

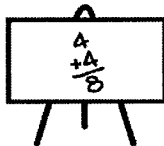
LUMSDEN SCHOOL

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 3980
Principal: Judi McMillan (Acting)
School Address: 19 Maria Street, Lumsden
School Postal Address: 19 Maria Street, Lumsden
School Phone: 03 248 7474
School Email: office@lumsden.school.nz

Accountant / Service Provider:
0800 333 462



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LUMSDEN SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Lumsden 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.

Elizabeth Humphries

Full Name of Presiding Member

Signed by:

Elizabeth Humphries

0EF94C6986FB98FD

Signature of Presiding Member

27/05/2026

Date

Judith McMillan

Full Name of Principal

Signed by:

Judith McMillan

CC666FC2CC2B9378

Signature of Principal

29/05/2026

Date

Lumsden 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 | 1,192,521 | 1,174,000 | 1,201,119 |
| Locally Raised Funds | 3 | 73,360 | 30,000 | 39,858 |
| Interest | | 16,544 | 10,500 | 28,174 |
| Total Revenue | | 1,282,425 | 1,214,500 | 1,269,151 |
| Expense | | | | |
| Locally Raised Funds | 3 | 9,807 | 7,500 | 9,536 |
| Learning Resources | 4 | 828,322 | 823,900 | 843,531 |
| Administration | 5 | 107,682 | 107,400 | 96,036 |
| Interest | | 1,764 | - | 1,300 |
| Property | 6 | 293,376 | 275,400 | 338,920 |
| Total Expense | | 1,240,951 | 1,214,200 | 1,289,323 |
| Net Surplus / (Deficit) for the year | | 41,474 | 300 | (20,172) |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | 41,474 | 300 | (20,172) |

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

Lumsden School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

| Notes | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Equity at 1 January | 431,269 | 460,500 | 451,441 |
| Total comprehensive revenue and expense for the year | 41,474 | 300 | (20,172) |
| Contribution - Furniture and Equipment Grant | 13,067 | - | - |
| Contributions - Te Mana Tuhono | 5,698 | - | - |
| Equity at 31 December | 491,508 | 460,800 | 431,269 |
| Accumulated comprehensive revenue and expense | 491,508 | 460,800 | 431,269 |
| Reserves | - | - | - |
| Equity at 31 December | 491,508 | 460,800 | 431,269 |

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.

Lumsden 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 | 177,850 | 113,800 | 103,322 |
| Accounts Receivable | 8 | 77,331 | 45,000 | 79,453 |
| Prepayments | | - | 4,000 | 1,731 |
| Investments | 9 | 348,784 | 400,000 | 301,836 |
| Funds Receivable for Capital Works Projects | 13 | - | - | 15,634 |
| | | <u>603,965</u> | <u>562,800</u> | <u>501,976</u> |
| Current Liabilities | | | | |
| GST Payable | | 13,342 | 10,000 | 4,088 |
| Accounts Payable | 11 | 87,407 | 95,000 | 78,056 |
| Provision for Cyclical Maintenance | 12 | 18,525 | - | 17,733 |
| Finance Lease Liability | 13 | 6,875 | 7,000 | 8,234 |
| | | <u>126,149</u> | <u>112,000</u> | <u>108,111</u> |
| Working Capital Surplus | | 477,816 | 450,800 | 393,865 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 10 | 92,896 | 70,000 | 89,104 |
| | | <u>92,896</u> | <u>70,000</u> | <u>89,104</u> |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 12 | 68,196 | 60,000 | 38,250 |
| Finance Lease Liability | 13 | 11,008 | - | 13,450 |
| | | <u>79,204</u> | <u>60,000</u> | <u>51,700</u> |
| Net Assets | | <u><u>491,508</u></u> | <u><u>460,800</u></u> | <u><u>431,269</u></u> |
| Equity | | <u><u>491,508</u></u> | <u><u>460,800</u></u> | <u><u>431,269</u></u> |

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

Lumsden 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 | | 370,341 | 354,000 | 347,209 |
| Locally Raised Funds | | 81,567 | 30,000 | 31,456 |
| Goods and Services Tax (net) | | 9,254 | - | 4,116 |
| Payments to Employees | | (199,688) | (202,000) | (209,355) |
| Payments to Suppliers | | (167,227) | (168,000) | (202,468) |
| Interest Paid | | (1,764) | - | (1,300) |
| Interest Received | | 18,618 | 10,500 | 29,707 |
| Net cash from/(to) Operating Activities | | 111,101 | 24,500 | (635) |
| Cash flows from Investing Activities | | | | |
| Purchase of Property Plant & Equipment | | (12,223) | (10,000) | (5,358) |
| Purchase of Investments | | (46,948) | (10,000) | - |
| Proceeds from Sale of Investments | | - | - | 94,033 |
| Net cash from/(to) Investing Activities | | (59,171) | (20,000) | 88,675 |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | 13,067 | - | - |
| Finance Lease Payments | | (6,103) | (4,500) | (4,900) |
| Funds Administered on Behalf of Other Parties | | 15,634 | - | (20,264) |
| Net cash from/(to) Financing Activities | | 22,598 | (4,500) | (25,164) |
| Net increase/(decrease) in cash and cash equivalents | | 74,528 | - | 62,876 |
| Cash and cash equivalents at the beginning of the year | 7 | 103,322 | 113,800 | 40,446 |
| Cash and cash equivalents at the end of the year | 7 | 177,850 | 113,800 | 103,322 |

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

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

Lumsden School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

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 13. Future operating lease commitments are disclosed in note 18(b).

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Investments

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

h) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

| | |
|--|-------------------------|
| Building Improvements | 15 years |
| Furniture and Equipment | 3–20 years |
| Information and Communication Technology | 3-5 years |
| Leased Assets held under a Finance Lease | Term of Lease |
| Library Resources | 12.5% Diminishing value |

i) Impairment of property, plant, and equipment

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

Non cash generating assets

Property, plant, and equipment 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 comparison to recent market transactions.

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

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

j) 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.

k) Employee Entitlements***Short-term employee entitlements***

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

l) Funds held for Capital works

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

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

m) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 9 to 20 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.

n) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets 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, 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.

o) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

p) Budget Figures

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

q) Services received in-kind

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

2. Government Grants

| | 2025 Actual | 2025 Budget (Unaudited) | 2024 Actual |
|---|------------------|-------------------------------|------------------|
| | \$ | \$ | \$ |
| Government Grants - Ministry of Education | 372,671 | 353,000 | 359,491 |
| Teachers' Salaries Grants | 632,661 | 620,000 | 631,004 |
| Use of Land and Buildings Grants | 187,189 | 200,000 | 210,427 |
| Other Government Grants | - | 1,000 | 197 |
| | <u>1,192,521</u> | <u>1,174,000</u> | <u>1,201,119</u> |

3. Locally Raised Funds

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

| | 2025 Actual | 2025 Budget (Unaudited) | 2024 Actual |
|--|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Revenue | | | |
| Donations and Bequests | 26,872 | 19,500 | 6,200 |
| Fees for Extra Curricular Activities | 5,749 | 3,000 | 3,813 |
| Trading | 3,783 | 3,500 | 3,887 |
| Fundraising and Community Grants | 3,147 | - | 3,623 |
| Other Revenue | 33,809 | 4,000 | 22,335 |
| | <u>73,360</u> | <u>30,000</u> | <u>39,858</u> |
| Expense | | | |
| Extra Curricular Activities Costs | 5,773 | 1,000 | 3,964 |
| Trading | 3,829 | 3,500 | 4,524 |
| Fundraising and Community Grant Costs | 205 | 3,000 | 1,048 |
| | <u>9,807</u> | <u>7,500</u> | <u>9,536</u> |
| <i>Surplus for the year Locally Raised Funds</i> | <u>63,553</u> | <u>22,500</u> | <u>30,322</u> |

4. Learning Resources

| | 2025 Actual | 2025 Budget (Unaudited) | 2024 Actual |
|------------------------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Curricular | 35,304 | 38,900 | 36,766 |
| Employee Benefits - Salaries | 751,588 | 749,000 | 763,600 |
| Staff Development | 22,706 | 21,000 | 21,198 |
| Depreciation | 18,724 | 15,000 | 21,967 |
| | <u>828,322</u> | <u>823,900</u> | <u>843,531</u> |

5. Administration

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Audit Fees | 10,178 | 6,000 | 8,156 |
| Board Fees and Expenses | 6,463 | 5,500 | 4,362 |
| Operating Leases | 3,499 | 6,500 | 6,376 |
| Other Administration Expenses | 26,806 | 29,400 | 15,673 |
| Employee Benefits - Salaries | 54,736 | 54,000 | 55,829 |
| Service Providers, Contractors and Consultancy | 6,000 | 6,000 | 5,640 |
| | <u>107,682</u> | <u>107,400</u> | <u>96,036</u> |

6. Property

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|-----------------------------------|----------------------|-------------------------------------|----------------------|
| Consultancy and Contract Services | 1,503 | - | - |
| Cyclical Maintenance | 30,738 | 10,000 | 56,145 |
| Heat, Light and Water Rates | 14,473 | 18,000 | 19,028 |
| Rates | 5,919 | - | 5,023 |
| Repairs and Maintenance | 10,726 | 10,000 | 17,492 |
| Use of Land and Buildings | 187,189 | 200,000 | 210,427 |
| Employee Benefits - Salaries | 26,025 | 19,000 | 21,626 |
| Other Property Expenses | 16,803 | 18,400 | 9,179 |
| | <u>293,376</u> | <u>275,400</u> | <u>338,920</u> |

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

7. Cash and Cash Equivalents

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Bank Accounts | 177,850 | 113,800 | 73,913 |
| Short-term Bank Deposits | - | - | 29,409 |
| Cash and cash equivalents for Statement of Cash Flows | <u>177,850</u> | <u>113,800</u> | <u>103,322</u> |

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

8. Accounts Receivable

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables | 195 | - | 8,402 |
| Receivables from the Ministry of Education | 3,300 | - | 3,263 |
| Interest Receivable | 5,593 | - | 7,667 |
| Teacher Salaries Grant Receivable | 68,243 | 45,000 | 60,121 |
| | <u>77,331</u> | <u>45,000</u> | <u>79,453</u> |
| Receivables from Exchange Transactions | 5,788 | - | 16,069 |
| Receivables from Non-Exchange Transactions | 71,543 | 45,000 | 63,384 |
| | <u>77,331</u> | <u>45,000</u> | <u>79,453</u> |

9. Investments

The School's investment activities are classified as follows:

| | 2025 Actual | 2025 Budget (Unaudited) | 2024 Actual |
|--------------------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Current Asset | | | |
| Short-term Bank Deposits | 348,784 | 400,000 | 301,836 |
| Total Investments | 348,784 | 400,000 | 301,836 |

10. Property, Plant and Equipment

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|---|--------------------------|---------------|-----------|------------|-----------------|---------------|
| 2025 | \$ | \$ | \$ | \$ | \$ | \$ |
| Land | 1,200 | - | - | - | - | 1,200 |
| Building Improvements | - | - | - | - | - | - |
| Furniture and Equipment | 37,280 | 10,012 | - | - | (5,571) | 41,721 |
| Information and Communication Technology | 14,510 | 7,909 | - | - | (4,604) | 17,815 |
| Leased Assets | 20,880 | 4,595 | - | - | (8,549) | 16,926 |
| Library Resources | 15,234 | - | - | - | - | 15,234 |
| | 89,104 | 22,516 | - | - | (18,724) | 92,896 |

The net carrying value of computers and other ICT held under a finance lease is \$16,926 (2024: \$20,880)

Restrictions

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

| | 2025 Cost or Valuation | 2025 Accumulated Depreciation | 2025 Net Book Value | 2024 Cost or Valuation | 2024 Accumulated Depreciation | 2024 Net Book Value |
|---|---------------------------|-------------------------------------|---------------------------|------------------------------|-------------------------------------|---------------------------|
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Land | 1,200 | - | 1,200 | 1,200 | - | 1,200 |
| Building Improvements | 81,207 | (81,207) | - | 87,272 | (87,272) | - |
| Furniture and Equipment | 115,205 | (73,484) | 41,721 | 107,828 | (70,548) | 37,280 |
| Information and Communication Technology | 30,857 | (13,042) | 17,815 | 26,939 | (12,429) | 14,510 |
| Leased Assets | 45,127 | (28,201) | 16,926 | 40,532 | (19,652) | 20,880 |
| Library Resources | 55,666 | (40,432) | 15,234 | 55,666 | (40,432) | 15,234 |
| | 329,262 | (236,366) | 92,896 | 319,437 | (230,333) | 89,104 |

11. Accounts Payable

| | 2025 Actual | 2025 Budget (Unaudited) | 2024 Actual |
|--|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Creditors | 6,336 | 30,000 | 7,129 |
| Accruals | 10,178 | 20,000 | 8,156 |
| Employee Entitlements - Salaries | 68,243 | 45,000 | 60,121 |
| Employee Entitlements - Leave Accrual | 2,650 | - | 2,650 |
| | 87,407 | 95,000 | 78,056 |
| Payables for Exchange Transactions | 87,407 | 95,000 | 78,056 |
| | 87,407 | 95,000 | 78,056 |

The carrying value of payables approximates their fair value.

12. Provision for Cyclical Maintenance

| | 2025 Actual | 2025 Budget (Unaudited) | 2024 Actual |
|--|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Provision at the Start of the Year | 55,983 | 50,000 | 47,677 |
| Increase/(decrease) to the Provision During the Year | 30,738 | 10,000 | 56,145 |
| Use of the Provision During the Year | - | - | (47,839) |
| Provision at the End of the Year | 86,721 | 60,000 | 55,983 |
| Cyclical Maintenance - Current | 18,525 | - | 17,733 |
| Cyclical Maintenance - Non current | 68,196 | 60,000 | 38,250 |
| | 86,721 | 60,000 | 55,983 |

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's 10 Year Property Plan.

13. Finance Lease Liability

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

| | 2025 Actual | 2025 Budget (Unaudited) | 2024 Actual |
|---------------------------------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| No Later than One Year | 6,875 | 7,000 | 8,234 |
| Later than One Year | 11,008 | - | 13,450 |
| Future Finance Charges | - | - | - |
| | 17,883 | 7,000 | 21,684 |
| Represented by | | | |
| Finance lease liability - Current | 6,875 | 7,000 | 8,234 |
| Finance lease liability - Non current | 11,008 | - | 13,450 |
| | 17,883 | 7,000 | 21,684 |

13. Funds Held for Capital Works Projects

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

| | 2025 | Opening Balances \$ | Receipts from MOE \$ | Payments \$ | Board Contributions / Transfers \$ | Closing Balances \$ |
|---------------------|--------|------------------------|-------------------------|----------------|---------------------------------------|------------------------|
| Translucent Roofing | 236350 | (15,634) | 15,947 | (313) | - | - |
| Totals | | (15,634) | 15,947 | (313) | - | - |

Represented by:

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

| | 2024 | Opening Balances \$ | Receipts from MOE \$ | Payments \$ | Board Contributions / Transfers \$ | Closing Balances \$ |
|---------------------|--------|------------------------|-------------------------|----------------|---------------------------------------|------------------------|
| Sewage/Stormwater | 263349 | (17,846) | 17,846 | - | - | - |
| Translucent Roofing | 236350 | 34,477 | 150,362 | (200,473) | - | (15,634) |
| Windows | 236351 | (24,476) | 24,476 | - | - | - |
| Totals | | (7,845) | 192,684 | (200,473) | - | (15,634) |

Represented by:

| | |
|---|----------|
| Funds Held on Behalf of the Ministry of Education | - |
| Funds Receivable from the Ministry of Education | (15,634) |

14. 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.

15. Remuneration

Key management personnel compensation

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

| | 2025 Actual \$ | 2024 Actual \$ |
|--|-------------------------------|-------------------------------|
| <i>Board Members</i> Remuneration | 3,480 | 3,240 |
| <i>Leadership Team</i> Remuneration Full-time equivalent members | 253,762 2 | 239,499 2 |
| Total key management personnel remuneration | 257,242 | 242,739 |

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 other matters.

Principal

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

| | 2025 Actual \$000 | 2024 Actual \$000 |
|--|----------------------------------|----------------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 130-140 | 120-130 |
| Benefits and Other Emoluments | 4-5 | 3-4 |
| Termination Benefits | - | - |

Other Employees

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

| Remuneration \$000 | 2025 FTE Number | 2024 FTE Number |
|-------------------------------|----------------------------|----------------------------|
| 100-110 | - | 2.00 |
| 110-120 | 1.00 | - |
| | 1.00 | 2.00 |

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

16. Compensation and Other Benefits Upon Leaving

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

| | 2025 Actual | 2024 Actual |
|------------------|------------------------|------------------------|
| Total | - | - |
| Number of People | - | - |

17. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

18. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$0 (2024:\$0).

(b) Operating Commitments

As at 31 December 2025, the Board has not entered into any contracts (2024 \$0).

19. Financial Instruments

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

Financial assets measured at amortised cost

| | 2025 Actual | 2025 Budget (Unaudited) | 2024 Actual |
|---|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Cash and Cash Equivalents | 177,850 | 113,800 | 103,322 |
| Receivables | 77,331 | 45,000 | 79,453 |
| Investments - Term Deposits | 348,784 | 400,000 | 301,836 |
| Total financial assets measured at amortised cost | <u>603,965</u> | <u>558,800</u> | <u>484,611</u> |

Financial liabilities measured at amortised cost

| | | | |
|--|----------------|----------------|---------------|
| Payables | 87,407 | 95,000 | 78,056 |
| Finance Leases | 17,883 | 7,000 | 21,684 |
| Total financial liabilities measured at amortised cost | <u>105,290</u> | <u>102,000</u> | <u>99,740</u> |

20. Events After Balance Date

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

Lumsden School End of Year Achievement Data and Analysis of Variance 2025



Strategic Goal: All learners, ākonga will thrive in a learning environment where Māramatanga is a focus, to support tamariki to achieve their highest potential in all areas of their learning.

Annual Objectives: Lift Mathematics results to at least 85% students achieving *Within* or *Beyond* their expected curriculum level by the end of 2025. We had an aim to have 53% of Year 4s achieving *Within* or *Beyond* their expected level for Mathematics. After achieving this at Mid Year, we set a new target to lift Year 4 Mathematics results to at least 63% (5/8) of students achieving *Within* or *Beyond* their expected curriculum level by the end of 2025.

Executive Summary: We have continued a strong focus on raising achievement in Reading, Writing, and Mathematics, with gains across most curriculum areas and year levels. The school met or exceeded several annual targets, including lifting Mathematics achievement and improving outcomes for Year 4 students. A continued commitment to Structured Literacy and PR1ME Mathematics has contributed to consistent progress and strong results for the majority of learners. Across all curriculum areas, 80–81% of students are achieving *Within* or *Beyond* expectations, demonstrating the effectiveness of current teaching and support programmes. Schoolwide systems for planning, assessment, intervention, and teacher professional development have continued to embed well, resulting in a stable level of student performance despite the inclusion of new Year 0 students and other shifts in cohort composition. Structured Literacy implementation continues to support positive outcomes, particularly for English Language Learners and Tier 2–3 students who receive targeted support. PR1ME Mathematics is now fully embedded across the school and supported by regular Professional Learning Development (PLD), though the multi-year nature of the current workbooks means some content had not yet been covered at the time of end-of-year assessment. Upcoming 2027, PR1ME resources are being designed for annual completion and are expected to further support programme cohesion. Gender patterns show strong and balanced achievement. Across all areas, the number of students needing significant support (*With Support Towards*) has decreased compared with 2024, indicating the effectiveness of early intervention, consistent teaching approaches, and targeted support timetables. Looking ahead, Lumsden School will continue to strengthen Structured Literacy and PR1ME Mathematics through planned Teacher Only Days, termly coaching, review of learning support systems, and targeted Teacher Aide allocation. New PR1ME resources in 2027 and continued use of external supports and assessment tools will further enhance curriculum alignment and instructional coherence. Overall, 2025 achievement data demonstrates ongoing improvement, increasing consistency, and the positive impact of evidence-based programmes on student learning.

Students on Individual Education Plans are not included in this achievement dataset. Ten students have been removed from the analysis. Six of these learners have been with the school since their New Entrant year. Four of these children have come to our school from other schools. The schooling for all of these children has involved coordinated input from specialist services, including the Public Health Nurse, Speech Language Therapy, private diagnostic providers, Bilingual support, and the Resource Teacher of Learning and Behaviour. Their learning programmes are individualised and sit outside the scope of standard assessment tools, which is why they are reported separately. One student is also removed due to dual enrolment with the Health School, with limited attendance at our school, and where teaching and assessment are shared across settings and therefore not suited to inclusion in whole-school achievement measures. Three of the nine students will graduate at the end of this year. Their time with us has been marked by steady, carefully supported progress, and we are proud of the stability and confidence they take with them as they move on. For six of our 2026 learners, we hold clear hopes and ambitions. With continued specialist involvement, strong home partnerships, and sustained support from classroom teams, our aspirational goal is for five of these children to be working within standard reporting norms by the end of 2026. While their needs remain exceptionally complex, we remain committed to the long-view approach that honours their growth and preserves the integrity of schoolwide reporting.

Whole School Achievement Results

Reading

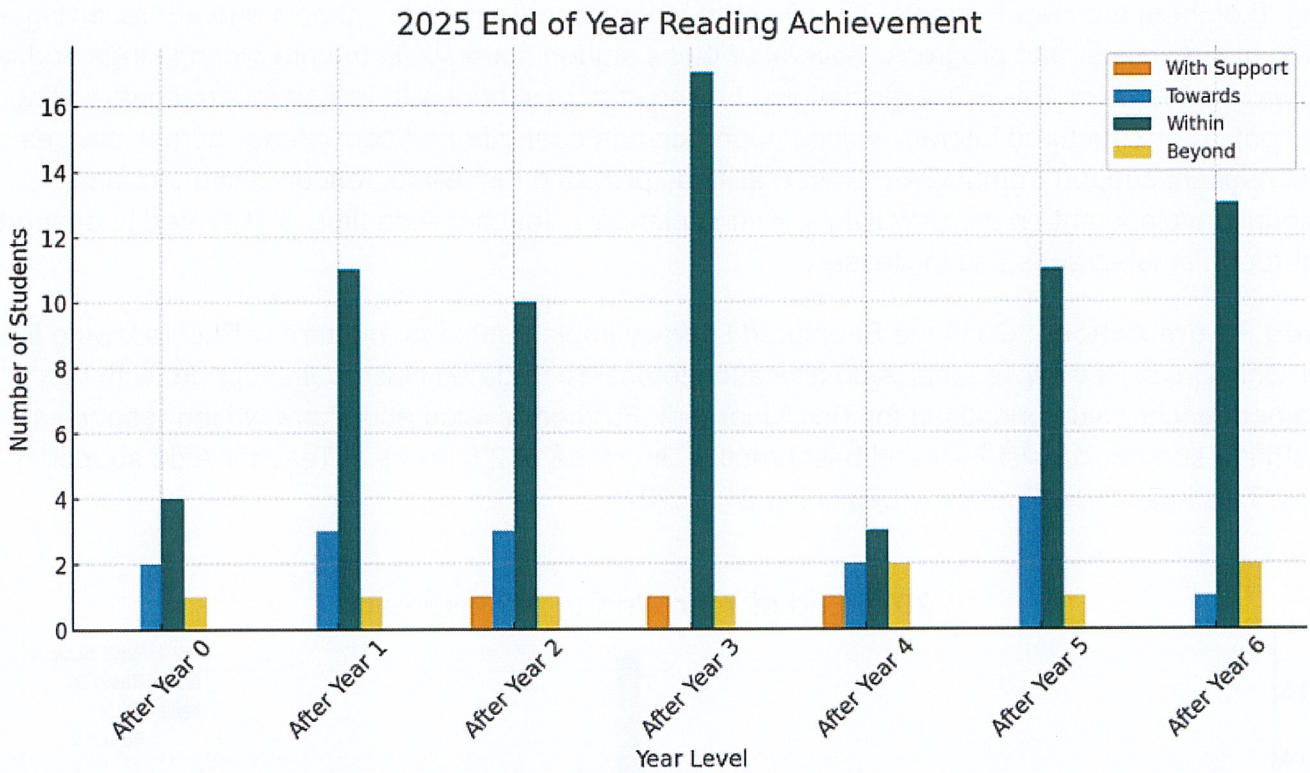
| | With Support Towards | Towards | Within | Beyond | Total |
|--------------|----------------------|-----------------|-----------------|---------------|-----------|
| After Year 0 | 0 (0%) | 2 (29%) | 4 (57%) | 1 (14%) | 7 |
| After Year 1 | 0 (0%) | 3 (20%) | 11 (73%) | 1 (7%) | 15 |
| After Year 2 | 1 (7%) | 3 (20%) | 10 (66%) | 1 (7%) | 15 |
| After Year 3 | 1 (5%) | 0 (0%) | 17 (90%) | 1 (5%) | 19 |
| After Year 4 | 1 (12%) | 2 (25%) | 3 (38%) | 2 (25%) | 8 |
| After Year 5 | 0 (0%) | 4 (25%) | 11 (69%) | 1 (6%) | 16 |
| After Year 6 | 0 (0%) | 1 (6%) | 13 (75%) | 2 (19%) | 16 |
| Total | 3 (3%) | 15 (16%) | 69 (72%) | 9 (9%) | 96 |

Outcomes: 81% of students are achieving *Within* or *Beyond* their current curriculum expectations, compared with 79% at mid-year. In Year 4, 63% (5/8) of students are achieving *Within* or *Beyond* expectations for Reading.

Variance: Overall achievement has been maintained, with a consistent proportion of students performing *Within* or *Beyond* expectations.

Causal Factors: Schoolwide implementation and consistency of Structured Literacy continues to have a positive impact for all students, including English Language Learners. All students receive four Structured Literacy spelling and reading lessons each week, even during periods of disruption. All students receive 1 hour per day of reading, writing and maths. Learning Support timetables are regularly reviewed to ensure Tier 3 students continue to receive 1:1 or 1:2 support four times a week, and Tier 2 students receive small-group support four times a week. Teacher aide time is allocated to support these sessions.

Proposed Future Actions: Continue IDEAL coaching support once per term (Ruth Blair) in 2026, including two whole-staff Teacher Only Days prior to the school year to ensure all staff, including new staff, have a strong understanding of the Science of Reading. Our school is a part of fully funded IDEAL Learning Matters Ministry of Education (MoE) PLD for terms 1 - 3. Review Learning Support timetables to maintain prioritisation of Tier 3 students and continue to utilise our LMIT-trained teacher aide. Continue to use teacher aides to effectively support Tier 2 students in class alongside the classroom teacher. Teacher Aide morning programme increased by 2.5 hours per week to ensure consistency with in-class support.



Writing

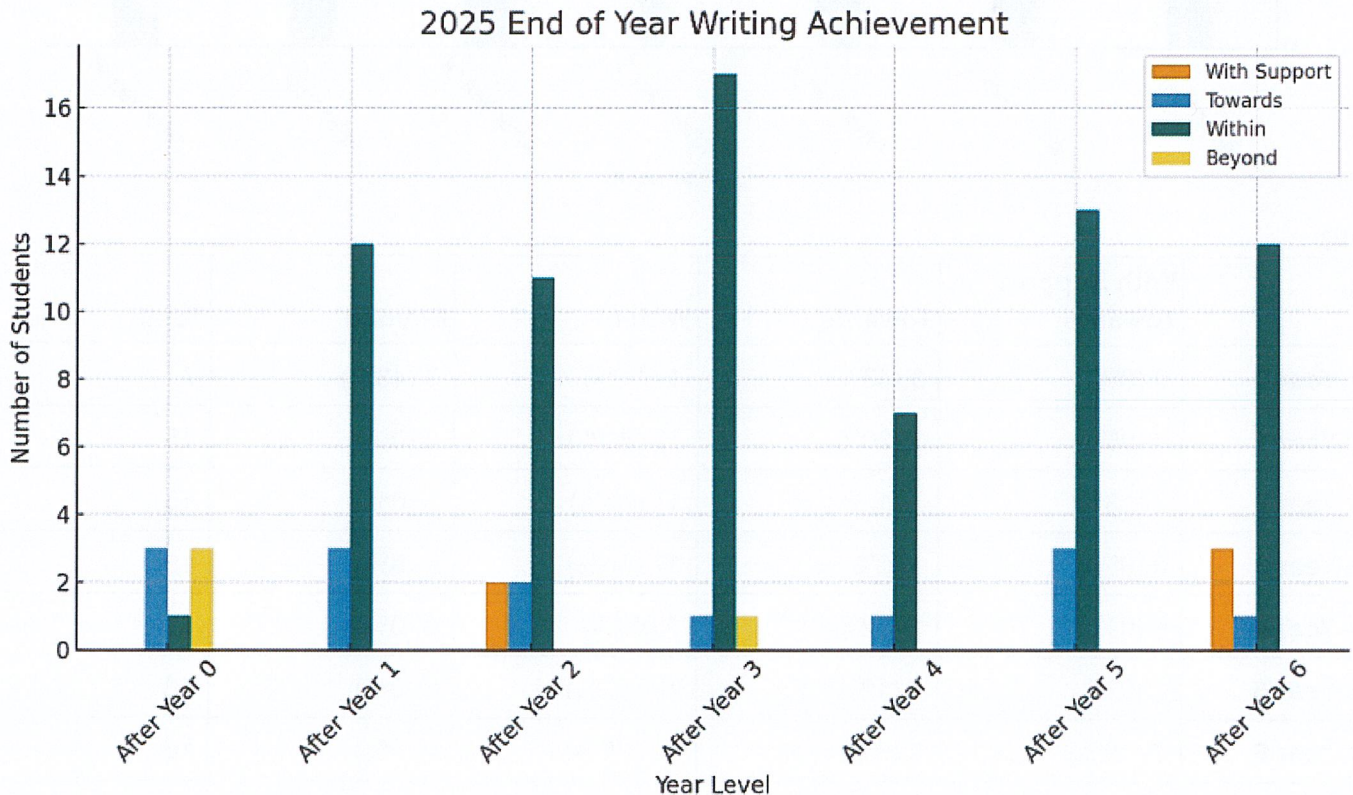
| Level | With Support Towards | Towards | Within | Beyond | Total |
|--------------|----------------------|-----------------|-----------------|---------------|-----------|
| After Year 0 | 0 (0%) | 3 (43%) | 1 (14%) | 3 (43%) | 7 |
| After Year 1 | 0 (0%) | 3 (20%) | 12 (80%) | 0 (0%) | 15 |
| After Year 2 | 2 (13%) | 2 (13%) | 11 (74%) | 0 (0%) | 15 |
| After Year 3 | 0 (0%) | 1 (5%) | 17 (90%) | 1 (5%) | 19 |
| After Year 4 | 0 (0%) | 1 (12%) | 7 (88%) | 0 (0%) | 8 |
| After Year 5 | 0 (0%) | 3 (19%) | 13 (81%) | 0 (0%) | 16 |
| After Year 6 | 3 (19%) | 1 (6%) | 12 (75%) | 0 (0%) | 16 |
| Total | 5 (5%) | 14 (15%) | 73 (76%) | 4 (4%) | 96 |

Outcome Statement: 80% of students are achieving *Within* or *Beyond* their current curriculum expectations. At Mid-Year, 86% of students were achieving *Within* expectations in Writing, with no students achieving *Beyond*. In Year 4, 88% (7/8) of students are achieving *Within* their expected level for Writing.

Variance Analysis Comment: End-of-year results show that 80% of students are achieving *Within* or *Beyond* expectations, consistent with the end of 2024. This reflects a 6% decrease from the Mid-Year data.

Causal Factor Comment: Year 0 students are included in the End-of-Year data but not in the Mid-Year data. We have had an increase of 14 new arrivals to our school that were not included in Mid Year reporting. 8 of them are New Entrants/ Year 0 and 6 have come from other schools and are receiving extra support to make accelerated progress. Several of these students are still in the pre-writing stage and are *With Support Towards* or *Towards* expectations, having started school with limited foundational writing skills. A continued Structured Literacy writing approach has strengthened consistency across classes. Termly consultant support from IDEAL (Ruth Blair) has provided modelling, resource sharing, and professional development on the new IDEAL writing platform. Teacher Aide time is allocated to support writing through small-groups and in classes.

Proposed Future Actions: Continue Structured Literacy implementation and termly PLD following the two Teacher Only Days. Review Teacher Aide allocation to ensure targeted classroom support, with the LMIT-trained teacher aide prioritised for Tier 3 learners. Further develop and share writing resources across staff to support consistency and best practice. Increase of 2.5 hours of Teacher Aide support in mornings. This has started the week beginning 24.11.2025.



Mathematics

| Level | With Support Towards | Towards | Within | Beyond | Total |
|--------------|----------------------|----------|----------|---------|-------|
| After Year 0 | 0 (0%) | 1 (14%) | 4 (57%) | 2 (29%) | 7 |
| After Year 1 | 0 (0%) | 4 (27%) | 11 (73%) | 0 (0%) | 15 |
| After Year 2 | 0 (0%) | 2 (13%) | 13 (87%) | 0 (0%) | 15 |
| After Year 3 | 0 (0%) | 5 (26%) | 13 (69%) | 1 (5%) | 19 |
| After Year 4 | 0 (0%) | 3 (37%) | 4 (50%) | 1 (13%) | 8 |
| After Year 5 | 0 (0%) | 1 (6%) | 14 (88%) | 1 (6%) | 16 |
| After Year 6 | 1 (6%) | 1 (6%) | 13 (82%) | 1 (6%) | 16 |
| Total | 1 (1%) | 17 (18%) | 72 (75%) | 6 (6%) | 96 |

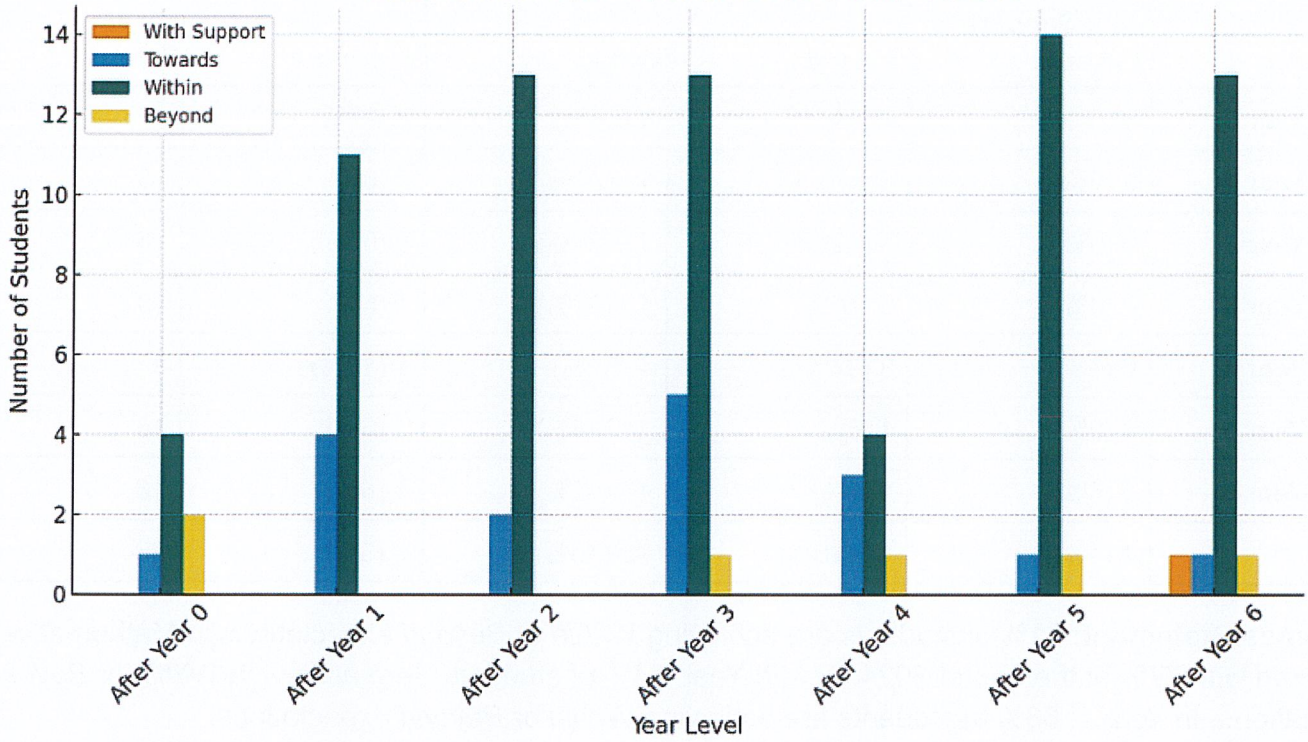
Outcomes Statement: 81% of students are achieving *Within* or *Beyond* expectations in Mathematics, compared with 77% at the end of 2024. At Mid-Year, 84% of students were achieving *Within* or *Beyond* expectations. In Year 4, 63% of students are achieving *Within* or *Beyond* expectations.

Variance Statement: Mathematics achievement has increased by 4% since the end of 2024, although there has been a 3% decrease since Mid-Year 2025.

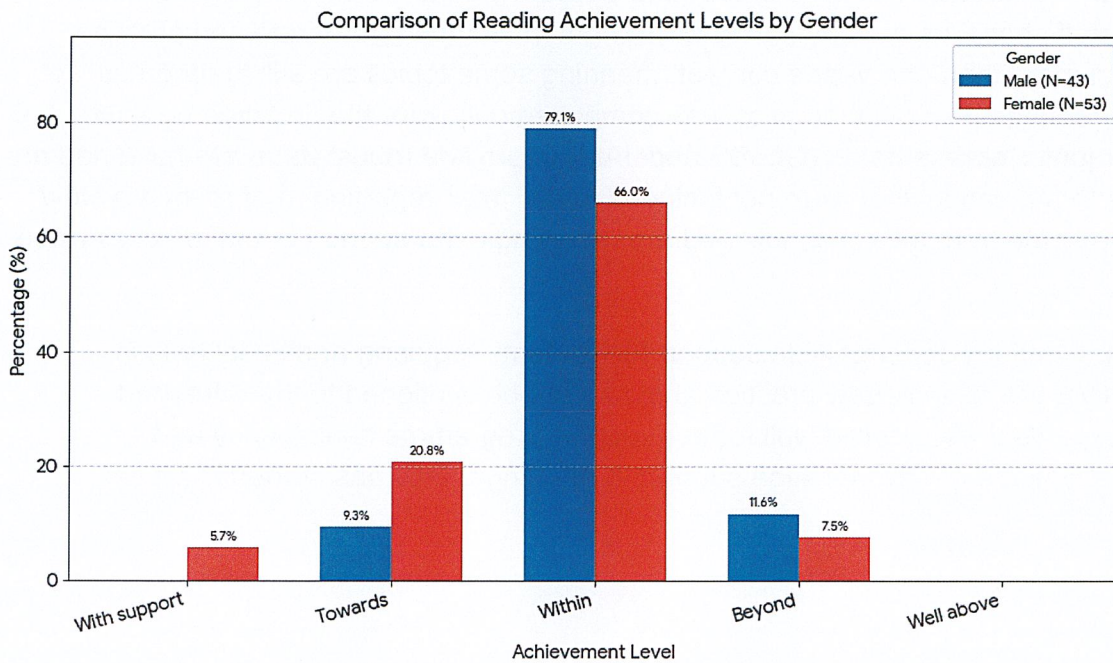
Causal Factors Comment: PR1ME Maths is now embedded schoolwide with one-hour daily sessions. Ongoing PLD and regular staff check-ins are continuing to strengthen teacher knowledge and practice. Current PR1ME books span more than one year's content, meaning some topics are still in progress. To support overall teacher judgements, PAT Mathematics was completed online for the first time by Years 3–6 students, alongside regular junior assessments (GLoSS and JAM) to provide robust data. We have had an increase of 14 new arrivals to our school that were not included in Mid Year reporting. 8 of them are New Entrants/ Year 0 and 6 have come from other schools and are receiving extra support to make accelerated progress.

Proposed Future Actions: Continue Teacher Aide support for students requiring additional help in Mathematics. In 2027, PR1ME will release new practice and course books aligned to the refreshed curriculum, designed as single-year texts, which will further support programme consistency and manageability. Increase of 2.5 hours of Teacher Aide support in mornings. This has started the week beginning 24.11.2025.

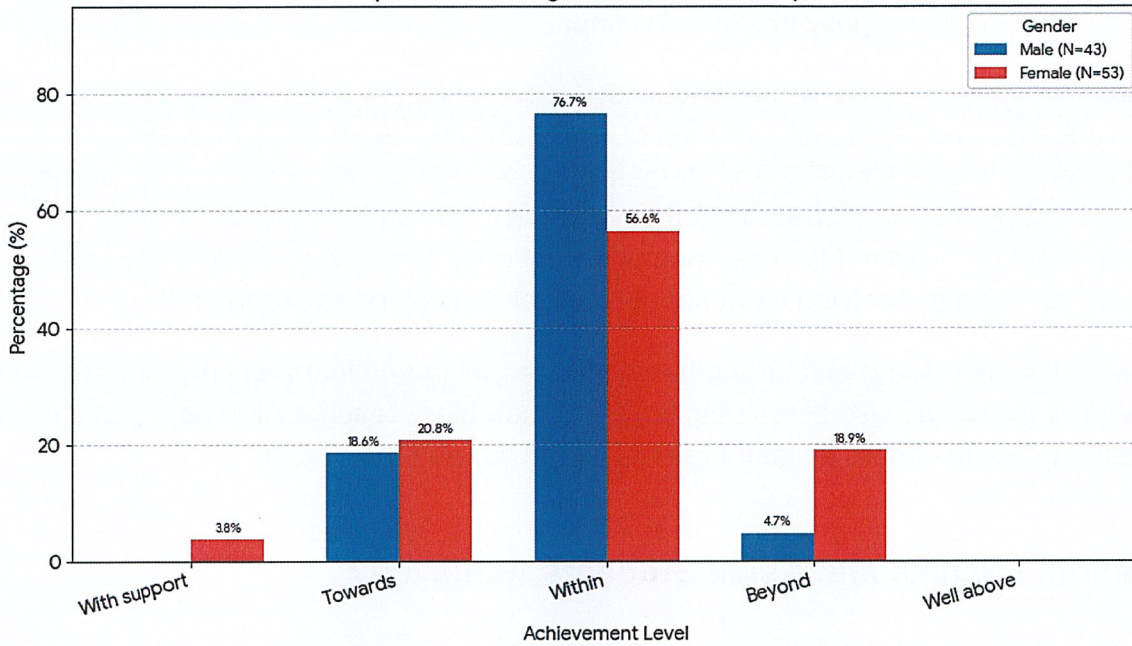
2025 End of Year Mathematics Achievement



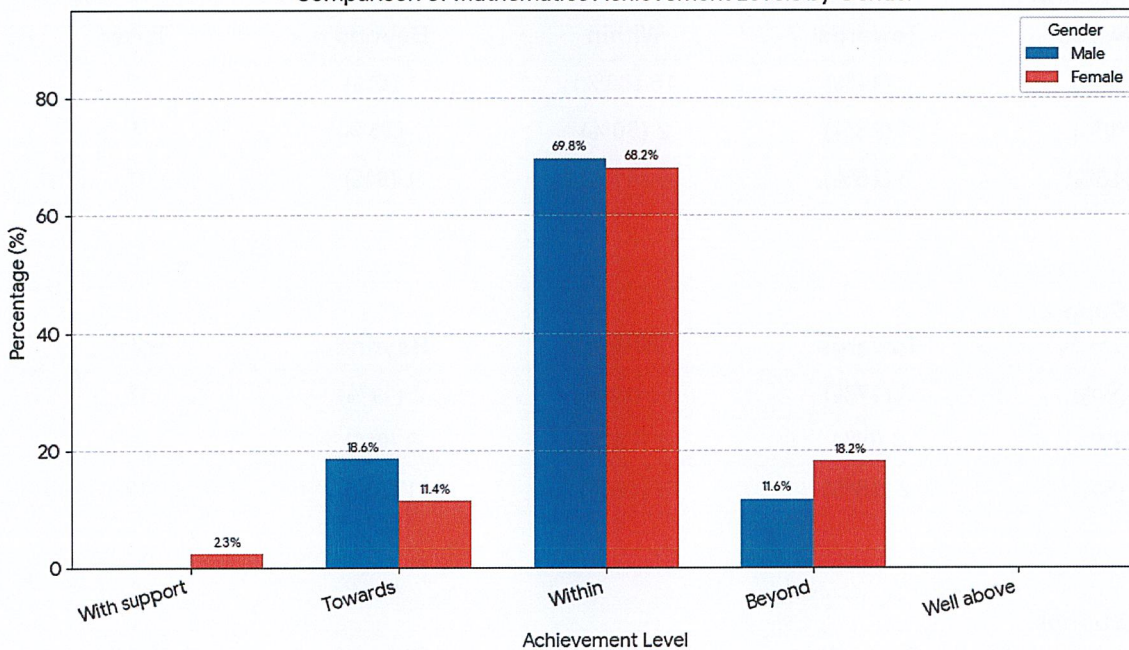
Were There Any Gender-Based Trends?



Comparison of Writing Achievement Levels by Gender



Comparison of Mathematics Achievement Levels by Gender



Outcomes Statement: Females achieved slightly higher results in Mathematics, while Males achieved higher results in Reading and Writing. In Reading, 73.5% of Females and 90.7% of Males achieved *Within* or *Beyond* their expected curriculum level. In Writing, 75.5% of Females and 81.4% of Males achieved *Within* or *Beyond*. In Mathematics, 86.4% of Females and 81.4% of Males achieved *Within* or *Beyond* their expected level.

Variance Analysis Comments: Compared with the Mid-Year data, Males were previously achieving slightly higher in Mathematics, while Females were ahead in Reading and Writing. Although this pattern has shifted, overall achievement remains strong, with high proportions of both groups achieving *Within* or *Beyond*. Teaching approaches and targeted interventions continue to effectively support both genders

across all curriculum areas. By the end of 2024, Females and Males achieved similar results in Reading and Mathematics, with Females achieving slightly higher in Writing.

Causal Factor Comments: The combination of whole-class instruction, small-group teaching, tailored support, and targeted interventions continues to ensure both Males and Females are well supported in their learning. Consistent implementation of the PR1ME Mathematics and Structured Literacy programmes across the school is contributing positively to learner outcomes. We have had an increase of 14 new arrivals to our school that were not included in Mid Year reporting. 8 of them are New Entrants/ Year 0 and 6 have come from other schools and are receiving extra support to make accelerated progress.

Proposed Future Actions: Continue refining and strengthening the teaching and learning programmes embedded in daily practice. Make strategic use of learning support timetables, Teacher Aide hours, and external agencies where appropriate to ensure all learners receive the support they need.

How Well Have Our Māori, Pasifika and Asian Students Achieved?

Reading

| | With Support Towards | Towards | Within | Beyond | Total |
|-------------------|-------------------------|---------|----------|---------|-------|
| Māori Students | 0 (0%) | 2 (11%) | 15 (83%) | 1 (6%) | 18 |
| Pasifika Students | 0 (0%) | 1 (25%) | 2 (50%) | 1 (25%) | 4 |
| Asian Students | 2 (16%) | 3 (25%) | 6 (51%) | 1 (8%) | 12 |

Writing

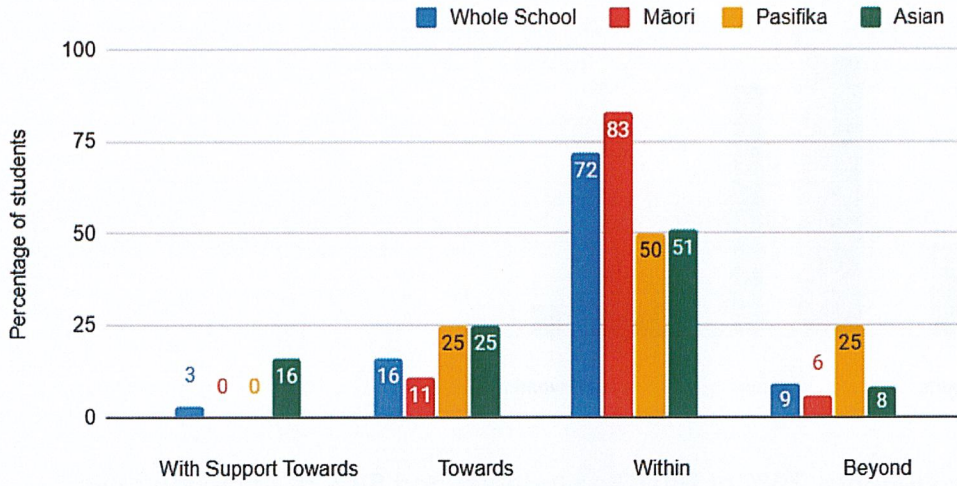
| | With Support Towards | Towards | Within | Beyond | Total |
|-------------------|-------------------------|---------|----------|---------|-------|
| Māori Students | 1 (6%) | 3 (17%) | 12 (66%) | 2 (11%) | 18 |
| Pasifika Students | 1 (25%) | 0 (0%) | 3 (75%) | 0 (0%) | 4 |
| Asian Students | 1 (8%) | 2 (16%) | 8 (68%) | 1 (8%) | 12 |

Maths

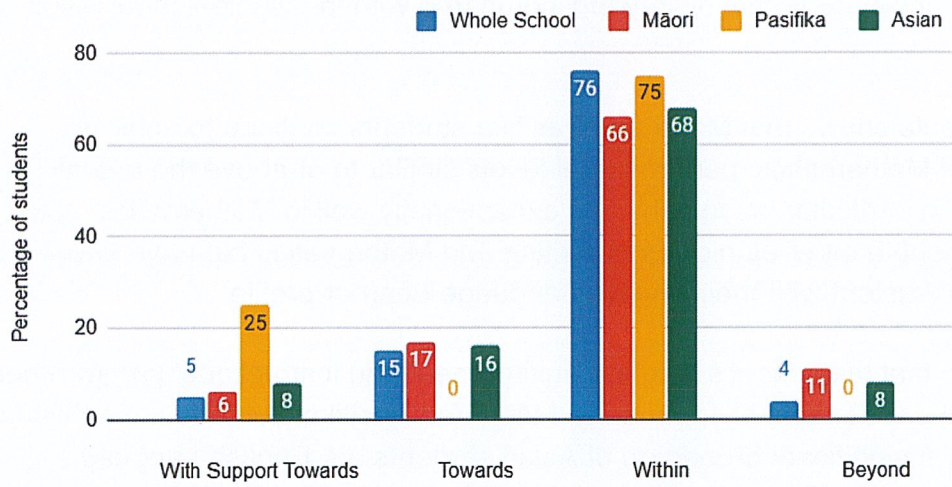
| | With Support Towards | Towards | Within | Beyond | Total |
|-------------------|-------------------------|---------|----------|--------|-------|
| Māori Students | 0 (0%) | 3 (17%) | 14 (77%) | 1 (6%) | 18 |
| Pasifika Students | 0 (0%) | 0 (0%) | 4 (100%) | 0 (0%) | 4 |
| Asian Students | 0 (0%) | 3 (25%) | 8 (67%) | 1 (8%) | 12 |

Graphs of Māori, Pasifika and Asian Achievement Compared to the General Population

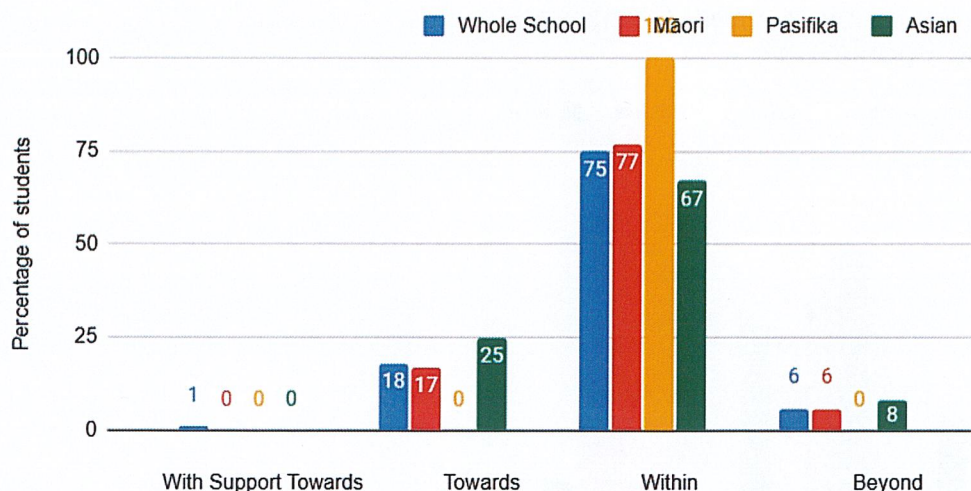
Reading - Māori, Pasifika and Asian Achievement Compared to the General Population



Writing - Māori, Pasifika and Asian Achievement Compared to the General Population



Mathematics - Māori, Pasifika and Asian Achievement Compared to the General Population



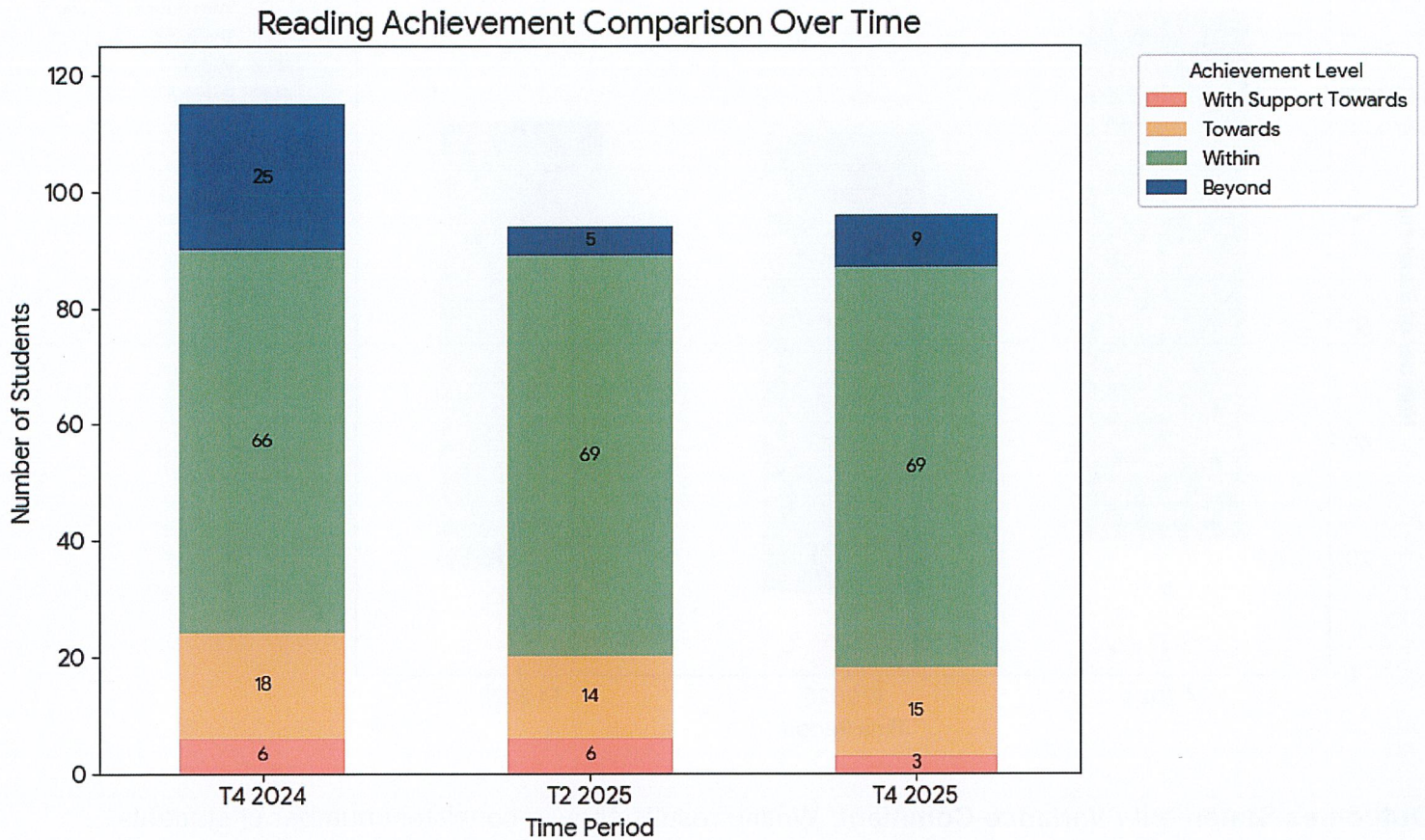
Outcomes Statement: 89% of Māori students, 75% of Pasifika students, and 59% of Asian students achieved *Within or Beyond* in Reading, compared with the whole-school result of 81%. In Writing, 77% of Māori students, 75% of Pasifika students, and 76% of Asian students achieved *Within or Beyond*, compared with the whole-school result of 80%. In Mathematics, 83% of Māori students, 100% of Pasifika students, and 75% of Asian students achieved *Within or Beyond*, compared with the whole-school result of 81%.

Variance Analysis Comment: The data shows that Māori and Pasifika students continue to achieve strongly across Reading, Writing, and Mathematics, performing at levels similar to or above the overall school population. Pasifika students, in particular, have achieved exceptionally well in Mathematics. Asian students show comparable achievement to other ethnicities in Writing and Mathematics but have lower overall results in Reading, which is consistent with their English Language Learner profile.

Causal Factors: These results affirm that the school's learning environment and instructional programmes are effectively meeting the needs of the wider school community. Māori and Pasifika students are achieving well across all core curriculum areas. A significant proportion of Asian students are English Language Learners (ELLs), and we continue to see that the structured programmes designed for English-speaking learners provide strong foundations for all students. For additional language support, students in Year 2 and above access the Learning Village programme.

Future Actions Continue implementing Learning Village and junior English Language Learner programmes in 2026, with the Learning Support Co-ordinator ideally continuing to lead these. Review and adjust the Learning Support timetable to ensure appropriate support is available for all students. The school aims to establish the Buddy System; however, parent participation has been limited, so further consideration will be needed to encourage engagement or explore alternative ways to run the programme.

How do Our End of Year Results Compare End of Year 2024 to End of 2025?

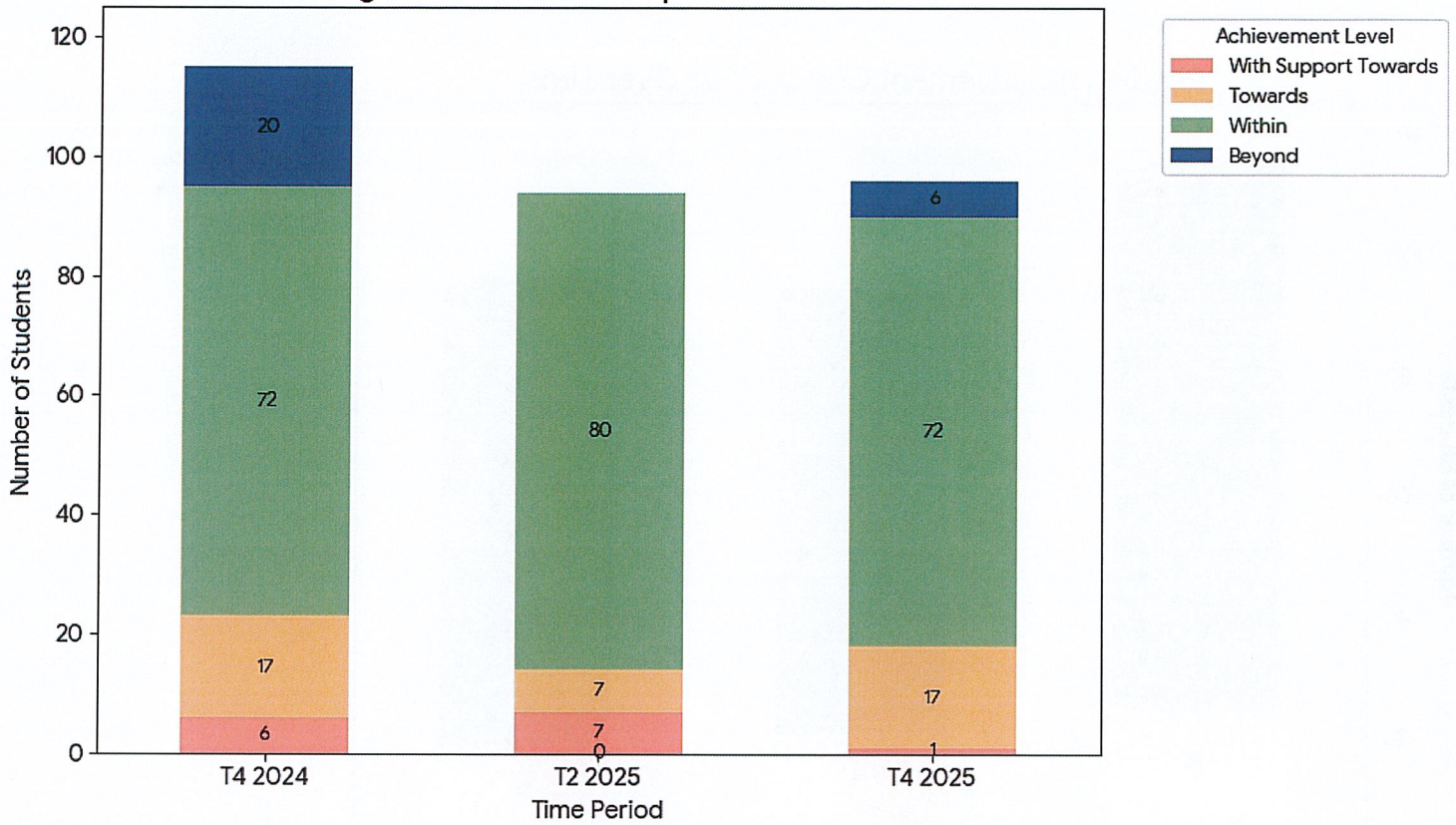


Outcomes Statement / Variance Comment: There is a clear trend of consistent numbers of students achieving *Within* expectations, along with a reduction in students assessed as *With Support Towards*. This indicates overall improvement in achievement levels over time.

Causal Factors: The continued implementation of Structured Literacy, alongside a dedicated one-hour daily Reading block, is contributing positively to student progress. The decreasing number of students requiring additional support demonstrates that the programme is effective for the majority of learners.

Proposed Future Actions: Continue the Structured Literacy approach, ensuring all staff participate in professional development at the beginning of 2026. Maintain the use of teacher and Teacher Aide time to support Tier 2 and Tier 3 students. Continue engaging outside agencies and utilising additional resources where needed to support learners with barriers. Ensure students requiring ongoing support are placed on an Individual Education Plan (IEP).

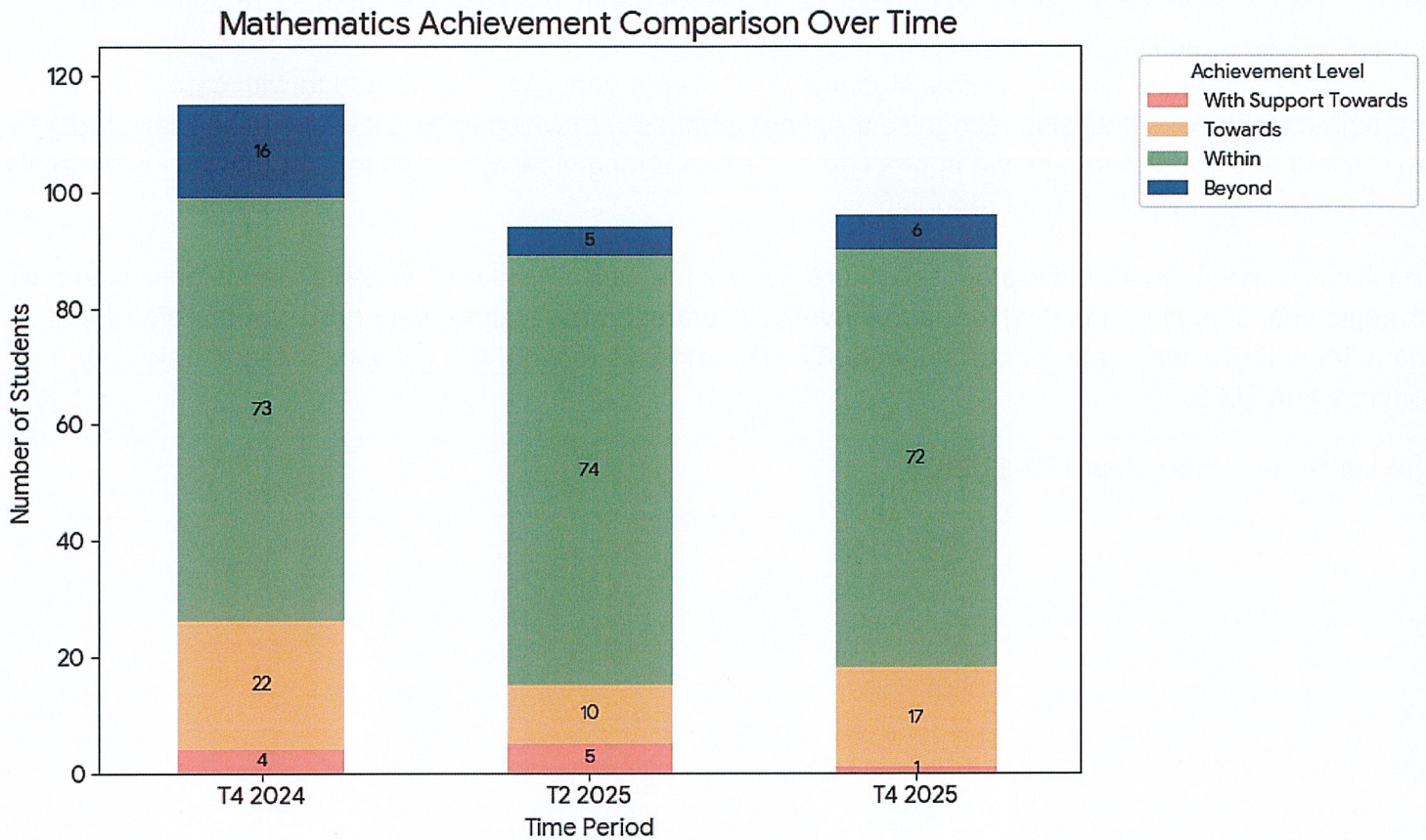
Writing Achievement Comparison Over Time



Outcomes Statement / Variance Comment: Writing results show a consistent number of students achieving *Within* expectations over time. Fewer students are now achieving *With Support Towards*, although more have been assessed as *Towards* compared with Mid-Year 2025.

Causal Factors: The continued use of the Structured Literacy Writing programme is positively influencing writing outcomes. A number of transient and newly enrolled students have entered school with lower writing skills, impacting overall achievement results.

Proposed Future Actions: Continue implementing Structured Literacy in Writing. Staff will participate in further professional development through IDEAL Learning Matters Teacher Only Days and termly coaching sessions in 2026. Teacher Aide support will be allocated as needed, with smaller group or 1:1 sessions provided for students requiring more intensive Tier 2 or Tier 3 instruction.



Outcomes Statement / Variance Comment: Fewer students are currently assessed as *With Support Towards*, while more are assessed as *Towards*. The number of students achieving *Within* or *Beyond* remains consistent over time.

Causal Factors: The PR1ME Structured Mathematics approach provides a clear scope and sequence, with daily one-hour lessons reinforcing consistency across the school. Some topics were not covered by end-of-year testing, as the programme currently spans more than one year.

Proposed Future Actions: Continue teaching PR1ME Mathematics in 2026, picking up where students finished in 2025 to maintain continuity. From 2027, new books will allow the full scope and sequence to be completed within a year. Additional professional development will continue to support and enhance Mathematics teaching at Lumsden School.

Board Comment:

The Board has reviewed the 2025 End of Year Achievement Data and Analysis of Variance and is assured by the clarity, strength, and consistency of the school’s assessment, monitoring, and reporting systems. The evidence presented shows steady progress across Reading, Writing, and Mathematics, with high proportions of students achieving *Within* or *Beyond* expectations and a continued reduction in those needing significant additional support. The Board is satisfied that the structured approaches in Literacy and Mathematics are well embedded, well led, and delivering positive outcomes for learners.

We acknowledge the strategic use of teacher expertise, targeted Teacher Aide support, robust learning support systems, and ongoing professional development. These elements continue to strengthen schoolwide coherence and ensure that students with diverse needs are responded to with care, precision, and high expectations. We also recognise the thoroughness with which Individual Education Plan students are tracked and supported, and we appreciate the school's long-view approach to safeguarding both equity and the integrity of whole-school reporting.

The Board is confident that the proposed future actions are well considered, realistic, and aligned with our strategic goal of ensuring that all learners thrive. We commend the staff for their hard work, professional commitment, and deep care for our students. The Board looks forward to seeing this steady trajectory continue into 2026.

The Lumsden School Board 12.12.2025

Good Employer Statement 2025

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

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

| Reporting on the principles of being a Good Employer | |
|--|--|
| <p>How have you met your obligations to provide good and safe working conditions?</p> | <p>In accordance with our relevant Good Employer and Health and Safety policies and procedures, Lumsden School is compliant with relevant legislation.</p> <p>The School Board acts in good faith and takes all reasonable and practical steps to keep all staff healthy and safe. The Board supports employees by considering their health and wellbeing. The School Board considers the needs of our minority ethnic groups, supports staff professional development, and recognises the successes and achievements of all staff.</p> |
| <p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p> | <p>The School Board has a formally delegated Equal Employment Opportunity (EEO) representative. The principles of EEO continue to be upheld in alignment with the school's values and obligations under relevant legislation. All employment practices have ensured that individuals have equitable opportunities to contribute and succeed, regardless of gender, ethnicity, or disability. The EEO representative will continue to strengthen oversight, implementation, and evidence-gathering of our EEO commitments moving forward.</p> |
| <p>How do you practise impartial selection of suitably qualified persons for appointment?</p> | <p>Pursuant to the Staff Appointments Procedure, the Board has delegated members, who reside within the recruitment committee when they are required. All recruitment processes follow the best person for the job approach, through a rigorous and fair process. Impartial selection is implemented by advertising widely, administering referee checks, interviewing appropriate candidates and if required, re-advertising if a suitable candidate is not found.</p> |
| <p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? | <p>By implementing the EEO and Good Employer procedures for our school. We are inclusive of all abilities and persons within our school. The school caters to the needs of all ethnicities including Māori and our procedures and processes do not discriminate against any person including Māori.</p> |
| <p>How have you enhanced the abilities of individual employees?</p> | <p><i>By providing opportunities for professional development, reflection and growth. Reflection and evaluation through</i></p> |

| | |
|---|--|
| | <i>Professional Growth Cycles, Staff Meetings and access to outside professional services.</i> |
| How are you recognising the employment requirements of women? | By implementing the EEO and Good Employer procedures for our school. |
| How are you recognising the employment requirements of persons with disabilities? | By implementing the EEO and Good Employer procedures for our school. We are inclusive of all abilities and persons within our school. The physical environment caters to the needs of any physical disabilities and our procedures and processes do not discriminate against any person with disabilities. |

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

| Reporting on Equal Employment Opportunities (EEO) Programme/Policy | YES | NO |
|--|------------|-----------|
| Do you operate an EEO programme/policy? | ✓ | |
| Has this policy or programme been made available to staff? | ✓ | |
| Does your EEO programme/policy include training to raise awareness of issues which may impact EEO? | ✓ | |
| Has your EEO programme/policy appointed someone to coordinate compliance with its requirements? <i>This was not formally appointed in 2024, but the programme was upheld. This will be formally appointed through Board in 2025.</i> | ✓ | |
| Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy? | ✓ | |
| Does your EEO programme/policy set priorities and objectives? | ✓ | |

Report Written By:

Judi McMillan 17.02.2026

Acting Principal

Lumsden School

2025 Report on How Lumsden School has Given Effect to Te Tiriti o Waitangi

Lumsden School gives effect to Te Tiriti o Waitangi (Treaty of Waitangi) principles: partnership, protection, and participation.

Implementation of Principles

Partnership

- Consultation and Collaboration: Involving Māori parents, Board Meetings, Weekly newsletters
- Cultural Competency Training: Professional development for staff through Kapa Haka, attendance at Polyfest.

Protection

- Māori Language and Culture: Integrating Te Reo Māori across the curriculum, celebrating Māori cultural events.
- Cultural Safety: Policies ensuring a safe environment for Māori students, incorporating Māori symbols in school.

Participation

- Upholding that what we do for Māori, is best practice for all.
- Equitable Access to support programs for Māori students.
- Curriculum Development: Including Māori history and perspectives in the curriculum.
- Use of Te Reo, Whakatauki, Karakia, Waiata, Kapa Haka, Mihi Whakatau

Outcomes and Impact

- Increased engagement and achievement among Māori students.
- Enhanced cultural understanding and respect within the school community through our whole school, timetabled Play is the Way (PITW)/ Emotional Intelligence for Life (EI4Life).
- Stronger relationships with Māori communities.

Challenges and Future Directions

- Ongoing commitment and resourcing when working with a transient community
- Improving cultural competency
- Consultation with iwi/hapū/whānau in the development of the strategic plan

Our school honors Te Tiriti o Waitangi through partnership, protection, and participation, fostering an inclusive environment where Māori students thrive and all students appreciate Māori culture.

Report Written By:

Judi McMillan

Acting Principal

Lumsden School

LUMSDEN SCHOOL KIWISPORT 2025

Students participated in organised sport. In 2025 the school received Kiwisport funding of \$1632 (2024 \$1638). The funding was spent on a basketball backboard and hoop, sports equipment, and REAP whole school swimming survival lessons.