POROTI SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	1083
Principal:	Pauline Johnson
School Address:	673 Mangakahia Road, Poroti
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POROTI SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Poroti 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.

Janelle Imeson
Full Name of Presiding Member

Pauline Johnson
Full Name of Principal

Signature of Presiding Member

P. Johnson
Signature of Principal

10/6/26
Date

10/06/2026
Date

Poroti 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	833,098	655,233	772,725
Locally Raised Funds	3	36,566	9,845	27,944
Interest		16,842	-	29,909
Total Revenue		886,506	665,078	830,578
Expense				
Locally Raised Funds	3	6,511	4,200	6,625
Learning Resources	4	610,304	419,115	519,749
Administration	5	104,154	114,063	128,455
Interest		363	363	495
Property	6	122,845	131,059	118,035
Loss on Disposal of Property, Plant and Equipment		393	-	-
Total Expense		844,570	668,800	773,359
Net Surplus / (Deficit) for the year		41,936	(3,722)	57,219
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		41,936	(3,722)	57,219

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

BENNETT & ASSOCIATES AUDIT

Poroti 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		338,219	258,243	261,000
Total comprehensive revenue and expense for the year		41,936	(3,722)	57,219
Contribution - Furniture and Equipment Grant		2,238	-	20,000
Equity at 31 December		382,393	254,521	338,219
Accumulated comprehensive revenue and expense		382,393	254,521	338,219
Equity at 31 December		382,393	254,521	338,219

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.

BENNETT & ASSOCIATES
AUDIT

Poroti School
Statement of Financial Position
As at 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Assets				
Cash and Cash Equivalents	7	237,846	26,963	96,681
Accounts Receivable	8	56,328	25,995	51,159
Prepayments		6,108	4,838	4,041
Inventories	9	1,474	1,085	949
Investments	10	295,973	322,297	758,413
Funds Receivable for Capital Works Projects	16	79,390	-	1,909
		677,119	381,178	913,152
Current Liabilities				
GST Payable		33,478	11,145	59,160
Accounts Payable	12	71,705	60,423	142,218
Revenue Received in Advance	13	911	6,548	2,462
Provision for Cyclical Maintenance	14	-	57,638	40,540
Finance Lease Liability	15	2,171	2,127	2,259
Funds held for Capital Works Projects	16	202,869	-	369,538
		311,134	137,881	616,177
Working Capital Surplus/(Deficit)		365,985	243,297	296,975
Non-current Assets				
Property, Plant and Equipment	11	75,105	45,624	54,398
		75,105	45,624	54,398
Non-current Liabilities				
Provision for Cyclical Maintenance	14	54,744	27,752	8,652
Finance Lease Liability	15	3,953	6,648	4,502
		58,697	34,400	13,154
Net Assets		382,393	254,521	338,219
Equity		382,393	254,521	338,219

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

BENNETT & ASSOCIATES AUDIT

Poroti 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		229,952	218,273	216,840
Locally Raised Funds		31,693	9,845	27,884
Goods and Services Tax (net)		(25,682)	-	48,015
Payments to Employees		(121,991)	(116,545)	(125,478)
Payments to Suppliers		(97,616)	(113,792)	(94,197)
Interest Paid		(363)	(363)	(495)
Interest Received		26,829	-	21,168
Net cash from/(to) Operating Activities		42,822	(2,582)	93,737
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(33,686)	-	(11,843)
Purchase of Investments		(64,194)	-	(522,274)
Proceeds from Sale of Investments		526,634	-	86,158
Net cash from/(to) Investing Activities		428,754	-	(447,959)
Cash flows from Financing Activities				
Furniture and Equipment Grant		2,238	-	20,000
Finance Lease Payments		(1,736)	(2,622)	(1,150)
Funds Administered on Behalf of Other Parties		(330,913)	-	399,886
Net cash from/(to) Financing Activities		(330,411)	(2,622)	418,736
Net increase/(decrease) in cash and cash equivalents		141,165	(5,204)	64,514
Cash and cash equivalents at the beginning of the year	7	96,681	32,167	32,167
Cash and cash equivalents at the end of the year	7	237,846	26,963	96,681

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.

BENNETT & ASSOCIATES AUDIT

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

1. Statement of Accounting Policies

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

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

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

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

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

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

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

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

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

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

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

BENNETT & ASSOCIATES AUDIT

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 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 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.

BENNETT & ASSOCIATES
AUDIT

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

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

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

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

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

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

BENNETT & ASSOCIATES AUDIT

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	40 years
Building Improvements	40 years
Furniture and Equipment	5-18 years
Information and Communication Technology	4 years
Motor Vehicles	5 years
Textbooks	8 years
Library Resources	8 years
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) Funds held for Capital works
The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

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

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

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

The School carries out painting maintenance of the whole school over a 10 to 18 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

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

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

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

BENNETT & ASSOCIATES AUDIT

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

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

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

BENNETT & ASSOCIATES AUDIT

2. Government Grants

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Government Grants - Ministry of Education	233,910	219,062	231,212
Teachers' Salaries Grants	472,669	292,466	382,651
Use of Land and Buildings Grants	96,901	100,292	103,684
Ka Ora, Ka Ako - Healthy School Lunches Programme	29,035	43,413	55,178
Other Government Grants	583	-	-
	833,098	655,233	772,725

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	11,006	3,915	3,238
Fees for Extra Curricular Activities	958	800	1,852
Trading	1,417	2,030	1,591
Fundraising and Community Grants	23,185	3,100	19,304
Other Revenue	-	-	1,959
	36,566	9,845	27,944
Expense			
Extra Curricular Activities Costs	919	1,200	810
Trading	2,437	3,000	2,750
Fundraising and Community Grant Costs	3,155	-	3,065
	6,511	4,200	6,625
Surplus for the year Locally Raised Funds	30,055	5,645	21,319

4. Learning Resources

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Curricular	32,269	22,370	26,459
Information and Communication Technology	649	2,400	436
Employee Benefits - Salaries	549,353	363,111	461,939
Staff Development	6,701	10,427	7,234
Depreciation	18,945	15,177	17,246
Other Learning Resources	2,387	5,630	6,435
	610,304	419,115	519,749

BENNETT & ASSOCIATES AUDIT

5. Administration

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Audit Fees	6,580	4,600	5,560
Board Fees and Expenses	5,071	5,530	4,461
Other Administration Expenses	6,071	5,410	5,864
Employee Benefits - Salaries	48,625	45,900	49,142
Insurance	2,964	3,400	2,562
Service Providers, Contractors and Consultancy	5,808	5,810	5,688
Ka Ora, Ka Ako - Healthy School Lunch Programme	29,035	43,413	55,178
	104,154	114,063	128,455

6. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cyclical Maintenance	5,552	9,272	(4,286)
Heat, Light and Water	6,653	7,845	7,104
Repairs and Maintenance	10,647	10,650	7,573
Use of Land and Buildings	96,901	100,292	103,684
Other Property Expenses	3,092	3,000	3,960
	122,845	131,059	118,035

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	97,337	26,963	96,681
Short-term Bank Deposits	140,509	-	-
Cash and cash equivalents for Statement of Cash Flows	237,846	26,963	96,681

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

Of the $237,846 Cash and Cash Equivalents $203,780 is subject to restrictions for the following reasons:

• $202,869 is held by the School on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 16.

• $911 of Revenue Received in Advance is held by the school, as disclosed in note 13.

8. Accounts Receivable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Receivables	141	70	-
Receivables from the Ministry of Education	2,873	-	1,397
Interest Receivable	2,014	3,260	12,001
Teacher Salaries Grant Receivable	51,300	22,665	37,761
	56,328	25,995	51,159
Receivables from Exchange Transactions	2,155	3,330	12,001
Receivables from Non-Exchange Transactions	54,173	22,665	39,158
	56,328	25,995	51,159

9. Inventories

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Stationery	1,474	1,085	949
	1,474	1,085	949

10. Investments

The School's investment activities are classified as follows:

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Asset			
Short-term Bank Deposits	295,973	322,297	758,413
Total Investments	295,973	322,297	758,413

BENNETT & ASSOCIATES AUDIT

11. Property, Plant and Equipment

2025	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	**Total (NBV)** $
Board-owned Buildings	9,095	-	(393)	-	(1,049)	**7,653**
Building Improvements	5,245	-	-	-	(378)	**4,867**
Furniture and Equipment	20,208	29,589	-	-	(7,266)	**42,531**
Information and Communication Technology	14,160	8,835	-	-	(7,031)	**15,964**
Leased Assets	5,381	1,621	-	-	(3,148)	**3,854**
Library Resources	309	-	-	-	(73)	**236**
	54,398	40,045	(393)	-	(18,945)	**75,105**

The net carrying value of equipment held under a finance lease is $3,854 (2024: $5,381)

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	**2025**	**2025**	**2024**	**2024**	**2024**
	Cost or Valuation	**Accumulated Depreciation**	**Net Book Value**	**Cost or Valuation**	**Accumulated Depreciation**	**Net Book Value**
	$	**$**	**$**	**$**	**$**	**$**
Board-owned Buildings	39,972	(32,319)	**7,653**	41,937	(32,842)	**9,095**
Building Improvements	44,207	(39,340)	**4,867**	44,207	(38,962)	**5,245**
Furniture and Equipment	126,784	(84,253)	**42,531**	98,308	(78,100)	**20,208**
Information and Communication Technology	59,630	(43,666)	**15,964**	53,502	(39,342)	**14,160**
Leased Assets	10,872	(7,018)	**3,854**	9,251	(3,870)	**5,381**
Library Resources	41,077	(40,841)	**236**	41,077	(40,768)	**309**
	322,542	(247,437)	**75,105**	288,282	(233,884)	**54,398**

12. Accounts Payable

	2025 Actual $	**2025 Budget (Unaudited)** $	**2024 Actual** $
Creditors	11,959	25,481	98,354
Accruals	6,540	4,100	5,560
Banking Staffing Overuse	1,218	7,451	-
Employee Entitlements - Salaries	51,300	22,665	37,761
Employee Entitlements - Leave Accrual	688	726	543
	71,705	60,423	142,218
Payables for Exchange Transactions	71,705	60,423	142,218
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	71,705	60,423	142,218

The carrying value of payables approximates their fair value.

BENNETT & ASSOCIATES AUDIT

13. Revenue Received in Advance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Grants in Advance - Ministry of Education	-	5,513	1,557
Other Received In Advance	911	1,035	905
	911	6,548	2,462

14. Provision for Cyclical Maintenance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Provision at the Start of the Year	49,192	76,118	62,118
Increase/(decrease) to the Provision During the Year	5,552	9,272	(4,286)
Use of the Provision During the Year	-	-	(8,640)
Provision at the End of the Year	54,744	85,390	49,192
Cyclical Maintenance - Current	-	57,638	40,540
Cyclical Maintenance - Non current	54,744	27,752	8,652
	54,744	85,390	49,192

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

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	2,502	2,127	2,622
Later than One Year	4,288	6,648	4,860
Future Finance Charges	(666)	-	(721)
	6,124	8,775	6,761
Represented by			
Finance lease liability - Current	2,171	2,127	2,259
Finance lease liability - Non current	3,953	6,648	4,502
	6,124	8,775	6,761

BENNETT & ASSOCIATES AUDIT

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	Project No.	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions / Transfers	Closing Balances $
Exterior Refurbishment	241154	10,200	-	(9,480)	-	720
Toilet Refurbs / Hallway Covering	241153	-	-	300	-	300
AMS Combined	241152	312,178	-	(375,233)	-	(63,055)
Drainage Investigation	243581	17,407	-	(22,767)	-	(5,360)
Block 2: Maintenance Shed	244571	(1,909)	203,758	-	-	201,849
LPSM Universal Bathroom	241249	29,753	-	(40,728)	-	(10,975)
Totals		367,629	203,758	(447,908)	-	123,479

Represented by:

Funds Held on Behalf of the Ministry of Education	202,869
Funds Receivable from the Ministry of Education	(79,390)

2024	Project No.	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions / Transfers	Closing Balances $
Drainage & Stormwater	221082	12,345	1,757	(14,102)	-	-
Exterior Refurbishment	241154	14,917	-	(4,717)	-	10,200
Toilet Refurbs / Hallway Covering	241153	11,000	-	(11,000)	-	-
AMS Combined	241152	(16,198)	707,690	(379,314)	-	312,178
Drainage Investigation	243581	26,200	-	(8,793)	-	17,407
Block 2: Maintenance Shed	244571	(800)	-	(1,109)	-	(1,909)
LPSM Universal Bathroom	241249	(11,290)	94,680	(53,637)	-	29,753
Totals		36,174	804,127	(472,672)	-	367,629

Represented by:

Funds Held on Behalf of the Ministry of Education	369,538
Funds Receivable from the Ministry of Education	(1,909)

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.

BENNETT & ASSOCIATES AUDIT

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	2,010	1,820
Leadership Team		
Remuneration	160,149	148,058
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	162,159	149,878

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has a Property committee (2 members) that met 0 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:

	2025 Actual $000	2024 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	140 - 150
Benefits and Other Emoluments	-	-
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
	0.00	0.00

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

BENNETT & ASSOCIATES AUDIT

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.

Pay Equity and Collective Agreement Funding Wash-up

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

21. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of $191,781 (2024: $309,614) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment $
Exterior Refurbishment	57,279
Toilet Refurbs / Hallway Covering	118,830
Drainage Investigation	6,471
Block 2: Maintenance Shed	8,091
LPSM Universal Bathroom	1,110
Total	**191,781**

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

(b) Operating Commitments

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

BENNETT & ASSOCIATES AUDIT

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	237,846	26,963	96,681
Receivables	56,328	25,995	51,159
Investments - Term Deposits	295,973	322,297	758,413
Total financial assets measured at amortised cost	590,147	375,255	906,253

Financial liabilities measured at amortised cost

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Payables	71,705	60,423	142,218
Finance Leases	6,124	8,775	6,761
Total financial liabilities measured at amortised cost	77,829	69,198	148,979

23. Events After Balance Date

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

24. Comparatives

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

BENNETT & ASSOCIATES
AUDIT

Education Services.
Dedicated to your school

Poroti School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Janelle Imeson	Presiding Member	Elected	Sep 2028
Pauline Johnson	Principal	ex Officio	
Laqueeta Rapana	Parent Representative	Elected	Sep 2028
Krystal Cassidy	Parent Representative	Elected	Sep 2028
Tess Woods	Parent Representative	Elected	Sep 2028
Jason Young	Parent Representative	Elected	Sep 2028
Mandy Pye	Staff Representative	Elected	Sep 2028

Poroti School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of $746 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Poroti 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.

PorotiSCHOOL

Proud Open minded Respectful Outstanding Trustworthy Independent

Annual Report

Te Tiriti o Waitangi report 2025

At Poroti School we acknowledge and give effect to Te Tiriti o Waitangi, New Zealand's cultural diversity and the unique position of Maori as tangata whenua, by the following commitment to the Principals of Te Tiriti o Waitangi- Partnership, Protection and Participation:

- A designated position on our School Board for a member of the Hāpu and our Maori community. This member has their own agenda item, and we have a Memorandum of Understanding between the Whatitiri Trust Board and the Poroti School Board.
- The Board employs a specialist Te Reo Kaiako to ensure that our students have access to and the opportunity to acquire accurate, relevant about our area and its cultural knowledge, the opportunity to experience waiata and learn Te Reo Maori. The Te Reo Kaiako also attends staff meetings, PLD and advises staff on matters through a Maori lens with regards to teacher planning, local iwi protocol, pastoral care of our Maori students so we can work together to achieve the best environment for success for our students.
- We promote Maori achievement by providing relevant curriculum and support for our students.

- The Board receives data around our Maori student achievement.
- We consult with our Maori community on learning matters, visits to local historical sites, and environmental issues that require specific protocols.
- We have a joint powhiri with the Maungarongo Marae every year to welcome new students, and have a strong relationship between the haukainga and our school, attending events at the Marae and being part of that community for tangi and celebrations.
- We have a policy "Treaty of Waitangi' that outlines our commitment to Te Tiriti.

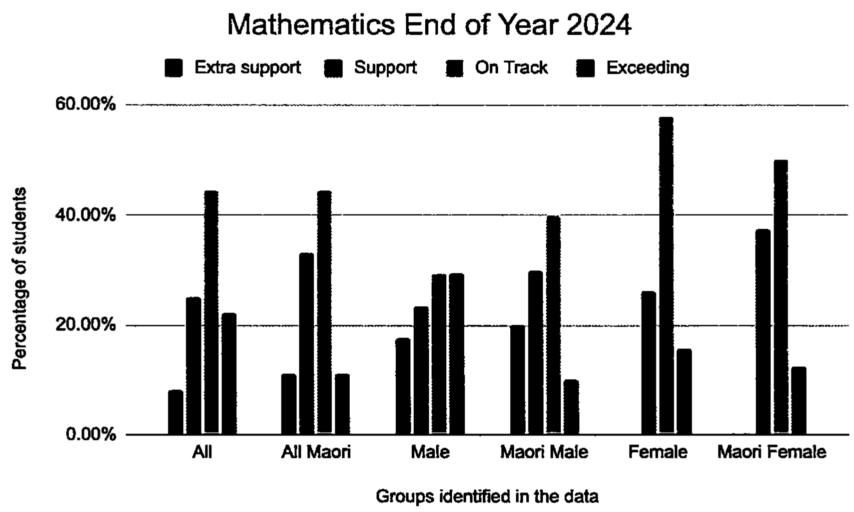
MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

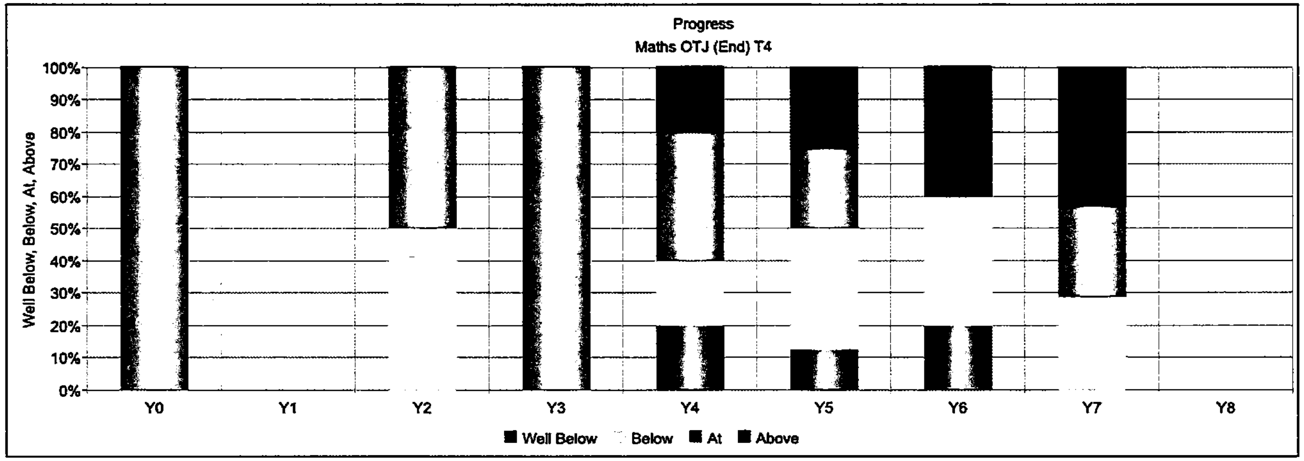
Analysis of Variance Reporting

School Name:	Poroti	School Number:	1083

Strategic goals :	**GOAL ONE:** **Grow teacher practice so all akonga/learners have the opportunity to learn in a way that best meets their individual needs to improve outcomes for learners and set them up to achieve success.** **GOAL TWO:** **Create a safe, inclusive culture and environment that enhances students' learning, well-being and responsibility as Kaitiaki.** **GOAL THREE:** **Strengthen connections to foster whānau and community engagement in our students' learning**
Annual Aim:	**Grow teacher practice and deliver so all akonga/learners have the opportunity to learn in a way that best meets their individual needs to improve outcomes for learners, set them up to achieve success and their potential.**
Target:	To move the students in the categories of 'Needing Support and Support' in Mathematics so that the percentage is reduced to 25%, increasing the 'On Track and Exceeding' to 75% To move the students in the categories of 'Needing Support and Support' in Reading so that the percentage is reduced to 25%, increasing the 'On Track and Exceeding' to 75%

Baseline Data:





[redacted]

What does this show for Poroti School?

Varied Outcomes in Mathematics: Mathematics presents a more complex picture for the achievement in this curriculum area. While there were students 'needing extra support' in most groups in 2024 , the percentage of students exceeding expectations was higher overall, for Maori students, and significantly higher for male students, including the emergence of Maori male students in this category .

However, there was also an increase in the percentage of Maori male and female students 'needing support' in mathematics The report also notes higher overall roll numbers in 2024, which could influence these figures .

Plus:

Years 0,1,3 100% On track , Year 4 60% On track or exceeding, Year 5 50% On track or exceeding, Year 7 72% On track or exceeding expectation

Year 6 40% exceeding expectation

58.8% of All Male students are On Track or exceeding expectation and 73.7% of All Female students are On Track or exceeding expectation

50% of Maori Male students are On Track or exceeding expectations and 62.5% of Maori Female students are On Track or exceeding expectations

80% or NZ European Male students and 90% of NZ European Female students are On Track or exceeding expectation

Minus:

Year 6 60% require support

Maori Male students in the needing support expectation is concerning

Interesting:

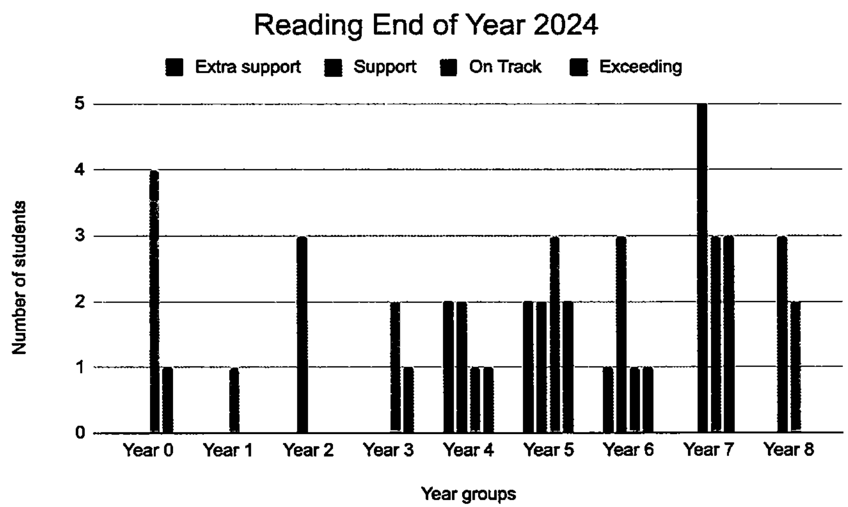
In needing extra support (Well Below) - of the 4 students 2 are ORS or ICS and 2 are new to our school this year.

Needing support (Below) Of the 12 students needing support (B) 3 have moved from Well Below, 3 are only one stage below, 3 are new to Poroti this year

In Year 0 group 5 should be recorded as Year 1: All 5 students are On Track (At) In Year 8 should be 4 students 3 Needing support (Below) and 1 needing extra support (Well Below)

Tātaritanga raraunga

[redacted]



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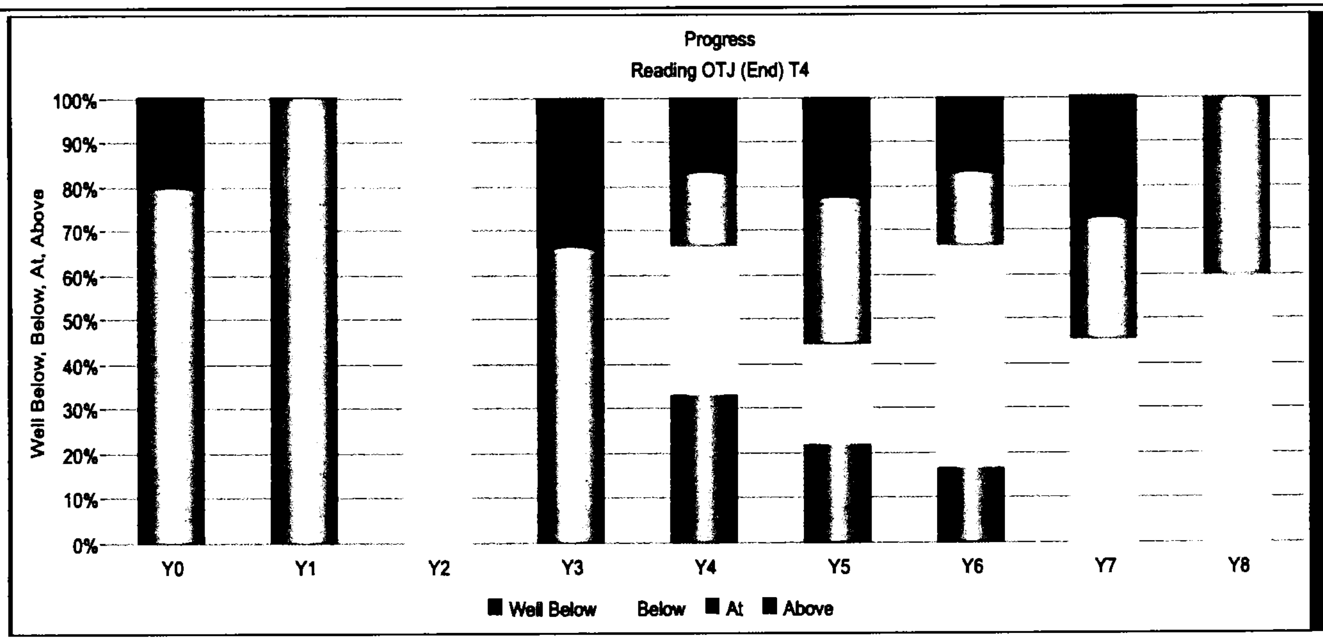


What does this show for Poroti School?

Mixed Progress in Reading: While the number of students 'On Track and Exceeding expectations' in reading increased overall, so did the number of students 'needing support' . Notably, the increase in the number of Maori students 'needing support is identified as a concern' .... Although the percentage of students 'needing support' in reading remained relatively stable for both all students and Maori students, the actual numbers climbed significantly due to a roll increase . Conversely, while the percentage of Maori students 'On Track and Exceeding' expectations increased, their actual numbers in this category decreased .

PLUS:

- Increase in female exceeding expectation at end of year= 25.9% (7)
- Maori Male students and NZ/European male students have same percentage (40%) On Track

MINUS

[redacted]

- 64% of Maori students need support (Well below or Below)
- 50% All Male students need support (Well below or Below)
- 44% All Female students need support (Well below or Below)
- Large difference between NZ European and Maori students in the On Track and exceeding expectations (Maori = 35.7% and NZE = 77.8%)

INTERESTING:

- Female students in All, Maori and NZ European have a bigger percentage needing support in the Well Below category than their male counterparts.
- Female students exceeding expectations have a bigger percentage in the All students and Maori students categories but are below the Male students in the NZE category
- NZ European Male students have 80% On Track or exceeding expectation which is just above the 77% of NZ European Female students.

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
Identified target cohorts and assessed their needs in both Reading and Mathematics Maths: Staff were involved in Professional Learning Development around the new Maths Curriculum and resources that had been provided - There was new information and knowledge to be gained by teachers - Knowledge and strategies for some year groups altered requiring a higher expectation of the students Assessment tools were changed for Mathematics to using PATs as well as GloSS in the transition of curriculum. Continued focus on the basics facts for Years 4-8 Maths Symphony continued to be funded by Board for number work Reading: BSLA continues in Junior School and a trial in the Middle School - years 4-6	Maths: • **Senior School Transition:** The decline is most visible in Year 7 and Year 8, where the "Below" percentage rose to 71% and 63% respectively. With the exception of the 5 students 'At' or 'Above' this cohort of students have been monitored and targeted with resources throughout their journey at Poroti. • Influx of students into this area of school with learning needs and entered Well below and below needing learning support already. • **School-Wide Achievement Comparison (EOY 2025)** • Comparing the three core subjects reveals that **Writing** is currently the strongest area of achievement, while **Maths**	• While there has been progress made with individuals it has not been significant enough to alter their expectation achievements. • **Cohort Growth Impact:** The total number of students assessed in Maths grew from 40 at mid-year to **50** at the end of the year. This increase in student numbers contributed to the percentage shifts in several year groups. • Knowledge and strategies for some year groups altered requiring a higher expectation of the students resulting in some results declining during the transition period.	Focused on those in Needing support and Support to lift levels to On Track. Continued PLD for staff to ensure consistency and scaffolding of strategies and knowledge Teacher Aides to work with target students Ensure lessons are timetabled daily as prescribed i.e. one hour a day Provide extension for those children in Exceeding group to provide challenge and growth

Lexia is funded by Board for all Year 3-8 students Continued focus on comprehension and vocabulary in the Years 4-8 areas of the school Budget and grants funded resources for both Mathematics and reading books and equipment Board funded Teacher Aides to support the targeted learners throughout the school	presents the most significant challenge. • Mathematics: End 2025 • Needing support:4% • Support: 34% • On Track + Exceeding: 62% **Reading:** • Needing support: 2% • Support: 22% • On Track + Exceeding: 76% (above target) • **Significant Growth in High Achievement:** The number of students achieving **Above** the expected curriculum level grew by 16%. This suggests that many students who were "At" expectation mid-year have accelerated their progress. • **Reduction in Priority Learners:** The "Below" and "Well Below" cohorts	Reading achieved targets as the students in the Support group were just under 'On Track' so the shift was a small one and achievable with targeted learning put into this group which is seen in the results and also into the At and Exceeding expectations.	

	have halved. Specifically, students in the "Below" category dropped from 18% to 9%, indicating successful intervention or steady progress throughout the second half of the year. • **Overall Proficiency:** By the end of 2025, **89%** of students are now achieving **At or Above** the expected level, compared to 76% at the mid-year point.		

Planning for next year:

Mathematics:

- **Professional Development:** Staff focus on "Number and Algebra" progressions.
- **Target:** Reduce Year 7/8 "Below" category by 50% by Mid-Year 2026. Assessments in Terms 2 and 4 using PATs and School wide Basic Facts
- **Goal:** Reduce the percentage of Year 7 and 8 students achieving "Below" expectations in Maths from an average of 67% to **less than 35%** by EOY 2026.
- **Resource Allocation:** Teacher Aide hours will be prioritised for Year 7 and 8 Mathematics workshops. and extension workshops
- **Professional Learning:** Staff will engage in professional development focused on the "New NZ Maths Curriculum" to support the shift of students from "Below" to "At."

Reading Comprehension & Shift

- **Goal:** Increase Year 7 Reading proficiency from 43% to **75% At or Above** by EOY 2026.
- **Mechanism:** Implementation of instructional reading cycles focused on inference, critical evaluation, and vocabulary extension.
- **Success Metric:** Shift the 4 students currently "Below" in Year 7 into the "At" category.
- **Monitoring:** Progress for target students will be reported to the Board throughout the year.

Poroti School

Annual Student Achievement 2025

Reading (Consistency Area)

While **76% of students are meeting expectations**, there is a significant group (22%) sitting in the "Below" category.

- **Year Groups to Target:**
    -
    -
- **Recommended Action:** Focus on "Below" students in Year 5 and 7 to shift them into the "At" category, as they represent the largest volume of potential growth.

Gender Performance

Both genders saw double-digit growth, though girls continue to outperform boys overall.

- **Girls:** Achievement rose from 82.4% (2024) to **91.8% (2025)**. They represent 71% of all "Above" results (5 out of 7 students).
- **Boys:** Achievement rose from 68.4% (2024) to **79.5% (2025)**. While improving, boys still represent the only "Well Below" result in the school.

Ethnicity Performance

The achievement **gap is narrowing due to accelerated growth** in the Māori cohort.

Year-on-Year Growth

Overall Reading achievement has seen a significant upward trend, successfully reaching the school's **85% Target** for students achieving at or above expectations.

EOY 2024 (At/Above):
75.0%

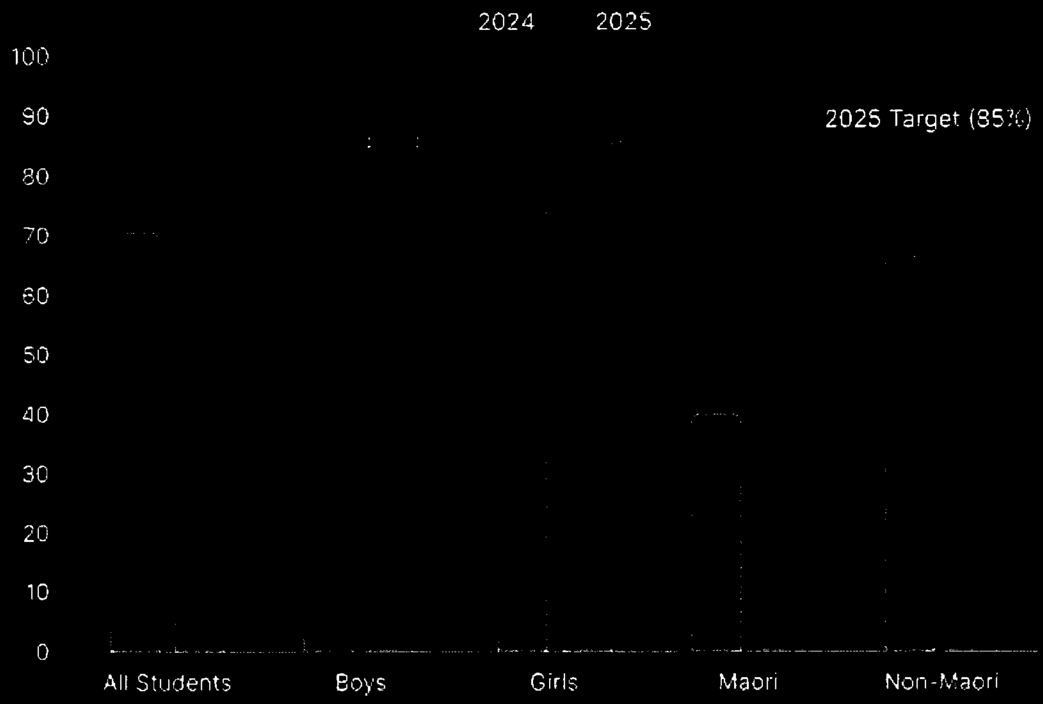
EOY 2025 (At/Above):
85.0%

↑+10%

Net Progress:
+10% improvement in overall proficiency

	Well Below (10%)	Below (20%)	At (80%)	Above (85%)	Total (5%)	NZ/Euro. pea%)	Total
All	3 1%	0 0%		0 0%		0 2%	3%
Male	13 42%	4 37%		18 31%		3 4%	17%
Female	30 32%	17 48%		31 57%		7 16%	35%
Maori	0 0%	3 [illegible]		3 3%		0 0%	0%
Pasifika	0 2%	0 3%		8 6%		0 0%	2%
Asian	0 2%	0 7%		3 9%		0 0%	2%
MELAA	12 13%	3 28%		24 46%		4 8%	18%
Other	0 1%	0 3%		4 5%		0 0%	2%
NZ/European	34 100%	23 100%		57 100%		16 100%	100%

Reading Achievement Comparison: 2024 vs 2025



Key Observations

Target Achieved

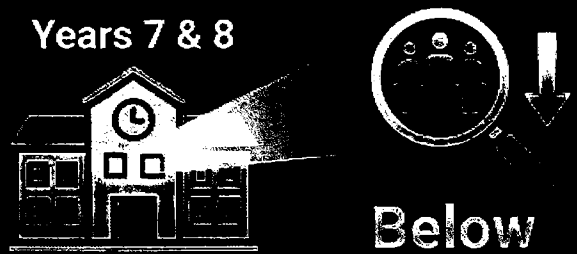
85%

Goal Met

The school reached its 85% goal for Reading, largely driven by high-performing girls and significant gains within the Māori cohort.

Senior School Focus

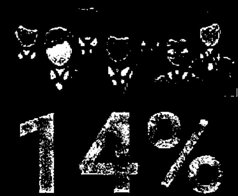
Years 7 & 8



Below

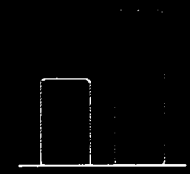
Years 7 and 8 remain the most vulnerable areas, showing the highest concentrations of 'Below' achievement compared to the Juniors.

High Performance



14%

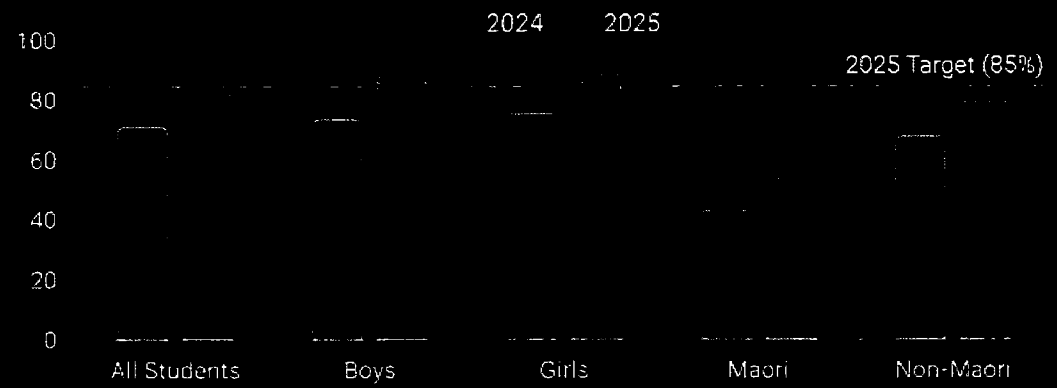
Above



14% of the school is now 'Above' expectations, with NZ/European students making up the largest portion of this high-achieving group (26.3% of their cohort).

	Well Below (10%)	Below (20%)	At (80%)	Above (85%)	Total (5%)	NZ/Euro. pea%)	Total
All	3 1%	0 0%		0 0%		0 0%	3%
Male	13 42%	4 37%		18 31%		3 4%	17%
Female	30 32%	17 48%		31 87%		7 16%	35%
Maori	0 0%	3 [illegible]		3 3%		0 0%	0%
Pasifika	0 2%	0 3%		0 6%		0 0%	2%
Asian	0 2%	0 7%		3 8%		0 0%	2%
MELAA	12 13%	3 28%		24 46%		4 8%	18%
Other	0 1%	0 3%		4 5%		0 0%	2%
NZ/European	34 100%	23 100%		57 100%		15 100%	100%

Reading Achievement Comparison: 2024 vs 2025



Writing

By the end of **2025, the total cohort of 50 students** showed a majority achieving at or above expectations. However, Writing **remains a** key area for **development as it holds a higher** percentage of "Below" and "Well Below" students compared to Reading.

Achievement by Year Level: * Junior Success: Achievement is strongest in Years 0–1, where **100%** of students are meeting expectations.

- **Senior Challenges:** Similar to other subjects, proficiency dips in the upper years; Year 7 has **43%** of students below expectations, and Year 5 has **20%** of students in the "Well Below" category.

A significant performance gap exists between genders in Writing, with females notably outperforming males in both overall proficiency and high achievement.

- **Females (n=25): 96.0%** are achieving At or Above expectations. Notably, **28%** of the female cohort is in the "Above" category, and there are no females in the "Well Below" bracket.
- **Males (n=25): 72.0%** are achieving At or Above expectations. While **12%** are achieving "Above," males account for all students in the "Well Below" category (8% of the male cohort).

Ethnicity Analysis

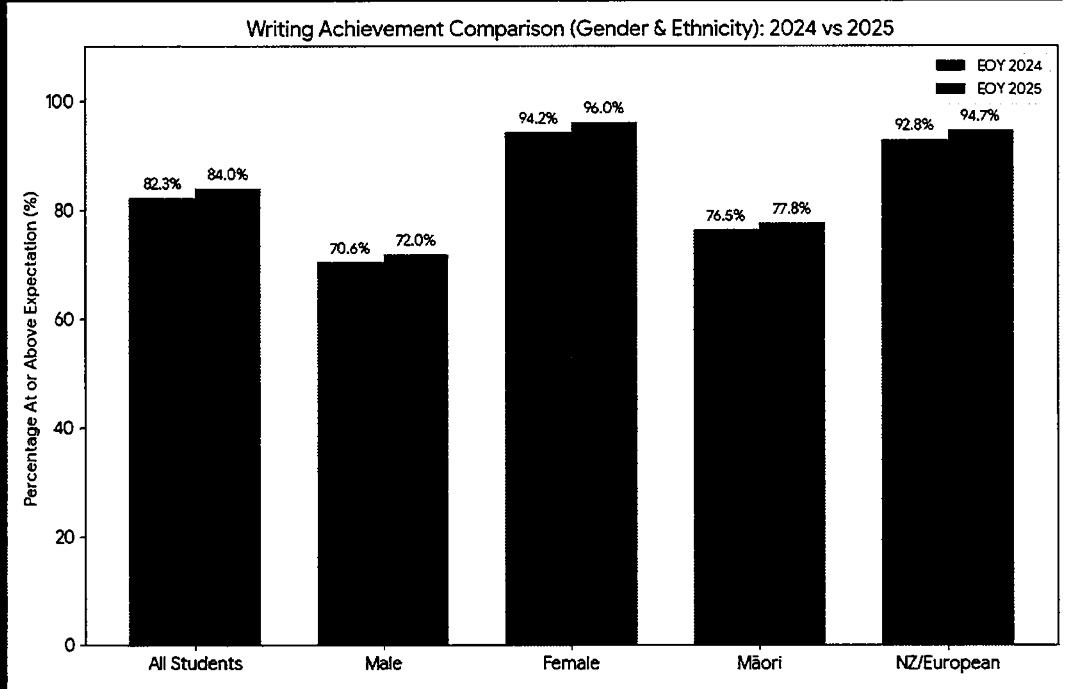
Writing achievement **across ethnic groups shows steady progress**, though a gap remains between Māori and NZ/European learners.

- **Māori Students: Strong consistency in the "At" category** (74.1%), but lower representation in "Above" (3.7%).
- **NZ/European Students: Demonstrate high proficiency, with** nearly half the cohort (**42.1%**) achieving "Above" expectations.

Key Observations

- **The "Above" Gap:** There is a stark contrast in high achievement by gender and ethnicity; 42% of NZ/European students are "Above" compared to only 3.7% of Māori students.
- **The 'Well Below and Below' Gap:** Seven male students fall into this category (28%) and ~~only one female~~ student.
- **Priority for 2026:** Targeted interventions should focus on moving the large cluster of Māori students from "At" to "Above" and supporting the 28% of males currently below expectations.
- **Successful Strategies:** The teaching methods that led to the +12% gain in Māori Reading achievement should be reviewed for potential application to Writing.

All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	8.0%	5	20.0%	15	60.0%	3	12.0%	25
	Female			1	4.0%	17	68.0%	7	28.0%	25
	Total	2	4.0%	6	12.0%	32	64.0%	10	20.0%	50
Maori	Male	1	6.3%	4	25.0%	11	68.8%			16
	Female			1	9.1%	9	81.8%	1	9.1%	11
	Total	1	3.7%	5	18.5%	20	74.1%	1	3.7%	27
Pasifika	Male									
	Female									
	Total									
Asian	Male			1	100.0%					1
	Female									
	Total			1	100.0%					1
MELAA	Male									
	Female					1	50.0%	1	50.0%	2
	Total					1	50.0%	1	50.0%	2
Other	Male					1	100.0%			1
	Female									
	Total					1	100.0%			1
NZ/European	Male	1	14.3%			3	42.9%	3	42.9%	7
	Female					7	58.3%	5	41.7%	12
	Total	1	5.3%			10	52.6%	8	42.1%	19



Mathematics

Year-on-Year Comparison

The school has seen an overall upward trend in Mathematics achievement. The percentage of students achieving **"At" or "Above"** expectations increased from **76% in 2024** to **80% in 2025**.

2025 Achievement Breakdown (Raw Data)

By the end of 2024 (T4), the total cohort consisted of 50 students. The majority are meeting or exceeding expectations, though a significant portion (38%) remains in the "Below" or "Well Below" categories.

- **Above:** 8% (4 students)
- **At:** 54% (27 students)
- **Below:** 34% (17 students)
- **Well Below:** 4% (2 students)

Achievement by Year Level (EOY 2025)

Achievement is strongest in the junior years (Y0–Y2), senior years:

- **Year 7: 71% are "Below" expectations.**
- **Year 8: 63% are "Below" expectations.**

10172	Well Below	Below	At	Above
Y0			100% (4)	
Y1			100% (4)	
Y2			100% (6)	
Y3		50% (1)	50% (1)	
Y4		50% (2)	50% (2)	
Y5	20% (1)	20% (1)	40% (2)	
Y6	10% (1)	30% (3)	50% (5)	
Y7		71% (5)		
Y8		63% (5)	38% (3)	
Totals	4% 2	34% 17	54% 27	8% 4

Mathematics

Year-on-Year [illegible]

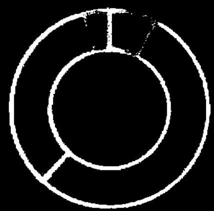
The school has seen [illegible] upward trend in Mathematics achievement. The percentage of students achieving **"At" or "Above"** expectations **increased from 76% in 2024** to **80% in 2025.**

2024: 76% (At/Above) → 2025: 80% (At/Above) +%

2025 Achievement Breakdown (Raw Data)

By the end of 2024 (T4), the total cohort consisted of 50 students. The majority are meeting or exceeding expectations, though a significant portion (38%) remains in the "Below" or "Well Below" categories.

- Above: 8% (4 students)
- At: 54% (27 students)
- **Below: 34%** (17 students)
- Well Below: 4% (2 students)



10172	Well Below	Below	At	Above
Y0			100% (4)	
Y1			100% (4)	
Y2			100% (6)	
Y3		50% (1)	50% (1)	
Y4		50% (2)	50% (2)	
Y5	20% (1)	20% (1)	40% (2)	20% [illegible]
Y6	10% (1)	30% (3)	50% (5)	10% [illegible]
Y7		71% (5)		29% (2)
Y8		63% (5)	38% (3)	
Totals	4% 2	34% 17	54% 27	8% 4

Achievement by Year Level (EOY 2025)

Achievement is strongest in the junior years (Y0–Y2), senior years:

- **Year 7: 71% are "Below" expectations.**
- **Year 8: 63% are "Below" expectations.**

Gender and Ethnicity Analysis

Gender Performance

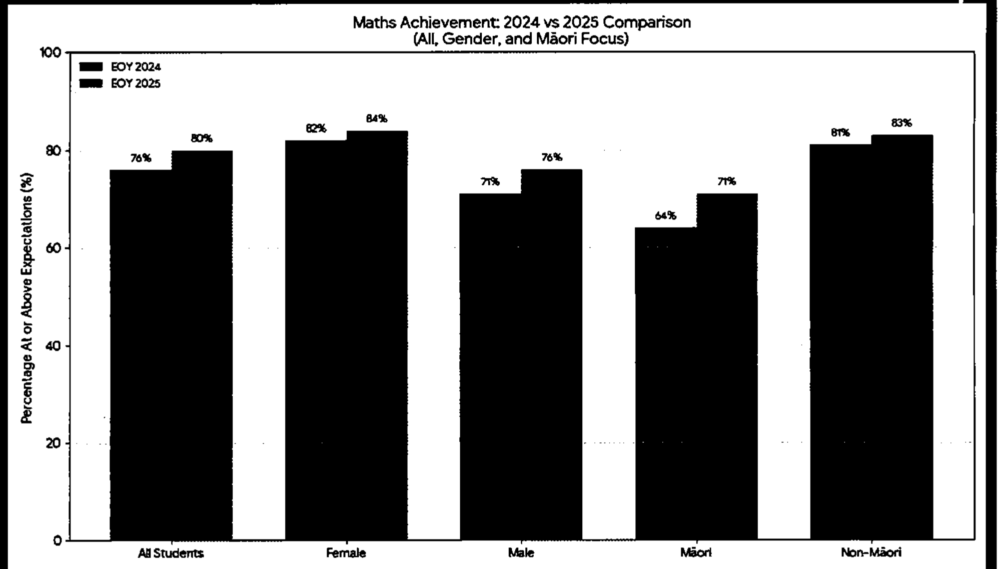
While females have a higher overall percentage of students "At" or "Above" (84%), the raw data shows that the only students currently in the **"Above" category are Males (16% of the male cohort)**.

- **Females:** 68% are "At", but 0% are "Above".
- **Males:** 40% are "At" and 16% are "Above", but they also have a higher "Well Below" rate (8%).

Ethnicity Performance

The Māori cohort showed the most significant growth (+7%) compared to

2024, though a gap remains compared to NZ/European peers.



Key Observations

- **Closing the Gap:** Māori student achievement is rising faster than the school average, narrowing the disparity gap.
- **Male Performance:** While males represent the highest-performing individuals (all "Above" results), they also represent the most "Well Below" results, indicating a wider spread of ability.
- **Senior School Focus:** There is a notable dip in achievement levels in Years 7 and 8 that may require targeted intervention or a review of the curriculum transition.

Overall Summary of Reading, Writing and Mathematics 2025

Reading

- **Overall Achievement:** 85% of students are meeting or exceeding expectations, a 10% increase from 2024.
- **Gender Performance:** Girls continue to outperform boys, with 91.8% achievement compared to 79.5% for boys.
- **Key Challenges:** 22% of students remain in the "Below" category, primarily in Year 5 (60% Below) and Year 7 (57% Below).
- **Recommended Action:** Focus on shifting "Below" students in Years 5 and 7 into the "At" category for 2026.

Writing

- **Overall Achievement:** 84% of students are at or above expectations. While showing progress, Writing has a higher percentage of "Below" and "Well Below" students than Reading.
- **Demographic Gaps:** * **Gender:** 96% of females are at or above expectations (with 28% "Above"), while only 72% of males meet these standards. Males account for all students in the "Well Below" category.
    -
- **Recommended Action:** Implement targeted interventions for the 28% of males currently below expectations and review teaching methods used in Reading to move Māori students from "At" to "Above".

Mathematics

- **Overall Achievement:** 80% of students are at or above expectations, up from 76% in 2024. However, 38% of students remain in the "Below" or "Well Below" categories.
- **Performance Trends:** * **Junior vs. Senior:** Achievement is strongest in Years 0–2 (100% proficiency), but dips significantly in the senior school. 71% of Year 7 and 63% of Year 8 students are "Below" expectations.
    -
- **Recommended Action:** Review the curriculum transition for senior school and provide targeted intervention for Years 7 and 8.

S.K. Bennett, C.A.
Director

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INDEPENDENT AUDITOR'S REPORT TO THE READERS OF POROTI SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

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

Opinion

In our opinion the financial statements:

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

Our audit was completed on 10 June 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

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

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

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

Our responsibilities 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 Analysis of Variance, Evaluation of the School's Annual Student Achievement, Statement of Compliance with Employment Policy, Giving Effect to Te Tiriti o Waitangi, 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.

Steve Bennett
BENNETT & ASSOCIATES
On behalf of the Auditor-General
Whangarei, New Zealand