SHANNON SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	2989
Principal:	Rochelle Thorn
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SHANNON SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Shannon 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.

SHEA BENTLEY	Rochelle Marie Thurn
Full Name of Presiding Member	Full Name of Principal
Signature of Presiding Member	Signature of Principal
29.5.2026.	29/05/2026
Date	Date

Shannon 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	2,021,723	1,644,894	1,751,066
Locally Raised Funds	3	60,195	65,030	81,669
Interest		17,866	-	29,461
Gain on Sale of Property, Plant and Equipment		902	-	-
Total Revenue		2,100,686	1,709,924	1,862,196
Expense				
Locally Raised Funds	3	12,976	9,500	15,510
Learning Resources	4	1,256,182	1,032,072	977,945
Administration	5	275,713	278,398	249,303
Interest		1,299	1,241	1,654
Property	6	417,721	358,736	370,375
Total Expense		1,963,891	1,679,947	1,614,787
Net Surplus / (Deficit) for the year		136,795	29,977	247,409
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		136,795	29,977	247,409

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

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Shannon 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		1,082,808	858,635	828,064
Total comprehensive revenue and expense for the year		136,795	29,977	247,409
Contribution - Furniture and Equipment Grant		-	-	7,335
Equity at 31 December		1,219,603	888,612	1,082,808
Accumulated comprehensive revenue and expense		1,219,603	888,612	1,082,808
Equity at 31 December		1,219,603	888,612	1,082,808

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.

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Shannon 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	682,777	697,492	621,454
Accounts Receivable	8	112,529	87,815	88,532
GST Receivable		7,690	13,979	17,778
Prepayments		1,461	3,003	4,322
Investments	9	258,490	232,547	246,614
Funds Receivable for Capital Works Projects	15	131,538	-	108,696
		1,194,485	1,034,836	1,087,396
Current Liabilities				
Accounts Payable	11	120,931	115,152	103,263
Revenue Received in Advance	12	175	3,474	7,288
Provision for Cyclical Maintenance	13	-	25,281	-
Finance Lease Liability	14	7,511	6,442	7,800
Funds held for Capital Works Projects	15	-	-	15,869
		128,617	150,349	134,220
Working Capital Surplus/(Deficit)		1,065,868	884,487	953,176
Non-current Assets				
Property, Plant and Equipment	10	325,336	176,336	299,755
		325,336	176,336	299,755
Non-current Liabilities				
Provision for Cyclical Maintenance	13	166,424	157,155	158,877
Finance Lease Liability	14	5,177	15,056	11,246
		171,601	172,211	170,123
Net Assets		1,219,603	888,612	1,082,808
Equity		1,219,603	888,612	1,082,808

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

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Shannon 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		858,072	737,810	832,391
Locally Raised Funds		63,271	65,030	78,370
Goods and Services Tax (net)		10,088	-	(3,799)
Payments to Employees		(530,954)	(483,799)	(457,916)
Payments to Suppliers		(220,234)	(38,079)	(183,766)
Interest Paid		(1,299)	(1,241)	(1,654)
Interest Received		16,469	-	29,461
Net cash from/(to) Operating Activities		195,413	279,721	293,087
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		3,043	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(68,492)	-	(92,705)
Purchase of Investments		(11,875)	-	(14,067)
Net cash from/(to) Investing Activities		(77,324)	-	(106,772)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	7,335
Finance Lease Payments		(5,497)	(9,310)	(5,072)
Funds Administered on Behalf of Other Parties		(51,269)	-	5,795
Net cash from/(to) Financing Activities		(56,766)	(9,310)	8,058
Net increase/(decrease) in cash and cash equivalents		61,323	270,411	194,373
Cash and cash equivalents at the beginning of the year	7	621,454	427,081	427,081
Cash and cash equivalents at the end of the year	7	682,777	697,492	621,454

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.

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

1. Statement of Accounting Policies

a) Reporting Entity
Shannon 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 13.

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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 20b.

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.

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

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

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

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

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

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

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

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

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

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

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value, as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.
Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

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

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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:

Board-owned Buildings	10-50 years
Building Improvements	20-40 years
Furniture and Equipment	4-10 years
Information and Communication Technology	4 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment
The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

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

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

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

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

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

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

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

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

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

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

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

o) Funds Held in Trust
Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

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

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

q) Shared Funds
Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

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

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

The School carries out painting maintenance of the whole school over a 6 to 15 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

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t) Borrowings
Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

u) 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.

v) Budget Figures
The budget figures are extracted from the School budget that was approved by the Board.

w) 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	701,563	538,129	621,593
Teachers' Salaries Grants	893,261	729,549	710,291
Use of Land and Buildings Grants	234,995	204,216	221,962
Ka Ora, Ka Ako - Healthy School Lunches Programme	178,039	161,000	144,550
Other Government Grants	13,865	12,000	52,670
	2,021,723	1,644,894	1,751,066

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	8,830	21,000	7,151
Fees for Extra Curricular Activities	3,835	230	5,306
Fundraising and Community Grants	29,890	19,300	51,372
Other Revenue	17,640	24,500	17,840
	60,195	65,030	81,669
Expense			
Extra Curricular Activities Costs	9,347	7,300	7,828
Fundraising and Community Grant Costs	449	-	301
Other Locally Raised Funds Expenditure	3,180	2,200	7,381
	12,976	9,500	15,510
Surplus for the year Locally Raised Funds	47,219	55,530	66,159

The school received a grant from the TG Macarthy Trust for $1,000 which is included in the Fundraising and Community Grants line in the above note.

4. Learning Resources

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Curricular	50,232	49,000	34,695
Employee Benefits - Salaries	1,144,912	911,901	891,523
Staff Development	13,890	32,500	10,969
Depreciation	45,461	37,571	38,465
Extra Curricular Activities	1,687	1,100	2,293
	1,256,182	1,032,072	977,945

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5. Administration

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Audit Fees	9,580	4,631	7,710
Board Fees and Expenses	11,861	10,300	8,456
Operating Leases	-	-	658
Other Administration Expenses	19,644	19,120	23,020
Employee Benefits - Salaries	127,372	119,447	119,515
Insurance	8,705	7,000	8,411
Service Providers, Contractors and Consultancy	9,120	8,400	8,400
Ka Ora, Ka Ako - Healthy School Lunch Programme	89,431	109,500	73,133
	275,713	278,398	249,303

6. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cyclical Maintenance	50,099	2,000	30,463
Heat, Light and Water	21,651	19,300	18,690
Rates	3,008	1,320	1,320
Repairs and Maintenance	28,054	13,400	15,116
Use of Land and Buildings	234,995	204,216	221,962
Employee Benefits - Salaries	73,589	112,000	75,614
Other Property Expenses	6,325	6,500	7,210
	417,721	358,736	370,375

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	682,777	697,492	621,454
Cash and cash equivalents for Statement of Cash Flows	682,777	697,492	621,454

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

Of the $682,777 Cash and Cash Equivalents $175 is subject to restrictions for the following reasons:
• $175 of Revenue Received in Advance is held by the school, as disclosed in note 12.

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8. Accounts Receivable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Receivables	1,373	785	13,194
Receivables from the Ministry of Education	23,934	-	2,934
Interest Receivable	1,397	-	-
Banking Staffing Underuse	-	26,523	7,112
Teacher Salaries Grant Receivable	85,825	60,507	65,292
	112,529	87,815	88,532
Receivables from Exchange Transactions	2,847	27,308	13,194
Receivables from Non-Exchange Transactions	109,682	60,507	75,338
	112,529	87,815	88,532

9. Investments

The School's investment activities are classified as follows:

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Asset			
Short-term Bank Deposits	258,490	232,547	246,614
Total Investments	258,490	232,547	246,614

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10. Property, Plant and Equipment

2025	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	**Total (NBV) $**
Board-owned Buildings	73,104	-	-	-	(4,194)	**68,910**
Building Improvements	54,510	19,277	-	-	(1,980)	**71,807**
Furniture and Equipment	122,431	46,819	(2,142)	-	(20,535)	**146,573**
Information and Communication Technology	9,987	4,799	-	-	(5,181)	**9,605**
Motor Vehicles	20,774	-	-	-	(5,042)	**15,732**
Leased Assets	17,310	1,615	-	-	(8,047)	**10,878**
Library Resources	1,639	674	-	-	(482)	**1,831**
	299,755	73,184	(2,142)	-	(45,461)	**325,336**

The net carrying value of equipment held under a finance lease is $10,878 (2024: $17,310)

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 $**
Board-owned Buildings	228,381	(159,471)	**68,910**	228,381	(155,277)	**73,104**
Building Improvements	85,563	(13,756)	**71,807**	66,286	(11,776)	**54,510**
Furniture and Equipment	400,626	(254,053)	**146,573**	363,157	(240,726)	**122,431**
Information and Communication Technology	82,021	(72,416)	**9,605**	77,222	(67,235)	**9,987**
Motor Vehicles	40,333	(24,601)	**15,732**	40,333	(19,559)	**20,774**
Leased Assets	34,630	(23,752)	**10,878**	33,015	(15,705)	**17,310**
Library Resources	77,036	(75,205)	**1,831**	76,363	(74,724)	**1,639**
	948,590	(623,254)	**325,336**	884,757	(585,002)	**299,755**

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11. Accounts Payable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Creditors	14,480	43,426	20,559
Accruals	9,580	3,087	7,680
Employee Entitlements - Salaries	85,825	60,507	65,292
Employee Entitlements - Leave Accrual	11,046	8,132	9,732
	120,931	115,152	103,263
Payables for Exchange Transactions	120,931	115,152	103,263
	120,931	115,152	103,263

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Grants in Advance - Ministry of Education	-	3,474	7,113
Prepaid Fees	175	-	175
	175	3,474	7,288

13. Provision for Cyclical Maintenance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Provision at the Start of the Year	158,877	180,436	158,102
Increase/(decrease) to the Provision During the Year	50,099	2,000	30,463
Use of the Provision During the Year	(42,552)	-	(29,688)
Provision at the End of the Year	166,424	182,436	158,877
Cyclical Maintenance - Current	-	25,281	-
Cyclical Maintenance - Non current	166,424	157,155	158,877
	166,424	182,436	158,877

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2027. This plan is based on the School's 10 Year Property plan / painting quotes.

14. 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	8,215	6,442	9,032
Later than One Year	5,465	15,056	11,999
Future Finance Charges	(992)	-	(1,985)
	12,688	21,498	19,046
Represented by			
Finance lease liability - Current	7,511	6,442	7,800
Finance lease liability - Non current	5,177	15,056	11,246
	12,688	21,498	19,046

15. 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	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions / Transfers	Closing Balances
		$	$	$		$
Block 1 - Technology Kitchen	235583	(49,320)	-	-	-	(49,320)
AMS Upgrade Blk 4 & Fire Alarm Upgrade	235582	(59,376)	-	(507)	-	(59,883)
Fire Alarm & Accessibility Compliance	244206	11,554	-	(24,943)	-	(13,389)
LSC: Space Repurpose	219903	4,315	2,415	(6,730)	-	-
Block 1 Subfloor Issues	255496	-	-	(8,946)	-	(8,946)
Totals		(92,827)	2,415	(41,126)	-	(131,538)
Represented by:						
Funds Held on Behalf of the Ministry of Education						-
Funds Receivable from the Ministry of Education						(131,538)

2024	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions / Transfers	Closing Balances
		$	$	$		$
Roof Replacement & Remediation	235579	(12,860)	46,860	(34,000)	-	-
Block 1 - Technology Kitchen	235583	(65,855)	119,050	(102,515)	-	(49,320)
AMS Upgrade Blk 4 & Fire Alarm Upgrade	235582	(11,992)	52,378	(99,762)	-	(59,376)
Asbestos Removal Boiler Room	243257	(25,000)	40,000	(15,000)	-	-
Fire Alarm & Accessibility Compliance	244206	(6,150)	100,640	(82,936)	-	11,554
LSM Toilet Refurb	244269	1,950	-	(1,950)	-	-
LSC: Space Repurpose	219903	-	64,129	(59,814)	-	4,315
Totals		(119,907)	423,057	(395,977)	-	(92,827)
Represented by:						
Funds Held on Behalf of the Ministry of Education						15,869
Funds Receivable from the Ministry of Education						(108,696)

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16. Related Party Transactions

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

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

17. Remuneration

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

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	2,465	4,340
Leadership Team		
Remuneration	402,997	378,412
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	405,462	382,752

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

Principal 1
The total value of remuneration paid or payable to the Principal was in the following bands:

Salaries and Other Short-term Employee Benefits:	2025 Actual $000	2024 Actual $000
Salary and Other Payments	30 - 40	140 - 150
Benefits and Other Emoluments	1 - 2	4 - 5
Termination Benefits	-	-

Principal 2
The total value of remuneration paid or payable to the Principal was in the following bands:

Salaries and Other Short-term Employee Benefits:	2025 Actual $000	2024 Actual $000
Salary and Other Payments	100 - 110	-
Benefits and Other Emoluments	3 - 4	-
Termination Benefits	-	-

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17. Remuneration - continued

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	1.00	2.00
120 - 130	1.00	1.00
130 - 140	1.00	0.00
	3.00	3.00

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

18. Compensation and Other Benefits Upon Leaving

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

	2025 Actual	2024 Actual
Total	$0	$0
Number of People	0	0

19. Contingencies

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

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

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

Pay Equity and Collective Agreement Funding Wash-up
In 2025 the Ministry of Education provided collective agreement and pay equity settlement funding. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2025 has not yet been advised. The School has therefore not recognised an asset or liability regarding this funding wash-up, which is expected to be settled in July 2026.

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20. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of $174,015 (2024: $215,480) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment
	$
Block 1 - Technology Kitchen	79,245
AMS Upgrade Blk 4 & Fire Alarm Upgrade	38,159
Fire Alarm & Accessibility Compliance	56,611
Total	**174,015**

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.

(b) Operating Commitments

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

21. 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	682,777	697,492	621,454
Receivables	112,529	87,815	88,532
Investments - Term Deposits	258,490	232,547	246,614
Total financial assets measured at amortised cost	1,053,796	1,017,854	956,600

Financial liabilities measured at amortised cost

Payables	120,931	115,152	103,263
Finance Leases	12,688	21,498	19,046
Total financial liabilities measured at amortised cost	133,619	136,650	122,309

22. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Shannon School (the School). The Auditor-General has appointed me, Daniel Lewis, using the staff and resources of BDO Manawatu 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.

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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 2 June 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 arises 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 2025 Statement of Variance, Principal Annual Report 2025, 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.



Daniel Lewis
BDO Manawatu Audit Limited
On behalf of the Auditor-General
Palmerston North, New Zealand

Shannon School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Leigh Harrington	Presiding Member	Elected	Sep 2025
Sarajane Swinton	Presiding Member	Elected	Sep 2028
Nick Julian	Principal	ex Officio	Apr 2025
Rochelle Thorn	Principal	ex Officio	Sep 2028
Maria Iriquin	Parent Representative	Elected	Sep 2025
Karla Puhipuhi	Parent Representative	Elected	Sep 2025
Billy Paul	Parent Representative	Appointed	Sep 2025
Ilaisaane Tangataevaha	Parent Representative	Appointed	Sep 2025
Shea Bentley	Parent Representative	Elected	Sep 2028
Nicole Evans	Parent Representative	Elected	Sep 2028
Ratahi Tamatea	Parent Representative	Elected	Sep 2028
Billy Paul	Parent Representative	Elected	Sep 2028
Sarah Sheehan	Staff Representative	Elected	Sep 2025
Sarah Sheehan	Staff Representative	Elected	Sep 2028
Ani Skipper	Other	Co-opted	Sep 2028



Shannon School | Te Kura o Hanana

2025 Statement of Variance

***Strategic Goal 1*:** To provide our learners with a diverse range of learning experiences, underpinned by the foundational skills of literacy, numeracy.
***Strategic Goal 2*:** To engage the aspirations, skills and talents of our tamariki, kaiako, whānau, hapori and iwi.
Strategic Goal 3:To prioritise and actively respond to the well-being needs of learners, kaiako and whānau.

Strategic Goal | Target	Actions	What did we achieve?	Evidence	Variance	Where to next
Strategic Goal 1: Annual Target 1 Improve student achievement in Reading, Writing, Maths so 70% of students are achieving at or above the national standard for their chronological age	*Hub classes reorganised groups to be cohort (year group) based so the staff could align planning/ programmes to the revised school curriculum phases. *MoE PLD the revised school curriculum *Introduced the MTSS - Multi Tiered System of Support to staff. *Introduced the achievement data inquiry cycle - staff taking a deep dive into their mid year and end of year data to support evidence	*Reading* MoY - 40% EoY - 49.3% *Writing* MoY - 30% EoY - 38.3% *Mathematics* MoY - 38.5% EoY - 47.12	Mid year data analysis End of year data analysis.	*Refer to to end of year analysis for further discussion.* End-of-year data shows improvement in all core areas, though these gains are modest for some year groups and across the school in general: Tier 2 progress across the school is low; Tier 3 progress was unexpectedly stronger, suggesting issues with the	*Refer to to end of year analysis for further discussion.* Introduction of classroom year groups/ smaller year group classes. The introduction of these systems and processes (see actions) are to be continued and embedded across the school. Provide focused PLD in explicit instruction, writing pedagogy, structured literacy beyond Year 3, and

	informed planning/practices. *redesigned the professional growth cycle so that teachers were formally observed; an expectation of reflection of practice and identification of key areas for improvement to support improved outcomes for learners. *ensured the use of standardised assessment to provide reliable information of where learners were at in relation to expected curriculum expectations. *re-designed classroom programmes to ensure teachers were delivering one hour a day of the explicit teaching of reading/writing/ mathematics - this includes the integration of these foundational learning areas in inquiry			design or delivery of Tier 2 interventions. In multiple year levels, Tier 2 students showed no movement at all. This indicates that Tier 2 programmes may lack intensity, coherence, or alignment with assessment data.. **Likely causes of variance** Variability in teaching quality and practice between teams. Insufficient intensity or coherence in Tier 2 interventions. Lack of explicit instruction, particularly in reading and writing in the middle years.	data-driven teaching. **Redesign Tier 2 Interventions** Daily sessions.Small, targeted groups with clearly defined next steps. Weekly monitoring and rapid regrouping. Tight alignment between assessment data and programme design. **Whole-School Writing Focus** Implement structured writing programmes such as Writers Toolbox or similar. Daily modelling, shared writing, sentence-level instruction, and writing stamina practice.

	learning.			Inconsistent assessment moderation leading to unexpected downward movements. Limited use of short, frequent intervention cycles. Harakeke Hub was short of one teacher for most of the year - with one of the permanent teachers out two days a week (sometimes three)	Identify effective practices and reproduce them across the school: Lesson structure Use of modelling Expectations for output Grouping practices Consistency and routines Use of assessment data **Adopt 4–6 Week Intervention Cycles** A rapid inquiry cycle: 1. Diagnose 2. Set specific goals 3. Deliver daily targeted teaching 4. Monitor weekly 5. Adjust 6. Re-assess and regroup

					PLD 2026 - Structured Literacy/ Assessment for Learning/ Effective Tier Two Interventions/ Writing
Strategic Goal 2 | Annual Target 2 For all students to be attending school 90% of the time (i.e. regular attendance).	*All Year 4-8 students had an Individual Attendance Monitoring Plan. This included attendance goals/ barriers to regular attendance/aspects that helped them to attend regularly. *Regular communications to whānau regarding expectations for attendance. *in-class incentives. *certificates for 90-100% attendance/ then moved to 100% attendance. *Termly analysis of attendance data and strategies.	Termly Data Analysis	Term Four Every Day Matters Report - Termly data across 2025 for all levels of attendance are part of this data set. School Termly Data Analysis	To shift all students to 90% attendance from the 2024 levels of attendance year end, 39% was a huge jump. **High levels of illness across the kura** Illness remained the dominant reason for absence in all terms (76% T2, 73% T3, 59% T4). This reflects: • winter illness cycles • repeated sickness across households These structural health factors significantly reduced the number of students able to reach	**Strengthen Whānau Communication** Reinforce expectations around unjustified absences. Provide clear examples of what is "accepted but unjustified." Continue celebrating improvements, not just concerns. **Targeted Support for High-Risk Groups** **Year 7**: transition support, mentoring, engagement strategies. **Pacific & MELAA students**: culturally responsive attendance

				90% attendance. **Ongoing unjustified and 'accepted but unjustified' absences** Unjustified absences remained high and increased again in Term 4 (21%). This indicates: • inconsistent whānau understanding of justified vs unjustified absence • whānau accepting absences that do not meet MOE criteria • continued holiday travel during term time These absences directly prevented students from meeting the 90% threshold.	plans. **Māori students**: strengthen whānau partnerships and early intervention. **Continue Tracking & Monitoring** Maintain Tier 1–3 tracking sheets. Use HERO dashboards for real-time alerts. Share data with staff regularly. **Address Illness-Related Absences** Continue working with health providers. Support whānau experiencing housing-related illness cycles. Provide guidance on when students can return to

				Persistent inequities across ethnic groups Māori, Pacific, and MELAA students consistently attended at lower rates than European/Pākehā. Examples: ● Pacific chronic: 22% (T4) ● MELAA chronic: 33% (T4) ● Māori regular attendance remained significantly lower than European/Pākehā across all terms **Gender imbalance – boys overrepresented in chronic absence** Across the year, boys made up the majority of chronic absentees (e.g., 11/12 in Term 2). This pattern continued into Terms 3 and 4,	school after illness.

				reducing the proportion of students reaching 90%. **Year-level volatility and high-risk cohorts** Several year groups had extremely low regular attendance, which made the 90% target unattainable school-wide: ● Year 2 dropped to 6% regular attendance in Term 3 ● Year 3 had the highest chronic absence in Term 3 ● Year 7 had the lowest regular and highest chronic in Term 4 These cohorts disproportionately impacted overall attendance. **Punctuality issues contributing to inconsistent attendance**	

				patterns Although improving, punctuality remained low (66% on time in Term 3). Students who are frequently late often have fragmented attendance patterns that correlate with lower overall attendance. **A persistent core of chronic absentees** Chronic absenteeism remained stable at 11–12% across all terms. Despite interventions, this group did not shift significantly, preventing overall improvement toward the 90% target. **Summary** The 90% attendance target was not met due to a combination of **health-related absences**, **unjustified absences**,	

				equity gaps, **year-level volatility**, and a **persistent chronic absentee group**. These factors collectively prevented the majority of students from reaching the 90% threshold.	
Strategic Goal 3 | Annual Target 3 All our kura at level 3 or higher in Te Reo Māori, 30% of our oral communication in Te Reo Māori.	Groups of learners from Te Rito Hub and Harakeke joined Te Whare Kākano for 90 minute blocks of learning focused on matauranga Maori/ te reo Maori enrichment. Schoolwide tikanga immerses all learners in te ao Maori. Whole school participation in Kapa haka. Bilingual end of year school production. Increased staffing in Te Whare Kakano to have 1 x	All learners, but especially those in Te Whare Kakano have grown an appreciation of and/or heart for te ao Maori. Teina learners were exposed to a more structured te reo Māori language learning programme, and therefore a greater breadth of learning. Some learners grew in their confidence (and ability) to 'perform' admirably in te reo Māori in the school production.	Te Whare Curriculum Overview.	Learners were not exposed to enough te reo Maori teaching and learning to reach Level 3 or higher in te reo Maori (30-50% immersion learning). As Te Whare Kakano is a bilingual space the highest level exposure was more akin to level 4a immersion. The teaching of te reo Maori in the 'home hubs' was not intentionally done (or timetabled) which also significantly impacted upon the kura achieving	Teachers in the auraki part of the kura to intentionally teach te reo Maori. In consultation with whanau/iwi transition Te Whare Kakano to a higher level of immersion. Initial hui need to focus on whanau understandings of immersion learning. - what it is and expectations. PLD: All staff to undertake PL in te reo Maori (new online programme for schools to be released in term 2)/ relevant curriculum

	kaiako/ 1 x Kai arahi i te reo Maori / 2 x Kai awhina i te reo Maori Establishment of a mahi toi/ mahi rākau space to expand mātauranga Māori learning experiences for the tamariki.	Having a range of staff in Te Whare Kākano allowed for more diverse skills and talents on the team strengthening learning programmes, and enriching the learning experiences of the tamariki.		this goal.	documents/ assessment practices. In addition: Te Whare Kakano - PL in Rangaranga a tā (structured literacy). Continue to grow the Mahi Toi/ Rakau learning space to support the broadening of the schoolwide curriculum, but particularly to further strengthen matauranga Maori learning and the intentional teaching/ integration of te reo Maori as an instructional language.
Strategic Goal 4 | Annual Target 4 To understand and respond to the wellbeing needs of our staff and students.	Completed NZCER survey with students and staff. School lunches available to staff Social event once a term Utilised the Wellness Specialist for our tamariki and their whānau.	Completion of the NZCER survey provided valuable insights into student and staff wellbeing, engagement, and school culture. The data has supported evidence-based decision making and helped identify key strengths and	Analysis of NZCER wellbeing data	n/a	Embed the use of the Pivot Tool for Years 5-8. To support teachers to better understand: • how students experience their classroom • what is working

	Utilised our SWIS worker for tamariki and whanau. Trialled the PIVOT Wellbeing tool with year 3 and year 7⁄8.	priority areas for improvement. Providing school lunches to staff contributed to improved staff wellbeing and created opportunities for informal connection and collaboration during the school day. Holding a social event once a term strengthened staff relationships and fostered a positive and supportive workplace culture. The Wellness Specialist provided targeted support for tamariki and their whānau, helping address wellbeing needs and supporting improved engagement with learning for some students. Working with the Social Worker in Schools (SWIS) strengthened support			well • where improvements could be made Teachers receive clear feedback on strengths and areas to develop, such as: • building stronger relationships • increasing student participation • clarifying expectations • improving classroom climate Because the survey can be repeated, teachers can see whether changes lead to improvements in: • student belonging • engagement • classroom

		networks for tamariki and their whānau and enabled access to additional services where needed. The trial of the PIVOT wellbeing tool with Year 3 and Year 7–8 students provided useful student voice data about classroom wellbeing and relationships, supporting teacher reflection and informing future wellbeing practices.			climate. SLT can look at **overall trends across classes or year levels** to identify: ● common wellbeing strengths ● areas requiring additional support ● professional learning needs. Deliberate focus on building Year 7/8 leadership/ pro social skills and resilience. *William Pike Challenge * Sport Manawatu PALS (leading sport in school) programme. Continue to promote and embed school values/virtues through the

					intentional teaching of these.

Shannon School Te Kura o Hanana

Board | Principal Annual Report 2025

2025 was a year of growth, momentum, and strengthening who we are as a kura. Across the year we saw continued roll growth, improving attendance, positive shifts in student achievement, expanded wellbeing supports for whānau, and significant investment into the environments and programmes that support learning.

There was a strong sense throughout the year that the school was continuing to build forward. Te Whare Kākano continued to grow and strengthen, attendance improved significantly, staff engaged in substantial curriculum and assessment development, and students experienced a wide range of opportunities both inside and outside the classroom.

At the same time, our data also gave us greater clarity around the areas requiring further attention — particularly around middle school achievement, Tier 2 interventions, and strengthening consistency of teaching practice across the kura.

This report reflects both the progress we have made and the clear direction we are taking as we move into 2026.

What stands out most across 2025 is that the work undertaken across attendance, wellbeing, curriculum, cultural responsiveness, and learning support is increasingly beginning to connect together.

The improvements seen in attendance, student engagement, and aspects of achievement are not isolated developments. They reflect the collective work of staff, whānau, students, and the wider community in continuing to strengthen a kura where tamariki feel known, supported, challenged, and connected.

At the same time, the school remains realistic and reflective about the work still ahead. Achievement data, particularly in Years 5–7 and within Tier 2 interventions, has helped sharpen our focus for 2026 and reinforced the

importance of consistency, explicit teaching, effective assessment practice, and targeted support.

The following sections outline the key areas of development, achievement, and growth across the school during 2025.

Growing Our Kura

Our school roll increased from 101 students at the beginning of the year to 124 students by the end of 2025, reflecting the continued confidence whānau have in our kura and the opportunities available for our tamariki.

To support this growth, the school employed:

- Six full-time teachers
- Two Classroom Release Teachers
- One part-time teacher to support Tier 3 learners

We also continued to strengthen learning support across the kura.

- Emily Stobbard continued in her role as Social Worker in Schools.
- Ani Rauhihi-Skipper remained as Learning Support Coordinator for Shannon School, Coley Street School, and Foxton School.
- Shannon School successfully applied for In-Class Support funding for three students.
- Our ORS students continued participating in community outings and experiences that supported the development of social and life skills.

The school also remained part of the Awhi Mai, Awhi Atu Counselling in Schools Programme. 2025 marked our fifth year in the programme, with Tania Baker continuing as our school counsellor.

Te Whare Kākano

Strategic Goal 2: Strengthen Te Reo Māori, Mātauranga Māori and Cultural Identity

Te Whare Kākano continued to grow as an important part of our kura identity and learning journey.

By the end of 2025, 41 tamariki were participating in this learning space.

Rhea Hyde led the programme as kaiako, supported by Jo Harrington as Kaiārahi i te Reo. From Term 3 onwards, Rachel Tamarapa and Horohau Te Peeti joined the programme as Kaiāwhina i te Reo Māori.

The programme operated across two daily learning blocks:

- Te Rito Hub: 11.15am – 12.45pm
- Harakeke Hub: 1.30pm – 3.00pm

ERO completed an external review of the school during the year, including a separate review focused specifically on Te Whare Kākano. This process reflected the work to be undertaken to continue to develop and strengthen this space.

Mahi Rākau was also officially opened in Term 2. Senior students attended weekly sessions in this environment, further strengthening cultural learning opportunities and student engagement.

Attendance and Student Achievement

Strategic Goal 1: Raise Student Achievement Through High-Quality Teaching and Learning

Strategic Goal 3: Enhance Student Engagement, Wellbeing and Attendance

Strategic Goal 5: Grow Teacher Capability and Leadership

Attendance

Attendance remained a significant focus throughout 2025, with the school continuing to strengthen systems, expectations, and communication with whānau around the message that “Every Day Matters”.

By the end of Term 1, regular attendance had increased to 57%, up from 50% the previous year. Overall attendance reached 90%, representing the strongest Term 1 attendance result the school has achieved in recent years.

One of the most significant shifts was the reduction in chronic absence, which dropped from 10% to 4%. Importantly, this reflected positive progress for many of our most at-risk learners.

While this improvement was encouraging, attendance data also highlighted that approximately 40% of students remained in the irregular or moderate attendance categories. Mondays and mid-term periods continued to be the weakest points for attendance, and around 30% of absences remained unjustified.

Throughout the year staff worked closely with whānau through:

- Regular attendance monitoring and discussions
- Targeted communication with families
- Classroom-based attendance incentives
- Hub-level tracking and review processes

- Attendance planning for students at risk of disengagement

The school's focus moving into 2026 will continue to centre on lifting students from the irregular and moderate attendance categories into regular attendance through consistent monitoring, strong home-school partnerships, and early intervention.

Student Achievement

End-of-year achievement data showed overall improvement across reading, writing, and mathematics throughout the kura.

Whole-school achievement levels increased across all curriculum areas:

- Reading improved from 40% at/above expectation mid-year to 49.3% by the end of the year.
- Writing improved from 30% at/above expectation to 38.26%.
- Mathematics improved from 38.5% at/above expectation to 47.12%.

Strong progress was evident in both the senior school and junior school.

Year 8 students demonstrated particularly strong acceleration:

- Reading increased by 31%
- Writing increased by 16.6%
- Mathematics increased by 24.9%

Te Rito Hub also showed substantial growth in early literacy and mathematics, particularly in Years 1, 3, and 4.

The data also showed that students already achieving at expected curriculum levels were increasingly being extended beyond expectation levels, particularly in writing and reading.

At the same time, the data highlighted some clear areas requiring ongoing focus and improvement.

Years 5–7 remained the most significant area of concern across reading, writing, and mathematics, with lower rates of acceleration and some students showing regression across the year.

The data also identified that Tier 2 learners — students working just below expectation — were not accelerating at the expected rate across the school. In contrast, many Tier 3 learners receiving more intensive support showed stronger rates of progress. This has prompted significant reflection around the design, consistency, and effectiveness of Tier 2 intervention programmes.

As a result, key priorities identified for 2026 include:

- Strengthening explicit teaching practices across the kura
- Improving assessment moderation and consistency
- Developing more targeted Tier 2 intervention programmes
- Strengthening writing pedagogy school-wide
- Increasing the use of short-cycle intervention and inquiry approaches
- Continuing PLD in structured literacy, assessment for learning, and effective intervention practices
- Systems and processes are put in place to understand the progress of learners in Te Whare Kakano.

The overall data reflects a kura continuing to make progress, while also being increasingly clear and deliberate about the areas requiring further development.

Teaching and Learning

Strategic Goal 1: Raise Student Achievement Through High-Quality Teaching and Learning

Strategic Goal 5: Grow Teacher Capability and Leadership

A significant focus during 2025 was continuing to strengthen teaching practice, curriculum delivery, and assessment systems.

All staff began Ministry-funded Professional Learning and Development focused on the revised Mathematics Curriculum.

During the course of the year, selected staff participated in Structured Literacy Professional Learning and Development. The purpose of this PLD was to strengthen teacher capability and begin exploring a more coherent, school-wide approach to literacy teaching across the kura.

This learning supported staff to deepen their understanding of explicit literacy instruction, assessment, intervention practices, and the progression of foundational literacy skills. The PLD also provided an opportunity to reflect on current practices and consider how greater consistency across year levels could better support student progress and achievement.

This work will continue to inform literacy development priorities and future curriculum planning moving into 2026.

We also upgraded to HERO as our Student Management System. This transition began during 2025 and will continue rolling out further across 2026.

In Te Rito Hub and Harakeke Hub, staff focused on improving the collection and analysis of standardised assessment information, particularly through the use of e-asTTle.

Each hub also continued sharing regular Facebook updates with whānau, providing daily and weekly snapshots of learning and helping strengthen the home-school partnership.

The school continued hosting the Horowhenua House of Science in our former dental clinic space. These science resource kits are used extensively across the year, and the programme has expanded significantly, now requiring two shipping containers onsite for kit storage.

Sharon Williamson also continued bringing Oslo the dog into school each week, giving students the opportunity to read to him and further support confidence and engagement in reading.

Supporting Wellbeing and Inclusion

Strategic Goal 3: Enhance Student Engagement, Wellbeing and Attendance

Ensuring students are supported, included, and ready to learn continued to be a strong focus across the year.

The school continued participating in the Ka Ora, Ka Ako Healthy Lunches in Schools Programme. Susan Conway and Amy Bairstow were re-employed as lunch managers and operated from Te Kauta Manaaki (Technology Kitchen).

This programme ensured all students had access to a healthy hot lunch each day. During 2025 we also extended this provision to Tokomaru School, supporting an additional 69 students.

Breakfast Club also continued successfully throughout the year with the support of dedicated whānau volunteers. The programme was resourced through the Breakfast in Schools initiative.

The school also continued participating in the Fruit in Schools programme.

An after-school programme operated three days a week from Term 1 through to Term 4. This initiative was funded through a Tu Manawa grant and provided additional opportunities for students beyond the regular school day.

Property and Environment Improvements

2025 saw significant investment into improving our learning environments and school facilities.

Major projects completed during the year included:

- Upgrading the school fire alarm system from Level 1 to Level 4

- Painting of the administration area, Teaching Space, and AP/DP offices
- Installation of new blinds in these spaces
- New carpet throughout the administration area and corridor
- Installation of new heat pumps in Mahi Rākau and the Teaching Space
- Installation of panel heaters in the corridor and sick bay

The school also transitioned to using SchoolDocs for the provision and management

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of $1,959 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Shannon School Board:

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