

# WAIOTAHE VALLEY SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2025

#### School Directory

**Ministry Number:** 2063

**Principal:** Tai Miskell

**School Address:** 32 Gabriels Gully Road

**School Postal Address:** Gabriels Gully Road RD 2, Opotiki, 3198

**School Phone:** 07 315 4712

**School Email:** [admin@waiotahe.school.nz](mailto:admin@waiotahe.school.nz)

**Accountant / Service Provider:**

Education  Services.  
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# WAIOTAHE VALLEY SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# Waioatahe Valley 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.

*Elizabeth Leeder*

Full Name of Presiding Member

*Tari Miskell*

Full Name of Principal

*[Signature]*

Signature of Presiding Member

*[Signature]*

Signature of Principal

*29/5/26*

Date

*29/5/26*

Date

# Waioatahe Valley School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	1,358,789	1,122,109	1,348,858
Locally Raised Funds	3	92,417	25,200	57,569
Interest		9,505	5,000	18,452
<b>Total Revenue</b>		<b>1,460,711</b>	<b>1,152,309</b>	<b>1,424,879</b>
<b>Expense</b>				
Locally Raised Funds	3	34,536	28,900	27,896
Learning Resources	4	954,408	867,408	854,877
Administration	5	125,667	92,250	204,957
Interest		683	228	492
Property	6	215,475	203,067	228,210
<b>Total Expense</b>		<b>1,330,769</b>	<b>1,191,853</b>	<b>1,316,432</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>129,942</b>	<b>(39,544)</b>	<b>108,447</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>129,942</b>	<b>(39,544)</b>	<b>108,447</b>

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



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

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		555,187	421,936	436,354
Total comprehensive revenue and expense for the year		129,942	(39,544)	108,447
Contribution - Furniture and Equipment Grant		-	-	10,386
<b>Equity at 31 December</b>		685,129	382,392	555,187
Accumulated comprehensive revenue and expense		685,129	382,392	555,187
<b>Equity at 31 December</b>		685,129	382,392	555,187

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.



# Waioatahe Valley School

## Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	335,416	241,361	419,550
Accounts Receivable	8	90,858	81,375	63,187
GST Receivable		31,512	19,582	4,900
Prepayments		11,045	8,777	8,174
Inventories	9	213	557	-
Investments	10	247,088	28,232	30,783
Funds Receivable for Capital Works Projects	16	1,420	-	53,383
Work in Progress		22,515	-	-
		<u>740,067</u>	<u>379,884</u>	<u>579,977</u>
<b>Current Liabilities</b>				
Accounts Payable	12	119,728	104,508	68,236
Revenue Received in Advance	13	30,000	1,825	23,981
Provision for Cyclical Maintenance	14	13,606	36,261	-
Finance Lease Liability	15	3,766	1,182	3,055
Funds held for Capital Works Projects	16	72,552	-	65,148
		<u>239,652</u>	<u>143,776</u>	<u>160,420</u>
<b>Working Capital Surplus/(Deficit)</b>		500,415	236,108	419,557
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	192,429	167,956	151,434
		<u>192,429</u>	<u>167,956</u>	<u>151,434</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	4,022	20,229	12,009
Finance Lease Liability	15	3,693	1,443	3,795
		<u>7,715</u>	<u>21,672</u>	<u>15,804</u>
<b>Net Assets</b>		<u>685,129</u>	<u>382,392</u>	<u>555,187</u>
<b>Equity</b>		<u>685,129</u>	<u>382,392</u>	<u>555,187</u>

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



## Waioatahe Valley School

# Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		396,494	340,223	418,464
Locally Raised Funds		106,200	25,200	71,975
Goods and Services Tax (net)		(26,612)	-	14,682
Payments to Employees		(173,980)	(192,650)	(166,194)
Payments to Suppliers		(148,613)	(201,223)	(206,712)
Interest Paid		(683)	(228)	(492)
Interest Received		13,008	5,000	14,949
Net cash from/(to) Operating Activities		165,814	(23,678)	146,672
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(93,978)	(40,000)	(27,375)
Purchase of Investments		(216,304)	-	(2,551)
Net cash from/(to) Investing Activities		(310,282)	(40,000)	(29,926)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	10,386
Finance Lease Payments		(2,322)	(1,958)	(1,398)
Funds Administered on Behalf of Other Parties		62,656	-	(13,181)
Net cash from/(to) Financing Activities		60,334	(1,958)	(4,193)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(84,134)</b>	<b>(65,636)</b>	<b>112,553</b>
Cash and cash equivalents at the beginning of the year	7	419,550	306,997	306,997
<b>Cash and cash equivalents at the end of the year</b>	7	<b>335,416</b>	<b>241,361</b>	<b>419,550</b>

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.



# Waiotaha Valley School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### **Reporting Period**

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

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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



### **Critical Accounting Estimates And Assumptions**

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

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

#### *Cyclical maintenance*

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

#### *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 11.

### **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 15. Future operating lease commitments are disclosed in note 21b.

#### *Recognition of grants*

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



## c) Revenue Recognition

### **Government Grants**

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

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

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

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

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

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

### **Other Grants where conditions exist**

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

### **Donations, Gifts and Bequests**

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

### **Interest Revenue**

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

## d) Operating Lease Payments

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

## e) Finance Lease Payments

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

## f) Cash and Cash Equivalents

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



**g) Accounts Receivable**

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

**h) Inventories**

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

**i) Investments**

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

**j) Property, Plant and Equipment**

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

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

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

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

**Finance Leases**

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

**Depreciation**

Property, plant and equipment 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:

Leased Assets held under a Finance Lease

Term of Lease



### **k) Impairment of property, plant, and equipment**

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

#### *Non cash generating assets*

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

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

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

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

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

### **l) Accounts Payable**

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

### **m) Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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



**n) Revenue Received in Advance**

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

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

**o) Funds Held in Trust**

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

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

**p) Funds held for Capital works**

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

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

**q) Shared Funds**

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

**r) Provision for Cyclical Maintenance**

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

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

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



**s) Financial Instruments**

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

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

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

**t) Borrowings**

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

**u) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**v) Budget Figures**

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

**w) Services received in-kind**

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



## 2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	414,739	341,344	390,749
Teachers' Salaries Grants	760,492	646,216	692,645
Use of Land and Buildings Grants	137,792	134,549	138,676
Ka Ora, Ka Ako - Healthy School Lunches Programme	43,282	-	125,610
Other Government Grants	2,484	-	1,178
	1,358,789	1,122,109	1,348,858

## 3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Donations and Bequests	(574)	2,200	1,731
Fees for Extra Curricular Activities	10,804	-	7,595
Trading	3,234	5,000	3,665
Fundraising and Community Grants	67,474	10,000	33,331
School House	11,479	8,000	11,247
	92,417	25,200	57,569
<b>Expense</b>			
Extra Curricular Activities Costs	18,265	4,900	9,656
Trading	6,592	5,000	5,759
Fundraising and Community Grant Costs	4,734	16,000	9,238
School House	4,945	3,000	3,243
	34,536	28,900	27,896
<i>Surplus/(Deficit) for the year Locally Raised Funds</i>	57,881	(3,700)	29,673

## 4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	24,307	27,800	21,593
Employee Benefits - Salaries	892,770	795,216	801,011
Staff Development	1,833	10,600	1,711
Depreciation	34,623	26,492	29,795
Other Learning Resources	202	800	265
Equipment Repairs	673	6,500	502
	954,408	867,408	854,877



## 5. Administration

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Audit Fees	8,580	8,500	4,344
Board Fees and Expenses	6,027	6,200	4,878
Operating Leases	4,469	5,000	4,684
Other Administration Expenses	13,824	22,900	17,584
Employee Benefits - Salaries	35,480	35,650	35,134
Insurance	5,365	6,000	4,323
Service Providers, Contractors and Consultancy	8,640	8,000	8,400
Ka Ora, Ka Ako - Healthy School Lunch Programme	43,282	-	125,610
	<u>125,667</u>	<u>92,250</u>	<u>204,957</u>

## 6. Property

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Consultancy and Contract Services	15,642	18,000	6,818
Cyclical Maintenance	5,619	3,168	3,244
Heat, Light and Water	13,224	11,800	13,069
Rates	1,912	1,800	2,049
Repairs and Maintenance	29,727	21,200	41,306
Use of Land and Buildings	137,792	134,549	138,676
Employee Benefits - Salaries	6,865	8,000	18,414
Other Property Expenses	4,694	4,550	4,634
	<u>215,475</u>	<u>203,067</u>	<u>228,210</u>

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

## 7. Cash and Cash Equivalents

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Bank Accounts	335,416	241,361	419,550
Cash and cash equivalents for Statement of Cash Flows	<u>335,416</u>	<u>241,361</u>	<u>419,550</u>

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

Of the \$335,416 Cash and Cash Equivalents \$102,552 is subject to restrictions for the following reasons:

- \$72,552 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 16.
- \$30,000 of Revenue Received in Advance is held by the school, as disclosed in note 13.



### 8. Accounts Receivable

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Receivables	1,287	4,492	70
Receivables from the Ministry of Education	11,062	-	2,432
Interest Receivable	-	-	3,503
Banking Staffing Underuse	-	18,952	-
Teacher Salaries Grant Receivable	78,509	57,931	57,182
	<u>90,858</u>	<u>81,375</u>	<u>63,187</u>
Receivables from Exchange Transactions	12,349	23,444	3,573
Receivables from Non-Exchange Transactions	78,509	57,931	59,614
	<u>90,858</u>	<u>81,375</u>	<u>63,187</u>

### 9. Inventories

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Stationery	213	557	-
	<u>213</u>	<u>557</u>	<u>-</u>

### 10. Investments

The School's investment activities are classified as follows:

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	247,088	28,232	30,783
Total Investments	<u>247,088</u>	<u>28,232</u>	<u>30,783</u>



## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	86,189	-	-	-	(10,266)	<b>75,923</b>
Furniture and Equipment	44,347	52,015	-	-	(16,851)	<b>79,511</b>
Information and Communication Technology	2,506	18,677	-	-	(2,173)	<b>19,010</b>
Leased Assets	6,463	4,190	-	-	(3,751)	<b>6,902</b>
Library Resources	11,929	736	-	-	(1,582)	<b>11,083</b>
	<b>151,434</b>	<b>75,618</b>	-	-	<b>(34,623)</b>	<b>192,429</b>

The net carrying value of equipment held under a finance lease is \$6,902 (2024: \$6,463)

### Restrictions

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

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	154,593	(78,670)	<b>75,923</b>	154,593	(68,404)	<b>86,189</b>
Furniture and Equipment	317,745	(238,234)	<b>79,511</b>	265,729	(221,382)	<b>44,347</b>
Information and Communication Technology	54,361	(35,351)	<b>19,010</b>	35,684	(33,178)	<b>2,506</b>
Leased Assets	19,778	(12,876)	<b>6,902</b>	15,588	(9,125)	<b>6,463</b>
Library Resources	53,673	(42,590)	<b>11,083</b>	52,938	(41,009)	<b>11,929</b>
	<b>600,150</b>	<b>(407,721)</b>	<b>192,429</b>	<b>524,532</b>	<b>(373,098)</b>	<b>151,434</b>



**12. Accounts Payable**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Creditors	34,425	37,226	5,980
Accruals	6,038	7,750	4,344
Employee Entitlements - Salaries	78,509	57,931	57,182
Employee Entitlements - Leave Accrual	756	1,601	730
	<u>119,728</u>	<u>104,508</u>	<u>68,236</u>
Payables for Exchange Transactions	119,728	104,508	68,236
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>119,728</u>	<u>104,508</u>	<u>68,236</u>

The carrying value of payables approximates their fair value.

**13. Revenue Received in Advance**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Income in Advance	30,000	-	15,000
Grants in Advance - Ministry of Education	-	1,825	8,981
	<u>30,000</u>	<u>1,825</u>	<u>23,981</u>



#### 14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	12,009	53,322	46,555
Increase/(decrease) to the Provision During the Year	5,619	3,168	3,244
Use of the Provision During the Year	-	-	(37,790)
<b>Provision at the End of the Year</b>	<b>17,628</b>	<b>56,490</b>	<b>12,009</b>
Cyclical Maintenance - Current	13,606	36,261	-
Cyclical Maintenance - Non current	4,022	20,229	12,009
	<b>17,628</b>	<b>56,490</b>	<b>12,009</b>

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

#### 15. 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	4,271	1,182	3,542
Later than One Year	4,041	1,443	4,048
Future Finance Charges	(853)	-	(740)
	<b>7,459</b>	<b>2,625</b>	<b>6,850</b>
<b>Represented by</b>			
Finance lease liability - Current	3,766	1,182	3,055
Finance lease liability - Non current	3,693	1,443	3,795
	<b>7,459</b>	<b>2,625</b>	<b>6,850</b>



## 16. 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	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
Reroof and AMS Works	220513	(53,383)	53,427	(44)	-	-
LSC: New POD	220051	65,148	-	(9,288)	-	55,860
5YA Combined: A, B, F: Electrical, Roofing &	251418	-	92,896	(82,794)	-	10,102
LSPM-Driveway Fence & Gate	253045	-	10,503	(10,503)	-	-
D:Shed Refurbishment	251422	-	48,310	(41,720)	-	6,590
Sewerage System Compliance	256913	-	-	(1,420)	-	(1,420)
<b>Totals</b>		<b>11,765</b>	<b>205,136</b>	<b>(145,769)</b>	<b>-</b>	<b>71,132</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	72,552
Funds Receivable from the Ministry of Education	(1,420)

2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
Reroof and AMS Works	220513	20,555	-	(73,938)	-	(53,383)
LSC: New POD	220051	-	74,250	(9,102)	-	65,148
<b>Totals</b>		<b>20,555</b>	<b>74,250</b>	<b>(83,040)</b>	<b>-</b>	<b>11,765</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	65,148
Funds Receivable from the Ministry of Education	(53,383)

## 17. Related Party Transactions

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

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



## 18. Remuneration

### Key management personnel compensation

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

	<b>2025 Actual \$</b>	<b>2024 Actual \$</b>
<i>Board Members</i>		
Remuneration	2,710	3,250
<i>Leadership Team</i>		
Remuneration	144,234	134,567
Full-time equivalent members	1.00	1.00
<b>Total key management personnel remuneration</b>	<b>146,944</b>	<b>137,817</b>

There are 7 members of the Board excluding the Principal. The Board has held 9 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:

	<b>2025 Actual \$000</b>	<b>2024 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	4 - 5	3 - 4
Termination Benefits	-	-

### Other Employees

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

<b>Remuneration \$000</b>	<b>2025 FTE Number</b>	<b>2024 FTE Number</b>
100 - 110	3.00	3.00
110 - 120	1.00	0.00
	<b>4.00</b>	<b>3.00</b>

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



## 19. Compensation and Other Benefits Upon Leaving

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

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

## 20. Contingencies

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

### Holidays Act Compliance – Schools Payroll

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

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

### Pay Equity and Collective Agreement Funding Wash-up

In 2025 the Ministry of Education provided collective agreement and pay equity settlement funding. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2025 has not yet been advised. The School has therefore not recognised an asset or liability regarding this funding wash-up, which is expected to be settled in July 2026.

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of \$177,967 (2024: \$76,387) as a result of entering the following contracts:

<b>Contract Name</b>	<b>Remaining Capital Commitment</b>
LSC: New POD	\$ 76,201
5YA Combined: A, B, F: Electrical, Roofing & D: Shed Refurbishment	28,003
Turf	14,268
	59,495
<b>Total</b>	<b>177,967</b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

Turf Commitment remaining at balance date: \$59,495 (note this is not a capital works project).

### (b) Operating Commitments

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



## 22. Financial Instruments

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

### Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	335,416	241,361	419,550
Receivables	90,858	81,375	63,187
Investments - Term Deposits	247,088	28,232	30,783
<b>Total financial assets measured at amortised cost</b>	<b>673,362</b>	<b>350,968</b>	<b>513,520</b>

### Financial liabilities measured at amortised cost

Payables	119,728	104,508	68,236
Finance Leases	7,459	2,625	6,850
<b>Total financial liabilities measured at amortised cost</b>	<b>127,187</b>	<b>107,133</b>	<b>75,086</b>

## 23. Events After Balance Date

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

## 24. Comparatives

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



**INDEPENDENT AUDITOR'S REPORT**

**TO THE READERS OF  
WAIOTAHE VALLEY SCHOOL  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2025**

The Auditor-General is the auditor of Waiotaha Valley School (the School). The Auditor-General has appointed me, Fred Cookson, using the staff and resources of Cookson Forbes & Associates, Chartered Accountants, to carry out the audit of the financial statements of the School on pages 2 to 22, 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 of the School:

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

Our audit was completed on 2<sup>nd</sup> June 2026. This is the date at which our opinion is expressed.

The basis for our opinion is explained below and we draw your attention to other matter. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

**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 opinion.

**Responsibilities of the Board of Trustees for the financial statements**

The Board of Trustees 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 of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of

Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 assess the risk of material misstatement arising from the school's payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board of Trustees 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 arises 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 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 independence requirements of 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) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Fred Cookson  
Cookson Forbes & Associates Chartered Accountants  
On behalf of the Auditor-General  
Opotiki, New Zealand

## Waioatahe Valley School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Tai Miskell	Principal	ex Officio	
Chris Anstis	Parent Representative	Elected	Sep 2028
Eria Collier	Parent Representative	Elected	Sep 2028
Tamae Gray	Parent Representative	Elected	Sep 2028
Sharon Craig	Parent Representative	Appointed	Sep 2028
Lisa Reeve	Parent Representative	Elected	Sep 2028
Trish Hurrell	Staff Representative	Appointed	Sep 2028
Elizabeth Leeder	Other	Elected	Sep 2028

## Waioatahe Valley School

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$1,835 (excluding GST). The funding was spent on sporting endeavours.

## Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Waioatahe Valley School Board:

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



# WAIOTAHĒ VALLEY SCHOOL

Ka Poipoia // Ka Toha // Ka Maia

2025 Achievement									
The below is based on Teacher's Overall judgement (OTJ's), which included standardised assessments, moderated works, peer observations and analysis									
	READING 2025			WRITING 2025			MATHS 2025		
	End of 2025	End 2024	End of 2023	End of 2025	End 2024	End of 2023	End of 2025	End 2024	End of 2023
<b>All</b>	74%	71% 79/110	78%	71%	64% 70/110	64%	73%	75% 82/110	74%
<b>Boys</b>	63%	64% 38/59	70%	57%	53% 31/59	51%	72%	79% 47/59	74%
<b>Girls</b>	82%	78% 40/51	86%	80%	76% 39/51	77%	74%	68% 35/51	73%
<b>Māori</b>	70%	67% 50/75	74%	61%	59% 44/75	60%	63%	68% 51/75	68%
<b>NZ European</b>	79%	80% 26/33	90%	88%	74% 24/33	75%	100%	87% 29/33	89%
<b>Pasifika</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>MELAA</b> (Middle Eastern/Latin American/African)	100%	100% 2/2	NA	100%	100% 2/2	NA	100%	100% 2/2	NA
<b>Asian</b>	100%	NA	NA	100%	NA	NA	100%	NA	NA



# WAIOTAHĒ VALLEY SCHOOL

Ka Poipoia // Ka Toha // Ka Maia

2025 Achievement									
The below is based on Teacher's Overall judgement (OTJ's), which included standardised assessments, moderated works, peer observations and analysis									
	READING 2025			WRITING 2025			MATHS 2025		
	End of 2025	End of 2024	End of 2023	End of 2025	End of 2024	End of 2023	End of 2025	End of 2024	End of 2023
Year 1	100%	100%	100%	100%	100%	100%	100%	100%	100%
Year 2	67%	93%	90%	89%	80%	90%	100%	93%	80%
Year 3	87%	77%	75%	94%	77%	86%	98%	85%	75%
Year 4	67%	83%	57%	67%	83%	57%	58%	83%	64%
Year 5	73%	69%	65%	73%	54%	53%	80%	69%	65%
Year 6	60%	56%	64%	40%	38%	50%	25%	59%	50%
Year 7	47%	50%	82%	27%	50%	18%	40%	57%	64%
Year 8	69%	25%	89%	56%	17%	61%	69%	42%	83%



**Strategic Priority - Ako/Learning Provide an academically well-balanced curriculum that connects our people, place and environment.** Reg 9(1)(a)

**Key baseline information from 2024 (for more details see 2024 SOV)**

- Key action** Reg 9(1)(e)  
 1 - 47% of our students attended regularly (90%). Chronic absence was 14%.  
 2 - Investigated STEM options but no consistent teaching of STEM across the school  
 3 - 71% of students at or above in reading, 64% at or above in Writing and 75% at or above in maths.
- Specific Target for 2025** Reg 9(1)(a)  
 1 - Increase attendance to have 75% of our students maintaining an attendance rate of 90%. Decrease chronic absence to 5%.  
 2 - Embed a sustainable STEM programme across all year levels.  
 3 - 80% at or above in Reading, 75% at or above in writing and 80% at or above in maths.

**2025 Annual Plan**

2025 Annual Plan			Self-Review and end of Year AOV			
Key action <small>Reg 9(1)(b and f)</small>	Planned outcome and Measure <small>Reg 9(1)(d)</small>	Responsibilities <small>Reg 9(C)</small>	Resourcing <small>Reg 9(C)</small>	Timing	Outcome/Analysis	Next steps
Professional development to support staff through Curriculum Re-Fresh	Access MOE support for Curriculum Refresh - At Least 1 dedicated meeting per term. Dedicate some time to each weekly meeting to look at Curriculum. Use a self reflection scale to rate how confident we are in teaching new curriculum	Tai, George, Jackie, and Louise	MOE PD,	T1-4	Attended Teacher only days - Math. School staff meetings dedicated to looking at the new curriculum.	Continue to develop our knowledge in 2026. Curriculum Refresh lead teacher to share updates.
Lift achievement levels in Reading, writing and mathematics	Target our seniors 5-8 and have accelerated progress for students currently below. Literacy Lead to support and observe programmes. PLD in BSLA for Y5-8 staff.	All staff	BSLA training for Y4-8	T1-4	All teachers have trained in structured literacy BSLA. Louise has worked with Tier 2 and 3 juniors. Some frustration from teachers in years 6-8 with BSLA training. Employed teacher Term 4 for tier 2 support for selected seniors in reading and math. Huge boost in confidence for these students.	Trial other structured literacy programmes. Ideal may be a better provider. Sarah will trial this. Continue exploration in HTP practices. In school coaches to support staff and lift student engagement.
Purchase resources for STEM programme for all years. across the school.	We will have purchased STEM kits which will be able to be used by all students in the school. Increase the budget for Technology. Apply for funding to support purchasing of equipment.	Tai	Increase Technology budget,	T1-4	School has purchased chromebooks, Epro8 kits with electronics. Senior classes used kits and participated in school EPRO8 programme.	Utilise equipment in 2026, including juniors. Provide students with electronics
Participate in STEM competitions such as Aquabots and EPRO8	We will provide opportunities for all senior students to experience EPRO challenges. Select teams to be involved in both EPRO8 and Aquabots interschool events.	Tai,	\$ for entry fees and transport to competitions.	T1-4	Senior classes spent time working with Epro8 kits. We took two teams to compete in Whakatane.	More opportunities using the kits will help our students feel more confident in the competitions. Particularly with the electronics.
Continue to improve attendance rates	Increase attendance rates to have 75% of our students maintaining an attendance rates of 90%. Contact parents when rates are approaching 80%. 3 times a term share posts about attendance. Set termly attendance goals for students who are chronically and moderately absent. Reduction in students with chronic absenteeism. Access public Health Nurse	Tai, Attendance services, Public Health Nurse.	Kahui Ako Attendance service	T1-4	We have made improvement in attendance. 52% of students attended regularly. We have reduced the % of students in Chronic by 4.5% and Moderate categories by 5%. Created Attendance management plan.	We had 28% of our students in 'moderate' absence category. We will target these students to lift them into Regular. We will do this by promotion of attendance, contacting whanau, setting individual targets for students and school awards. Aim for 5 -10% improvement in attendance each year.

# Strategic Priority - Hononga/Connection strengthen partnerships with parents/whānau, iwi and our community. Reg 9(1)(e)

## Key baseline information from 2024 (for more details see 2024 SOV)

- Regulation 9(1)(e)
- 1 - 2 whānau hui held. One of them was poorly attended. New school website created to support communication.
  - 2 - Genuine relationships built with local Hāpu and joined together for several community events shared at Marae and school.
  - 3 - 90%+ of students had someone from their whānau attend school interviews. 70% of school feedback surveys completed. 88% of whānau surveyed agreed that school communication met their needs.

## Specific Target for 2025 Reg 9(1)(a)

- 1 - Termly whānau hui held with increased attendance.
- 2 - Utilise local marae, expertise and businesses to provide real-world learning and hands-on experiences.
- 3 - Continue to build trusting and sustained relationships with Māori and mana whenua.

2025 Annual Plan				Self-Review and end of Year AOV		
Key action <small>Reg 9(1)(b and f)</small>	Planned outcome and Measure <small>Reg 9(1)(d)</small>	Responsibilities <small>Reg 9(c)</small>	Resourcing <small>Reg 9(c)</small>	Timing	Outcome/Analysis	Next steps
Establish regular hui with whānau and iwi to co-design learning experiences and school initiatives.	Increase in whānau attendance at school events and hui. Touch base with all new whānau after 3 weeks to get feedback about school experience.	All staff	\$ for kai for hui and events	T1-4	Provided opportunities for formal feedback during interviews. Did not hold regular hui. Touched base with whānau at pick up and drop off times.	Continue with regular catch ups with new whānau. Establish consistent hui with whānau. Create opportunities for whānau to be involved in school activities.
Strengthen communication by using multiple platforms (Skoolloop, newsletters, social media, and kanohi ki te kanohi interactions).	Whānau hui each term. Formal feedback opportunities for whānau twice a year. Touch base with all new whānau after 3 weeks to get feedback about school experience. 95%+ positive feedback from whānau regarding communication.	Tai, Janelle, Teaching staff		T1-4	100% of Whānau surveyed in Term 4 believed school communication met their needs and 98% of teacher communication.	Feedback from parents was that they really enjoy video clips on social media of students learning and being involved in activities. Increase social media photos and videos.
Partner with local marae, businesses, and organisations to provide real-world learning experiences for ākonga.	Positive feedback in whānau and iwi surveys on school communication and involvement. Increase in community partnerships that support student learning.	Tai, Trish, Liah, Waka	Buses for trips to local sites	T1-4	Hui with local iwi and other key stakeholders into developing a programme for students to explore local industry eg Aquaculture.	Provided each classroom with more funding in 2026s budget to enable classes to access off-site learning experiences. Continue being involved in local industry programme with Whakatohea.
Results and evaluation findings are shared and discussed with key stakeholders including whānau, hapū and iwi.	Whānau and iwi are provided with school results twice a year. These are discussed with stakeholders to develop strategic priorities.	Tai, School Board			School achievement data was shared with board, whānau and local hapu.	Ensure achievement data is easily accessible for local community to view.
The school is authentically and actively giving effect to Te Tiriti o Wāitangi through building trusting and sustained partnerships with Māori and mana whenua.	Regularly meet with Hapu and iwi. Continue to invite and participate in shared community events.	School Board, All staff			Met with Maromahue Whānau and shared our goals, plans and results. We have continued our positive relationship with Maromahue.	Continue supporting each other in community events. Include regular marae visits in school calendar

# Strategic Priority - Ahurea/Culture Embed a supportive school culture, which promotes belonging, our school values, leadership and manaakitanga. Reg 9(1)(a)

## Key baseline information from 2024 (for more details see 2024 SOV)

- Regulation 9(1)(e)
- Major focus on teaching Key competencies and school values. Shared these with community in newsletters, classroom teachers shared these with students.
  - Changed our school timetable so all students were out playing together at lunchtime. Completed several events with mixed groups to establish tuakana/teina relationships.
  - Attempted a leadership group but it did not continue due to change in teaching staff.

## Specific Target for 2025 Reg 9(1)(a)

- School values and Te Ao visible inside and outside classroom spaces.
- Establish House groups with links to local area.
- Embed sustainable school board, staff and school review practices

2025 Annual Plan					Self-Review and end of Year SOV	
Key action <small>Reg 9(1)(b and f)</small>	Planned outcome and Measure <small>Reg 9(1)(d)</small>	Responsibilities <small>Reg 9(c)</small>	Resourcing <small>Reg 9(c)</small>	Timing	Outcome/Analysis	Next steps
Increase visibility of te reo Māori in school signage, classrooms, and daily interactions.	Complete Mural of local story and attach to classroom walls. Values painted in English and Te Reo on path entrance. School Pepeha on office wall.	Tai, Waka, Teachers	Cost of art supplies, as well as signage	T1-4	A lift in Te Reo usage by staff and students. Te Reo lead teacher sharing phrases and quick lessons in weekly assembly. Provided resources for all classrooms.	School Pepeha on office wall when you walk into school. Re-paint bilingual values at school entrance.
Establish House Groups to add a sense of fun, belonging and for students to maintain tuakana/teina relationships. Link these groups to local history and visit these significant sites as a school.	Students get to know and care for students across the school. 90%+ of students report a strong sense of belonging at school (measured through student wellbeing surveys)	Tai, Emma, waka	Bus trips to local sites, Design of house logos.	T1-4	House groups established with names provided by Marae. We have had a number of challenges led by staff and students. A shield has been made to be awarded for challenges.	Regular activities throughout the term. More Friday challenges providing leadership opportunities, increase attendance on Fridays with fun engaging challenges. Create logos and purchase flags for houses.
Embed school and staff review practices.	Regularly evaluate BOT meetings. External appraisal for Principal. Introduce a new PGC process for teachers.	School Board, All staff		T1-4	External appraisal by completed for principal. PGC meetings with teachers very worthwhile and will continue. Board completed thorough review.	Meetings scheduled for all staff members including teacher aides and unit holders. Continue this - embed peer coaching and observations.
Embed local iwi history, tikanga, and te reo Māori across the curriculum.	Regular feedback from iwi and whānau confirming authentic integration of Te Ao Māori. Planning as well as voice from students and whānau to measure use of Te Reo and Te Ao learning in the school.	Tai, Trish, School Board		T1-4	97% of feedback from whānau believe we are meeting the cultural needs of their child, but would still like to see continued development in this kaupapa. Production was a great opportunity to learn and share to whānau.	Visit to other marae in area and sites of significance for iwi., Participate in Delamere Cup kapa haka. Use marae to practice kapa haka. Integrate te reo into other curriculum areas.
Leadership opportunities for senior students to be role models and demonstrate our school values.	Leadership training with sports Bay of Plenty. Students to run and organise house competitions.	All staff, Emma		T1-4	House groups and house leaders have provided leadership opportunities. Leading assemblies and other events in school.	Continue with house leaders and increase the amount of house challenges. Utilise SportBop to provide support/programme for student leaders.

## **Summary of Variance – 2025 Achievement**

Overall achievement in 2025 shows steady and improving outcomes across reading, writing, and mathematics, with the majority of learners achieving at or above expected curriculum levels. Reading achievement increased to 74%, showing an upward trend from 2024, while mathematics remained relatively stable at 73%, indicating consistent performance over time. Writing achievement, at 71%, continues to be an area of relative variance, particularly for boys and Māori learners, despite small overall gains from 2024.

Gender disparity remains evident, with girls achieving at higher levels than boys across all curriculum areas, most notably in writing. Māori learner achievement shows improvement in reading, however writing and mathematics outcomes indicate the need for continued targeted support to accelerate progress. NZ European learners continue to achieve at high levels across all areas, while achievement data for smaller ethnic groups should be interpreted with caution due to very small cohort sizes.

Targeted teaching, moderation of OTJs, and the use of standardised assessment tools have supported reliable judgements and contributed to positive shifts for many learners. While progress has been made, writing and equitable outcomes for boys and Māori learners remain key priorities for 2026, with a continued focus on deliberate teaching strategies, responsive use of data, and targeted acceleration.