WAIKAWA BAY SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

Ministry Number:	3057
Principal:	Peter Knowles
School Address:	282 Waikawa Bay Road, Waikawa Bay, Picton
School Postal Address:	282 Waikawa Bay Road, Waikawa Bay, Picton 7220
School Phone:	03-573-6636
School Email:	office@waikawabay.school.nz
Accountant/Service Provider:	Accounting for Schools Limited

WAIKAWA BAY SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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WAIKAWA BAY 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.

Meg Stechmann
Full Name of Presiding Member

Signed by:
Meg Stechmann
66BC679DFB40AC36
Signature of Presiding Member

29 May 2026
Date:

Peter Knowles
Full Name of Principal

Signed by:
Peter Knowles
54C99FDC025C0820
Signature of Principal

29 May 2026
Date:

WAIKAWA BAY SCHOOL

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

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue				
Government Grants	2	1,924,601	699,127	1,807,394
Locally Raised Funds	3	82,793	93,500	91,572
Interest		7,942	4,000	6,227
		2,015,336	796,627	1,905,193
Expenses				
Locally Raised Funds	3	26,771	26,900	33,928
Learning Resources	4	1,426,855	241,700	1,228,715
Administration	5	111,741	125,920	113,206
Interest		452	500	769
Property	6	383,600	389,059	402,674
Total Expense		1,949,419	784,079	1,779,292
Net Surplus / (Deficit)		65,917	12,548	125,901
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		65,917	12,548	125,901

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

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WAIKAWA BAY SCHOOL

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

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Balance at 1 January		590,182	464,281	464,281
Total comprehensive revenue and expense for the year		65,917	12,548	125,901
Contribution - Furniture and Equipment Grant				
Contributions from / (Distributions to) the Ministry of Education		-	-	-
Equity at 31 December		656,099	476,829	590,182
Accumulated comprehensive revenue and expense		656,099	476,829	590,182
Reserves		-	-	-
Equity at 31 December		656,099	476,829	590,182

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

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WAIKAWA BAY SCHOOL
Statement of Financial Position
As at 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Assets				
Cash and Cash Equivalents	7	215,428	261,618	258,248
Accounts Receivable	8	146,760	92,000	95,260
GST Receivable		5,954	5,000	5,936
Prepayments		12,414	9,000	9,779
Funds receivable for Capital Works Projects	15	15,892	-	-
Investments	9	206,348	-	80,000
		602,796	367,618	449,223
Current Liabilities				
Accounts Payable	11	169,747	111,000	110,115
Revenue Received in Advance	12	6,000	-	6,000
Provision for Cyclical Maintenance	13	18,000	22,000	18,000
Finance Lease Liability	14	2,250	4,000	4,970
Funds held for Capital Works Projects	15	22,275	-	-
		218,272	137,000	139,085
Working Capital Surplus		384,524	230,618	310,138
Non-current Assets				
Property, Plant and Equipment	10	291,366	272,711	297,506
		291,366	272,711	297,506
Non-current Liabilities				
Provision for Cyclical Maintenance	13	19,230	20,000	14,652
Finance Lease Liability	14	561	6,500	2,810
		19,791	26,500	17,462
Net Assets		656,099	476,829	590,182
Equity		656,099	476,829	590,182

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.

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WAIKAWA BAY SCHOOL

Statement of Cash Flows
For the year ended 31 December 2025

	Note	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash flows from Operating Activities				
Government Grants		483,658	396,917	485,430
Locally Raised Funds		83,173	1,500	87,380
Goods and Services Tax (net)		7	-	70
Payments to Employees		(264,848)	(141,800)	(214,891)
Payments to Suppliers		(206,564)	(220,120)	(218,907)
Interest Paid		(452)	(500)	(769)
Interest Received		7,015	4,000	8,110
Net cash from / (to) the Operating Activities		101,989	39,997	146,423
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(16,903)	(9,098)	(827)
Purchase of Investments		(126,348)	-	(80,000)
Proceeds from Sale of Investments		-	-	-
Net cash from / (to) the Investing Activities		(143,251)	(9,098)	(80,827)
Cash flows from Financing Activities				
Furniture and Equipment Grant		(26)	-	-
Finance Lease Payments		(7,915)	(2,500)	(8,926)
Funds Held for Capital Works Projects		6,383	-	4,656
Net cash from Financing Activities		(1,558)	(2,500)	(4,270)
Net increase/(decrease) in cash and cash equivalents		(42,820)	28,399	61,326
Cash and cash equivalents at the beginning of the year	7	258,248	233,219	196,922
Cash and cash equivalents at the end of the year	7	215,428	261,618	258,248

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

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

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WAIKAWA BAY SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity
Waikawa Bay 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 reports have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of Education and Training Act 2020.

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

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

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

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

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

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

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

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

Cyclical maintenance
A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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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 10.

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 14. Future operating lease commitments are disclosed in note 19b.

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

c) Revenue Recognition

Government Grants
The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives;

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

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

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

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

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated 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.

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

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

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

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

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

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

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

i) Investments
Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

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.

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

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	7–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

k) Impairment of property, plant, and equipment and intangible assets
The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

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

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

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m) Employee Entitlements
Short-term employee entitlements
Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

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

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

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

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

q) Funds Held in Trust
Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds
Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

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

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

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

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

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

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p) 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.

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

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

Commitments and contingencies are disclosed exclusive of GST.

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

s) 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.

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WAIKAWA BAY SCHOOL

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

2. Government Grants

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Government Grants - Ministry of Education	485,633	411,468	485,163
Teachers' Salaries Grants	1,151,809	-	998,138
Use of Land and Buildings Grants	287,159	287,159	317,593
Other Government Grants	-	500	6,500
	1,924,601	699,127	1,807,394

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 & Bequests	5,800	1,000	870
Fees for Extra Curricular Activities	15,259	11,500	9,526
Trading	792	900	1,331
Fundraising & Community Grants	39,966	31,000	55,210
Other Revenue	20,976	49,100	24,635
	82,793	93,500	91,572
Expenses			
Extra Curricular Activities Costs	14,527	9,000	18,495
Trading	3,169	2,000	1,638
Fundraising and Community Grant Costs	5,260	7,000	7,938
School House	3,815	8,900	5,857
	26,771	26,900	33,928
Surplus/ (Deficit) for the year Locally raised funds	56,022	66,600	57,644

4. Learning Resources

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Curricular	40,904	47,300	51,876
Equipment Repairs	1,947	3,000	991
Information and Communication Technology	5,216	4,000	9,332
Resource/Attached teacher Costs	5,214	5,500	5,188
Library Resources	2,464	-	1,018
Employee Benefits - Salaries	1,343,374	142,800	1,127,299
Staff Development	1,746	7,100	6,447
Depreciation	25,990	32,000	26,564
	1,426,855	241,700	1,228,715

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WAIKAWA BAY SCHOOL

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

5. Administration

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Audit Fee	11,297	6,000	9,173
Board Fees and Expenses	3,734	8,000	5,863
Communication	1,860	2,000	2,030
Consumables	9,533	7,500	8,591
Operating Lease	1,255	-	833
Other	4,329	6,420	4,409
Employee Benefits - Salaries	66,070	83,000	68,977
Insurance	6,442	8,000	7,252
Service Providers, Contractors and Consultancy	7,221	5,000	6,078
	111,741	125,920	113,206

6. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Caretaking and Cleaning Consumables	3,155	3,200	2,496
Consultancy and Contract Services	36,269	35,000	34,771
Cyclical Maintenance Provision	4,577	10,000	6,375
Grounds	6,665	12,400	7,850
Heat, Light and Water	12,792	8,000	11,496
Rates	1,941	1,300	1,931
Repairs and Maintenance	18,005	20,000	9,550
Use of Land and Buildings	287,159	287,159	317,593
Employee Benefits - Salaries	13,037	12,000	10,612
	383,600	389,059	402,674

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

7. Cash and Cash Equivalents

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Bank Current Account	151,356	261,618	197,872
Bank Call Account	64,072	-	60,376
Cash and cash equivalents for Cash Flow Statement	215,428	261,618	258,248

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

Of the $215,428 Cash and Cash Equivalents $6,000 and $22,275 is subject to restrictions for the following reasons:
• $6,000 of unspent grant funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is **included** in Revenue in Advance in note 12.
• $22,275 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 15.

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8. Accounts Receivable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Receivables	3,959	92,000	4,339
Receivables from the Ministry of Education	5,216	-	3,241
Interest Receivable	1,272	-	345
Teacher Salaries Grant Receivable	136,313	-	87,335
	146,760	92,000	95,260
Receivables from Exchange Transactions	5,231	92,000	4,684
Receivables from Non-Exchange Transactions	141,529	-	90,576
	146,760	92,000	95,260

9. Investments

The School's investment activities are classified as follows:

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Asset			
Short-term Bank Deposits	206,348	-	80,000
Total Investments	206,348	-	80,000

10. Property, Plant and Equipment

2025	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Buildings	187,838	9,447	-	-	(4,063)	193,222
Building Improvements	55,184	-	-	-	(4,679)	50,505
Furniture and Equipment	36,394	5,319	-	-	(10,281)	31,432
Information Technology	6,843	5,083	-	-	(3,066)	8,860
Leased Assets	5,423	-	-	-	(3,172)	2,251
Library Resources	5,824	-	-	-	(728)	5,096
Balance at 31 December 2025	297,506	19,849	-	-	(25,989)	291,366

The net carrying value of equipment held under a finance lease is $2,251 (2024: $5,423).

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.

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WAIKAWA BAY SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2025

2025	2025 Cost or Valuation $	2025 Accumulated Depreciation $	2025 Net Book Value $	2024 Cost or Valuation $	2024 Accumulated Depreciation $	2024 Net Book Value $
Land	-	-	-	-	-	-
Buildings	260,000	(66,778)	193,222	250,552	(62,714)	187,838
Building Improvements	134,129	(83,624)	50,505	134,129	(78,945)	55,184
Furniture and Equipment	260,513	(229,081)	31,432	255,194	(218,800)	36,394
Information Technology	128,459	(119,599)	8,860	123,376	(116,533)	6,843
Leased Assets	31,594	(29,343)	2,251	31,594	(26,171)	5,423
Library Resources	12,811	(7,715)	5,096	12,811	(6,987)	5,824
Balance at 31 December 2025	827,506	(536,140)	291,366	807,656	(510,150)	297,506

11. Accounts Payable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Creditors	10,108	10,000	6,479
Accruals	11,297	-	7,123
Employee Entitlements - Salaries	144,928	-	95,628
Employee Entitlements - Leave Accrual	3,414	101,000	885
	169,747	111,000	110,115
Payables for Exchange Transactions	169,747	111,000	110,115
	169,747	111,000	110,115

12. Revenue Received in Advance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Grants in Advance - Ministry of Education	6,000	-	6,000
	6,000	-	6,000

BDO Christchurch

13. Provision for Cyclical Maintenance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Provision at the Start of the Year	32,652	32,652	26,277
Increase/ (decrease) to the Provision During the Year	4,577	10,000	6,375
Use of the Provision During the Year	-	(652)	-
Provision at the End of the Year	37,230	42,000	32,652
Cyclical Maintenance - Current	18,000	22,000	18,000
Cyclical Maintenance - Non Current	19,230	20,000	14,652
	37,230	42,000	32,652

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan which is prepared by a Ministry of Education appointed property consultant.

14. Finance Lease Liability

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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
No Later than One Year	2,392	4,000	5,416
Later than One Year	579	6,500	2,970
Future Finance Charges	(160)		(606)
	2,811	10,500	7,780
Represented by			
Finance lease liability - Current	2,250	4,000	4,970
Finance lease liability - Non Current	561	6,500	2,810
	2,811	10,500	7,780

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15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

	2025	Opening Balances $	Receipts from MoE $	Payments $	BOT Contributions (Write-off to R&M)	Closing Balances $
RM: F Toilet plumbing leak	*252323*	-	17,685	-	-	17,685
RM: F Water Supply Repairs	*253725*	-	8,700	(4,110)	-	4,590
Block F Refurbishment	*244316*			(15,892)		(15,892)
Totals		-	26,385	(20,003)	-	6,383

Represented by:	
Funds Held on Behalf of the Ministry of Education	22,275
Funds Due from the Ministry of Education	(15,892)
	6,383

	2024	Opening Balances $	Receipts from MoE $	Payments $	p	Closing Balances $
SIP A Window Replacement	*232846*	(4,656)	5,228	-	(572)	-
Pool Fence Project	*239176*	4,964	-	-	(4,964)	-
Totals		308	5,228	-	(5,536)	-

Represented by:	
Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	-
	-

16. 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 favorable 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 favorable 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.

17. Remuneration

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

	2025 $	2024 $
Board Members		
Remuneration	2,557	2,700
Leadership Team		
Remuneration	335,478	317,608
Full-time equivalent members	2	2
Total key management personnel remuneration	338,035	320,308

There are 8 members of the Board excluding the Principal. The Board had 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	180 - 190	170 - 180
Benefits and Other Emoluments	20 - 30	20 - 30

Other Employees
The number of other employees with remuneration greater than $100,000 were in the following bands:

Remuneration $000	2025 FTE Number	2024 FTE Number
100 - 110	2	2
110 - 120	2	1
120 - 130	1	1
130 - 140	1	0
	6	4

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

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WAIKAWA BAY SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2025

18. 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.

19. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of $25,733 (2024: $0) as a result of entering the following contracts:

Contract Name	2025 Capital Commitment $
F Toilet plumbing leak – 252323	19,985
F Water Supply Repairs – 253725	5,748
Total	**25,733**

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 14.

(b) Operating Commitments

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

20. 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, finance lease liability, and painting contract liability. Financial liabilities are 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.

	2025	2025	2024
Financial assets measured at amortised cost	**$**	**$**	**$**
Cash and Cash Equivalents	215,428	261,618	258,248
Receivables	146,760	92,000	95,260
Investments - Term Deposits	206,348	-	80,000
Total Financial assets measured at amortised cost	568,536	353,618	433,508
Financial liabilities measured at amortised cost			
Payables	169,747	111,000	110,115
Finance Leases	2,811	10,500	7,780
Total Financial Liabilities Measured at Amortised Cost	172,558	121,500	117,895

21. Events After Balance Date

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

BDO Christchurch

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF **WAIKAWA BAY SCHOOL'S** FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Waikawa Bay School (the School). The Auditor-General has appointed me, Ethan Hill, using the staff and resources of BDO Christchurch Audit Limited, to carry out the audit of the financial statements of the School on pages 2 to 19 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 29 May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

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

The other information obtained at the date of our audit report includes copies of the Members of the Board listing, Statement of Variance, Progress Analysis, Statement of Commitment to Te Tiriti o Waitangi, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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

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

Independence

We are independent of the School in accordance with the 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.

Ethan Hill
BDO Christchurch Audit Limited
On behalf of the Auditor-General
Christchurch, New Zealand

WAIKAWA BAY SCHOOL
Members of the Board
For the year ended 31 December 2025

Name	Position	How position on Board gained	Term expired/expires
Jimmy Giles	Presiding Member	Re-elected 2022	September 2025
Peter Knowles	Principal	Appointed	
Kirsty Burgess	Staff Rep	Appointed 2025	September 2028
Meg Stechmann	Presiding Member	Elected 2025	September 2028
Ash Clarke	Parent Rep	Elected 2025	September 2028
Amy Healey	Parent Rep	Elected 2022	September 2025
Hamish Watson	Parent Rep	Elected 2025	September 2028
Allanah Burgess	Parent Rep	Co-Opted 2025	September 2028
Tania Cameron	Parent Rep	Elected 2025	September 2028
Andrew Sykes	Parent Rep	Elected 2025	September 2028

Waikawa Bay School
Statement of Variance 2025 .

Statement of variance and Evaluation of the school's students' progress and achievement

Goal 1

Theme	**Te Reo/ Tikanga (Connections)**
Goal	Te Reo Maori being spoken around school Competent teachers in Te Reo Maori Reciprocal relationship with Iwi.
Actions Taken	Teaching staff participated online. Regular Te Reo lessons took place in every classroom, following the programme. Numerous visits to the Marae: Powhiri, Over night, gardening, cleaning, performing. The programme failed for the last half of the year, with the online tuition finishing. It became ineffective and our staff became frustrated and dissatisfied with it, until it was continued.
Variance	The Te Reo programme started well but was not used by the end of the year. We did not meet our goal for Te Reo.
Moving Forward	Alternative programmes will be found. It is planned that one staff member will attend intensive PLD and then run our programme within the school. There is the probability that we will not be granted Level 4 during 2025, but we will aim to return to it in 2026.

Goal 2

Theme	Engagement & Attendance
Goal	We want 70% of students attending regularly to support learning and achievement
Actions Taken	Meetings with Sue Smith from the Ministry to discuss with the new Ministry directive, "Implementing and Attendance Management Plan." This is due to be implemented in Term 1 2026. Monitored student attendance on Hero. Worked with individual families when attendance became concerning.
Variance	Our Regular attendance figures: Term 1: 70% Term2 : 59% Term 3: 41% Term 4: 45% We were very disappointed with our results, especially Terms 3 and 4. This could be attributed to a great deal of illness in our community during those times. On many

	occasions our daily Medical absentees were higher than when we were in the Covid 19 pandemic times. We have noted that many of our absences are for holidays in term times. We also note that this seems to be increasing. This is proving difficult to manage as a particular problem in many schools in NZ. We have seen issues with our coding systems especially around ? , where these are not changed when absence has been confirmed. We also identify gaps in our roll, especially the afternoon roll where entire classes have not been confirmed on the SMS meaning all are classed as absent.
Moving Forward	In our 2026 Annual Plan we will continue make our goal more realistic by aiming to achieve regular attendance of 70% We will also: • Implement Ministry Stepped Attendance response. (STAR) • Review our coding. • Implement our attendance plan. • Regular communication with parents: • Community through Hero Posts • Individual parents contacted through STAR process. Consistent use of Ministry Codes. Implement individual plans for those students who are tracking below 70% Refer those students tracking under 70% if our plans have not improved attendance

Goal 3

Theme	**Engagement & Attendance**
Goal	Students and Whanau feel safe and secure at school and the wellbeing of all is evident
Actions Taken	PB4L implemented the School-Wide Evaluation Tool (SET) report (Attached in Current was received. We started working with PB4L advisor, but due to illness this was postponed to 2026 We will be appointing a staff member to take over this and receive the training to lead us. Well Being Survey Completed and results were shared with Board and Staff. Started regular values meetings with full school. Other: • Meetings for families of children who will be starting at school • Regular meeting with Picton school Principal and joint PLD. Revised process around monitoring comments on HERO • Conducted Parent Information night. • Promoted and shared "Ways of Communication" to our community. • Regular posts on HERO and Facebook page. • All classes post regular newsletters and activities on Hero. • Regular Whanau Meetings. • Conducted our celebrations of learning: Breakfast at the Marae, full School Production and Pete Day. We received a large amount of Donations, from

	businesses and the wider community that we were very grateful for and amazed at the generosity. • Our Matariki Lantern walk was the most successful one we have had. It was great to see so many people attend and enjoy the activities we had prepared. • Participated in: Choir Festival, combined Kapa Haka, Pasifika festival, Tackle Rugby, Hockey festival, Athletics, Cross County, Whanau Meeting and more. It was amazing to see the numbers of students who participated in this opportunities and the dedication the teachers displayed in organising them. Most importantly was the huge support we received for our community. • Conducted Local Curriculum trips and camps Reviewed our Local Curriculum excursions regarding costs, accessibility and relevance. • Implemented Ronghia te Hau.
Variance	We are still working on this goal and our Rongahia te Hau results will lead us in our aims and goals for 2025: The goals set from this survey are: BULLYING • Review our Bullying programme /procedure and share with students and community. • Regular "Well being" survey for students. • Investigate bullying education programmes. COMMUNICATION - ACADEMIC • Staff PLD Powerful education conversations, feed back / feed forward. • Sharing more data with parents. • Workshops of how to interpret data for parents. • Promote regular parent / teacher discussions. • For teachers to tie in the learning aspects of activities we participate in when sharing • with parents. COMMUNICATION – RELATIONSHIPS • Create a regular process to receive constructive concerns. • Yearly survey • Not anonymous so concerns can be addressed. • Consultation when changes occur or planning for the future. • Actively explore opportunities for whanau to be more involved in our school activities. • Embracing our multicultural community. Our action for 2025 that will be included in our Annual Plan will be: Allocate a Teacher one Unit to be in charge of Pastoral Care / Development: • Lead review and development of school wide values. • Introduce regular school wide Hui's for to foster school values. • Introduce "School Leaders" to encourage leadership and care. • Instigate lunchtime activities through the Leadership group. Implement our gaols from Rongahia te Hau : Students complete "Well Being Survey" in Terms 1 and 3 was completed Undergo PB4L training as a school in Term 3. This was moved to Term 1 2026 Review Behavioural Management process leading up to PB4L, with regular monitoring. We did review our Behavioural management system
Moving Forward	Our action for 2026 that will be included in our Annual Plan will be: Allocate a Teacher one Unit to be in charge of Pastoral Care / Development: • Lead review and development of school wide values. The BOT will take the lead on this. • Continue our regular school wide Hui's to foster school values.

	• "School Leaders" to encourage leadership and care. • Instigate lunchtime activities through the Leadership group. Implement our gaols from Rongahia te Hau Students complete "Well Being Survey" in Terms 2 and 4. Results analysed and changes made where needed. Undergo PB4L training as a school in Term 2. Review Behavioural Management process leading up to PB4L, with regular monitoring.

Goal 4

Theme	Connections / Relationships
Goal	Have an updated teaching space available to be used for multi purposes, that an extension (Hall) could easily be added to. Have a usable toilet area. Increase the size of the kitchen to enable it to be used as an adequate sized staff room. Create a dedicated meeting and work room in the administration block
Actions Taken	• We received concept plans for Hall • Final plans for extension were not received until Decemberl
Variance	This has been very frustrating for us as there has not been a great deal of progress: • A flood in the toilet area involved Insurance and unexpected delays. • The need to use the Library as a classroom changed the timeline for construction. • Regular meetings with ONUS and time delays held us up. We are still currently at stage 2.
Moving Forward	Work with Onus to complete this project asap.

Goal 5

Theme	Curriculum Achievement & Progress
Goal	We want 75% students working at or above their expected levels in Literacy and Maths.
Actions Taken	• Extra classroom for Year 5 & 6 students in the Library. This will run from 9am to 1pm on Monday to Thursday. We will now have approx 20 students in each of the three classes. • All teachers have received P.D. in Writing and Prime Maths and Ideal Staff discussions regarding Implementation of Prime for 2025. • PAT assessment tools. • Staff completed the PAT assessment workshop. • Staff attended the HERO workshop in Nelson to help align with the New Curriculum. • Target groups have been set in each class and are being monitored. • Reports term 2 and 4 (Varied assessment criteria)

- Parent Interviews Week 1 Term 3

- All Teaching Staff enrolled in Structured Literacy PD run by 'Learning Matters' and using the IDeal Platform.
- Attended a two day intensive workshop in Nelson during week two, as well as a further full day at school and after school sessions in their Phase groups.
- This will continue the PLD for the rest of the year.

- Applied to the Ministry and Intervention teachers to work with small groups and individuals within our school. We received, in both Literacy and Maths, .36ftte, which we must match, making it .72ftte. We will have a teacher working from 9am until 1pm 4 days a week working with identified children (from this year's assessment) to endeavor to bring them up to their required levels of attainment. This will replace our extra teacher we have employed in the Year 5 and 7 6 area, where numbers are slightly lower next year.

Variance

End Year Reporting Data - 2025

Writing

	At or above		Below		School Wide:
Yr 6	9 of 24	38%	13 of 24	62%	82 of 140 (59%) students are at or above in Writing 68 of 140 (41%) students are below in Writing
Yr 5	17 of 24	71%	7 of 24	29%	
Yr 4	7 of 22	32%	13 of 22	68%	
Yr 3	20 of 24	83%	4 of 24	17%	
Yr 2	12 of 19	63%	7 of 19	37%	
Yr 1	13 of 19	68%	6 of 19	32%	
NE	4 of 8	50%	4 of 8	50%	

Maths

	At or above		Below		School Wide:
Yr 6	10 of 24	74%	14 of 24	26%	87 of 140 (62%) students are at or above in Maths 63 of 140 (38%) students are below in Maths
Yr 5	16 of 24	38%	8 of 24	62%	
Yr 4	12 of 22	54%	10 of 22	46%	
Yr 3	18 of 24	46%	6 of 24	54%	
Yr 2	13 of 19	83%	6 of 19	17%	
Yr 1	14 of 19	56%	5 of 19	44%	

NE	4 of 8	50%	4 of 8	50%	

Reading

	At or above		Below		School Wide:
Yr 6	17 of 24	85%	7 of 24	15%	100 of 140 (71%) students are at or above in Reading 40 of 140 (29%) students are below in Reading
Yr 5	20 of 24	76%	4 of 24	24%	
Yr 4	14 of 22	57%	8 of 22	43%	
Yr 3	20 of 24	63%	4 of 24	37%	
Yr 2	11 of 19	75%	8 of 19	25%	
Yr 1	14 of 19	33%	5 of 19	67%	
NE	4 of 8	50%	4 of 8	50%	

Unfortunately we did not meet our goal in any of the 3 curriculum areas for students to be working at their expected level of attainment.

However, we did see huge progress made large groups of students:
We did see the following trends:
Maths:

- Our Year 6 and 4 groups are at risk and require extra tuition and programmes for 2026. (20205 Year 5)
- The cross over of Prime Maths to our assessment system created some early difficulties.
- We realise it will take a few years of Prime Maths to be implemented to show its worth.

Writing:

- Our Year 2, 4, and 6 groups are at risk. (Year 3 and 5 2026)

Reading:
Our Year 2 group is at risk.(Year 3 2026)

These results show we will need to put extra resources and programmes into our 2026 Year 3 & 6 cohort. Smaller classes, structured approach, target groups etc.

The sudden change of curriculum announced by the Government, was a let down, as we were just adjusting to the previous changes earlier in the year from the new Curriculum introduced this year.

Progress Analysis

Our tracking system on HERO measures student movement through the New Zealand Curriculum sub-levels. The "Steps" shown in these reports represent a student's journey through the **Beginning, Middle, and End** stages of each Curriculum Level.

- **1 Step:** Represents movement from one sub-level to the next (e.g., Beginning Level 2 to Middle Level 2).
- **3 Steps:** Represents the completion of one full Curriculum Level.
- **Data Points:** These results are based on robust teacher professional judgements made at Mid-Year and End-of-Year reporting milestones.

Key Trends to Note:

- **Equity:** The reports include an Ethnicity Analysis showing the high level of parity in progress rates between our Māori, Pacific, and NZ European learners.
- **Foundation Years:** Please note that students recorded with "0" progress are predominantly our Year 0 cohort. This reflects their foundational "pre-curriculum" phase where they are building readiness skills before formal numerical step-movement is triggered in Year 1.
- **Acceleration:** You will notice significant "Value-Add" in our senior cohorts, particularly our Year 6 leavers, many of whom have achieved accelerated growth (3+ steps per year) during their time at Waikawa Bay School.

This data should provide a clear picture of the steady and equitable progress the students make as they move through our school.

Writing Progress Analysis 2025

Total Students: 150

Average Steps: 2.5

Gains Recorded: 86%

Key Findings

Overall Growth: In 2025, 86% of students (129 out of 150) recorded positive progress in Writing.

Senior Achievement: The Year 6 leavers cohort showed the highest cumulative movement, averaging 4.09 steps, with top individuals achieving up to 6.0 steps of progress.

Educational Equity: Progress rates between Māori (2.19 steps) and NZ European (2.74 steps) show high levels of parity, indicating the Writing program is effective for all major learner groups.

Foundational Readiness: The 13 students recorded with 'No Progress' are exclusively in Year 0. This represents a period of building 'ready to read/ write/count' foundations before they move into the numerical curriculum levels.

Consistent Progression: Writing movement is remarkably steady across middle years (Years 3-5), where students typically consolidate Level 2 and transition into Level 3.

1. Progress by Year Level (2025)

Year Level	Count	Avg. Progress	Max. Growth
Year 0	13	0.00	0
Year 1	19	0.79	1
Year 2	22	1.45	3
Year 3	24	3.67	4
Year 4	24	2.42	4
Year 5	26	3.58	5
Year 6	22	4.09	6

2. Equity Analysis: Achievement by Ethnicity

Ethnicity	Count	Avg. Progress	Top Growth
Chinese	1	4.00	4
Southeast Asian	1	4.00	4
Other Asian	3	3.33	4
Other European	2	3.00	4

Ethnicity	Count	Avg. Progress	Top Growth
Samoan	2	3.00	5

Indian	6	2.83	4
New Zealand	77	2.74	5
Māori	53	2.19	6
Not Stated	1	1.00	1
Other Pacific	3	0.33	1
Fijian	1	0.00	0

Reading Progress Analysis 2025

Total Students: 150
Average Steps: 5.3
Gains Recorded: 89%

Key Findings

Overall Growth: In 2025, 89% of students (133 out of 150) recorded positive progress in Reading.

Senior Achievement: The Year 6 leavers cohort showed the highest cumulative movement, averaging 4.27 steps, with top individuals achieving up to 10.0 steps of progress.

Educational Equity: Progress rates between Māori (4.79 steps) and NZ European (5.82 steps) show high levels of parity, indicating the Reading program is effective for all major learner groups.

Foundational Readiness: The 13 students recorded with 'No Progress' are exclusively in Year 0. This represents a period of building 'ready to read/ write/count' foundations before they move into the numerical curriculum levels.

Accelerated Learners: Several students in the senior school (Years 4-6) moved 10-14 steps, showcasing the school's ability to stretch and accelerate high-potential readers.

1. Progress by Year Level (2025)

Year Level	Count	Avg. Progress	Max. Growth

Year 0	13	0.00	0
Year 1	19	5.74	7
Year 2	22	5.86	10
Year 3	24	9.00	11
Year 4	24	4.62	12
Year 5	26	5.38	14
Year 6	22	4.27	10

2. Equity Analysis: Achievement by Ethnicity

Ethnicity	Count	Avg. Progress	Top Growth
Other European	2	8.50	10
Not Stated	1	7.00	7
Other Asian	3	6.67	10
Indian	6	5.83	13

Ethnicity	Count	Avg. Progress	Top Growth
New Zealand	77	5.82	12
Southeast Asian	1	5.00	5
Māori	53	4.79	14

Chinese	1	4.00	4
Samoan	2	3.50	5
Fijian	1	1.00	1
Other Pacific	3	0.33	1

Maths Progress Analysis 2025

Total Students: 150
Average Steps: 2.5
Gains Recorded: 88%

Key Findings
Overall Growth: In 2025, 88% of students (132 out of 150) recorded positive progress in Maths.
Senior Achievement: The Year 6 leavers cohort showed the highest cumulative movement, averaging 3.59 steps, with top individuals achieving up to 6.0 steps of progress.
Educational Equity: Progress rates between Māori (2.23 steps) and NZ European (2.74 steps) show high levels of parity, indicating the Maths program is effective for all major learner groups.
Foundational Readiness: The 13 students recorded with 'No Progress' are exclusively in Year 0. This represents a period of building 'ready to read/ write/count' foundations before they move into the numerical curriculum levels.
Extension Success: In Mathematics, individual gains of up to 9 steps were recorded, suggesting effective small-group instruction and extension for advanced numeracy students.

1. Progress by Year Level (2025)

Year Level	Count	Avg. Progress	Max. Growth
Year 0	13	0.00	0
Year 1	19	0.89	1

Year 2	22	1.55	3
Year 3	24	3.58	4
Year 4	24	2.88	4
Year 5	26	3.73	5
Year 6	22	3.59	6

2. Equity Analysis: Achievement by Ethnicity

Ethnicity	Count	Avg. Progress	Top Growth
Chinese	1	5.00	5
Southeast Asian	1	4.00	4
Other Asian	3	3.33	4
Indian	6	3.17	5

Ethnicity	Count	Avg. Progress	Top Growth
Other European	2	3.00	4
Samoan	2	3.00	5
New Zealand	77	2.74	6
Māori	53	2.23	5
Fijian	1	1.00	1

Not Stated	1	1.00	1
Other Pacific	3	0.33	1

Moving Forward

Our 2026 Annual plan will include:

- Develop our ability with data analysis.
- Employ Intervention teacher for Maths and Literacy part funded by Ministry (.72) and organise working space.
- Have experienced T.A. available in identified cohorts for numeracy and literacy. Employ extra if needed.
- Review Team and Individual planning on weekly basis (advance)
- Participate in ongoing P.D.in English and Maths related to the implementation of the New Curriculum.
- Ongoing P.D. and monitoring of Writing within each classroom.
- Designate a teacher (with unit) to coordinate curriculum P. D. and updates.
- Continue to accelerate Target groups within each Phase, extra to the intervention teacher.
- Coordinate our assessment process to be in line with the new curriculum and Hero.
- Continue to review and Unpack Best Practices:
    - Timetabling
    - Quantity
    - Consistency
    - Practices.
    - Expectations.

- Continuing with Code/ Structured Literacy and providing professional development where needed.

- Implement PAT for Assessment and Ministry directed assessment as required. Pay for online analysis. (Budget)

Statement: Waikawa Bay School's Commitment to Te Tiriti o Waitangi in 2025

In 2025, Waikawa Bay School reaffirmed its commitment to upholding the principles of Te Tiriti o Waitangi, recognizing the significance of the foundational document of Aotearoa in shaping the cultural, social, and educational landscape we are working within. Through a comprehensive approach that prioritises inclusivity, cultural diversity, and community engagement, Waikawa Bay School has strived to give effect to Te Tiriti o Waitangi, ensuring that its policies, practices, and programs reflect the principles of partnership, participation, and protection.
Waikawa Bay school continued its Te PunaTe Reo programme, which is taught throughout the school, with the Teachers receiving regular Professional Development and is also open to Whanau. We are classed as Level 4 Maori Language Programme School.
Waikawa Bay School embraced cultural diversity and celebrated the identities within its student body.

Waikawa Bay School provided opportunities for students to take pride in their cultural heritage and identity. By fostering an inclusive and culturally responsive learning environment, Waikawa Bay School affirmed its commitment to the principle of protection, ensuring that all students feel valued, respected, and supported in their educational journey. We implemented "Rongohia te Hau" which through analysis of its results was both reaffirming, but also indicated areas for further improvement.

Waikawa Bay School remains dedicated to fostering strong connections with whānau and ensuring that their voices are heard and valued. The school has clear processes for whānau to voice any concerns or feedback, ensuring that their perspectives are considered. Additionally, Waikawa Bay School welcomed whānau into the school community, actively involving them in various aspects of school life and fostering a sense of belonging and ownership. By prioritising open communication, collaboration, and partnership with whānau, Waikawa Bay School is committed to upholding the principles of Te Tiriti o Waitangi and ensuring that every member of the school community feels valued, respected, and empowered to contribute to the collective success of the school.

Waikawa Bay School is committed to upholding the values of Te Tiriti o Waitangi through its collaborative and respectful approach to working alongside Waikawa Marae for the good of our tamariki. Regular Noho Marae visits for all levels, groups being involved in Powhiri and performances as well as groups participating in activities and working bees on the Marae. Recognising the principles of partnership, participation, and protection inherent in the Treaty, Waikawa Bay School actively engages with Waikawa Marae to ensure mutual understanding, respect, and cooperation. Through ongoing communication, consultation, and collaboration, Waikawa Bay School acknowledges and respects the cultural heritage, tikanga, and aspirations of Waikawa Marae and its community members. Māori achieving education success as Māori. By fostering positive relationships and partnerships, Waikawa Bay School demonstrates its commitment to upholding the Treaty's principles and values, promoting inclusivity, equity, and cultural diversity within its educational practices and community engagements.

Kiwi Sports Funding 2025

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of $2472

The funding was spent on enabling the children to participate in the Swim for life programme, cricket, netball, touch rugby, rippa rugby, mountain biking, cross country, gymnastics and athletics. It also was used for the purchase of equipment for the sports and to help with transport to and from games and events.

The number of students that participated in organised sport (many participated in more than one) was 115.

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	**Regular Safety Assessments:** Waikawa Bay School conducts regular assessments of its facilities to identify potential hazards or risks to the health and safety of our kaimahi, whānau, and tamariki. This involves regular inspections of classrooms, playgrounds, equipment, and common areas. **Training and Education:** Staff members are provided with training on safety procedures and protocols. This includes training on emergency response, first aid, and maintaining a safe classroom environment.

	Implementation of Safety Policies: The school has established safety policies and procedures in place, which are communicated to all staff members. These policies cover areas such as fire safety, accident prevention, hygiene standards. **Emergency Preparedness:** Waikawa Bay School has plans in place for various emergency situations, such as fires, medical emergencies, or lockdowns. Staff members are trained on these procedures and participate in drills to ensure they are prepared to respond effectively. **Health and Wellness Initiatives:** The school does implement initiatives to promote the hauora health and well-being of its staff members. This includes access to counseling services (EAP). **Compliance with Regulations**: Waikawa Bay School is required to comply with relevant health and safety regulations set by the Ministry of Education. This involves regular inspections and audits to ensure compliance. **Feedback Mechanisms**: Staff members have channels through which they can provide feedback and raise concerns about any issues in the workplace.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	In 2025, Waikawa Bay School's Equal Employment Opportunities (EEO) program encompassed several key components aimed at fostering a diverse, inclusive, and equitable work environment. **Non-Discrimination Policy:** Waikawa Bay School has a clear policy prohibiting discrimination of any kind (race, ethnicity, gender, age, disability, sexual orientation, religion, or any other protected characteristic.) This policy is found on School Docs, and comes up for regular review. **Recruitment and Hiring Practices:** The school implements practices to attract a diverse pool of candidates for employment opportunities. This includes advertising online, word of mouth, and local advertising. This ensures the opportunities are accessible to all applicants, and we employ unbiased selection criteria during the hiring process. **Accessibility Accommodations:** The school provides accommodations to ensure that staff members, and whānau with disabilities can fully participate in the kura. This includes physical accommodations, such as our wheelchair ramps, accessible bathrooms, as well as accommodations for communication or technology needs. **Equal Pay and Promotion Opportunities:** Waikawa Bay School strives to ensure that all staff members are compensated fairly and have equal opportunities for career advancement. We pay all of our support staff the living wage. **Complaints Procedures**: Waikawa Bay School has procedures in place for staff members to report instances of discrimination, harassment, or other EEO violations. These procedures do ensure confidentiality, impartial investigation, and appropriate follow-up actions to address any concerns raised. **Monitoring and Evaluation:** The school monitors the effectiveness of its EEO program through regular assessments and feedback mechanisms. We send out regular staff surveys.
How do you practise impartial selection of suitably qualified persons for appointment?	Practicing impartial selection of suitably qualified people for appointment involves several steps to ensure fairness and equity in the hiring process. **Job Analysis and Description:** Before advertising a job opening, Waikawa Bay School conducts a thorough analysis of the role to determine the necessary qualifications, skills, and experience required for the position. A detailed job

	description, and advertisement is created based on this analysis, outlining the responsibilities and expectations of the role. **Unbiased Job Posting and Outreach:** When advertising job vacancies, Waikawa Bay School ensures that the language used in job postings is neutral and inclusive. Job announcements are shared through a variety of channels to reach a diverse pool of candidates, including the Education Gazette, professional networks, and community organisations. **Structured Screening Process:** Waikawa Bay School implements a structured screening process to evaluate applicants based on criteria agreed prior. This involves reviewing CVs, cover letters, and other application materials to assess candidates' qualifications and suitability for the role advertised. **Standardised Interviewing:** During the interview stage, Waikawa Bay School conducts standardised interviews with all candidates, asking each applicant the same set of questions to ensure consistency and fairness. **Reference and Background Checks:** Waikawa Bay School conducts reference checks for final candidates to verify their qualifications and employment history. These checks are conducted consistently for all applicants who reach the later stages of the hiring process. **Diverse Hiring Panels**: Waikawa Bay School does our best to assemble hiring panels that reflect the diversity of the school community to participate in the selection process. **Documentation and Evaluation:** Throughout the selection process, Waikawa Bay School maintains thorough documentation of all interactions and decisions made regarding each candidate.
How are you recognising, - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service?	Recognising the employment aims of Māori at Waikawa Bay School involves acknowledging and incorporating the cultural values, aspirations, and needs of Māori staff members into the school's employment practices. **Cultural Awareness and Sensitivity**: Waikawa Bay School fosters an environment of cultural awareness and sensitivity by acknowledging the unique perspectives and contributions of Māori in our community, and in Aotearoa. We provide support and professional development opportunities for all staff to learn about Māori culture, history, and language, as well as our local curriculum. **Equitable Employment Opportunities**: Waikawa Bay School ensures that Māori staff members have equal access to employment opportunities and career advancement within the school. **Cultural Inclusivity in Policies and Practices:** Waikawa Bay School integrates cultural inclusivity into its policies and practices by incorporating Māori values, protocols, and practices into the kura. This includes incorporating te reo Māori into written communications, observing cultural tikanga in meetings and events, and providing resources and support for Māori staff members to engage in cultural activities. **Support for Cultural Identity:** Waikawa Bay School supports the cultural identity of Māori staff members by creating opportunities for them to express and celebrate their cultural heritage within the workplace. This involves organising cultural events, workshops, or celebrations that highlight traditions, art, music, and language. **Partnerships with Māori Communities:** Waikawa Bay School collaborates with Te Ati Awa and Waikawa Marae and organisations to build meaningful partnerships and strengthen connections with the wider Māori community. We also work closely with local police, attendance officers and Oranga Tamariki.

	Cultural Support Services: Waikawa Bay School provides culturally responsive support services for Māori staff members, such as access to cultural advisors, mentors, or counseling services who understand and respect Māori cultural values and practices. This ensures that Māori staff members feel valued, supported, and empowered to thrive in their roles.
How have you enhanced the abilities of individual employees?	**Professional Development Opportunities:**Waikawa Bay School has offered a range of professional development opportunities, including workshops, conferences, and online courses. These opportunities cover a wide range of topics relevant to staff members' roles and interests, as well as the focus of our pedagogy. EG curriculum development, classroom management, technology integration, cultural competency, and leadership skills. **Mentorship Programs:** The school has an established leadership team of experienced staff members who provide guidance, support, and feedback to newer or less experienced colleagues. We support our provisionally registered teachers to full registration. **Performance Feedback and Coaching:** The school provides regular performance feedback and coaching to employees to help them identify areas for growth and improvement. This feedback can come from our SENCO, Leadership team, Principal colleagues, or self-assessment and reflection. **Recognition and Rewards:** The school has recognised and rewarded employees who demonstrated exceptional abilities, achievements, or contributions to the school community. Recognition can take various forms, such as awards, certificates, public acknowledgment, social media thanks or opportunities for career advancement. **Access to Support:** Waikawa Bay School provides employees with access to resources, tools, and support services to help them enhance their abilities. This includes access to educational materials, technology resources, mentoring relationships, and professional networks. **Continual Improvement Culture**: The school has fostered a culture of continual improvement where our employees are encouraged to reflect on their practice, seek feedback, and actively pursue opportunities for growth and development.
How are you recognising the employment requirements of women?	Recognising the employment requirements of wāhine at Waikawa Bay School involves addressing their unique needs, priorities, and challenges in the workplace. **Whānau-Friendly Policies:** Waikawa Bay School offers family-friendly policies. This includes parental leave to support women in balancing their work and family responsibilities. This helps to create a supportive and inclusive work environment where women can thrive professionally while meeting their caregiving obligations. **Equal Pay Practices:** Waikawa Bay School ensures pay equity by implementing transparent and fair compensation practices that provide equal pay for equal work as set out in the collective agreement. **Career Development Opportunities:** The school provides women with opportunities for career advancement through mentorship programs, leadership training, and professional development initiatives. This helps to empower wāhine to pursue leadership roles and develop their skills and competencies to reach their full potential within our kura and wider community **Workplace Health and Safety:** Waikawa Bay School prioritises the health and safety of female employees by providing a safe and supportive work environment free from harassment, discrimination, and other forms of gender-based violence.

	The school has established procedures for reporting and addressing any safety concerns. **Support for Work-Life Balance**: The school offers support services and resources to help women maintain a healthy work-life balance. This includes flexibility with getting tamariki to childcare facilities, wellbeing programs, and employee assistance programs (EAP) that provide counseling and support for managing stress and personal challenges. **Representation and Inclusion**: Waikawa Bay School promotes gender diversity and inclusion by actively recruiting and retaining women in various roles throughout our school and leadership team (including our Board). This includes ensuring diverse representation on hiring panels, leadership teams, and decision-making bodies, as well as creating a culture of respect and inclusivity where women's voices are heard and valued.
How are you recognising the employment requirements of persons with disabilities?	Recognizing the employment requirements of individuals with disabilities at Picton School involves creating an inclusive and accessible workplace where all employees can fully participate and contribute. **Accessible Facilities**:Waikawa Bay School ensures that its facilities are physically accessible to individuals with disabilities. This includes wheelchair ramps, accessible parking spaces, and bathrooms and accommodations for individuals with mobility impairments. **Reasonable Accommodations:** The school provides reasonable accommodations to employees with disabilities to ensure they can perform their job duties effectively. This could include modifications to the work environment, job tasks, or work processes that enable employees to overcome barriers related to their disabilities. (we do not currently do need to do this, but are prepared should the need arise) **Training and Awareness:** Waikawa Bay School provides training and awareness initiatives to educate employees about disability inclusion and sensitivity. This includes disability awareness workshops, diversity training, and guidance on interacting respectfully and inclusively with colleagues with disabilities. **Accessible Communication:** The school ensures that communication channels and materials are accessible to employees with disabilities. We cater for a range of learning styles with hands-on, visual, and audio learning in all of our staff meetings. Professional conversations are followed up with an email so there is a written record to access. **Inclusive Recruitment Practices:** Waikawa Bay School adopts inclusive recruitment practices to attract and hire employees with disabilities. This may include outreach to disability-specific job boards and organizations, ensuring accessibility of job postings and application processes, and proactively addressing any barriers to participation in the recruitment process. **Supportive Workplace Culture**: The school fosters a supportive and inclusive workplace culture where neurodiverse employees are valued, respected, and included. This involves promoting diversity and inclusion initiatives, (NZEI) providing opportunities for employee professional learning groups or support networks, and fostering an environment of mutual respect and understanding.

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?	✔	
Has this policy or programme been made available to staff?	✔	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✔	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✔ (principal)	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✔	
Does your EEO programme/policy set priorities and objectives?		