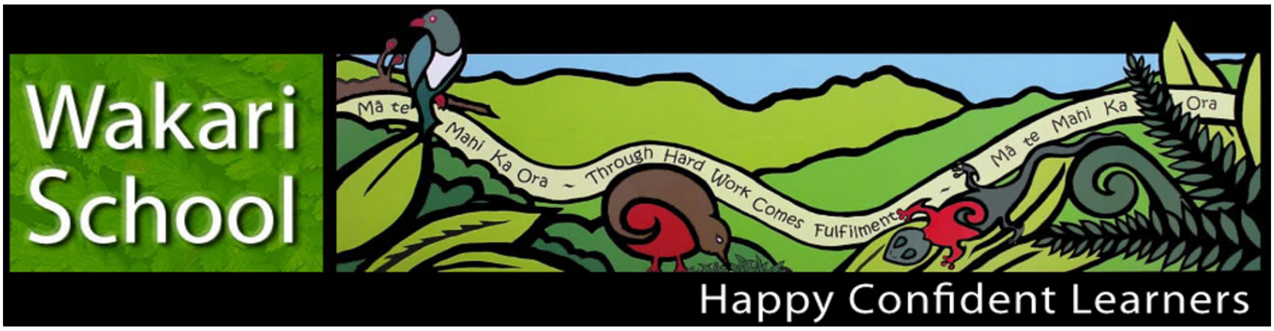

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	3859
Principal:	Stacey Gribben
School Address:	150 Helensburgh Road, Wakari, Dunedin, 9010
School Phone:	03-476 3140
School Email:	office@wakari.school.nz

Accountant / Service Provider: Solutions Services
Collaborative School Administration

WAKARI SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Wakari School

Statement of Responsibility

For the year ended 31 December 2025

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the School.

The School's 2025 financial statements are authorised for issue by the Board.

Jason Richard Sargeant	Stacey Gribben
Full Name of Presiding Member	Full Name of Principal
Signature of Presiding Member	Signature of Principal
18/5/2026	18/5/2026
Date:	Date:

Wakari School
Members of the Board
For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Jason Sargeant	Presiding Member	Elected	Dec 2026
Stacey Gribben	Principal	ex Officio	
Monique Smith	Parent Representative	Elected	Sep 2029
Michelle Cone	Parent Representative	Co-opted	Dec 2026
Anna Ollerenshaw	Staff Representative	Elected	Sep 2029
Chris Snow	Parent Representative	Co-opted	Sep 2029
Ross MacKinnon	Parent Representative	Co-opted	Feb 2028
Anna Devereux	Parent Representative	Co-opted	Sep 2029
Andy Holborow	Parent Representative	Elected	Sep 2025
David Diehl	Parent Representative	Elected	Sep 2025

In Attendance	
Delwynne Robertson	BOT Secretary

Wakari School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue				
Government Grants	2	3,189,570	2,835,579	3,041,931
Locally Raised Funds	3	164,792	53,200	177,783
Interest		27,565	22,000	44,533
Total Revenue		3,381,927	2,910,779	3,264,247
Expense				
Locally Raised Funds	3	45,961	13,200	37,513
Learning Resources	4	2,268,136	2,044,558	2,148,145
Administration	5	215,438	194,165	208,375
Interest		1,685	50	1,743
Property	6	736,842	632,830	660,227
Loss on Disposal of Property, Plant and Equipment		3,397	-	3,533
Total Expense		3,271,459	2,884,803	3,059,536
Net Surplus for the year		110,468	25,976	204,711
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		110,468	25,976	204,711

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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Wakari School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Equity at 1 January		1,298,715	1,298,715	1,076,096
Total comprehensive revenue and expense for the year		110,468	25,976	204,711
Contribution - Furniture and Equipment Grant		-	-	17,908
Equity at 31 December		1,409,183	1,324,691	1,298,715
Accumulated comprehensive revenue and expense		1,409,183	1,324,691	1,298,715
Equity at 31 December		1,409,183	1,324,691	1,298,715

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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Wakari School
Statement of Financial Position
As at 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Assets				
Cash and Cash Equivalents	7	779,875	709,052	630,076
Accounts Receivable	8	203,522	192,917	192,917
GST Receivable		9,718	11,158	11,158
Prepayments		29,055	23,944	23,944
Inventories	9	1,333	828	828
Investments	10	375,613	481,694	481,694
		1,399,116	1,419,593	1,340,617
Current Liabilities				
Accounts Payable	12	226,075	213,833	213,833
Revenue Received in Advance	13	5,345	8,967	8,967
Provision for Cyclical Maintenance	14	53,402	60,190	64,668
Finance Lease Liability	15	6,395	10,919	10,919
Funds held in Trust	16	17,207	24,164	24,164
Funds held for Capital Works Projects	17	-	9,936	9,936
		308,424	328,009	332,487
Working Capital Surplus		1,090,692	1,091,584	1,008,130
Non-current Assets				
Property, Plant and Equipment	11	444,005	342,340	395,340
		444,005	342,340	395,340
Non-current Liabilities				
Provision for Cyclical Maintenance	14	118,395	104,448	99,970
Finance Lease Liability	15	7,119	4,785	4,785
		125,514	109,233	104,755
Net Assets		1,409,183	1,324,691	1,298,715
Equity		1,409,183	1,324,691	1,298,715

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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Wakari School
Statement of Cash Flows
For the year ended 31 December 2025

	Note	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash flows from Operating Activities				
Government Grants		780,991	745,485	774,283
Locally Raised Funds		159,128	53,200	172,355
Goods and Services Tax (net)		1,440	-	6,093
Payments to Employees		(358,314)	(379,204)	(344,818)
Payments to Suppliers		(413,912)	(346,455)	(435,463)
Interest Paid		(1,685)	(50)	(1,743)
Interest Received		27,111	22,000	42,831
Net cash from Operating Activities		194,759	94,976	213,538
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(126,257)	(16,000)	(60,069)
Purchase of Investments		-	-	(23,333)
Proceeds from Sale of Investments		106,081	-	-
Net cash (to) Investing Activities		(20,176)	(16,000)	(83,402)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	17,908
Finance Lease Payments		(7,891)	-	(7,677)
Funds Administered on Behalf of Other Parties		(16,893)	-	50,717
Net cash (to)/from Financing Activities		(24,784)	-	60,948
Net increase in cash and cash equivalents		149,799	78,976	191,084
Cash and cash equivalents at the beginning of the year	7	630,076	630,076	438,992
Cash and cash equivalents at the end of the year	7	779,875	709,052	630,076

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.

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Wakari School
Notes to the Financial Statements
For the year ended 31 December 2025

1. Statement of Accounting Policies

1.1. Reporting Entity
Wakari 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.

1.2. Basis of Preparation
Reporting Period
The financial statements have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

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

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

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

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

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

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

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

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

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

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

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

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

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

1.3. 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.

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

1.4. 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.

1.5. 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.

1.6. 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.

1.7. 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.

1.8. Inventories
Inventories are consumable items held for sale and are comprised of 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.

1.9. 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.

1.10. 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.

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

The estimated useful lives of the assets are:

Building Improvements	10-75 years
Furniture and Equipment	4-20 years
Information and Communication Technology	2-5 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

1.11. 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 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 as the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell the School engages an independent valuer to assess market value based on the best available information.

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

The reversal of an impairment loss is recognised in the 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.

1.12. 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.

1.13. 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, 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.

1.14. 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.

1.15. 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.

1.16. 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.

1.17. 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 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 variety of periods in accordance with the conditional assessment of each area of the school. 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.

1.18. 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.

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

1.19. 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.

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

1.21. 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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Government Grants - Ministry of Education	785,319	744,485	776,531
Teachers' Salaries Grants	1,890,385	1,651,806	1,793,298
Use of Land and Buildings Grants	509,930	438,288	466,966
Other Government Grants	3,936	1,000	5,136
	3,189,570	2,835,579	3,041,931

3. Locally Raised Funds

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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue			
Donations and Bequests	71,433	16,000	85,648
Fees for Extra Curricular Activities	16,652	-	20,459
Trading	16,583	10,200	13,904
Fundraising and Community Grants	46,822	11,000	34,332
Other Revenue	13,302	16,000	23,440
	164,792	53,200	177,783
Expense			
Extra Curricular Activities Costs	24,400	5,600	19,060
Trading	11,287	7,600	11,669
Fundraising and Community Grant Costs	10,274	-	6,784
	45,961	13,200	37,513
Surplus for the year Locally Raised Funds	118,831	40,000	140,270

4. Learning Resources

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Curricular	90,163	62,540	78,217
Information and Communication Technology	2,957	16,512	5,053
Employee Benefits - Salaries	2,090,136	1,879,006	1,981,826
Staff Development	1,649	16,900	18,329
Depreciation	79,454	69,000	64,337
Other Learning Resources	757	600	383
Overseas Professional Development Trips	3,020	-	-
	2,268,136	2,044,558	2,148,145

The Principal travelled to Brisbane in May 2025 as part of the Hills Cluster to investigate the setting up of a NZ hub for School Aid. The trip was approved by the Board and the expense of $3,020 funded from MOE professional development funding for principals.

5. Administration

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Audit Fees	11,170	4,690	10,740
Board Fees and Expenses	7,114	5,130	5,809
Other Administration Expenses	53,788	51,854	50,040
Employee Benefits - Salaries	132,390	119,804	128,287
Insurance	7,584	9,487	10,566
Service Providers, Contractors and Consultancy	3,392	3,200	2,933
	215,438	194,165	208,375

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6. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Consultancy and Contract Services	53,219	60,120	52,872
Cyclical Maintenance	32,917	-	(1,360)
Heat, Light and Water	33,939	14,400	31,912
Rates	13,580	13,020	11,666
Repairs and Maintenance	28,648	43,100	22,549
Use of Land and Buildings	509,930	438,288	466,966
Employee Benefits - Salaries	31,126	32,200	31,683
Other Property Expenses	33,483	31,702	43,939
	736,842	632,830	660,227

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. Cash and Cash Equivalents

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Bank Accounts	594,656	652,676	573,700
Short-term Bank Deposits	185,219	56,376	56,376
Cash and cash equivalents for Statement of Cash Flows	779,875	709,052	630,076

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

Of the $779,875 Cash and Cash Equivalents, $22,552 is subject to restrictions for the following reasons:

- $5,345 of Other Revenue in Advance is held by the School. This is included in Revenue in Advance note 13.

- $17,207 of Funds Held in Trust is held by the School, as disclosed in note 16.

8. Accounts Receivable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Receivables	8,251	3,036	3,036
Receivables from the Ministry of Education	7,595	7,724	7,724
Interest Receivable	5,046	4,592	4,592
Teacher Salaries Grant Receivable	182,630	177,565	177,565
	203,522	192,917	192,917
Receivables from Exchange Transactions	13,297	7,628	7,628
Receivables from Non-Exchange Transactions	190,225	185,289	185,289
	203,522	192,917	192,917

9. Inventories

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Stationery	1,333	828	828
	1,333	828	828

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10. Investments

The School's investment activities are classified as follows:

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Asset			
Short-term Bank Deposits	375,613	481,694	481,694
Total Investments	375,613	481,694	481,694

11. Property, Plant and Equipment

2025	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	224,637	52,614	-	-	(18,388)	**258,863**
Furniture and Equipment	76,747	4,130	-	-	(19,555)	**61,322**
Information and Communication Technology	65,263	4,876	(843)	-	(20,727)	**48,569**
Motor Vehicles	-	56,645	-	-	(6,609)	**50,036**
Leased Assets	16,377	10,676	-	-	(12,632)	**14,421**
Library Resources	12,316	2,575	(2,554)	-	(1,543)	**10,794**
	395,340	131,516	(3,397)	-	(79,454)	**444,005**

The net carrying value of furniture and equipment held under a finance lease is $14,421 (2024: $16,377)

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

	2025 Cost or Valuation $	2025 Accumulated Depreciation $	2025 Net Book Value $	2024 Cost or Valuation $	2024 Accumulated Depreciation $	2024 Net Book Value $
Building Improvements	480,637	(221,774)	**258,863**	428,023	(203,386)	**224,637**
Furniture and Equipment	335,771	(274,449)	**61,322**	340,072	(263,325)	**76,747**
Information and Communication Technology	133,510	(84,941)	**48,569**	134,846	(69,583)	**65,263**
Motor Vehicles	56,645	(6,609)	**50,036**	-	-	**-**
Leased Assets	39,022	(24,601)	**14,421**	32,770	(16,393)	**16,377**
Library Resources	46,656	(35,862)	**10,794**	55,612	(43,296)	**12,316**
Balance at 31 December	1,092,241	(648,236)	**444,005**	991,323	(595,983)	**395,340**

12. Accounts Payable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Creditors	10,853	9,059	9,059
Accruals	11,170	10,740	10,740
Employee Entitlements - Salaries	193,067	189,469	189,469
Employee Entitlements - Leave Accrual	10,985	4,565	4,565
	226,075	213,833	213,833
Payables for Exchange Transactions	226,075	213,833	213,833
	226,075	213,833	213,833

The carrying value of payables approximates their fair value.

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13. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Grants in Advance - Ministry of Education	-	3,173	3,173
Other Revenue in Advance	5,345	5,794	5,794
	5,345	8,967	8,967

14. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Provision at the Start of the Year	164,638	164,638	216,255
Increase/(decrease) to the Provision During the Year	32,917	-	(1,360)
Use of the Provision During the Year	(25,758)	-	(50,257)
Provision at the End of the Year	171,797	164,638	164,638
Cyclical Maintenance - Current	53,402	60,190	64,668
Cyclical Maintenance - Non current	118,395	104,448	99,970
	171,797	164,638	164,638

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

15. Finance Lease Liability

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
No Later than One Year	7,323	11,876	11,876
Later than One Year	7,809	5,076	5,076
Future Finance Charges	(1,618)	(1,248)	(1,248)
	13,514	15,704	15,704
Represented by:			
Finance lease liability - Current	6,395	10,919	10,919
Finance lease liability - Non current	7,119	4,785	4,785
	13,514	15,704	15,704

16. Funds Held in Trust

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Funds Held in Trust on Behalf of Third Parties - Current	17,207	24,164	24,164
	17,207	24,164	24,164

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

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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 7, and includes retentions on the projects, if applicable.

2025	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions/ Transfers $	Closing Balances $
Room 12-13 & Toilet, Caretaker Shed #244364	9,936	6,557	(16,493)	-	-
Pool Upgrade #254327	-	5,255	(5,255)	-	-
Totals	9,936	11,812	(21,748)	-	-

2024	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions/ Transfers $	Closing Balances $
Accessibility and Admin Upgrade Project 224299	(14,793)	60,024	(45,231)	-	-
Room 12-13 & Toilet, Caretaker Shed #244364	(1,615)	181,902	(170,351)	-	9,936
Totals	(16,408)	241,926	(215,582)	-	9,936

Represented by:
Funds Held on Behalf of the Ministry of Education 9,936

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	3,955	3,955
Leadership Team		
Remuneration	405,782	377,913
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	409,737	381,868

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

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

	2025 Actual $000	2024 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	150-160
Benefits and Other Emoluments	4-5	4-5
Termination Benefits	0 - 0	0 - 0

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

Remuneration $000	2025 FTE Number	2024 FTE Number
100 -110	2.00	5.00
110 -120	2.00	1.00
120 - 130	2.00	1.00
	6.00	7.00

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

20. Compensation and Other Benefits Upon Leaving

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

	2025 Actual	2024 Actual
Total	$ -	$ -
Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: nil).

Holidays Act Compliance – Schools Payroll
The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

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

22. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had no capital commitments (2024:$30,147).

(b) Operating Commitments

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

(Operating commitments at 31 December 2024: nil)

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23. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash and Cash Equivalents	779,875	709,052	630,076
Receivables	203,522	192,917	192,917
Investments - Term Deposits	375,613	481,694	481,694
Total financial assets measured at amortised cost	1,359,010	1,383,663	1,304,687

Financial liabilities measured at amortised cost

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Payables	226,075	213,833	213,833
Finance Leases	13,514	15,704	15,704
Total financial liabilities measured at amortised cost	239,589	229,537	229,537

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.

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INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WAKARI SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Wakari School (the School). The Auditor-General has appointed me, Heidi Rautjoki, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on pages 3 to 18, that comprise the statement of financial position as at 31 December 2025, 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.

Opinion

In our opinion the financial statements:

- present fairly, in all material respects:
  - the School's financial position as at 31 December 2025; 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 18 May 2026. This is the date at which our opinion is expressed.

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 audit 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 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 the Board intends to close or merge the School, or has 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 communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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

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

Independence

We are independent of the School in accordance with the 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)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than in our capacity as auditor, we have no relationship with, or interests in, the School.

Heidi Rautjoki
for Deloitte Limited
On behalf of the Auditor-General
Dunedin, New Zealand

Statement of Compliance With Employment Policy

<table>
<tr><th colspan="2">Reporting on the principles of being a Good Employer</th></tr>
<tr><td>How have you met your obligations to provide good and safe working conditions?</td><td>By following our Equal Employment Opportunities Policy.</td></tr>
<tr><td>What is in your equal employment opportunities programme?

How have you been fulfilling this programme?</td><td>Our EEO programme includes:
● appointing an EEO officer
● consulting with staff to hear any concerns
● creating an employee database (with informed consent for any EEO data collected)
● encouraging staff to participate in training and career development
● programme monitoring through staff meetings and board reports
● reviewing employment and personnel policies and processes.

By following our policy</td></tr>
<tr><td>How do you practise impartial selection of suitably qualified persons for appointment?</td><td>We follow our Appointment Procedure Policy</td></tr>
<tr><td>How are you recognising,

- The aims and aspirations of Maori,

- The employment requirements of Maori, and

- Greater involvement of Maori in the Education service?</td><td>We follow school policy for the appointment’s process

We follow our Te Tiriti o Waitangi obligations

The Cultural Response Allowance. Using the matrix to identify eligibility and assigning the allowance.

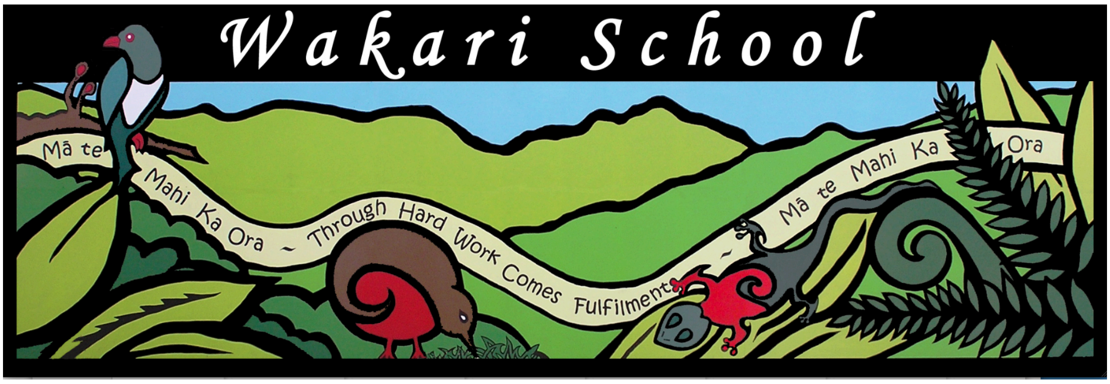
Mihi whakatau in terms 1 and 3.

Employing an extra, part time Kaiako to lead Kapa Haka and and extra part time TA to assist with Kapa Haka</td></tr>
</table>

How have you enhanced the abilities of individual employees?	*Providing opportunities to visit other classes, schools. PD. By providing wellbeing support.*
How are you recognising the employment requirements of women?	*We follow our policy.* *By providing wellbeing support* *We act on any concerns raised to our EEO officer, management team or Board of Trustees.*
How are you recognising the employment requirements of persons with disabilities?	*Through our annual EEO employee database. It is updated annually asking employees to identify aids, equipment or workplace adaptations that we could assist with.*

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	



Wakari School

1. Variance Report for KiwiSport Funding 2025

Last financial year the School received $4976 + GST in Operational funding targeted for KiwiSport.

The aim of the funding is to increase participation in sport for all New Zealand children.

This money was spent on running Physical Education and sport programmes and also for resources used in PE and Sport.

Stacey Gribben
Principal
Wakari School

Wakari School

Strengths

- High calibre staff
- Strong Board of Trustees
- Strong communication between home and school
- Happy learning environment
- Commitment to Te Tiriti
- Enviroschool member
- Rich learning opportunities
- Commitment to sound foundation skills
- Value and support all students
- Collaborative approach to teaching and learning
- Emphasis on local curriculum
- Focus on Project Based Learning

We finished 2025 with 327 ākonga.

Progress and Achievement Evaluation and Analysis

Literacy and Numeracy

- Reading - 82% succeeding or excelling
  Māori- 78% succeeding or excelling
  Pasifika- 60% succeeding or excelling
- Writing - 72% succeeding or excelling
  Māori- 63% succeeding or excelling
  Pasifika- 47% succeeding or excelling
- Maths - 77% succeeding or excelling
  Māori - 75% succeeding or excelling
  Pasifika - 80% succeeding or excelling

  We have a relatively small number of Pasifika students. The small number of students makes yearly comparisons unreliable in terms of data analysis.

We introduced the structured literacy programme - Multilit in 2022.
In 2024, 6 Junior/Middle syndicate teachers undertook training in Structured Literacy. By Term 4, 2025, all current teachers had undertaken Structured Literacy training.
We introduced Pr1me Maths in 2020. We maintain an emphasis on teaching and learning the basic maths facts.

Both Multilit and Pr1me have been successful in improving outcomes for ākonga.
In 2025, our Deputy Principal worked with target groups and individuals in Reading, Writing and Maths. After analysing 2024 data and evaluating our programmes we made the decision to employ a part time teacher in each syndicate to provide extra, targeted assistance with Reading, Writing and Maths throughout 2025. All of these measures have assisted in improving achievement outcomes for our ākonga. All teacher attended 2 Maths Curriculum Teacher Only Days in 2025.

We monitor attendance regularly and have put several initiatives in place to improve attendance. In 2025 we had:

70% Regular Attendance (90% attendance or greater)

This is a 5% improvement from 2024 and a 10% increase from 2023. We continue to reinforce the importance of regular attendance at school and display weekly attendance graphs throughout the school.

2025 PBL Summary

Across 2025, Wakari School conducted four Project Based Learning studies that covered a wide range of topics.

During Term 1 our focus was “My Turangawaewae”. Tamariki around the school investigated themselves and everything about them that makes them tick! Our children across the school either created videos about themselves or published posters that shared their own unique place in the world.
This term also saw students from the University of Otago Masters of Sustainability programme return to complete a follow up carbon footprint assessment for the school after our sustainability project from the year before. A group of Senior Syndicate children worked together with the students to identify the heat pumps and fridge/freezers to help with this assessment. Our solar panels went live in April 2025 which was also noted in the final report.

Term 2 began with a wonderful visit from the team at Tūhura Otago Museum. The facilitators visited the school and ran a science session with each class around different chemical reactions. This was a great way to begin our kitchen chemistry project. Throughout the term all of the classes conducted a wide range of interesting experiments based around kitchen chemistry and on the material world strand. The tamariki developed informative products about kitchen chemistry for their buddy classes across the school. We also held a science dress up day to celebrate this project. The outfits were amazing, ranging from scientists to life sized atoms!

Technology and sustainability was the focus for Term 3 with our “New Life For Old Toys” project. Children were encouraged to donate an old preloved toy from home that could be repurposed into something new. Each class had a visit with Danny Still from Toitu Otago Settlers Museum to help with their thinking for this project. He shared a wide range of old toys from throughout the 20th century and helped the tamariki think of ways in how to repurpose the items in their own unique ways. The children selected a toy from the donations and repurposed these into such things as puzzle piece photo frames, ornamental jars, soft toy pencil cases as well as many more neat products.

For the final term of the year we had a PE focus around the school with the “I Am A Champion” project. The children learned a range of physical skills during this project with our junior team creating an activity cards resource for the teaching of different exercises. The middles set their own 1 minute physical goals to complete and our seniors set unique goals to set their own world records - with many successful attempts completed! The term culminated in a wonderful “Sports Carnival Day” with the children in whānau groups (6 mixed age groups from across the school) taking part in 6 different sport activities.

Statement of Variance 2025

Strategic Goal 1: To develop a flexible and fit for purpose school curriculum that makes learning meaningful				
Annual Target/Goal: To improve learning outcomes in literacy and numeracy				
Actions	What Did We Achieve?	Evidence	Reasons for any variances between target/goal	Planning for next year 2026
A Structured Literacy approach extended further through the school	Structured Literacy operating throughout the school with all teachers trained. Whole class reading established throughout the school.	Classroom planning Nicole Lowrey (course kaiako) from Clarity Education. Classroom planning		New literacy assessments used throughout the school and across the year. Dibels, The Code (spelling), Multilit (Children not yet at green), SMART tool (Reading, Writing years 3-6), Online Phonics checks (20 and 40 week) A new baseline of data will be set from midyear data.
Literacy and Numeracy curriculum teams continue with teachers from across the school	Curriculum team meetings happened after each staff meeting throughout the year. Planning templates updated for whole school to use aligned with the new curriculum. Target groups and data looked at in team meetings. Whole class reading/writing templates	-Curriculum team meetings -Updated Reading and maths tracking sheets		New curriculum teams to be created for 2026 with at least one person from a syndicate in the team. -Aligning syndicate basic facts assessments to fit with new curriculum practices/expectations. -Looking at assessment practices in maths across the school. SMART tool (Y3-6) and number

	created and coverage tracking sheets created.			snapshots assessment. School wide approaches in Reading and Writing continually tweaked. Writing PD provided by Louise Dempsey from Term 2.
Targeted extra support for Maori/PI and others who currently are working below expectations	We had a part time teacher working in each syndicate to support literacy and numeracy. Our part time teachers attended PLD in Structured Literacy and Maths	Our EOY maths data showed that 77% of tamariki were succeeding or excelling. (compared with 80% at the end of 2024) 23% of tamariki are working towards in maths (compared with 20% in 2024) This shows a 3% decrease in maths achievement. 78% of Maori students are Succeeding or Excelling in Reading at the end of 2025 and 63% in Writing. 60% (small number of students)of PI students are Succeeding or	Reasons for variance: -A revised new curriculum began to be implemented by staff in 2025. Staff had two PLD days with two more to come in 2026. -The revised new maths curriculum sets higher achievement expectations at each year level compared with the old curriculum. -The alignment with Pr1me expectations continued to be developed against the new NZC throughout the year with changes along the way. This required ongoing adjustments.	Continue to have extra teachers and LA's working in each syndicate to support math programmes during 2026. Extra support teachers and LA's working in each syndicate for Literacy in 2026

		Excelling in Reading and 46% in Writing at the end of 2025. 82% (improvement) of all students are Succeeding or Excelling in Reading at the end of 2025 and 72% in Writing (1% decline).	Reasons For Variance Writing-(drop in achievement) We had a revised new curriculum with new often higher expectations. Teachers were becoming familiar with the curriculum changes and the further move to Structured Literacy. We were using old assessment tools against the revised curriculum. In 2026 we have new tools to use. Extra teacher support throughout the school was focused on Structured Literacy rather than all aspects of the Writing curriculum. Reading- (improved achievement) There was extra teacher support provided and PD in Structured Literacy . Some children received extra support from 20 weeks of schooling (SLA). In the past this was 40weeks (Reading Recovery) Extra Reading (teachers and LA's) for Maori/PI not	

			achieving in Reading/Writing.. RTLB involved for with some students	

Strategic Goal 2: To enhance the profile of te reo Māori and focus on achievement for Māori ākonga				
Annual Target/Goal: 1. Give effect to Te Tiriti o Waitangi by; working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, and te ao Māori, achieving equitable outcomes for Māori students. 2. Develop pathways for Kaiako to enhance their understanding of te Reo Māori.				
Actions	What Did We Achieve?	Evidence	Reasons for any variances between target/goal	Planning for next year 2026
Staff PD in Te Reo Māori	Te Reo Māori lessons throughout Term 1. Most staff members participated in this PD opportunity.	Regular attendance of the majority of our teaching staff. Increased usage of Te Reo Māori in our school for greetings/praise/simple commands.		The PD will move to become part of our regular whole staff meetings with Heather Bonney facilitating the learning. The PD will be part of our staff meetings over the whole year rather than just Term 1.

Weekly Te Reo Māori Slides	A resource that we can continue to add to moving forwards. Weekly slides that cover all 4 terms of the school year and build on complexity of the language.	A bank of google slides in our shared drive. Ākonga interacting with these slides each morning, and using the key language, waiata and karakia. Tikanga (cultural information in terms of events (Waitaingi Day, Matariki) added in to this slides also.		Add to these slides with more links, and cultural information/tīkanga at key times of the year - relating to Waitangi Day, Matatini, Matariki, and so on. Build on our school Haka knowledge, by having this become part of our daily slides too.
Wai Ako resource used as our Te Reo Māori programme	Staff familiarity with this resource, and this resource becoming a teaching support in classrooms.	Staff all having access to this resource. The use of this resource in classrooms to support learning.		Continue to register with Wai Ako and use this resource to support classroom teaching in Te Reo Māori. Continue to use the Wai Ako suggested progressions of learning across the school years.
Mihi Whakatau to welcome new learners and staff to Wakari School	A bi-annual event for the whole school to participate in to welcome our new whānau and to build school wide knowledge and understanding of Te Ao Māori.	A detailed outline of events on our shared drive, so all teachers can access and see the outline of the mihi whakatau process. Invitations to our new whānau, inviting them		Mihi whakatau planned for 2026. Invitations being organised for our new whānau and teaching staff to attend.

		along to the mihi whakatau. Shared photos and celebrations of the mihi whakatau in our newsletters.		

Strategic Goal 3: To improve attendance and ensure ākonga are engaged in their learning				
Annual Target/Goal: Follow up on absences and provide support to ensure ākonga attend school regularly				
Actions	What Did We Achieve?	Evidence	Reasons for any variances between target/goal	Planning for next year 2026
Provide breakfast for target group	We provided breakfast daily Term 1, 2024. From Term 2 on we provided breakfast as needed.	Term 1, 2024 Regular Attendance-72% Term 1, 2025 Regular Attendance-80% Term 2, 2024 Regular Attendance-53%	Unfortunately we had a resurgence of COVID and also influenza in Term 3, 2025. We had a large number of tamariki and staff that suffered very badly from Influenza A and B	• Continue to provide breakfast to those who require it. • Implement our Attendance Management Plan • Clear communication to parents regarding
Follow up unjustified absenteeism with an intervention after 5 days	Absenteeisms were followed up after 5 days per term.			

per term		Term 2, 2025 Regular Attendance-67% Term 3, 2024 Regular Attendance-56% Term 3, 2025 Regular Attendance-47% Term 4, 2024 Regular Attendance-77% Term 4, 2025 Regular Attendance-76% 2023 Regular Attendance- 59.45% 2024 Regular Attendance-64.66% 2025 Regular Attendance-70%	requiring significant time off school in order to recover. The attendance initiatives that we have introduced have created a significant improvement in regular attendance at Wakari School. Overall attendance improved over 5% from 2024 and 10% from 2023.	attendance expectations. ● Follow up unjustified absenteeism with an intervention after 5 days per term ● Continue our “Wildly Important” focus on attendance initiative. ● Continue to monitor attendance closely by collating a list at the end of each term to monitor attendance of <85%, checking for unexplained absences, patterns of absences. ● Display weekly regular attendance graphs in each hub. ● Report regularly to parents on attendance of their child. ● Continue to use Otago Wellness Trust to assist with individuals that have >70% absenteeism.
Continue to monitor attendance closely by collating a list at the end of each term to monitor attendance of <85%, checking for unexplained absences, patterns of absences.	Spreadsheets were collated every term to monitor attendance of those under 85%. Follow up phone calls made from classroom teachers and or Principal.			
Provide clear communication to parents on attendance expectations	Information regarding attendance was shared in newsletters, interviews, and other school communication channels			
Use Otago Wellness Trust to assist with individuals that have >70% absenteeism	Tamariki with >70% absenteeism referred to Otago Youth Wellness			
Weekly attendance rates shared and displayed in classrooms	Principal records weekly attendance on a bar graph. These are displayed throughout the school and updated weekly			● The display of weekly data every Friday will continue

Report to parents on the attendance of their child	Teachers inform each parent of their child’s attendance at parent teacher interviews			• Attendance data will be added to our caregiver reports when we update them in 2026