ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	3857
Principal:	Rebecca Williams (Acting)
School Address:	1121 Mount Cargill Road, Waitati
School Postal Address:	1121 Mount Cargill Road, RD 2, Waitati, 9085
School Phone:	03 482 2888
School Email:	office@waitati.school.nz

Accountant / Service Provider: Solutions & Services Collaborative School Administration

WAITATI SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

Index

Page	Statement
1	Statement of Responsibility
2	Members of the Board
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7 - 17	Notes to the Financial Statements
18 - 20	Independent Auditor's Report

Waitati 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.

William Guy Lawson
Full Name of Presiding Member

Rebecca Williams
Full Name of Principal

28th May 2026
Date:

28th May 2026
Date:

Waitati School
Members of the Board
For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Alan Bauchop	Presiding Member	Elected	Sep 2028
Tara O'Neill	Principal	ex Officio	Sep 2025
Rebecca Williams	Acting Principal	ex Officio	
Amee Parker	Parent Representative	Elected	Sep 2025
Jamie Prout	Parent Representative	Elected	Sep 2025
Selai Letica	Parent Representative	Elected	May 2025
Rebecca Williams	Staff Representative	Elected	Sep 2025
Antoinette O'Flanagan	Staff Representative	Elected	Sep 2028
William Lawson	Parent Representative	Elected	Sep 2028
Julia McEwan	Parent Representative	Elected	Sep 2028
Adam Malloy-Sharplin	Parent Representative	Elected	Sep 2028

Waitati 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	786,993	850,831	874,256
Locally Raised Funds	3	62,106	56,963	76,872
Interest		2,649	5,000	6,338
Total Revenue		851,748	912,794	957,466
Expense				
Locally Raised Funds	3	2,254	3,900	14,655
Learning Resources	4	612,782	654,812	725,922
Administration	5	83,341	83,189	79,324
Interest		978	-	1,265
Property	6	196,010	170,434	175,679
Loss on Disposal of Property, Plant and Equipment		-	-	692
Total Expense		895,365	912,335	997,537
Net (Deficit)/Surplus for the year		(43,617)	459	(40,071)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(43,617)	459	(40,071)

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

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

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Equity at 1 January		191,744	191,744	225,312
Total comprehensive revenue and expense for the year		(43,617)	459	(40,071)
Contribution - Furniture and Equipment Grant		-	-	6,503
Equity at 31 December		148,127	192,203	191,744
Accumulated comprehensive revenue and expense		148,127	192,203	191,744
Equity at 31 December		148,127	192,203	191,744

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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Waitati 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	69,191	240,595	221,701
Accounts Receivable	8	33,875	53,072	53,072
GST Receivable		656	-	-
Prepayments		6,960	6,061	6,061
Inventories	9	790	1,114	1,114
		111,472	300,842	281,948
Current Liabilities				
GST Payable		-	22,616	22,616
Accounts Payable	11	45,716	93,506	93,506
Revenue Received in Advance	12	1,166	9,558	9,558
Provision for Cyclical Maintenance	13	19,108	10,892	13,152
Finance Lease Liability	14	6,877	7,283	7,283
Funds held for Capital Works Projects	15	4,502	78,445	78,445
		77,369	222,300	224,560
Working Capital Surplus		34,103	78,542	57,388
Non-current Assets				
Property, Plant and Equipment	10	148,372	137,664	161,664
		148,372	137,664	161,664
Non-current Liabilities				
Provision for Cyclical Maintenance	13	32,064	14,842	18,147
Finance Lease Liability	14	2,284	9,161	9,161
		34,348	24,003	27,308
Net Assets		148,127	192,203	191,744
Equity		148,127	192,203	191,744

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

Waitati 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		199,935	198,224	303,109
Locally Raised Funds		56,104	56,963	80,539
Goods and Services Tax (net)		(23,272)	-	14,893
Payments to Employees		(155,395)	(123,681)	(185,230)
Payments to Suppliers		(113,138)	(117,612)	(168,768)
Interest Paid		(978)	-	(1,265)
Interest Received		2,660	5,000	6,348
Net cash (to)/from Operating Activities		(34,084)	18,894	49,626
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(15,999)	-	(6,214)
Net cash (to) Investing Activities		(15,999)	-	(6,214)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	6,503
Finance Lease Payments		(5,537)	-	(5,366)
Funds Administered on Behalf of Other Parties		(96,890)	-	95,881
Net cash (to)/from Financing Activities		(102,427)	-	97,018
Net (decrease)/increase in cash and cash equivalents		(152,510)	18,894	140,430
Cash and cash equivalents at the beginning of the year	7	221,701	221,701	81,271
Cash and cash equivalents at the end of the year	7	69,191	240,595	221,701

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

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

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

1. Statement of Accounting Policies

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

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

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

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

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

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

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

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

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

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

Cyclical Maintenance
The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 20b.

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

1.3. Revenue Recognition

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

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

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

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

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

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

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

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

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

1.4. 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.

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

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

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

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

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

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

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

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

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

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

The estimated useful lives of the assets are:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

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

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

2. Government Grants

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Government Grants - Ministry of Education	208,763	196,224	242,173
Teachers' Salaries Grants	469,169	541,871	513,692
Use of Land and Buildings Grants	109,061	110,736	115,685
Other Government Grants	-	2,000	2,706
	786,993	850,831	874,256

3. Locally Raised Funds

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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue			
Donations and Bequests	19,190	21,737	33,265
Fees for Extra Curricular Activities	1,916	3,200	3,091
Trading	182	200	183
Fundraising and Community Grants	20,885	5,943	8,476
Other Revenue	19,933	25,883	31,857
	62,106	56,963	76,872
Expense			
Extra Curricular Activities Costs	1,744	3,200	3,161
Trading	323	200	(134)
Fundraising and Community Grant Costs	157	-	13
Other Locally Raised Funds Expenditure	30	500	11,615
	2,254	3,900	14,655
Surplus for the year Locally Raised Funds	59,852	53,063	62,217

4. Learning Resources

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Curricular	23,364	26,450	45,438
Information and Communication Technology	173	291	2,006
Employee Benefits - Salaries	551,956	595,971	625,779
Staff Development	7,499	7,600	18,916
Depreciation	29,291	24,000	31,829
Other Learning Resources	499	500	1,954
	612,782	654,812	725,922

5. Administration

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Audit Fees	10,053	4,714	7,871
Board Fees and Expenses	4,356	3,046	2,559
Operating Leases	1,601	6,625	2,342
Other Administration Expenses	15,724	18,561	18,127
Employee Benefits - Salaries	45,838	43,500	42,623
Insurance	949	1,200	1,112
Service Providers, Contractors and Consultancy	4,820	5,543	4,690
	83,341	83,189	79,324

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6. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cyclical Maintenance	29,312	7,587	(248)
Heat, Light and Water	7,177	8,000	7,769
Rates	1,029	-	842
Repairs and Maintenance	19,510	14,749	21,611
Use of Land and Buildings	109,061	110,736	115,685
Employee Benefits - Salaries	26,768	26,081	26,322
Other Property Expenses	3,153	3,281	3,698
	196,010	170,434	175,679

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 Accounts	69,191	240,595	221,701
Cash and cash equivalents for Statement of Cash Flows	69,191	240,595	221,701

Of the $69,191 Cash and Cash Equivalents, $5,668 is subject to restrictions for the following reasons:

- $1,166 of Other Revenue in Advance is held by the School. This is included in Revenue in Advance note 12.
- $4,502 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.

8. Accounts Receivable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Receivables	231	536	536
Receivables from the Ministry of Education	5,623	3,195	3,195
Interest Receivable	3	14	14
Teacher Salaries Grant Receivable	28,018	49,327	49,327
	33,875	53,072	53,072
Receivables from Exchange Transactions	234	550	550
Receivables from Non-Exchange Transactions	33,641	52,522	52,522
	33,875	53,072	53,072

9. Inventories

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
School Uniforms	790	1,114	1,114
	790	1,114	1,114

10. Property, Plant and Equipment

2025	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Land	10,000	-	-	-	-	**10,000**
Building Improvements	72,440	-	-	-	(3,434)	**69,006**
Furniture and Equipment	52,580	15,999	-	-	(11,597)	**56,982**
Information and Communication Technology	10,399	-	-	-	(6,931)	**3,468**
Leased Assets	15,896	-	-	-	(7,285)	**8,611**
Library Resources	349	-	-	-	(44)	**305**
	161,664	15,999	-	-	(29,291)	**148,372**

The net carrying value of furniture and equipment held under a finance lease is $8,611 (2024: $15,896)

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

	2025 Cost or Valuation $	2025 Accumulated Depreciation $	2025 Net Book Value $	2024 Cost or Valuation $	2024 Accumulated Depreciation $	2024 Net Book Value $
Land	10,000	-	**10,000**	10,000	-	**10,000**
Building Improvements	196,284	(127,278)	**69,006**	196,284	(123,844)	**72,440**
Furniture and Equipment	153,385	(96,403)	**56,982**	137,387	(84,807)	**52,580**
Information and Communication Technology	51,377	(47,909)	**3,468**	51,377	(40,978)	**10,399**
Leased Assets	27,472	(18,861)	**8,611**	27,472	(11,576)	**15,896**
Library Resources	9,272	(8,967)	**305**	9,272	(8,923)	**349**
	447,790	(299,418)	**148,372**	431,792	(270,128)	**161,664**

11. Accounts Payable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Creditors	2,659	31,320	31,320
Accruals	10,091	7,909	7,909
Employee Entitlements - Salaries	28,930	50,252	50,252
Employee Entitlements - Leave Accrual	4,036	4,025	4,025
	45,716	93,506	93,506
Payables for Exchange Transactions	45,716	93,506	93,506
	45,716	93,506	93,506

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Grants in Advance - Ministry of Education	-	3,950	3,950
Other Revenue in Advance	1,166	5,608	5,608
	1,166	9,558	9,558

13. Provision for Cyclical Maintenance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Provision at the Start of the Year	31,299	31,299	47,612
Increase/(decrease) to the Provision During the Year	29,312	7,587	(248)
Use of the Provision During the Year	(9,439)	(13,152)	(16,065)
Provision at the End of the Year	51,172	25,734	31,299
Cyclical Maintenance - Current	19,108	10,892	13,152
Cyclical Maintenance - Non current	32,064	14,842	18,147
	51,172	25,734	31,299

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

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	7,335	8,261	8,261
Later than One Year	2,345	9,680	9,680
Future Finance Charges	(519)	(1,497)	(1,497)
	9,161	16,444	16,444
Represented by:			
Finance lease liability - Current	6,877	7,283	7,283
Finance lease liability - Non current	2,284	9,161	9,161
	9,161	16,444	16,444

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, and includes retentions on the projects, if applicable.

2025	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions/ Transfers $	Closing Balances $
Septic Tank - 236122	25,258	-	(20,756)	-	4,502
Fire Water Supply - 238798	28,663	-	(28,663)	-	-
5YA Toilet Upgrade - 249705	24,524	6,119	(30,643)	-	-
Totals	78,445	6,119	(80,062)	-	4,502
Represented by:					
Funds Held on Behalf of the Ministry of Education					4,502

2024	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions/ Transfers $	Closing Balances $
SIPS -ILE Upgrade to Teaching Spaces 1&2 - 218194	(47,361)	61,033	(13,672)	-	-
Septic Tank - 236122	63,215	-	(37,957)	-	25,258
Fire Water Supply - 238798	(10,343)	155,047	(116,041)	-	28,663
5YA Toilet Upgrade - 249705	-	76,758	(52,234)	-	24,524
Totals	5,511	292,838	(219,904)	-	78,445
Represented by:					
Funds Held on Behalf of the Ministry of Education					78,445

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 favourable than those that it is reasonable to expect the School would have adopted if dealing with that entity at arm's length.

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

17. Remuneration

Key management personnel compensation

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

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	2,360	1,920
Leadership Team		
Remuneration	125,686	137,049
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	128,046	138,969

There are five members of the Board excluding the Principal. The Board has held eight 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 community consultation and staff recruitment meetings as required.

Principal 1

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	90-100	130-140
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	0-0	0-0

Principal 2

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	20-30	0-0
Benefits and Other Emoluments	0-0	0-0
Termination Benefits	0-0	0-0

Other Employees

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

Remuneration $000	2025 FTE Number	2024 FTE Number
100 -110	-	1.00
	-	1.00

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

18. Compensation and Other Benefits Upon Leaving

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

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

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19. 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.

20. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of $4,502 (2024: $82,149) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment $
Septic Tank -236612	4,502
Total	**4,502**

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.

(b) Operating Commitments

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

(Operating commitments at 31 December 2024: nil)

21. Financial Instruments

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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Financial assets measured at amortised cost			
Cash and Cash Equivalents	69,191	240,595	221,701
Receivables	33,875	53,072	53,072
Total financial assets measured at amortised cost	103,066	293,667	274,773
Financial liabilities measured at amortised cost			
Payables	45,716	93,506	93,506
Finance Leases	9,161	16,444	16,444
Total financial liabilities measured at amortised cost	54,877	109,950	109,950

22. Events After Balance Date

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

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INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Waitati School (the School). The Auditor-General has appointed me, Heidi Rautjoki, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on pages 3 to 17, 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
  - its 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 28 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.

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Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

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The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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

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

Independence

We are independent of the School in accordance with the 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.

Heidi Rautjoki
for Deloitte Limited
On behalf of Auditor's General
Dunedin, New Zealand

Waitati School 2025 Report

Table of contents

2025 Statement of Variance 2
Discussion 13
Evaluation of Waitati School's progress and achievement 15
Report on how the school has given effect to Te Tiriti o Waitangi in 2025 16
Statement of Kiwisport Funding 17
Statement of compliance with employment policy 17

2025 Statement of Variance

Strategic Goal 1 2025-2027 Waitati School 03857	ANNUAL PLAN: GOAL 1 Initiative 1: Retention of students through to Year 8.			
Annual Target/Goal 1 2025	**Initiative 1: Create a new iteration of the graduate profile for three different age bands (1-3, 4-5, 6-8)**			
What do we expect to see?	Measures: 1. The roll is maintained from year to year. 2. Increase regular attendance from 58% to 60% 3. The community survey asking what is valued learning at each age band is completed by all whānau and students. 4. Community feedback shows whānau are clear about Waitati School's Why and What of learning (Graduate Profile)			
Actions	**What did we achieve**	**Evidence**	**Reasons for variances**	**Planning for 2026**
The Leadership Team discusses the Graduate profile and the need to design a new iteration. What do we know already? Link to reading about GP	Tara looked into the start of this.	Here is the slideshow that Tara made for the website	Haidee left at the end of Term One, Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	I have changed the strategic plan to create a stable roll. Looking into attendance, providing a safe physical and emotional environment for akonga and developing the relationship between the playcentre, community and school.
Research Graduate Profiles/Learner profiles from other schools, and the process of creating them.	We did not get started with this due to the reasons for the variance.		Haidee left at the end of Term One, Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	I have changed the strategic plan to create a stable roll. Looking into attendance, providing a safe physical and emotional environment for akonga and developing the relationship between the playcentre, community and school.

Strategic Goal 1 2025-2027 Waitati School 03857	ANNUAL PLAN: GOAL 1 Initiative 1: Retention of students through to Year 8.			
Annual Target/Goal 1 2025	**Initiative 1: Create a new iteration of the graduate profile for three different age bands (1-3, 4-5, 6-8)**			
What do we expect to see?	Measures: 1. The roll is maintained from year to year. 2. Increase regular attendance from 58% to 60% 3. The community survey asking what is valued learning at each age band is completed by all whānau and students. 4. Community feedback shows whānau are clear about Waitati School's Why and What of learning (Graduate Profile)			
Actions	**What did we achieve**	**Evidence**	**Reasons for variances**	**Planning for 2026**
Discuss Graduate profiles with the new PLD provider; how might the work on student agency and goal setting support the creation of a Graduate profile?	No evidence that Tara did this.		Haidee left at the end of Term One, Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	I have changed the strategic plan to create a stable roll. Looking into attendance, providing a safe physical and emotional environment for akonga and developing the relationship between the playcentre, community and school.
Hold a community movie night showing " Most Likely to Succeed." Write discussion questions and record answers(The Why of Education). Introduce the concept of a graduate profile as a new strategic goal.	This was talked about, and two dates were proposed. It was about getting the timing right for it to be shown.	Road Map	Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3. Jamie left the BOT before the election.	Listen to the community about what they want and how we can best support the tamariki with their learning.

Strategic Goal 1 2025-2027 Waitati School 03857	ANNUAL PLAN: GOAL 1 Initiative 1: Retention of students through to Year 8.			
Annual Target/Goal 1 2025	**Initiative 1: Create a new iteration of the graduate profile for three different age bands (1-3, 4-5, 6-8)**			
What do we expect to see?	Measures: 1. The roll is maintained from year to year. 2. Increase regular attendance from 58% to 60% 3. The community survey asking what is valued learning at each age band is completed by all whānau and students. 4. Community feedback shows whānau are clear about Waitati School's Why and What of learning (Graduate Profile)			
Actions	**What did we achieve**	**Evidence**	**Reasons for variances**	**Planning for 2026**
Create a survey that will find out what the valued learning is at each age band and what the outcomes might look like in our students. Gain feedback from the BOT and focus groups to see if the questions relate to our goal.	There were several surveys done last year, but I could not locate one specifically about what they valued learning at each age band.	Surveys from Principal Google Drive	Haidee left at the end of Term One, Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	I have changed the strategic plan to create a stable roll. Looking into attendance, providing a safe physical and emotional environment for akonga and developing the relationship between the playcentre, community and school.
Survey parents with the valued learning survey	Parents were surveyed for this.	Survey results	It was not shared with the team.	I have changed the strategic plan to create a stable roll. Looking into attendance, providing a safe physical and emotional environment for akonga and developing the relationship between the playcentre, community and school.

Strategic Goal 1 2025-2027 Waitati School 03857	ANNUAL PLAN: GOAL 1 Initiative 1: Retention of students through to Year 8.			
Annual Target/Goal 1 2025	**Initiative 1: Create a new iteration of the graduate profile for three different age bands (1-3, 4-5, 6-8)**			
What do we expect to see?	Measures: 1. The roll is maintained from year to year. 2. Increase regular attendance from 58% to 60% 3. The community survey asking what is valued learning at each age band is completed by all whānau and students. 4. Community feedback shows whānau are clear about Waitati School's Why and What of learning (Graduate Profile)			
Actions	**What did we achieve**	**Evidence**	**Reasons for variances**	**Planning for 2026**
Survey students with a valued learning survey	The team were not asked to create such a survey for the students, and according to a Google Form search, none was done.		Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	I have changed the strategic plan to create a stable roll. Looking into attendance, providing a safe physical and emotional environment for akonga and developing the relationship between the playcentre, community and school.
Collate the survey and create the new Graduate profile (What outcomes will we see in our learners at Waitati School?).	This was not achieved		Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	I have changed the strategic plan to create a stable roll. Looking into attendance, providing a safe physical and emotional environment for akonga and developing the relationship between the playcentre, community and school.

Strategic Goal 1 2025-2027 Waitati School 03857	ANNUAL PLAN: GOAL 1 Initiative 1: Retention of students through to Year 8.			
Annual Target/Goal 1 2025	**Initiative 1: Create a new iteration of the graduate profile for three different age bands (1-3, 4-5, 6-8)**			
What do we expect to see?	Measures: 1. The roll is maintained from year to year. 2. Increase regular attendance from 58% to 60% 3. The community survey asking what is valued learning at each age band is completed by all whānau and students. 4. Community feedback shows whānau are clear about Waitati School's Why and What of learning (Graduate Profile)			
Actions	**What did we achieve**	**Evidence**	**Reasons for variances**	**Planning for 2026**
Share the graduate profile with the community. Feedback gained.	This was not achieved.		Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	I have changed the strategic plan to create a stable roll. Looking into attendance, providing a safe physical and emotional environment for akonga and developing the relationship between the playcentre, community and school.
Publish final copy	This was not achieved.		Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	I have changed the strategic plan to create a stable roll. Looking into attendance, providing a safe physical and emotional environment for akonga and developing the relationship between the playcentre, community and school.

Strategic Goal 1 2025-2027 Waitati School 03857	ANNUAL PLAN: GOAL 1 Initiative 1: Retention of students through to Year 8.			
Annual Target/Goal 1 2025	**Initiative 1: Create a new iteration of the graduate profile for three different age bands (1-3, 4-5, 6-8)**			
What do we expect to see?	Measures: 1. The roll is maintained from year to year. 2. Increase regular attendance from 58% to 60% 3. The community survey asking what is valued learning at each age band is completed by all whānau and students. 4. Community feedback shows whānau are clear about Waitati School's Why and What of learning (Graduate Profile)			
Actions	**What did we achieve**	**Evidence**	**Reasons for variances**	**Planning for 2026**
Use the Graduate Profile to guide exceptional learning at Watiati School, especially the Year 7-8 programme, 2026. We know our why and our what.	This was not achieved		Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	I have changed the strategic plan to create a stable roll. Looking into attendance, providing a safe physical and emotional environment for akonga and developing the relationship between the playcentre, community and school.

Strategic Goal 2	Enable exceptional learning through well-maintained goals			
Annual Target/Goal 2.	**Property maintenance is shared across the community, resulting in functional learning spaces.**			
What do we expect to see?	A maintenance plan enables communities to have easy access to help			
Actions	**What did we achieve**	**Evidence**	**Reasons for variances**	**Planning for 2026**
Create a measuring tool that covers all areas needing maintenance.	Tara did not create a measuring tool, but the grounds are under control.	You can see that the grounds are tidy and well-maintain ed.	Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	Develop and implement a playground maintenance plan. Develop and implement a maintenance plan for the school buildings.

Strategic Goal 3.1	All learners make progress in Literacy and numeracy and are engaged in foundation skills that link to areas of passion.			
Annual Target/Goal 3.	Kaiako experience enhanced teaching practice and confidence in supported students to succeed in their literacy and numeracy learning at Waitati School.			
What do we expect to see?	1. All Kaiako and Learning Support Staff are trained in BSLA. 2. All Kaiako complete the MOE four-day Math training. 3. All Kaiako receive coaching and feedback leading to enhanced teaching practice.			
Actions	**What did we achieve**	**Evidence**	**Reasons for variances**	**Planning for 2026**
A survey that measures the confidence of kaiako in enhancing their teaching practice.	This did not happen.		Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	Beginning of Term 2 - - Professional Growth Cycle hui with all staff - Hold a discussion about how they feel in the classroom. - Incredible Years for Teachers PLD in Terms 1 & 2

Strategic Goal 3.1	All learners make progress in Literacy and numeracy and are engaged in foundation skills that link to areas of passion.			
Annual Target/Goal 3.	Kaiako experience enhanced teaching practice and confidence in supported students to succeed in their literacy and numeracy learning at Waitati School.			
What do we expect to see?	1. All Kaiako and Learning Support Staff are trained in BSLA. 2. All Kaiako complete the MOE four-day Math training. 3. All Kaiako receive coaching and feedback leading to enhanced teaching practice.			
Actions	**What did we achieve**	**Evidence**	**Reasons for variances**	**Planning for 2026**
All kaiako receive regular coaching and feedback on teaching practice.	Beginning teachers were observed more often than those who had been teaching here for many years. As part of the Mentoring Programme for beginning teachers, they were observed and had meetings with them.	Beginning teacher notes, and each teacher has a blog for their PCG cycle	Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	Create a termly plan with dates for when they will be observed by the Principal and each other, and then given feedback.
Team to complete BSLA training.	The team completed the BSLA training.	They have the qualification.		Learning Matters iDeaL Strucutred Literacy training.
Team to have ongoing PLD on the new Literacy Curriculum	This was completed.	Ongoing PLD for the staff.	At each team hui, we discussed what was new and what the team needed.	Learning Matters iDeaL Strucutred Literacy training.
Team to have ongoing PLD on the new Math Curriculum	The work was completed.	Ongoing PLD days for the staff.	Haidee left at the end of Term 1, and Debbie then took over as HOD for math. She has worked with the whole team to talk through the new curriculum.	Continue attending the MOE Math training for the last 2 days this year.

Strategic Goal 3.2	**All learners make progress in literacy and numeracy and are engaged in foundation skills that link to areas of passion.**			
Annual Target/Goal	**Ākonga experience ongoing success in literacy and numeracy.**			
What do we expect to see?	1. Reading - 80% (51 out of 64) of students at or above, Writing - 75% (48 out of 64) of students at or above, Math - 70% (45 out of 64) of students at or above 2. Focus groups' accelerated progress identified and assessed using SspA, PAT/IDeal/BSLA/MOE Phonic Check. 3. Tier 3 students make progress in functional literacy and numeracy. 4. Play and Projects are offered regularly to students. 5. Survey in T1 and T4 to gauge how confident learners are.			
Actions	**What did we achieve**	**Evidence**	**Reasons for variances**	**Planning for 2026**
Team to have regular team reflections on the progress of ākonga in literacy and math	We used our team hui time to reflect on the progress of the akonga.	Meeting minutes	With staff movement in a small school, it was hard to do this in Term 4.	Continue to have an open dialogue about progress and what we think impacts it.
Play and Projects continue to be offered to learners as ways for them to connect with their passions.	Learning through play every afternoon in the New Entrant to year 2 room. Projects in the Year 3-8 Room. Passion Projects ran Term 1, 2 & 4.	This is evident in the teacher's planning.	Did not do Passion Projects in Term 3 due to having swimming on a Friday.	Play will continue in the New Entrant to Year 2. We will introduce ‘Golden’ Time on Friday afternoon for those in Years 3-8 who have finished mahi on time. Also introduce play in the year 3-4 class. Projects will be a part of the Year 5-8 class.

Strategic Goal 3.2	All learners make progress in literacy and numeracy and are engaged in foundation skills that link to areas of passion.			
Annual Target/Goal	Ākonga experience ongoing success in literacy and numeracy.			
What do we expect to see?	1. Reading - 80% (51 out of 64) of students at or above, Writing - 75% (48 out of 64) of students at or above, Math - 70% (45 out of 64) of students at or above 2. Focus groups' accelerated progress identified and assessed using SspA, PAT/IDeal/BSLA/MOE Phonic Check. 3. Tier 3 students make progress in functional literacy and numeracy. 4. Play and Projects are offered regularly to students. 5. Survey in T1 and T4 to gauge how confident learners are.			
Actions	**What did we achieve**	**Evidence**	**Reasons for variances**	**Planning for 2026**
				Passion projects will be in Term 2 & 4 - will focus on what the children want to do and in Term 4, on the school fair in 2027.
Ākonga to show increasing confidence that they are successful learners Complete survey T1 and T4.	The ākonga increased their confidence in their learning and took more risks.	The progress of the students. End of year results - Reading 82% at or above Writing 71% at or above Math 76% at or above	The movement of the staff and the children to different learning spaces in Terms 1 & 2 was very disruptive. Once we had the right people in the right place, we managed to improve outcomes.	Survey the community to see how they feel about the learning spaces. Do they want to continue with the children moving, or return to year-level learning spaces? Keep the routine and structure in the morning classes, following one hour each for reading, writing, and math.

2025 End of Year Results

Mid-year 2025 Whole School	**Projected end of 2025**	**Mid-year 2025**	**End of Year 2025**	**End of Year Māori students**
Mathematics	70% at or above	• 69% at or above • 18% working towards • 14% of concern	• 76% at or above • 20% working towards • 4% of concern	• 60% at or above • 30% working towards • 7% of concern
Reading	80% at or above	• 73% at or above • 13%working towards • 13% of concern	• 84% at or above • 11% working towards • 7% of concern	• 80% at or above • 13% working towards • 7% of concern
Writing	75% at or above	• 67% at or above • 16% working towards • 18% of concern	• 71% at or above • 20% working towards • 9% of concern	• 67% at or above • 27% working towards • 7% of concern

Discussion

Evaluation of Waitati School's progress and achievement

Despite a year of significant transition that required the entire teaching team to pivot and exercise distributed leadership, Waitati School is pleased to report consistent progress.

Notwithstanding the staffing fluctuations of 2025—including leadership turnover and increased medical leave—our ākonga demonstrated remarkable resilience and a measurable increase in self-efficacy.

Overall Teacher Judgements (OTJs) remained stable from 2024 to 2025. While we acknowledge the inherent variability across student cohorts and the impact of mid-year enrollments, our strategic objective remains the maintenance and incremental improvement of these results.

As a first-time principal, I am evaluating the efficacy of our change processes and seeking to refine the framework for the Board of Trustees' involvement in our school-wide reflection. Our achievement data is drawn from a robust range of sources, including standardised, formative, and narrative assessments.

Despite the challenges posed by an evolving national curriculum, the team remains dedicated to ensuring every staff member and learner is aligned with their optimal learning pathway.

A key success in 2025 was the implementation of a school-wide handwriting programme, which resulted in significant gains in orthographic automaticity and cursive fluency.

For our students requiring additional support, we provide targeted interventions: long-term students working at Level 1 receive valued, ongoing assistance, while more recent arrivals are supported through accelerated learning plans. These efforts are further bolstered by the Ministry of Education PLD through the iDeal literacy platform and specialised small-group instruction for students exhibiting symptoms of dyslexia.

Waitati Roll

During the 2025 academic year, Waitati School experienced significant transition and operational challenges. Enrollment remained active with eight new students joining the school, comprising five new entrants and three transfers. However, student retention remains a primary focus: while the school successfully retained two Year 7 students for their final Year 8 year, a notable portion of the senior cohort (four out of five Year 6 students) transitioned to intermediate schools in Dunedin. Total departures for the year reached 16 students, all of whom transferred to other Dunedin-based institutions. Of these, 12 were primary-aged transfers, indicating a need for stronger engagement to address underlying dissatisfaction among parents and students.

In alignment with the 2024/25 Strategic Plan, the Board remains committed to improving student retention through Year 8. To achieve this, leadership is facilitating targeted consultation with Year 5–8 whānau to identify barriers to retention and refine the senior school offering. Simultaneously, the school is prioritising community re-engagement to bolster new entrant enrollments and stabilise the school's long-term growth.

This strategic work is being conducted against a backdrop of substantial staffing instability, including the departure of the New Entrant kaiako, the Principal's resignation following medical leave, and prolonged staff illness. Despite these disruptions, the remaining teaching team demonstrated exceptional resilience and continuity of service, ensuring that core educational delivery remained intact during a period of complex organisational change.

Te Ao Māori

Our Māori students demonstrated progress across all curriculum areas throughout the year. While the formal funding for the Māori Achievement Collaboration (MAC) concluded at the end of 2025, we are confident the initiative has left a lasting, positive impact on student outcomes. Although budget constraints prevent us from continuing our formal membership in 2026, the insights gained will remain a core part of our practice.

End of Year 2025
Maori Akonga

202 Māori learners	Māori learners End of year 2023	Māori learners End of Year 2024	Māori learners End of year 2025
Mathematics	• 41% at or above • 35% working towards • 24% of concern	• 46% at or above • 38% working towards • 15% of concern	• 60% at or above • 30% working towards • 7% of concern
Reading	• 59% at or above • 29% working towards • 12% of concern	• 76% at or above • 8% working towards • 15% of concern	• 80% at or above • 13% working towards • 7% of concern
Writing	• 63% (5) at or above • 13% (1) working towards • 25% of concern (2)	• 46% at or above • 31% working towards • 23% of concern (new ss)	• 67% at or above • 27% working towards • 7% of concern

Whānau feedback

Following our community engagement session in April 2025, we took a structured approach to addressing feedback. We responded to community concerns with concrete actions and addressed information gaps, ensuring a transparent and collaborative path forward.

Year 6-8 programme

Following a review of the Year 6–8 curriculum, we determined that 2025 would be our final year participating in the William Pike Challenge. While the program offered value, the high cost—combined with feedback from a whānau survey—indicated a preference for fewer outdoor activities. Given the small 2025 cohort, we have shifted our focus to collaborating with our current Year 5 students to co-design a bespoke 2026 program tailored specifically to their needs and interests.

Flying Fox Fair

At the start of the year, we held a flying fox fair, where we raised funds to help rebuild the flying fox. This was an outstanding success, and after much consultation with the community and the PTA, it was decided that we would hold a school fair every two years.

Report on how the school has given effect to Te Tiriti o Waitangi in 2024

Under the partnership agreement between Waitati School and Kāti Huirapa Rūnaka ki Puketeraki, we continue to strengthen our relational bonds through active collaboration.

Highlights from 2025 included our participation in the Three Peaks Cluster Hui Ako and a powerful performance at Polyfest at the Edgar Centre, which was met with immense pride and support from our whānau. Our annual Matariki celebration at Waitati Hall, featuring a lantern parade and shared kai, further solidified our community ties.

We maintained our Year 3–8 whānau classes, a model that fosters strong tuakana/teina relationships and deepens the connection between tamariki and kaiako. In the classroom, te reo Māori is integrated daily through greetings, instructions, karakia, and waiata, upholding the values of whanaungatanga. While we continued our Māori language program through the Virtual Learning Network (VLN), technical challenges following their website update proved difficult for kaiako to navigate reliably.

Our staff remains dedicated to giving effect to Te Tiriti o Waitangi. In 2025, we formally reaffirmed this commitment by issuing a letter of support in response to proposed government policy changes.

Kiwisport Funding Statement 2025

Our allocation of $962.60 was used to support the Sports Coordinator position at our school. This role is essential in organising all school sporting events and practices, as well as coordinating after-school teams, including Futsal, Hockey and Netball. The Sports Coordinator ensures that students have regular, well-structured opportunities to participate in a wide range of sporting activities.

Statement of compliance with employment policy

The board ensures compliance as a good employer and with this policy under the Education and Training Act 2020.

The School Board:
● Has developed and implemented appropriate policies which promote high levels of staff performance and recognise the needs of students;
● Has reviewed its compliance with these policies and can report that it meets all the requirements identified and is in accordance with best practice;
● Is a good employer and complies with all conditions included within employee contracts;
● Ensures all employees are treated fairly, without bias or discrimination;
● Meets all EEO requirements.

Rebecca Williams
Principal
Waitati School