

WALTON SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 2074

Principal: Jeremy Kurth

School Address: 305 Walton Road

School Postal Address: 305 Walton Road RD 1, Walton, 3475

School Phone: 07 888 3817

School Email: office@walton.school.nz

Accountant / Service Provider:

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WALTON SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Walton 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.

Stuart Muckce

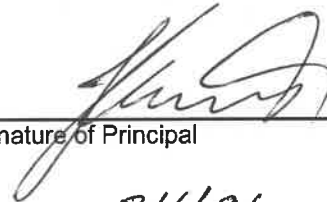
Full Name of Presiding Member

Jeremy Kuerst

Full Name of Principal



Signature of Presiding Member



Signature of Principal

2/6/26

Date

2/6/26

Date

Walton 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	1,504,774	428,431	1,430,812
Locally Raised Funds	3	128,344	46,900	87,005
Interest		2,517	150	9,428
Total Revenue		1,635,635	475,481	1,527,245
Expense				
Locally Raised Funds	3	16,919	5,000	10,658
Learning Resources	4	1,150,299	174,935	1,021,012
Administration	5	95,712	82,039	89,644
Interest		2,210	-	1,002
Property	6	276,885	75,169	271,175
Other Expenses	7	105,641	85,000	109,383
Loss on Disposal of Property, Plant and Equipment		4,403	-	-
Total Expense		1,652,069	422,143	1,502,874
Net Surplus / (Deficit) for the year		(16,434)	53,338	24,371
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(16,434)	53,338	24,371

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

Walton 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		408,281	265,729	383,910
Total comprehensive revenue and expense for the year		(16,434)	53,338	24,371
Equity at 31 December		391,847	319,067	408,281
Accumulated comprehensive revenue and expense		391,847	319,067	408,281
Equity at 31 December		391,847	319,067	408,281

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.

Walton School Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	202,848	143,381	235,515
Accounts Receivable	9	97,919	53,844	67,179
GST Receivable		11,731	-	2,153
Prepayments		2,781	5,691	943
Inventories	10	618	-	637
Investments	11	-	15,606	-
Funds Receivable for Capital Works Projects	17	174	-	44,302
		<u>316,071</u>	<u>218,522</u>	<u>350,729</u>
Current Liabilities				
GST Payable		-	479	-
Accounts Payable	13	161,493	90,462	94,738
Revenue Received in Advance	14	309	1,176	4,501
Provision for Cyclical Maintenance	15	35,802	-	-
Finance Lease Liability	16	10,871	2,208	5,788
		<u>208,475</u>	<u>94,325</u>	<u>105,027</u>
Working Capital Surplus/(Deficit)		107,596	124,197	245,702
Non-current Assets				
Property, Plant and Equipment	12	317,157	197,315	220,354
		<u>317,157</u>	<u>197,315</u>	<u>220,354</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	23,628	-	53,323
Finance Lease Liability	16	9,278	2,445	4,452
		<u>32,906</u>	<u>2,445</u>	<u>57,775</u>
Net Assets		<u>391,847</u>	<u>319,067</u>	<u>408,281</u>
Equity		<u>391,847</u>	<u>319,067</u>	<u>408,281</u>

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

Walton 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		492,512	428,431	449,954
Locally Raised Funds		121,519	46,900	91,843
Goods and Services Tax (net)		(9,578)	-	(10,056)
Payments to Employees		(201,446)	(150,683)	(153,922)
Payments to Suppliers		(327,269)	(233,844)	(310,510)
Interest Paid		(2,210)	-	(1,002)
Interest Received		2,759	150	9,186
Net cash from/(to) Operating Activities		76,287	90,954	75,493
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(142,965)	-	(28,390)
Net cash from/(to) Investing Activities		(142,965)	-	(28,390)
Cash flows from Financing Activities				
Finance Lease Payments		(10,117)	(10,714)	(3,874)
Funds Administered on Behalf of Other Parties		44,128	-	(44,302)
Net cash from/(to) Financing Activities		34,011	(10,714)	(48,176)
Net increase/(decrease) in cash and cash equivalents		(32,667)	80,240	(1,073)
Cash and cash equivalents at the beginning of the year	8	235,515	63,141	236,588
Cash and cash equivalents at the end of the year	8	202,848	143,381	235,515

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.

Walton School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Leased Assets held under a Finance Lease	Term of Lease
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k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 10 to 12 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

s) Financial Instruments

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

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

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

t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	390,813	328,431	378,282
Teachers' Salaries Grants	858,802	-	775,546
Use of Land and Buildings Grants	147,727	-	172,120
Walton Transport Group	107,432	100,000	103,208
Other Government Grants	-	-	1,656
	<u>1,504,774</u>	<u>428,431</u>	<u>1,430,812</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	84,630	19,900	46,857
Fees for Extra Curricular Activities	8,906	-	12,717
Trading	846	-	293
Fundraising and Community Grants	5,000	-	-
School House	28,962	27,000	27,138
	<u>128,344</u>	<u>46,900</u>	<u>87,005</u>
Expense			
Extra Curricular Activities Costs	4,800	1,000	9,658
Trading	10,933	-	(314)
School House	1,186	4,000	1,314
	<u>16,919</u>	<u>5,000</u>	<u>10,658</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>111,425</u>	<u>41,900</u>	<u>76,347</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	42,603	33,360	53,215
Employee Benefits - Salaries	1,011,457	129,325	916,345
Staff Development	17,520	12,000	1,033
Depreciation	78,468	-	50,157
Other Learning Resources	251	250	262
	<u>1,150,299</u>	<u>174,935</u>	<u>1,021,012</u>

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	9,381	6,197	8,168
Board Fees and Expenses	7,880	11,500	11,010
Operating Leases	259	-	8,216
Other Administration Expenses	34,051	22,450	24,434
Employee Benefits - Salaries	30,345	29,172	30,879
Insurance	8,051	7,200	-
Service Providers, Contractors and Consultancy	5,745	5,520	6,937
	95,712	82,039	89,644

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	31,711	34,319	34,377
Cyclical Maintenance	15,227	-	8,523
Heat, Light and Water	8,145	7,350	8,476
Rates	1,912	500	2,167
Repairs and Maintenance	67,073	30,500	42,602
Use of Land and Buildings	147,727	-	172,120
Employee Benefits - Salaries	2,547	-	-
Other Property Expenses	2,543	2,500	2,910
	276,885	75,169	271,175

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

7. Other Expenses

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Transport	105,641	85,000	109,383
	105,641	85,000	109,383

8. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	202,848	143,381	235,515
Cash and cash equivalents for Statement of Cash Flows	202,848	143,381	235,515

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

Of the \$202,848 Cash and Cash Equivalents \$309 is subject to restrictions for the following reasons:

- \$309 of Revenue Received in Advance is held by the school, as disclosed in note 14.

9. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	2,633	29,588	-
Receivables from the Ministry of Education	3,375	-	2,122
Interest Receivable	-	298	242
Teacher Salaries Grant Receivable	91,911	23,958	64,815
	97,919	53,844	67,179

Receivables from Exchange Transactions	2,633	29,886	242
Receivables from Non-Exchange Transactions	95,286	23,958	66,937
	97,919	53,844	67,179

10. Inventories

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	618	-	637
	618	-	637

11. Investments

The School's investment activities are classified as follows:

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	-	15,606	-
	-	15,606	-
Total Investments	-	15,606	-

12. Property, Plant and Equipment

2025	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building Improvements	139,971	11,592	(4,403)	-	(16,799)	130,361
Furniture and Equipment	38,401	19,674	-	-	(15,145)	42,930
Information and Communication Technology	3,943	-	-	-	(3,876)	67
Motor Vehicles	24,210	126,320	-	-	(30,271)	120,259
Leased Assets	11,373	22,002	-	-	(12,060)	21,315
Library Resources	2,456	86	-	-	(317)	2,225
	<u>220,354</u>	<u>179,674</u>	<u>(4,403)</u>	<u>-</u>	<u>(78,468)</u>	<u>317,157</u>

The net carrying value of equipment held under a finance lease is \$21,315 (2024: \$11,373)

Restrictions

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

	2025	2025	2025	2024	2024	2024
	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Building Improvements	304,315	(173,954)	130,361	304,069	(164,098)	139,971
Furniture and Equipment	200,831	(157,901)	42,930	196,785	(158,384)	38,401
Information and Communication Technology	92,374	(92,307)	67	136,809	(132,866)	3,943
Motor Vehicles	151,353	(31,094)	120,259	25,033	(823)	24,210
Leased Assets	67,249	(45,934)	21,315	45,246	(33,873)	11,373
Library Resources	38,209	(35,984)	2,225	38,123	(35,667)	2,456
	<u>854,331</u>	<u>(537,174)</u>	<u>317,157</u>	<u>746,065</u>	<u>(525,711)</u>	<u>220,354</u>

13. Accounts Payable

	2025	2025	2024
	Actual \$	Budget (Unaudited) \$	Actual \$
Creditors	63,296	57,148	24,640
Accruals	6,077	7,655	4,751
Employee Entitlements - Salaries	91,911	23,958	64,815
Employee Entitlements - Leave Accrual	209	1,701	532
	<u>161,493</u>	<u>90,462</u>	<u>94,738</u>
Payables for Exchange Transactions	161,493	90,462	94,738
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>161,493</u>	<u>90,462</u>	<u>94,738</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Camp Income in Advance	309	1,176	4,501
	309	1,176	4,501

15. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	53,323	-	44,800
Increase/(decrease) to the Provision During the Year	15,227	-	8,523
Use of the Provision During the Year	(9,120)	-	-
Provision at the End of the Year	59,430	-	53,323
Cyclical Maintenance - Current	35,802	-	-
Cyclical Maintenance - Non current	23,628	-	53,323
	59,430	-	53,323

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

16. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	12,154	2,208	6,469
Later than One Year and no Later than Five Years	9,806	2,445	4,706
Future Finance Charges	(1,811)	-	(935)
	20,149	4,653	10,240
Represented by			
Finance lease liability - Current	10,871	2,208	5,788
Finance lease liability - Non current	9,278	2,445	4,452
	20,149	4,653	10,240

17. Funds Held for Capital Works Projects

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

	2025	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions / Transfers	Closing Balances
			\$	\$	\$		\$
New Bore		242659	(44,302)	46,928	(2,800)	-	(174)
Totals			<u>(44,302)</u>	<u>46,928</u>	<u>(2,800)</u>	<u>-</u>	<u>(174)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(174)

	2024	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions / Transfers	Closing Balances
			\$	\$	\$		\$
New Bore		242659	-	-	(44,302)	-	(44,302)
Totals			<u>-</u>	<u>-</u>	<u>(44,302)</u>	<u>-</u>	<u>(44,302)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(44,302)

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	3,215	3,175
<i>Leadership Team</i>		
Remuneration	389,264	366,286
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	392,479	369,461

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. 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	150 - 160	130 - 140
Benefits and Other Emoluments	4 - 5	3 - 4
Termination Benefits	-	-

Other Employees

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

	2025 FTE Number	2024 FTE Number
Remuneration \$000		
100 - 110	1.00	0.00
110 - 120	2.00	2.00
	3.00	2.00

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

20. Compensation and Other Benefits Upon Leaving

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

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

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

22. Commitments

(a) Capital Commitments

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

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

(b) Operating Commitments

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

23. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	202,848	143,381	235,515
Receivables	97,919	53,844	67,179
Investments - Term Deposits	-	15,606	-
Total financial assets measured at amortised cost	300,767	212,831	302,694

Financial liabilities measured at amortised cost

Payables	161,493	90,462	94,738
Finance Leases	20,149	4,653	10,240
Total financial liabilities measured at amortised cost	181,642	95,115	104,978

24. Events After Balance Date

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

25. Comparatives

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

Independent Auditor's Report

To the Readers of Walton School's Financial Statements

For the Year Ended 31 December 2025

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

Opinion

In our opinion the financial statements:

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

Our audit was completed on 02 June 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

The other information obtained at the date of our audit report includes copies of the Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, How we have given effect to Te Tiriti o Waitangi, a Statement of Compliance with Employment Policy, and a 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 the auditor, we have no relationship with, or interests in, the School.



Richard Dey
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Tauranga, New Zealand

Walton School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Jeremy Kurth	Principal	ex Officio	
Josh Daley	Parent Representative	Elected	Sep 2028
Rob Beker	Parent Representative	Elected	Sep 2028
Katrina Roberts	Parent Representative	Elected	Sep 2028
Stuart Muckle	Parent Representative	Elected	Sep 2028
Dani Laurent	Parent Representative	Elected	Sep 2028
Richelle Cossill	Staff Representative	Elected	Sep 2028

Annual Target/Goal: <i>As per the annual implementation plan</i>				
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<p><u>Action 1 – (Reading)</u> 80% of Akonga will be at or above by the EOY</p> <p>75% of male akonga will be at or above by EOY</p>	<p>Whole school reading data. We have 70% of tamariki At/Above expectations and 30% not at the age-appropriate level. (10% are well below - 14 actual chn).</p> <p>At/Above Year Levels. Y6: 74% Y5: 79% Y4: 78% Y3: 94% Y2: 74% Y1: 17%</p> <p><i>Gender Achievement:</i> -65% all boys At or Above -74% all girls At or Above</p>	<p>Progress was tracked termly with teachers making OTJs at the end of every term.</p> <p>EOY data was gathered in December which collated the teachers final OTJs.</p>	<p>Strong focus upon regular and consistent teaching every day of the core areas, with many PLs receiving follow up support in class with the BoT-funded teacher aides.</p> <p>Moderations by teachers done to ensure we're on the same page.</p>	<p>EOY data shows that not all students who were progressing within the 'Below but on track' category moved up. Therefore, at the start of the 2026 school year, these students become new PLs and require accelerated learning.</p>
<p><u>Action 2 (Writing)</u> 80% of Akonga will be at or above by the EOY</p> <p>75% of male akonga will be at or above by EOY</p>	<p>Whole school writing data. We have 75% of tamariki At/Above expectations and 25% not at the age-appropriate level. (11% are well below - 15 actual chn).</p> <p>At/Above Year Levels. Y6: 78% Y5: 68% Y4: 66% Y3: 69% Y2: 83% Y1: 74%</p> <p><i>Gender Achievement:</i></p>	<p>Progress was tracked termly with teachers making OTJs at the end of every term.</p> <p>EOY data was gathered in December which collated the teachers final OTJs.</p>	<p>Strong focus upon regular and consistent teaching every day of the core areas, with many PLs receiving follow up support in class with the BoT-funded teacher aides.</p> <p>Moderations by teachers done to ensure we're on the same page.</p>	<p>EOY data shows that not all students who were progressing within the 'Below but on track' category moved up. Therefore, at the start of the 2026 school year, these students become new PLs and require accelerated learning.</p>

	<p>-64% all boys <i>At or Above</i> -85% all girls <i>At or Above</i> (Area of Strength)</p>			
<p><u>Action 3 (Maths)</u> 80% of Akonga will be at or above by the EOY</p> <p>75% of male akonga will be at or above by EOY</p>	<p><i>Whole school Math data. We have 80% of tamariki At/Above expectations and 20% not at the age-appropriate level. (9% are well below - 12 actual chn).</i></p> <p><i>At/Above Year Levels. Y6: 74% Y5: 68% Y4: 82% Y3: 82% Y2: 87% Y1: 87%</i> (Area of Strengths Years 4, 3, 2, & 1)</p> <p><i>Gender Achievement:</i> -78% all boys <i>At or Above</i> -85% all girls <i>At or Above</i> (Area of Strength)</p>	<p>Progress was tracked termly with teachers making OTJs at the end of every term.</p> <p>EOY data was gathered in December which collated the teachers final OTJs.</p>	<p>Strong focus upon regular and consistent teaching every day of the core areas, with many PLs receiving follow up support in class with the BoT-funded teacher aides.</p> <p>Moderations by teachers done to ensure we're on the same page.</p>	<p>EOY dats shows that not all students who were progressing within the 'Below but on track' category moved up. Therefore, at the start of the 2026 school year, these students become new PLs and require accelerated learning.</p>



Evaluation & analysis of the school's students' progress & achievement

READING

	Pre L1	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0	90% (9)	10% (1)												0%	0%	100% (10)	0%	7% (10)
Y1	83% (19)	17% (4)												0%	83% (19)	17% (4)	0%	16% (23)
Y2	9% (2)	17% (4)	13% (3)	35% (8)	26% (6)									9% (2)	4% (4)	48% (11)	26% (6)	16% (23)
Y3		6% (1)			81% (13)		13% (2)							6% (1)	0%	81% (13)	13% (2)	11% (16)
Y4	4% (1)	4% (1)		13% (3)			17% (4)	35% (8)	26% (6)					22% (5)	0%	52% (12)	26% (6)	16% (23)
Y5					16% (3)		5% (1)	47% (9)	26% (5)					16% (3)	5% (1)	47% (9)	32% (6)	13% (19)
Y6			4% (1)		4% (1)		4% (1)	15% (4)	26% (7)	11% (3)	33% (9)	4% (1)		11% (3)	15% (4)	37% (10)	37% (10)	19% (27)
Total pupils	22 % (31)	8 % (11)	3 % (4)	8 % (11)	16 % (23)	3 % (4)	9 % (12)	13 % (19)	9 % (12)	2 % (3)	7 % (10)	1 % (1)		10% (14)	20% (28)	49% (69)	21% (30)	(141)

- Whole school reading data. We have **70%** of tamariki At/Above expectations and 30% not at the age-appropriate level. (10% are well below - 14 actual chn).
- At/Above Year Levels. Y6: 74% Y5: 79% Y4: 78% Y3: 94% Y2: 74% Y1: 17%
- Area of concern: Y4 have 22% well below.

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	9	14.3%	13	20.6%	31	49.2%	10	15.9%	63
	Female	5	6.4%	15	19.2%	38	48.7%	20	25.6%	78
	Total	14	9.9%	28	19.9%	69	48.9%	30	21.3%	141
Maori	Male	3	30.0%	2	20.0%	3	30.0%	2	20.0%	10
	Female	1	6.3%	5	31.3%	9	56.3%	1	6.3%	16
	Total	4	15.4%	7	26.9%	12	46.2%	3	11.5%	26
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
Asian	Male	0	0%	1	16.7%	3	50.0%	2	33.3%	6
	Female	0	0%	2	66.7%	1	33.3%	0	0%	3
	Total	0	0%	3	33.3%	4	44.4%	2	22.2%	9
MELAA	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	6	12.8%	10	21.3%	25	53.2%	6	12.8%	47
	Female	4	6.8%	8	13.6%	28	47.5%	19	32.2%	59
	Total	10	9.4%	18	17.0%	53	50.0%	25	23.6%	106

Maori Achievement:

- 58% At or Above (15chn)
- 42% not meeting expectations (11 chn)
- 50% boys At/Above and 63% girls.
- The area of concern is the boys' underachievement.

Gender Achievement:

- 65% all boys At or Above
- 74% all girls At or Above

WRITING

	Pre L1	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0	90% (9)	10% (1)												0%	0%	100% (10)	0%	7% (10)
Y1	26% (6)	70% (16)	4% (1)											0%	26% (6)	70% (16)	4% (1)	16% (23)
Y2	4% (1)	13% (3)	52% (12)	22% (5)	9% (2)									4% (1)	13% (3)	74% (17)	9% (2)	16% (23)
Y3			6% (1)	25% (4)	56% (9)	6% (1)	6% (1)							6% (1)	25% (4)	56% (9)	13% (2)	11% (16)
Y4		9% (2)		9% (2)	17% (4)	26% (6)	30% (7)	4% (1)	4% (1)					17% (4)	17% (4)	57% (13)	9% (2)	16% (23)
Y5			5% (1)		11% (2)	5% (1)	11% (2)	47% (9)	16% (3)		5% (1)			21% (4)	11% (2)	47% (9)	21% (4)	13% (19)
Y6			4% (1)	4% (1)		4% (1)	7% (2)	4% (1)	26% (7)	30% (8)	19% (5)		4% (1)	19% (5)	4% (1)	56% (15)	22% (6)	19% (27)
Total pupils	11 % (16)	16 % (22)	11 % (16)	9 % (12)	12 % (17)	6 % (9)	9 % (12)	8 % (11)	8 % (11)	6 % (8)	4 % (6)		1 % (1)	11% (15)	14% (20)	63% (89)	12% (17)	(141)

- Whole school writing data. We have **75%** of tamariki At/Above expectations and 25% not at the age-appropriate level. (11% are well below - 15 actual chn).
- At/Above Year Levels. Y6: 78% Y5: 68% Y4: 66% Y3: 69% Y2: 83% Y1: 74%

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	10	15.9%	13	20.6%	35	55.6%	5	7.9%	63
	Female	5	6.4%	7	9.0%	54	69.2%	12	15.4%	78
	Total	15	10.6%	20	14.2%	89	63.1%	17	12.1%	141
Maori	Male	3	30.0%	4	40.0%	2	20.0%	1	10.0%	10
	Female	0	0%	6	37.5%	10	62.5%	0	0%	16
	Total	3	11.5%	10	38.5%	12	46.2%	1	3.8%	26
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
Asian	Male	0	0%	0	0%	5	83.3%	1	16.7%	6
	Female	0	0%	0	0%	3	100.0%	0	0%	3
	Total	0	0%	0	0%	8	88.9%	1	11.1%	9
MELAA	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	7	14.9%	9	19.1%	28	59.6%	3	6.4%	47
	Female	5	8.5%	1	1.7%	41	69.5%	12	20.3%	59
	Total	12	11.3%	10	9.4%	69	65.1%	15	14.2%	106

Maori Achievement:

- 50% At or Above (13chn)
- 50% not meeting expectations (13 chn)
- 30% boys At/Above and 63% girls.
- The area of concern is the boys' underachievement.

Gender Achievement:

- 64% all boys At or Above
- 85% all girls At or Above (**Area of Strength**)

MATHEMATICS

	Pre L1	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0	80% (8)	20% (2)												0%	0%	100% (10)	0%	7% (10)
Y1	13% (3)	87% (20)												0%	13% (3)	87% (20)	0%	16% (23)
Y2		13% (3)	30% (7)	57% (13)										0%	13% (3)	87% (20)	0%	16% (23)
Y3			6% (1)	13% (2)	69% (11)	13% (2)								6% (1)	13% (2)	69% (11)	13% (2)	11% (16)
Y4		9% (2)			9% (2)	61% (14)	17% (4)	4% (1)						9% (2)	9% (2)	78% (18)	4% (1)	16% (23)
Y5				5% (1)	16% (3)	5% (1)	5% (1)	42% (8)	5% (1)	21% (4)				26% (5)	5% (1)	42% (8)	26% (5)	13% (19)
Y6		7% (2)					7% (2)	11% (3)	33% (9)	7% (2)	30% (8)	4% (1)		15% (4)	11% (3)	41% (11)	33% (9)	19% (27)
Total pupils	8 % (11)	21 % (29)	6 % (8)	11 % (16)	11 % (16)	12 % (17)	5 % (7)	9 % (12)	7 % (10)	4 % (6)	6 % (8)	1 % (1)		9% (12)	10% (14)	70% (98)	12% (17)	(141)

- Whole school Math data. We have **80%** of tamariki At/Above expectations and 20% not at the age-appropriate level. (9% are well below - 12 actual chn).
- At/Above Year Levels. Y6: 74% Y5: 68% Y4: 82% Y3: 82% Y2: 87% Y1: 87% (**Area of Strengths Years 4, 3, 2, & 1**)
- Area of concern: Y5 have 32% well below.

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	6	9.5%	8	12.7%	41	65.1%	8	12.7%	63
	Female	6	7.7%	6	7.7%	57	73.1%	9	11.5%	78
	Total	12	8.5%	14	9.9%	98	69.5%	17	12.1%	141
Maori	Male	2	20.0%	2	20.0%	4	40.0%	2	20.0%	10
	Female	0	0%	4	25.0%	12	75.0%	0	0%	16
	Total	2	7.7%	6	23.1%	16	61.5%	2	7.7%	26
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
Asian	Male	0	0%	0	0%	5	83.3%	1	16.7%	6
	Female	0	0%	0	0%	3	100.0%	0	0%	3
	Total	0	0%	0	0%	8	88.9%	1	11.1%	9
MELAA	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	4	8.5%	6	12.8%	32	68.1%	5	10.6%	47
	Female	6	10.2%	2	3.4%	42	71.2%	9	15.3%	59
	Total	10	9.4%	8	7.5%	74	69.8%	14	13.2%	106

Maori Achievement:

- 69% At or Above (18chn)
- 31% not meeting expectations (8 chn)
- 60% boys At/Above and 75% girls.
- Math is the strongest curriculum area for Maori achievement.

Gender Achievement:

- 78% all boys At or Above
- 85% all girls At or Above (**Area of Strength**)

Overall, Mathematics is our school's strongest curriculum area.

Term Two vs Term Four Progress

<i>Whole School</i>		
<i>At or Above Percentage</i>	<i>Term Two</i>	<i>Term Four</i>
<i>Reading</i>	47%	70%
<i>Writing</i>	46%	75%
<i>Maths</i>	61%	80%

<i>Maori</i>		
<i>At or Above Percentage</i>	<i>Term Two</i>	<i>Term Four</i>
<i>Reading</i>	39%	58%
<i>Writing</i>	31%	50%
<i>Maths</i>	54%	69%

How we have given effect to Te Tiriti o Waitangi

- Giving effect to Te Tiriti o Waitangi is one of the board's primary objectives. You should describe here anything your board has done to work towards this objective that hasn't already been reported on in other sections of the annual report such as the statement of variance or evaluation of student progress and achievement.

As a school, in 2025 we did the following to show effect to Te Tiriti o Waitangi;

- Strengthened our Kapa Haka group. This is actually our whole school as we have allocated times **during** learning blocks for this, meaning all tamariki participate in this cultural performing group. We continued to employ Whaea Lena as our kaiako, and as a result, we've grown stronger in our waiata and haka. We performed in our local Matamata Kapa Haka Day, where all the schools came together and presented to our wider community. I may be biased, but I believe we were one of the best primary schools on the day 😊
- As seen in the above academic data, our Māori ākonga progressed well in 2025. NEXT STEPS: To get Māori back on par with non-māori in all areas, within the new (new) curriculum expectations.
- Our whole school timetable has allocated learning times for Te Reo and Tiknaga Māori. Again, we utilise the knowledge and expertise of Whaea Lena in these areas to support kaiako teach correct pronunciation and protocol.



Walton School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$2,130 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Walton School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.