

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 2978

Principal: Michelle Spencer

School Address: 26 Havelock Street, Renwick 7204

School Phone: 03 572 8158

School Email: office@renwick.school.nz

Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

RENWICK SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Renwick 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.

Stacey Goodwin

Full Name of Presiding Member

Signed by:
Stacey Goodwin
503E66B087A5B842

Signature of Presiding Member

27/05/2026

Date:

Michelle Spencer

Full Name of Principal

Signed by:
Michelle Spencer
2AC5DFE51D412547

Signature of Principal

27/05/2026

Date:

Renwick School

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Stacey Goodwin	Presiding Member	Elected	Sep 2028
Michelle Spencer	Principal	ex Officio	
Richard Thompson	Parent Representative	Elected	Sep 2028
Hamish MacDonald	Parent Representative	Elected	Sep 2028
Corienna Price	Staff Representative	Elected	Dec 2025
Jaimee Craddock	Parent Representative	Elected	Sep 2028
Anthony Bowron	Presiding Member Parent Representative	Elected Elected	Sep 2025 Feb 2026
Amy Murphy	Parent Representative Presiding Member	Elected Elected	Sep 2028 Feb 2026
Erina MacDonald	Te Pa Wananga Representative	Co-Opted	Sep 2025
Lee Mason	Omaka Marae Representative	Co-Opted	Oct 2025
Meg Osbourne	Parent Representative	Elected	Sep 2025

On the 1 October 2025 a Limited Statutory Manager was appointed to functions, powers and duties of the Board, as an employer & to manage communications (whether statutory or otherwise) relating to the Resource Teacher: Learning and Behaviour (RTLB) Cluster 31. The Board retains its primary duty of care as a person conducting a business or undertaking, under the Health and Safety at Work Act 2015, above and beyond all functions, powers, and duties of this limited statutory manager.

Renwick School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	5,120,407	5,810,685	4,994,481
Locally Raised Funds	3	172,616	195,051	158,682
Government Grants- Resource Teachers Learning & Behaviour	4	1,318,394	1,225,002	1,390,455
Interest		37,402	25,000	45,295
Total Revenue		6,648,819	7,255,738	6,588,913
Expense				
Locally Raised Funds	3	82,943	69,730	55,626
Resource Teachers Learning & Behaviour	4	1,318,394	1,225,002	1,359,633
Learning Resources	5	3,501,906	4,462,085	3,519,125
Administration	6	183,110	183,950	193,918
Interest		5,604	2,850	4,513
Property	7	1,343,431	1,253,243	1,349,047
Loss on Disposal of Property, Plant and Equipment		3,451	-	807
Total Expense		6,438,839	7,196,860	6,482,669
Net Surplus for the year		209,980	58,878	106,244
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		209,980	58,878	106,244

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

Renwick School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		1,141,352	1,141,352	1,007,898
Total comprehensive revenue and expense for the year		209,980	58,878	106,244
Contribution - Furniture and Equipment Grant		-	-	27,210
Equity at 31 December		1,351,332	1,200,230	1,141,352
Accumulated comprehensive revenue and expense		1,351,332	1,200,230	1,141,352
Equity at 31 December		1,351,332	1,200,230	1,141,352

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.

Renwick School

Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	375,434	465,941	286,355
Accounts Receivable	9	426,074	373,629	373,629
GST Receivable		6,346	9,592	9,592
Prepayments		41,802	11,543	11,543
Inventories	10	4,613	4,783	4,783
Investments	11	692,221	711,243	711,243
		<u>1,546,490</u>	<u>1,576,731</u>	<u>1,397,145</u>
Current Liabilities				
Accounts Payable	13	468,243	452,623	452,623
Borrowings	14	20,939	17,479	29,807
Revenue Received in Advance	15	27,215	83,635	68,660
Provision for Cyclical Maintenance	16	8,976	8,975	8,976
Finance Lease Liability	17	21,428	16,414	16,414
Funds held for Capital Works Projects	18	-	82,237	82,237
		<u>546,801</u>	<u>661,363</u>	<u>658,717</u>
Working Capital Surplus		999,689	915,368	738,428
Non-current Assets				
Property, Plant and Equipment	12	516,240	401,606	505,606
		<u>516,240</u>	<u>401,606</u>	<u>505,606</u>
Non-current Liabilities				
Borrowings	14	-	-	12,071
Provision for Cyclical Maintenance	16	136,300	87,546	61,413
Finance Lease Liability	17	28,297	29,198	29,198
		<u>164,597</u>	<u>116,744</u>	<u>102,682</u>
Net Assets		<u>1,351,332</u>	<u>1,200,230</u>	<u>1,141,352</u>
Equity		<u>1,351,332</u>	<u>1,200,230</u>	<u>1,141,352</u>

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

Renwick 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		1,474,450	1,364,065	1,265,641
Locally Raised Funds		151,603	183,337	418,278
International Students		4,450	-	-
Goods and Services Tax (net)		3,246	-	25,718
Payments to Employees		(649,434)	(639,000)	(717,549)
Payments to Suppliers		(717,330)	(691,674)	(777,359)
Interest Paid		(5,604)	(2,850)	(4,513)
Interest Received		40,071	25,000	43,151
Net cash from Operating Activities		301,452	238,878	253,367
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(117,629)	(41,000)	(90,809)
Purchase of Investments		-	-	(275,810)
Proceeds from Sale of Investments		19,022	-	-
Net cash (to) Investing Activities		(98,607)	(41,000)	(366,619)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	27,210
Finance Lease Payments		(10,590)	-	(16,918)
Repayment of Borrowings		(20,939)	(33,267)	(29,808)
Funds Administered on Behalf of Other Parties		(82,237)	14,975	215,285
Net cash (to)/from Financing Activities		(113,766)	(18,292)	195,769
Net increase in cash and cash equivalents		89,079	179,586	82,517
Cash and cash equivalents at the beginning of the year	8	286,355	286,355	203,838
Cash and cash equivalents at the end of the year	8	375,434	465,941	286,355

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense, and other notional items have been excluded.

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

Renwick School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

1.1. Reporting Entity

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

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 17. Future operating lease commitments are disclosed in note 23b.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

1.3. Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Finance Lease Payments

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

1.5. Cash and Cash Equivalents

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

1.6. Accounts Receivable

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

1.7. Inventories

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

1.8. Investments

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

1.9. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10-75 years
Furniture and Equipment	3-10 years
Information and Communication Technology	2-5 years
Motor Vehicles	5 years
RTLB Assets	5-10 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

1.10. Impairment of property, plant and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell the School engages an independent valuer to assess market value based on the best available information.

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

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

1.11. Accounts Payable

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

1.12. Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

1.13. Revenue Received in Advance

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

1.14. Funds held for Capital Works

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

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

1.15. Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

1.16. Financial Instruments

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

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

1.17. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.18. Budget Figures

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

1.19. Services received in-kind

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

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	1,363,932	1,183,732	1,236,007
Teachers' Salaries Grants	2,782,951	3,698,000	2,740,219
Use of Land and Buildings Grants	972,375	928,953	1,010,581
Other Government Grants	1,149	-	7,674
	<u>5,120,407</u>	<u>5,810,685</u>	<u>4,994,481</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	66,381	54,000	49,943
Fees for Extra Curricular Activities	55,849	55,100	37,308
Trading	1,937	3,100	3,960
Other Revenue	43,999	82,851	67,471
International Student Fees	4,450	-	-
	<u>172,616</u>	<u>195,051</u>	<u>158,682</u>
Expense			
Extra Curricular Activities Costs	70,538	59,950	44,811
Trading	2,273	2,500	3,475
Other Locally Raised Funds Expenditure	10,002	7,280	7,340
International Student - Employee Benefit - Salaries	130	-	-
	<u>82,943</u>	<u>69,730</u>	<u>55,626</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>89,673</u>	<u>125,321</u>	<u>103,056</u>

4. Funds for Resource Teachers of Learning and Behaviour Services (RTLB)

Renwick School is the lead school funded by the Ministry of Education to provide the services of Resource Teachers for Learning Behaviour to its group of schools.

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Teachers' Salary Grant	1,122,784	1,056,383	1,056,383
Administration Grant	63,348	37,415	37,415
Learning Support Funding	68,435	68,435	68,435
Travel Grant	74,483	74,483	74,482
Other Revenue	22,794	3,261	19,161
	<u>1,351,844</u>	<u>1,239,977</u>	<u>1,255,876</u>
Revenue received in advance	(33,450)	(14,975)	134,579
Revenue recognised	<u>1,318,394</u>	<u>1,225,002</u>	<u>1,390,455</u>
Expense			
Employee Benefit - Salaries	1,122,784	1,056,383	1,056,383
Administration	108,450	59,564	96,927
Learning Support	47,927	50,794	153,592
Travel	39,233	58,261	52,731
Total Expense	<u>1,318,394</u>	<u>1,225,002</u>	<u>1,359,633</u>
<i>Surplus for the year - RTLB Service</i>	<u>-</u>	<u>-</u>	<u>30,822</u>

5. Learning Resources

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	123,450	129,085	112,246
Information and Communication Technology	9,766	16,500	11,786
Employee Benefits - Salaries	3,227,033	4,153,500	3,228,787
Staff Development	10,293	9,200	29,519
Depreciation	129,461	151,000	134,792
Other Learning Resources	1,903	2,800	1,995
	<u>3,501,906</u>	<u>4,462,085</u>	<u>3,519,125</u>

6. Administration

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	12,457	6,000	11,984
Board Fees and Expenses	11,875	8,500	7,872
Other Administration Expenses	55,828	63,950	51,119
Employee Benefits - Salaries	82,711	80,000	110,122
Insurance	14,879	20,000	7,638
Service Providers, Contractors and Consultancy	5,360	5,500	5,183
	<u>183,110</u>	<u>183,950</u>	<u>193,918</u>

7. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	79,088	76,500	79,943
Cyclical Maintenance	83,754	35,000	36,102
Heat, Light and Water	41,567	50,500	47,687
Rates	3,880	4,000	3,178
Repairs and Maintenance	35,473	34,340	36,178
Use of Land and Buildings	972,375	928,953	1,010,581
Employee Benefits - Salaries	104,291	103,500	103,617
Other Property Expenses	23,003	20,450	31,761
	<u>1,343,431</u>	<u>1,253,243</u>	<u>1,349,047</u>

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

8. Cash and Cash Equivalents

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	375,434	465,941	286,355
Cash and cash equivalents for Statement of Cash Flows	<u>375,434</u>	<u>465,941</u>	<u>286,355</u>

Of the \$375,434 Cash and Cash Equivalents, \$27,215 is subject to restrictions for the following reasons:

- \$6,508 of Other Revenue in Advance is held by the School. This is included in Revenue in Advance note 15.
- \$20,707 of RTLB funding is held by the School. This is included in Revenue in Advance note 15.

9. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	2,159	6,325	6,325
Receivables from the Ministry of Education	52,946	6,074	6,074
Interest Receivable	2,034	4,703	4,703
Banking Staffing Underuse	4,155	-	-
Teacher Salaries Grant Receivable	364,780	356,527	356,527
	<u>426,074</u>	<u>373,629</u>	<u>373,629</u>
Receivables from Exchange Transactions	4,193	11,028	11,028
Receivables from Non-Exchange Transactions	421,881	362,601	362,601
	<u>426,074</u>	<u>373,629</u>	<u>373,629</u>

10. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	4,433	4,272	4,272
School Uniforms	180	511	511
	<u>4,613</u>	<u>4,783</u>	<u>4,783</u>

11. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	692,221	711,243	711,243
Total Investments	<u>692,221</u>	<u>711,243</u>	<u>711,243</u>

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Building Improvements	180,223	-	-	-	(35,509)	144,714
Furniture and Equipment	170,027	26,378	(2,555)	-	(33,449)	160,401
Information and Communication Technology	35,094	20,353	-	-	(16,758)	38,689
Motor Vehicles	-	70,144	-	-	(8,183)	61,961
RTLB Assets	60,516	-	-	-	(11,534)	48,982
Leased Assets	44,364	24,865	-	-	(21,992)	47,237
Library Resources	15,382	1,806	(896)	-	(2,036)	14,256
	<u>505,606</u>	<u>143,546</u>	<u>(3,451)</u>	<u>-</u>	<u>(129,461)</u>	<u>516,240</u>

The net carrying value of furniture and equipment held under a finance lease is \$47,237 (2024: \$44,364)

Restrictions

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

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	802,558	(657,844)	144,714	802,558	(622,335)	180,223
Furniture and Equipment	812,895	(652,494)	160,401	796,689	(626,662)	170,027
Information and Communication Technology	323,183	(284,494)	38,689	310,859	(275,765)	35,094
Motor Vehicles	70,144	(8,183)	61,961	-	-	-
RTL B Assets	123,180	(74,198)	48,982	123,180	(62,664)	60,516
Leased Assets	79,218	(31,981)	47,237	71,402	(27,038)	44,364
Library Resources	63,194	(48,938)	14,256	65,183	(49,801)	15,382
Balance at 31 December	2,274,372	(1,758,132)	516,240	2,169,871	(1,664,265)	505,606

13. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	27,861	33,077	33,077
Accruals	37,487	18,391	18,391
Employee Entitlements - Salaries	382,047	373,811	373,811
Employee Entitlements - Leave Accrual	20,848	27,344	27,344
	<u>468,243</u>	<u>452,623</u>	<u>452,623</u>
Payables for Exchange Transactions	468,243	452,623	452,623
	<u>468,243</u>	<u>452,623</u>	<u>452,623</u>

The carrying value of payables approximates their fair value.

14. Borrowings

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Painting Contract due within one year	20,939	17,479	29,807
	<u>20,939</u>	<u>17,479</u>	<u>29,807</u>
Painting Contract due after one year	-	-	12,071
	<u>-</u>	<u>-</u>	<u>12,071</u>

In 2019 the Board signed an agreement with Programme Maintenance Services Ltd (the contractor) for an agreed programme of work covering an seven year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2021, with regular maintenance in subsequent years. 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.

15. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	32,424	32,424
Grants in Advance - RTL B Funds	20,707	2,233	(12,742)
Other Revenue in Advance	6,508	48,978	48,978
	<u>27,215</u>	<u>83,635</u>	<u>68,660</u>

16. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	70,389	70,389	43,155
Increase/(decrease) to the Provision During the Year	83,754	35,000	36,102
Use of the Provision During the Year	(8,867)	(8,868)	(8,868)
Provision at the End of the Year	145,276	96,521	70,389
Cyclical Maintenance - Current	8,976	8,975	8,976
Cyclical Maintenance - Non current	136,300	87,546	61,413
	145,276	96,521	70,389

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

17. 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	25,479	20,426	20,426
Later than One Year	31,209	33,027	33,027
Future Finance Charges	(6,963)	(7,841)	(7,841)
	49,725	45,612	45,612
Represented by:			
Finance lease liability - Current	21,428	16,414	16,414
Finance lease liability - Non current	28,297	29,198	29,198
	49,725	45,612	45,612

18. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8, and includes retentions on the projects, if applicable.

2025	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions/ Transfers \$	Closing Balances \$
Security Upgrade - 249854	45,862	-	(48,500)	2,638	-
Water Damage - 248634	36,375	-	(36,375)	-	-
Totals	82,237	-	(84,875)	2,638	-
2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions/ Transfers \$	Closing Balances \$
Block C Toilet Refurbishment	(5,656)	7,181	(1,525)	-	-
Block L Outdoor Learning Area	(136,400)	138,979	(2,579)	-	-
RTL B Upgrade	5,629	7,200	(26,937)	14,108	-
Security Upgrade - 249854	-	48,500	(2,638)	-	45,862
Water Damage - 248634	-	41,420	(5,045)	-	36,375
Totals	(136,427)	243,280	(38,724)	14,108	82,237

Represented by:

Funds Held on Behalf of the Ministry of Education

82,237

19. 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.

20. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	4,280	3,535
<i>Leadership Team</i>		
Remuneration	319,610	436,063
Full-time equivalent members	2.00	3.00
Total key management personnel remuneration	<u>323,890</u>	<u>439,598</u>

There are five members of the Board excluding the Principal. The Board had held ten full meetings of the Board in the year. The Board also has Finance and Property that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	180 - 190
Benefits and Other Emoluments	5 - 6	5 - 6
Termination Benefits	0 - 0	0 - 0

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 -110	13.00	14.00
110 -120	3.00	3.00
120 - 130	3.00	1.00
	<u>19.00</u>	<u>18.00</u>

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

21. Compensation and Other Benefits Upon Leaving

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

	2025 Actual \$	2024 Actual \$
Total	31,500	-
Number of People	1	-

22. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

23. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$22,927 (2024:\$86,236) as a result of entering the following contracts:

Contract Name	2025 Capital Commitment	\$
Turf Installation		22,927
Total		22,927

(b) Operating Commitments

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

(Operating commitments at 31 December 2024: \$5,032)

24. 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	375,434	465,941	286,355
Receivables	426,074	373,629	373,629
Investments - Term Deposits	692,221	711,243	711,243
Total financial assets measured at amortised cost	<u>1,493,729</u>	<u>1,550,813</u>	<u>1,371,227</u>

Financial liabilities measured at amortised cost

Payables	468,243	452,623	452,623
Borrowings - Loans	20,939	17,479	41,878
Finance Leases	49,725	45,612	45,612
Total financial liabilities measured at amortised cost	<u>538,907</u>	<u>515,714</u>	<u>540,113</u>

25. Events After Balance Date

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

26. Te Pā Wānanga o Ōmaka Marae school establishment

With effect from 31 December 2025, Te Pā Wānanga o Ōmaka Marae School was established as a standalone school entity. As part of this transition, all assets and funding previously held in relation to Te Pā Wānanga by the Renwick School were transferred to the newly established standalone school.

The assets transferred comprised property, plant and equipment with a total carrying value of \$2,555, while cash and other Ministry of Education funding amounts transferred totalled \$68,838. Correspondingly, no further obligations or commitments relating to Te Pā Wānanga School remained with the Renwick School as at year end.

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Renwick School (the School). The Auditor-General has appointed me, Amy Goodman, using the staff and resources of BDO Christchurch Audit Limited, to carry out the audit of the financial statements of the School on pages 3 to 18, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

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

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

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

The other information obtained at the date of our audit report includes copies of Members of the Board listing, Statement of Variance, Renwick School Evaluation and analysis of the school's students' progress and achievement, Renwick School Good Employer Statement 2025, and Statement of KiwiSport funding.

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

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

Independence

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

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



Amy Goodman
BDO Christchurch Audit Limited
On behalf of the Auditor-General
Christchurch, New Zealand

Statement of Variance - Mathematics - 2025



School Name: Renwick School	School number: 2978
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Strategic Aim:	All learners make expected progress in Reading, Writing and Mathematics
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Annual Aim:	Equity - <i>All learners make expected progress and all priority learners make accelerated progress in mathematics.</i>
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Target:	<i>A group of 18 from the year levels 3 to 8 will make accelerated progress with the aim of achieving the curriculum level at or above outlined in the New Zealand Curriculum by December 2025. - The group consists of: 2 Y3, 2 Y5, 5 Y6, 5 Y7 and 4 Y8.</i>
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Actions: What did we do?	Outcome: What happened?	Reason for variance: Why did it happen?	Evaluation: Where to next?
<ul style="list-style-type: none"> Implemented new maths programmes aligned to the curriculum: Staff worked hard to embed Numicon (Years 0–3) and Maths No Problem (Years 4–8). Implementation of MNP was deliberately tied to teacher knowledge, existing programmes, and the new curriculum’s mathematics statements to 	<p>Target Students:</p> <ul style="list-style-type: none"> 72% of target students made the expected shift of 2 sublevels or more despite not meeting their end of year level. 11% achieved 3–4 sublevels, showing accelerated progress beyond expectation. 	<ul style="list-style-type: none"> Inconsistent use of Hero as a data collection point across the school resulting in some inaccurate and missing data <p>Target Students:</p>	<ul style="list-style-type: none"> Strengthen attendance interventions for the small target student group with <90% attendance. Increase differentiated support in Y6–Y7, where the largest cohort sits in relation to our target students - this is timely with the new initiative of Math/Pangarau acceleration funding. A teacher

<p>ensure consistency and coherence across year levels.</p> <ul style="list-style-type: none"> Professional development and collaborative learning: Ongoing PD around the new maths curriculum, supported by staff and whānau meetings, strengthened teacher confidence and familiarity with the content. This collaborative approach ensured shared understanding and consistency of practice. Planning for 2026 includes a TOD led by Rob Proffitt-White to deepen curriculum knowledge and pedagogy. Times Table Rockstar programme: Following PD, Times Table Rockstar was introduced to address gaps in multiplication fluency. Students engaged enthusiastically, and heatmaps provided clear visual evidence of progress that could be shared with parents. This programme may have contributed to the more stable whole-school achievement trend in mathematics (61% at/above in 2025 compared to 62% in 2024 and the 70% in 2023). Monitoring of Priority Students: The identified group of 18 priority learners (Y3–Y8) was closely 	<ul style="list-style-type: none"> Attendance for the majority (61%) was strong at 91–100%, supporting progress. <p>Whole-School:</p> <ul style="list-style-type: none"> Male/Female achievement remained broadly aligned, though females showed slightly stronger outcomes in the “within” category, and males, the “beyond” category. NZ European learners continue to be more strongly represented in the “Well above” and “Within” categories, maintaining higher attainment levels than other groups. Priority focus: Māori learners (19.1%) are a large enough group that their achievement trends significantly affect whole-school outcomes. Māori are well represented across the “Within” and “Above” bands which indicates solid attainment across the middle and higher levels. However, Māori also have a higher proportion in the “Towards” band compared to NZE learners. This indicates that Māori achievement is mixed: while progress is evident in middle/above, equity gaps persist, meaning that a larger 	<ul style="list-style-type: none"> While most target students achieved expected progress, a small group (17%) showed only 0–1 sublevel shift. Contributing factors could include lower attendance (71–80%) and inconsistent engagement. <p>Whole-School:</p> <ul style="list-style-type: none"> Whole school achievement decreased slightly (61% at/above in 2025 compared to 62% in 2024). This is likely due to a changing curriculum, new math systems (Maths No Problem, Numicon) and lack of assessment to confirm OTJs and levels against a new curriculum (could be some guess work going on). Implementing new programmes, expectations and (a large increase of) math statements can take time for teachers to adjust to. This is however an improvement when we compare the decrease between 2023-2024 which dropped from 70% to 62%). Please note that these percentages look slightly different from last year due us removing Te Pa and new entrants from the calculations. Equity gaps remain between NZE and Māori/Pasifika learners. Attendance and engagement 	<p>will be taking small, focused groups to support our lower achieving students across Renwick. This teacher will also be receiving PD to upskill.</p> <ul style="list-style-type: none"> Embed consistent use of progress monitoring tools to identify early stagnation - this will come into play as we become upskilled with the new assessment tools. Moderation across the school to ensure clear and consistent data will be vital here too. Continue culturally responsive strategies to lift Māori and Pasifika achievement, as ethnic comparison data shows persistent gaps. Teaching to new staff and a refresher for older staff on how to use HERO when inputting data correctly. Clarity around this is particularly important in 2026 as HERO updates its statements and sliders to accommodate the new curriculum. Continued PD and support around the new math curriculum and our math programmes - such as our TOD. Keep Maths and Literacy alive in Staff Hui with updates and
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<p>tracked. Progress was regularly discussed in whānau meetings, with sublevel shifts analysed to ensure acceleration. Data shows 72% achieved the expected 2-sublevel shift, with 17% exceeding this (3–4 sublevels). Attendance monitoring was also a focus, as 39% of the group attended less than 90%, impacting progress for some.</p> <ul style="list-style-type: none"> • Updating of our Maths Toolkit on Kupe to align with the new curriculum and also include some refreshed math resources. 	<p>group would benefit from acceleration.</p> <ul style="list-style-type: none"> • Pasifika learners: clustering in the “Within” and “Towards” categories is evident, with fewer achieving “Well above” or “Beyond.” This highlights the need for targeted support to accelerate progress. • Asian learners: Asian learners, though a small cohort (2.3% of the roll), show the highest proportion achieving “Beyond” (30%). This is a significant strength which highlights that within this group, a notable number are excelling well beyond curriculum expectations. Due to the small cohort size, these percentages can shift quickly with individual progress, but it’s still important to celebrate this high achievement. • MELAA learners: MELAA learners (Middle Eastern, Latin American, African) show the highest proportion achieving “Within”. This suggests strong consistency at expected curriculum levels, though fewer are represented in the “Well above” or “Beyond” categories. <p>In summary, whole school mathematics achievement has</p>	<p>patterns could contribute to these differences.</p>	<p>resources. Give staff confidence in the teaching of Maths again.</p> <p>Overall, the target group showed strong progress (72% meeting expected shift, 17% exceeding), but whole school achievement slightly declined. Attendance and equity gaps remain the key drivers of variance. Next steps focus on attendance, differentiated support, culturally responsive practice and skill building/support with navigating our new curriculum (to build confidence with applying it).</p>
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	<p>shifted over the past three years. In 2023, 70% of learners were at or above expectations, followed by 62% in 2024. By 2025, achievement levels held steady at 61%, showing that the rate of decline has slowed and the school is beginning to stabilise progress. While sustained improvement across the whole school is still a key focus, the data demonstrates that targeted programmes and interventions are helping to halt the downward trend. Priority learners in particular have shown encouraging acceleration, with the majority achieving expected shifts and some exceeding them. This provides a strong platform for building renewed growth in 2026.</p>		
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Statement of Variance - Writing - 2025



School Name: Renwick School & Te Pā Wananga	School number: 2978
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Strategic Aim:	All learners make expected progress in Reading, Writing and Mathematics
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Annual Aim:	Equity - <i>All learners make expected progress and all priority learners make accelerated progress in writing.</i>
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Baseline data:	<p>Analysis Comment:</p> <div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p style="text-align: center;">Whole School Achievement in Writing 2024-2025</p> <table border="1" style="font-size: small; margin-top: 5px;"> <caption>Whole School Achievement in Writing 2024-2025 (Approximate Values)</caption> <thead> <tr> <th>Category</th> <th>Mid 2024</th> <th>End 2024</th> <th>Mid 2025</th> <th>End 2025</th> </tr> </thead> <tbody> <tr> <td>Towards with Support</td> <td>45</td> <td>50</td> <td>40</td> <td>35</td> </tr> <tr> <td>Towards</td> <td>165</td> <td>160</td> <td>150</td> <td>150</td> </tr> <tr> <td>Within</td> <td>205</td> <td>200</td> <td>200</td> <td>160</td> </tr> <tr> <td>Beyond</td> <td>30</td> <td>35</td> <td>30</td> <td>30</td> </tr> <tr> <td>Well Above</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> </tbody> </table> </div> <div style="width: 45%;"> <p style="text-align: center;">Whole School Achievement in Writing 2024-2025</p> <table border="1" style="font-size: small; margin-top: 5px;"> <caption>Whole School Achievement in Writing 2024-2025 (Approximate Values)</caption> <thead> <tr> <th>Category</th> <th>Mid 2024</th> <th>End 2024</th> <th>Mid 2025</th> <th>End 2025</th> </tr> </thead> <tbody> <tr> <td>Towards and with Support</td> <td>210</td> <td>220</td> <td>200</td> <td>190</td> </tr> <tr> <td>Within and Beyond</td> <td>240</td> <td>240</td> <td>230</td> <td>190</td> </tr> </tbody> </table> </div> </div>	Category	Mid 2024	End 2024	Mid 2025	End 2025	Towards with Support	45	50	40	35	Towards	165	160	150	150	Within	205	200	200	160	Beyond	30	35	30	30	Well Above	5	5	5	5	Category	Mid 2024	End 2024	Mid 2025	End 2025	Towards and with Support	210	220	200	190	Within and Beyond	240	240	230	190
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Figure 1

Figure 2

Fig. 1 & 2 show the total number of students and their reported achievements from mid-2024 to end 2025.

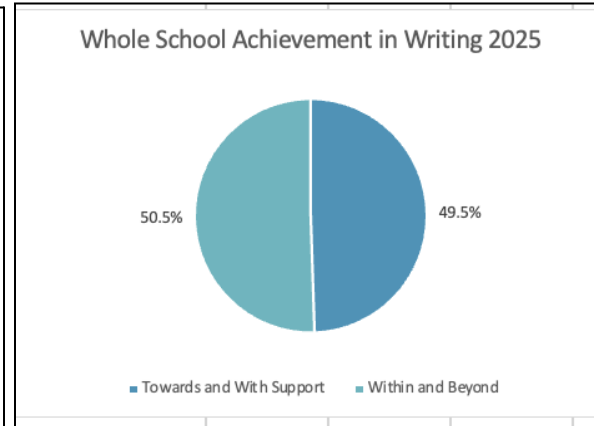
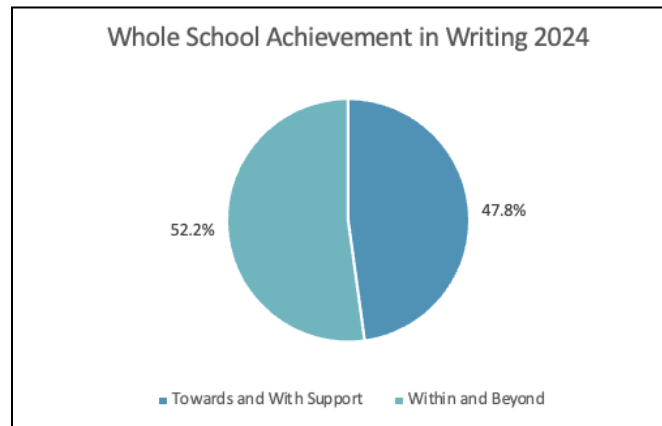


Figure 3

Figure 4

Fig. 3 & 4 show the percentage of students and their reported achievements from end-2024 to end-2025.

Assessment data gathered from Insights on HERO, collected on 02.12.25

Assessment data gathered using Probe, Astle, Grapheme/Phoneme knowledge, Heart Word knowledge, Running Records and O.T.J.s., Teacher Observations

Nb. It is important to note that the total of students reported as at 20.11.24 for end of Year 2024 was 460 and thus not the whole school roll.

The total number reported for the end of Year 2025 was smaller at 382 (due to change of reporting process with new National Curriculums - see comment below, page 5).

Analysis of shift over last two years:

Analysis of shift from end of 2024 to end of 2025

Writing- All Students: when reported on HERO for 'old' curriculum levels

52% of all students were within or above curriculum expectations at the end of 2024.
48% of all students were working towards curriculum expectations at the end of 2024.
50.5% of all students were within or above curriculum expectations at the end of 2025.
49.5% of all students were working towards curriculum expectations at the end of 2025.

Percentages of the whole school data show a slight decrease in proportion of students working within or above curriculum expectations in writing 2024-2025; and an increase in the number of children who are working towards and towards with support, Fig. 3 & 4.

This may be a reflection of the data collection process, the fluctuating numbers on roll and the change of cohort.

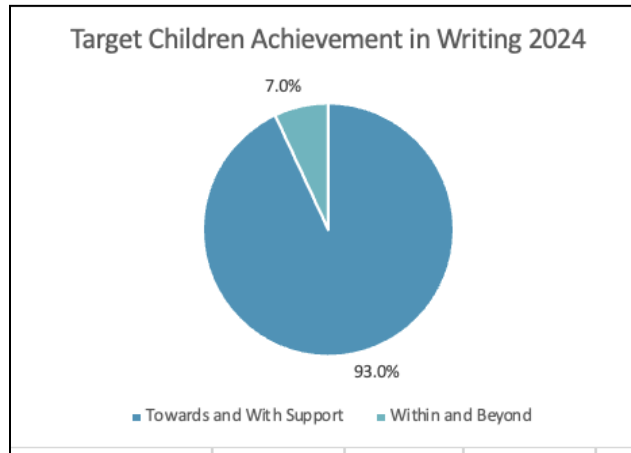


Figure 5

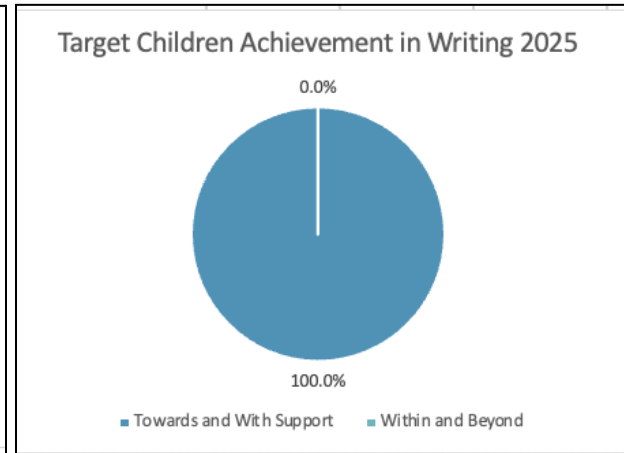


Figure 6

Nb. The total of students reported as at 02.12.25 when this data was collected was 29.
The total number reported for the end of Year 2024 was 26 and a different group of target children.

Fig. 5 & 6 show our target student group. It shows an increase in the percentage of students working 'towards with support' from 2024 to 2025. We will look at the individual achievements of these target support students below, page 4.

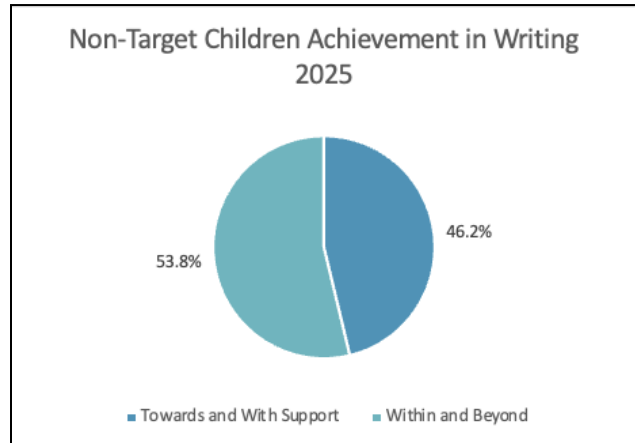


Figure 7

Fig. 7 shows the attainments of a group of students made up of the whole school minus the target children. This clearly demonstrates the difference in attainments.

We see an attainment of 53.8% working within and beyond in 2024 compared to 0% working within and beyond in 2025 of our target group, Fig. 6.

We need to compare the rates of progress of target students to non-target students, to see whether they are making equal, slower or faster progress. Many of our target children have had a high level of support as detailed below - with an aim of accelerating learning or at least maintaining equal progress - is this reflected in progress shown below?

Whole School Number of Steps of Progress Writing

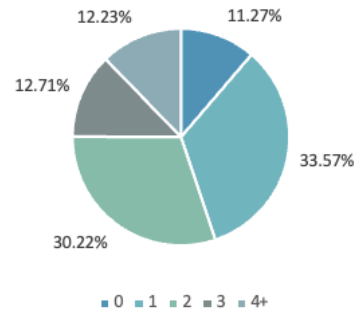


Figure 8

Target Children Number of Steps of Progress Reading

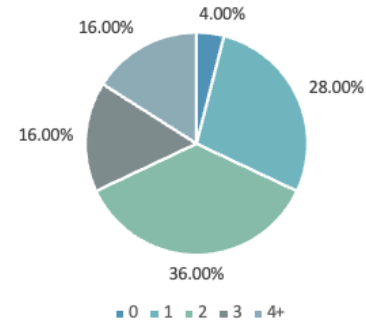


Figure 9

Non-Target Children Number of Steps of Progress Writing

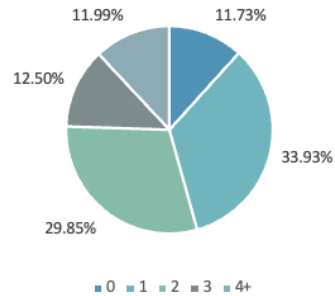


Figure 10

Assessment data gathered from Insights on HERO, collected on 02.12.25. This data is based on only 413 students. 81 students are not included, either because they have not collected data for a whole year or it was reported on HERO using the new National Curriculum attainments.

Fig. 8, 9 & 10 show the differing rates of progress of groups of students. Fig. 8 shows 88.66% of all students made a progress step of 1 or more in 2025. To break this down and compare: the target group of students also shows that 96% made a progress step of 1 or more in 2025. Our non-target group shows that 88.27% made progress of 1 step or more. This shows that overall our target group made more progress than our non-target students.

What this data demonstrates is that the target group of Writing students are making strong progress when it is considered that this group consists of children who are identified as Dyslexic or have another Specific Need. All of these identified students have been receiving additional support for their Literacy learning - further information is detailed below. This strong progress was also noted amongst the Reading target students - this is a positive reflection of our targeted support for our children identified on our Inclusive Education document.

Below is information about the progress of students using the StepsWeb programme. Further information about Literacy support can be found on the 2025 Variance report for Reading.

Table 2 StepsWeb 2025

As can be seen in Tables 1 & 2 above, the data shows that all students who are using StepsWeb are making progress. It should be borne in mind that the early stages (A,B,C,D) Foundation stages reflect the scope and sequence of our Year 0-2 curriculum. The students that are working on StepsWeb are all Year 3 or older and are thus working at a lower level than expected.

Analysis Comment:

Due to the high amounts of factors with a large amount of variance, it is impossible to draw any certain conclusions about trends over only two years of data. In order to draw any reasonable conclusions, a minimum of five years worth of data should be analysed.

New English Curriculum reporting:

Noting trends across years is going to be made more difficult when we start to report against new English curriculum goals. This year has been a year straddling two Curriculums. Teaching the new and reporting against the old has led to inevitable confusions at times, including mis-reporting of achievement at the end of year.

Against the old Curriculum levels our Writing achievement is slightly lower in 2025 than 2024. However, the percentage of children making progress of 1 or more curriculum levels is 88.66%, which is higher than 2024 (76.64%). This rate of progress has increased over the past three years (66.7% in 2023).

In Tuatahi and Whanake Whanau the scale for measuring this progress is against a scale developed by the teachers who are teaching using a Structured Literacy approach. It continues to raise the question of "How does this fit with the Piritahi scale" and how does that impact on the data? Broadly speaking, the students who appear to have made many more steps of progress have actually remained within a curriculum level or sub-level and this is usually level 1, because we have broken this level down into much smaller steps for our reporting and recording. ***This will look different next year as we adapt our reporting onto a different scale against a differing set of Curriculum progress steps.***

This data does not take into account that Te Pa Wanganga students are being taught to write in a mixture of te reo and English.

Programmes have once again been impacted by student and staff absences due to illness, and in some cases the inability to provide relievers for affected classes, there have been several instances of split classes where regular teaching and learning is not possible.

As a staff we have prioritised Writing more than Reading this year. We have focussed on understanding the content of the new Curriculums with the support of Jacqui Clayton. For our Writing focus we have looked in detail at the requirements of the new English curriculum, notably the writing and handwriting sections. See 'Our Actions' below.

Whilst there are children identified as needing intervention, some of whom are ELL., O.R.S., Dyslexic, being taught in Te Reo, Read/Write, Toe by Toe and Steps Web. Additionally a few children are supported by ICS funding and ELL funding.

Read/Write is a new initiative introduced by our RTLB team earlier in 2024 and has been developed into a successful and popular tool for our students who need support with reading and writing.

Actions: What did we do?	Evaluation: Where to next?
<ul style="list-style-type: none"> We have continued to emphasize the importance of positive relationships between students and teachers. 	<ul style="list-style-type: none"> Implement new English Curriculum and ensure coverage of Writing in daily programmes as directed by MoE. Re-assess new HERO Writing goals, when available.

- Structured Literacy has been implemented in Tuatahi and Whanake Whānau.
- Structured Literacy groups working on 'The Code' in Pakahukahu and Kaitiaki are being planned and delivered.
 - Careful monitoring of Priority Students on Inclusive Ed documents.
- Students know where they are at, what their next steps are and how they are going to get there in most classes.
- Our whole staff writing focus has led to us developing a set of 'Writing Expectations' for all classes to use as a foundation for their writing standards. We have also collectively developed new Writing planning frameworks for our tamariki for each of the genres of writing in the new English Curriculum: Writing to Entertain, Writing to Inform, Writing to Persuade. These will be fully implemented from 2026.
- Handwriting expectations reviewed.
- Writing moderation carried out across school to develop consistency and knowledge of new English Curriculum details - where are the changes, what are the year appropriate expectations?
- Across school 'Writing Expectations' developed and visible in all classrooms.
- Expectations that teachers carry out explicit teaching of Writing skills in all classes
- Vicki, Ainsley and Cheryl provide support for Dyslexic students using Toe by Toe and Steps Web
- R.T.Lit support of students and teachers - we have had support for two children this year, both of whom were students in Year 3.
- Integration of Literacy with other curriculum areas in some whanau teams.
- Teachers are expected to carry out regular assessing and monitoring
- Five teachers from across Years 0-4 completed their Structured Literacy training, funded by MoE, in Term 1, 2025.
- Resources in Literacy Teachers Toolkit in Kupe updated.
- Ideas and resources shared across whanau and the whole-school team.

- Assessment - EasTTle. Discuss and implement as a staff the new guidance from MOE of Reading assessment requirements.
- **Structured Literacy Assessments (Years 0–6):** All students take part in regular Structured Literacy testing. This involves checking how they are progressing in foundational reading and writing skills (such as decoding, vocabulary, and comprehension) as we move through our literacy program. Are we getting this right, is it enough?
- Ensure whole staff Writing planning and expectation work is carried through into 2026.
- Consider what our Literacy Intervention Programme will look like - now that we no longer have Tier 3 support from RT-Lit service.
- Further staff members will be able to attend Structured Literacy PD.

Statement of Variance - Reading - 2025



School Name: Renwick School & Te Pā Wananga	School number: 2978
Strategic Aim:	All learners make expected progress in Reading, Writing and Mathematics
Annual Aim:	Equity - <i>All learners make expected progress and all priority learners make accelerated progress in reading.</i>

Baseline data:

Analysis Comment:

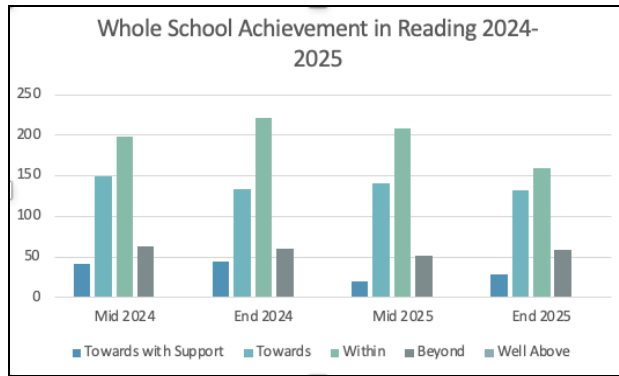


Figure 1

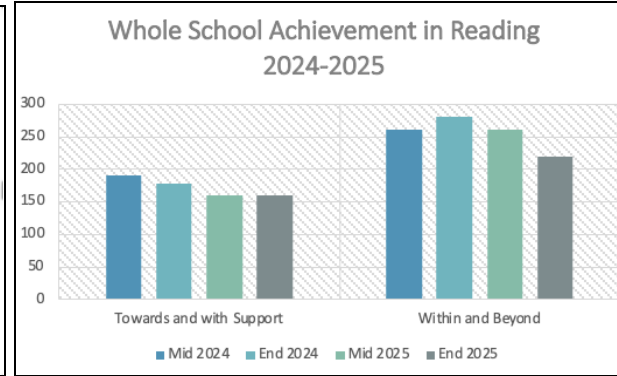


Figure 2

Fig. 1 & 2 show the total number of students and their reported achievements from mid-2024 to end 2025.

Nb. It is important to note that the total number of students reported at mid-2025 was 423 and at end-2025 was 380. In neither case was this the whole school roll.

The anomalies are due in part to the change of reporting processes with new National Curriculums - see comment below.

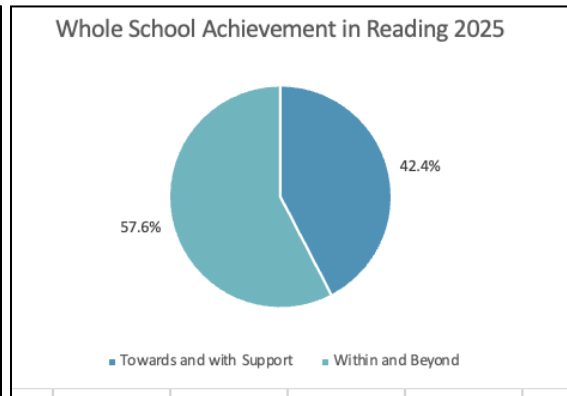
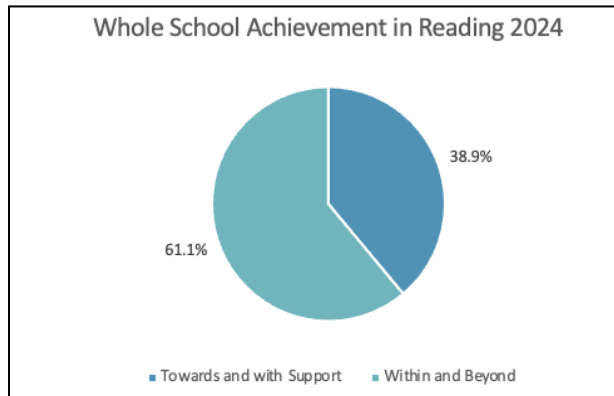


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Assessment data gathered from Insights on HERO, collected on 20.11.24 and 02.12.25

Assessment data gathered using Probe, Astle, Grapheme/Phoneme knowledge, Heart Word knowledge, Running Records and O.T.J.s., Teacher Observations

Nb. It is important to note that the total of students reported as at 20.11.24 for end of Year 2024 was 460 and thus not the whole school roll.

The total number reported for the end of Year 2025 was smaller at 380 (due to change of reporting process with new National Curriculums - see comment below, page 9).

Analysis over the last two years:

Analysis of shift from end of 2024 to end of 2025

Reading- All Students: when reported on HERO for 'old' curriculum levels

61% of all students were within or above curriculum expectations at the end of 2024.

39% of all students were working towards curriculum expectations at the end of 2024.

58% of all students were within or above curriculum expectations at the end of 2025.

42% of all students were working towards curriculum expectations at the end of 2025.

Percentages of the whole school data show a slight decrease in proportion of students working within or above curriculum expectations in Reading 2024-2025; and an increase in the number of children who are working towards and towards with support, Fig. 3 & 4.

This may be a reflection of the data collection process, the fluctuating numbers on roll and the change of cohort.

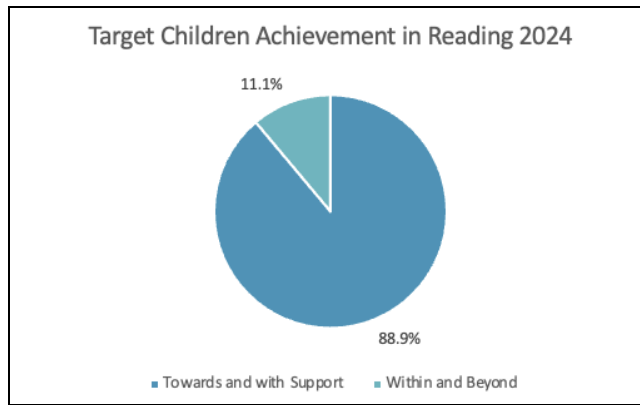


Figure 5

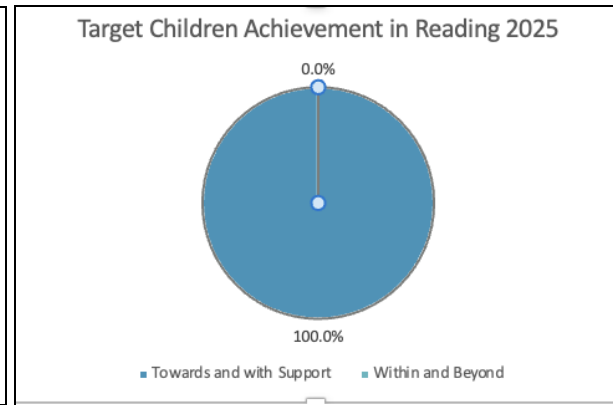


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Nb. The total of students reported as at 02.12.25 when this data was collected was 26. The total number reported for the end of Year 2024 was 54 and a different group of target children.

Fig. 5 & 6 show our target student group. It shows an increase in the percentage of students working 'towards and with support' from 2024 to 2025. We will look at the individual achievements of these target support students below.

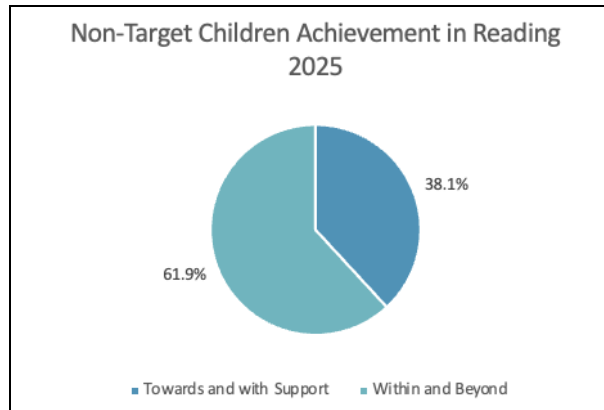


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We see an attainment of 61.9% working within and beyond in 2025 compared to 0% working within and beyond in 2025 of our target group, Fig. 6.

We need to compare the rates of progress of target students to non-target students, to see whether they are making equal, slower or faster progress. Many of our target children have had a high level of support as detailed below - with an aim of accelerating learning or at least maintaining equal progress - is this reflected in progress shown below?

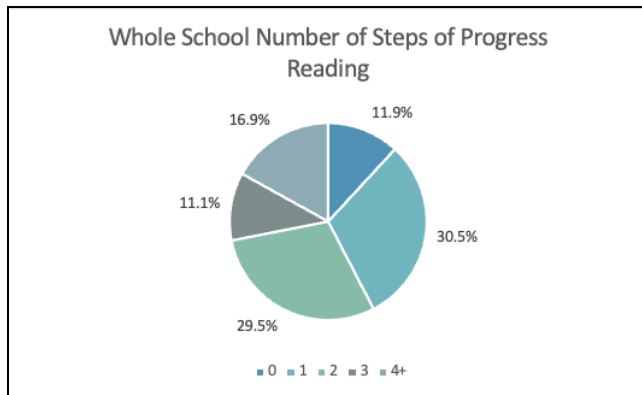


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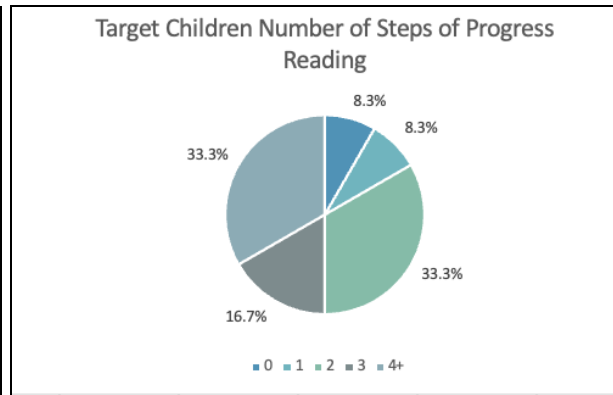


Figure 9

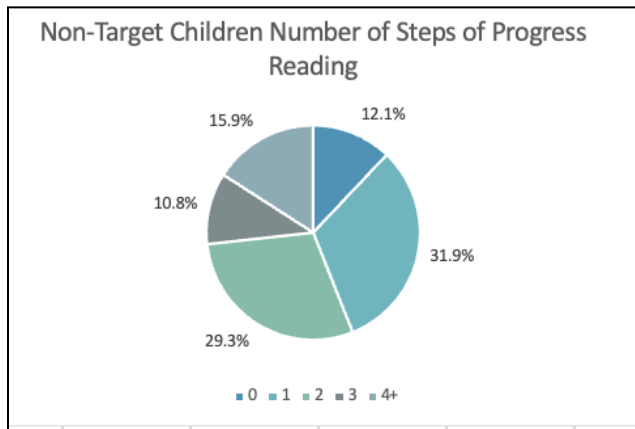


Figure 10

Assessment data gathered from Insights on HERO, collected on 02.12.25. This data is based on only 413 students. 77 students are not included, either because they have not collected data for a whole year or it was reported on HERO using the new National Curriculum attainments.

Fig. 8, 9 & 10 show the rates of progress of groups of students, using the old Curriculum levels for reporting on HERO. Fig. 8 shows 88% of all students made a progress step of 1 or more in 2025. To break this down and compare: the target group of students shows that 91.6% made a progress step of 1 or more in 2025 and our non-target group shows that 87.9% made progress of 1 step or more. This shows that overall our non-target group made slightly less progress than our target students.

What this data demonstrates is that the target group of Reading students are making strong progress, when it is considered that this group consists of children who are identified as Dyslexic or have another Specific Need. This trend is also noted in our Variance Report for Writing. All of these identified students have been receiving additional support for their Literacy learning - further information is detailed below - page 7 onwards.

MOE Phonics Check - overall achievement 2025

Phonics Progress Checks (Years 0–1): For our younger students, we have conducted phonics assessments around the 20-week and 40-week marks of their first year at school. These quick checks help ensure our Year 0–1 tamariki are securely developing early literacy skills like letter-sound knowledge and blending.

Timepoint	Renwick School			National		
	Participants	Mean Achievement	Median Achievement	Participants	Mean Achievement	Median Achievement
20-weeks	.5	.5	.5	1320	7	4
40-weeks	7	19	17	1191	15	14

Distribution of Phonics Checks Achievement

The graph below shows the distribution of your school's overall phonics checks results by achievement level at 20-weeks and 40-weeks. These results give a high-level view of students' phonics learning needs.

Figure 1: Distribution of scores

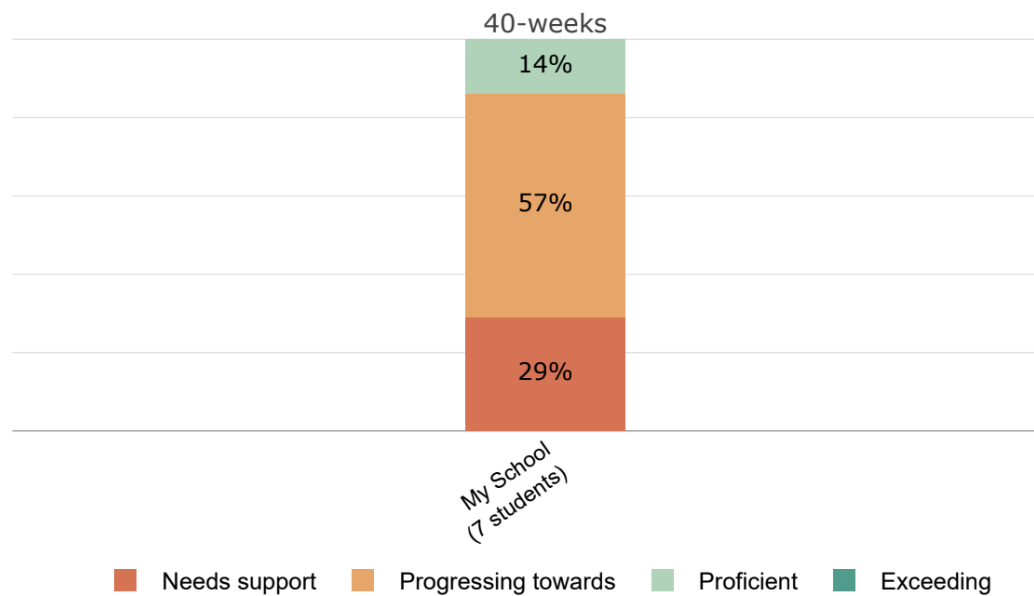




Diagram 1 above shows the collected data from the 20 and 40 week checks in Term 1 2025

Timepoint	Renwick School			National		
	Participants	Mean Achievement	Median Achievement	Participants	Mean Achievement	Median Achievement
20-weeks	2	6	6	1352	10	9
40-weeks	2	15	15	981	17	18

Distribution of Phonics Checks Achievement

The graph below shows the distribution of your school's overall Phonics Checks results by achievement level at 20-weeks and 40-weeks. These results give a high-level view of students' phonics learning needs.

Figure 1: Distribution of scores

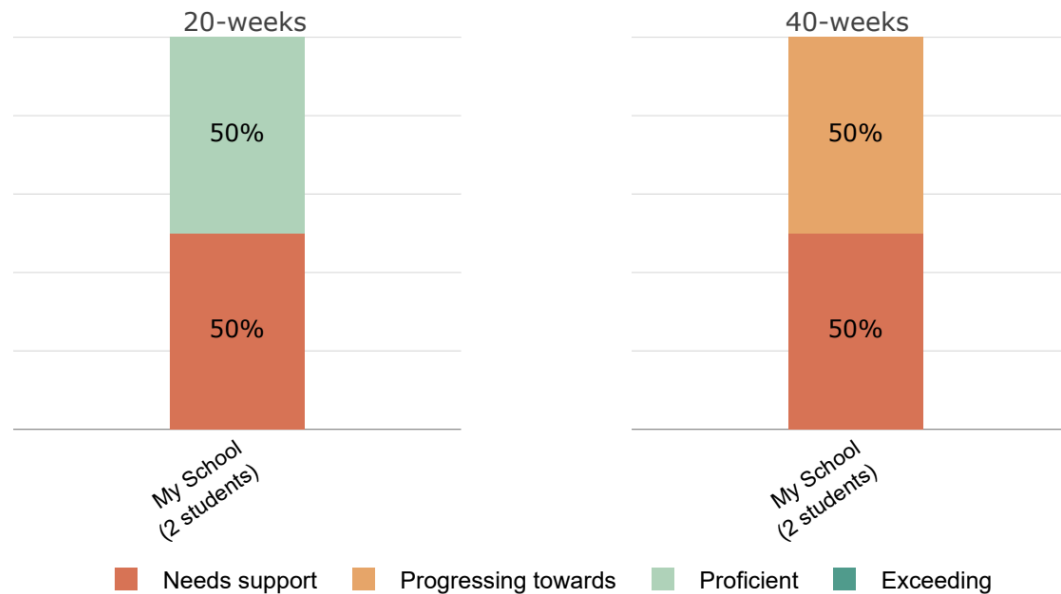




Diagram 2 above shows the collected data from the 20 and 40 week checks in Term 2 2025

Timepoint	Renwick School			National		
	Participants	Mean Achievement	Median Achievement	Participants	Mean Achievement	Median Achievement
20-weeks	11	13	10	4373	12	11
40-weeks	8	23	22	2413	19	20

Distribution of Phonics Checks Achievement

The graph below shows the distribution of your school's overall Phonics Checks results by achievement level at 20-weeks and 40-weeks. These results give a high-level view of students' phonics learning needs.

Figure 1: Distribution of scores

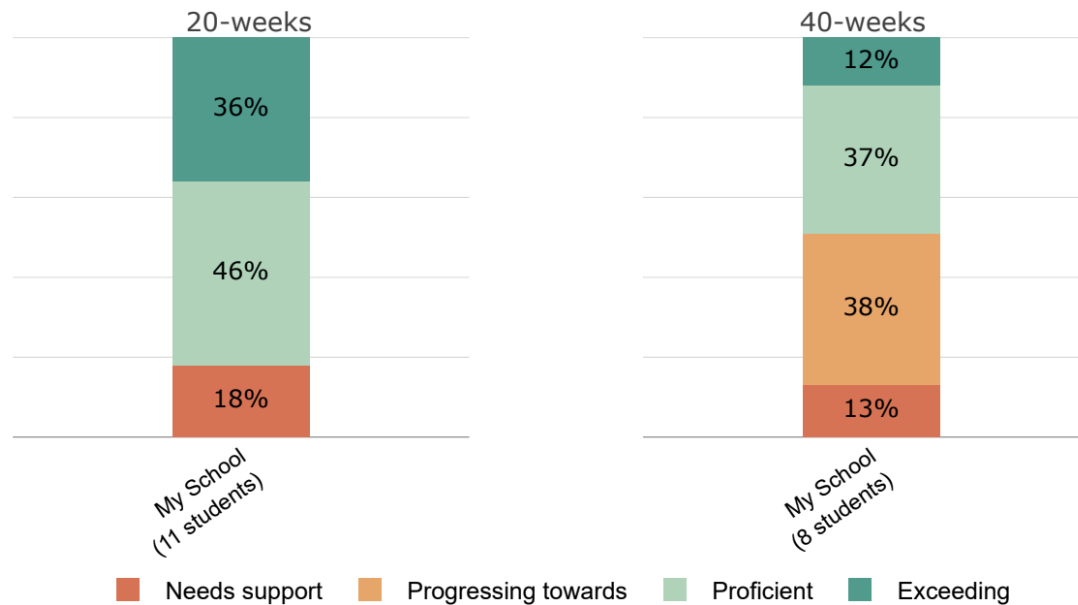


Diagram 3 above shows the collected data from the 20 and 40 week checks in Term 3 2025

Analysis: As can be seen from the above three diagrams from the MOE phonics reports we have seen an increase in the percentage of students who are 'Exceeding' the expectations at the 20 week and 40 week mark and a gradual decrease in the number of students who are considered as 'Needing support'.

The introduction of these phonics checks has led to professional in-school discussions about the scope and sequence of the delivery of our phonics programme. With the introduction of the new English curriculum we have looked closely about whether the current phonics/Code programme meets the requirements, and we are sure that it does.

Progress of students using Toe by Toe 2025

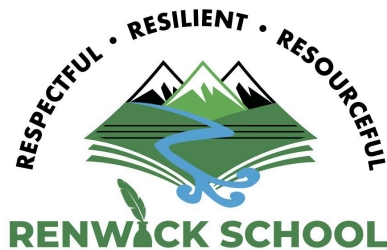
Toe By Toe is designed for anyone who finds reading difficult. As reading and writing are intrinsically bound together, it also helps with spelling and helps dyslexic students with their writing fluency. 17 students had access to Toe by Toe this year from Year 3 to Year 8. All students made progress, 76% of students made progress of one year or more.

Actions: What did we do?	Evaluation: Where to next?
<ul style="list-style-type: none">● We have continued to emphasize the importance of positive relationships between students and teachers● Structured Literacy is delivered in Tuatahi and Whanake Whānau.	<ul style="list-style-type: none">● Continue to fully implement the new English Curriculum and ensure coverage of Reading in daily programmes as directed by MoE.● Plan and support ICS learning

- Five teachers from across Years 0-4 completed their Structured Literacy training, funded by MoE, in Term 1, 2025.
- Structured Literacy groups working on 'The Code' in Pakahukahu and Kaitiaki are being planned and delivered.
- Regular Instructional Reading lessons in senior classes using guided, shared, reciprocal, Literacy Circle approaches.
- Daily reading quality books to students by teachers.
- Careful monitoring of Priority Students on Inclusive Ed documents.
- Students know where they are at, what their next steps are and how they are going to get there in most classes.
- Expectations that teachers carry out explicit teaching of comprehension and processing skills in all classes
- Sharing ideas and resources at Whanau meetings
- Good variety of instructional readers and on-line resources for older readers and decodable readers and resources in Junior School.
- Continued investment in non-fiction 'Little Learner' decodable books and Year 5-8 non-fiction books.
- Vicki, Ainsley and Cheryl provide support for Dyslexic students using Toe by Toe and Steps Web
- R.T.Lit support of students and teachers - we have had support for two children this year, both of whom were students in Year 3.
- Integration of Literacy with other curriculum areas in whanau teams.
- Teachers are expected to carry out regular assessing and monitoring

- Re-assess new HERO Reading goals, when available.
- Assessment - EasTTle. Discuss and implement as a staff the new guidance from MOE of Reading assessment requirements.
- Participate in the new SMART tool assessment.
- Include the use of Dibels as assessment and possibly teaching tool, eg progress checks and speed reads.
- Consider our Reading programme - are we reaching the needs of all our tamariki? Are we including whanau enough with information about Reading?
- Consider what our Literacy Intervention Programme will look like - now that we no longer have Tier 3 support from RT-Lit service.
- Allocate a staff member to oversee and participate in the Tier 2 & 3 learning. Renwick School was allocated 0.23.
- How can we provide more support to our early learners, where key impact can be made by getting the support in place early?
- Further staff members will be able to attend Structured Literacy PD.

- Our Library is attractive and set out in a user-friendly way, constantly improving with Librarian's ideas and initiative.
- PD by Curriculum advisors around the new English curriculum.
- Staff meetings on Science of Learning to allow teachers to avoid cognitive overload for our students.
- We have used some of the Dibels assessment tools across Years 0-4 this year, as a trial and with a view to introducing with more consistency in 2026.



December 2025

Renwick School Evaluation and analysis of the school's students' progress and achievement:

Student Performance Across the National Curriculum

Renwick School evaluates student performance across the national curriculum by considering the overall impact of our local curriculum on learner progress and achievement. This approach recognises that meaningful evaluation goes beyond individual learning areas and instead focuses on how well students are progressing holistically across the entire curriculum.

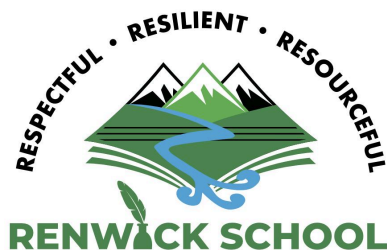
While we do not undertake separate formal evaluations for every learning area, we ensure there is a clear understanding of how students are making expected progress across all areas. This includes monitoring progress in relation to curriculum levels, as well as tracking the development of key competencies, school values and curriculum goals.

Our approach to evaluation and analysis is responsive to the needs of our local community and aligns with the priorities outlined in our strategic and annual planning. With the changes of the government, curriculum and assessments that no longer aligned to the new revised curriculum, we did find this disruptive to the collating of overall data for our core subjects.

Achievement and Progress Overview (2026)

- **Literacy:** 82% of students are achieving at or above expected curriculum levels in reading, and 78% in writing. Targeted learners in writing made accelerated progress, with 65% making more than one year's progress within the year.
- **Mathematics:** 80% of students are achieving at or above expected levels. Students identified as at risk showed improvement, with 60% making accelerated progress.
- **Progress Over Time:** Overall, 84% of students made expected or accelerated progress across core curriculum areas during the year.





Engagement, Wellbeing, and Participation

- **Attendance:** 72% of students attended school regularly (90%+ attendance), with a continued focus on improving attendance for priority learners.
- **Wellbeing:** Student survey data indicates that 88% of students report a strong sense of belonging at school, and 85% feel engaged in their learning.
- **Participation:** Participation in co-curricular opportunities, including cultural, sporting, and environmental activities, remains high, with over 75% of students involved in at least one additional programme.

Curriculum Breadth and Localised Learning

- Students demonstrate increasing capability across the wider curriculum, including science, technology, the arts, and physical education, as evidenced through classroom-based assessment and inquiry learning projects.
- Learner voice and whānau feedback highlight strong engagement in localised curriculum contexts, particularly those connected to our community, environment, and cultural narratives.

We draw on both quantitative and qualitative evidence to evaluate progress and achievement, including:

- Curriculum level data and progress tracking
- Standardised assessment trends in literacy and numeracy
- Attendance and engagement data
- Wellbeing survey results
- Learner and whānau voice, including case studies

By triangulating this information, we are able to evaluate the effectiveness of our local curriculum and identify strengths, trends, and areas for improvement. This includes recognising ongoing disparity for some groups of learners, particularly in writing and attendance, which remains a focus for targeted action.

This analysis supports informed decision-making to ensure equitable and excellent outcomes for all learners, and to sustain expected progress across the national curriculum.



Renwick School Good Employer Statement 2025



Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p><i>Included policy and practice:</i></p> <p><i>Teacher registration, property inspections, visitor monitoring, sharing public health information, hazard identification register, emergency procedures, ICT staff user agreement, staff leave/illness</i></p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>Our EEO policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes without bias or discrimination.</i></p> <p><i>We have a programme to identify processes that contribute to employment inequality.</i></p> <p><i>Our EEO programme may include:</i></p> <ul style="list-style-type: none"> • <i>developing a policy statement and establishing objectives</i> • <i>appointing an EEO representative</i> • <i>consulting with staff to hear any concerns</i> • <i>creating an employee database (with informed consent for any EEO data collected)</i> • <i>encouraging staff to participate in training and career development</i> • <i>programme monitoring through staff meetings and board reports</i> • <i>reviewing employment and personnel policies and processes.</i> <p><i>Renwick School aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the</i></p>

	<i>programme, and raise any concerns with the principal or board.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Policy is followed by the personnel committee when an appointment is made. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions and strive to find the best person for each position. We uphold our commitment to Te Tiriti o Waitangi through our vision and strategic plan to reflect Tikanga Māori.</i>
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<i>Collecting progress and achievement data. Strategic aims are set to provide opportunity for Māori staff development and policy is followed during the employment process that welcomes applications from Māori working in education.</i>
How have you enhanced the abilities of individual employees?	<i>Individual and collective professional learning Mentoring of individuals Provide in-school leadership roles Support and encourage staff to apply for Kahui Ako roles Professional development for individuals with specific needs.</i>
How are you recognising the employment requirements of women?	<i>Responsive management to meet their needs. Free period products available in the workplace. Provide support through agencies outside of the school e.g. counselling.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>We comply with an accessibility audit. Flexible working arrangements have been discussed and offered.</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	

Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		No
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

RENWICK SCHOOL KIWISPORT 2025

In 2025 the school received Kiwisport funding of \$7,339.60 within the MOE Operational Grant funding.

This was spent on various physical activities for all students of the school including:

- Swimming sports (pool hire fees and transport)
- Mountain biking tournament (entry fees)
- Athletics day (fees and transport)
- Volleyball tournament (entry fees)
- Inter-school chess tournament (entry fees)
- Orienteering day (fees and transport)
- Winter sports tournament (entry fees)