

# GLENITI SCHOOL



## ANNUAL FINANCIAL STATEMENTS

**FOR THE YEAR ENDED 31 DECEMBER 2025**

**School Directory**

**Ministry Number:** 3347

**Principal:** Mark Creba

**School Address:** 22 Heath Street, Gleniti, Timaru, 7910

**School Phone:** 03 686 0082

**School Email:** [office@gleniti.school.nz](mailto:office@gleniti.school.nz)

**Accountant / Service Provider:**

**Solutions & Services**  
Collaborative School Administration

# GLENITI SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# Gleniti 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.

Heather Geddes

Full Name of Presiding Member

Vicki McFarlane

Full Name of Principal

[Signature]

Signature of Presiding Member

[Signature]

Signature of Principal

27/5/2026

Date:

27/5/26.

Date:

# Gleniti School

## Members of the Board

For the year ended 31 December 2025

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Heather Geddes	Presiding Member	Elected	Sep 2026
Mark Creba	Principal		
Julia Traylor Brunton	Parent Representative	Co-opted	Sep 2028
Deborah Bruce	Staff Representative	Elected	Sep 2025
Matthew Ireland	Parent Representative	Selected	Sep 2025
Kathy Shu	Parent Representative	Elected	Sep 2028
Brad Davies	Parent Representative	Elected	Sep 2026
Jacques Marais	Parent Representative	Elected	Sep 2028
Emmi Ward	Staff Representative	Elected	Sep 2028
Belinda Skinner	Parent Representative	Elected	Sep 2028

# Gleniti School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	3,617,784	3,675,803	3,512,777
Locally Raised Funds	3	244,451	126,845	273,649
Interest		22,610	19,500	33,468
<b>Total Revenue</b>		<b>3,884,845</b>	<b>3,822,148</b>	<b>3,819,894</b>
<b>Expense</b>				
Locally Raised Funds	3	64,508	17,231	87,378
Learning Resources	4	3,067,596	3,043,962	2,842,391
Administration	5	209,798	194,675	193,468
Interest		2,607	2,750	3,478
Property	6	550,942	596,463	586,077
Loss on Disposal of Property, Plant and Equipment		3,662	-	1,434
<b>Total Expense</b>		<b>3,899,113</b>	<b>3,855,081</b>	<b>3,714,226</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(14,268)</b>	<b>(32,933)</b>	<b>105,668</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(14,268)</b>	<b>(32,933)</b>	<b>105,668</b>

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



# Gleniti School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		704,284	704,284	598,616
Total comprehensive revenue and expense for the year		(14,268)	(32,933)	105,668
Contribution - Furniture and Equipment Grant		37,889	-	-
<b>Equity at 31 December</b>		727,905	671,351	704,284
Accumulated comprehensive revenue and expense		727,905	671,351	704,284
<b>Equity at 31 December</b>		727,905	671,351	704,284

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.

# Gleniti School

## Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	37,168	108,196	157,326
Accounts Receivable	8	244,372	255,126	255,126
GST Receivable		17,200	18,890	18,890
Prepayments		14,984	6,697	6,697
Inventories	9	16,527	14,371	14,371
Investments	10	439,550	479,978	479,978
Funds Receivable for Capital Works Projects	16	5,785	46,789	46,789
		<u>775,586</u>	<u>930,047</u>	<u>979,177</u>
<b>Current Liabilities</b>				
Accounts Payable	12	275,912	414,856	414,856
Revenue Received in Advance	13	4,748	16,660	16,660
Provision for Cyclical Maintenance	14	51,884	1,919	-
Finance Lease Liability	15	11,330	13,793	13,793
Funds held for Capital Works Projects	16	-	39,260	39,260
Funds Held on Behalf of the Kahui Ako Central Cluster	17	143,946	143,580	143,580
		<u>487,820</u>	<u>630,068</u>	<u>628,149</u>
<b>Working Capital Surplus</b>		287,766	299,979	351,028
<b>Non-current Assets</b>				
Investments	10	30,000	-	-
Property, Plant and Equipment	11	493,950	445,344	466,314
		<u>523,950</u>	<u>445,344</u>	<u>466,314</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	59,902	62,555	92,849
Finance Lease Liability	15	23,909	11,417	20,209
		<u>83,811</u>	<u>73,972</u>	<u>113,058</u>
<b>Net Assets</b>		<u>727,905</u>	<u>671,351</u>	<u>704,284</u>
<b>Equity</b>		<u>727,905</u>	<u>671,351</u>	<u>704,284</u>

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



# Gleniti School

## Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		832,868	760,185	815,598
Locally Raised Funds		219,299	114,131	228,197
International Students		18,363	12,714	30,812
Goods and Services Tax (net)		1,690	-	(5,245)
Payments to Employees		(590,200)	(481,664)	(516,892)
Payments to Suppliers		(586,006)	(428,424)	(501,357)
Interest Paid		(2,607)	(2,750)	(3,478)
Interest Received		23,373	19,500	32,160
Net cash (to)/from Operating Activities		(83,220)	(6,308)	79,795
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment		(79,089)	(34,030)	(25,501)
Purchase of Investments		-	-	(111,303)
Proceeds from Sale of Investments		10,428	-	-
Net cash (to) Investing Activities		(68,661)	(34,030)	(136,804)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		37,889	-	-
Finance Lease Payments		(8,276)	(8,792)	(7,550)
Funds Administered on Behalf of Other Parties		2,110	-	12,921
Net cash from/(to) Financing Activities		31,723	(8,792)	5,371
<b>Net (decrease)/increase in cash and cash equivalents</b>		<b>(120,158)</b>	<b>(49,130)</b>	<b>(51,638)</b>
Cash and cash equivalents at the beginning of the year	7	157,326	157,326	208,964
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>37,168</b>	<b>108,196</b>	<b>157,326</b>

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.



# Gleniti School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

Gleniti 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.

##### 1.2. Basis of Preparation

###### *Reporting Period*

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

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

###### *PBE Accounting Standards Reduced Disclosure Regime*

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

###### *Critical Accounting Estimates And Assumptions*

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

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

###### *Cyclical Maintenance*

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.



#### *Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

#### ***Critical Judgements in applying accounting policies***

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

##### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22b.

##### *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.

### **1.3. Revenue Recognition**

#### ***Government Grants***

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

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

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

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

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

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

#### ***Other Grants where conditions exist***

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

### ***Donations, Gifts and Bequests***

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

### ***Interest Revenue***

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

### **1.4. 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.

### **1.5. 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.

### **1.6. 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.

### **1.7. 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.

### **1.8. Inventories**

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

### **1.9. 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.

### **1.10. Property, Plant and Equipment**

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	10-50 years
Furniture and Equipment	3-10 years
Information and Communication Technology	2-10 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

#### **1.11. Impairment of property, plant and equipment**

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

##### *Non cash generating assets*

Property, plant, and equipment held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised as 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.

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

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

#### **1.12. 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.

### **1.13. 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, 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.

### **1.14. 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.

### **1.15. Funds held for Capital Works**

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

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

### **1.16. 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.

### **1.17. Provision for Cyclical Maintenance**

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

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

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. 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.

### **1.18. Financial Instruments**

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

The School's financial liabilities comprise accounts payable 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.



**1.19. 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.

**1.20. Budget Figures**

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

**1.21. 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	821,244	753,601	797,895
Teachers' Salaries Grants	2,418,561	2,523,448	2,295,780
Use of Land and Buildings Grants	349,102	392,170	392,169
Other Government Grants	28,877	6,584	26,933
	<u>3,617,784</u>	<u>3,675,803</u>	<u>3,512,777</u>

## 3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Donations and Bequests	133,332	90,757	132,427
Fees for Extra Curricular Activities	39,531	-	32,934
Trading	20,974	-	19,424
Fundraising and Community Grants	5,348	5,264	33,283
Other Revenue	17,880	18,110	28,295
International Student Fees	27,386	12,714	27,286
	<u>244,451</u>	<u>126,845</u>	<u>273,649</u>
<b>Expense</b>			
Extra Curricular Activities Costs	39,506	600	34,894
Trading	19,183	-	17,927
Fundraising and Community Grant Costs	449	6,134	29,018
International Student - Employee Benefit - Salaries	34	4,102	2,572
International Student - Other Expenses	5,336	6,395	2,967
	<u>64,508</u>	<u>17,231</u>	<u>87,378</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>179,943</u>	<u>109,614</u>	<u>186,271</u>

## 4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	131,980	108,585	111,971
Information and Communication Technology	18,434	20,250	19,594
Employee Benefits - Salaries	2,804,597	2,825,077	2,625,261
Staff Development	46,862	34,800	24,487
Depreciation	65,533	55,000	60,854
Other Learning Resources	190	250	224
	<u>3,067,596</u>	<u>3,043,962</u>	<u>2,842,391</u>

## 5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	11,352	5,900	11,125
Board Fees and Expenses	8,567	13,100	11,430
Other Administration Expenses	47,150	47,525	39,924
Employee Benefits - Salaries	130,372	116,000	119,075
Insurance	6,790	6,585	6,570
Service Providers, Contractors and Consultancy	5,567	5,565	5,344
	<u>209,798</u>	<u>194,675</u>	<u>193,468</u>



## 6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	49,815	51,540	50,098
Cyclical Maintenance	18,937	15,500	14,246
Heat, Light and Water	29,228	26,150	25,596
Rates	9,736	10,000	8,696
Repairs and Maintenance	16,465	17,200	16,573
Use of Land and Buildings	349,102	392,170	392,169
Employee Benefits - Salaries	60,837	59,933	60,156
Other Property Expenses	16,822	23,970	18,543
	<u>550,942</u>	<u>596,463</u>	<u>586,077</u>

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

## 7. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	37,168	108,196	157,326
Cash and cash equivalents for Statement of Cash Flows	<u>37,168</u>	<u>108,196</u>	<u>157,326</u>

Of the \$37,168 Cash and Cash Equivalents and \$439,550 Investments, \$148,694 is subject to restrictions for the following reasons:

- \$1,597 of Other Revenue in Advance is held by the School. This is included in Revenue in Advance note 13.
- \$3,151 of International Student Fees relating to the 2026 school year have been collected by the School. This is included in Revenue in Advance in note 13.
- \$143,946 is held by the School on behalf of the Kahui Ako cluster. See note 17 for details of the revenue and expenditure of the cluster.

## 8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	4,082	10,854	10,854
Receivables from the Ministry of Education	11,958	10,554	10,554
Interest Receivable	7,498	8,261	8,261
Teacher Salaries Grant Receivable	220,834	225,457	225,457
	<u>244,372</u>	<u>255,126</u>	<u>255,126</u>
Receivables from Exchange Transactions	11,580	19,115	19,115
Receivables from Non-Exchange Transactions	232,792	236,011	236,011
	<u>244,372</u>	<u>255,126</u>	<u>255,126</u>

## 9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	2,447	2,443	2,443
School Uniforms	14,080	11,928	11,928
	<u>16,527</u>	<u>14,371</u>	<u>14,371</u>



## 10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	439,550	479,978	479,978
Non-current Asset			
Long-term Bank Deposits	30,000	-	-
Total Investments	<u>469,550</u>	<u>479,978</u>	<u>479,978</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Building Improvements	331,768	19,744	-	-	(19,768)	331,744
Furniture and Equipment	19,446	70,193	-	-	(12,014)	77,625
Information and Communication Technology	35,641	6,888	(576)	-	(15,517)	26,436
Leased Assets	33,046	15,872	-	-	(14,801)	34,117
Library Resources	29,113	1,869	(3,521)	-	(3,433)	24,028
Work in Progress	17,300	(17,300)	-	-	-	-
	<u>466,314</u>	<u>97,266</u>	<u>(4,097)</u>	<u>-</u>	<u>(65,533)</u>	<u>493,950</u>

The net carrying value of furniture and equipment held under a finance lease is \$34,117 (2024: \$33,046)

### Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other 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	525,698	(193,954)	331,744	505,953	(174,185)	331,768
Furniture and Equipment	361,234	(283,609)	77,625	294,978	(275,532)	19,446
Information and Communication Technology	143,105	(116,669)	26,436	170,921	(135,280)	35,641
Leased Assets	55,611	(21,494)	34,117	56,372	(23,326)	33,046
Library Resources	101,967	(77,939)	24,028	113,871	(84,758)	29,113
Work in Progress	-	-	-	17,300	-	17,300
	<u>1,187,615</u>	<u>(693,665)</u>	<u>493,950</u>	<u>1,159,395</u>	<u>(693,081)</u>	<u>466,314</u>

## 12. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	29,552	165,204	165,204
Accruals	10,352	9,900	9,900
Employee Entitlements - Salaries	222,945	227,668	227,668
Employee Entitlements - Leave Accrual	13,063	12,084	12,084
	<u>275,912</u>	<u>414,856</u>	<u>414,856</u>
Payables for Exchange Transactions	275,912	414,856	414,856
	<u>275,912</u>	<u>414,856</u>	<u>414,856</u>

The carrying value of payables approximates their fair value.



### 13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	-	2,981	2,981
International Student Fees in Advance	3,151	12,174	12,174
Other Revenue in Advance	1,597	1,505	1,505
	<u>4,748</u>	<u>16,660</u>	<u>16,660</u>

### 14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	92,849	92,849	110,191
Increase/(decrease) to the Provision During the Year	18,937	15,500	14,246
Use of the Provision During the Year	-	(43,875)	(31,588)
Provision at the End of the Year	<u>111,786</u>	<u>64,474</u>	<u>92,849</u>
Cyclical Maintenance - Current	51,884	1,919	-
Cyclical Maintenance - Non current	59,902	62,555	92,849
	<u>111,786</u>	<u>64,474</u>	<u>92,849</u>

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

### 15. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	13,811	16,063	16,063
Later than One Year	26,442	13,751	22,543
Future Finance Charges	(5,014)	(4,604)	(4,604)
	<u>35,239</u>	<u>25,210</u>	<u>34,002</u>
Represented by:			
Finance lease liability - Current	11,330	13,793	13,793
Finance lease liability - Non current	23,909	11,417	20,209
	<u>35,239</u>	<u>25,210</u>	<u>34,002</u>

### 16. Funds Held for Capital Works Projects

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

2025	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Block 1 Replace Roofing - 227987	(1,108)	1,108	-	-	-
MoE Refurb Rms 11-14 - 227985	(45,681)	40,000	(104)	-	(5,785)
MoE Fencing Modifications -250316	39,260	80,582	(119,842)	-	-
Asbestos Project	-	18,371	(18,371)	-	-
Totals	<u>(7,529)</u>	<u>140,061</u>	<u>(138,317)</u>	<u>-</u>	<u>(5,785)</u>

#### Represented by:

Funds Receivable from the Ministry of Education

(5,785)



2024	Opening Balances	Receipts from MoE	Payments	Board Contributions / Transfers	Closing Balances
	\$	\$	\$	\$	\$
Block 1 Replace Roofing - 227987	-	145,839	(146,947)	-	(1,108)
MoE Refurb Rms 11-14 - 227985	-	-	(45,681)	-	(45,681)
MoE Fencing Modifications - 250316	-	120,000	(80,740)	-	39,260
Totals	-	265,839	(273,368)	-	(7,529)

**Represented by:**

Funds Held on Behalf of the Ministry of Education	39,260
Funds Receivable from the Ministry of Education	(46,789)

**17. Funds Held on Behalf of the Kahui Ako Central Cluster**

Gleniti School was the lead school and holds funds on behalf of the Kahui Ako Central Cluster, a group of schools funded by the Ministry of Education to share professional support. In 2025 the Ministry of Education advised that the Kahui Ako COL program would be discontinued from January 2026. A new cluster memorandum of understanding is to be entered into with the existing Cluster schools. Gleniti School has agreed to continue to hold funds and act as the administrating fund-holder school for the new Cluster. Funds remaining as at 31 December 2025 from the Timaru North / South Kāhui Ako have been transferred to the new Timaru Schools Cluster. Any schools who do not wish to continue in the new Cluster have been given the option to withdraw their share of the collectively held funds - receiving an appropriate pro-rata amount of central-funds at the time of withdrawal.

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	143,580	143,580	203,870
Funds Received from Cluster Members	44,500	-	37,097
Funds Spent on Behalf of the Cluster	(44,134)	-	(97,387)
Funds Held at Year End	143,946	143,580	143,580

**18. Related Party Transactions**

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

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

Deborah Bruce is a Board member and is a 50% shareholder of U-Bake Limited. During the year the School contracted U-Bake Limited to supply goods. The total value of all transactions for the year was \$9,169 (2024: \$8,156) and no amount is outstanding as at balance date (Prior Period: nil). Because this amount is less than \$25,000 (incl GST) for the year, the contract does not require Ministry approval under s10 of Schedule 23 of the Education and Training Act 2020.



## 19. Remuneration

### Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	2,760	3,110
<i>Leadership Team</i>		
Remuneration	787,391	768,993
Full-time equivalent members	6.00	6.00
Total key management personnel remuneration	790,151	772,103

There are seven members of the Board excluding the Principal. The Board has held six full meetings in the year, supported by regular subcommittee sessions focused on Finance, International Students, HR, Health & Safety, and Property. In addition to these scheduled commitments and necessary preparation time, the Presiding Member and fellow trustees have dedicated significant hours to ad hoc meetings. These sessions primarily addressed critical student welfare and disciplinary matters, including stand-downs and suspensions.

### Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190-200	180-190
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	0-0	0-0

### 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	3.00	4.00
110 -120	5.00	3.00
120 - 130	-	1.00
130 - 140	1.00	-
	9.00	8.00

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

## 20. 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 the number of persons to whom all or part of that total was payable was as follows:

	2025 Actual \$	2024 Actual \$
Total	-	-
Number of People	-	-

## 21. 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 of specific individuals. As such, this is expected to resolve the liability for school boards.



## 22. Commitments

### (a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$5,810 (2024:\$121,946) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
MoE Refurb Rms 11-14 - 227985	5,810
<b>Total</b>	<b>5,810</b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

### (b) Operating Commitments

As at 31 December 2025 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2024: nil)

## 23. 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	37,168	108,196	157,326
Receivables	244,372	255,126	255,126
Investments - Term Deposits	469,550	479,978	479,978
Total financial assets measured at amortised cost	<u>751,090</u>	<u>843,300</u>	<u>892,430</u>

### Financial liabilities measured at amortised cost

Payables	275,912	414,856	414,856
Finance Leases	35,239	25,210	34,002
Total financial liabilities measured at amortised cost	<u>311,151</u>	<u>440,066</u>	<u>448,858</u>

## 24. Events After Balance Date

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



## **INDEPENDENT AUDITOR'S REPORT**

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

The Auditor-General is the auditor of Gleniti School (the School). The Auditor-General has appointed me, Sam Naylor, using the staff and resources of Nexia Audit Christchurch, to carry out the audit of the financial statements of the School on pages 3 to 19, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

#### **Opinion**

In our opinion the financial statements:

- present fairly, in all material respects:
  - the School's financial position as at 31 December 2025; and
  - the financial performance and cash flows for the year then ended; and

comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 27 May 2026. This is the date at which our opinion is expressed.

#### **Basis for our opinion**

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

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

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

#### **Responsibilities of the Board for the financial statements**

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

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

**Other information included in the Board's annual report**

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

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



**Sam Naylor**

Nexia Audit Christchurch  
On behalf of the Auditor-General  
Christchurch, New Zealand



# “Together, on target, for the future”

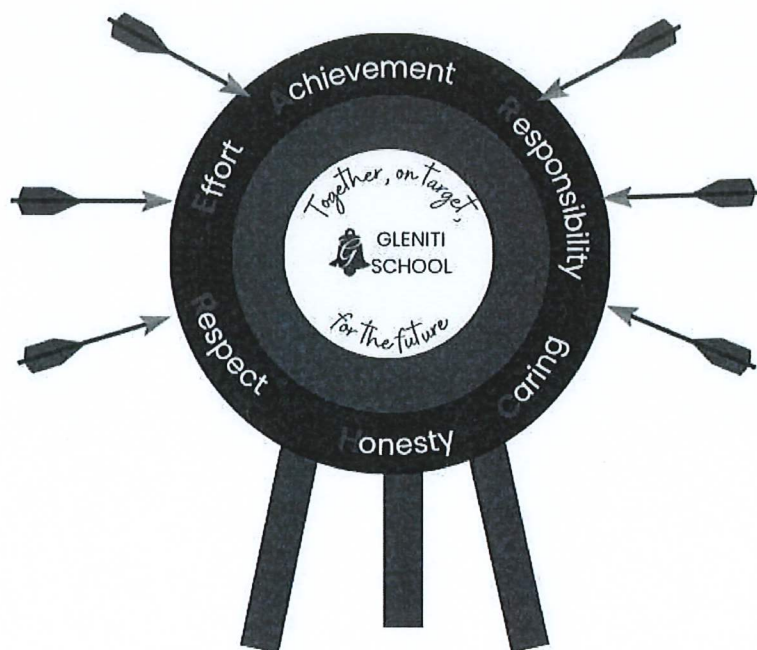
2025 Annual Plan Goal - Place					
Initiatives	Actions	Timeframe	Responsible	Resources	Monitoring
<p>Success Ākonga, kaiako and whānau are valued in a well resourced kura that celebrates diversity, partnership and long-term success</p> <p>Success Ākonga, kaiako and whānau are valued in a well resourced kura that celebrates diversity, partnership and long-term success</p>					
<p>Create a culture and environment that provides a sense of belonging – PB4L and Wellbeing (whanaungatanga)</p> <p>2024 – 2025</p> <p><i>Honouring and giving effect to Te Tiriti o Waitangi, kura is a place of belonging for all members of our community</i></p>	<ol style="list-style-type: none"> <li>Using lead team and MOE provided support establish and embed effective school-wide Positive Behaviour for Learning practices</li> <li>Working from 2024 Staff Wellbeing Survey feedback, implement constructive school-wide response practices in conjunction with Chris Jensen / Diagnosing Education right from ākonga, staff and whānau (first Term 2 annual survey)</li> <li>Collate findings, co-construct next steps plan with Board and staff, and share with school community</li> <li>Begin implementation of improvement Plan based on review findings.</li> </ol>	<ol style="list-style-type: none"> <li>Term 1-4, 2025</li> <li>Term 2-3, 2025</li> <li>Term 2, 2025</li> <li>Term 3 (September), 2025</li> </ol>	<p>Principal</p> <p>Senior Leadership Team</p> <p>Assistant Principal (KH)</p> <p>PB4L Team</p>	<p>Staffing release</p> <p>PD Budget</p> <p>Admin Resources – Staffing and Budget support</p>	Principal
<p><b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i></p> <p>Lead team and MOE established and embedded effective school-wide Positive Behaviour for Learning practices. 2024 Staff Wellbeing Survey feedback was implemented in conjunction with Chris Jensen work. Self-review seeking feedback from ākonga, staff and whānau (first Term 2 annual survey) was limited in completion and reporting to the Board</p>	<p><b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i></p> <p>Behaviour and Principals Reports to Board</p>	<p><b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i></p> <p>Due to the significant (and at times unpredicted) Curriculum work and implementation occurring during the year this has impacted on the school's ability to complete work scheduled against this target area. As a result this target has been only partially achieved and the work is continued into 2026.</p>	<p><b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i></p> <p>Further work is needed to embed PB4L, Wellbeing and Improvement Plan findings, as well as ensure teachers are confident and skilled in delivery of these areas.</p>		

2025 Annual Plan Goal - People		Success			
<p><b>Develop professional upskilled teachers</b></p> <p>2024 – 2026</p> <p><i>Skilled informed staff engaged in continuous improvement</i></p>	<p>1. Utilise support from external providers incl. ALiM, ALL and MOE to develop and deliver targeted PLD to kaiako through Teacher Only Days, Staff Meetings, Coaching and use of the Professional Growth Cycle</p> <p>2. Embed and sustain Teaching and Learning to the North East (RBL) pedagogies</p> <p>3. Establish Communities of Practice with other district schools in specialist areas.</p> <p>4. Monitor and respond to feedback from staff survey data, coaching sessions and RBL reports</p>	<p>1. Term 1-3, 2025</p> <p>2. Term 1-4, 2025</p> <p>3. Term 1-3, 2025</p> <p>Term 1-3, 2025</p>	<p>Deputy Principal</p> <p>Curriculum Leaders</p> <p>Guiding Coalition</p> <p>Impact Coaches</p> <p>Kura Collaborators</p> <p>MOE incl. ALiM &amp; ALL</p>	<p>Staffing release</p> <p>PD Budget</p>	<p>Principal</p>
<p><b>Build strong whānau (family) - kura (school) partnership</b></p> <p>T3 2024 – T1 2026</p> <p><i>Whānau and staff experience strong connection and support</i></p>	<p>1. Using Term 2 Annual Survey establish a clear baseline re. whānau perceptions about partnership</p> <p>2. Research effective partnership literature and survey staff.</p> <p>3. Establish a clear action plan to build partnership and review with BOT and SLT</p> <p>Once reviewed, begin plan implementation</p>	<p>1. Term 2, 2025</p> <p>2. Term 2, 2025</p> <p>3. Term 3, 2025</p> <p>Term 3-4, 2025</p>	<p>Assistant Principal (NJ)</p> <p>Senior Leadership Team</p> <p>Review and Implementation of Team incl. Board of Trustees, and Home &amp; School reps</p>	<p>Staffing release</p>	<p>Principal</p>

<b>What did we achieve?</b> <i>What were the outcomes of our actions? What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<p><b>Develop professional upskilled teachers -</b></p> <p>Significant professional development was completed by kaiako/teachers as per the Annual Plan target actions. Teachers pedagogical practice has been supported through RBL implementation and curriculum knowledge developed through use of external providers and targeted use of staff meeting time.</p>	<p>Annual Professional Development report to the Board.</p> <p>Regular feedback from Principal regarding RBL and curriculum implementation plans and delivery.</p> <p>Mid and End of Year Student Achievement reports.</p>	<p>This target has been met, but is an ongoing area of development – particularly in the current environment with significant curriculum change occurring.</p>	<p>Developing professional upskilled teachers as a target will be carried over to the 2026 Annual Implementation Plan.</p> <p>Further work is needed to embed RBL and North East pedagogies, as well as ensure teachers are confident and skilled in delivery of new curriculum learning areas</p>
<p><b>Build strong whānau - kura partnership –</b></p> <p>Survey of parent community completed with useful findings. Review of survey and development of action plan by SLT and BOT, as well as research around effective partnership is in progress but not complete. Interim findings have been helpful to inform decisions around communication.</p>	<p>Principal Report to Board</p>	<p>Due to the significant (and at times unpredicted) Curriculum work and implementation occurring during the year this has impacted on the school's ability to complete work scheduled against this target area. As a result this target has not been achieved and the work is continued into 2026.</p>	<p>Building strong whānau – kura partnership as a target will be carried over to the 2026 Annual Implementation Plan.</p> <p>From the initial survey completed in 2024, this baseline data now needs to be compared with Term 2 Annual Survey feedback and the SLT/BOT Action plan completed.</p>

2025 Annual Plan Goal - Learning		Success		Ākonga successfully engage in meaningful learning experiences that enable the achievement of our Vision	
<p>Establish and embed a clear Curriculum – giving priority to the new English &amp; Mathematics Learning Areas</p> <p>2024 - 2025</p> <p><i>An up to date local curriculum is in place that productively gives effect to Te Mātaiaho</i></p>	<ol style="list-style-type: none"> <li>1. Establish action plan for implementation of the new English and Mathematics Learning Areas (Oct, 2024)</li> <li>2. Use MOE provided Teacher Only Days, Staff Meetings, provided PLD courses to build staff understanding of the refreshed English &amp; Maths Learning Areas (from Te Mātaiaho) as well as supporting resources and programmes.</li> <li>3. Implement Phases of Learning and teaching and learning using the refreshed English &amp; Mathematics Learning Areas</li> </ol>	<ol style="list-style-type: none"> <li>1. Term 1, 2025</li> <li>2. Term 1 &amp; 2, 2025</li> <li>3. Term 1-4, 2025</li> </ol>	<p>Deputy Principal</p> <p>Senior Leadership Team</p> <p>ImpactEd</p> <p>Curriculum Leaders</p> <p>Curriculum Teams</p> <p>Staff</p>	<p>Board of Trustees</p> <p>PD Budget</p> <p>Staffing release</p> <p>MOE Teacher Only Days</p>	<p>Principal</p>
<p>Support ākonga (students) to achieve a high level of success</p> <p>T4 2024 – 2026</p> <p><i>A shared understanding of success is communicated and celebrated through a wide range of means</i></p>	<ol style="list-style-type: none"> <li>1. Set annual academic targets in Literacy &amp; Numeracy, and plan programme of support to achieve targets.</li> <li>2. Facilitate staff and whānau discussion re. shared understanding of success</li> <li>3. Establish a clear definition of success at Gleniti School and share this with staff and community</li> <li>4. Complete self review of supports in place, achievement levels and assessment / reporting (celebrations) structures</li> <li>5. Monitor targets plan and implement change as needed</li> </ol>	<ol style="list-style-type: none"> <li>1. Term 1, 2025</li> <li>2. Term 2, 2025</li> <li>3. Term 3, 2025</li> <li>4. Term 4, 2025</li> </ol>	<p>Principal</p> <p>Senior Leadership Team</p> <p>ImpactEd</p> <p>Curriculum Leaders</p> <p>Curriculum Teams</p> <p>Staff</p>	<p>Board of Trustees</p> <p>PD Budget</p> <p>Staffing release</p> <p>MOE Teacher Only Days</p>	<p>Principal</p>
<p>What did we achieve? What were the outcomes of our actions? What impact did our actions have?</p>	<p>Evidence</p> <p><i>This is the sources of information the board used to determine those outcomes.</i></p> <p>Annual Professional Development report to the Board. Principal Report to Board</p>	<p>Reasons for any differences (variances) between the target and the outcomes</p> <p><i>Think about both where you have exceeded your targets or not yet met them.</i></p> <p>This target has been met.</p>	<p>Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i></p> <p>Establish and embed a clear Curriculum as a target will be carried over to the 2026 Annual Implementation Plan.</p> <p>While an action plan has been established and staff have completed initial professional learning, further work is needed to embed key new Learning Areas – English and Mathematics, as well as the new Phases of Learning structure of Te Mātaiaho.</p>	<p>Setting annual academic targets and action plans to achieve them, monitoring plans and implementing change as needed is an annual ongoing process that will be reflected in the 2026 Annual Implementation Plan.</p>	
<p>Support ākonga to have a high level of success – 2025 Writing Academic target was achieved. Maths target almost achieved. Target Actions 2-4 still to be completed due to unexpected new curriculum learning area demands.</p>	<p>Regular curriculum reports regarding implementation and delivery. Mid and End of Year Student Achievement reports.</p>	<p>The significant unexpected Curriculum workload impacted on the school's ability to complete all work scheduled against this target area. As a result some aspects of this target have not been achieved and this work will be carried into 2026.</p>	<p>While an action plan has been established and staff have completed initial professional learning, further work is needed to embed key new Learning Areas – English and Mathematics, as well as the new Phases of Learning structure of Te Mātaiaho.</p>	<p>Setting annual academic targets and action plans to achieve them, monitoring plans and implementing change as needed is an annual ongoing process that will be reflected in the 2026 Annual Implementation Plan.</p>	

# Evaluation of Students' Progress and Achievement



2025

**Vicki McFarlane**  
Deputy Principal  
Assessment Leader

In alignment with 2025 Ministry of Education requirements, we utilise a "triangulation" of data to form a dependable picture of achievement. As per previous years, teachers have balanced informal and formal evidence:

- Formal Standardised Tools: Twice-yearly assessments conducted in Reading, Writing, and Maths using tools such as PATs.
- Progress Descriptors: For end-of-year reporting, we have used the descriptors of Working Towards, Working Within and Working Beyond. In 2026, we will adopt the five new Ministry-mandated descriptors: Emerging, Developing, Consolidating, Proficient, and Exceeding.

### GLENITI SCHOOL END OF YEAR DATA 2025

#### Reading

2025	Working Beyond	Working Within	Working Towards	Total
<b>All Students</b>	29.6% (119)	51.7% (208)	18.7% (75)	402
<b>Male Students</b>	25% (54)	54% (115)	21% (42)	211
<b>Female Students</b>	34% (64)	48% (93)	17% (33)	191
<b>Māori Students</b>	18.3% (9)	63.3% (31)	18.4% (9)	49

#### Writing

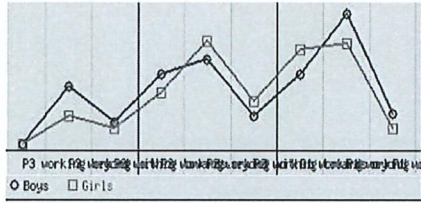
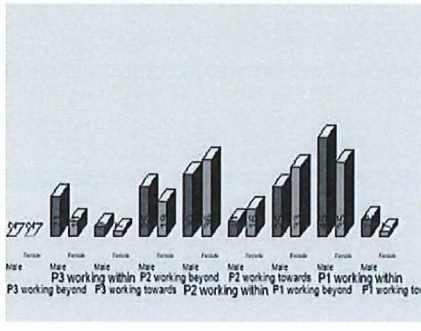
2025	Working Beyond	Working Within	Working Towards	Total
<b>All Students</b>	4.2% (17)	62.4% (251)	33.3% (134)	402
<b>Male Students</b>	2% (4)	55% (117)	42% (90)	211
<b>Female Students</b>	7% (12)	70% (134)	23% (45)	191
<b>Māori Students</b>	0% (0)	65.3% (32)	34.7% (17)	49

## Maths

2025	Working Beyond	Working Within	Working Towards	Total
All Students	18.4% (74)	58.7% (236)	22.9% (92)	402
Male Students	23% (49)	57% (121)	20% (41)	211
Female Students	13% (25)	60% (115)	27% (51)	191
Māori Students	10.2% (5)	61.2% (30)	28.6% (14)	49

## Reading

(73309) Reading Phase 2025					
Result	Num pupils	Boys	Girls	Boys%	Girls%
P1 working towards	19	12	7	6.7%	4.2%
P1 working within	80	45	35	25.0%	21.1%
P1 working beyond	58	25	33	13.9%	19.9%
P2 working towards	27	11	16	6.1%	9.6%
P2 working within	66	30	36	16.7%	21.7%
P2 working beyond	44	25	19	13.9%	11.4%
P3 working towards	16	9	7	5.0%	4.2%
P3 working within	32	21	11	11.7%	6.6%
P3 working beyond	4	2	2	1.1%	1.2%

### End of 2025 Achievement Data

- **Overall Achievement:** 327 students (81%) are reading within or beyond the expected level for their age.
- **Students Working Towards Expected Level:** 75 students (18.7%) are currently working towards the expected level for their age.

### Areas of Strength

- **Overall Majority:** The data indicates that the majority of our Year 0-8 students are achieving within or beyond their expected reading level. There was an improvement

from our mid-term data of 29 students moving into the within/beyond category of reading.

- **Gender and Ethnicity:**

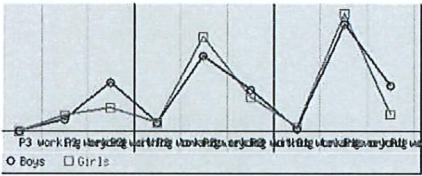
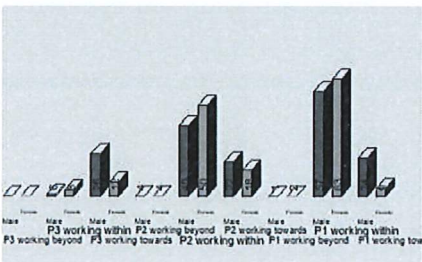
- 169 boys (80%) are reading within or beyond their age level.
- 157 girls (82%) are reading within or beyond their age level.
- 40 Māori students (81%) are reading within or beyond their age level.

**Areas for Improvement:**

- Overall our reading data shows good progress for all students regardless of their gender and ethnicity.
- The Year 6 and 7 cohort data from 2025 (now Year 7 and 8 students) show the highest reading needs in our school with 28% Year 7 students and 31% year 8 students working towards their expected level in reading for their age.

## Writing

(73310) Writing Phase 2025					
Result	Num pupils	Boys	Girls	Boys%	Girls%
<b>P1 working towards</b>	33	24	9	13.3%	5.4%
<b>P1 working within</b>	120	57	63	31.7%	38.0%
<b>P1 working beyond</b>	3	1	2	0.6%	1.2%
<b>P2 working towards</b>	40	22	18	12.2%	10.8%
<b>P2 working within</b>	90	40	50	22.2%	30.1%
<b>P2 working beyond</b>	8	4	4	2.2%	2.4%
<b>P3 working towards</b>	38	26	12	14.4%	7.2%
<b>P3 working within</b>	14	6	8	3.3%	4.8%
<b>P3 working beyond</b>					

- **Overall Achievement:** 268 students (66%) are writing at or above the expected level for their age.
- **Students Working Towards Expected Level:** 134 students (33.3%) are currently working towards the expected level for their age.
- Writing achievement (66% trails reading (81%)), indicating a need for a continued focus on school-wide embedding of writing practices.

**Areas of Strength**

- **Overall Majority:** More than half of our Year 0-8 students are achieving within or beyond their expected writing level.

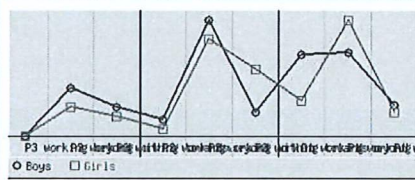
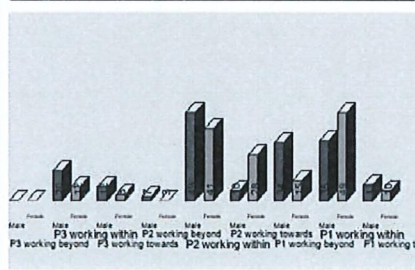
- **Gender and Ethnicity:**
  - 146 girls (76%) are at or above their expected level in writing.
  - 121 boys (57%) are at or above their expected level in writing.
  - 32 Māori students (65.3%) are at or above their expected level in writing.

### Areas for Improvement

- **Writing vs. Reading:** Although our end of year writing data is showing improvement in our student achievement in writing, it continues to be lower than in reading, indicating a need for a continued focus on writing instruction and embedding school wide practises into our writing programmes.
- We need to continue embedding the revised New Zealand Curriculum in the classroom programmes.
- Teachers need to identify Tier 2 learners and put a clear programme in place to lift their writing development.
- **Gender Gap:** A significant gender gap continues to exist, with a higher proportion of boys (42%) working towards their expected writing level compared to girls (23%).
- **Māori Students:** 17 Māori students (34.7%) are continuing to work towards their expected level in writing, which requires close monitoring.
- Each cohort of students from Year 3-8 have many students working towards their expected level in writing. This is especially evident in the Year 7 cohort data (2026 Year 8 students).

## Maths

(73311) Maths Phase 2025					
Result	Num pupils	Boys	Girls	Boys%	Girls%
P1 working towards	23	13	10	7.2%	6.0%
P1 working within	84	35	49	19.4%	29.5%
P1 working beyond	49	34	15	18.9%	9.0%
P2 working towards	38	10	28	5.6%	16.9%
P2 working within	90	49	41	27.2%	24.7%
P2 working beyond	10	7	3	3.9%	1.8%
P3 working towards	20	12	8	6.7%	4.8%
P3 working within	32	20	12	11.1%	7.2%
P3 working beyond					

### End of Year 2025 OTJ Data shows:

77% of our students are at or above their targeted OTJ in Maths.

**Summary Evaluation Points:**

- There is a marked difference between mid and end of year OTJs including a growing tail of students underachieving.
- Students who identify as Māori for their first ethnicity are falling behind the school percentage (28% below) with female students also low (27%).
- 2026 is a year to focus on Mathematics and Statistics PLD.
- Two TODs will support teachers and TAs with implementation of the new curriculum.
- Details of our Structured Maths programmes and Accelerated Learning through Tier 2 and 3 interventions are explained in the Maths section of the End of Year Achievement Board Report for 2025.

While the end of year data 2025 shows a growing tail of students underachieving in maths from the EOY 2024 and EOY 2023, the number of students working beyond their Phase has stayed consistent.



# GLENITI SCHOOL

## 2025 Statement of Compliance with Employment Policy Gleniti School

Gleniti School has complied with its Policy Framework (including the Staff Handbook, relevant sub-policies, and standard operating procedures) during the 2025 school year.

Where relevant, required and appropriate Staff Training logs and New Staff Induction checklists have been completed.

Payroll processes and activities align with relevant legislation and school policies.

As per the 2024 reporting process below Gleniti School has continued to meet its obligations regarding good and safe working conditions, equal employment opportunities, staff training and development and appointments.

Reporting on the principles of being a Good Employer	
Equal employment opportunities programme	<p>The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be "good employers", that is:</p> <ol style="list-style-type: none"> <li>1. to maintain, and comply with their school's Equal Employment Opportunities policy, and</li> <li>2. to include in the annual report a summary of the year's compliance.</li> </ol> <p>To achieve this, the board:</p> <ul style="list-style-type: none"> <li>- appoints a member to be the EEO officer – this role is undertaken by the principal.</li> <li>- shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development.</li> <li>- selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude.</li> <li>- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups.</li> <li>- ensures that employment and personnel practices are fair and free of any bias.</li> </ul>
Impartial selection of suitably qualified persons for appointment	<p>The Board establishes a delegated subcommittee with broad representation to conduct appointments.</p> <p>The Subcommittee</p>



	<ul style="list-style-type: none"> <li>- selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude.</li> <li>- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups.</li> </ul>
Recognising the aims and aspirations of Maori, and meeting the employment requirements of Maori, and greater involvement of Maori in the Education service.	As part of Board employment practice and procedure, Māori is identified as a desirable skill set for all positions that are advertised.
Enhancing the abilities of individual employees.	Through targeted professional development programmes and opportunities.
Recognising the employment requirements of women.	<p>The Board establishes a delegated subcommittee with broad representation to conduct appointments.</p> <p>The Subcommittee</p> <ul style="list-style-type: none"> <li>- selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude.</li> <li>- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups.</li> </ul>
Recognising the employment requirements of persons with disabilities.	<p>The Board establishes a delegated subcommittee with broad representation to conduct appointments.</p> <p>The Subcommittee</p> <ul style="list-style-type: none"> <li>- selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude.</li> <li>- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups.</li> </ul>



Mark Creba  
Tumuaki / Principal  
On behalf of the Gleniti School Board of Trustees



## **Gleniti School**

### **Report on Special Funding 2025**

#### **Learning Support & Inclusion Funds received in 2025**

1. Support for Inclusion (High Health Needs, Behavioural Support, In-Class Support – ICS, Intensive Wraparound Service – IWS) funding of \$20,773.91
2. ORS (Ongoing Resourcing Scheme) funding of \$11,163.96

The key objective is to support the inclusion of the students in class by providing Learning Assistants/ Teacher aid support.

All the funds were used for wages of Learning Assistants, except for \$243.96 which was allocated to ORS consumables (books, stationery).

The outcome of this targeted support enabled students with specific learning and behavioural needs to be supported in class with provision of a Teacher Aide.

This assistance positively impacted their ability to engage with the class curriculum, enabled tasks to be scaffolded at their level, and increased participation.



**GLENITI SCHOOL**

**KIWISPORT STATEMENT 2025**

Kiwisport is a Government funding initiative to support student's participation in organised sport. During 2024 the School received total Kiwi sport funding of \$6204.44.40 (excluding GST).

The funding was spent on:

- Buses to sports events
- Affiliation fees
- Hire of sports facilities
- Entry fees for sport events and championships