



Chertsey School

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	3313
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Accountant / Service Provider:	Schooled Limited



Chertsey School

Annual Financial Statements - For the year ended 31 December 2025

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Chertsey School

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Andrew Scott	Presiding Member	Re-elected Sept-25	Sept 2028
Claire Maria	Principal ex Officio	Appointed Jan 2023	
Lynley Procter	Parent Representative	Re-elected Sept-25	Sept 2028
Feras Alsharif	Parent Representative	Co-opted Sept-25	Sept 2028
Jen Light	Staff Representative	Re-elected Sept-25	Sept 2028
Kat Green	Parent Representatives	Elected Oct 2023	Sept 2025
Darcy Plumb	Parent Representatives	Re-elected Sept-25	Sept 2028

Chertsey 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.

Andrew Scott

Claire Maria

Full Name of Presiding Member

Full Name of Principal

Signed by:

AF73B4F04A89FF09

Signed by:

7177063ED1D01744

Signature of Presiding Member

Signature of Principal

29/05/26

29/05/26

Date

Date

Chertsey 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	922,158	872,028	870,234
Locally Raised Funds	3	102,876	43,204	117,634
Interest		3,660	3,207	7,184
Total Revenue		1,028,694	918,439	995,052
Expense				
Locally Raised Funds	3	17,263	6,104	39,647
Learning Resources	4	711,799	741,803	667,057
Administration	5	129,069	125,979	110,745
Interest		418	368	293
Property	6	164,753	128,599	133,406
Loss on Disposal of Property, Plant and Equipment		-	-	(3,679)
Total Expense		1,023,302	1,002,853	947,469
Net Surplus / (Deficit) for the year		5,392	(84,414)	47,583
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		5,392	(84,414)	47,583



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

Chertsey 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		411,103	457,121	379,148
Total comprehensive revenue and expense for the year		5,392	(84,414)	47,583
Contribution - Furniture and Equipment Grant		-	-	3,952
Distributions to the Ministry of Education		(269)	(19,580)	(19,580)
Equity at 31 December		416,226	353,127	411,103
Accumulated comprehensive revenue and expense		416,226	353,127	411,103
Equity at 31 December		416,226	353,127	411,103



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.

Chertsey 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	102,885	91,487	116,338
Accounts Receivable	8	51,233	37,085	44,889
Prepayments		1,235	30,435	30,435
Inventories	9	565	536	527
Investments	10	42,097	40,825	40,060
		<u>198,015</u>	<u>200,368</u>	<u>232,249</u>
Current Liabilities				
GST Payable		3,581	6,916	6,916
Accounts Payable	12	47,750	45,069	52,352
Revenue Received in Advance	13	13,376	-	11,548
Finance Lease Liability	15	8,958	13,052	5,354
		<u>73,665</u>	<u>65,037</u>	<u>76,170</u>
Working Capital Surplus/(Deficit)		124,350	135,331	156,079
Non-current Assets				
Property, Plant and Equipment	11	325,042	231,515	276,441
		<u>325,042</u>	<u>231,515</u>	<u>276,441</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	18,323	13,719	13,719
Finance Lease Liability	15	14,843	-	7,698
		<u>33,166</u>	<u>13,719</u>	<u>21,417</u>
Net Assets		<u>416,226</u>	<u>353,127</u>	<u>411,103</u>
Equity		<u>416,226</u>	<u>353,127</u>	<u>411,103</u>



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

Chertsey School

Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		271,476	288,259	300,150
Locally Raised Funds		116,055	43,007	117,831
Goods and Services Tax (net)		(3,335)	-	13,535
Payments to Employees		(196,161)	(205,608)	(196,887)
Payments to Suppliers		(101,296)	(125,895)	(232,903)
Interest Paid		(418)	(368)	(293)
Interest Received		3,861	599	6,585
Net cash from/(to) Operating Activities		90,182	(6)	8,018
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	3,679
Purchase of Property Plant & Equipment (and Intangibles)		(92,768)	(2,080)	(56,236)
Purchase of Investments		(2,037)	(765)	(2,315)
Net cash from/(to) Investing Activities		(94,805)	(2,845)	(54,872)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	3,952
Distributions to Ministry of Education		(269)	-	(19,580)
Finance Lease Payments		(8,561)	(22,000)	(653)
Funds Administered on Behalf of Other Parties		-	-	90,793
Net cash from/(to) Financing Activities		(8,830)	(22,000)	74,512
Net increase/(decrease) in cash and cash equivalents		(13,453)	(24,851)	27,658
Cash and cash equivalents at the beginning of the year	7	116,338	116,338	88,681
Cash and cash equivalents at the end of the year	7	102,885	91,487	116,339

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.

Chertsey School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Kiwi Park 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 14.



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 11.

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 15. Future operating lease commitments are disclosed in note 21.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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



d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and are comprised of stationery and school uniforms. 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 except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

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

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.

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

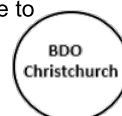
Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

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 grants received where there are unfulfilled obligations for the School to provide services in the future. The grants are recorded as revenue as the obligations are fulfilled and the grants are earned.

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



n) 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.

o) Provision for Cyclical Maintenance

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

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

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

p) Financial Instruments

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

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

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	247,350	222,678	264,279
Teachers' Salaries Grants	465,412	465,400	415,475
Use of Land and Buildings Grants	103,969	80,463	94,639
Ka Ora, Ka Ako - Healthy School Lunches Programme	56,122	56,122	46,661
Other Government Grants	49,305	47,365	49,180
	<u>922,158</u>	<u>872,028</u>	<u>870,234</u>

3. Locally Raised Funds

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

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations and Bequests	24,276	20,000	23,227
Fees for Extra Curricular Activities	147	-	17
Trading	2,059	700	2,609
Fundraising and Community Grants	30,227	-	57,940
Other Revenue	46,167	22,504	33,841
	<u>102,876</u>	<u>43,204</u>	<u>117,634</u>
Expense			
Extra Curricular Activities Costs	9,210	2,500	3,781
Trading	8,053	3,604	35,866
	<u>17,263</u>	<u>6,104</u>	<u>39,647</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>85,613</u>	<u>37,100</u>	<u>77,987</u>

Donations include a \$500 donation from Fuel for Schools which is earmarked for sports equipment.

4. Learning Resources

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	26,409	34,613	32,418
Information and Communication Technology	1,594	3,500	2,157
Employee Benefits - Salaries	612,819	623,388	569,111
Staff Development	7,500	11,296	13,744
Depreciation	63,477	69,006	49,627
	<u>711,799</u>	<u>741,803</u>	<u>667,057</u>



5. Administration

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	10,852	10,852	8,636
Board Expenses	4,585	2,856	3,390
Operating Leases	1,057	3,800	518
Other Administration Expenses	19,331	15,352	16,919
Employee Benefits - Salaries	29,034	30,004	27,474
Insurance	548	456	561
Service Providers, Contractors and Consultancy	7,540	6,537	6,586
Ka Ora, Ka Ako - Healthy School Lunches Programme	56,122	56,122	46,661
	<u>129,069</u>	<u>125,979</u>	<u>110,745</u>

6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cyclical Maintenance	5,624	-	392
Heat, Light and Water	8,473	6,716	6,619
Rates	797	800	797
Repairs and Maintenance	15,535	8,600	5,944
Use of Land and Buildings	103,969	80,463	94,639
Employee Benefits - Salaries	19,717	17,616	15,628
Other Property Expenses	10,638	14,404	9,387
	<u>164,753</u>	<u>128,599</u>	<u>133,406</u>

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

7. Cash and Cash Equivalents

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	76,309	64,956	90,806
Short-term Bank Deposits	26,576	26,531	25,532
Cash and cash equivalents for Statement of Cash Flows	<u>102,885</u>	<u>91,487</u>	<u>116,338</u>

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

Of the \$102,885 Cash and Cash Equivalents \$5,685 is subject to restrictions for the following reasons:

- \$5,685 of unspent grant funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is included in Revenue in Advance in note 13.



8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	-	-	-
Receivables from the Ministry of Education	17,379	422	3,551
Interest Receivable	398	3,207	599
Teacher Salaries Grant Receivable	33,456	33,456	40,739
	<u>51,233</u>	<u>37,085</u>	<u>44,889</u>
Receivables from Exchange Transactions	398	3,207	599
Receivables from Non-Exchange Transactions	50,835	33,878	44,290
	<u>51,233</u>	<u>37,085</u>	<u>44,889</u>

9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	565	536	527
	<u>565</u>	<u>536</u>	<u>527</u>

10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	42,097	40,825	40,060
Total Investments	<u>42,097</u>	<u>40,825</u>	<u>40,060</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Buildings	51,002				(1,795)	49,207
Building Improvements	-	70,553			(840)	69,713
Furniture and Equipment	203,124	3,960			(49,056)	158,028
Information and Communication Technology	7,009				(2,558)	4,451
Leased Assets	12,760	19,311			(8,910)	23,161
Library Resources	2,546				(318)	2,228
Work in Progress	-	18,304			-	18,304
	<u>276,441</u>	<u>112,128</u>	<u>-</u>	<u>-</u>	<u>(63,477)</u>	<u>325,092</u>

Restrictions

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



	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Buildings	86,879	(37,672)	49,207	86,879	(35,877)	51,002
Building Improvements	70,553	(840)	69,713	-	-	-
Furniture and Equipment	339,453	(181,475)	157,978	335,493	(132,369)	203,124
Information and Communication Technology	89,095	(84,643)	4,452	89,095	(82,086)	7,009
Leased Assets	42,176	(19,016)	23,160	24,884	(12,124)	12,760
Library Resources	26,538	(24,310)	2,228	26,538	(23,992)	2,546
Work in Progress	18,304	-	18,304	-	-	-
	<u>672,998</u>	<u>(347,956)</u>	<u>325,042</u>	<u>562,889</u>	<u>(286,448)</u>	<u>276,441</u>

12. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	1,528	935	935
Accruals	11,177	9,086	9,086
Employee Entitlements - Salaries	33,456	33,456	40,739
Employee Entitlements - Leave Accrual	1,589	1,592	1,592
	<u>47,750</u>	<u>45,069</u>	<u>52,352</u>
Payables for Exchange Transactions	47,750	45,069	52,352
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	<u>47,750</u>	<u>45,069</u>	<u>52,352</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	-	-	11,351
Other revenue in Advance	13,376	-	197
	<u>13,376</u>	<u>-</u>	<u>11,548</u>



14. Provision for Cyclical Maintenance

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	13,719	13,719	13,327
Increase/(decrease) to the Provision During the Year	5,624	-	392
Use of the Provision During the Year	(1,020)	-	-
Provision at the End of the Year	<u>18,323</u>	<u>13,719</u>	<u>13,719</u>
Cyclical Maintenance - Non current	18,323	13,719	13,719
	<u>18,323</u>	<u>13,719</u>	<u>13,719</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2027. This plan is based on the School's 10 Year Property Plan is prepared by a Ministry of Education appointed consultant / [other source of evidence]

15. Finance Lease Liability

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

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	9,252	4,300	5,603
Later than One Year	15,004	9,200	7,830
Future Finance Charges	(455)	(448)	(381)
	<u>23,801</u>	<u>13,052</u>	<u>13,052</u>
Represented by			
Finance lease liability - Current	8,958	13,052	5,354
Finance lease liability - Non current	14,843	-	7,698
	<u>23,801</u>	<u>13,052</u>	<u>13,052</u>

16. Funds Held for Capital Works Projects

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

	2025	Opening	Receipts	Payments	Board	Closing
		Balances	from MOE		Contributions	Balances
		\$	\$	\$	/ Transfers	\$
Carpark Upgrade		-	18,589	(18,858)	269	-
MOE Roofing Project		-	15,600	(15,600)	-	-
Totals		<u>-</u>	<u>34,189</u>	<u>(34,458)</u>	<u>269</u>	<u>-</u>

Represented by:

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

Contribution for Carpark Upgrade was treated as a 'donation' to the Ministry of Education (because it is the owner of the buildings) and has been recognised in the Statement of Changes in Net Assets/Equity.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Fencing Project	137,756	-	(137,756)	-	-
LSC Office Conversion	(219,173)	5,718	213,455	-	-
Disability Upgrade	(14,255)	43,265	(48,313)	19,303	-
New Classroom Storage Unit	5,359	17,600	(23,236)	277	-
Building Refurbishment	(480)	-	480	-	-
MOE Heatpump Project	-	10,988	(10,988)	-	-
MOE Lifecycle Heat Pump Replacement	-	22,143	(22,143)	-	-
Totals	<u>(90,793)</u>	<u>99,714</u>	<u>(28,501)</u>	<u>19,580</u>	<u>-</u>

Represented by:

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

17. Related Party Transactions

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

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

18. 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	2,470	2,855
<i>Leadership Team</i>		
Remuneration	240,730	127,601
Full-time equivalent members	2	1
Total key management personnel remuneration	<u>243,200</u>	<u>130,456</u>

There are 5 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance Committee (3 members) that meet three times a year and Property Committee (1 members) that meet three times a year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2025	2024
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	120-130
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration	2025	2024
\$000	FTE Number	FTE Number
100 - 110	1.00	
	<u>1.00</u>	<u>0.00</u>

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

19. 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	2024
	Actual	Actual
Total	\$ -	\$ -
Number of People	-	-

20. 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.



21. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$49,136 (2024:\$0) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Court Upgrade	49,136

(b) Operating Commitments

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

22. 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	102,885	91,487	116,338
Receivables	51,233	37,085	44,889
Investments - Term Deposits	42,097	40,825	40,060
Total financial assets measured at amortised cost	<u>196,215</u>	<u>169,397</u>	<u>201,287</u>

Financial liabilities measured at amortised cost

Payables	47,750	45,069	52,352
Finance Leases	23,801	13,052	13,052
Total financial liabilities measured at amortised cost	<u>71,551</u>	<u>58,121</u>	<u>65,404</u>

23. Events After Balance Date

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



INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Chertsey School. The Auditor-General has appointed me, Amy Goodman, using the staff and resources of BDO Christchurch Audit Limited, to carry out the audit of the financial statements of the School on pages 3 to 19, 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 29 May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the *Responsibilities of the auditor* section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

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

The other information obtained at the date of our audit report includes copies of the Analysis of Variance of Student Achievement Targets Report 2025, Members of the Board listing, Progress and Achievement Report - 2025, Good Employer Statement 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.



Amy Goodman
BDO Christchurch Audit Limited
On behalf of the Auditor-General
Christchurch, New Zealand



Chertsey School

Analysis of Variance of Student Achievement Targets 2025

1. Introduction

This Analysis of Variance outlines Chertsey School's progress towards the student achievement targets set for 2025 in mathematics, reading, and writing.

Student achievement information is based on Overall Teacher Judgements (OTJs). These judgements are formed using multiple sources of evidence including classroom observations, assessment tools, student work samples, and learning conversations.

In 2025, the school refined its approach to reporting student achievement. Rather than reporting against curriculum sub-levels (e.g. Level 1B, 1P, 1A), student achievement is now reported in relation to year-level expectations using the categories: well below, below, at, above, and well above expectation. This shift provides clearer information for students, teachers, and whānau about achievement in relation to expected curriculum levels.

During 2025, updated curriculum progressions and descriptors were introduced nationally. Teachers aligned their judgements to these revised expectations. As a result, comparisons with previous years should be interpreted with caution.

Chertsey School is a small rural school and student numbers fluctuated throughout the year due to enrolments and withdrawals. These changes can have a noticeable impact on percentage data.

Detailed student achievement and progress data for each learning area is provided in the accompanying achievement report.

2. Key Findings from 2025 Achievement Data

Analysis of the 2025 achievement data shows relatively consistent patterns across the three core learning areas. Mathematics and reading results were similar, with approximately two-thirds of students achieving at or above the expected curriculum level, while writing achievement was slightly lower.

When the data is examined further, small patterns emerge within cohorts. Girls are achieving slightly higher in reading, while boys are achieving slightly higher in mathematics and writing. These differences should be interpreted cautiously, as Chertsey School is a small rural school and individual students can significantly influence percentage outcomes.

Achievement levels across ethnic groups are broadly consistent with the overall school pattern. Cohort sizes within some groups are small, so results are monitored carefully over time rather than interpreted in isolation.

The 2025 data reflects the introduction of updated curriculum progressions and revised reporting practices. This data therefore provides an important baseline for monitoring future progress.

The school will continue to focus on strengthening teaching programmes and providing targeted support for students identified as below expectation, particularly in writing.

3. Mathematics & Statistics

Strategic Priority

Mathematics and statistics have a broad range of practical applications in everyday life, in other learning areas, and in workplaces (New Zealand Curriculum). All students are able to access the New Zealand Curriculum.

Annual Target

By the end of 2025, **80% of students will be achieving at or above their expected curriculum level in mathematics**, based on Overall Teacher Judgements.

Achievement Results

At the end of 2025, **67.5% of students (27 out of 40)** were achieving at or above the expected curriculum level in mathematics. **32.5% of students (13 students)** were achieving below or well below expectations.

Analysis

The annual target of 80% was not met. However, the majority of students are achieving at expected curriculum levels.

The introduction of updated curriculum progressions and the shift to reporting against year-level expectations influenced teacher judgements. As a result, achievement data is not directly comparable with previous years.

Student numbers fluctuated throughout the year, which can have a significant impact on percentage outcomes in a small school setting.

Further analysis of the data indicates that boys are achieving slightly higher than girls in mathematics. This difference will continue to be monitored over time.

Next Steps

- Continue targeted support for students working below expectation
- Implement **Spring into Maths** as a targeted intervention programme to accelerate progress

- Strengthen classroom teaching through rich mathematical tasks
 - Ongoing monitoring of student progress
 - Ongoing **teacher professional learning in the refreshed mathematics curriculum** to support consistent teacher judgements
 -
-

4. Reading

Strategic Priority

Literacy in English gives students access to the understanding, knowledge, and skills they need to participate fully in society. All students are able to access the New Zealand Curriculum.

Annual Target

By the end of 2025, **80% of students will be achieving at or above their expected curriculum level in reading.**

Achievement Results

At the end of 2025, **68.3% of students (28 out of 41)** were achieving at or above the expected curriculum level in reading. **31.7% of students (13 students)** were achieving below or well below expectations.

Analysis

The annual target of 80% was not met. Achievement in reading is consistent with mathematics, with approximately two-thirds of students achieving at expected curriculum levels.

The shift to updated curriculum progressions and revised reporting practices has influenced achievement data and limits direct comparison with previous years.

Girls are achieving slightly higher than boys in reading. This pattern aligns with wider national trends and will continue to be monitored.

Student numbers fluctuated throughout the year, which may impact overall percentages.

Next Steps

- Continue structured literacy approaches across the school
 - Implement and embed the school's **structured literacy intervention programme** to support priority learners
 - Provide targeted support for students below expectation
 - Ongoing monitoring and tracking of student progress
 - Ongoing **teacher professional learning in the refreshed curriculum and structured literacy practices**
 -
-

5. Writing

Strategic Priority

Literacy in English enables students to communicate effectively and participate fully in learning and life. All students are able to access the New Zealand Curriculum.

Annual Target

By the end of 2025, **80% of students will be achieving at or above their expected curriculum level in writing.**

Achievement Results

At the end of 2025, **60.98% of students (25 out of 41)** were achieving at or above the expected curriculum level in writing. **39.02% of students (16 students)** were achieving below or well below expectations.

Analysis

The annual target of 80% was not met. Writing remains the lowest area of achievement across the school.

As with other learning areas, the introduction of updated curriculum progressions and revised reporting practices has impacted achievement data.

Boys are achieving slightly higher than girls in writing. This will continue to be monitored over time.

The data indicates that a greater proportion of students require support in writing compared to reading and mathematics.

Next Steps

- Continue to strengthen writing instruction across the school
- Implement targeted **structured literacy interventions** to support writing development
- Increase opportunities for writing across the curriculum
- Provide targeted support for students below expectation
- Ongoing monitoring of student progress
- Ongoing **teacher professional learning in the refreshed curriculum to support writing outcomes**

6. Summary

The 2025 achievement data shows consistent patterns across the school, with mathematics and reading achievement levels similar and writing identified as a priority area for improvement.

The introduction of updated curriculum progressions and changes to reporting practices mean that this data provides a new baseline for future comparison.

The school will continue to focus on accelerating progress for students below expectation and strengthening consistency in teaching and assessment practices across all learning areas.

A key focus for 2026 will be strengthening teacher capability through professional learning in the refreshed curriculum, alongside the implementation of targeted intervention programmes in structured literacy and mathematics & statistics



Chertsey School

Progress and Achievement Report - 2025

1. Introduction

This report provides a summary of student achievement and progress data for Chertsey School in 2025. It supports the Analysis of Variance by presenting end-of-year achievement information for mathematics, reading, and writing.

Student achievement is based on Overall Teacher Judgements (OTJs), which draw on multiple sources of evidence including classroom observations, assessment tools, and student work samples.

In 2025, the school refined its approach to reporting student achievement. Rather than reporting against curriculum sub-levels (e.g. Level 1B, 1P, 1A), achievement is now reported in relation to year-level expectations using the categories: well below, below, at, above, and well above expectation.

During 2025, updated curriculum progressions and descriptors were introduced nationally. Teachers aligned their judgements to these revised expectations. As a result, comparisons with previous years should be interpreted with caution.

Chertsey School is a small rural school and student numbers fluctuated throughout the year. These changes can have a noticeable impact on percentage data in a small school setting.

2. Mathematics – End of Year Achievement 2025

STUDENTS WHO ARE/WERE CURRENT IN 2025 - PROGRESS OVERVIEW - MATHEMATICS AND STATISTICS (END 2025)

All students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above							1 (12.50%)							1 (2.50%)
At	2 (100.00%)		3 (75.00%)		8 (72.73%)		4 (50.00%)		5 (71.43%)		2 (100.00%)		2 (33.33%)	26 (65.00%)
Below			1 (25.00%)		2 (18.18%)		3 (37.50%)		1 (14.29%)				4 (66.67%)	11 (27.50%)
Well below					1 (9.09%)				1 (14.29%)					2 (5.00%)
Totals	2		4		11		8		7		2		6	40

At the end of 2025, **67.5% of students (27 out of 40)** were achieving at or above the expected curriculum level in mathematics, while **32.5% of students (13 students)** were achieving below or well below expectations. Data is based on students who were enrolled during 2025.

3. Reading – End of Year Achievement 2025

STUDENTS WHO ARE/WERE CURRENT IN 2025 - PROGRESS OVERVIEW - READING (END 2025)

All students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above			1 (20.00%)		2 (18.18%)		2 (25.00%)							5 (12.20%)
At	1 (50.00%)		3 (60.00%)		6 (54.55%)		3 (37.50%)		5 (71.43%)		1 (50.00%)		4 (66.67%)	23 (56.10%)
Below	1 (50.00%)		1 (20.00%)		2 (18.18%)		3 (37.50%)		1 (14.29%)		1 (50.00%)		2 (33.33%)	11 (26.83%)
Well below					1 (9.09%)				1 (14.29%)					2 (4.88%)
Totals	2		5		11		8		7		2		6	41

At the end of 2025, **68.3% of students (28 out of 41)** were achieving at or above the expected curriculum level in reading, while **31.7% of students (13 students)** were achieving below or well below expectations. Data is based on students who were enrolled during 2025.

4. Writing – End of Year Achievement 2025

STUDENTS WHO ARE/WERE CURRENT IN 2025 - PROGRESS OVERVIEW - WRITING (END 2025)

All students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above														0 (0.00%)
At	2 (100.00%)		2 (40.00%)		8 (72.73%)		4 (50.00%)		4 (57.14%)		1 (50.00%)		4 (66.67%)	25 (60.98%)
Below			2 (40.00%)		2 (18.18%)		4 (50.00%)		2 (28.57%)		1 (50.00%)		2 (33.33%)	13 (31.71%)
Well below			1 (20.00%)		1 (9.09%)				1 (14.29%)					3 (7.32%)
Totals	2		5		11		8		7		2		6	41

At the end of 2025, **60.98% of students (25 out of 41)** were achieving at or above the expected curriculum level in writing, while **39.02% of students (16 students)** were achieving below or well below expectations. Data is based on students who were enrolled during 2025.

5. Achievement Patterns (Summary)

The following summary provides an overview of key patterns identified across the school:

Analysis of the 2025 achievement data shows relatively consistent patterns across the three learning areas. Mathematics and reading achievement levels are similar, with approximately two-thirds of students achieving at or above the expected curriculum level, while writing achievement is lower.

When the data is analysed further, some small patterns are evident. Girls are achieving slightly higher in reading, while boys are achieving slightly higher in mathematics and writing. These differences should be interpreted cautiously, as small cohort sizes mean individual students can significantly influence overall percentages.

Achievement across ethnic groups is broadly consistent with overall school results. Due to small cohort sizes, trends are monitored over time rather than interpreted in isolation.

6. 2026 Achievement Targets

Based on the 2025 achievement data, the following targets have been set to support continued improvement in student outcomes:

Mathematics

By the end of 2026, **75% of students will be achieving at or above their expected curriculum level in mathematics**, based on Overall Teacher Judgements aligned with the New Zealand Curriculum.

Reading

By the end of 2026, **75% of students will be achieving at or above their expected curriculum level in reading**, based on Overall Teacher Judgements aligned with the New Zealand Curriculum.

Writing

By the end of 2026, **70% of students will be achieving at or above their expected curriculum level in writing**, based on Overall Teacher Judgements aligned with the New Zealand Curriculum.

A particular focus will be placed on accelerating progress for students currently working below expectation through targeted intervention programmes, including structured literacy and mathematics support, and ongoing teacher professional learning in the refreshed curriculum. A particular focus will be placed on accelerating progress for students currently working below expectation through targeted intervention programmes, including structured literacy and mathematics support, alongside ongoing teacher professional learning in the refreshed curriculum



Chertsey
School



03 302 2727



office@chertsey.school.nz



83, High St, RD2 Ashburton,
Chertsey 7772

Chertsey School

Claire Maria
Principal
7th March 2026

Good Employer Statement for the year ended 31 December 2025

Chertsey School Good Employer Statement

The Board acknowledges its responsibility to be a good employer and to ensure fair and proper treatment of employees in all aspects of their employment. The Board is committed to providing a safe, inclusive, and supportive workplace that enables staff to contribute effectively to the wellbeing and educational success of all students.

The Board recognises the importance of:

- providing good and safe working conditions
- promoting equal employment opportunities
- recognising the needs of ethnic and minority groups, women, and people with disabilities
- supporting professional learning and development
- valuing the professional judgement of staff
- responding fairly and reasonably to staff concerns and aspirations.

The Board will continue to take all reasonable steps to be a fair and responsible employer and to foster a positive working environment for all employees.

Claire Maria

Tumuaki/Principal

Chertsey School



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09. 03. 2026

Kiwisport

Kiwisport is a Government funding initiative to support student's participation in organized sport. In 2025, the school received total Kiwisport funding of \$653.12 (excluding GST).

The funding was spent on swimming lessons at EA Networks Centre and Primary Sports Canterbury Membership.

The number of students participating in organized sport remains 100% of the school roll.

A handwritten signature in blue ink, appearing to read 'Claire Maria'.

Claire Maria
Principal