KELBURN NORMAL SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

Principal:	Kent Favel
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School Email:	admin@kelburnnormal.school.nz
Ministry Number:	2876
Accountant / Service Provider:	Accounting For Schools Limited

KELBURN NORMAL SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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KELBURN NORMAL 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.

Fiona McLean	Kent Favel
Full Name of Presiding Member	Full Name of Principal
Signature of Presiding Member	Signature of Principal
29 May 2026	29 May 2026
Date:	Date:

KELBURN NORMAL 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	3,023,191	3,029,772	3,033,534
Locally Raised Funds	3	322,826	174,500	331,567
Interest Received		14,833	15,000	20,752
		3,360,850	3,219,272	3,385,853
Expenses				
Locally Raised Funds	3	41,816	3,500	55,163
Learning Resources	4	1,974,651	2,001,515	1,993,440
Administration	5	246,566	246,456	247,157
Interest Paid		5,577	6,500	6,619
Property	6	1,000,815	1,022,973	1,137,604
Loss on Disposal of Property, Plant and Equipment		-	-	703
		3,269,425	3,280,944	3,440,686
Net Surplus / (Deficit) for Year		91,425	(61,672)	(54,833)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		91,425	(61,672)	(54,833)

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

KELBURN NORMAL SCHOOL

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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Balance at 1 January	514,376	556,925	556,929
Total comprehensive revenue and expense for the year	91,425	(61,672)	(54,833)
Contribution - Furniture and Equipment Grant	-	-	12,280
Equity at 31 December	605,801	495,253	514,376
Accumulated comprehensive revenue and expense	605,801	495,253	514,376
Equity at 31 December	605,801	495,253	514,376

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.

KELBURN NORMAL 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	181,704	279,917	314,480
Accounts Receivable	8	175,440	140,000	144,417
GST Receivable		1,960	8,500	8,910
Funds Receivable for Capital Works Projects	16	16,437	-	-
Inventories	9	7,364	1,000	1,031
Investments	10	350,000	100,000	150,000
Prepayments		34,783	25,000	26,684
		767,688	554,417	645,522
Current Liabilities				
GST Payable		-	-	-
Accounts Payable	12	215,149	185,000	177,135
Finance Lease Liability	15	19,526	20,000	19,173
Funds held for Capital Works Projects	16	4,131	-	14,450
Provision for Cyclical Maintenance	14	-	40,000	37,216
Revenue Received in Advance	13	80,235	55,000	53,231
		319,041	300,000	301,205
Working Capital Surplus/(Deficit)		448,647	254,417	344,317
Non-current Assets				
Property, Plant and Equipment	11	248,930	323,836	250,649
		248,930	323,836	250,649
Non-current Liabilities				
Finance Lease Liability	15	31,913	45,000	43,660
Provision for Cyclical Maintenance	14	59,863	38,000	36,930
		91,776	83,000	80,590
Net Assets		605,801	495,253	514,376
Equity		605,801	495,253	514,376

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

KELBURN NORMAL 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		544,842	430,820	536,865
Locally Raised Funds		267,271	167,743	237,222
International Students		83,460	-	44,093
Goods and Services Tax (net)		6,949	(3,500)	(4,339)
Payments to Employees		(306,973)	(360,000)	(393,737)
Payments to Suppliers		(432,547)	(228,807)	(461,472)
Interest Paid		(5,577)	(1,500)	(6,619)
Interest Received		14,833	15,000	20,752
Net cash from / (to) the Operating Activities		172,258	19,756	(27,235)
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(446)	-	(446)
Purchase of PPE (and Intangibles)		(58,222)	(69,603)	(7,765)
Purchase of Investments		(710,000)	(100,000)	(500,000)
Proceeds from Sale of Investments		510,000	-	350,000
Net cash from / (to) the Investing Activities		(258,668)	(169,603)	(158,211)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	12,280
Finance Lease Payments		(19,610)	15,000	(16,736)
Funds Administered on Behalf of Other Parties		(26,756)	-	14,450
Net cash from Financing Activities		(46,366)	15,000	9,994
Net increase/(decrease) in cash and cash equivalents		(132,776)	(134,847)	(175,452)
Cash and cash equivalents at the beginning of the year	7	314,480	414,763	489,932
Cash and cash equivalents at the end of the year	7	181,704	279,916	314,480

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

KELBURN NORMAL SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity
Kelburn Normal 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 reports 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 in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with 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 expenditure 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
A 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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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

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

Classification of leases
Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 19b.

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

i) Investments
Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

KELBURN NORMAL SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2025

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.

Property, plant and equipment acquired with individual values under $500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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 – Crown	10-75 years
Furniture and equipment	5 - 20 years
Information and communication technology	5 - 20 years
Library resources	12.5% Diminishing value
Leased assets held under a Finance Lease	3-5 years

k) Impairment of property, plant, and equipment and intangible assets
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 [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

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

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 benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 also annual leave earned, by non teaching staff, to but not yet taken at balance date.

n) Revenue Received in Advance
Revenue received in advance relates to fees received from international students and grants where there are unfulfilled obligations for the School to provide services in the future. These amounts are recognised as revenue as the School fulfils the related obligations 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.

o) 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 Revenue and Expense.

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

p) 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 schools 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.

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

The School's financial liabilities comprise accounts payable, 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

r) 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 statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures
The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

t) 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.

KELBURN NORMAL SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2025

2. Government Grants

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Government Grants - Ministry of Education	569,702	569,820	561,725
Teachers' salaries grants	1,644,416	1,650,879	1,566,684
Use of Land and Buildings grants	809,073	809,073	905,125
	3,023,191	3,029,772	3,033,534

3. Locally Raised Funds

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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue			
Fees for Extra Curricular Activities	54,187	-	85,904
Donations & Bequests	117,285	82,500	89,839
Fundraising & Community Grants	278	-	1,965
Other revenue	82,669	47,000	54,021
Trading	12,097	-	3,621
International student fees	56,310	45,000	96,217
	322,826	174,500	331,567
Expenses			
Extra Curricular Activities Costs	25,739	-	30,842
Fundraising (costs of raising funds)	278	-	1,775
Trading	2,978	-	7,868
International Student - Other Expenses	2,601	3,500	4,341
Commissions	10,220	-	10,337
	41,816	3,500	55,163
Surplus for the year Locally raised funds	281,010	171,000	276,404

4. Learning Resources

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Curricular	80,198	64,550	96,381
Employee benefits - salaries	1,800,123	1,830,379	1,801,568
Library resources	5,560	8,700	6,260
Staff development	20,167	24,700	18,747
Depreciation	68,603	73,186	70,484
	1,974,651	2,001,515	1,993,440

KELBURN NORMAL SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2025

5. Administration

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Audit Fee	12,574	7,600	10,570
Board of Trustees Expenses	5,993	1,500	3,580
Board of Trustees Fees	3,600	3,600	3,025
Communication	3,443	3,750	3,447
Consumables	9,385	6,950	8,358
Employee Benefits - Salaries	130,527	131,000	133,664
Insurance	11,770	8,800	10,048
Operating Lease	4,518	18,250	4,203
Other	56,227	56,256	62,475
Service Providers, Contractors and Consultancy	8,529	8,750	7,787
	246,566	246,456	247,157

6. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Caretaking and Cleaning Consumables	6,501	6,500	7,855
Consultancy and Contract Services	58,425	64,000	51,511
Cyclical Maintenance Provision	(9,307)	15,000	31,163
Employee Benefits - Salaries	33,141	47,500	45,149
Grounds	6,909	8,000	7,717
Heat, Light and Water	42,678	38,500	39,596
Rates	12,072	12,000	10,461
Repairs and Maintenance	38,648	20,000	36,628
Security	2,675	2,400	2,399
Use of Land and Buildings	809,073	809,073	905,125
	1,000,815	1,022,973	1,137,604

7. Cash and Cash Equivalents

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Bank Current Account	81,406	70,000	76,761
Bank Call Account	100,298	209,917	237,719
Net cash and cash equivalents for Cash Flow Statement	181,704	279,917	314,480

Of the $181,704 cash and cash equivalents, $119,021 is subject to restrictions for the following reasons:

$108,576 of international student fees relating to the 2026 school year have been collected in advance. These funds are included in Revenue Received in Advance in Note 13.
$215 of student fees relating to the next financial year have been collected in advance. These funds are also included in Revenue Received in Advance in Note 13.
$4,131 is held on behalf of the Ministry of Education for capital works projects. These funds must be applied to specific approved projects. Refer to Note 16 for details.

KELBURN NORMAL SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2025

8. Accounts Receivable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Receivables	7,060	10,000	14,664
Receivables from the Ministry of Education	-	-	1,486
Interest Receivable	-	-	-
Teacher Salaries Grant Receivable	168,380	130,000	128,267
	175,440	140,000	144,417
Receivables from Exchange Transactions	7,060	10,000	14,664
Receivables from Non-Exchange Transactions	168,380	130,000	129,753
	175,440	140,000	144,417

9. Inventories

	2025 Actual $	2025 (Unaudited) $	2024 Actual $
Stationery	2,732	1,000	918
School Uniforms	4,632	-	113
	7,364	1,000	1,031

10. Investments

The School's investment activities are classified as follows:

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Asset			
Short-term Bank Deposits	350,000	100,000	150,000

11. Property, Plant and Equipment

2025	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements - Crown	29,187	-	-	-	(805)	28,382
Furniture and Equipment	116,871	46,662	-	-	(30,898)	132,635
Information Technology	26,095	13,700	-	-	(13,427)	26,368
Leased Assets	58,475	8,216	-	-	(21,288)	45,403
Library Resources	17,670	656	-	-	(2,184)	16,142
Work in Progress	2,351		(2,351)	-	-	-
Balance at 31 December 2025	250,649	69,234	(2,351)	-	(68,602)	248,930

11. Property, Plant and Equipment (cont.)

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	$	$	$	$	$	$
Building Improvements - Crown	170,164	(141,782)	28,382	170,164	(140,977)	29,187
Furniture and Equipment	492,139	(359,504)	132,635	445,478	(328,607)	116,871
Information Technology	164,104	(137,736)	26,368	150,404	(124,309)	26,095
Leased Assets	101,734	(56,331)	45,403	93,518	(35,043)	58,475
Library Resources	43,260	(27,118)	16,142	42,604	(24,934)	17,670
Work in Progress	-	-	-	2,351	-	2,351
Balance at 31 December	971,401	(722,471)	248,930	904,519	(653,870)	250,649

The net carrying value of equipment held under a finance lease is $ 45,403 (2024: $58,474).

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.

12. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Creditors	12,183	-	21,912
Accruals	16,174	35,000	5,913
Employee Entitlements - salaries	179,216	150,000	145,217
Employee Entitlements - leave accrual	7,576	-	4,093
	215,149	185,000	177,135
Payables for Exchange Transactions	215,149	185,000	177,135
Payables for Non-exchange Transactions	-	-	-
	215,149	185,000	177,135

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Grants in Advance - Ministry	6,314	-	-
International Student Fees in Advance	73,706	55,000	52,870
Student Fees in Advance	215	-	361
	80,235	55,000	53,231

14. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Provision at the Start of the Year	74,146	74,416	42,983
Increase/(decrease) to the Provision During the Year	(14,283)	10,000	31,433
Use of the Provision During the Year	-	(7,983)	-
Provision at the End of the Year	59,863	76,433	74,416
Cyclical Maintenance - Current	-	40,000	37,216
Cyclical Maintenance - Term	59,863	38,000	36,930
	59,863	78,000	74,146

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2030. This plan is based on the schools 10 Year Property plan.

15. Finance Lease Liability

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
No Later than One Year	23,575	25,000	24,576
Later than One Year	34,793	50,000	49,201
Future Finance Charges	(6,929)	(10,000)	(10,944)
	51,439	65,000	62,833
Represented by			
Finance lease liability - Current	19,526	20,000	19,173
Finance lease liability - Non Current	31,913	45,000	43,660
	51,439	65,000	62,833

KELBURN NORMAL SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2025

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.

2025		Opening Balances $	Receipts from MoE $	Payments $	BOT Contribution/ (Write-off to R&M)	Closing Balances $
Site Fencing	*Completed*	1,450	-	(1,450)	-	-
Replace Sliding Door Track	*In Progress*	13,000	-	(20,012)	-	(7,012)
External Cladding and Joinery Rep	*In Progress*	-	13,543	(12,093)	-	1,450
LSM Site Accessibility Improvemer	*In Progress*	-	44,000	(47,250)	-	(3,250)
Hall Water Damage Remediation	*In Progress*	-	-	(6,175)	-	(6,175)
Fencing and Encapsulation of Asb	*In Progress*	-	15,669	(12,988)	-	2,681
Totals		14,450	73,212	(99,968)	-	(12,306)
Represented by:						
Funds Held on Behalf of the Ministry of Education						4,131
Funds Due from the Ministry of Education						(16,437)
						(12,306)

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

2024		Opening Balances $	Receipts from MoE $	Payments $	BOT Contribution/ (Write-off to R&M)	Closing Balances $
Site Fencing	*Completed*		7,750	(6,300)	-	1,450
Replace Sliding Door Track	*In Progress*	-	13,000	-	-	13,000
Totals		-	20,750	(6,300)	-	14,450
Represented by:						
Funds Held on Behalf of the Ministry of Education						14,450
Funds Receivable from the Ministry of Education						-
						14,450

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.

KELBURN NORMAL SCHOOL

Notes to the Financial Statements
For the year ended 31 December 2025

18. Remuneration

Key management personnel compensation

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

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	3,600	3,025
Leadership Team		
Remuneration	379,696	298,673
Full-time equivalent members	3.00	2.00
Total key management personnel remuneration	383,296	301,698

There are 7 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.

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	110-120	170 - 180
Benefits and Other Emoluments	3 - 4	4 - 5

Other Employees

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

Remuneratior $000	2025 FTE Number	2024 FTE Number
100 - 110	2	2
110 - 120	2	2
120 - 130	1	
130 - 140	1	1
	6	5

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

19. Contingencies

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

Holidays Act Compliance – Schools Payroll
The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

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

Pay Equity and Collective Agreement Funding Wash-up
In 2025 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. 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 a liability regarding this funding wash-up, which is expected to be settled in July 2026.

20. Commitments
As at 31 December 2025 the Board has capital commitments of $21,197 (2024: $14,450) as a result of entering into the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	$	$	$
J: Replace Sliding Door Track	23,356	20,012	3,344
LSPM: Site: Accessibility	60,972	47,250	13,722
Fencing and Encapsulation of Asbestos	15,669	12,988	2,681
Hall Water Damage Remediation	13,543	12,093	1,450
Total	**113,540**	**92,343**	**21,197**

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 not entered into any operating contracts.
(Operating commitments at 31 December 2024: Nil)

KELBURN NORMAL SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2025

21. Financial Instruments

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Financial assets measured at amortised cost			
	$	$	$
Cash and Cash Equivalents	181,704	279,917	314,480
Receivables	175,440	140,000	144,417
Investments - Term Deposits	350,000	100,000	150,000
Total Financial Assets Measured at Amortised Cost	707,144	519,917	608,897
Financial liabilities measured at amortised cost			
Payables	215,149	185,000	177,135
Finance Leases	51,439	85,000	62,833
Total Financial Liabilities Measured at Amortised Cost	266,588	270,000	239,968

22. Events After Balance Date

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

23. Comparatives

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

KELBURN NORMAL SCHOOL
Members of the Board
For the year ended 31 December 2025

Name	Position	How position on Board gained	Term expired/expires
Fiona McLean	Parent Rep	Re-Elected September 2025	October 2028
Kent Favel	Principal		
Susie Brown	Staff Rep	Re-Elected September 2025	October 2028
Nick Whittington	Parent Rep	Elected September 2025	October 2028
Andrea Keenan	Parent Rep	Re-Elected September 2025	October 2028
Nicola Stigley	Parent Rep	Re-Elected September 2025	October 2028
Elizabeth Keightley	Parent Rep	Elected September 2025	October 2028
Amy Austin	Parent Rep	Elected September 2025	October 2028
Michael Fraser	Parent Rep	Elected September 2022	Sept 2025
James Tipping	Parent Rep	Elected September 2022	Sept 2025
Nickie van der Beek	Parent Rep	Elected September 2022	Sept 2025

KELBURN NORMAL SCHOOL

Kiwisport / Statement of Compliance with Employment Policy
For the year ended 31 December 2025

Kiwisport is a Government funding initiative to support students participation in organised sport.

In 2025 the School received total Kiwisport funding of $4,026 (2024: $3,823).

The funding was used for various sports and activities.

Statement of compliance with employment policy

For the year ended 31 December 2025 the Kelburn Normal School Board:

- Has developed and implemented personnel polices, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspect 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 contract 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.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF *KELBURN NORMAL SCHOOL*'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

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

Opinion

In our opinion the financial statements:

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

Our audit was completed on 29 May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

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

The other information obtained at the date of our audit report includes copies of the 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.

B Rodriguez

Brooke Rodriguez
BDO WELLINGTON AUDIT LIMITED
On behalf of the Auditor-General
Wellington, New Zealand
29 May 2026

Kelburn Normal School

Ngā Tatarakihi o Ahumairangi

Annual Report
Statement of Variance
2025

Kelburn Normal School 2024-25
Strategic Plan 2024 - 2025
Ngā Tātarakihi o Ahumairangi - Mahere Rautaki 2024-2025

The New Zealand Curriculum Vision:
Confident, connected, actively involved, lifelong learners

Kelburn Normal School Vision:
"Kelburn Normal School students learn creatively and strive for excellence, preparing for lifelong learning."

"Kia auaha te ako ngā ākonga me te whai i te iti kahurangi mō te akoranga tūroa"

Key Values	Key Competencies	Key Principles	Key Practices	Maori dimensions and cultural diversity	Special Character
Pūkengatanga To pursue excellence Manaakitanga To care for others Whānaungatanga To be interconnected and part of our community	Multiple literacies (cognitive) Interaction (social) Self-efficacy (psychological)	High expectations Inclusion Coherence Learning to Learn Cultural Diversity Future Focussed Community Engagement Treaty of Waitangi	Dialogue Multiple literacies Inquiry learning Overviews Learning environment - groupings and spaces Science Capabilities Practice-based research	Kelburn Normal School adopts a culturally - responsive and inclusive pedagogy, follows the principles of Te Matauranga, the values of the Teacher's Code, and the guidance of Ka Hikitia - Managing for Success: The Māori Education Strategy.	Kelburn Normal School is a 'Normal School'. It is one of 29 in NZ. This means that it works closely with Victoria University and contributes to policy development and programmes of teacher training across the country, and assists and hosts trainee teachers to experience teaching practices at KNS. It also requires the school's curriculum to be innovative and research-based.

Pūkengatanga

We pursue excellence

Quality education where Kelburn children learn creatively and achieve excellence

Manaakitanga

We care, nurture, and protect

An engaging school with a culture of care for all children and teachers at Kelburn

Whānaungatanga

We are interdependent in our belonging to our community

Relationships that connect, include and inform our Kelburn community

Kelburn Normal School 2024 ~ Strategic Goals 2024 - 2025
Ngā Tātarakihi o Ahumairangi ~ Mahere Rautaki 2024-2025

Pillar	Te Hiranga Poutama Achieving Excellence (To grow)	Oranga Tonutanga Our Health and Wellbeing (To wrap around)	He Kura Herenga Tāngata Our School Partnerships (To bind)
Value	Pūkengatanga We pursue excellence	Manaakitanga We care, nurture, protect	Whānaungatanga We are interdependent in our belonging to our community
Strategic Goal	Quality education where Kelburn children learn creatively and achieve excellence	An engaging school with a culture of care for all children and teachers at Kelburn	Relationships that connect, include and inform our Kelburn community
Focus 1	**Te ao Māori, Culturally-responsive pedagogy, Culture and Identity** In recognising the Principles of Te Tiriti o Waitangi, and learning through te ao Māori, kaiako and tamariki embrace the bicultural nature of New Zealand society. Tamariki understands who makes up Aotearoa New Zealand, including its increasing multiculturalism, giving visibility, strength and identity to the multicultural and diverse community that makes up our kura.		
Focus 2	**Pūkengatanga, Excellence, Equity** Children enjoy success across the curriculum; 90% or more are achieving at or above the expected level in reading, writing, science and mathematics.	**Manaakitanga, Wellbeing, Agency, Voice** Children and staff thrive as individuals in a safe and positive culture.	**Whānaungatanga, Inclusiveness** School, whānau and community partnerships strengthen through interaction, invitation and effective communication.
Focus 3	**Life-long learning/ Creative Learning Pathways** Children are curious, active and creative learners who develop the key competencies and learning dispositions over time.	**Ako, Learning environments** Relationships between staff and children, through a collaborative learning environment, are positive, effective, and inclusive.	**Whānaungatanga, Participation, Citizenship** Kelburn connects with our local resources, our natural environment, with iwi and mana whenua, and with the city and its cultural institutions to enrich learning opportunities that promote a culture of responsibility for our community, our environment and our global future.

Kelburn Normal School 2024 ~ Strategic Goals 2024 - 2025
Ngā Tātarakihi o Ahumairangi ~ Mahere Rautaki 2024-2025
Connection between our Goals and the National Education and Learning Priorities 2025

Goals	NELPS
Te ao Māori, Culturally-responsive pedagogy, Culture and Identity In recognising the Principles of Te Tiriti o Waitangi, and learning through te ao Māori, kaiako and tamariki embrace the bicultural nature of New Zealand society. Tamariki understands who makes up Aotearoa New Zealand, including its increasing multiculturalism, giving visibility, strength and identity to the multicultural and diverse community that makes up our kura.	• Learners at the centre • Barrier-free access • World Class Inclusive Public Education
Pūkengatanga, Excellence, Equity Children enjoy success across the curriculum; 90% or more are achieving at or above the expected level in reading, writing, science and mathematics.	• Learners at the centre • Barrier-free access • Quality teaching and learning
Life-long learning/ Creative Learning Pathways Children are curious, active and creative learners who develop the key competencies and learning dispositions over time.	• Learners at the centre • Barrier-free access • Quality teaching and learning • Future of learning and work
Manaakitanga, Wellbeing, Agency, Voice Children and staff thrive as individuals in a safe and positive culture.	• Learners at the centre • Barrier-free access • Quality teaching and learning • World Class Inclusive Public Education
Ako, Learning environments Relationships between staff and children, through a collaborative learning environment, are positive, effective, and inclusive.	• Learners at the centre • Barrier-free access • Quality teaching and learning • Future of learning and work
Whānaungatanga, Inclusiveness School, whānau and community partnerships strengthen through interaction, invitation and effective communication.	• Learners at the centre • Barrier-free access • Quality teaching and learning • Future of learning and work • World Class Inclusive Public Education
Whānaungatanga, Participation, Citizenship Kelburn connects with our local resources, our natural environment, with iwi and mana whenua, and with the city and its cultural institutions to enrich learning opportunities that promote a culture of responsibility for our community, our environment and our global future.	• Learners at the centre • Barrier-free access • Quality teaching and learning • Future of learning and work • World Class Inclusive Public Education

Annual Report - Statement of Variance - Executive Summary 2025

Achieving our vision
Our vision for Kelburn Normal School is for a school 'where students learn creatively and strive for excellence, preparing for lifelong learning - Kia auaha te ako a ngā ākonga me te whai i te kahurangi mō te akoranga tūroa.'

Through the work of the staff, Board, and PTA we continue to experience a positive place to be and consistently experience highlights that enable us to understand how we are achieving our vision. The strong governance of the school continued after the September elections. The school was very fortunate to call on Danielle Sanders, our Deputy Principal, to be the Acting Principal in Term 1 until I began on April 28th.

Some features and highlights include:-

- The incredible work of the staff to continue to provide a strong, consistent, well-researched teaching and learning and care programme to the tamariki.
- The Kahui Ako further strengthened our connections with Wellington College, Wellington Girls, Brooklyn, Karori Normal, Wadestown, Karori West, Makara and Northland School. Clifton Terrace and Otari School joined the Kahui Ako this year as well and Our annual interviews with Y10 students at College showed Kelburn had prepared them well for college. The Kahui Ako was disestablished at the end of 2025.
- The Kelburn ethos of manaakitanga which provides a collective strength to our community and promotes independence and individual responsibility, was highly evident in 2025 - the welcome of me and my whānau to the school community as tumuake in the mihi whakatu at the beginning of each new term. As we do every term for all new tamariki and staff. It was also highly evident at our Matariki celebrations in June.
- We continued to expand culturally sustaining pedagogy using Matua Jason and Jeremy as experts to give kaiako and tamariki with kapa haka, te reo Māori and tikanga Māori. Matua Henare continued with senior kapa haka. Also the continued engagement with Ti Atiawa iwi through Kura Ahurea and the Kahui Ako.
- Katharina, Rachel, Emily (up to Term 2), Anna, Nicole, Jeremy, Kamala and Tristan continued their work with ensembles to sustain the high-quality music programme at Kelburn - our orchestra, Lyrica, Xyla Beat. Xyla fun, Recorder Ensemble and our Rock Bands.
- Our performing arts programme saw continued high levels of engagement. We still shared Tupu, Whanake, Whānui, Māial assemblies where there is much performing arts, music and presenting. The rock bands gave a concert one lunch time that was a real success. Our Kapa haka performed at Kahui Ako festival and were incredible. We held our end-of-year Musical Refreshment concert at St Andrews which was a wonderful celebration of musical programme at Kelburn.
- As 2025 was a leap year for EOTC camps - we will go to Riversdale and El Rancho at the beginning of Term 1 next year. We instead saw a number of city of Wellington experiences for the tamariki - sports days, .
- Staff and student surveys, staff attestations were positive about the school, with students continuing to feel safe at school.
- Hosting and high staff attendance at the Whakamana mana reo Drama Conference.

Putting Manaakitanga into action
Staff continued to look closely at our ways of working to have a harmonious feel to the way we work together. We extended our Manaakitanga approach (PB4L) to reframe the way we connect with and manage our students inside and outside the learning spaces. We had a good student council who engaged well with the tamariki and especially in their areas. Within the school we were careful in the support of tamariki wellbeing, and their connection to the learning. All Team Leader, the Deputy Principal, Associate Principal assisted me greatly in supporting tamariki and their whānau pastorally across the year.

Celebrating our academic results
In 2025, our tamariki continued to return excellent student achievement results in reading, writing, maths and science. Maths achievement continued to improve using the problem-solving approach.

BSLA has proven to make a real impact for tamariki's access to literacy and learning. For our oldest students, in Year 8, over 50% of students achieved in the "well above" category in all 4 disciplines, which is double the national average. The work of all the staff is to be congratulated.

In 2025, the school continued to work on sustaining its support for students with learning difficulties, expanding its online support toolbox and strengthening its understanding of neurodiverse learners, making improvements for children to grow their dispositions as learners. Our learning support team consisted of Katharina,Kaajal, McKenize, Anna, and Ruby. This team was superbly led by Danielle Sanders.

Celebrating our learning culture
Our powerful learning culture continued to develop as we referenced our Creative Agency Framework- work influenced by further delving into Claxton's learning power, the 4 types of agency - resilience, resourcefulness, reflectiveness and reciprocity. Our drama kaupapa saw every team devise and perform a play or Drama Sharing. The progression through the school was evident in our Drama Sharing with Tupu, all the way through to our Year 7 and 8 students who performed Shakespeare's Hamlet and The Tempest to packed houses at the Gryphon Theatre. The school research question for Teacher Inquiry continued to focus on agency and engagement.

Staff have been engaged in the refreshed curriculum around mathematics and embedded the new mathematics resource - Maths No Problem across all areas of the kura. Staff attended two mathematics professional development days with Northland School and Wadestown School. There are two more days organised for 2026.Staff also held a Whānau Information Evening for the community on refreshed curriculum changes.

Our strategic goals
These goals, focusing on school improvement, are working really well to drive school growth and positive change. For the children, they are easy hooks to share and include the tamariki in all activities in the process of engagement and improvement.

This report recognises the evidence of working with and meeting these 3 goals of:

1. Pūkengatanga - Achieving excellence
2. Manaakitanga - Wellbeing
3. Whānaungatanga - Partnerships.

Kent Favel - 25/1/2025 Tumuaki, Principal, Kelburn Normal School

Strategic Action Plan - 2024 - 2025 - Variance, actions and progress for 2025

Strategic Action Plan - 2024 - 2025 - Variance, actions and progress for 2025

Strategic Pillar 1 - Te Hiranga Poutama –'Taking steps to achieving excellence'		
Quality education where Kelburn children learn creatively and achieve excellence		
Strategic Goal	Actions (What are we doing)	What we did.
Principles of Te Tiriti o Waitangi, **Te ao Māori / Culturally-responsive pedagogy / Culture and Identity** Children learn inclusively, in ways coherent with the Principles of Te Tiriti o Waitangi, the bicultural nature of New Zealand society, and its increasing multiculturalism.	1. Our learning spaces, assemblies, mihi whakatau, events, staffroom, and meetings are rich with te reo and tikanga. 2. Teachers continually develop their skills and knowledge to improve their capacity to successfully work with children in this area. 3. Teachers and support staff incorporate Te Reo and waiata in daily usage to strengthen te reo Māori for kaiako and tamariki. 4. Aotearoa NZ histories curriculum widens the access to te ao Maori through a bi-cultural and multicultural analysis of how Aotearoa is today. Promote opportunities for te reo Māori by using Kapa Haka experts and our talent Matua (Jeremy/Henare/Jason). 5. Progress staff understanding of Culturally Sustaining Practices for Curriculum through engagement with Ti Atiawa, Kura Ahurea, CORE and Kahui Ako. Ensure Maori perspectives are consistently examined in each unit of inquiry.	As a staff we reflected and articulated what we did in 2025: • Kura Ahurea saw 3 staff (leadership/kaiako) engaging with Te Atiawa on understanding the purakau of Te Whanganui-a-Tara. This will be shared with tamariki in 2026. • Matua Jason and Jeremy continue to provide and strengthen te reo and tikanga Māori teaching, including waiata, whakatauki, history and te ao Māori. Te reo and tikanga are now embedded within class routines; karakia is in place at all levels. • Te reo and tikanga are now embedded within class routines; karakia is in place at all levels. Karakia and Whakatauki to start the day. Karakia Kai before eating (Whānui) • Termly mihi whakatau to welcome new tamariki and staff to our school, School hui/assemblies - 4 per term • Whetu o te Wiki, Matariki celebration • Junior Kapa Haka is strong. Those not in Kapa Haka are spending this time learning Te Reo. Kapa haka worked hard to perform at the Kāhui Ako festival held again this year, with the 10 schools in action from primary to secondary. Two kapa haka rōpū were supported by Matua Henare, Rebekah, Rachel and Jeremy, Emily, and Marianne, and each ara has kapa haka lessons for a term once a year • Dialogic pedagogy reflects the ako learning relationship implicity - consistent, ongoing and in context. Te ao Māori reflects all the time. • Ra whanau/happy birthday, Learnt mihi in Tupu • BSLA is culturally sustaining
Pūkengatanga / Excellence/ Equity Children enjoy success across the curriculum with 90%	1. In 2025, embrace structured literacy and maths process by strengthening BSLA through to Year 7 and introducing MathsNoProblem resource from Y1-Y8. 2. A wide range of learning experiences are available to students. This is communicated to whānau who are aware of what tamariki are learning at school, including learning opportunities	As a staff we reflected and articulated what we did in 2025: • Structured (BSLA) and BSLA assessment were undertaken • Maths No Problem introduced as a new resource from Term 1 • Communicated via Seesaw, termly newsletters and updates in the school newsletter re takariki progress

or more achieving at or above the expected level in reading, writing, science and mathematics.	outside the classroom. 3. Our teachers and learning support team continue to develop their toolbox for working with neurodiverse learners and adapting pedagogy and the curriculum to best suit their learning needs. 4. Individual Education Plans are developed and revisited regularly, and students achieving below or beyond cohort expectations experience support/extension through class and group as appropriate. 5. Use teacher strengths to provide expertise with the learning environment, as well as engage class descriptions, record relevant student achievement information and regular assessment and examples contribute to a learning picture. 6. Underachieving students identified and have support/strategy in place and ethnic/gender differences analysed for equitable outcomes. 7. Using experts - such as music teachers, kaiako and whānau. 8. Promote additional opportunities such as ensembles, music lessons, chess and code club, sports, tuakana teina relationships, and cultural and leadership opportunities.	• Celebration of learning well attended • Presenting recent learning at each school assembly by host class was well received • Learning spaces - pod and /or nui reflect what is going on - art, writing, enquiry • Matariki, Easter and Christmas Crafts and Discovery Time - opportunities for families to be involved in lower end of school. • BSLA whanau meetings and new entrant chitchats • Cycle of inquiry: We use our Creative Indicators to reflect on children's progress - that flows into Grid 1 and 2 and Class descriptions and our forums • IEP's for particular students - happen regularly, with parents part of the process and • Extra help provided is vast - through RTLB, Speech Teachers, Hearing Support, Tier 2 BSLA, BUZZ, liaising with SPELD therapists and tutors • Regular meetings with all families when needed • Student learning examples: Daily - writing/reading - guided reading groups, oral language development in Rich picture book, BSLA Lessons - learning about sounds, word chains etc. Fidelity to the BSLA programme., Books sent home Mon-Thurs, poem on Friday.BSLA parents weekly information sheet with home learning activity suggestions. • Writing using examples, multi-modal oral language experiences, daily BSLA sentence writing, letter formation (printing) personal writing related to topic and recounts and celebrations. • Assessment to track progress - BSLA Assessments, letter and sound tests, running records • Maths- daily instructional lessons both small group and class with flexible grouping and Maths No Problem (adapted based on needs of tamariki) • Mahi Ngatahi, Innov8 & Chapter Chat, Target specific teaching • Independent games and resources to reinforce knowledge, JAM regularly (Years 1-2, year 3s who need this) • Strong routines for learning - while we had some changes in staffing throughout the year teachers were focussed and steady in curriculum delivery. • Our LAs provide learning support using Numicon target maths programmes, Steps, Lexia, Buzz, Early Words Reading, and Phonics Plus etc in support of each student's IEPs. • High proportions of students are part of ensemble groups promoting engagement with the school programmes - junior/senior kapa haka; Tūī, Piccolo, Lyrica choir, Orchestra, Xylo Beats, Xylofun, rock bands, eco club, chess club, private music lessons. • Whānau frequently have the opportunity to be at school to support learning as experts sharing their culture, and expertise, as classroom help and for our Y7-8 career education programme.

		• Dialogic pedagogy differentiates learning by design, and high-ceiling activities offer opportunities for talented children to excel through a range of activities such as UDL, project-based, teacher-led, individual/small group/larger group configurations. • We take great advantage of our 'close to city' location through the use of local community resources such as the cable car, Waterfront, National Library, Botanic Gardens,
Life-long learning/ Creative Learning Pathways Our curriculum enables children to be curious, active and creative learners and develop the key competencies and learning dispositions over time.	1. Teachers plan confidently and work collaboratively, ensuring a rich curriculum is delivered and their strengths are available to the children, and local experts can be used to enhance the learning and the opportunities at KNS. 2. Monitor students so we understand their learning needs, and create the next learning steps. We use data to collate and analyse to implement changes to programmes. 3. Build a set of examples and artefacts for quality work, and progressions in curriculum areas, so clear procedures are in place to identify and involve appropriate students in learning experiences. 4. Groupings of students are provided to the extent that school resources allow and these resources are planned and managed effectively. 5. Ara have arranged a wide scope of learning opportunities each term from the Kelburn Curriculum, reflecting the NZ curriculum, and share this with whānau. 6. Supporting progressions in drama, science, writing, Aotearoa histories.	As a staff we reflected and articulated what we did in 2025: • Strong planning structures (LTP, Unit plans, Weekly/team based planning) • Curriculum and long-term plans are developed on the basis of child strengths, interests and needs of the learner. • Regular and timely assessments identify and plan for the next learning steps - formally and through observations. Mahi NgaTahi and Discovery Time and Innov8 provide Y1-4 children with opportunities to explore, play and initiate learning opportunities, closely aligning to our creative agency framework. • Regular assessment - transitioning between programmes and curriculums • Themed units have successfully woven all the curriculum areas together, allowing tamariki voice and to approach learning in multiple ways, reflecting Universal Design for Learning). • Use of OTJs to track learner progress and report to parents. • Ability and mixed ability grouping • Goal Setting with children and parents • Varied and engaging units which were integrated across the curriculum. • Maths No Problem introduced and adapted to fit the needs of tamariki • Curriculum and long-term plans are developed on the basis of child's strengths, interests and needs of the learner. Regular and timely assessments identify and plan for the next learning steps - formally and through observations. Mahi NgaTahi and Discovery Time and Innov8 provide Y1-4 children with opportunities to explore, play and initiate learning opportunities, closely aligning to our creative agency framework. • Groupings are flexible and not based on ability, gender, or age, although at times, this may be an option to get more personalised or interest-related instruction. Collecting regular reflections and student voice on learning tasks for student agency- mostly through reflection letters or class conversations has been powerful in understanding student agency. • Spaces are used flexibly and can support teacher strength and the creativity of the programme. No one owns space and the corner rooms are used extensively as a creative space and for variety. It also means we can do whole ara work (hui, messages) through small group tuition (such as Learning Support).

		• Themed units have successfully woven all the curriculum areas together, allowing tamariki voice and to approach learning in multiple ways, reflecting Universal Design for Learning). • Support for children who need extra support (e.g. Tier 2 and BUZZ) - Learning buddies (particularly in Mathematics) - Books and Seesaw posts reflect their mahi of the term - Weekly discussions (during Ara hui) about tamariki of concern, and tamariki to celebrate - Writing exemplars - and moderation - Incorporate other curriculum areas into our literacy and numeracy programmes effectively - Successful devised theatre (dramas) collaboratively - Ara's hosting assemblies

Strategic Pillar 2 ~ Oranga Tonutanga – 'Wrap around support for all'

An engaging school with a culture of care for all children and teachers at Kelburn.

Strategic Goal	Actions (What are we doing)	What we did.
Manaakitanga, Wellbeing, Agency, Voice Children and staff thrive as individuals in a safe and positive culture that nurtures their strengths and their needs, and their support for each other and engage fully with the varieties of learning.	1. Hauora programmes, such as our values, our HEART, using dialogue and drama, and our definition of manaakitanga run through the learning spaces at all times. 2. This year (2025) we are accessing the Mitey programme 3. Positive Behaviour for Learning (PB4L) refines our practice, strategies and documentation. 4. Using Te Whare Tāpu Wha and Sue Roffey's work on Well-being to guide our structural planning of learning programmes to address the growth of the whole child. 5. Using our collective strength we promote inclusivity for all our tamariki and understand the diversity of our students. We achieve more together, not on our own. 6. Our Hauora well-being work and regular mentoring supports tamariki at school. Kaiako work with whānau to put tamariki hauora, and engagement as a priority.	As a staff we reflected and articulated what we did in 2025: • Mitey • Harold the giraffe • Whetu o te wiki • Chocolate fish • Whanautanga (staff meeting) • Regular check-ins with HLT • Post-play time check ins with individuals where needed • Birthday celebrations • HEART Awards • Te whare tapa wha • Mitey PLD and brief introduction with akonga • We use the concept of hui extensively for well-being, our spaces allow this, enabling the celebration of dialogue as required. This promotes inclusiveness across each ara, building student efficacy, social problem-solving, acknowledging individual tamariki, but working together for the good of the team. • A culture of manaakitanga is present within the learners, meaning that issues are frequently addressed by the community of learners, without direct intervention from teaching staff. • Navigating the Journey schoolwide continues to have a powerful influence within Kelburn for positive relationships and for also understanding body change and puberty. The Whānau connection with this programme is positive. • We have increased ways of 1-1 pastoral discussions in teacher release or using the space to enable this to happen - building wellbeing strength - not just for learning but also for relationships. • Engagement as Kahui Ako interviewing Year 10 school leavers' reflection on their time at Kelburn showed our positive role in student development. The Kahui Ako acts as a meta-framework, not directly impacting classroom practice, but informing teaching practice.
Ako, Learning environments Relationships between staff and children, through a	1. Our culture of learning at KNS celebrates what each child brings to the learning space. 2. Teachers configure learning groups and use spaces flexibly and effectively for children to enable them to grow, be innovative and resourceful. 3. Our school question to promote better learning for 2025 - What	As a staff we reflected and articulated what we did in 2025: • Treaties and agreements in HLT encouraged children to manage themselves and look after school resources and equipment. We have respectful children. • The kaiako are welcoming and warm towards new tamariki. Spaces look welcoming, and are a tidy and organised space. The Annual

collaborative learning environment are effective, positive, and inclusive, and display the values and the mana of the school to the community.	teacher actions are taken to cultivate dialogue between students, and what do you notice about how Ākonga respond? 4. Using Seesaw (Y1-4) and Google Classroom (Y5-8) to generate qualitative assessment data that builds a learning profile of students. 5. Staff and tamariki care for our spaces and grounds so that they can be fully enjoyed, and represent the values and the mana of the school to the community	Netball game • Teachers looked for opportunities to use small mixed ability groups to utilise tuakana teina, and class discussions for children to learn from the expertise and ideas of others. Flexible groupings ensure learners can work in a range of settings. • Seesaw provides a platform for children's work to be celebrated at home and school. Seesaw reflects relationships we have have with the tamariki - reciprocal relationships • Staff completed thrice termly comments on the school and team question, identifying student and home learning team progress across the year. This research was a collegial process with staff able to see individual posts and understand the pedagogy applied to improve learning experiences. • Drama remains a real strength at Kelburn. Each Ara, over the course of a term, writes and produces a play onto the stage, building relationships between children and their teacher, and enabling children to express themselves and their mana. • Our recent forum question reflected this, and was beneficial for kaiako to have meaningful conversations • We have high expectations about how we look after our space and school and our equipment. • The pods reflect the learning, the nui space too, when working communally • Times we collaborate: - Forum & Grids - promoting dialogue through mathematics - Tamariki ara hui, Weekly goals, reflection time- Coaching - Learning/Maths buddies - Eco Club, chess club, craft club, code club, - during break times. • Road patrol/PE shed, Library monitors - service to the school. • Peer feedback to areas after plays performance.

Strategic Pillar 3 ~ He Kura Herenga Tāngata – 'Uniting our community in partnership'		
Relationships that inform, include, and connect our Kelburn community.		
Strategic Aim (Goal)	Actions (What are we doing)	What we did.
Whānaungatanga, Inclusiveness KNS, whānau and community build effective partnerships through interaction, invitation and effective communication	1. Enable whānau to access information about the child's progress in learning, and the school's progress. 2. Teachers and staff are communicative and open to informing and promoting whānau discussion around children's learning, including using Apps and Tools to share student work with whānau. 3. Ensure processes for communication for whānau for children with different learning needs, for new families, for new immigrant families and for whom English is a second language. 4. Our parents and whānau group have many strengths and can add strength to our learning landscape to enhance our whanaungatanga. 5. Blended learning, using digital devices and multiple literacies, increases tamariki and kaiako access to resources and opportunities and enables sharing with whānau. 6. Messages reinforced to the school community to extend the reach of our sustainability message - eg walking to school, waste minimisation	As a staff we reflected and articulated what we did in 2025: • Weekly school newsletter - and Nga ta tarakihi celebratory monthly newsletter. Website and facebook kept up to date of school happenings. • Moving March supported whānau to explore other ways of transport to school. • Picnic and beach day, Easter/Christmas crafts, Matariki, The Musical Refreshment • BSLA/navigating the journey meeting • Board/PTA meetings • New curriculum/reporting evening • Parent helpers visiting classes or attending EOTC trips • Celebration of learning • Chit chat evening form new whānau to Kelburn • Book character day, School Hui, Junior performance assembly • Digital tech - innov8, seesaw, publishing writing • Zoo sleepover • Learning support communications to whānau; Individual Education Plans as required; frequent meetings with whānau of children with learning and behavioural needs - engagement high and taking a collaborative approach to support tamariki. • Frequent opportunities for whānau engagement for student achievement feedback - 2 x 3 way learning conferences and goal setting, 2 x written progress updates; 2 x celebration of learning. • Assemblies - Student led sharing of mahi with the community. • The Musical refreshment • Play performances/ drama sharing in Term 2 and 3 • Celebration of learning • Whanau information evenings including navigating the journey, maths, camp, curriculum changes • Pastoral care and support through our ELL teacher for new students.
Connections, Participation, Citizenship Kelburn connects with our local resources, our natural	1. We use the city, and the many experts within our proximity to Wellington as a resource to support and enhance our learning. 2. The Kahui Ako (10 connected schools) use their relationships to expand each school's capability, in particular well-being strategies, graduate profiles and gathering data around creative agency.	As a staff we reflected and articulated what we did in 2025: • Student Clubs and Activities- Can collection, Student council, Eco , Club. School Assemblies • Topics - Native Bird topic, Antarctic topic • The Board continues to lead a Gully restoration project with a playground repair and upgrade in 2025 and will continue in 2026.

<table>
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<td>environment, with iwi and mana whenua, and with the city and its cultural institutions to enrich learning opportunities that promote a culture of responsibility for our community, our environment and our future.</td>
<td><ol start="3">
Embed culture of sustainability through learning opportunities, and continue to reinforce all environmental and recycling practices.
Contexts for learning have relevance to the child, and reflect what is close to them, while expanding their horizons and knowledge about communities in local and global context.
Problem-solving and collaborative ideas are encouraged to improve local and global conditions for communities.
Using critical literacy in the digital space to understand digital citizenship and its community.
Using Apps and Tools (Google Classroom/ Adobe Spark/Podcasting) to enable students to become more resourceful and reflective as learners.
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<td>
A connection has been strengthened with Te Atiawa through Kura Ahurea cultural programme in 2024. This is a highlight for our kura development.
EOTC Week - explored local areas, Matiu Island, Petone museum
Vivisiting Artist/science DR's give presentations
Internal PLD (staff hui) of Kura Ahurea content
Pack the bus - Wellington City Mission Christmas Appeal
Students experienced:

Exhibitions in the local community; walking to the Botanic Gardens; NZ author workshops; Doc Edge film festival; Kahui Ako kapa haka festival (whakanui ahurea); Gryphon theatre; Ki O Rahi,
Parents invited in to share their expertise in a variety of opportunities including career talks
Lyrica performances such a Kids Sing and church performances

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Kelburn Normal School - Annual Student Achievement Targets 2025

Strategic Aim - Achieve equitable outcomes across all groups so 90% or more of all students are achieving at or above the expected level in reading, writing, mathematics and science.

Reading 2025

Key themes:-

- **BSLA is now operating from Y1-6**
- **Ensure equitable outcomes between students.**
- **Minimise any gap in achievement in reading between boys and girls across the school from years 4-8.**
- **Minimise the number of children achieving below the expected level of achievement**

2025 target

Using NZCER PAT reading test in term 1 and AsTTle reading in term 1 and term 4, achieve equitable outcomes for learners throughout the school achieving 'at or above' the expected NZ curriculum level as we look for an aspirational target of

- 90% of all students 'above' the expected level at PAT stanine 5 and specific year group cohort AsTTle curriculum level
- 45% of all students well above the expected level in Reading at stanine 7 and specific year group cohort AsTTle curriculum level,

Cross check priority learners progress, at all levels, using various literacy assessment tools and be able to report accelerated levels of progress of these learners.

Writing 2025

Key theme:-

- **BSLA is now operating from Y1-6**
- **Ensure equitable outcomes between students.**
- **Minimise any gap in achievement in writing between boys and girls across the school from years 4-8.**
- **Minimise the number of children achieving below the expected level of achievement.**

2025 Target

Using our writing moderation processes from the NZ Literacy progression examples we continue to strive to increase the number of students throughout the school achieving at the 'above' the expected' NZ curriculum level as we look to ensure there is no achievement gap in writing between girls and boys.
In 2025 we have an interest to progress in progressing students at Y5 and Y6.

Report on accelerated progress of the children not at the expected level in early 2025 by reporting term 4 2025 achievement results in writing that show progress with less tamariki working at the below expected level.

Maths 2025

Key theme:-

- **Introduce MathsNoProblem a new maths resource for learning at Kelburn.**
- **Invest in and utilise PLD for training teachers in this resource.**
- **Through good teaching practice ,minimise the number of children achieving below the expected level of achievement**

2025 Maths target

Using NZCER PAT Maths test in term 1 and AsTTle number in term 1 and term 4, show growth in the number of students throughout the school achieving 'at or above' the expected NZ curriculum level as we look for an aspirational target of -

- 90% of all students 'above' the expected level at stanine 5 and specific year group cohort AsTTle curriculum level
- 45% of all students well above the expected level in Maths at stanine 7 and specific year group cohort AsTTle curriculum level, and therefore showing a high aptitude for maths.

Science 2025

Key theme:-

- **Ensure equitable outcomes between students.**
- **Show student achievement in Science by reporting science capability using PAT Science and OTJs- Science in 2025**

2025 Science target

We need to know that our students show an understanding of the science capabilities.
Using the collection of OTJs from progress updates we will gather student achievement information in science that informs the community about levels of science achievement that are relative to student achievement results in Maths, Writing and Reading.

Kelburn Normal School – Variance, actions and progress in student achievement for 2025

Reading 2025

Key Goals:-

- Ensure equitable outcomes between students.
- Minimise any gap in achievement in reading between boys and girls across the school from years 4-8.
- Reduce the number of children achieving below the expected level of achievement

2025 target

Using NZCER PAT Reading test (norm referenced test) in term 1

- 90% of Y4-8 students 'at and above' the expected level in Reading at stanine 5
- 45% of Y4-8 students well above the expected level in Reading at stanine 7

Information from 2024

There are a few key things to note from previous years :

1. Having the overall school mean score sitting at 6.6 (range 6.4 - 6.9) shows high levels of achievement. As a whole school cohort we have scored 86% at or above stanine 5. This means between 8- 9 children out of 10 children are at or above stanine 5. This is a strong overall cohort performance.
2. Girls' mean score is 7.0 compared to boys at 6.4. Interestingly girls significantly sit higher than boys in Y4,5,7
3. The ongoing goal is to have good reading capability established going into the Year 3-4 (Whanake team) and then to keep children achieving in reading at Year 7-8 (Māia team - particularly older boys).c

2025 Results against 2025 Target.

Target 1 - Reading Comprehension - 90% of children at or above stanine 5

- The school mean average is 87%, slightly up last year's 86% - while we have returned a strong cohort performance - only 2 year groups attained 90% - Y4, 7 achieved this, In 2024 only 1 year group - every other year group had extra tamariki in the bottom band. Overall we have improved our mean score to 6.7 which was 6.6 in 2024.

Target 2 - Reading Comprehension - 45% of children at or above stanine 7

- The school mean average is 61% and in 2024 it was 54% and so this target has been achieved at all levels - Y4,5,6,7,8 levels and whilst the target set at 45% is ambitious, student achievement at the top end is very high. The national average of this group is 24%. The Y4 and Y8 groups both came in at 72% - the highest cohorts. BSLA is making an impact.

Notes:

- Having the overall school mean score sitting at 6.7 (range 6.1 - 7.1) shows high levels of achievement. As a whole school cohort we have scored 87% at or above stanine 5. This is a strong overall cohort performance.
- Girls' mean score is 7.2 compared to boys at 62 . Girls significantly sit higher than boys in Y5,6,8 - yet in Year 4 and 7 boys are slightly higher. Girls in Y8 had an average Stanine of 8.2!
- Year 4 has again done very well to meet the targets which does not always happen for their first up PAT, with the Y4 boys doing extremely well.
- Gender groups to monitor include the Y4 boys and Y6 boys.
- 18 of the tamariki are under stanine 5 - some of whom are new to the school in the last 18 months. There are 14 boys and 4 girls - but 8 of the 18 children are at stanine 4 and very close to the target.

AsTTle Reading taken in October 2025

This test covers a wide range of reading skills, including comprehension and inference. The Reading results are pleasing - a feature being the very high achievement levels of the students as exemplified in the Console report.

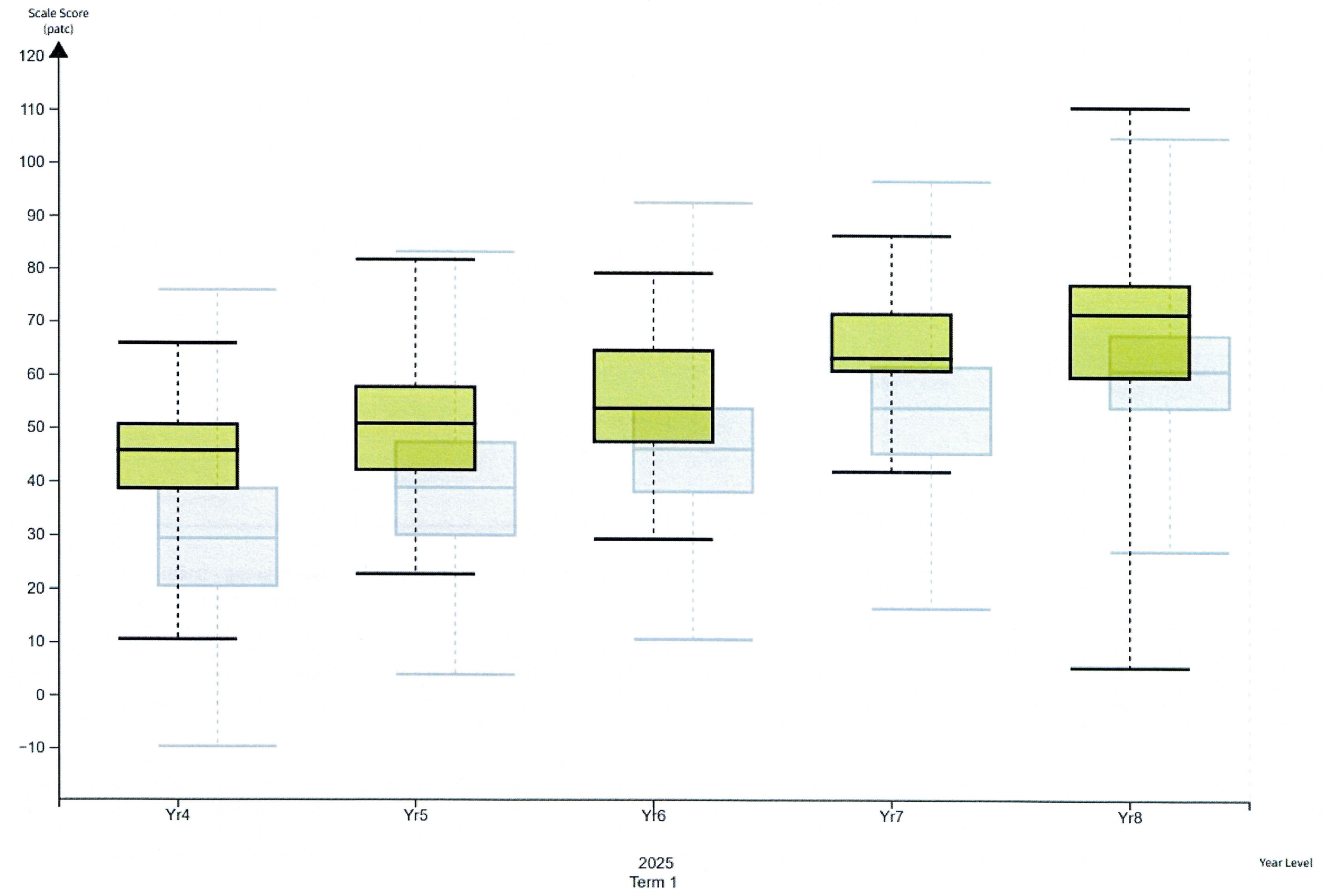
The target is to have 90% at or above, and this has been achieved at Years 4,5 and 7 by tamariki y. These are very strong results. Year 6 are at 89% and Year 8 are at 79% at tamariki are achieving at or exceeding the expected end of year level
Achievement **at or above** end of year expected levels is as follows: Y4 - 97%; Y5 at 92%, Y6 at 89%, Y7 at 93% and Y8 at 79%.
The year 8 cohort's achievement at or above was 93% in 2024 and it has dropped to 79% and this is an area requiring further analysis. Year 4 achieving 97% at or above the standard is excellent. The Year 7 cohort also improved from 91% to 93%.

2025 Box and Whisker Graph for Reading
These Box and Whisker graphs show our cohort achievement against the National norm. Kelburn is the Green box while the NZ average is in grey.
This graph shows Kelburn students attainment is well above the National average.

Results: Reading analysis
This shows Kelburn tamariki are doing very well in reading comparatively against their peer cohort across New Zealand. As it was in 2024, the Kelburn median score (line in middle of box) is at or above the top of the NZ average box in year 4,5,6,7,8 - all levels.

Particularly pleasing is the tight average 'scoring' of Years 5, 6, 7, 8 and also indicates the bottom score for these levels is still doing well. In the case of year 5 the bottom score is actually at or nearly at the bottom of the NZ average group.
Note the overall Year 8 girls result - this is pleasing compared to New Zealand

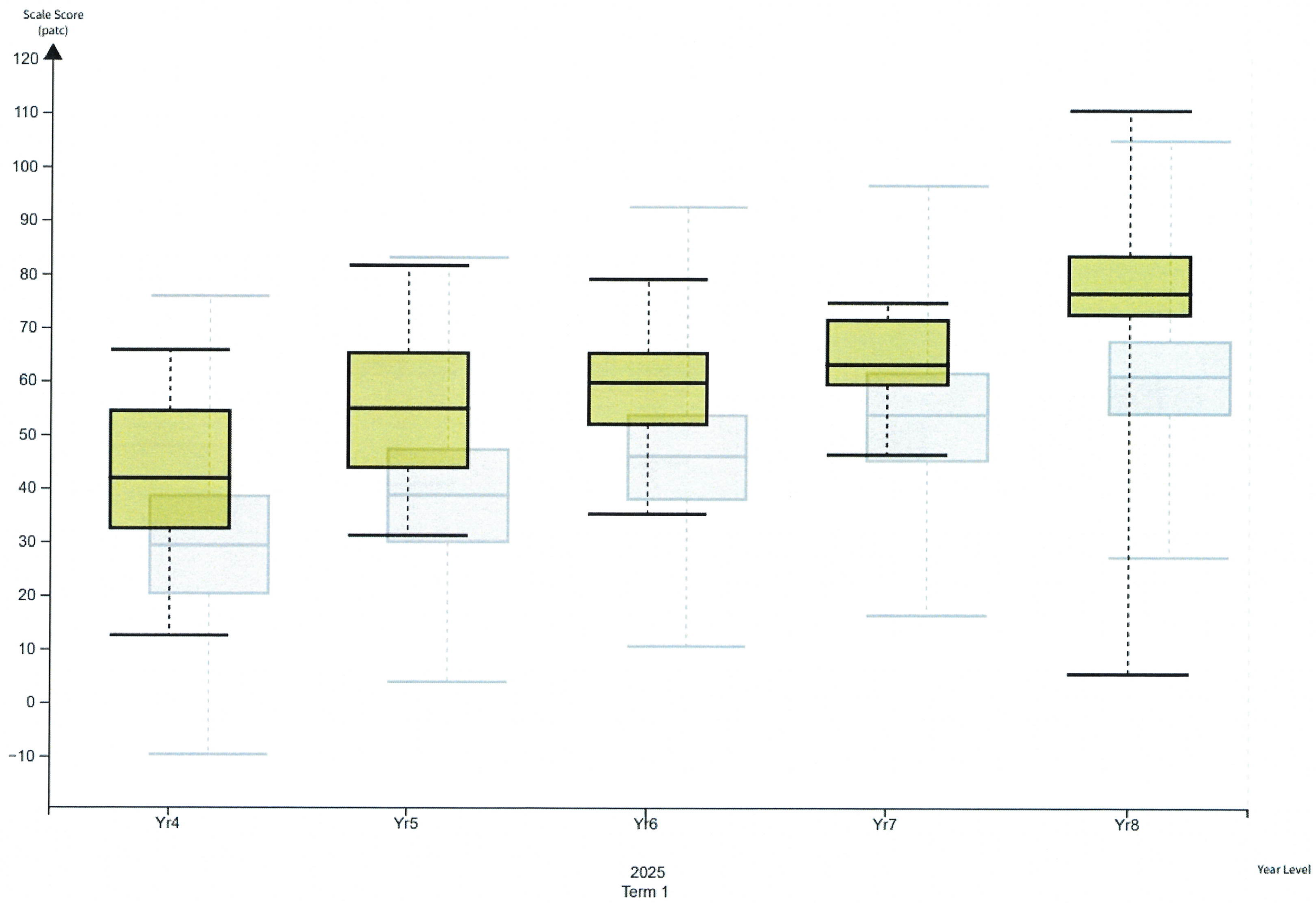
Progress Over Time



Progress Over Time

Applied Filters:

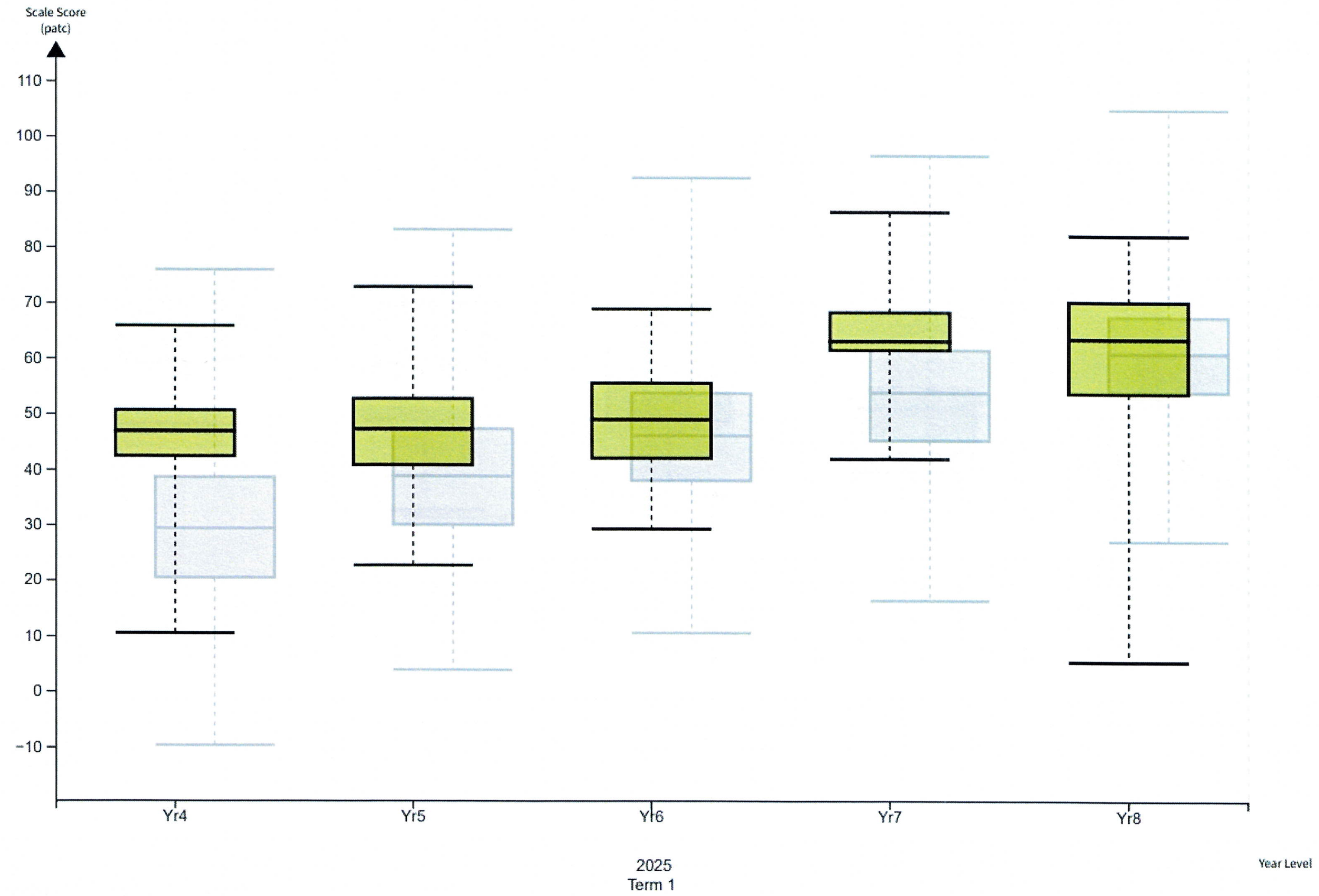
Gender: Female



Progress Over Time

Applied Filters:

Gender: Male



Writing 2025

Key Goals :-

- **Ensure equitable outcomes between students and minimise any gap in achievement in writing between boys and girls (stronger) across the school.**
- **Reduce the number of children achieving below the expected level of achievement.**

Baseline information from 2024:-
There are a few key things to note from last year
We should be pleased with these writing results. They are better comparatively against Kahui Ako schools and schools across the motu. These results reflect that we need to continue the good work we are doing on the fundamentals of writing in the first few years, and then our results show that the creative programme, dialogic pedagogy and the good teaching of the early years enables our oldest children to achieve excellent results, particularly in the quality of their content. The accuracy of students' writing - punctuation, spelling, grammar may impact as this contributes to the final judgement.

This year we had a structured approach to writing using BSLA to year 4 and then structured literacy techniques from Y4-8, including more handwriting practice.

Evidence from these results show that over time, children who may have found it difficult to write in the earlier years, are able to get up to the expected level if not above expected level by the time they leave school.

Next steps for 2025 -

1. Ensure gains in writing in Whanake and Whānui (Y3-6) - Clear planning to build the skills and techniques of writing for quality writing - daily writing, using and teaching models, examples, dialogue and drama to build content, free flow work with the aim of reducing Year 3-6 children below expected level
2. Using quality models and examples for familiarisation, continue to increase the number of boys achieving above the expected level to match girls' achievement.

2025 Target
Using our Overall Teacher Judgements (OTJ) in 2025 at **least 90% of children are at the expected level** for writing and we target to continue to increase the number of boys throughout the school achieving at the 'above' the expected' NZ curriculum level as we look to ensure there is no achievement gap in writing between girls and boys.

Writing Outcomes 2025 - Analysis

One of our key goals is to ensure that boys' and girls' writing achievement is similar and we have closed this disparity down, with overall results showing improved achievement levels by boys.

We did not meet the overall expectation of 90% of the school at the expected level as we did last year - we were 83% overall.

BSLA shows that we have improved Y4 and 6 results, this year, while we have retained our high rates at and above the level in Year 1 and 2, being over 90%.

Most children are in the appropriate writing band and at the expected level but our tail has gotten longer particularly in Year 3,

There are a few key things to note:-

1. Below the expected level - 45 children present below the expected level. However, more of the boys present below the expected level (especially in

Summary
This year, with the revised curriculum, our goalposts have shifted for the children and what it looks like to achieve at each year level. The criteria for being 'at' or 'above' is different to the previous years and the results reflect this change.

We should be pleased with these writing results. They are better comparatively against Kahui Ako schools and schools across the motu. These results reflect that we need to continue the good work we are doing on the fundamentals of writing in the first few years, and then our results show that the creative programme, dialogic pedagogy and the good teaching of the early years enable our oldest children to achieve excellent results, particularly in the quality of their content. The accuracy of students' writing - punctuation, spelling, grammar may impact as this contributes to the final judgement. This year, we had a structured approach to writing using BSLA, including more handwriting practice.

Evidence from these results shows that over time, children who may have found it difficult to write in the earlier years, are able to get up to the expected level, if not above the expected level by the time they leave school.

Next steps for 2026 -

year 6), and of these, some have been diagnosed with specific learning disabilities, remains a consideration.

2. We have a number of ELL children in our school and writing is a difficult task in a different language for them to master.
3. Year 3,5, 7 and 8 present with higher numbers below the expected level.

2024 Results

Writing	End Year Expected level	Below	At	Above
Year 1	1B		34%	66%
Year 2	1P-1A	3%	97%	0%
Year 3	2B	3%	65%	32%
Year 4	2P-2A	16%	70%	14%
Year 5	3B	9%	79%	12%
Year 6	3P-3A	22%	75%	3%
Year 7	4B	8%	65%	27%
Year 8	4P-4A	11%	78%	11%
Students	**259 students**	**23**	**178**	**58**
Overall %		**9%**	**69%**	**22%**

1. Familiarising kaiako with the new curriculum and the nuances of the progress descriptors.
2. Continue clear planning to build the skills and techniques of writing for quality writing - daily writing, using and teaching models, examples, dialogue and drama to build content, with the aim of reducing Year 3-6 children below the expected level
3. Using quality texts and examples for familiarisation, continue to increase the number of boys achieving above the expected level to match girls' achievement.

2025 Results

Writing	End Year Expected	Below	At	Above
Year 1	1B	0 - 0%	26 - 49%	27- 51%
Year 2	1P-1A	0 - 0%	25 - 86%	4 - 14%
Year 3	2B	11 - 33%	17 - 52%	5 - 15%
Year 4	2P-2A	3 - 10%	25- 83%	2 - 7%
Year 5	3B	9 - 34%	15 - 58%	2 - 8%
Year 6	3P-3A	3 - 9%	29 - 91%	0 - 0%
Year 7	4B	10 - 36%	15 - 54%	3 - 10%
Year 8	4P-4A	9 - 36%	14 - 56%	2 - 8%
Tamariki	**256**	**45**	**166**	**45**
Overall		**17.5%**	**65%**	**17.5%**

Maths 2025

Key theme:-

- **Increase the number of students achieving above the expected Maths curriculum level from Year 4-8 to improve stanine mean score for cohort.**
- **Ensure interventions for the number of children scoring stanine 4 or below asTTle curriculum level in November 2025 testing, therefore showing accelerated progress**

Previous years Maths Outcomes 2024
Target 1 - Maths - 90% of children at or above stanine 5
Overall - strong. A strong cohort performance was achieved in Y6, 7 levels, with Y4,Y5 and Y8 just (1-2 children per group) missing out to reach the target.
The mean score average has dropped slightly from 6.5 in 2021 to 6.4 in 2022 which still shows high levels of achievement overall, and takes into account the loss of last year's very strong Y8 group whose mean score was 7.1 The three groups below the mean average are the Y4, Y5, Y8 group. Some of the Year 4 boys have come in very high and the Year 8 is interesting with the boys improving, while the girls have shown a slight decline.
Gender groups to monitor include Y4 girls, Year 5 boys, two students in Y6 girls and the Y8 girls.
21 of the children are under stanine 5 - 4 of whom are new to the school. Of these 21 children there are 12 boys and 9 girls and note that 12 children under stanine 5 scored stanine 4 and very close (1-2 marks) to the target.

Target 2 - Maths - 45% of children at or above stanine 7
This has been achieved at all levels; and while the target set at 45% is ambitious, student achievement at the top end is strong and significantly above the national average of 24%. We now average over 50% at/above stanine 7 on cohorts in year 6,7,8. This means that more than 5 out of 10 children across year 4-8 are achieving in the 'well above' average area.

2025 Maths target
Using NZCER PAT Maths test (norm referenced test) in term 1(and again in term 4 to check progress) show sustained progress in the number of students throughout the school achieving 'at or above' the expected NZ curriculum level as we look for an aspirational target of -

90% of Y4-8 students 'above' the expected level at stanine 5
45% of Y4-8 students well above the expected level in Maths at stanine 7

PAT Maths Results 2025

Target 1 - Maths - 90% of children at or above stanine 5
The school achieved 82% of children at or above the stanine of 5, with no year groups achieving the target. Year 7 almost achieved the target with 88%, with year 8 and 4 next on 83%.

Target 2 - Maths - 45% of children at or above stanine 7
The school achieved this target with an overall school score of 45%, slightly up on last year where we achieved 43%. Year's 4 (53%), Year 7 (54%) and Year 8 (49%) performed the highest with year 5 (38%) and year 6 (31%). While the target set at 45% is ambitious, student achievement at the top end is strong and significantly above the national average of 24%. In this context all cohorts are well above the national average.

There is still a disparity between girls and boys achieving a score of Stanine 7 or more - 41% (34%) and boys 48% (52%). Pleasing to note the 7% increase in girls' achievement in this band.
The above information shows the results of the whole cohort, which changes slightly each year with new enrolments and departures.
Notes:

- The mean score average is 6.2, down from 6.3 in 2024, 6.5 in 2023, 6.4 in 2022 and 6.5 in 2021.

- In regards to the PAT manual guide - stanine 4 is still regarded as being in the average level. Kelburn uses stanine 5 as its benchmark. Using the PAT metric of stanine 4, only 8 students are below and some of these students have high learning needs, language needs or are new to the school.
- In terms of mean stanine scores - Year 4 and Year 8 achieved the highest on 6.5, followed by Year 7 6.4, Year 6 6.1 and year 5 on 5.9. This year's Year 6 cohort increased their stanine average from 5.6 to 6.1. All year groups, except year 5 have averaged over 6 for their mean stanine score.
- Y5 at 5.9 overall is low, with the girls at 5.7 compared to the boys 6.5. Overall girls out performed boys in Years 5 and 6 while boys were higher in year's 4, 6 and 7. Overall girls mean stanine was 5.9 (5.8 in 2024) and boys were 6.2 (6.6 in 2024)
- The Year 7 girls' 5.7 is a very positive increase from 2024's 4.9 result.
- 24 of the children are under stanine 5. Of these 24 children there are
  - 15 girls and 9 boys (last year 7 boys and 14 girls)
  - 14 children scored stanine 4 and spread most evenly between Years 4 to 8
  - 10 (8 in 2024) students scored stanine 2-3 - 7 girls and 3 boys

AsTTle Mathematics - Number & Algebra Test taken October 2025

This area of mathematics covers the biggest area of knowledge, it has the most learning objectives, and younger children spend the bulk of their time here, which balances out as the students get older.

A feature of the AsTTle Maths results are the very high achievement levels for many students as exemplified in the report. The target is to have 90% at or above, Achievement **at or above** end of year expected levels is as follows - Y4 at **94%** Y5 at **81%** (75% in 2024), Y6 at **83%** (75% in 2024), Y7 at **75%** (94% in 2024) and Y8 at **77%** (68% in 2024).

The target is to have 90% at or above, and while this has not been achieved, we are 1-4 students off ,and the results overall are strong. Pleasing growth of the Year 6 and 8 cohorts and 94% of students meeting the target in Year 4 is an excellent result. The Year 7 cohort's 19% drop from Year 6 requires further analysis.

There are a few students in Years 5-8 who have not quite made the target mark which drops our results just below our target, and also quite a few students at the level. We have many students working at the well above level (although some extraordinary results at the top level (particularly in Y8). It is important to look at the visual representation of our students against their age level nationally and our students are doing well. In 2025 Maths we introduced the refreshed curriculum and completed two sessions of PLD and introduced the new resource of Maths No Problem. In 2026 we will consolidate here with a further two sessions of maths PLD.

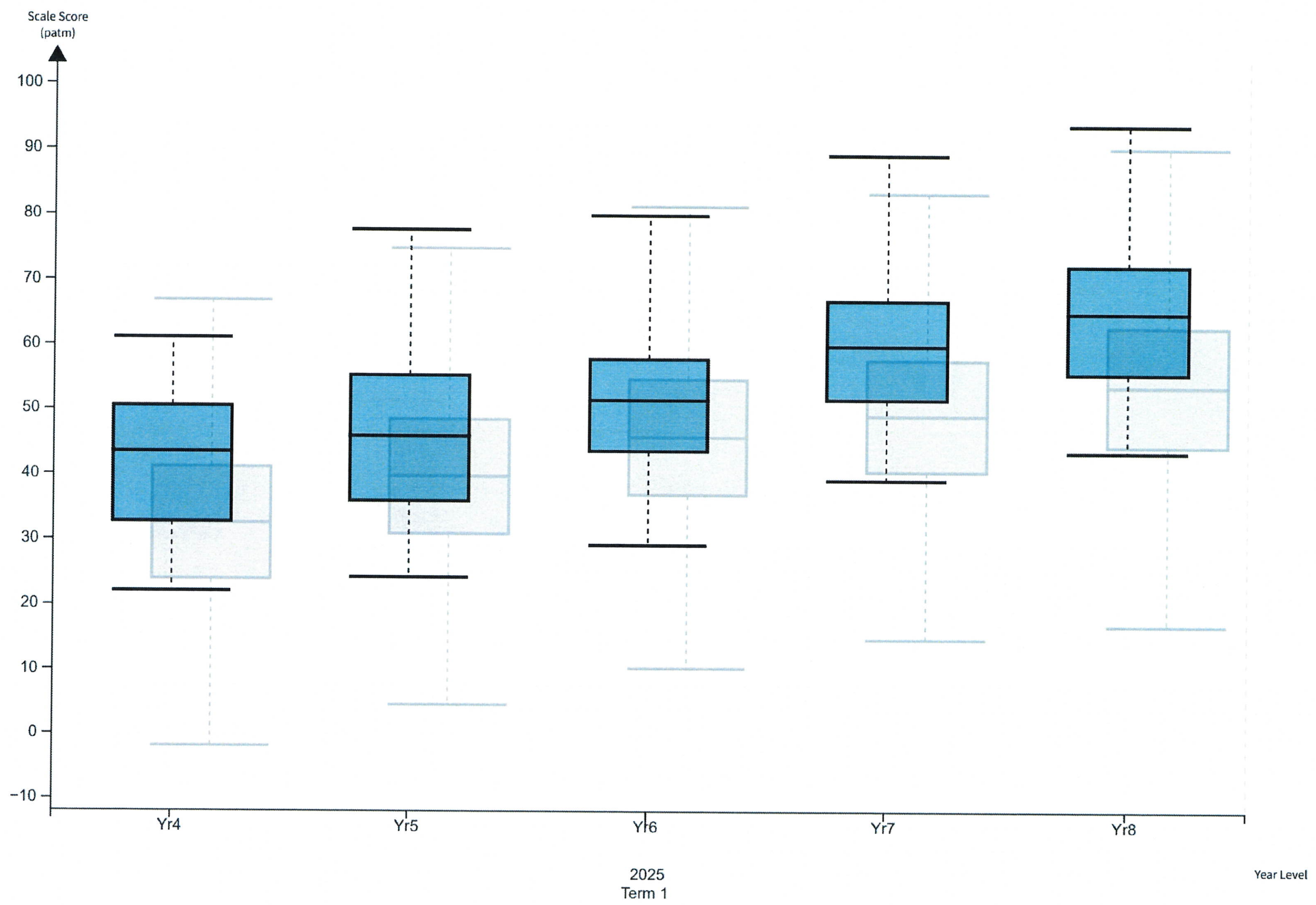
2025 Box and Whisker Graph for Mathematics

These Box and Whisker graphs show our cohort achievement against the National norm. Kelburn is the blue box while the New Zealand average is in grey.
This graph shows Kelburn students attainment is well above the National average.

Note the Kelburn median score is at or above the top of the average box in all levels at Y4,7,8. Particularly pleasing is the tight 'scoring' of Years 4,5,6,7,8, indicating the bottom score of the 'main' group is doing well, and in the case of most year groups (except Y4) the bottom of the box is actually at or above the median line for NZ.

In all levels, our top children have performed in excess of the other top tamariki across the New Zealand.

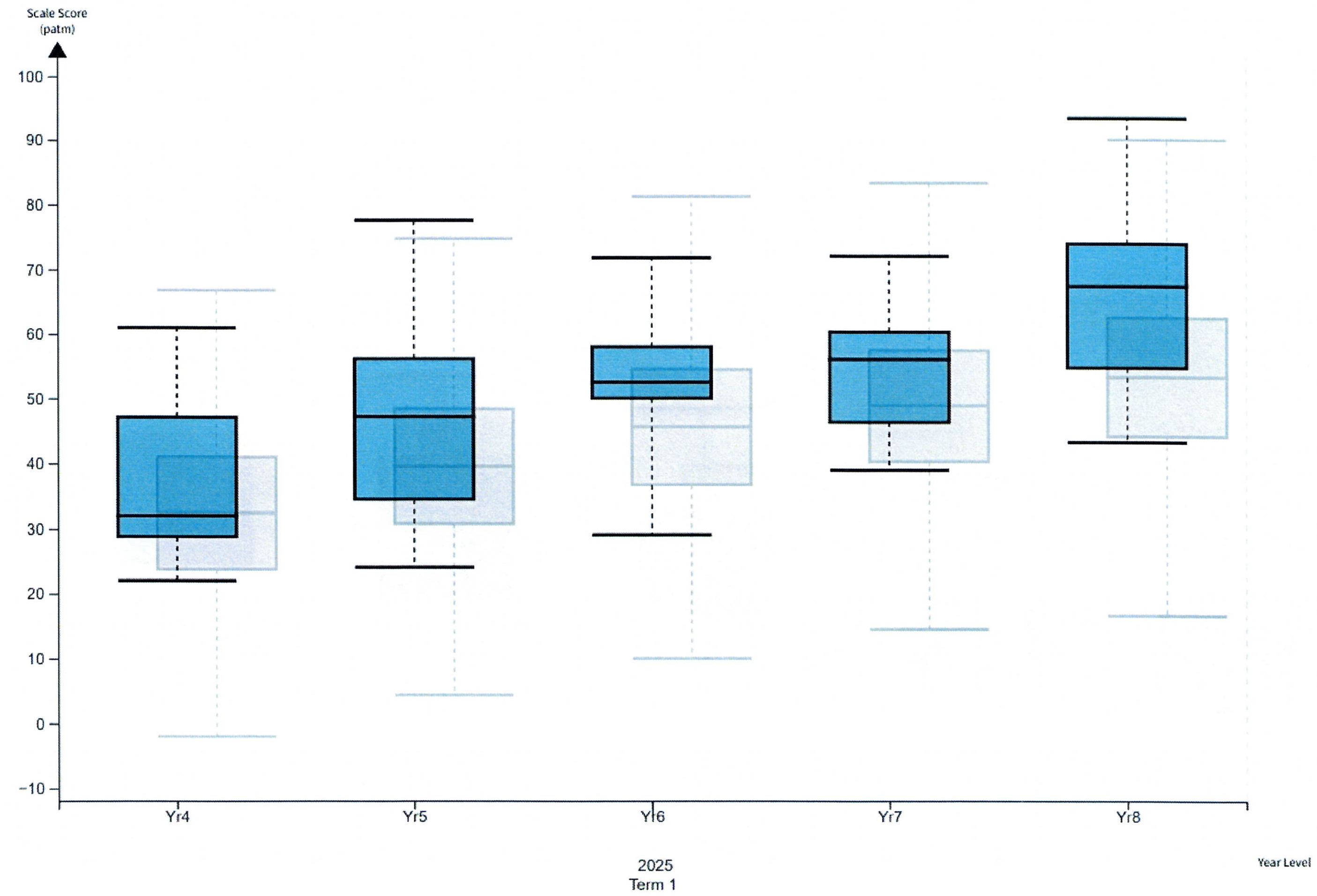
Progress Over Time



Progress Over Time

Applied Filters:

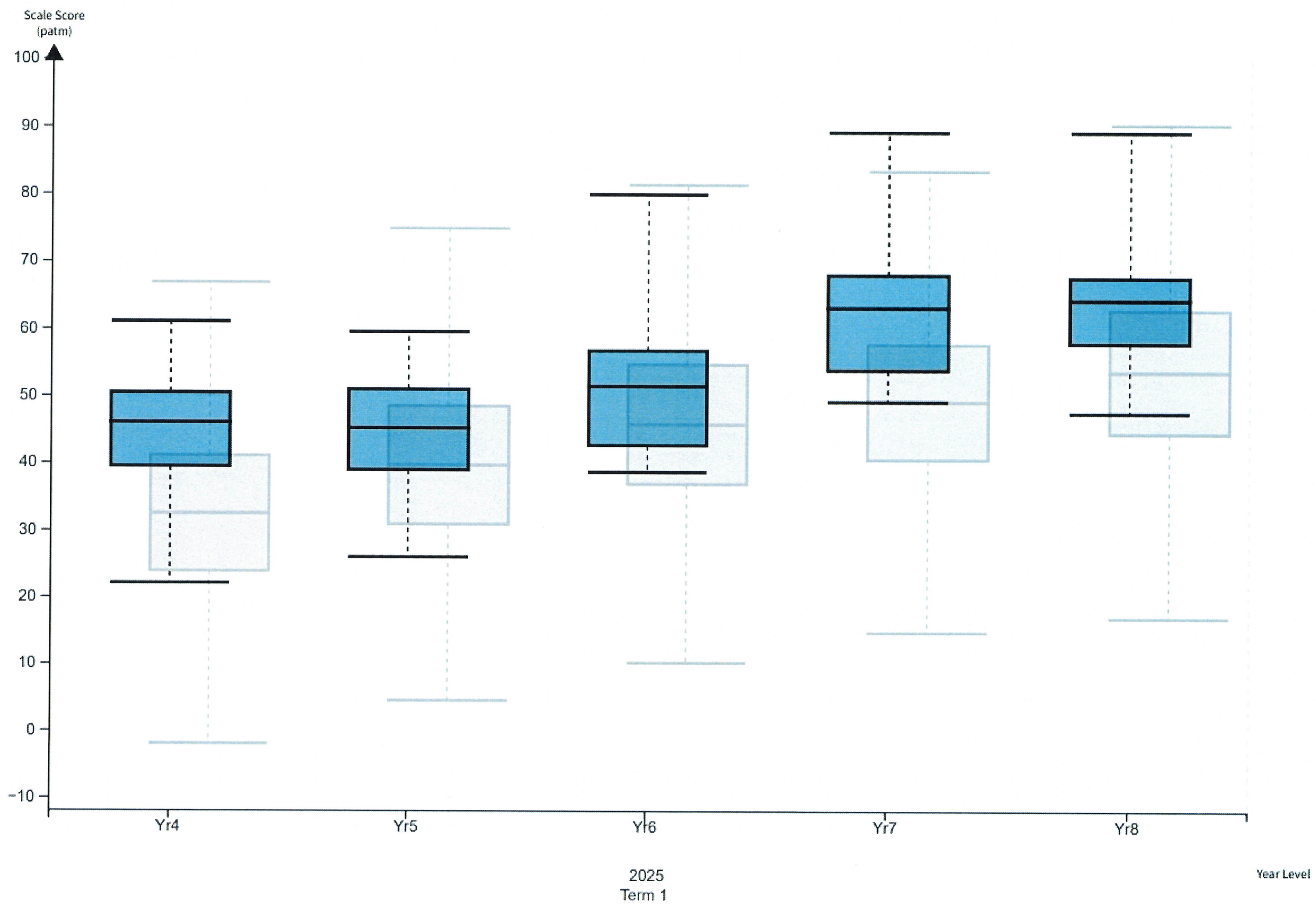
Gender: Female



Progress Over Time

Applied Filters:

Gender: Male



Science 2025
Due to the Science PAT not being sat in 2025 - we will report on the this in 2026