



Beckenham Te Kura o Pūroto

Annual Report

2025

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Cultural Narrative

Beckenham Te Kura o Pūroto

Te Awa Ōpāwaho

In Māori culture water is likened to the lifeblood of Papatūānuku. Ōpāwaho is the Māori name for the Heathcote River which forms a loop in the Beckenham area. Rivers support people, plants and wildlife, creating a nesting and feeding habitat for birds and other vulnerable creatures. This makes our area of the world very special.

Use of Ōpāwaho

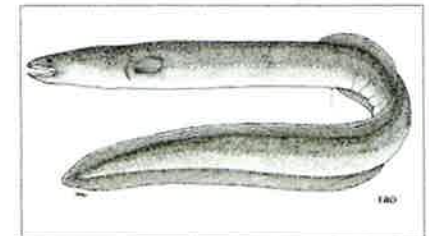
Over many centuries of using the river as a food source and a transport corridor, the iwi of Waitaha, Kāti Mamoe and Ngāi Tahu fostered a close relationship with this resource. Ōpāwaho te awa functioned as a waho or outpost and was a resting place for Ngāi Tahu as they travelled between Kaiapoi and Horomaka, Banks Peninsula as they gathered and sourced food and other resources.

Mahinga Kai

Beckenham was a mahinga kai (food gathering) area and a place for travellers to meet and trade as they moved from Kaiapoi to Te Waihora (Lake Ellesmere). mahinga kai literally means 'to work the food', and refers to the gathering of food and resources, the places where they are gathered and the practices used to do so.

Beckenham Te Kura o Pūroto

Our school was given the name Beckenham Te Kura o Pūroto by Ngāi Tahu. The name reflects the ponds located near our kura, a significant mahinga kai. **Beckenham - the school of the ponds.**



Vision

Whakarite ngā kete mō te haerenga!
Filling our kete for the journey



Values



WE LOVE LEARNING
He taonga te ako

WE LOVE CHALLENGE
Nau mai te wero

WE CARE
Arohaina te tāngata me te taiao

WE GET THERE TOGETHER
Mā tātou katoa te waka e hoe

WE MAKE A DIFFERENCE
Nā mātou he rerekē te ao

Annual Plan 2025 (End of Year Review)

Status Key:

Initiation - Goals set and identifying key people involved.

Planning - Detailed steps are created, including timelines, and resources (Action Plan created).

Execution - The work gets done according to the plan, and tasks are being completed.

Completed - The key action is completed and everything is wrapped up and reviewed.

Strategic Goal 1: We ensure progress and achievement for all ākonga through the weaving of the Curriculum Refresh into our local Beckenham Curriculum.

Initiative 1: Maths Curriculum and delivery refresh		
	Status	Progress
BTKOP Mathematics Curriculum will be fully documented and accessible to all staff.	Completed	<ul style="list-style-type: none"> Following curriculum changes, the Mathematics at Beckenham Te Kura o Pūroto document was amended. This document will be made accessible to all teachers through the e-curriculum, and was shared with staff at Staff Only Day. The Mathematics at Beckenham Te Kura o Pūroto draft document has been completed. 'Mathematics at Beckenham Te Kura o Pūroto' document is currently being developed to outline shared expectations around effective mathematics teaching and learning. PLD files have been organised on the drive and shared with teaching staff. Templates for lesson planning and long-term planning have been shared with the staff. Resources and templates on the drive, accessible to all staff.
All teacher planning links to the content of the refreshed Mathematics Curriculum.	Completed	<ul style="list-style-type: none"> Team leaders shared long-term planning documents with WST lead. Teaching teams began planning for 2026 integrated unit, which includes mathematics and links to Te Mātaiaho. Ongoing monitoring of school-wide planning ensures coverage of phase sequence statements within long term planning. All teaching teams are using the refreshed Mathematics Curriculum for planning. Teachers are trialling math planning using the refreshed Mathematics Curriculum.
Government-funded resource/s selected and used to support learning schoolwide.	Completed	<ul style="list-style-type: none"> 2026 Oxford resources have been distributed to teams. Numicon has arrived at school and will be distributed to junior teams. Teams are continuing to use Oxford Digital to supplement their programmes. A decision was made to use Numicon resources in the junior school in 2026. 2026 resources have been ordered. Kahui Ako AST ran an Oxford staff meeting, where staff were shown through the platform and given time to explore and ask questions. All teaching staff have been given access to the Oxford workbooks and the associated digital platform. Online professional development is scheduled for Week 4 of Term 2. Mathematics support resource (Oxford) has been selected, and an order has been placed.

<p>All teachers engage in Teaching as Inquiry, focusing on Mathematics.</p>	<p>Completed -</p>	<ul style="list-style-type: none"> • TAI is ongoing within teams and discussed as a standing item at team meetings. • Teams developed next steps for TAIs last term. These are being discussed regularly at team meetings. • TAIs were shared by a representative from each team at a recent curriculum meeting. • TAIs have been shared with the Within School Teachers (WST) and will be explored at our next mathematics staff meeting. • The leadership team is undertaking a TAI as part of the CPPA Middle Leaders course, with a focus on mathematics. Each team leader has provided an update on their inquiry. • Maths team meeting scheduled for Term 3. Each team will share back TAI updates. • Teaching teams are actively engaged in the Teaching as Inquiry (TAI) process. Goals have been set. • The Teaching as Inquiry process has been clarified with all teachers. • Teaching teams have started this work, and it is documented in the team meeting minutes.
<p>Monitor the implementation of the refreshed Mathematics Curriculum at BTKOP and provide PLD as needed.</p>	<p>Completed -</p>	<ul style="list-style-type: none"> • WST unpacked Mathematics at BTKOP at our recent Staff Only Day. Teams are continuing to embed refreshed curriculum into mathematics programmes. • WST unpacking the updated curriculum and sharing key points with staff. • WST is supporting teams with collaborative planning. • Kahui Ako AST ran an Oxford staff meeting, where staff were shown through the platform and given time to explore and ask questions. • An additional staff meeting was held at the end of Term 1. • Two Mathematics staff meetings have been held, with a focus on implementing the refreshed curriculum. • The Maths team has attended two MOE professional development days.
<p>Develop approaches for improved Mathematics assessment.</p>	<p>Completed -</p>	<ul style="list-style-type: none"> • Assessment for Learning was discussed at Staff Only Day. • WST has checked in with team leaders regarding the assessment schedule timeline. • Term 3 e-asTTle data has been collated and analysed. • The recent Staff Only Day included a session on Mathematics. We unpacked our TAIs, explored approaches of acceleration, and did some learning about the importance of supporting ākongā to develop positive relationships with mathematics and statistics. • The Staff Only Day on 12 September will focus on Mathematics, with a particular emphasis on assessment practices linked to the refreshed New Zealand Curriculum. The day will be facilitated by Rob Proffit-White (The Learner First). • The maths team will be attending PLD in Week 4, with a focus on assessment. Following this, new information will be shared with teaching teams. • e-asTTle data was shared with team leaders at the leadership meeting in Term 2, Week 7. Katie has shared a pathways summary for each year level, which highlights focus areas. • Mid-year reporting will include two successes and one next step, based on the refreshed Mathematics Curriculum sequence statements. • e-asTTle data from the beginning of the year has been collected and analysed. • A meeting was held to evaluate options for mid-year and end-of-year reporting to whānau.

Initiative 2: English Curriculum and delivery refresh

	Status	Progress
BTKOP English Curriculum will be fully documented and accessible to all staff.	Completed	<ul style="list-style-type: none"> The document was drafted in T3 and was finalised in Week 2 Term 4. It has been aligned, as much as possible, with the Mathematics document. It will be made accessible to all teachers through the e-curriculum. The document has been shared with staff at our SOD The English curriculum document has been finalised. It will be made accessible to all teachers through the e-curriculum. WST has begun creating an English curriculum document to share with staff on what the 'essence of English is at BTKOP'. First draft has been written, awaiting feedback from leadership. Includes links to planning, assessment and resources. Discussions are underway regarding a Beckenham-wide approach to documenting the teaching and planning of English. Relevant folders have been reshared with staff as needed 2025 Assessment schedule and data trackers have been shared with staff. An English drive has been set up and relevant documentation saved for all staff to access.
All teacher planning links to the content of the refreshed English Curriculum.	Completed	<ul style="list-style-type: none"> Structured Literacy templates available for all staff to access. Senior literacy plan shared through the English team. Examples from across the teams are readily available and shared for all teachers to access. Final stages of the cross school English unit planner is being confirmed. WST and Curriculum lead are working on a phase 2-3 across school English unit planner that clearly documents to refreshed curriculum sequence statements WST has gathered feedback from teams regarding what a whole school planning document might look like. Teachers report data based on the refreshed curriculum. English curriculum team met to discuss what planning looks like across the school. WST and ASL are working together to create a planning document. Within School Teacher (WST) has requested teams planning documents and will investigate a 'whole school' planning document to be used to ensure consistency across BTKOP. Teachers 0-6 to be using the refreshed curriculum from Term 1.
Trial Ministry of Education Phonics Checks at 20 and 40 weeks.	Completed	<ul style="list-style-type: none"> Literacy support teachers used this through 2025. MOE will possibly require the data in 2026. Systems for tracking 20 and 40 weeks were trailed. Relevant data has been uploaded. Phonics Check has been carried out in term 1 with Kahikatea learners who have attended school for 20 weeks or more.

<p>Monitor the implementation of the refreshed English Curriculum at BTKOP and provide PLD as needed.</p>	<p>Completed -</p>	<ul style="list-style-type: none"> • All teaching staff have undertaken the MOE Structured Literacy PLD training. • The English Team meets regularly to talk through successes and next steps for each team. • WST and AST have been available to attend team meetings to look at data and strategies to support learners. • Templates have supported the increase in consistency across the school against the curriculum. • WST is supporting teams with collaborative planning. • WST supporting teams with identifying progression across the phases of the new curriculum • The Week 7 staff meeting will focus on the new curriculum sequence statements. • Staff meeting on DIBELS reading fluency and comprehension assessment - staff were shown how to administrator, how to mark and how to read the data. • Staff meeting unpacking the handwriting components of the refreshed curriculum (phase 1-2) and draft (phase 3). • All staff have either completed or are currently completing Structured Literacy PLD. • Staff meetings have been scheduled in the calendar, with Term 2 focusing on English. • The content for each meeting has been determined and will be tailored to meet the needs of the staff. • Several staff members have already attended Structured Literacy PLD this year, and all remaining staff will have attended by the end of Term 3.
<p>Sustainable literacy leadership structure developed through collaboration between the AST and WST lead.</p>	<p>Completed -</p>	<ul style="list-style-type: none"> • AST and WST worked collaboratively throughout the year supporting teachers, TAs and the English team. Both shared knowledge and expertise between each other, working on the action plan, problem solving and running PLD. • Clear analysis of data analysis, assessment schedule updated inline with MOE PLD learning eg DIBELS. • English Team meetings had a clear agenda to celebrate success, look at needs of the team and whole school, and pass on resources and best practice. • WST and AST met with the year 2 team leader to discuss data and decide next steps. • WST and AST have begun discussing how to conduct a whole school literacy resource audit in preparation for 2026. • WST and AST attended 'Literacy Primary to Secondary School Hui' at Cashmere high school. • WSTs and ASTs are collaborating with team leaders to plan English. • WST and AST have assisted teams with their English assessments in Term 2. • AST and WST regularly meet to discuss next steps - this term's focus is staff meetings. • Across School Teacher (AST) and Within School Teacher (WST) have met to discuss what literacy looks like at BTKOP, analysed data and updated assessment schedule.

Initiative 3: Science Curriculum Refresh

	Status	Progress
Monitor implementation of science teaching and learning, ensuring it builds on professional learning from 2024.	Initiation -	<ul style="list-style-type: none"> Check in process completed. Check in process planned for the beginning of term 3.
Initiate collaborative sense-making with teachers around the content and pedagogical practices of the refreshed Science Curriculum.	Initiation -	<ul style="list-style-type: none"> The document has not yet been released by the Ministry of Education.

Initiative 4: Technology & Arts Curriculum refresh

	Status	Progress
Initiate collaborative sense-making with teachers about the content of the refreshed Technology and Arts Curriculum.	Initiation -	<ul style="list-style-type: none"> The document has not yet been released by the Ministry of Education.

Initiative 5: Languages and PE & Health Curriculum refresh

	Status	Progress
Initiate collaborative sense-making with teachers about the content of the refreshed Languages and PE and Health Curriculum.	Initiation -	<ul style="list-style-type: none"> The document has not yet been released by the Ministry of Education.

Initiative 6: Te Reo Curriculum development and delivery

	Status	Progress
BKTOP Te Reo Māori Curriculum will begin to be implemented across the school.	Completed -	<ul style="list-style-type: none"> The Te Ao Māori Lead will check in with hub leaders during Term 4, after reporting is completed, to gather feedback on this document by Week 8 and make any necessary adjustments for next year. Te Ao Māori lead has met with hub leaders to go over expectations for delivery of Te Reo Maori Curriculum.
Kaiako will be supported in using the Te Urungi NZCER assessment to track their own progress in Te Reo Māori proficiency.	Execution -	<ul style="list-style-type: none"> Scheduling of end for end of year Te Urungi Assessment tool underway. Kaiako completed the start-of-year assessments using the Te Urungi Assessment tool. NZCER Assessment Setup in Progress.

<p>Year 5-8 student sample group will complete the NZCER Taku Reo assessment, and the results will be analysed.</p>	<p>Execution -</p>	<ul style="list-style-type: none"> • Year 7/8 students will resit Taku Reo Assessment in term 4. • Year 7/8 students have completed Taku Reo Assessment. • NZCER Assessment Setup in Progress.
<p>Provide internal and external PLD opportunities to deepen teachers' understanding of Te Ao Māori.</p>	<p>Completed -</p>	<ul style="list-style-type: none"> • A second Whānau Hui has been confirmed for Wednesday, 28 November (Week 8). • The Te Ao Māori Lead attended a professional development session led by Regan Stokes on 21 October 2025, focused on developing a language plan to strengthen the use and speaking of te reo Māori across our staff. • The Mātauranga Māori document and slideshow were completed in Week 3 and will be shared with team leaders in Week 7, after reporting is finished. • Whānau Hui with Māori whānau was a great success, and we were able to gain feedback to support our Strategic Planning process. • The Te Ao Māori lead and Principal are meeting with a parent to gain insight and support around ideas they have come up with to support the goals for the Kura strategic plan (15/08/2025). • The Te Ao Māori lead and Principal will organise a whānau hui with our Māori whānau in Week 4 to connect and gather whānau voice. • Te Ao Māori lead has completed Te Reo Māori for Principals and Leaders: Te Kai a te Rangatira. • 10 staff members attended the 'Getting to Know Us' professional development at Tuahiwi Marae.
<p>Create a resource to support a termly focus on Mātauranga Māori.</p>	<p>Completed -</p>	<ul style="list-style-type: none"> • Matariki Evening completed - Whole School involvement, performances from year 3-8 students, range of activities organised by kaiako and lead by senior tamariki. • Te Ao Māori lead in the process of creating a whole school progressive Mātauranga Māori resource that aligns with our Kura Conceptual Curriculum, from the resource created by our Kāhui Across-School Teacher. • Matariki Evening Planning is underway in consultation with the PTA. • Te Ao Māori lead meeting Kahui Across School Teacher to support develop of Mātaurangi Māori programme • Our Kāhui Across-School Teacher has shared a resource that aligns with Aotearoa New Zealand Histories, Mātauranga Māori, and our Kura Conceptual Curriculum. The next step is to develop progressions across the year levels.

Strategic Goal 2: We learn in partnership to ensure a safe, responsive, mana-enhancing and inclusive learning environment for all.

Initiative 1: Gifted Learners Project - including the 'Wonder Project' and the 'Case Study Project'		
	Status	Progress
Establish processes that enhance transparency, cohesion, and coordination regarding educational psychologists' reports.	Completed -	<ul style="list-style-type: none"> Regular meetings with ASL ongoing in Term 4. ASL has worked alongside staff members on Friday mornings in term 4. Planning for the Term 3 committee meeting is underway. Teams are continuing to add students to the wonderings document and are actively engaging with the new review column. The lead teacher continues to send reminders to committee members to discuss their wonderings during team meetings. A term 2 Gifted Committee meeting has taken place. Committee members have taken information about identification, wonderings and ILP format back to teams. Committee members have shared information from our Term 1 meeting with their teams and have reported back to the Unit Holder and Deputy Principal (SENCO). The Unit Holder and Deputy Principal (SENCO) will meet with the team again in Week 9 as part of the review-this has been set.
Begin to track progress of Gifted Learners regarding learning, social and emotional needs.	Completed -	<ul style="list-style-type: none"> Whānau meetings, akōnga meetings and next steps include both emotional, social and learning needs. This forms ILP. Lead teachers are monitoring entries in the Inclusion and Support Register (ongoing). Lead teacher and Deputy Principal (SENCO) have met to discuss approaches (happening consistently). The Unit Holder will work with Y5-8 students and run a pull-out session using House of Science kits (chosen by the students)-this has been put on hold as we work through the identification process.
Embed identification processes utilising the Wonder Project, along with markers for characteristics and domains.	Completed -	<ul style="list-style-type: none"> Refresh of identification flow chart at recent SOD-Pūmanawa gifted PD. Teachers update wonder project students regularly at team meetings. Teachers being released to work through the process with whānau - timeframe week 7 term 3 through to week 4 term 4. Teams are beginning to notice, monitor, and add new students to our Inclusion and Support Register (Wondering tab). Committee members have had PLD so they can explain identification flowchart with their teams-This has been tweaked and we are looking to meet again T2W9. Teams are identifying gifted learners utilising existing processes. The Deputy Principal (SENCO) attended a GATE PD session at the end of Term 1, which focused on the identification process.

<p>Provide PLD to equip teachers with the skills and resources needed to identify and deepen their understanding of planning for Pūmanawa Gifted Learners.</p>	<p>Completed -</p>	<ul style="list-style-type: none"> • PLD a success-lots of positive feedback about content. • Members of the gifted committee were able to present and share experiences with staff at recent SOD. • Cristy has been in most Friday mornings Term 4-Some teachers have had one on one sessions with Cristy on a Friday to support classroom programmes for our Pūmanawa learners. • Gifted Education PLD to be included in term 4 Staff Only Day Programme. • Deputy Principal (SENCO) attended Pūmanawa Hui. • Lead Teacher and Deputy Principal (SENCO) will attend a Pūmanawa Hui in Week 3. • The Unit Holder and Deputy Principal (SENCO) met to discuss professional development for Term 3 and how we can utilise Cristy, our ASL. • Lead teacher is in liaison with Kahui Across School Lead to facilitate PLD opportunities for BTKOP staff in term 3. • Lead teacher and Deputy Principal (SENCO) are registered for Canterbury Association of Gifted Education PLD focusing on identification of gifted learners. • The unit holder and Deputy Principal (SENCO) have been working together to streamline the identification process. We are meeting with our ASL Cristy at the end of Term 2 to run this past her.
<p>Review and enhance IEP and ILP processes to ensure they effectively meet the needs of multi-exceptional learners.</p>	<p>Completed -</p>	<ul style="list-style-type: none"> • Whānau/akōnga interview process has been redeveloped and the documentation is becoming ILP. • Current ILP format has been reviewed • Refined Whānau and Engagement Recording Form has been trialled. • Lead teachers have updated the GILP form and are ready to share it with the committee. • Committee members will review Individual Learner Plans with teachers at the next team meeting. • Feedback on GILP has been received and Sarah and Sue have made amendments to the GILP doc.

Initiative 2: PB4L - Tier 2 (continue with Tier 1 practices)		
	Status	Progress
All new staff complete the Tier 1 and Tier 2 PB4L induction.	Completed -	<ul style="list-style-type: none"> New staff inducted into PB4L as part of Staff Only Day and separate induction sessions. Mentor teachers will continue to induct BTs.
Teachers demonstrate consistent use of Tier 2 PB4L processes.	Completed -	<ul style="list-style-type: none"> Tier 2 nomination forms have been reviewed and will serve as a resource for teachers to draw on when identifying strategies to support students. TL's will be reminded to discuss these at team hui's. Eventually data will be shared with staff. Will notify team leaders to report back on Tier 2 nomination forms. The CPS model is now at the forefront, enabling students to be actively involved in deciding which strategies may work best for them.
BTKOP is represented at all MOE PB4L hui.	Completed -	<ul style="list-style-type: none"> Supporting positive behaviour initiatives for a target group of students is up and running. This was developed through the PB4L grant our kura received. Deputy Principal and PB4L lead attended Cluster Hui. The PB4L Lead and Deputy Principal (Curriculum) will attend a PB4L Cluster hui on Wednesday, 20 August 2025, followed by planning around PB4L processes at the kura. The PB4L has set schoolwide improvement goals following analysis of the wellbeing@school student survey. PB4L funding accessed from the Ministry of Education to support positive playground behaviour for a target group of students.
Pilot Collaborative Problem Solving (CPS) approach with a teacher focus group.	Completed -	<ul style="list-style-type: none"> Many teachers have held their first CPS interview with the assigned student, and our RTLB Jodi, Sue, and/or Jo have assisted with the interviews. Thursday 6th November, a CPS review hui is being held with all kaimahi who have received the training. This is a sharing and reflecting time on the process. All teaching staff were introduced to CPS in a professional development session. Pilot group established and professional learning and development scheduled. CPS training has started (6/25)

<p>PB4L is embedded in the PLD Plan.</p>	<p>Completed</p>	<ul style="list-style-type: none"> • Release time is starting Week 5 for teachers to implement this process with students. Will be done in pairs so teachers can be collaborative and supportive of the process. CPS training for Pilot Group is now complete. • Matt Bush, PB4L Schoolwide Practitioner, will visit BTKOP on Tuesday, 18 November, for our end-of-year reflection. During his visit, Matt will spend time with both tamariki and kaimahi to review how PB4L is being implemented across our kura. A reflection summary will be shared following his visit, and next steps will be identified from this review. • Peer Mediation training was held on Tuesday, 7 October for 40 student leaders, the PB4L Lead, and kaiako during a staff hui. Peer Mediators began supporting playtime behaviour from Week 3, Term 4, facilitating mediation during morning tea and the first half of lunch each day. The PB4L Lead will meet regularly with mediators to provide ongoing support and reflection. All students have viewed a social story about the mediation process, met the mediators, and have access to reference materials displayed in each hub. Peer mediators complete daily check-ins with the PB4L lead, where tips are shared and reflection takes place. Overall, the mediation process is working well. • From Term 4, a daily 'games duty' has been introduced, with one teacher leading organised games during the first half of lunch play in the park. A poster in the daily notices displays the teachers' photos and the games they will be leading. Alongside the games teacher, a second teacher is also rostered on park duty. This initiative has been well received, with many children participating. It aims to promote positive behaviour and support our school values during playtime. • PB4L/CPS PLD session for all teachers has been scheduled for term 3. • PB4L PLD was included as part of the Staff Only Day at the beginning of the year. • SLT will look at scheduling a PB4L/CPS session Term 3 at Staff Meeting (6/25) This has been scheduled.
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Initiative 3: Cyber Safety Project		
	Status	Progress
<p>Cyber safety information shared regularly with whānau on team blogs.</p>	<p>Completed</p>	<ul style="list-style-type: none"> • All cyber safety blog messages for the year have been posted. • Teachers have been asked to adhere to the timetable for posting the prewritten cyber safety content. • Each team is including a cyber safety message in their blogs most weeks of the year.
<p>All teachers implement the school's cyber safety program.</p>	<p>Completed</p>	<ul style="list-style-type: none"> • Cyber safety lessons were implemented within the Keeping Ourselves programme in Term 3. • Teachers were reminded of the cyber safety expectations and systems in place at the start of the year. • Professional development was provided to new staff who needed assistance. • Teachers have been asked to teach cyber safety as part of their initial setup at the beginning of the year.

Host at least 1 cyber safety event/workshop for whānau.	Completed	<ul style="list-style-type: none"> • A successful Cyber Safety evening was held, providing whānau with up-to-date information and strategies to support their children's online wellbeing. • Notices went out in the newsletter and team blogs to advertise the cyber safety evening. • Cyber Safety Evening was held on Wednesday 30 July. • It was an evening for parents/caregivers to come and learn about strategies for helping their children be safe when using the internet. • This was facilitated by Attitude Inc.
Guidelines for the use of Artificial Intelligence in teaching and learning at BTKOP are developed.	Completed	<ul style="list-style-type: none"> • Discussed the AI policy options with School Docs. • Added our AI policy to School Docs. • Staff PD has been run on AI. The focus was on tools, ideas and safety. • First round of signing of new ICT Agreement completed at learning conferences. • Teacher Voice collected about use of AI. • A new ICT / Cyber Safety Agreement has been written, outlining expectations for students regarding the use of Generative AI at BTKOP. • Currently exploring existing policies for AI in schools to formalise our guidelines.

Initiative 4: Culturally Connected Communities Project		
	Status	Progress
'Ko Wai Au?' presentations shared in Celebration Assemblies.	Completed	<ul style="list-style-type: none"> • Ko Wai Au? Presentations are underway in Celebration Assemblies.
The school organises at least one cultural celebration event per year.	Completed	<ul style="list-style-type: none"> • Matariki Cultural Celebration Completed • A Cultural Celebration Day was held on Friday, 28 March. The event included a range of classroom-based activities to support the celebration of diversity.
Māori Whānau Hui are held at least twice a year, with feedback collected to inform future hui planning.	Completed	<ul style="list-style-type: none"> • Hui for Māori Whānau was held on Wednesday 6 August. This was a very successful event that included sharing and collecting of valuable whanau voices to inform strategic planning. • Our 1st Māori Whānau Hui is scheduled for Wednesday 6 August at 6.00 p.m. • Dates to be confirmed.

Supplementary Initiative: Increasing Regular Attendance		
	Status	Progress
Record attendance accurately using the new attendance codes.	Completed	<ul style="list-style-type: none"> Term 3 Everyday Matters Report received for BTKOP - Regular Attendance Rate = 48% compared to 56% in 2024. Term 2 Everyday Matters Report received for BTKOP - Regular Attendance Rate = 69% compared to 62% term 2 2024. Term 1 Everyday Matters Report received for BTKOP - Regular Attendance Rate = 76% compared to 70% term 1 2024. New attendance codes have been implemented for daily reporting to the Ministry of Education.
Further develop systems to help teachers monitor, track, and follow up on student attendance.	Completed	<ul style="list-style-type: none"> BTKOP Stepped Attendance Response Plan is being implemented and information is being shared with the community about this. The BTKOP Stepped Attendance Response Plan will be trialled from week 4 term 3 schoolwide. A review of this will take place in term 4 with full implementation in 2026 based on findings. Attendance concerns spreadsheet updated for term 2 A draft Stepped Attendance Response Plan has been developed for BTKOP. An attendance concerns spreadsheet has been created. Teachers are exploring the reasons for absences with whānau.
Create a team to oversee attendance and implement strategies that promote regular student attendance.	Completed	<ul style="list-style-type: none"> The school's leadership team, including hub leaders, forms the core of the attendance team.

Schoolwide Analysis - End of 2025 Achievement Data

Equity Analysis Orange Equity (10% within the results for All Learners)

Reading % - All Learners

	Emerging	Developing	Consolidating	Proficient	Excelling
All Learners	6	16	21	43	14
Girls	3	10	23	49	15
Boys	8	20	20	39	13
NZE	2	16	16	51	15
NZM	6	25	35	31	3

Writing % - All Learners

	Emerging	Developing	Consolidating	Proficient	Excelling
All Learners	4	20	34	35	7
Girls	3	15	33	40	9
Boys	7	24	34	30	5
NZE	5	14	35	39	7
NZM	8	39	36	15	2

Mathematics % - All Learners

	Emerging	Developing	Consolidating	Proficient	Excelling
All Learners	7	18	21	40	14
Girls	7	22	22	39	10
Boys	7	15	22	40	16
NZE	6	15	22	41	16
NZM	15	26	25	32	2

Equity Commentary

Inequity exists for Māori learners (NZM) across all learning areas:

Learning Area	Māori (NZM) Proficient + Excelling	All Learners
Reading	34% (23% inequity)	57%
Writing	17% (25% inequity)	42%
Mathematics	34% (20% in equity)	54%

Māori learners are also more likely to sit in the Consolidating and Developing bands, particularly in Writing and Reading, indicating that many are close to expected but not yet consistently secure. This makes targeted, culturally responsive acceleration for Māori learners a critical priority in 2026, alongside lifting writing achievement for all learners.

Analysis by Learning Area

Reading % by year

	Emerging	Developing	Consolidating	Proficient	Excelling
All Learners	6	16	21	43	14
Year 0	12	12	38	38	0
Year 1	4	14	22	60	0
Year 2	2	4	44	50	0
Year 3	2	15	43	40	0
Year 4	3	13	7	76	1
Year 5	10	33	15	30	12
Year 6	10	19	11	26	34
Year 7	5	11	11	42	31
Year 8	4	15	23	26	32

Reading Achievement - Strengths and Areas for Focus

Reading achievement across the school is generally strong, with 57% of learners achieving at Proficient or Excelling and a further 21% in the Consolidating band, meaning nearly four-fifths of students are at or close to expected levels.

Areas for focus

- Year 5 is the main area of concern, with 33% of students in Developing and only 30% at Proficient.

Overall, the data shows a strong literacy pipeline in the junior school and high achievement in the senior years, with targeted support needed in the middle years - particularly Year 5 - to ensure students do not lose momentum.

Analysis by Learning Area

Writing % by year

	Emerging	Developing	Consolidating	Proficient	Excelling
All Learners	4	20	34	35	7
Year 0	12	13	50	25	0
Year 1	5	28	32	35	0
Year 2	2	14	52	32	0
Year 3	2	40	39	19	0
Year 4	5	11	26	56	2
Year 5	7	19	38	27	9
Year 6	11	11	35	35	8
Year 7	3	15	22	44	16
Year 8	2	21	25	28	24

Writing Achievement - Strengths and Areas for Focus

Writing is the least strong learning area across the school, with only 42% of learners at Proficient or Excelling and a large 34% of learners in the Consolidating band, showing many students are close to expected but not yet secure.

Areas for focus

- Year 3 is the weakest cohort, with 40% Developing and only 19% Proficient.
- Years 0 and 2 have very large Consolidating groups: Year 0: 50% Consolidating, Year 2: 52% Consolidating
- These learners are very close to expected and represent a major opportunity for acceleration through targeted scaffolding and explicit teaching.
- Year 5 also needs support, with 38% Consolidating and only 27% Proficient, suggesting many students are stalled just below expected levels.

Overall, the data shows that while strong writing outcomes are emerging in the senior school, there is a clear need to strengthen writing in the early and middle years so more learners move from "almost there" into secure, independent writers.

Analysis by Learning Area Mathematics % by year

	Emerging	Developing	Consolidating	Proficient	Excelling
All Learners	7	18	21	40	14
Year 0	11	19	45	25	0
Year 1	5	10	24	58	3
Year 2	4	7	16	73	0
Year 3		37	33	28	2
Year 4	3	19	15	61	2
Year 5	16	19	16	37	12
Year 6	10	25	20	19	26
Year 7	3	13	11	35	38
Year 8	12	13	34	15	26

Mathematics Achievement - Strengths and Areas for Focus

Mathematics achievement across the school is generally strong, with 54% of learners achieving at Proficient or Excelling and a further 21% in the Consolidating band, indicating a large group of learners who are close to secure achievement.

Areas for focus

- Year 3 is the most significant area of concern, with 37% of learners in Developing and 33% in Consolidating, and only 28% Proficient.
- Year 6 shows a dip, with only 19% Proficient and 25% Developing, suggesting some learners are losing momentum as they transition toward the senior school.
- Year 0 and Year 8 also show large Consolidating groups (45% and 34%), indicating many learners are close to expected but not yet secure.

Overall, the data shows strong mathematics achievement at the high end and in several year levels, with targeted intervention needed in the middle years, particularly Year 3 and Year 6, to ensure consistent progress across the school.



**Beckenham
Te Kura o Pūroto**
ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 3291
Principal: Cade Englefield
School Address: 71 Sandwich Road, Beckenham, Christchurch, 8023
School Phone: 03 337 1404
School Email: office@beckenham.school.nz

Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

BECKENHAM TE KURA O PŪROTO

Annual Financial Statements - For the year ended 31 December 2025

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Beckenham Te Kura o Pūroto

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.

Craig Hurford

Full Name of Presiding Member



Signature of Presiding Member

15/05/2026

Date:

Cade Englefield

Full Name of Principal



Signature of Principal

15/05/2026

Date:

Beckenham Te Kura o Pūroto

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Craig Hurford	Presiding Member	Elected	Nov 2026
Marcel Frei	Presiding Member	Elected	Sep 2025
Cade Englefield	Principal	ex Officio	
Reena Brinner	Parent Representative	Elected	Nov 2026
Nicole Forster	Parent Representative	Elected	Sep 2025
Anna Reid	Staff Representative	Elected	Sep 2028
Thomas Barta	Parent Representative	Elected	Sep 2025
John Ussher	Parent Representative	Elected	Nov 2026
Kate Stallworthy	Parent Representative	Elected	Sep 2028
Annabel Ramsay	Parent Representative	Elected	Sep 2028
Emma Jenkins	Parent Representative	Elected	Sep 2028

Beckenham Te Kura o Pūroto

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	5,103,954	4,873,650	4,961,862
Locally Raised Funds	3	218,927	162,488	127,699
Interest		28,406	28,000	50,761
Other Revenue		5,508	-	97,442
Total Revenue		5,356,795	5,064,138	5,237,764
Expense				
Locally Raised Funds	3	11,705	9,250	11,360
Learning Resources	4	3,889,727	3,506,382	3,555,294
Administration	5	261,894	255,072	252,638
Interest		4,169	3,000	2,984
Property	6	1,233,532	1,363,924	1,398,869
Other Expense	7	-	-	79,042
Loss on Disposal of Property, Plant and Equipment		227	-	6,820
Total Expense		5,401,254	5,137,628	5,307,007
Net (Deficit) for the year		(44,459)	(73,490)	(69,243)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(44,459)	(73,490)	(69,243)

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

Beckenham Te Kura o Pūroto

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		1,034,460	1,034,460	1,027,337
Total comprehensive revenue and expense for the year		(44,459)	(73,490)	(69,243)
Contribution - Furniture and Equipment Grant		-	-	44,234
Contribution - Te Mana Tūhono		-	-	32,132
Equity at 31 December		990,001	960,970	1,034,460
Accumulated comprehensive revenue and expense		990,001	960,970	1,034,460
Equity at 31 December		990,001	960,970	1,034,460

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

Beckenham Te Kura o Pūroto

Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	277,583	31,053	150,142
Accounts Receivable	9	346,527	277,029	277,029
GST Receivable		7,049	10,715	10,715
Prepayments		37,445	25,753	25,753
Inventories	10	2,106	1,478	1,478
Investments	11	375,136	691,792	691,792
Funds Receivable for Capital Works Projects	18	47,257	-	-
		1,093,103	1,037,820	1,156,909
Current Liabilities				
Accounts Payable	13	380,856	324,987	324,987
Revenue Received in Advance	14	2,388	2,191	2,191
Provision for Cyclical Maintenance	15	37,443	48,256	80,066
Finance Lease Liability	16	16,966	14,532	14,532
Funds held in Trust	17	906	1,120	1,120
Funds held for Capital Works Projects	18	3,691	-	-
		442,250	391,086	422,896
Working Capital Surplus		650,853	646,734	734,013
Non-current Assets				
Property, Plant and Equipment	12	419,683	400,279	420,279
		419,683	400,279	420,279
Non-current Liabilities				
Provision for Cyclical Maintenance	15	47,087	61,309	90,098
Finance Lease Liability	16	33,448	24,734	29,734
		80,535	86,043	119,832
Net Assets		990,001	960,970	1,034,460
Equity		990,001	960,970	1,034,460

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

Beckenham Te Kura o Pūroto

Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,231,438	1,130,440	1,237,679
Locally Raised Funds		237,426	162,488	163,473
CPPA Funds received		5,508	-	97,442
Goods and Services Tax (net)		3,666	-	(713)
Payments to Employees		(931,683)	(715,478)	(851,738)
Payments to Suppliers		(657,272)	(646,239)	(560,047)
Interest Paid		(4,169)	(3,000)	(2,984)
Interest Received		33,277	28,000	53,245
Net cash (to)/from Operating Activities		(81,809)	(43,789)	136,357
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(65,575)	(70,300)	(48,830)
Purchase of Investments		-	-	(89,284)
Proceeds from Sale of Investments		316,656	-	-
Net cash from/(to) Investing Activities		251,081	(70,300)	(138,114)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	44,234
Finance Lease Payments		(8,035)	(5,000)	(8,926)
Funds Administered on Behalf of Other Parties		(33,796)	-	(153)
Net cash (to)/from Financing Activities		(41,831)	(5,000)	35,155
Net increase/(decrease) in cash and cash equivalents		127,441	(119,089)	33,398
Cash and cash equivalents at the beginning of the year	8	150,142	150,142	116,744
Cash and cash equivalents at the end of the year	8	277,583	31,053	150,142

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

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

Beckenham Te Kura o Pūroto

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

1.1. Reporting Entity

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

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 23b.

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Finance Lease Payments

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

1.5. Cash and Cash Equivalents

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

1.6. Accounts Receivable

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

1.7. Inventories

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

1.8. Investments

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

1.9. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	2-20 % Diminishing value
Furniture and Equipment	12.5-20% Diminishing value
Information and Communication Technology	12.5-33.33% Diminishing value
Textbooks	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

1.10. Impairment of property, plant and equipment

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

Non cash generating assets

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

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

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

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

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

1.11. Accounts Payable

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

1.12. Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

1.13. Revenue Received in Advance

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

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

1.14. Funds Held in Trust

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

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

1.15. Funds held for Capital Works

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

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

1.16. 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 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 variety of periods in accordance with the conditional assessment of each area of the school. 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.

1.17. Financial Instruments

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

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

1.18. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.19. Budget Figures

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

1.20. 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	1,232,419	1,077,168	1,123,839
Teachers' Salaries Grants	2,887,438	2,696,902	2,704,970
Use of Land and Buildings Grants	927,631	1,046,308	1,046,308
Other Government Grants	56,466	53,272	86,745
	5,103,954	4,873,650	4,961,862

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	165,988	117,338	73,184
Fees for Extra Curricular Activities	6,763	4,125	2,866
Trading	16,058	13,530	13,013
Fundraising and Community Grants	9,261	8,000	14,910
Other Revenue	20,857	19,495	23,726
	218,927	162,488	127,699
Expense			
Extra Curricular Activities Costs	6,731	4,000	3,729
Trading	2,778	2,250	2,968
Fundraising and Community Grant Costs	2,196	3,000	4,663
	11,705	9,250	11,360
<i>Surplus for the year Locally Raised Funds</i>	207,222	153,238	116,339

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	166,577	180,278	113,747
Information and Communication Technology	12,792	14,000	12,835
Employee Benefits - Salaries	3,599,037	3,193,652	3,322,379
Staff Development	9,584	14,500	13,668
Depreciation	90,103	90,300	80,138
Other Learning Resources	11,634	13,652	12,527
	3,889,727	3,506,382	3,555,294

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	9,152	8,800	8,800
Board Fees and Expenses	18,178	18,923	12,608
Operating Leases	1,188	1,188	891
Other Administration Expenses	53,786	49,169	58,036
Employee Benefits - Salaries	161,140	158,322	154,914
Insurance	14,230	13,930	13,544
Service Providers, Contractors and Consultancy	4,220	4,740	3,845
	261,894	255,072	252,638

6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	75,968	77,250	74,438
Cyclical Maintenance	6,561	30,000	71,268
Heat, Light and Water	91,056	82,449	80,796
Rates	8,680	9,898	8,038
Repairs and Maintenance	32,082	31,428	35,007
Use of Land and Buildings	927,631	1,046,308	1,046,308
Employee Benefits - Salaries	61,925	60,406	57,118
Other Property Expenses	29,629	26,185	25,896
	<u>1,233,532</u>	<u>1,363,924</u>	<u>1,398,869</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. Other Expense

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
CCPA Expenditure	-	-	79,042
	<u>-</u>	<u>-</u>	<u>79,042</u>

These expenses represent the funding of CCPA principal and mentor travel & reimbursement expenses. These expenses are fully funded by CCPA receipts included in Other Revenue in the Statement of Comprehensive Revenue & Expense.

8. Cash and Cash Equivalents

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	277,583	31,053	150,142
Cash and cash equivalents for Statement of Cash Flows	<u>277,583</u>	<u>31,053</u>	<u>150,142</u>

Of the \$277,583 Cash and Cash Equivalents, \$11,085 is subject to restrictions for the following reasons:

- \$7,791 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 18
- \$2,388 of Other Revenue in Advance is held by the School. This is included in Revenue in Advance note 14.
- \$906 of Funds Held in Trust is held by the School, as disclosed in note 17.

9. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	7,164	27,285	27,285
Receivables from the Ministry of Education	42,363	4,854	4,854
Interest Receivable	2,924	7,795	7,795
Teacher Salaries Grant Receivable	294,076	237,095	237,095
	<u>346,527</u>	<u>277,029</u>	<u>277,029</u>
Receivables from Exchange Transactions	10,088	35,080	35,080
Receivables from Non-Exchange Transactions	336,439	241,949	241,949
	<u>346,527</u>	<u>277,029</u>	<u>277,029</u>



10. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
School Uniforms	2,106	1,478	1,478
	<u>2,106</u>	<u>1,478</u>	<u>1,478</u>

11. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	375,136	691,792	691,792
Total Investments	<u>375,136</u>	<u>691,792</u>	<u>691,792</u>

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Building Improvements	86,650	-	-	-	(8,886)	77,764
Furniture and Equipment	133,549	22,057	(4,476)	-	(20,256)	130,874
Information and Communication Technology	114,415	43,645	(214)	-	(37,075)	120,771
Textbooks	928	-	-	-	(116)	812
Leased Assets	43,352	23,380	-	-	(17,957)	48,775
Library Resources	41,385	5,414	(299)	-	(5,813)	40,687
	<u>420,279</u>	<u>94,496</u>	<u>(4,989)</u>	<u>-</u>	<u>(90,103)</u>	<u>419,683</u>

The net carrying value of furniture and equipment held under a finance lease is \$48,775 (2024: \$43,352)

Restrictions

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

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Building Improvements	149,055	(71,291)	77,764	149,055	(62,405)	86,650
Furniture and Equipment	545,553	(414,679)	130,874	528,258	(394,709)	133,549
Information and Communication Technology	564,428	(443,657)	120,771	530,716	(416,301)	114,415
Textbooks	20,000	(19,188)	812	20,000	(19,072)	928
Leased Assets	72,661	(23,886)	48,775	62,525	(19,173)	43,352
Library Resources	120,011	(79,324)	40,687	115,432	(74,047)	41,385
	<u>1,471,708</u>	<u>(1,052,025)</u>	<u>419,683</u>	<u>1,405,986</u>	<u>(985,707)</u>	<u>420,279</u>

13. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	38,086	34,158	34,158
Accruals	9,152	12,800	12,800
Employee Entitlements - Salaries	306,078	250,915	250,915
Employee Entitlements - Leave Accrual	27,540	27,114	27,114
	<u>380,856</u>	<u>324,987</u>	<u>324,987</u>
Payables for Exchange Transactions	<u>380,856</u>	<u>324,987</u>	<u>324,987</u>
	<u>380,856</u>	<u>324,987</u>	<u>324,987</u>

The carrying value of payables approximates their fair value.



14. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Other Revenue in Advance	2,388	2,191	2,191
	2,388	2,191	2,191

15. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	170,164	170,164	98,896
Increase/(decrease) to the Provision During the Year	6,561	30,000	71,268
Use of the Provision During the Year	(92,195)	(90,599)	-
Provision at the End of the Year	84,530	109,565	170,164
Cyclical Maintenance - Current	37,443	48,256	80,066
Cyclical Maintenance - Non current	47,087	61,309	90,098
	84,530	109,565	170,164

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

16. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	20,600	17,684	17,684
Later than One Year	36,885	28,378	33,378
Future Finance Charges	(7,071)	(6,796)	(6,796)
	50,414	39,266	44,266
Represented by:			
Finance lease liability - Current	16,966	14,532	14,532
Finance lease liability - Non current	33,448	24,734	29,734
	50,414	39,266	44,266

17. Funds Held in Trust

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	906	1,120	1,120
	906	1,120	1,120

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



18. Funds Held for Capital Works Projects

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

2025	Opening Balances	Receipts from MoE	Payments	Board Contributions/ Transfers	Closing Balances
	\$	\$	\$	\$	\$
Master Key Replacement - 253044	-	24,483	(24,483)	-	-
Shade Structure - 250596	-	41,500	(41,500)	-	-
Block 8 & 23 Window & Roof Replacement - 250585	-	225,209	(252,371)	-	(27,162)
LS Accessibility Modifications - 251739	-	5,440	(5,440)	-	-
PA System Upgrade - 254736	-	20,290	(24,269)	-	(3,979)
Block 1 Partition Wall - 257151	-	10,752	(7,061)	-	3,691
LAN Cable Replacement - 258098	-	-	(5,884)	-	(5,884)
Sewer Repairs - 257360	-	-	(714)	-	(714)
Music Practice Room - 250587	-	-	(9,518)	-	(9,518)
Totals	-	327,674	(371,240)	-	(43,566)

Represented by:

Funds Held on Behalf of the Ministry of Education	3,691
Funds Receivable from the Ministry of Education	(47,257)

19. 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.

20. Remuneration

Key management personnel compensation

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

	2025 Actual	2024 Actual
	\$	\$
<i>Board Members</i>		
Remuneration	3,735	3,910
<i>Leadership Team</i>		
Remuneration	435,923	409,050
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	439,658	412,960

There are seven members of the Board excluding the Principal. The Board held eight full meetings of the Board in the year. The Board also has one Finance member and one Property member that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings.

Principal

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

	2025 Actual	2024 Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	0-10
Benefits and Other Emoluments	1-10	0-1
Termination Benefits	0-0	0-0



Acting Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	0-0	150-160
Benefits and Other Emoluments	0-0	0-5
Termination Benefits	0-0	0-0

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 -110	7.00	9.00
110 -120	3.00	2.00
120 - 130	2.00	2.00
130 - 140	1.00	-
	<u>13.00</u>	<u>13.00</u>

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

21. Compensation and Other Benefits Upon Leaving

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

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

22. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

23. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$67,906 (2024:\$nil) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Block 1 Partition Wall - 257151	4,939
LAN Cable Replacement - 258098	3,127
Sewer Repairs - 257360	7,521
Turf Project	52,319
Total	67,906

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 18.

(b) Operating Commitments

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

(Operating commitments at 31 December 2024: nil)



24. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	277,583	31,053	150,142
Receivables	346,527	277,029	277,029
Investments - Term Deposits	375,136	691,792	691,792
Total financial assets measured at amortised cost	<u>999,246</u>	<u>999,874</u>	<u>1,118,963</u>

Financial liabilities measured at amortised cost

Payables	380,856	324,987	324,987
Finance Leases	50,414	39,266	44,266
Total financial liabilities measured at amortised cost	<u>431,270</u>	<u>364,253</u>	<u>369,253</u>

25. 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 BECKENHAM TE KURA O PUROTO'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Beckenham Te Kura o Putoro (the School). The Auditor-General has appointed me, Martin Davies, using the staff and resources of Ainger Tomlin Audit Limited, to carry out the audit of the financial statements of the School on pages 3 to 18, 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 22 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 of Trustees 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 Analysis of Variance (Statement of Variance and an Evaluation of the School's Students' Progress and Achievement), Declaration of Good Employer 2025 (Statement of Compliance with Employment Policy), a Statement of KiwiSport funding and Members of the Board.

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.



Martin Davies
Ainger Tomlin Audit Limited
On behalf of the Auditor-General
Christchurch, New Zealand

2025 Literacy Student Achievement Targets - Analysis of Variance

Target group: Year 1-3 students

The data being used to inform this target is from the Decoding Non-Words sub-test of the Little Learners Assessment of Reading Skills (LLARS). The data was extracted from Hero in February 2025, using 2024 end of year data, and including new learners who started on day 1 and had no assessment data.

The data gathered in 2024 and the targets set were also based on the Non-Words sub-test.

The Non-Words subtest looks at the ability of the learner to match a sound (phoneme) to a letter (grapheme) and then string these sounds together (blend) to produce the word. By using the Non-Word subtest (instead of Real Word), we take out the variable that they have come across this word in the past and commit it to memory. The learners need to use their decoding skills and not rely on guesswork when they complete this test.

Areas of focus

Explicit literacy teaching using a structured literacy approach based on the Science of Reading. Assessments will be collated in Hero and support planning and teaching across teams.

- Year 0 - 4 students are assessed using a battery of assessments, looking at phonological awareness, matching letters and sounds, word reading (real and non-word decoding) and reading connected text.
- Most Years 5 - 6 students are assessed using a battery of assessments, looking at phonological awareness, matching letters and sounds, word reading (real and non-word decoding) and in reading connected text.
- Year 7 - 8 tier 2 and 3 students are assessed using a battery of assessments, looking at phonological awareness, matching letters and sounds, word reading (real and non-word decoding) and in reading and understanding connected text.

Teachers use the assessment data, the Little Learners Love Literacy scope and sequence, and The Code for planning teaching and learning programmes.

Typical expectations of an ongoing Structured Literacy Programme:

At the end of Year 1, students are working at Stage 6 or above

At the end of Year 2, students are working at Stage 7.4 or above

At the end of Year 3, students will predominantly be accessing non-decodable texts

The International Dyslexia Association suggests that current statistics put [dyslexia prevalence](#) at 15-20%. These learners may not progress at the rate of typically developing readers, needing more exposure, repetition and consolidation.

Our targets are the following:

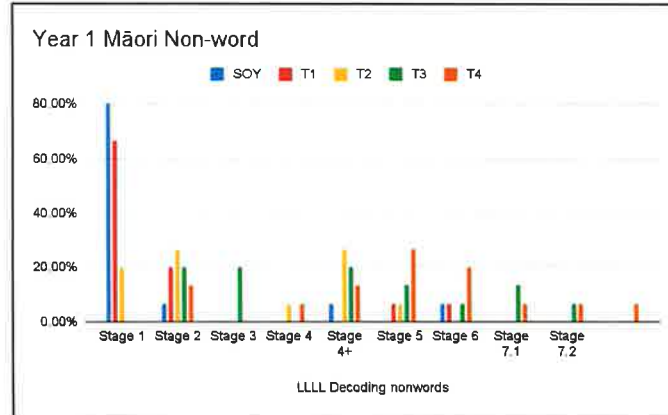
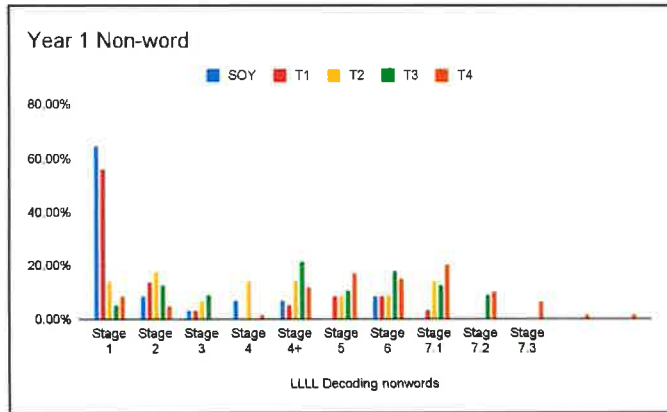
Year 1 - 75% of students will be working at Stage 6 or above by the end of the year in the non-words subtest of the LLARS.

Year 2 - 75% of students will be working at Stage 7.4 or above by the end of the year in the non-words subtest of the LLARS.

Year 3 - 80% of students will have completed (= stage 8) the non-words subtest of the LLARS.

Year 1

Target: 75% of students will be working at Stage 6 or above by the end of the year in the non-words subtest of the LLARS.



Data (Year 1):

- Year 1 students are made up of anyone who started school from Term 2 2024 and those who started school during Term 1 2025
- The scope and sequence that we follow, allows for half a term teaching at stage 1 and stage 2
- 26% of Year 1 learners are Māori

Start of Year

- 65% of all learners are at stage 1
- 35% of all learners are at stage 2 or above
- 9% of all learners have met the end of year target

Term 1

- 56% of all learners are at stage 1
- 44% of all learners are at stage 2 or above
- 13% of all learners have met the end of year target

Term 2

- 46% of all learners are at expected level or above
- 23% of all learners have met the end of year target

Term 3

- 5% of all learners are at stage 1
- 52% of all learners are at expected level or above
- 42% of all learners have met the end of year target

Term 4

- 56% of all learners met the EOY target of stage 6 or above

Start of Year

- 80% of Māori learners are at stage 1
- 20% of Māori learners are at stage 2 or above
- 6% of Māori learners have met the end of year target

Term 1

- 66% of Māori learners are at stage 1
- 34% of Māori learners are at stage 2 or above
- 6% of Māori learners have met the end of year target

Term 2

- 47% of Māori learners are at expected level or above
- 13% of Māori learners have met the end of year target

Term 3

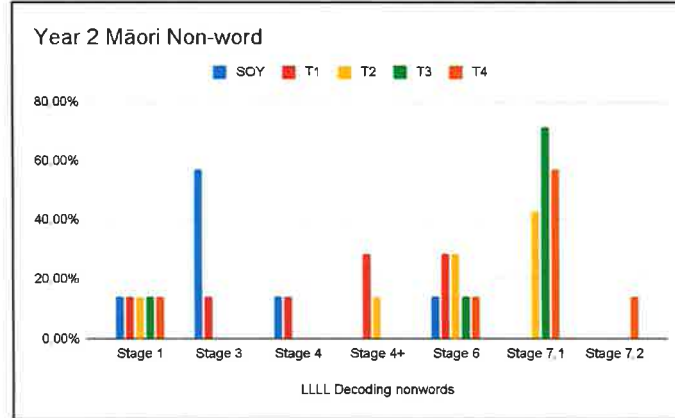
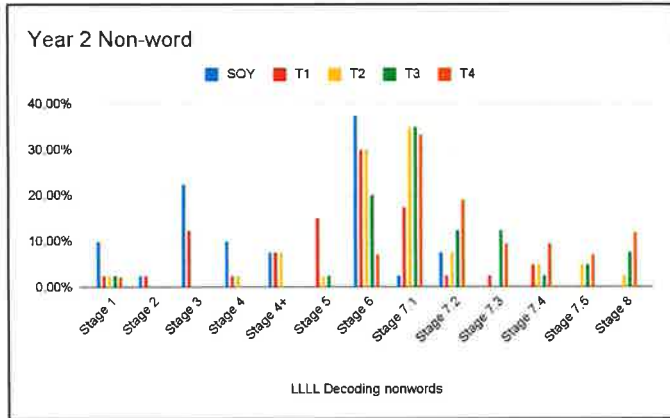
- 40% of all learners are at expected level or above
- 27% of all learners have met the end of year target

Term 4

- 40% of Māori learners met the EOY target of stage 6 or above

Year 2

Target: 75% of students will be working at Stage 7.4 or above by the end of the year in the non-words subtest of the LLARS.



Data (Year 2):

- 18% of Year 2 learners are Māori

Start of Year

- 13% of all learners are at stage 1 or 2
- 47% of all learners are at the expected level or above for the beginning of year 2

Term 1

- 5% of all learners are at stage 1 or 2
- 27% of all learners are at expected level for Term 1
- 5% of all learners have met the end of year target

Term 2

- 21% of all learners are at expected level for Term 2
- 13% of all learners have met the end of year target

Term 3

- 28% of all learners are at expected level or above for Term 3
- 15% of all learners have met the end of year target
- 55% of all learners are at stage 6 or 7.1

Term 4

- 29% of all learners met the EOY target of stage 7.4 or above

Start of Year

- 14% of Māori learners are at stage 1
- 14% of Māori learners are at the expected level or above for the beginning of year 2

Term 1

- No growth for Māori learners at stage 1
- 44% of Māori learners have shown growth from stage 4 or below
- No Māori learners are at expected level for Term 1

Term 2

- 43% of Māori learners are at expected level for Term 2

Term 3

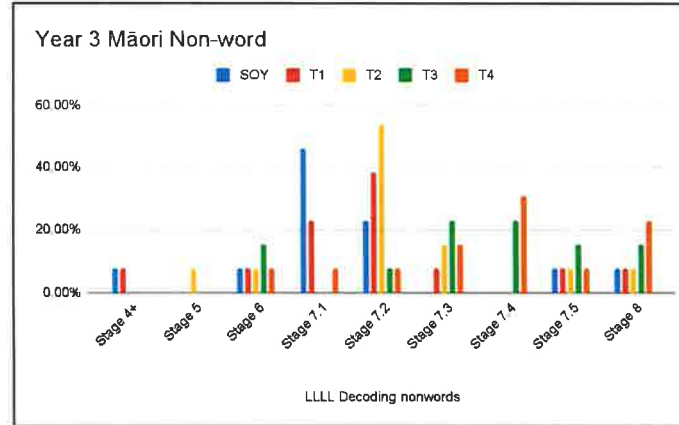
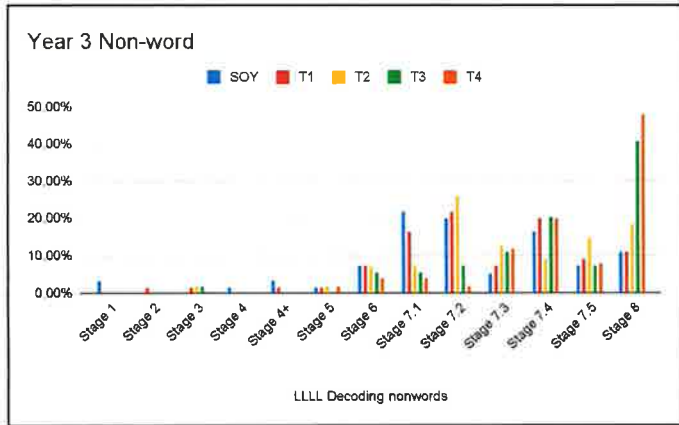
- No growth for Māori learners at stage 1
- 71% of Māori learners at stage 7.1
- No Māori learners are at expected level for Term 3

Term 4

- No Māori learners met the EOY target

Year 3

Target: Year 3 - 80% of students will have completed (= stage 8) the non-words subtest of the LLARS



Data (Year 3):

- 24% of Year 3 learners are Māori

Start of Year

- 4% of all learners are at stage 1
- 36% of all learners are at expected level or above for start of the year
- Majority of all learners are at stage 7.1 and 7.2
- 11% of all learners are at stage 8 (completed), end of year target

Term 1

- All learners at stage 1 from start of the year have shown growth
- 19% of all learners are at expected level or above for Term1
- No new learners completed stage 8 since start of the year

Term 2

- 34% of all learners are at expected level for Term 2
- 19% of all learners have met the end of year target

Term 3

- 48% of all learners are at expected level for Term 3
- 41% of all learners have met the end of year target

Term 4

- 48% of all learners met the EOY target of stage 8 (completed)

General Comments:**EOY**

Year 1 learners showed strong progress across the lower stages, with a significant reduction in students remaining at Stage 1 by mid-year. Although the cohort did not meet the 75% target, steady movement indicates that structured literacy practices are strengthening early decoding skills. Māori learners made progress but remain below cohort averages.

Year 2 learners demonstrated steady growth across the year, with the majority progressing into Stage 6 and early Stage 7. However, only 29% reached the Stage 7.4 target. While foundational decoding skills are strengthening, further work is required to support mastery and automaticity at higher decoding stages. Māori learners remain below cohort averages, with none meeting the target despite several sitting just below it. The data shows a clear plateau effect, indicating the need for targeted strategies.

Year 3 learners made consistent progress, particularly between Terms 2 and 3, though the 80% target was not achieved. The rate of growth suggests teaching practices are effective. Again, Māori learners have fallen below all learners.

Continued focus on accelerating learners will be required in 2026, with particular attention to Māori learners who remain below cohort averages. Targeted, culturally responsive strategies to support acceleration and close the Māori achievement gap remain a priority.

Start of Year

- 16% of Māori learners are at expected level or above for start of the year
- 8% of Māori learners are stage 8 (completed), end of year target

Term 1

- Māori learners at stage 4+ and stage 6 showed no growth since start of year
- 16% of Māori learners are at expected level or above for Term1

Term 2

- 16% of Māori learners are at expected level for Term 2
- 8% of Māori learners have met the end of year target

Term 3

- 54% of Māori learners are at expected level for Term 3
- 15% of Māori learners have met the end of year target

Term 4

- 23% of Māori learners met the EOY target of stage 8 (completed)

Term 3

- Clear progress across the lower stages, with more learners moving into expected levels.
- A steady increase in the percentage of students meeting end-of-year targets shows that targeted teaching and interventions are having a positive impact.
- Targeted support groups and interventions continue to show positive growth, with progress confirmed in group-specific tracking.
- Year 2 Māori students are of concern - further investigation into these students is needed.

Term 2

- It is encouraging to see progress being made across the lower stages.
- Targeted support groups have been established, with positive growth noted by teaching staff in group-specific data.
- All staff are on track to complete the Structured Literacy Professional Development by the end of the term.

Start of Year / Term 1

- We have an English team, represented by one member from each teaching team. During meetings, each member reports back about what English is looking like for their team, including successes and challenges. Resources, research, ideas and next steps are addressed. We look at the targets and the progress towards these.
- Teaching Assistants (TAs) are receiving individual support in structured literacy as part of the induction process and will continue to receive support/ modelling and feedback during the year.
- Staff carry out observations of one another as part of their Professional Growth Cycle, and these may be around Literacy.
- Working Within School Teacher (WST) and Literacy Across School Teacher (AST) providing support, feedback, modelling and resourcing to all staff.
- Tier 2 and 3 support programmes have been set up (funded 0.42 MOE and matched by school), to provide extra literacy support for identified learners. Close tracking and monitoring is occurring during tier 3 intervention.
- Tier 3 support teachers have connected with other Tier 2/3 teachers in the area, to form a support/ professional development group.
- We are following the ministry recommendation of 2 hours of literacy each day across all phases with at least 30 minutes of this time spent on phonics.
- Ongoing purchasing of resources.
- There continues to be a data literacy focus in our Kāhui Ako. The Kāhui has shared targets and assessment in reading for years 4-8.
- By the end of the year all teaching staff will have completed the Structured Literacy PD offered through the ministry.
- Staff meetings this term have a focus on English. Building teacher confidence and knowledge around the refreshed curriculum.

Next Steps

- Build clear expectations for sharing and discussing data in team meetings, ensuring support is timely and targeted.
- Develop ILPs with phonics-specific goals for Tier 3 students that are co-developed with intervention teachers and class teachers.
- For Tier 2 and 3 students, ensure that phonics gaps are diagnosed precisely and intervention aligns directly with those gaps.
- WST and AST to continue offering mentoring and support to staff throughout the year.
- Continue to build confidence and knowledge around the refreshed curriculum.
- Maximise the use of our TAs / literacy intervention teachers for those learners at risk.
- Frequent screening and diagnostic assessment to monitor progress.
- Peer observations of those strong in teaching phonics.
- Ensure decodable books match the phonics scope and sequence so students can practice what they have been taught.
- Regular data meetings to group by needs and monitor growth over time.
- Identify any resourcing gaps (e.g., decodable texts at different levels, phonics games, online tools) and prioritise future purchases.
- Whānau engagement by offering parent workshops / information sessions to help understand how to support phonics and decoding at home.

2025 Mathematics Student Achievement Targets - Analysis of Variance

Target group: Year 4-8 students

The data being used to inform this target is the e-asTTle mathematics data from Term 1, 2025.

We use e-asTTle Mathematics (with a Numeracy focus) as an assessment tool in Term 1 and 3 of each year, across our Kahui Ako. Whilst we recognise that e-asTTle is but one data piece, and does not reflect the true achievement of an individual in mathematics, as a school-wide assessment point, we do expect it to be able to show us generalised trends in Mathematics achievement at a school level.

Areas of focus

e-asTTle tests are available for students from Year 3 to Year 8. Whilst we do give the e-asTTle test to some of our Year 3 students, we recognise that this kind of formalised assessment (that has a high reading level requirement) is very new to 7 and 8 year olds, so we have decided not to include the 2025 Year 3 students in this achievement target cohort. We know that Numeracy skills are foundational to achievement in Mathematics, and so have focused the assessment on the Numeracy area, and not included the areas of Measurement, Geometry and Statistics.

Typical expectations of Mathematics Achievement:

By the end of Year 4, children are working at mid or late Level 2 (2ii and 2iii)

By the end of Year 5, children are working at early Level 3 (3i)

By the end of Year 6, children are working at mid or late Level 3 (3ii and 3iii)

By the end of Year 7, children are working at early Level 4 (4i)

By the end of Year 8, children are working at mid to late stages of Level 4 (4ii and 4iii)

2025 Targets:

Based on our Term 1 2025 data collected, our school-wide target is for at least **70% of students at each year level to be working at the expected level by the end of 2025**. We have used the e-asTTle data from Term 1, 2025, as the starting point for each target below.

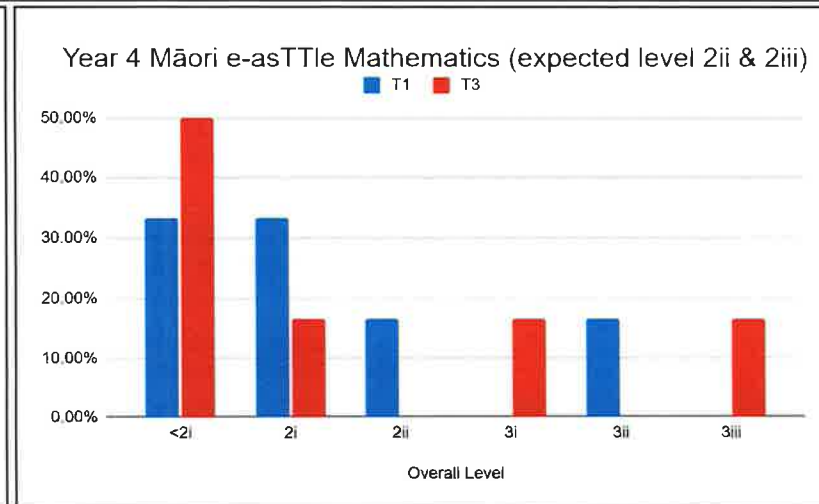
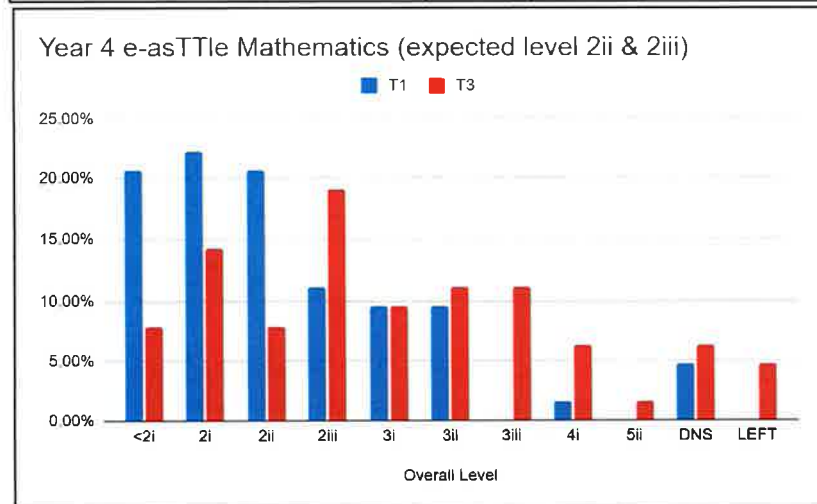
Māori students - We have separated our Māori student data to examine separately within each team. The data shows that, as a group, our Māori students are not achieving as highly as other students. We also know Māori children have a higher representation within the group of children who are coded as 'did not sit' DNS. We would like to see this number decrease and to be able to measure the achievement of these children with some confidence. The focus for many of these children is first on school engagement and attendance, and then on achievement.

Of note: DNS - Every year, some students are recorded as DNS (did not sit) for an e-asTTle assessment. This will either be because that student was away for a prolonged absence, or because they are one of a small group of students with very specific learning needs, and we do not believe that the assessment will provide any information that is useful AND would be an unnecessary stress on that student. We are trying, where possible, to have this number as small as possible.

Year 4 End of Year Target

For at least 70% of Year 4 students to be working at or above the expected level (2ii and 2iii)

	T1 2025 Data All n=	T1 2025 Data Māori n=	T4 2025 Data All n=59	T4 2025 Data Māori n=6	Comment
Not yet at the end of year target	43%	67%	22%	67%	14 children did not reach the expected level. 4 of these children are Māori.
At the end of year target	52%	33%	67%	33%	17 children achieved at the expected level. 25 children exceeded the expected level. 2 of these children are Māori.
DNS	5%	0%	6%	0%	4 children did not sit.
Left	0%	0%	5%	0%	3 children left.

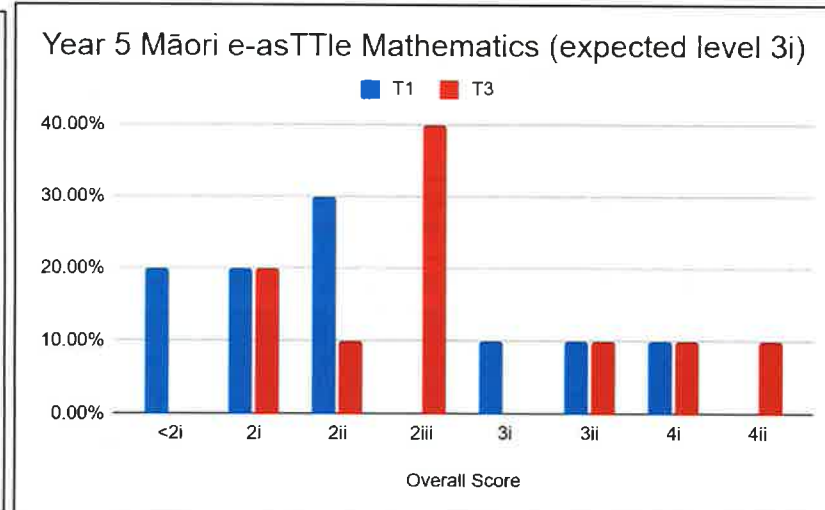
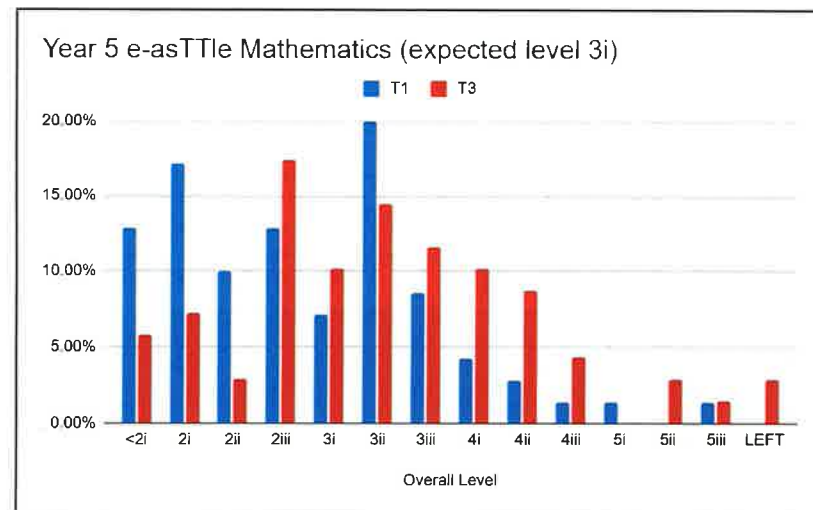


Year 5

End of Year Target

For at least 70% of Year 5 students to be working at or above the expected level (L3i)

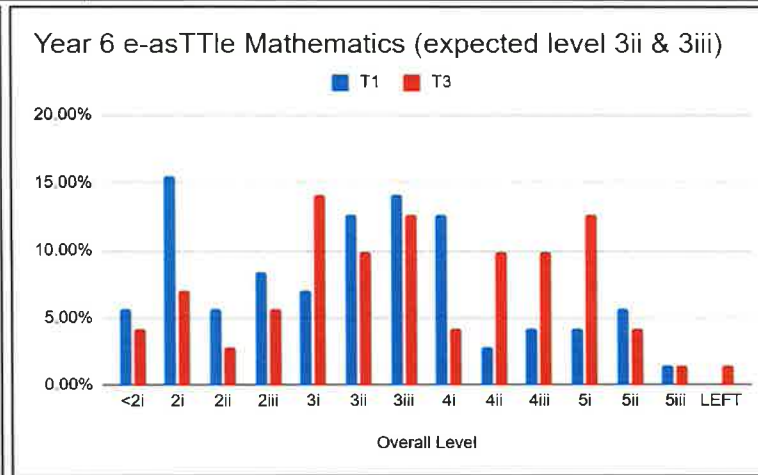
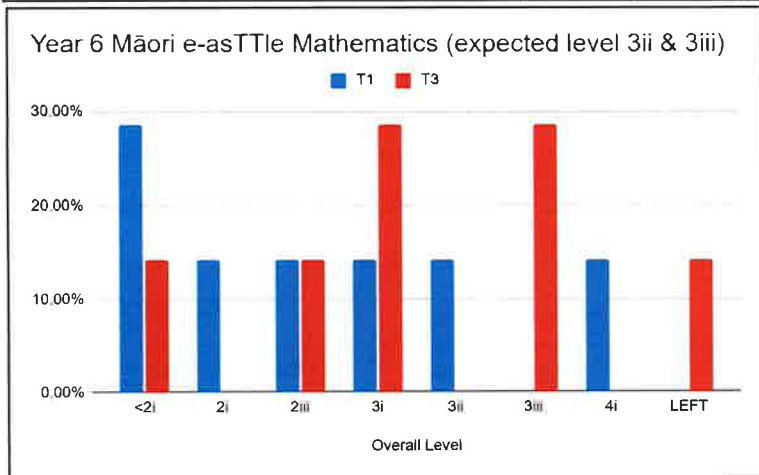
	T1 2025 Data All n=	T1 2025 Data Māori n=	T4 2025 Data All n=69	T4 2025 Data Māori n=10	Comment
Not yet at the end of year target	53%	70%	33%	70%	23 children did not reach the expected level. 7 of these children are Māori.
At the end of year target	47%	30%	64%	30%	Seven children achieved at the expected level. 37 children exceeded the expected level. 3 of these children are Māori.
DNS	0%	0%	0%	0%	
Left	0%	0%	3%	0%	2 children left.



Year 6 End of Year Target

For at least 70% of Year 6 students to be working at or above the expected level (L3ii and L3iii)

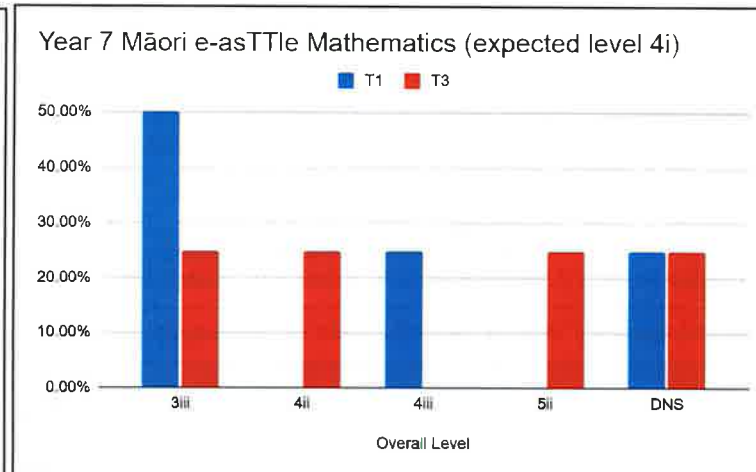
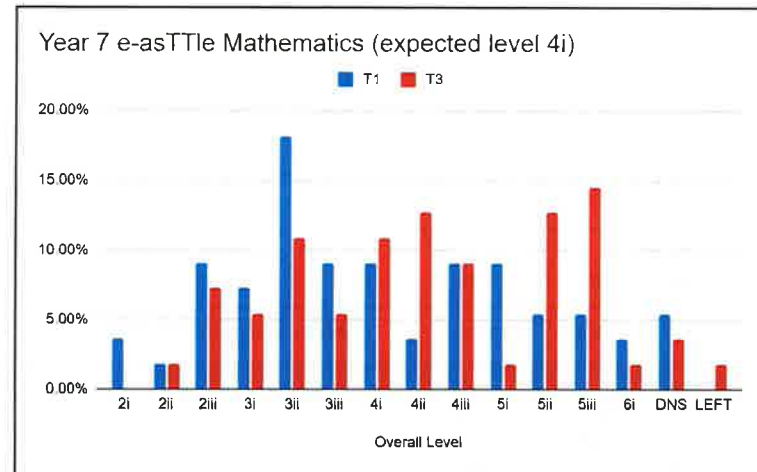
	T1 2025 Data All n=	T1 2025 Data Māori n=	T4 2025 Data All n=71	T4 2025 Data Māori n=7	Comment
Not yet at the end of year target	42%	71%	34%	57%	25 children did not reach the expected level. 4 of these children are Māori.
At the end of year target	57%	29%	65%	29%	46 children achieved at the expected level. 2 of these children are Māori. 30 children exceeded the expected level.
DNS	1%	0%	0%	0%	
Left	0%	0%	1%	14%	1 child left (Māori).



Year 7 End of Year Target

For at least 70% of Year 7 students to be working at or above the expected level (4i)

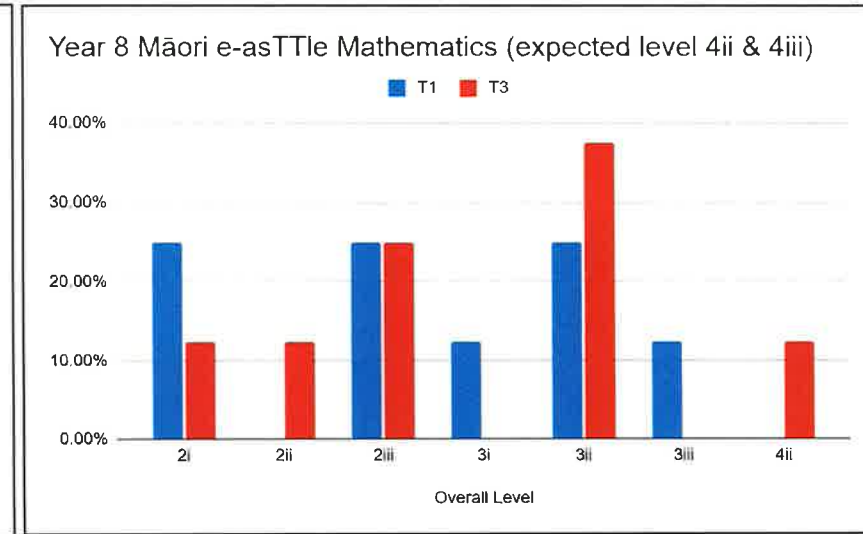
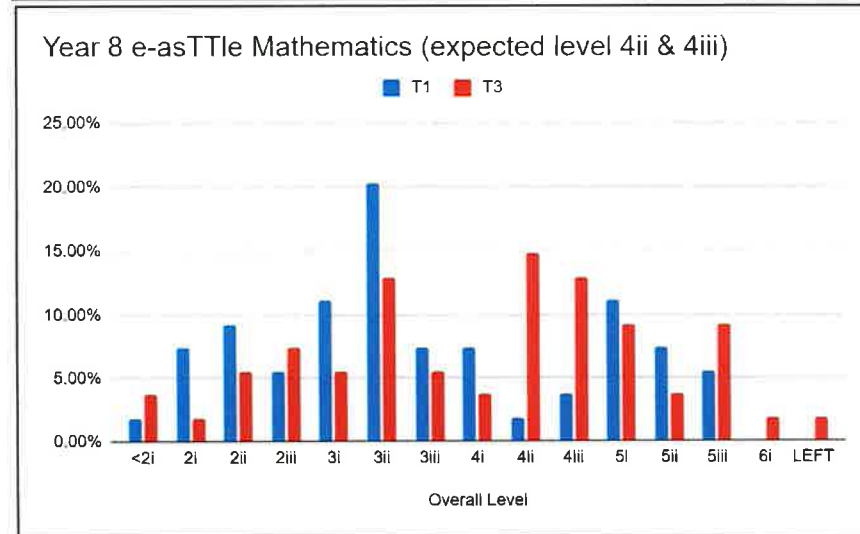
	T1 2025D ata All n=	T1 2025 Data Māori n=	T4 2025 Data All n=55	T4 2024 Data Māori n=4	Comment
Not yet at the end of year target	49%	50%	31%	25%	17 children did not reach the expected level. 1 of these children is Māori.
At the end of year target	46%	25%	64%	50%	6 children achieved at the expected level. 29 children exceeded the expected level. 2 of these children are Māori.
DNS	5%	25%	3%	25%	2 children did not sit. 1 of these children is Māori.
Left	0	0	2%	0%	1 child left.



Year 8 End of Year Target

For at least 70% of Year 8 students to be working at or above the expected level (4ii or 4iii)

	T1 2025 Data All n=	T1 2025 Data Māori n=	T4 2025 Data All n=54	T4 2025 Data Māori n=8	Comment
Not yet at the end of year target	69%	89%	46%	87%	25 children did not reach expected level. 7 of these children are Māori.
At the end of year target	29%	0%	52%	13%	15 children achieved at the expected level. 1 of these children are Māori. 13 children exceeded the expected level.
DNS	0%	0%	0%	0%	
Left	2%	11%	2%	0%	1 child did not sit.



Next steps for 2026:

- Further PLD for staff around Mathematics at Beckenham Te Kura o Pūroto, with a focus on embedding effective pedagogies across the school.
- Identify a target group that will be tracked throughout the year and accelerated with explicit, small-group teaching.
- Continue with staff development around curriculum changes.
- Upskill staff as new assessment tools are released, with a focus on assessment for learning.



Declaration of Good Employer 2025

The Board of Trustees declares that the school has complied with its employment policy that follows the principle of being a good employer (including its equal employment opportunities programme)

Full name (printed) CRAIG HURFORD

Position Presiding member

Signature 

*Filling our kete for the journey!
Whakarite nga kete mo te haerenga!*

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Kiwisport 2025

Kiwisport is a Government funding initiative to support student's participation in organised sport.

During 2025, the school received total Kiwisport funding of **\$8,008.24 (excluding GST)**.

The funding was spent on: Primary Sports membership, Koru games, Swimming sports, Gymnastics, Top Team, Winter Sports, Cross Country field usage and various sports equipment.

Full name (printed) Cade Englefield

Position: Principal

Signature

*Filling our kete for the journey!
Whakarite nga kete mo te haereinga!*

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