

ASHGROVE SCHOOL



ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	3284
Principal:	Leon Van't Veen
School Address:	48 Seddon Street Rangiora 7400
School Postal Address:	
School Phone:	(03) 313 8552
School Email:	admin@ashgrove.school.nz
Accountant / Service Provider:	Schooled Limited



ASHGROVE SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

Index

Page	Statement
1	Members of the Board
2	Statement of Responsibility
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7 - 20	Notes to the Financial Statements
21 - 23	Independent Auditor's Report

Ashgrove School

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Steven Benney	Presiding Member	Elected Nov 2023	Nov 2026
Jason King	Parent Representative	Re-elected Sept 2022	Sept 2025
Leon Van't Veen	Principal ex Officio		
Sarah Woods	Parent Representative	Elected Sep 2025	Sept 2028
Mel Eaton	Parent Representative	Re-Elected Sep 2022	Sept 2028
Gerard Christie	Parent Representative	Elected Sept 2022	Sept 2025
Dave Hopkins	Parent Representative	Elected Nov 2023	Nov 2026
Christopher Hawes	Parent Representative	Elected Nov 2023	Nov 2026
Richard Fox	Parent Representative	Elected Sep 2025	Sept 2028
Anya Galdbraith	Staff Representative	Elected Apr 2025	Sept 2028
Andrea Woolford	Staff Representative	Re-elected Sept 2022	Apr 2025

Ashgrove 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.

Steven Benney

Full Name of Presiding Member

Signed by:

593088CE3A45E2AB

Signature of Presiding Member

26/05/2026

Date

Leon Van't Veen

Full Name of Principal

Signed by:

6EE39E3127FAD678

Signature of Principal

26/05/2026

Date

Ashgrove 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	4,690,181	4,210,997	4,395,010
Locally Raised Funds	3	142,101	8,004	187,412
Interest		5,396	12,000	15,353
Other Revenue		-	396	610
Total Revenue		4,837,678	4,231,397	4,598,385
Expense				
Locally Raised Funds	3	98,850	-	143,898
Learning Resources	4	3,346,124	2,831,489	3,022,186
Administration	5	267,572	230,139	293,223
Interest		7,153	6,402	7,705
Property	6	1,028,898	1,063,467	1,077,529
Loss on Disposal of Property, Plant and Equipment		95	-	1,588
Total Expense		4,748,692	4,131,497	4,546,129
Net Surplus / (Deficit) for the year		88,986	99,900	52,256
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		88,986	99,900	52,256

Ashgrove 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		654,110	654,113	601,854
Total comprehensive revenue and expense for the year		88,986	99,900	52,256
Contribution - Furniture and Equipment Grant		-	-	-
Equity at 31 December		743,096	754,013	654,110
Accumulated comprehensive revenue and expense		743,096	754,013	654,110
Equity at 31 December		743,096	754,013	654,110



Ashgrove School

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	642,254	559,081	962,183
Accounts Receivable	8	301,643	220,904	206,308
GST Receivable		726	-	-
Prepayments		14,560	9,518	12,959
Funds Receivable for Capital Works Projects	15	19,737	34,325	-
		978,920	823,828	1,181,450
Current Liabilities				
GST Payable		-	-	59,352
Accounts Payable	10	324,659	227,382	223,221
Borrowings	11	9,488	7,470	9,488
Revenue Received in Advance	12	570	11,353	5,730
Provision for Cyclical Maintenance	13	15,035	-	14,918
Finance Lease Liability	14	76,936	59,055	61,168
Funds held for Capital Works Projects	15	84,814	18,309	431,718
		511,502	323,569	805,595
Working Capital Surplus/(Deficit)		467,418	500,259	375,855
Non-current Assets				
Property, Plant and Equipment	9	366,110	359,594	373,255
		366,110	359,594	373,255
Non-current Liabilities				
Borrowings	11	-	7,972	-
Provision for Cyclical Maintenance	13	40,189	41,230	33,738
Finance Lease Liability	14	50,243	56,638	61,262
		90,432	105,840	95,000
Net Assets		743,096	754,013	654,110
Equity		743,096	754,013	654,110

Ashgrove 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		1,069,869	878,023	1,096,238
Locally Raised Funds		129,824	(8,165)	195,897
Goods and Services Tax (net)		(60,079)	(59,353)	52,714
Payments to Employees		(525,041)	(293,868)	(645,737)
Payments to Suppliers		(441,806)	(356,342)	(482,861)
Interest Paid		(7,153)	(6,402)	(7,705)
Interest Received		5,396	12,000	15,353
Net cash from/(to) Operating Activities		171,010	165,893	223,899
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	(1,588)
Purchase of Property Plant & Equipment (and Intangibles)		(35,113)	(31,860)	(57,558)
Net cash from/(to) Investing Activities		(35,113)	(31,860)	(59,146)
Cash flows from Financing Activities				
Finance Lease Payments		(79,697)	(85,867)	(34,830)
Repayment of Borrowings		(9,488)	(3,534)	(5,954)
Funds Administered on Behalf of Other Parties		(366,641)	(447,734)	345,872
Net cash from/(to) Financing Activities		(455,826)	(537,135)	305,088
Net increase/(decrease) in cash and cash equivalents		(319,929)	(403,102)	469,841
Cash and cash equivalents at the beginning of the year	7	962,183	962,183	492,342
Cash and cash equivalents at the end of the year	7	642,254	559,081	962,183

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.

Ashgrove School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

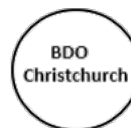
Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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



Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 9.

Critical Judgements in applying accounting policies

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

Classification of leases

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

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

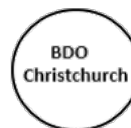
Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

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

Interest Revenue

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



d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) 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:

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



i) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

j) Accounts Payable

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

k) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

l) Revenue Received in Advance

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

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

m) Funds held for Capital works

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

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



n) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

o) Financial Instruments

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

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

p) 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.

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	1,034,461	867,533	1,069,697
Teachers' Salaries Grants	2,808,559	2,491,464	2,406,320
Use of Land and Buildings Grants	804,835	852,000	880,917
Other Government Grants	42,326	-	38,076
	<u>4,690,181</u>	<u>4,210,997</u>	<u>4,395,010</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	-	-	5,500
Fees for Extra Curricular Activities	104,518	-	156,067
Trading	1,515	-	1,988
Other Revenue	36,068	8,004	23,857
	<u>142,101</u>	<u>8,004</u>	<u>187,412</u>
Expense			
Extra Curricular Activities Costs	98,850	-	143,898
	<u>98,850</u>	<u>-</u>	<u>143,898</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>43,251</u>	<u>8,004</u>	<u>43,514</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	45,891	51,230	44,373
Information and Communication Technology	21,806	22,539	19,521
Employee Benefits - Salaries	3,132,140	2,606,969	2,804,809
Staff Development	18,955	25,600	32,759
Depreciation	126,609	124,651	120,252
Other Learning Resources	723	500	472
	<u>3,346,124</u>	<u>2,831,489</u>	<u>3,022,186</u>

5. Administration

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	11,204	9,551	10,485
Board Expenses	22,209	18,300	16,890
Operating Leases	12,961	13,000	14,597
Other Administration Expenses	44,604	38,800	36,989
Employee Benefits - Salaries	143,089	122,000	186,275
Insurance	13,649	12,700	12,762
Service Providers, Contractors and Consultancy	19,856	15,788	15,225
	<u>267,572</u>	<u>230,139</u>	<u>293,223</u>

6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	67,416	54,000	61,247
Cyclical Maintenance	6,568	20,707	10,666
Heat, Light and Water	29,564	20,000	23,996
Rates	11,029	12,800	9,780
Repairs and Maintenance	27,352	29,160	18,753
Use of Land and Buildings	804,835	852,000	880,917
Employee Benefits - Salaries	58,523	60,000	54,832
Other Property Expenses	23,611	14,800	17,338
	<u>1,028,898</u>	<u>1,063,467</u>	<u>1,077,529</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	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	642,254	559,081	962,183
Cash and cash equivalents for Statement of Cash Flows	<u>642,254</u>	<u>559,081</u>	<u>962,183</u>

Of the \$642,254 Cash and Cash Equivalents \$85,384 is subject to restrictions for the following reasons:

- \$84,814 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 15.
- \$570 of Revenue Received in Advance is held by the School, as disclosed in note 12.

8. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	18,199	21,917	5,946
Receivables from the Ministry of Education	4,525	-	4,269
Teacher Salaries Grant Receivable	278,919	198,987	196,093
	<u>301,643</u>	<u>220,904</u>	<u>206,308</u>
Receivables from Exchange Transactions	18,199	21,917	5,946
Receivables from Non-Exchange Transactions	283,444	198,987	200,362
	<u>301,643</u>	<u>220,904</u>	<u>206,308</u>

9. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Buildings	75,250				(5,100)	70,150
Furniture and Equipment	130,377	12,954			(29,993)	113,338
Information and Communication Technology	33,669	22,354			(15,020)	41,003
Leased Assets	123,659	84,351			(75,233)	132,777
Library Resources	10,300	318	(513)		(1,263)	8,842
	<u>373,255</u>	<u>119,977</u>	<u>(513)</u>	<u>-</u>	<u>(126,609)</u>	<u>366,110</u>

Restrictions

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

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated	Net Book	Cost or	Accumulated	Net Book
	\$	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Buildings	160,535	(90,385)	70,150	160,535	(85,285)	75,250
Furniture and Equipment	578,869	(465,531)	113,338	565,914	(435,537)	130,377
Information and Communication Technology	240,687	(199,684)	41,003	218,333	(184,664)	33,669
Leased Assets	247,772	(114,995)	132,777	242,551	(118,892)	123,659
Library Resources	84,211	(75,369)	8,842	85,096	(74,796)	10,300
	<u>1,312,074</u>	<u>(945,964)</u>	<u>366,110</u>	<u>1,272,429</u>	<u>(899,174)</u>	<u>373,255</u>

10. Accounts Payable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Creditors	33,097	10,740	10,978
Accruals	8,846	8,846	10,978
Banking Staffing Overuse	-	-	1,527
Employee Entitlements - Salaries	278,920	197,325	196,093
Employee Entitlements - Leave Accrual	3,796	10,471	3,645
	<u>324,659</u>	<u>227,382</u>	<u>223,221</u>

Payables for Exchange Transactions	324,659	227,382	223,221
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>324,659</u>	<u>227,382</u>	<u>223,221</u>

The carrying value of payables approximates their fair value.

11. Borrowings

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Painting Contract due within one year	9,488	7,470	9,488
	<u>9,488</u>	<u>7,470</u>	<u>9,488</u>
Painting Contract due after one year	-	7,972	-
	<u>-</u>	<u>7,972</u>	<u>-</u>

In 2022 the Board signed an agreement with Programmed Maintenance (the contractor) for an agreed programme of work covering a four years year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2025, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

12. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	-	11,353	5,136
Other revenue in Advance	570	-	594
	<u>570</u>	<u>11,353</u>	<u>5,730</u>



13. Provision for Cyclical Maintenance

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	48,656	33,738	42,827
Increase/(decrease) to the Provision During the Year	6,568	20,707	10,666
Use of the Provision During the Year	-	(13,215)	(10,791)
Provision at the End of the Year	<u>55,224</u>	<u>41,230</u>	<u>42,702</u>
Cyclical Maintenance - Current	15,035	-	14,918
Cyclical Maintenance - Non current	40,189	41,230	33,738
	<u>55,224</u>	<u>41,230</u>	<u>48,656</u>

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

14. Finance Lease Liability

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

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	81,639	63,055	67,741
Later than One Year	51,790	61,638	64,540
Future Finance Charges	(6,250)	(9,000)	(9,851)
	<u>127,179</u>	<u>115,693</u>	<u>122,430</u>
Represented by			
Finance lease liability - Current	76,936	59,055	61,168
Finance lease liability - Non current	50,243	56,638	61,262
	<u>127,179</u>	<u>115,693</u>	<u>122,430</u>

15. Funds Held for Capital Works Projects

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

2025	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Project 244212 - Block 1,2: Lifecycle Roof Replacement	192,182	-	(211,919)	-	(19,737)
Project 24415 - Block 1: Toilet Upgrade & Office Layout Alteration	-	65,513	(31,406)	-	34,107
Project 242106 - LSM: 2,24: Property Modifications USB & Accessibility Upgrades	239,536	31,406	(254,635)	-	16,307
Project 244213 -Cloakroom Refurbishment	-	36,000	(1,600)	-	34,400
Totals	431,718	132,919	(499,560)	-	65,077

Represented by:

Funds Held on Behalf of the Ministry of Education	84,814
Funds Receivable from the Ministry of Education	(19,737)

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Project 244212 - Block 1,2: Lifecycle Roof Replacement	(1,800)	203,438	(9,456)	-	192,182
Project 242106 - LSM: 2,24: Property Modifications USB & Accessibility Upgrades	(12,350)	289,498	(37,612)	-	239,536
Security Cameras Project number	49,402	3,752	(53,154)	-	-
Lighting Upgrade Project number	50,594	3,839	(54,433)	-	-
Totals	85,846	500,527	(154,655)	-	431,718

Represented by:

Funds Held on Behalf of the Ministry of Education	431,718
Funds Receivable from the Ministry of Education	-

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	3,900	3,420
<i>Leadership Team</i>		
Remuneration	317,513	313,612
Full-time equivalent members	2	2
Total key management personnel remuneration	321,413	317,032

There are 7 members of the Board excluding the Principal. The Board had held 7 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	170-180
Benefits and Other Emoluments	5-10	5-10
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	9.00	2.00
110 - 120	3.00	2.00
120 - 130	1.00	1.00
130 - 140	1.00	0.00
	14.00	5.00

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



18. Compensation and Other Benefits Upon Leaving

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

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

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

20. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$135,914 (2024:\$536,214) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Project 24415 - Block 1: Toilet Upgrade & Office Layout Alteration	72,792
Project 242106 - LSM: 2,24: Property Modifications USB & Accessibility Upgrades	24,722
Project 244213 -Cloakroom Refurbishment	38,400
Total	<u>135,914</u>

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

(b) Operating Commitments

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



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	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	642,254	559,081	962,183
Receivables	301,643	220,904	206,308
Total financial assets measured at amortised cost	<u>943,897</u>	<u>779,985</u>	<u>1,168,491</u>

Financial liabilities measured at amortised cost

Payables	324,659	227,382	223,221
Borrowings - Loans	-	7,972	-
Finance Leases	127,179	115,693	122,430
Total financial liabilities measured at amortised cost	<u>451,838</u>	<u>351,047</u>	<u>345,651</u>

22. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Ashgrove School (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch Audit Limited, to carry out the audit of the financial statements of the School on pages 3 to 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 26 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 End of Year Summer Celebration Update from the Board of Trustees, Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Te Tiriti o Waitangi, 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.



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



END OF YEAR SUMMER CELEBRATION UPDATE FROM THE BOARD OF TRUSTEES



CELEBRATING OUR 2025 STRATEGIC GOALS

Maths • Literacy • Community

Kia ora e te whānau,

As the sun shines brighter, the school year wraps up, and Kiwi summer begins, your Board of Trustees is excited to share all the amazing learning gifts our tamariki have unwrapped in 2025.

It's been a year full of growth, innovation, and mahi - and just like a perfect summer holiday, everyone at Tūtira Ashgrove has played their part to make this year shine!

MATHEMATICS

- Growing Confidence & Clarity

Maths has been our “surprise package” this year with the launch of the new national curriculum, but our staff have tackled it with the same energy as firing up the BBQ on a sunny afternoon!

2025 Highlights

- 📖 *Maths No Problem* is fully embedded across all teams
- 📖 Ongoing assessments help teachers see exactly where learners are at
- 📖 Teachers joined Ministry training, workshops, and Kāhui Ako maths sessions
- 📖 Extra staffing will support maths learning even more in 2026

Our tamariki are finishing the year as confident, capable mathematical thinkers - the perfect gift to take into the summer!

LITERACY

- Strong Foundations
- Clear Progress



While the English Curriculum was finalised this year, our teachers have been busy continuing with their strong reading writing, and oral language mahi - like setting up the perfect beach camp, step by step, with structure, purpose, and clarity.

This year our staff have:

- ✦ Completed Structured Literacy training with Ministry of Education Specialists.
- ✦ Sharpened literacy goals, milestones, and assessment practices
- ✦ Worked closely with RTLit (Resource Teacher of Literacy) and Learning Support Coordinator to support learners needing additional support
- ✦ Initial findings and data collection are showing some great progress; we will be ready to share this at the beginning of next year.

Our tamariki are making some fantastic gains

- a real celebration of mahi, well done!

Statement of Variance - Literacy

Strategic Goal - Implement evidence-based instruction to support student learning in literacy

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcome	Planning for next year - where to next?																
Continue strengthening structured literacy programmes across the kura	<p>All teachers taught literacy using a structured approach (LLLL, TWR, The Code)</p> <p>Teachers taught literacy as a whole class with in class support / tier 2 intervention groups where needed</p>	<p>Planning</p> <p>Student work</p> <p>Tracking documents</p> <p>Assessments</p> <p>Reading achievement data</p> <table border="1" style="width: 100%;"> <tr> <td>All students at / above expectation</td> <td style="text-align: center;">73%</td> </tr> <tr> <td>Male students at / above expectation</td> <td style="text-align: center;">70%</td> </tr> <tr> <td>Females students at / above expectation</td> <td style="text-align: center;">76%</td> </tr> <tr> <td>Maori students at / above expectation</td> <td style="text-align: center;">64%</td> </tr> </table> <p>Writing achievement data</p> <table border="1" style="width: 100%;"> <tr> <td>All students at / above expectation</td> <td style="text-align: center;">66%</td> </tr> <tr> <td>Male students at / above expectation</td> <td style="text-align: center;">57%</td> </tr> <tr> <td>Females students at / above expectation</td> <td style="text-align: center;">74%</td> </tr> <tr> <td>Maori students at / above expectation</td> <td style="text-align: center;">55%</td> </tr> </table>	All students at / above expectation	73%	Male students at / above expectation	70%	Females students at / above expectation	76%	Maori students at / above expectation	64%	All students at / above expectation	66%	Male students at / above expectation	57%	Females students at / above expectation	74%	Maori students at / above expectation	55%	No variations - teachers implemented new learning from SL PD	Continue with strengthening and embedding our SL approach to literacy instruction
All students at / above expectation	73%																			
Male students at / above expectation	70%																			
Females students at / above expectation	76%																			
Maori students at / above expectation	64%																			
All students at / above expectation	66%																			
Male students at / above expectation	57%																			
Females students at / above expectation	74%																			
Maori students at / above expectation	55%																			
Continue to develop teacher knowledge and practice in literacy	All teachers engaged in extensive structured literacy PD with Liz Kane	Teachers attending Liz Kane MOE funded PD	None	Continue to refine current practice based upon this learning																

Strategic Goal - Use data, assessment and evidence to monitor progress and achievement, and drive improvement in student learning

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcome	Planning for next year - where to next?
Use literacy data and assessment to identify supports required for students	Used Phonics Check, LLLL, DIBELS to identify students for targeted support	<p>Assessments</p> <p>Tracking documents</p>	None	Continue to use evidence-based assessments to track and monitor progress
Plan and implement learning support and/or	Tier 2 and 3 intervention groups run 4 days a week	Progress monitoring of intervention students	High absences	Apply for MOE SL intervention funding

interventions for identified students and monitor their progress	for identified students	Achievement data above		Continue targeted support for identified students
------------------------------------------------------------------	-------------------------	------------------------	--	---------------------------------------------------

Literacy EOY Report 2025

Literacy has been a strategic focus for 2025.

The focus has been on continuing to grow and deepen teacher knowledge and capability through targeted professional development and to embed current literacy practice.

All teachers have engaged in extensive Ministry of Education funded professional development from Liz Kane, literacy educator and specialist. Whilst our teachers felt well placed, with many initiatives and government expectations already well in place, the current way of teaching literacy was challenged in a positive way. Through the learning from this professional development, the teaching of literacy has evolved and is now a dynamic and solid programme at Ashgrove School.

Working with a new curriculum and expectations, the year has been challenging to say the least. However, our teachers have challenged themselves, been open to change, have dived head first into the learning pit and are stronger and more competent than ever to deliver a high quality literacy programme.

This year saw the redesign of 0.2 of the Learning Support Co-ordinator role, whereby we have been able to devote this time directly to literacy intervention. Our specialist teacher taking on this role has been able to give tier 2 and 3 support for those students across the school who need that bit extra which has made a huge difference.

READING

Reading Achievement and Progress Overtime

Tutira Ashgrove School students achieving at or above school expectations in Reading 2020-2025

	All Students	Male	Female	Māori
2020	84%	83%	86%	76%
2021	75%	73%	77%	59%
2022	82%	81%	84%	75%
2023	78%	77%	79%	67%
2024	70%	65%	75%	58%
2025	73%	70%	76%	64%

Please note, with different expectations and milestones than previous years, 2025 results cannot be directly compared to achievement in previous years, however it is pleasing to still see high achievement levels.

2025 Reading Achievement and Progress

73% (329/449) of students are achieving at or above school expectations in reading.

27% (120/449) of students are working towards school expectations in reading.

	2020	2021	2022	2023	2024	2025
Well below expectation	0	4	0	0	0	0
Working towards expectation	50	105	65	99	127	120
At expectation	120	188	211	209	203	259
Above expectation	150	136	94	146	93	70
Total Students	320	433	370	454	423	449
Total at or above expectation	270	322	305	355	296	329
% at or above expectation	84%	75%	82%	78%	70%	73%

Of the 120 students working towards expectation for reading:

- 1 student is ORS funded
- 1 student has In Class Support (ICS)
- 1 students has High Complex Needs (HCN) support
- 2 students had a long transition to school this year
- 7 students have high absences

All students working towards expectations work within the class literacy programme, have small group support from the teacher and/or learning assistant and targeted students also received intervention support from our specialist LSC literacy teacher.

	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
Above expectation		14 (28%)	10 (17%)	8 (17%)	6 (12%)	4 (7%)	3 (7%)	16 (28%)	8 (14%)
At expectation	23 (92%)	27 (54%)	34 (58%)	27 (56%)	32 (64%)	26 (48%)	31 (51%)	31 (53%)	36 (61%)
Working towards expectation	2 (8%)	9 (18%)	15 (25%)	3 (27%)	12 (24%)	24 (45%)	19 (42%)	11 (19%)	15 (25%)
Total	25	50	59	48	50	54	45	58	59
Total working at or above expectation	23 (92%)	41 (82%)	44 (75%)	35 (73%)	38 (76%)	30 (55%)	34 (58%)	47 (81%)	44 (75%)

Year 0, 1 and 7 students are the best performing cohorts (92%, 82% and 81% of students are working at or above school expectations respectively).

The Y5 students are the weakest performing cohort with only 55% of Y5 students working at or above school expectation. While students may not have moved from 'towards' to 'at' school expectations, they have experienced progress in their learning.

Male Students

70% (155/221) of males are achieving at or above school expectations in reading end-2025.

30% (56/221) of males are achieving below or well below school expectations in reading end-2025.

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Above		6 (25%)	5 (14%)	5 (22%)	3 (11%)	1 (4%)	2 (10%)	7 (32%)	4 (14%)	33 (15%)
At	13 (93%)	12 (50%)	19 (54%)	14 (61%)	18 (64%)	11 (41%)	10 (50%)	9 (41%)	16 (57%)	122 (55%)
Towards	1 (7%)	6 (25%)	11 (31%)	4 (17%)	7 (25%)	15 (56%)	8 (40%)	6 (27%)	8 (29%)	56 (30%)
Total	14	24	35	23	28	27	20	22	28	221

More male students in the Y3, Y7 and Y8 cohorts are working at or above school expectations at the end of the year than they were mid-year.

Of the 56 male students working towards school expectations, 4 students have extensive absences, one has ICS, 1 student is ORS, 1 has HCN and 1 had a long transition to school. Many of these boys are also part of the literacy intervention groups.

Female Students

76% (173/227) of females are achieving at or above school expectations in reading mid-2025.

23% (54/227) of females are working towards school expectations in reading mid-2025.

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Above		8 (31%)	5 (21%)	3 (12%)	3 (14%)	3 (11%)	1 (4%)	9 (25%)	4 (13%)	36 (16%)
At	10 (90%)	15 (58%)	15 (63%)	13 (52%)	14(64%)	15 (56%)	13 (52%)	22 (61%)	20 (64%)	137 (60%)
Towards	1 (9%)	3 (12%)	4 (17%)	9 (36%)	5 (23%)	9 (33%)	11 (44%)	5 (14%)	6 (23%)	54 (24%)
Total	11	26	24	25	22	27	25	36	31	227

More female students in the Y3, Y5, Y7 and Y8 cohorts are working at or above school expectations at the end of the year than they were mid-year.

Of the 54 female students working towards expectations in reading, 1 student has had a long transition to school and 3 students have extensive absences. Many of these students are also in the literacy interventions groups, receiving specialist support.

NZ Māori

64% (34/53) of students who identify as NZ Māori are working at or above school expectations.

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
--	--------	--------	--------	--------	--------	--------	--------	--------	--------	-------

Above		1 (17%)	1 (25%)			1 (17%)		3 (43%)	1 (10%)	7 (13%)
At	5 (83%)	1 (17%)	2 (50%)	3 (50%)	2 (33%)	4 (67%)	1 (50%)	1 (14%)	8 (80%)	27 (51%)
Towards	1 (17%)	4 (67%)	1 (25%)	3 (50%)	4 (67%)	1 (17%)	1 (50%)	1 (43%)	1 (10%)	19 (36%)
Total	6	6	4	6	6	6	2	7	10	53

19 students who identify as NZ Māori are working towards school expectations. 1 of these students has HCN and many are supported through the literacy intervention groups.

European / Pākehā

74% (2557/345) of students who identify as European / Pākehā are working at or above school expectations.

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Above		12 (33%)	7 (15%)	7 (19%)	6 (16%)	2 (5%)	3 (8%)	13 (28%)	6 (13%)	56 (16%)
At	17 (94%)	21 (58%)	28 (60%)	21 (58%)	24 (63%)	18 (46%)	19 (49%)	25 (54%)	26 (57%)	199 (58%)
Towards	1 (6%)	3 (8%)	12 (35%)	8 (22%)	8 (21%)	19 (49%)	17 (44%)	8 (17%)	14 (30%)	90 (26%)
Total	18	36	47	36	38	39	39	46	46	345

90 students who identify as European / Pākehā are working towards school expectations. One student is ORS and 5 have had significant absences from school this year. A large number of these students are supported through the literacy intervention groups.

Pasifika

14 students identify as Pasifika at Tūtira Ashgrove School. 79% (11/14) of students who identify as Pasifika are working at or above school expectations.

Asian

30 students identify as Asian at Tūtira Ashgrove School. 77% (23/30) of students who identify as Asian are working at or above school expectations.

MELAA (Middle Eastern / Latin American / African)

6 students identify as MELAA at Tūtira Ashgrove School. 83% (5/6) students who identify as MELAA are working at or above school expectations. The majority of these students receive ESOL support and additional learning time around English with a Learning Assistant.

All students who are working towards school expectations are identified within the team and are taught and supported according to their needs and goals. Interventions are in place for students requiring extra support or extension.

WRITING

Writing Achievement and Progress Overtime

Ashgrove School students achieving at or above school expectations in Writing 2020-2025

	All Students	Male	Female	Māori
2020	73%	69%	77%	65%
2021	70%	65%	74%	59%
2022	75%	70%	79%	65%
2023	70%	65%	74%	51%
2024	64%	53%	74%	100%
2025	66%	57%	74%	55%

Ashgrove School students have remained steady in their writing achievement in 2025. Overall, there are 66% of students achieving at or above school expectations in writing.

Please note, with different expectations and milestones than previous years, 2025 results cannot be directly compared to achievement in previous years, however it is pleasing to still have consistent achievement levels.

2025 Writing Achievement and Progress

64% (270/422) of students are achieving at or above school expectations in writing.

36% (152/422) of students are working towards school expectations in writing.

	2020	2021	2022	2023	2024	2025
Working towards expectation	87	132	87	137	152	154
At expectation	165	249	238	286	218	268
Above expectation	75	52	29	33	52	26
Total Students	327	433	354	456	422	448
Total at or above expectation	240	301	267	319	270	294
% at or above expectation	73%	70%	75%	70%	64%	66%

Of the 154 students working towards expectation for writing:

- 1 student is ORS funded
- 1 students has HCN
- 2 students had a long transition to school
- 7 students have had extensive absences from school

All students working towards expectations are part of the whole class teaching and receive further support from the teacher / LA.

	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
Above		1 (2%)	2 (3%)	4 (8%)	2 (4%)	3 (4%)	0	10 (17%)	5 (8%)

expectation									
At expectation	21 (84%)	32 (64%)	40 (68%)	23 (48%)	38 (76%)	26 (48%)	29 (64%)	31 (53%)	28 (47%)
Working towards expectation	4 (16%)	17 (34%)	17 (29%)	21 (44%)	10 (20%)	26 (48%)	16 (36%)	17 (29%)	26 (44%)
Total	25	50	59	48	50	54	45	58	59
Total working at or above expectation	21 (84%)	33 (66%)	42 (71%)	27 (56%)	40 (80%)	28 (52%)	29 (64%)	41 (70%)	33 (55%)

Year 0 and Year 4 students are the strongest performing groups (84% and 80% of students achieving at or above school expectations respectively) followed by Year 2 and Year 7 students (71% and 70% of students achieving at or above school expectations).

Male Students

57% (125/221) of males are achieving at or above school expectations in writing end-2025.

43% (96/221) of males are achieving below or well below school expectations in writing end-2025.

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Above				1 (4%)	1 (4%)		10 (50%)	5 (23%)	1 (4%)	8 (4%)
At	11 (79%)	14 (58%)	22 (63%)	9 (39%)	20 (71%)	12 (44%)	6 (30%)	8 (36%)	11 (39%)	117 (53%)
Towards	3 (21%)	10 (42%)	13 (37%)	13 (57%)	7 (25%)	15 (56%)	4 (20%)	9 (41%)	16 (57%)	96 (43%)
Total	14	24	35	23	28	27	20	22	28	221

Of the 96 male students working towards school expectations, 1 student has ORS support, 1 student has HCN, 1 student had a long transition to school this year and 7 have had extensive absences from school this year. These students are part of the whole class literacy programme and receive further support from the teacher/learning assistance.

Female Students

74% (169/227) of females are achieving at or above school expectations in writing mid-2025.

26% (58/227) of females are working towards school expectations in writing mid-2025.

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Above		1 (4%)	2 (8%)	3 (12%)	1 (5%)	2 (7%)		5 (14%)	4 (13%)	18 (8%)
At	10 (91%)	18 (69%)	18 (75%)	14 (56%)	18 (82%)	14 (52%)	19 (76%)	23 (64%)	17 (55%)	151 (67%)
Towards	1 (9%)	7 (27%)	4 (17%)	8 (32%)	3 (14%)	11 (41%)	6 (24%)	8 (22%)	10 (32%)	58 (26%)
Total	11	26	24	25	22	27	25	36	31	227

Of the 58 female students working towards expectations in reading, 1 had a long transition to school and 3 have had significant absences this year. Three female students working towards expectations have had

extensive absences from school. These students are part of the whole class literacy programme and receive further support from the teacher/learning assistance.

NZ Māori

55% (29/53) of students who identify as NZ Māori are working at or above school expectations.

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Above								2 (29%)		2 (4%)
At	3 (50%)	2 (33%)	3 (75%)	2 (33%)	2 (33%)	5 (83%)	2 (100%)	1 (14%)	7 (70%)	27 (51%)
Towards	3 (50%)	4 (67%)	1 (25%)	4 (67%)	4 (67%)	1 (17%)		4 (58%)	3 (30%)	24 (45%)
Total	6 (50%)	6	4	6	6	6	2	7	10	53

24 students who identify as NZ Māori are working towards school expectations. 1 student has HCN support, 1 had a long transition to school, and 1 has been absent for large periods this year. These students are also supported through the teacher / learning assistant in the class.

European / Pākehā

66% (229/345) of students who identify as European / Pākehā are working at or above school expectations.

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Above		1 (3%)	2 (4%)	3 (8%)	2 (5%)	1 (3%)		7 (15%)	3 (7%)	19 (6%)
At	17 (94%)	27 (75%)	32 (68%)	19 (53%)	30 (79%)	15 (38%)	23 (59%)	27 (59%)	20 (43%)	210 (61%)
Towards	1 (6%)	8 (22%)	13 (28%)	14 (39%)	6 (16%)	23 (59%)	16 (41%)	12 (26%)	23 (50%)	116 (34%)
Total	18	36	47	36	38	39	39	46	46	345

116 students who identify as European / Pākehā are working towards school expectations. One student is ORS, 1 had a long transition to school and 6 have had high absenteeism.

Pasifika

14 students identify as Pasifika at Tūtira Ashgrove School. 71% (10/14) of students who identify as Pasifika are working at or above school expectations.

Asian

30 students identify as Asian at Tūtira Ashgrove School. 70% (21/30) students who identify as Asian are working at or above school expectations.

MELAA (Middle Eastern / Latin American / African)

6 students identify as MELAA at Tūtira Ashgrove School. 83% (5/6) students who identify as MELAA are working at or above school expectations. The majority of these students receive ESOL support and additional learning time around English with a Learning Assistant.

All students who are working towards school expectations are identified within the team and are taught and supported according to their needs and goals. Interventions are in place for students requiring extra support or enrichment.

Statement of Variance - Mathematics

Strategic Goal - Implement evidence-based instruction to support student learning in Mathematics

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcome	Planning for next year - where to next?								
Continue to participate in Ministry of Education directed Professional Development Te Mātaiaho	<p>All teachers participated in MOE Maths Day 1 and 2 (out of 4)</p> <p>Determine and develop teacher capability and confidence in teaching mathematics</p>	<p>Planning</p> <p>Student work</p> <p>Tracking documents</p> <p>Assessments</p> <p>Mathematics achievement data</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">All students at / above expectation</td> <td style="text-align: center;">71.5%</td> </tr> <tr> <td style="text-align: center;">Male students at / above expectation</td> <td style="text-align: center;">72.5%</td> </tr> <tr> <td style="text-align: center;">Females students at / above expectation</td> <td style="text-align: center;">71.8%</td> </tr> <tr> <td style="text-align: center;">Maori students at / above expectation</td> <td style="text-align: center;">61.5%</td> </tr> </table>	All students at / above expectation	71.5%	Male students at / above expectation	72.5%	Females students at / above expectation	71.8%	Maori students at / above expectation	61.5%	No variations - teachers implemented new curriculum year group expectations	Continue with strengthening and embedding our Structured and explicit mastery approach to mathematics instruction
All students at / above expectation	71.5%											
Male students at / above expectation	72.5%											
Females students at / above expectation	71.8%											
Maori students at / above expectation	61.5%											
Implement evidence based instruction to support students learning in Mathematics	<p>Implement Maths No Problem and The Learner First pedagogy throughout the kura</p> <p>Follow the Maths No Problem pathway that builds on and shows progression over the year levels in line with the Te Mātaiaho curriculum phases</p>	Lead Teachers attending The Learner First workshops. All teachers attend Maths No Problem Implementation Workshop. Opportunity for Team Leaders and Maths Leads to attend a Maths No Problem workshop.	None	Continue to refine current practice based upon this learning								
Use data, assessment and evidence to monitor progress and achievement and drive improvement in student learning	Implement formative, summative and assessment tools to monitor progress of student learning	<p>Assessments</p> <p>Tracking documents</p>	None	Continue to use evidence-based assessments to track and monitor progress								
Engage in professional development to continue to develop teacher capacity	Professional development sessions around the Refreshed Mathematics Curriculum	Student achievement Teacher capacity	None	Continue with strengthening and embedding our Structured and explicit mastery approach to mathematics instruction								

Maths EOY Report 2025

2025 has been a transformative year for Teaching and Learning in Mathematics at Tūtira Ashgrove. Our commitment to embedding refreshed Mathematics Curriculum remains central to our approach.

This year, we successfully implemented the structured, mastery-based *Maths — No Problem!* program across our entire Year 0–8 kura. This systematic approach provides a clear, progressive scope and sequence that spirals through the year levels, ensuring consistency in language, strategies, and expectations. This intentional structure aligns with the Science of Learning and guarantees explicit teaching across all classrooms, reducing planning workload while focusing staff effort on high-impact instructional delivery.

To effectively track student progress and the impact of mathematics, our formative assessment includes tracking student engagement and achievement within lessons and utilizing the Snapshot assessment tool to consistently monitor and track progress in the Number learning area across all cohorts. Our Summative Assessment tool this year has been PAT for Year 3-8 administered in term 1.

We look forward to continuing to build on this momentum, embedding a culture of mathematical achievement for all our ākonga.

All students End Year 2025

71.5% of students achieving at or above expectation for Mathematics by the end of year 2025.

28.5% of students who are working towards school expectations in mathematics for the end of year 2025.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Above	3 6%	5 8.5%	2 4%	3 6%	5 9.5%	4 9%	15 26%	7 12%	44 10.5%
At	33 66%	39 66%	31 65%	35 70%	32 59.5%	24 53.33%	35 60%	30 51%	259 61%
Towards	14 28%	15 25.5%	15 31%	12 24%	17 31%	17 37.66%	8 14%	22 37%	120 28.5%
Total	50	59	48	50	54	45	58	59	423

Of the 120 students working toward school expectations in mathematics, several have high rates of absence, are neurodiverse (diagnosed or undiagnosed), are English language learners, or receive ORS funding/ICS support. A number of these students were new to our school in 2025.

Teams have identified students working towards school expectations and teachers as well as learning assistants are scaffolding and supporting students learning needs within the mathematics programmes. These students have been identified and will receive targeted Tier 2 support in structure mathematics intervention in 2026 by a specially trained teacher in addition to the classroom programmes.

Male students

72.5% of male students achieving at or above expectation for Mathematics for end of year 2025

28.5% of male students who are working towards school expectations in mathematics for end of year 2025

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Above	2 8.33%	3 8.5%	1 4%	2 7%	4 15%	3 15%	8 36%	3 11%	26 12.5%
At	14 58.33%	22 63%	17 74%	17 61%	17 63%	10 50%	11 50%	14 50%	122 60%

Towards	8 33.33%	10 28.5%	5 22%	9 32%	6 22%	7 35%	3 14%	11 39%	59 28.5%
Total	24	35	23	28	27	20	22	28	207

Female students

71.8% of female students achieved at or above expectation for Mathematics by the end of the year 2025.

28.2% of female students who are working towards school expectations in mathematics for the end of year 2025.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Above	1 4%	2 8%	1 4%	1 4%	1 4%	1 4%	7 19.5%	4 13%	18 8.3%
At	19 73%	17 71%	14 56%	18 82%	15 55.5%	14 56%	24 66.5%	16 52%	137 63.5%
Towards	6 23%	5 21%	10 40%	3 14%	11 40.5%	10 40%	5 14%	11 35%	61 28.2%
Total	26	24	25	22	27	25	36	31	216

New Zealand Māori students

61.5% of NZ Māori students achieving at or above expectation for Mathematics for end of year 2025

38.5% of NZ Māori students who are working towards school expectations in mathematics for end of year 2025

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Above					1 17%		1 14%		2 4%
At	2 33.33%	2 50%	2 33.33%	3 50%	5 83%	1 50%	5 72%	7 70%	27 57.5%
Towards	4 66.67%	2 50%	4 66.67%	3 50%		1 50%	1 14%	3 30%	18 38.5%
Total	6	4	6	6	6	2	7	10	47

European/ Pākeha students

72% of European/ Pākeha students achieving at or above expectation for Mathematics for end of year 2025

28% of European/ Pākeha students who are working towards school expectations in mathematics for end of year 2025

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Above	3 8.33%	5 11%	1 3%	2 5%	2 5%	2 5%	12 26%	6 13%	33 10%
At	27 75%	33 70%	25 70%	27 71%	23 59%	21 54%	27 59%	21 46%	204 62%
Towards	6 16.67%	9 19%	10 27%	9 24%	14 36%	16 41%	7 15%	19 41%	90 28%
Total	36	47	36	38	39	39	46	46	327

Other Ethnicities

	Pacifica	Asian	MELAA
Above	2	7	
At	8	15	5
Towards	4	6	1
Total	14	28	6

72%% of Pacifica students are achieving at or above expectation for Mathematics for end of year 2025
28.% of Pacifica students who are working towards school expectations in mathematics for end of year 2025

78.5% of Asian are achieving at or above expectation for Mathematics for end of year 2025
21.5% of Asian students who are working towards school expectations in mathematics for end of year 2025

83.33% of MELAA (Middle Eastern, Latin American and African) students are achieving at or above expectation for Mathematics for end of year 2025
16.66% students are working towards school expectations in mathematics for end of year 2025

Strategic Goals

Develop a clear understanding of Te Mātaiaho including what to teach and when across our kura

Literacy	Mathematics
<ul style="list-style-type: none"> Teachers engaged in extensive PD with Liz Kane around Structured Literacy approaches Professional development around the refreshed English Curriculum Literacy programmes incorporate explicit, systematic and cumulative literacy instruction 	<ul style="list-style-type: none"> Maths leads to continue to undertake professional learning with The Learner First and share learning with teachers via staff and or team meetings All teachers to engage in Maths No Problem and Te Mātaiaho professional development Implement teacher coaching, mentoring, check-ins and progress monitoring

Implement evidence-based instruction to support student learning in literacy and maths

Literacy	Mathematics
<ul style="list-style-type: none"> All classes teach literacy using a structured approach with appropriate scope and sequences (LLLL, The Code, TWR) Literacy programmes beyond LLLL scope and sequence are integrated and have regular, deliberate practices to build student confidence and procedural fluency 	<ul style="list-style-type: none"> All students across the school will be taught using Maths No Problem and The Learner First pedagogy in mathematics including explicit instruction, structured inquiry, rich routines, open exploration and surface practice Follow the Maths No Problem pathway for each year level and / or team within the Te Mātaiaho curriculum phases

Use data, assessment and evidence to monitor progress and achievement and drive improvement in student learning

Literacy	Mathematics
<ul style="list-style-type: none"> Teachers used consistent assessments to assess literacy across the school (LLLL, Phonics Check, DIBELS, TWR writing samples) Teachers used data to inform teaching, identify students that required further support Tier 2 and 3 literacy groups were run 4 days a week with LSC. DIBELS was used to track and monitor progress RTLit Y0-2 intervention groups 	<ul style="list-style-type: none"> Teachers will be upskilled to administer assessments Use a variety of assessment, including diagnostic, formative, summative and standardised Track achievement using end of chapter reviews in Maths No Problem Teachers will utilise various assessment information to indicate an overall achievement level for each student and identify next learning steps Plan and implement interventions to support, accelerate progress

Engage in professional development to continue to develop teacher capacity

Literacy	Mathematics
<ul style="list-style-type: none">Teachers engaged in extensive PD with Liz Kane around Structured Literacy approachesTeachers and teams reflected on current practice and refined in line with PD	<ul style="list-style-type: none">Teachers will develop their knowledge in planning and delivering maths programmes in line with the phases of learning in Mathematics in the refreshed curriculum

Summary of Literacy and Maths EOY Reports 2025

Literacy Overview

In 2025, literacy remained a strategic focus at Tūtira Ashgrove School. The focus has been on continuing to grow and deepen teacher knowledge and capability through targeted professional development and to embed current literacy practice.

Reading Achievement Summary

- **73% of students** are at or above school expectations in reading, 3% up on 2024.
- **27% of students** are working towards expectations..
- Year 0, 1 and 7 students are the best performing cohorts (92%, 82% and 81% of students are working at or above school expectations respectively).
- Year 5 students had the lowest achievement, with only **55% meeting expectations**.
- Male students: **70% at or above expectations**, 30% below (4% up on 2024).
- Female students: **76% at or above expectations** (1% down on 2024).
- Māori students: **64% at or above expectations** (6% up on 2024).
- Pasifika students: **79% at or above expectations** (21% down on 2024).
- Asian students: **77% at or above expectations** (same as 2024)
- MELAA (Middle Eastern, Latin American, African): **83% at or above expectations** (same as 2024), with additional ESOL support.

Key Interventions:

- Teachers / Learning Assistants run tier 1 intervention groups in class for targeted students in addition to the whole class programme
- Identified students in Y3-6 working towards expectations receive tier 2 intervention through the MOE funded SL intervention programme 4 days a week

Writing Achievement Summary

- **66% of students** are at or above school expectations (up 2% on 2025)
 - **34% of students** are working towards expectations (down 2% on 2025).
 - Year 0 and Year 4 students are the best performing cohorts (84%, 80% of students are working at or above school expectations respectively).
 - Year 5 students had the lowest achievement, with only **52% meeting expectations**.
 - Male students: **57% at or above expectations**, 30% below (4% up on 2025).
 - Female students: **74% at or above expectations** (1% down on 2025).
 - Māori students: **55% at or above expectations** (9% down on 2025).
 - Pasifika students: **79% at or above expectations** (21% down on 2025).
 - Asian students: **70% at or above expectations** (7% down on 2025)
 - MELAA (Middle Eastern, Latin American, African): **83% at or above expectations** (same as 2025), with additional ESOL support.
-

Key Takeaways

- The MOE funded SL PD that all teachers attended in 2025 resulted in a refined school wide structured literacy approach. Refinements included whole class teaching with tier 2 intervention groups.
 - Students working towards school expectations will continue to be a focus with MOE funded and school intervention teachers
 - The school will continue refining literacy strategies to address gaps and further strengthen student outcomes in 2026.
-

Mathematics Report – End of Year 2025 Summary

The 2025 academic year focused on aligning classroom practice with the **Science of Learning**. Key pillars of the program included:

- **Structured Framework:** Implementation of *Maths — No Problem!* for Year 0–8 to ensure a "spiral" curriculum where concepts are revisited and deepened.
- **Assessment Strategy:** A blend of formative tracking (lesson engagement), progress monitoring (Snapshot tool for Number), and summative evaluation (PAT testing).
- **Instructional Focus:** Reducing teacher planning load to prioritize explicit, high-impact delivery.
-

Student Achievement

Overall, the school saw a strong majority of students meeting or exceeding expectations.

- **At or Above Expectation** 303 students **71.5%**

- **Towards Expectation** 120 students **28.5%**

Gender:

Performance was remarkably consistent between genders, with 72.5% of males and 71.8% of females achieving "At" or "Above."

Ethnicity:

- MELAA: Highest percentage of students at/above (83.33%).
- Asian: 78.5% at/above.
- European/ Pākehā: 72% at/above.
- Pasifika: 72% at/above.
- NZ Māori: 61.5% at/above (notably lower than the school average, identifying a priority group).

Key Interventions: Supporting the 28.5%

The school has identified specific barriers for the 120 students currently "Working Towards" expectations, including high absence rates, neurodiversity, and English language status.

Action Plan for 2026:

1. Classroom Scaffolding: Continued support from teachers and Learning Assistants within the standard program.
2. Tier 2 Intervention: These students will receive targeted, structured mathematics intervention delivered by a specially trained teacher.
3. Explicit Monitoring: Continued use of the Snapshot tool to ensure early identification of gaps in the Number learning area.

Key Takeaways

- **Year 7 Performance:** This cohort showed exceptional strength, with **26%** of students achieving "Above" expectations—the highest of any year group.
- **Māori Achievement Gap:** While 61.5% are succeeding, there is a clear 10% gap compared to the school-wide average that warrants focused attention in 2026.
- **Program Consistency:** The 71.5% success rate suggests the mastery-based program is effectively reaching the majority of students in its first year of full implementation.

How We Have Given Effect to Te Tiriti o Waitangi

Giving effect to Te Tiriti o Waitangi is a key priority for our board, and we continue to embed its principles into the fabric of our school's strategic direction, curriculum, and everyday practices. Our commitment is reflected in three main areas:

1. Ensuring Plans, Policies, and Local Curriculum Reflect Tikanga Māori, Mātauranga Māori, and Te Ao Māori

- Our school's strategic plan explicitly acknowledges the importance of tikanga Māori, mātauranga Māori, and te ao Māori, ensuring they are woven into our local curriculum and learning experiences.
- We engage with mana whenua and local Māori whānau to develop culturally responsive policies that reflect our community's aspirations.
- Te ao Māori perspectives are incorporated across subject areas, ensuring that Māori knowledge, traditions, and worldviews are valued and embedded in teaching and learning.
- We actively support professional development for staff to increase their confidence and capability in delivering culturally sustaining pedagogy.

2. Making Instruction Available in Tikanga Māori and Te Reo Māori

- Our school has continued to expand opportunities for students to engage in te reo Māori learning, with dedicated time for instruction in te reo Māori across year levels.
- Tikanga Māori is embedded in school practices, including mihi whakataui, karakia, waiata, and mihi, which are regularly incorporated into school events and daily routines.
- Our school kapa haka rōpū continues to thrive, with increasing participation from Māori and non-Māori students, strengthening cultural pride and identity.
- We have provided professional learning for staff to improve their use of te reo Māori in the classroom and ensure Māori learners see themselves reflected in their learning environment.

3. Achieving Equitable Outcomes for Māori Students

- We track and analyze achievement data to ensure Māori students are supported to succeed academically, socially, and culturally.
- Our school provides targeted interventions where necessary to address any disparities in achievement and engagement for Māori students.
- Whānau engagement remains a focus, with regular hui and opportunities for Māori whānau to share their aspirations and feedback.
- Māori student leadership is actively encouraged, with opportunities for students to take on roles that reflect and celebrate their cultural identity.

Through these ongoing initiatives, we remain committed to honoring Te Tiriti o Waitangi and ensuring that our school is a place where Māori students thrive, where tikanga and te reo Māori are valued, and where all learners benefit from the richness of te ao Māori.

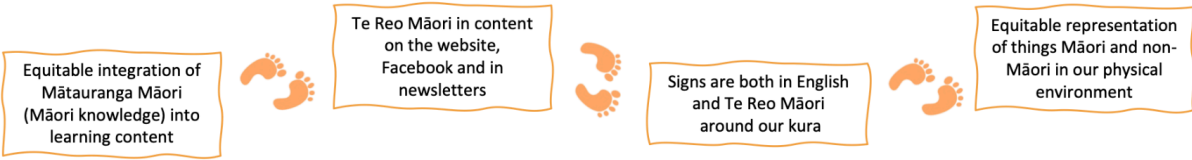


HONOURING TE TIRITI O WAITANGI

‘Every child has a story to tell, experiences to share, values that underpin how they act and react. At Ashgrove School, it is our job to ensure our kete is well stocked and up to date, and that all ākonga are supported and valued’



At Ashgrove...



Greetings in Te Reo Māori and Pepeha/mihi when welcoming others

Te Reo Māori being naturally integrated into learning and conversations between teachers and students

NZ History being taught in our kura from both Māori and a non-Māori perspective

Integration of tikanga Māori appropriate to local contexts – karakia, waiata, whakatauki, mihi whakatau

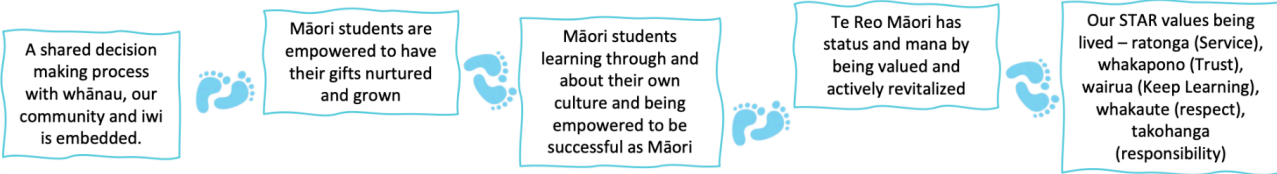
Communication between the community, whānau and students is meaningful, ongoing, reciprocal and transparent



we hear...



we feel...



Statement of compliance with employment policy

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional.

Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions.

The following questions address key aspects of compliance with a good employer policy:

How have you met your obligations to provide good and safe working conditions?

At Tūtira Ashgrove School, we prioritize the health, safety, and wellbeing of our staff by:

- Implementing a comprehensive Health and Safety policy that aligns with legislative requirements.

- Regularly reviewing and updating our risk management procedures, including emergency preparedness and hazard identification.
- Providing staff with access to professional development on wellbeing, stress management, and maintaining a healthy work-life balance.
- Ensuring a supportive workplace culture that values open communication, staff voice, and psychological safety.
- Conducting workplace safety audits and acting on staff feedback to improve working conditions.
- Promoting an inclusive and positive staffroom culture that fosters collaboration and mutual support.
- Warm family feeling at Tūtira which is commented on by staff and whānau & visitors.
- Hauora is at the heart of Tūtira Ashgrove school

What is in your Equal Employment Opportunities (EEO) programme?

We have a policy, not a programme, however we endeavour to:

- A commitment to non-discriminatory recruitment and promotion processes.
- Proactive recruitment strategies to attract diverse candidates.
- Providing ongoing professional development opportunities for all staff.
- Supporting flexible work arrangements where possible.
- Encouraging staff to participate in leadership roles, regardless of gender, ethnicity, or ability.

How have you been fulfilling this programme?

- N/A

How do you practise impartial selection of suitably qualified persons for appointment?

We ensure impartiality in our hiring process by:

- Using a structured interview and scoring system to assess candidates based on merit and alignment with our school values.
- Ensuring diverse panel representation in the recruitment process.
- Following best-practice recruitment guidelines to minimize bias in decision-making.
- Seeking feedback from whānau and community representatives where appropriate.

How are you recognising:

The aims and aspirations of Māori?

- Embedding te ao Māori in our school's strategic planning and local curriculum.
- Actively engaging with whānau and iwi to guide school initiatives.
- Supporting Māori student leadership and cultural events.

The employment requirements of Māori?

- Providing te reo Māori and tikanga training for all staff.
- Ensuring Māori perspectives are valued in decision-making.

Greater involvement of Māori in the Education service?

- Partnering with local iwi to guide school direction.
- Encouraging Māori whānau participation in governance and curriculum planning.
- Supporting Māori staff in leadership and professional growth.

How have you enhanced the abilities of individual employees?

- Providing targeted professional learning opportunities.
- Encouraging leadership pathways within the school.
- Offering mentorship and coaching for staff development.
- Supporting staff to pursue further study and upskilling.
- Kāhui Ako PLD

How are you recognising the employment requirements of women?

- Supporting flexible work arrangements where possible.
- Encouraging and developing women in leadership roles.
- Providing equal access to professional development.
- Ensuring policies support work-life balance and family commitments.
- Open and clear / mana enhancing conversations with Principal / Leadership
- We look after and celebrate people regardless of gender or sexual orientation

How are you recognising the employment requirements of persons with disabilities?

- Providing reasonable accommodations for staff with disabilities.
- Ensuring accessibility in school facilities and resources.
- Offering tailored support based on individual needs.
- Fostering an inclusive culture that values diversity.

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Equal Employment Opportunities (EEO) Programme/Policy

Do you operate an EEO programme/policy?

Yes

Has this policy or programme been made available to staff?

Yes

Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?

No

Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?

Yes

Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?



48 Seddon Street, Rangiora 7400 ★ 03 313 8552 ★ www.ashgrove.school.nz ★ admin@ashgrove.school.nz

4th March 2026

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025 the school received total Kiwisport funding of \$6,842.00 excluding GST. The funding was spent on the services of the North Canterbury Sports Academy that provided tutors in teaching the Tūtira Ashgrove students across the school, sporting skills in various winter and summer sporting codes.

The number of students that participated in organised sport was 456.

Leon Van't Veen
Principal