



Physical Education
New Zealand
Te Ao Kori Aotearoa

Pūrongo Mahi

Performance Report 2025



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Moemoeā Our Vision

Communities embracing their world of movement.

Whakatakanga Our Mission

**Transforming
communities
through quality physical
education.**

Whakataukī Our Guide

**Hopukina te hau, te koiri, te hou – Whakatipua,
Whakatuarā, Whakanuia, Whakamaioha.
Ei, ko te ao kori e.**

Grasp the source, the sound, the movement –
Expand it, Champion it, Celebrate it, Value it.
Ei, it is alive.

Ngā Uara Our Values



Whanaungatanga
We build community,
connections &
relationships.



Mana
We lead with courage,
integrity & visibility.



Manaaki
We act with humility,
care & respect.



Mauri
We embrace, accept
& celebrate our
uniqueness.

Kaihautū President & Board Chair

Dr. Susannah Smith



**E kī ana te kōrero, iti rearea,
kahikatea ka taea, tēnā koutou,
tēnā koutou, tēnā koutou katoa.**

The 2024–2025 year has unfolded within a complex and evolving educational landscape. Ongoing curriculum reform, coupled with a high degree of uncertainty, has placed increasing pressure on teachers, school leaders, and the wider education sector.

In this climate, the importance of a strong, connected, and professionally grounded voice for Physical Education has never been more evident.

Throughout the year, PENZ has engaged actively in curriculum-related conversations, working alongside members and the sector to contribute meaningfully to emerging directions. We have seen significant engagement in consultation processes, with educators stepping forward to share their whakaaro, challenge assumptions,

and advocate for the place of Physical Education within the curriculum. There has been strong interest in, concern with and questions of the alternative curriculum approaches being posed, reinforcing the value of collective expertise and the responsibility we hold as a professional community.

As educational priorities continue to shift, it is critical to PENZ that Physical Education remains visible, valued, and understood as essential to the holistic development of children and young people. PENZ has continued to advocate in this space, drawing on evidence-informed approaches to ensure our contributions are credible, balanced, and reflective of practice. Our ongoing engagement with the Ministry of Education and other agencies has been an important part of this work, ensuring that the perspectives of our members are represented within national conversations.

At an organisational level, the Board has maintained a steady focus on governance, sustainability, and strategic positioning.

We said goodbye to Adam and Nicola when we reduced the size of the Board post AGM to allow space to test a new process for Board recruitment with an appointments panel. Both Board members contributed expertise and time, and for that, they were both acknowledged for their service. The new recruitment process is a work in progress, but the advancements made will enable a focused, sustainable and equitable process for Board membership and voluntary service.

This is an example of one of the constitutional changes that came as a requirement of the updates to the Charities Act. Another change the organisation made was to allow for a separate Board Chair role from the President role; an act that allowed a shared, more distributed model of leadership for the organisation. I wish to thank Beth and Sarah for taking on a co-chair role, which enabled me to work with Heemi more closely in curriculum reform.

As there have been broader economic pressures throughout the motu, the Board has been carefully overseeing budgets, reducing spend where possible, and looking for opportunities to diversify income and offerings. In response, we have taken a measured approach – managing risk while continuing to invest in areas that directly support our members and the sector.

Our partnerships and relationships continue to be central to our work. The curriculum changes have been an example of how positive relationships can affect outcomes. We have maintained a strong connection with the Ministry of Education and Sport New Zealand, alongside our relationships with schools, kura, tertiary providers, and sector organisations. These relationships enable PENZ to extend its influence nationally and to remain responsive to the needs of the sector.

A personal highlight for me was the PENZ Conference in Queenstown, which brought our community together in a meaningful and joyful way, reinforcing the strength of our network and

reminding me who we are as an organisation. The re-launch of The Physical Educator was also a significant milestone in strengthening our professional voice, but reminding the sector of the core values of PENZ.

As always, this work is underpinned by the collective contribution of many. I would like to acknowledge the commitment of our members and volunteers, whose ongoing support sustains PENZ. I also recognise the contributions of our Board, advisory and working groups, and the Rangatahi Leadership Group, whose input continues to shape our direction. Our partners and funders remain integral to this work, alongside the dedication and leadership of PENZ staff and our Chief Executive, Heemi. In fact, I can safely say that Heemi's leadership of this organisation through this past term has been second to none. His strategic navigation, intuition and careful management are the reasons PENZ is in the position that we are.

In closing, I am pleased to report that Physical Education New Zealand Te Ao Kori Aotearoa remains a resilient, thoughtful, and forward-looking organisation. As we navigate ongoing change, we do so with a clear sense of purpose, a commitment to our values, and confidence in the strength of our community.

Me mutu pea i konei. Ngā mihi nui,

Susannah Smith

Associate Professor Dr Susie Smith
President | Physical Education New Zealand –
Te Ao Kori Aotearoa

Tā Mātou Whakahaerenga Organisation Overview

Physical Education New Zealand Te Ao Kori Aotearoa is the national, professional organisation for physical educators in New Zealand.

We are a voice for the physical education community, and a credible network of knowledge and information about quality physical education.

Together as staff, members, volunteers, and physical educators, we are working towards an Aotearoa where quality physical education is understood, valued, and experienced. We value and model Tiriti-led planning and decision making, and we remain a staunch advocate of bicultural curriculum, te reo Māori, te reo kori and te ao Māori.

We confront and challenge physical education practices that provision ableism, racism, sexism, or gender discrimination. We support professional learning, environments and encounters that are positive, creative, inclusive, anti-racist and gender diverse.

Across 2025 this commitment was expressed through kaupapa Māori professional learning, evidence-informed advocacy during a period of curriculum reform, and the continued growth of resources that support teachers to deliver quality physical education in every part of the country.

Entity purpose

To support and promote quality physical education.

The purposes of PENZ are:

- To foster a knowledgeable, connected, and respected professional community.
- To promote and support the development of quality physical education.
- To facilitate the sharing and exchange of knowledge to strengthen physical education.
- To advocate for quality physical education.

Legal Name

Physical Education New Zealand – Te Ao Kori Aotearoa Incorporated

Charities Registration
CC23994

Entity Type & Legal Basis

Incorporated Society and Registered Charity – 215718

Contact

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penz.org.nz

Postal Address

PO Box 11470
Manner Street,
Wellington, 6011,
New Zealand

Entity Structure

PENZ is governed by a board. The constitution allows for the board to consist of a board chair and five board members, all of whom are elected by members for a three-year term.

Members or non-members can also be co-opted onto the board for their specialist skills. At the end of 2025, the board consisted of the President, 3 elected board members and one co-opted board member.

During 2025 the organisation introduced a separate Board Chair role alongside the President role, enabling a shared, more distributed model of leadership, and began a new appointments-panel process for board recruitment. A Chief Executive is appointed by the board to lead the organisation's operations.

Te Kapa o PENZ The PENZ Team

Our Board

Both Adam Wilson and Nicola Ratima concluded their service as Board Members at the end of 2025 and we wish to thank them for their service.



Dr Susannah Smith
President
(Kaihautū)



Sarah Ryan
Board
Member
Co-Chair



Beth Redmond
Board
Member
Co-Chair



Shea McEvoy
Board
Member



Trevor Garrett
Patron
(Kairangi)

Our Staff



Heemi McDonald
Chief Executive
(Kaihautū
Whakahaere)



Claire Waring
Business
Manager



Marisa McKay
Primary Advisor



Juliet Duder
Secondary
Advisor



Jo Jones
Marketing &
Communications
Manager



Tā Mātou Huarahi

Our Approach

PENZ receives its income from a mixture of government grants and contracts, partnership investments, conference and workshop revenue, and membership subscriptions. We rely on grants and contracts to deliver many of our services, supported by partnerships that extend our reach and impact.

PENZ is focused on both local and national impact. We enjoy close relationships with industry bodies including government, and with primary, intermediate, secondary, and tertiary institutions, alongside a broad range of community organisations. These relationships are central to driving change and growth in physical education practice and policy.

In 2025, against a backdrop of broader economic pressure, the Board took a measured approach to financial management – overseeing budgets closely, reducing spend where possible, and seeking opportunities to diversify income while continuing to invest in areas that directly support members and the sector.

Main Methods Used to Raise Funds

Alongside event registrations, conference ticketing and sponsorship support, PENZ received key revenue from:

- **Sport New Zealand** – Partnership Investment
- **Sport New Zealand** – Strengthen & Adapt Investment
- **Ministry of Education** – Networks of Expertise
- Membership subscriptions and revenue from commercial activities

Volunteers and PENZ

PENZ relies on the contributions of volunteers and donated services and products to make things happen. As an organisation, the PENZ Board is made up of volunteer members who set strategy, ensure representation at meetings, monitor financial records, and ensure effective governance. Volunteers are also involved in managing local events, presenting or running professional learning, serving on recruitment, awards or funding review panels, and supporting conference operations.

Ā Mātou Hoa Rangapū Our Partners

Our achievements in 2025 were made possible through the invaluable support and collaboration of our key partners. We extend our sincere gratitude to the Ministry of Education and Sport New Zealand, whose ongoing investment underpins much of our professional learning and sector development work.

We continued to benefit from involvement in the Networks of Expertise programme, which enables us to support professional learning and sector development in meaningful ways. Our partnerships with Regional Sports Trusts strengthened the local delivery of programmes such as Tai Tōrua, while collaborations with kaupapa Māori practitioners, including Dr Ihirangi Heke and Harko Brown, deepened the cultural integrity of our offerings.

We also value our enduring relationships with schools, kura, tertiary providers, and the wider network of sector organisations who share our commitment to quality physical education. Heemi and the team have continued to grow strategic and sustaining partnerships, modelling reciprocity and living out our PENZ values.



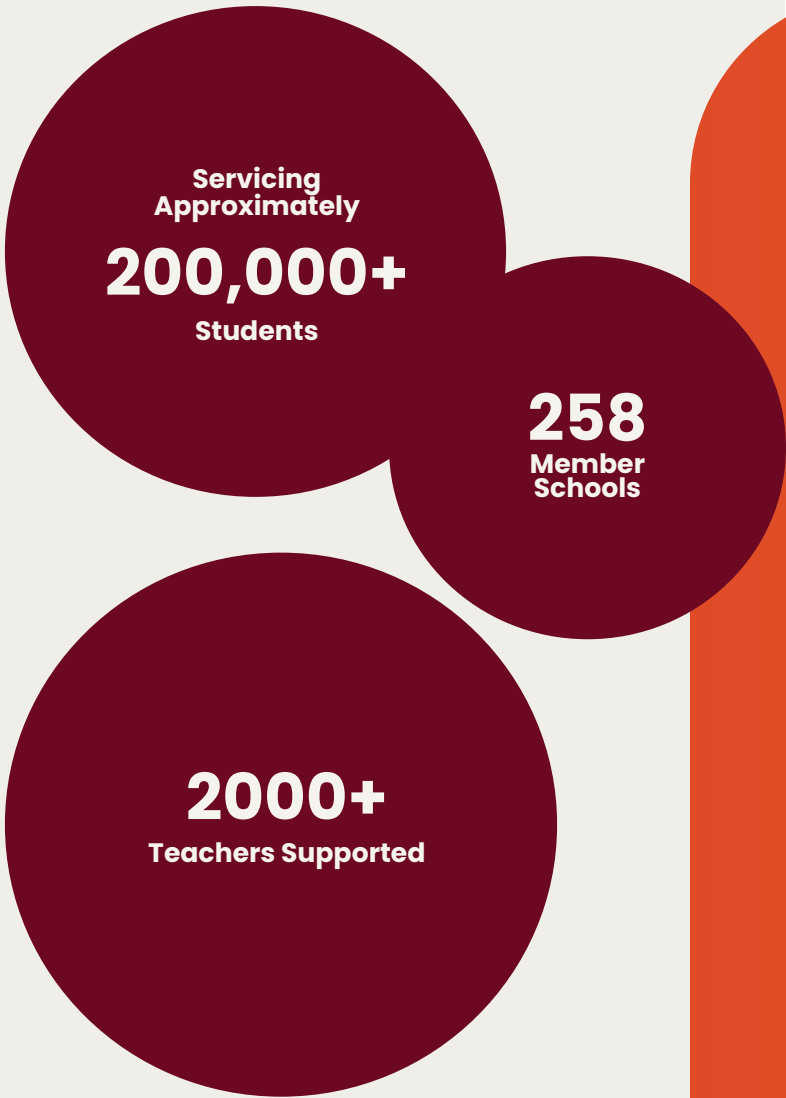
Ministry of Education
Te Tāhuhu o te Mātauranga

Ō Mātou Mema

Our Members

Our members are the heart of PENZ. They are the teachers, leaders, schools, kura, and tertiary organisations who bring quality physical education to life in classrooms and communities across Aotearoa. While total membership eased from the previous year amid a tight economic climate for schools, secondary schools continued to make up the core of our membership base, and growth in composite school and tertiary organisation membership reflects the breadth of the communities we serve.

Membership remains a vital expression of our professional community – connecting educators to one another, to research-informed practice, and to a collective voice that advocates for the place of physical education nationally.



Membership Trend Overview			
Membership & Organisation Types	2025	2024	2023
Primary Schools	19	47*	37*
Intermediate Schools	4		
Composite Schools	31		
Secondary Schools	204	222	211
Tertiary & Organisation (includes tertiary providers & RSTs)	16	12	3
Personal	13	24	36
Life/Honorary	11	11	11
Total Members	298	316	298

*Primary, Intermediate & Composite Schools Reported as One Group in Prior Periods

Schools by Type

Primary	19
Intermediate	4
Composite	31
Secondary	201
Specialist	1
Correspondence	1
Teen Parent Unit	1



Ā Mātou Mahi Our Work

In 2025, PENZ focused on delivering high-quality professional learning opportunities that equipped educators with the knowledge and skills to inspire the next generation.

Across wānanga, workshops, hui, webinars and our National Conference, more than 1,500 participation touchpoints connected teachers with research-informed practice, kaupapa Māori knowledge, and one another.

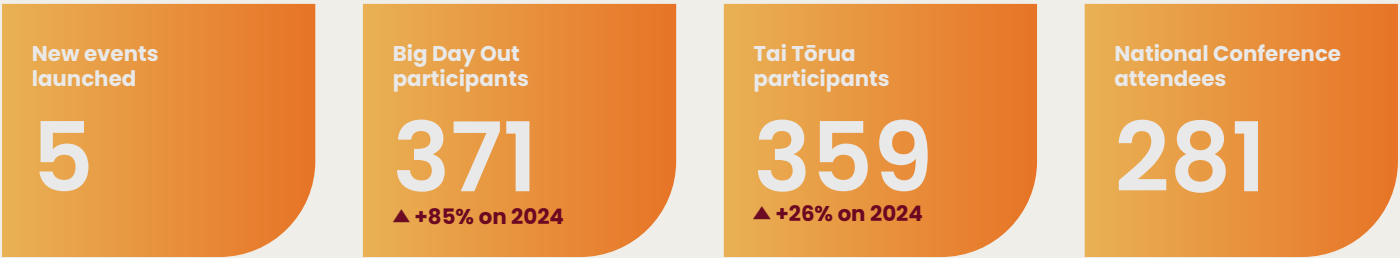
Our Objectives

Our work is held together by four enduring threads that run through every programme and resource: building teacher capability, advocating for the place of physical education, strengthening connection across the profession, and supporting the long-term sustainability of the sector – all grounded in a commitment to bicultural, culturally located practice.

- 1** To strengthen organisational practices, partner with others, and focus on a sustaining network that advocates for physical education.
- 2** To support the growth of professional knowledge and the planning, delivery and assessment of high-quality bicultural physical education.
- 3** To inspire communities to connect through the promotion of, and participation in, quality physical education experiences.

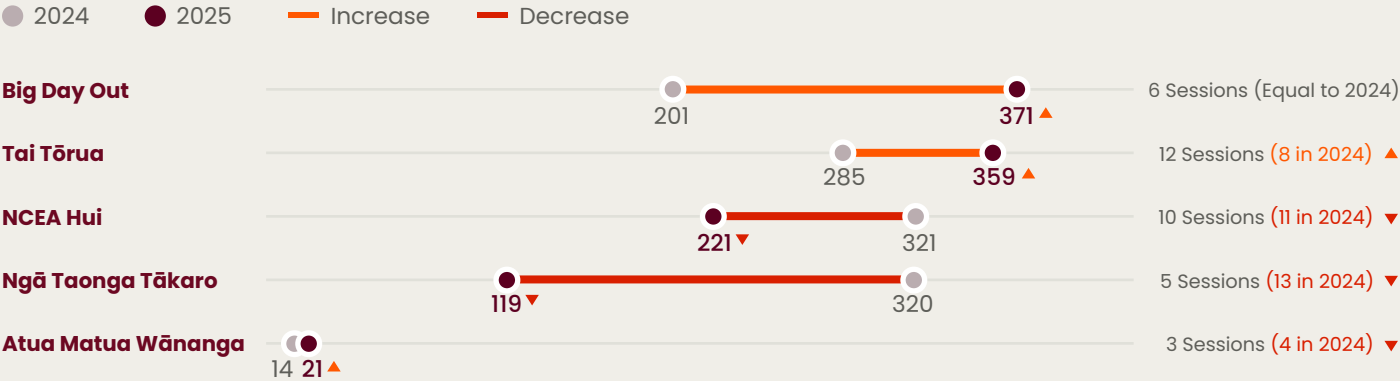
Professional Development & Learning Events

Participation across the year, 2025 compared with 2024.



Participants, 2024 to 2025

Events that ran in both years



New Events in 2025





Atua Matua Wānanga

Kaupapa Māori Professional Learning

Atua Matua Wānanga is a kaupapa Māori professional learning experience developed in partnership with Dr Ihirangi Heke. It supports educators to understand and apply the Atua Matua framework as a way of interpreting movement, place, and environment through mātauranga Māori. The wānanga strengthens teachers' ability to design culturally located physical education that honours Te Tiriti o Waitangi and positions movement as relational, purposeful, and identity-shaping.

It builds capability in culturally responsive pedagogy, strengthens advocacy for mātauranga Māori as a legitimate knowledge base within physical education, fosters connection to place, identity and community, and contributes to long-term sustainability by embedding bicultural practice across the sector.

Tai Tōrua

Primary-Focused Professional Learning

Tai Tōrua is a primary-focused professional learning series that supports teachers to deliver localised, quality physical education experiences. Grounded in culturally responsive practice and Aotearoa contexts, the programme builds teacher confidence while maintaining the integrity of physical education as a distinct learning area. Delivered in partnership with Regional Sports Trusts, it strengthens local networks and shared practice.

It develops capability across curriculum integration, advances advocacy for the role of movement in learning, strengthens connection between schools, communities and regional partners, and supports sustainability through scalable, partnership-based delivery.



NCEA Hui

Assessment and Curriculum Alignment

The NCEA Regional Hui supports secondary teachers to navigate changes within the national assessment system while maintaining the integrity of physical education as a discipline. The hui focus on standards interpretation, assessment design, and moderation, alongside professional dialogue and shared problem-solving.

It strengthens capability in assessment and curriculum alignment, supports advocacy for fair and coherent assessment practices, builds connection across regional networks of teachers, and contributes to sustainability through improved consistency and confidence in NCEA delivery.

Ngā Taonga Tākaro

Traditional Māori Movement Practices

Ngā Taonga Tākaro workshops, led by Harko Brown, provide educators with access to traditional Māori movement practices as a culturally grounded context for learning. The workshops explore historical, cultural, and pedagogical significance, supporting authentic integration into teaching practice.

It builds capability in culturally grounded pedagogy, strengthens advocacy for te ao Māori within physical education, enhances connection to identity and cultural narratives, and contributes to sustainability through the revitalisation and ongoing use of traditional practices in contemporary education.

National Conference

Our Flagship Biennial Event

The PENZ National Conference is the organisation's flagship event, bringing together educators, researchers, and practitioners to lead, grow, and connect. Held in Queenstown in 2025 and attended by 281 participants, it provides a platform for advancing the value and direction of physical education in Aotearoa, showcasing innovative practice and research-informed approaches. The event occurs biennially.

It builds capability through high-quality professional learning, strengthens advocacy by elevating the profile and voice of physical education, fosters connection across the national community, and supports sustainability by reinforcing a shared vision and direction for the future of the subject.



PE101 Secondary

Mentoring for early-career teachers

PE101 Secondary is a mentoring and professional learning programme designed to support physical education teachers in their first five years of teaching. It provides a structured opportunity for early-career teachers to deepen their disciplinary knowledge, develop effective teaching and assessment practices, and connect with experienced mentors and peers across the profession. Through workshops, professional dialogue and ongoing support, participants are empowered to navigate the complexities of teaching physical education with confidence.

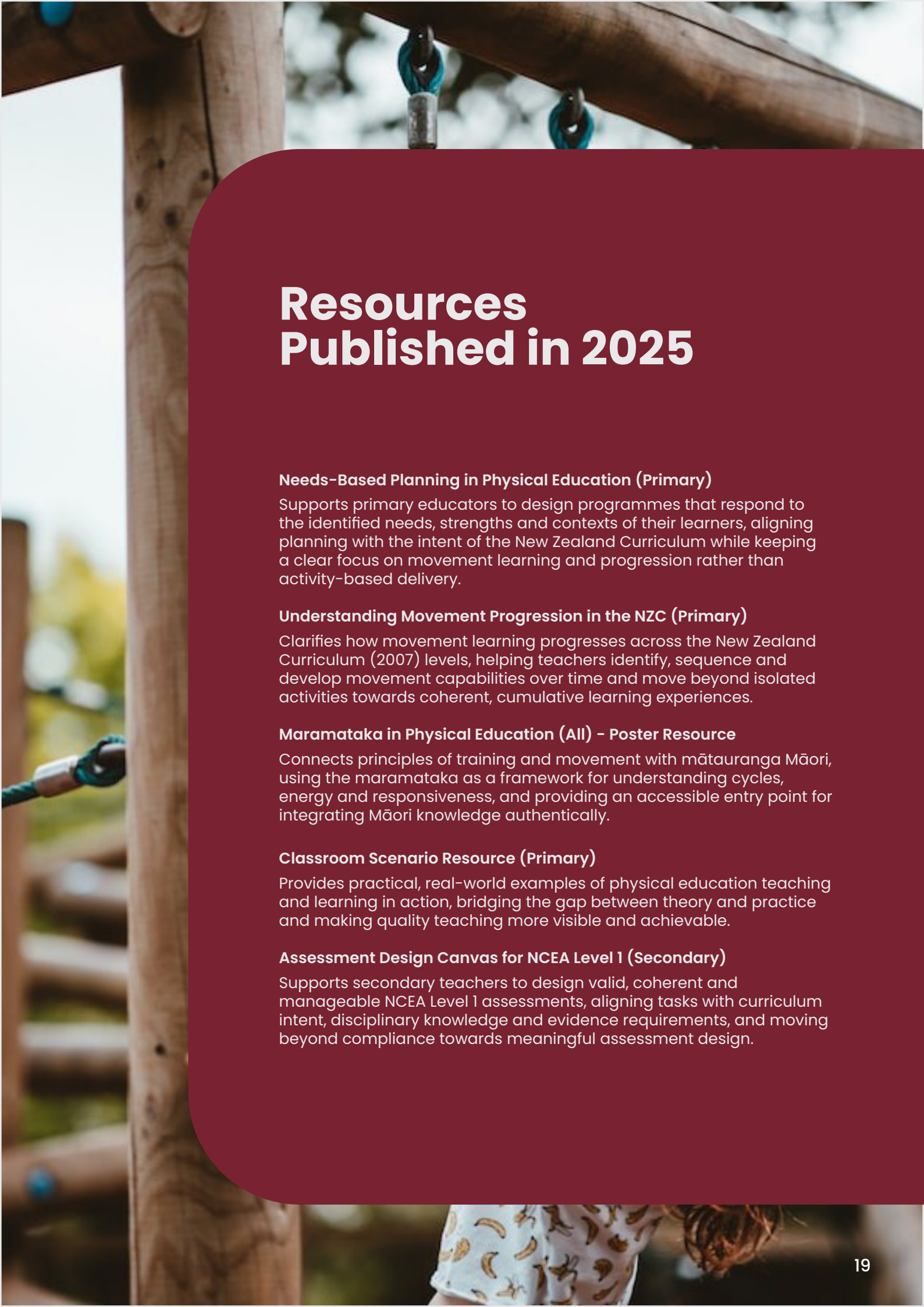
It strengthens capability through targeted support for beginning teachers, advances advocacy by promoting high-quality practice, enhances connection through mentoring relationships and peer networks, and contributes to sustainability by supporting the retention, development and leadership growth of the next generation of physical educators.

Big Day Out

Secondary-Focused Professional Learning

The Big Day Out is a secondary-focused professional learning event that brings educators together to engage with current thinking in physical education, curriculum design, and assessment. Through keynote input, practical workshops, and collaborative discussion, teachers deepen their understanding of disciplinary knowledge and its application in practice.

It builds capability through targeted professional learning, supports advocacy by reinforcing the importance of disciplinary knowledge, strengthens connection across the secondary teaching community, and contributes to sustainability by enabling shared understanding and coherence across programmes.



Resources Published in 2025

Needs-Based Planning in Physical Education (Primary)

Supports primary educators to design programmes that respond to the identified needs, strengths and contexts of their learners, aligning planning with the intent of the New Zealand Curriculum while keeping a clear focus on movement learning and progression rather than activity-based delivery.

Understanding Movement Progression in the NZC (Primary)

Clarifies how movement learning progresses across the New Zealand Curriculum (2007) levels, helping teachers identify, sequence and develop movement capabilities over time and move beyond isolated activities towards coherent, cumulative learning experiences.

Maramataka in Physical Education (All) - Poster Resource

Connects principles of training and movement with mātauranga Māori, using the maramataka as a framework for understanding cycles, energy and responsiveness, and providing an accessible entry point for integrating Māori knowledge authentically.

Classroom Scenario Resource (Primary)

Provides practical, real-world examples of physical education teaching and learning in action, bridging the gap between theory and practice and making quality teaching more visible and achievable.

Assessment Design Canvas for NCEA Level 1 (Secondary)

Supports secondary teachers to design valid, coherent and manageable NCEA Level 1 assessments, aligning tasks with curriculum intent, disciplinary knowledge and evidence requirements, and moving beyond compliance towards meaningful assessment design.

Te Āhua Pūtea

Financial Snapshot

PENZ grew total revenue to \$725,666 in 2025, up from \$635,590 the previous year, driven largely by a strong lift in revenue from commercial activities.

The organisation recorded a deficit of \$45,887 for the year, reflecting deliberate investment in member-facing programmes and events alongside the National Conference, in a year of broader economic pressure. The Board continued to manage budgets carefully while maintaining a healthy net asset position of \$115,558 and closing cash of \$194,813.

Statement of Financial Performance

Physical Education New Zealand – Te Ao Kori Aotearoa Incorporated
For the year ended 31 December 2025

	2025	2024
Revenue		
Government service delivery grants/contracts	355,425	405,325
Membership fees and subscriptions	86,235	95,992
Revenue from commercial activities	273,084	124,843
Interest, dividends and other investment revenue	2,518	7,438
Other revenue	8,405	1,992
Total Revenue	725,666	635,590
Expenses		
Employee remuneration and other related expenses	399,228	388,117
Expenses related to commercial activities	359,533	256,946
Other expenses	12,791	5,800
Total Expenses	771,553	650,863
Surplus/(Deficit) for the Year	(45,887)	(15,273)

Statement of Financial Position

Physical Education New Zealand – Te Ao Kori Aotearoa Incorporated
As at 31 December 2025

	2025	2024
Assets		
Current Assets		
Cash and short term deposits	194,813	169,832
Debtors and prepayments	21,850	35,915
Inventory	46	531
Other Current Assets	–	12,554
Total Current Assets	216,710	218,832
Non-Current Assets		
Property, Plant and Equipment	2,868	4,814
Intangible Assets	9,207	18,413
Total Non-Current Assets	12,074	23,227
Total Assets	228,784	242,059
Liabilities		
Current Liabilities		
Creditors and accrued expenses	21,820	13,751
Employee costs payable	43,513	28,066
Deferred revenue	47,892	38,797
Total Current Liabilities	113,226	80,614
Total Liabilities	113,226	80,614
Net Assets	115,558	161,445
Accumulated Funds		
Accumulated surpluses (or deficits)	115,558	161,445
Total Accumulated Funds	115,558	161,445

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