

CLIFTON TERRACE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025



Ministry Number:	3187
Principal:	Robert Wemyss
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CLIFTON TERRACE SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 12	Statement of Accounting Policies
13 - 21	Notes to the Financial Statements
	Other Information
22	Members of the Board
23	Kiwisport Funding
	Independent Auditors Report
	Analysis of Variance

CLIFTON TERRACE 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.

Trevor Voyce

Full Name of Presiding Member



Signature of Presiding Member

29/05/2026

Date:

Robert Wemyss

Full Name of Principal



Signature of Principal

29 May 2026

Date:

CLIFTON TERRACE SCHOOL

Statement of Comprehensive Revenue and Expense For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	2,913,805	2,802,816	2,773,897
Locally Raised Funds	3	134,675	99,100	122,693
Interest		6,761	14,000	13,625
		<u>3,055,241</u>	<u>2,915,916</u>	<u>2,910,215</u>
Expenses				
Locally Raised Funds	3	90,238	30,000	56,197
Learning Resources	4	2,184,598	2,093,204	2,112,270
Administration	5	179,748	166,519	166,968
Interest		2,411	1,250	2,219
Property	6	658,533	626,561	651,384
Loss on Disposal of Property, Plant and Equipment		-	-	370
		<u>3,115,528</u>	<u>2,917,534</u>	<u>2,989,408</u>
Net Surplus / (Deficit) for the year		(60,287)	(1,618)	(79,193)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(60,287)</u>	<u>(1,618)</u>	<u>(79,193)</u>

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



CLIFTON TERRACE SCHOOL

Statement of Changes in Net Assets/Equity For the year ended 31 December 2025

Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Balance at 1 January	245,626	307,299	307,298
Total comprehensive revenue and expense for the year	(60,287)	(1,618)	(79,193)
Contribution - Furniture and Equipment Grant	-	17,521	17,521
Capital Contributions from the Ministry of Education			
Equity at 31 December	185,331	323,202	245,626
Accumulated comprehensive revenue and expense	185,331	323,202	245,626
Equity at 31 December	185,331	323,202	245,626

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.



CLIFTON TERRACE SCHOOL

Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Current Assets				
Cash and Cash Equivalents	7	199,435	320,021	253,276
Accounts Receivable	8	165,090	165,000	163,059
GST Receivable		9,483	-	-
Prepayments		19,151	17,000	21,758
Inventories	9	1,448	2,139	2,270
Investments	10	73,952	110,000	106,512
		<u>468,559</u>	<u>614,160</u>	<u>546,875</u>
Current Liabilities				
GST Payable		-	20,000	9,496
Accounts Payable	12	216,450	202,000	224,964
Revenue Received in Advance	13	13,913	105,659	-
Provision for Cyclical Maintenance	14	91,396	22,000	19,386
Painting Contract Liability - Current Portion	15	13,111	15,065	13,065
Finance Lease Liability - Current Portion	16	11,242	7,500	9,493
Funds held for Capital Works Projects	17	112,811	30,358	153,652
		<u>458,923</u>	<u>402,582</u>	<u>430,056</u>
Working Capital Surplus/(Deficit)		9,636	211,578	116,819
Non-current Assets				
Property, Plant and Equipment	11	226,329	199,122	227,804
		<u>226,329</u>	<u>199,122</u>	<u>227,804</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	33,928	75,000	71,050
Painting Contract Liability	15	-	-	13,111
Finance Lease Liability	16	16,706	12,500	14,834
		<u>50,634</u>	<u>87,500</u>	<u>98,995</u>
Net Assets		<u>185,331</u>	<u>323,202</u>	<u>245,626</u>
Equity		<u>185,331</u>	<u>323,202</u>	<u>245,626</u>

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



CLIFTON TERRACE SCHOOL
Statement of Cash Flows
For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		691,485	617,401	651,129
Locally Raised Funds		149,608	99,100	82,836
International Students		13,913	(34,168)	-
Goods and Services Tax (net)		(18,980)	-	(8,740)
Payments to Employees		(373,098)	(514,502)	(337,770)
Payments to Suppliers		(434,622)	(185,538)	(457,855)
Interest Paid		(2,411)	(1,250)	(2,589)
Interest Received		7,203	14,000	13,631
Net cash from Operating Activities		33,098	(4,957)	(59,358)
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	(88,375)	-
Purchase of PPE (and Intangibles)		(41,937)	-	(156,277)
Purchase of Investments		32,560	(10,071)	(6,115)
Net cash from Investing Activities		(9,377)	(98,446)	(162,392)
Cash flows from Financing Activities				
Furniture and Equipment Grant		(17,521)	-	17,521
Finance Lease Payments		(6,087)	(29,972)	50,593
Painting contract payments		(13,111)	15,065	47
Funds Administered on Behalf of Third Parties		(40,843)	1,406	(102)
Net cash from Financing Activities		(77,562)	(13,501)	68,059
Net increase/(decrease) in cash and cash equivalents		(53,841)	(116,904)	(153,691)
Cash and cash equivalents at the beginning of the year	7	253,276	436,925	406,967
Cash and cash equivalents at the end of the year	7	199,435	320,021	253,276

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



CLIFTON TERRACE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Clifton Terrace 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 (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 reports 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 in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with 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 expenditure 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.

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.



CLIFTON TERRACE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

Cyclical Maintenance

A 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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 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 carryforward 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



CLIFTON TERRACE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools 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 comprise 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.

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 not trivial.



CLIFTON TERRACE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

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.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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 to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value



CLIFTON TERRACE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

k) Impairment of property, plant, and equipment and intangible assets

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 [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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.

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 benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 also annual leave earned, by non teaching staff, to 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.



CLIFTON TERRACE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

n) Revenue Received in Advance

Revenue received in advance relates to fees received from international and hostel students and grants received Learning and Behaviour 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 international 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 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 Revenue and Expense.

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

q) 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 schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

r) Financial Instruments

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

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

The School's financial liabilities comprise accounts payable, borrowings, 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.



CLIFTON TERRACE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

s) 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 statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

u) 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.



CLIFTON TERRACE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

2. Government Grants

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Government Grants – Ministry of Education	708,149	605,401	639,920
Teachers' Salaries Grants	1,825,000	1,777,654	1,741,621
Use of Land and Buildings Grants	380,056	407,761	389,628
Other Government Grants	600	12,000	2,728
	<u>2,913,805</u>	<u>2,802,816</u>	<u>2,773,897</u>

3. Locally Raised Funds

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

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations & Bequests	37,780	35,000	24,562
Fees for Extra Curricular Activities	75,846	38,400	62,731
Trading	4,012	6,700	3,306
Fundraising & Community Grants	10,000	19,000	26,735
Other Revenue	7,037	-	5,359
	<u>134,675</u>	<u>99,100</u>	<u>122,693</u>
Expenses			
Extra Curricular Activities Costs	79,754	24,000	48,085
Trading	4,797	6,000	3,115
Fundraising and Community Grant Costs	5,687	-	4,997
	<u>90,238</u>	<u>30,000</u>	<u>56,197</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>44,437</u>	<u>69,100</u>	<u>66,496</u>

4. Learning Resources

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	45,037	40,200	42,529
Depreciation	53,119	40,000	52,990
Equipment Repairs	-	100	-
Information and Communication Technology	14,844	15,000	13,733
Library Resources	3,111	6,850	6,143
Employee Benefits - Salaries	2,044,864	1,965,154	1,959,541
Staff Development	23,623	25,900	37,334
	<u>2,184,598</u>	<u>2,093,204</u>	<u>2,112,270</u>



CLIFTON TERRACE SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2025

5. Administration

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fee	11,082	5,200	8,689
Board of Trustees Fees & Expenses	16,923	12,850	14,073
Communication	7,029	9,550	7,336
Consumables	10,479	9,000	9,965
Other	13,020	12,701	12,477
Employee Benefits - Salaries	101,249	97,600	95,377
Insurance	10,747	10,818	9,871
Service Providers, Contractors and Consultancy	9,219	8,800	9,180
	179,748	166,519	166,968

6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Caretaking and Cleaning Consumables	6,119	6,000	5,657
Consultancy and Contract Services	60,640	59,500	63,953
Cyclical Maintenance Provision	52,678	15,000	(12,599)
Grounds	6,270	2,000	43,678
Heat, Light and Water	35,665	33,000	34,526
Repairs and Maintenance	59,629	48,300	69,957
Use of Land and Buildings	380,056	407,761	389,628
Security	5,366	3,000	4,613
Employee Benefits - Salaries	52,110	52,000	51,971
	658,533	626,561	651,384

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.



CLIFTON TERRACE SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2025

7. Cash and Cash Equivalents

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Cash on Hand	21,801	2,000	131
Bank Current Accounts	116,822	245,521	94,229
Bank Call Account	60,812	72,500	158,916
Cash and cash equivalents for Cash Flow Statement	<u>199,435</u>	<u>320,021</u>	<u>253,276</u>

Of the \$199,435 Cash and Cash Equivalents \$112,811 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 17.

8. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Receivables	2,996	-	409
Receivables from the Ministry of Education	3,564	-	3,564
Interest Receivable	672	-	1,114
Teacher Salaries Grant Receivable	157,858	165,000	157,972
	<u>165,090</u>	<u>165,000</u>	<u>163,059</u>
Receivables from Exchange Transactions	3,668	-	1,523
Receivables from Non-Exchange Transactions	161,422	165,000	161,536
	<u>165,090</u>	<u>165,000</u>	<u>163,059</u>

9. Inventories

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Stationery	1,448	2,139	2,270

10. Investments

The School's investment activities are classified as follows:

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	73,952	110,000	106,512



CLIFTON TERRACE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

11. Property, Plant and Equipment

2025	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building Improvements	97,437	5,041	-	-	(8,934)	93,546
Furniture and Equipment	44,627	29,304	-	-	(12,690)	61,241
Information Technology	39,019	139	-	-	(12,541)	26,617
Leased Assets	19,561	14,556	-	-	(15,532)	18,585
Library Resources	27,160	2,603	-	-	(3,422)	26,341
Motor Vehicles	-	-	-	-	-	-
Balance at 31 December 2025	227,804	51,643	-	-	(53,119)	226,330

The net carrying value of equipment held under a finance lease is \$18,585 (2024: \$19,561).

Restrictions

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

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Building Improvements	298,851	(205,305)	93,546	293,809	(196,372)	97,437
Furniture and Equipment	261,311	(200,070)	61,241	255,737	(211,110)	44,627
Information Technology	103,893	(77,276)	26,617	118,087	(79,068)	39,019
Motor Vehicles	31,820	(31,820)	-	31,820	(31,820)	-
Leased Assets	64,532	(45,947)	18,585	54,824	(35,263)	19,561
Library Resources	54,722	(28,381)	26,341	52,119	(24,959)	27,160
Balance at 31 December	815,129	(588,799)	226,330	806,396	(578,592)	227,804

12. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	23,695	20,000	11,895
Accruals	8,582	-	7,439
Banking Staffing Overuse	-	-	17,264
Employee Entitlements - Salaries	184,173	182,000	187,487
Employee Entitlements - Leave Accrual	-	-	879
	216,450	202,000	224,964
Payables for Exchange Transactions	216,450	202,000	224,964
	216,450	202,000	224,964

The carrying value of payables approximates their fair value.



CLIFTON TERRACE SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2025

13. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
International Student Fees	13,913	105,659	-

14. Provision for Cyclical Maintenance

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Provision at the Start of the Year	90,436	90,436	103,200
Increase/ (decrease) to the Provision During the Year	52,678	15,000	14,188
Use of the Provision During the Year	(17,790)	(8,436)	(165)
Other Adjustments			(26,787)
Provision at the End of the Year	<u>125,324</u>	<u>97,000</u>	<u>90,436</u>
Cyclical Maintenance - Current	91,396	22,000	19,386
Cyclical Maintenance - Non Current	33,928	75,000	71,050
	<u>125,324</u>	<u>97,000</u>	<u>90,436</u>

15. Painting Contract Liability

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Current Liability	13,111	15,065	13,065
Non Current Liability	-	-	13,111
	<u>13,111</u>	<u>15,065</u>	<u>26,176</u>

In 2019 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2020, with regular maintenance in subsequent years. The agreement has an annual commitment of \$21,866. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.



CLIFTON TERRACE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

16. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	13,064	9,500	11,026
Later than One Year	18,131	14,500	16,208
Future Finance Charges	(3,247)	(4,000)	(2,907)
	<u>27,948</u>	<u>20,000</u>	<u>24,327</u>
Represented by			
Finance Lease Liability - Current	11,242	7,500	9,493
Finance Lease Liability - Non Current	16,706	12,500	14,834
	<u>27,948</u>	<u>20,000</u>	<u>24,327</u>

17. 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

	Project Number	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / (Transfers) \$	Closing Balances \$
Integrated Learning Environment and Outdoor Shaded Space	227272	45,875	9,558	(34,209)	-	21,224
Infrastructure Remediations (Hall)		99,379	-	(90,671)	-	8,708
MOE - P2 Infrastructure Remediations		8,398	-	-	-	8,399
5YA - Room 8/9 Upgrades			99,450	(24,971)	-	74,480
Totals		<u>153,652</u>	<u>109,008</u>	<u>(149,851)</u>	<u>-</u>	<u>112,811</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	112,811
Funds Due from the Ministry of Education	-
	<u>112,811</u>

	2024	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Integrated Learning Environment and Outdoor Shaded Space	227272	153,752	300,222	(408,100)	-	45,875
Infrastructure Remediations		-	101,794	(2,415)	-	99,379
MOE - P2 Infrastructure Remediations		-	11,200	(2,803)	-	8,398
Totals		<u>153,752</u>	<u>413,216</u>	<u>(413,318)</u>	<u>-</u>	<u>153,652</u>



CLIFTON TERRACE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

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.

19. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	4,800	3,040
<i>Leadership Team</i>		
Remuneration	293,616	169,788
Full-time equivalent members	2	1
Total key management personnel remuneration	298,416	172,828
Total full-time equivalent personnel	2	1

There are six members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair 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	170 - 180	160 - 170
Benefits and Other Emoluments	4 - 5	4 - 5

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	6	4
110 - 120	3	2
	9	6

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



CLIFTON TERRACE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

20. Compensation and Other Benefits Upon Leaving

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

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

21. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) 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

22. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$120,410 (2024: \$179,460) as a result of entering the following contracts:

	Remaining Capital Commitment \$
Integrated Learning (227272)	15,022
Infrastructure Remediations	19,909
Wall/Floor/LED Upgrades	85,479
Total	120,410

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

(b) Operating Commitments

As at 31 December 2025 the Board has not entered into any operating contracts (31 December 2024: nil).



CLIFTON TERRACE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

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	199,435	320,021	253,276
Receivables	165,090	165,000	163,059
Investments - Term Deposits	73,952	110,000	106,512
Total Financial assets measured at amortised cost	<u>438,477</u>	<u>595,021</u>	<u>522,847</u>

Financial liabilities measured at amortised cost

Payables	216,450	202,000	224,964
Finance Leases	27,948	20,000	24,327
Painting Contract Liability	13,111	15,065	26,176
Total Financial Liabilities Measured at Amortised Cost	<u>257,509</u>	<u>237,065</u>	<u>275,467</u>

24. Events After Balance Date

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



CLIFTON TERRACE SCHOOL

Kiwisport Funding

For the year ended 31 December 2025

Kiwisport is a Government funding initiative to support sport for school aged children.

In 2025 the School received Kiwi Sport funding of \$4,560.44 (2024: \$4,626).

The funding was spent on sports equipment, coaching of teams and providing a sports program across the kura.

Statement of Compliance with Employment Policy

For the year ended 31 December 2025 the Clifton Terrace School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspect 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 an complies with the conditions contained in the employment contract of all staff employed by the Board.

- Ensures all employees and applicants for employments are treated according to their skills, qualifications and abilities, without bias or discrimination.

- Meets all Equal Employment Opportunities requirements.

CLIFTON TERRACE SCHOOL

Members of the Board

For the year ended 31 December 2025

Name	Position	How position on Board gained	Term expired/expires
Trevor Voyce	Presiding Member (Chariperson)	Re-Elected September 2025	September 2028
Robert Wemyss	Principal	Appointed January 2004	
Megan Dayman	Parent Rep	Elected September 2025	September 2028
Femke Meinderts	Parent Rep	Elected September 2025	September 2028
Kirsten Dixon	Parent Rep	Elected September 2025	September 2028
Taryn Fels	Parent Rep	Elected September 2025	September 2028
Michelle Day	Staff Rep	Elected September 2025	September 2028
Justine Butler	Secretary	Appointed	
Jon Marshall	Presiding Member (Chariperson)	September 2022	September 2025
Angela Hunter	Parent Rep	Elected September 2022	September 2025
Elliot Riley	Parent Rep	Elected September 2022	September 2025
Bonnie Slade	Parent Rep	Selected May 2021	September 2025
Scott Dobson	Staff Rep	Elected September 2022	September 2025

INDEPENDENT AUDITOR'S REPORT

To the readers of Clifton Terrace School's financial statements for the year ended 31 December 2025

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

Opinion

In our opinion the financial statements:

- a) present fairly, in all material respects:
 - the School's financial position as at 31 December 2025; and
 - the School's financial performance and cash flows for the year then ended; and
- b) 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 29 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 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, 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 independence requirements of 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 the audit, we have no relationship with or interests in the School.



Philip Sinclair
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Nelson, New Zealand

Overall Teacher Judgements Maths End of Year Data 2025

The maths data for our kura is of significant interest due to our implementation of Pr1me back in 2022. The change in what we teach and how we are teaching it fits neatly with the recent decision by the NZ Government that schools would adopt a structured maths approach.

As we have been teaching Pr1me for 4 years now, it is timely to consider how we are tracking. It is also important that the new mathematics curriculum has been introduced this year and teachers will need to adapt to the changes in this. This may have an affect on data as there are some differences in expectation. This may therefore have an affect on the overall results. If anything this will be a downward movement as thge expectations are higher.

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	11	7.0%	114	72.6%	32	20.4%	157
	Female	0	0%	19	13.4%	106	74.6%	17	12.0%	142
	Total	0	0%	30	10.0%	220	73.6%	49	16.4%	299
Maori	Male	0	0%	2	13.3%	12	80.0%	1	6.7%	15
	Female	0	0%	1	9.1%	10	90.9%	0	0%	11
	Total	0	0%	3	11.5%	22	84.6%	1	3.8%	26
Pasifika	Male	0	0%	0	0%	1	50.0%	1	50.0%	2
	Female	0	0%	0	0%	1	100.0%	0	0%	1
	Total	0	0%	0	0%	2	66.7%	1	33.3%	3
Asian	Male	0	0%	0	0%	4	50.0%	4	50.0%	8
	Female	0	0%	2	13.3%	9	60.0%	4	26.7%	15
	Total	0	0%	2	8.7%	13	56.5%	8	34.8%	23
MELAA	Male	0	0%	0	0%	3	75.0%	1	25.0%	4
	Female	0	0%	0	0%	2	66.7%	1	33.3%	3
	Total	0	0%	0	0%	5	71.4%	2	28.6%	7
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	3	100.0%	0	0%	3
	Total	0	0%	0	0%	3	100.0%	0	0%	3
NZ/European	Male	0	0%	9	7.0%	94	73.4%	25	19.5%	128
	Female	0	0%	16	14.7%	81	74.3%	12	11.0%	109
	Total	0	0%	25	10.5%	175	73.8%	37	15.6%	237

Table 1 shows achievement data T4 2025

Clifton Terrace School – 2025 Maths Achievement Summary (Years 1–6)

Total learners: 299

1. Overall Achievement

- At: 220 students (73.6%)
- Above: 49 students (16.4%)
- At/Above Total: 269 students (90.0%)
- Below: 30 students (10%)
- Well Below: 0 students

Summary:

The maths programme is performing strongly, with 9 out of 10 learners achieving At or Above and no students in the Well Below category.

2. Gender Achievement

Male (n = 157)

- At/Above: 146 students (93.0%)
- Below: 11 (7%)

Female (n = 142)

- At/Above: 123 students (86.6%)
- Below: 19 (13.4%) *****

Insight:

Girls are currently more represented in the Below category. This is a key focus area for 2025, as it reverses the usual national gender pattern.

3. Achievement by Ethnicity

Māori (n = 26)

- At: 22
- Above: 1
- At/Above: 23 students (88.5%)
- Below: 3

Māori learners are achieving slightly below, but still close to, the schoolwide trend.

Pasifika (n = 3)

- **At:** 2
 - **Above:** 1
 - **At/Above: 100%**
No learners are below.
-

Asian (n = 23)

- At: 13
- Above: 8
- **At/Above:** 21 students (91.3%)
- Below: 2

High proportions achieving above expectation.

MELAA (n = 7)

- At: 5
 - Above: 2
 - **At/Above: 100%**
No learners are below.
-

NZ European (n = 237)

- At: 175
- Above: 37
- **At/Above:** 212 students (89.5%)
- Below: 25

Consistently strong outcomes aligned with schoolwide patterns.

4. Key Strengths

- **90% At/Above** is a very strong whole-school result.
 - **0 students Well Below** signals excellent early identification and support.
 - Pasifika and MELAA learners: **100% At/Above**.
 - Asian and NZ European learners show consistently high achievement.
 - Strong “Above” band performance (16.4%).
 - **Boys performing particularly well in maths (93% At/Above).**
-

5. Priority Focus Areas

1. Girls in Maths

- Girls show a higher rate of Below (13.4%).
- Investigate confidence, engagement, and participation patterns.

2. The 30 learners Below

- Continue targeted and differentiated support.

3. Small ethnic groups (Pasifika, MELAA)

- Maintain culturally sustaining approaches to keep achievement high.

4. Moderation and consistency

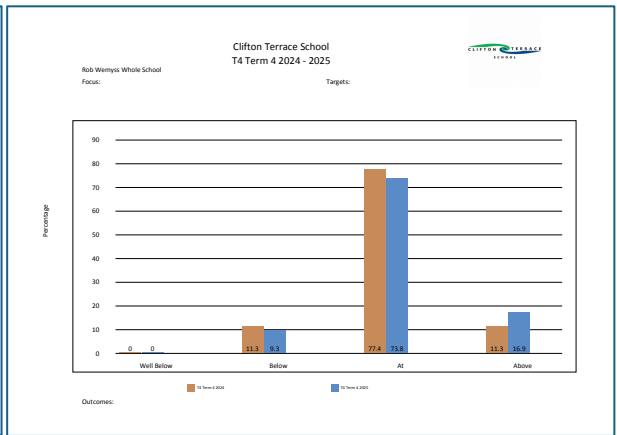
- Ensure assessment confidence across teams as part of the NZC Refresh.
-

6. Recommended Board Actions

- Continue resourcing structured maths support and small-group intervention.
- Prioritise teacher inquiry into **girls' learning behaviours and engagement**.
- Maintain whānau engagement for Māori and small-cohort ethnic groups.
- Track and report progress of Below learners each term.
- Celebrate high achievement and the absence of Well Below results.

Table 2 shows a comparison between the same students in Term 4, 2024 and 2025

Clifton Terrace School Students with Assessments in Both																			
Term 4 T4 Rob Wemyss Whole School 2024																			
11044	LE1	L1	LE2	L2	LE3	L3	LE4	L4	LE5	Well Below	Below	At	Above	Total					
Y0	91%	(29)	9%	(3)								91%	(29)	9%	(3)	32			
Y1	65%	(22)	32%	(11)	3%	(1)						97%	(33)	3%	(1)	34			
Y2	9%	(3)	47%	(15)	41%	(13)					9%	(3)	88%	(28)	3%	(1)	32		
Y3	2%	(1)	17%	(7)	33%	(14)	40%	(17)	7%	(3)		19%	(8)	74%	(31)	7%	(3)	42	
Y4			4%	(2)	11%	(6)	36%	(20)	21%	(12)	23%	(13)	4%	(2)	2%	(1)		56	
Y5					4%	(2)	13%	(7)	31%	(16)	44%	(23)	6%	(3)	2%	(1)		52	
Y6																		0	
Totals	22.2%	55	15.3%	38	14.5%	36	17.7%	44	12.9%	32	14.5%	36	2%	5	0.8%	2		248	
Term 4 T4 Rob Wemyss Whole School 2025																			
11044	LE1	L1	LE2	L2	LE3	L3	LE4	L4	LE5	Well Below	Below	At	Above	Total					
Y0														0					
Y1	16%	(5)	68%	(21)	16%	(5)						84%	(26)	16%	(5)	31			
Y2	14%	(5)	46%	(16)	26%	(9)	14%	(5)			14%	(5)	71%	(25)	14%	(5)	35		
Y3			3%	(1)	19%	(6)	58%	(18)	16%	(5)	3%	(1)	3%	(1)	77%	(24)	19%	(6)	31
Y4					12%	(5)	19%	(8)	49%	(21)	21%	(9)	12%	(5)	67%	(29)	21%	(9)	43
Y5					11%	(6)	34%	(19)	41%	(23)	9%	(5)	2%	(1)	4%	(2)		56	
Y6					2%	(1)	10%	(5)	37%	(19)	35%	(18)	15%	(8)	2%	(1)		52	
Totals	4%	10	15.3%	38	10.1%	25	15.3%	38	20.2%	50	21%	52	9.3%	23	3.6%	9	1.2%	3	248



Overview

This report compares the *same group of learners* across two years, providing a clear picture of progress, achievement shifts, and overall trajectory from Term 4 2024 to Term 4 2025.

The cohort has shown **strong upward movement**, particularly at the higher end of achievement, with no learners falling into the Well Below category.

1. Whole-Cohort Achievement Shift

Well Below

- **2024:** 0%
- **2025:** 0%

No learners in Well Below for two consecutive years — a key strength.

Below

- **2024:** 11.3%
- **2025:** 9.3%

↓ 2 percentage point reduction

Fewer learners are achieving below expectation.

At

- **2024:** 77.4%
- **2025:** 73.8%

↓ 3.6 percentage point movement

This decrease is expected when some learners move upward into the Above category.

Above

- **2024:** 11.3%
- **2025:** 16.9%

↑ 5.6 percentage point increase — a significant lift in high achievement.

2. Key Messages for the Board

A. Upward Movement at the Top End

A strong shift into the **Above** band shows:

- deeper conceptual understanding
- effective challenge and extension for capable learners
- robust and coherent maths teaching across year levels

B. No Emerging High-Needs Vulnerability

- Zero learners fell into Well Below
- The Below group reduced

This indicates that interventions, early support, and consistent Tier 1 teaching are working effectively.

C. Small Downward Movement in At Band

A minor drop (77.4% → 73.8%) is not a concern in this context:

- some students moved *up* into Above
- only a small number moved from At → Below
- the overall Below group still shrank

D. Cohort Stability Across Transition

Progress remained steady even as learners moved through year levels. This suggests:

- strong curriculum coherence
- effective transitions between teachers
- consistent assessment practice

3. Positive Indicators for 2026

- Strong foundation for continued progress
- Clear upward trajectory for high achievers
- Stable achievement patterns with reduced vulnerability
- The cohort shows resilience, confidence, and improved problem-solving capability

4. Recommendations

1. **Keep strengthening extension pathways**
Building on the strong growth in the Above band.
2. **Monitor learners close to Below**
Prevent any drift as expectations rise with year level.
3. **Continue consistent Tier 1 maths programmes**
The stability in data suggests current practice is highly effective.
4. **Use this cohort as a model for teacher inquiry**
Explore what worked well and replicate across teams.

Summary Statement for Board Minutes

“The same cohort of students showed a strong upward shift in maths achievement from T4 2024 to T4 2025. The Above group increased significantly (from 11.3% to 16.9%) and the Below group decreased (from 11.3% to 9.3%), with no students in Well Below for two consecutive years. This reflects effective teaching, consistent curriculum implementation, and successful support for both priority learners and high achievers.”

Progress and Achievement Data Term 4, 2025

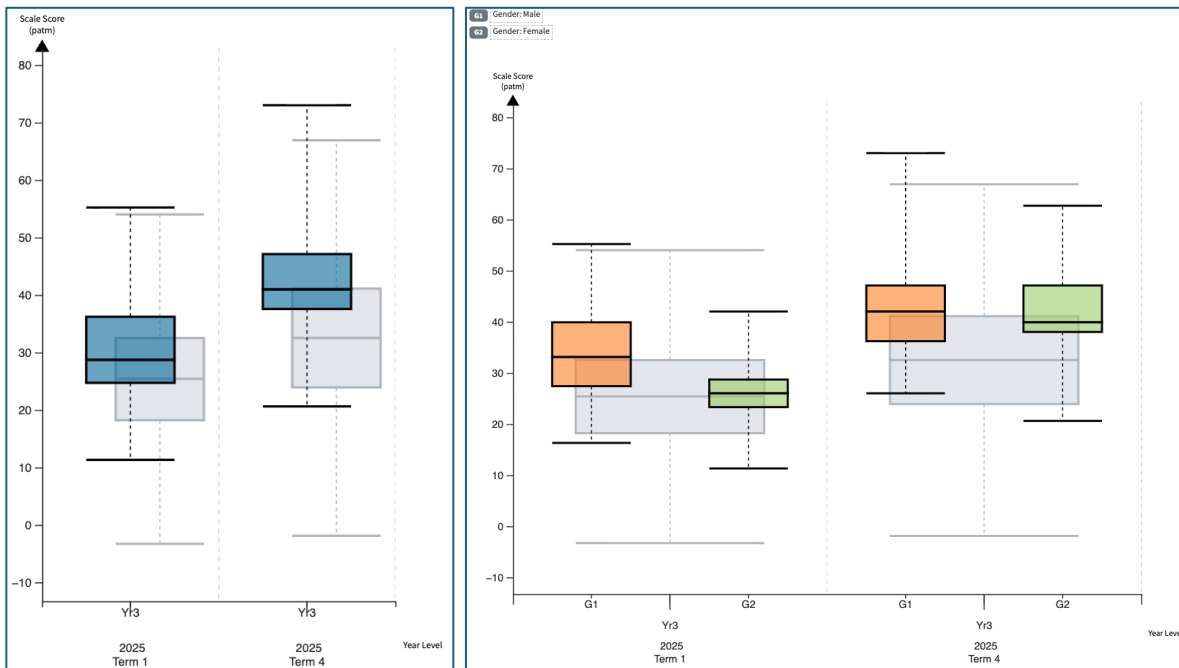
The following data has been gathered using Year 3 – 6 children at school.

The first graph for each year group indicates the shift in learning from Term 1 to Term 2. The grey areas are national norms for each level.

The second graph is a break down on male and female.

The third graph is the same children from the previous year(s) except for Year 3 as this is the first year they have completed a PAT.

Y3 Maths PAT Data 2025



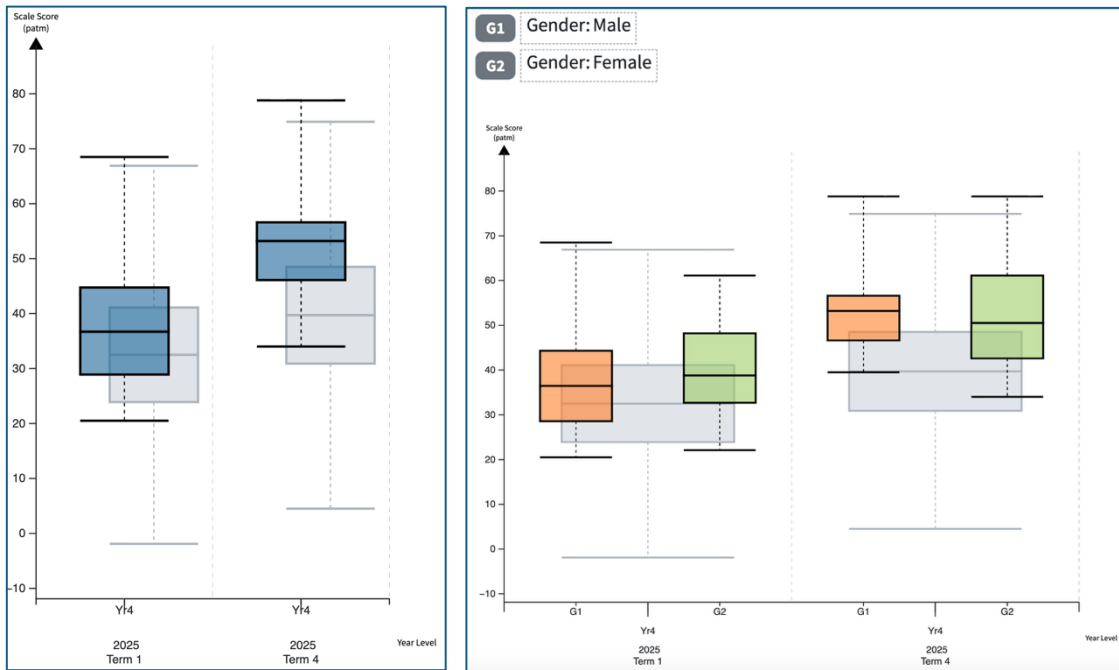
Year 3 Achievement Summary – Term 1 to Term 4 (2025)

Across both Year 3 groups, there was strong, measurable progress between Term 1 and Term 4. The cohort's overall achievement trajectory shows clear upward movement in mean, median, and quartile scores, reflecting effective teaching, targeted support, and increased learning consistency.

Group 1 began the year performing slightly above Group 2 and continued to make steady progress, with the mean scale score increasing from 34.1 to 42.4. The distribution of scores shifted upward across all quartiles, and higher achievers extended further, reaching a top score of 73. This indicates sustained growth and successful challenge for learners already at or above expectations.

Group 2 showed the most dramatic improvement, lifting its mean score from 26.5 to 42.0 – a gain of 15.5 points. The median and quartiles rose sharply, and the range of scores broadened as more learners reached higher achievement bands. This suggests accelerated progress and effective differentiation, particularly for those who began the year below expected levels. By Term 4, both groups demonstrated comparable performance levels, with almost identical upper-quartile scores around 47 and median results near 40–42. The narrowing gap between the two groups highlights growing equity and indicates that interventions and classroom practices are successfully meeting diverse learning needs.

Overall, this data confirms that the Year 3 teaching team has fostered meaningful academic progress and improved consistency across the cohort. The combination of steady growth for Group 1 and accelerated gains for Group 2 shows that learning programmes are both effective and inclusive, promoting strong outcomes for all learners.



Year 4 Achievement Summary – Term 1 to Term 4 (2025)

Across the Year 4 cohort, both boys and girls demonstrated **significant academic progress between Term 1 and Term 4**. Achievement distributions shifted upward, with gains evident across all quartiles, indicating that **learning programmes were effective for students at every level of ability**.

Male students began the year with a lower median and a wider spread of results, reflecting varied levels of readiness. Through targeted teaching and strong classroom support, **boys achieved substantial growth across the year. Their mean and median scores lifted by around 8–10 points, and the lower quartile rose markedly**, showing that previously below-expected students made genuine progress. **The upper quartile extended into the 70s**, confirming that higher-achieving boys were also well-challenged.

Female students began the year slightly ahead of the boys and continued to make strong gains. Their median and upper-quartile scores increased, demonstrating **steady progress and continued excellence among top performers**. The spread of results remained relatively consistent, suggesting that most girls sustained or improved achievement across the board.

By Term 4, the overall **achievement gap between boys and girls had narrowed considerably**. Both groups achieved similar median and upper-quartile scores, reflecting improved equity and balanced learning outcomes. **The consistency across the cohort indicates that teaching and support strategies successfully met diverse learning needs**, promoting strong outcomes for all learners.

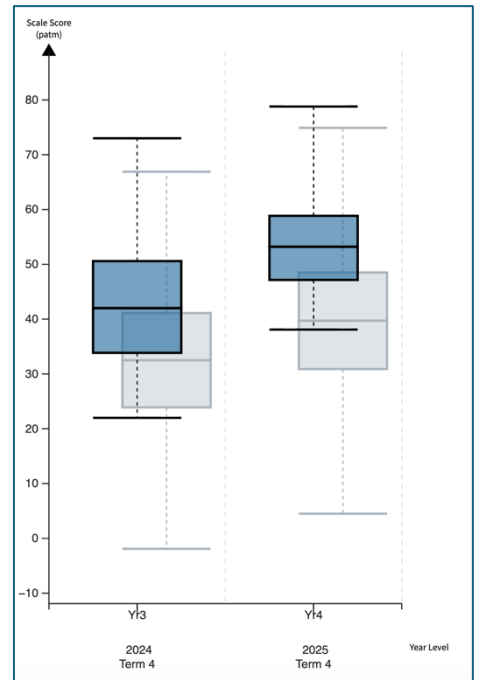
Overall, the **Year 4 data show robust progress, greater consistency, and improved gender equity**. The combination of accelerated improvement for boys and steady high performance for girls highlights the effectiveness of classroom practice and the school’s ongoing focus on inclusive, responsive teaching that supports every learner to succeed.

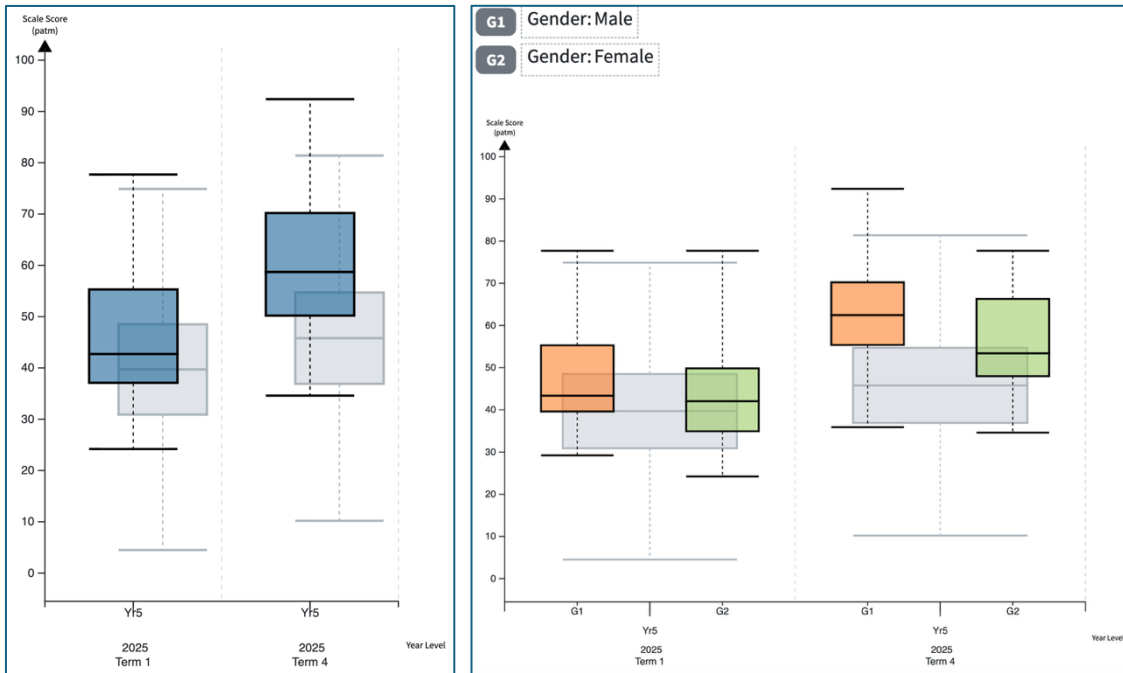
How does the 2024 Year 3 Cohort Develop?

This boxplot shows the **same group of students tracked from Year 3 (2024) to Year 4 (2025)**, illustrating clear and consistent academic growth over time.

- The **median score** increased notably from around the mid-40s in Year 3 (2024) to the low-50s in Year 4 (2025), showing **strong upward progress for the cohort as a whole**.
- The **interquartile range** (middle 50% of students) also shifted higher, meaning most learners—not just the top end—improved their achievement levels.
- The **lower quartile** lifted substantially, indicating that **students who were previously below expectation made significant gains**.
- The **upper quartile** extended further, suggesting **continued challenge and growth for high achievers**.

Overall, this data shows **sustained progress and effective continuity of learning** between Year 3 and Year 4. The same children are achieving at higher levels with less variation, reflecting **strong teaching impact, curriculum alignment, and successful learner progression** across the two years.





Year 5 Achievement Summary – Term 1 to Term 4 (2025)

Across the Year 5 cohort, both boys and girls demonstrated **strong academic growth** between Term 1 and Term 4. The overall data show clear upward movement in mean and median scores, alongside reduced variability, indicating that **students at all levels made progress and overall achievement became more consistent**.

Male students began the year with slightly higher median scores and a broader range of results. Over the year, they made **notable gains across all quartiles**, particularly among those who started below expectations. The lower quartile rose significantly, and the upper quartile extended into the high 70s, showing that **teaching and support successfully accelerated progress for lower achievers while extending higher performers**.

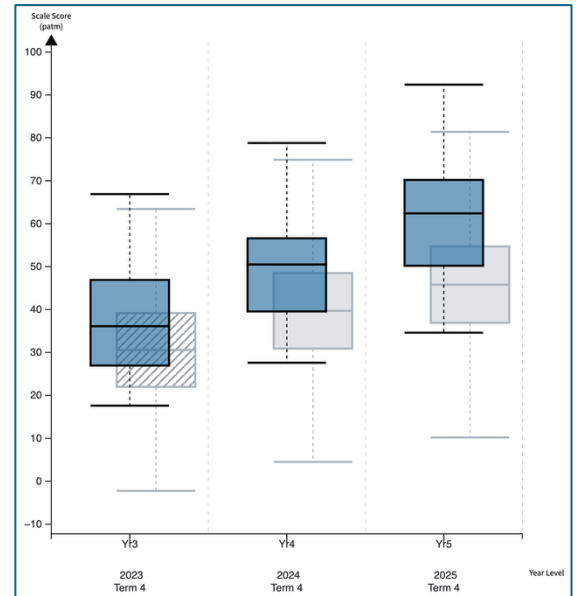
Female students also made meaningful progress, lifting their median and quartile scores steadily across the year. Their achievement distribution moved upward while maintaining balance, showing **steady progress for most learners and continued strength among top performers**. The range of scores remained broad, reflecting that while most girls improved, some continued to progress at differing rates—typical for this stage of schooling.

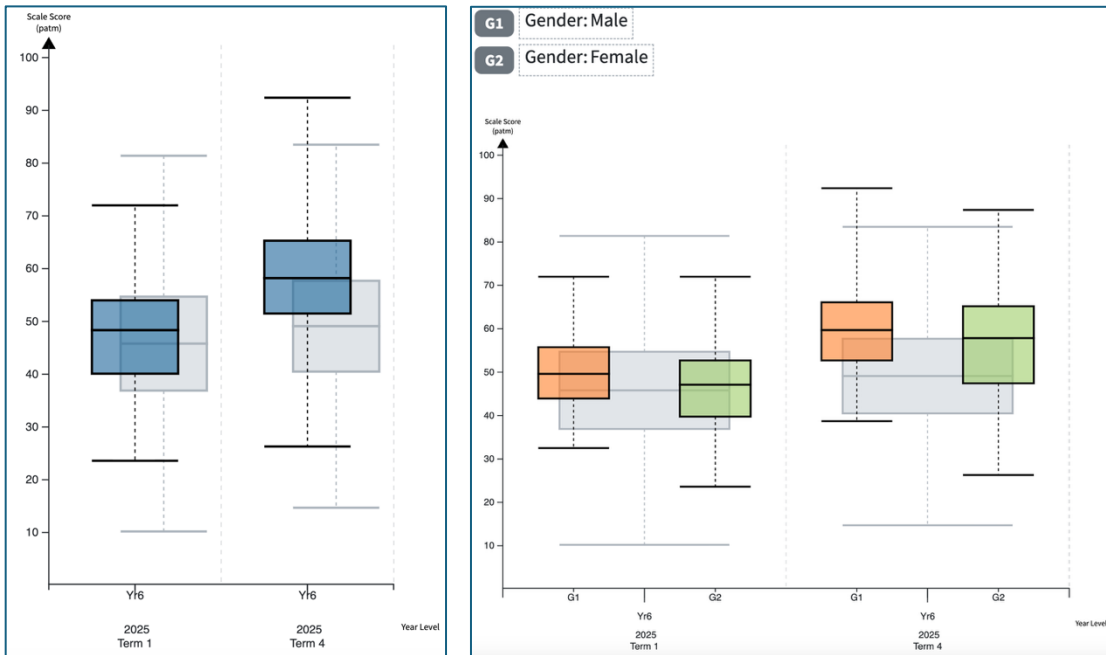
By Term 4, both groups showed **comparable levels of achievement**, with overlapping quartiles and upper ranges around 75–80. The gap between male and female performance remained small, indicating **equitable outcomes and consistent progress across genders**.

Overall, the Year 5 data reflect **strong teaching impact, responsive differentiation, and balanced achievement growth**. Boys’ accelerated progress, particularly among lower-achieving learners, and girls’ continued steady improvement demonstrate that **learning programmes are effectively supporting all students toward sustained success**.

How does the 2023 Year 3 Cohort Develop?

From Year 3 (2023) to Year 5 (2025), this cohort shows continuous and substantial progress in achievement. Each year's results demonstrate higher median scores, stronger performance across all quartiles, and reduced variability. The data indicate that teaching and support strategies are effectively building long-term learning momentum, ensuring that all students — including those who began below expectation — continue to make strong, upward progress year after year.





Year 6 Achievement Summary – Term 1 to Term 4 (2025)

The Year 6 achievement data show **sustained progress and high levels of consistency across both genders** between Term 1 and Term 4 2025. Overall results reflect significant upward movement in mean, median, and quartile scores, **demonstrating effective teaching, strong learner engagement, and equitable outcomes** across the cohort.

Male students began the year with a median in the mid-40s and a broad range of results. Over the year, they achieved **considerable improvement across all quartiles**, with the median lifting to the mid-50s and the lower quartile rising sharply. This pattern indicates that **targeted support successfully lifted boys who started below expectation**, while higher achievers continued to extend into the 80s and above. The reduction in score spread highlights greater cohesion and consistent progress within the group.

Female students also made strong gains through the year, with their median increasing to the low-50s and upper-quartile scores reaching into the 80s. The data show **steady progress across all levels**, with many students maintaining or surpassing expected curriculum benchmarks. Although there remains slightly more variation in results, the overall upward shift confirms **broad-based improvement and ongoing success for high-achieving girls**.

By Term 4, **the achievement levels of boys and girls were closely aligned**, with overlapping distributions and comparable upper-quartile performance. This demonstrates **balanced gender outcomes** and confirms that the Year 6 teaching programme has provided **equitable learning opportunities and consistent challenge for all students**.

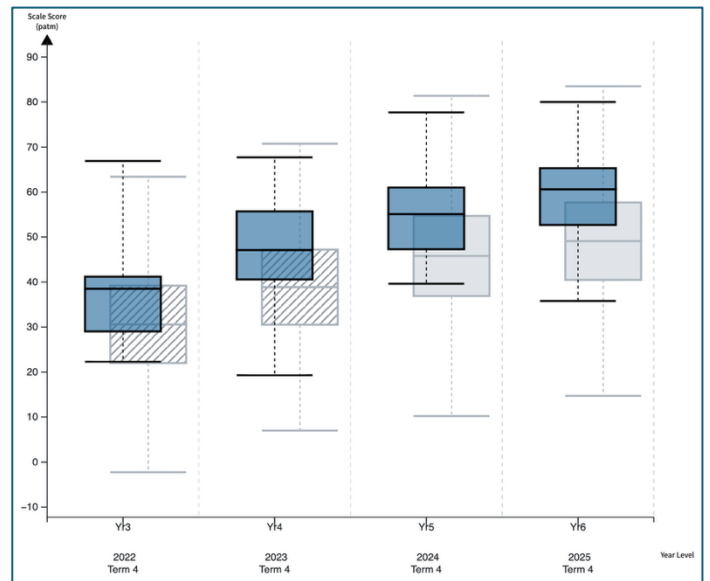
Overall, the Year 6 data reflect **strong end-of-primary achievement** and the impact of **high-quality, responsive teaching**. Boys showed accelerated growth, particularly among those who began below expectation, while girls sustained excellence and continued to progress. Together, these results highlight a **cohort that leaves primary school with robust academic achievement, improved consistency, and confidence in their learning progress**.

How does the 2022 Year 3 Cohort Develop?

The 2022 Year 3 cohort shows **steady, sustained growth** through to Year 6 (2025). Median scaled scores have risen by about 30 points, with both lower and upper quartiles moving upward, indicating progress for all learners. **Achievement gaps have narrowed, and overall results demonstrate strong teaching consistency and curriculum alignment.**

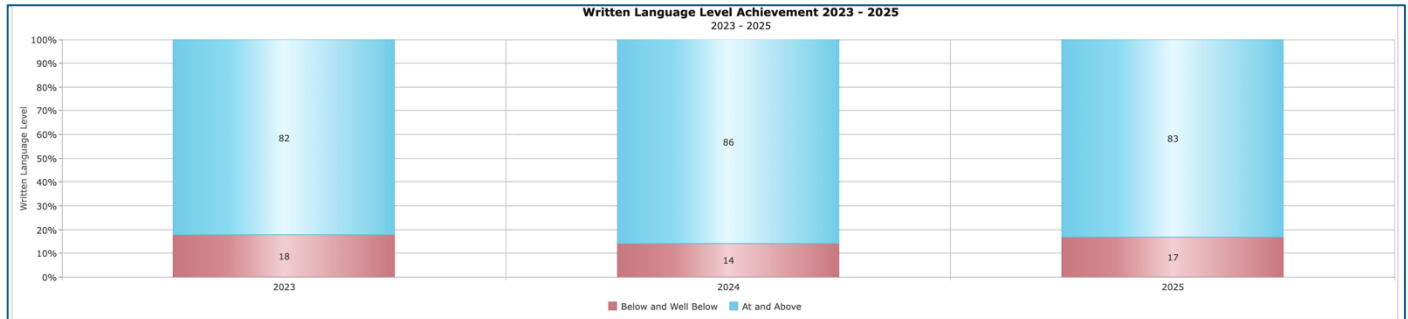
Early acceleration between Year 3 and Year 4 highlights the success of numeracy interventions.***** Continued consolidation in later years reflects effective differentiation and support for extension learners. This cohort's journey is a good example of sustained impact over time.

***** 2022 was when CTS started using Pr1me!



Overall Teacher Judgements Writing End of Year Data 2025

Structured Literacy (writing and reading) is an area we are focussing on and have been for several years. However, it would be fair to say that the focus **previously** has been more in reading than writing. This year, all staff are using the iDeal platform and so it is possibly early to see whether it is having an effect. Results in writing over the last 3 years indicate that writing is consistent in our kura as can be seen from the graph below. However, the numbers we have had in the above category previously have been lower than I might expect for a school like ours. Have things changed?



All students Years 1 - 6		Well Below		Below		At		Above		Total No
		No	%	No	%	No	%	No	%	
All	Male	3	1.9%	29	18.5%	116	73.9%	9	5.7%	157
	Female	2	1.4%	17	12.0%	111	78.2%	12	8.5%	142
	Total	5	1.7%	46	15.4%	227	75.9%	21	7.0%	299
Maori	Male	0	0%	5	33.3%	10	66.7%	0	0%	15
	Female	0	0%	2	18.2%	8	72.7%	1	9.1%	11
	Total	0	0%	7	26.9%	18	69.2%	1	3.8%	26
Pasifika	Male	0	0%	0	0%	1	50.0%	1	50.0%	2
	Female	0	0%	0	0%	1	100.0%	0	0%	1
	Total	0	0%	0	0%	2	66.7%	1	33.3%	3
Asian	Male	0	0%	2	25.0%	6	75.0%	0	0%	8
	Female	1	6.7%	1	6.7%	12	80.0%	1	6.7%	15
	Total	1	4.3%	3	13.0%	18	78.3%	1	4.3%	23
MELAA	Male	0	0%	1	25.0%	3	75.0%	0	0%	4
	Female	0	0%	0	0%	3	100.0%	0	0%	3
	Total	0	0%	1	14.3%	6	85.7%	0	0%	7
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	2	66.7%	1	33.3%	3
	Total	0	0%	0	0%	2	66.7%	1	33.3%	3
NZ/European	Male	3	2.3%	21	16.4%	96	75.0%	8	6.3%	128
	Female	1	0.9%	14	12.8%	85	78.0%	9	8.3%	109
	Total	4	1.7%	35	14.8%	181	76.4%	17	7.2%	237

Table 1 shows achievement data T4 2025

Clifton Terrace School – Writing Achievement 2025 (Years 1–6) Total learners: 299

1. Whole-School Writing Achievement

Overall distribution

- **Well Below:** 5 students (1.7%)
- **Below:** 46 students (15.4%)
- **At:** 227 students (75.9%)
- **Above:** 21 students (7.0%)

Combined At/Above

- **248 students (82.9%)** are achieving at or above expectation.

Headline summary

Writing achievement is **strong overall**, with more than **four out of five students** meeting expectations. Only a very small number are in Well Below.

2. Gender Achievement Patterns

Male (n = 157)

- Well Below: 3 (1.9%)
- Below: 29 (18.5%)
- At: 116 (73.9%)
- Above: 9 (5.7%)
- **At/Above: 79.6%**

Female (n = 142)

- Well Below: 2 (1.4%)
- Below: 17 (12.0%)
- At: 111 (78.2%)
- Above: 12 (8.5%)
- **At/Above: 86.7%**

Gender insights

- Girls outperform boys in writing — consistent with national patterns.
- Male vulnerability is more pronounced in the **Below** band (18.5% boys vs 12.0% girls).
- Girls also have more learners in the **Above** band (8.5% vs 5.7%).

3. Achievement by Ethnicity

Māori (n = 26)

- Well Below: 0
- Below: 7 (26.9%)
- At: 18 (69.2%)
- Above: 1 (3.8%)
- **At/Above: 73.1%**

Insight: Māori achievement is **10 percentage points below** the school-wide At/Above rate (82.9%). This is a priority focus group.

Pasifika (n = 3)

- Well Below: 0
- Below: 0
- At: 2 (66.7%)
- Above: 1 (33.3%)
- **At/Above: 100%**

A very small cohort but extremely positive results.

Asian (n = 23)

- Well Below: 1 (4.3%)
- Below: 3 (13.0%)
- At: 18 (78.3%)
- Above: 1 (4.3%)
- **At/Above: 82.6%**

Aligned with school-wide pattern.

MELAA (n = 7)

- Well Below: 0
- Below: 1 (14.3%)
- At: 6 (85.7%)
- Above: 0
- **At/Above: 85.7%**

Strong performance with no Well Below learners.

Other (n = 3)

- Below: 0
- At: 2 (66.7%)
- Above: 1 (33.3%)
- **At/Above: 100%**

NZ European (n = 237)

- Well Below: 4 (1.7%)
- Below: 35 (14.8%)
- At: 181 (76.4%)
- Above: 17 (7.2%)
- **At/Above: 83.6%**

Very close to the school-wide profile.

4. Key Strengths

A. Very small Well Below group (1.7%)

This reflects:

- strong Tier 1 writing programmes
- robust pastoral and learning support
- consistent teacher moderation across year levels

B. Strong overall writing picture (82.9% At/Above)

This is a healthy level for writing, traditionally one of the more challenging curriculum areas.

C. Excellent results for Pasifika and ‘Other’ learners

Both groups are at **100% At/Above**.

D. Girls showing strong achievement

Girls outperform boys across At and Above categories.

E. MELAA and Asian cohorts performing above school expectations

Strong writing outcomes with minimal vulnerability.

5. Areas Requiring Focus

1. Māori learners (26.9% Below)

This is the **highest Below proportion** across all major ethnic groups.

Key focus for 2026 should be:

- scaffolding ideas and vocabulary
- structured writing frameworks (planning, modelling, exemplars)
- culturally sustaining writing contexts
- whānau partnerships to strengthen writing engagement

2. Boys in writing

- Boys represent the majority of Below learners (29 out of 46).
- Writing confidence, stamina, and expressive language may need targeted support.

3. Lift the “Above” writing group

- 7% Above is relatively low.
- Opportunities exist to build more excellence through:
 - richer vocabulary
 - deeper idea development
 - more student-led writing
 - publishing and audience-rich tasks

6. Recommendations for the Board

A. Continue strengthening structured writing approaches

Across all teams, particularly supporting Māori learners and boys.

B. Focus on surface features & deeper writing craft

To lift the number of learners achieving Above.

C. Keep a close eye on learners in the Below band

Especially the 26 Māori learners and Year 3–4 transition points.

D. Strengthen culturally responsive writing contexts

Authentic topics, personal narrative, whānau-linked writing experiences.

E. Celebrate the achievement of Pasifika, MELAA, and Asian learners

And share practice that is working well for these groups.

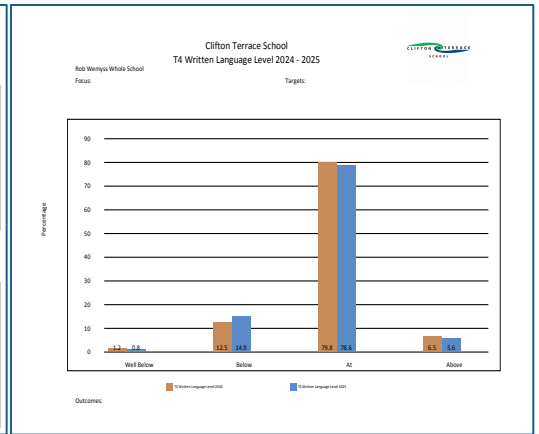
7. Summary Statement for Board Minutes

“Writing achievement in 2025 remains strong, with 82.9% of learners at or above expectations and very few in the Well Below category (1.7%). While girls outperform boys, and Māori learners present a higher proportion in the Below band, most ethnic groups show strong writing outcomes. Continued focus on Māori achievement, boys’ writing stamina and confidence, and extending high-performing writers will be priorities for 2026.”

Table 2 and the accompanying graph shows a comparison between the **same** students in Term 4, 2024 and 2025

Clifton Terrace School Students with Assessments in Both.																																	
Written Language Level T4 Rob Wemyss Whole School 2024																																	
4048	E	L1I	L1II	L1III	L2I	L2II	L2III	L3I	L3II	L3III	L4I	L4II	L4III	Well Below	Below	At	Above	Total															
Y0	28% (9)	47% (15)	25% (8)													75% (24)	25% (8)	32															
Y1		32% (11)	53% (18)	15% (5)											32% (11)	68% (23)		34															
Y2			6% (2)	76% (25)	15% (5)	3% (1)									6% (2)	91% (30)	3% (1)	33															
Y3			2% (1)	5% (2)	43% (18)	40% (17)	5% (2)	2% (1)	2% (1)						7% (3)	88% (37)	5% (2)	42															
Y4					11% (6)	38% (21)	33% (18)	9% (5)	7% (4)	2% (1)					11% (6)	80% (44)	9% (5)	55															
Y5					6% (3)	10% (5)	8% (4)	23% (12)	40% (21)	13% (7)				6% (3)	17% (9)	77% (40)		52															
Y6																		0															
Totals	3.6%	9	10.5%	26	11.7%	29	12.9%	32	12.9%	32	17.7%	44	9.7%	24	7.3%	18	10.5%	26	3.2%	8					1.2%	3	12.5%	31	79.8%	198	6.5%	16	248

Written Language Level T4 Rob Wemyss Whole School 2025																																
4048	E	L1I	L1II	L1III	L2I	L2II	L2III	L3I	L3II	L3III	L4I	L4II	L4III	Well Below	Below	At	Above	Total														
Y0																		0														
Y1	3% (1)	3% (1)	48% (15)	39% (12)	6% (2)										6% (2)	87% (27)	6% (2)	31														
Y2		3% (1)	34% (12)	37% (13)	20% (7)	6% (2)									37% (13)	57% (20)	6% (2)	35														
Y3				9% (3)	47% (15)	34% (11)	6% (2)	3% (1)							9% (3)	88% (28)	3% (1)	32														
Y4					21% (9)	37% (15)	21% (9)	14% (6)	7% (3)						21% (9)	72% (31)	7% (3)	43														
Y5					2% (1)	7% (4)	40% (22)	40% (22)	5% (3)	5% (3)					9% (5)	85% (47)	5% (3)	55														
Y6					2% (1)	4% (2)	6% (3)	12% (6)	42% (22)	27% (14)	6% (3)			4% (2)	10% (5)	81% (42)	6% (3)	52														
Totals	0.4%	10.8%	2	10.9%	27	11.3%	28	13.7%	34	12.5%	31	6.9%	17	12.9%	32	12.5%	31	10.1%	25	6.9%	17	1.2%	3	0.8%	2	14.9%	37	78.6%	195	5.6%	14	248



Clifton Terrace School – Writing Achievement Progress (Same Cohort: T4 2024 → T4 2025) Whole School Cohort With Assessments in Both Years

This report shows how the *same group of learners* performed in writing over a one-year period. This gives the board a reliable picture of true progress, not just changes caused by roll growth, new students, or different cohorts.

1. Whole Cohort Achievement Shift

Writing Level T4 2024 T4 2025 Change

Well Below	1.2%	0.8%	↓ 0.4%
Below	12.5%	14.9%	↑ 2.4%
At	79.8%	78.6%	↓ 1.2%
Above	6.5%	5.6%	↓ 0.9%

2. Key Findings

A. Very stable overall writing profile

The data shows **minimal movement** across bands, meaning writing performance across the same cohort is highly consistent year-to-year.

- Most learners stayed in the **At** band across both years.
- No significant decline in writing across the cohort.
- Very small changes (all under ±3%) demonstrate stable programme delivery.

B. Well Below reduced (1.2% → 0.8%)

This is a quiet but important success.

- Fewer students are in the most concerning category.
- Shows that targeted support and pastoral systems helped learners from slipping to the lowest level.
- Strong indicator of early intervention effectiveness.

C. Small increase in Below (12.5% → 14.9%)

This is the only category showing noticeable growth.

Possible reasons:

- Steeper writing expectations as students progress into higher year levels.
- Cohort-wide pressure points around sentence structure, vocabulary richness, or stamina.
- A small portion of learners shifting from At → Below.

This becomes a **priority group for 2026 monitoring and acceleration**.

D. At band remains dominant (80% → 78.6%)

Despite some movement:

- The **vast majority** of students remain **at expectation**.
- Reflects a coherent writing programme across teams and consistent assessment practice.
- Indicates that CTS maintains a strong baseline in writing across year levels.

E. Above band dips slightly (6.5% → 5.6%)

This small drop suggests:

- Fewer students reached deeper-level writing competency in 2025.

- Extension pathways may need refreshing to lift the quality of writing at the top end (e.g., richer vocabulary, elaboration, writing to real audiences).

Not a concern, but a **growth opportunity**.

3. Interpretation for the Board

1. Stability is the main story

The cohort did **not decline**, and the overall pattern from 2024 → 2025 remained almost identical.

2. The Below increase deserves attention

A shift of +2.4% is modest but signals that some learners struggled to keep pace with the increased demands of writing.

3. Above requires intentional strengthening

A dip of 0.9% reflects the need to deliberately foster high-quality expressive writing and deeper craft.

4. Absence of major shifts shows strong curriculum coherence

Consistent results across two years indicate:

- Effective writing frameworks
 - Reliable moderation
 - Smooth transitions between year groups
 - Learners maintaining progress in a challenging curriculum area
-

4. Recommendations (2026 Focus)

A. Prioritise the learners who moved into Below

Early-term conferencing, modelling, vocabulary strategies, and clear success criteria.

B. Strengthen extension to lift the Above group

Writer's workshops, choice-based writing, explicit deeper craft teaching.

C. Continue to prevent Well Below through early support

Maintain the strong systems that reduced Well Below further.

D. Focus on writing stamina and surface features school-wide

Common barriers: spelling, punctuation accuracy, sentence complexity, paragraphing.

5. Summary Statement for Board Minutes

"The same cohort of students shows stable writing achievement from Term 4 2024 to Term 4 2025. The At group remained dominant (around 79%), the Well Below group reduced, and the Below group increased slightly by 2.4%. The Above band dipped modestly. Overall, the writing programme is consistent and effective, with next steps focused on accelerating writers who slipped into Below and strengthening extension opportunities to lift the Above group."

Overall Teacher Judgements Reading End of Year Data 2025

Reading achievement at Clifton Terrace has traditionally been high with large percentages of children either at or above the expected level. As staff utilise the iDeal platform, we hopefully will continue to see achievement continue to flourish. The results below are gathered using a number of different tools. These tools are more easily accessed in the senior end of the school. Junior teachers do not have the same tools that they have had in the past and the results may reflect this.

Table 1 shows achievement data T4, 2025 across the kura.

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	1.3%	16	10.3%	62	40.0%	75	48.4%	155
	Female	5	3.5%	13	9.2%	48	33.8%	76	53.5%	142
	Total	7	2.4%	29	9.8%	110	37.0%	151	50.8%	297
Maori	Male	0	0%	5	33.3%	6	40.0%	4	26.7%	15
	Female	0	0%	0	0%	6	54.5%	5	45.5%	11
	Total	0	0%	5	19.2%	12	46.2%	9	34.6%	26
Pasifika	Male	0	0%	0	0%	1	50.0%	1	50.0%	2
	Female	0	0%	0	0%	0	0%	1	100.0%	1
	Total	0	0%	0	0%	1	33.3%	2	66.7%	3
Asian	Male	0	0%	3	37.5%	0	0%	5	62.5%	8
	Female	1	6.7%	2	13.3%	4	26.7%	8	53.3%	15
	Total	1	4.3%	5	21.7%	4	17.4%	13	56.5%	23
MELAA	Male	0	0%	0	0%	3	75.0%	1	25.0%	4
	Female	0	0%	0	0%	0	0%	3	100.0%	3
	Total	0	0%	0	0%	3	42.9%	4	57.1%	7
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	1	33.3%	0	0%	2	66.7%	3
	Total	0	0%	1	33.3%	0	0%	2	66.7%	3
NZ/European	Male	2	1.6%	8	6.3%	52	41.3%	64	50.8%	126
	Female	4	3.7%	10	9.2%	38	34.9%	57	52.3%	109
	Total	6	2.6%	18	7.7%	90	38.3%	121	51.5%	235

Clifton Terrace School – Reading Achievement Analysis (Term 4, 2025)

Total learners: 297

1. Whole-School Reading Achievement

Achievement distribution

- **Well Below:** 7 students (2.4%)
- **Below:** 29 students (9.8%)
- **At:** 110 students (37.0%)
- **Above:** 151 students (50.8%)

Combined At/Above

- **261 students (87.8%)** are achieving **At or Above** expectation.

Headline summary

This is an **excellent reading profile:**

- **Over half of all students** are achieving Above expectations.
- Fewer than 3% of students are Well Below.
- Fewer than 10% are Below.

Reading remains a major **strength area** for CTS.

2. Gender Achievement Patterns

Male (n = 155)

- Well Below: 2 (1.3%)
- Below: 16 (10.3%)
- At: 62 (40%)
- Above: 75 (48.4%)
- **At/Above: 88.4%**

Female (n = 142)

- Well Below: 5 (3.5%)
- Below: 13 (9.2%)
- At: 48 (33.8%)
- Above: 76 (53.5%)
- **At/Above: 87.3%**

Insights

- Boys and girls are performing **equally well**, both above 87% At/Above.
- Girls have a slightly higher proportion in the *Above* band.
- Boys have slightly fewer in Well Below, but numbers are too small to draw conclusions.

3. Achievement by Ethnicity

Māori (n = 26)

- Well Below: 0
- Below: 5 (19.2%)
- At: 12 (46.2%)
- Above: 9 (34.6%)
- **At/Above: 80.8%**

Interpretation:

- Strong Above performance (34.6%)
- However, the **Below group (19.2%)** is higher than the school-wide 9.8%.
- A priority group for 2026.

Pasifika (n = 3)

- At: 1 (33.3%)
- Above: 2 (66.7%)
- **At/Above: 100%**

Small cohort, but outstanding achievement.

Asian (n = 23)

- Well Below: 1 (4.3%)
- Below: 5 (21.7%)
- At: 4 (17.4%)
- Above: 13 (56.5%)
- **At/Above: 73.9%**

Interpretation:

- High proportion achieving Above (56.5%)
- BUT one of the highest Below rates (21.7%)
- Suggests polarisation: very strong readers and a few needing targeted support.

MELAA (n = 7)

- Well Below: 0
- Below: 0
- At: 3 (42.9%)
- Above: 4 (57.1%)
- **At/Above: 100%**

A very strong result.

Other (n = 3)

- At: 1 (33.3%)
- Above: 2 (66.7%)
- **At/Above: 100%**

NZ European (n = 235)

- Well Below: 6 (2.6%)
- Below: 18 (7.7%)
- At: 90 (38.3%)
- Above: 121 (51.5%)
- **At/Above: 89.8%**

Insights

NZ European learners exceed the school average, especially in the Above band.

4. Key Strengths

1. Extremely strong school-wide reading achievement

- **87.8% At/Above** is exceptional.
- Reading continues to be a flagship area for CTS.

2. High proportion of Above (50.8%)

Half the students are exceeding expectations — this is rare nationally.

3. Very small Well Below group

- Just 2.4% across the school
- Indicates effective early literacy foundations and strong intervention programmes.

4. High performance across small ethnic groups

Pasifika, MELAA, and Other are all at **100% At/Above**.

5. Strong gender equity

Both boys and girls reading at consistently high levels.

5. Areas for Ongoing Focus

1. Māori learners

- At/Above is strong at 80.8%, but
- **Below is nearly double the school average (19.2% vs 9.8%).**
A key equity group for 2026.

2. Asian learners

- High excellence levels but also high vulnerability.
- A split group needing both extension AND targeted support.

3. Students achieving At (the "middle movers")

- 37% At — consider how to lift more of these learners into the Above band.

4. Sustaining strong outcomes

- Keep strengthening early literacy and comprehension strategies.
 - **Ensure Year 4–6 reading texts continue to challenge high achievers.**
-

6. Recommendations for 2026

1. **Targeted acceleration for Māori and Asian learners in the Below band.**
 2. **Continue extension opportunities** — reading circles, literature studies, deeper comprehension tasks.
 3. **Strengthen culturally sustaining literacy practices**, especially text selection and contexts.
 4. **Monitor gender patterns**, even though outcomes are currently balanced.
 5. **Track cohort shifts term-by-term** to maintain minimal Well Below numbers.
-

7. Summary Statement for Board Minutes

“Reading achievement at Clifton Terrace School in Term 4 2025 is exceptionally strong, with 87.8% of students achieving at or above expectation and half achieving above. Well Below remains very low at 2.4%. While Māori and some Asian learners show slightly higher vulnerability, overall reading levels remain a significant strength for the school. Continued extension and targeted support will ensure this high performance is sustained.”

- The number nearly **halved** over the year.
 - Indicates strong Tier 2/Tier 3 literacy support and effective pastoral care.
-

3. Interpretation for the Board

1. Reading continues to be a major strength area at CTS

- Over **95%** of learners are At or Above.
- Very small vulnerability groups.
- Excellence levels sustained over time.

2. The shift into 'At' is the most meaningful improvement

The move from 30.5% → 34.5% is evidence of real progress and consolidation as the cohort matured.

3. High expectations are being maintained

To hold Above at ~61% while reducing Below + Well Below shows that:

- targeted support is effective
- extension for strong readers continues
- teachers are sustaining high expectations for learners at all year levels

4. Reading growth is outpacing typical national patterns

These results put CTS in the upper tier of reading performance nationwide.

4. Recommendations for 2026

A. Maintain the systems that reduced Below and Well Below

These are clearly working — continue targeted small-group instruction, phonics/decoding support, and comprehension strategies.

B. Keep strengthening extension programmes

With 60% Above, ensure advanced learners continue to be challenged:

- literature circles
- novel studies
- inquiry reading
- higher-order comprehension

C. Monitor the small group close to Below

Prevent future dips by tracking these learners early in the year.

D. Celebrate this success with staff and whānau

Reading at CTS is a clear schoolwide strength.

5. Summary Statement for Board Minutes

“The same cohort of students made significant progress in reading from T4 2024 to T4 2025. The proportion of learners in Well Below and Below halved (from 8.2% to 4.5%), while the percentage achieving At increased by 4%. Above levels remained exceptionally high at around 61%. This demonstrates strong schoolwide reading practice, effective intervention systems, and sustained excellence across the cohort.”

Taking Our Mathematicians from Good to Great

This report provides a summary of the Junior Syndicate's progress and key findings regarding the Mathematics Target 2025, which aims to lift students from "at" to "above" expectation. Given that this report was compiled during the end-of-year assessment period while teachers were finalizing formal data, the quantitative results presented are indicative rather than definitive. Therefore, the findings are primarily supported by each teacher's informed professional feedback, drawn from current formative assessments, classroom evidence, and their best professional judgment of students who have achieved the "above" expectation benchmark.

Summary of Progress and Successes

The Syndicate successfully identified its high-potential learners and implemented targeted strategies, resulting in clear success:

- **Acceleration:** Teachers reported that 15 students moved to 'above' expectation or former high-achiever levels due to focused teaching efforts.
- **Basic Facts Mastery:** A dedicated basic facts focus led to significant improvement. Teachers noted that Basic Fact recall is quicker, and students are consistently moving up progressions, validating this as a highly successful strategy.

Core Challenges and Systemic Barriers

The Syndicate Inquiry highlighted two critical systemic barriers hindering wider acceleration:

- **Assessment Alignment Deficiency:** This is the most pressing issue. We currently lack an updated assessment tool for the junior level that aligns with the New NZ Curriculum. Teachers must cautiously use the outdated JAM assessment, which significantly hinders our ability to accurately monitor and benchmark progress across all strands.
- **Resource Rigidity:** The Pr1me Program's rigidity and light coverage in some curriculum strands require teachers to seek and rely on external resources to ensure adequate practice and comprehensive curriculum coverage. We are hopeful that the resources due for release in 2027 will be better aligned to our new curriculum, ensuring a smoother teaching and learning experience for all.

Future Focus and Required Support

To sustain momentum with this objective, the Syndicate requires support in two key areas:

- **Urgent Assessment Alignment:** The overwhelming priority is the urgent implementation of an updated, curriculum-aligned assessment tool appropriate for junior school ages. We have made direct contact with both the Ministry of Education and the Minister of Education outlining our concern and seeking clarification, but are yet to receive a reply. We anticipate a solution may be forthcoming in 2026.
- **Curriculum Clarity & Resource Consolidation:** We see the need for a "one-stop-shop" resource document (or curated hub) containing curriculum-aligned warm-ups and supplementary activities. This would effectively bridge the practice and strand gaps identified with Pr1me. We believe such a hub is currently under construction and will eventuate with the new maths curriculum in the near future.

By addressing the assessment deficit and providing focused resources, we are confident we can continue to lift our students to their full potential.

Senior School (Years 4–6) Mathematics Target Report – 2025

Target: To increase the number of students achieving *above* the expected curriculum level by accelerating progress for those who are currently *at* the expected level. It is anticipated that this focus will also support and accelerate students who began the year *below* expectations.

Throughout 2025, Senior Syndicate teachers implemented programmes aimed at ensuring all students made expected progress, with a targeted emphasis on accelerating the achievement of students working *at* the expected standard.

Summary of Achievement

Year 4: Of the 46 Year 4 students:

- **7 students** moved from *at* to *above*.
- **1 student** moved from *above* to *at*.
- **4 students** moved from *below* to *at*.
- **2 students** moved from *at* to *below*.

Overall, **20%** of Year 4 students are currently working *above* expectations. The data indicates a general upward shift in achievement across the cohort.

Year 5: Of the 61 Year 5 students:

- **1 student** moved from *at* to *above*.
- **9 students** moved from *above* to *at*.
- **3 students** moved from *below* to *at*.
- **1 student** moved from *at* to *below*.

In total, **13%** of Year 5 students are working *above* expectations. This pattern contrasts with the upward movement observed in Year 4 and raises several questions regarding cross-year-level consistency. Key inquiries include:

- Are teacher judgements in Year 4 and Year 5 consistent and accurate?
- What assessments and evidence are being used to form these judgements?
- Is this indicative of a typical Year 5 trend, where students require consolidation time following Year 4?
- With the implementation of the new curriculum and new assessment tools, will this make the data consistent across the year levels?

Year 6: Of the 54 Year 6 students:

- **5 students** moved from *at* to *above*.
- **0 students** moved from *above* to *at*.
- **3 students** moved from *below* to *at*.
- **0 students** moved from *at* to *below*.

Overall, **17%** of the Year 6 cohort are achieving *above* expectations.

These results indicate accelerated progress, raising the question of whether Year 6 typically reflects a year of strengthened consolidation following Year 5.

What Did We Do?

Assessment Practices

- All students sat **PAT Mathematics** assessments at the start and end of the year. These showed a strong proportion of students achieving in the *above* range (stanines 8–9).
- Students completed **regular basic facts assessments**, with significant improvement observed throughout the year.
- Some teachers used the **Prime Placement Test** at the beginning of the year to ensure correct instructional level.
- Teachers monitored progress throughout the year using **exit slips**, **Prime book reviews**, and ongoing formative assessment.

Basic Facts Focus

Basic facts were identified as an area requiring targeted support.

- A **new basic facts assessment tool** aligned to the updated curriculum was introduced.
- Teachers used a wide range of strategies to support mastery, including:
 - Online games
 - Class quizzes
 - Hotspots
 - Daily maintenance activities
 - Board and dice games

These approaches provided meaningful repetition and practice while keeping learning engaging.

Daily Mathematics Programme

- All teachers delivered daily lessons using **Prime Mathematics** as the core programme.
- Supplementary resources were used to provide additional practice or targeted skill development.
- Many teachers included “**building**” lessons, where tasks increased in complexity, allowing differentiation and enabling all learners to be appropriately challenged.
- Additional tools such as **Prime Hub**, **StudyLadder**, tutorial videos, and differentiated digital tasks supported student engagement and independence.
- Teachers used **manipulatives** and real-life scenarios to make learning accessible and relatable.
- Several classes integrated mathematics into other curriculum areas or used additional time outside the standard hour.
- Support from **LSAs** allowed teachers to spend more time with higher-level groups, which had a positive impact on progress.
- Some students received **targeted intervention sessions** with a teacher outside the classroom.
- Strategies such as **buddy work** and “**mini teachers**” were used to reinforce concepts and promote peer-supported learning.

Recommendations for 2026

1. Strengthen Assessment Consistency Across Year Levels

- Develop a **Senior School-wide moderation schedule** each term to ensure consistent teacher judgements across Years 4–6, especially as we get to know the new curriculum.
- Create a **shared assessment guide** outlining the specific evidence required to determine whether a student is *below*, *at*, or *above* the expected level.

2. Review and Refine the Year 5 Programme

- Investigate whether the downward shift in Year 5 reflects:
 - natural consolidation year trends,
 - inconsistencies in judgement, or
 - programme design needing refinement.
- Monitor Year 5 progress more closely through **mid-term data reviews**.

3. Strengthen Acceleration Strategies for Students at the Expected Level

- Continue targeted instruction for students working *at* expectation, with:
 - small-group extension programmes,
 - enrichment tasks using Prime and supplementary resources,
 - problem-solving workshops and mathematical investigations.

- Use **student goal-setting** to increase ownership and motivation for students aiming to move to the *above* category.

4. Deepen the Focus on Basic Facts Mastery

- Continue using the new basic facts assessment tool with refinements as needed.
- Embed short, daily basic facts practice across all classrooms, consistent across the syndicate.
- Provide targeted support for students with persistent gaps through short-term intervention blocks.

5. Increase Use of Data to Inform Instruction

- Implement **termly data meetings** where teachers identify:
 - students not on track,
 - the strategies being used,
 - next steps for acceleration.
- Create **student progress trackers** that visually show movement and help teachers adjust programmes.

6. Strengthen Differentiation Within the Mathematics Block

- Continue “building” lesson structures to allow students to engage at differentiated levels within the same task.
- Expand use of:
 - Manipulatives,
 - real-world problem-solving scenarios,
 - digital tools with adaptive capabilities.

7. Enhance Support for Both Ends of the Learning Spectrum

- Continue LSA-supported maths sessions to free teachers for focused extension and targeted intervention groups.
- Maintain or expand opportunities for:
 - booster groups,
 - peer tutoring (“mini teachers”),
 - cross-class extension sessions.

8. Strengthen Home–School Mathematical Partnerships

- Provide parents with:
 - simple, practical strategies to support basic facts and problem-solving at home,

- regular updates on student progress,
- information about expected year-level benchmarks.