

Waitoki School 1558

Annual Report 2025



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Presiding member's report

On behalf of the Waitoki Board, I would like to thank our Principal, staff, students and the wider community for their ongoing commitment to creating a supportive and inspiring environment.

The Board's role is to ensure the school is well governed, financially sustainable, and focused on achieving the best outcomes for all learners. Over the past year, we have worked closely with the leadership team to support our strategic priorities, strengthen student achievement and ensure the wellbeing of our students and staff remain at the centre of everything we do.

One of the highlights of the year has been the continued dedication and professionalism of our teaching staff. Their ability to adapt, innovate and provide high quality learning opportunities has been instrumental in supporting students progress and overall engagement. It has been wonderful to see students thrive both academically and through the many sporting, cultural and community activities available.

The Board has also focused on ensuring our school is well positioned for the future. This has included reviewing our strategic plan, monitoring student achievement data, supporting property improvements and ensuring we are using our resources responsibly to benefit learners.

Like many schools, we face challenges such as increasing operational costs, changing educational expectations and supporting diverse learning needs. However, these challenges also present opportunities. By continuing to work in partnership with our community, we are confident that we can continue to strengthen learning outcomes and provide a positive environment where every student can succeed.

I would like to acknowledge the commitment of my fellow Board members who volunteer their time and expertise to serve our school community. Their governance oversight and thoughtful decision making ensures we remain focused on what matters the most – our students.

Finally, I would like to thank our families and community for the trust you place in our school. Your support, involvement and partnership play a crucial role in the success of our students. We look forward to another year of growth, learning and achievement.

Natalie Driscoll

Presiding Member on behalf of the Waitoki School Board

Principal's report

What an incredible year of growth and achievement 2025 has been. Teachers adapted to teaching the new English and Maths curriculum and received professional learning and development in Maths and Structured Literacy to facilitate this. Changes to the new curriculum indicators made it difficult to compare the end of 2024 achievement data with the data gathered at the end of 2025 as we were referring to two different curricula. However, comparisons between mid year and end of year data noted a positive shift in student achievement in Reading, Writing and Maths.

Along with focussing on the core subjects of Reading, Writing and Maths, our tamariki have had plenty of engaging local curriculum learning opportunities and experiences. Term 1 started with a hiss and a roar with an inquiry focused on planet Earth as one planet in the solar system, which included the Sun, planets, moons, and other celestial bodies. Our Year 4 to 8 students then had a trip to the Stardome to deepen their understanding of our solar system, while our Junior students focused their curiosity on planet Earth and its environment. Their learning journey included a trip to Kelly Tarltons, perfectly timed to coincide with Sea Week and their explorations of marine life.

Term 2 saw the most colourful day of the year, the Colour Run take place and this was a resounding success. We raised over \$7,640, which will be used to enhance the play spaces around our school. We held a special Mother's Day celebration assembly to honor all our wonderful Mums, featuring a lovely afternoon tea with baking straight from our Garden to Table programme. For our older students, the Term 2 highlight was the three days spent at Lakewood Lodge Camp. Our Year 6, 7, and 8 tamariki immersed themselves in kayaking, conquering the climbing wall, and challenging themselves with bush survival skills. The term concluded with a Matariki celebration, where our Kapa Haka groups performed with pride, soup was made, and students rotated through collaborative activities in their herds.

The major learning focus during Term 3 bridged the science and technology curriculum areas as we prepared for Ag Day and the Country Fair. Each class was tasked with designing and creating products to sell, with our young entrepreneurs demonstrating innovation. Other learning opportunities included our bi-annual Book Week, which featured decorated doors, a whānau day, and our famous book character parade. We celebrated Maths Week, to encourage learners to find a passion for numbers and develop essential financial literacy skills. The term ended with the Kaipara Kāhui Ako inter-school speech competition, which was won by two Waitoki students.

During Term 4 we celebrated our rural heritage with another fantastic Ag Day and Country Fair, and thanks to our fundraising efforts, work on our new play spaces is scheduled to begin in March 2026. At the end of the term we farewelled our Year 8 students, knowing that they left Waitoki School fully prepared and ready for their next adventure at College.

Jules McCourt
Tumuaki
Waitoki School

List of all school board members

Board member names	Date the board member's term finishes
Natalie Driscoll	September 2028
Jules McCourt (Principal)	N/A
Sharon Hartley	September 2028
Melissa Smith	September 2028
Brad Mann	September 2028
Stacey Paris	September 2028
Kelly Cowan	September 2028

Statement of variance: progress against targets

Strategic Goal 1: Cultural Capabilities To improve the capability of the school to create a culturally responsive learning environment that recognises, supports, celebrates and learns from all of the cultures represented amongst our ākonga and whānau.			
Annual Targets:	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes
Kaiako are supported and engaged in PLD to build capability and understanding of culturally responsive pedagogy.	Staff have begun the journey and built capability in this area. As part of the Waiora project some staff have completed their Poutama Reo green level badges.	Termly staff meetings and PLD A further 4 staff members achieved poutama reo - green level and one staff member achieved their blue badge.	Achieved
A school culture is fostered that respects diversity and classrooms are representative of the bi-culturalism of Aotearoa and all ākonga.	There has been an increase in the amount of te reo used daily for class instructions. All classes begin the day with a karakia and te reo is evident as part of wall displays in all classrooms.	Language used by ākonga and kaiako. Classroom walls. Signage seen around school. Language used in school newsletters. Students in Y4 - Y8 have weekly te reo/tikanga sessions.	Achieved
A culture of teaching and learning is fostered - learning from ākonga not about them.	Relationships between students and teachers have been a key focus. The first day of term in 2025 will be set aside for whanau connection meetings.	Connections meetings were held at the start of the year followed by an informal family picnic, meet and greet opportunity. Collaborative goal setting three way conferences were held twice, in Term 1 and Term 3.	Achieved
Our unique rural environment is celebrated and respected as a valuable part of the school's culture.	There have been multiple opportunities for engagement with the community through events such as family picnic, Easter Parade, Colour Run, Mothers Day, Matariki, Fathers Day, Ag Day, Country Fair, School	Successful community events including; family picnic, Easter Parade, Colour Run, Mothers Day, Matariki, Fathers Day, Ag Day, Country Fair, School Disco and Christmas in the Country.	Achieved

	Disco and Christmas in the Country.		
Culturally capable staff who work collaboratively and collectively with other Kura within the Kāhui ako.	As well as the WSL, the Maths and Literacy MU holders have attended twice termly Kāhui ako PLD meetings. AP/DP attended twice termly leadership hui's.	Ongoing opportunities throughout the year, planned in advance and available for all staff to attend. Additional PLD opportunities for school leaders e.g. WSL, ASL, AP and DP.	Achieved, although changes to the role of Kāhui ako from 2026 changed the focus of some opportunities towards the end of 2025.

Strategic Goal 2: Hauora

To acknowledge, support and strengthen the hauora of all Waitoki School learners, staff and whānau.

Annual Targets:	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes
The Waitoki School graduate profile in place and understood by ākonga, kaiako and whānau.	The process has begun to develop the graduate profile through gathering Student, staff and community voices. This workstream will be continued and completed in 2026.	Student and staff surveys were conducted. These were used to create a draft profile, which has been unpacked with teachers. It will be introduced to students in 2026.	This was part of a two year strategic plan so the work was started but not completed.
The Waitoki School GOAT values (Grit, Ownership, Aroha and Teamwork) are understood and used by ākonga, kaiako and whānau.	The revised GOAT values have been introduced and are understood by all. A two year programme to explicitly teach each value has been devised and this was implemented in 2025.	The two year programme has been created and shared with staff. Year one of the programme was successfully taught during CRT and special assembly GOAT value awards were introduced.	Achieved. Year one of the programme has been taught and Year two will be taught throughout 2026. Teachers will continue to embed the language during 2026.
Effective behaviour management systems and processes are in place and understood by ākonga, kaiako and whānau.	The behaviour management majors and minors flowchart has been reviewed and refined. All staff have attended several Zones of Regulation PLD sessions and a	There is a revised behaviour management plan in place. The shared language is been used by ākong, kaiako and whānau.	Achieved. Teachers will continue to embed the shared language throughout 2026.

	common language has been developed schoolwide.		
A shared language of learning is used by ākonga, kaiako and whānau.	A shared language of learning has been developed.	A shared language has been developed; GOAT Values Zones of Regulation Behaviour management	Achieved. Teachers will continue to embed the shared language developed during 2025 throughout 2026.
The physical learning spaces, work areas and school grounds are fully utilised in a way that supports the physical, social and mental wellbeing of learners, staff and community.	The engagement of Yellowstone as the school property project management company has seen an improvement in school maintenance. The enhancement of play spaces has been explored during 2025 and some enhancements will begin in March 2026.	Regular and ongoing maintenance by both the part time caretaker and the community during working bees.	Achieved. It should be noted that it is a huge job for one person to do as a part time caretaker. The community support varies depending on availability and capability.

Strategic Goal 3: Local curriculum

To provide ākonga with a robust, relevant, exciting and refreshed local school curriculum, developed from Te Mātaiaho (the refreshed New Zealand Curriculum for full implementation by 2027) and with our community.

Annual Targets:	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes
The local curriculum reflects Te Mātaiaho and our communities priorities for our tamariki.	The further versions of the refreshed Maths and English curriculum documents were released in October 2025. Teachers have all attended four sessions of MOE Maths PLD.	Ongoing internal and external PLD throughout the year, planned in advance and available for all staff. Additional PLD opportunities for school leaders e.g. WSL, ASL, AP and DP.	Achieved, although late changes to the refreshed NZC had an impact which resulted in changes to the focus of the PLD being made.
School leaders, Kaiako, whānau, and akonga are actively engaged with their local curriculum.	Teachers collaboratively planned the 2025 local curriculum overview to ensure coverage across all learning areas. The	SLT overseeing planning to ensure adequate coverage of all curriculum areas. Regular collaborative team planning meetings.	Achieved

	fundraising team collaborated with staff to enhance learning experiences for ākongā.	Parent feedback is taken into consideration when planning learning opportunities.	
The local curriculum is accessible to the wider school community. It caters for students with differing learning needs.	Our local curriculum outline how we implement the New Zealand curriculum is shared with the community on our school website. The website will be updated in 2026 to reflect further curriculum changes.	Teacher's planning documentation is differentiated to meet the needs of all ākongā.	Achieved
There are established systems and processes to report on individual and school-wide student progress in relation to our local curriculum.	School wide systems and processes are in place to report on individual and school-wide student data. The implementation of the new Maths and English curriculum was a major focus of staff PLD throughout 2025.	Data is collected mid year and end of year. This is analysed and shared with staff, the Board and community. Target students were identified and collective action taken to enhance student achievement. A mid year and end of year report has been written for every child and shared with whānau.	Achieved. However, changes to MOE guidelines for student assessment and reporting to parents means that during 2026 school systems and processes for assessment and reporting to parents will be reviewed and updated to reflect the new guidelines.

Evaluation of the school's students' progress and achievement

End of year data analysis for Reading, Writing and Mathematics Term 4 2025

The Term 4 2025 student progress and achievement evaluation provides a detailed snapshot of performance in Reading, Writing, and Mathematics, broken down by year level, gender, and ethnic group. This analysis is crucial for identifying areas of high achievement and pinpointing those that need specific, focused support during 2026.

When considering the data, it is vital to account for the refreshed curriculum which has been implemented since January 2025. A key change involves the updated curriculum levels, which redefine the progression of learning. These adjustments represent a new way of categorizing and describing learning progress, not a change in student ability or effort. Because the system for describing progress (levels and sequencing) has changed, it may be observed that student achievement in some areas *appears* different compared to previous reports. This is a normal result of the new descriptors, not a reflection of decreased student performance.

Reading Achievement

	Needs support (Well Below)	Progressing towards (Below)	Proficient (At)	Exceeding (Above)	Total
Y0	0	0	100% (14)	0	14
Y1	0	0	89.5% (17)	10.5% (2)	19
Y2	0	27.8% (5)	33.3% (6)	38.9 (7)	18
Y3	0	15.8% (3)	47.4% (9)	36.8% (7)	19
Y4	0	11.1% (1)	11.1% (1)	77.8% (7)	9
Y5	0	15.4% (4)	30.8% (8)	53.8% (14)	26
Y6	5.9% (1)	5.9% (1)	52.9% (9)	35.3% (6)	17
Y7	0	33.3% (2)	66.7% (4)	0	6
Y8	14.3% (1)	57.1% (4)	14.3% (1)	14.3% (1)	7
Male	1.4% (1)	15.3% (11)	58.3% (42)	25% (18)	72
Female	1.6% (1)	14.3% (9)	42.9% (27)	41.3% (26)	63
Māori	8.3% (1)	16.7% (2)	41.7% (5)	33.3% (4)	12
Pasifika	0	0	100% (4)	0	4
Total pupils	1.5% (2)	14.8% (20)	51.1% (69)	32.6% (44)	135

The data indicates that 83.7% of all students are either proficient (formerly 'at') or exceeding (formerly 'above') the expected reading level. This achievement is greater than the national

target of 80% by 2030 by 3.7%. Notably high achievement is observed in Years 0, 1, 3, 4, 5 and 6, although Years 2, 7 and 8 do fall below the 80% benchmark.

Although certain groups do not reach the 80 percent goal set by the government, there are a number of reasons to account for this. These include considerable shifts in what is expected at each curriculum level, reduced attendance rates observed in a sizable portion of pupils who are achieving beneath the expected level, and the arrival of students who have enrolled at Waitoki School who have little prior educational experience in a formal school setting.

The Structured Literacy Accelerant (SLA) intervention has had a positive impact on students in Y2 and Year 3, with fewer students in these cohorts now achieving at the progressing towards level. The end of year data indicates that 8 students in these cohorts currently require additional literacy support, compared to 13 students mid-year. This number was anticipated due to the impact of the curriculum refresh, and in particular the changes to learning stages. For example, in 2024, the expected Little Learners Love Literacy stage at mid-year for a Year 2 child was Stage 6. In 2025, this expectation shifted from Stage 6 to Stage 7.2, making it harder to achieve at the proficient or exceeding level.

Among Māori students, 75% are achieving at either proficient or exceeding the expected level, which is 8.7% lower than their peers and 5% lower than the 80% Ministry target. However, given that Māori students constitute only 9% of the student population, individual performance can significantly impact overall percentages. Pasifika students demonstrate strong performance, with 100% achieving at proficient level, though again, they represent a small sample size of four students.

Gender analysis reveals that 83.3% of male students either meet or exceed reading expectations, compared to 84.1% of female students, indicating a 0.8% disparity favouring females. This indicates that male and female achievement in reading is on a par.

Reading	Needs support (Well Below)	Progressing towards (Below)	Proficient (At)	Exceeding (Above)
Mid-year 2025	1%	18%	52%	29%
End of 2025	1.5%	14.8%	51.1%	32.6%

Comparing mid-year data from 2025 with end-of-year data from 2025 does not necessarily provide an accurate result. This is as a result of the implementation of the refreshed curriculum and then the revised refreshed curriculum, which was introduced in October 2025, as students have been assessed against different curriculum indicators. It is pleasing to note a slight increase in student achievement since mid-year 2025, with 2.7% more students achieving at either the proficient or exceeding level given the changes to the curriculum.

Writing Achievement

	Needs support (Well Below)	Progressing towards (Below)	Proficient (At)	Exceeding (Above)	Total
Y0	0	0	100% (14)	0	14
Y1	0	0	100% (20)	0	20
Y2	0	5.6% (1)	83.3% (15)	11.1% (2)	18
Y3	5.3% (1)	52.6% (10)	42.1% (8)	0	19
Y4	11.1% (1)	44.4% (4)	44.4% (4)	0	9
Y5	7.7% (2)	26.9% (7)	57.7% (15)	7.7% (2)	26
Y6	17.6% (3)	23.5% (4)	47.1% (8)	11.8% (2)	17
Y7	16.7% (1)	66.7% (4)	16.7% (1)	0	6
Y8	28.6% (2)	42.9% (3)	28.6% (2)	0	7
Male	11%	28.8% (21)	57.5% (42)	2.7% (2)	73
Female	3.2% (2)	19% (12)	71.4% (45)	6.3% (4)	63
Māori	16.7% (2)	16.7% (2)	58.3% (7)	8.3% (1)	12
Pasifika	0	25% (1)	75% (3)	0	4
Total pupils	7.4% (4)	24.3% (33)	64% (87)	4.4% (6)	136

The data indicates that 68.4% of all students are either proficient (formally 'at') or exceeding (formally 'above') the expected level in writing, which is 11.6% below the government target of 80% of learners meeting or exceeding expectations in writing by 2030. Writing achievement is a concern nationwide and while Waitoki's achievement is lower than the national target it is in line with the achievement of other schools in the Kaipara region and New Zealand.

The continued positive impact of the targeted intervention from the SLA teacher and deliberate acts of teaching from class teachers have significantly improved outcomes for Year 2 students in writing, with 94.4% of learners now achieving at either proficient or exceeding levels. This is a huge improvement of 55.4% from 39% mid year to 94.4% at the end of the year.

Whilst the achievement of the Y3 cohort appears to be concerning, this can be attributed to a number of factors, including significant changes in curriculum expectations. In addition, lower attendance rates in that year group are noted, partly due to students attending alternative education one day per week and therefore missing 20% of both learning and SLA intervention time. There have also been a number of students new to Waitoki who have joined the class and have not had the benefit of a structured literacy teaching approach at their previous school as

this has only been mandatory since January 2025. Gaps in Year 3 are harder to close than in Years 1 and 2. The SLA support has been mainly focused on Y0-2 students with only 5 children in Year 3 receiving support, some only for a term or two.

Māori ākonga slightly underperformed compared to their peers in writing, with 66.6% working at proficient level in writing, which is 2.2% lower than the rest of the school. Pasifika students performed well in comparison to their peers, with 75% achieving at the proficient level. However, again, these figures should be interpreted cautiously due to the small sample size.

A significant gender gap exists in writing achievement: 60.2% of male students are working at either proficient or exceeding writing expectations, compared to 77.7% of female students, a 17.5% difference. Addressing male student engagement in writing will continue to be a priority in 2026.

Writing	Needs support (Well Below)	Progressing towards (Below)	Proficient (At)	Exceeding (Above)
Mid-year 2025	4%	32%	60%	4%
End of 2025	7.4%	24.3%	64%	4.4%

The mid-year 2025 with end-of-year 2025 comparisons of writing data show a 4.4% increase in achievement of students who are achieving at either proficient or exceeding expectations, from 64% to 68.4%. However, the data is comparing two different curriculums and writing achievement indicators so therefore, it is not necessarily an accurate comparison. The percentage of students dropping from progressing towards to needs support is of concern, although much of this can be attributed to poor student attendance, which is an issue we are currently addressing with our STAR attendance plan.

Mathematics Achievement

	Needs support (Well Below)	Progressing towards (Below)	Proficient (At)	Exceeding (Above)	Total
Y0	0	0	100% (14)	0	14
Y1	0	0	55% (11)	45% (9)	20
Y2	0	6% (1)	72% (13)	22% (4)	18
Y3	0	42% (8)	53% (10)	5% (1)	19
Y4	0	44% (4)	44% (4)	11% (1)	9
Y5	4% (1)	15% (4)	58% (15)	23% (6)	26
Y6	6% (1)	18% (3)	59% (10)	18% (3)	17
Y7	0	67% (4)	33% (2)	0	6
Y8	29% (2)	57% (4)	14% (1)	0	7
Male	2.7% (2)	15.1% (11)	58.9% (43)	23.3% (17)	73
Female	3.2% (2)	27% (17)	58.7% (37)	11.1% (7)	63
Māori	16.7% (2)	16.7% (2)	41.7% (5)	25% (3)	12
Pasifika	0	25% (1)	50% (2)	25% (1)	4
Total pupils	3% (4)	21% (28)	59% (80)	18% (24)	136

School-wide, 77% of students are achieving at either the proficient or exceeding at the expected level in mathematics, 3% lower than the national target for mathematics by 2030. Strong performances are noted in Years 0, 1, 2, 5 and 6. Whilst some cohorts fall short of the 80% government target, there are a number of contributing factors which explain this. These include significant changes in curriculum expectations, lower attendance rates noted for a significant percentage of those students working below the expected level, and there have also been students new to Waitoki School who have limited school experience. The targeted maths support planned in 2026 for Y3 - Y8 students should help to address this concern.

Māori students have a 66.6% achievement rate at either proficient or exceeding in mathematics, 10.4% below their peers, indicating a need for focused support for some Māori students. Pasifika student achievement at either proficient or exceeding is 75%, although, once again it should be noted, there are only a small number of Pasifika students.

Gender analysis shows 82.2% of male students are achieving at either the proficient or exceeding at the expected level in mathematics, 2.2% higher than the national target of 80% by 2030. By comparison, 69.8% of female students are achieving at or above expectations,

indicating a large gender disparity in mathematics achievement of 12.4%. Raising female student achievement in mathematics will be a priority for 2026 and the targeted 12 week maths intervention programme planned in 2026 for Y3 - Y8 students will be a key aspect of this.

Mathematics	Needs support (Well Below)	Progressing towards (Below)	Proficient (At)	Exceeding (Above)
Mid-year 2025	2%	22%	62%	15%
End of 2025	3%	21%	59%	18%

The mid-year 2025 with end-of-year 2025 comparisons of mathematics data indicates there is no change from 77% in the number of students who are either proficient or exceeding expectations. The number of students exceeding the expected level rose by 3% from 15% to 18%. However, it should be noted that the analysis compares two different mathematics curricular and achievement indicators as the curriculum was revised again in October, so is not necessarily an accurate comparison.

Conclusion

The Term 4 2025 data analysis reveals a strong overall performance, particularly in reading, where 83.7% of students are achieving at or exceeding the expected proficient level, already surpassing the national 2030 target. This success, along with the significant 55.4% improvement in Year 2 writing outcomes following the Structured Literacy Accelerant (SLA) intervention, validates our structured literacy focus and adaptation to the refreshed New Zealand curriculum. However, the report also identifies areas for strategic attention, notably the 17.5% gender gap in writing favouring females and the 12.4% gap in Mathematics favouring males.

Moving into 2026, two key recommendations will drive our improvement focus. Firstly, targeted literacy support from the SLA teachers will extend to encompass Y0 - 6 students. This will address specific learning gaps of a wider group of students. Secondly, addressing the identified gender disparities will be prioritised. One strategy will be the implementation of the 12-week Math intervention for students in Years 3-8, focusing specifically on raising female achievement. A school wide focus on improving writing achievement will include developing engagement strategies to boost male student performance in writing. By focusing on these areas, we aim to build on our current success and ensure equitable excellence for all students at Waitoki School in the coming year.

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>To meet our obligations, Waitoki School takes a number of steps, including:</p> <ul style="list-style-type: none"> ● Conducting regular risk assessments to identify potential hazards and take steps to mitigate them. ● Providing appropriate training and supervision to employees to ensure they can perform their jobs safely. ● Providing appropriate personal protective equipment (PPE) when necessary. ● Maintaining equipment and machinery to ensure they are safe to use. ● Ensuring that the workplace is clean and well-maintained. ● Encouraging employees to report any hazards or safety concerns they encounter.
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p>Waitoki School's (EEO) program is designed to ensure that all employees and job applicants are treated fairly and without discrimination.</p> <p>Through School Docs we have an EEO policy that emphasises WaitokiSchool's commitment to fairness and equal opportunities.</p> <p>The school has a system for employees to report discrimination or harassment, and we take complaints seriously and investigate them promptly.</p> <p>We do our best to ensure diversity in recruitment, while selecting the best candidate for the position. Recruitment practices are fair and inclusive, reaching out to a diverse pool of candidates and avoiding any bias or discrimination.</p> <p>All employees have equal opportunities for advancement.</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>Before beginning the recruitment process, we ensure that the job requirements and selection criteria are clearly defined and communicated to all candidates. This helps to ensure that all candidates are assessed against the same standards.</p> <p>We use objective and standardised assessment methods such as structured interviews to evaluate candidates' suitability for the role. These methods are based on the job requirements and selection criteria.</p> <p>We recognise and discuss unconscious bias and how it can affect the selection process, in order to avoid it. For example, we avoid making assumptions based on the candidate's gender, race, age, or other personal characteristics.</p> <p>Following our school appointment policies and procedures, we aim to select a diverse appointment panel to ensure that the selection process is fair and impartial. The panel includes a variety of members who represent different backgrounds and perspectives.</p> <p>We keep detailed records of the selection process, including the criteria used to assess candidates, referee comments and the reasons for any decisions made. This helps to ensure that the selection process can be reviewed and audited if necessary.</p> <p>Upon request, we provide feedback to unsuccessful candidates to help them to improve their skills and performance for future job applications.</p>

<p>How are you recognising, The aims and aspirations of Māori, The employment requirements of Māori, and Greater involvement of Māori in the Education service?</p>	<p>We struggle to increase diversity in our workforce due to the very few candidates we have to select from, because of a low number of applications as we are rural. This makes it challenging for the diversity in our workforce to reflect our student population.</p> <p>Our aspiration is to conduct a Taha Māori review to understand the aims and aspirations of our Māori community, and to identify their employment and education needs. This is generally done with face to face hui.</p> <p>We develop policies and programs that reflect Māori aspirations and needs, such as incorporating Māori language and culture into our curriculum to help ensure our Māori students have access to culturally appropriate teaching and support.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>We provide regular training and professional learning and development opportunities to help employees develop new skills and knowledge. This has included staff PLD, workshops, courses, and conferences.</p> <p>We provide mentoring and coaching to employees, especially new employees, to help them develop their skills and knowledge. This is done by pairing them with experienced staff members or external coaches.</p> <p>We provide regular feedback and recognition to employees for their work, including areas where they have excelled and areas where they can improve. This helps to motivate them and improve their performance. Our Professional Growth Cycle runs throughout the year.</p> <p>We encourage collaboration and teamwork among employees to help them learn from each other and work more effectively together. This is done through team-building activities, collaborative projects, self reflections and assessments.</p> <p>We provide opportunities for employees to take on leadership roles and to advance in their careers. This includes providing opportunities for professional development and career advancement within the school or in external workshops.</p> <p>We foster a positive work environment that supports employee well-being and encourages open communication. This includes providing a safe and healthy work environment, offering flexible work arrangements, and encouraging employee feedback.</p> <p>We provide employees with the resources and tools they need to do their jobs effectively, such as up-to-date technology, instructional materials, and equipment.</p>
<p>How are you recognising the employment requirements of women?</p>	<p>We offer flexible work arrangements, such as part-time work or job sharing, to accommodate the needs of women with caregiving responsibilities. Currently we have two classes that have a job share in place.</p> <p>We implement family-friendly policies such as parental leave and flexible meeting schedules to support working parents, especially women.</p> <p>We address unconscious bias by providing training to staff and implementing policies that promote gender equality, such as gender-neutral job descriptions and recruitment processes.</p> <p>We promote work-life balance by encouraging employees to prioritise self-care and mental health. We are a tight knit team who have regular check-ins on</p>

	<p>each other and at times provide access to wellness programs, and offer flexible scheduling.</p> <p>We foster a culture of inclusivity by promoting diversity and inclusion, providing opportunities for feedback and collaboration, and encouraging open communication.</p>
How are you recognising the employment requirements of persons with disabilities?	We currently have no persons employed with disabilities.

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy.

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓ For the Principal	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓ The Principal	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	

Kiwisport funding

Waitoki School (Years 1-8) acknowledges the commitment by the Government to support/develop organised sport within schools. Our school community is very keen for students to participate in/have the opportunity to know and develop skills in all aspects of 'sport'.

Meeting the objectives:

- Increasing the number of school aged children participating in organised sport
- Increasing the availability and accessibility of sport opportunities for all school aged children
- Supporting children in developing skills that will enable them to participate effectively in sport.

Kiwi Sport funding has had a direct impact on:

- Whole school activities/initiatives, e.g. netball, swimming, Rippa, touch, Hockey, camp experiences and athletics.
- Sports coordination, eg. student and teacher input-leadership.
- Fee reduction and support.
- Monitoring equity of opportunity, e.g. Supporting all students to participate, especially those without the finances to participate otherwise.
- Coaching – Sourcing/Developing a range of expertise/experience, e.g. touch, Rippa, hockey.
- Purchasing a range of equipment and providing the opportunity to use/develop the use, e.g. ensuring students have the appropriate resources needed to 'have a go' in multiple sports.
- Leadership development and strengthening. A continued focus on being an effective team member for students, parents and school staff.

The funds were used as follows:

- Buses for camp
- Fee reduction for netball
- Buses for Summer Sports
- Buses for Athletics Day
- Fee reduction for Tough Guy and Gal challenge
- Sports gear, including; balls, javelins, whistles and medals

Report on other special and contestable funding

During 2025 Waitoki School has not been the recipient of any additional government funding for specific purposes.

Financial statements

- Statement of responsibility signed and dated
- Statement of comprehensive revenue and expense
- Statement of changes in net assets/equity
- Statement of financial position
- Statement of cash flows
- Notes to the financial statements
- Independent auditor's report signed and dated

Waitoki School

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

Ministry Number:	1558
Principal:	Jules McCourt
School Address:	1119 Kahikatea Flat Road, Kaukapakapa
School Postal Address:	1119 Kahikatea Flat Road, Kaukapakapa
School Phone:	09 420 5244
School Email:	admin@waitoki.school.nz
Accountant / Service Provider:	School Finance Hub

Waitoki School

Members of the Board

For the year ended 31 December 2025

Name	Position	How position Gained	Term Expired/Expires	
Paul Heagerty	Presiding Member	Elected	17/09/2025	
Paul Roest	Board Representative	Elected	21/03/2025	Resigned
Melissa Estinel	Board Representative	Elected	September2028	Re- elected
Andy Schick	Board Representative	Via process of selection	17/09/2025	
Katrina Selfe	Staff Representative	Elected	21/05/2025	Resigned
Jules McCourt	Principal	Automatic		
Michael Upton	Board Representative	Via process of selection	17/09/2025	
Sharon Hartley	Staff Representative	Elected	September2028	
Brad Mann	Board Representative	Elected	September2028	
Natalie Driscoll	Presiding Member	Elected	September2028	
Kelly Cowan	Board Representative	Elected	September2028	
Stacey Paris	Board Representative	Elected	September2028	

Waitoki School

Annual Financial Statements - For the year ended 31 December 2025

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4	Statement of Financial Position
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	Independent Auditor's Report

Waitoki 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.

Natalie Driscoll

Full Name of Presiding Member

Signed by:
Natalie Driscoll
9413082EA503853D

Signature of Presiding Member

20 May 2026

Date:

Jules McCourt

Full Name of Principal

Signed by:
Jules McCourt
4F80C164C50CC1A7

Signature of Principal

20 May 2026

Date:

Waitoki 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	2,225,769	1,765,689	2,067,298
Locally Raised Funds	3	125,920	119,450	126,033
Interest		13,678	25,400	26,334
Total Revenue		2,365,367	1,910,539	2,219,665
Expense				
Locally Raised Funds	3	38,424	45,250	42,511
Learning Resources	4	1,446,384	1,225,835	1,497,213
Administration	5	179,695	207,738	190,301
Interest		1,457	1,700	1,553
Property	6	633,428	502,370	670,615
Loss on Disposal of Property, Plant and Equipment		12	-	1,129
Total Expense		2,299,400	1,982,893	2,403,322
Net Surplus / (Deficit) for the year		65,967	(72,354)	(183,657)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		65,967	(72,354)	(183,657)

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



Waitoki 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		793,695	793,695	977,352
Total comprehensive revenue and expense for the year		65,967	(72,354)	(183,657)
Contribution - Furniture and Equipment Grant		1,875	-	-
Equity at 31 December		861,537	721,341	793,695
Accumulated comprehensive revenue and expense		861,537	721,341	793,695
Equity at 31 December		861,537	721,341	793,695

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.



Waitoki 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	181,816	176,175	212,778
Accounts Receivable	8	133,662	166,500	249,113
GST Receivable		9,891	-	-
Prepayments		16,030	8,000	4,660
Inventories	9	1,627	1,600	1,469
Investments	10	266,287	255,000	251,909
		<u>609,313</u>	<u>607,275</u>	<u>719,929</u>
Current Liabilities				
GST Payable		-	7,000	6,368
Accounts Payable	12	152,167	169,800	200,538
Revenue Received in Advance	13	-	6,500	5,089
Provision for Cyclical Maintenance	14	19,885	-	55,938
Finance Lease Liability	15	7,882	9,000	6,990
Funds held for Capital Works Projects	16	9,466	80,000	101,031
		<u>189,400</u>	<u>272,300</u>	<u>375,954</u>
Working Capital Surplus/(Deficit)		419,913	334,975	343,975
Non-current Assets				
Property, Plant and Equipment	11	481,473	436,866	488,866
		<u>481,473</u>	<u>436,866</u>	<u>488,866</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	35,116	40,500	30,436
Finance Lease Liability	15	4,733	10,000	8,710
		<u>39,849</u>	<u>50,500</u>	<u>39,146</u>
Net Assets		<u>861,537</u>	<u>721,341</u>	<u>793,695</u>
Equity		<u>861,537</u>	<u>721,341</u>	<u>793,695</u>

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



Waitoki 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		380,412	435,066	354,106
Locally Raised Funds		123,793	116,979	122,475
Goods and Services Tax (net)		(16,259)	632	(5,946)
Payments to Employees		(269,077)	(309,545)	(425,640)
Payments to Suppliers		(251,228)	(272,602)	(190,202)
Interest Paid		(1,457)	(1,700)	(1,553)
Interest Received		16,065	26,540	25,490
Net cash from/(to) Operating Activities		(17,751)	(4,630)	(121,270)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(39,291)	-	(32,725)
Purchase of Investments		(14,378)	(3,091)	(14,323)
Net cash from/(to) Investing Activities		(53,669)	(3,091)	(47,048)
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,875	-	-
Finance Lease Payments		(7,852)	(7,851)	(3,169)
Funds Administered on Behalf of Other Parties		46,435	(21,031)	(11,025)
Net cash from/(to) Financing Activities		40,458	(28,882)	(14,194)
Net increase/(decrease) in cash and cash equivalents		(30,962)	(36,603)	(182,512)
Cash and cash equivalents at the beginning of the year	7	212,778	212,778	395,290
Cash and cash equivalents at the end of the year	7	181,816	176,175	212,778

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.



Waitoki School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Waitoki 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.



Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

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 21.

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.



Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

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

i) Investments

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

Building Improvements	40-67 years
Furniture and equipment	4-40 years
Information and communication technology	4-10 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value



Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

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 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 the valuer's approach to determining market value.

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

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

l) Accounts Payable

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

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, to but not yet taken at balance date.

Long-term employee entitlements

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

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

n) Revenue Received in Advance

Revenue received in advance relates to fees received from student funds 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 the above revenue received in advance, should the School be unable to provide the services to which they relate.

o) Funds Held for Capital Works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School's 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.



Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

p) 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 7-10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

q) 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 the surplus or deficit.

r) 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.

s) Budget Figures

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

t) 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.



Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	412,457	370,083	383,380
Teachers' Salaries Grants	1,262,581	1,000,000	1,126,754
Use of Land and Buildings Grants	550,731	395,606	557,164
	<u>2,225,769</u>	<u>1,765,689</u>	<u>2,067,298</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	15,980	17,800	25,768
Fees for Extra Curricular Activities	27,364	34,050	33,794
Trading	828	2,500	2,960
Fundraising and Community Grants	40,646	23,000	19,830
Other Revenue	41,102	42,100	43,681
	<u>125,920</u>	<u>119,450</u>	<u>126,033</u>
Expense			
Extra Curricular Activities Costs	29,952	38,750	36,797
Trading	839	2,500	2,917
Fundraising and Community Grant Costs	7,633	4,000	2,797
	<u>38,424</u>	<u>45,250</u>	<u>42,511</u>
<i>Surplus / (Deficit) for the year Locally Raised Funds</i>	<u>87,496</u>	<u>74,200</u>	<u>83,522</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	12,800	19,400	25,699
Information and Communication Technology	4,761	3,000	3,800
Employee Benefits - Salaries	1,378,931	1,145,735	1,406,519
Staff Development	3,058	5,500	7,167
Depreciation	46,672	52,000	51,177
Other Learning Resources	162	200	2,851
	<u>1,446,384</u>	<u>1,225,835</u>	<u>1,497,213</u>



Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	8,475	8,433	9,118
Board Fees and Expenses	7,207	6,000	3,466
Other Administration Expenses	27,029	32,805	28,567
Employee Benefits - Salaries	120,580	146,200	135,222
Insurance	10,404	8,300	8,259
Service Providers, Contractors and Consultancy	6,000	6,000	5,669
	<u>179,695</u>	<u>207,738</u>	<u>190,301</u>

6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Consultancy and Contract Services	25,000	26,000	34,133
Cyclical Maintenance	(9,513)	21,115	5,974
Heat, Light and Water	16,815	13,100	13,125
Rates	-	90	81
Repairs and Maintenance	6,433	15,759	21,705
Use of Land and Buildings	550,731	395,606	557,164
Employee Benefits - Salaries	23,279	18,200	21,227
Other Property Expenses	20,683	12,500	17,206
	<u>633,428</u>	<u>502,370</u>	<u>670,615</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 nationwide 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	181,816	176,175	212,778
Cash and cash equivalents for Statement of Cash Flows	<u>181,816</u>	<u>176,175</u>	<u>212,778</u>

Of the \$181,816 Cash and Cash Equivalents \$9,466 is subject to restrictions for the following reasons:

- \$9,466 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.



Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	3,156	5,000	2,053
Receivables from the Ministry of Education	-	50,000	138,000
Interest Receivable	5,253	6,500	7,640
Teacher Salaries Grant Receivable	125,253	105,000	101,420
	<u>133,662</u>	<u>166,500</u>	<u>249,113</u>
Receivables from Exchange Transactions	8,409	11,500	9,693
Receivables from Non-Exchange Transactions	125,253	155,000	239,420
	<u>133,662</u>	<u>166,500</u>	<u>249,113</u>

9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
School Uniforms	1,627	1,600	1,469
	<u>1,627</u>	<u>1,600</u>	<u>1,469</u>

10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	266,287	255,000	251,909
Total Investments	<u>266,287</u>	<u>255,000</u>	<u>251,909</u>



Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Buildings	193,247	-	-	-	(5,086)	188,161
Furniture and Equipment	265,060	6,487	-	-	(27,253)	244,294
Information and Communication Technology	10,668	-	-	-	(5,398)	5,270
Leased Assets	15,363	4,768	-	-	(7,808)	12,323
Library Resources	4,528	4,500	(12)	-	(1,127)	7,889
Work in Progress	-	23,536	-	-	-	23,536
	488,866	39,291	(12)	-	(46,672)	481,473

The net carrying value of furniture and equipment held under a finance lease is \$12,323 (2024: \$15,353)

Work in Progress relates to the Board Funded Playground Project-refer Note 21.

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
	\$	\$	\$	\$	\$	\$
Buildings	337,617	(149,456)	188,161	337,617	(144,370)	193,247
Furniture and Equipment	733,383	(489,089)	244,294	726,896	(461,836)	265,060
Information and Communication Technology	127,446	(122,176)	5,270	127,446	(116,778)	10,668
Leased Assets	29,617	(17,294)	12,323	37,816	(22,453)	15,363
Library Resources	30,334	(22,445)	7,889	25,900	(21,372)	4,528
Work in Progress	23,536	-	23,536	-	-	-
	1,281,933	(800,460)	481,473	1,255,675	(766,809)	488,866

12. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	11,312	40,000	50,053
Accruals	10,260	10,000	10,903
Banking Staffing Overuse	-	-	23,952
Employee Entitlements - Salaries	128,297	115,000	112,346
Employee Entitlements - Leave Accrual	2,298	4,800	3,284
	152,167	169,800	200,538
Payables for Exchange Transactions	152,167	169,800	200,538
	152,167	169,800	200,538

The carrying value of payables approximates their fair value.



Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	-	5,000	4,065
Other revenue in Advance	-	1,500	1,024
	<u>-</u>	<u>6,500</u>	<u>5,089</u>

14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	86,374	30,436	80,400
Increase/(decrease) to the Provision During the Year	(9,513)	21,115	5,974
Use of the Provision During the Year	(21,860)	(11,051)	-
Provision at the End of the Year	<u>55,001</u>	<u>40,500</u>	<u>86,374</u>
Cyclical Maintenance - Current	19,885	-	55,938
Cyclical Maintenance - Non current	35,116	40,500	30,436
	<u>55,001</u>	<u>40,500</u>	<u>86,374</u>

The School's cyclical maintenance schedule details annual painting 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 10 Year Property Plan

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	8,700	10,000	8,132
Later than One Year	5,138	10,700	9,342
Future Finance Charges	(1,223)	(1,700)	(1,774)
	<u>12,615</u>	<u>19,000</u>	<u>15,700</u>
Represented by			
Finance lease liability - Current	7,882	9,000	6,990
Finance lease liability - Non current	4,733	10,000	8,710
	<u>12,615</u>	<u>19,000</u>	<u>15,700</u>



Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

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	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
4,5a,7 Heat Pump Replacements		2,050	-	(2,050)	-	-
3,4 Toilet Refurbishment		95,562	-	(86,220)	-	9,342
Niwa Flood Repairs		3,419	-	-	(3,419)	-
4: Aluminium Window Joinery Replacement		-	58,500	(58,376)	-	124
Totals		101,031	58,500	(146,646)	(3,419)	9,466

Represented by:

Funds Held on Behalf of the Ministry of Education	9,466
Funds Receivable from the Ministry of Education	-
	<u>9,466</u>

	2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
4,5a,7 Heat Pump Replacements		(3,000)	38,250	(33,200)	-	2,050
3,4 Toilet Refurbishment		-	135,000	(39,438)	-	95,562
Niwa Flood Repairs		-	20,360	(16,941)	-	3,419
4,6 Flooring, Pinboard & Ceiling Replacements		43,488	-	(44,417)	929	-
4: Aluminium Window Joinery Replacement		71,568	-	(71,568)	-	-
Totals		112,056	193,610	(205,564)	929	101,031

Represented by:

Funds Held on Behalf of the Ministry of Education	101,031
Funds Receivable from the Ministry of Education	-
	<u>101,031</u>

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.



Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

18. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	4,217	3,065
 <i>Leadership Team</i>		
Remuneration	355,214	404,653
Full-time equivalent members	3.2	4
 Total key management personnel remuneration	359,431	407,718

There are 6 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. The Board also has Finance (1 member) and Property (1 member) committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	140-150
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

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

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

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



Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2025

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 a liability regarding this funding wash-up, which is expected to be settled in July 2026.

21. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$66,749 (2024:\$128,893) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
3,4 Toilet Refurbishment 1558-24-10 -Capital Works	26,446
4: Aluminium Window Joinery Replacement -Capital Works	7,677
New Playground -Board Funded	32,626
Total	66,749

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

(b) Operating Commitments

As at 31 December 2025, the Board has no operating commitments. (2024: Nil)

22. 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	181,816	176,175	212,778
Receivables	133,662	166,500	249,113
Investments - Term Deposits	266,287	255,000	251,909
Total financial assets measured at amortised cost	<u>581,765</u>	<u>597,675</u>	<u>713,800</u>
Financial liabilities measured at amortised cost			
Payables	152,167	169,800	200,538
Finance Leases	12,615	19,000	15,700
Total financial liabilities measured at amortised cost	<u>164,782</u>	<u>188,800</u>	<u>216,238</u>

23. 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 WAITOKI SCHOOLS FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Waitoki School (the School). The Auditor-General has appointed me, Adelle Wilson, using the staff and resources of BDO Northland, to carry out the audit of the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

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

Our audit was completed on 20 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

WHANGAREI PARTNERS: Greg Atkins Scott Kennedy Adelle Wilson Liesl Lombard

KERIKERI PARTNERS: Solomon Dalton Angela Edwards Joanne Roberts

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applicable, matters related to going concern and using the going concern basis of accounting, unless the Board intends to close or merge the School, or has no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

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

The other information obtained at the date of our audit report includes copies of the 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.



Adelle Wilson
BDO Northland
On behalf of the Auditor-General
Whangarei, New Zealand