

# **Waiuku Primary School**

## **Annual Report**

**For the year ended 31 December 2025**

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S c h o o l N a m e :	Waiuku Primary School	School Number:	1559
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MINISTRY OF EDUCATION

Te Mātāwhiri o te Mātauranga

# Tātaritanga raraunga

T a r g e t:

Year 1 = 60% at or above
Year 2 = 60% at or above
Year 3 = 60% at or above
Year 4 = 65% at or above
Year 5 = 70% at or above
Year 6 = 75% at or above
Year 7 = 80% at or above
Year 8 = 85% at or above

Our students are not achieving their full potential across all three key curriculum areas. We need to do something different to make a change. Aspirationally, we want all of our students to be achieving at a certain level. We have identified barriers to learning, and we are also aware that we have a large number of students with additional needs. This, along with curriculum changes which have shifted expectations in regard to levels and moved to phases. All of these changes have been made swiftly, and teachers and schools are still adapting and learning about these new changes.

## End of Year Data 2025

This end-of-year report provides a clear overview of student achievement in Reading, Writing, and Mathematics across Year 0–8. It outlines overall performance patterns and highlights trends across year levels, genders, and ethnic groups.

The purpose of this report is to identify strengths and areas requiring further development, ensuring that support and extension are planned effectively for the coming year. It also informs teaching practice and strategic decision-making, with an ongoing focus on equity, progress, and improving outcomes for all learners.

7 ORS students have been removed from this data. One student in Y1, one in Y2, one in Y3, two in Y5 and two in Y8. 7 ORRS students represent 7 students in the well below area. They are in the total but have not been used to calculate the percentage.

Mathematics and Statistics Whole School												Total Students 366						
	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																	5	5
Above		1	2		2			2	3		5	7	8		5		3	28
At	14	17	12	23	16	22	23	23	26	31	29	28	27	39	35	30	22	204
Below	3	11	13	4	9	6	5	15	12	17	18	18	20	15	20	11	9	109
Well below			3	1	1	2	2	2	3		1	1	1	1		9	10	21
Totals	17	29	30	28	28	30	30	42	44	48	53	54	56	55	60	50	49	366

1. 66% of all students are above in Maths and Statistics, 34% below across the school. This is compared to 69% mid year.
2. The Y1 and Y2 cohorts have decreased with students from mid-year to the end of the year, 82% to 57%
3. The Y3 and Y4 cohorts have stayed the same, with a small increase in Year 4.



# Tātaritanga raraunga

4. Y5 and Y6 cohorts have made small decreases of 1-2 students, despite having new students join the cohort
5. The Y7 and Y8 cohorts have stayed the same, with Y8 students moving from at to above and well above.11

Mathematics and Statistics Gender																				
	Y0	Y0	Y1	Y1	Y2	Y2	Y3	Y3	Y4	Y4	Y5	Y5	Y6	Y6	Y7	Y7	Y8	Y8	Total	Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Well Above															2	3	2	3	2	3
Above			1	1	2	2		3			2	3	3	5	4	1		3	13	15
At	10	4	3	9	11	5	13	10	16	10	12	17	18	9	22	13	11	11	110	94
Below	2	1	7	6	3	6	1	4	6	6	9	9	7	13	11	9	5	4	51	58
Well Below			3		1		1	1	2	1	1		1				6	4	14	7
Totals	12	5	14	16	15	13	15	15	20	24	24	29	29	27	37	23	24	25	190	177

1. In Maths, 66% of boys are achieving at the expected level compared to 63% of girls.
2. About 9% of our students are achieving at the above and well above level. With girls slightly outperforming boys by 3 students.
3. This has improved from mid-year by 6%.
4. The data shows no significant gender gap but a continued need to extend and support our students in Mathematics.

Mathematics and Statistics Ethnic Breakdown						
	Māori	Pasifika	Asian	NZ European	MELA Middle Eastern, Latin	Other Ethnicities



# Tātaritanga raraunga

											American, African
Well above	1	1	3	1							
Above	3	3	3	20							1
At	38	18	17	122							7
Below	36	7	6	57							2
Well Below	10 (3)	2 (1)	1	7 (2)							(1)
<b>Total At</b>	<b>42 (49%)</b>	<b>19 (70%)</b>	<b>23 (77%)</b>	<b>143 (70%)</b>							<b>8 (80%)</b>
<b>Total Below</b>	<b>46 (52%)</b>	<b>8 (30%)</b>	<b>7 (23%)</b>	<b>64 (30%)</b>							<b>2 (20%)</b>
<b>Totals</b>	<b>88 (85)</b>	<b>28 (27)</b>	<b>30</b>	<b>207 (205)</b>							<b>11 (10)</b>

7 ORRs students removed from this data 3 Maori, 1 MELA, 2 European, 1 Pasifika

1. **NZ European** learners are achieving strongly overall, with **70% At/Above (143/207)** and **30% Below/Well Below (64/207)**.
2. **Asian** learners show high achievement, with **77% At/Above (23/30)** and **23% Below/Well Below (7/30)**.
3. **Pasifika** learners are mostly achieving at expected levels, with **70% At/Above (19/28)** and **30% Below/Well Below (8/28)**.
4. **Māori** learners have the highest proportion working below expectation, with **52% Below/Well Below (46/88)** compared with **49% At/Above (42/88)**.
5. **MELA** learners are achieving strongly overall, with **80% At/Above (8/11)** and **20% Below/Well Below (2/11)**, while **Other Ethnicities** show **67% At/Above (2/3)** and **33% Below/Well Below (1/3)** (small cohort).

## Reading – Whole School – 366 Students

	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals Year
Well above			1															1
Above		1	2	1	3		1	3	4	11	10	9	5	15	17	15	19	61
At	14	16	10	20	14	23	18	24	26	25	27	33	38	25	20	15	12	179
Below	3	12	13	9	10	5	8	10	9	11	16	11	11	15	17	13	14	101
Well below			4		1	5	3	6	5	2		2	2	3	6	7	4	25
<b>Totals</b>	<b>17</b>	<b>29</b>	<b>30</b>	<b>30</b>	<b>28</b>	<b>33</b>	<b>30</b>	<b>44</b>	<b>44</b>	<b>49</b>	<b>53</b>	<b>55</b>	<b>56</b>	<b>59</b>	<b>60</b>	<b>50</b>	<b>49</b>	<b>366</b>

7 ORS students have been removed from this data. One student in Y1, one in Y2, one in Y3, two in Y5 and two in Y8. 7 ORRS students represent 7 students in the well below area. They are in the total but have not been used to calculate the percentage.

1. At mid-year, 70% of students were achieving at or above expectations; by the end of the year, this had shifted slightly to 67%.
2. The greatest downward movement occurred within the Year 0–3 cohorts, while the remaining cohorts remained relatively stable.
3. There has been a small positive shift, with some students moving from 'At' to 'Above' and from 'Well Below' to 'Below'.

Reading Gender- Total 366 Students																					
	Y0	Y0	Y1	Y1	Y2	Y2	Y3	Y3	Y4	Y4	Y5	Y5	Y6	Y6	Y7	Y7	Y8	Y8	Total	Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Well Above			1	1																	1
Above			1	1	3	3	1	1	3	3	5	5	2	3	10	7	6	13	25	36	
At	10	4	2	8	8	6	9	9	12	14	10	17	20	18	11	10	6	6	88	92	
Below	2	1	7	6	6	4	5	3	6	3	9	7	5	6	13	3	9	5	62	38	
Well Below			4		1		1	2	1	4			2		3	3	3	1	15	10	
Totals	12	5	14	16	15	13	15	15	20	24	24	29	29	27	37	24	24	25	190	177	

1. **Overall roll:** There are **366 students** in total — **190 boys (51.8%)** and **177 girls (48.2%)**, so the school has slightly more boys than girls.
2. **Most students are working at expectation:** **180 students (49.0%)** are at — made up of **88 boys (24.0% of the whole school)** and **92 girls (25.1%)**.
3. 62% of boys are at or above, compared with 73% of girls. This is similar to mid-year, with girls making a slight increase of 3% from 70-73%.
4. **A strong group are achieving Above expectation:** **61 students (16.6%)** are above (plus **1 student (0.3%) Well Above**), meaning **62 students (16.9%)** are above or Well Above overall.
5. **Around a third are below expectation:** **100 students (27.2%)** are Below, and **25 students (6.8%)** are Well Below, so **125 students (34.1%)** are Below or Well Below in total.
6. **Boys are more represented in the lower bands:** **77 boys (40.5% of boys)** are Below/Well Below, compared with **48 girls (27.1% of girls)** — showing a noticeable gender gap in reading achievement.



Reading Ethnic Breakdown						
	Māori	Pasifika	Asian	NZ European	MELA Middle Eastern, Latin American, African	Other Ethnicities
Well above				1		
Above	8	3	8	38	1	
At	35	15	17	108	5	1
Below	34	7	3	52	3	
Well Below	11	3	1	8	2	2
<b>Total At</b>	<b>43 (49%)</b>	<b>18 (64%)</b>	<b>25 (83%)</b>	<b>147 (71%)</b>	<b>6 (55)</b>	<b>1 (33%)</b>
<b>Total Below</b>	<b>45 (51%)</b>	<b>10 (36%)</b>	<b>5 (17%)</b>	<b>60 (29%)</b>	<b>5 (45%)</b>	<b>2 (66%)</b>
<b>Totals</b>	<b>88</b>	<b>28</b>	<b>30</b>	<b>207</b>	<b>11</b>	<b>3</b>

1. Largest ethnic group: NZ European = 207 students (56.4%), making up over half of the school's reading data.
2. Māori learners are the second-largest group: Māori = 88 students (24.0%), followed by Asian = 30 (8.2%) and Pasifika = 28 (7.6%).
3. Most students are working At expectation: 181 students (49.3%) are At overall, including 108 NZ European (29.4% of the whole school) and 35 Māori (9.5%).
4. Above expectation is strongest for NZ European: 59 students (16.1%) are Above/Well Above combined, with NZ European = 39 students (18.8% of NZ European learners) being the biggest contributor (38 Above + 1 Well Above).
5. Below expectation is a key focus area: 126 students (34.3%) are Below/Well Below overall. This includes 45 Māori (51.1% of Māori learners) and 60 NZ European (29.0% of NZ European learners) sitting in the Below/Well Below bands.



Writing Whole School – Total students 366

Judgement	End Year 0	Mid-Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		
Above		1	1		2			2	2	5	5	5	4	6	12	7	12	38
At	14	14	12	19	17	21	20	24	30	27	29	29	29	27	29	20	21	201
Below	3	14	14	9	7	9	8	10	8	13	19	19	21	22	12	17	12	104
Well below			2	2	2	3	2	7	4	4		2	2	3	6	6	5	23
9Totals	17	29	29	30	28	33	30	44	44	49	53	55	56	59	59	50	49	366

- Overall achievement has improved:** With ORRS removed (n=360), 66% (239) are working **At /Above** expectation in writing (At 57%, Above 9%), while 34% (127 students) are **Below/Well Below**.
- Writing has been a key focus over the past two years through the Writer’s Toolbox. Achievement has improved from 60% at mid-year to 66% at the end of the year, and this 6% increase is a pleasing indication of progress.
- The main target cohort is the “Below” band: 104 students** are *Below*, showing the biggest opportunity for acceleration.
- The number of students achieving ‘Well Below’ decreases once ORRS-funded students are excluded, but remains significant.
- The ‘Well Below’ group reduces to 17 students, indicating some students who continue to experience learning challenges. Analysis shows that these students are predominantly boys and include learners with dyslexia, ADHD, and FASD. Many are currently receiving support from RTLb and other external agencies.
- High achievement across the school: 38 students** are achieving *above*, compared to mid-year, when 26 students were above. This is a good improvement. **No students in Well Above**, indicating a need to strengthen extension and enrichment for capable writers.





<b>Total At</b>	<b>39(44%)</b>	<b>13(46%)</b>	<b>25 (86%)</b>	<b>150 (72%)</b>	<b>7 (64%)</b>	<b>3 (50%)</b>
<b>Total Below</b>	<b>49 (56%)</b>	<b>15(54%)</b>	<b>4(4%)</b>	<b>57(28%)</b>	<b>4(36%)</b>	<b>3 (50%)</b>
<b>Totals</b>	<b>88</b>	<b>28</b>	<b>29</b>	<b>207</b>	<b>11</b>	<b>6</b>

1. **NZ European learners** are achieving strongly in writing overall, with **72% working At/Above expectation (150/207)** and **28% Below/Well Below (57/207)**.
2. **Asian learners** show the highest achievement profile, with **86% At/Above (25/29)** and **14% Below/Well Below (4/29)**.
3. **Māori learners** have the greatest proportion achieving below expectation, with **56% Below/Well Below (49/88)** compared with **44% At/Above (39/88)**, indicating a clear priority area for acceleration.
4. **Pasifika learners** also show a higher proportion below expectation, with **54% Below/Well Below (15/28)** and **46% At/Above (13/28)**, suggesting targeted support is required to lift achievement.
5. **MELA learners** are largely achieving at expected levels (**64% At/Above, 7/11**), while **Other Ethnicities** are evenly split (**50% At/Above, 3/6**); however, both groups represent smaller cohorts, so trends should be monitored over time.

## Whole School Achievement Summary – End of Year (with Mid-Year Comparison)

### Mathematics & Statistics

Across the school, **66% of students are achieving At/Above expectation** in Mathematics and Statistics, with **34% achieving Below/Well Below**. This represents a **slight decrease from mid-year (69% At/Above)**. While the shift is small, it suggests that overall progress in mathematics has **not been sustained at the same rate across the second half of the year**.

When looking at cohort patterns, there has been a **more noticeable decline in the junior cohorts**, particularly **Year 1 and Year 2**, where achievement dropped from **82% At/above at mid-year to 57% at end-of-year**. In contrast, the **Year 3 and Year 4 cohorts remained relatively stable**, with a small improvement in Year 4. Senior cohorts



MINISTRY OF EDUCATION  
Te Kaitiaki Takekōwhiri

## Tātaritanga raraunga

(Years 7–8) also remained stable, with some movement upwards into the **Above/Well Above** bands, indicating improved extension and consolidation for some older learners.

Ethnicity data shows that achievement remains strong for **Asian (77% At/Above), NZ European (70%), Pasifika (70%), and MELA (80%)** learners. However, **Māori learners remain the key priority group**, with **49% At/Above** and **52% Below/Well Below**, showing a clear equity challenge that requires continued targeted support and acceleration.

### Reading

At the end of the year, **67% of students are achieving At/Above expectation** in reading, with **33% Below/Well Below**. This is a **3% decrease from mid-year (70% At/Above)**. Although this is not a large decline overall, the data suggests that **the most significant downward movement occurred in the junior school (Years 0–3)**, while other year levels remained more stable.

A key pattern remains the **gender gap**, with **62% of boys achieving At/Above**, compared with **73% of girls**. Boys continue to be more represented in the lower bands, indicating that reading engagement, stamina, and targeted instruction remain critical areas of focus—particularly for priority learners who are not yet meeting expected levels.

### Writing

Writing has shown a significant area of improvement. **65% of students are working At/Above expectation**, and **35% are Below/Well Below**. This is a **positive shift from mid-year (60% At/Above)**, showing a **5% improvement across the year**.

This increase reflects the sustained school-wide focus on writing, including the use of **Writer’s Toolbox**, and suggests that classroom programmes and consistency of teaching practice are contributing to accelerated progress. However, the data also highlights that the greatest opportunity for further shift within the **“Below” band**, where **112 students** remain, making this the most important group for targeted acceleration. Additionally, there are **no students recorded in Well Above**, which indicates a need to strengthen extension pathways for high-performing writers.

Within our writing group Maori and Pasifika students do not seem to be making as good progress as the rest of the school. Important to look at this group and identify barriers.

### Overall Discussion / Key Messages for the Board

Overall, the end-of-year data shows a **good improvement in Writing**, while **Reading and Mathematics have experienced small declines** from mid-year. These shifts are likely influenced by several factors, including **raised curriculum expectations**, particularly in the junior area, and the ongoing impact of learners with high needs who sit close to ORRS thresholds. The presence of students with special needs (dyslexia, autism, FADS) and poor attendance has a noticeable impact on our data. Some students included in this data set do not meet the criteria for ORS funding, yet they sit very close to the threshold. Although they are excluded from ORS support, their level of need means they are unlikely to ever reach the expected benchmarks used in current data requirements. This group of students is growing, and there needs to be an allowance for them in the way data is gathered and reported—an allowance the Ministry does not currently provide.

### Next Steps

1. **Target acceleration in Reading and Mathematics**, with a specific focus on junior cohorts, boys in reading, and Māori learners in mathematics, using deliberate teaching strategies and progress monitoring.
2. **Sustain and build on writing gains**, focusing on lifting students in the “Below” band while strengthening extension opportunities to increase the proportion of students achieving above expected levels. At the same time maintain gains made.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
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## School Initiatives

- Daily remedial group teaching in learning in Numeracy and Literacy in Hubs Three and Four for targeted students with the support of Teacher Aids (T.A)
- Teacher Aids attending Professional Development to enable greater support to struggling learners
- Structured literacy phonics/spelling programme is being implemented across the school (The Code y3-8), BSLA Y0-2
- Hub One is implementing 20 and 40 week phonic checks.
- Purchase of student readers to support phonics teaching at all levels
- Class ability grouping in Hubs three and four to better teach to students' needs, smaller class sizes and T.A support for

- School-wide, we have not improved on last year and are achieving similarly across the three subjects: Reading, 66%, Number 67% and Writing - 65% achieving at or above expectations.
- We have moved more students into the well above Writing achievement has improved from 63-65%
- Across our ethnic groups, Maori students are the group that have most students below expectations in all three areas.
- There continues to be a gap between the achievement levels for Boys and Girls in Reading and Writing.

Implementation of new programs does not bring immediate results. We continue to invest in the structured literacy program and upskill our teachers.

Writers' toolbox, we have completed our second year, and we have seen small improvements across the school, moving from 63-65%. Teachers have a good grasp of the tool and sentence structure and have developed ways of teaching writing around this.

The new curriculum and changes from levels to phases have impacted on achievement data. Especially over the second half of the year. Mid year we were sitting at some good results but there wasn't much of a shift. Junior expectations around what they can and cannot do have changed, lifting the achievement bar.

Waiuku Primary continues to develop staff skills around structured literacy for all staff members. In addition, the school has self-funded the writers' toolbox. This is a whole school initiative aimed at doing something different to lift the skills of our writers.

Already, we are seeing positive results with students having specific targets around sentence construction and formation of the fundamental parts of writing. That and teacher capability.

**Target acceleration in Reading and Mathematics**, with a specific focus on junior cohorts, boys in reading, and Māori learners in mathematics, using deliberate teaching strategies and progress monitoring.

**Sustain and build on writing gains**, focusing on lifting students in the "Below" band while strengthening extension opportunities to increase the proportion of students achieving



<p>classes with struggling students</p> <p>→ Targeted groups to identify students below, identified in planning and monitored throughout the year.</p>		<p>above expected levels. At the same time maintain gains made.</p>
<p><b>Planning for next year:</b></p>		
<ol style="list-style-type: none"> <li><b>1. Target acceleration in Reading and Mathematics</b>, with a specific focus on junior cohorts, boys in reading, and Māori learners in mathematics, using deliberate teaching strategies and progress monitoring.</li> <li><b>2. Sustain and build on writing gains</b>, focusing on lifting students in the “Below” band while strengthening extension opportunities to increase the proportion of students achieving above expected levels. At the same time maintain gains made.</li> <li><b>3. Maori</b> - focus on identifying these students and working to lift achievement - RTLB group referral</li> </ol>		

## How Waiuku Primary Gives Effect to Te Tiriti o Waitangi

Waiuku Primary honours the principles of **partnership, participation, and protection** through everyday practice, local curriculum design, and strong relationships with whānau and iwi.

### Partnership

- We have worked alongside **local iwi and whānau** to shape our local curriculum and ensure learning reflects the history, tikanga, and aspirations of our community.
- Regular engagement with whānau Māori helps guide decision-making and ensures Māori voices are present in school planning.
- Visits to our **local awa** and the surrounding environment strengthen our connection to place and acknowledge the cultural significance of the land and waterways.

### Participation

- Students participate in **kapa haka**, waiata, and schoolwide tikanga practices that affirm Māori identity and encourage pride in culture.
- Daily **karakia** and waiata are embedded into classroom and school routines, supporting all students to engage confidently with te ao Māori.
- Our local curriculum includes opportunities for ākonga to learn through **place-based experiences**, such as caring for the awa and local environment, which reflects Māori perspectives on kaitiakitanga.

### Protection

- We actively protect **te reo Māori** by integrating it into classroom practice, school events, signage, and everyday interactions.
- Kapa haka, tikanga-aligned routines, and culturally inclusive spaces ensure Māori students feel valued and safe to express their identity.
- Environmental learning—such as caring for the awa, planting, and sustainability projects—supports the protection of taiao, aligning with Māori concepts of guardianship.
- School events such as Matariki and language week celebrate te reo Māori.

Waiuku Primary gives effect to Te Tiriti o Waitangi through strong partnerships with whānau and iwi, daily tikanga practices such as karakia and waiata, a thriving kapa haka programme, a local curriculum grounded in place-based learning, and a commitment to caring for our awa and environment as part of our role as kaitiaki.

**Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025.**

The following questions address key aspects of compliance with a good employer policy:

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	<p>Yes</p> <ul style="list-style-type: none"> <li>• Through regular policy review, ensured Waiuku Primary School is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.</li> <li>• Implemented and monitored personnel policies, to ensure proper and fair treatment of employees in all aspects of their employment.</li> <li>• Reviewed compliance against personnel policy and procedures and can report that it meets all requirements and identified best practice.</li> </ul>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<ul style="list-style-type: none"> <li>• It is the EEO Policy on our School docs website under the Waiuku Primary School website</li> </ul> <p>This is to ensure that we:</p> <ul style="list-style-type: none"> <li>• treat current and prospective staff fairly</li> <li>• make decisions based on relevant merit</li> <li>• work to eliminate bias and discrimination.</li> <li>• Waiuku Primary School aims to raise awareness of discrimination and bias through our EEO programme.</li> <li>• We support staff to discuss the development and implementation of the programme, and raise any concerns with the principal or board.</li> <li>• The principal assures the board that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year). See <a href="#">Self-Review and Board Assurances</a>.</li> </ul>
How do you practise impartial selection of suitably qualified persons for appointment?	<ul style="list-style-type: none"> <li>• All applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.</li> </ul>
How are you recognising,	<ul style="list-style-type: none"> <li>• Management Unit given for Maori Leadership – shared between two Teachers</li> </ul>

<ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	<ul style="list-style-type: none"> <li>• We have a Maori Board Member who is responsible as our Whanau Liaison Trustee</li> <li>• PLD learning for Maori Leadership representatives</li> <li>• Matariki Hangi and shared kai with students and community - held to celebrate Matariki.</li> <li>• Te Reo PLD for new staff members</li> <li>• Participation in EOTC events by the Kapa Haka group to support local community events.</li> </ul>
<p>How have you enhanced the abilities of individual employees?</p>	<p>PLD opportunities in behaviour, ESOL, Maths, literacy, science/STEM, First Aid, Downs Syndrome, Nature ecowarriors and Leadership.</p>
<p>How are you recognising the employment requirements of women?</p>	<ul style="list-style-type: none"> <li>• 82% of our staff are women</li> </ul>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<ul style="list-style-type: none"> <li>• New Decks being built outside Year 8 classrooms, these are wheelchair accessible</li> <li>• Property modifications done in conjunction with MOE to reduce steps into classrooms, Library and Admin Office</li> <li>• Disabled access toilets</li> </ul>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

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

### **Statement on the Use of Kiwisport funding 2025**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total kiwisport funding of \$5,827.37 (excl GST). The funding was spent on updating and resupplying sports and PE equipment. It was also used to continue funding Annual sports subscriptions for students to attend Rippa Rugby, Touch Rugby, Tackle Rugby, Soccer, Basketball, Pickleball, Netball, Orienteering and Aims games tournaments with the Sports Coordinators. It was also used to fund the Annual Athletics Day and Cross Country Sports days throughout the local community. Investment in a lunch time Pickleball club was started in 2025, a new Gazebo with Waiuku Primary branding for on site and off site sports events. The number of students participating in organised sport increased across the school due to every child in the school having access to activities with the Sports Coordinators, increase opportunity for organised sport during daytime and after school activities.

# WAIUKU PRIMARY SCHOOL

## ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

### School Directory

**Ministry Number:** 1559

**Principal:** Isla Holt

**School Address:** George Street, Waiuku

**School Postal Address:** George Street, Waiuku, 2123

**School Phone:** 09-2358453

**School Email:** principal@waiuku.school.nz

**Accountant / Service Provider:** Edtech Financial Services Ltd

### Members of the Board:

Name	Position	How Position Gained	Term Expired/Expires
Phil Ponder	Presiding Member	Elected	2028
Isla Holt	Principal	Ex-officio	
Jenna Haddock	Deputy Chair/Policies & Procedures/ Property	Elected	2028
Natasha Green	Whanau Liason/Property	Elected	2028
Monique White	Personnel/Property	Selected	2028
Santhoshkumar Duraiswamy	Finance/Property	Selected	2028
Kristine Jones	Staff Rep	Elected	2028

# WAIUKU PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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4	Statement of Financial Position
5	Statement of Cash Flows
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# Waiuku Primary School

## Statement of Responsibility

For the year ended 31 December 2025

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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.

Phil Ponder

Full Name of Presiding Member

Signed by:

*Phil Ponder*

909526C207BB453...

Signature of Presiding Member

22 May 2026

Date

Isla Holt

Full Name of Principal

Signed by:

*Isla Holt*

3A19F5875FFB49C...

Signature of Principal

22 May 2026

Date

# Waiuku Primary School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	3,579,365	3,493,165	3,729,002
Locally Raised Funds	3	125,183	255,700	184,498
Interest		44,768	50,000	59,936
Gain on Sale of Property, Plant and Equipment		1,183	-	-
<b>Total Revenue</b>		<b>3,750,499</b>	<b>3,798,865</b>	<b>3,973,436</b>
<b>Expense</b>				
Locally Raised Funds	3	87,031	188,675	136,014
Learning Resources	4	2,609,115	2,515,704	2,634,431
Administration	5	244,036	237,100	255,615
Interest		1,313	500	1,591
Property	6	769,129	843,590	817,461
Loss on Disposal of Property, Plant and Equipment		1,097	-	291
<b>Total Expense</b>		<b>3,711,721</b>	<b>3,785,569</b>	<b>3,845,403</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>38,778</b>	<b>13,296</b>	<b>128,033</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>38,778</b>	<b>13,296</b>	<b>128,033</b>

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

# Waiuku Primary School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		1,842,354	1,842,354	1,686,658
Total comprehensive revenue and expense for the year		38,778	13,296	128,033
Contribution - Furniture and Equipment Grant		31,453	-	27,663
<b>Equity at 31 December</b>		1,912,585	1,855,650	1,842,354
Accumulated comprehensive revenue and expense		1,912,585	1,855,650	1,842,354
<b>Equity at 31 December</b>		1,912,585	1,855,650	1,842,354

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.

# Waiuku Primary School

## Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	532,294	167,547	141,071
Accounts Receivable	8	237,446	264,741	262,488
GST Receivable		25,151	45,000	45,478
Prepayments		50,195	42,600	42,600
Inventories	9	23,585	26,797	26,797
Investments		700,000	400,000	900,000
Funds Receivable for Capital Works Projects	17	-	-	103,560
		1,568,671	946,685	1,521,994
<b>Current Liabilities</b>				
Accounts Payable	12	310,822	251,796	411,277
Revenue Received in Advance	13	13,125	12,000	25,417
Provision for Cyclical Maintenance	14	12,829	13,150	12,915
Finance Lease Liability	15	6,481	5,886	5,890
Funds held in Trust	16	1,955	-	-
Funds held for Capital Works Projects	17	121,294	-	-
		466,506	282,832	455,499
<b>Working Capital Surplus/(Deficit)</b>		1,102,165	663,853	1,066,495
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	840,595	1,218,850	810,850
		840,595	1,218,850	810,850
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	21,426	23,553	27,595
Finance Lease Liability	15	8,749	3,500	7,396
		30,175	27,053	34,991
<b>Net Assets</b>		1,912,585	1,855,650	1,842,354
<b>Equity</b>		1,912,585	1,855,650	1,842,354

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

# Waiuku Primary School

## Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		998,859	908,477	995,213
Locally Raised Funds		111,187	145,277	108,001
International Students		29,665	104,577	55,181
Goods and Services Tax (net)		20,327	478	(43,088)
Payments to Employees		(546,254)	(560,500)	(484,082)
Payments to Suppliers		(590,575)	(721,836)	(403,842)
Interest Paid		(1,313)	(500)	(1,591)
Interest Received		49,268	49,502	59,074
Net cash from/(to) Operating Activities		71,164	(74,525)	284,866
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		86	-	(291)
Purchase of Property Plant & Equipment (and Intangibles)		(112,573)	(529,804)	(87,011)
Purchase of Investments		200,000	500,000	(50,000)
Net cash from/(to) Investing Activities		87,513	(29,804)	(137,302)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		3,790	(27,663)	27,662
Finance Lease Payments		1,948	54,908	(8,416)
Funds Administered on Behalf of Other Parties		226,808	103,560	(163,239)
Net cash from/(to) Financing Activities		232,546	130,805	(143,993)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>391,223</b>	<b>26,476</b>	<b>3,571</b>
Cash and cash equivalents at the beginning of the year	7	141,071	141,071	137,500
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>532,294</b>	<b>167,547</b>	<b>141,071</b>

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

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

# Waiuku Primary School

## Notes to the Financial Statements

For the year ended 31 December 2025

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### 1. Statement of Accounting Policies

#### a) Reporting Entity

Waiuku Primary 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.

# Waiuku Primary School

## Notes to the Financial Statements

For the year ended 31 December 2025

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

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

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

### ***Cyclical maintenance***

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

### ***Useful lives of property, plant and equipment***

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

### ***Critical Judgements in applying accounting policies***

Management has exercised the following critical judgements in applying accounting policies:

### ***Classification of leases***

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22.

### ***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.

# Waiuku Primary School

## Notes to the Financial Statements

For the year ended 31 December 2025

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### 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) 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.

# Waiuku Primary School

## Notes to the Financial Statements

For the year ended 31 December 2025

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### e) 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.

### f) 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.

### g) Inventories

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

### h) 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.

### i) 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.

# Waiuku Primary School

## Notes to the Financial Statements

For the year ended 31 December 2025

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### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	40 years
Furniture and Equipment	5 - 20 years
Information and Communication Technology	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

### **j) 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.

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.

### **k) 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.

# Waiuku Primary School

## Notes to the Financial Statements

For the year ended 31 December 2025

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### **l) 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.

### **m) Revenue Received in Advance**

Revenue received in advance relates to fees received from international 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 international students, should the School be unable to provide the services to which they relate.

### **n) 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.

### **o) 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 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.

# Waiuku Primary School

## Notes to the Financial Statements

For the year ended 31 December 2025

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### **p) Financial Instruments**

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

The School's financial liabilities comprise accounts payable, 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.

### **q) 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.

### **r) Budget Figures**

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

### **s) 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.

# Waiuku Primary School

## Notes to the Financial Statements

For the year ended 31 December 2025

### 2. Government Grants

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Government Grants - Ministry of Education	980,526	890,144	1,002,563
Teachers' Salaries Grants	2,046,835	1,977,821	2,123,419
Use of Land and Buildings Grants	552,004	625,200	603,020
	<u>3,579,365</u>	<u>3,493,165</u>	<u>3,729,002</u>

### 3. Locally Raised Funds

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations and Bequests	6,148	8,000	9,369
Fees for Extra Curricular Activities	68,043	105,000	101,832
Trading	13,812	17,000	15,484
Fundraising and Community Grants	75	700	2,632
International Student Fees	37,105	125,000	55,181
	<u>125,183</u>	<u>255,700</u>	<u>184,498</u>
<b>Expense</b>			
Extra Curricular Activities Costs	63,384	118,375	98,187
Trading	16,605	13,800	11,050
International Student - Other Expenses	7,042	56,500	26,777
	<u>87,031</u>	<u>188,675</u>	<u>136,014</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>38,152</u>	<u>67,025</u>	<u>48,484</u>

# Waiuku Primary School

## Notes to the Financial Statements

For the year ended 31 December 2025

### 4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Curricular	113,561	113,433	91,212
Information and Communication Technology	8,390	8,250	9,775
Employee Benefits - Salaries	2,360,831	2,300,021	2,429,318
Staff Development	41,181	28,000	28,954
Depreciation	82,829	63,000	71,556
Other Learning Resources	2,323	3,000	3,616
	<u>2,609,115</u>	<u>2,515,704</u>	<u>2,634,431</u>

### 5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	11,714	9,000	10,369
Board Fees and Expenses	20,802	25,500	23,262
Other Administration Expenses	26,963	25,100	36,918
Employee Benefits - Salaries	168,732	164,500	170,119
Insurance	8,402	6,000	8,570
Service Providers, Contractors and Consultancy	7,423	7,000	6,377
	<u>244,036</u>	<u>237,100</u>	<u>255,615</u>

### 6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cyclical Maintenance	18,128	15,000	(3,770)
Heat, Light and Water	33,232	27,000	30,541
Repairs and Maintenance	9,868	17,490	13,336
Use of Land and Buildings	552,004	625,200	603,020
Employee Benefits - Salaries	62,229	73,800	62,634
Other Property Expenses	93,668	85,100	111,700
	<u>769,129</u>	<u>843,590</u>	<u>817,461</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.

# Waiuku Primary School

## Notes to the Financial Statements

For the year ended 31 December 2025

### 7. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Bank Accounts	532,294	167,547	141,071
Cash and cash equivalents for Statement of Cash Flows	<u>532,294</u>	<u>167,547</u>	<u>141,071</u>

Of the \$532,294 Cash and Cash Equivalents \$134,276 is subject to restrictions for the following reasons:

- \$12,983 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 13.
- \$121,293 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.

### 8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables	39,610	60,000	58,481
Receivables from the Ministry of Education	3,564	3,564	3,328
Interest Receivable	9,002	14,000	13,502
Teacher Salaries Grant Receivable	185,270	187,177	187,177
	<u>237,446</u>	<u>264,741</u>	<u>262,488</u>
Receivables from Exchange Transactions	48,612	74,000	71,983
Receivables from Non-Exchange Transactions	188,834	190,741	190,505
	<u>237,446</u>	<u>264,741</u>	<u>262,488</u>

### 9. Inventories

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Stationery	1,794	2,010	2,010
School Uniforms	21,791	24,787	24,787
	<u>23,585</u>	<u>26,797</u>	<u>26,797</u>

# Waiuku Primary School

## Notes to the Financial Statements

For the year ended 31 December 2025

### 10. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Current Asset	\$	\$	\$
Short-term Bank Deposits	700,000	400,000	900,000
<b>Total Investments</b>	<b>700,000</b>	<b>400,000</b>	<b>900,000</b>

### 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2025</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Buildings	437,402	-	-	-	(17,498)	419,904
Furniture and Equipment	294,139	50,449	-	-	(45,865)	298,723
Information and Communication Technology	25,151	44,368	-	-	(9,978)	59,541
Leased Assets	39,944	9,154	-	-	(7,923)	41,175
Library Resources	11,809	1,810	(1,242)	-	(1,565)	10,812
Work in Progress	2,405	8,035	-	-	-	10,440
	<b>810,850</b>	<b>113,816</b>	<b>(1,242)</b>	<b>-</b>	<b>(82,829)</b>	<b>840,595</b>

The net carrying value of furniture and equipment held under a finance lease is \$41,175 (2024: \$39,943)

#### 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 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	595,149	(175,245)	419,904	595,149	(157,747)	437,402
Furniture and Equipment	707,644	(408,921)	298,723	628,263	(334,124)	294,139
Information and Communication Technology	165,919	(106,378)	59,541	151,632	(126,481)	25,151
Leased Assets	68,227	(27,052)	41,175	58,804	(18,860)	39,944
Library Resources	36,318	(25,506)	10,812	38,041	(26,232)	11,809
Work in Progress	10,440	-	10,440	2,405	-	2,405
	<b>1,583,697</b>	<b>(743,102)</b>	<b>840,595</b>	<b>1,474,294</b>	<b>(663,444)</b>	<b>810,850</b>

# Waiuku Primary School

## Notes to the Financial Statements

For the year ended 31 December 2025

### 12. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	107,282	44,975	204,975
Accruals	11,955	12,032	11,513
Employee Entitlements - Salaries	186,667	191,674	191,674
Employee Entitlements - Leave Accrual	4,918	3,115	3,115
	<u>310,822</u>	<u>251,796</u>	<u>411,277</u>
Payables for Exchange Transactions	310,822	251,796	411,277
	<u>310,822</u>	<u>251,796</u>	<u>411,277</u>

The carrying value of payables approximates their fair value.

### 13. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	-	9,090
International Student Fees in Advance	12,983	-	20,423
Other revenue in Advance	142	12,000	(4,096)
	<u>13,125</u>	<u>12,000</u>	<u>25,417</u>

### 14. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	40,510	27,595	54,830
Increase/(decrease) to the Provision During the Year	19,705	9,108	(1,138)
Use of the Provision During the Year	(25,960)	-	(13,182)
Provision at the End of the Year	<u>34,255</u>	<u>36,703</u>	<u>40,510</u>
Cyclical Maintenance - Current	12,829	13,150	12,915
Cyclical Maintenance - Non current	21,426	23,553	27,595
	<u>34,255</u>	<u>36,703</u>	<u>40,510</u>

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

# Waiuku Primary School

## Notes to the Financial Statements

For the year ended 31 December 2025

### 15. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
No Later than One Year	7,539	5,886	6,811
Later than One Year	9,743	3,500	8,122
Future Finance Charges	(2,052)	-	(1,647)
	<u>15,230</u>	<u>9,386</u>	<u>13,286</u>
<b>Represented by</b>			
Finance lease liability - Current	6,481	5,886	5,890
Finance lease liability - Non current	8,749	3,500	7,396
	<u>15,230</u>	<u>9,386</u>	<u>13,286</u>

### 16. Funds held in Trust

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	1,955	-	-
	<u>1,955</u>	<u>-</u>	<u>-</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

# Waiuku Primary School

## Notes to the Financial Statements

For the year ended 31 December 2025

### 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 9, and includes retentions on the projects, if applicable.

	2025	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
5YA Plumbing Upgrade		(1,024)	-	-	1,024	-
5YA Electrical Upgrade		(357)	-	-	357	-
Block 4 Upgrade		(102,179)	554,515	(453,705)	1,369	-
Room 20/21 Wheelchair Accessible Deck		-	4,311	(3,775)	-	536
5YA Project 237062 Autex, Vinyl, Carpet replacement works		-	197,582	(76,824)	-	120,758
<b>Totals</b>		<b>(103,560)</b>	<b>756,408</b>	<b>(534,304)</b>	<b>2,750</b>	<b>121,294</b>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	121,294
Funds Receivable from the Ministry of Education	-

	2024	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
5YA Plumbing Upgrade		10,056	297	(11,376)	-	(1,024)
5YA Electrical Upgrade		(1,041)	1,138	(455)	-	(357)
5YA Block 1 Roofing		(5,924)	-	5,925	-	-
Block 3 & 11 Roofing		56,589	3,360	(59,949)	-	-
Block 4 Upgrade		-	61,634	(163,813)	-	(102,179)
<b>Totals</b>		<b>59,680</b>	<b>66,429</b>	<b>(229,668)</b>	<b>-</b>	<b>(103,560)</b>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(103,560)

# Waiuku Primary School

## Notes to the Financial Statements

For the year ended 31 December 2025

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

### 19. Remuneration

#### *Key management personnel compensation*

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

	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
<i>Board Members</i>		
Remuneration	3,122	3,170
 <i>Leadership Team</i>		
Remuneration	753,142	711,062
Full-time equivalent members	6	6
 Total key management personnel remuneration	756,264	714,232

There are 7 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

# Waiuku Primary School

## Notes to the Financial Statements

For the year ended 31 December 2025

### Principal

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

	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$000</b>	<b>\$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	1 - 5	1 - 5
Termination Benefits	-	-

### Other Employees

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

<b>Remuneration</b>	<b>2025</b>	<b>2024</b>
<b>\$000</b>	<b>FTE Number</b>	<b>FTE Number</b>
100 - 110	5.00	2.00
110 - 120	4.00	2.00
120 - 130	1.00	1.00
	<u>10.00</u>	<u>5.00</u>

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:

	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Actual</b>
Total	-	-
Number of People	-	-

# Waiuku Primary School

## Notes to the Financial Statements

For the year ended 31 December 2025

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### 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.

### 22. Commitments

#### (a) Capital Commitments

At 31 December 2025, the Board had the following capital commitments (2024:\$372,137).

Contract Name	Contract Amount	Spent to Date	Remaining Capital Commitment
	\$	\$	\$
Autex, Vinyl & Carpet Project	201,022	75,538	125,484
			<u>125,484</u>

#### (b) Operating Commitments

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

# Waiuku Primary School

## Notes to the Financial Statements

For the year ended 31 December 2025

### 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	532,294	167,547	141,071
Receivables	237,446	264,741	262,488
Investments - Term Deposits	700,000	400,000	900,000
Total financial assets measured at amortised cost	<u>1,469,740</u>	<u>832,288</u>	<u>1,303,559</u>

#### Financial liabilities measured at amortised cost

Payables	310,822	251,796	411,277
Finance Leases	15,230	9,386	13,286
Total financial liabilities measured at amortised cost	<u>326,052</u>	<u>261,182</u>	<u>424,563</u>

### 24. Events After Balance Date

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



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, in terms of the requirements 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.

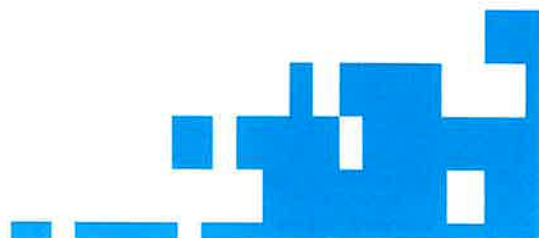
Reasonable assurance is a high level of assurance but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures and can arise 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 required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance reporting, How Waiuku Primary gives effect to Te Tiriti O Waitangi, Compliance with Education and Training Act 2020 requirements to be a good employer, Statement on the use of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance reporting, How Waiuku Primary gives effect to Te Tiriti O Waitangi, Compliance with Education and Training Act 2020 requirements to be a good employer, Statement on the use of KiwiSport funding.

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

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

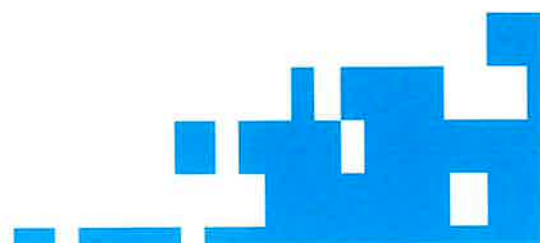
## Independence

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

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



**Brendan Lyon**  
RSM Hayes Audit  
On behalf of the Auditor-General  
Auckland, New Zealand



5 June 2026

The Presiding Member  
Board of Trustees  
Waiuku Primary School  
George Street  
Waiuku  
Auckland 2123

**RSM Hayes Audit**

Level 19, 125 Queen Street,  
Auckland CBD, Auckland 1010

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[www.rsmnz.co.nz](http://www.rsmnz.co.nz)

Dear Trustees

## Audit of your Financial Statements For the year ended 31 December 2025

We have substantially completed the audit of your financial statements for the year ended 31 December 2025.

Upon completion of your audit, we will enclose a complete set of your school's financial statements together with our formal audit report issued on behalf of the Controller and Auditor-General, as required by legislation.

We remind you that you are also required to publish the final audited version of your annual report on your website by the 31<sup>st</sup> of May 2026.

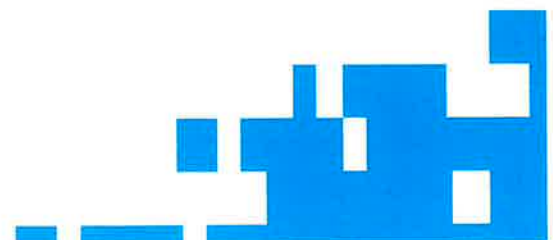
This letter and accompanying report of Audit Findings includes observations on the school's accounting procedures. As the trustees are responsible for the financial operations of the school, we suggest this letter be considered at the next finance committee meeting and tabled at the next full board meeting.

### Scope of the audit

Our audit is designed to provide an independent opinion on the board's financial statements which are a public document. As a secondary output of this work, we also report on matters relevant to your financial and management systems that have come to our attention and are significant.

We have performed procedures to audit the information presented in your annual financial statements. We have also relied on representations made by your school's management team, including your accounting service provider. We assess the results of procedures and representations made when forming our audit opinion.

To ensure your school receives the maximum benefit from our audit we have turned our focus to the future and set out in the attached report some matters for the attention of your board. Our motive is to offer objective and constructive advice so that the accounting function and related issues can be improved in the future. Please note that this letter is sent only to you, with a copy to the Office of the Controller & Auditor-General. We do not send a copy of this letter to the Ministry of Education or any other party.



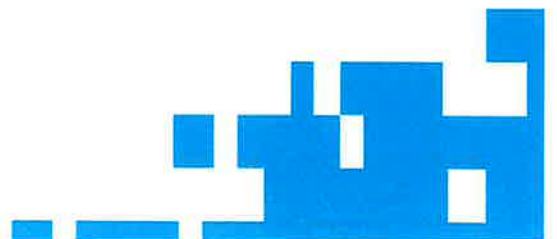
## Our sincere thanks

We would like to take this opportunity to thank your principal and your finance and administration team for their assistance and co-operation during our audit. The assistance from the school team greatly influences the efficiency of the whole audit process.

Yours sincerely

A handwritten signature in black ink, appearing to read "Brendan Lyon", written over a light blue horizontal line.

**Brendan Lyon**  
Audit Partner





# Waiuku Primary School

## Audit Findings

### For the year ended 31 December 2025

1. Introduction
2. Expected content of our formal Audit Report
3. Governance and risk management
4. The Financial Statements
5. Accounting Systems and controls
6. Prior year recommendations

## 1. Introduction

We set out below our findings from the audit work we have performed during the audit of your financial statements for the 2025 financial year. Matters raised in this report have been discussed with your management team during the audit fieldwork.

Our work focussed on the systems and controls set by your board and implemented by your management team, to the extent necessary in forming an audit opinion. Any matters arising from the audit are detailed in this letter.

## 2. Expected content of our formal audit report

Subject to receipt of signed financial statements, letter of representation, and final update of events subsequent to balance date, we expect to issue an unmodified audit report in our standard wording for the audit of schools.

## 3. Governance and risk management

### Areas of significant audit focus

We believe it is best practice to communicate with you as the governing body regarding matters which form an important part of our audit process.

An independent audit of your financial statements is a key part of ensuring that your organisation has appropriate controls in place regarding financial management and financial reporting. However, ultimately it is you, the governing body that remains responsible for your financial systems, internal controls including the detection and prevention of fraud, and financial statements.

While our audit necessarily involves evaluating your overall system of financial controls and reporting, the following are areas and issues we assessed as potentially significant risk areas in relation to your school during our audit. Accordingly, we believe that they are important issues that should be of interest to you in your governance capacity. In the case of your organisation in the current year these assessed areas of significant focus were as follows:

- Completeness of locally raised funds;
- Valuation of cyclical maintenance provision; and
- Potential for management override of controls, including ensuring controls in place are adequate especially where there is a lack of segregation of duties.

While not specifically identified as a significant risk, we maintained alertness for, and awareness of issues and risks related to the Auditor-General's concerns over effectiveness and efficiency, waste, and a lack of probity or financial prudence. This focus aims to ensure the appropriate expenditure of public money.

In addition, we sought to ensure that your financial statements were in compliance with generally accepted accounting practice in New Zealand as appropriate to public benefit entities that qualify for, and apply, Tier 2 reporting standards. This involves considering whether Public Benefit Entity Standards - Reduced Disclosure Regime (PBE Standards RDR) have been appropriately complied with and that the mandatory Kiwi Park financial statements model has been followed.

We advise that our testing of these assessed risks did not identify any significant issues or concerns.

## **Other governance and risk management matters**

We are required by auditing standards to report specific matters to you as follows:

- We have had no disagreements with management during our audit nor any serious difficulties in dealing with management;
- We have not identified any breaches of legislation during our audit;
- We have not identified any instances of fraud involving management, or any other frauds that caused a material misstatement of the financial statements; and
- We have not noted any significant risks or exposures that are required to be separately disclosed in the financial statements.

## **Audit independence**

We reaffirm we are independent of your school, and that we have no relationship with your school that could impair our independence.

## **Segregation of Duties**

In any organisation it is important that no single person has control over, or access to, all aspects of recording and control of school funds. Not only does this provide opportunity for abuse of the school funds, but also puts a great responsibility and burden of trust upon the person who has this control. The separation of key accounting responsibilities is a critical internal control in any system to prevent misappropriation of funds, error, or unrecorded transactions.

Significant portions of the day-to-day accounting functions are solely under control of your Executive Officer. These activities require the staff member to have full access to the accounting and payroll systems. We wish to point out that nothing in our review of your systems has led us in any way to question the integrity of this employee. We appreciate that it would be difficult to appropriately segregate all duties further within staffing constraints but with careful monitoring and oversight by management and the board this risk can be mitigated. A further control is someone else on your team being able to perform these tasks and this occurring occasionally such as when the key person takes leave.

## **4. The Financial Statements**

### **Adjustments made**

Appendix A details the journal adjustments made to the financial statements as a result of our audit.

### **Unadjusted differences**

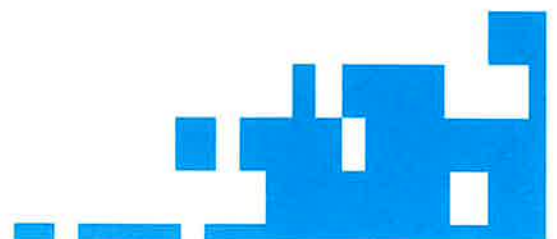
Appendix B details the unadjusted journal differences that we identified during the audit.

## **5. Accounting systems and controls**

As part of the RSM audit approach we evaluate the accounting systems established by the board to the extent that they could have a significant impact on the annual financial statements. The following observations are brought to your attention:

## 6. Prior year recommendations

Prior Year Recommendation	Current Year Progress
<p><b>Budgeted Balance Sheet and Cash Flow Statement</b></p> <p>We recommended a balance sheet and cash flow budget be prepared to ensure funds are always available to meet day to day financial obligations.</p>	<p><b>Not Implemented</b></p> <p>During our review of budgets in the 2025 audit we noted that no balance sheet &amp; cashflow statement budget was prepared during 2025.</p> <p>We recommend this be completed for 2026 forecasting.</p>
<p><b>Cyclical Maintenance</b></p> <p>We recommended the cyclical maintenance plan be reviewed annually by your board, and the schedule of maintenance reviewed at least every three years by a suitably qualified MOE-approved person</p>	<p><b>Not Implemented</b></p> <p>We could not find evidence of the cyclical maintenance plan being approved by the board. We recommend this approval be completed every year to ensure the provision accurately reflects the school's painting obligations.</p>
<p><b>Interest Register</b></p> <p>We recommended an interest register be held to ensure the school can capture and report on any future related party transactions</p>	<p><b>Improvements</b></p> <p>We could not find evidence of an interest register maintained by the school. While we acknowledge that board members declare interests at each meeting, we consider that a central source of truth recording all declared interests over time would be a more effective way to manage related party transactions.</p>
<p><b>Fixed Asset Impairment Review</b></p> <p>We recommended that the school performs a complete fixed asset stock-take regularly, with a review of high-value or high-risk fixed assets, such as computer equipment, performed at least annually.</p>	<p><b>Implemented</b></p> <p>We sighted evidence of a fixed asset impairment review in 2025. We commend the school on their efforts to proactively assess the carrying value of assets and ensure timely identification and recognition of potential impairments.</p>
<p><b>Credit Card Statements</b></p> <p>We recommended the credit card statements themselves are signed and dated using one-up approval. This would ensure the reviewer has acknowledged and approved of all the transactions listed in the statement.</p>	<p><b>Improvements</b></p> <p>During our testing of credit cards, we noted that only the receipts are signed.</p> <p>We would recommend the statements themselves are signed and dated using one-up approval.</p>
<p><b>Changes to Standing Data</b></p> <p>We recommended that the school implements spot checks on creditor bank details every time a payment is run.</p>	<p><b>Implemented</b></p> <p>We sighted evidence of standing data checks completed in 2025.</p>



## Appendix A

### Adjusted Journals arising from our audit

Name	Account No.	Income Statement		Balance Sheet	
		DR	(CR)	DR	(CR)
R&M Buildings	23200	2,751			
5YA Plumbing Upgrade Project	89373.03				(1,024)
5YA Electrical Upgrade Project	89373.04				(358)
Block 4 Upgrade Classes 3 - 6	89373.07				(1,369)
<i>Board to cover the outstanding amounts on the completed projects</i>					

## Appendix B

### Unadjusted Journals arising from our audit

Name	Account No.	Income Statement		Balance Sheet	
		DR	(CR)	DR	(CR)
Sundry Income	10500		9,090		
Accm Fund	89900				(9,090)
<i>Adjustment for Covid Resurgence funds recognised in 2025.</i>					
Cyclical Maintenance Expense	23220		11,089		
Cyclical Maintenance – Current	89400				(9,030)
Cyclical Maintenance – Term					(2,059)
<i>Cyclical Maintenance Adjustment due to inflationary adjustment rates to being included in the provision calculation</i>					