

WAIKARETU SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 2052

Principal: Bernie Denton-van Loon

School Address: 1448 Waikaretu Valley Road, Waikaretu

School Postal Address: 1448 Waikaretu Valley Road RD 5, Tuakau, 2695

School Phone: 09 233 3014

School Email: admin@waikaretu.school.nz

Accountant / Service Provider:

Education  **Services.**
Dedicated to your school

WAIKARETU SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Waikaretu School

Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Jeremy Leach
Full Name of Presiding Member

Jeremy Leach
Signature of Presiding Member

1/5/25
Date:

Bernardina Denton-van Loon
Full Name of Principal

B Denton
Signature of Principal

1/5/2025
Date:

Waikaretu School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	527,323	442,089	514,942
Locally Raised Funds	3	100,347	30,000	46,029
Interest		7,513	200	6,371
Total Revenue		635,183	472,289	567,342
Expense				
Locally Raised Funds	3	21,421	9,560	19,367
Learning Resources	4	356,940	322,864	346,973
Administration	5	52,609	50,329	50,247
Interest		418	426	609
Property	6	115,919	97,728	131,321
Other Expenses	7	590	-	-
Loss on Disposal of Property, Plant and Equipment		1,457	-	-
Total Expense		549,354	480,907	548,517
Net Surplus / (Deficit) for the year		85,829	(8,618)	18,825
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		85,829	(8,618)	18,825

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 2024

	2024	2024	2023
Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Equity at 1 January	330,981	286,276	306,878
Total comprehensive revenue and expense for the year	85,829	(8,618)	18,825
Contributions from the Ministry of Education - Te Mana Tuuhono	-	-	3,359
Contributions from the Ministry of Education - Furniture and Equipment Grant	5,453	-	1,919
Equity at 31 December	422,263	277,658	330,981
Accumulated comprehensive revenue and expense	422,263	277,658	330,981
Equity at 31 December	422,263	277,658	330,981

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 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	147,928	79,412	145,324
Accounts Receivable	9	27,320	20,380	20,765
GST Receivable		-	220	-
Prepayments		5,807	3,490	3,767
Inventories	10	1,418	1,444	2,041
Investments	11	105,170	49,591	101,305
		<u>287,643</u>	<u>154,537</u>	<u>273,202</u>
Current Liabilities				
GST Payable		8,454	-	10,520
Accounts Payable	13	34,215	25,974	31,594
Revenue Received in Advance	14	3,625	-	947
Provision for Cyclical Maintenance	15	-	6,615	-
Finance Lease Liability	16	1,281	1,794	1,710
Funds held for Capital Works Projects	17	-	-	79,221
		<u>47,575</u>	<u>34,383</u>	<u>123,992</u>
Working Capital Surplus/(Deficit)		240,068	120,154	149,210
Non-current Assets				
Property, Plant and Equipment	12	192,935	162,554	189,164
		<u>192,935</u>	<u>162,554</u>	<u>189,164</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	8,680	-	4,052
Finance Lease Liability	16	2,060	5,050	3,341
		<u>10,740</u>	<u>5,050</u>	<u>7,393</u>
Net Assets		<u>422,263</u>	<u>277,658</u>	<u>330,981</u>
Equity		<u>422,263</u>	<u>277,658</u>	<u>330,981</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 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		169,163	142,551	171,867
Locally Raised Funds		95,601	30,000	45,977
Goods and Services Tax (net)		(2,066)	-	10,740
Payments to Employees		(83,092)	(87,921)	(78,700)
Payments to Suppliers		(73,237)	(94,860)	(125,561)
Interest Paid		(418)	(426)	(609)
Interest Received		8,021	200	6,013
Net cash from/(to) Operating Activities		113,972	(10,456)	29,727
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(32,560)	(12,500)	(28,984)
Purchase of Investments		(3,865)	-	(51,714)
Net cash from/(to) Investing Activities		(36,425)	(12,500)	(80,698)
Cash flows from Financing Activities				
Furniture and Equipment Grant		5,453	-	1,919
Contributions from Ministry of Education		-	-	3,359
Finance Lease Payments		(1,175)	(2,403)	(1,210)
Funds Administered on Behalf of Other Parties		(79,221)	-	87,456
Net cash from/(to) Financing Activities		(74,943)	(2,403)	91,524
Net increase/(decrease) in cash and cash equivalents		2,604	(25,359)	40,553
Cash and cash equivalents at the beginning of the year	8	145,324	104,771	104,771
Cash and cash equivalents at the end of the year	8	147,928	79,412	145,324

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 2024

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 2024 to 31 December 2024 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 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
Library Resources	12.5% Diminishing value
Board Owned Buildings	50 years
Motor Vehicles	10 years
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 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

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, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	158,144	143,287	170,211
Teachers' Salaries Grants	270,872	231,852	258,421
Use of Land and Buildings Grants	87,083	66,950	82,065
Other Government Grants	11,224	-	4,245
	527,323	442,089	514,942

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	15,629	6,050	9,611
Fees for Extra Curricular Activities	2,455	700	5,630
Trading	840	650	1,332
Fundraising and Community Grants	61,866	5,600	13,021
Other Revenue	19,557	17,000	16,435
	100,347	30,000	46,029
Expense			
Extra Curricular Activities Costs	5,178	1,800	6,238
Trading	932	900	1,399
Fundraising and Community Grant Costs	8,331	-	7,384
Other Locally Raised Funds Expenditure	6,980	6,860	4,346
	21,421	9,560	19,367
<i>Surplus for the year Locally Raised Funds</i>	78,926	20,440	26,662

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	19,732	11,666	19,988
Employee Benefits - Salaries	311,837	279,110	301,985
Staff Development	2,582	13,788	6,684
Depreciation	22,179	18,000	17,816
Other Learning Resources	610	300	500
	356,940	322,864	346,973

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	5,443	4,000	4,031
Board Fees and Expenses	3,330	2,090	2,215
Other Administration Expenses	9,600	12,854	13,157
Employee Benefits - Salaries	27,871	25,585	24,774
Insurance	1,085	800	1,090
Service Providers, Contractors and Consultancy	5,280	5,000	4,980
	<u>52,609</u>	<u>50,329</u>	<u>50,247</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	4,628	3,000	20,171
Heat, Light and Water	6,086	6,000	6,196
Repairs and Maintenance	2,013	6,000	9,852
Use of Land and Buildings	87,083	66,950	82,065
Employee Benefits - Salaries	15,323	15,078	12,460
Other Property Expenses	786	700	577
	<u>115,919</u>	<u>97,728</u>	<u>131,321</u>

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

7. Other Expenses

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Loss on Uncollectable Accounts Receivable	590	-	-
	<u>590</u>	<u>-</u>	<u>-</u>

8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	147,928	79,412	145,324
Cash and cash equivalents for Statement of Cash Flows	<u>147,928</u>	<u>79,412</u>	<u>145,324</u>

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

Of the \$147,928 Cash and Cash Equivalents, \$3,625 of Revenue Received in Advance is held by the school, as disclosed in note 14.

9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	365	817	1,014
Receivables from the Ministry of Education	1,502	-	-
Interest Receivable	-	150	508
Teacher Salaries Grant Receivable	25,453	19,413	19,243
	<u>27,320</u>	<u>20,380</u>	<u>20,765</u>
Receivables from Exchange Transactions	365	967	1,522
Receivables from Non-Exchange Transactions	26,955	19,413	19,243
	<u>27,320</u>	<u>20,380</u>	<u>20,765</u>

10. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Uniforms	1,418	1,444	2,041
	<u>1,418</u>	<u>1,444</u>	<u>2,041</u>

11. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	105,170	49,591	101,305
Total Investments	<u>105,170</u>	<u>49,591</u>	<u>101,305</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Land	40,000	-	-	-	-	40,000
Board-owned Buildings	55,800	-	-	-	(1,800)	54,000
Building Improvements	5,368	-	-	-	(852)	4,516
Furniture and Equipment	42,374	26,866	-	-	(10,250)	58,990
Information and Communication Technology	10,948	541	(1,457)	-	(3,477)	6,555
Motor Vehicles	26,570	-	-	-	(3,669)	22,901
Leased Assets	4,765	-	-	-	(1,714)	3,051
Library Resources	3,339	-	-	-	(417)	2,922
	189,164	27,407	(1,457)	-	(22,179)	192,935

The net carrying value of equipment held under a finance lease is \$3,051 (2023: \$4,765)

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.

	2024	2024	2024	2023	2023	2023
	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	90,000	(36,000)	54,000	90,000	(34,200)	55,800
Building Improvements	34,673	(30,157)	4,516	34,673	(29,305)	5,368
Furniture and Equipment	155,271	(96,281)	58,990	135,608	(93,234)	42,374
Information and Communication Technology	36,817	(30,262)	6,555	38,181	(27,233)	10,948
Motor Vehicles	36,694	(13,793)	22,901	36,694	(10,124)	26,570
Leased Assets	7,884	(4,833)	3,051	7,884	(3,119)	4,765
Library Resources	30,424	(27,502)	2,922	30,424	(27,085)	3,339
	431,763	(238,828)	192,935	413,464	(224,300)	189,164

13. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	2,095	1,647	7,323
Accruals	5,443	3,914	4,031
Employee Entitlements - Salaries	25,453	19,413	19,243
Employee Entitlements - Leave Accrual	1,224	1,000	997
	34,215	25,974	31,594
Payables for Exchange Transactions	34,215	25,974	31,594
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	34,215	25,974	31,594

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	3,625	-	947
	<u>3,625</u>	<u>-</u>	<u>947</u>

15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	4,052	3,615	17,917
Increase to the Provision During the Year	4,425	3,000	2,653
Use of the Provision During the Year	-	-	(34,036)
Other Adjustments	203	-	17,518
Provision at the End of the Year	<u>8,680</u>	<u>6,615</u>	<u>4,052</u>
Cyclical Maintenance - Current	-	6,615	-
Cyclical Maintenance - Non current	8,680	-	4,052
	<u>8,680</u>	<u>6,615</u>	<u>4,052</u>

The School's cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools painting cost and painting estimation.

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:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	1,539	1,794	2,128
Later than One Year and no Later than Five Years	2,243	5,050	3,782
Future Finance Charges	(441)	-	(859)
	<u>3,341</u>	<u>6,844</u>	<u>5,051</u>
Represented by			
Finance lease liability - Current	1,281	1,794	1,710
Finance lease liability - Non current	2,060	5,050	3,341
	<u>3,341</u>	<u>6,844</u>	<u>5,051</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.

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
AMS Combined: A,J, Site: Upgrade & Electrical & Ext Learning		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

-
-

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
LSC		224039	(8,235)	8,235	-	-	-
Unforeseen 5YA: Infrastructure Remedial Works		238971	-	7,694	(7,694)	-	-
AMS Combined: A,J, Site: Upgrade & Electrical		225771	-	110,721	(31,500)	-	79,221
Totals			(8,235)	126,650	(39,194)	-	79,221

Represented by:

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

79,221
-

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 and Principal.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,190	2,215
<i>Leadership Team</i>		
Remuneration	119,835	170,820
Full-time equivalent members	1.00	2.00
Total key management personnel remuneration	122,025	173,035

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 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	-
Benefits and Other Emoluments	3 - 4	-
Termination Benefits	-	-

Principal 2

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	-	120 - 130
Benefits and Other Emoluments	-	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 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:

	2024 Actual	2023 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 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 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 2025.

22. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2024 (Capital commitments at 31 December 2023: \$92,605).

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 2024 (Operating commitments at 31 December 2023: 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	147,928	79,412	145,324
Receivables	27,320	20,380	20,765
Investments - Term Deposits	105,170	49,591	101,305
Total financial assets measured at amortised cost	<u>280,418</u>	<u>149,383</u>	<u>267,394</u>

Financial liabilities measured at amortised cost

Payables	34,215	25,974	31,594
Finance Leases	3,341	6,844	5,051
Total financial liabilities measured at amortised cost	<u>37,556</u>	<u>32,818</u>	<u>36,645</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.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WAIKARETU SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Waikaretu School (the School). The Auditor-General has appointed me, Liyan Yao, using the staff and resources of Owen McLeod & Co Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2024, 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.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 02 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

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

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- 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 assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on Statement of Responsibility, Members of the Board schedule, Kiwisport note, statement of Compliance with Employment Policy, Statement of variance, Evaluation of the school's students' progress and achievement, Report on how the school has given effect to Te Tiriti o Waitangi, cover page and index page, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

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



Liyan Yao
Owen McLeod & Co Limited
On behalf of the Auditor-General
Hamilton, New Zealand

Waikaretu School

Members of the Board

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

Waikaretu School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$379 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 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 for the year 2024

..... = Actions Achieved

..... = Reviewed and to either resume as a goal or dismiss

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 in writing. We aim for students to be at or above the cohort from 59% to 70% or from 15 out of 25 students to 18 out of 25 students.

What were we expected to see by the end of the year?

- Hit the target in writing (70%)
- As a minimum, retain reading and maths data results from the end of year 2023 give or take 70% or over
- Teachers run a successful writing programme supported by structured literacy approaches
- Target students have been identified and receive targeted support

End of year 2023 data:

End of Year 2024 data

Whole school Reading	Whole school Maths	Whole school Writing	Whole school Reading Term 4	Whole school Maths Term 4	Whole school Writing Term 4
28 out of 34 students are at/above expectation 82% 6 out of 34 students are below expectation 18%	25 out of 34 students are at/above expectation 74% 9 out of 34 students are below expectation 26%	22 out of 34 students are at/above expectation 65% 12 out of 34 students are below expectation 35%	19 out of 25 students are at/above expectation 76% 6 out of 25 students are below expectation 24%	20 out of 25 students are at/above expectation 80% 5 out of 25 students are below expectation 20%	19 out of 25 students are at/above expectation 76% 6 out of 25 students are below expectation 24%

Actions achieved	Resources (Time / Money)	Success Measure	Reasons for difference & Planning for 2025
<ul style="list-style-type: none"> ● Develop clear, mutual understandings of assessment data and the use of this to inform reading, writing, maths teaching and learning. This includes staff understandings, what we report to whaanau and expectations shared with students. ● Build teacher confidence and 	<ul style="list-style-type: none"> ● Staff meeting fortnightly to re-evaluate processes and identify needs ● Purchase writing resources for teaching ● Teacher Aide weekly timetable ● Engage with and activate effective Professional Development 	<ul style="list-style-type: none"> ● Staff feedback through professional discussion around Overall Teacher Judgement (OTJ) and assessment data making sure knowledge and processes align. Teaching staff followed PLD on assessment and revised curriculum for English and Maths through Kahui Ako. ● Positive and frequent hui with whaanau 	<p>The end of year report now states a student achievement for learning statement however, we want to adopt an effective process to collect student voice in relation to their learning goals more frequently and more sustainably.</p> <p>The ideal writing resources management looked into purchasing, were</p>

<p>capabilities in delivering a successful writing programme and support teachers and leadership with across-schools Kaahui ako workstreams aiming to raise achievement in writing.</p>	<p>in writing and structured literacy from experts and from existing staff expertise</p>	<p>reporting on feedback and feedforward for students' learning</p> <ul style="list-style-type: none"> • Student voice is collected to determine if they understand learning goals • Teaching observations, attestations and professional reflections 	<p>unaffordable for our small school. We are looking at teaming up with other schools in 2025. We continue to use online StepsWeb to support Structured Literacy for accelerated learning and we purchased the hardcopy books for extra support for students with identified needs in this area. We are following Ministry of education guidelines in regards to the implementation of the reviewed curriculum, the science of learning and structured literacy.</p> <p>Explore affordable PLD for writing over and above the Kahui Ako PLD support received & RTL - Writer's Toolbox PLD teachers had earlier this year.</p> <p>Government PLD for structured literacy and structured maths - Structured Literacy started in Term 4 - 2024 and is continuing in Term 1 2025. Together with our Kahui Ako schools, we have started to engage in PLD for Structured Maths. The school has adopted a new Maths programme called Pr1me Maths. All resources for this programme have been purchased with support from the Ministry of Education. Teaching staff will engage in PLD for this programme from the end of Term 1 in 2025 for the rest of the year, aiming to start to implement this together with the revised curriculum from Term 2.</p>
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Strategic Goal 2:	To extend reciprocal learning-centred partnerships between school and whaanau 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 whaanau aspirations to build on community relationships that will enable teachers to identify and support students' needs, interests and cultural values.

What were we expected to see by the end of the year?

- Positive relationships with students, whaanau and caregivers
- Attendance data shows improvement from 2023 and Ministry of Education Attendance Targets are achieved
- Cultural values and whaanau interests are identified and used to inform school procedures and practices

Ministry of Education Attendance Targets			
Measure	2022 WS	2023 EOY Target	2023 WS
Percentage of akōnga attending school regularly (attending more than 90%, an average of 9 days a fortnight)	7%	Aim 55% EOY	40%
Percentage of akōnga who are moderately absent (attending more than 70% up to 90%, missing two to three days a fortnight)	63%	Aim 37.5%	55%
Percentage of akōnga who are chronically absent (attending 70% or less, missing three or more days a fortnight)	30%	Aim 7.5% EOY	5%

Term 4 - 2024 data:

		Chronically Absent (Attendance 70% or less)	Moderately Absent (Attendance more than 70% up to 80%)	Irregular Attendance (Attendance more than 80% up to 90%)	Regular Attendance (Attending more than 90%)
School	Too Totou Haerenga % breakdown	Less 70% attendance	70% and 79% attendance	80% and 90% attendance	Over 90% attendance
Waikaretu School 2024 Years 1 - 8	All students 25	6 24%	1 4%	4 16%	14 56%
	Male 15	1 7%	1 7%	2 14%	11 73%
	Female 10	5 50%	0	2 20%	3 30%
	Māori 8	6 75%	0	0	2 25%
	NZE 17	0	1 6%	4 23%	12 71%

Actions	Resources (Time / Money)	Success Measure	Reasons for difference & Planning for 2025
<ul style="list-style-type: none"> ● Identify preferred whaanau communication tools and procedures through community consultations ● Identify 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 ● Regularly collect and analyse attendance data ● Introduce an attendance award at the end of the year and an end of term certificate to celebrate attendance ● Develop workshops for whaanau to support their children at home with their learning ● 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) 	<ul style="list-style-type: none"> ● Whaanau consultation (time) ● Professional discussion around effective communication practices and procedures in educational settings (time) ● Donation or purchase of a trophy (money) ● Set time and dates for workshops and possibly speakers (time and money) ● The Principal and Learning Support Coordinator 	<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 ● Comparison of term data analysis shows improvement and targets are met ● Review TIC (Team Implementation Checklist for PB4L) <ul style="list-style-type: none"> ● An attendance award at the end of the year and termly certificates ● Learning Support Coordinator and Leadership have developed Individual Care Plans for students with needs 	<p>Regular attendance of 90% or more went up from 40% in 2023 to 56% in 2024 and we reached the target set at 55%. However, there was a significant increase in critical absences (from 5% in 2023 to 24% in 2024). Through community consultation and regular hui with whaanau, the majority of identified barriers to coming to school are financial & health related reasons. We experienced another covid wave in our community in Term 4.</p> <p>Continue to engage with whaanau through 2 planned hui per term to assist whaanau to get their children to school (break down barriers by accessing attendance services, health and family support services, RTLB, etc.) Deploy Kahui Ako attendance services to initiate targeted support for identified students and their families.</p> <p>We have been in touch with the Ministry of Education to re-engage with the school in relation to PB4L. Staff will start regular PLD throughout the year at the end of Term 1 in 2025.</p> <p>Continue to foster a welcoming and engaging learning environment to support students coming to school - build momentum to support awarding attendance - e.g. Termly assembly awards for attendance.</p> <p>Frequent newsletter notices re the importance of attending school regularly.</p>

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 were we expected to see by the end of the year?

- Students are excited to talk about their learning in class and can identify their next steps
- 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	Resources (Time / Money)	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 • Build teacher cultural capabilities and te reo Maaori skills • Integrate Localised Curriculum/Aotearoa New Zealand Histories across all curriculum areas informed by our Kaahui ako schools • Community consultation that supports our localised curriculum. This will be informed by 	<ul style="list-style-type: none"> • PB4L (Positive Behaviour for Learning- Ministry funded resource) (time & money) • Regular student-teacher conferences (time) • Regular, scheduled staff meetings and PLD (time) • Board funding reserved for PLD for teachers and leadership and for in class resources in te reo and tikanga Maaori (time & money) • Board funding / koha reserved for cultural community consultation and cultural events (money) 	<ul style="list-style-type: none"> • Wellbeing survey for teachers and students (The WAI -Way informed) • 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 • 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 	<p>Continue the wellbeing surveys for students and staff in 2025</p> <p>Set aside time in teacher planning for students to reflect on their learning goals for the day/week.</p> <p>Add the WAI way and behaviour expectations and procedures to the school's information booklet.</p> <p>Continue with support from our local Kaumatua to engage with the Koronaheina and Matariki in 2025</p> <p>Work together with the local West Waikato Coastall Catchment Group and other local schools in the Ngaati Tahinga district towards a joint Matariki event at the local Marae.</p> <p>Integrate the updated New Zealand History</p>

<p>our community members, local kaumatua & members of Ngaati Tahinga</p>		<p>with mana whenua</p> <ul style="list-style-type: none"> • Student engagement and proficiency in te reo and tikanga Maaori is measurable and sustainable 	<p>Curriculum with Ngaati Tainui lesson plans.</p> <ul style="list-style-type: none"> • Develop a sustainable and practical way to monitor student achievement in te reo maaori
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Waikaretu School is part of the Too Taatou Haeranga Kaahui Ako (Community of Learning group) with the following schools:



The Kaahui Ako aims to implement the following theory for improvement with the below success statements:



TOO TAATOU HAERENGA
THEORY FOR IMPROVEMENT

Ki te whakapono i te moemoeaa, ka kiki 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 Haeranga ~ 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%

	2023	2024
All	28/34 82%	19/25 76%
Māori	10/12 83%	6/8 75%
Pākehā	18/22 82%	13/19 68%
Pacific	n/a	n/a
Boys	16/20 80%	12/15 80%
Girls	11/14 79%	7/10 70%

Writing (numbers and %ages)

	2023	2024
All	22/34 65%	19/25 76%
Māori	8/12 67%	6/8 75%
Pākehā	13/22 59%	12/19 63%
Pacific	n/a	n/a
Boys	10/20 50%	9/15 60%
Girls	11/14 79%	9/10 90%

Mathematics (numbers and %ages)

	2023	2024
All	25/34 74%	20/25 80%
Māori	9/12 75%	5/8 63%
Pākehā	17/22 77%	15/19 79%
Pacific	n/a	n/a
Boys	14/20 70%	14/15 93%
Girls	11/14 79%	6/10 60%

Evaluation of Student Achievement at Waikaretu School

Overall Performance

Reading

- In 2023, 82% of students were at or above curriculum expectations
- This decreased slightly to 76% in 2024

Writing

- Writing improved from 65% in 2023 to 76% in 2024
- This shows good progress in writing skills

Mathematics

- Math performance increased from 74% in 2023 to 80% in 2024
- This is a positive trend in math achievement

Group Comparisons

Māori Students

- Reading: Slight decrease from 83% to 75%
- Writing: Improved from 67% to 75%
- Maths: Decreased from 75% to 63%

Boys vs Girls

- Boys improved in maths from 70% to 93%
- Girls showed strong writing skills, increasing from 79% to 90%

Areas for Improvement

1. Support Māori students in maths
2. Help girls improve maths performance
3. Continue to build on writing progress for all students

Positive Trends

1. Overall writing improvement
2. Strong maths gains for boys
3. Excellent writing progress for girls

These numbers show how many students at Waikaretu School are meeting or exceeding expectations. Our overall goal is to help all students succeed.

2024 reflection and 2025 areas planning for improvement:

Our maths results have been fairly stable in the last few years. An area that has a slight decline is achievement in Mathematics. Our focus for 2025 would be to find ways of improvement in mathematics for girls. It is well known that girls tend to be under-represented in higher level mathematics classes and we can see this trend if we incorporate and compare our years 1-3 and years 4-8 achievement results. With the implementation of Structured Maths requirements in 2025 and looking at high interest areas in maths for girls ([Gender Inclusive Approaches](#)), we aim to see a difference at the end of this year.

Writing achievement results have been fairly stable in the last few years. Our Māori students and girls are achieving well. An area to focus on for improvement would be writing with our paakehaa boys. If we analyse that further, we have several boys in this cohort who have writing support needs. We aim to meet these needs in 2025 with help from Structured Literacy approaches, RTLB services and Assistive Technologies.

Waikaretu School gives effect to the **Treaty of Waitangi** by following The Poutama Reo Framework.

The Poutama Reo framework is a self-evaluation tool to support improvement in te reo Maaori provision in English-medium schools.

The framework was informed by the voices of learners, whānau, educators and leaders in English-medium schools and provides clarity and clear next steps on how to build upon what we have in place to maximise impact.

This is an evolving document and gives us feedback and feedforward as a school community to support our students to learn Te Reo and Tikanga Maaori.

The framework helps our school explore key focus areas:

- leadership,
- whānau, hapū and iwi relationships
- student agency
- teaching and learning.

As we proceed with using the framework, we will discover indicators and examples of effective practice to support us and our school's goals.

We currently work in partnership with our local Kaumatua (Ngaati Tahinga) from our local Weraroa Marae to engage our students in local te reo Maaori and tikanga.



Alongside The Poutama Reo framework, Waikaretu School is also developing leadership knowledge and local curriculum knowledge for our teaching staff through PLD within the local Too Taatou Haerenga Kaahui Ako (Waikato-Tainui informed). Our Kaahui Ako consists of Waikaretu School, Te Kauwhata Primary School, Te Kauwhata College, Kimihia School, Ohinewai School and Te Paina School.

At Waikaretu School we are dedicated to implementing Te Maataiaho | the refreshed curriculum will support students to experience success in their learning. It will give practical effect to Te Tiriti o Waitangi, and will be inclusive over the next few years.

All the above, gives our students, including Maaori students, an opportunity to achieve their learning goals within our local context.