# WAIKARI SCHOOL

# Annual Financial Statements
# For the year ended 31 December 2024

| | |
|---|---|
| Ministry Number: | 3569 |
| Principal: | Phoebe Todd |
| School Address: | 23 Princes Street, Waikari |
| School Phone: | 03 3144250 |
| School email: | office@waikari.school.nz |

**Members of the Board of Trustees**

| Name | Ceased | Term Finishes |
|---|---|---|
| Michael Barton | | Nov-26 |
| Huw Kinch | | Sep-25 |
| Penny Butters | | Nov-26 |
| Kerry Florance | | Sep-25 |
| Yvonne Oberholzer | | Sep-25 |
| Phoebe Todd - Principal | | |

**Accountant / Service Provider:**
Geoff Gillam Consultants

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# Waikari 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.

| | |
|---|---|
| Huw Kinch | Phoebe Todd |
| Full Name of Presiding Member | Full Name of Principal |
| Signed by: Huw Kinch 8DEB215DADA81637 | Signed by: Phoebe Todd 1256B1E49092990D |
| Signature of Presiding Member | Signature of Principal |
| 30/05/2025 | 30/05/2025 |
| Date: | Date: |

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

| | Notes | 2024<br>Actual<br>$ | 2024<br>Budget<br>(Unaudited)<br>$ | 2023<br>Actual<br>$ |
|---|---|---|---|---|
| **Revenue** | | | | |
| Government Grants | 2 | 635,665 | 602,797 | 589,073 |
| Locally Raised Funds | 3 | 30,439 | 22,240 | 26,590 |
| Interest | | 7,172 | 3,000 | 6,832 |
| | | 673,276 | 628,037 | 622,495 |
| **Expenses** | | | | |
| Locally Raised Funds | 3 | 13,048 | 10,050 | 21,160 |
| Learning Resources | 4 | 399,807 | 398,100 | 391,590 |
| Administration | 5 | 58,849 | 58,635 | 53,065 |
| Interest | | 103 | - | 152 |
| Property | 6 | 155,645 | 151,175 | 133,441 |
| Other Expenses | 7 | 24,071 | 23,400 | 19,101 |
| Loss on Disposal of Property, Plant and Equipment | | - | - | - |
| | | 651,523 | 641,360 | 618,509 |
| **Net Surplus / (Deficit)** | | 21,753 | (13,323) | 3,986 |
| Other Comprehensive Revenue and Expenses | | - | - | - |
| **Total Comprehensive Revenue and Expense for the Year** | | 21,753 | (13,323) | 3,986 |

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

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# Waikari School
## Statement of Changes in Net Assets/Equity
For the year ended 31 December 2024

| | Notes | Actual 2024 $ | Budget (Unaudited) 2024 $ | Actual 2023 $ |
|---|---|---|---|---|
| **Balance at 1 January** | | 277,839 | 277,839 | 273,853 |
| Total comprehensive revenue and expense for the year | | 21,753 | (13,323) | 3,986 |
| Owner transactions | | | | |
| Contribution - Furniture and Equipment Grant | | 4,053 | - | - |
| Contribution - Ministry of Education school redevelopment | 23 | (20,556) | - | - |
| **Equity at 31 December** | | 283,089 | 264,516 | 277,839 |
| Accumulated comprehensive revenue and expense | | 283,089 | 264,516 | 277,839 |
| Reserves | | - | - | - |
| **Equity at 31 December 2024** | | 283,089 | 264,516 | 277,839 |

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.

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# Waikari School
## Statement of Financial Position
As at 31 December 2024

| | Notes | 2024 Actual $ | 2024 Budget (Unaudited) $ | 2023 Actual $ |
|---|---|---|---|---|
| **Current Assets** | | | | |
| Cash and Cash Equivalents | 8 | 183,163 | 82,986 | 77,654 |
| Accounts Receivable | 9 | 30,214 | 26,000 | 27,909 |
| Prepayments | | 3,429 | - | 3,584 |
| Investments | 10 | 22,168 | 80,000 | 87,053 |
| Funds owing form Capital Works Projects | 15 | 5,074 | - | 2,241 |
| | | 244,048 | 188,986 | 198,441 |
| **Current Liabilities** | | | | |
| GST Payable | | 13,396 | 5,000 | 5,330 |
| Accounts Payable | 12 | 39,701 | 33,000 | 33,545 |
| Revenue Received in Advance | | - | - | 6,663 |
| Provision for Cyclical Maintenance | 13 | 3,600 | 3,000 | - |
| Painting Contract Liability - Current Portion | 21 | - | - | - |
| Finance Lease Liability - Current Portion | 14 | 1,688 | 1,310 | 1,919 |
| Funds held for Capital Works Projects | 15 | 65,405 | - | |
| | | 123,790 | 42,310 | 47,457 |
| **Working Capital Surplus or (Deficit)** | | 120,258 | 146,676 | 150,984 |
| **Non-current Assets** | | | | |
| Property, Plant and Equipment | 11 | 184,039 | 139,016 | 148,516 |
| | | 184,039 | 139,016 | 148,516 |
| **Non-current Liabilities** | | | | |
| Provision for Cyclical Maintenance | 13 | 19,009 | 18,598 | 17,773 |
| Finance Lease Liability | 14 | 2,199 | 2,578 | 3,888 |
| | | 21,208 | 21,176 | 21,661 |
| **Net Assets** | | 283,089 | 264,516 | 277,839 |
| **Equity** | | 283,089 | 264,516 | 277,839 |

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

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# Waikari School

## Statement of Cash Flows

For the year ended 31 December 2024

| | Note | 2024 Actual $ | 2024 Budget (Unaudited) $ | 2023 Actual $ |
|---|---|---|---|---|
| **Cash flows from Operating Activities** | | | | |
| Government Grants | | 234,025 | 202,797 | 204,067 |
| Locally Raised Funds | | 30,439 | 22,240 | 26,590 |
| Goods and Services Tax (net) | | 8,066 | (330) | (5,340) |
| Payments to Employees | | (115,013) | (107,523) | (106,316) |
| Payments to Suppliers | | (126,137) | (107,910) | (100,432) |
| Interest Paid | | (103) | - | (152) |
| Interest Received | | 8,929 | 3,846 | 5,988 |
| Net cash from / (to) the Operating Activities | | 40,206 | 13,120 | 24,405 |
| **Cash flows from Investing Activities** | | | | |
| Proceeds from Sale of PPE (and Intangibles) | | - | - | - |
| Purchase of PPE (and Intangibles) | | (57,624) | (8,500) | (740) |
| Purchase of Investments | | - | - | (12,388) |
| Proceeds from Sale of Investments | | 64,885 | 7,053 | - |
| Net cash from / (to) the Investing Activities | | 7,261 | (1,447) | (13,128) |
| **Cash flows from Financing Activities** | | | | |
| Contribution by the Ministry of Education - Furniture and Equipment Grants | | 4,053 | - | - |
| Finance Lease Payments | | (1,920) | (1,919) | (2,683) |
| Funds Administered on Behalf of Third Parties | | 55,909 | (4,422) | (9,609) |
| Net cash from Financing Activities | | 58,042 | (6,341) | (12,292) |
| **Net increase/(decrease) in cash and cash equivalents** | | 105,509 | 5,332 | (1,015) |
| Cash and cash equivalents at the beginning of the year | 8 | 77,654 | 77,654 | 78,669 |
| **Cash and cash equivalents at the end of the year** | 8 | 183,163 | 82,986 | 77,654 |

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

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# Waikari School

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2024

**a) Reporting Entity**

Waikari 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 of Trustees (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 reports 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 in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with 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 publically accountable and is not considered large as it falls below the expenditure 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.

*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 13.

*Cyclical maintenance*
A 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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

*Recognition of grants*
The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward 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.

***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) Use of Land and Buildings Expense**
The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

**e) 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.

**f) 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.

**g) 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 three months or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

**h) Accounts Receivable**
Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools 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.

**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 not trivial.

**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.

Property, plant and equipment acquired with individual values under $1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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: | Years |
|---|---|
| Building improvements – Crown | 40 |
| Furniture and equipment | 5 - 10 |
| Information and communication technology | 5 - 10 |
| Plant | 10 |
| Leased | 3 |
| Library resources | 10 |

**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.

**l) Employee Entitlements**

*Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 also annual leave earned, by non teaching staff, to but not yet taken at balance date.

**m) Revenue Received in Advance**

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

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

**n) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Proprietor, and is vested in the Proprietor. The Proprietor 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.



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The schools 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.

**o) 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.

**p) Funds Held in Trust**
Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

**q) 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 Revenue and Expense.

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

**r) Goods and Services Tax (GST)**
The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.
The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.
Commitments and contingencies are disclosed exclusive of GST.

**s) Budget Figures**
The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

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


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## 2. Government Grants

| | 2024<br>Actual<br>$ | 2024<br>Budget<br>(Unaudited)<br>$ | 2023<br>Actual<br>$ |
|---|---|---|---|
| Government Grants - Ministry of Education | 237,426 | 202,797 | 204,067 |
| Teachers' Salaries Grants | 287,290 | 290,000 | 290,304 |
| Use of Land and Buildings Grants | 110,949 | 110,000 | 94,702 |
| | 635,665 | 602,797 | 589,073 |

## 3. Locally Raised Funds

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

| | 2024<br>Actual<br>$ | 2024<br>Budget<br>(Unaudited)<br>$ | 2023<br>Actual<br>$ |
|---|---|---|---|
| *Revenue* | | | |
| Donations & Bequests | 6,971 | 5,600 | 5,983 |
| Fees for Extra Curricular Activities | 6,968 | - | 4,303 |
| School houses | 16,316 | 16,640 | 15,944 |
| Trading | 184 | - | 360 |
| | 30,439 | 22,240 | 26,590 |
| *Expenses* | | | |
| Extra Curricular Activities Costs | 6,561 | 1,250 | 5,520 |
| Trading | 702 | - | 707 |
| School houses | 5,785 | 8,800 | 14,933 |
| | 13,048 | 10,050 | 21,160 |
| *Surplus for the year Locally raised funds* | 17,391 | 12,190 | 5,430 |

## 4. Learning Resources

| | 2024<br>Actual<br>$ | 2024<br>Budget<br>(Unaudited)<br>$ | 2023<br>Actual<br>$ |
|---|---|---|---|
| Curricular | 11,875 | 12,500 | 9,990 |
| Employee Benefits - Salaries | 357,812 | 354,000 | 357,174 |
| Staff Development | 8,019 | 13,600 | 2,195 |
| Depreciation | 22,101 | 18,000 | 22,231 |
| | 399,807 | 398,100 | 391,590 |

## 5. Administration

| | 2024<br>Actual<br>$ | 2024<br>Budget<br>(Unaudited)<br>$ | 2023<br>Actual<br>$ |
|---|---|---|---|
| Audit Fee | 8,486 | 5,500 | 4,961 |
| Board of Trustees Fees | 3,685 | 2,800 | 3,914 |
| Board of Trustees Expenses | 2,640 | 5,300 | 7,081 |
| Communication | 1,691 | 1,700 | 1,195 |
| Consumables | 2,545 | 4,500 | 2,745 |
| Operating Lease | - | - | - |
| Staff Expenses | 2,362 | 4,755 | 745 |
| Other | 7,660 | 7,080 | 5,872 |
| Employee Benefits - Salaries | 29,780 | 27,000 | 26,552 |
| | 58,849 | 58,635 | 53,065 |

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## 6. Property

| | 2024 Actual $ | 2024 Budget (Unaudited) $ | 2023 Actual $ |
|---|---|---|---|
| Caretaking and Cleaning Consumables | 1,374 | 2,100 | 1,412 |
| Cyclical Maintenance Provision | 4,836 | 3,825 | 4,837 |
| Grounds | 8,200 | 6,550 | 6,470 |
| Heat, Light and Water | 7,504 | 6,000 | 6,178 |
| Rates | 2,902 | 3,100 | 2,998 |
| Repairs and Maintenance | 3,879 | 4,000 | 3,351 |
| Use of Land and Buildings - Non-Integrated | 110,949 | 110,000 | 94,702 |
| Employee Benefits - Salaries | 16,001 | 15,600 | 13,493 |
| | 155,645 | 151,175 | 133,441 |

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

## 7. Other Expenses

| | 2024 Actual $ | 2024 Budget (Unaudited) $ | 2023 Actual $ |
|---|---|---|---|
| Transport expenses | 24,071 | 23,400 | 19,101 |
| | 24,071 | 23,400 | 19,101 |

## 8. Cash and Cash Equivalents

| | 2024 Actual $ | 2024 Budget (Unaudited) $ | 2023 Actual $ |
|---|---|---|---|
| Bank Accounts | 183,163 | 82,986 | 77,654 |
| Net cash and cash equivalents and bank overdraft for Cash Flow Statement | 183,163 | 82,986 | 77,654 |

Of the $183,163 Cash and Cash Equivalents, $65,405 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.

## 9. Accounts Receivable

| | 2024 Actual $ | 2024 Budget (Unaudited) $ | 2023 Actual $ |
|---|---|---|---|
| Debtor Ministry of Education | 3,401 | - | - |
| Interest Accrued | 89 | 1,000 | 1,846 |
| Teacher Salaries Grant Receivable | 26,724 | 25,000 | 26,063 |
| | 30,214 | 26,000 | 27,909 |
| Receivables from Exchange Transactions | 89 | 1,000 | 1,846 |
| Receivables from Non-Exchange Transactions | 30,125 | 25,000 | 26,063 |
| | 30,214 | 26,000 | 27,909 |

## 10. Investments

The School's investment activities are classified as follows:

| | 2024 Actual $ | 2024 Budget (Unaudited) $ | 2023 Actual $ |
|---|---|---|---|
| Current Asset | | | |
| Short-term Bank Deposits with Maturities Greater than Three Months and No Greater than One Year | 22,168 | 80,000 | 87,053 |

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2024

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## 11. Property, Plant and Equipment

| 2024 | Opening Balance (NBV) $ | Additions $ | Disposals $ | Impairment $ | Depreciation $ | Total (NBV) $ |
|---|---|---|---|---|---|---|
| Land | 10,000 | | - | - | - | 10,000 |
| Buildings | 54,423 | - | - | - | (4,267) | 50,156 |
| Furniture and Equipment | 11,509 | - | - | - | (2,961) | 8,548 |
| Information and Communication | 12,669 | 1,042 | - | - | (5,276) | 8,435 |
| Motor Vehicles | - | 47,180 | - | | (786) | 46,394 |
| Plant | 53,461 | 9,402 | - | - | (6,491) | 56,372 |
| Leased Assets | 6,318 | - | - | - | (2,241) | 4,077 |
| Library Resources | 136 | - | - | - | (79) | 57 |
| **Balance at 31 December 2024** | 148,516 | 57,624 | - | - | (22,101) | 184,039 |

| | 2024 Cost or Valuation $ | 2024 Accumulated Depreciation $ | 2024 Net Book Value $ | 2023 Cost or Valuation $ | 2023 Accumulated Depreciation $ | 2023 Net Book Value $ |
|---|---|---|---|---|---|---|
| Land | 10,000 | - | 10,000 | 10,000 | - | 10,000 |
| Buildings | 106,319 | (56,163) | 50,156 | 106,319 | (51,896) | 54,423 |
| Furniture and Equipment | 43,448 | (34,900) | 8,548 | 44,044 | (32,535) | 11,509 |
| Information and Communication | 30,022 | (21,587) | 8,435 | 48,073 | (35,404) | 12,669 |
| Motor Vehicles | 77,615 | (31,221) | 46,394 | 30,435 | (30,435) | - |
| Plant | 115,172 | (58,800) | 56,372 | 113,638 | (60,177) | 53,461 |
| Leased Assets | 7,293 | (3,216) | 4,077 | 10,242 | (3,924) | 6,318 |
| Library Resources | 28,608 | (28,551) | 57 | 28,608 | (28,472) | 136 |
| **Balance at 31 December** | 418,477 | (234,438) | 184,039 | 391,359 | (242,843) | 148,516 |

*Restrictions*

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.

## 12. Accounts Payable

| | 2024 Actual $ | 2024 Budget (Unaudited) $ | 2023 Actual $ |
|---|---|---|---|
| Creditors | 10,264 | 7,500 | 6,059 |
| Banking Staffing Overuse | - | - | - |
| Employee Benefits Payable - Salaries | 26,724 | 25,000 | 26,063 |
| Employee Benefits Payable - Leave Accrual | 2,713 | 500 | 1,423 |
| | 39,701 | 33,000 | 33,545 |
| Payables for Exchange Transactions | 39,701 | 33,000 | 33,545 |
| | 39,701 | 33,000 | 33,545 |

The carrying value of payables approximates their fair value.

## 13. Provision for Cyclical Maintenance

| | 2024 Actual $ | 2024 Budget (Unaudited) $ | 2023 Actual $ |
|---|---|---|---|
| Provision at the Start of the Year | 17,773 | 17,773 | 12,936 |
| Increase to the Provision During the Year | 4,836 | 3,825 | 4,837 |
| Use of the Provision During the Year | - | - | - |
| Provision at the End of the Year | 22,609 | 21,598 | 17,773 |



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| | | | |
|---|---|---|---|
| Cyclical Maintenance - Current | 3,600 | 3,000 | - |
| Cyclical Maintenance - Non current | 19,009 | 18,598 | 17,773 |
| | 22,609 | 21,598 | 17,773 |

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan which is prepared by a Ministry of Education appointed property consultant.

## 14. Finance Lease Liability

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

| | 2024<br>Actual<br>$ | 2024<br>Budget<br>(Unaudited)<br>$ | 2023<br>Actual<br>$ |
|---|---|---|---|
| No Later than One Year | 1,688 | 1,310 | 1,919 |
| Later than One Year and no Later than Five Years | 2,199 | 2,578 | 3,888 |
| Later than Five Years | - | - | - |
| Future Finance Charges | - | - | - |
| | 3,887 | 3,888 | 5,807 |
| **Represented by** | | | |
| Finance lease liability - Current | 1,688 | 1,310 | 1,919 |
| Finance lease liability - Term | 2,199 | 2,578 | 3,888 |
| | 3,887 | 3,888 | 5,807 |

## 15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7, and includes retentions on the projects, if applicable.

| | 2024 | Opening Balances<br>$ | Receipts from MoE<br>$ | Payments<br>$ | School Contributions<br>$ | Closing Balances<br>$ |
|---|---|---|---|---|---|---|
| Toilet Block | *in progress* | - | - | (2,541) | - | (2,541) |
| AMS Classroom | *in progress* | | 69,405 | (4,000) | | 65,405 |
| Roof | *completed* | 16,170 | 20,165 | (36,335) | - | - |
| Block 1 | *in progress* | (600) | - | (1,933) | - | (2,533) |
| Block2 | *completed* | (17,811) | 7,425 | (10,394) | 20,780 | - |
| Totals | | (2,241) | 96,995 | (55,203) | 20,780 | 60,331 |

| | |
|---|---|
| **Represented by:** | |
| Funds Held on Behalf of the Ministry of Education | 65,405 |
| Funds Due from the Ministry of Education | 5,074 |

| | 2023 | Opening Balances<br>$ | Receipts from MoE<br>$ | Payments<br>$ | School Contributions<br>$ | Closing Balances<br>$ |
|---|---|---|---|---|---|---|
| Roof | *in progress* | 21,911 | 239,149 | (244,890) | - | 16,170 |
| Block 1 | *in progress* | (600) | - | - | - | (600) |
| Block2 | *in progress* | (7,280) | 75,075 | (85,606) | - | (17,811) |
| Totals | | 14,031 | 314,224 | (330,496) | - | (2,241) |

## 16. 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.

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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.

## 17. Remuneration

*Key management personnel compensation*

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

| | 2024 Actual $ | 2023 Actual $ |
|---|---|---|
| *Board Members* | | |
| Remuneration | 3,685 | 3,914 |
| *Leadership Team* | | |
| Remuneration | 119,929 | 111,874 |
| Full-time equivalent members | 1.00 | 1.00 |
| Total key management personnel remuneration | 123,614 | 115,788 |
| Total full-time equivalent personnel | 1.00 | 1.00 |

There are 5 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance with 2 members and Property with 2 members that meet as required.

*Principal*

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

| | 2024 Actual | 2023 Actual |
|---|---|---|
| Salaries and Other Short-term Employee Benefits: | **$000** | **$000** |
| Salary and Other Payments Principal 1 | 110-120 | 40-50 |
| Salary and Other Payments Principal 2 | - | 60-70 |
| Benefits and Other Emoluments | 1-5 | 1-5 |
| Termination Benefits | - | - |

*Other Employees*

There were no other employees with remuneration greater than $100,000

## 18. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

| | 2024 Actual | 2023 Actual |
|---|---|---|
| Total | - | - |
| Number of People | - | - |

## 19. Contingencies

There are no contingent liabilities 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 for specific individuals. As such, this is expected to resolve the liability for school boards.

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**Contingent Asset- Additional funding wash up payment**

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 a liability regarding this funding wash-up, which is expected to be settled in July 2025.

## 20. Commitments

**(a) Capital Commitments**

At 31 December 2024, the Board had capital commitments of $124,139 (2023:Nil) as a result of entering the following contracts:

| Contract Name | Remaining Capital Commitment<br>$ |
|---|---|
| ASM Classroom | 68,639 |
| Van | 55,500 |
| **Total** | **124,139** |

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.

**(b) Operating Commitments**

As at 31 December 2024 the Board had no operating commitments.

(Operating commitments at 31 December 2023: nil)

## 21. Financial Instruments

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

**Cash and receivables**

| | 2024<br>Actual<br>$ | 2024<br>Budget<br>(Unaudited)<br>$ | 2023<br>Actual<br>$ |
|---|---|---|---|
| Cash and Cash Equivalents | 183,163 | 82,986 | 77,654 |
| Receivables | 30,214 | 26,000 | 27,909 |
| Investments - Term Deposits | 22,168 | 80,000 | 87,053 |
| Total Cash and Receivables | 235,545 | 188,986 | 192,616 |
| **Financial liabilities measured at amortised cost** | | | |
| Payables | 39,701 | 33,000 | 33,545 |
| Finance Leases | 3,887 | 3,888 | 5,807 |
| Total Financial Liabilities Measured at Amortised Cost | 43,588 | 36,888 | 39,352 |

## 22. Comparatives

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

## 23. Distribution of Equity

This balance related to the boards contribution towards the school redevelopment. Due to the original ministry budget for the redevelopment not being sufficient to cover all costs incurred, and in order to be able to complete the building project to the originally agreed specification, the Board contributed to cover any overspends or variations

## 24. Events After Balance Date

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

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## INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Waikari School (the School). The Auditor-General has appointed me, Amy Goodman, using the staff and resources of BDO Christchurch Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 2 to 15, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 30th May 2025. This is the date at which our opinion is expressed.

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

**Basis for our opinion**

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

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

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

**Responsibilities of the Board for the financial statements**

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

**Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

**Other information**

The Board is responsible for the other information. The other information comprises the Presiding Members report, List of all school board members, Statement of Variance: Progress Against Targets, Statement of Variance: Progress Toward Strategic Goals and Annual Plan , Evaluation and Analysis of the School's Student's Progress and Achievement, Report on how the school has given effect to Te Tiriti o Waitangi, Statement of Compliance with Employment Policy, Other reports on special and contestable funding and the Kiwisport Report, but does not include the financial statements, and our auditor's report thereon.

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

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

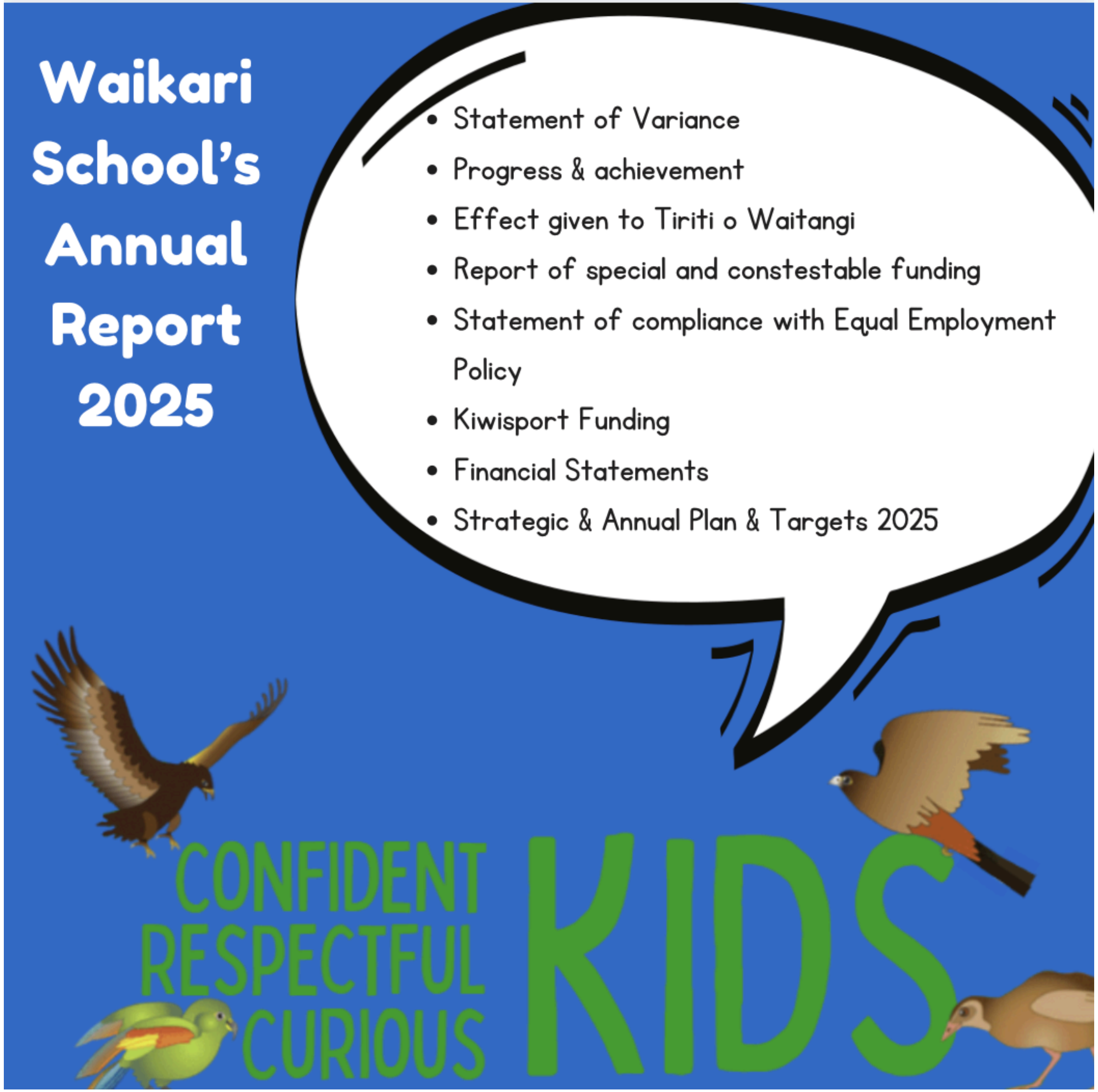
**Independence**

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

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

AGoodman

Amy Goodman
BDO Christchurch Audit Limited
On behalf of the Auditor-General
Christchurch, New Zealand


Waikari School's Annual Report 2025
Statement of Variance
Progress & achievement
Effect given to Tiriti o Waitangi
Report of special and constestable funding
Statement of compliance with Equal Employment Policy
Kiwisport Funding
Financial Statements
Strategic & Annual Plan & Targets 2025
CONFIDENT RESPECTFUL CURIOUS KIDS

## Presiding Member's Report

In 2024 the Waikari School Board worked hard to accomplish some projects. We are proud of the improvements to the school we have made, and will continue to identify areas we can continue to develop.
Projects we successfully completed this year are;

- purchase of the new school van
- introduced Hero SMS communication and reporting system
- ERO visit
- appointed a new classroom teacher
- completed office and classroom upgrade.

In 2024 we consulted our community on our school logo, vision and values and are continuing to finalise these. Throughout 2024 the principal undertook a professional growth cycle alongside Clare Hocking, this will be completed in Term 1 2025.

We thank all of our community for their continued hard work and support,

Micheal Barton
Waikari School Board Presiding Member

## List of all school board members

| Board member names |
|---|
| Micheal Barton (Presiding Member) |
| Penny Butters (Parent Representative) |
| Huw Kinch (Parent Representative) |
| Yvonne Oberholzer (Parent Representative) |
| Kerry Florance (Staff Representative) |
| Phoebe Todd (Principal) |

# Statement of variance: progress against targets

*[A statement of variance shows the progress you have made over the last year towards achieving the targets set out in your annual implementation plan. It offers explanation for any differences and how you will address targets that were not achieved.*

<table>
<tr><td>School Name:</td><td>Waikari School</td><td></td><td>3569</td></tr>
<tr><td>Strategic Aim:</td><td>1. Whakawhanaungatanga - Build a Culture of Wellbeing in our School<br>2. Ako - Develop an innovative and responsive Waikari School Curriculum.</td><td>Kahui Ako Achievem Challenge</td><td>Goal 1: To increase the percentage of Year 6 and Year 10 target students achieving at or above the expected level in reading and writing, at the end of the 3 year cycle. To achieve this our target students would need to show accelerated progress in one, two or three years. Specific percentage increase goals will be set out annually based on data collected from identified target students in order to mitigate students moving in and out of school.<br>Goal 2: To inquire into the impact of phonological and phonemic awareness on a student's literacy acquisition. As part of the inquiry we hope to build on teacher capacity which will in turn increase the number of students working within curriculum Level 2 by the end of Year 3.</td></tr>
<tr><td>Annual Targets</td><td colspan="3">i) Four students are attending school 80-90% of the time.<br>ii) Provide a program which extends 4 students in maths in order to make accelerated progress by the end of 2026.<br>iii) 4 boys to all be working at the expected level in writing by the end of 2026.</td></tr>
<tr><td>Baseline Data</td><td colspan="3">Analysis of the data showed that individualised programs were needed to meet the needs of individualised students who were working below the expected level.<br><table><tr><td>Maths</td><td>EOY 23 Target Students</td><td>EOY 24 Target Students</td><td>Writing</td><td>EOY 23 Target Students</td><td>EOY 24 Target Students</td><td>Attendance</td><td>EOY 23 Target Students</td><td>EOY 24 Target Students</td></tr></table></td></tr>
</table>

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Above | 3 | 3 | Above | | | 90-100% | | 4 |
| Within | 1 | 1 | Within | 2 | 3 | 80-90% | 5 | 1 |
| Towards | | | Towards | 2 | 1 | 0-80% | | |

| **Target** | **Actions**<br>***What did we do?*** | **Outcomes**<br>***What happened?*** | **Reasons for the variance**<br>***Why did it happen?*** | **Evaluation**<br>***Planning for 2025*** |
|---|---|---|---|---|
| Target (i): Four students are attending school 80-90% of the time. | • Painted Cultural Mural Outside of school entrance alongside a group of students.<br>• Set up alongside Mana Ake a Māori Wellbeing Group with Jenni McQuillen, which went for two terms on a Monday - 2 of our attendance target students were involved. .<br>• Received an Attendance Grant for a student to have a dyslexia diagnosis. | Students' attendance increased. All five students were attending school 88% of the time.<br><br>Students had a high sense of enjoyment for the Mana Ake Group with Jenni. | • Students felt like they belonged at school, they say their culture represented the school.<br>• Opportunities to lead things and demonstrate their strengths were valued. | • Change the identified students for the attendance target to other students whose attendance is now a concern. |

| | | | | |
|---|---|---|---|---|
| | • Participated in the North Canterbury Kapa Haka Festival<br>• Developed a production telling our local history & the pounamu trail.<br>• Hosted community events and mihi whakatau. | Positive parent feedback about this. | | |
| Target (ii)Provide a program which extends 4 students in maths in order to make accelerated progress by the end of 2026. | • Participated in Rob Proffit-White Maths PLD throughout the year.<br>• Participated in the Otago University Maths Problem Solving Challenge<br>• Participated in the Amuri Basin CantaMaths Challenge for Year 5-6<br>• Provided flexible groupings where a year 4 came through to the senior class for maths lessons.<br>• Created the fortnightly maths challenge for home learning to build a culture of maths in our community. | Students were still achieving above the curriculum expectation. Students felt challenged and had an opportunity to extend skills and share strengths. One student who participated in the Otago Problem Solving challenge was achieved in the top 10%. | • Opportunities for extension<br>• Additional support and challenge<br>• Some planned activities didn't happen due to staff resignation, new teacher, sick leave and surgery leave throughout the year.<br>• Teachers adapted their in class program based on Professional Development which used student voice, | • 2 students are going to high school, review target students and adjust accordingly.<br>• Adjust target to correlate with the refreshed Maths Curriculum. |

| | | | | |
|---|---|---|---|---|
| | | | rich learning tasks to provide opportunities for extension. | |
| (iii) 4 boys to all be working at the expected level in writing by the end of 2026. | • Participated in the Helen Walls Literacy PLD<br>• Kerry (junior room teacher) demonstrated Helen Walls Sentence Starters in a staff meeting.<br>• Participated in Kahui Ako Writing Moderation Sessions.<br>• Implemented iDeaL Structured Literacy Spelling across the school.<br>• Sent Senior Teacher Zoe de Groot, on the Murray Gadd writing course.<br>• LSC worked alongside junior boys on the Telesmen Series upskilling TA.<br>• Applied for a grant for Dyslexia assessment for students.<br>• iDeaL Structured Literacy Intervention in Senior school. | One student moved from below to the expectation.<br>Other students are still working at the expected level.<br>One student working below the expected level, LSC, has been supporting development. | • Working alongside TAs and upskilling them has helped.<br>• Having a consistent language and expectation of home learning has allowed siblings to support one another.<br>• Some planned activities didn't happen due to staff resignation, new teacher, sick leave and surgery leave throughout the year. | • Adjust target to correlate with the refreshed English Curriculum.<br>• When analysing data we saw that our Māori students are working below the expected level, so adjust target to cater for this need - this does mean that some of these students remain target students. |

| | | | | |
|---|---|---|---|---|
| | | | • Teacher have benefitted from Literacy PLD this year which has supported teaching | |

# Statement of Variance - Progress toward strategic goals and annual plan.

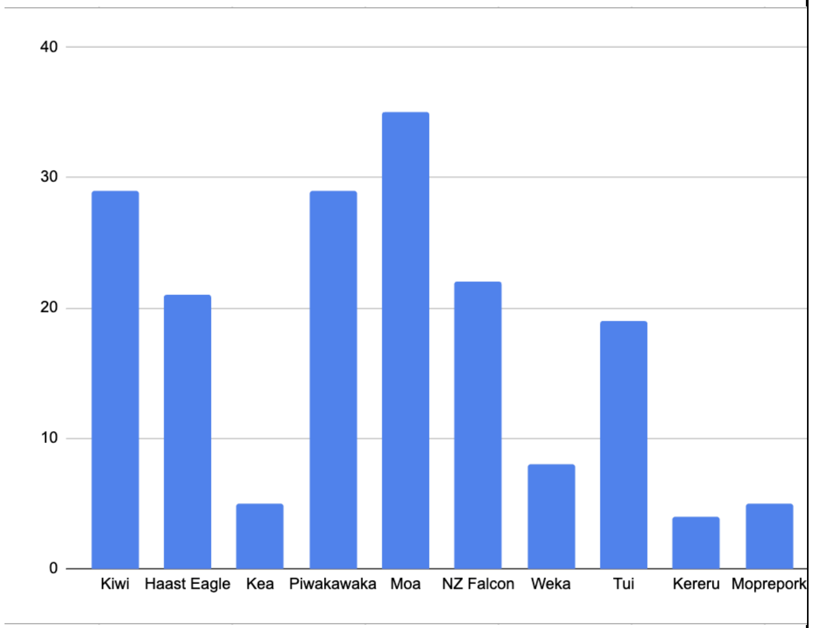
| Strategic Goal 1: | Strategic Initiatives 2024: |
| --- | --- |
| **Whanaungatanga 'Belonging'**<br><br>Build a culture of belonging in our kura | 1. Review school values & vision<br>2. Develop Waikari Cultural Practices & Wellbeing alongside Tuahiwi<br>3. Build Leadership yr 7&8 |

**Strategic Goal 1 Progress to date**

| Board Meeting Date | Action Taken | Link to Strategic Plan | Evidence | Variance |
| --- | --- | --- | --- | --- |
| 14.2.24 | • Hosted a back to School Breakfast<br>• Hosted a back to school whānau party - welcome new families to our community.<br>• Sent out Student Leaders Job Description which has been co-constructed with students.<br>• Set up Te Whare Tapa Whā wellbeing model to be taught during Flocktimes<br>• Created PRIDE Challenge booklet for all year 7 & 8 students<br>• Build new school website | 1.2<br>1.2<br><br>1.3<br><br>1.2<br><br>1.3<br>1.1 | Whānau & student comments<br><br>Hero Post<br><br>Flocktime Annual Plan<br><br>PRIDE Challenge Booklet<br>waikari.school.nz | *Te Whare Tapa Wha lessons didn't continue throughout the year, instead happened with Harold & during Term 4 Health Units.* |

| | | | | |
|---|---|---|---|---|
| 27.3.24 | • Whole Staff worked alongside Keryn Hooker from ImpactEd to create Unit Plan for science alongside reviewing the Values - See attached<br>• Student Leaders planned Reward Afternoon for the Perseverance Jar fill<br>• PRIDE Challenge Booklet printed and given to students | **1.1**<br><br><br>1.3<br><br>1.3 | Inquiry Planner<br>Inquiry Planner Kea<br>Inquiry Planner Weka<br><br><br>See books | *Staff resignation, meant that science inquiry plan r.e. Birds was delayed till term 2.* |
| 22.5.24 | • Students went for walk up Waipara River Fossil Hunting and have started inquiry learning<br>• Students attended Moa Swamp Trip<br>• Phoebe attended course which focused on values review<br>• Phoebe & Kerry attended Tuahiwi Education Workshop 1<br>• Phoebe attended Tuahiwi Education Day with Kahui Ako<br>• Students are attending Kapa Haka with Omihi School Coach - Phoebe got grant to cover this<br>• Students received student leader badges and Pride Challenge Badges | **1.1**<br>**1.1**<br>**1.1**<br>**1.1**<br>**1.2**<br>**1.2**<br>**1.2**<br><br>**1.3** | Inquiry Planner<br>Inquiry Planner Kea<br>Inquiry Planner Weka | *Tuahiwi Workshop 1 was effective and provided a deeper understanding of our cultural awareness and connection. Workshop 2 planned for 2025.*<br><br>*Opportunity to participate in Kapa Haka with Omihi School became available.* |
| 19.6.24 | • Localised Curriculum Lesson about the birds is going well - this will help inform values review. Students have been discussing the birds on the logo and their relevance. These will be shared with the Board & whanau.<br>• Timeline has been pushed back abit due to teacher illness, ERO visit<br>• Mihi Whakatau for Zoe went well<br>• Kapa Haka lessons are going well | **1.1**<br><br><br><br>**1.1**<br><br>**1.2**<br>**1.2**<br>**1.3** | Inquiry Planner Kea<br><br><br><br><br><br>Mihi Whakatau | *Staff sickness, ERO visit has meant that timeline to complete Values review has been pushed back.*<br><br>*New staff appointments meant that an opportunity to practice our mihi whakatau was established.* |

| | | | | |
|---|---|---|---|---|
| | • Student Leaders attended National Young Leaders Day<br>• Student Leaders PRIDE badges were awarded in assembly. | **1.3** | | |
| 21/8/24 | • Phoebe met with Mel from Tuahiwi to discuss vision and values review & ensure its aligned with mana whenua. She was very happy with our process and offered ways she could support us.<br>• Students presented Bird presentations at celebration of learning, and then a vote was cast, results see below. Student Leaders are going to present their opinions.<br>• Students performed Mihi whakatau for ERO<br>• Phoebe is enrolled in Te Ahu o Te Reo Māori Course throughout the next two terms<br>• Student Leaders attended Kahui Ako Leaders Day<br>• PRIDE Leadership Challenge ongoing<br>• Bird Survey Results: | **1.1**<br><br><br>**1.1**<br>**1.1**<br><br>**1.2**<br>**1.2**<br><br>**1.3**<br>**1.3**<br>**1.1** | [Vision and Values Review]() | *Whānau Celebration of Learning afternoon was shared alongside Matariki. On reflection this went for a really long time and could have been done better.*<br><br>*Working alongside Tuahiwi Education at principal meetings was delayed due to Mel's availability.*<br><br>*Kahui Ako Leaders Day was a great success.*<br><br>*Bird voting results.* |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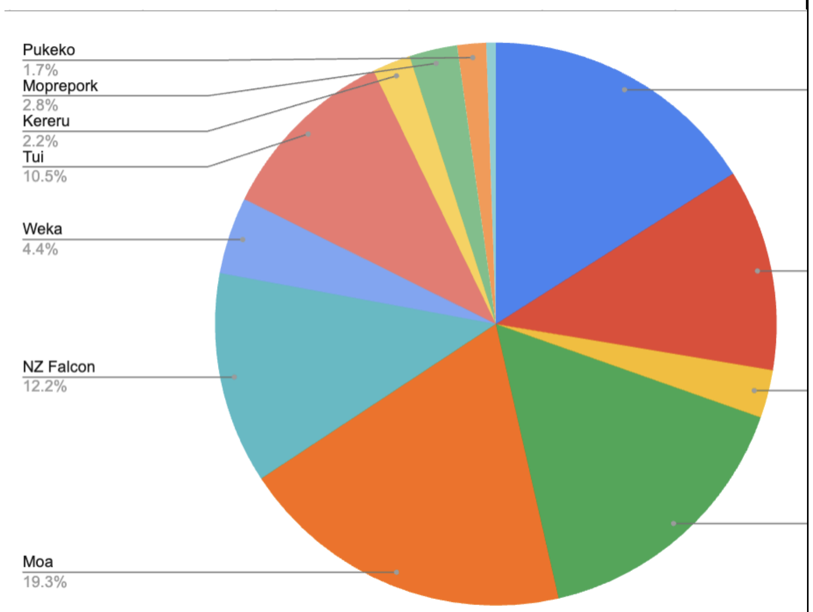
| |  | | | |
| 17/9/24 | • Announcement of new school birds to be made during the school performance on the 26th September 2024.<br>• School values to be discussed at this meeting.<br>• Phoebe is participating in Te Ahu o Te Reo Māori Course - attended wanaga on 14th September<br>• Staff chose not to participate in the Kahui Ako Cultural Day on the 13th September - transport, staffing makes it difficult for a Friday. Performance took priority.<br>• Students competing in Kapa Haka Festival on 19th September<br>• Hosted Sunflowers Preschool for a morning<br>• 2 Leadership badges were presented at assembly. | **1.1**<br><br>**1.1**<br>**1.2**<br><br>**1.2**<br><br><br>**1.2**<br>**1.2**<br>**1.3** | **Performance**<br><br>**Vision and Values Review** | *Staff chose not to participate in the Kahui Ako Cultural Day as it was during our production rehearsals and Kapa Haka Festival rehearsals.* |

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| 22/10/24 | • Announcement of new school birds made during the school performance on the 26th September 2024.<br>• School values to be discussed at this meeting.<br>• Phoebe is participating in Te Ahu o Te Reo Māori Course - attended wanaga on 19th October. | **1.1**<br><br>**1.1**<br>**1.2**<br><br>**1.2** | **Production 2024**<br><br>**Vision and Values Review** | *This announcement has delayed the revision and review of the school values.* |
| 4/12/24 | • School Values and Vision Review sent to the community.<br>• PLD with Tuahiwi booked in for 2025<br>• Students performing Haka at End of Year Prizegiving based on Kapa Haka.<br>• Student Leaders for 2025 voting currently in process. | **1.1**<br>**1.2**<br>**1.2**<br>**1.3** | **Values**<br><br>**Student Leaders Job Description** | *The school did not have a cultural week celebrating the cultures in our school. Opportunity to do this in 2025 alongside Matariki and Hungi Night.* |

| **Strategic Goal 2:** | **Strategic Initiatives 2023:** |
|---|---|
| **Ako Learning**<br>Develop an innovative and responsive Waikari School curriculum | 1. Create a Localised Curriculum with Rural Focus |
| | 2. Review Assessment and Reporting Plan |
| | 3. Further develop quality Teaching and Learning practices |

| **Strategic Goal 2 Progress to date / NELPS Objectives:** |
|---|

| Board Meeting Date | Action Taken | Link to Strategic Plan | Evidence | Variance |
|---|---|---|---|---|
| 14.2.24 | • Host a ToD during holidays and discuss curriculum overview **Whanaungatanga - Waikari is our place, filled with our people.** Science focuses on plants, soil and geography of the Weka Pass.<br>• Hero SMS is up and running with whānau and all whānau are reading and receiving messages.<br>• Updated Assessment and Reporting Plan for BOT & for whānau<br>• Connected with Omihi, Kereru & Rotherham School to visit and look at how they structure their reports on Hero.<br>• Have created PLD Plan for Staff for 2024 | 2.1<br>2.2<br>2.2<br>2.2<br>2.3 | Curriculum Overview 2024<br>See Hero - Analysing Whānau Engagement<br>Assessment & Reporting 2024<br>Emails<br>2024 Staff Meetings | *The Board Planning and reporting document was not co-created with the Board.* |
| 27.03.23 | • Whole Staff worked alongside Keryn Hooker from ImpactEd to create Unit Plan for science alongside reviewing the Values - See attached<br>• Kerry & Phoebe reviewed structured literacy assessment levels and worked alongside Hero to implement expected levels for reporting<br>• Connected with Kereru, Rakaia and Omihi School around structured literacy levels<br>• Discussion with the Board around reporting - | 2.1<br>2.2<br>2.2<br>2.2 | Science Inquiry Planner<br>Curriculum Expectations | *Unit plan was effective but was reviewed for Term 3 Inquiry focus.* |

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| | answering questions.<br>• Kerry completed Literacy PLD day 1 with Helen Walls<br>• Staff completed 2x Zooms 1 maths & 1 literacy<br>• Kerry & Phoebe attended Maths PLD Day 1 | 2.3<br>2.3<br>2.3 | | |
| 22.5.24 | • Teachers have adjusted Curriculum Overview to align Production with Values & Vision Review.<br>• Begun Inquiry Learning<br>• Visit Moa Swamp & Waipara River<br>• Phoebe has made Reporting Overview based on discussion with Board<br>• Phoebe & Kerry reviewed school Achievement Expectation and worked with Hero to implement these for reports<br>• Teachers attended Helen Wall Writing Day and Zooms<br>• Teachers have participated in Maths Zooms<br>• Teachers have had PGC Meetings & are working through Teaching as Inquiry for target students.<br>• Phoebe attended Dare to Lead Course, Beginning Principals Hui<br>• Phoebe had Appraisal Meeting with Clare Hocking. | 2.1<br><br>2.2<br><br>2.2<br><br>2.3 | Assessment & Reporting 2024<br>2024 Reporting Plan<br>Staff Meetings | *Curriculum overview was adjusted to be less wordy and was a successful planner for production.*<br><br>*PGC was delayed for one staff member due to staff sickness* |
| 19/6/2024 | • Phoebe meet with Keryn Hooker and spent 3 hours working on local curriculum documentation<br>• Staff have been following Hero Implementation Plan and are working through assessment review currently.<br>• Phoebe Zoomed with Hero to set up Values assessment | 2.2<br>2.2<br>2.3<br>2.3 | **Waikari School Curriculum**<br>Staff Meeting<br><br>Report<br><br>Newsletters | *Assessment review has been popular.*<br><br>*Fortnightly maths challenges are going home in newsletter but not getting much buy in.* |

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| | • Kerry shared writing PLD in staff meeting<br>• All staff attended maths PLD for Teacher Only Day<br>• Fortnightly Maths Challenge in the newsletters<br>• Staff have been discussing assessment & annual target next steps | 2.3<br>2.3 | Staff Meetings | |
| 21/8/24 | • Phoebe meet with Keryn Hooker on develop school curriculum<br>• Phoebe is working on Health Curriculum Consultation Document - alongside Relationships and Sexuality Education next Term<br>• Performance Evening Scheduled for end of this term on the school cultural narrative and local history.<br>• Reports went home last term<br>• Caryn and Phoebe participated in Hero PLD throughout holidays<br>• Kerry & Zoe went to Helen Walls Writing PLD<br>• Zoe with to Murray Gadd writing PLD<br>• Kerry is participating in MOE Structured Literacy PLD<br>• Schoolwide Spelling Program established. | 2.1<br><br>2.1<br><br>2.1/1.1<br><br>2.2<br>2.2<br><br>2.3<br>2.3<br>2.3<br>2.3 | **Waikari School Curriculum**<br><br>**Draft Health Curriculum Statement**<br><br><br><br><br><br><br><br>Home work books | *Health Consultation went to the community - however one response was received. Confusing when alongside relationships & sexuality learning.*<br><br>*New PLD Opportunity due to MOE initiative.* |
| 17.9.24 | • Students are gearing up for a performance on the 26th September - sharing our cultural narrative.<br>• Phoebe has engaged with Farmer Time about possibility to work next year on a Rural Focus<br>• Kea Class have trailed student logins on Hero and the option to share their learning.<br>• Phoebe has signed up to an E-asttle Writing Analysis course to better understand how to analyse writing data. | 2.1<br><br>2.1<br><br>2.2<br>2.2<br><br>2.3 | Productions 2024<br><br><br><br>Hero | *We did not attend the Kahui Ako Cultural Day due to overcommitments with Production.* |

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| | • Kerry participated in Learning Matters Structured Literacy PLD (MOE Funded) 3 days<br>• Kerry & Caryn attended Rob Proffit-White Maths PLD<br>• Weka Class attended Storylines Tour at Omihi School<br>• Kerry visited Kaiapoi North School to observe maths | 2.3<br>2.3<br>2.3 | | |
| 22.10.24 | • Completed Performance of Cultural Narrative and local history - heard lots of positive feedback in the community about this.<br>• Health Curriculum Review and Whānau Information Session are underway.<br>• Phoebe has enrolled in Easttle writing assessment course.<br>• Whānau received Hero posts on Community Sharing Page throughout Term 3.<br>• Teachers participated in Maths Workshop 3 with Rob Proffit-White Thursday 17th October.<br>• Teachers are participating in Helen Walls Writing Course on Thursday 24th & Friday 25th October. | 2.1<br>2.1<br>2.2<br>2.2<br>2.3<br>2.3 | **Production 2024** | *Production was a success.* |
| 4/12/24 | • Staff met with Keryn Hooker on Wednesday 13th November and discussed the 2025 curriculum overview.<br>• Staff are busy completing assessments and reports for end of year reporting.<br>• Staff held a writing moderation session an Thursday 14th November<br>• Phoebe attended lead with an impact course on | 2.1<br>2.2<br>2.2<br>2.2<br>2.2 | **TOD Presentation**<br>**TOD Writing Moderation** | *Staff have not worked alongside LSC very often as there has been absence. This is being reviewed for 2025.*<br>*Staff did not hold a cultural week defer to 2025.* |

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| | unpacking student data and leadership strategy.<br>• Staff completed English Curriculum Unpack with Keryn Hooker Wednesday 13th November<br>• Staff participated in Professional Growth Cycles | 2.3 | **TOD Presentation** | |

## Evaluation and analysis of the school’s students’ progress and achievement

| **Waikari School Demographics** |
|---|
| **Roll: 31**<br>**Male: 15**<br>**Female: 16**<br>**NZ European: 17**<br>**Māori: 13**<br>**Other: 1** |
| Writing: At the end of 2024 87% of students were achieving at or above the expected level. |
| Maths: At the end of 2024 100% of students were achieving at or above the expected level. |
| Reading: At the end of 2024 84% of students were achieving at or above the expected level. |

Throughout 2024 teachers undertook professional development in Structured Literacy, Maths, Te Ao and Tikanga Māori and Writing. This has supported the academic success of our students.

**Students who are current - Progress Overview - English Reading (all students)**

| | Mid 2022 | End 2022 | Mid 2023 | End 2023 | Mid 2024 | End 2024 |
|---|---|---|---|---|---|---|
| At or Above | 32/36 | 30/34 | 24/27 | 23/28 | 26/31 | 26/31 |
| Working Towards | 4/26 | 4/34 | 3/27 | 5/28 | 5/31 | 5/31 |
| Percentage within or above | 89% | 88% | 90% | 82% | 84% | 84% |

**Students who are current - Progress Overview - English Writing (all students)**

| | Mid 2022 | End 2022 | Mid 2023 | End 2023 | Mid 2024 | End 2024 |
|---|---|---|---|---|---|---|
| At or Above | 27/36 | 27/34 | 24/27 | 25/28 | 27/31 | 27/31 |
| Working Towards | 9/36 | 7/34 | 3/27 | 3/28 | 4/31 | 4/31 |
| Percentage within or above | 75% | 79% | 90% | 90% | 87% | 87% |

**Students who are current - Progress Overview - Maths (all students)**

| | Mid 2022 | End 2022 | Mid 2023 | End 2023 | Mid 2024 | End 2024 |
|---|---|---|---|---|---|---|
| At or Above | 29/36 | 29/34 | 26/27 | 28/28 | 31/31 | 31/31 |
| Working Towards | 7/36 | 5/34 | 1/27 | 0/28 | 0/31 | 0/31 |
| Percentage within or above | 81% | 85% | 97% | 100% | 100% | 100% |

**Priority Learners**

Students who have been 'working towards' or 'working towards with support' this year have received the following supports;

- Teacher Aide time
- Individualised reading with Teacher/Teacher Aide
- Structured Literacy support with Teacher/Principal/Teacher Aide
- Individualised time with Learning Support Co-ordinator or Principal
- RTLB support - testing, next learning steps & resources
- RTLit support - testing, teacher professional development & resources
- Individualised collaborative action plan meetings with identified individual goals and supports.

# How we have given effect to Te Tiriti o Waitangi

During 2024, these are examples of the actions we have undertaken to give effect to Te Tiriti o Waitangi;

- Kapa Haka instruction with an outside tutor.
- Participation in the North Canterbury Kapa Haka Festival
- School wide Production on our Cultural Narrative (bringing this to life).
- Ko wai au initiative through Mana Ake - run at school.
- karakia, waiata and tikanga
    - Learnt new waiata
    - participated in a Mihi Whakatau to welcome new kaiako and whānau
    - Performed karakia, waiata at the Waikari Hospital, mihi whakatau and prizegiving
- Board training in giving effect to Te Tiriti o Waitangi with NZSBA
- Staff attended 'Getting to Know Us' Workshop 1 through Tuahiwi Education.
- Principal participated in Te Ahu o te reo Māori Course
- Strategic appointment of kaiako with te reo māori strengths.

- Principal work alongside kahui ako with Tuahiwi Education
- Whānau consultation on vision & values review.

# Report on other special and contestable funding

- Throughout 2024 school received $6000 for Principal Wellbeing and Professional Learning.
- The principal had $5355 left from the 2023 allocation of Principal Wellbeing Money so used that funding for the 2024 school year.
- It was spent on:

| Date | Event | Cost |
|---|---|---|
| 29-2-2024 | • Flights to Wellington<br>• Accommodation<br>for Rural Teaching Principals Conference | $205<br>$720 |
| 14-3-2024 | Boma Leadership - Dear to Lead Course<br>• Mileage and Parking Dear to Lead Course | $1151.09<br>$403.00 |
| 20-3-2024 | NCPG CityBreak Conference | $450 |
| 29-5-2024 | Rural Teaching Principals Conference | $950 |
| 27.8.24 | Collaborative Problem Solutions Dr Ross Greene | $529.00 |
| 29.10.24 | NCPG Big Day Out | $50 |
| 29/10/24 | NCPG CityBreak 2025 | $475.00 |
| | | **Total $4933.09** |

It has been minuted in a Board Meeting that the remaining $6419 will be rolled over for 2025.

# Kiwisport funding

We received a grant of $482. This funding has been used to increase students' engagement in physical activity.

We used it for:

- Attending and participating in inter school sporting events such as, kiwisport, athletics, swimming sports
- Host swimming sports at a local pool
- Organsing and hosting the Hurunui Cross Country
- Attending local events and activities such as the Hamner Hot Pools, Christchurch Ice Skating Rink
- Purchasing additional sports equipment for the school.
- Approximate children that participated was 31 students
- Purchase new sports equipment for the students.
- Purchase new swimming equipment

# Statement of compliance with employment policy

At Waikari School, we ensure that we follow the EEO principles when employing staff. This year the School Board appointed a Senior Room Scale A Permanent Part-Time Teacher. Throughout this process the Board followed the EEO Policy and  worked closely with NZSTA and Sue Jackson to ensure that they met all the EEO requirements.

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

| Reporting on Equal Employment Opportunities (EEO) Programme/Policy | YES/NO |
|---|---|
| **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 |