PONATAHI CHRISTIAN SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	528
Principal:	Jaap Reijersen van Buuren
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PONATAHI CHRISTIAN SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Ponatahi Christian 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.

Clarence William Stolte
Full Name of Presiding Member

Signature of Presiding Member

2 June 26
Date

Jacobus Reijersen van Buuren
Full Name of Principal

Signature of Principal

2 June 26
Date

Ponatahi Christian 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	2,146,971	1,995,176	1,996,771
Locally Raised Funds	3	79,718	34,708	65,134
Use of Proprietor's Land and Buildings		139,000	139,000	139,000
Interest		827	2,500	3,292
Total Revenue		2,366,516	2,171,384	2,204,197
Expense				
Locally Raised Funds	3	26,195	20,100	36,776
Learning Resources	4	1,652,044	1,581,886	1,656,864
Administration	5	172,175	160,047	195,440
Interest		2,604	-	839
Property	6	307,884	288,450	274,960
Other Expenses	7	80,404	83,000	79,904
Loss on Disposal of Property, Plant and Equipment		-	-	2,855
Total Expense		2,241,306	2,133,483	2,247,638
Net Surplus / (Deficit) for the year		125,210	37,901	(43,441)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		125,210	37,901	(43,441)

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

Ponatahi Christian 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		108,545	349,686	130,541
Total comprehensive revenue and expense for the year		125,210	37,901	(43,441)
Contribution - Furniture and Equipment Grant		21,912	21,912	21,445
Equity at 31 December		255,667	409,499	108,545
Accumulated comprehensive revenue and expense		255,667	409,499	108,545
Equity at 31 December		255,667	409,499	108,545

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.

Ponatahi Christian School

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Assets				
Cash and Cash Equivalents	8	157,613	224,843	5,939
Accounts Receivable	9	201,716	116,690	129,007
GST Receivable		6,058	6,333	7,833
Prepayments		18,094	9,325	-
Inventories	10	32,038	246	27,324
Investments	11	-	100,000	-
		415,519	457,437	170,103
Current Liabilities				
Accounts Payable	13	200,949	140,234	151,175
Revenue Received in Advance	14	-	20,252	-
Provision for Cyclical Maintenance	15	-	19,648	-
Finance Lease Liability	16	8,341	11,609	12,266
		209,290	191,743	163,441
Working Capital Surplus/(Deficit)		206,229	265,694	6,662
Non-current Assets				
Property, Plant and Equipment	12	97,481	193,677	110,015
		97,481	193,677	110,015
Non-current Liabilities				
Provision for Cyclical Maintenance	15	36,300	39,600	-
Finance Lease Liability	16	11,743	10,272	8,132
		48,043	49,872	8,132
Net Assets		255,667	409,499	108,545
Equity		255,667	409,499	108,545

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

Ponatahi Christian 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		774,594	693,842	690,601
Locally Raised Funds		72,861	34,708	49,406
Goods and Services Tax (net)		1,775	-	2,414
Payments to Employees		(129,398)	(280,249)	(411,382)
Payments to Suppliers		(577,910)	(213,818)	(369,064)
Interest Paid		(2,604)	-	(839)
Interest Received		827	2,500	3,292
Net cash from/(to) Operating Activities		140,145	236,983	(35,572)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(3,436)	(14,910)	(10,922)
Net cash from/(to) Investing Activities		(3,436)	(14,910)	(10,922)
Cash flows from Financing Activities				
Furniture and Equipment Grant		21,912	-	21,445
Finance Lease Payments		(6,947)	-	(13,189)
Net cash from/(to) Financing Activities		14,965	-	8,256
Net increase/(decrease) in cash and cash equivalents		151,674	222,073	(38,238)
Cash and cash equivalents at the beginning of the year	8	5,939	2,770	44,177
Cash and cash equivalents at the end of the year	8	157,613	224,843	5,939

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.

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

1. Statement of Accounting Policies

a) Reporting Entity
Ponatahi Christian 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 Proprietor'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 15.

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 12.

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 16. Future operating lease commitments are disclosed in note 21b.

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 Proprietor. 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. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

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

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

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

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

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

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

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

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

h) Inventories
Inventories are consumable items held for sale and are comprised of stationery and uniform. 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 Proprietor 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 Proprietor 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 are depreciated over their estimated useful lives on a straight line 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	10-75 years
Building Improvements	10-75 years
Furniture and Equipment	10-15 years
Information and Communication Technology	3-5 years
Motor Vehicles	5 years
Textbooks	3 years
Library Resources	12.5% diminishing value
Leased Assets held under a Finance Lease	Term of Lease

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

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

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

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

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

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

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

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

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

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

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

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

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

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

p) 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.

q) Provision for Cyclical Maintenance
The property from which the School operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School sites 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, the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 1 to 10 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

r) 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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s) 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.

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

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

Commitments and contingencies are disclosed exclusive of GST.

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

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

2. Government Grants

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Government Grants - Ministry of Education	617,568	568,126	567,407
Teachers' Salaries Grants	1,389,341	1,301,334	1,301,334
Transport Grant	127,006	125,716	122,605
Other Government Grants	13,056	-	5,425
	2,146,971	1,995,176	1,996,771

3. Locally Raised Funds

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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue			
Donations and Bequests	29,284	15,000	31,067
Fees for Extra Curricular Activities	21,254	4,708	10,277
Trading	19,669	15,000	12,914
Fundraising and Community Grants	9,511	-	10,876
	79,718	34,708	65,134
Expense			
Extra Curricular Activities Costs	11,269	4,100	3,237
Trading	5,148	16,000	12,565
Fundraising and Community Grant Costs	9,778	-	20,974
	26,195	20,100	36,776
Surplus for the year Locally Raised Funds	53,523	14,608	28,358

4. Learning Resources

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Curricular	74,972	101,725	66,591
Employee Benefits - Salaries	1,541,457	1,466,334	1,553,674
Staff Development	6,161	12,000	6,901
Depreciation	27,951	-	28,211
Other Learning Resources	1,503	1,827	1,487
	1,652,044	1,581,886	1,656,864

5. Administration

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Audit Fees	10,662	5,800	11,924
Board Fees and Expenses	9,839	12,500	15,572
Operating Leases	1,505	-	-
Other Administration Expenses	35,785	31,250	34,633
Employee Benefits - Salaries	109,774	101,249	125,465
Insurance	609	-	-
Service Providers, Contractors and Consultancy	4,001	9,248	7,846
	172,175	160,047	195,440

6. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Consultancy and Contract Services	34,967	38,000	53,321
Cyclical Maintenance	39,361	12,500	-
Heat, Light and Water	30,625	30,000	24,988
Rates	14,328	14,000	8,943
Repairs and Maintenance	23,158	31,750	24,581
Use of Land and Buildings	139,000	139,000	139,000
Employee Benefits - Salaries	17,608	14,000	16,201
Other Property Expenses	8,837	9,200	7,926
	307,884	288,450	274,960

The use of land and buildings figure represents 5% of the school's total property value. This is used as a proxy for the market rental of the property.

7. Other Expenses

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Transport	80,404	83,000	79,904
	80,404	83,000	79,904

8. Cash and Cash Equivalents

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Bank Accounts	157,613	224,843	5,939
Cash and cash equivalents for Statement of Cash Flows	157,613	224,843	5,939

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

9. Accounts Receivable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Receivables	19,248	15,622	16,651
Receivables from the Ministry of Education	9,897	-	-
Interest Receivable	-	5,300	-
Teacher Salaries Grant Receivable	172,571	95,768	112,356
	201,716	116,690	129,007
Receivables from Exchange Transactions	19,248	20,922	16,651
Receivables from Non-Exchange Transactions	182,468	95,768	112,356
	201,716	116,690	129,007

10. Inventories

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Stationery	7,110	246	3,218
Uniform	24,928	-	24,106
	32,038	246	27,324

11. Investments

The School's investment activities are classified as follows:

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

12. Property, Plant and Equipment

2025	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	**Total (NBV) $**
Building Improvements	11,485	1	-	-	(857)	**10,629**
Furniture and Equipment	41,376	8,027	-	-	(7,265)	**42,138**
Information and Communication Technology	16,666	4,882	-	-	(8,655)	**12,893**
Leased Assets	21,254	2,507	-	-	(9,578)	**14,183**
Library Resources	19,234	-	-	-	(1,596)	**17,638**
	110,015	15,417	-	-	(27,951)	**97,481**

The net carrying value of equipment held under a finance lease is $14,183 (2024: $21,254)

Restrictions

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

	2025 Cost or Valuation $	**2025 Accumulated Depreciation $**	**2025 Net Book Value $**	**2024 Cost or Valuation $**	**2024 Accumulated Depreciation $**	**2024 Net Book Value $**
Building Improvements	28,504	(17,875)	**10,629**	28,504	(17,019)	**11,485**
Furniture and Equipment	99,096	(56,958)	**42,138**	91,068	(49,692)	**41,376**
Information and Communication Technology	50,522	(37,629)	**12,893**	30,724	(14,058)	**16,666**
Leased Assets	34,402	(20,219)	**14,183**	51,595	(30,341)	**21,254**
Library Resources	44,440	(26,802)	**17,638**	20,900	(1,666)	**19,234**
	256,964	(159,483)	**97,481**	222,791	(112,776)	**110,015**

13. Accounts Payable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Creditors	14,702	24,105	26,025
Accruals	10,380	7,113	18,674
Banking Staffing Overuse	-	10,791	-
Employee Entitlements - Salaries	172,571	95,768	106,476
Employee Entitlements - Leave Accrual	3,296	2,457	-
	200,949	140,234	151,175
Payables for Exchange Transactions	200,949	140,234	151,175
	200,949	140,234	151,175

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Other Revenue in Advance	-	20,252	-
	-	20,252	-

15. Provision for Cyclical Maintenance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Provision at the Start of the Year	-	46,748	-
Increase/(decrease) to the Provision During the Year	36,300	12,500	-
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	36,300	59,248	-
Cyclical Maintenance - Current	-	19,648	-
Cyclical Maintenance - Non current	36,300	39,600	-
	36,300	59,248	-

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

16. 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	9,962	11,609	12,266
Later than One Year	12,726	10,272	8,132
Future Finance Charges	(2,604)	-	-
	20,084	21,881	20,398
Represented by			
Finance lease liability - Current	8,341	11,609	12,266
Finance lease liability - Non current	11,743	10,272	8,132
	20,084	21,881	20,398

17. Related Party Transactions

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

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

The Ponatahi Christian School Board of Proprietor is a related party of the School Board because the Proprietor appoints representatives to the School Board, giving the Proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately. If the Proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of Land and Buildings ".

The School employs Mr Ronald Bertram, Mrs Nelly Bertram, Mr Bert Jan Assink and Mr Peter Bertram as bus drivers, and leases the bus from the School Proprietors.

18. Remuneration

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

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	6,125	6,510
Leadership Team		
Remuneration	732,646	450,494
Full-time equivalent members	7.41	4.00
Total key management personnel remuneration	738,771	457,004

There are 13 members of the Board excluding the Principal. The Board has held 12 full meetings of the Board in the year. The Board also has a Finance committee (1 members) that met 12 times. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

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

Salaries and Other Short-term Employee Benefits:	2025 Actual $000	2024 Actual $000
Salary and Other Payments	130 - 140	-
Benefits and Other Emoluments	2 - 3	-
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	1.00	3.00
110 - 120	0.00	2.00
120 - 130	0.00	0.00
	1.00	5.00

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

19. Compensation and Other Benefits Upon Leaving

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

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

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

21. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2025 (Capital commitments at 31 December 2024: $0).

(b) Operating Commitments

There are no operating commitments as at 31 December 2025 (Operating commitments at 31 December 2024: $95,056).

As at 31 December 2024, the Board has entered into the following contracts:
(a) Ponatahi Christian School BOP - Bus Lease $40,000 p.a. excl. GST (2023 $40,000)
(b) Global Security - Security of School $1,735 p.a. excl. GST (2023 $1,152)
(c) Wairarapa Dream Clean - cleaning services $53,321 p.a. excl. GST (2023 $54,236)

	2025 Actual $	2024 Actual $
No later than One Year	54,846	95,056
	54,846	95,056

22. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash and Cash Equivalents	157,613	224,843	5,939
Receivables	201,716	116,690	129,007
Investments - Term Deposits	-	100,000	-
Total financial assets measured at amortised cost	359,329	441,533	134,946

Financial liabilities measured at amortised cost

Payables	200,949	140,234	151,175
Finance Leases	20,084	21,881	20,398
Total financial liabilities measured at amortised cost	221,033	162,115	171,573

23. Events After Balance Date

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

24. Comparatives

In the 2025 financial year, the School transitioned to a new external accounting service provider, resulting in the adoption of a different financial reporting system. Consequently, certain balances have been reclassified throughout the financial statements to reflect the new provider's professional judgement in the presentation and classification of accounts.

These reclassifications do not impact the total assets, working capital, cashflow or net surplus of the School. However, they affect the presentation of various disclosures across the financial statements.

No reclassifications were made to balance sheet items, except for those relating to property, plant, and equipment disclosed in Note 12. A summary of reclassification adjustments in other areas of the financial statements is presented in the table below:

	31 December 2024, Audited	Reclassification	31 December 2024 Reclassified
Accounts Payable			
Creditors	26,025	5,880	20,145
Accruals	18,674	12,840	5,834
Employee Entitlements - Salaries	106,476	- 18,720	125,196
	151,175	-	151,175
Government grants			
Government Grants - Ministry of Education	690,012	122,605	567,407
Transport Grants		- 122,605	122,605
Other Government Grants		- 5,425	5,425
	690,012	- 5,425	695,437
Locally Raised Funds Revenue			
Donations & Bequests	27,669	- 3,398	31,067
Fundraising & Community Grants	1,804	- 9,072	10,876
Trading	21,186	8,272	12,914
Fees for Extra Curricular Activities	13,093	2,816	10,277
	63,752	- 1,382	65,134
Locally Raised Funds Expenses			
Extra Curricular Activities	28,246	25,009	3,237
Fundraising and Community Grant Costs	2,081	- 18,893	20,974
	30,327	6,116	24,211
Learning Resources			
Curricular	48,271	- 18,320	66,591
Information and Communication Technology	16,186	16,186	
Other Learning Resources	10,978	9,491	1,487
Employee Benefits - Salaries	1,555,136	1,462	1,553,674
	1,630,571	8,819	1,621,752
Administrative			
Board Fees	10,749	- 4,823	15,572
Other Administration Expenses	21,079	- 13,554	34,633
	31,828	- 18,377	50,205
Property			
Consultancy and Contract Services		- 53,321	53,321
Repairs and Maintenance	79,729	55,148	24,581
Other property expenses	2,734	- 5,192	7,926
	82,463	- 3,365	85,828

Independent auditor's report

To the readers of the financial statements of Ponatahi Christian School for the year ended 31 December 2025

The Auditor-General is the auditor of Ponatahi Christian School (the School). The Auditor-General has appointed me, Andrew Steel using the staff and resources of Moore Markhams Wellington Audit, to carry out the audit of the financial statements of the School on pages 2 to 21 that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion
We have audited the financial statements of the School on pages 2 to 21, which comprise the statement of financial position as at 31 December 2025, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2025, and
  - its financial performance and its 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 (Public Sector PBE Standards RDR)

Our audit was completed on 2 June 2026. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for 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 opinion.

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

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

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

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

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit

evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

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

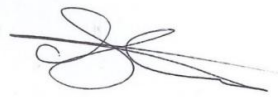
The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding

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

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

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

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



Andrew Steel | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General |Wellington, New Zealand

Ponatahi Christian School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
J Reijersen van Buuren	Principal	ex Officio	
N Van den Bosch (Acting Chair until & incl	Parent Representative	Elected	Sep 2025
S Lanser	Parent Representative	Elected	Mar 2027
S Bosch	Parent Representative	Elected	Sep 2025
C Stolte (Chair from Oct)	Parent Representative	Elected	Sep 2028
A Cressy	Parent Representative	Elected	Sep 2028
N Solleveld	Parent Representative	Elected	Mar 2027
K Bosch	Staff Representative	Elected	Sep 2028
D Geuze	Proprietors Representative	Appointed	Mar 2025
B Groeneweg	Proprietors Representative	Appointed	Mar 2027
A Wessels	Proprietors Representative	Appointed	Mar 2027
M Paans	Proprietors Representative	Appointed	Mar 2028
M Lanser	Student Representative	Elected	Sep 2025
Ch Stolte	Student Representative	Elected	Sep 2026

Ponatahi Christian School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of $2,422 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Ponatahi Christian 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.

Ponatahi Christian School

School with the Bible

Enabling Young People To Serve God And Society

Statement of Variance 2025

Ponatahi Christian School

Our Mission:

Enabling Young People to Serve God and Society

Our Vision:

To be a school that teaches young people according to God's Word, while nurturing them in every respect

Our Vision Values:

Christian Identity

- *The Bible as the foundation of all beliefs and practices.*
- *Doctrinal standards of the Reformed Congregation of New Zealand*
- *Special Character at the heart of all school operations.*
- *Biblical World view.*

Sustainability

- *Prayerful dependence upon the Lord*
- *Up-to-date and well-maintained buildings and infrastructure*
- *Sound financial practices*
- *Retention and continual development of quality staff*
- *Current and regularly reviewed policy and curriculum documentation*

Excellence

- *Every student reaching his/her potential*
- *Quality teaching*
- *Professional management and administration*
- *Effective Governance*

Discipleship

- *Christ-like ethics displayed by all members of the school community*
- *All those invested with authority to model Christ as the servant-leader*
- *All members of the school community to recognise that every talent possessed is owned by the Lord, to be used diligently and ultimately in His services to His honour.*

Credibility

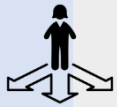
- *Positive relationships between parents and local community*
- *High performance as measured by recognised NZ indicators such as NCEA and National Standards*
- *Strong relationship with the MOE and other regulatory bodies such as Education Council of NZ, NZQA and ERO*

Our Strategic Objectives

2024 - 2025

Ponatahi Christian School's *Strategic Plan* has flowed from various forms of community consultation. Throughout 2023, the school community was invited to provide feedback on areas that they felt were going well and areas they felt could be improved, along with any new ideas or initiatives they had for the school. This was done through information consultation evenings held at the school.

From these evenings, the Board of Trustees collated the information and worked it into three key themes:

Well-being:	*Catering for the spiritual, cultural, emotional, physical, and social well-being of all students and staff*
Learning:	*All students acquiring the necessary attitudes, knowledge, and skills necessary for their future*
Pathway: 	*Providing opportunities for all students to reach their potential in their God-given path.*

Strategic Area:	2025 - **Wellbeing** - 2025	

Catering for the spiritual, cultural, emotional, physical, and social well-being of all students and staff

NELP References	
1.2	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
2.4	Ensure every learner/ ākonga gains sound foundation skills, including language, literacy, and numeracy
3.6	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Actions		**Goal 1:**	***All students will report that they are respected, supported, and guided towards personal well-being.***	***Most primary students report that they feel safe and happy at school. College wellbeing surveys show mixed results.***
1	**Embed the wellbeing frameworks of PB4L/NME into all relevant policies, procedures, classroom practice and programmes.**	Term 1. This is an ongoing process. We are starting something with RTLB focussed on the secondary since we do see a need for improvement in the secondary. Term 2: We have started an RTLB PD around NME focussed on the secondary. Term 3: nothing new to update. Term 4: We have had several sessions with Jacob Verbeek recently, focused on the implementation of what we learn in the sessions with RTLB, what we have learned from Jacob regarding the NME, and other PD's regarding the restorative practice. This remains an ongoing process, but we have taken some valuable steps this term.	Embedding the PB4L and NME wellbeing frameworks into policies, procedures, classroom practice, and programmes has progressed gradually across the year. The embedding process is ongoing, but meaningful progress has been made.
2	**Continue to develop and provide structured and regular opportunities for learners to provide feedback to the school leaders about wellbeing.**	Term 1: Wellbeing team will design a Wellbeing Survey for Y0-6, to be administered in Term 2, Week 7. Term 2: The new Y0-6 Wellbeing survey is complete; It will be introduced and administered first time to Y0-6 classes on 10 June. After this, classroom teachers will administer termly. Y7-13 will have the regular wellbeing survey administered in Week 7. Term 3: Y0-6 Wellbeing surveys were easy to use and provided useful feedback. Term 4: Y9-10 provided feedback about the Invictus wellbeing programme we trialled this year.	Y7-13 students have had four opportunities to provide feedback on a wellbeing survey. A wellbeing survey for Y0-6 was developed in Term 1, trialled in Term 2, and administered in Terms 3 and 4. Wellbeing survey results have been reported to BOT, SLT, and staff.

3	**Administer termly student well-being surveys, report on it, and set next steps.**	Term 1: Y7-13 students have had opportunity to respond to PCS's Wellbeing Survey in Term 1, Week 7. Wellbeing team will analyse data and formulate wellbeing goals for Term 2. Term 2: Term 1 surveys have been analysed and Term 2 Wellbeing Goals set; BOT has received a report containing these goals in May. As a result, we have a college PD meeting on 6 R's planned for 11 June and primary on 10 June and other items have been discussed and are being implemented by college staff. Term 3: Results from Wellbeing surveys administered in Term 2 Week 7 have been shared with staff; SLT are currently formulating wellbeing goals from analysis of surveys. Students in Y0-13 will receive another opportunity to provide wellbeing feedback in Week 7 of this term. Term 4: As usual, a wellbeing survey for Y0-13 will be administered in Week 7 of Term 4. Wellbeing team will analyse trends and report to BoT in December.	Wellbeing goals, actions, and intended outcomes were set after each wellbeing survey. Term 4 survey results will inform Wellbeing Goals for 2026 Term 1.
4	**Aim to connect with the families of different cultures that we currently have in our school with the intention that they become more involved with their student's learning.**	Term 1. We haven't had much opportunity to focus on this. I've spoken to families of different cultures on purpose during the parent-teacher interviews, but nothing structurally is in place yet. Term 2. Nothing structurally in place yet, however I do have received various suggestions from other schools that are facing similar struggles. Term 3: I have planned a pastor's breakfast for the pastors of all the different churches attended by students from our school. One of the aims for that is to build on the relationship with some of the representatives of different culture. We have decided to sing a Tagalog song during the open evening and have asked for parent help from the Filipino community to help practicing this. Term 4: the pastors breakfast in term 3 was a great success. The Tagalog song during our open evening performance received lots of positive feedback. I have also had several conversations with representatives of the Filipino community in recent weeks. I invited them to school and they were very willing to help me understand their cultures better so that we can serve them and their children in the best possible way. I have learned several interesting things regarding their culture and with some small changes, I am confident that we can start building a stronger relationship. That will have a positive outcome on the learning of the students.	Work toward building stronger connections with families from the diverse cultures represented in our school has progressed meaningfully over the year. While a formal structure is not yet established, intentional conversations with families, collaboration with cultural community members, and relationship-focused initiatives have significantly deepened mutual understanding. These interactions have offered valuable insights into cultural expectations and ways we can better support students and their whānau. We have to continue with these actions to continue building family-engagement that positively impacts student learning.

Strategic Area:	2025 - Wellbeing - 2025	
Catering for the spiritual, cultural, emotional, physical, and social well-being of all students and staff		
NELP References	1.2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures 2.4 Ensure every learner/ ākonga gains sound foundation skills, including language, literacy, and numeracy 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	
Actions	**Goal 2:**	***All staff will report that they are respected, supported, and guided towards professional well-being.***
		Professional performance systems were maintained and strengthened with new processes. Staff–management communication was reviewed and improved, and a staff wellbeing survey identified further enhancements still to be implemented.
1	**Establish and maintain professional mentoring and support systems.**	Term 1: We've added a 'triple-5' structure to our PGC cycle. In groups of 3-4, teachers will every teacher share a case study twice this year for 5 minutes. They will receive questions and feedback for the next 5 minutes and summarise the feedback, etc., in the last 5 minutes. Teachers will report on this in the conversations with their professional lead. Term 2: we have started the triple-5 process. Term 3: We continue with our triple-5 process during our staff meetings. A review of that will be done towards the end of term 3 or at the beginning of term 4. Term 4: we evaluated the triple-5 process. Over all this was a positive experience. We are creating a plan to welcome our new staff members next year.
2	**Review staff-to-management communication and prioritise identified improvements.**	Term 1: nothing to report yet. Term 2: nothing to report yet Term 3: We have sent a survey to staff regarding this. Initial results show that SLT overall is doing a reasonable job, but can do more to consult with staff. During a staff meeting in term 3, we discussed some of the results with the staff and asked for additional feedback. These results will be discussed during an SLT meeting. Term 4: The results of the survey have been discussed at SLT and shared with the staff during a staff meeting (towards the end of term 3). When making decisions at SLT level we try to implement staff feedback and where possible bring items for discussion to the staff meetings.

3	**Administer annual staff wellbeing survey, report on it, and set next steps.**	Term 1: nothing to report yet. This will come when the Kāhui Ako will do their survey later this year. Term 3: An email has gone to the Kāhui Ako regarding this survey. They might not do a well-being survey this year. If that is the case we hope to administer one later this term/early term 4. Term 4: A staff wellbeing survey has been held. The results are quite positive, we will have to continue to work on the work/life balance and respect from students towards staff. A comparison with the results of last year shows that overall, there is a small improvement in the well-being of staff.	A Staff wellbeing survey has been held. Improvements have been identified, but need to be implemented.
🕮 ***Guiding the School Towards Godly Excellence*** 🕮			

Strategic Area:	***2025 - Wellbeing - 2025***		
Catering for the spiritual, cultural, emotional, physical, and social well-being of all students and staff			
NELP References	1.2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures 2.4 Ensure every learner/ ākonga gains sound foundation skills, including language, literacy, and numeracy 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		
Actions	**Goal 3:**	***All staff will demonstrate professional growth in the teaching of Te Reo and Tikanga Māori.***	***Staff showed growth through increased use of culturally responsive practices, stronger participation in waiata and whai kōrero, and a successful Matariki celebration. Next steps include re-establishing a cultural responsiveness team and deepening engagement with local tikanga and Mātauranga Māori.***
1	**Celebrate New Zealand's Māori heritage by incorporating Mātauranga Māori, tīkanga Māori and Te Reo Māori into learning.**	**Term One:** We have added a 'culturally responsive' addition to our 'Nurturing Growth and Wellbeing Framework' staff guide which outlines the reasons why it is important that we are culturally responsive. This also gives the staff some suggested classroom strategies and links to resources so that they can begin or continue their own journey. Te Reo is being included more into our school wide assemblies. Students are taking turns to welcome everyone into assembly through a short mihi whakatau, followed by a hymn sung in Te Reo. Our goal is to celebrate Matariki in June with a school wide activity day, focussing on the aspects of Matariki that bridge with our Christian Kaupapa. We hope that the highlight of this day will be a school wide hāngī. **Term Two:** Matariki Activity Day plans are well under way, as suggested above. PGC cycles are being worked on. One area of reflection is professional standard one which reflects this goal. Conversations are being held in this space. **Term Three:** Matariki Activity Day was a great success, with the hāngi being the highlight of whanaungatanga. The weaving of Christian kaupapa of thanksgiving and looking into the future with hope were interwoven well.	*Successes:* - Cultural Responsive pedagogical ideas included in Nurturing Wellbeing Framework booklet for support and ideas for staff members. - Continued practice and growing fluency at students

		Term Four: Nothing new to report	leading whai kōrero and participating in waiata during assemblies. - An amazing Matariki celebration. *Next steps:* - Re-engage a cultural responsive team. - Participate with the initiatives offered by Ngati Kahangungu education services to incorporate Wairarapatanga and local tikanga into our new curriculum. - Continue growing in knowledge of how Mātauranga Māori and Christianity can be woven together.
2	**Partner with local iwi to form relationships and capture local knowledge; use these resources to encourage staff in their personal learning journeys of Tīkanga Māori and Te Reo Māori.**	**Term Four:** Nothing more to report	
3	**Identify, with the SLT, the needs for PD and engage in relevant professional learning activities to stimulate professional growth.**	**Term One:** At this stage we are focussing on the 'why' of culturally responsiveness and how it fits into our special character and Christian Kaupapa. There are various resources that we can explore, but because of the need for intensive curriculum PD this year, this PD focus to be done creatively in short spurts e.g., before staff meetings. **Term Two:** Nothing more to report at this stage. **Term Three:** It is fair to admit that this space has been slightly neglected this year as other priorities have taken up the time of both the culturally responsive leaders, and the staff PD time. I did attend a very inspiring workshop during the NZACS conference at the end of term 2, which has given me some new fuel to my passion. It will be my goal for the culturally responsive team to finish the year with some clear goals forward for 2026. **Term Four:** Nothing more to add. Goals are in the process of being formed for 2026.	

Strategic Area:	2025 - Learning - 2025	
All students acquiring the necessary attitudes, knowledge, and skills necessary for their future		
NELP References	1.2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures 2.4 Ensure every learner/ ākonga gains sound foundation skills, including language, literacy, and numeracy 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	

Actions		Goal 1:	***All Special Needs Students will make documented progress towards their respective goals.***	***All SN students have made progress towards their respective goals.***
1	**Provide all SN students with a comprehensive IEP, ILP, safety, or behavioural plan.**	**Term 1** All current IEPs have been reviewed: all except one have had full stakeholder meetings; the exception is arranged for term 2. Typically these plan are reviewed in term 1 and 3 of each year. **Term 2** These continue to provide the required guidance and will be updated with a reviewed IEP early in term three **Term 3** SN IEP's have all been reviewed and updated as planned **Term 4** Nothing new to add		All SN students IEPS were fully brought up to date and maintained throughout the year.
2	**Supply teachers and learning assistants with the required directives, support, and resources to ensure measurable progress.**	**Term 1** This is part of an IEP review/ update. LA's and teachers are regularly communicated with to ensure that they have the support that they need. **Term 2** Nothing further to add at this stage. **Term 3** The recent reviews generated discussion about various aspects of the IEPS which were all discussed and decided in the joint IEP setting. Outside advice and guidance was also sought and received as needed and various actions are ongoing; some resource requests were received and have all been – or are in the process of – being actioned **Term 4** Nothing new to add just now		Resources, advice and guidance (especially external expert), and really anything that was asked for and needed, was supplied.

3	**Support classroom teachers in integrating the SN students into the classroom.**	**Term 1** Integration into the general classroom is a key issue of every IEP, and the planning, support, and monitoring of this is ongoing. Changes to respective programs for the new year have developed with teacher input. **Term 2** Suitable integration with suitable support continues while monitoring of the respective situations remains necessary **Term 3.** This was part of the recent IEP reviews feedback and PMI type reflections were valuable and are being actioned as needed. **Term 4** Nothing new to add	A little mixed as some teachers needed more guidance (and time) than others. However, towards the end of the year an effective process with the TA's was in place
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Strategic Area:	2025 - Learning - 2025	
	All students acquiring the necessary attitudes, knowledge, and skills necessary for their future	
NELP References	1.2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures 2.4 Ensure every learner/ ākonga gains sound foundation skills, including language, literacy, and numeracy 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	
Actions	**Goal 2:**	***All priority learners will achieve their accelerated progress goals.***

1	**Gather and analyse assessment data to identify all priority learners, focusing on literacy and numeracy.**	**Term 1 - Primary** A register of PL has been made based on 2024 EOY assessment data and shared with teachers. In this interim year of uncertain standardised assessment, teachers have been asked to trial e-assTTle and add to the list based on their 2025 assessments and plan accordingly. **Term 2 - Primary** Towards the end of the term teachers will assess where student are at in numeracy and literacy. The results of this interim assessment point will be used to act further on this goal **Term 3 – Primary** Nothing further to report **Term 4 – Primary** Nothing new to add just yet but EOY data is starting to be developed with full analysis done once this has been completed in a few weeks time **Term 1 – secondary.** I have had a meeting with all HOD's to see assessment data that they have collected. We have discussed the needs of the students that can be identified as priority learners. Each college meeting these students' needs are discussed to ensure that strategies are in place so that their needs are being met in all their subject areas. **Term 2 – secondary** The needs of students identified as priority learners are regularly discussed at college meetings, with their learning being carefully monitored. EasTTle Maths and Writing, along with PAT reading assessments will be completed by the end of this term. **Term 3 – secondary** Nothing more to report – please also refer to Secondary Achievement report. **Term 4 –** NCEA internal and derived grades for externals have been reported via the principal's report. EasTTle assessment data to be completed in the coming weeks.	**Primary –** PL were identified early in the year and the list monitored through out the year – primarily at classroom level, with assessment data flowing into this year as appropriate. However, this process does need some more work. **Secondary –** Priority learners were identified early in the year and an ongoing conversation during secondary meetings to ensure that their needs were being met consistently. Achievement data has identified what students need continued monitoring in 2026.

2	**Plan appropriate goals of accelerated progress.**	**Term 1** Teachers have been doing this with the 2024 EOY data; furthermore, once the assessment data from term one has been further analysed, goals towards the end of the year will be appropriately set. Standardized testing in writing will be done in term two and tracked back to the data from term 4, 2024. **Term 2** This will be processed further once the analysis of the EOT data from term 2 is complete. A key focus will be writing as we have a well-established standardised tool for this. **Term 3** Nothing further to report **Term 4** Teachers have a good idea of what is needed in writing based on the term 2 results. This assessment is being repeated this term (different genre) and progress will be analysed and information provided for the teacher of the following year.	In the throes of Curriculum development, teachers focused on really matters for the PL's with next appropriate steps through out the year that were monitored, and passed onto the teacher of the next class for 2026 as needed.
3	**Provide all relevant staff with the directives, support, and resources required to ensure the accelerated progress of every priority learner.**	**Term 1** A completely new math resource for the teaching of the new curriculum is in use; a big investment in new reading resources has also been made; teachers are regularly consulted about learning resources for their classroom practice. In relation to planning, the new curriculum is very specific and learner profiles, planning documents have been constructed to provide easy access to the curriculum. **Term 2** To help resource the teaching and learning of the digital curriculum a set of Edison Robots click has been purchased, PD completed, and will be used from the start of Term 3 in Yr 7 – 8. Extrapolation to Yr 9 – 10 is likely. **Term 3** The MOE has announced that the Student Monitoring Assessment and Report Tool (SMART) will be the standardised testing tool with trial and training available in term 4 for implementation next year DV **Term 4 –** Nothing new to add other then to say that after a massive amount of work further developing (see term 1) learner profiles and teaching planning documentation, the MOE has 're'confirmed the English and Math curricula, significantly restructured them and changed a lot of content: so a myriad amount of work is now worthless and the process can start again.	Resourcing is a dynamic field where more can always be spent. But effective progress in ensuring that teachers have what they need to teach was made. This remains an area of curriculum development that still needs a lot of work to implement the new curricula.

Strategic Area:	***2025 - Learning - 2025***		
All students acquiring the necessary attitudes, knowledge, and skills necessary for their future			
NELP References	1.2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures 2.4 Ensure every learner/ ākonga gains sound foundation skills, including language, literacy, and numeracy 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		
Actions	**Goal 3:**	***All the compulsory NCEA corequisites will be passed by the end of Y11***	***All students achieved the literacy corequisite early, with a clear plan to ensure full numeracy completion by the end of Year 11. Assessment systems were strengthened, and updated Year 9–10 English and Maths curricula—aligned with Te Mātaiaho and Transformation by Design—are ready for 2026.***
1	**Implement a Yr 9 - 11 assessment practice that will guide learners on a pathway towards success in the NCEA corequisite assessments.**	**Term One –** We have been exploring the option of using the EasTTle learning tool to guide assessment this year, with the hope that we can continue with this year going forward (or at least with the hope that the new tool that the MOE is developing will be similar to the EasTTle programme). EasTTle will be used for Maths and Writing from y9-11. PAT tests will still be used this year for reading comprehension. All of these results should be ready midway through term 2. **Term Two:** As mentioned above EasTTle writing and Maths, and PAT reading have been completed. Results have not been recorded at the time of writing this report, but will be reported on as soon as they are. **Term Three:** As above – please refer to the Secondary Achievement Report	Students have achieved well in the Common Assessment Activities (NCEA corequisites). 100% have passed the literacy exams during their y10 year, with a plan in place to ensure that all students have passed their numeracy by the end of their y11 year.

		Term Four: As mentioned above EasTTle writing and Maths are being completed and will be reported on near the end of the year.	
2	**Closely monitor student achievement with appropriate assessment strategies and data analysis; identify, by the end of Term 2, any Year 10 student at risk of not achieving the goal and plan help accordingly.**	**Term One -** Y10 students who have been identified as priority learners are being given the opportunity to have testing to assess if they are eligible for Special Assessment Conditions (SACs) for their Common Assessment Activities (CAAs). CAAs are planned to be administered during week 5 of Term 2. **Term Two:** The first round of Common Assessment Activity (CAA) Assessments have been completed. These are marked externally, and results should be ready by mid July. Plans will be set in place for each student needing reassessment at the October date. **Term Three:** The pass results of our year 10, for the first round of CAA's are as follows: Literacy writing – 92%, Literacy reading – 67%, Numeracy – 92%. The reported, May 2025, national averages for y10 passing CAAs were Literacy writing – 55%, Literacy reading – 61%, Numeracy – 57%. We are pleased to see that our students achieved well above the national average. Moving forward, we have identified the support needed for the students needing to re-sit in October. **Term Four:** We are very pleased with the CAA results. 32 out of the 33 assessments have been passed, which is an outstanding pass rate. A huge thanks to the teachers who have supported their students towards this success.	EasTTle learning tool has been trialled in 2025. As the new curriculum will be rolled out in Maths and English during 2026. EasTTle trial was not successful in identifying the y10 students at risk of not achieving the Common Assessment Activities. However, OTJ's helped us to identify and support these students.
3	**Begin a review of Years 9 and 10 curriculum so that it provides a breadth of learning pathways aligned with learners' talents, interests and learning needs; this curriculum and assessment review will have an immediate focus on**	Term 1 - A vision statement for PCS curriculum development has been written; primary staff and some secondary staff attended PD about Biblical worldview and curriculum on our kahui ako collaboration day; a curriculum development plan was made after consultation with another Christian school; a team for Secondary Math Curriculum revision and development was formed. We will focus on secondary math in Term 2, and secondary English in Term 3. Term 2 – The Math Curriculum Team met once to discuss how mathematics can be understood and taught through a Biblical worldview. We collaborated to draft a Learning Area Description Statement which includes our vision for PCS's secondary maths curriculum. Term 3 – The English Curriculum Team met at the beginning of Term 3 to establish goals and begin reviewing current Y9 & 10 English curriculum. We will meet twice more this term. There is a lot of work ahead, but we intend to have the Y9 and 10 English curriculum refreshed in accordance with Te Mataiaho and fully planned and ready to go at the beginning of Term 1, 2026. The Math Curriculum Team met 3 times in Term 2 and once in Term 3. Work is progressing well on updating Y9 and 10 Maths Curriculum in line with Te Mataiaho. We expect to have Y9 and 10 Maths curriculum fully planned and ready to implement at the beginning of Term 1, 2026.	PCS staff have made huge strides forward in understanding and using the Biblical Worldview framework "Transformation by Design." Y9-10 Mathematics & Statistics and English curricula are in the process of being revised and updated with the statements from the MoE's refreshed curriculum *Te Mātaiaho* and Transformation by Design.

	literacy and numeracy.	Term 4: Work on Y9-10 maths curriculum has been slow going. We will have an annual plan and termly plans in place by next week and unit plans for at least Term 1 2026 in place by the end of this term. Annual and termly plans for English Y9-10 are complete; unit plans for Term 1 are underway; and the Transformation by Design (Christian worldview) elements are also in progress.	The refreshed Y9-10 English and Maths curricula will be ready to implement at the beginning of 2026.

Strategic Area:	2025 - Pathway - 2025	
	Providing opportunities for all students to reach their potential in their God-given path	
NELP References	1.2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures 2.4 Ensure every learner/ ākonga gains sound foundation skills, including language, literacy, and numeracy 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	
Actions	**Goal 1:** ***All Year 12 and Year 13 students will achieve the goals set by their respective pathway plans.***	***All students achieved their goals set by their respective pathway plans.***
1 **Review the Year 11 learning programme to ensure it meets the needs of all students, engages them and encourages them to aim for academic excellence.**	Term 1: A review will take place later this year. Term 3: Secondary staff members have been asked to develop a survey for the different stakeholders (students, parents, staff) to review the whole Y11 learning programme. This will include reviewing the original goals, etc. Term 4: a review of the Y11 program has shown that, although the ideas were good, the implementation can be improved. We continue to offer a similar program to our Y11 students next year, but changes are, among others, that there will be an extra period for Maths and less periods for the Y11 options. We will also give more support to the students during these options periods. That will be easier since we know better how this program works. A challenge will be that two of our teachers who were most involved in this are leaving us by the end of this year.	The review of the Year 11 learning programme highlighted that while the overall design was sound, implementation needed strengthening. Surveys were developed, and several adjustments have been planned for next year, including increased Maths time and greater support during option periods. These changes will help better meet student needs, though staffing changes present an added challenge moving forward.

2	**Regularly converse with the senior students to monitor progress and review plans to equip students with a sound knowledge of workplace or university opportunities available to them and provide them with an understanding of how to be credible and excellent employees and/or tertiary students.**	**Term One –** All senior students (y11-13) have had one on one conversations with me so that we are aware of what they need from us this year to be successful in the next steps on their pathway. Most of our y12 and 13 students are currently on a University Pathway, meaning we are focussing on study skills and what academic rigour looks like (especially the homework expectations). In term 2 we hope to have the opportunity of attending the Career's Event in Wellington. This year there is the additional opportunity of attending a seminar with field experts, allowing the students to converse with people in various different careers. We also hope to attend the local career's event where students will be given the opportunity to attend different local businesses to explore what is available to them locally. **Term Two:** Not much more to report at this time. Career's Event in Wellington is booked for the coming weeks. The local career's event has been postponed until term 3. **Term Three:** We've had a busy few weeks in the Career's space. This began with a visit by our y11-13s to the Career's Event in Wellington, followed by a visit to the Manawatū to visit the UCOL and Massey University Campuses. Follow-up conversations are being had with all students. Our year 13 students are busy applying for their university enrolment and scholarship applications. We have liaised with the various future student advisors to facilitate zoom conversations and all seems to be on track for three of our year 13 students to be off to different universities around the country in 2026, all being well. A focus on helping our y11 students understand the NCEA system is beginning, this is needed as they prepare to make subject choices for next year. **Term Four:** The year 13 students who are planning on universities next year have had guidance on application process for enrolment and for scholarships. Various workplace experience days have been organised for individual students and are currently being attended.	Regular conversations were had with the senior students throughout the year. Guest speakers from universities and other Career opportunities were welcomed. Career's Expo and University Days attended. Application and scholarship support given to our university bound students. Work experience opportunities have been organised where needed, with positive feedback received from hosts.
3	**Begin a review of Years 12 to 13 learning programmes so that it provides a breadth of learning pathways aligned with learners' talents, interests and learning needs.**	Term 1: Nothing to report. Term 2: Nothing to report. Term 3: The government has recently announced the phasing out of NCEA Levels 2 and 3. Y11-13 refreshed curricula will be available in Term 1, 2026 in draft form. There will be no formal requirement to use this content, including the current draft English and Maths curricula until 2028 (for Year 11 content), 2029 (for Year 12 content), and 2030 (for Year 13 content). Therefore, it is wise to wait with beginning our review of Y12-13 curricula until next year or when the curriculum is finalised. This will allow us to focus on implementing a high-quality Y9-10 curriculum. Term 4: Nothing to report as this development has been deferred.	We will wait to develop the Y12-13 curriculum until the MoE has published the refreshed Y12-13 curriculum; expected implementation in 2028.

Strategic Area:	***2025 - Pathway - 2025***		
Providing opportunities for all students to reach their potential in their God-given path			
NELP References	1.2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures 2.4 Ensure every learner/ ākonga gains sound foundation skills, including language, literacy, and numeracy 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		
Actions	**Goal 2:**	***Every Year 13 student will achieve their desired career pathway***	***Most university-bound students achieved University Entrance and are progressing toward their chosen pathways, with additional opportunities provided for those needing extra credits. Students pursuing vocational options are clear on their next steps.***
1	**Ensure adequate qualifications across all core subjects to provide a pathway to university.**	**Term One:** All students on a university pathway have a programme that will lead them to having open doors. Most students have had a successful first term and I will continue to monitor this as the year progresses. **Term Two:** Continued monitoring of all students studying towards NCEA has been done through this term. There are a few areas that need careful monitoring and encouraging, but at this stage there is no need for concern. **Term Three:** Most of our year 12 and 13 students are tracking well towards achieving their NCEA level. The science subjects are very heavily relying on our students to do well in their external exams, so we are expecting to see our students put in some hard work and long study hours over the next few months. **Term Four:** Nothing more to report. We are praying that the exams continue to go well for our senior students.	Most of the students who were on the University Pathway achieved University Entrance and are on their way to pursuing their university pathway. The students who needed a few more credits have been offered opportunities to earn those. Not all students were on the pathway to university. Those who are pursuing

			vocational pathways are clear on their next steps.
2	**Raise the level of teachers' and students' expectations for attainment in external and internal achievement standards in NCEA Levels 2 and 3.**	**Term One:** Not much to report on this yet. We have made a start on developing a 'study skills' booklet that we are hoping will provide some consistency in teaching skills that overlap between subject areas. We are also hoping that this will be a guide to ensure that all necessary study skills are intentionally taught across subject areas. **Term Two:** No more to report at this stage. **Term Three:** The study skills booklet has been completed and is being explicitly taught to y12/13 students. A beginning has been made on a second booklet that will aim to be a teacher's guide to teaching skills that overlap between curriculum areas in a consistent way. We aim to have this completed by the end of this year, ready for the 2026 teaching year. **Term Four:** Nothing more to report.	Discussions and actions have been made to aim for more consistency in study/homework expectations between curriculum areas. Work is still in progress to maintain consistency in skills/assessment terminology where there is overlap between curriculum areas.
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Appendix.

In the consultation and subsequent development stages, many good points and ideas were noted. While many have been incorporated into the various areas, goals, and actions, a record of them all remains useful as points for consideration and reflection.

Wellbeing

- Clear job descriptions for all staff – particularly the senior management team.
- Emergent leadership opportunities.
- Support networks for all staff
- Offer avenues for team bonding to be built.
- Maintain a culture of prayerful dependence on the Lord
- Relevant professional development is offered and effectively delivered to develop opportunities for staff to reach their full potential.
- New staff are upskilled in effective wellbeing framework.
- Leadership team to be involved in the appraisal process of all staff to identify areas of support and development.
- Senior management team structure developed by end of term 2, 2024.
- Continue developing supportive staff culture.
- Annual staff wellbeing survey administered and reported on.
- A clear procedure for ensuring mentoring, and encouragement between teachers is constantly practiced.
- Always demonstrate honour to all people, including when beliefs, lifestyle etc are differing.
- Students and teachers have ample and clear opportunities to give feedback to management.
- Communication to be regular open and transparent, between management and school community.
- Equal opportunity for all caregivers to be involved in school activities (ie class outings, teaching support, camps etc.)
- Actively value and promote the value of diversity of cultures.
- Celebrate New Zealand's Māori heritage by incorporating Mātauranga Māori and Te Reo Māori into learning.

Learning

- Develop a robust teacher appraisal programme that involves yearly internal and external reviews.
- Yearly teaching plans to be reviewed.
- Upskilling and PLD for teachers as required.
- Mentoring and guidance programme for new teachers / review teaching plans
- Set and monitor achievement targets for learning outcomes.
- Offer varied experiences (bring interesting people to school to talk about their lives and careers)
- Believe in your students potential
- Extend learning for college students as required
- Model enthusiasm for learning
- Harness student interests (i.e. the mathematics and physics behind long range shooting / deer stalking)

Pathway

- A review of the current Y1-10 English and Maths schemes with an emphasis on the connections between the year levels.
- Research alternative Y12-13 qualifications other than NCEA
- An external review of the college English program
- Development of a practical, non-academic pathway in English for Y11-12 students preparing them for their vocational options.
- Align career advice around the vision values of: identity, sustainability, excellence, discipleship, and credibility.

Ponatahi Christian School

End of Year Achievement Data Yrs 1 – 11

Explanatory Note

On the next few pages you will see some table of assessment data from the end of 2025. This was a year in which substantial curriculum change was encountered with their corresponding changes in expectations, together with changes in the way that the outcomes were to be reported.

This was all compounded by a lack of standardised testing (generally speaking) to add an extra element of triangulation to the overall teacher judgement. This was because we had the option of spending a year trialing a different system only to find out later in the year that is was going to be disbanded anyway.

But be that how it may, the data clearly shows that the vast majority of the students are learning well with some priority students here and there. But there is an important point to understand here. This 2025 data was generated in 2026 and therefore it shows each child in the class that they currently are. The reason for this is that the data is also used for current priority learner identification. To illustrate: have a look at the writing data for year one where there seems to be a large cluster of students ranked at progressing towards. However, these are all students who were in a Yr 0 at the end of 2025 and therefore are now in Yr 1 – this makes perfect sense and is to be expected: these are all students who have had no more than 6 months schooling and hence still have a lot of learning to do to complete the Yr 1 expectations. Furthermore, on the actual SMS the numbers on the first chart (the raw numbers) are actually hyper links – meaning that I can go to each class, click on the number, and see who the anonymous number actually represents.

These assessment were set up for the new reporting (already superseded) which meant the that Yr 1 – 11 were on the same assessment page. Generating whole school data therefore included them.

For 2026, every student that was assessed as needing support in the respective area of the curriculum, will be receiving it, and further monitored, as the year progresses.

Ponatahi Christian School

*End of Year **Geometry/ Measurement** Achievement Data Yrs 1 – 11*

End of Year 2025

Term 4 2025
Whole school - Geometry

	Pre 1	1NS	1PT	1P	2NS	2PT	2P	3PT	3P	3E	4PT	4P	5PT	5P	5E	6PT	6P	6E	Total
Year 1			3	7															10
Year 2		1	2	8															11
Year 3			2	7															9
Year 4					1	4	5												10
Year 5						1	9												10
Year 6								2	12										14
Year 7								1	4	2									7
Year 8											1	13							14
Year 9												7							7
Year 10	1												7						8
Year 11												1	4	3	4				12
Year 12																6	4	1	11
Total	*1*	*1*	*7*	*22*	*1*	*5*	*14*	*3*	*16*	*2*	*1*	*21*	*11*	*3*	*4*	*6*	*4*	*1*	*123*

*The table above shows the amount of students in each respective year that were either **N**eeding **S**upport, **P**rogressing **T**owards, **P**roficient, or **E**xceeding in the **Geometry/ Measurement OTJ** assessment at the end of term four 2025. The table below shows the same data in percentages.*

Term 4 2025
Whole school - Geometry

	Pre 1	1NS	1PT	1P	2NS	2PT	2P	3PT	3P	3E	4PT	4P	5PT	5P	5E	6PT	6P	6E	Total
Year 1			30.0	70.0															100.0
Year 2		9.1	18.2	72.7															100.0
Year 3			22.2	77.8															100.0
Year 4					10.0	40.0	50.0												100.0
Year 5						10.0	90.0												100.0
Year 6								14.3	85.7										100.0
Year 7								14.3	57.1	28.6									100.0
Year 8											7.1	92.9							100.0
Year 9												100.0							100.0
Year 10	12.5												87.5						100.0
Year 11												8.3	33.3	25.0	33.3				100.0
Year 12																54.5	36.4	9.1	100.0
Total			*5.7*	*17.9*		*4.1*	*11.4*	*2.4*	*13.0*	*1.6*		*17.1*	*8.9*	*2.4*	*3.3*	*4.9*	*3.3*		*100.0*

Ponatahi Christian School

*End of Year **Number/ Algebra** Achievement Data Yrs 1 – 11*

End of Year 2025

Term 4 2025
Whole school - Number

	1NS	1PT	1P	2NS	2PT	2P	2E	3P	3E	4PT	4P	4E	5NS	5PT	5P	5E	Total
Year 1		9	1														10
Year 2	1	6	4														11
Year 3		2	7														9
Year 4				1	4	5											10
Year 5						6	4										10
Year 6								14									14
Year 7								5	2								7
Year 8										2	11	1					14
Year 9										1	3	3					7
Year 10			1												4	3	8
Year 11													2	1	8	1	12
Total	*1*	*17*	*13*	*1*	*4*	*11*	*4*	*19*	*2*	*3*	*14*	*4*	*2*	*1*	*12*	*4*	*112*

*The table above shows the amount of students in each respective year that were either **N**eeding **S**upport, **P**rogressing **T**owards, **P**roficient, or **E**xceeding in the **Number/ Algebra OTJ** assessment at the end of term four 2025. The table below shows the same data in percentages.*

Term 4 2025
Whole school - Number

	1NS	1PT	1P	2NS	2PT	2P	2E	3P	3E	4PT	4P	4E	5NS	5PT	5P	5E	Total
Year 1		90.0	10.0														100.0
Year 2	9.1	54.5	36.4														100.0
Year 3		22.2	77.8														100.0
Year 4				10.0	40.0	50.0											100.0
Year 5						60.0	40.0										100.0
Year 6								100.0									100.0
Year 7								71.4	28.6								100.0
Year 8										14.3	78.6	7.1					100.0
Year 9										14.3	42.9	42.9					100.0
Year 10			12.5												50.0	37.5	100.0
Year 11													16.7	8.3	66.7	8.3	100.0
Total		*15.2*	*11.6*		*3.6*	*9.8*	*3.6*	*17.0*	*1.8*	*2.7*	*12.5*	*3.6*	*1.8*		*10.7*	*3.6*	*100.0*

Ponatahi Christian School

*End of Year **Statistics** Achievement Data Yrs 1 – 11*

EOY 2025

Term 4 2025
Whole school - Statistics

	Pre 1	1NS	1PT	1P	2NS	2PT	2P	2E	3P	3E	4PT	4P	5NS	5PT	5P	5E	Total
Year 1			3	7													10
Year 2		1	3	7													11
Year 3			2	7													9
Year 4					1	1	8										10
Year 5						1	8	1									10
Year 6									14								14
Year 7									5	2							7
Year 8											2	12					14
Year 9												7					7
Year 10	1														7		8
Year 11													1	3	6	2	12
Total	*1*	*1*	*8*	*21*	*1*	*2*	*16*	*1*	*19*	*2*	*2*	*19*	*1*	*3*	*13*	*2*	*112*

*The table above shows the amount of students in each respective year that were either **N**eeding **S**upport, **P**rogressing **T**owards, **P**roficient, or **E**xceeding in the **Statistics OTJ** assessment at the end of term four 2025. The table below shows the same data in percentages.*

Term 4 2025
Whole school - Statistics

	Pre 1	1NS	1PT	1P	2NS	2PT	2P	2E	3P	3E	4PT	4P	5NS	5PT	5P	5E	Total
Year 1			30.0	70.0													100.0
Year 2		9.1	27.3	63.6													100.0
Year 3			22.2	77.8													100.0
Year 4					10.0	10.0	80.0										100.0
Year 5						10.0	80.0	10.0									100.0
Year 6									100.0								100.0
Year 7									71.4	28.6							100.0
Year 8											14.3	85.7					100.0
Year 9												100.0					100.0
Year 10	12.5														87.5		100.0
Year 11													8.3	25.0	50.0	16.7	100.0
Total			*7.1*	*18.8*		*1.8*	*14.3*		*17.0*	*1.8*	*1.8*	*17.0*		*2.7*	*11.6*	*1.8*	*100.0*

Ponatahi Christian School

*End of Year **Reading** Achievement Data Yrs 1 – 11*

2025

Term 4 2025

Whole school - Reading

	1NS	1PT	1P	1E	2PT	2P	2E	3P	3E	4P	5PT	5P	5E	Total
Year 1		9	1											10
Year 2		5	4	2										11
Year 3	2	3	1	3										9
Year 4					3	7								10
Year 5					2	1	7							10
Year 6								14						14
Year 7								5	2					7
Year 8										14				14
Year 9										7				7
Year 10											2	5		7
Year 11											1	7	4	12
Total	*2*	*17*	*6*	*5*	*5*	*8*	*7*	*19*	*2*	*21*	*3*	*12*	*4*	*111*

*The table above shows the amount of students in each respective year that were either **N**eeding **S**upport, **P**rogressing **T**owards, **P**roficient, or **E**xceeding in the **Reading** assessment at the end of term four 2025. The table below shows the same data in percentages.*

Term 4 2025

Whole school - Reading

	1NS	1PT	1P	1E	2PT	2P	2E	3P	3E	4P	5PT	5P	5E	Total
Year 1		90.0	10.0											100.0
Year 2		45.5	36.4	18.2										100.0
Year 3	22.2	33.3	11.1	33.3										100.0
Year 4					30.0	70.0								100.0
Year 5					20.0	10.0	70.0							100.0
Year 6								100.0						100.0
Year 7								71.4	28.6					100.0
Year 8										100.0				100.0
Year 9										100.0				100.0
Year 10											28.6	71.4		100.0
Year 11											8.3	58.3	33.3	100.0
Total	*1.8*	*15.3*	*5.4*	*4.5*	*4.5*	*7.2*	*6.3*	*17.1*	*1.8*	*18.9*	*2.7*	*10.8*	*3.6*	*100.0*

Ponatahi Christian School

*End of Year **Writing** Achievement Data Yrs 1 – 11*

2025

Term 4 2025

Whole school - Writing

	1NS	1PT	1P	1E	2NS	2PT	2P	2E	3PT	3P	3E	4PT	4P	5PT	5P	5E	Total
Year 1		10															10
Year 2		8	2	1													11
Year 3	2		4	3													9
Year 4					2	4	4										10
Year 5							7	3									10
Year 6									6	8							14
Year 7									1	4	2						7
Year 8												1	13				14
Year 9												1	6				7
Year 10															7		7
Year 11														1	3	8	12
Total	*2*	*18*	*6*	*4*	*2*	*4*	*11*	*3*	*7*	*12*	*2*	*2*	*19*	*1*	*10*	*8*	*111*

*The table above shows the amount of students in each respective year that were either **N**eeding **S**upport, **P**rogressing **T**owards, **P**roficient, or **E**xceeding in the **Writing** assessment at the end of term four 2025. The table below shows the same data in percentages.*

Term 4 2025

Whole school - Writing

	1NS	1PT	1P	1E	2NS	2PT	2P	2E	3PT	3P	3E	4PT	4P	5PT	5P	5E	Total
Year 1		100.0															100.0
Year 2		72.7	18.2	9.1													100.0
Year 3	22.2		44.4	33.3													100.0
Year 4					20.0	40.0	40.0										100.0
Year 5							70.0	30.0									100.0
Year 6									42.9	57.1							100.0
Year 7									14.3	57.1	28.6						100.0
Year 8												7.1	92.9				100.0
Year 9												14.3	85.7				100.0
Year 10															100.0		100.0
Year 11														8.3	25.0	66.7	100.0
Total	*1.8*	*16.2*	*5.4*	*3.6*	*1.8*	*3.6*	*9.9*	*2.7*	*6.3*	*10.8*	*1.8*	*1.8*	*17.1*		*9.0*	*7.2*	*100.0*

External NCEA Achievement

I am thankful to report that once again we have been blessed with positive NCEA achievement. There is always room for improvement, but it is fair to say that those who worked hard have done well.

All of our Level 2 students achieved Level 2. One English subject merit endorsement was achieved.

Our level 3 students did equally well, with most achieving Level 3. One student missed out by one credit and has already been offered a catch up assessment to rectify that. Two students achieved University Entrance and one merit endorsement in calculus was received.

Data that compares our school with others' NCEA achievement will be available later in 2026.

Karin Bosch

Head of Secondary.

Giving Effect to the Te Tiriti o Waitangi.

In addition to the information that is provided in the related policy, Ponatahi Christian School in giving effect to the Tiriti o Waitangi in the its Strategic Plan. This document identifies this as a key strategic area for further growth and development, and guides this process via three key goals for the annual implementation plan.

These are:

Goal
All staff will demonstrate professional growth in the teaching of Te Reo and Tikanga Māori.

Actions

1. Celebrate New Zealand's Māori heritage by incorporating Mātauranga Māori, tīkanga Māori and Te Reo Māori into learning.
2. *Partner with local iwi to form relationships and capture local knowledge;*
3. Identify, with the SLT, the needs for PD and engage in relevant professional learning activities to stimulate professional growth.

Successes from 2025

- We have continued to incorporating aspects of Whaikōrero and waiata into our assemblies, our students are leading this.
- Several groups of our students have been engaged in learning and experiencing this.
  e.g. our Y1-2 students learned a new waiata and sang this, dressed in cultural clothing in our assembly.
  Our Y11 students visited another school and experienced firsthand how the haka was done.
  We had a hangi and other matariki themed activities the day before Matariki.

Jaap Reijersen van Buuren
Principal

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2025 School Year Overview

Kia ora e te whānau o Te Kura Karaitiana Ponatahi,

At the beginning of 2025, my first year as principal, the year ahead felt like a big question mark, a year that was full of unknowns and new beginnings. Looking back at 2025, I see a year shaped by both challenges and many blessings, in which the Lord has shown His faithfulness time and again.
Throughout the year, our school community experienced both difficult moments and times of joy. We shared meaningful conversations, supported one another, and continued to grow together as a community. Above all, we are thankful that God has given strength for each day and has richly provided in all circumstances.

Teaching and Learning
Student achievement across the school has generally been positive. In the primary school, we began implementing aspects of the refreshed curriculum while reviewing our assessment practices. In the secondary school, students showed good progress, with strong NCEA results and encouraging internal assessment outcomes. It was encouraging to see that nearly all Year 10 students successfully completed their co-requisite assessments.
Alongside academic progress, we continued to develop our curriculum, particularly in Years 9 and 10, and maintained a focus on wellbeing through programmes such as Invictus.

Staffing and School Organisation
The year included several staffing changes, with new appointments and adjustments to roles across the school. We are thankful for the flexibility and commitment of staff in supporting one another. Toward the end of the year, we said goodbye to some teachers but were also able to appoint new staff for the 2026 school year.

School Life and Community
School life was enriched through camps, assemblies, and community events, contributing to a strong sense of belonging. Our Mission Aviation Fellowship (MAF) fundraiser was a highlight, raising over $7,600 and reflecting strong community support.
We also strengthened connections with the wider community through initiatives such as the pastors' breakfast and ongoing engagement with families.

Organisation and Future Focus
We continued to strengthen school systems, among others, through work on the Annual Implementation Plan, curriculum development, and preparation for the long-term vision. Financially, careful management has allowed us to end the year with a surplus, helping build a more stable foundation for the future.

Closing Reflection
As we reflect on 2025, we do so with gratitude. It has been a year of growth, learning, and strengthening relationships within our school community. Above all, we recognise the faithfulness of the Lord in sustaining and guiding us throughout the year.

Ngā manaakitanga o te Atua ki a koutou,
The blessings of God be upon you

J.T. Reijersen van Buuren