



Meadowbank School

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	1370
Principal:	Phil Toomer
School Address:	68 Waiatarua Road, Remuera. Auckland 1050
School Phone:	09 520 3739
School Email:	principal@meadowbank.school.nz
Accountant / Service Provider:	Schooled Limited



Meadowbank School

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Frances Moon	Presiding Member	Re-elected September 2025	September 2028
Philip Toomer	Principal	Ex officio	
Adrien Hunter	Parent Representative	Re-elected September 2025	September 2028
Penny Olson	Parent Representative	Elected September 2025	September 2028
Clark Wilson	Parent Representative	Elected September 2025	September 2028
Kylie Middleton	Parent Representative	Elected September 2025	September 2028
David Jaggs	Parent Representative	Elected September 2025	September 2028
Judith Hannan	Staff Representative	Re-elected September 2025	September 2028
Jessica Wight	Presiding Member	Re-elected Sept 2022	September 2025
Alisha Chapman	Parent Representative	Re-elected Sept 2022	September 2025
Charles Stokes	Parent Representative	Re-elected Sept 2022	Resigned September 2024
Greg Lewis	Parent Representative	Elected Sept 2022	September 2025
Pat Mohan	Parent Representative	Co-Opted March 2024	September 2025

MEADOWBANK SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Meadowbank 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.

Francis Moon
Full Name of Presiding Member

Philip Toomer
Full Name of Principal


Signature of Presiding Member


Signature of Principal

29/05/2026
Date

29.5.26
Date

Meadowbank 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	8,345,593	7,326,824	7,646,999
Locally Raised Funds	3	1,422,028	1,292,804	1,309,291
Interest		43,791	35,000	62,542
Total Revenue		9,811,412	8,654,628	9,018,832
Expense				
Locally Raised Funds	3	585,675	537,424	486,417
Learning Resources	4	6,428,482	5,576,202	5,835,446
Administration	5	397,792	392,665	399,165
Interest		7,759	5,100	6,420
Property	6	2,124,689	2,105,634	2,203,107
Total Expense		9,544,397	8,617,025	8,930,555
Net Surplus / (Deficit) for the year		267,015	37,603	88,277
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		267,015	37,603	88,277

UHY HAINES NORTON (AUCKLAND) LIMITED
For identification purposes only

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

Meadowbank 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		4,184,955	4,184,961	4,096,678
Total comprehensive revenue and expense for the year		267,015	37,603	88,277
Contribution - Furniture and Equipment Grant		10,804	-	-
Contribution - Te Mana Tuhono		41,535	-	-
Equity at 31 December		4,504,309	4,222,564	4,184,955
Accumulated comprehensive revenue and expense		4,504,309	4,222,564	4,184,955
Equity at 31 December		4,504,309	4,222,564	4,184,955

UHY HAINES NORTON (AUCKLAND) LIMITED
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Meadowbank 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	332,166	302,946	587,105
Accounts Receivable	8	621,542	661,641	661,641
GST Receivable		24,074	-	-
Prepayments		29,758	30,468	62,865
Inventories	9	2,003	2,668	2,668
Investments	10	690,496	766,646	766,646
Funds Receivable for Capital Works Projects	16	222,023	-	4,740
		<u>1,922,062</u>	<u>1,764,369</u>	<u>2,085,665</u>
Current Liabilities				
GST Payable		-	9,548	9,548
Accounts Payable	12	672,934	537,050	537,057
Revenue Received in Advance	13	30,172	105,397	105,397
Provision for Cyclical Maintenance	14	67,134	57,674	57,674
Finance Lease Liability	15	45,228	47,252	46,346
Funds held for Capital Works Projects	16	2,522	-	145,381
		<u>817,990</u>	<u>756,921</u>	<u>901,403</u>
Working Capital Surplus/(Deficit)		<u>1,104,072</u>	<u>1,007,448</u>	<u>1,184,262</u>
Non-current Assets				
Property, Plant and Equipment	11	3,593,400	3,380,442	3,207,547
		<u>3,593,400</u>	<u>3,380,442</u>	<u>3,207,547</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	158,713	154,251	161,422
Finance Lease Liability	15	34,450	11,075	45,432
		<u>193,163</u>	<u>165,326</u>	<u>206,854</u>
Net Assets		<u>4,504,309</u>	<u>4,222,564</u>	<u>4,184,955</u>
Equity		<u>4,504,309</u>	<u>4,222,564</u>	<u>4,184,955</u>

UHY HAINES NORTON (AUCKLAND) LIMITED
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Meadowbank 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		1,811,655	1,781,489	1,324,370
Locally Raised Funds		1,240,765	987,536	1,182,715
International Students		106,073	93,457	224,485
Goods and Services Tax (net)		(33,622)	-	24,334
Payments to Employees		(1,197,895)	(1,188,600)	(1,252,687)
Payments to Suppliers		(1,234,031)	(1,309,954)	(1,231,378)
Interest Paid		(7,759)	(5,100)	(6,420)
Interest Received		47,455	35,000	59,852
Net cash from/(to) Operating Activities		732,641	393,828	325,271
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(661,440)	(491,000)	(254,129)
Purchase of Investments		-	-	(327,285)
Proceeds from Sale of Investments		76,150	-	
Net cash from/(to) Investing Activities		(585,290)	(491,000)	(581,414)
Cash flows from Financing Activities				
Furniture and Equipment Grant		10,804	-	
Finance Lease Payments		(52,952)	(46,346)	(40,343)
Funds Administered on Behalf of Other Parties		(360,142)	(140,641)	276,727
Net cash from/(to) Financing Activities		(402,290)	(186,987)	236,384
Net increase/(decrease) in cash and cash equivalents		(254,939)	(284,159)	(19,759)
Cash and cash equivalents at the beginning of the year	7	587,105	587,105	606,864
Cash and cash equivalents at the end of the year	7	332,166	302,946	587,105

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.

UHY HAINES NORTON (AUCKLAND) LIMITED
For identification purposes only

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

Meadowbank School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Meadowbank 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) 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.

e) 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.

f) 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.

g) 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.

h) 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.

i) 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
Furniture and Equipment	10–20 years
Information and Communication Technology	4–5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) 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.

k) 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.

l) 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.

m) Revenue Received in Advance

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

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

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 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	1,740,328	1,569,714	1,542,611
Teachers' Salaries Grants	4,965,469	4,073,090	4,335,981
Use of Land and Buildings Grants	1,639,796	1,684,020	1,768,407
	<u>8,345,593</u>	<u>7,326,824</u>	<u>7,646,999</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	337,576	335,000	328,329
Fees for Extra Curricular Activities	134,845	88,711	75,795
Trading	425,002	460,881	415,943
Fundraising and Community Grants	215,387	204,412	207,577
Other Revenue	127,518	123,800	133,869
International Student Fees	181,700	80,000	147,778
	<u>1,422,028</u>	<u>1,292,804</u>	<u>1,309,291</u>
Expense			
Extra Curricular Activities Costs	142,111	81,711	91,063
Trading	229,227	279,413	221,664
Fundraising and Community Grant Costs	78,092	50,500	55,626
Other Locally Raised Funds Expenditure	131,065	123,800	114,968
International Student - Other Expenses	5,180	2,000	3,096
	<u>585,675</u>	<u>537,424</u>	<u>486,417</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>836,353</u>	<u>755,380</u>	<u>822,874</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	142,752	159,212	123,048
Information and Communication Technology	25,134	31,300	38,359
Employee Benefits - Salaries	5,824,389	4,940,090	5,237,859
Staff Development	28,032	56,000	36,495
Depreciation	353,129	331,000	335,871
Other Learning Resources	55,046	58,600	63,814
	<u>6,428,482</u>	<u>5,576,202</u>	<u>5,835,446</u>

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	12,438	8,400	11,960
Board Expenses	18,388	20,500	13,159
Legal Fees	2,200	2,000	1,277
Other Administration Expenses	66,739	72,850	64,153
Employee Benefits - Salaries	248,489	241,600	263,305
Insurance	16,726	15,775	15,461
Service Providers, Contractors and Consultancy	32,812	31,540	29,850
	<u>397,792</u>	<u>392,665</u>	<u>399,165</u>

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cyclical Maintenance	33,771	50,503	40,039
Heat, Light and Water	73,193	59,000	60,708
Repairs and Maintenance	123,786	89,800	101,054
Use of Land and Buildings	1,639,796	1,684,020	1,768,407
Employee Benefits - Salaries	93,323	80,000	88,784
Other Property Expenses	160,820	142,311	144,115
	<u>2,124,689</u>	<u>2,105,634</u>	<u>2,203,107</u>

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

7. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	332,166	302,946	587,105
Cash and cash equivalents for Statement of Cash Flows	<u>332,166</u>	<u>302,946</u>	<u>587,105</u>

Of the \$332,166 Cash and Cash Equivalents \$18,835 is subject to restrictions for the following reasons:

\$16,313 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 13.

\$2,522 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 16.

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	13,649	225,495	13,684
Receivables from the Ministry of Education	140,448	-	211,811
Interest Receivable	4,706	8,370	8,370
Teacher Salaries Grant Receivable	462,739	427,776	427,776
	<u>621,542</u>	<u>661,641</u>	<u>661,641</u>
Receivables from Exchange Transactions	18,355	233,865	22,054
Receivables from Non-Exchange Transactions	603,187	427,776	639,587
	<u>621,542</u>	<u>661,641</u>	<u>661,641</u>

9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	1,353	2,668	2,668
School Uniforms	650	-	-
	<u>2,003</u>	<u>2,668</u>	<u>2,668</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	690,496	766,646	766,646
Total Investments	<u>690,496</u>	<u>766,646</u>	<u>766,646</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Transfer	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	2,198,873	76,469		477,614	(80,024)	2,672,932
Furniture and Equipment	593,902	93,979	-	-	(136,875)	551,006
Information and Communication Technology	203,309	86,762	-	-	(75,474)	214,597
Leased Assets	80,987	40,852	-	-	(52,294)	69,545
Library Resources	58,131	14,409	(4,845)		(8,462)	59,233
Work in Progress	72,345	431,356	-	(477,614)	-	26,087
	3,207,547	743,827	(4,845)	-	(353,129)	3,593,400

The net carrying value of furniture and equipment held under a finance lease is \$69,545 (2024: \$80,987)

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	3,698,709	(1,025,777)	2,672,932	3,144,626	(945,753)	2,198,873
Furniture and Equipment	1,943,005	(1,391,999)	551,006	1,849,027	(1,255,125)	593,902
Information and Communication Technology	812,200	(597,603)	214,597	725,439	(522,130)	203,309
Leased Assets	169,260	(99,715)	69,545	186,625	(105,638)	80,987
Library Resources	172,074	(112,841)	59,233	172,002	(113,871)	58,131
Work in Progress	26,087	-	26,087	72,345	-	72,345
	6,821,335	(3,227,935)	3,593,400	6,150,064	(2,942,517)	3,207,547

12. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	108,493	50,385	50,356
Accruals	77,962	37,986	37,986
Banking Staffing Overuse	-	-	36
Employee Entitlements - Salaries	462,739	427,776	427,776
Employee Entitlements - Leave Accrual	23,740	20,903	20,903
	672,934	537,050	537,057
Payables for Exchange Transactions	672,934	537,050	537,057
	672,934	537,050	537,057

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
International Student Fees in Advance	16,313	105,397	91,940
Other revenue in Advance	13,859	-	13,457
	<u>30,172</u>	<u>105,397</u>	<u>105,397</u>

14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	219,096	161,422	179,057
Increase to the Provision During the Year	33,771	50,503	40,039
Provision at the End of the Year	<u>252,867</u>	<u>211,925</u>	<u>219,096</u>
Cyclical Maintenance - Current	67,134	57,674	57,674
Cyclical Maintenance - Non current	158,713	154,251	161,422
	<u>225,847</u>	<u>211,925</u>	<u>219,096</u>

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

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 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	51,015	47,252	51,027
Later than One Year	38,182	11,075	48,294
Future Finance Charges	(9,519)	-	(7,543)
	<u>79,678</u>	<u>58,327</u>	<u>91,778</u>
Represented by			
Finance lease liability - Current	45,228	47,252	46,346
Finance lease liability - Non current	34,450	11,075	45,432
	<u>79,678</u>	<u>58,327</u>	<u>91,778</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 Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE - Block 11 Foundations (#247020)	138,187	8,354	(145,519)	-	1,022
MOE 5YA - Reroofing (#247022)	7,194	57,213	(76,683)	12,276	-
MOE 5YA - Senior Campus Electrical Upgrade (#24702)	(4,740)	-	-	-	(4,740)
MOE 5YA Projects - Drainage (#247024)	-	-	(5,855)	-	(5,855)
Auckland Flooding - Insurance (#236895)	-	-	(50,844)	-	(50,844)
MOE 5YA Projects - Block 11 Refurbishment (#247023)	-	194,146	(291,399)	-	(97,253)
MOE 5YA Projects - Pool Shed Drainage (#247024)	-	25,000	(23,500)	-	1,500
MOE 5YA - Install Cesspit Drainage (#252372)	-	-	(28,135)	-	(28,135)
MOE 5YA - Gully/Bridge Erosion	-	-	(2,800)	-	(2,800)
MOE 5YA Projects - Reloc Removal (#240919)	-	-	(32,396)	-	(32,396)
Board Fencing (#234278)	-	5,600	(69,794)	64,194	-
Totals	140,641	290,313	(726,925)	76,470	(219,501)

Represented by:

Funds Held on Behalf of the Ministry of Education	2,522
Funds Receivable from the Ministry of Education	(222,023)

Board Contributions are where the Board contributes its own funds to a Ministry funded Capital Works project. This has resulted in a board-owned asset that is recognised in note 11.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE - Block 11 Foundations (#247020)	(3,081)	193,335	(52,067)	-	138,187
MOE - Flood Damage Room 5 (#240919)	(36,678)	40,948	(4,270)	-	-
MOE - Storm Repairs	(8,911)	-	-	8,911	-
MOE 5YA - John Boyens (#212702)	(83,944)	23,510	(29,096)	89,530	-
MOE 5YA - Reroofing (#247022)	-	244,765	(237,571)	-	7,194
MOE 5YA - Senior Campus Electrical Upgrade (#24702)	(3,472)	-	(1,268)	-	(4,740)
Totals	(136,086)	502,558	(324,272)	98,441	140,641

Represented by:

Funds Held on Behalf of the Ministry of Education	145,381
Funds Receivable from the Ministry of Education	(4,740)

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	2024
	Actual	Actual
	\$	\$
<i>Board Members</i>		
Remuneration	4,270	4,175
<i>Leadership Team</i>		
Remuneration	727,757	568,741
Full-time equivalent members	5	5
Total key management personnel remuneration	<u>732,027</u>	<u>572,916</u>

There are 7 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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	210 - 220	190 - 200
Benefits and Other Emoluments	5 - 10	1 - 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	10	6
110 - 120	7	6
120 - 130	4	-
130 - 140	1	2
160 - 170	-	1
	<u>22</u>	<u>15</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 Actual	2024 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

As at 31 December 2025, the Board had capital commitments of \$2,522 (2024:\$388,952) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
MOE - Block 11 Foundations (#247020)	1,022
MOE 5YA Projects - Pool Shed Drainage (#247024)	1,500
The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.	

(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	332,166	302,946	587,105
Receivables	621,542	661,641	661,641
Investments - Term Deposits	690,496	766,646	766,646
Total financial assets measured at amortised cost	<u>1,644,204</u>	<u>1,731,233</u>	<u>2,015,392</u>

Financial liabilities measured at amortised cost

Payables	672,934	537,050	537,057
Finance Leases	79,678	58,327	91,778
Total financial liabilities measured at amortised cost	<u>752,612</u>	<u>595,377</u>	<u>628,835</u>

23. Events After Balance Date

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

24. 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 MEADOWBANK SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2025**

The Auditor-General is the auditor of Meadowbank School (the School). The Auditor-General has appointed me, Sungesh Singh, using the staff and resources of UHY Haines Norton (Auckland) Limited, to carry out the audit of the financial statements of the School on pages 2 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 29/5/26. 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.

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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 Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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

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

Independence

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


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



Sungesh Singh
UHY Haines Norton (Auckland) Limited
On behalf of the Auditor-General
Auckland, New Zealand

MEADOWBANK SCHOOL

ANALYSIS OF VARIANCE 2025

<p>Vision</p>	<p style="text-align: center;">Embracing today, Shaping our tomorrow</p> <p style="text-align: center;"><i>Mā te tiro whakamuri, e mārama ai te haerenga whakamua ki te anamatā; 'look to the past to understand your journey into the future'.</i></p>	
<p>Values</p>	 <p style="text-align: center;">COLLABORATIVE - CREATIVE - RESPONSIBLE - RESILIENT - RESPECTFUL - REFLECTIVE</p>	
<p>Aspirations</p>	<ul style="list-style-type: none"> ● Our students are thriving and confident, reaching their full potential through rich learning opportunities. ● Our students are critical thinkers and creative problem solvers who courageously take action, positively contributing to the world around them. ● Our community is connected and inclusive; our collaborative relationships strengthen the wellbeing of all. 	
<p>Strategic Objectives:</p>	<p>Learning and Achievement (Education)</p> <ul style="list-style-type: none"> ● Develop and empower our teachers to deliver a stimulating, well-balanced education that reflects our aspirations and values. ● Challenge and support all our students to reach their potential through authentic rich learning experiences. 	<p>Community and Culture (Partnerships)</p> <ul style="list-style-type: none"> ● Develop and maintain positive partnerships with parents, whānau and wider community with the purpose of enriching teaching and learning. ● Acknowledge and embrace community diversity in all aspects of our school.
<p>2025 Initiatives:</p>	<ol style="list-style-type: none"> 1. Te Mātaiaho Curriculum, Maths and English align with MBS schemes and plan for implementation. 2. Professional Development focuses on pedagogical approaches that are based on best practice and are evidence informed. 3. Assessment tools implemented across Y0-6. 	<ol style="list-style-type: none"> 1. Te ao Māori views/perspectives reflected in the school's governance and practices as relevant, alongside relationships developed with local iwi. 2. Community Communication provides parents with regular updates on the implementation of the new curriculum.

PARTNERSHIPS - ANALYSIS OF VARIANCE

Initiatives	Term 1	Term 2	Term 3	Term 4
Te ao Māori views/perspectives reflected in the school's governance and practices as relevant, alongside relationships developed with local iwi.	Formative/Summative assessments reviewed/trialled	Formative assessments implemented		EOY assessments Y1-6
				Māori PAT for Y5/6
		MAC staff meeting	MAC staff meeting	
	Poutama Reo self review			Poutama Reo self review
	Kapa Kāhui	Matariki community celebration	Te wiki o te reo Māori	
			School Hāngi	
Community Communication provides parents regular updates on the implementation of the new curriculum.	Meet the Teacher		PTI	
	PTI			
	Maths Curriculum Workshop		English Curriculum Workshop	
	Parent working group established		Community Survey	
Report templates reviewed / developed		Mid-year reports		End of Year reports

End of year review

Although the legislative objective for the school to give effect to the Treaty of Waitangi has recently been removed, we have continued with our strategic activities as planned.

Our Te Reo Māori Specialist has attended ACCoS networking sessions this year and even though ACCoS is finishing up, this group intends to continue to work together and network next year.

We have continued our connection and PLD with the Māori Achievement Collaborate which will also continue next year (albeit a reduced number of hours as we embed the progress we have made over the last few years.)

Output/Activity	Who	Target / Measurement	End of Year Review
Planning, progressions and assessment for te reo Māori lessons track student progress from Y1-6. <ul style="list-style-type: none"> - Resourcing - Assessment schedule - Weekly lessons delivered by specialist 	MAC Cluster, Māori lead	<ul style="list-style-type: none"> - Increase the number of children in Year 6 achieving Stage 2 on PAT 'Te Reo Māori Assessment' - Increase the amount of te reo used within everyday classroom interactions by teachers and students. - Quality resources support delivery of te reo Māori programme - End of year teacher quiz on everyday te reo Māori kupu/rerenga kōrero shows development 	66% of Year 6 students achieved Stage 2. This is compared with 48% of Year 6 students in 2024. 41% of Year 6 students moved at least 1 stage from Year 5-Year 6. 9% of Year 6 students achieved Stage 3-5. This is the first year we have had students achieve Stage 5. School has invested heavily in additional classroom resources to support both the Māori specialist and classroom teachers to integrate te reo Māori into programmes and everyday interactions.
Engagement with te ao Māori initiatives continue to increase cultural capability and understanding of TOW of staff and Board <ul style="list-style-type: none"> - Māori Achievement Collaborative - ACCoS te ao Māori initiative 	MAC Cluster, Māori Lead, ACCoS	EOY review shows movement into the 'Lifting Up' or 'Ascending' Level of Poutama Reo Review	This year we used the ACCoS Poutama Reo review where the language is slightly different, 'embedded', 'developing', 'future focussed'. Our review shows a large number of embedded practices within the school with a continuous focus on the future and how we 'support learners to develop the ability and confidence to talk about a range of things in the Māori language.'
Whānau and community informed of changes to curriculum delivery and assessment practices through a range of methods: <ul style="list-style-type: none"> - Meet the Teacher evening - Newsletters - Curriculum Workshops - Authentic opportunities for sharing 'Next Learning Steps' 	SLT	Feedback from whānau in community survey remains high at 84.5% or increases.	2025 community survey shows 88.9% of parents feel well informed of changes to curriculum. With the remaining curriculum documents being released in 2026, community communication will remain a focus. See 2026 strategic and annual plans for further details.
Reporting to parents is clear, concise and timely: <ul style="list-style-type: none"> - New report template developed in consultation with parent working group to reflect new curriculum phases and progressions - Parent-teacher interviews clearly communicate children's progress against phases of learning and highlight next learning steps to parents - Attendance strategy implemented and clearly articulated to community 	SLT	80% of students attending more than 90% of the time by 2030.	The delay in guidance from MOE in regards to reporting requirements meant an interim report template was developed for both mid and end of year reports. Achievement in all core curriculum areas was reported against the new curriculum statements. Attendance has averaged 79% of students attending more than 90% of the time for the year to date compared with an average of 75.5% in 2024.

LEARNING & ACHIEVEMENT - ANALYSIS OF VARIANCE

Initiatives	Term 1	Term 2	Term 3	Term 4
Te Mātaiaho Curriculum , Maths and English align with MBS schemes and plan for implementation.	MBS scheme statements for Maths and English pedagogical approach developed	Maths progress indicators absorbed into school scheme	English progress indicators absorbed into school scheme	
	PLG - maths curriculum implementation / student [progress and achievement	PLG x 2	PLG x 2	PLG x 2
	Peer Observations	Peer Observations	Peer Observations	Peer Observations
Professional Development focuses on pedagogical approaches that are based on best practice and are evidence informed.	TOD- PLD Maths Curriculum Implementation Sue Pine modelling/co-teaching x 2 days	Sue Pine modelling/co-teaching x 2 days	Sue Pine modelling/co-teaching x 2 days	
	MOE SL/Maths PLD	MOE SL/Maths PLD		
	The Learner First PD	The Learner First PD	The Learner First PD	The Learner First PD
Assessment tools implemented across Y0-6.	NZCER Professional Development - PAT data analysis and teacher workshop	New assessment tools implemented and moderated		
	BOY assessment data used to identify baseline against new curriculum expectations	Mid-year OTJ moderation		End of year OTJ moderation

End of year review

Staff have certainly become more familiar with the new curriculum documents and the documents are very much in use across the school. The late changes (October) to the curriculum documents were unexpected and are going to mean some recalibration for staff early next year

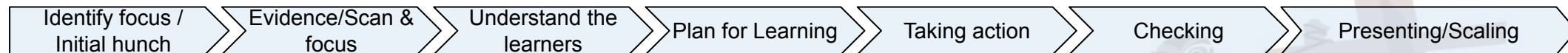
The release of the assessment tools (Smart and Year 2 Checks) have been delayed and has meant that we have had to rely more on informal, formative observations for assessments - alongside our usual standardised tools of PAT and e-asTTle.

Our Maths practice is reasonably consistent across the school now so we will shift into a period of embedding.

The major focus next year will be the English Curriculum and the implementation of the new assessment tools into both our classroom and schoolwide assessment practice and review.

Output/Activity	Who	Target / Measurement	End of year review...
Maths and English Curriculum implemented consistently across the school through the following mechanisms: <ul style="list-style-type: none"> - Scheme updated - Planning documentation reflects new curriculum language, content and aligns to scope and sequence - Observations (formal and peer) - 4 minute walk throughs - Professional Growth Cycle - PLG - Modelling and co-teaching 	SLT/ TL/PD facilitator	<ul style="list-style-type: none"> - SLT strategic reports to Board confirm progress against the milestones in plan. - Planning aligned to phases of learning, progressions and scope and sequence. 	The scheme has been updated to reflect the new curriculum, especially for Maths. There is still some further work to do for English and this has been picked up in the 2026 strategic plan. Observations, 4 minute walk throughs, Professional Growth Cycles and PLGs have all continued this year but have been focused around the new curriculum implementation. Modelling and co- teaching has continued, albeit not as often as in previous years.
PD sessions focussed on implementation and delivery of new English and Maths Curricula <ul style="list-style-type: none"> - Maths facilitator modelling/co-teaching - The Learner First - PLG - MOE funded PD days (Maths and English) - PD from MOE funded maths resource 	SLT/ TL/PD facilitator	Survey shows an increase in teacher confidence/capacity to deliver the curriculum using the resources and pedagogical supports provided throughout the year.	Teacher confidence with new Maths curriculum (pre Oct 25 update) was 97% of teaching staff somewhat to very confident. English curriculum confidence was 78% reflecting that the majority of work previously done in Maths. The Learner First and MOE Maths PLD days took place as planned. The MOE PLD was overly focused on teaching to the year level so we needed to re-orientate our staff following these sessions. Oxford Maths books have been softly implemented in Yr 4- 6.
Teachers use new assessment tools to align student achievement to new curriculum expectations. <ul style="list-style-type: none"> - PD on how to administer new assessment tools - Moderation - PAT PD 	SLT/ TL/PD facilitator	<ul style="list-style-type: none"> - Formative and summative assessment tools align with phases of learning and are used consistently to support teachers to form OTJ - Refine assessment overviews to reflect new practices and build continuity across Y0-6. 	The Smart tool and the Year 2 Maths checks have not yet been released so we have not progressed this work as much as we had planned. We have however strengthened our observational assessment practices and have started reporting to parents on the sub strands within each core area. See 2026 strategic plan for further detail.
PATs administered in Y3-6 Evaluation of end of year assessment approach.	Teachers	Scale scores at BOY 2025 show average to above average level of	The Standardised Assessment Report at the start of the year demonstrated strong progress year on year, particularly in

RAISING ACHIEVEMENT PLAN - 2025



Collaborative Inquiry Focus - To refine and embed an effective pedagogical approach to mathematics programmes

Baseline Data	Achievement targets
Establish baseline data to reflect new curriculum expectations	<p>While our achievement data reflects high achievement we recognise the subtle refinement of pedagogy to support continued success for all our students.</p> <ul style="list-style-type: none"> • Increase interest, engagement and motivation of all Meadowbank School learners in maths. • Support and accelerate the achievement of students not yet meeting expectation. • Increase opportunities for high achieving mathematic learners to engage in enrichment. • Continue to close the gender achievement gap for high achieving students in maths.

	School wide actions	Who	Resources / Budget	End of Year Review
Assessment	Assessment for Learning principles refreshed for strategic use of ongoing assessment data and tools to inform teaching and learning.	Team Leads	PLG	Team Leaders and teachers undertook PLD this year focussed on using the curriculum markers to notice and respond to learner needs. Reporting OTJs broke core curriculum areas into more granular strands.
Assessment	PAT data analysis for Maths in Year 3-6 used to inform teaching practice and ongoing teaching and learning. Supported through professional development with NZCER.	Y3-6 Teachers	PD Budget / Staff meeting time	PAT testing was conducted as per usual. Teachers undertook PLD with NZCER on effective PAT analysis at a classroom and individual level.
Assessment	Align student progress to refreshed phases of learning	Y1-6 Teachers	PD Budget / Staff meeting time	Student progress was tracked by breaking curriculum areas into the smaller strand areas. Year level markers were used more than phase as the curriculum ended up being more year by year than we initially expected.
Pedagogy	Identify focus students through achievement data and assessments. Through PLG group develop goals and strategies to support and accelerate progress, i.e. girls underrepresented in Well Above data	Y0-6 Teachers	Staff meeting time	PLGs were used to inform class learning plans as well as teacher focuses for their own professional growth cycles. Many of the teachers focused on maths extension in the second half of the year.
Pedagogy	Explicit instruction - model, practice, feedback modelled and implemented in classroom practice. Including structured lessons and outcomes, consideration of all needs and specific and actionable feedback.	Y0-6 Teachers	Existing Staff	Some teacher modelling took place this year, particularly for new staff in maths. Teacher appraisal observations all gave specific feedback.
Professional Development	Rch professional development builds teacher content knowledge and ensures a consistently strong pedagogical approach across the school: <ul style="list-style-type: none"> - NZC webinars, PLD days - The Learner First PD - PLG 	Learner First / All staff	Staff meeting time	Sue Pine was used to consolidate maths learning this year. MOE PLD providers were also used earlier in the year but their messages and approach proved problematic for our context (they encouraged a narrow focus on year level only) so we moved away from them later in the year.
Parent Partnerships	Whānau engagement through Maths workshops	SLT / Maths Team	\$500	We undertook the maths parent session/ workshop as planned. This remains a focus for 2026.
Achievement	Responsive, flexible programmes of learning to shift the achievement of children not meeting expectation.	Y1-6 Teachers / Support staff	Collaborative time / staff meeting time	Both in class and support programmes (as per learning support report) have supported children.
Achievement	A wide range of enrichment programmes continue to provide children with opportunities to extend their understanding and application of maths across a range of contexts.	SLT, STEAM teacher, Classroom Teachers	Maths Budget	Enrichment opportunities that existed prior have been maintained, other initiatives have either been strengthened or introduced.



Meadowbank School

2025 Report on Progress and Achievement



SUMMARY

The 2025 progress and achievement report below highlights the academic progress in Reading and Maths from during 2025. This report reflects data from PAT assessments (from March 2024 and 2025). The achievement reflected in the PAT results highlights Meadowbank's ongoing commitment to high quality education and fostering a supportive learning environment for all students.

OVERALL TEACHER JUDGEMENTS

Historically we have aggregated the 'overall teacher judgements' (OTJ). However with the curriculum changes this is no longer viable, with teachers now reporting achievement against each strand of each curriculum area of Reading, Writing and Maths. The annual PAT testing provides us a rigorous and reliable assessment point to monitor the ongoing achievement and progress of our students. Anecdotally we see strong correlation between curriculum OTJ's reported to parents reflected in and supported by the PAT results.

PROGRESSIVE ASSESSMENT TESTS

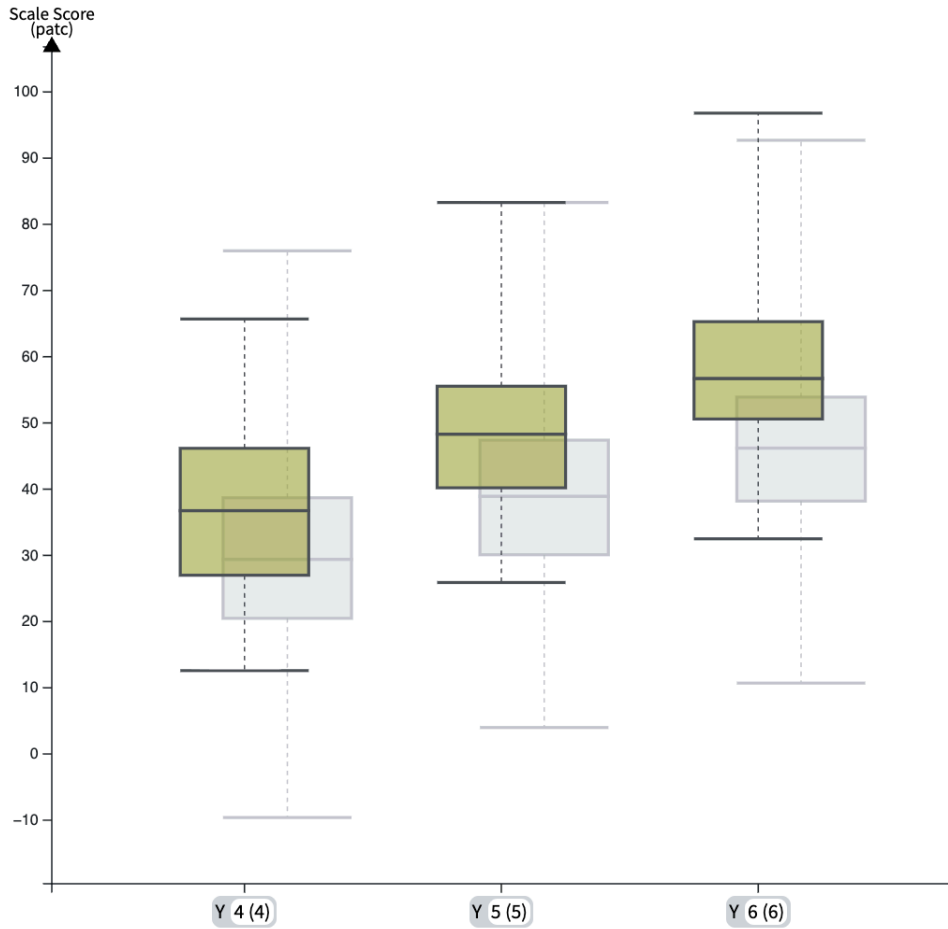
Each year our children in Years 3-6 sit a range of standardised tests in March. These tests are called PAT tests, short for Progressive Assessment Tests. The tests have been redesigned over the last ten years but the norm reference allows us to compare our achievement with standard national levels over time. These tests are just one part of an overall assessment picture. The scores are based solely on that one test so we are very careful to balance these individual scores with a rich range of other assessment tools and teacher observations.

Students receive a raw test score (e.g. 22 out of 40), which is converted into a scale. The process used to convert raw scores to scale scores takes into account the difficulty of the questions in the tests. Each scale covers all the year levels each test is aimed at, so an individual student's progress can be tracked over time. As students learn more and move through the year levels, they should move up the scale. Once a raw score has been converted to a scale score, it is possible to compare a student's achievement with the achievement of nationally representative groups of students at different year levels (known as national reference groups).



PAT DATA – MARCH 2025

READING COMPREHENSION



Reading Progress from 2025-2026

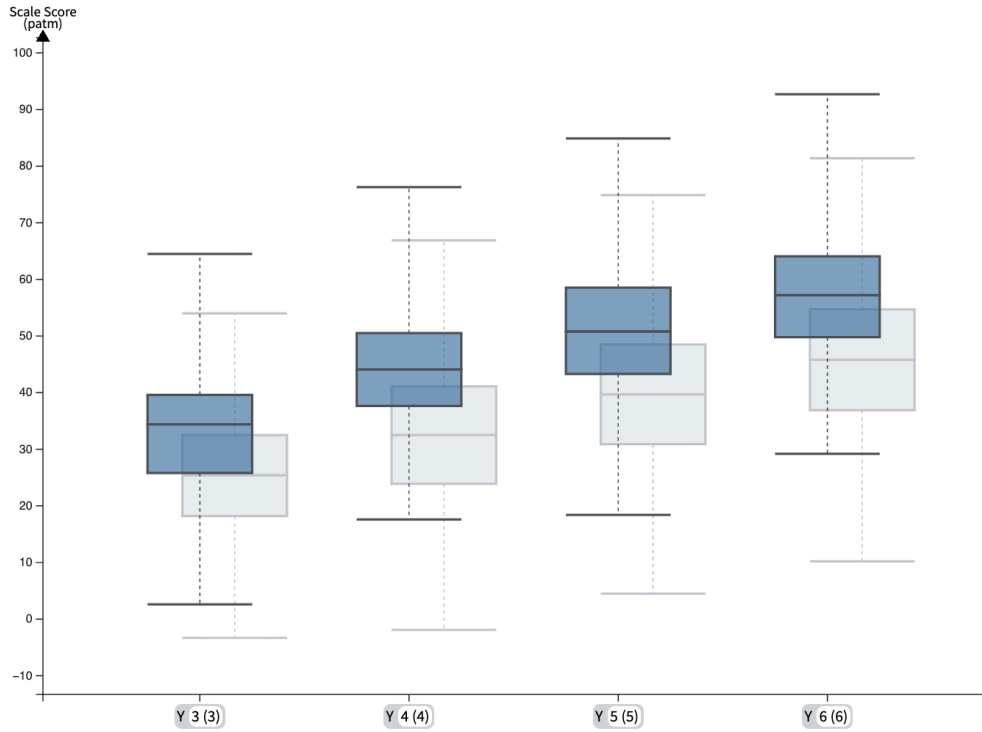
AVERAGES	*Average Scale Score	MBS 2023	MBS 2024	MBS 2025	MBS 2026	PROGRESS	Average Progress	MBS Progress
Y4	29.9	34.6	33.3	35.8	36.5			
Y5	38.9	45.5	47.0	44.3	45.6	Y4-5	9.0	9.8
Y6	46.9	53.8	59.2	54.2	54.2	Y5-6	8.0	9.9

Commentary:

- Progress over time evident from Year 4-6
- MBS scale scores all sit above national averages
- Progress on scale score achieved year on year
- MBS scale score averages are that of the year ahead nationally
- 75% of our Year 5 & 6 students achieved above the median scale score of the national reference data
- The average scale score for Year 6 is above the upper quartile of national reference data
- This all indicates high reading comprehension achievement across all year levels



MATHS



Maths Progress from 2025-2026

AVERAGES	Average Scale Score	MBS 2023	MBS 2024	MBS 2025	MBS 2026	PROGRESS	Average Progress	MBS Progress
Y3	25.4	28.1	28.3	32.6	33.7			
Y4	32.5	39.5	37.5	40.7	44.8	Y3-4	7.1	12.2
Y5	39.7	47.0	48.6	48.5	51.1	Y4-5	7.2	10.4
Y6	45.8	54.5	57.2	57.1	57.1	Y5-6	6.1	8.6

Commentary:

- MBS Maths achievement data continues to perform very highly as in previous years
- Scale score progress for all year levels is noted as higher than average national reference data
- All cohorts scale score average is that of the year above, with Year 6 average reaching the Year 9 average (57.8)
- This all indicates high maths achievement across all year levels.





Meadowbank School



MEADOWBANK SCHOOL

STATEMENT OF KIWI SPORT FUNDING 2025

Kiwi Sport is a Government funded initiative to support student participation in organised sport. In 2025, Meadowbank School received total Kiwi Sport funding of \$13,264.16 (excl GST). Funding was used to contribute to the significant contribution The Board make in the form of a full time PE Specialist. Funding was also used to purchase additional sports uniforms and gear.

The number of students participating in organised sport at the end of the school year was over 70% of Year 1 to 6 students. Meadowbank students participate in extracurricular sport under local sport clubs, including College Rifles Rugby, Auckland University Cricket Club and various Football clubs, and under the school banner students compete in Netball, Flippaball, Miniball and Hockey.

Students are also encouraged to participate in Weet-bix Tryathlon and Top Schools.

Phil Toomer
Principal



Good Employer Statement

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025.

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

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>Meadowbank School has and is compliant with the following policies and procedures:</p> <p>Health and Safety including digital safety</p> <ul style="list-style-type: none"> • Up to date emergency procedures and plans and evacuation procedures • Specific planning and processes for EOTC activities • Duty of Care - see Policy and Registers • Risk management procedure • Health and Hygiene • Hazard and injury register <p>Employment Policy</p> <p>Student behaviour management policy</p> <p>Worker engagement and participation</p> <p>Complaints Policy</p> <p>Wellbeing</p> <ul style="list-style-type: none"> • Supportive and collegial work environment • Access to EAP <p>Ongoing conversation with all staff and support form leadership where needed</p> <p>Induction</p> <p>Staff induction pack is used for new members and schoolwide operating procedures remain live.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>We adhere to our EEO Policy and the range of procedures for employment.</p> <p>The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be “Good employers”, that is:</p>

	<ul style="list-style-type: none"> ● to maintain, and comply with their school's Equal Employment Opportunities policy, and ● to include in the annual report a summary of the year's compliance. <p>Follow NZSBA and legislation processes with all appointments</p> <p>Advertise through the Ed Gazette permanent teaching position</p> <p>Encourage all shortlisted applicants to visit</p> <p>Use a compliant application form and process for all appointments - We carry out verification of all documentation</p> <p>Follow up references are conducted</p> <p>We shortlist and appoint using a matrix based on current job description and appointment criteria if appropriate</p> <p>An annual assurance of compliance with this is with EEO policy or procedures is given to the board</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>Follow NZSBA and legislation processes with all appointments</p> <p>Advertise through the Ed Gazette permanent teaching position</p> <p>Encourage all applicants and enable a pre visit</p> <p>Use a compliant application form and process for all appointments - We carry out verification of all documentation</p> <p>Follow-up references are conducted</p> <p>We shortlist and appoint using a matrix based on current job description and appointment criteria if appropriate</p> <p>Appointment panels are selected to ensure suitability of the person and no conflicts of interest</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<p>Aim to give effect to Te Tiriti o Waitangi in all processes</p> <p>Follow EEO principles</p> <p>Provide for school visits prior upon application and build relationships - Kōrero</p> <p>Offer the opportunity for whānau support at interviews, share pepeha and whakapapa links</p> <p>Facilitate conversations with whānau Māori and embrace their feedback around all aspects of te ao Māori, te reo Māori, matauranga Māori</p> <p>- have developed school wide Tikanga practises</p> <p>Have become a MAC school (Māori Achievement Collaborative)</p> <p>Include a Te Tiriti o Waitangi element in the employment questions</p> <p>Support with appropriate professional learning and culturally responsive development</p> <p>Employment criteria informed by whānau hui outcomes</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>Professional Growth Cycle – individual development and coaching opportunities</p> <p>Professional Development and Learning – Coaching and Mentoring within a school based system</p>

	<p>Varied professional learning and development programme</p> <p>Connection with development through the Kāhui Ako</p>
How are you recognising the employment requirements of women?	<p>Following the principles of EEO</p> <p>Conversations regarding return to work following parental leave</p> <p>Consider / facilitate flexible return to work plans following parental leave where possible</p>
How are you recognising the employment requirements of persons with disabilities?	<p>Through Health and Safety – ensuring that the school gives access to meet all staff and student needs</p> <p>Being open to adaptation as needed, e.g. car parks, accessibility</p>

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

Reporting on Equal Employment Opportunities (EEO) Policy	YES	NO
Do you operate an EEO policy?	✓	
Has this policy been made available to staff?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	