090

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5. Administration

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Audit Fees	8,686	4,560	7,031
Board Fees and Expenses	7,957	8,360	5,709
Other Administration Expenses	19,632	19,850	18,887
Employee Benefits - Salaries	53,334	53,823	53,118
Insurance	3,179	1,500	3,507
Service Providers, Contractors and Consultancy	8,640	9,140	6,140
Ka Ora, Ka Ako - Healthy School Lunch Programme	146,514	-	138,301
	247,942	97,233	232,693

6. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cyclical Maintenance	6,470	9,663	28,274
Heat, Light and Water	37,142	35,290	28,002
Rates	1,728	2,200	2,009
Repairs and Maintenance	27,418	28,237	22,221
Use of Land and Buildings	213,376	246,973	266,105
Employee Benefits - Salaries	26,609	26,672	28,451
Other Property Expenses	4,832	6,000	6,018
	317,575	355,035	381,080

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. Other Expenses

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Transport	2,938	7,000	1,198
	2,938	7,000	1,198

8. Cash and Cash Equivalents

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Bank Accounts	186,975	179,431	94,537
Cash and cash equivalents for Statement of Cash Flows	186,975	179,431	94,537

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

Of the $186,975 Cash and Cash Equivalents $1,616 is subject to restrictions for the following reasons:

• $236 is held by the School on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 17.

• $1,380 of Revenue Received in Advance is held by the school, as disclosed in note 14.

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9. Accounts Receivable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Receivables	1,689	6,443	3,879
Receivables from the Ministry of Education	28,861	-	14,714
Interest Receivable	-	-	313
Teacher Salaries Grant Receivable	88,808	58,113	74,351
	119,358	64,556	93,257
Receivables from Exchange Transactions	26,532	6,443	4,192
Receivables from Non-Exchange Transactions	92,826	58,113	89,065
	119,358	64,556	93,257

10. Inventories

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Stationery	1,149	1,565	2,028
Hats & Sports Socks	1,140	945	1,005
	2,289	2,510	3,033

11. Investments

The School's investment activities are classified as follows:

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Asset			
Short-term Bank Deposits	-	-	80,000
Total Investments	-	-	80,000

12. Property, Plant and Equipment

2025	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	**Total (NBV)** $
Board-owned Buildings	44,135	32,382	-	-	(2,151)	**74,366**
Building Improvements	98,158	-	-	-	(3,926)	**94,232**
Furniture and Equipment	55,066	11,679	-	-	(13,781)	**52,964**
Information and Communication Technology	11,748	-	-	-	(3,874)	**7,874**
Leased Assets	17,810	8,986	-	-	(7,062)	**19,734**
Library Resources	5,043	172	-	-	(657)	**4,558**
	231,960	53,219	-	-	(31,451)	**253,728**

The net carrying value of equipment held under a finance lease is $19,734 (2024: $17,810)

Restrictions

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

	2025 Cost or Valuation $	**2025 Accumulated Depreciation** $	**2025 Net Book Value** $	**2024 Cost or Valuation** $	**2024 Accumulated Depreciation** $	**2024 Net Book Value** $
Board-owned Buildings	90,912	(16,546)	**74,366**	58,530	(14,395)	**44,135**
Building Improvements	195,301	(101,069)	**94,232**	195,301	(97,143)	**98,158**
Furniture and Equipment	364,989	(312,025)	**52,964**	353,309	(298,243)	**55,066**
Information and Communication Technology	126,360	(118,486)	**7,874**	126,360	(114,612)	**11,748**
Leased Assets	37,709	(17,975)	**19,734**	28,723	(10,914)	**17,809**
Library Resources	85,133	(80,575)	**4,558**	84,962	(79,919)	**5,043**
	900,404	(646,676)	**253,728**	847,185	(615,225)	**231,960**

13. Accounts Payable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Creditors	20,579	21,723	10,523
Accruals	8,686	4,442	7,031
Banking Staffing Overuse	-	-	17,664
Employee Entitlements - Salaries	88,808	74,017	89,699
Employee Entitlements - Leave Accrual	5,021	4,298	5,784
	123,094	104,480	130,701
Payables for Exchange Transactions	123,094	104,480	130,701
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	123,094	104,480	130,701

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Grants in Advance - Ministry of Education	-	2,684	9,391
Other Revenue In Advance	1,380	811	880
	1,380	3,495	10,271

15. Provision for Cyclical Maintenance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Provision at the Start of the Year	22,464	37,341	52,301
Increase/(decrease) to the Provision During the Year	6,470	9,663	28,274
Use of the Provision During the Year	-	-	(58,111)
Provision at the End of the Year	28,934	47,004	22,464
Cyclical Maintenance - Current	23,368	47,004	22,464
Cyclical Maintenance - Non current	5,566	-	-
	28,934	47,004	22,464

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

AUDITED BY OWEN MCLEOD & CO

16. Finance Lease Liability

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
No Later than One Year	7,801	6,442	8,195
Later than One Year	16,814	19,350	14,127
Future Finance Charges	(3,215)	-	(2,973)
	21,400	25,792	19,349
Represented by			
Finance lease liability - Current	6,240	6,442	6,787
Finance lease liability - Non current	15,160	19,350	12,562
	21,400	25,792	19,349

17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8, and includes retentions on the projects, if applicable.

2025	Project No.	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions / Transfers	Closing Balances $
Site Drainage Restoration Stage 1	250007	-	9,000	(9,436)	-	(436)
Electrical Works	255027	-	20,374	(25,812)	5,674	236
Totals		-	29,374	(35,248)	5,674	(200)

Represented by:

Funds Held on Behalf of the Ministry of Education	236
Funds Receivable from the Ministry of Education	(436)

Board Contributions are where the Board contributes its own funds to a Ministry funded Capital Works project. This has resulted in a Repair and Maintenance that is recognised in note 6.

2024	Project No.	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions / Transfers	Closing Balances $
Totals		-	-	-	-	-

Represented by:

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

18. Related Party Transactions

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

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

19. Remuneration

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

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	3,765	3,880
Leadership Team		
Remuneration	281,492	359,395
Full-time equivalent members	2.00	3.00
Total key management personnel remuneration	285,257	363,275

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

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

	2025 Actual $000	2024 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	130 - 140
Benefits and Other Emoluments	4 - 5	3 - 4
Termination Benefits	-	-

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

Remuneration $000	2025 FTE Number	2024 FTE Number
100 - 110	1.00	1.00
110 - 120	1.00	1.00
120 - 130	1.00	0.00
	3.00	2.00

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

20. Compensation and Other Benefits Upon Leaving

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

	2025 Actual	2024 Actual
Total	$0	$0
Number of People	0	0

21. 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.

22. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2025 (Capital commitments at 31 December 2024: $0).

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

(b) Operating Commitments

There are no operating commitments as at 31 December 2025 (Operating commitments at 31 December 2024: nil).

23. 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	186,975	179,431	94,537
Receivables	119,358	64,556	93,257
Investments - Term Deposits	-	-	80,000
Total financial assets measured at amortised cost	306,333	243,987	267,794

Financial liabilities measured at amortised cost

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Payables	123,094	104,480	130,701
Finance Leases	21,400	25,792	19,349
Total financial liabilities measured at amortised cost	144,494	130,272	150,050

24. Events After Balance Date

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

25. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Piopio Primary School (the School). The Auditor-General has appointed me, Marilyn Castillo, using the staff and resources of Owen McLeod & Co Limited, to carry out the audit of the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

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 18 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 Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, Report on how have we given 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.

Marilyn Castillo
Owen McLeod & Co Limited
On behalf of the Auditor-General
Hamilton, New Zealand

Piopio Primary School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Yvette Ronaldson	Presiding Member	Elected	Aug 2025
Laree Rauputu	Presiding Member	Elected	Nov 2026
Sue Coyle	Principal	ex Officio	
Dwayne Cowin	Parent Representative	Elected	Aug 2025
Kelsey Karaka	Parent Representative	Elected	Oct 2026
Jason Ballentyne	Parent Representative	Co-opted	Nov 2026
Latisha Dennis	Parent Representative	Elected	Nov 2026
Petra White	Parent Representative	Elected	Oct 2026
Kim Bailey	Staff Representative	Elected	Aug 2025
Fiona Merrie	Staff Representative	Elected	Nov 2026

Piopio Primary School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of $2,084 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Piopio Primary School Board:

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

2025 Statement of Variance

Strategic Goal 1: Grow outstanding tamariki				
Annual Target/Goal: ***All tamariki will be setting, measuring, and evaluating their own goals in relation to the refreshed NZ Curriculum- Te Mātaiaho in English and Mathematics.***				
Actions *List all the actions from your Annual Implementation Plan for this Annual Target/Goal.*	**What did we achieve?** ***What were the outcomes of our actions? What impact did our actions have?***	**Evidence** ***This is the sources of information the board used to determine those outcomes.***	**Reasons for any differences (variances) between the target and the outcomes** ***Think about both where you have exceeded your targets or not yet met them.***	**Planning for next year – where to next?** ***What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.***
Action 1 Teachers will participate in professional learning in structured literacy, mathematics curriculum and mathematics learning tools.	6 teachers and a teacher aide with a LAT participated in Liz Kane structured literacy PLD. All staff participated in 2 TODs for the new maths and statistics learning area of the NZ Curriculum There was greater consistency of teaching across the kura in these learning areas.	Teachers were able to assess students' achievement and progress against the refreshed curriculum documents. There were some changes to whole school data due to expectations at each year level in English and mathematics	Due to the changes that occurred to the English and mathematics learning areas in 2025, teachers spent a significant amount of the year developing an understanding of the many changes that happened.	The teachers that have not participated in Liz Kane literacy PLD will have the opportunity in 2026. All staff will participate in the last 2 teacher only days for the refreshed mathematics learning area.

Action 2 Students will be grouped for learning needs in reading, writing, and mathematics identified from assessments	The changes to instructional teaching practices from group to whole class has been reflected in the planning and teaching approach of teachers. This has supported students who required additional support to make progress alongside their peers.	Class observations, planning checks and class data spreadsheets clearly showed the progress students were making. As the expectation to whole class teaching happened, students requiring further support were grouped for additional support.	The most significant difference that meant the action of grouping didn't occur as planned was because of the curriculum changes.	Target students will be identified from 2025 data and classroom teachers will track progress and achievement every 5 weeks
Action 3 An English team and mathematics team will be created. A leader for each team will be selected. A teacher from each team will support the lead to implement the updated English and mathematics curriculum	We created English and maths teams. There were teachers from both teams. The teams met regularly in terms 1 and 2. During team and staff meetings learning conversations were had that supported the changes.	Through reporting, and staffing updates, the leaders of English and mathematics were shared with the board. Each leader received a leadership unit to reflect the additional responsibility they were undertaking.	In terms 1 & 2 the teams/leaders were supporting the junior and senior teams to implement the changes. Due to staff shortages, including the English leader being on sick leave for terms 3 & 4 the curriculum teams were not effective, and the senior leadership team took responsibility to facilitate the changes with the staff.	In 2026, the principal will lead English and mathematics. Team leaders will select which team they will be on. Each team will have a teacher either on the English or mathematics' team.
Action 4 Tamariki will be supported by staff to set goals in	Following our ERO visit it was identified that many of our tamariki were not	The ERO report identified that setting goals was a next step for	Again, changes to expectations for these learning areas meant	In 2026, teachers of the Year 5 & 6 tamariki will be supporting the

reading, writing and mathematics	setting goals in the core learning areas, although some of our senior tamariki were able to verbalise what they were learning. This is a positive step towards tamariki setting goals.	the development of teaching and learning at Piopio Primary. The focus should be our Year 5 & 6 tamariki.	staff needing to adapt before tamariki could set accurate goals	students to set learning goals using the SMS-Hero. These will be able to be shared with whānau.
Action 5 Tamariki will be able to share with whānau and peers their progress and reflect on how they have achieved their goals.	Some tamariki could share progress, especially in reading and maths. This was through verbal discussions with peers in class.	Principal reports included information about student progress. Mid-year data report showed progress which was linked to individual learning stories and reports.	The learning stories that were shared 6 times during the year were shared with the tamariki prior to being published. The tamariki were able to discuss with whānau what was being learnt and their progress. The regular sharing of learning was a positive trend in the school, student, and whānau partnership.	In 2026, learning stories will be on the same learning area across the kura. This will support tamariki being able to share what they have achieved and where to next.

Strategic Goal 2: Nurture our love of our place in the world				
Annual Target/Goal: Our community is engaged and understands our learning journey				
Actions *List all the actions from your Annual Implementation Plan for this Annual Target/Goal.*	**What did we achieve?** ***What were the outcomes of our actions? What impact did our actions have?***	**Evidence** ***This is the sources of information the board used to determine those outcomes.***	**Reasons for any differences (variances) between the target and the outcomes** ***Think about both where you have exceeded your targets or not yet met them.***	**Planning for next year – where to next?** ***What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.***
Action 1 The student management system (SMS) Hero will be used to share learning stories and progress and achievement with the community	There were 6 learning stories, a mid-year report and an end-of-year report published on Hero. The learning stories were across the NZ Curriculum. There was a positive response from the community regarding the regular posts about learning. Some whānau reacted to the posts with emojis and/or comments.	Regular updates were given to the board through the principal's report. All board members received learning posts and reports as parents. This information supported the board discussions at a governance level.	The positive impact of more regular communications regarding learning through Hero was greater than we anticipated. Feedback was that whānau particularly enjoyed the photos that were included in the posts. As the year went on, consistency was developed within teams to communicate the	In 2026, each class will post a learning story from the same learning area, e.g. post 1- Health & PE. A blurb about the expectations for that learning area will be created for the whole school.

			learning area expectations. Based on community feedback, the report format was improved.	
Action 2 The whole school will participate in EOTC trips visiting community places of interest and cultural importance	We had a whole school trip to Napinapi Marae at the beginning of the year	Some of the board attended and the principal reported on the success of the trip.	We achieved one trip in 2025 and would like to have had more.	In 2026, we need to strategically plan visits to all local maraes. There needs to be clear focus on the visit to build on what we have already achieved.
Action 3 We will develop a plan to consult with all members of the community to gather their voices for our strategic direction	The plan was not developed.	The Board plan was developed with consultation being added. This was meant for the board's monthly agenda.	The requirement for an updated strategic plan was delayed. The board decided that, due to the board election, we would get greater authentic consultation by delaying the consultation to 2026.	The board will be confirming the community consultation plan at the March 2026 Board meeting.
Action 4 Cultural events, for example Matariki, will be developed for all the of the community to participate in	Matariki celebrations were developed. The Cultural Leader put a Matariki programme together. This included classroom teaching and learning, community morning hui, shared breakfast, classroom	The Board attended the Matariki celebrations, and kapa haka performances. The principal reported on what was happening.	The community were active participants in all events. The whānau that were unable to attend viewed the activities through Hero and Facebook posts.	In 2026, Matariki will continue to be developed, so a greater number of whānau can attend. Although the Cultural Festival is bi-annual, Piopio Primary will participate in any

	visits and kapa haka performance. The kapa haka roopu performed at the Waitomo Cultural Festival and a combined performance with Piopio College			community events that are organised.

Strategic Goal 3: Empower curious learners				
Annual Target/Goal: A culture of inquiry, risk-taking, and resilience inspires learners to understand, know and do				
Actions ***List all the actions from your Annual Implementation Plan for this Annual Target/Goal.***	**What did we achieve?** ***What were the outcomes of our actions?*** ***What impact did our actions have?***	**Evidence** ***This is the sources of information the board used to determine those outcomes.***	**Reasons for any differences (variances) between the target and the outcomes** ***Think about both where you have exceeded your targets or not yet met them.***	**Planning for next year – where to next?** ***What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.***
Action 1 Teachers will have regular professional learning to support learners with specific needs	Teachers who had students with identified needs received PLD. This targeted PLD was for speech, sign language, health and well-being.	SENCO provided a report to the Board on learners who were on the SENCO roll The literacy specialist teacher provided the board with an end-of-year report. The principal reported each month on teacher PLD.	The SENCO teacher was proactive in finding PLD to support learners with specific needs.	In 2026, the monitoring of target students will be specific across the school.

Action 2 Teaching and learning during Classroom Release Time will use contexts that motivate and engage all students	The gardens and bush area were the context for CRT teaching. As the year progressed, the gardens became the primary context for teaching and learning. The junior tamariki were enthusiastic about the time spent in the school garden. In term 4 the context of the Xmas Float was motivating and students felt real ownership of the float.	The board received regular updates through the principal's report.	Regular feedback was sought from students on what they were taught and how they were taught. This helped teachers plan the contexts for teaching and learning. Anecdotal feedback showed students were enthusiastic about attending kura on their CRT Day.	In 2026, the CRT teacher will have changed, and only 1 class will be there at a time. The focus will be on the environment, building on what has already been achieved in the garden and bush areas.
Action 3 A Piopio Primary inquiry model will be developed for tamariki to lead their learning through inquiry projects	This did not happen. The reason was staff shortage and time constraints.	Feedback from the principal.	CRT teachers noted that students needed instruction in how to ask questions, which is the first step in developing an inquiry model.	In 2026, the focus should be on student agency, which helps learners understand what they are achieving and where to go next.

PIOPIO
PRIMARY SCHOOL

2025 End of Year Data Board Report

This report has been prepared to clearly communicate the progress and achievement levels in the core curriculum areas- reading & writing, and mathematics.

2025 targets

- All tamariki will be setting, measuring, and evaluating their own learning goals in relation to the refreshed NZ Curriculum- Te Mātaiaho in English and mathematics
- Our community is engaged and understands our learning journey
- A culture of inquiry, risk taking, and resilience inspires learners to know, understand and do.

Core Curriculum Areas

The refreshed curriculum has significant changes from the 2007 NZ Curriculum. The changes include content that would normally be taught in higher year groups are now taught in younger years. The impact of these changes has been recognised by the Ministry of Education to affect the achievement levels of students. This was communicated to families with their mid and end of year report. This makes it difficult to compare previous year's data with our 2025 end of year results.

Reading

	(with support) towards	Towards	Within	Above	Well above	Total
Y1		9 (22%)	31 (78%)			40
Y2			9 (90%)	1 (10%)		10
Y3	2 (11%)	4 (22%)	11 (61%)	1 (6%)		18
Y4	1 (6%)	2 (11%)	13 (72%)	2 (11%)		18
Y5	8 (32%)	5 ((20%)	6 (24%)	3 (12%)	3 (12%)	25
Y6	4 (15%)	7 (26%)	7 (26%)	3 (11%)	6 (22%)	27
Totals	15 (11%)	27 (20%)	77 (56%)	10 (7%)	9 (6%)	138

Note: This data includes tamariki who are on the ESOL (English for Speakers of Other Languages) roll, ORS (Ongoing Resourcing Scheme) funded students, and ICS (Inclass Support Scheme) students.

In 2025, 69% were achieving within or above the expected phase for their year group across the whole school at the end of the year. This is an increase of 21% from the mid-year data analysis and reflects the strong teaching and learning programmes being taught in all classrooms. When analysing each year level, 3 year levels (1, 2, and 4) are above or close to 80%. Year 3, had 67% achieving within or above their expected phase for their year. The junior students' achievement is pleasing and there are several factors contributing to their progress. The tamariki who required additional support for reading were included in the literacy specialist timetable, classroom teachers participated in structured literacy professional learning which were taught in the classroom and timetables reflected the importance of teaching reading for an hour a day.

Gender

At the end of 2025 50% of our tamariki are female and 50% are male.

Gender	(With support) towards	towards	within	above	Well above	total
Female/ wahine	5 (7%)	14 (20%)	43 (62%)	4 (6%)	3 (4%)	69
Male /tane	10 (14%)	13 (19%)	34 (49%)	6 (9%)	6 (9%)	69
Totals	15	27	77	10	9	138

At the end of 2025, 72% of female tamariki were achieving at the expected phase for their year level and 67% of male tamariki were achieving similarly. The difference of 5% between genders is a decrease of 8% from mid-year. Interestingly, at mid-year, a greater number of males were achieving than females. 5% is not considered a significant difference.

Ethnicity

In 2025, 33% identify as Māori, 56% as NZ European, 4% as Pacific, and 7% as Asian

Ethnicity	**(With support) towards**	**towards**	**within**	**above**	**Well above**	**total**
Māori	4 (9%)	12 (27%)	22 (49%)	4 (9%)	3 (6%)	45
NZ European	6 (8%)	12 (16%)	48 (62%)	5 (6%)	6 (8%)	77
Pacific	1 (16%)	1 (16%)	4 (68%)	0	0	6
Asian	4 (40%)	2 (20%)	3 (30%)	1 (10%)	0	10
Total	15	27	77	10	9	138

The small number of Pacific and Asian students make it difficult to identify trends and compare with other ethnic groups. Although the difference between Māori and NZ European still requires improvement, it is pleasing that the difference has decreased by 12% from mid-year.

Writing

	(with support) towards	Towards	Within	Above	Well above	Total
Y1		11 (28%)	29 (73%)			40
Y2			10 (100%)			10
Y3	2 (11%)	11 (61%)	5 (28%)			18
Y4	1 (5%)	2 (11%)	15 (79%)			19
Y5	6 (24%)	8 (32%)	6 (24%)	2 (8%)	3 (12%)	25
Y6	4 (15%)	4 (15%)	17 (63%)	1 (3.5%)	1 (3.5%)	27
Totals	13 (9%)	36 (26%)	82 (60%)	3 (2%)	4 (3%)	138

Note: This data includes tamariki who are on the ESOL (English for Speakers of Other Languages) roll, ORS (Ongoing Resourcing Scheme) funded students, and ICS (Inclass Support Scheme) students.

At the end of 2025, 65% of tamariki were achieving at or above their expected level. This compares favourably with the 2025 mid-year data where 56% were at the appropriate phase. The increase of 9% is pleasing and again demonstrates the focus on structured literacy.
Of concern is the year 5 and 3 groups of tamariki, where over half had not achieved where they were expected to. These year groups will be a focus in 2026.

Gender
In 2025, 50% of our tamariki were female and 50% were male.

Gender	(With support) towards	towards	within	above	Well above	total
Female/ wahine	4 (6%)	17 (25%)	44 (64%)	2 (2.5%)	2 (2.5%)	69
Male /tane	9 (13%)	19 (28%)	38 (55%)	1 (1%)	2 (3%)	69
Totals	13	36	82	3	4	138

10% more females (69%) are achieving at their expected level than their male counterparts (59%) at the end of 2025. Although it is pleasing to see that 13.45% more females have progressed to be achieving at their expected levels compared to mid-year. However, only 1.47% more males were achieving. This has caused the wider discrepancy than at mid-year. As we set up teaching programmes for writing, the need for close monitoring is evident for males and making changes where necessary.

Ethnicity
In 2025, 33% identify as Māori, 56% as NZ European, 4% as Pacific, and 7% as Asian

Ethnicity	**(With support) towards**	**towards**	**within**	**above**	**Well above**	**total**
Māori	3 (7%)	11 (24%)	28 (62%)	2 (4%)	1 (2%)	45
NZ European	7 (9%)	19 (25%)	47 (61%)	1 (1%)	3 (4%)	77
Pacific	0	2 (33%)	4 (67%)	0	0	6
Asian	3 (30%)	4 (40%)	3 (30%)	0	0	10
Total	13	36	82	3	4	138

There is only a 2% difference between Māori (68%) tamariki and non-Māori (66%) tamariki achieving within or above their expected level. This is a pleasing shift in achievement compared with the mid-year data. At mid-year, there was a difference of 18.62% more non-Māori achieving than Māori. The gap decrease of 16.62% is significant and again is reflecting intense teaching of writing using the structured literacy approach.

Mathematics

	(with support) Towards	**Towards**	**Within**	**Above**	**Well Above**	**Total**
Y1		11 (27%)	29 (73%)			40
Y2		1 (10%)	8 (80%)	1 (10%)		10
Y3	1 (5%)	5 (28%)	12 (67%)			18
Y4		7 (39%)	11 (61%)			18
Y5	1 (4%)	14 (56%)	7 (28%)	2 (8%)	1 (4%)	25
Y6	3 (11%)	8 (31%)	13 (50%)	2 (8%)		26
Totals	5 (4%)	46 (33%)	80 (58%)	5 (4%)	1 (1%)	137

Note: This data includes tamariki who are on the ESOL (English for Speakers of Other Languages) roll, ORS (Ongoing Resourcing Scheme) funded students, and ICS (Inclass Support Scheme) students.

At the end of 2025, 63% of all tamariki are within or above their expected level in mathematics and statistics. This compares favourably with the mid year data where only 43% were achieving as expected. The 20% increase is a reflection of the deeper understanding teachers have of what is expected at each year level and greater confidence in using the Ministry-provided teaching resources.

The year 5 & 6 cohorts are achieving in greater numbers towards and towards (with support). This cohort of tamariki requires further support and analysis of what is working for them and what needs to be changed. Interestingly, the year 5 group of tamariki is the last group to have been impacted by covid school closures.
In 2026, all teachers will identify their target tamariki and will be monitoring the identified students closely. This data will also be shared with senior leadership, who will support with additional resources as needed. The last 2 teacher-only days for maths will be held in 2026, which will give teachers a greater understanding of the updated changes that were made at the end of 2025.

Gender
In 2025, 50% of our tamariki were female and 50% were male.

Gender	(With support) towards	towards	within	above	Well above	Total
Female/wahine	2 (3%)	24 (35%)	41 (59%)	2 (3%)		69
Male /tane	3 (4.5%)	22 (32%)	39 (57%)	3 (4.5%)	1 (2%)	68
Totals	5	46	80	5	1	137

At the end of 2025, 62% of females were within or above the expected level for their year group. 63.5% of males were either within, above or well above their expected level. It is pleasing to note that there is no difference between genders for mathematics & statistics achievement. This compares very favourably from mid-year when 14.87% more males were achieving at the expected level.

Ethnicity
In 2025, 33% identify as Māori, 56% as NZ European, 4% as Pacific, and 7% as Asian

Ethnicity	**(With support) towards**	**towards**	**within**	**above**	**Well above**	**Total**
Māori	2 (4%)	14 (31%)	27 (60%)	2 (5%)		45
NZ European	2 (3%)	25 (32%)	46 (60%)	3 (4%)	1 (1%)	77
Pacific		4 (67%)	2 (3%)			6
Asian	1 (11%)	3 (33%)	5 (56%)			9
Total	5	46	80	5	1	137

It is pleasing to see that the gap between Māori and non-Māori has closed, and 65% of both groups are at expected levels for their year groups. This differs from our mid-year analysis, where there was a 8% difference between Māori and non-Māori.

Conclusion:

In all learning areas, reading, writing, and mathematics, it is pleasing to see that there has been significant improvement in achievement from mid 2025, particularly in reading and mathematics. There was a 20% improvement in the number of tamariki who achieved their expected phase for their year group.

When analysing the gender and ethnicity data again, it was positive to see very few gaps. This was particularly evident in maths. Writing was close in ethnicity, however still a gap in gender. Reading was the opposite, with a small gap for ethnicity, but a wider discrepancy in gender.

Although we aspire to have a larger number of tamariki achieving as expected against the refreshed English and mathematics learning areas, a number of year group cohorts are already achieving in much higher numbers. This is particularly evident in years 1 and 2. The year 4 tamariki achieved higher numbers for reading and writing. Of concern are the tamariki in years 3 and 5 (year 4 and 6 in 2026).

In 2026, tier 3 literacy intervention will continue for identified tamariki. The change for 2026 is students identified in years 3-6 are eligible for the specialist literacy programme. By the end of 2026 all classroom teachers will have participated in Liz Kane structured literacy professional learning including 2 teachers aides. This professional learning will give greater consistency across the school and teacher aide support will be given to identified tamariki in each class.

All teachers will participate in mathematics professional learning to support the implementation of the new mathematics and statistics learning area. There will be ongoing development for teachers on how to use the Ministry provided maths resources. The resources have now been aligned to the most recent updates to the maths learning area.

On Hero our student management system the learning area changes have also been updated to meet Ministry expectations. This will support teachers to make accurate judgements.

There is real urgency to have strong teaching and learning happening across the school. Teachers will identify target groups across the learning areas. These tamariki will be monitored closely on progress being made. The senior leadership team will be checking the data twice a term to support progress.

Resources to support teaching and learning are being purchased for all areas of the school. We believe we are in a strong position to support students to make the progress they need in reading, writing and maths in 2026.

How have we given effect to Te Tiriti o Waitangi

In 2025 Piopio Primary participated, completed and implemented a range of activities to support the ongoing development to give effect to Te Tiriti o Waitangi. This has been at a senior leadership and teacher level. The following is how this has been achieved. Please note achievement data is included in the data report for reading, writing and mathematics.

- The principal is a participant of MAC (Māori Achievement Collaborative). She has attended Maniapoto cluster hui, and the Tainui regional hui. The MAC advisor meets with the principal 1 to 1 at least once a term to discuss goals and progress. The advisor also facilitates staff meetings to support implementing tikanga in all classrooms.
- Our cultural leader supports staff in Te Ao Māori and te reo Māori, including sourcing resources and facilitating PLD workshops.
- A kuia from the iwi facilitated a staff meeting to support staff to strengthen relationships with whānau.
- All classes have karakia in the morning and for eating kai. This is led by students over the PA system.
- Class instructions are given in te reo Māori and phrases are displayed around the classrooms.
- 80 students participate in weekly kapa haka sessions.
- The kapa haka roopu performed at the Maniapoto Cultural Festival, a combined area performance and at the end of year prizegiving
- 30 minutes of waiata and pronunciation of te reo Māori are practised by all students, teachers and support staff at the weekly school hui. This is led by the deputy principal, who is our cultural leader
- Matariki celebrations included breakfast, kapa haka performance and displays in each classroom of learning about Matariki
- Board and staff meetings start and end with karakia
- Powhiri for new students and staff at the beginning of each term.