

POMARE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 2961

Principal: Sherilyn Hall

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Accountant / Service Provider:

Education Services.
Dedicated to your school

POMARE SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

Index

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

Other Information

Members of the Board

Kiwisport / Statement of Compliance with Employment Policy

Statement of Variance

Evaluation of the School's Student Progress and Achievement

Report on how the School has given effect to Te Tiriti o Waitangi

Pomare School

Statement of Responsibility

For the year ended 31 December 2025

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the School.

The School's 2025 financial statements are authorised for issue by the Board.

Daphne Hamison

Full Name of Presiding Member

Shenlyn Hall

Full Name of Principal


Signature of Presiding Member


Signature of Principal

22.05.2026
Date

22/5/2026
Date

Pomare School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	2,004,522	1,203,862	1,537,070
Locally Raised Funds	3	26,701	21,800	22,432
Interest		10,413	8,000	15,532
Total Revenue		2,041,636	1,233,662	1,575,034
Expense				
Locally Raised Funds	3	1,644	150	3,652
Learning Resources	4	1,004,766	897,509	1,065,858
Administration	5	239,143	132,286	259,154
Interest		765	1,067	1,008
Property	6	791,866	273,632	299,280
Loss on Disposal of Property, Plant and Equipment		4,618	-	-
Total Expense		2,042,802	1,304,644	1,628,952
Net Surplus / (Deficit) for the year		(1,166)	(70,982)	(53,918)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(1,166)	(70,982)	(53,918)

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

Pomare School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		465,723	372,235	508,442
Total comprehensive revenue and expense for the year		(1,166)	(70,982)	(53,918)
Contribution - Furniture and Equipment Grant		-	-	11,199
Equity at 31 December		464,557	301,253	465,723
Accumulated comprehensive revenue and expense		464,557	301,253	465,723
Equity at 31 December		464,557	301,253	465,723

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.

Pomare School
Statement of Financial Position
As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	110,111	138,767	223,668
Accounts Receivable	8	93,446	55,269	63,281
GST Receivable		7,254	10,265	-
Prepayments		30,414	4,573	2,267
Investments	9	194,118	38,924	143,177
Funds Receivable for Capital Works Projects	15	44,275	-	-
		<u>479,618</u>	<u>247,798</u>	<u>432,393</u>
Current Liabilities				
GST Payable		-	-	3,684
Accounts Payable	11	115,299	114,542	78,587
Revenue Received in Advance	12	-	14,007	1,000
Provision for Cyclical Maintenance	13	72,483	55,521	69,969
Finance Lease Liability	14	7,065	6,657	9,713
Funds held for Capital Works Projects	15	-	-	30,889
		<u>194,847</u>	<u>190,727</u>	<u>193,842</u>
Working Capital Surplus/(Deficit)		284,771	57,071	238,551
Non-current Assets				
Property, Plant and Equipment	10	252,490	263,869	285,200
		<u>252,490</u>	<u>263,869</u>	<u>285,200</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	64,530	13,644	51,392
Finance Lease Liability	14	8,174	6,043	6,636
		<u>72,704</u>	<u>19,687</u>	<u>58,028</u>
Net Assets		<u><u>464,557</u></u>	<u><u>301,253</u></u>	<u><u>465,723</u></u>
Equity		<u><u>464,557</u></u>	<u><u>301,253</u></u>	<u><u>465,723</u></u>

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

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

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		508,841	519,036	568,582
Locally Raised Funds		23,654	21,800	22,999
Goods and Services Tax (net)		(10,938)	-	13,949
Payments to Employees		(295,117)	(274,462)	(328,718)
Payments to Suppliers		(210,444)	(526,222)	(290,547)
Interest Paid		(765)	(1,067)	(1,008)
Interest Received		8,626	8,000	14,842
Net cash from/(to) Operating Activities		23,857	(252,915)	99
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(4,091)	(7,000)	(23,794)
Purchase of Investments		(153,069)	-	(104,253)
Proceeds from Sale of Investments		102,128	-	-
Net cash from/(to) Investing Activities		(55,032)	(7,000)	(128,047)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	11,199
Finance Lease Payments		(8,703)	(10,948)	(7,694)
Funds Administered on Behalf of Other Parties		(73,679)	-	(61,519)
Net cash from/(to) Financing Activities		(82,382)	(10,948)	(58,014)
Net increase/(decrease) in cash and cash equivalents		(113,557)	(270,863)	(185,962)
Cash and cash equivalents at the beginning of the year	7	223,668	409,630	409,630
Cash and cash equivalents at the end of the year	7	110,111	138,767	223,668

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.

Pomare School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

Critical Judgements in applying accounting policies

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

Classification of leases

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

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	3-50 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5-10 years
Textbooks	5 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 9 to 18 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

s) Financial Instruments

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

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

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

t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	563,977	507,239	588,762
Teachers' Salaries Grants	673,236	567,639	679,226
Use of Land and Buildings Grants	652,419	128,984	158,793
Ka Ora, Ka Ako - Healthy School Lunches Programme	114,890	-	109,786
Other Government Grants	-	-	503
	<u>2,004,522</u>	<u>1,203,862</u>	<u>1,537,070</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	1,630	1,500	1,680
Fees for Extra Curricular Activities	19,722	17,800	16,199
Fundraising and Community Grants	5,349	2,500	4,553
	<u>26,701</u>	<u>21,800</u>	<u>22,432</u>
Expense			
Extra Curricular Activities Costs	1,266	150	2,564
Fundraising and Community Grant Costs	378	-	1,088
	<u>1,644</u>	<u>150</u>	<u>3,652</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>25,057</u>	<u>21,650</u>	<u>18,780</u>

The school received a grant from the TG Macarthy Trust for \$1,000 which is included in the Fundraising and Community Grants line in the above note.

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	17,406	35,400	24,925
Employee Benefits - Salaries	941,861	814,209	977,228
Staff Development	3,636	6,000	25,288
Depreciation	41,353	41,000	37,768
Other Learning Resources	510	900	649
	<u>1,004,766</u>	<u>897,509</u>	<u>1,065,858</u>

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	8,674	8,424	7,907
Board Fees and Expenses	7,012	9,300	5,380
Intervention Expenses	47,582	50,000	70,410
Operating Leases	47	-	-
Other Administration Expenses	16,373	24,570	22,148
Employee Benefits - Salaries	31,181	27,892	31,413
Insurance	6,304	4,900	5,330
Service Providers, Contractors and Consultancy	7,080	7,200	6,780
Ka Ora, Ka Ako - Healthy School Lunch Programme	114,890	-	109,786
	<u>239,143</u>	<u>132,286</u>	<u>259,154</u>

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	53,619	60,600	62,672
Cyclical Maintenance	15,652	25,098	18,018
Heat, Light and Water	26,747	20,000	21,508
Rates	3,285	2,900	3,237
Repairs and Maintenance	27,109	13,450	12,289
Use of Land and Buildings	652,419	128,984	158,793
Other Property Expenses	13,035	22,600	22,763
	<u>791,866</u>	<u>273,632</u>	<u>299,280</u>

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

7. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	110,111	138,767	223,668
Cash and cash equivalents for Statement of Cash Flows	<u>110,111</u>	<u>138,767</u>	<u>223,668</u>

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

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	2,082	5,312	1,102
Receivables from the Ministry of Education	23,195	-	4,035
Interest Receivable	3,411	934	1,624
Teacher Salaries Grant Receivable	64,758	49,023	56,520
	<u>93,446</u>	<u>55,269</u>	<u>63,281</u>
Receivables from Exchange Transactions	8,397	6,246	2,726
Receivables from Non-Exchange Transactions	85,049	49,023	60,555
	<u>93,446</u>	<u>55,269</u>	<u>63,281</u>

9. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	194,118	38,924	143,177
Total Investments	<u>194,118</u>	<u>38,924</u>	<u>143,177</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Building Improvements	113,198	-	(1,229)	-	(5,311)	106,658
Furniture and Equipment	133,039	4,051	(2,644)	-	(20,068)	114,378
Information and Communication Technology	22,414	-	(52)	-	(5,888)	16,474
Textbooks	-	-	-	-	-	-
Leased Assets	16,308	9,170	(693)	-	(9,969)	14,816
Library Resources	241	40	-	-	(117)	164
	<u>285,200</u>	<u>13,261</u>	<u>(4,618)</u>	<u>-</u>	<u>(41,353)</u>	<u>252,490</u>

The net carrying value of equipment held under a finance lease is \$14,816 (2024: \$16,308)

Restrictions

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

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Building Improvements	245,126	(138,468)	106,658	263,483	(150,285)	113,198
Furniture and Equipment	420,448	(306,070)	114,378	429,507	(296,468)	133,039
Information and Communication Technology	176,042	(159,568)	16,474	228,750	(206,336)	22,414
Textbooks	19,401	(19,401)	-	19,401	(19,401)	-
Leased Assets	26,617	(11,801)	14,816	32,674	(16,366)	16,308
Library Resources	95,323	(95,159)	164	95,284	(95,043)	241
	<u>982,957</u>	<u>(730,467)</u>	<u>252,490</u>	<u>1,069,099</u>	<u>(783,899)</u>	<u>285,200</u>

11. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	31,862	54,622	9,693
Accruals	8,424	7,132	7,907
Banking Staffing Overuse	7,126	-	-
Employee Entitlements - Salaries	64,758	49,023	56,520
Employee Entitlements - Leave Accrual	3,129	3,765	4,467
	<u>115,299</u>	<u>114,542</u>	<u>78,587</u>
Payables for Exchange Transactions	115,299	114,542	78,587
	<u>115,299</u>	<u>114,542</u>	<u>78,587</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Income in Advance	-	-	1,000
Grants in Advance - Ministry of Education	-	14,007	-
	<u>-</u>	<u>14,007</u>	<u>1,000</u>

13. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	121,361	44,067	103,343
Increase/(decrease) to the Provision During the Year	15,652	25,098	18,018
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>137,013</u>	<u>69,165</u>	<u>121,361</u>
Cyclical Maintenance - Current	72,483	55,521	69,969
Cyclical Maintenance - Non current	64,530	13,644	51,392
	<u>137,013</u>	<u>69,165</u>	<u>121,361</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's 10 Year Property plan / painting quotes.

14. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	7,866	6,657	10,264
Later than One Year	9,047	6,043	6,781
Future Finance Charges	(1,674)	-	(696)
	<u>15,239</u>	<u>12,700</u>	<u>16,349</u>
Represented by			
Finance lease liability - Current	7,065	6,657	9,713
Finance lease liability - Non current	8,174	6,043	6,636
	<u>15,239</u>	<u>12,700</u>	<u>16,349</u>

15. Funds Held for Capital Works Projects

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

	2025	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
Classroom Toilet Refurbishment LSC		220206	-	(16,967)	(27,308)	-	(44,275)
Site Boundary Improvements		240184	939	8,188	(9,127)	-	-
Replace External Doors		245582	29,950	5,420	(35,370)	-	-
Totals			30,889	(3,359)	(71,805)	-	(44,275)

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

-
(44,275)

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
Classroom Toilet Refurbishment LSC		220206	26,882	-	(26,882)	-	-
Site Boundary Improvements		240184	23,500	-	(22,561)	-	939
Blk B Replace Roof Covering		245575	-	54,149	(54,149)	-	-
Replace External Doors		245582	-	29,950	-	-	29,950
Totals			50,382	84,099	(103,592)	-	30,889

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

30,889
-

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	51,137	73,890
<i>Leadership Team</i> Remuneration	369,194	252,271
Full-time equivalent members	3.00	2.15
Total key management personnel remuneration	420,331	326,161

There are 6 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. The Board also has a Property committee (2 members) that met 1 times. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

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

Other Employees

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

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

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

18. Compensation and Other Benefits Upon Leaving

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

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

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

In 2025 the Ministry of Education provided collective agreement and pay equity settlement funding. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2025 has not yet been advised. The School has therefore not recognised an asset or liability regarding this funding wash-up, which is expected to be settled in July 2026.

20. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of \$412,415 (2024: \$511,523) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Classroom Toilet Refurbishment LSC	412,415
Total	412,415

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

(b) Operating Commitments

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

21. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	110,111	138,767	223,668
Receivables	93,446	55,269	63,281
Investments - Term Deposits	194,118	38,924	143,177
Total financial assets measured at amortised cost	<u>397,675</u>	<u>232,960</u>	<u>430,126</u>

Financial liabilities measured at amortised cost

Payables	115,299	114,542	78,587
Finance Leases	15,239	12,700	16,349
Total financial liabilities measured at amortised cost	<u>130,538</u>	<u>127,242</u>	<u>94,936</u>

22. Events After Balance Date

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

23. Comparatives

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

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

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

Opinion

In our opinion the financial statements:

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

Our audit was completed on **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 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.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

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

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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

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

Independence

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

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



Michael Stewart
PKF Kendons Audit Limited
On behalf of the Auditor-General
Lower Hutt, New Zealand

Pomare School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Daphne Harrison	Presiding Member	Elected	Sep 2028
Sherilyn Hall	Principal	ex Officio	
Erica Tupo	Parent Representative	Elected	Sep 2025
Sharn Sutherland	Parent Representative	Elected	Sep 2028
Kara Schomaker	Parent Representative	Elected	Sep 2025
Twiggy Johnston	Parent Representative	Elected	Feb 2025
Mel Pihama	Parent Representative	Elected	Sep 2028
Lufina Siaosi	Parent Representative	Elected	Sep 2028
John Adam	Parent Representative	Elected	Sep 2028
Herena Meteka	Staff Representative	Elected	Sep 2028

Pomare School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$1,368 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Pomare School Board:

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

Pomare School

Statement of Variance

2025



Priority 1- Increase student engagement through strengthened relationships and high expectations

<p>Success is 80% of students at school at least 90% of the time. Parents encouraging regular attendance as they recognise its importance and their tamariki genuinely want to be at school. Teachers knowing their students' interests, strengths and challenges, and are therefore able to support them to experience success through learning that is culturally responsive, relevant, engaging, differentiated and inclusive. Regular cultural celebrations and on-going opportunities for <i>tuakana-teina</i> in action further strengthen a positive culture within the school that encourages engagement and attendance, while PC4L (Positive Culture for Learning) and restorative practices help maintain a positive and supportive learning environment.</p>		<p>Strategic Links M1 - A, C M2 - A, B, C M3 - A, B, C</p>
<p>Internal Threats</p> <ul style="list-style-type: none"> • Teachers feeling overwhelmed by all the changes • Slipping back into past practices • Time management 	<p>External Threats</p> <ul style="list-style-type: none"> • Government/policy change • Negative home events • Resources not arriving when needed 	<p>Waypoints</p> <ul style="list-style-type: none"> • System of class competition to increase attendance established • Protocols/scripts for restorative practice developed. • Teachers talking about priority students in a way that shows they know them. • Whānau and fono groups established <p>Tactics (Te Tiriti o Waitangi)</p> <ul style="list-style-type: none"> • Rewards for class with the best attendance each term • Certificates for kids 90%+ attendance • 10 minute PC4L lessons daily • Number, name, face, story observation strategy
<p>Building on Victories</p> <ul style="list-style-type: none"> • Ngā Toi Whakaari increased attendance on Wednesday • Cultural day rotations always very popular • Reward days encourage attendance and engagement 	<p>Resources</p> <ul style="list-style-type: none"> • Ongoing PLD for Restorative Practices • Graphics protocols/scripts • Rewards for attendance improvement • Catering and meeting expenses for whānau and fono groups 	

Date	Actions	Reflections
February	<p>Whole School Trip to Te Ngaengae Pool 56 students and 16 parents attended the trip (some hadn't started for the year and a couple stayed home as the pool was going to be too much for them). Almost all our new whānau attended</p> <p>PC4L (PB4L) The new logo was released at the start of the term and is on display around the school, along with revamped values posters. Each class has a PC4L display which includes the 5 values and expectations matrix. Weekly PC4L slideshow being used for daily 10 minute teaching slot in classrooms. Gold cards and gem jars in each class, to be collated at weekly assembly</p> <p>Restorative Practices Whole staff PLD – focus on engaging all students</p> <p>Ngā Manu Groups These have been re-established</p>	<p>This was a great opportunity for staff, students and whānau to get to know each other in a relaxed and fun atmosphere</p> <p>This will help to keep the PC4L elements 'alive' and visible to all.</p> <p>Helpful tools to start the year, to support engagement of all tamariki</p>
March	<p>Student Goal Setting Teachers worked with students to set goals for the first half of the year. These were then sent home to parents and displayed on the class wall for ākongā and kaiako to refer to</p> <p>Tautai o le Moana Principal attended this 3 day PLD. Lots of learning around catering for Māori and Pasifika students in a meaningful way.</p>	<p>Makes learning visible and shared with the family</p> <p>Supporting leadership and staff to better understand a large percentage of our school community</p>
March	<p>BSLA Successful application for 5 staff members to begin BSLA training in term 2</p> <p>PR1ME Data from PR1ME assessment supplemented with asTTle Maths gives a clearer picture of next steps for senior students. A staff meeting was held where data was unpacked and a plan made for going forward</p> <p>Ngā Toi Whakaari & Huttfest All students involved in learning songs from a number of our school cultures. This year the performance group is being opened to all ākongā, not just senior students</p>	<p>Will bring consistency across the school</p> <p>Informed teaching and learning</p> <p>Cultures being celebrated – kids enjoy this time, so come to school. Intentionally on a Monday to increase Monday attendance. Inclusion of all</p>
April/May	<p>Year 6 Camp Held at Brookfield Outdoor Education Centre All year 5/6 students attended, some as day campers</p>	<p>For lots of our students this could be a once-in-a-lifetime opportunity. Engagement was high and a great sense of team was built. It was intentionally early in the year so that the bonds could carry through for the next 3 terms.</p>

	<p>Despite the storm that ensued, ākongā had a great time and got to try things they had not done before</p> <p>Wellbeing Survey Completed at the end of Term 1 with the best term 1 results we have seen to date. Students are happy, settled, feel safe and are keen to be at school</p> <p>Attendance Cup Classes are now competing for the attendance cup, once a fortnight – for the class with the highest attendance</p>	<p>Gives us an early sense of where things are at and what we might need to address to support student wellbeing</p> <p>Students want to be at school as they want to win the cup.</p>
June	<p>Focus Students Teachers have selected 3 students (who are below in at least two of the core areas) who will be their focus for their PGC and for improving their practice. The principal has discussed these students with the teachers – what they know about the child, and to identify learning foci for them. The students were then interviewed to see what they know about their learning and need.</p> <p>Homework Club Funding for the rest of 2025 received as part of attendance plan funding, so it can continue till the end of 2025</p>	<p>This is a focus for raising expectations – beginning to gain a shared understanding of what this should look like.</p> <p>For some students, homework club ensure their attendance at school.</p>
July	<p>Super Star Literacy We have started a special literacy programme for our ORS students, which is aligned to their learning needs. This means they are not in their classes during the Literacy block, which makes teaching and learning easier for the class and provides them with learning that is appropriate for where they are at. Our ORS students have individualised activities and are working with the SENCo/specialist teacher and TAs</p>	<p>This has raised the engagement of our ORS students, as the learning matches their needs. It has also helped the rest of the students in their classes, as they are not being distracted by extra adults and noises in their room during prime learning time</p>
August	<p>Attendance Plan We have developed a draft attendance plan that we are now following, to support parents and keep them accountable for getting their kids to school</p> <p>PC4L Weekly lesson slides now include a second slide that highlights the Matrix focus of the week, to ensure students are having these explicitly taught</p> <p>Super Star Literacy This is being further developed, with an increasing variety of learning activities for the students – including outdoor activities and baking. Students stay together for the last block, for play-based learning</p>	<p>We are getting more phone calls and messages explaining why students are away, and parents are bringing in medical certificates.</p> <p>Students are beginning to become familiar with the matrix elements and what they look like</p> <p>Student needs are being met so they can grow as learners</p>

	<p>Structured Literacy Evening Whānau were invited to watch the Huttfest students perform, and then to spend time in classes where teachers explain some of the BSLA process and they got to experience a BSLA mini lesson. – About 100 in attendance</p>	<p>Parents upskilled to understand what is being taught and to be able to support their tamariki at home</p>
October	<p>Kahui Ako Whole School Sports Day Tamariki walked to Walter Nash Centre then spent the day playing dodgeball, indoor hockey and soccer. KPMG organised the day and provided morning tea and lunch for the tamariki.</p>	<p>Kids learned new skills, were seen in the community, played against other schools, and whānau supported them.</p>
November	<p>Taka Trust Bike Training 10 students and two staff members went to Avalon Park for bike training. Other students are looking forward to having a go next year. The ākongā brought back learning to share with their peers</p> <p>Attendance The attendance cup remains hotly contested and will continue in 2026. Each class has now managed to win it even once. Attendance has been down a bit in both terms 3 and 4 due to tummy bugs and influenza A.</p> <p>Reports and Learning Conferences Learning Conferences happened in the last week of November with 93% turn out, and teachers are mopping up. Teachers went through the reports with the ākongā and whānau, then they took the reports home. Whānau feedback was very positive as they were able to ask questions and get clear explanations of what was included.</p> <p>PC4L/PB4L TFI This was completed at the beginning of November and we have the results back. Some areas scored lower than in the past, but this was because we have raised our expectations and have next steps in place to strengthen practices within the school.</p> <p>Values Signs These are being made and will be in place for the start of 2026</p>	<p>Another chance to be seen in the community and to interact with ākongā from other schools</p> <p>Students pester their parents to come to school, so their class can win the cup</p> <p>Parents are better informed about their child's learning and any areas where extra support may be necessary. It was also helpful due to the curriculum changes and the affect they had on achievement.</p> <p>This is a good measure of what is going well, in terms of behaviours, as these affect learning. We were able to clearly identify next steps and will act on these in 2026.</p> <p>Prominent values signage inside and outside keep these to the fore and aide staff to use them when supporting student behaviours</p>

Outcomes

We have not met our target of 80% of students at school 90% of the time. However, although it is our ultimate aim, we were aware that this was not realistic in one year. Attendance for 2025 is currently sitting at 46% of students at school 90% of the time or more, compared to 2024 where 35.5% of students attended 90% of the time or more. We have two students who have not missed a single day, where no students achieved this in 2024. Furthermore, our data has been affected by a tummy bug outbreak in Term 3 and an Influenza A outbreak in early Term 4. This has caused data for these terms to drop dramatically.

Parent engagement with the school, in terms of communicating about absences has increased dramatically since the implementation of our Attendance Strategy. Very few parents, usually 5 or less, need to be contacted to check on their child's attendance, whereas in 2024 this was closer to 10 parents per day. Parents are also providing medical certificates to the school when their tamariki are absent for more than two days. Students are increasingly settled and happy to be at school in 2025. Student wellbeing surveys show a marked decrease in children not wanting to come to school and a marked increase in the sense of safety and that people are kind to one another, than in previous years. Almost all children feel listened to by their teachers, at least most of the time.

We have achieved or are working on the following Way Points:

- System of class competition to increase attendance established
 - The class attendance trophy was purchased in Term 1 and has been in action since the beginning of Term 2. It is hotly contested and on class in particular, who's attendance had been consistently low, has won the cup twice this term.
- Protocols/scripts for restorative practice developed.
 - These have now been formulated into a bookmark and class posters. Our next step is to embed the use of them so they are consistently used throughout the school and are well known by staff and ākongā alike.
- Teachers talking about priority students in a way that shows they know them.
 - Teachers clearly know their priority students; their home backgrounds and the areas they struggle in. This was very evident in discussions with teachers and when reading their reports. Our next step is to ensure that data is used effectively to inform next steps.
- Whānau and fono groups established
 - Māori and Pasifika community members were asked if they would be interested in these groups and the resounding response was that they prefer to be part of the extended Pōmare whānau. It is something we will continue to investigate, however, as we feel there may be times that this would be useful, for gaining specific cultural insights.

The following tactics have been considered/implemented:

- Rewards for class with the best attendance each term
 - This was replaced with the attendance cup, as we felt a term was too long for many students. The cup has been successful.
- Certificates for kids 90%+ attendance
 - This has been happening termly but we have upgraded to 95% as there were too many at 90%.
- 10 minute PC4L lessons daily
 - This started off in class, but we have adjusted it to being taught whole school by the Deputy Principal, during fitness, while teachers have 15 minutes to work with students who need to accelerate their learning.
- Number, name, face, story observation strategy
 - This has begun with discussion around the 3 target students per class. Developing this further is a next step for 2026.

Priority 2- Teaching programmes implemented with fidelity across the school, using MOE provided resources aligned to the updated curriculum

<p>Success is Consistency of teaching and learning, as all teachers follow schoolwide procedures and timelines. They are well trained in using structured literacy and Maths approaches, and strive for ongoing fidelity and improvement through their PGC (professional growth cycle) goals. Student achievement data is regularly analysed and used to adjust the delivery of the learning programmes, while maintaining its integrity. Schoolwide accountability and support systems ensuring consistent, effective practices across the school, that support student progress and success.</p>		<p>Strategic Links M1 - B M2 - A, B M3 - A, B</p>
<p>Internal Threats</p> <ul style="list-style-type: none"> • Teacher reluctance to let go of established practices • Teachers missing deadlines • Teachers wanting to focus on something other than programme delivery fidelity • Teachers' understanding of data 	<p>External Threats</p> <ul style="list-style-type: none"> • Government priority changes • Lack of access to appropriate resources • Two significant curricula being rolled out simultaneously 	<p>Waypoints</p> <ul style="list-style-type: none"> • Leadership observation process established • Schoolwide SL PD underway • Timeline for data analysis developed • Clear links between data and teacher planning
<p>Building on Victories</p> <ul style="list-style-type: none"> • Kahui Ako structured literacy PD has provided a strong foundation • PRIME maths resources have been order through MOE 	<p>Resources</p> <ul style="list-style-type: none"> • PRIME maths programme • Maths manipulatives kit in each class • Structured Literacy texts • PLD for Maths and SL • Teacher release for uptake of 	<p>Tactics (te tiriti o Waitangi)</p> <ul style="list-style-type: none"> • PAT testing for robust baseline data • PD around using data to inform teaching Number, name, face, story observation strategy • SL and Maths PD

Date	Actions	Reflections
February	<p>School timetable All classes will be teaching Maths in the first block of the day, and Literacy (reading and writing) in the middle block, to meet the hour-a-day requirements from MOE and to enable cross grouping where appropriate</p> <p>PR1ME Maths Decision to use the PR1ME levelling assessments to get baseline data. Teachers to spend time working through resources for the first 3 weeks, while assessments are completed and analysed to inform teaching going forward (PAT put on hold at present – asTTle Maths to be used if more data needed, as this is a known tool)</p> <p>Structured Literacy New Entrant teacher already trained – began teaching BSLA from day one. We were unsuccessful for term 1 training, but will apply again for term 2. Tier 2 teaching begins</p>	<p>Ensuring all core subjects are being taught at the same time, give clarity and consistency across the school. This also allows for more flexible grouping for some of our students who are well below where they need to be</p> <p>This ensures staff have time to become familiar with the material before teaching it.</p> <p>New Entrants and fragile learners being well supported from day 1</p>
March	<p>Attendance Consultation Survey sent to parents with just under 50% response – unpacked by staff to identify next steps</p>	
April/May	<p>BSLA First two days of PLD completed by 5 teachers – baseline assessments begun Tier 2 teacher has been registered for Tier 2 training later in the year (currently undertaking the tier 1 training)</p>	<p>Teachers being upskilled to provide quality literacy programmes. Baseline data means they will begin at an appropriate level for their class. Upskilling of our tier 2 teacher will enhance the programme she provides</p>
June	<p>BSLA Assessments almost all done – ready for teaching to begin in Term 3. Two teachers are trialling parts of the programme as they have finished assessments.</p> <p>PR1ME Staff now teaching from the PR1ME material. Students are moving to the class teaching where they are at in their learning. They are highly engaged and finding success in this arrangement.</p>	<p>Teaching and learning informed by data provides for students' needs.</p> <p>Students gaining success when learning matches their needs. Engagement and positive behaviour has risen.</p>
July	<p>Super Star Literacy – see priority 1</p>	<p>Students are able to focus on their key learning and ORS students are able to learn at a level appropriate to them</p>
August	<p>BSLA Principal and LSC have begun BSLA leadership training with 2 full day</p> <p>Maths PD</p>	<p>Leadership now able to support and oversee BSLA programme in the school</p>

	Two days of MOE funded Maths PD has been completed – this upskills all staff in how the refreshed curriculum is put together.	Both teachers and support staff are now more aware of how the curriculum works and can use this to inform teaching and learning - linking PR1ME and NZC
October	<p>BSLA Tier 2 teacher has begun Tier 2 PLD to supplement Tier 1 PLD already undertaken. One online training day completed Two teachers have completed the first 10 week teaching and the assessments required at the end of this cycle. Data shows positive movement. One teacher is on extended sick leave, so her class has not been tested.</p> <p>PR1ME Maths Final two MOE Maths PD sessions completed – last one as a call back day attended by all teaching staff and most support staff. We have decided to stay with PR1ME for 2026 and get some PR!ME specific PLD now we have unpacked the curriculum fully</p>	<p>Extra support for struggling learners is fully aligned to the BSLA content being taught in class Teachers are growing in confidence to implement BSLA in their classes, and even after one term, positive results are evident.</p> <p>Teachers growing in confidence to align the PR1ME programme with the curriculum document. Ākonga enjoying learning that is relevant and meets their needs at an appropriate level</p>
November	<p>BSLA Tier 2 teacher has now completed 2 more PLD days (in person). Lots of practical guidance was given and some resources for learning going forward Data from 10 week assessments (for Ter 1 students) has been analysed and there is evidence of solid progress across the classes. This is pleasing as it shows that the BSLA learning is having a positive effect on student learning and achievement.</p> <p>Maths One more day of PLD, to unpack the new, new curriculum is booked for April 2026. A half day PR1ME PLD booked for call back day at the beginning of 2026</p>	<p>Upskilling of staff is ensuring teaching and learning is aligned across the school. Achievement data from BSLA assessments confirms this is have a positive effect on student learning and success.</p> <p>Ongoing professional development will help fidelity of implementation</p>

Outcomes

We have partially achieved this goal – primarily in terms of Literacy teaching and learning.

BSLA training has helped to ensure consistency of teaching and learning in Literacy. This has been successful for four out of five teachers. Unfortunately one teacher has been chronically unwell, so has been unable to take advantage of the learning. A support system has been put in place to address this and help upskill her, going forward.

Maths professional development has focused on the curriculum rather than PR1ME. Three out of four classroom teachers have been using the PR1ME material. The fourth teacher with health issues has dabbled with PR1ME but is not yet fully conversant with the programme. One teacher has successfully integrated PR1ME and the curriculum, so that the programme is guided by curriculum teaching expectations, and PR1ME material that aligns with that expectation used as the main teaching tool. Two other teachers have followed the PR1ME teaching sequence successfully.

At this point leadership are analysing data and sharing information with staff. Our next step is to upskill teachers in the analysis of data and using it to inform teaching and learning.

We have achieved or are working on the following Way Points:

- Leadership observation process established
 - Leadership observations have happened, but a process has not been established
 - This was changed due to the 3 target student process, and will be revisited for 2026
- Schoolwide Structured Literacy PD underway
 - All staff have begun or completed BSLA training at different levels as appropriate and are implementing the programme in their classes
- Timeline for data analysis developed
 - Management have a termly timeline for data analysis using teacher judgements for the term. This timeline is established
 - Our next step is to establish regular staff meetings to upskill teachers in data analysis and use
- Clear links between data and teacher planning
 - Some evidence in BSLA teaching
 - This is a next step for 2026

The following tactics have been considered/implemented:

- PAT testing for robust baseline data
 - Not used – e-asTTle used instead as this was familiar to staff and there was enough new learning already in place
- PD around using data to inform teaching
 - There was no cognitive space left for this PLD – it is a focus for 2026
- Number, name, face, story observation strategy
 - In early stages – to be further developed in 2026
- Structured Literacy and Maths PLD
 - All teachers have started or completed BSLA PLD
 - All staff (teachers and support staff) have completed the MOE funded Maths PLD unpacking the curriculum
 - A fifth Maths PLD day is booked in for end of Term 1 holidays in 2026 to investigate the new curriculum changes

Priority 3 - Strengthen the partnership between the school, and whānau, and community

<p>Success is Fostering positive connections between the school, whānau and the local community. Open and transparent communication channels ensure that the community and whānau know where to find important information. Whānau are well-informed about the new curriculum and teaching programmes, and feel included in the school's decision-making processes. School participation in community service projects leads to increased collaboration with local organisations. Initiatives such as "Cuppa with Sherilyn", showcasing stories of former students, cultural celebrations with whānau, and termly mihi whakatau to welcome new students and their whānau, help build a strong, inclusive, connected school community.</p>		<p>Strategic Links M1 - A, B, C M2 - B, C M3 - C</p>
<p>Internal Threats</p> <ul style="list-style-type: none"> • Urgent taking over the important • Whānau not prioritising coming to events • Our own understanding of the curriculum not secure enough to pass onto whānau • New staff not having connections with the community • Previous negative experiences 	<p>External Threats</p> <ul style="list-style-type: none"> • Local organisations not willing to engage with school • Limited finances for catering, etc • School building projects • Previous negative experiences 	<p>Waypoints</p> <ul style="list-style-type: none"> • System of teachers sending short weekly class updates established • System of teachers sending positive messages to parents established • System to audit positive class updates and messages implemented • Communication channels strategy developed <p>Tactics (te tiriti o Waitangi)</p> <ul style="list-style-type: none"> • Use Class Dojo and Skool Loop for communication as these are already established • New Logo roll out • Cultural leadership role job crafting • Whānau and fono groups established
<p>Building on Victories</p> <ul style="list-style-type: none"> • Successful parent evenings in 2024 • Previous staff still keen to help • Financial and practical support from Kapura, Do Some Good, Rotary, KPMG for events 	<p>Resources</p> <ul style="list-style-type: none"> • Time to foster relationships with local organisations • Catering for events 	

Date	Actions	Reflections
February	<p>Meet the teacher evening Shared cultural kai and sausage sizzle, time in classes and space to chat</p> <p>Whole school trip to the pool – see priority 1</p>	A great opportunity to meet and greet
March	<p>Tautai o le Moana PLD See above Suggested actions to be discussed with staff and whānau</p> <p>Attendance survey – see priority 1</p>	Better understanding and opportunity to connect with a large part of our school community.
April/May	<p>Ngā Manu Challenge and Whānau Chat (10/4) This was attended by around 40 whānau members who joined in on the Ngā manu (house group) challenges with their tamariki. Whānau stayed for lunch with the tamariki (provided by Kāpura), and held in the hall as usual. 15 whānau members stayed for the 'chat' which included whakawhanaungatanga and a discussion about the best way to consult with our community – most prefer face-to-face.</p> <p>Year 5/6 Camp Two meetings were held for parents before the camp, with high turnout. Whānau were keen to learn what was going to be involved and how we would keep their tamariki safe. Self-catered and run – this meant we needed lots of helpers. 4 parents stayed overnight and another 3 came as day helper 8 members of KPMG (accounting firm) came to camp as day helpers and ran activities for the students Some of the cost was covered by a grant from Wellington Methodist Trust</p>	<p>Building relationships with whānau, having fun and kai together, and hearing their voice is key to strong connections and involvement.</p> <p>Our whānau felt included, even if they weren't going to camp</p> <p>The need for helpers was a great opportunity for whānau and the community to be involved. We had more parents wanting to come to camp than we had space for.</p>
June	<p>NZSO Concert Attended by years 4/5/6 at the Michael Fowler Centre in Wellington</p> <p>Learning Conferences Just over 80% of whānau attended learning conferences with their child, with progress against goals shared along with next steps. A summary of the conferences was then sent home (this is our midyear report)</p> <p>Matariki Marae Trip 25 students (identified as Māori) and 5 whānau members visited Koraunui marae as part of our Matariki Celebrations.</p> <p>Matariki Celebration</p>	<p>Providing EOTC opportunities that would not be readily available to our tamariki</p> <p>Developing a shared understanding and expectations around students' learning. Creating that sense of 'team'. Whānau have the written copy to help them continue with support</p> <p>This was a great connection and learning opportunity about a local marae for our ākongā and their whānau.</p>

	<p>The whole school walked, skated, scootered or rode bikes to Avalon Park along the walkway by the river. A number of whānau members walked (etc) with us, and another group met us at Avalon Park. The children then spent time playing on the equipment or riding the bike track before having a sausage sizzle for lunch. We then walked, skated, scootered or rode back to school.</p> <p>Huttfest 35 students, ranging from Year 1- 6 performed at Huttfest, supported by friends and whānau. They showed their pride and mana and were amazing ambassadors for our school</p>	<p>Another opportunity for whānau to be involved with the a school activity and for our tamariki to be seen in the community.</p> <p>Students being seen in the community, and another way that whānau were able to be involved.</p>
August	Structured Literacy Evening – see priority 1	Parents were able to ask questions and find out more about the teaching and learning happening during literacy times at school, so they can be more engaged in their tamariki's learning.
September	<p>Signage New signage options are being developed by Signbiz, that feature our new logo and values</p> <p>Pomare's Got Talent and Consultation Evening Over 100 whānau attended the final of Pomare's Got Talent. They then spent time responding to consultation questions around strategic decisions moving forward. Responses were positive and informative</p>	<p>Having new signage shows the community that things are changing at Pōmare School</p> <p>Great turn out shows the community is engaged in what is happening, want to see their kids' talents highlighted, and are keen to give their thoughts on where to next for the school</p>
October	<p>School Name The Board has agreed that we would like to change the name to Te Kura o Pōmare, and the community response was positive – they like the idea. This process is beginning</p>	The change of name better reflects the Pōmare Community
November	<p>School Name Board is reaching out to tangata whenua and the Pomare family to ensure their input before a name change is completed</p> <p>Homework Club No funding for 2026 sourced yet. The KPMG are assisting us with finding sponsors.</p>	<p>This is to make sure all stakeholders are part of the decision</p> <p>KPMG is a great source of community support</p>

Outcomes

We have been successful in fostering positive connections between the school and whānau. This is evidenced by the turn out at school events, which has continued to grow as the year has progressed. Communication between staff and whānau has also increased as teachers have reached out more, and whānau have felt increasingly confident to 'pop in' to school. Parents have been informed about the new curriculum

through the Literacy evening and learning conferences. This was especially so in the end of year conferences, where teachers unpacked how the changes have affected achievement data.

We are yet to have the school involved in community service projects, so this remains a focus for 2026. Termly mihi whakatau and celebrations with whānau have been highlights this year. The school community is feeling increasingly strong, inclusive and connected.

We have achieved or are working on the following way Points:

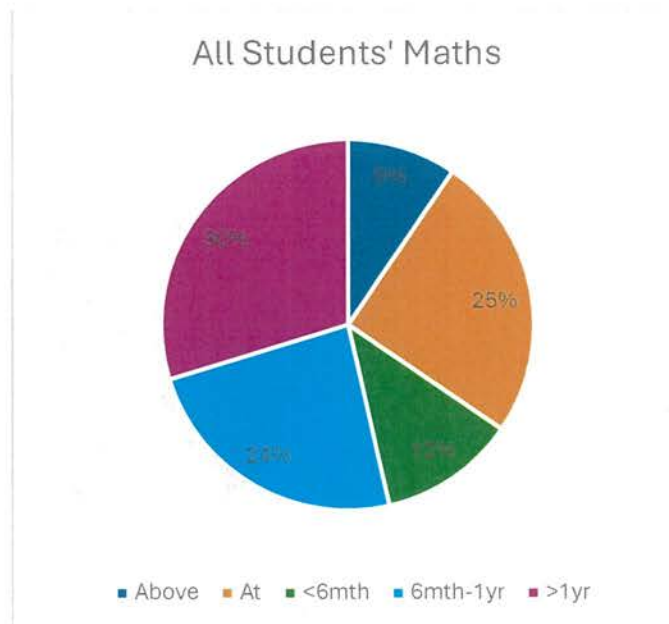
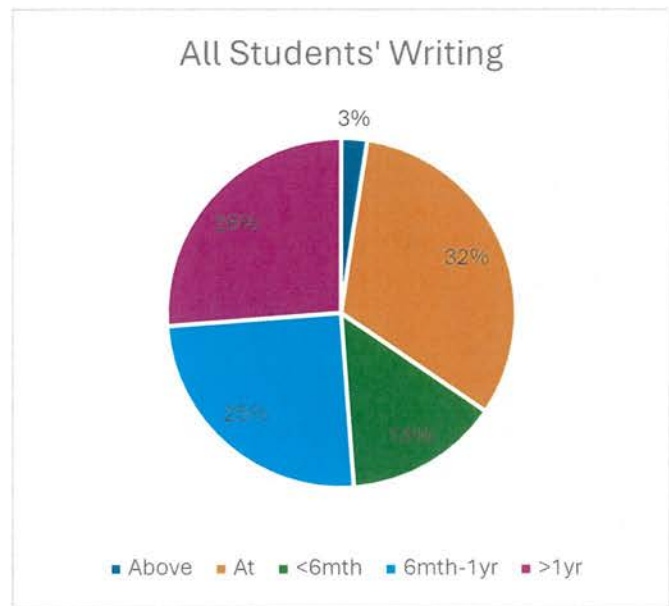
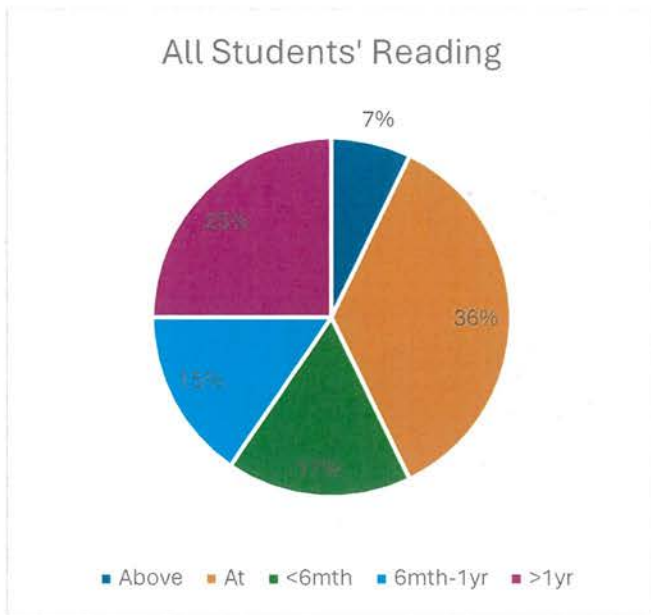
- System of teachers sending short weekly class updates established
 - Three of the four classroom teachers have implemented this successfully in Term 4. The fourth teacher is a long-term reliever for Term 4.
- System of teachers sending positive messages to parents established
 - This is happening as needed, but has not been 'systemised'
- System to audit positive class updates and messages implemented
 - As this only started in Term 4 it is still in the developmental stage.
 - Teachers are either cc'ing the principal into emails, or forwarding a copy of Skool Loop messages (whichever they are using to send the messages)
 - 3 out of 4 classroom teachers have this in place. The fourth class has a long-term reliever for this term.
- Communication channels strategy developed
 - FaceBook and Skool Loop established as key communication channels.
 - A strategy has not yet been developed to formalise this
 - The school is moving to a new SMS in 2026 so this may positively impact communication going forward

The following Tactics have been considered/implemented:

- Use Class Dojo and Skool Loop for communication as these are already established
 - These tools have been used in an ad hoc manner as teachers have seen fit
- New Logo roll out
 - The new logo has been embraced by the school community and signage is in the process of being made
- Cultural leadership role job crafting
 - Discussion around the role have been had, but formal job crafting has not yet been undertaken as the level of new learning for this staff member, alongside health issues have been prohibitive
- Whānau and fono groups established
 - Parents do not want this, so it has been put on hold
 - The Board will keep this as an option in case it is appropriate for particular consultation situations.

Aggregated End of Year Data Analysis - 2025

All Students:



This data does not include eight ORS funded students and three very new new entrants.

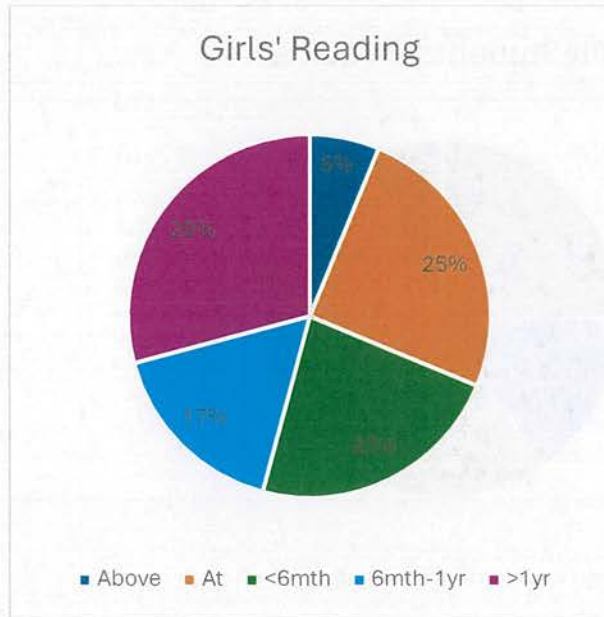
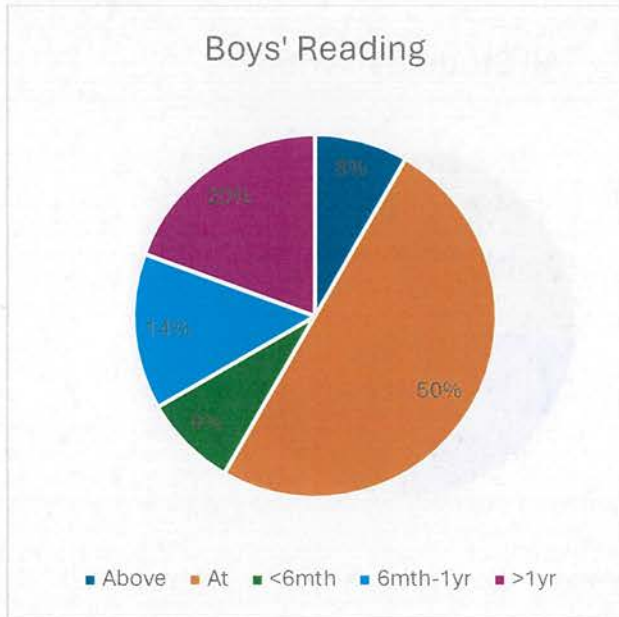
Our overall data remains low, especially as we are measuring against the refreshed curriculum, which raised expected standards for all students, at all year levels, in all areas, from previous expectations.

It is worth noting that students who are in the category of <6mth below expectations, are close enough that we would expect them to reach expectations in 2026. These students have most the required learning in place, but are still needing to consolidate what they know and can do, to be able to consistently complete tasks independently.

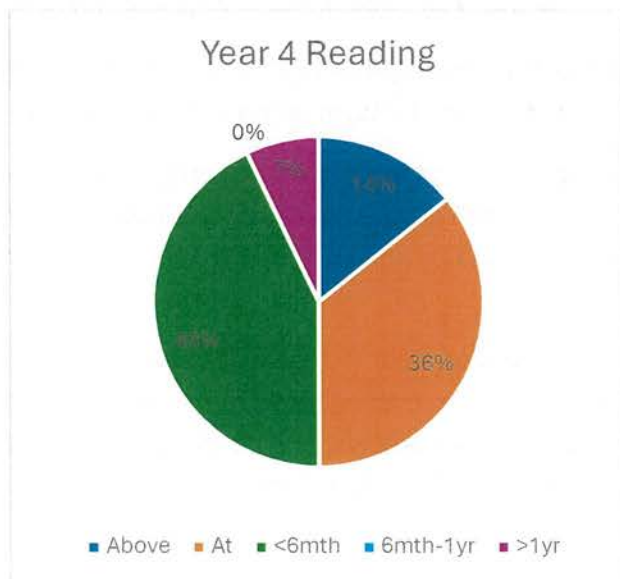
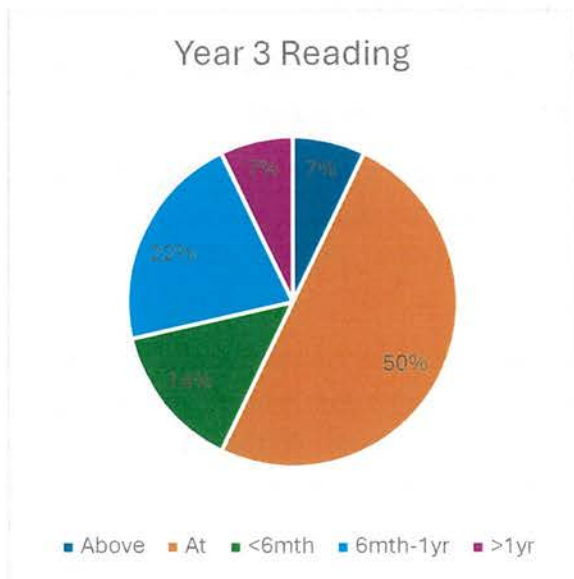
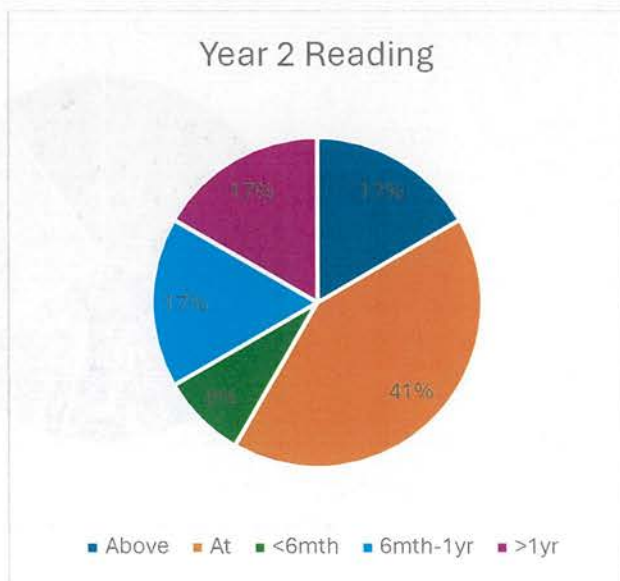
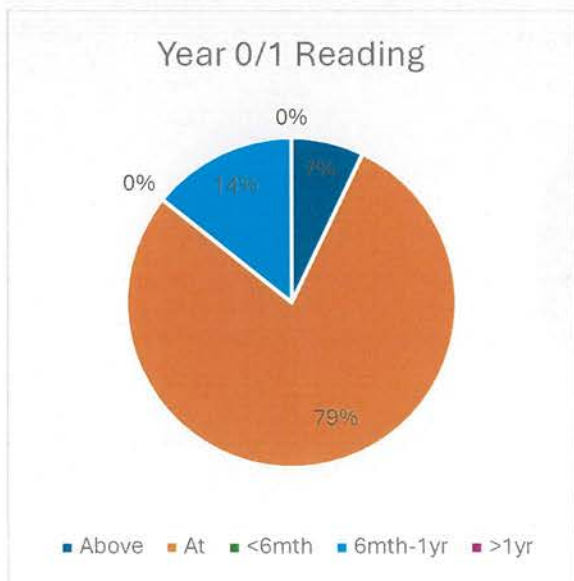
If we include those students in our 'at' data (which would have been the case in previous iterations), over half our students are achieving in Reading (60%) and almost half in Writing (48%). Maths continues to be a concern, and we have scheduled more professional development – some around the curriculum and some by PR1ME – for early 2026, to improve the quality of teaching and learning and to ensure we are covering all that is required each year.

Reading

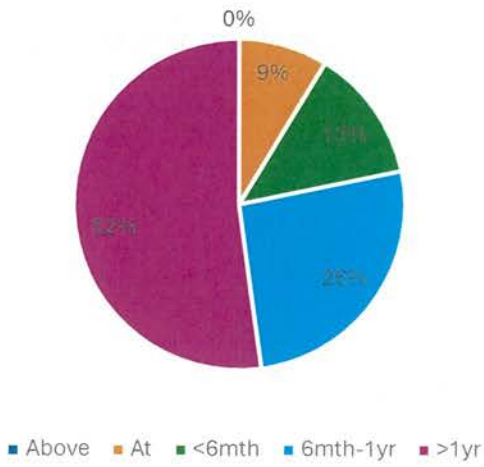
By Gender:



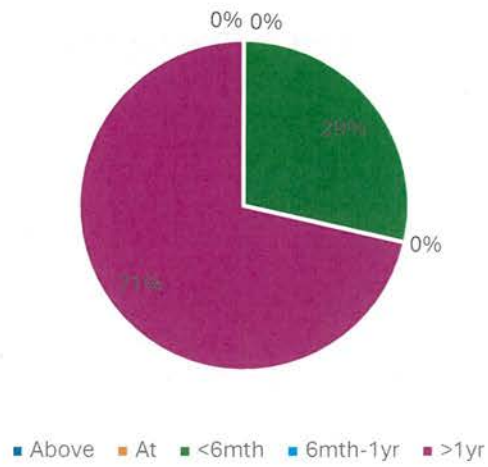
By Year Level:



Year 5 Reading

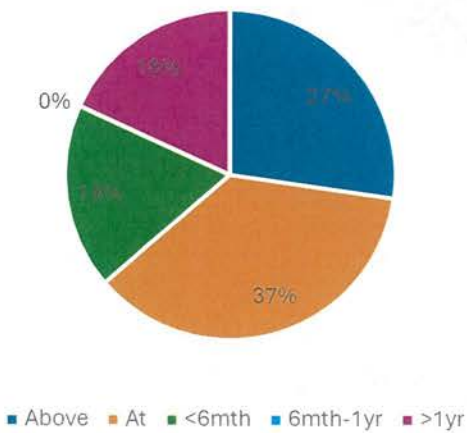


Year 6 Reading

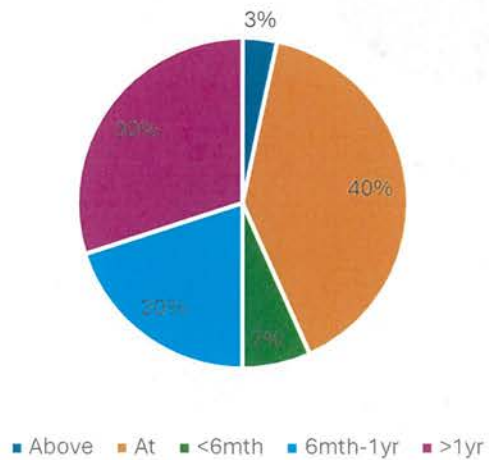


By Ethnicity:

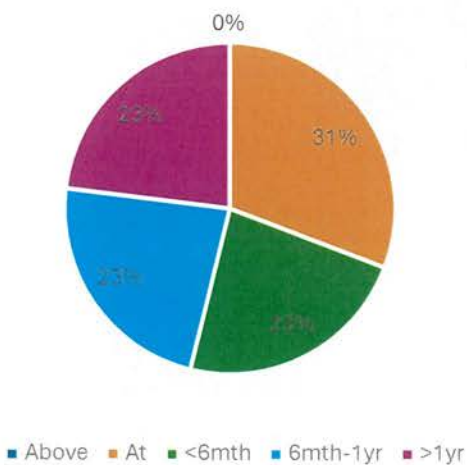
NZ European Reading



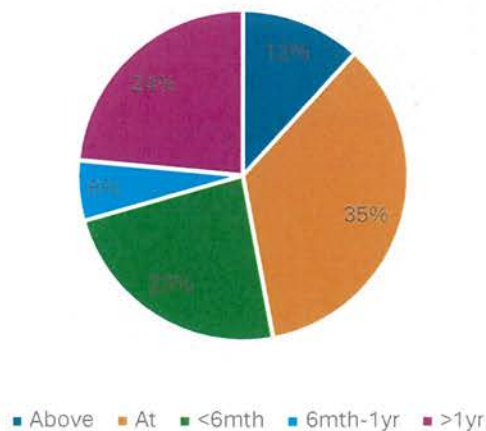
NZ Māori Reading



Pacifica Reading



Other Ethnicities Reading



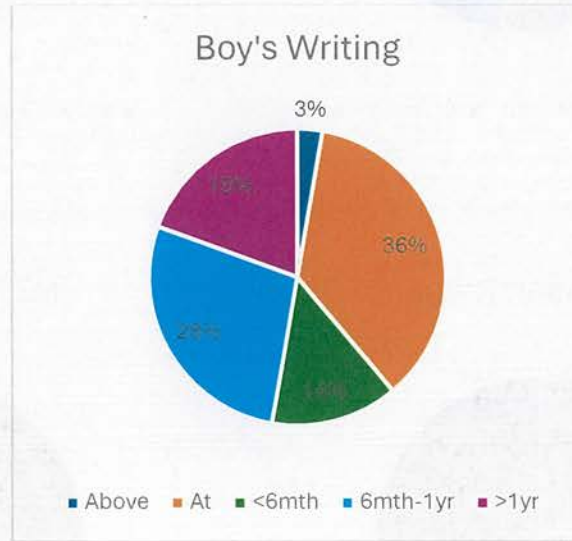
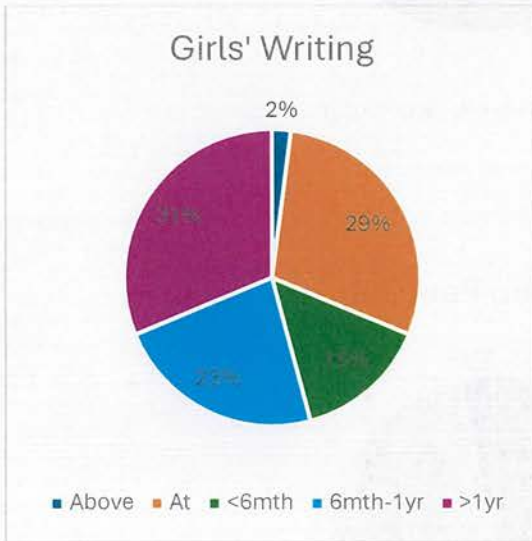
In general, reading achievement drops as the students progress through the senior school. We are particularly happy with the progress of our year 2 students. These students started 2025 well behind where they needed to be, so have made accelerated progress, even those that have not quite reached their desired level.

Pacifica reading data is of particular concern, as only 31% of these students are achieving where they need to be. These students need to be a focus for 2026, alongside our Māori students (43% at or above).

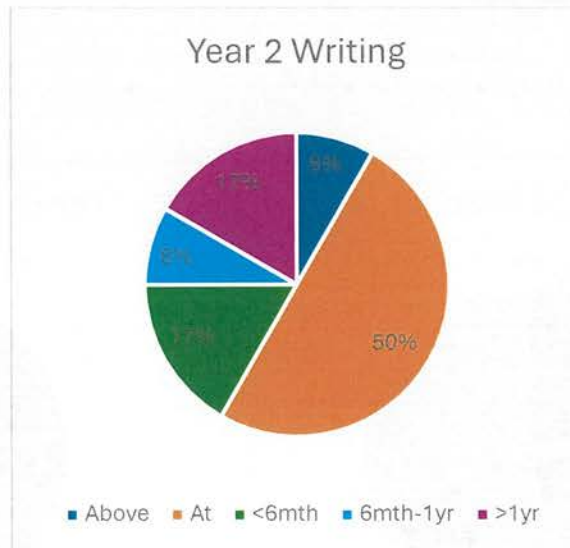
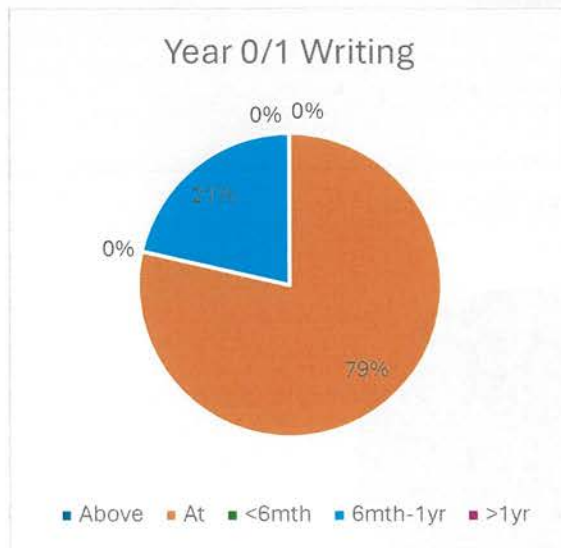
We need to be looking to get more than 50% of all students above the expected level for reading by the end of 2026.

Writing

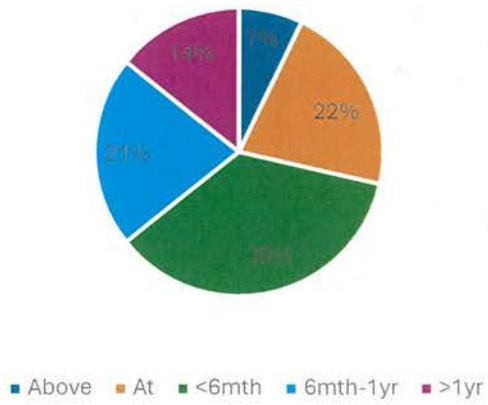
By Gender:



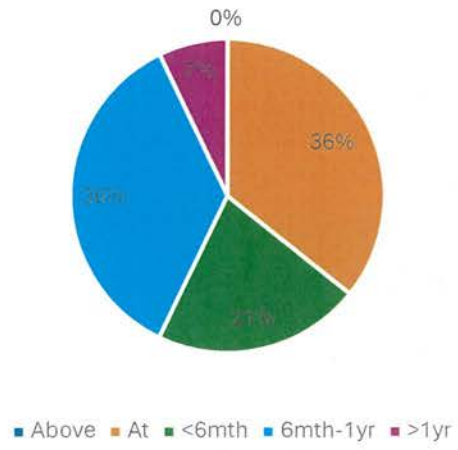
By Year Level:



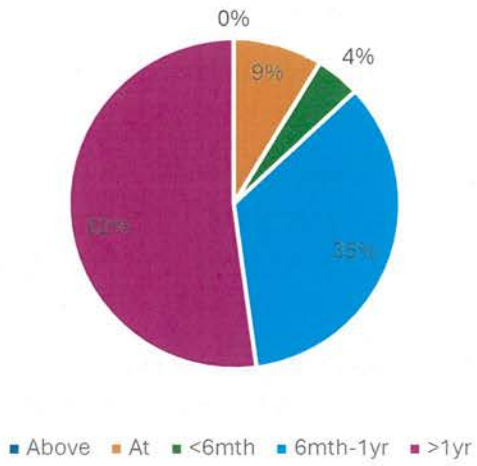
Year 3 Writing



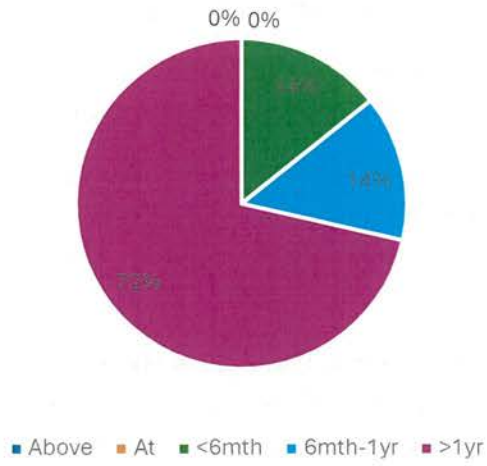
Year 4 Writing



Year 5 Writing

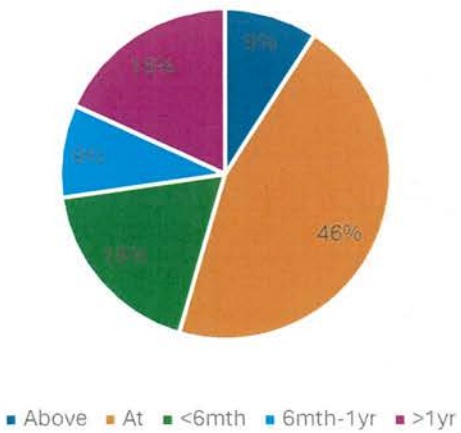


Year 6 Writing

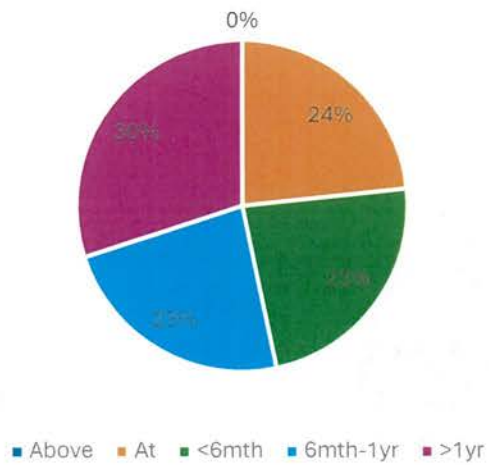


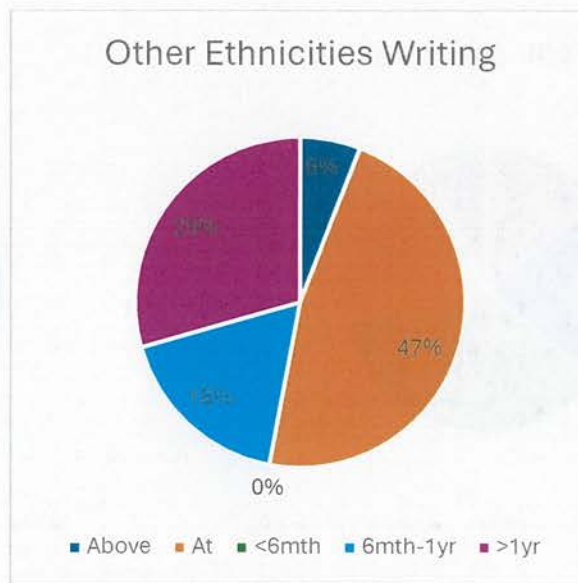
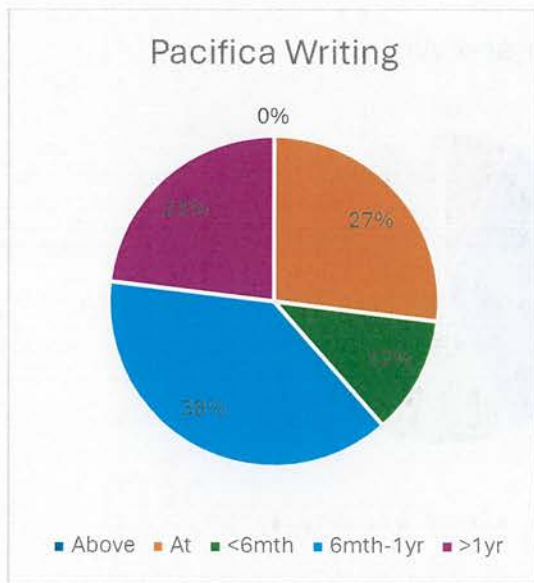
By Ethnicity:

NZ European Writing



NZ Māori Writing





Across the school, our writing data is lower than our reading data, which is not surprising as writing is a much more complicated process than reading. Tamariki need to think about their ideas, how they hold the pencil, where to put punctuation, how to spell words, whether to use paragraphs or not, and a whole lot more. This puts a huge load on their brains, so the demands are much higher and development is slower.

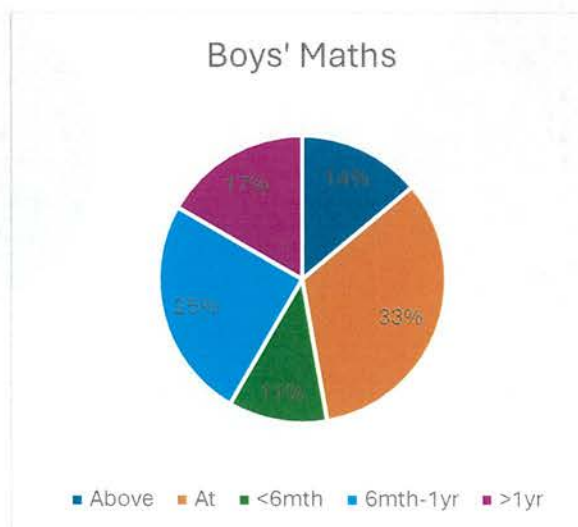
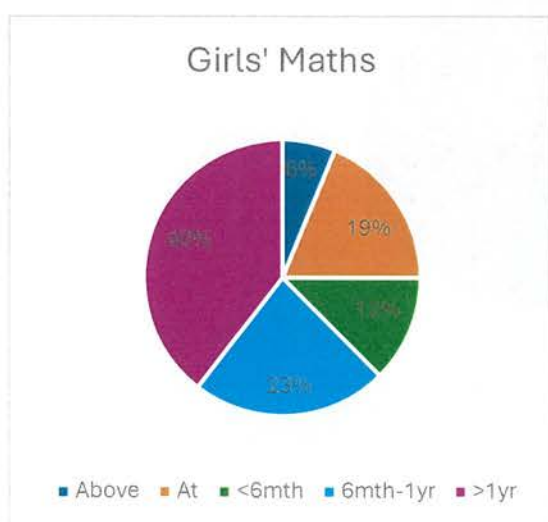
We were again surprised to see our boys outperforming our girls in writing. It would seem that the structured approach to literacy is more beneficial to boys than girls at this early stage.

The huge discrepancy between NZE/Other Ethnicities and Māori/Pacifica data is very concerning. This is something we will be investigating when we undertake assessment PD, specifically using the data to find where the gaps are, and to inform next teaching steps, so we support these tamariki to achieve where they should be achieving.

It is clear that our students' writing plateaus at about year 4, which results in underachievement in years 5 and 6. Further professional development around teaching writing effectively for our older students is something we will be looking into for 2026. It is important that we find the right PD that provides the particular skills needed to support our students.

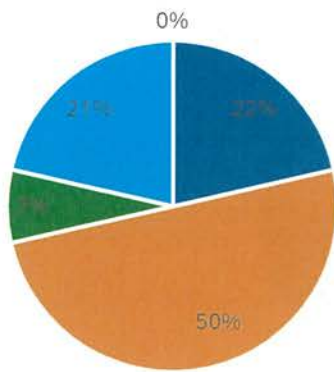
Maths

By Gender:



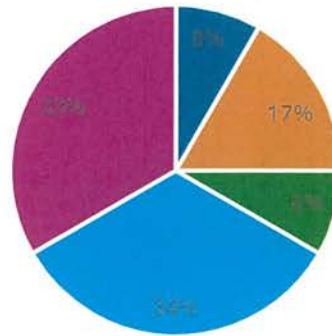
By Year Level:

Year 0/1 Maths



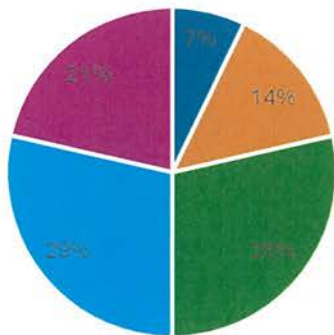
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Year 2 Maths



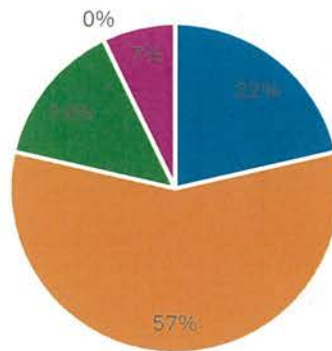
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Year 3 Maths



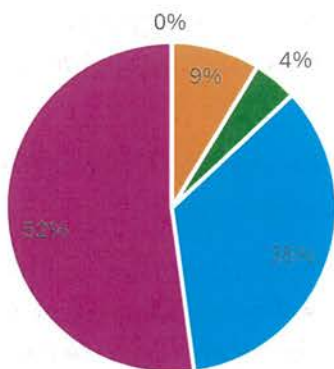
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Year 4 Maths



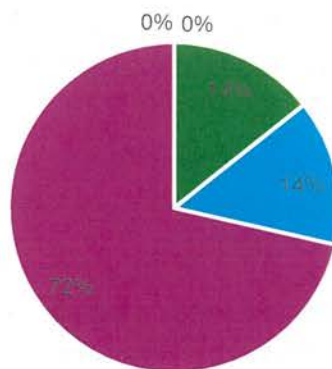
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Year 5 Maths



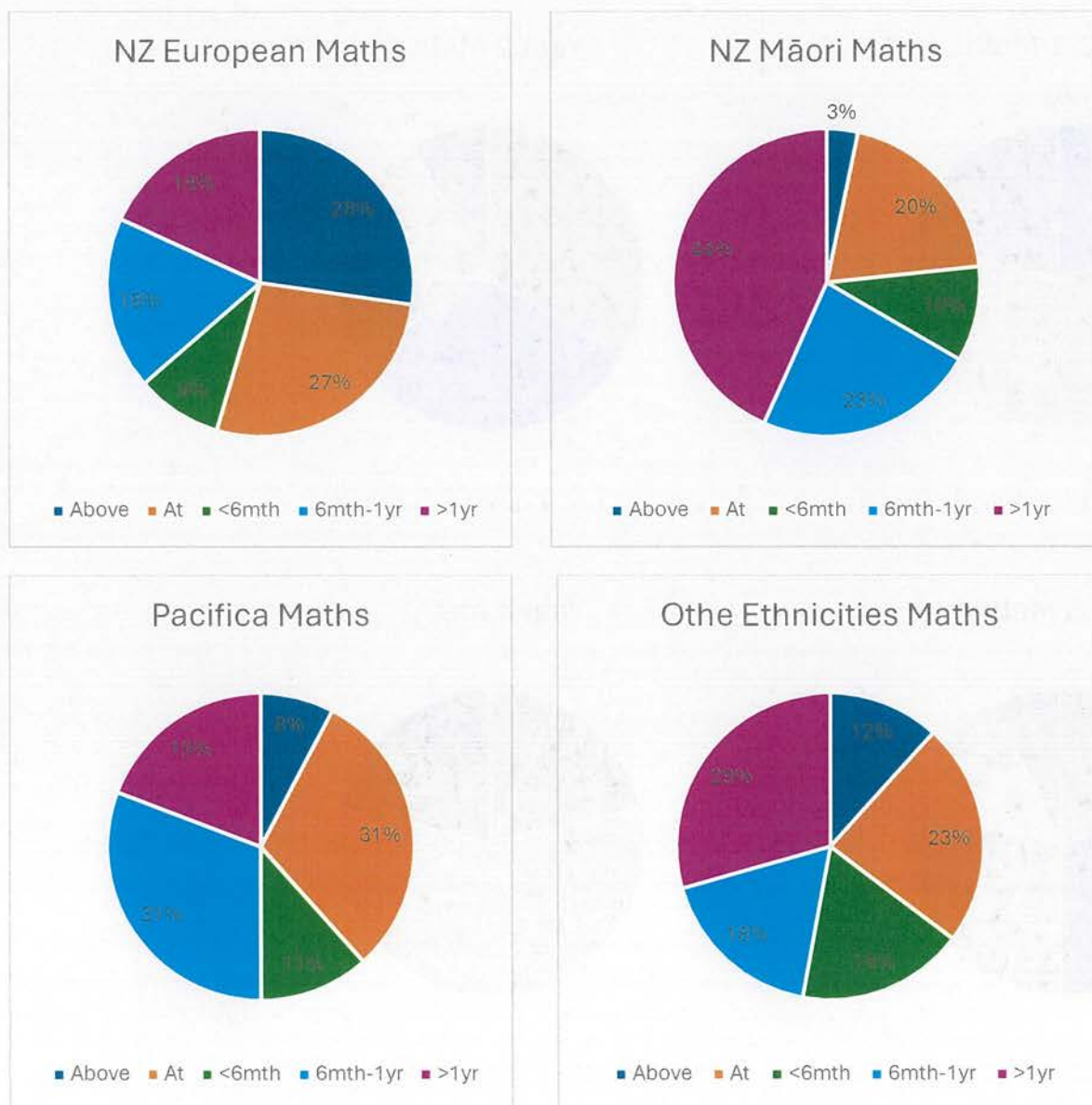
■ Above ■ At ■ <6mth ■ 6mth-1yr ■ >1yr

Year 6 Maths



■ Above ■ At ■ <6mth ■ 6mth-1yr ■ >1yr

By Ethnicity:



Boys have achieved better than girls in Maths, although this is not surprising. However, we are disappointed that only 25% of girls and 47% of boys are working at their expected level. This may be primarily a result of our PD focus being more on Literacy than Maths in 2025. We starting 2026 with some professional development from the PR1ME facilitator, and then another day to unpack the changes to the Maths curriculum, which we hope will help us to better teach this important subject.

Our year 1 and 4 cohorts are the strongest in Maths. It will be interesting to track these two cohorts to see if they are particularly mathematically minded or if it is something we are doing right at those year levels.

As with other learning areas, there is a significant drop off in our year 5 and 6 cohort. It is worth noting that there are only 7 children in year 6 and one of these (whose data is included) is ORS funded, thus skewing the results somewhat. However, it is clear that our current year 5s will need to make accelerated progress to reach where they need to be at the end of 2026, in preparation for Intermediate.

Overall, we are very aware that we have a lot of work to do. A shared understanding of and outworking of high expectations for all is a good starting point, as is training in how to use assessment data effectively to inform planning and teaching. These are major foci for 2026.

Pomare School Board

Our Commitment to Te Tiriti o Waitangi

At Pomare School, we are committed to giving effect to the principles of Te Tiriti o Waitangi, as they guide our practices and shape our school's culture. We believe that by honouring Te Tiriti, we create a truly inclusive and enriching learning environment where all students can thrive.

Here's how we are giving effect to Te Tiriti o Waitangi:

- **Honouring Te Reo me Ngā Tikanga Māori:** Te Reo Māori is a living language within our school. We use it regularly in our classrooms and begin and end meetings, assemblies, and the school day with karakia and waiata. Weekly Ngā Toi Whakaari sessions for the entire school are a cornerstone of our cultural life, ensuring all students engage with and appreciate Māori performing arts. We also celebrate various cultural and language weeks represented in our school, especially Te Wiki o te reo Māori.
- **Mana Ōrite: Valuing Māori Knowledge and Perspectives:** We embrace learning that is relevant to and lived by our ākonga (learners). Our BSLA structured literacy programme intentionally incorporates Māori kupu (words) and cultural settings in its texts. We also ensure that learning about local history and the rangatira (leaders) who have shaped our community is a key part of our curriculum. The development of individual pepeha empowers students to connect with and express their own identity and whakapapa.
- **Whanaungatanga: Building Relationships and Partnership:** We actively build strong relationships with our school community. We hold well attended whānau evenings at least once per term. We conduct regular consultation with whānau and the wider community to understand their aspirations for our ākonga. This partnership ensures that our educational approach is responsive and reflective of the needs and values of our families.
- **Upholding Shared Values:** Our school values of manawanui (perseverance), whakaute (respect), pono (integrity), kanorau (diversity), and aroha (love/empathy) are at the heart of everything we do. These values are deeply rooted in Māori principles and guide our interactions, fostering a culture of mutual respect and kindness for all. Our students know what they mean and what they look like when lived out in our school environment.