

WAIKARETU SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 2052

Principal: Bernie Denton-van Loon

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WAIKARETU SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Waikaretu 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.

Jeremy Leigh
Full Name of Presiding Member

Jeremy Leigh
Signature of Presiding Member

4-5-2026
Date

Bernardina Denton-van Loon
Full Name of Principal

B Denton
Signature of Principal

30th April 2026
Date

Waikaretu 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	531,549	474,657	527,323
Locally Raised Funds	3	48,154	40,973	100,347
Interest		6,029	5,000	7,513
Gain on Sale of Property, Plant and Equipment		4,397	-	-
Total Revenue		590,129	520,630	635,183
Expense				
Locally Raised Funds	3	13,795	11,422	21,421
Learning Resources	4	350,512	367,314	356,940
Administration	5	55,672	59,107	52,609
Interest		258	400	418
Property	6	135,452	116,702	115,919
Other Expenses	7	1,800	-	590
Loss on Disposal of Property, Plant and Equipment		1,265	-	1,457
Total Expense		558,754	554,945	549,354
Net Surplus / (Deficit) for the year		31,375	(34,315)	85,829
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		31,375	(34,315)	85,829

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



Waikaretu 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		422,263	322,363	330,981
Total comprehensive revenue and expense for the year		31,375	(34,315)	85,829
Contribution - Furniture and Equipment Grant		-	-	5,453
Equity at 31 December		453,638	288,048	422,263
Accumulated comprehensive revenue and expense		453,638	288,048	422,263
Equity at 31 December		453,638	288,048	422,263

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.



Waikaretu School
Statement of Financial Position
As at 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	228,448	78,050	147,928
Accounts Receivable	9	27,943	20,765	27,320
Prepayments		6,745	3,767	5,807
Inventories	10	1,346	2,041	1,418
Investments	11	75,535	-	105,170
		<u>340,017</u>	<u>104,623</u>	<u>287,643</u>
Current Liabilities				
GST Payable		6,471	10,520	8,454
Accounts Payable	13	36,507	31,594	34,215
Revenue Received in Advance	14	-	947	3,625
Provision for Cyclical Maintenance		-	-	-
Finance Lease Liability	16	1,080	1,710	1,281
Funds held for Capital Works Projects	17	47,661	-	-
		<u>91,719</u>	<u>44,771</u>	<u>47,575</u>
Working Capital Surplus/(Deficit)		<u>248,298</u>	<u>59,852</u>	<u>240,068</u>
Non-current Assets				
Property, Plant and Equipment	12	232,127	244,064	192,935
		<u>232,127</u>	<u>244,064</u>	<u>192,935</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	25,807	12,527	8,680
Finance Lease Liability	16	980	3,341	2,060
		<u>26,787</u>	<u>15,868</u>	<u>10,740</u>
Net Assets		<u>453,638</u>	<u>288,048</u>	<u>422,263</u>
Equity		<u>453,638</u>	<u>288,048</u>	<u>422,263</u>

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



Waikaretu School

Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		165,123	133,707	169,163
Locally Raised Funds		48,519	40,973	95,601
Goods and Services Tax (net)		(1,983)	-	(2,066)
Payments to Employees		(80,846)	(95,689)	(83,092)
Payments to Suppliers		(62,042)	(167,917)	(73,237)
Interest Paid		(258)	(400)	(418)
Interest Received		5,652	5,000	8,021
Net cash from/(to) Operating Activities		74,165	(84,326)	113,972
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(69,883)	(82,400)	(32,560)
Purchase of Investments		(2,015)	-	(3,865)
Proceeds from Sale of Investments		31,650	101,305	-
Net cash from/(to) Investing Activities		(40,248)	18,905	(36,425)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	5,453
Finance Lease Payments		(1,058)	(1,853)	(1,175)
Funds Administered on Behalf of Other Parties		47,661	-	(79,221)
Net cash from/(to) Financing Activities		46,603	(1,853)	(74,943)
Net increase/(decrease) in cash and cash equivalents		80,520	(67,274)	2,604
Cash and cash equivalents at the beginning of the year	8	147,928	145,324	145,324
Cash and cash equivalents at the end of the year	8	228,448	78,050	147,928

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.



Waikaretu School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Waikaretu 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 15.



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 12.

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 16. Future operating lease commitments are disclosed in note 22b.

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 lunches and 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	18 years
Furniture and Equipment	5-20 years
Information and Communication Technology	4 years
Motor Vehicles	10 years
Library Resources	12.5% Diminishing value
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

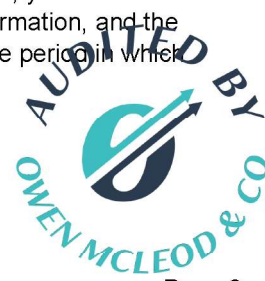
Short-term employee entitlements

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	166,556	134,171	158,144
Teachers' Salaries Grants	269,669	258,421	270,872
Use of Land and Buildings Grants	95,093	82,065	87,083
Other Government Grants	231	-	11,224
	<u>531,549</u>	<u>474,657</u>	<u>527,323</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	8,928	6,790	15,629
Fees for Extra Curricular Activities	430	400	2,455
Trading	1,110	950	840
Fundraising and Community Grants	17,406	9,333	61,866
Other Revenue	20,280	23,500	19,557
	<u>48,154</u>	<u>40,973</u>	<u>100,347</u>
Expense			
Extra Curricular Activities Costs	967	3,172	5,178
Trading	856	950	932
Fundraising and Community Grant Costs	4,060	-	8,331
Other Locally Raised Funds Expenditure	7,912	7,300	6,980
	<u>13,795</u>	<u>11,422</u>	<u>21,421</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>34,359</u>	<u>29,551</u>	<u>78,926</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	7,906	23,200	19,732
Employee Benefits - Salaries	308,985	310,891	311,837
Staff Development	3,924	10,723	2,582
Depreciation	29,322	22,000	22,179
Other Learning Resources	375	500	610
	<u>350,512</u>	<u>367,314</u>	<u>356,940</u>



5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	6,327	4,200	5,443
Board Fees and Expenses	3,021	4,760	3,330
Other Administration Expenses	10,286	14,590	9,600
Employee Benefits - Salaries	29,593	28,757	27,871
Insurance	1,105	800	1,085
Service Providers, Contractors and Consultancy	5,340	6,000	5,280
	55,672	59,107	52,609

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cyclical Maintenance	17,127	5,475	4,628
Heat, Light and Water	7,760	7,200	6,086
Repairs and Maintenance	2,863	6,800	2,013
Use of Land and Buildings	95,093	82,065	87,083
Employee Benefits - Salaries	11,953	14,462	15,323
Other Property Expenses	656	700	786
	135,452	116,702	115,919

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. Other Expenses

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Loss on Uncollectable Accounts Receivable	120	-	590
Transport	1,680	-	-
	1,800	-	590

8. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	195,582	78,050	147,928
Short-term Bank Deposits	32,866	-	-
Cash and cash equivalents for Statement of Cash Flows	228,448	78,050	147,928

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

Of the \$228,448 Cash and Cash Equivalents \$47,661 is subject to restrictions for the following reasons:

- \$47,661 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 17.



9. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	-	1,014	365
Receivables from the Ministry of Education	2,005	-	1,502
Interest Receivable	377	508	-
Teacher Salaries Grant Receivable	25,561	19,243	25,453
	<u>27,943</u>	<u>20,765</u>	<u>27,320</u>
Receivables from Exchange Transactions	377	1,522	365
Receivables from Non-Exchange Transactions	27,566	19,243	26,955
	<u>27,943</u>	<u>20,765</u>	<u>27,320</u>

10. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Uniforms	1,346	2,041	1,418
	<u>1,346</u>	<u>2,041</u>	<u>1,418</u>

11. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	75,535	-	105,170
Total Investments	<u>75,535</u>	<u>-</u>	<u>105,170</u>



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Land	40,000	-	-	-	-	40,000
Board-owned Buildings	54,000	11,870	-	-	(2,007)	63,863
Building Improvements	4,517	-	-	-	(647)	3,870
Furniture and Equipment	58,990	5,521	(103)	-	(10,597)	53,811
Information and Communication Technology	6,555	699	(1,264)	-	(2,597)	3,393
Motor Vehicles	22,901	51,294	-	-	(11,808)	62,387
Leased Assets	3,051	-	-	-	(1,240)	1,811
Library Resources	2,921	497	-	-	(426)	2,992
	<u>192,935</u>	<u>69,881</u>	<u>(1,367)</u>	<u>-</u>	<u>(29,322)</u>	<u>232,127</u>

The net carrying value of equipment held under a finance lease is \$1,811 (2024: \$3,051)

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
	\$	\$	\$	\$	\$	\$
Land	40,000	-	40,000	40,000	-	40,000
Board-owned Buildings	101,870	(38,007)	63,863	90,000	(36,000)	54,000
Building Improvements	34,673	(30,803)	3,870	34,673	(30,156)	4,517
Furniture and Equipment	150,014	(96,203)	53,811	155,271	(96,281)	58,990
Information and Communication Technology	22,882	(19,489)	3,393	36,817	(30,262)	6,555
Motor Vehicles	87,988	(25,601)	62,387	36,694	(13,793)	22,901
Leased Assets	7,884	(6,073)	1,811	7,884	(4,833)	3,051
Library Resources	30,921	(27,929)	2,992	30,424	(27,503)	2,921
	<u>476,232</u>	<u>(244,105)</u>	<u>232,127</u>	<u>431,763</u>	<u>(238,828)</u>	<u>192,935</u>

13. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	3,969	7,323	2,095
Accruals	6,327	4,031	5,443
Employee Entitlements - Salaries	25,561	19,243	25,453
Employee Entitlements - Leave Accrual	650	997	1,224
	<u>36,507</u>	<u>31,594</u>	<u>34,215</u>
Payables for Exchange Transactions	36,507	31,594	34,215
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>36,507</u>	<u>31,594</u>	<u>34,215</u>

The carrying value of payables approximates their fair value.



14. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	-	947	3,625
	<u>-</u>	<u>947</u>	<u>3,625</u>

15. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	8,680	7,052	4,052
Increase/(decrease) to the Provision During the Year	17,127	5,475	4,628
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>25,807</u>	<u>12,527</u>	<u>8,680</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	25,807	12,527	8,680
	<u>25,807</u>	<u>12,527</u>	<u>8,680</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2030. This plan is based on the School's painting quotes.

16. 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	1,224	1,710	1,539
Later than One Year	1,020	3,341	2,243
Future Finance Charges	(184)	-	(441)
	<u>2,060</u>	<u>5,051</u>	<u>3,341</u>
Represented by			
Finance lease liability - Current	1,080	1,710	1,281
Finance lease liability - Non current	980	3,341	2,060
	<u>2,060</u>	<u>5,051</u>	<u>3,341</u>



17. 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 8, and includes retentions on the projects, if applicable.

	2025	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions / Transfers	Closing Balances
			\$	\$	\$		\$
A: Hard Cover Structure		249650	-	50,851	(3,190)	-	47,661
Totals			-	50,851	(3,190)	-	47,661

Represented by:

Funds Held on Behalf of the Ministry of Education	47,661
Funds Receivable from the Ministry of Education	-

	2024	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions / Transfers	Closing Balances
			\$	\$	\$		\$
AMS Combined: A,J, Site: Upgrade & Electrical		225771	79,221	19,578	(98,799)	-	-
Totals			79,221	19,578	(98,799)	-	-

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	-

18. 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.



19. 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	880	2,190
<i>Leadership Team</i> Remuneration	135,781	119,835
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	136,661	122,025

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	110 - 120
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
	0.00	0.00

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



20. 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

21. 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.

22. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of \$52,587 (2024: \$0) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment
A: Hard Cover Structure	\$ 52,587
Total	<u>52,587</u>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

(b) Operating Commitments

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



23. 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	228,448	78,050	147,928
Receivables	27,943	20,765	27,320
Investments - Term Deposits	75,535	-	105,170
Total financial assets measured at amortised cost	<u>331,926</u>	<u>98,815</u>	<u>280,418</u>

Financial liabilities measured at amortised cost

Payables	36,507	31,594	34,215
Finance Leases	2,060	5,051	3,341
Total financial liabilities measured at amortised cost	<u>38,567</u>	<u>36,645</u>	<u>37,556</u>

24. Events After Balance Date

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

25. Comparatives

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



Waikaretu School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Jeremy Leigh	Presiding Member	Elected	Sep 2028
Bernie Denton-van Loon	Principal	Ex Officio	
Hannah Cassidy	Staff Representative	Co-opted	Sep 2028
Sam Welch	Other	Elected	Sep 2025
Celia Campbell	Other	Elected	Sep 2028
Thomas Whitford	Other	Elected	Sep 2028
Izak Gifkins	Other	Elected	Sep 2025
Graham Loveridge		Elected	Sep 2028
Keith Marshall		Co-opted	Sep 2028

Waikaretu School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$342 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Waikaretu 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.



Waikaretu School

Continuously Thrive and Learn

Statement of Variance 2025

..... =achieved =in action and reviewed blank = differences analysed & planned for 2026

Strategic Goal 1:	To implement deliberate actions to increase student achievement and attain equitable outcomes for all students in literacy and mathematics.
Annual Aim 1:	To lift student achievement overall with a targeted focus on maths. We aim to lift student achievement in maths especially for girls and Maaori students. We aim for girls to be achieving in maths at or above the cohort from 60% to 70% or from 6 out of 10 to 7 out of 10 girls. We aim for Maaori students to be achieving in maths at or above the cohort from 63% to 75% or from 5 out of 8 to 6 out of 8 students.

What do we expect to see by the end of the year?

- Retain Target in Maths with targeted Structured Maths programmes and resources (70-75%)
- As a minimum, retain reading and writing data results from the end of year 2024 give or take 70% or over with targeted Structured Literacy implementation changes
- Teachers run a successful writing programme supported by structured literacy approaches
- Target students have been identified and receive targeted support

2025 end of year Term 4 data showing differences compared to Term 2:

Reading (numbers and %ages), e.g. 16/25 = 64%

	2025 T2	2025 T4
All	14/21 67%	18/23 78%
Māori	4/6 67%	6/8 75%
Pākehā	11/14 79%	13/15 87%
Pacific	n/a	n/a
Boys	8/11 73%	9/13 69%
Girls	7/10 70%	9/10 90%

Mathematics (numbers and %ages)

	2025 T2	2025 T4
All	14/20 70%	20/23 87%
Māori	4/6 67%	4/8 50%
Pākehā	13/14 93%	14/15 93%
Pacific	n/a	n/a
Boys	11/11 100%	12/13 92%
Girls	6/10 60%	8/10 80%

Writing (numbers and %ages)

	2025 T2	2025 T4
All	16/20 80%	17/23 74%
Māori	4/6 67%	4/8 50%
Pākehā	13/14 93%	14/15 93%
Pacific	n/a	n/a
Boys	9/11 81%	9/13 69%
Girls	8/10 80%	8/10 80%

Actions	Success Measure	Reasons for difference & Planning for 2026
<ul style="list-style-type: none"> ● Develop clear learning expectations shared with students. ● Build teacher confidence and capabilities in delivering a successful structured Maths programme and support teachers and leadership with across-schools Kaahui ako workstreams aiming to raise achievement in Maths. ● Provide PLD and support to teachers and leadership in providing rich maths & literacy programmes informed by the new phases & learning progressions of the revised curriculum 	<ul style="list-style-type: none"> ● Teacher planning indicates a learning focus for a lesson & Students can verbally identify what they are learning or have learned. ● Positive and frequent hui with whaanau reporting on feedback and feedforward for students' learning ● Student voice is collected to determine if they understand learning goals ● Teaching observations, attestations and professional reflections 	<p>Due to curriculum changes, teachers are still getting familiar with the details of learning intentions and progressions. Once these are clear, and for next year, these can be condensed into written and visual learning intentions and success criteria published in student speak.</p> <p>There is a great deal of information for teachers to absorb and put into practice in a very short space of time. Our journey is one of slow release to allow teachers ample opportunity to learn and implement the new curriculum.</p> <p>In 2026, PLD in structured literacy and mathematics continues. We have a teacher who will be training and working with students throughout 2026 to become a certified Literacy Intervention Teacher by the end of the year.</p> <p>Monitoring and evaluate planning and assessment, including moderation processes and use of teaching sequence. Improve evaluative capability of teachers, especially in forming Overall Teacher Judgements.</p> <p>Student achievement in maths was high at 87% but the most critical area for improvement is the achievement gap for Maaori students in Mathematics. In 2026, this will be targeted through culturally responsive strategies to ensure equitable outcomes. This will start with PLD for teachers into culturally responsive practices and continued consultation with whaanau.</p>

Strategic Goal 2:	To extend reciprocal learning-centred partnerships between school and whanau that improve student attendance and student achievement outcomes.
Annual Aim 2 & 4:	To strengthen the reciprocal home-school relationship by sharing information and resources to support student attendance and student learning outcomes. Identify whanau aspirations to build on community relationships that will enable teachers to identify and support students' needs, interests and cultural values.
What do we expect to see by the end of the year?	
<ul style="list-style-type: none"> • Positive relationships with students, whaanau and caregivers • Attendance data shows improvement from 2024 and Ministry of Education Attendance Targets are achieved • Cultural values and whaanau interests are identified and used to inform school procedures and practices <p>End of Term 4 - 2024 data was 56% regular student attendance. End of Term 4 - 2025 data is 74% regular student attendance.</p>	

Actions	Success Measure	Reasons for difference & Planning for 2025
<ul style="list-style-type: none"> • Identify whaanau aspirations through community consultations • Identify new staff communication strengths and areas for growth • Engage positively and frequently with all stakeholders on varied platforms about the importance of regular attendance • Continue PB4L and update TIC (Team Implementation Checklist for PB4L) to inform schoolwide Positive Behaviour for Learning & apply for Tier 2 funding 	<ul style="list-style-type: none"> • Positive and frequent hui with whaanau reporting on feedback and feedforward • Community surveys are collected and analysed to inform successful outcomes and our next steps • Staff is confidently taking on increased responsibility and engaging effectively & positively in the school and in the community • Comparison of term data analysis shows improvement and targets are met (Every Day Matters Report) • Review TIC (Team Implementation Checklist for PB4L). 	<p>Our attendance initiatives have had a good impact on our regular attendance rates. The attendance rate for Term 4 - 2025 was 74% compared to 56% for the same term in 2024. This result is close to the Ministry's target of 80%. We will continue our attendance plan and actions for 2026 through a stepped attendance plan, aiming to meet the 80% target.</p> <p>School values from 2023 have been refreshed with PB4L PLD support and will be presented to our school whaanau at the beginning on 2026. Our school values have been successfully implemented; both students and staff reported the WAI-Way is an effective way to have clear expectation and consequences for</p>

- Regularly collect and analyse attendance data

- Continue end of term certificate to celebrate attendance

- Support students and their needs by creating a holistic support network or wrap around service that aims to improve the wellbeing of all stakeholders involved - he waka eke noa (we're all in this together)

- Wellbeing survey for teachers and students (The WAI -Way informed)

- Teachers have completed PB4L refresher PLD and Tier 2 funding has been successfully applied for

- Attendance is awarded termly and at the end of the year

- Learning Support Coordinator and Leadership have developed Individual Care Plans for students with needs

- Consistent positive engagement with whaanau and caregivers

behaviour at school. We continue to have positively promoted high expectations of our students. With new staff and students in the school, the behaviour matrix from 2023 will need to be updated to current expectations and consequences. Learning Support and management continue to work closely with whaanau to support student's individual needs. The school continues aiming for a minimum of 2 hui per term with whaanau and providing a holistic approach with the student at the centre of our decision making.

Strategic Goal 3:	To further strengthen collaborative internal evaluation practices to create sustainability and continuous professional improvement.
Annual Aim 3:	To use collaborative approaches to collect and analyse data, to reflect on practice, and to share professional knowledge with a focus on writing and Te Reo Maaori / Local Tikanga.

What do we expect to see by the end of the year?

- Students are excited to talk about their learning in class and can identify their next steps (focus on writing)
- Teachers continue to reflect on their practice and can sharing their level of understandings with confidence; teachers can talk about their next steps within their professional growth cycle
- Our kura is visible at mana whenua (Tainui & Ngaati Tahinga) and Kaahui Ako events and hui
- Students can share some history, engage confidently in waiata, inoi (karakia), tikanga and te reo Maaori from mana whenua (Tainui & Ngaati Tahinga)

Actions	Success Measure	Reasons for difference & Planning for 2025
<ul style="list-style-type: none"> • Build teacher and student confidence and capabilities within an environment that is positive, professional and accepts levels of knowledge and skills without judgement • Continue to develop and engage in a reciprocal relationship with mana whenua (inclusive of the school Board) • Build teacher cultural capabilities and te reo Maaori skills with targeted PLD (leadership & Teachers) • Integrate Localised Curriculum/Aotearoa New Zealand Histories across all curriculum areas 	<ul style="list-style-type: none"> • Students can talk about their learning during the 3-way conference • Students can identify next steps on learning goal charts • PB4L schoolwide to include staff - we display what we do and what we say (The WAI- Way). • Facilitate staff meetings and design meeting notes that reflect collaboration and a theory of improvement • Teaching observations, attestations and professional reflections & implementation of Professional Growth Cycle for teachers • Our self-review tool (Poutama Reo) for implementing te reo Maaori indicates a shift in indicators to where we sit as a school, as teachers, as leadership, as students and as whaanau, hapuu and iwi involvement • Continued engagement with mana whenua 	<p>Although all students were able to set a learning goal and a reflection for the year of how well they achieved that goal, not all students could reiterate their learning in a lesson context. This was especially evident with the younger students.</p> <p>Due to the fast pace and changing curriculum demands, teachers focused on maths achievement in 2025 only. This may have resulted in the slight decline in writing achievement by 2% compared to 2024 in this area. For 2026, a focus on structured literacy professional development, will hopefully maintain and even increase to at least 76%</p> <p>New staff that joined the school mid year in 2025, have expressed that they are less confident in teaching te reo and te ao Maaori. So, for 2026, teachers continue to build on teacher confidence in te</p>

informed by our Kaahui ako schools

- Community consultation that supports our localised curriculum. This will be informed by our community members, local kaumatua & members of Ngaati Tahinga

- Student engagement and proficiency in te reo and tikanga Maaori is measurable and sustainable
- Students, staff and whaanau engaged in and celebrating community & cultural events

reo and te ao Maaori through culturally informed practices that support achievement for all students, including Maaori students. Management will support this with clear learning intentions and resources for te reo Maaori.

Management and Board representative joined our kaumatua at the Koroneihana in 2025. The school will plan together with mana whenua for student attendance at the koroneihana in 2026.

All staff have reflected on their 2025 professional goal and have also set new professional goals for 2026. However, the Professional Growth Cycle and Teacher Standards have changed for 2026. Staff will unpack this throughout term 1 and attestations will be conducted in alignment with the new standards for 2026.

The school continues to grow Community and Whaanau involvement in 2026 that fosters the well-being and a strong sense of identity for students.

Waikaretu School was part of the Too Taatou Haeranga Kaahui Ako (Community of Learning group) with the following schools throughout 2025:

The Kaahui Ako aimed to implement the following theory for improvement in 2025 with the below success statements:



TOO TAATOU HAERENGA THEORY FOR IMPROVEMENT

Ki te whakapono i te moemoeaa, ka kikii te kete ki te whakaute,
te raupii, te aroha, ko te momoho te kite ko ngaa pangore kua
eke ki te maunga tapu o Taupiri

If (we) believe in the dream/vision, (and our) kete is filled with
respect, support and love, (you) will see the rewards, (which will
be that) the children reach the (highest) pinnacle of Taupiri.

Ref. Too Taatou Haerenga ~ North Waikato Kaahui Ako

Clear and purposeful
pathways for our learners that
meet their educational &
emotional needs.

Quality teachers and
leaders who draw on
collective strengths through
ongoing collaboration.

Our plans, policies, and
local curriculum reflect local
tikanga Māori, mātauranga
Māori and te ao Māori

School Achievement information

School: Waikaretu School

Numbers and %ages 'at and above' curriculum expectation:

Reading (numbers and %ages), e.g. 16/25 = 64%

	2025 T2	2025 T4
All	14/21 67%	18/23 78%
Māori	4/6 67%	6/8 75%
Pākehā	11/14 79%	13/15 87%
Pacific	n/a	n/a
Boys	8/11 73%	9/13 69%
Girls	7/10 70%	9/10 90%

Writing (numbers and %ages)

	2025 T2	2025 T4
All	16/20 80%	17/23 74%
Māori	4/6 67%	4/8 50%
Pākehā	13/14 93%	14/15 93%
Pacific	n/a	n/a
Boys	9/11 81%	9/13 69%
Girls	8/10 80%	8/10 80%

Mathematics (numbers and %ages)

	2025 T2	2025 T4
All	14/20 70%	20/23 87%
Māori	4/6 67%	4/8 50%
Pākehā	13/14 93%	14/15 93%
Pacific	n/a	n/a
Boys	11/11 100%	12/13 92%
Girls	6/10 60%	8/10 80%

Based on the 2025 achievement data for **Waikaretu School**, here is an analysis of student progress and achievement across Reading, Writing, and Mathematics.

1. 2025 Achievement Overview

The school saw a general upward trend in achievement for Reading and Mathematics by the end of the year (Term 4), though Writing showed a slight decline in the overall percentage of students meeting expectations.

Subject	Term 2 Achievement	Term 4 Achievement	Trend
Reading	67%	78%	+11%
Writing	80%	74%	-6%
Mathematics	70%	87%	+17%

2. Group Analysis

Māori Students

- **Reading:** Showed progress, moving from 67% to 75% achievement.
- **Writing & Maths:** Experienced a notable decline, dropping from 67% in Term 2 to 50% in Term 4 for both subjects.

Gender Performance

- **Girls:** Demonstrated significant growth in Reading (+20%) and Mathematics (+20%), maintaining a steady 80% in Writing.
- **Boys:** Showed a slight decline in all three areas by Term 4, most notably in Writing (81% down to 69%) and Mathematics (100% down to 92%).

Pākehā Students

- This group remains the highest-achieving cohort, maintaining 93% achievement in Writing and Maths and improving to 87% in Reading.

3. Positive Trends & Successes

- **Mathematics Surge:** Overall achievement in Mathematics rose from 70% to 87%, representing the strongest area of growth for the school.
- **Reading Improvement:** There was a consistent lift across almost all demographics in Reading, with Girls reaching an impressive 90% achievement rate by year-end.
- **Pākehā Consistency:** Extremely high and stable achievement levels (93%) in Writing and Mathematics.

4. Areas for Improvement & Variance

- **Writing Achievement Gap:** Writing is the only subject where overall achievement fell (from 80% to 74%). The drop was particularly sharp among Māori students and Boys.
- **Māori Achievement Variance:** There is a concerning "split" in data for Māori students; while Reading improved, the 50% achievement rate in Writing and Maths suggests these students are not benefiting equally from current instructional shifts in those areas.
- **Boy's Writing:** A 12% drop in achievement over the year indicates a need for engagement-focused writing interventions.

5. Reflection and Planning for 2026

Reflective Summary

The 2025 data suggests that while "School-wide" numbers look healthy (particularly in Maths and Reading), the progress is uneven. The school successfully moved a large group of students into "At or Above" for Mathematics, but the decline in Writing suggests that instructional focus may have shifted away from literacy during the latter half of the year.

2026 Strategic Recommendations

1. **Targeted Writing Intensive:** Implement a school-wide focus on Writing, specifically targeting the engagement of Boys and Māori learners to reverse the T4 dip.
2. **Māori Achievement Strategy:** Investigate the specific barriers causing the 50% achievement level in Maths and Writing for Māori students. This may involve culturally responsive professional development for staff.
3. **Sustain Mathematics Gains:** Analyse the successful strategies used in 2025 that led to the 17% jump in Maths and ensure those practices are embedded for the 2026 cohort.

