

MASTERTON PRIMARY SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 1660

Principal: Gene Bartlett

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Accountant / Service Provider:

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MASTERTON PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Masterton Primary School

Statement of Responsibility

For the year ended 31 December 2025

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

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

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

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

Jo-anne Twiggins
Full Name of Presiding Member

Gene Bartlett
Full Name of Principal

Twiggins
Signature of Presiding Member

GB
Signature of Principal

14-5-2026
Date

14 / 5 / 2026
Date

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

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	3,718,638	2,852,595	3,382,055
Government Grants - Resource Teachers: Learning and Behaviour	4	2,297,479	351,682	2,436,165
Locally Raised Funds	3	186,996	161,470	131,480
Interest		7,090	8,000	13,707
Total Revenue		6,210,203	3,373,747	5,963,407
Expense				
Locally Raised Funds	3	66,351	61,010	38,747
Learning Resources	5	2,704,860	2,099,413	2,368,956
Administration	6	512,855	206,176	507,094
Resource Teachers: Learning and Behaviour	4	2,337,387	362,975	2,355,754
Interest		6,545	5,400	2,974
Property	7	605,581	652,131	662,503
Other Expenses	8	682	4,500	802
Loss on Disposal of Property, Plant and Equipment		2,006	-	2,965
Total Expense		6,236,267	3,391,605	5,939,795
Net Surplus / (Deficit) for the year		(26,064)	(17,858)	23,612
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(26,064)	(17,858)	23,612

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

Masterton Primary School Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		422,740	371,929	399,128
Total comprehensive revenue and expense for the year		(26,064)	(17,858)	23,612
Equity at 31 December		396,676	354,071	422,740
Accumulated comprehensive revenue and expense		396,676	354,071	422,740
Equity at 31 December		396,676	354,071	422,740

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.

Masterton Primary School Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	9	240,953	320,724	22,527
Accounts Receivable	10	455,784	10,500	369,786
GST Receivable		12,698	16,153	28,553
Prepayments		29,107	17,524	22,428
Inventories	11	976	921	194
Investments	12	-	-	166,292
Funds Receivable for Capital Works Projects	18	57,787	-	61,678
		<u>797,305</u>	<u>365,822</u>	<u>671,458</u>
Current Liabilities				
Accounts Payable	14	472,893	333,583	407,610
Revenue Received in Advance	15	25,004	29,698	44,649
Provision for Cyclical Maintenance	16	154,415	-	124,091
Finance Lease Liability	17	33,541	17,436	21,182
Funds held for Capital Works Projects	18	58,955	-	-
		<u>744,808</u>	<u>380,717</u>	<u>597,532</u>
Working Capital Surplus/(Deficit)		52,497	(14,895)	73,926
Non-current Assets				
Property, Plant and Equipment	13	406,711	393,777	391,666
		<u>406,711</u>	<u>393,777</u>	<u>391,666</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	-	1,606	23,333
Finance Lease Liability	17	62,532	23,205	19,519
		<u>62,532</u>	<u>24,811</u>	<u>42,852</u>
Net Assets		<u>396,676</u>	<u>354,071</u>	<u>422,740</u>
Equity		<u>396,676</u>	<u>354,071</u>	<u>422,740</u>

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

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

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		1,305,189	918,714	1,342,902
Locally Raised Funds		165,320	161,470	197,699
Goods and Services Tax (net)		15,855	-	(4,411)
Payments to Employees		(743,237)	(556,032)	(757,200)
Payments to Suppliers		(702,192)	(392,056)	(817,842)
Interest Paid		(7,220)	(5,400)	(3,521)
Interest Received		9,548	8,000	17,900
Net cash from/(to) Operating Activities		43,263	134,696	(24,473)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(30,725)	(40,101)	(148,736)
Purchase of Investments		-	-	(35,833)
Proceeds from Sale of Investments		166,292	-	-
Net cash from/(to) Investing Activities		135,567	(40,101)	(184,569)
Cash flows from Financing Activities				
Finance Lease Payments		(23,250)	(36,499)	(9,513)
Funds Administered on Behalf of Other Parties		62,846	-	(41,122)
Net cash from/(to) Financing Activities		39,596	(36,499)	(50,635)
Net increase/(decrease) in cash and cash equivalents		218,426	58,096	(259,677)
Cash and cash equivalents at the beginning of the year	9	22,527	262,628	282,204
Cash and cash equivalents at the end of the year	9	240,953	320,724	22,527

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.

Masterton Primary School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

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 13.

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 17. Future operating lease commitments are disclosed in note 23b.

Recognition of grants

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

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 kids klub. 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	5-100 years
Furniture and Equipment	4-10 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

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 1 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) 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.

u) Budget Figures

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

v) Services received in-kind

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

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	1,023,595	924,182	975,079
Teachers' Salaries Grants	1,978,681	1,474,060	1,646,916
Use of Land and Buildings Grants	422,483	454,353	474,417
Ka Ora, Ka Ako - Healthy School Lunches Programme	281,992	-	280,834
Other Government Grants	11,887	-	4,809
	<u>3,718,638</u>	<u>2,852,595</u>	<u>3,382,055</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	29,678	23,500	11,420
Fees for Extra Curricular Activities	62,671	46,770	39,086
Trading	50,249	53,000	56,569
Fundraising and Community Grants	37,360	38,200	7,824
Other Revenue	7,038	-	16,581
	<u>186,996</u>	<u>161,470</u>	<u>131,480</u>
Expense			
Extra Curricular Activities Costs	7,863	1,420	(2,114)
Trading	47,469	58,590	51,640
Fundraising and Community Grant Costs	2	1,000	(20,834)
Other Locally Raised Funds Expenditure	11,017	-	10,055
	<u>66,351</u>	<u>61,010</u>	<u>38,747</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>120,645</u>	<u>100,460</u>	<u>92,733</u>

The school received a grant from the TG Macarthy Trust for \$2,000 which is included in the Fundraising and Community Grants line in the above note.

4. Resource Teachers: Learning and Behaviour Revenue and Expense

The School is the lead school funded by the Ministry of Education to provide the services of Resource Teachers: Learning and Behaviour to its group of schools.

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Teachers' Salary Grant	1,961,791	-	1,937,572
Administration Grant	69,026	69,026	63,605
Learning Support Funding	123,183	125,356	116,339
Travel Grant	136,957	136,957	129,177
Lead School Grant	7,593	7,593	-
Other Revenue	21,044	12,750	178,185
	<u>2,319,594</u>	<u>351,682</u>	<u>2,424,878</u>
Revenue received in advance	(22,115)	-	11,287
Revenue recognised	<u>2,297,479</u>	<u>351,682</u>	<u>2,436,165</u>
Expense			
Employee Benefit - Salaries	1,991,754	28,500	1,945,943
Administration	67,047	60,475	163,364
Learning Support	167,683	180,000	181,097
Travel	76,245	70,500	65,350
Other Expense	34,658	23,500	-
	<u>2,337,387</u>	<u>362,975</u>	<u>2,355,754</u>
Total Expense	<u>2,337,387</u>	<u>362,975</u>	<u>2,355,754</u>
<i>Surplus/ (Deficit) for the year - RTLB Service</i>	<u>(39,908)</u>	<u>(11,293)</u>	<u>80,411</u>

5. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	106,319	107,250	118,292
Employee Benefits - Salaries	2,454,729	1,841,427	2,123,996
Staff Development	65,687	79,000	54,952
Depreciation	76,238	71,086	69,584
Other Learning Resources	1,887	650	2,132
	<u>2,704,860</u>	<u>2,099,413</u>	<u>2,368,956</u>

6. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	9,614	7,000	9,248
Board Fees and Expenses	7,622	9,440	8,295
Operating Leases	1,049	100	379
Other Administration Expenses	50,573	45,350	54,540
Employee Benefits - Salaries	145,029	132,786	141,236
Insurance	11,276	5,800	6,862
Service Providers, Contractors and Consultancy	5,700	5,700	5,700
Ka Ora, Ka Ako - Healthy School Lunch Programme	281,992	-	280,834
	<u>512,855</u>	<u>206,176</u>	<u>507,094</u>

7. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	40,828	41,000	41,091
Cyclical Maintenance	6,991	23,399	20,227
Heat, Light and Water	22,378	21,000	20,643
Rates	10,043	9,500	8,983
Repairs and Maintenance	27,053	24,500	17,537
Use of Land and Buildings	422,483	454,353	474,417
Employee Benefits - Salaries	52,174	55,879	51,991
Other Property Expenses	23,631	22,500	27,614
	<u>605,581</u>	<u>652,131</u>	<u>662,503</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.

8. Other Expenses

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Transport	682	4,500	802
	<u>682</u>	<u>4,500</u>	<u>802</u>

9. Cash and Cash Equivalents

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	240,953	320,724	22,527
Cash and cash equivalents for Statement of Cash Flows	240,953	320,724	22,527

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

Of the \$240,953 Cash and Cash Equivalents \$83,959 is subject to restrictions for the following reasons:

- \$58,955 is held by the School on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 18.
- \$25,004 of Revenue Received in Advance is held by the school, as disclosed in note 15.

10. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	910	-	1,523
Receivables from the Ministry of Education	48,515	-	2,742
Interest Receivable	-	308	2,124
Teacher Salaries Grant Receivable	240,434	10,192	153,127
RTL Teacher Salaries Grant Receivables	165,925	-	180,151
RTL Receivables	-	-	30,119
	455,784	10,500	369,786
Receivables from Exchange Transactions	910	308	33,766
Receivables from Non-Exchange Transactions	454,874	10,192	336,020
	455,784	10,500	369,786

11. Inventories

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	976	921	194
	976	921	194

12. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	-	-	166,292
Total Investments	-	-	166,292

13. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Building Improvements	91,257	12,345	-	-	(10,353)	93,249
Furniture and Equipment	49,704	9,640	(49)	-	(10,381)	48,914
Information and Communication Technology	45,329	1,272	(1,957)	-	(13,998)	30,646
Motor Vehicles	48,365	-	-	-	(12,042)	36,323
Leased Assets	20,981	88,024	-	-	(27,862)	81,143
Library Resources	11,019	1,829	-	-	(1,602)	11,246
RTL Asset	125,011	13,286	(2,919)	-	(30,188)	105,190
	391,666	126,396	(4,925)	-	(106,426)	406,711

The net carrying value of equipment held under a finance lease is \$81,143 (2024: \$20,981)

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	263,152	(169,903)	93,249	253,246	(161,989)	91,257
Furniture and Equipment	323,120	(274,206)	48,914	359,012	(309,308)	49,704
Information and Communication Technology	66,364	(35,718)	30,646	69,304	(23,975)	45,329
Motor Vehicles	60,209	(23,886)	36,323	60,209	(11,844)	48,365
Leased Assets	123,253	(42,110)	81,143	57,000	(36,019)	20,981
Library Resources	90,308	(79,062)	11,246	88,479	(77,460)	11,019
RTL Asset	158,917	(53,727)	105,190	148,525	(23,514)	125,011
	1,085,323	(678,612)	406,711	1,035,775	(644,109)	391,666

14. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	25,682	24,526	19,136
Accruals	5,808	17,351	9,248
Employee Entitlements - Salaries	240,434	284,549	153,127
Employee Entitlements - Leave Accrual	9,100	7,157	8,820
RTL B Creditors	25,944	-	37,128
RTL B Teacher Salaries Grant Payables	165,925	-	180,151
	<u>472,893</u>	<u>333,583</u>	<u>407,610</u>
Payables for Exchange Transactions	472,893	333,583	370,482
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	37,128
	<u>472,893</u>	<u>333,583</u>	<u>407,610</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Other Revenue in Advance	-	23,105	22,300
RTL B Assets	15,959	-	21,552
Grants in Advance - Ministry of Education	-	6,593	797
Grants in Advance - RTL B funds	9,045	-	-
	<u>25,004</u>	<u>29,698</u>	<u>44,649</u>

16. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	147,424	(21,793)	127,197
Increase/(decrease) to the Provision During the Year	6,991	23,399	20,227
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	154,415	1,606	147,424
Cyclical Maintenance - Current	154,415	-	124,091
Cyclical Maintenance - Non current	-	1,606	23,333
	154,415	1,606	147,424

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.

17. 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	34,042	17,436	23,426
Later than One Year	76,436	23,205	21,076
Future Finance Charges	(14,405)	-	(3,801)
	96,073	40,641	40,701
Represented by			
Finance lease liability - Current	33,541	17,436	21,182
Finance lease liability - Non current	62,532	23,205	19,519
	96,073	40,641	40,701

18. Funds Held for Capital Works Projects

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

	2025	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
LSC Space Repurpose, Extension		219233	(15,470)	74,250	175	-	58,955
Blk A Kitchen Repl Floor Cover/Joinery		246627	(46,208)	-	(603)	-	(46,811)
Fire Alarm Cable Renewal		252576	-	7,791	(7,791)	-	-
LSM - Accessibility Improvements		251037	-	-	(10,976)	-	(10,976)
Totals			(61,678)	82,041	(19,195)	-	1,168

Represented by:

Funds Held on Behalf of the Ministry of Education	58,955
Funds Receivable from the Ministry of Education	(57,787)

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
SIP - Senior Playground		233404	2,805	12,155	(14,960)	-	-
LSC Space Repurpose, Extension		219233	(8,190)	-	(7,280)	-	(15,470)
Blk A Kitchen Repl Floor Cover/Joinery		246627	(15,171)	105,666	(136,703)	-	(46,208)
Totals			(20,556)	117,821	(158,943)	-	(61,678)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(61,678)

19. Related Party Transactions

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

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

20. 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	2,635	3,315
<i>Leadership Team</i> Remuneration Full-time equivalent members	541,931 4.00	561,993 4.59
Total key management personnel remuneration	544,566	565,308

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

Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	170 - 180
Benefits and Other Emoluments	5 - 6	5 - 6
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	17.00	12.00
110 - 120	4.00	1.00
120 - 130	1.00	1.00
130 - 140	1.00	1.00
140 - 150	1.00	0.00
	24.00	15.00

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

21. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and 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

22. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts 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.

23. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of \$105,054 (2024: \$36,061) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment
LSC Space Repurpose, Extension	\$ 69,080
LSM - Accessibility Improvements	35,974
Total	105,054

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

(b) Operating Commitments

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

24. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	240,953	320,724	22,527
Receivables	455,784	10,500	369,786
Investments - Term Deposits	-	-	166,292
Total financial assets measured at amortised cost	<u>696,737</u>	<u>331,224</u>	<u>558,605</u>

Financial liabilities measured at amortised cost

Payables	472,893	333,583	407,610
Finance Leases	96,073	40,641	40,701
Total financial liabilities measured at amortised cost	<u>568,966</u>	<u>374,224</u>	<u>448,311</u>

25. Events After Balance Date

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

26. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Masterton Primary School (the School). The Auditor-General has appointed me, Melanie Strydom, using the staff and resources of Auditlink Limited, to carry out the audit of the financial statements of the School on pages 2 to 22, 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 14 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

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 List of all school board members, a Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, Report on how the school has given effect to Te Tiriti o Waitangi, a Statement of Compliance with Employment Policy, and a 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.



Melanie Strydom
Auditlink Limited

On behalf of the Auditor-General
Palmerston North, New Zealand

Masterton Primary School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Jo-Anne Twiggins	Presiding Member	Elected	Sep 2028
Jo-Anne Twiggins	Presiding Member	Elected	Sep 2025
Gene Bartlett	Principal	ex Officio	
Kevin Twiggins	Parent Representative	Elected	Sep 2028
Anya Ogden	Parent Representative	Elected	Sep 2028
Matthew Steele	Parent Representative	Elected	Sep 2028
Jiffry Mohamed	Parent Representative	Appointed	Sep 2028
Roger Graham	Parent Representative	Elected	Sep 2025
Kevin Twiggins	Parent Representative	Elected	Sep 2025
Roger Graham	Parent Representative	Elected	Sep 2025
Anya Ogden	Parent Representative	Elected	Sep 2025
David Belesky	Parent Representative	Elected	Jan 2025
Deborah Carman	Staff Representative	Elected	Sep 2028
Deborah Carman	Staff Representative	Elected	Sep 2025

Masterton Primary School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$3,950 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

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

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

MASTERTON PRIMARY SCHOOL

Te Kura o Masterton

Annual Report 2025

Incorporating the Comparative Achievement Analysis and Statement of Variance

Presiding Member / Principal's Report

This Annual Report reflects the achievements and progress of Masterton Primary School throughout 2025. It is presented to our school community — staff, parents, students, and whānau — to celebrate what has been accomplished and to be transparent about the challenges and opportunities that lie ahead.

2025 has been a year of deliberate and sustained change. Our school has undertaken a full transformation of our approach to Literacy, embedding BSLA for Years 1–3 and iDeaL for Years 4–6. We have continued to strengthen our mathematics programme through PR1ME and High Impact Teaching Practices. Our culturally responsive framework, Te Arawhakamana, has become a cornerstone of everything we do — and the results are showing. Māori learner achievement has accelerated significantly, behaviour has improved markedly, and our ESOL community continues to achieve well above expectation.

We are proud of our staff, our learners, and our community. There is genuine momentum here, and we are committed to building on it in 2026.

Board of Trustees — Members 2025

The following members served on the Masterton Primary School Board during 2025:

Board Member Name	Term End Date
Gene Bartlett	Principal (ex officio)
Deborah Carman	September 2028
Kevin Twiggins	September 2028
Anya Ogden	September 2028
Jo-Anne Twiggins	September 2028
Matthew Steele	September 2028
Jiffry Mohamed	September 2028
Roger Graham	September 2025

Evaluation and Analysis: Student Progress and Achievement

This evaluation and analysis shows how all students at Masterton Primary School have progressed and achieved over the last year. This is different from the Statement of Variance, which reports on progress against the targets set out in the Annual Implementation Plan.

The key audience for this section is our community, so it is written to be clear and accessible. Data reflects end-of-year Overall Teacher Judgements (OTJs), reported as the percentage of students achieving at or above nationally expected curriculum levels.

Context for Achievement Shifts

1. OTJ Recalibration Against New Curriculum Expectations

Staff have been actively moderating achievement decisions against the refreshed New Zealand Curriculum expectations, ensuring judgements are increasingly accurate, consistent, and nationally aligned. This deliberate recalibration means some shifts in percentages reflect improved assessment rigour, not a decline in actual learning.

2. Assessment Tool Transition

A new assessment tool was scheduled for trial this term to further strengthen reliability and consistency of data. Its delayed arrival meant staff continued using existing tools while simultaneously adjusting their professional judgements. This dual process of change is expected to have contributed to a temporary tightening of OTJs. These shifts reflect improved assessment practice and position the school well for increased reliability of data and clearer tracking of progress going forward.

Priority Three — Reducing Barriers to Education

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. The data below reflects our commitment to tracking outcomes for all groups and ensuring equity of achievement is at the centre of our work.

1. Students Who Started at Our School

Across Reading, Writing and Mathematics, around half of all learners who have been at Masterton Primary School throughout the year are achieving at or above expected curriculum levels. While percentages have shifted since 2024, this reflects assessment recalibration and cohort movement rather than decline in learning quality. Staff are responding with sharper targeting and increased precision in classroom practice.

Students at MPS — At or Above Curriculum Level	2024 (%)	2025 (%)	Commentary
Reading	~53%	~50%	Slight shift reflecting OTJ recalibration. Classroom targeting has sharpened with stronger data-informed planning.
Writing	~51%	~48%	Whole-school literacy approach (BSLA/iDeaL) embedding. Gains are expected in 2026 as the coaching model matures.
Mathematics	~47%	~45%	PR1ME Mathematics and structured lesson models are building consistency across classrooms.

2. English as a Second Language (ESOL) Learners

More than half of ESOL learners are achieving at or above expectation across all curriculum areas. This is an excellent outcome given the additional language load learners carry. Writing remains a relative strength despite its complexity, showing effective scaffolding and literacy support.

ESOL Learners — At or Above Curriculum Level	2024 (%)	2025 (%)	Commentary
Reading	~52%	~54%	Positive growth. Bilingual support and explicit English instruction through He Poutama are having a meaningful impact.
Writing	~56%	~55%	Sustained strength. Scaffolded writing approaches are working effectively despite language complexity.
Mathematics	~51%	~52%	Stable and positive. Structured lesson delivery supports language-independent content access.

3. Māori Learner Achievement

Māori learners show the strongest overall improvement trends this year. Growth is evident across all learning areas, with Reading showing significant uplift. Progress reflects culturally responsive practice, strong relationships, and targeted teaching support.

Māori Learners — At or Above Curriculum Level	2024 (%)	2025 (%)	Commentary
Reading	54.8%	66.6%	+11.8 percentage points — our strongest gain across all student groups. Culturally responsive practice and targeted support are accelerating progress.
Writing	48.6%	51.2%	+2.6 percentage points. Positive upward trend reflecting the impact of our literacy programme and mana-enhancing relationships.
Mathematics	39.7%	45.6%	+5.9 percentage points. Strong growth. PR1ME and structured numeracy approaches are gaining traction.

4. Gender Achievement Patterns

Boys have shown improvement in Writing and Mathematics, traditionally challenging areas. Girls have made gains in Mathematics, indicating improved engagement across numeracy programmes. Literacy remains an overall strength.

Boys — At or Above Curriculum Level	2024 (%)	2025 (%)	Commentary
Reading	~48%	~50%	Positive movement. Engagement in structured literacy is supporting progress.
Writing	~40%	~44%	Improvement in a traditionally challenging area. iDeaL and the coaching model are having impact.
Mathematics	~44%	~47%	Positive movement. An introduction to structured Mathematics is beginning to build confidence and consistency for boys across the school.

Girls — At or Above Curriculum Level	2024 (%)	2025 (%)	Commentary
Reading	~60%	~59%	Sustained strong performance. Continued strength in literacy.
Writing	~56%	~55%	Stable and strong. Literacy programmes continue to support girls effectively.
Mathematics	~49%	~53%	Notable gain. Improved engagement in numeracy programmes is showing clear results.

5. Whole School Trends — Key Positives

Across all student groups, the following whole-school trends are evident and reflect the deliberate, sustained investment in evidence-based teaching and culturally responsive practice:

Key Positives 2025

- Sustained Māori learner acceleration — strongest gains across all groups and learning areas
- Gains in Mathematics across genders — PR1ME and structured lessons embedding well
- Resilience of ESOL learners — over 50% at/above in all curriculum areas
- Improved Writing outcomes for boys — iDeaL and coaching model taking effect
- Whole-school Literacy transformation — BSLA (Y1–3) and iDeaL (Y4–6) fully embedded
- Strengthened assessment practice — OTJ moderation and curriculum alignment ongoing
- Standdowns reduced 90% (2023–24) and a further 33% (2024–25) through Te Arawhakamana

This data shows that we are starting to embed precision teaching, culturally responsive approaches and targeted interventions. While some shifts reflect recalibration, overall momentum is positive with clear acceleration pathways established. As a whole school we have changed our entire approach to Literacy, and we are seeing positive gains made by some students.

Statement of Variance: Progress Against Targets

A statement of variance shows the progress made over the last year towards achieving the targets set out in the Annual Implementation Plan. It offers explanation for any differences and how targets that were not achieved will be addressed.

The tables below show progress against actions for each Strategic Goal.

Strategic Goal 1: The Art of Teaching & Learning — Empower, Inspire, Ignite: Where Learning Takes Flight

Strategic Intent (2026–2028): To design and embed a coherent, knowledge-rich, culturally grounded teaching model that empowers teachers, inspires learners, and ignites high levels of engagement and achievement across all classrooms at Masterton Primary School.

Annual Target/Goal: As per the Annual Implementation Plan

Actions	What did we achieve?	Evidence	Reasons for any differences (variances)	Planning for next year — where to next?
Action 1 IMPLEMENTATION OF THE NEW CURRICULUM Implement refreshed NZ Curriculum and localised curriculum design	Staff actively embedded a phased integration of the NZ Curriculum across all learning areas. Pedagogical coaching extended from half-day to full-day workshops to enable deeper professional learning, planning, and reflective practice. A thematic planning model was adopted to increase curriculum coherence, relevance, and cultural responsiveness.	Principal Reports (Feb–Dec 2025) • Strategic Plan: New Curriculum • July & August reports on coaching model • Pedagogy coach report to the BOT	National inconsistency due to Ministry issuing multiple curriculum revisions, including a full rewrite of curriculum architecture mid-year which impacted school planning, moderation tools, and reporting alignment.	Pause major curriculum changes until national stability is confirmed • Further embed knowledge-rich planning frameworks • Align curriculum and assessment frameworks once national tools are finalised
Action 2 PR1ME MATHEMATICS IMPLEMENTATION Implement PR1ME	We have engaged in professional learning with PR1ME Mathematics (The Singapore Approach) to strengthen	Strategic Plan (PR1ME) • July, August	Implementation met targets as planned. However, we have included Ochre as another medium to	Develop mathematics toolkit for assessment and progress tracking • Further alignment with secondary

Actions	What did we achieve?	Evidence	Reasons for any differences (variances)	Planning for next year — where to next?
Mathematics schoolwide	teacher capability and understanding. Our core focus is now on introducing and embedding the refreshed NZ Mathematics Curriculum across the school. We are also exploring Ochre Education as a complementary platform to support coherence, curriculum alignment, and knowledge sequencing. PR1ME has been embedded across all classes with sustained professional learning and leadership oversight. Teachers are confidently using structured lesson models, common language, and diagnostic assessment tools.	Principal Reports	consider due to the HITPs.	schools for progression mapping
Action 3 STRUCTURED LITERACY Strengthen Literacy across Y1–6 using BSLA & iDeaL	Junior staff fully embedded BSLA. The school shifted to iDeaL for Years 4–6. Over \$30,000 PLD funding secured. Junior teachers retrained to ensure consistency across the school. Literacy coaching model introduced to strengthen classroom fidelity and progress monitoring.	July & August Reports • December Achievement Data	Junior retraining was a strategic enhancement rather than anticipated change — implemented to strengthen system coherence.	Embed coaching model fully • Improve literacy data tracking tools • Develop internal expertise pipeline
Action 4 HIGH IMPACT TEACHING PRACTICES (HITPs) Embed Rosenshine-informed practice and WalkThrus	Our High Impact Teaching Practices (HITPs) work is clearly evident in our pedagogy sessions. HITPs have become a cornerstone of teaching practice. The use of WalkThrus has strengthened instructional consistency across the school, supporting clarity, high engagement norms and structured lesson delivery. Through this work, we have also established strong national and international professional learning connections, ensuring our practice remains research-informed and outward facing.	Strategic Plan In-class observations Pedagogy session records	No variance — implementation exceeded expectation.	Further coaching layer • Scale leadership into national pilot working with Te Aka Mātauranga
Action 5 HERO STUDENT MANAGEMENT SYSTEM Fully embed HERO	HERO used for reporting, attendance, wellbeing, assessment and whānau communication. System corrections addressed data recording issues.	December Principal Report (Behaviour Data)	Initial data errors required correction.	Attendance system aligned with MPS • Embed behavioural analytics • STAR attendance guide

Actions	What did we achieve?	Evidence	Reasons for any differences (variances)	Planning for next year — where to next?
across school operations				
Action 6 TE ARAWHAKAMANA EMBEDDING Embed mana-enhancing framework schoolwide	Te Arawhakamana embedded across curriculum, wellbeing and leadership practice. National conference hosted. Book published and regionally funded for distribution.	November Principal Report • Strategic Plan • Stand-downs reduced by 90% (2023–24) and a further 33% (2024–25)	No variance – exceeded plan.	Expand regional partnerships • Support schools regionally with embedding TAW • Development of TAW resources • Continue to embed TAW into our practice
Action 7 HE POUTAMA / REFUGEE & MIGRANT SUPPORT Improve educational access for migrant students	Explicit English instruction embedded. Bilingual support increased. Whānau engagement strengthened. ESOL learners achieving over 50% at/above nationally expected levels.	December achievement data	The resource and application of it has had a really positive impact on our students.	Expand language acquisition pathways
Action 7b CULTURAL IDENTITY Strengthen cultural identity	Matariki celebrations expanded, kapa haka strengthened, refugee whānau network reconnected, Eid acknowledged.	Feb, April, July reports	Picnic cancelled due to weather but alternative engagement was successful.	Continue to strengthen cultural identity events and whānau connections

Strategic Goal 2: Community, Culture & Identity — Belonging, Connection, and Shared Purpose

Strategic Intent (2026–2028): To embed a culturally responsive schoolwide approach that honours identity, language and culture, strengthens whanaungatanga, and unites our diverse community through understanding, belonging and shared purpose.

Annual Target/Goal: As per the Annual Implementation Plan

Actions	What did we achieve?	Evidence	Reasons for any differences (variances)	Planning for next year — where to next?
Action 1 IMPLEMENTATION OF THE NEW CURRICULUM Implement refreshed NZ Curriculum and localised curriculum design	Staff actively embedded a phased integration of the NZ Curriculum across all learning areas. Pedagogical coaching extended from half-day to full-day workshops. Thematic planning model adopted to increase curriculum coherence and cultural responsiveness.	Principal Reports (Feb–Dec 2025) • Strategic Plan: New Curriculum • July & August coaching reports	National inconsistency due to Ministry issuing multiple curriculum revisions mid-year, impacting school planning, moderation tools, and reporting alignment.	Pause major curriculum changes until national stability is confirmed • Further embed knowledge-rich planning frameworks • Align curriculum and assessment frameworks once national tools are finalised
Action 2 PR1ME MATHEMATICS IMPLEMENTATION Implement PR1ME	PR1ME was embedded across all classes with sustained professional learning and leadership	Strategic Plan (PR1ME) • July, August	No variance – implementation met targets as planned.	Develop mathematics toolkit for assessment and progress tracking • Further alignment with secondary

Actions	What did we achieve?	Evidence	Reasons for any differences (variances)	Planning for next year — where to next?
Mathematics schoolwide	oversight. Teachers are confidently using structured lesson models, common language, and diagnostic assessment tools. Mathematics pedagogy is visibly more consistent across classes.	Principal Reports		schools for progression mapping
Action 3 STRUCTURED LITERACY Strengthen Literacy across Y1–6 using BSLA & iDeal	Junior staff fully embedded BSLA. The school shifted to iDeal for Years 4–6. Over \$30,000 PLD funding secured. Junior teachers retrained to ensure consistency across the school. Literacy coaching model introduced to strengthen classroom fidelity and progress monitoring.	July & August Reports • December Achievement Data • Strategy documents	Junior retraining was a strategic enhancement rather than anticipated change — implemented to strengthen system coherence.	Embed iDeal model • Improve literacy data tracking tools • Develop internal expertise pipeline
Action 4 HIGH IMPACT TEACHING PRACTICES (HITPs) Embed Rosenshine-informed practice and WalkThrus	HITPs became a cornerstone of teaching practice. WalkThrus created instructional consistency across the school, supporting clarity, engagement norms, and structured lesson delivery. The school also established national and international professional learning connections.	Strategic Plan In-class observations Pedagogy session records	No variance — implementation exceeded expectation.	Further coaching layer • Scale leadership into national pilot work
Action 5 HERO STUDENT MANAGEMENT SYSTEM Fully embed HERO across school operations	HERO used for reporting, attendance, wellbeing, assessment and whānau communication. System corrections addressed data recording issues. Stand-downs reduced by 90% (2023–24) and a further 33% (2024–25).	December Principal Report (Behaviour Data)	Initial data errors required correction.	Attendance system aligned with MPS • Embed behavioural analytics
Action 6 TE ARAWHAKAMANA EMBEDDING Embed mana-enhancing framework schoolwide	Te Arawhakamana embedded across curriculum, wellbeing and leadership practice. National conference hosted. Book published and regionally funded for distribution.	November Principal Report • Strategic Plan	No variance — exceeded plan.	Expand regional partnerships • Formalise leadership model
Action 7 HE POUTAMA / REFUGEE & MIGRANT SUPPORT Improve educational access for migrant students	Explicit English instruction embedded. Bilingual support increased. Whānau engagement strengthened. ESOL learners achieving over 50% at/above nationally expected levels.	December achievement data	No variance.	Expand language acquisition pathways