

WAIPU SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 1125

Principal: Belinda Bunny

School Address: 6 Argyll Street

School Postal Address: 6 Argyle Street, Waipu, 0510

School Phone: 09 432 0135

School Email: cindy@wps.school.nz

Accountant / Service Provider:

Education } Services.
Dedicated to your school

WAIPU SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

Index

Page	Statement
------	-----------

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 20	Notes to the Financial Statements
	Independent Auditor's Report

Other Information

Members of the Board

Kiwisport / Statement of Compliance with Employment Policy

Statement of Variance

Evaluation of the School's Student Progress and Achievement

Report on how the School has given effect to Te Tiriti o Waitangi

Waipu School

Statement of Responsibility

For the year ended 31 December 2024

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

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

Ella Buckle

Full Name of Presiding Member



Signature of Presiding Member

11th June 2025.

Date:

Belinda Bunney

Full Name of Principal



Signature of Principal

11th June 2025.

Date:

Waipu School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	2,695,920	2,179,374	2,424,376
Locally Raised Funds	3	296,899	126,300	353,277
Interest		22,942	5,000	15,096
Total Revenue		3,015,761	2,310,674	2,792,749
Expense				
Locally Raised Funds	3	136,392	88,700	137,660
Learning Resources	4	2,078,641	1,580,226	1,925,961
Administration	5	223,097	165,209	190,192
Interest		1,564	1,477	1,423
Property	6	556,311	479,026	553,305
Other Expenses	7	201	-	-
Total Expense		2,996,206	2,314,638	2,808,541
Net Surplus / (Deficit) for the year		19,555	(3,964)	(15,792)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		19,555	(3,964)	(15,792)

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



Waipu School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		745,754	761,118	761,546
Total comprehensive revenue and expense for the year		19,555	(3,964)	(15,792)
Contributions from the Ministry of Education - Furniture and Equipment Grant		12,367	-	-
Equity at 31 December		777,676	757,154	745,754
Accumulated comprehensive revenue and expense		777,676	757,154	745,754
Equity at 31 December		777,676	757,154	745,754

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.



Waipu School
Statement of Financial Position
As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	722,829	315,223	379,364
Accounts Receivable	9	150,214	123,785	116,596
GST Receivable		-	7,431	-
Prepayments		18,530	9,602	11,774
Inventories	10	6,422	5,529	6,325
Investments	11	226,299	35,517	214,326
Funds Receivable for Capital Works Projects	17	18,859	-	160,781
		1,143,153	497,087	889,166
Current Liabilities				
GST Payable		77,584	-	35,364
Accounts Payable	13	214,115	154,237	226,292
Revenue Received in Advance	14	4,736	4,011	7,696
Provision for Cyclical Maintenance	15	35,602	-	51,949
Finance Lease Liability	16	10,980	7,052	9,943
Funds held for Capital Works Projects	17	563,193	-	389,702
		906,210	165,300	720,946
Working Capital Surplus/(Deficit)		236,943	331,787	168,220
Non-current Assets				
Property, Plant and Equipment	12	625,603	559,796	641,576
Work in Progress		-	-	2,250
		625,603	559,796	643,826
Non-current Liabilities				
Provision for Cyclical Maintenance	15	59,423	121,050	45,758
Finance Lease Liability	16	16,609	4,587	11,642
John MacDonald Trust		8,838	8,792	8,892
		84,870	134,429	66,292
Net Assets		777,676	757,154	745,754
Equity		777,676	757,154	745,754

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



Waipu School
Statement of Cash Flows
For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		707,773	594,125	669,731
Locally Raised Funds		297,098	135,975	363,837
Goods and Services Tax (net)		42,220	-	42,795
Payments to Employees		(588,646)	(399,401)	(614,686)
Payments to Suppliers		(383,039)	(138,944)	(327,018)
Interest Paid		(1,564)	(1,477)	(1,423)
Interest Received		21,178	5,000	6,450
Net cash from/(to) Operating Activities		95,020	195,278	139,686
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(31,228)	-	(62,934)
Purchase of Investments		(11,974)	-	(214,326)
Proceeds from Sale of Investments		-	-	35,517
Net cash from/(to) Investing Activities		(43,202)	-	(241,743)
Cash flows from Financing Activities				
Furniture and Equipment Grant		12,367	-	-
Finance Lease Payments		(6,503)	(11,799)	(6,277)
Funds Administered on Behalf of Other Parties		285,783	-	355,954
Net cash from/(to) Financing Activities		291,647	(11,799)	349,677
Net increase/(decrease) in cash and cash equivalents		343,465	183,479	247,620
Cash and cash equivalents at the beginning of the year	8	379,364	131,744	131,744
Cash and cash equivalents at the end of the year	8	722,829	315,223	379,364

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.



Waipu School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.



Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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



Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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



Depreciation

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

The estimated useful lives of the assets are:

Board-owned Buildings	40 years
Building Improvements	40 years
Furniture and Equipment	5-18 years
Information and Communication Technology	4 years
Motor Vehicles	5 years
Textbooks	8 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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



n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

s) Financial Instruments

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

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

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



t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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



2. Government Grants

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	629,470	554,361	605,835
Teachers' Salaries Grants	1,547,447	1,216,231	1,342,069
Use of Land and Buildings Grants	430,512	354,107	399,524
Transport Network (bbc)	71,346	45,000	62,273
Other Government Grants	17,145	9,675	14,675
	<u>2,695,920</u>	<u>2,179,374</u>	<u>2,424,376</u>

The school has received funding from the Ministry of Social Development for the OSCAR programme. The total amount received was \$12,589.

3. Locally Raised Funds

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

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations and Bequests	74,327	4,000	111,584
Fees for Extra Curricular Activities	69,086	47,700	80,885
Trading	5,168	4,600	4,763
Fundraising and Community Grants	54,443	-	67,250
Other Revenue	6,924	-	13,500
Oscar	86,951	70,000	75,295
	<u>296,899</u>	<u>126,300</u>	<u>353,277</u>
Expense			
Extra Curricular Activities Costs	48,635	13,000	42,489
Trading	6,511	4,000	4,313
Fundraising and Community Grant Costs	-	-	16,268
Oscar	81,246	71,700	74,590
	<u>136,392</u>	<u>88,700</u>	<u>137,660</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>160,507</u>	<u>37,600</u>	<u>215,617</u>

4. Learning Resources

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	138,051	41,600	144,241
Information and Communication Technology	10,024	9,000	12,552
Employee Benefits - Salaries	1,833,125	1,446,136	1,678,716
Staff Development	21,886	19,000	16,000
Depreciation	65,761	60,090	70,278
Other Learning Resources	9,794	4,400	4,174
	<u>2,078,641</u>	<u>1,580,226</u>	<u>1,925,961</u>



5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	8,040	4,200	4,200
Board Fees and Expenses	4,996	8,055	7,532
Operating Leases	-	540	360
Other Administration Expenses	46,544	27,405	30,935
Employee Benefits - Salaries	141,421	104,473	127,212
Insurance	8,560	7,000	7,473
Service Providers, Contractors and Consultancy	13,536	13,536	12,480
	<u>223,097</u>	<u>165,209</u>	<u>190,192</u>

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	-	-	(3,726)
Cyclical Maintenance	(2,682)	17,096	34,250
Heat, Light and Water	20,059	12,500	23,511
Rates	6,698	5,700	6,123
Repairs and Maintenance	22,140	16,200	14,529
Use of Land and Buildings	430,512	354,107	399,524
Employee Benefits - Salaries	70,264	65,023	71,589
Other Property Expenses	9,320	8,400	7,505
	<u>556,311</u>	<u>479,026</u>	<u>553,305</u>

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

7. Other Expenses

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Loss on Uncollectable Accounts Receivable	201	-	-
	<u>201</u>	<u>-</u>	<u>-</u>



8. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	222,829	315,223	379,364
Short-term Bank Deposits	500,000	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>722,829</u>	<u>315,223</u>	<u>379,364</u>

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

Of the \$722,829 Cash and Cash Equivalents, \$563,193 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$722,829 Cash and Cash Equivalents, \$4,736 of Revenue Received in Advance is held by the school, as disclosed in note 14.

9. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	559	9,147	4,211
Receivables from the Ministry of Education	3,735	-	-
Interest Receivable	10,740	330	8,976
Teacher Salaries Grant Receivable	135,180	114,308	103,409
	<u>150,214</u>	<u>123,785</u>	<u>116,596</u>
Receivables from Exchange Transactions	11,299	9,477	13,187
Receivables from Non-Exchange Transactions	138,915	114,308	103,409
	<u>150,214</u>	<u>123,785</u>	<u>116,596</u>

10. Inventories

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	5,028	5,529	5,947
Honey	1,394	-	378
	<u>6,422</u>	<u>5,529</u>	<u>6,325</u>

11. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	226,299	35,517	214,326
Total Investments	<u>226,299</u>	<u>35,517</u>	<u>214,326</u>



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Board-owned Buildings	430,692	-	-	-	(13,500)	417,192
Building Improvements	21,821	-	-	-	(1,495)	20,326
Furniture and Equipment	136,008	7,331	-	-	(18,323)	125,016
Information and Communication Technology	30,157	25,890	-	-	(21,154)	34,893
Leased Assets	20,126	16,310	-	-	(10,460)	25,976
Library Resources	2,772	257	-	-	(829)	2,200
	<u>641,576</u>	<u>49,788</u>	<u>-</u>	<u>-</u>	<u>(65,761)</u>	<u>625,603</u>

The net carrying value of equipment held under a finance lease is \$25,976 (2023: \$20,126)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Board-owned Buildings	539,984	(122,792)	417,192	539,984	(109,292)	430,692
Building Improvements	67,950	(47,624)	20,326	67,950	(46,129)	21,821
Furniture and Equipment	501,385	(376,369)	125,016	505,195	(369,187)	136,008
Information and Communication Technology	232,911	(198,018)	34,893	211,255	(181,098)	30,157
Motor Vehicles	34,550	(34,550)	-	34,550	(34,550)	-
Leased Assets	49,943	(23,967)	25,976	34,987	(14,861)	20,126
Library Resources	124,470	(122,270)	2,200	124,214	(121,442)	2,772
	<u>1,551,193</u>	<u>(925,590)</u>	<u>625,603</u>	<u>1,518,135</u>	<u>(876,559)</u>	<u>641,576</u>

13. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	66,821	32,282	115,096
Accruals	8,040	4,100	4,200
Employee Entitlements - Salaries	135,180	114,308	103,409
Employee Entitlements - Leave Accrual	4,074	3,547	3,587
	<u>214,115</u>	<u>154,237</u>	<u>226,292</u>
Payables for Exchange Transactions	214,115	154,237	226,292
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>214,115</u>	<u>154,237</u>	<u>226,292</u>

The carrying value of payables approximates their fair value.



14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	3,131	-	4,587
Other Revenue In Advance	1,605	4,011	3,109
	<u>4,736</u>	<u>4,011</u>	<u>7,696</u>

15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	97,707	103,954	76,954
Increase to the Provision During the Year	16,548	17,096	13,238
Use of the Provision During the Year	-	-	(13,497)
Other Adjustments	(19,230)	-	21,012
Provision at the End of the Year	<u>95,025</u>	<u>121,050</u>	<u>97,707</u>
Cyclical Maintenance - Current	35,602	-	51,949
Cyclical Maintenance - Non current	59,423	121,050	45,758
	<u>95,025</u>	<u>121,050</u>	<u>97,707</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan / painting quotes.

16. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	12,779	7,052	11,412
Later than One Year and no Later than Five Years	18,551	4,587	12,482
Future Finance Charges	(3,741)	-	(2,309)
	<u>27,589</u>	<u>11,639</u>	<u>21,585</u>
Represented by			
Finance lease liability - Current	10,980	7,052	9,943
Finance lease liability - Non current	16,609	4,587	11,642
	<u>27,589</u>	<u>11,639</u>	<u>21,585</u>



17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8, and includes retentions on the projects, if applicable.

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
LSC Space		219690	(57,981)	39,122	-	-	(18,859)
DFR Accessible Bathroom Modifications		231735	(31,728)	42,497	(10,769)	-	-
AMS Class Refurbishment/Initiation		233754	(51,743)	810,294	(208,796)	-	549,755
Roof Replacement		233752	18,155	(13,360)	(4,795)	-	-
Driveway Remediation Stg3		236901	371,547	25,000	(383,109)	-	13,438
Lifecycle Replacement of Lights		233757	(19,329)	19,329	-	-	-
Totals			228,921	922,882	(607,469)	-	544,334

Represented by:

Funds Held on Behalf of the Ministry of Education	563,193
Funds Receivable from the Ministry of Education	(18,859)

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
LSC Space		219690	(58,010)	2,755	(2,726)	-	(57,981)
DFR Accessible Bathroom Modifications		231735	(2,405)	-	(29,323)	-	(31,728)
AMS Class Refurbishment/Initiation		233754	(5,136)	38,915	(85,522)	-	(51,743)
Roof Replacement		233752	(12,339)	131,337	(100,843)	-	18,155
Driveway Remediation Stg3		236901	(4,784)	414,855	(38,524)	-	371,547
Lifecycle Replacement of Lights		233757	10,284	120,000	(149,613)	-	(19,329)
Cyclone Remediation		241728	-	2,800	(2,800)	-	-
Totals			(72,390)	710,662	(409,351)	-	228,921

Represented by:

Funds Held on Behalf of the Ministry of Education	389,702
Funds Receivable from the Ministry of Education	(160,781)

18. Related Party Transactions

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

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



19. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,055	3,240
<i>Leadership Team</i>		
Remuneration	388,068	374,290
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	<u>391,123</u>	<u>377,530</u>

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has a Finance committee (1 members) that met 8 times. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140 - 150
Benefits and Other Emoluments	4 - 5	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	4.00	2.00
110 - 120	2.00	1.00
	<u>6.00</u>	<u>3.00</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:

	2024 Actual \$0	2023 Actual \$0
Total Number of People	0	0



21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or liability regarding this funding wash-up, which is expected to be settled in July 2025.

22. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$132,398 (2023: \$754,670) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
AMS Class Refurbishment/Initiation	92,092
Driveway Remediation Stg3	40,306
Total	132,398

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

(b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: nil).



23. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	722,829	315,223	379,364
Receivables	150,214	123,785	116,596
Investments - Term Deposits	226,299	35,517	214,326
Total financial assets measured at amortised cost	1,099,342	474,525	710,286

Financial liabilities measured at amortised cost

Payables	214,115	154,237	226,292
Finance Leases	27,589	11,639	21,585
Total financial liabilities measured at amortised cost	241,704	165,876	247,877

24. Events After Balance Date

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

25. Comparatives

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



Waipu School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Ella Buckle	Presiding Member	Elected	Sep 2025
Julie Turner	Principal	ex Officio	Jan 2025
Glen Waru	Parent Representative	Co-opted	Mar 2024
Vaughan Luff	Parent Representative	Elected	Sep 2025
Stacey Dye	Parent Representative	Elected	Sep 2025
Dave Field	Parent Representative	Elected	Sep 2025
Amos Cook	Parent Representative	Co-opted	Sep 2025
Glenice Andrews	Staff Representative	Elected	Sep 2025

Waipu School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$3,959 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Waipu School Board:

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

Analysis of Variance 2024

Waipu Primary School

Focus	All students will be able to effectively access the New Zealand curriculum as evidenced by achievement against the curriculum levels and expectations for their age.
Annual Aim	To increase the number of students achieving at or above expectation in writing.
Baseline data	School wide data for the end of 2023 and beginning of 2024 showed that 39% Year 4,5 and 6 children were writing below expectation. This data was gathered using assessments from the end of 2023 and from initial observations and assessments – (E-asttle writing, Schonell Spelling tests) taken at the beginning of 2024.
Analysis of data	<p>In our Year 6 cohort we have identified that 49% (19) of children are achieving below or well below expectation, and in Year 5, 33% (15) of children are achieving below or well below expectation and in Year 4, 22% (8) are achieving below or well below expectation.</p> <p>Of those 42 children below (36) or well below (6) – 28 are boys and 14 are girls. Boys are again, well over represented in writing as achieving below or well below expectation.</p> <p>Of those 42 children who classified as below or well below expectation – 6 (14%) are Māori, 5 (12%) are from nationalities other than New Zealand European and 4 of those 5, have English as a second language. The remainder are all New Zealand European.</p>
Target 2024	By the end of 2024, we would like the 37% (42) of Year 4-6 children who are working below expectation in writing to accelerate their progress so that they are writing at their expected level. We would like to achieve 75% in Years 4-6, at or above expectation

Analysis of Variance 2024

Waipu Primary School

	in writing. More specifically, focus on Year 6 writers who have a higher percentage of below and well below achievement levels in writing. Ideally, we would like to achieve 75% of Year 6 students at or above expectation.			
Actions - What did we do?	Results - What happened	Analysis- why did this happen	Evaluation - What next	
ASSESSMENTS: <ul style="list-style-type: none">Review assessments carried out each term for specific individual needs, moderate within staff and between assessmentsCollect data each term, analyse and use OTJs to inform future teaching practice.Moderate between schools – e.g One Tree Point, Ruakaka, Bream Bay College within the Kahui Ako.Staff to use indicators provided to identify specific needs of studentsAll staff to follow the standardised testing schedule for assessments throughout the year.All staff to identify target group of those children below or well below expectation and work with them daily (Mon-Thurs) – whilst being released by a teacher aide.Review what information is needed to be included in folders for next year’s teacher.	At end-of-year, we had 81% of all children achieving at or above expectation. In the seniors (Year 4 – 6) 78% achieved at or above expectation and in the juniors (Year 1-3) 85% achieved at or above expectation. The improvement in writing was more evident in the senior classes with an increase from 65% (end of 2023) to 78% at or above. We achieved a 13% increase in those Year 4-6 students achieving at or above expectation. The seniors – particularly Year 6s were our target group so this progress was pleasing.	Compared to last year – there was an increase overall in writing of 3% from 78% at or above expectation to 81%. We had introduced Writers’ Toolbox in 2023 but in 2024 this programme was embedded and used in all senior classes. Two days of Professional Development was provided to all senior class teachers and resources were purchased to support the programme e.g large whiteboards. There was a marked increase in motivation to write and engagement in writing – particularly observable in boys. The use of the IDEAL platform has also shown to increase confidence and ability in spelling.	We will continue to use the Writers Toolbox through into 2025. We will ensure there is a budget allocation so that those teachers new to the school can have professional development in the use of the programme. Greater use of writing indicators by students so they can identify next steps in their writing – this needs to be easily accessible so there is a constant check-in to goals. Continue the moderation across the Kahui Ako to check our assessment practices are consistent with other schools. In 2025, there needs to be agreement between the schools as to what constitutes ‘at’, ‘above’, ‘below or working	
TEACHING:				

Analysis of Variance 2024

Waipu Primary School

<ul style="list-style-type: none"> Professional development for staff – Writers' Toolbox Writing programme to include identified elements of an effective writing programme Teacher modelling – metacognition – talking about thinking Specific clear learning intentions - each child knowing what their goal is and the next steps – knowledge of the reading and writing progressions. Needs addressed through in class grouping and more frequent teacher time with target group of students. Continue to use teacher aides to take 'at risk' writers for word work. IDEAL taken 3-4 times a week to support writing. Daily Mon – Thurs programme Between class teaching – use of workshops to address specific needs for writers across classes. Use formative assessment practices – feedback, feed forward, learning intentions, learning goals. Implement The Writers' Toolbox (online based programme) to see if we can increase motivation to write. Use of google classroom or Hapara as a portfolio for writing – (which can be accessed at home). Children to identify what they can do and next steps in writing 	<p>In Year 6 (at or above expectation) the increase was more marked with 51% at the end of 2023 and 79% at the end of 2024.</p> <p>This is an increase of 28%.</p> <p>Within the Kahui Ako, there were two meetings to moderate writing samples from the four schools in the Kahui Ako.</p> <p>These meetings identified the need to all have one tool to use for assessment and to be consistent with the prompt and 'method' for writing assessment across the four schools.</p>	<p>The introduction of the compulsory one hour per day for reading, writing and maths helped to ensure that writing was taken daily for that minimum period of time.</p>	<p>towards'</p> <p>Continue to moderate within the school.</p> <p>Become familiar with possible assessment tools introduced by MoE / continue to use e-asttle in the interim.</p> <p>Continue to implement IDEAL into senior classes. Cross grouping between classes to begin 2025 so we achieve more targeted teaching across the senior school.</p>
---	--	--	---

Analysis of Variance 2024
Waipu Primary School

using the Literacy Progressions (Kids Speak).			
<p>STUDENTS:</p> <ul style="list-style-type: none">• Develop the use of student agency in writing, student voice to identify strengths / interests of learners, ownership of learning.• Peer support in class – teina / tuakana mentoring.• Peers - Feedback / Feed forward			
<p>LEADERSHIP:</p> <ul style="list-style-type: none">• Principal to lead whole school in improving writing assessments analysis• Identify professional development opportunities – ways in which to support boy's writing, as they become available, e.g. Sheena Cameron / Louise Dempsey Poetry course.			

Giving Effect to Te Tiriti o Waitangi

An inclusive school is one where all students are engaged and achieve through being present, participating, learning and belonging.

We acknowledge New Zealand's cultural diversity and the unique position of Māori as tangata whenua.

Te Tiriti o Waitangi (the Treaty of Waitangi) is one of eight principles in The New Zealand Curriculum that provide a foundation for a school's decision making. "The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand.

All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga. " The New Zealand Curriculum, p 9. The Education and Training Act 2020 sets giving effect to te Tiriti o Waitangi as a primary objective for the board, including by: - ensuring plans, policies, and local curriculum include local tikanga Māori, mātauranga Māori, and te ao Māori - taking reasonable steps to offer or make available instruction in tikanga Māori and te reo Māori - having equitable outcomes for Māori students.

Waipu Primary School will:

- Encourage the use of te reo with and by the children as part of the daily classroom programme
- Engage in staff development in te reo as part of our professional development programme
- Use the Ministry of Education documents - 'Ka Hikitea – Managing for Success', 'Ka Hikitea – Accelerating Success', 'Tataiako' to guide the development of school programmes and 'Hautu' as a review tool for the Board of Trustees.
- Use Kaumatua and other local resource people to support classroom programmes
- Involve representatives from the Māori community in any decisions affecting Māori students, policy making and programmes
- Include Māori student achievement in reports to the Board of Trustees
- Honour Te Tiriti O Waitangi
- Incorporate Local Histories teaching into the school curriculum

New Zealand's cultural diversity:

The school will:

- Respect and recognise children's cultural and spiritual backgrounds
- Value the language children bring to school
- Develop class programmes to encourage the exploration of cultures, with a particular emphasis on Māori and Pasifika cultures which will be included in our curriculum structure
- Provide opportunities for children to share their cultures and celebrations
- Use the resources supplied by the Ministry of Education

What reasonable steps will the school take to incorporate tikanga Maori (Maori culture and protocol) into the school's curriculum?

- All school assemblies begin with our national anthem sung first in Māori and then in English.



- A percentage of budget spending will be allocated to Māori resources.
- Incorporate teaching about local Māori history and culture into the Curriculum programmes.
- Minimum 30 minutes per week in all classrooms devoted to Tikanga and Te Reo.
- Whole school will visit the local Marae annually – Takahiwai Marae.
- Consultation with family members of Takahiwai Marae in regard to the protocol expected with visit e.g children to say their mihi.
- Kapa haka (junior and senior) will be available on a weekly basis for approximately one hour. There will be efforts made to find performance opportunities and so every opportunity will be taken for the school kapa haka group, to perform publicly.
- Taumata will be taken on a Monday for senior students – led by senior students.
- Te Kohiri will be available to support developing student leaders
- Each term, there will be a whakatau to welcome new staff, students and their whanau.
- Integration of the Mana Model into Learner Profile
- Use of progressions of tikanga learning developed 2024

What will the school do to provide instruction in Te Reo Māori (Māori language) for full time students whose parents ask for it?

- All such requests will be given full and careful consideration by the Board of Trustees and regard will be given to: availability of personnel with the requisite skills and qualifications and the overall school financial position.

What steps will be taken to discover the views and concerns of the school's Māori community?

- Consultation with the Māori community on a regular basis.
- Parent interviews
- Open door policy and invitations for parent to express their opinions
- Information hui or gatherings – target key people to encourage participation by the Māori community
- Regular communication with the local Patuharekeke iwi – via Ari Carrington and Gina Murray

At present about 18% of our school roll is made up of Māori students.

Additional inclusions for all students in our Kahui Ako	<p>Tāonga Displays in office</p> <p>Adding macrons to our school signage</p> <p>Newsletter, website, signs in class, NZLC, Matariki Festival, Readers in Māori</p> <p>Inquiry topics to include links to relevant Māori content</p> <p>School Tikanga - powhiri, karakia to start meetings</p> <p>Māori representation on BOT, PTA, Team Leaders, Curriculum Leaders, Assessment Team, Patuharakeke presence in the kura - new staff pōwhiri</p> <p>Ari's kōrero about this rohe</p> <p>ANZ Histories curriculum - PD</p> <p>Wāhi haumarū</p> <p>Videos home to whānau of te reo use</p> <p>Part of who we are - Mahi o te ata / culture of kura</p> <p>New learning - Maramataka (Māori calendar)</p> <p>PD sessions - staff hui</p> <p>School values</p> <p>Pūrākau of this area – sharing stories of the area – children's power points created – 2023 / 2024</p> <p>Pōwhiri / Karakia / Morning routines</p> <p>End of day karakia</p> <p>Students realise the benefits of tuakana / teina relationships</p> <p>All staff, kura representatives, ākonga to learn the compilation of a pepeha (supports connection & relationships)</p> <p>A sense of pride in where we come from (as above), of how we feel when we sing our waiata from this area</p> <p>We have a lot of connection with our local experts / kaumātua</p>
---	---

Sharing local knowledge with us / whānau
 Kānohi ki te kanoahi with whānau for teachers to gain understanding of parents aspirations for their tamariki
 Self determination - Genuine opportunity for children to set their own aspirations/goals and teachers planning around these goals to support children in their learning
 Breakfast hui as an informal way for our community to come together to set goals and agree on next steps in learning
 Wānanga/hui to share and discuss learning, education, transition to ECE/school, parenting tools and strategies, support families etc
 I roto i te pono me te aroha - genuine, sincere and with love and compassion - incorporating cultural values/dispositions such as manaakitanga, whakawhanaungatanga, kaitiakitanga, kotahitanga...woven into our daily curriculum
 Funds of knowledge from whānau to strengthen our understanding and inform practice
 Commitment from teachers to improve, develop understanding
 Language, tikanga, pūrākau, pakīwaitara
 A large variety of cultural resources always available for tamariki to use to support learning trajectories

Whānau time - morning hui, each team starts with karakia, waiata
 Kapa haka

Next steps: we identified the following:

English Medium Setting	
<p>Increase bi-cultural Signage</p> <p>Murals</p> <p>Waharoa (Entryway to school)</p> <p>Ingoa (name) of syndicates</p> <p>More visits to the marae (new staff & students)</p> <p>Staff to do a version of their mihi (Pōwhiri / whakatau/Pepeha)</p> <p>More use of te reo by staff</p> <p>Kaumātua / Kuia coming to talk with tamariki - encourage</p> <p>Communication to help with understanding for tikanga / kaupapa Māori</p> <p>Using maramataka for event planning</p> <p>Whānau consultation</p> <p>Kāhui Ako consultation with iwi</p> <p>Provide more opportunities for tamariki to display / share knowledge</p> <p>Shared decision making</p> <p>Student voice</p> <p>ANZ Histories - develop / align with Kāhui Ako goals</p> <p>Buddy classes to encourage / reinforce tuakana / teina</p> <p>Disrupt misconceptions / divisions perceived</p> <p>Develop understandings / knowledge of cultures / language</p> <p>Use of professional readings to develop understanding of Board / staff.</p>	

Report to Board of Trustees Waipu Primary School on
Assessment of Year 1 – 6 students End of Year 2024
against expectation for Reading

December 2024

Target:

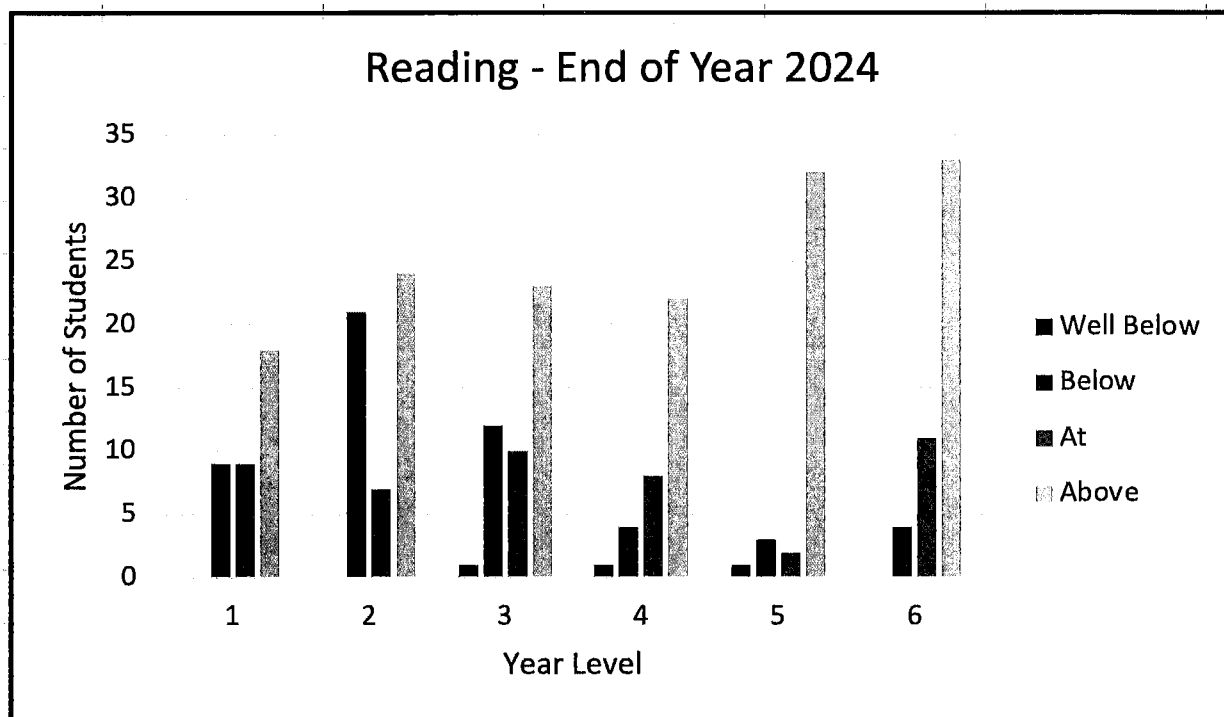
By the end of 2024, those children “below” expectation will accelerate their progress so that they are achieving “at” or “above” their expected level. Those children “well below” their expected level will make accelerated progress so that they are working towards their expected level.

Tools for assessment:

Structured Literacy Assessments for Junior School (LLLL and BSLA) and PROBE for Middle and Senior School. These assessments were used as the basis for assessments in conjunction with teacher observations of class work and individual and group work to make OTJs (Overall Teacher Judgements), to assess against expectation.

OTJs - Overall Teacher Judgements for Reading 2024
Showing End of Year Achievement

OTJs – Overall Teacher Judgments End of Year 2024						
Reading		Well Below	Below	At	Above	Total
	Year 1	0(0%)	9(25%)	9(25%)	18(50%)	36
	Year 2	0(0%)	21(40%)	7(14%)	24(46%)	52
	Year 3	1(2%)	12(26%)	10(22%)	23(50%)	46
	Year 4	1(3%)	4(11%)	8(23%)	22(63%)	35
	Year 5	1(3%)	3(8%)	2(5%)	32(84%)	38
	Year 6	0(0%)	4(8%)	11(23%)	33(69%)	48
		3(2%)	53(21%)	47(18%)	152(59%)	255



Evaluation:

Total children Year 1-6 End of year = 255. The children who are accessing Structured Literacy have been included in the overall numbers. We are now able to determine the degree to which these children are progressing against expectation for Structured Literacy.

79% of students are reading at or above expectation (68% juniors – Years 1-3, 89% - seniors – Years 4-6).

Of those 60 children well below or below expectation, 36 are males and 24 are female, and eight (13%) classify as Māori, six (10%) as nationalities other than New Zealand European. The remaining 46 (77%) children are NZ European.

Māori students have a lower percentage of below expectation in relation to their total percentage within the school (i.e. 16%).

Of the 60 children below expectation or well below expectation, four have English as a second language and are funded for support by the Ministry of Education and are classified as ESOL students (English as a Second Language). Seven are new to WPS this second half year.

Compared to last year:

At or Above Expectation	End of Year 2023	Mid-year 2024	End – year 2024
Juniors	72%	90%	68%
Seniors	87%	88%	89%
All	85%	89%	79%

- There has been an decrease from mid-year 2024 from 89% to 79% of those reading at or above expectation.
- All Juniors up to Year 3 and some Year 4 students are now being assessed using the Structured Literacy assessment.
- Due to a shift to BSLA (Better Start Literacy Approach) from LLLL (Little Learners Love Literacy) Junior students have been assessed in line with BSLA requirements.
- Seniors are continuing to improve with more children reading above expectation and we are now beginning to see how those children who started school and have been in the Structured Literacy programme, are progressing as they come off the programme.

Interventions:

We continue to use the following interventions as they show evidence of being successful ways in which to support reading. Strategies used include:

- 1) Withdrawal groups being taken daily on the online reading programme 'Steps Web' All senior classes have students on 'Steps Web'. This is being taken by our Learning Support staff.
- 2) Teacher focus on individual children's goals which were set at the beginning of the year and revisited at the 3 Way Learning Conferences in July. Teachers are working with children on achieving those goals in reading.
- 3) Daily group work with the targeted groups where the teacher focuses on group and individual goals. Teacher aides are also given specific children who need additional support to work with. Reading Angels also come into class to support struggling readers.
- 4) The Reading Recovery teacher has worked with six students for a duration of 20 weeks. The children selected are around 6 years of age. Refer attached Reading Recovery report.
- 5) ESOL (English for Speakers of Other Languages) funding is used to support the children who qualify. Learning Support staff work with identified ESOL students.
- 6) Use of the Learning Support Co-ordinator (Anna Green) and Bruce Ashton RTLB (Resource Teacher of Learning and Behaviour) to identify and support children identified as dyslexic or who have specific learning needs.
- 7) We have taken advantage of the offer of free reading resources through the BSLA programme.

Recommendations:

To continue with the strategies listed above.

Learning Support Staff to continue to take individual/small group reading for phonics instruction and 'Steps Web'.

To continue to implement the 'Structured Literacy' programmes

We are still awaiting information as to how we will redeploy Donna McG-C (Reading Recovery tutor). The MoE will define what her role will involve and we are awaiting that information. We do know that she will be working with students who have been identified as not achieving at expectation after as little as ten weeks at school in Structured Literacy.

Decide on which aspects of each of the two Structured Literacy programmes (BSLA and LLLL) are worth focusing upon to get the best results for our learners.

Continue to use IDEAL as this reinforces phonetic knowledge which in turn supports decoding in reading. Check progress of children on the programme – analyse writing data (spelling), and ensure consistent delivery across the senior school.

Report to Board of Trustees Waipu Primary School on Assessment of Year 1-6 Children End of Year 2024 against the expectation for Writing

Target:

By the end of 2024, those children "below" expectation will accelerate their progress so that they are achieving "at" or "above" their expected level. Those children "well below" their expected level will make accelerated progress so that they are working towards their expected level.

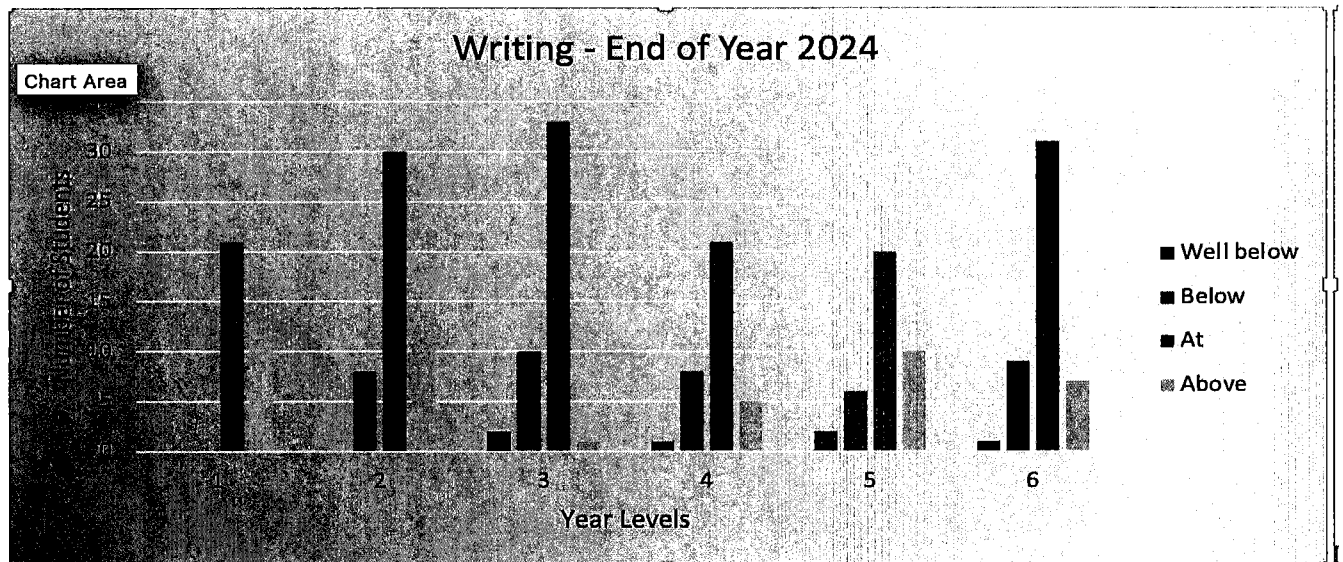
Tools for assessment:

The writing assessment tool – E-asttle writing, as well as Writers' Toolbox feedback data was used across the school to provide formative and summative assessment data. This was then used in conjunction with teacher observations of class work and individual and group work to make OTJs.

(Overall Teacher Judgments) to assess against expectation.

Results: The following is the data showing achievement at End of Year, across the school

OTJs – Overall Teacher Judgments End of Year 2024						
Writing		Well Below	Below	At	Above	Total
	Year 1	0(0%)	0(0%)	21(62%)	13(38%)	34
	Year 2	0(0%)	8(15%)	30(58%)	14(27%)	52
	Year 3	2(4%)	10(22%)	33(72%)	1(2%)	46
	Year 4	1(3%)	8(23%)	21(60%)	5(14%)	35
	Year 5	2(5%)	6(16%)	20(53%)	10(26%)	38
	Year 6	1(2%)	9(19%)	31(64%)	7(15%)	48
		6(2%)	41(17%)	156(59%)	50(22%)	253



Evaluation:

Total number of children – Mid Year - 253 children. 28 children are less than six months at school and are not assessed against expectation.

At end-of-year, we had 81% of children achieving at or above expectation. In the seniors (Year 4 – 6) 78% are achieving at or above expectation and in the juniors (Year 1-3) 85% are achieving at or above expectation.

Of those children below (41) or well below (6) – 34 are boys and 13 are girls. Boys are over represented in writing as achieving below or well below expectation.

Of those 47 children who classified as below or well below expectation – 7 are Māori (15%), six are either Asian, Pasifika (Fijian, Samoan), Indian, Filipino - five of whom access English as a Second Language funding (ESOL), and the remainder are all New Zealand European.

Māori students continue to have a lower percentage of below expectation in relation to their total percentage within the school (e.g 20%).

Seven students in the below / well below group were new to Waipu Primary in the second half of the year (we had eight new enrolments in total, who weren't new entrants). This has impacted negatively on our writing data by 2-3%.

Compared to last year end of year and mid-year 2024:

At or Above expectation – writing :

	End of Year 2023	Mid-year 2024	End of Year 2024
Juniors	90%	86%	85%
Seniors	65%	72%	78%
All	78%	79%	81%

Juniors have shown a slight drop from mid-year this year from 86% to 85%. This is due to a group of eight Year 2 and ten year 3 students who have not reached the expected levels in writing.

Seniors have improved from 65% at end of year 2023 to 72% mid 2024 and are now sitting at 81%

Overall there has been a slight improvement of 3% in writing levels from end of year 2023.

Interventions:

This year our main focus has been on implementing the Writers' Toolbox. We have engaged in professional development and purchased resources to support the programme.

These resources have included:

- Professional development – registration / travel / accommodation
- Material resources to be used in class
- Whiteboards – to be used to display magnetic resources (funded by a successful grant application)
- Registration for the product – each teacher / class needs to be registered which comes at a cost of initial join up + annual licences.

Initial observations from teachers are that there is a greatly increased level of engagement in writing.

Junior classes have continued to implement the Structured Literacy approach in their classes

IDEAL is also being used to support the surface features of writing – i.e. spelling and punctuation.

Additional strategies used include:

- 1) Ensuring assessment consistency across the school by all using the E-asttle assessment tool (prompt for writing / assessment indicators).
- 2) Identifying students in need of support and developing a goal to improve in their writing – working with them in small groups additional to class time writing as in the Accelerated Literacy Learning model.
- 3) Daily writing to develop writing mileage – ensuring the one hour a day is dedicated to writing – inherent in the Writers' Toolbox programme.
- 4) Identifying authentic purposes for writing – e.g speeches, writing competitions, Grandparents' Day.
- 5) Teachers planning whole class writing plans to develop specific genre writing.
- 6) Children recording and discussing and reflecting upon their goals with their peers, teacher, and parents/whanau as part of 3-way interview process.

Recommendations:

- To become confident in the use of the online E-asttle assessment– as per the Government requirement, as a tool for assessment heading into 2025. This will require professional development as to how to use to input data, identify trends and needs.
- To continue to find relevant and authentic purposes for writing i.e. Annual writing competition, Writers' Showcase.
- To continue to moderate writing between teachers – this always proves to be a very useful exercise and over time.
- To continue to moderate across the Kahui Ako. This process is well underway but now there needs to be agreement and consistency upon what levels would classify as at / below / above expectation
- Continue to attend opportunities for professional development.
- To continue to find ways to increase student agency in writing both in our classrooms and across the school e.g. by sharing the students' assessment with them and co-constructing learning intentions and success criteria.
- To reflect on Junior writing to make decisions as to when – in the Structured Literacy process - is the best time to start teaching writing stories.
- To address the cohorts of students (eight Year 2 and ten year 3 students) who are struggling with writing. Identify specific needs. Maybe explore extending Writers' Toolbox into the Junior classes.
- Evaluate data on the IDEAL spelling programme to identify the impact it is having on lifting spelling levels and to see whether seniors are acquiring the phonemic skills that they need.

Report to Board of Trustees Waipu School on

End of Year Assessment 2024 of Year 1-6 Children

against expectations for Mathematics

Target:

By the end of 2024, those children “below” expectation will accelerate their progress so that they are achieving “at” or “above” their expected level for their age. Those children “well below” their expected level will make accelerated progress so that they are working towards their expected level.

Tools for assessment:

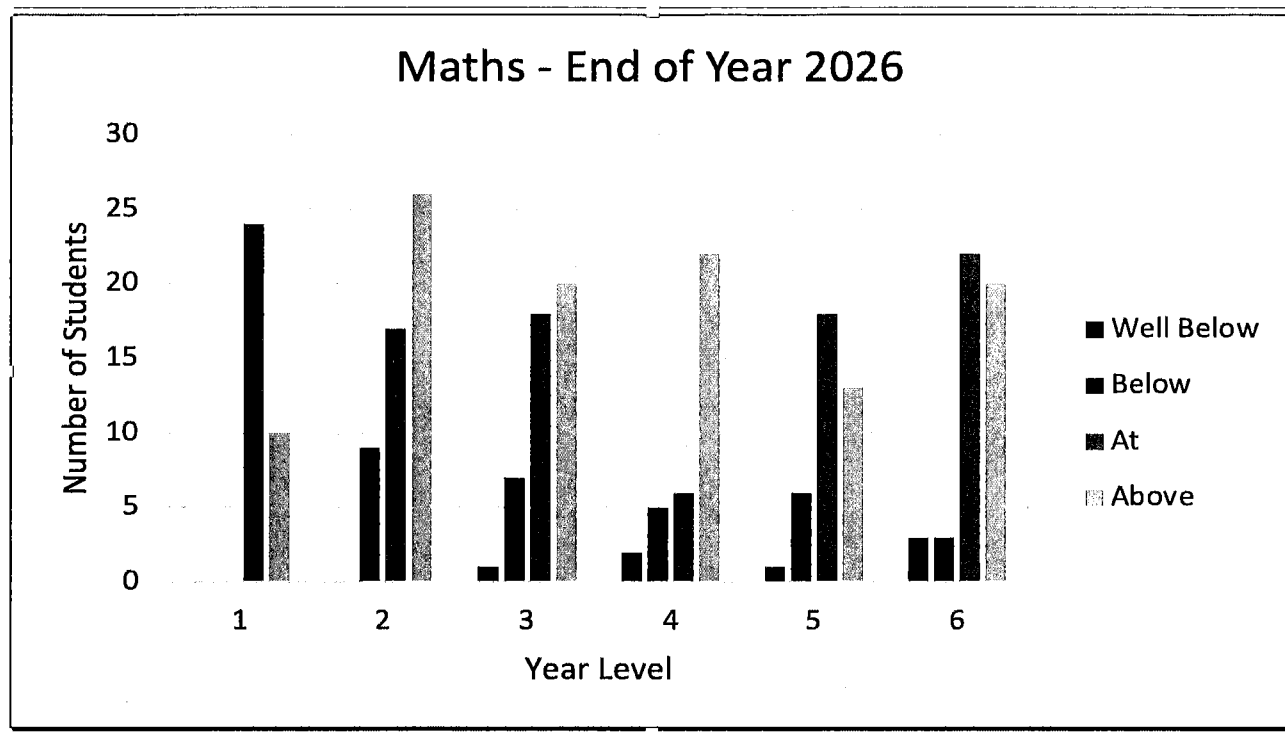
Standardised Assessments - Gloss Numeracy assessments were used in the senior school. JAM – Junior Maths Assessment was used in the junior school as well as a tracking sheet for individual students. This year, PACT (Progress and Consistency Tool) was also used to support decisions on achievement levels. These assessments were used to formulate Overall Teacher Judgements (OTJs) in line with expectations.

Results: The following is the data showing OTJs at End of Year for Mathematics across the school, against the expectation for their age.

Overall Teacher Judgements for Mathematics 2024.

Showing End of Year Achievement

OTJs – Overall Teacher Judgements End of Year 2024						
Mathematics Add/Sub		Well Below	Below	At	Above	Total
	Year 1	0(0%)	0(%)	24(71%)	10(29%)	34
	Year 2	(0%)	9(17%)	17(33%)	26(50%)	52
	Year 3	1(2%)	7(15%)	18(39%)	20(44%)	46
	Year 4	2(6%)	5(14%)	6(17%)	22(63%)	35
	Year 5	1(3%)	6(16%)	18(47%)	13(34%)	38
	Year 6	3(6%)	3(6%)	22(46%)	20(42%)	48
		7(3%)	30(12%)	105(41%)	111(44%)	253



Evaluation:

Total children End of Year (253) – 28 children are less than six months at school and are not assessed against expectation.

There has been a drop in achievement in Mathematics this year, with 86% of children being at or above expectation for their age. Juniors average 87% at or above expectation and seniors average 84% at or above expectation.

Of those 7 well below and 30 below expectation, 19 are male and 18 are female.

Six of those 37 classify as Māori and three as nationalities other than New Zealand European. The remaining 28 are New Zealand European.

Māori students sit at a lesser percentage of below expectation (12%) in relation to their total percentage within the school (e.g 20%).

Compared to last and mid-year: At or Above expectation - Maths

	End of Year 2023	Mid-year 2024	End of Year 2024
Juniors	91%	91%	87%
Seniors	82%	89%	84%
All	90%	90%	86%

- Results are below where we were at mid-year report in 2024 where the Juniors were at 91% and the seniors were at 89% at or above expectation with overall 90% at or above expectation.
- We have mostly maintained our excellent levels of achievement in maths from mid-year 2024.
- We have added seven of the eight new enrolments (other than New Entrants) who are below or well below expectation in Maths – again this affects our data by around 2-3%
- There is the same group of Year 2 and 3 students (9 – year 2, 7 – Year 3) who have proven difficult to shift and will need to be worked on as a cohort in 2025.

Interventions:

- Weekly focus on maintaining the hour of Maths teaching per day.
- Use of the components of a maths lesson which include 'Rapid Routines' – these are mostly related to the strand topics of measurement (length, area, volume, time, etc) geometry, statistics and probability. These are daily refreshers of these strand topics as well as problem solving knowledge and strategy teaching.
- Times Table – a routine daily focus on the learning of times tables and basic facts / foundation facts.

Recommendations:

- A continued focus on acquiring basic fact knowledge and regular practising. All classes use a basic facts programme to reinforce this learning.
- Continue to use the Maths programmes – Problem Solving approach – and continue to access the Professional Development opportunities offered through the Kahui Ako with Rob Profitt-White and Jo Knox.
- Learning support staff to work with identified students during class time.
- We decided to continue to use our existing assessment tools this year – i.e. GloSS for seniors and JAM for juniors (Junior Assessment Maths) believing that PACT (Progress and Consistency Tool) would be the assessment tool of choice in the future. This has turned out not to be the case and e-asttle and PAT (Progress and Achievement Tests) have now been chosen as the assessment tools we will be using – as per the Ministry of Education edict.
- Access professional development in the use of e-asttle / PATs as Maths assessment tools. Teachers will need to become familiar with the pedagogies which sit within the new maths curriculum and the resources that are being offered.
- Continue to share information from Professional Development (which will continue into 2025) – order the resources which have been made available free to schools, and implement the progressions for maths learning.

Julie Turner

**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF WAIPU SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024**

57 Clyde Street
PO Box 627
WHANGAREI 0140
Phone: (09) 438 2312
Fax: (09) 438 2912
info@bennettca.co.nz
www.bennettca.co.nz

The Auditor-General is the auditor of Waipu School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 11 June 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.



In preparing the financial statements, the Board 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, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements 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 Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Analysis of Variance, the Kiwisport Statement, the List of Trustees and Statement of Responsibility but does not include the financial statements, and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Steve Bennett
BENNETT & ASSOCIATES
On behalf of the Auditor-General
Whangarei, New Zealand

