

WAINUIOMATA PRIMARY SCHOOL



ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

Principal:	Allison Burdon
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Ministry Number:	3059
Account / Service Provider:	Accounting for Schools Ltd

WAINUIOMATA PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

Index

Financial Statements

Page	Statement
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 11	Statement of Accounting Policies
12 - 20	Notes to the Financial Statements
Page	Statement
21	Members of the Board
22	Kiwisport / Statement of Compliance with Employment Policy
	Independent Auditor's Report
	Statement of Variance

WAINUIOMATA PRIMARY 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.

Lisa Preston

Full Name of Presiding Member



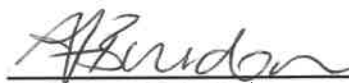
Signature of Presiding Member

Date:

28th May 2026

Allison Burdon

Full Name of Principal



Signature of Principal

Date:

28th May 2026

WAINUIOMATA PRIMARY SCHOOL
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	2,876,160	2,253,636	2,697,176
Locally Raised Funds	3	69,068	13,150	18,519
Interest Received		3,974	13,500	15,207
		2,949,202	2,280,286	2,730,902
Expenses				
Locally Raised Funds	3	67,516	6,000	16,406
Learning Resources	4	1,770,096	1,765,817	1,719,291
Administration	5	511,547	209,320	499,859
Interest Paid		526	-	830
Property	6	586,185	322,391	554,595
		2,935,870	2,303,528	2,790,981
Net Surplus/(Deficit) for the year		13,332	(23,242)	(60,079)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		13,332	(23,242)	(60,079)

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

WAINUIOMATA PRIMARY SCHOOL
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2025

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Balance at 1 January	468,075	468,073	510,090
Total comprehensive revenue and expense for the year	13,332	(23,242)	(60,079)
Capital Contributions from the Ministry of Education			
Ministry Capital Contribution for Equipment	-	-	18,064
Te Mana Tuhono Capital Contribution	36,651		
Equity at 31 December	518,058	444,831	468,075
Accumulated comprehensive revenue and expense	518,058	444,831	468,075
Equity at 31 December	518,058	444,831	468,075

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.

WAINUIOMATA PRIMARY 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	294,761	119,466	223,310
Accounts Receivable	8	156,415	72,810	119,276
GST Receivable		19,322	20,150	24,788
Funds Receivable for Capital Works Projects	17	-	-	3,446
Inventories	9	682	3,500	682
Investments	10	-	150,000	-
Prepayments		23,453	15,000	30,327
		<u>494,633</u>	<u>380,926</u>	<u>401,829</u>
Current Liabilities				
Accounts Payable	12	203,264	142,500	175,996
Finance Lease Liability	15	4,325	5,500	5,433
Revenue Received in Advance	13	963	-	85
Provision for Cyclical Maintenance	14	19,867	4,000	14,000
Funds Held in Trust	16	8,287	1,000	8,287
Funds Held for Capital Works Projects	17	42,000	-	-
		<u>278,706</u>	<u>153,000</u>	<u>203,801</u>
Working Capital Surplus/(Deficit)		<u>215,927</u>	<u>227,926</u>	<u>198,028</u>
Non-current Assets				
Property, Plant and Equipment	11	324,904	252,405	290,628
		<u>324,904</u>	<u>252,405</u>	<u>290,628</u>
Non-current Liabilities				
Finance Lease Liability	15	9,824	6,500	2,119
Provision for Cyclical Maintenance	14	12,949	29,000	18,462
		<u>22,773</u>	<u>35,500</u>	<u>20,581</u>
Net Assets		<u>518,058</u>	<u>444,831</u>	<u>468,075</u>
Equity		<u>518,058</u>	<u>444,831</u>	<u>468,075</u>

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



WAINUIOMATA PRIMARY SCHOOL

Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		776,616	694,334	771,864
Locally Raised Funds		67,396	(56,557)	9,321
International Students		2,000	-	-
Goods and Services Tax (net)		5,466	4,637	3,612
Payments to Employees		(462,998)	(464,893)	(532,967)
Payments to Suppliers		(326,621)	(31,053)	(362,782)
Interest Paid		(526)	-	(830)
Interest Received		3,974	13,500	15,621
Net cash from / (to) the Operating Activities		65,307	159,968	(96,161)
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(45,899)	(264,419)	(86,311)
Purchase of Investments		-	-	-
Proceeds from Sale of Investments		-	-	300,000
Net cash from / (to) the Investing Activities		(45,899)	(264,419)	213,689
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	18,064
Finance Lease Payments		6,597	4,448	(2,282)
Painting contract payments		-	-	-
Loans Received/ Repayment of Loans		-	-	-
Funds Administered on Behalf of Third Parties		45,446	(3,841)	(3,446)
Net cash from Financing Activities		52,043	607	12,336
Net increase/(decrease) in cash and cash equivalents		71,451	(103,844)	129,864
Cash and cash equivalents at the beginning of the year	7	223,310	223,310	93,446
Cash and cash equivalents at the end of the year	7	294,761	119,466	223,310

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.

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports 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 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 publicly 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.

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 14.

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

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 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.

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.



WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and comprise 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.

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.



WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment except for library resources and resource books are depreciated over their estimated useful lives on a straight line basis. Library resources and resource books 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 to Crown Owned Assets	20 years
Furniture and equipment	10–14 years
Information and communication technology	5-10 years
Resource Books	8 years Diminishing Value
Leased assets held under a Finance Lease	5 years
Library resources	12.5% Diminishing Value

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.



WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

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.

Long-term employee entitlements

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

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

m) Revenue Received in Advance

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

n) 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 Revenue and Expense.

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

o) 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.

p) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair. Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The 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.



WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

q) 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, 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.

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.

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	774,533	680,081	760,783
Ka Ora, Ka Ako - Healthy School Lunches Programme	282,247	-	272,756
Teachers' salaries grants	1,411,871	1,400,000	1,268,182
Use of Land and Buildings grants	405,181	162,555	384,374
Other government grants	2,328	11,000	11,081
	2,876,160	2,253,636	2,697,176

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Fees for Extra Curricular Activities	9,823	-	738
Donations & Bequests	4,165	150	2,115
Fundraising & Community Grants	40,066	5,000	7,524
Other revenue	2,999	-	17
Trading	10,015	8,000	8,125
International Student Fees	2,000		
	69,068	13,150	18,519
Expenses			
Extra Curricular Activities Costs	34,563	-	709
Trading	9,439	6,000	11,417
Fundraising & Community Grant Costs	23,298	-	4,280
International Student - Other Expenses	216		
	67,516	6,000	16,406
<i>Surplus for the year Locally raised funds</i>	1,552	7,150	2,113

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	29,174	33,259	47,054
Employee benefits - salaries	1,689,157	1,652,458	1,613,918
Information and communication technology	308	2,000	2,383
Staff development	3,184	9,100	9,783
Depreciation	48,273	69,000	46,153
	1,770,096	1,765,817	1,719,291



WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

5. Administration

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	9,162	8,000	10,954
Board Fees and Expenses	8,338	10,500	7,212
Other Administrative Expenses	32,551	33,598	36,586
Employee Benefits - Salaries	149,237	136,326	149,816
Insurance	24,115	15,000	18,654
Other	2,872	2,396	1,381
Ka Ora, Ka Ako - Healthy School Lunches Programme	282,247	-	272,756
Service Providers	3,025	3,500	2,500
	<u>511,547</u>	<u>209,320</u>	<u>499,859</u>

6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	42,903	45,000	44,286
Cyclical Maintenance Expense	11,326	10,000	7,436
Employee Benefits - Salaries	38,701	39,324	49,050
Grounds	-	-	-
Heat, Light and Water	20,901	25,000	20,453
Other Property Expenses	18,548	14,504	13,556
Rates	24,168	18,000	23,579
Repairs and Maintenance	24,457	8,008	11,861
Use of Land and Buildings	405,181	162,555	384,374
	<u>586,185</u>	<u>322,391</u>	<u>554,595</u>

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

7. Cash and Cash Equivalents

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	294,761	119,466	223,310
Cash equivalents and bank overdraft for Cash Flow Statement	<u>294,761</u>	<u>119,466</u>	<u>223,310</u>

Of the \$294,761 Cash and Cash Equivalents, \$42,000 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2026 on Crown owned school buildings under the School's Five Year Property Plan.



WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	3,738	72,810	3,188
Receivables from the Ministry of Education	3,498	-	3,253
Interest Receivable	-	-	-
Teacher Salaries Grant Receivable	149,179	-	112,835
	<u>156,415</u>	<u>72,810</u>	<u>119,276</u>
Receivables from Exchange Transactions	3,738	72,810	3,188
Receivables from Non-Exchange Transactions	152,677	-	116,088
	<u>156,415</u>	<u>72,810</u>	<u>119,276</u>

9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	682	3,500	682

10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget \$	2024 Actual \$
Current Asset	-	150,000	-
Short-term Bank Deposits	-	-	-

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	26,243	6,281	-	-	(3,086)	29,438
Furniture and Equipment	161,778	23,676	-	-	(14,873)	170,581
Information Technology	46,888	40,561	-	-	(16,878)	70,571
Leased Assets	28,431	12,031	-	-	(8,741)	31,721
Library Resources	6,803	-	-	-	(850)	5,953
Playground	9,136	-	-	-	(1,263)	7,873
Resource Books	11,349	-	-	-	(2,582)	8,767
Balance at 31 December 2025	290,628	82,549	-	-	(48,273)	324,904

The net carrying value of equipment held under a finance lease is \$31,721 (2024: \$28,431).

Restrictions

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

	2025 Cost or Valuation \$	2025 Accum Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accum Depreciation \$	2024 Net Book Value \$
Building Improvements	111,981	(82,543)	29,438	105,701	(79,458)	26,243
Furniture and Equipment	335,855	(165,274)	170,581	312,179	(150,401)	161,778
Information Technology	228,190	(157,619)	70,571	187,629	(140,741)	46,888
Leased Assets	128,116	(96,395)	31,721	116,085	(87,654)	28,431
Library Resources	66,088	(60,135)	5,953	66,088	(59,285)	6,803
Playground	56,260	(48,387)	7,873	56,260	(47,124)	9,136
Resource Books	42,206	(33,439)	8,767	42,206	(30,857)	11,349
Balance at 31 December 2024	968,696	(643,792)	324,904	886,148	(595,520)	290,628

12. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	10,517	142,500	15,422
Accruals	6,390	-	10,954
Employee Entitlements - salaries	169,832	-	129,959
Employee Entitlements - leave accrual	16,525	-	19,661
	203,264	142,500	175,996
Payables for Exchange Transactions	186,739	142,500	156,335
Payables for Non-exchange Transactions - Other	16,525	-	19,661
	203,264	142,500	175,996

The carrying value of payables approximates their fair value.

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

13. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other Revenue Received in Advance	963	-	85
	<u>963</u>	<u>-</u>	<u>85</u>

14. Provision for Cyclical Maintenance

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	32,462	32,462	25,026
Increase to the Provision During the Year	11,326	10,000	7,436
Adjustment to the Provision	(10,972)	(9,462)	-
Provision at the End of the Year	<u>32,816</u>	<u>33,000</u>	<u>32,462</u>
Cyclical Maintenance - Current	19,867	4,000	14,000
Cyclical Maintenance - Non Current	12,949	29,000	18,462
	<u>32,816</u>	<u>33,000</u>	<u>32,462</u>

The schools cyclical maintenance schedule details annual painting 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 schools cyclical maintenance plan prepared by a Ministry engaged consultant.

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	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	4,851	5,500	5,895
Later than One Year and no Later than Five Years	12,215	6,500	2,255
Future Finance Charges	(2,917)	-	(598)
	<u>14,149</u>	<u>12,000</u>	<u>7,552</u>
Represented By			
Finance Lease Liability - Current	4,325	5,500	5,433
Finance Lease Liability - Non Current	9,824	6,500	2,119
	<u>14,149</u>	<u>12,000</u>	<u>7,552</u>

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

16. Funds held in Trust

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	8,287	1,000	8,287

These funds are held on behalf of EHSAS.

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.

2025		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Replace Sewer Drain Pipework	<i>Completed</i>	(3,446)	3,446	-	-	-
Roof Junior Block	<i>In Progress</i>	-	42,000	-	-	42,000
Totals		(3,446)	45,446	-	-	42,000

Represented by:

Funds Held on Behalf of the Ministry of Education	42,000
Funds Due from the Ministry of Education	-
	42,000

2024		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Replace Sewer Drain Pipework	<i>In Progress</i>	-	13,000	(16,446)	-	(3,446)
MOE Water Damage	<i>In Progress</i>	-	1,563	(1,563)	-	-
MOE Security System	<i>In Progress</i>	-	975	(975)	-	-
Totals		-	15,538	(18,984)	-	(3,446)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	(3,446)
	(3,446)



WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	3,021	3,670
<i>Leadership Team</i>		
Remuneration	620,847	606,638
Full-time equivalent members	5	5
Total key management personnel remuneration	623,868	610,308
Total full-time equivalent personnel	5	5

There are 8 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

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

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	5	1
110 - 120	2	3
120 - 130	1	-
	8	4

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

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

20. 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:

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

21. Contingencies

There are no contingent liabilities 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 capital commitments of \$68,000 (2024: nil) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Roof Junior Block	68,000	0	68,000
Total	68,000	0	68,000

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

(b) Operating Commitments

As at 31 December 2025 the Board has not entered into any contracts.
(Operating commitments at 31 December 2024: \$nil)

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

23. Financial Instruments

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

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	294,761	119,466	223,310
Receivables	156,415	72,810	119,276
Investments - Term Deposits	-	150,000	-
Total Financial Assets Measured at Amortised Cost	451,176	342,276	342,586
Financial liabilities measured at amortised cost			
Payables	203,264	142,500	175,996
Finance Leases	14,149	12,000	7,552
Total Financial Liabilities Measured at Amortised Cost	217,413	154,500	183,548

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.

WAINUIOMATA PRIMARY SCHOOL

Members of the Board

For the year ended 31 December 2025

Name	Position	How position on Board gained	Term Expires
Lisa Preston	Presiding Member	Re-elected September 2022	September 2028
Allison Burdon	Principal	Appointed January 2015	
Mariene Bell	Staff Rep		September 2025
Michelle Snyman	Parent Rep	Elected September 2025	September 2028
Mark Haakma	Parent Rep	Co-opted Oct 2025	September 2028
Nicole Heron	Parent Rep	Elected September 2025	September 2028
Melanie Jiang	Parent Rep	Elected September 2025	September 2028
Georgia Morgan	Parent Rep	Elected September 2025	September 2028
Nicky Smith	Parent Rep	Elected September 2025	September 2028
Janet Low	Secretary		
Eileen Salmon	Expired - Parent Rep	Elected September 2022	September 2025
Jess Larsen	Expired - Parent Rep	Elected September 2022	September 2025

WAINUIOMATA PRIMARY SCHOOL

Kiwisport / Statement of Compliance with Employment Policy For the year ended 31 December 2025

Kiwisport is a Government funding initiative to support students' participation in organised sport.

In 2025 the school received \$3,654 of Kiwisport funding (2024: \$3,610).

This funding was used to support and provide sporting programmes and equipment for all students of Wainuiomata Primary School.

The programmes included tennis, touch rugby, swimming and gymnastics.

Statement of compliance with employment policy

For the year ended 31 December 2025 the Wainuiomata Primary School Board:

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

Independent auditor's report

To the readers of the financial statements of Wainuiomata Primary School for the year ended 31 December 2025

The Auditor-General is the auditor of Wainuiomata Primary School (the School). The Auditor-General has appointed me, Michael Rania using the staff and resources of Moore Markhams Wellington Audit, to carry out the audit of the financial statements of the School on pages 2 to 20, 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

We have audited the financial statements of the School on pages 2 to 20, which comprise the statement of financial position as at 31 December 2025, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, 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 2025, and
 - its financial performance and its 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 (Public Sector PBE Standards RDR)

Our audit was completed on 28 May 2026. 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 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 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.

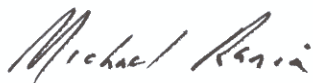
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Michael Rania | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand



Wainuiomata Primary School

How we have given effect to Te Tiriti o Waitangi?

Annual Report 2025

Giving effect to Te Tiriti o Waitangi in one of the board's primary objectives.

Below is how Wainuiomata Primary School gives effect to Te Tiriti o Waitangi under section 127(1)(d) of the Education and Training Act 2020

How is Wainuiomata Primary School working to ensure that it's plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori?

- School community were consulted for the development of our school curriculum and are regularly informed of our school korowai
- School community has access to our School Docs site and can participate in the policy reviews
- Senior management team work closely with school kaumatua and ask for input into school plans
- School kaumatua guides the school in tikanga e.g. powhiri, matariki, school blessings - building and mural
- School community and kaumatua consulted in the preparation of our school's strategic plan
- Learning programmes are culturally responsive e.g. PB4L, peer mediation, learner agency, Akoranga (learning through play/ learning through projects), Mutukaroa (home/school partnerships), successes are celebrated, leadership opportunities given to tamariki, involving whānau in learning
- Whānau hui held
- School has initiated developing a Māori Achievement Plan with other schools and the Wainuiomata Marae
- The Aotearoa NZ Histories Curriculum is an integral part of our local curriculum

How is Wainuiomata Primary School taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori?

- School te reo plan (to be revised in 2025)
- Whaikorero and karanga group meets weekly with kaumatua, deputy principal and kapa haka lead teacher
- Tamariki lead school powhiri
- Weekly junior kapa haka with kaumatua
- Weekly junior kapa Māori rotations
- Senior kapa haka group meets weekly and performs at Hutt Fest & community events
- Senior te ao Māori rotations for non kapa haka members
- Kapa Maori rotations for the junior syndicates
- Conscious effort by staff to include more te reo in class / playgrounds

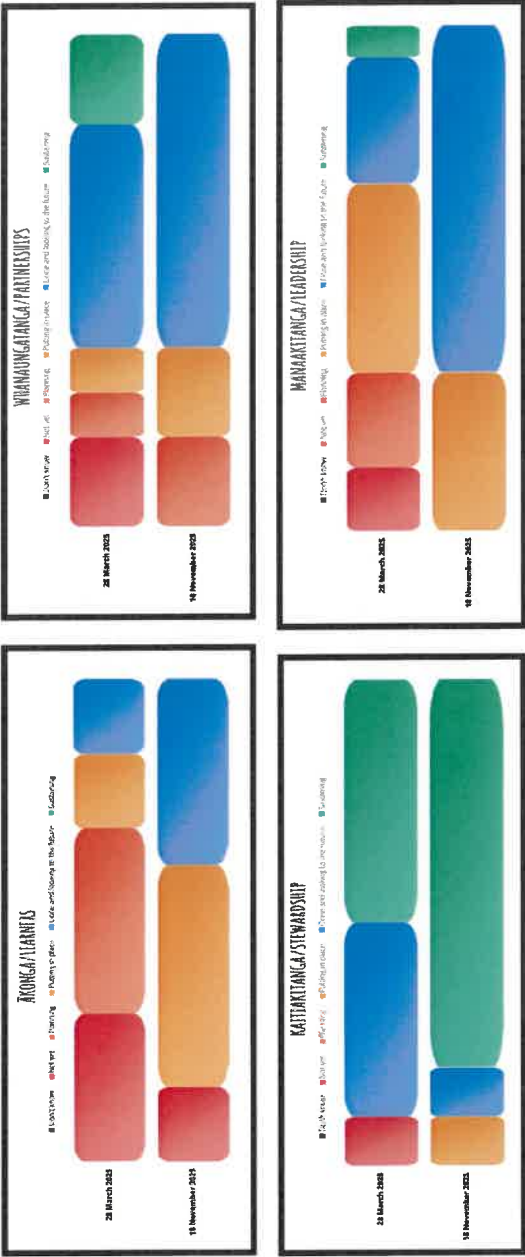

How is Wainuiomata Primary School achieving equitable outcomes for Māori students?

- The Hikairo schema used by staff to reflect on their practice to ensure they are using culturally responsive practices
- Māori achievement data is tracked and reported to the Board and community twice a year
- Learning support for Māori akonga provided as needs are identified

STATEMENT OF VARIANCE

ANNUAL PLAN: GOAL 1 - School Environment		Initiative 1: Redevelop our physical school environment in stages as per master plan
<p>Outcomes:</p> <ul style="list-style-type: none"> • Students feel safe and have a sense of belonging at our school • Students' cultures are evident around the school and our environment is used to support their learning and hauora 	<p>Measures:</p> <ul style="list-style-type: none"> • Staff observations re use of playground <ul style="list-style-type: none"> ◦ Openness of grounds have been seen whole school game of ultimate tag take place on the asphalt ◦ Bike tracks are still very popular with students although it tends to be students who bring their own bikes • Photographic evidence - comparison of baseline / endpoint photos • Usage of school grounds - comparison of baseline / endpoint mapping <ul style="list-style-type: none"> ◦ Front of school area yet to be developed • Identified playground projects completed <ul style="list-style-type: none"> ◦ Junior sandpit completed 	

Key Actions	What did we achieve? / Evidence	Planning for next year - where to next?
Apply for grants for our new astroturf	<ul style="list-style-type: none"> • Unfortunately due to time restraints and other commitments grants were not applied for • Principal and caretaker met to identify projects that he could undertake • Junior sandpit was prioritised as it was needed for the akoranga programme and this was completed by the caretaker with help from a parent • Caretaker added a mini jump to the bike track • An additional ramp was constructed for scooters and bikes • The bike track is a popular break time activity for the tamariki • The priority for 2025 was fundraising for our EOTC week to ensure all students could take part • Large tree rounds were donated to the school to develop the mud kitchen area • Enviro group organised and planted trees around the school and wider school environment 	<ul style="list-style-type: none"> • Establish a school fundraising committee early in the year <ul style="list-style-type: none"> ◦ Establish roles ◦ Develop fundraising goals ◦ Prioritise fundraising projects • Apply for grants as per the fundraising goals • Organise parent working bee/s if appropriate • School Bikes: <ul style="list-style-type: none"> ◦ Develop system to make more accessible at break times ◦ Complete the Bike Monitor training programme
Identify projects that can be managed by our school caretaker		
Price our school lead projects		
Develop priority list for school lead projects based on cost and need		
Organise parent working bee for any suitable school led projects		

<p>ANNUAL PLAN: GOAL 1 - School Environment</p>	<p>Initiative 2: Implement the Mitey programme to support students' hauora</p>
<p>Outcomes:</p> <ul style="list-style-type: none"> ● Students feel safe and have a sense of belonging at our school ● Students' cultures are evident around the school ● Our environment is used to support their learning and hauora 	<p>Measures:</p> <ul style="list-style-type: none"> ● Well being Review Tool <ul style="list-style-type: none"> ○ Wellbeing Review carried out 28 March 2025 and 18 November 2025 ○ Improvement seen in all five areas   <ul style="list-style-type: none"> ● School Behaviour Data <ul style="list-style-type: none"> ○ We have now collected baseline data for all three behaviour categories - Whakaora, Behaviour and Mediation. With this baseline data we can accurately analyse behaviour data and look for any trends ● Wellness in Schools (WIS) NZCER <ul style="list-style-type: none"> ○ We maintain or increase our school responses compared to national levels - <i>did not complete this in 2025</i> ● Peer Mediation <ul style="list-style-type: none"> ○ Peer mediation profile has been raised through our DP actively promoting this at assemblies ○ Anecdotal records show that students once reluctant to engage in the process are using it to resolve issues positively

Key Actions	What did we achieve? / Evidence	Planning for next year - where to next?
Meet with our Mitey Coach to discuss the Mitey approach and clarify any issues/answer any questions	<ul style="list-style-type: none"> 14 March 2025 - initial meeting and action plan meeting was held with senior management team , Mitey Lead and Mitey Facilitator (Keiko) to introduce Mitey, discuss ways of working and establish expectations and next steps 	<ul style="list-style-type: none"> Continue working with our Mitey facilitator on <ul style="list-style-type: none"> Target Learning in Action Sharing Practice
Complete the Wellbeing Review Tool (WRT)	<ul style="list-style-type: none"> 28 March 2025 - WRT completed by SMT and Mitey Lead 	<ul style="list-style-type: none"> Upskill new staff members on the Mitey programme
Develop an action plan using information gathered from the WRT	<ul style="list-style-type: none"> 14 April 2025 - Teacher Only Day <ul style="list-style-type: none"> Introduction to Mitey Developing a shared understanding Understanding the Mana model Unpacking learning outcomes 	<ul style="list-style-type: none"> PLD focus for next year will be integrating Mitey across the curriculum
Inform staff about the Mitey programme	<ul style="list-style-type: none"> 20 May 2025 - Learning in Action <ul style="list-style-type: none"> Teachers observing facilitator taking a Mitey lesson 	<ul style="list-style-type: none"> Focus on staff mental health wellbeing
Inform the school community about the Mitey programme	<ul style="list-style-type: none"> 21 May 2025 - Check and connect <ul style="list-style-type: none"> Check in Review the past PLD Establish next steps Wonderings, questions or concerns 28 May 2025 <ul style="list-style-type: none"> Unpacking a unit of work <ul style="list-style-type: none"> Years 1 - 4 - Tumeke Tui Years 5 - 6 - Aroha's Way 3 June 2025 <ul style="list-style-type: none"> Staff meeting for sharing practice <ul style="list-style-type: none"> Discussion about what teachers are doing for Mitey in the classroom 9 June 2025 <ul style="list-style-type: none"> Governance and Policy meeting <ul style="list-style-type: none"> Ensuring our policies reflect our commitment to the Mitey programme 18 July 2025 <ul style="list-style-type: none"> Reflect and review Meeting - how is Mitey tracking along 14 August 2025 <ul style="list-style-type: none"> Target Learning in Action 10 September <ul style="list-style-type: none"> Sharing Practice - facilitator to work with each syndicate Community Engagement 	

- 17 October

- Parent voice on mental health was collected at our school gala and made into a korowai (see below)
 - How do you stay mentally healthy?
 - How can your kids be mentally healthy?



- 29 October

- Targeted Learning in Action

- 2 December

- Sharing Practice (syndicates)
- Governance and Policy meetings

- Regular 'Check and Connect' meetings were held throughout the year with our school lead and Mitey facilitator

- Action Plan was developed as part of the Mitey programme by our facilitator and was updated after any meetings / PLD and shared with SMT and Mitey lead

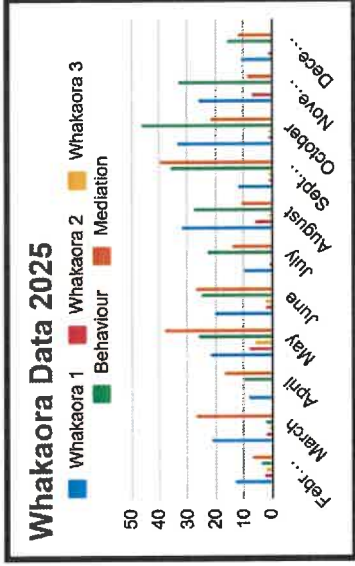
ANNUAL PLAN: GOAL 1 - School Environment

- Outcomes:
- Students feel safe and have a sense of belonging at our school
 - Students' cultures are evident around the school and our environment is used to support their learning and hauora

Initiative 3: Review, refine and enhance our PB4L school wide procedures

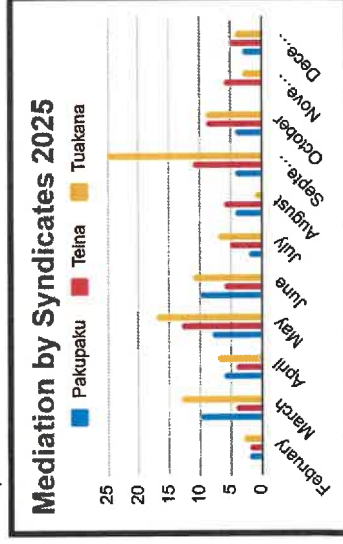
Measures:

- Wellness in Schools (WIS) NZCR
 - o We will maintain or increase our schools' responses compared with national levels - *did not complete in 2025*
- School Behaviour data
 - o Decrease in PB4L (Whakaora) referrals

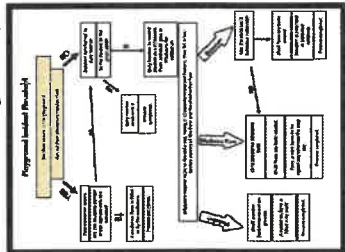
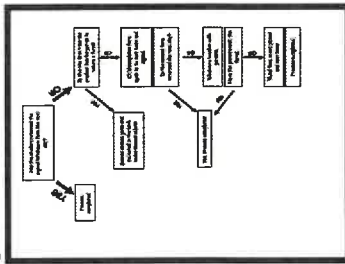


- o Senior management referrals baseline collected
 - Principal, deputy principal and assistant principal have trialled several systems of collecting referrals to them
 - Any system that has been developed has not been sustainable due to time pressures, number of referrals, not being in office (e.g. teaching, meetings etc.)
 - We are aware that collecting SM referrals would be beneficial and will continue to research ways that this can be collected

• Student Surveys



- Peer Mediator data
 - o see above (Initiative 2)

Key Actions	What did we achieve? / Evidence	Planning for next year - where to next?
Staff professional learning development (PLD) in week 0 of term 1	<ul style="list-style-type: none"> 26 January Staff PLD <ul style="list-style-type: none"> Staff presentations - Building a Positive Class Culture Unpacking 'The Why' we need our CARE values and developing a schoolwide rationale for 'The Why' 	
Regular check ins - what PB4L lessons have you done?	<div data-bbox="316 896 805 1500" style="border: 1px solid black; padding: 5px;"> <p>CARE Values - The "Why"</p> <p>Cooperation so that we can...</p> <ul style="list-style-type: none"> share our strengths and learn from others connect with others to complete tasks faster and better develop social skills to build relationships <p>Active Learner so that we can...</p> <ul style="list-style-type: none"> learn how to learn take ownership and responsibility for ourselves become critical thinkers who are not "brainwashed" by others build resilience (argue without taking it personally and keep trying even when things get hard) become lifelong learners who are always gaining new skills <p>Respect so that we can...</p> <ul style="list-style-type: none"> accept diversity and value differences look after our hauora to improve our mental, physical and emotional wellbeing have a nice and safe environment to learn, play and work in <p>Encouragement so that we can...</p> <ul style="list-style-type: none"> make people feel good - it fills their bucket help people overcome challenges and complete difficult tasks build self esteem and confidence </div>	
Update school behaviour matrix		
Plan and teach PB4L lessons from behaviour matrix and identified areas of concern and/or 'hotspots'		
Target use of appropriate language throughout the school		
Present and discuss monthly behaviour data to BOT / staff and community		
Refine and develop systems to record behaviour issues and ways of resolving them	<ul style="list-style-type: none"> How do we teach our CARE values at WPS? Exploring our CARE hui format 	
Develop a manageable system to record senior management referrals	<ul style="list-style-type: none"> Planning CARE lessons 	
Review and revise our Whakaora processes	<ul style="list-style-type: none"> 5 March Staff PLD <ul style="list-style-type: none"> Unpacking the whakaora process - developing a flowchart to shared understanding 5 May Staff PLD <ul style="list-style-type: none"> Reviewing and updating our Behaviour Matrix 	
	<div data-bbox="1050 958 1396 1505" style="display: flex; justify-content: space-around;">   </div>	

ANNUAL PLAN: GOAL 2 - Teaching & Learning

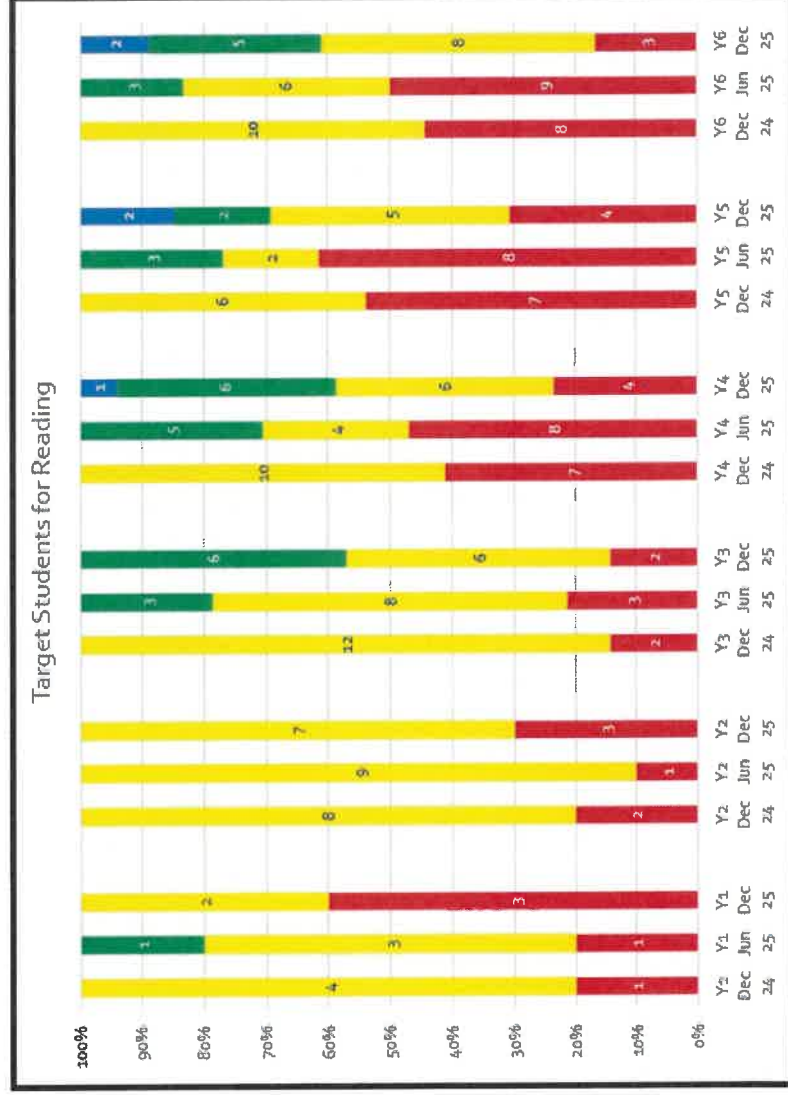
Outcomes:

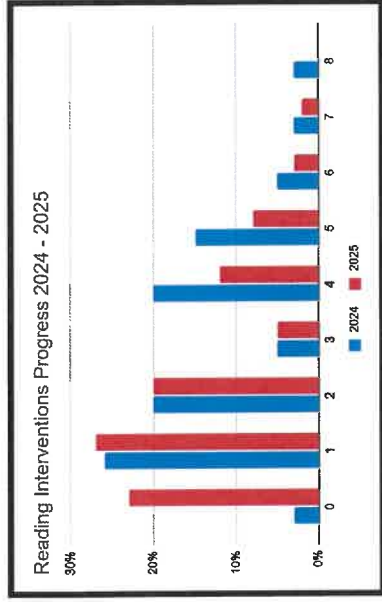
- Students are developing the knowledge, understanding, skills and capabilities to take increasing ownership of their learning
- Students are curious about the world around them and can think in a variety of different ways for different purposes

Initiative 1: Develop teacher capability planning and implementing reading programmes

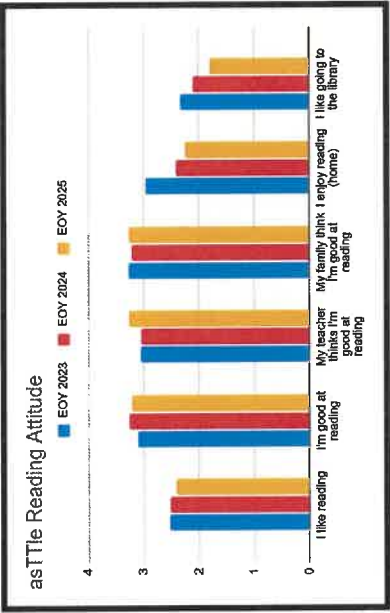
Measures:

- Student Achievement
 - Reading
 - 59% of students are reading at or above the expected level
 - We had 77 reading target students
 - 24% (16 students) are now reading at or above the expected level for their age group
 - The number of students reading well below the expected level reduced from 35% (27 students) to 25% (19 students)
 - 5 students are now achieving above the expected level

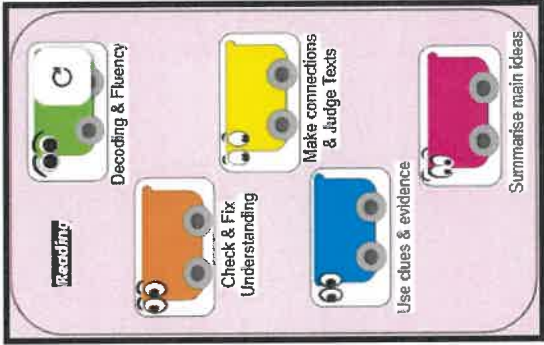




- Intervention Group
 - 60 students participated in the Reading Intervention Programme
 - Groups were formed from need incorporating tuakana/tein rather than specific junior and senior groups
 - In 2025, 45% of the Intervention Group completed the intervention programme compared to 27% in 2024.
 - Students started the Intervention programme at a higher level which may explain why there was less progress made compared to 2024



- Student voice
 - e-asTTle) Student enjoyment levels are maintained or increased
 - While the student's **confidence** (believing they are good at reading) and external validation from teachers and family remain very high (mostly above 3.20), their **enjoyment** is dropping.
 - Interest in the library has seen the steepest drop. This suggests the library environment or the process of "going" to get books is no longer appealing.
 - Reading at home has dropped - have other digital distractions take over during leisure time?
 - Students believe their teachers and family think they are good readers however their personal "like" for reading has declined

Key Actions	What did we achieve? / Evidence	Planning for next year - where to next?
<p>Introduce syndicate planning time to ensure consistency with planning</p>	<ul style="list-style-type: none"> • Syndicates met weekly to plan together - this led to ideas and resources being shared 	
<p>Continue to embed the reading carts throughout the school</p>	<ul style="list-style-type: none"> • Reading carts were aligned to the new draft curriculum and then had to be realigned to the 2026 Curriculum over the December 2025 / January 2026 break 	
<p>Align reading carts to the revised New Zealand curriculum (NZC)</p>	<ul style="list-style-type: none"> • Students identified as in need of support were identified at the time of their 6 year testing and incorporated into reading intervention groups 	
<p>Begin 6 year old intervention group for students identified as needing extra support from the 6 year testing with our Assistant Principal (AP)</p>	<ul style="list-style-type: none"> • All teacher completed lesson study and again commented how they felt this process was positive and helped develop their teaching practice 	
<p>Continue to refine lesson study observations in reading in term 2</p>		

Initiative 2: Consolidate teacher practice in the teaching of akoranga									
ANNUAL PLAN: GOAL 2 - Teaching & Learning									
Outcomes: <ul style="list-style-type: none"> Students are developing the knowledge, understanding, skills and capabilities to take increasing ownership of their learning Students are curious about the world around them and can think in a variety of different ways for different purposes 	Measures: <ul style="list-style-type: none"> Confirmed local curriculum for 2026 Assessment Procedures for Akoranga Examples of students' inquiry processes (three thinks) 								
Key Actions	What did we achieve? / Evidence								
Organise PLD sessions with our facilitator	<ul style="list-style-type: none"> We completed Cycle 2 of our Akoranga Local Curriculum 								
Support teachers through classroom observations and support									
Review our local curriculum korowai									
Develop assessment practices/procedures for assessing									
Review our Akoranga - Learning through play	<ul style="list-style-type: none"> The three essential questions for each of the korowai were as follows: <table border="1" data-bbox="1157 739 1300 1512"> <tr> <td>2025</td> <td>Why is energy important and how is it used?</td> <td>Why does matter matter?</td> <td>How are products and outcomes designed and made?</td> </tr> <tr> <td></td> <td>How have and do communities work?</td> <td>How can I take part in & contribute to my local community?</td> <td>How has power and control impacted Aotearoa?</td> </tr> </table> 	2025	Why is energy important and how is it used?	Why does matter matter?	How are products and outcomes designed and made?		How have and do communities work?	How can I take part in & contribute to my local community?	How has power and control impacted Aotearoa?
2025	Why is energy important and how is it used?	Why does matter matter?	How are products and outcomes designed and made?						
	How have and do communities work?	How can I take part in & contribute to my local community?	How has power and control impacted Aotearoa?						
	Planning for next year - where to next? <ul style="list-style-type: none"> Complete cycle #3 of our local curriculum Implement changes to pakupaku's akoranga programme - NE/Year 1 continue with daily Akoranga for a shorter time. year 2 students participate twice a week Review our akoranga programme when the new curriculum documents are released Review quality and regularity of akoranga provocations 								



	<ul style="list-style-type: none">● Due to other PLD commitments and financial restraints we did not have any sessions with our facilitator● Syndicate leaders worked with their syndicates to plan the akoranga unit● In light of the new Social studies, Science, Technology and PE and Health curriculum being developed we decide to continue with our local curriculum and complete all cycles and make any changes when the new curriculum is released● Pakupaku syndicate completed PLD on 'Learning with Play'● Students from other syndicate participated in Pakupaku syndicates akoranga time to meet their learning needs● Junior syndicate carried out a review of their Akoranga learning programme - Is this still meeting the needs of our tamariki	
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ANNUAL PLAN: GOAL 2 - Teaching & Learning

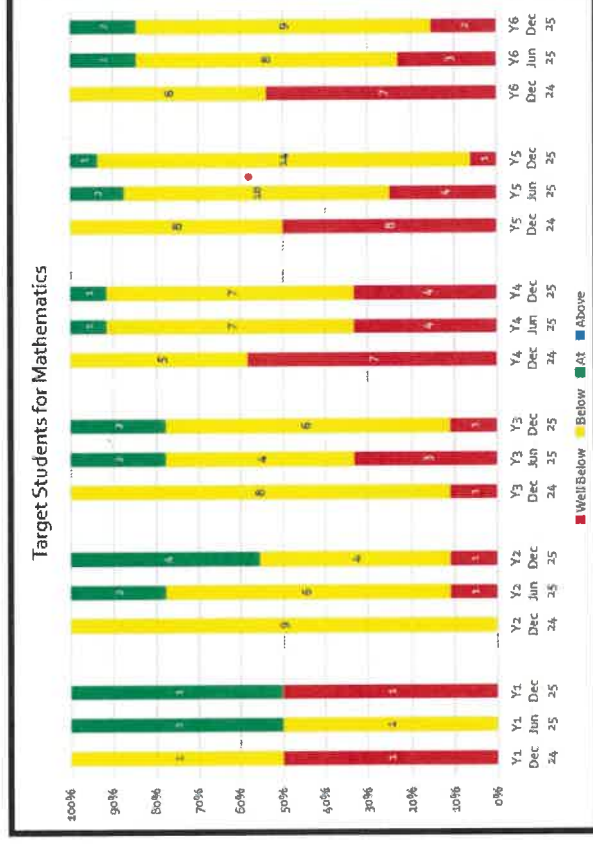
Outcomes:

- Students are developing the knowledge, understanding, skills and capabilities to take increasing ownership of their learning
- Students are curious about the world around them and can think in a variety of different ways for different purposes

Initiative3: Develop teacher capability planning and implementing PRIME Mathematics

Measures:

- Student Achievement
 - Maintain 65% of our students achieving at or above the expected level
 - Unfortunately we were unable to maintain our 65% of students achieving at or above the expected dropping slightly to 62% at or above expected level
 - Target students
 - We had 61 mathematics target students
 - 18% (11 students) of our mathematics target students are now achieving at the expected level for their age group.
 - At the beginning of 2025, 39% (25 students) of target students were achieving well below the expected level. This number has reduced to 16% (10 students).



○ Student Voice

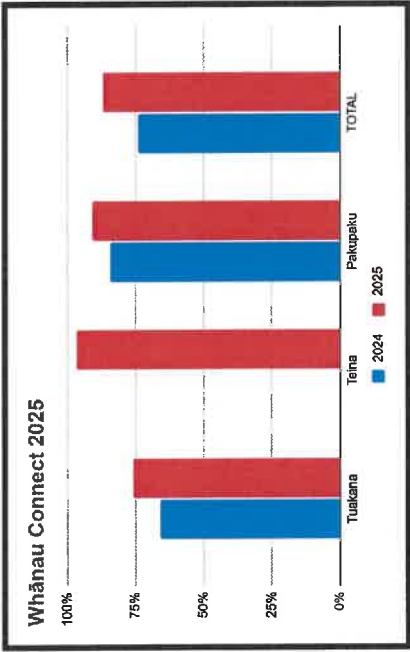
- Teachers reported that students enjoyed the PRIME resources and often asked when they were going to do maths
- Parents made similar comments about their children and PRIME mathematics

Key Actions	What did we achieve? / Evidence	Planning for next year - where to next?
Complete placements tests and allocate resources accordingly	<ul style="list-style-type: none"> Placement tests for the majority of students were completed at the end of 2024 	<ul style="list-style-type: none"> Implement the new mathematics and statistics curriculum
Introduce PR1ME Math resources to the staff	<ul style="list-style-type: none"> New enrolments completed the placement test within two weeks of starting 	<ul style="list-style-type: none"> Develop a math long term plan and use the PR1ME resources to support this plan
Plan and implement Math PLD	<ul style="list-style-type: none"> PLD session for PR1ME maths were held during the first half of the year <ul style="list-style-type: none"> 29 January - Julie Smart (Scholastic Books) - introduction to PR1ME maths 31 March - Curriculum TO Day - Annabeth Evans, PR1ME maths consultant 9 June - PR1ME Roadshow - evening PLD session, All teaching staff attended 	<ul style="list-style-type: none"> Consolidate lesson study protocols
Introduce syndicate planning to ensure consistency	<ul style="list-style-type: none"> Regular discussions held at syndicate meetings re PR1ME planning and teaching 	
Complete review 1 (PR1ME Mathematics)	<ul style="list-style-type: none"> Teachers felt knowledge gained through DMIC PLD was transferable to PR1ME and it gave them a good pedagogical base for teaching PR1ME especially the UPAC problem solving strategy 	
Complete review 2 (PR1ME Mathematics)	<ul style="list-style-type: none"> Syndicates completed their lesson study in term 3 	
Investigate if there is alignment between PR1ME and DMIC	<ul style="list-style-type: none"> Reviews were completed in parts as students finished the different sections as suggested at PLD There was a variance in the amount of chapters each syndicate covered 	
Continue to refine lesson study observations in mathematics in term 3	<ul style="list-style-type: none"> Anecdotal records show that students loved the PR1ME books and were positive taking part in math lessons Concern that not all students were exposed to curriculum at their level 	

Initiative 1: Provide real time reporting of students' learning							
ANNUAL PLAN: GOAL 3 - Whānau Connections	Initiative 1: Provide real time reporting of students' learning						
Outcomes: <ul style="list-style-type: none"> There are strong connections between staff, students and whānau Whānau know about and are involved with their students learning 	Measures: <ul style="list-style-type: none"> All children have the required number of learning stories End of year report form is developed Parent survey <ul style="list-style-type: none"> Majority of parents are satisfied with the new reporting expectations Majority of students are proud of their learning stories 						
Key Actions	What did we achieve? / Evidence						
Develop reporting expectations / timelines	<ul style="list-style-type: none"> Learning stories posted on SeeSaw were used to report students' learning with their whānau Expectations for Learning Stories were shared with staff Information re reporting using learning stories was shared with whānau through the school newsletter Reporting expectations for the year were as follows: <table border="1" style="margin-left: 20px;"> <tr> <td>Term 1 & 2 (Eight stories in total)</td> </tr> <tr> <td>Reading, Writing, Math, CARE, Mitey, Akoranga, The Arts, Te Ao Māori</td> </tr> <tr> <td>Term 3 (Four stories in total)</td> </tr> <tr> <td>Reading, Writing, Math, Akoranga</td> </tr> <tr> <td>Term 4</td> </tr> <tr> <td>EOTC</td> </tr> </table> Time was given during PLD days for teacher to complete the learning stories Feedback received from parents re learning stories was positive e.g. "love knowing what my child is doing at school" and "I know what they are learning so I can help them at home" 	Term 1 & 2 (Eight stories in total)	Reading, Writing, Math, CARE, Mitey, Akoranga, The Arts, Te Ao Māori	Term 3 (Four stories in total)	Reading, Writing, Math, Akoranga	Term 4	EOTC
Term 1 & 2 (Eight stories in total)							
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Term 3 (Four stories in total)							
Reading, Writing, Math, Akoranga							
Term 4							
EOTC							
Communicate new reporting guidelines with parents							
Develop systems to ensure parents have received the appropriate number of reports (learning stories) each term							
Develop systems to ensure learning stories are of a consistent standard across the school							
Gather feedback from students and whānau about the new reporting timelines							
Regularly report learning story progress to staff							
	Planning for next year - where to next? <ul style="list-style-type: none"> Investigate the new reporting to parents guidelines from the Ministry of Education Review and update learning story requirements Develop SeeSaw posting guidelines for teachers 						

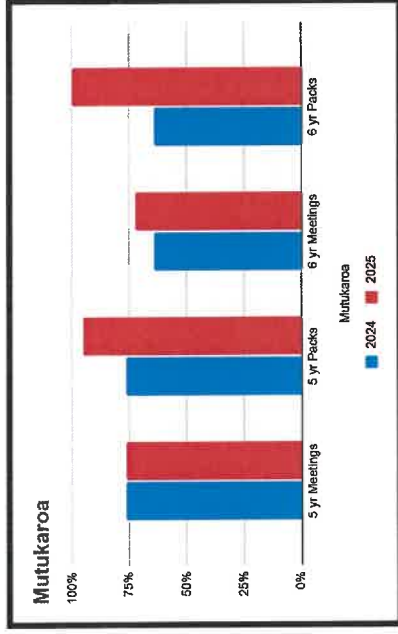
	<ul style="list-style-type: none">● Concerns were raised by both teachers and whānau about how long they took to write● Parents suggested greater use of photos and/or video “a picture paints a thousand words”● Executive Assistant checked learning stories every week● Learning story progress was shared at Admin meetings	
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ANNUAL PLAN: GOAL 3 - Whānau Connections	Initiative 2: Provide opportunities for whānau to participate in their children's learning
<p>Outcomes:</p> <ul style="list-style-type: none"> ● There are strong connections between staff, students and whānau ● Whānau know about and are involved with their students learning 	<p>Measures:</p> <ul style="list-style-type: none"> ● Accurate and consistent record of attendance is collected after each whānau event ● Mutukaroa attendance data <ul style="list-style-type: none"> ○ 95% of whānau (both 5 year old and 6 year old) are contacted to arrange a Mutukaroa meeting ○ 78% of 5 year olds' whānau attend a Mutukaroa meeting ○ 66% of 6 year olds' whānau attend a Mutukaroa meeting ● Social Media - Facebook Posts <ul style="list-style-type: none"> ○ 15 posts on Facebook per term highlighting students' learning ● Attendance <ul style="list-style-type: none"> ○ 85% of students have over 80% attendance ○ 60% of students have over 90% attendance ● Learning Conversations <ul style="list-style-type: none"> ○ We have 90% attendance at learning conversations ● Whānau Hui and Fono <ul style="list-style-type: none"> ○ 25% attendance at Whānau Hui and Pasifika Fono

Key Actions	What did we achieve? / Evidence	Planning for next year - where to next?															
<p>Continue with whānau connect day for the first day of term 1</p>	 <table border="1"> <caption>Whānau Connect 2025 Attendance Data</caption> <thead> <tr> <th>Location</th> <th>2024 (%)</th> <th>2025 (%)</th> </tr> </thead> <tbody> <tr> <td>Tuhiama</td> <td>50%</td> <td>75%</td> </tr> <tr> <td>Teina</td> <td>75%</td> <td>80%</td> </tr> <tr> <td>Pakupaku</td> <td>75%</td> <td>80%</td> </tr> <tr> <td>TOTAL</td> <td>75%</td> <td>80%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● Parent attendance increased at whānau connect day ● Contacting parents individually by phone appears to help increase the number of parents who attend 	Location	2024 (%)	2025 (%)	Tuhiama	50%	75%	Teina	75%	80%	Pakupaku	75%	80%	TOTAL	75%	80%	<ul style="list-style-type: none"> ● Whānau Connect Day <ul style="list-style-type: none"> ○ Continue with Whānau Connect Day - start and finish later e.g. 10:00am - 6:00pm ○ Ensure parents are rung as this has shown to improve rates of attendance ● SeeSaw <ul style="list-style-type: none"> ○ Review expectations for Learning Stories ○ Develop a new set of guidelines/expectations for the different posts ● Mutukaraoa <ul style="list-style-type: none"> ○ 80% attendance at 5 year old Mutukaraoa Meetings ○ 75% attendance at 6 year old Mutukaraoa meetings
Location	2024 (%)	2025 (%)															
Tuhiama	50%	75%															
Teina	75%	80%															
Pakupaku	75%	80%															
TOTAL	75%	80%															
<p>Continue to use SeeSaw as a way to connect with our whānau using the following posts</p> <ul style="list-style-type: none"> ● Class notice <ul style="list-style-type: none"> ○ student led ● Class stories <ul style="list-style-type: none"> ○ Teacher led ● Proud posts <ul style="list-style-type: none"> ○ assigned activities ● Assigned activities 	<ul style="list-style-type: none"> ● In addition to reporting to whānau, teachers used SeeSaw for : <ul style="list-style-type: none"> ○ Class notices ○ Class stories ○ Proud posts <ul style="list-style-type: none"> ■ Student led ■ Teacher led ○ Assigned activities ● Parents commented that sometimes photos were not annotated and they were not sure of their relevance 																

Contact the whānau of all 5- & 6-year-old to organise a Mutukarao meeting

- All parents were contacted after their 5 year and 6-year-old testing by SeeSaw and text

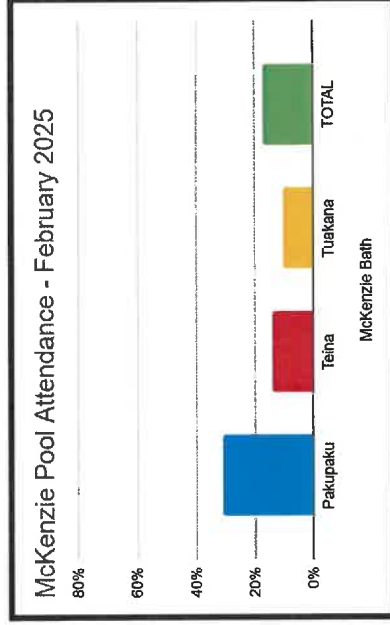


- AP tried different ways of contacting whānau and after three times sent a pack home without a meeting
- Five 5 year olds and eight 6 yr olds were tested in the last two weeks of term 4(due to holiday birthdays) and are not included in the data. Packs were sent home

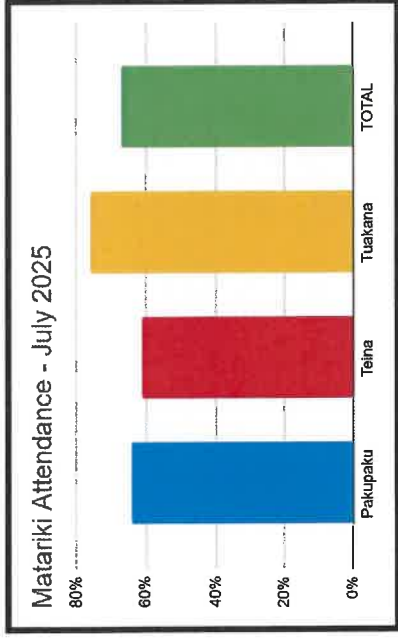
Organise fun days (one per term) for whānau to be involved with their child/ren's learning

- Whanāu have supported our fun learning days
- Term 1

- Term 1 - McKenzie Pool
- Term 2 - Matariki celebrations
- Term 3 - Gala Preparation
- Term 4 - EOTC



Term 2



- In term 3 parent help with gala prep was dependent on the activity the classes were producing
- The term 4 gala was very well supported with high numbers throughout the event making it difficult to record attendance numbers - anecdotally staff felt that we had over 90% attendance with a large number of people attending who did not have children attending this school

Regular posts on Facebook to showcase learning at our school

Widdowdale Primary School
 Jun 15, 2022

At Widdowdale Primary School we use the wellbeing of our community members. The year one and two children have been 1.5 to help parents build the community and age appropriate skills. Knowledge in an industry's field, where every aspect of it is teaching, every aspect is an opportunity to build around the 12 Core Values and engagement in the National Health Curriculum Guidelines.

Students are given a 1.5 hours to 'research' students that they are off school and have something to do. What is your name?



Learning Update



Recently in Room 3... AI Superheroes!
 This activity involved a writing task where our trainee would describe different aspects of their superheroes which included appearance and accessories. Once a draft piece was written, it was then published on a Chromobook to be proofread before being inputted into an AI Image Generator to bring their character to life.

Widdowdale Primary School
 May 23, 2023

After swimming the conclusion it was great to try out the Nipper pool and wonderful to see so many little people really progressing in their water confidence. Over the course of the two weeks we had some ideas go from being too afraid to get into the pool to jumping in and having fun. We are proud of our children's progress and having fun with the water. Thank you to all who are part of our WPS website.



Widdowdale Primary School
 June 23, 2022

Dear Parents I have been making this video for you. These lovely girls brought these over to the office to show us all.



<p>Continue highlighting the importance of regular attendance so parents can be connected to their child/ren's learning</p>	<ul style="list-style-type: none"> ● Regular updates about attendance was included in the school newsletter ● Putting number of days absent into weeks and then what that means a year has had impact with some parents "I didn't realise it would mean they would be away so much" e.g. 1 day a week = 10 days or two weeks, and over a year means that they will nearly miss a term of learning ● Use of the STAR response diagram in newsletter as well 																					
<p>Contact is made with whānau in a number of ways so they can participate in learning conversations</p>	<ul style="list-style-type: none"> ● Whānau attendance at learning conversations has continued to improve ● Contacting whānau by phone seems to be the best way to increase attendance <div data-bbox="576 902 979 1536" data-label="Figure"> <table border="1"> <caption>Learning Conversations - July 2025</caption> <thead> <tr> <th>Location</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>Tuakanaia</td> <td>~75%</td> <td>~75%</td> <td>~75%</td> </tr> <tr> <td>Teina</td> <td>~75%</td> <td>~75%</td> <td>~75%</td> </tr> <tr> <td>Pakupaku</td> <td>~75%</td> <td>~75%</td> <td>~75%</td> </tr> <tr> <td>Total</td> <td>~75%</td> <td>~75%</td> <td>~75%</td> </tr> </tbody> </table> </div>	Location	2023	2024	2025	Tuakanaia	~75%	~75%	~75%	Teina	~75%	~75%	~75%	Pakupaku	~75%	~75%	~75%	Total	~75%	~75%	~75%	
Location	2023	2024	2025																			
Tuakanaia	~75%	~75%	~75%																			
Teina	~75%	~75%	~75%																			
Pakupaku	~75%	~75%	~75%																			
Total	~75%	~75%	~75%																			
<p>Plan and organise Whānau Hui</p>	<ul style="list-style-type: none"> ● Whānau Hui held 3 September ● 11/69 (16%) of all Māori whānau attended ● The traffic light graphic was used to collect information <div data-bbox="1169 1473 1337 1518" data-label="Image"> </div> <p>What should we stop doing What should we keep doing What should we start doing</p>																					

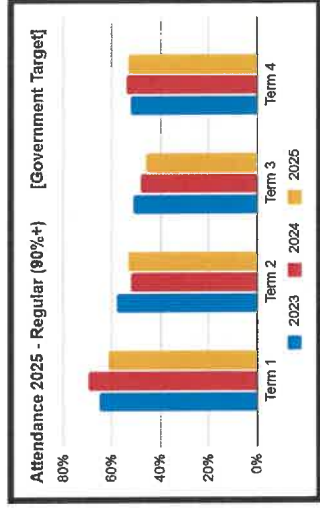
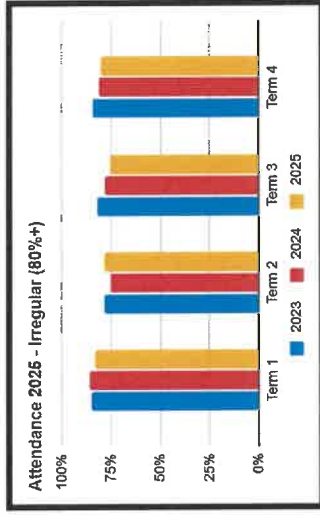
	<ul style="list-style-type: none"> • Senior students presented information about our learning programmes reading, writing and student agency • Having students present helped get whānau along to the hui 	
Plan and organise Pasifika Fono	<ul style="list-style-type: none"> • Our Fono was held 10 September • The same format as the Hui was used at the Fono (Trafi Lights, student speakers and shared meal) • 4/20 (20%) of Pasifika fono attended 	

ANNUAL PLAN: GOAL 3 - Whānau Connections

- Outcomes:
- Students feel safe and have a sense of belonging at our school
 - Students' cultures are evident around the school and our environment is used to support their learning and hauora

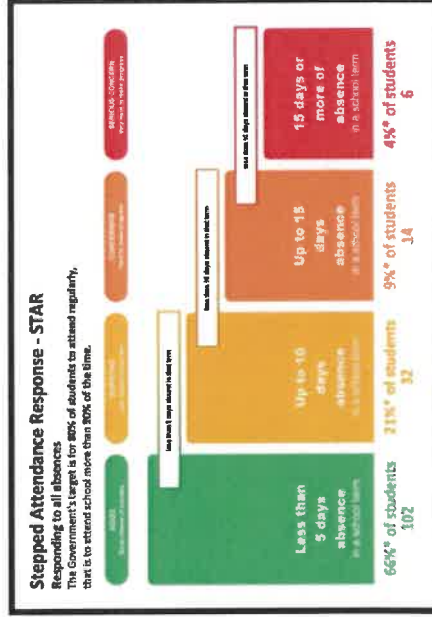
Initiative 2: Provide opportunities for whānau to participate in their children's learning

- Measures:
- Student Attendance Data
 - o Attendance

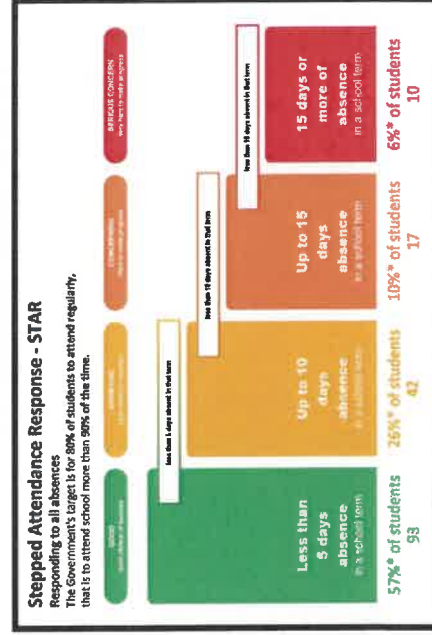


85% of our students have above 80% attendance

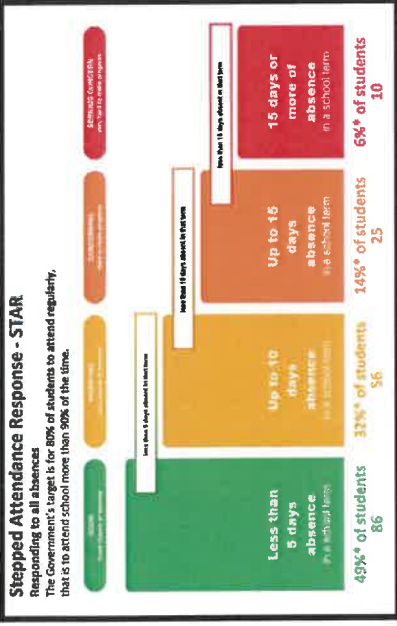
- 79% of our students have above 80% attendance compared to 80% in 2024
- 53% of our students have above 90% attendance compared to 56% in 2024
- o Target Attendance Students (TAS)
 - We did not identify specific target students as we had in previous years
 - We used the STAR process introduced by the Ministry of Education



Term 1 2025



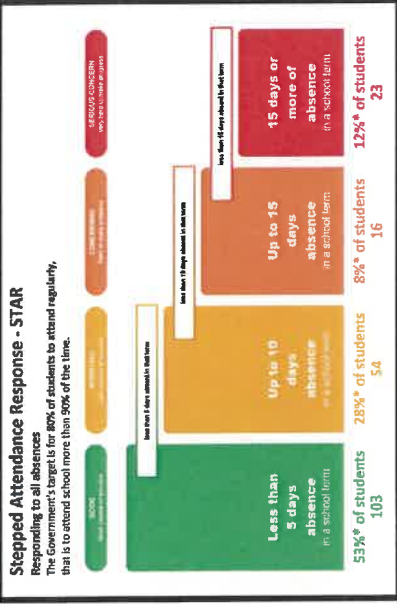
Term 2 2025



Term 3 2025

o Whānau attendance at Hui and Fono

- o At least 25% of whānau attend our Hui and Fono
 - 11/69 (16%) attended the Whānau Hui
 - 2/20 (20%) attended the Fanau Fono



Term 4 2025

Key Actions	What did we achieve? / Evidence	Planning for next year - where to next?
<p>Include information for whānau three times a term re the importance of schooling</p>	<ul style="list-style-type: none"> Regular information is included in the school newsletter on a regular basis Converting percentages to weeks has surprised some parents e.g. 75% attendance equates to the child missing one whole term of learning 	<ul style="list-style-type: none"> Implementation of the school's Attendance Management Plan Continue with articles about attendance in the school newsletter Investigate getting individual STAR response diagram sent to parents on a regular basis for their child/ren
<p>Set up School Management system to notify admin as per ministry requirements</p>	<ul style="list-style-type: none"> Not completed - internal processes used throughout the year 	
<p>Monitor weekly attendance to identify Target Attendance Students (TAS)</p>	<ul style="list-style-type: none"> TAS students identified at the beginning of the year Principal and Office receptionist meet regularly to check on student attendance 	
<p>Send follow up letters to whānau of TAS</p>	<ul style="list-style-type: none"> Letters and attendance reports sent home to parents to students whose attendance is below 80% 	
<p>Arrange home visits for TAS to discuss barriers to attending school</p>	<ul style="list-style-type: none"> Assistant Principal and Principal have visited whānau with poor attendance 	
<p>Arrange regular meetings with our Attendance Officers</p>	<ul style="list-style-type: none"> Six students were referred to Attendance Services Office receptionist and principal met regularly with Billy Weepu our attendance officer to discuss students of concern 	

2025
Wainuiomata Primary School
End of Year Achievement Report



Luke Hudson

Curriculum Changes 2025

1

Significant changes to curriculum expectations were implemented in 2025 and will continue to be unpacked during 2026, particularly for **English and Mathematics**. These changes are part of a broader, ongoing national curriculum refresh called *Te Mātaiaho*.

The traditional "Curriculum Levels" have been replaced by "Phases of Learning":

Phase 1 = years 1 to 3 (previously levels 1 and 2) Phase 2 = years 4 to 6 (previously levels 2 and 3).

There are new progress descriptors for reporting to parents:

- **Emerging:** Student requires significant support to meet curriculum expectations for their year level.
- **Developing:** Student is making progress but still requires some support to meet curriculum expectations.
- **Consolidating:** Student is meeting most curriculum expectations and is steadily strengthening their understanding.
- **Proficient:** Student is consistently meeting the curriculum expectations for their year level.
- **Exceeding:** Student is exceeding the curriculum expectations for their year level.

This means a child's reported progress may look different than in previous years due to the new benchmarks.

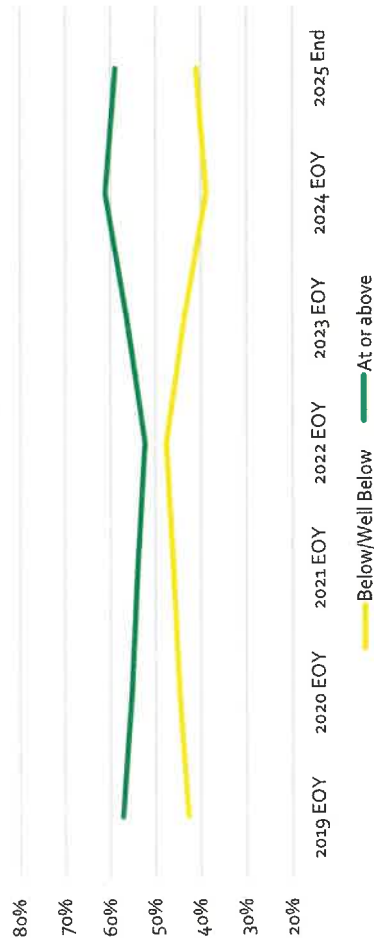
The goal for the year is that students reach **proficient or above**, showing they have the foundation and knowledge to move to the next year of learning.

Statement from the Ministry of Education: '...you could see a change in your child's progress or achievement compared to previous years which may be the result of changes in the curriculum expectations for your child's year level.'

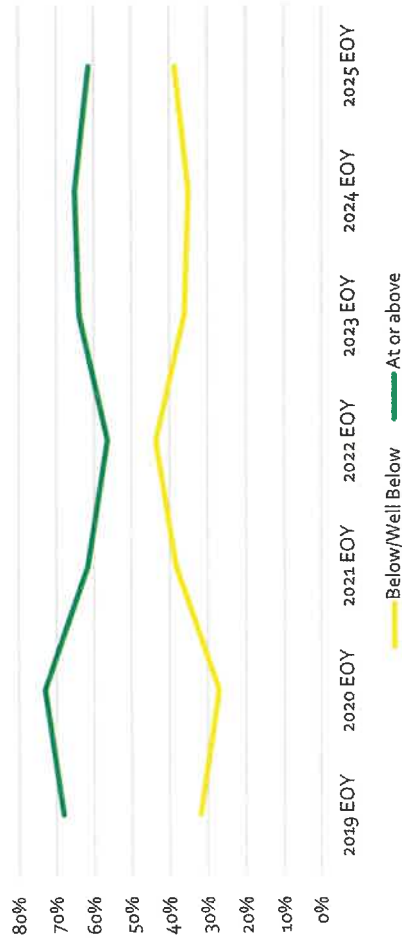
End of Year Over Time

3

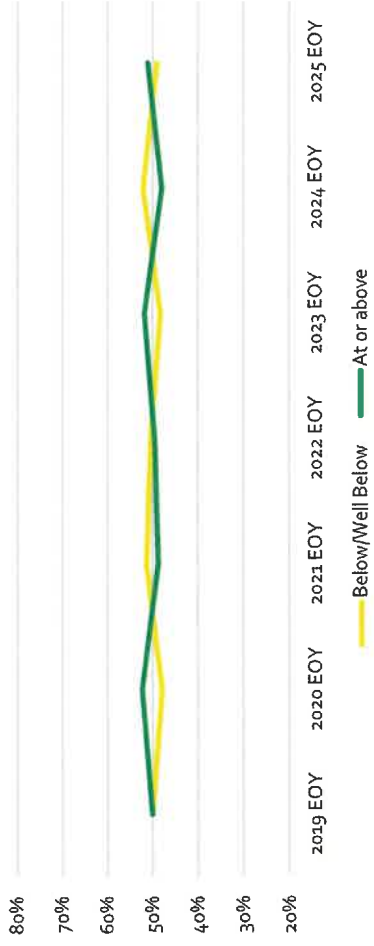
End of Year Reading over time



End of Year Mathematics Over Time



End of Year Writing Over Time



Reading – Slight decrease in achievement (at or above) from 2024.

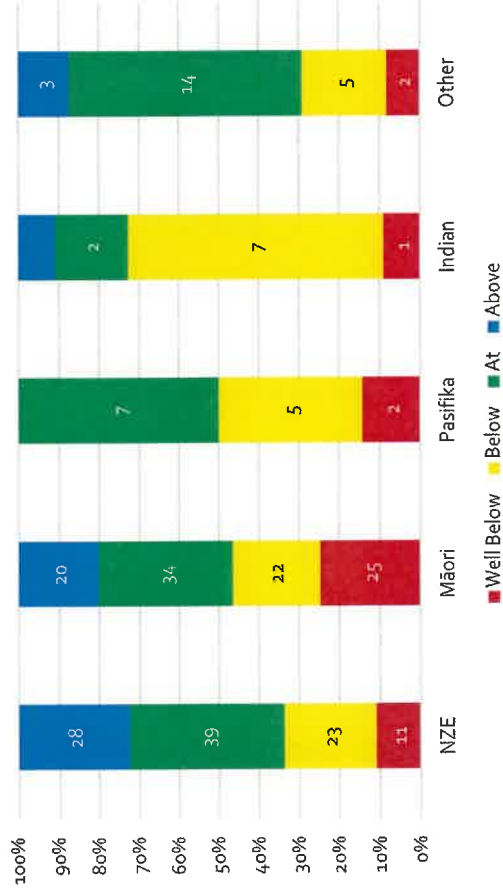
Writing – Slight improvement in achievement (at or above) from 2024.

Mathematics – Slight decrease in achievement (at or above) from 2024 but still achieving at over 60%.

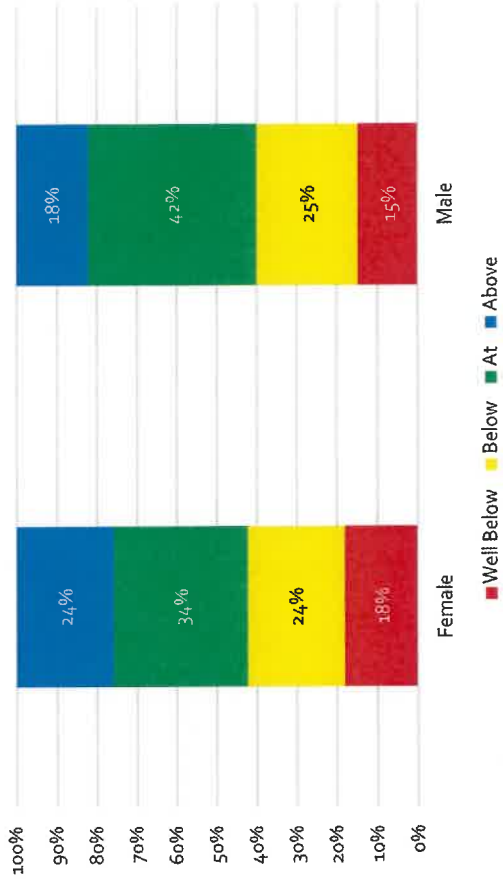
Reading

4

END 2025 Reading Ethnicity (number of students)



END 2025 Reading Gender



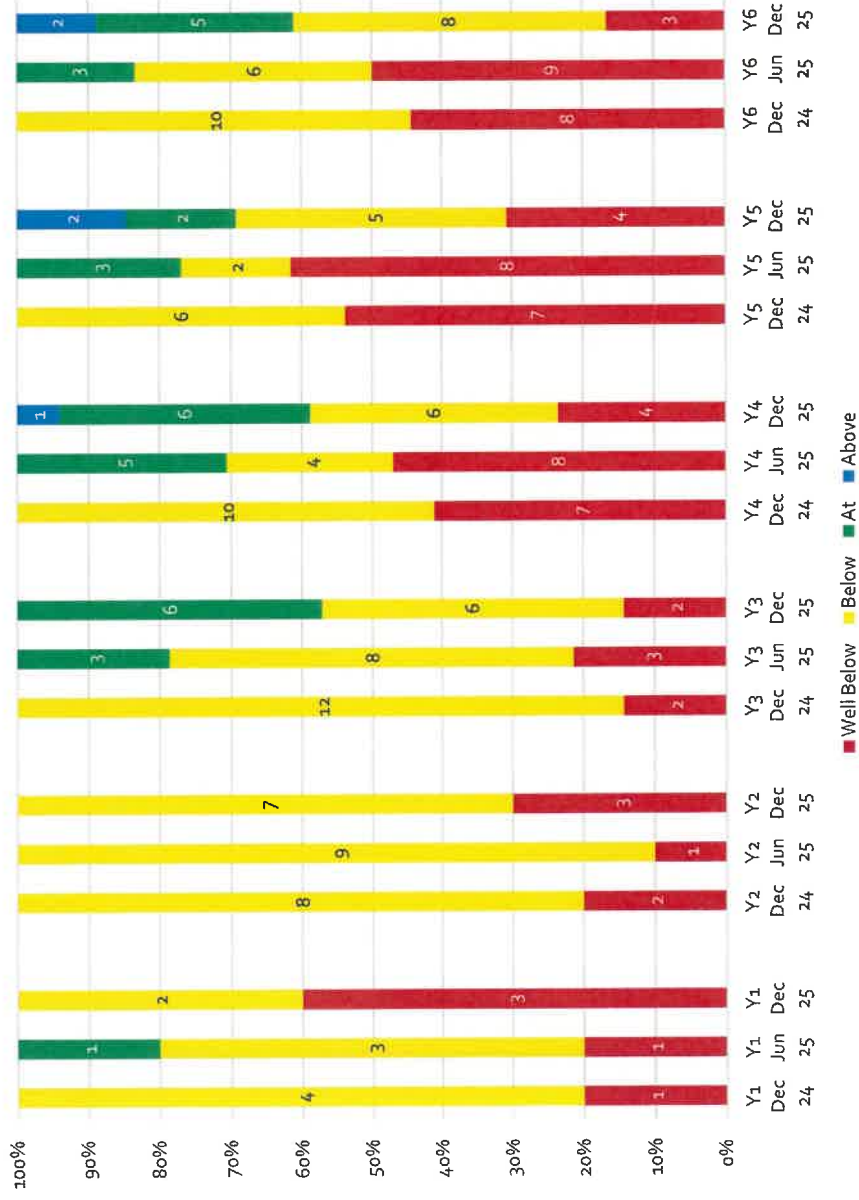
NZE have 67% achieving at or above in reading while Māori have 54% at or above. An achievement gap of 13%. The achievement gap at mid year was 21%.

Females have 58% achieving at or above in reading while males have 60% achieving at or above in reading. An achievement gap of 2%. This is the same size gap as at mid year but this time it is in favour of boys.

Reading Target Students

5

Target Students for Reading



77 reading target students.

24% (16 students) of our reading target students are now achieving at or above the expected level for their age group.

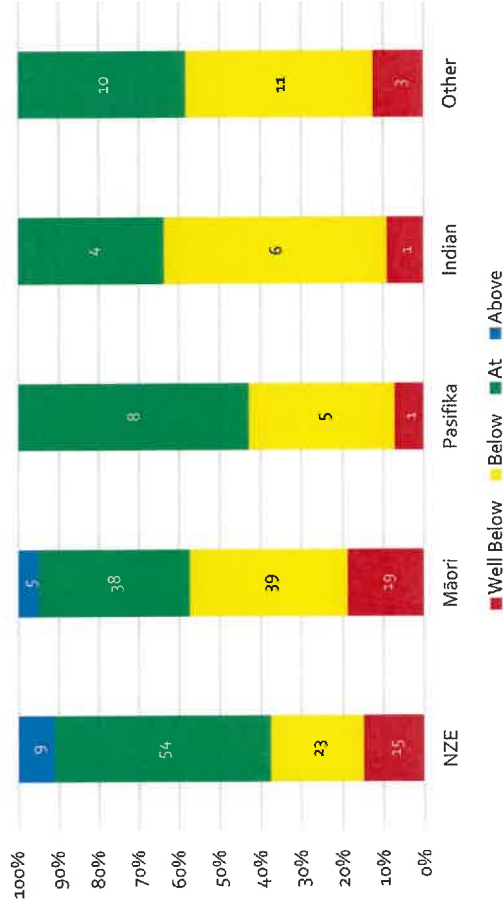
At the beginning of 2025, 35% (27 students) of target students were achieving well below the expected level. This number has reduced to 25% (19 students).

5 students are now achieving above the expected level for their age group.

Writing

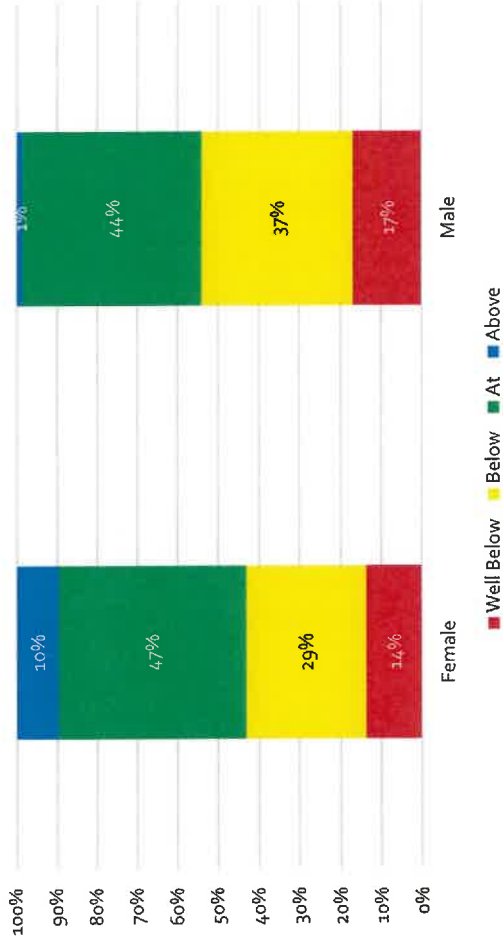
6

END 2025 Writing Ethnicity (number of students)



NZE have 63% achieving at or above in writing while Māori have 43% at or above. An achievement gap of 20%. This is 1% higher than at mid year.

END 2025 Writing Gender

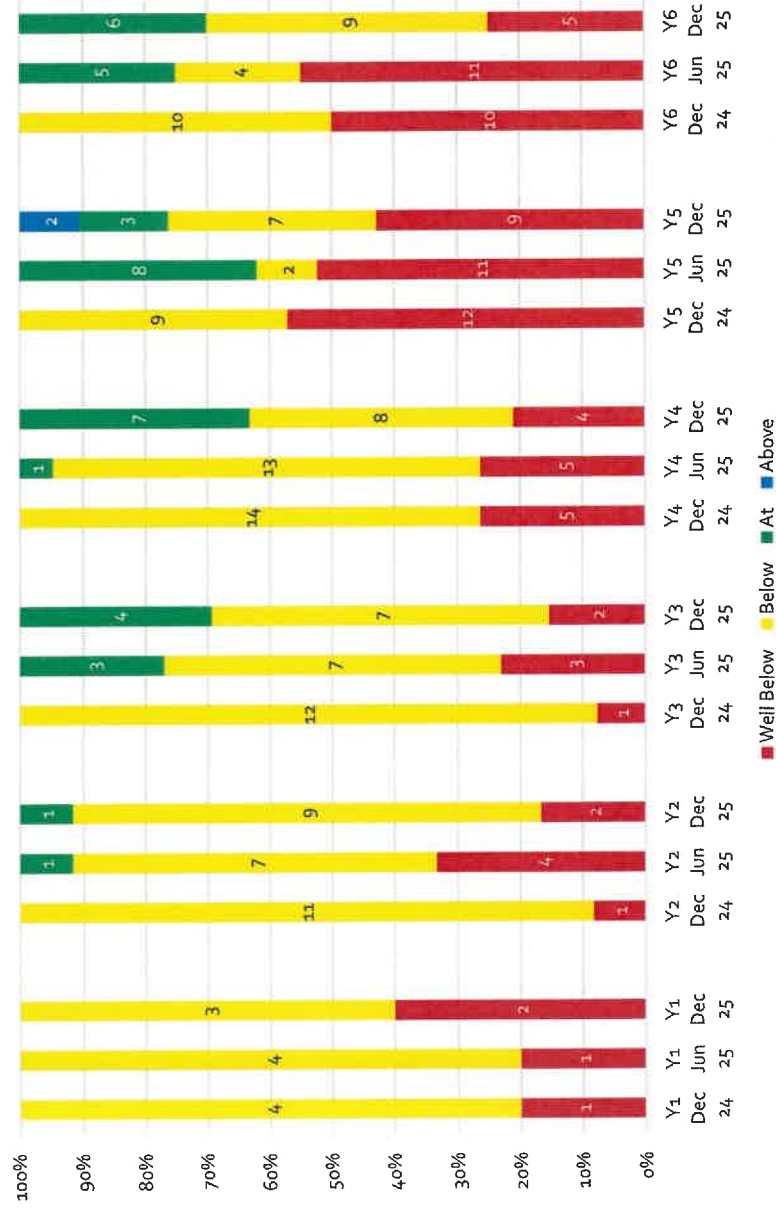


Females have 57% achieving at or above in writing while males have 45% achieving at or above in writing. An achievement gap of 12%. This is up from the 2% gap at mid year.

Writing Target Students

7

Target Students for Writing



90 writing target students.

26% (24 students) of our writing target children are now achieving at or above the expected level for their age group.

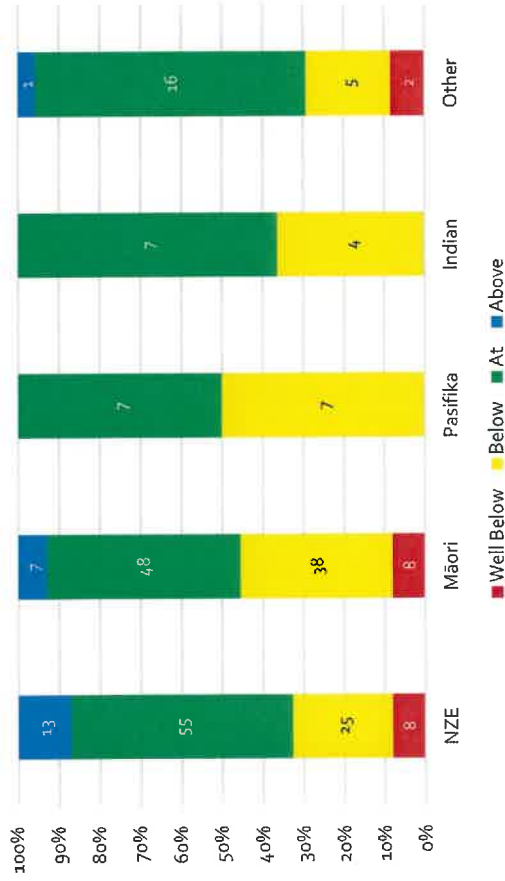
At the beginning of 2025, 33% (30 students) of target students were achieving well below the expected level. This number has reduced to 27% (24 students).

2 children are now achieving above the expected level.

Mathematics

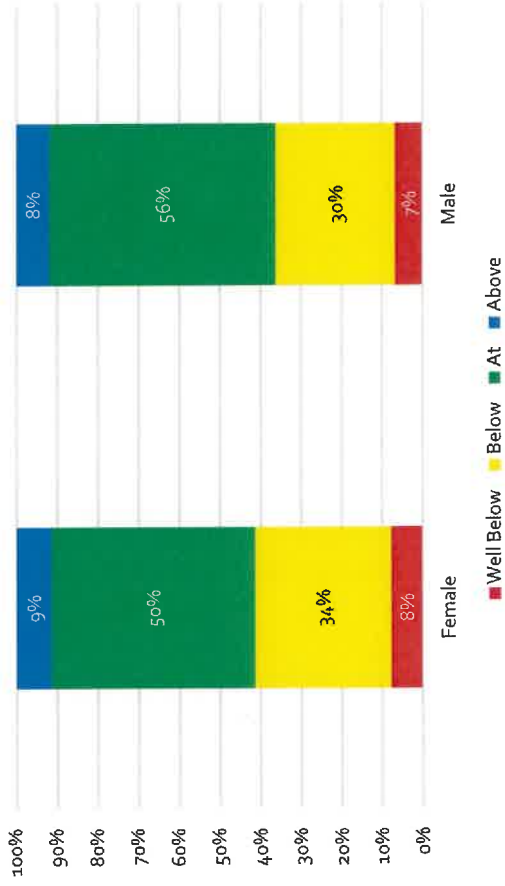
8

END 2025 Mathematics Ethnicity (number of students)



NZE have 68% achieving at or above in mathematics while Māori have 55% at or above. An achievement gap of 12% at mid yer the gap was 19%.

END 2025 Mathematics Gender

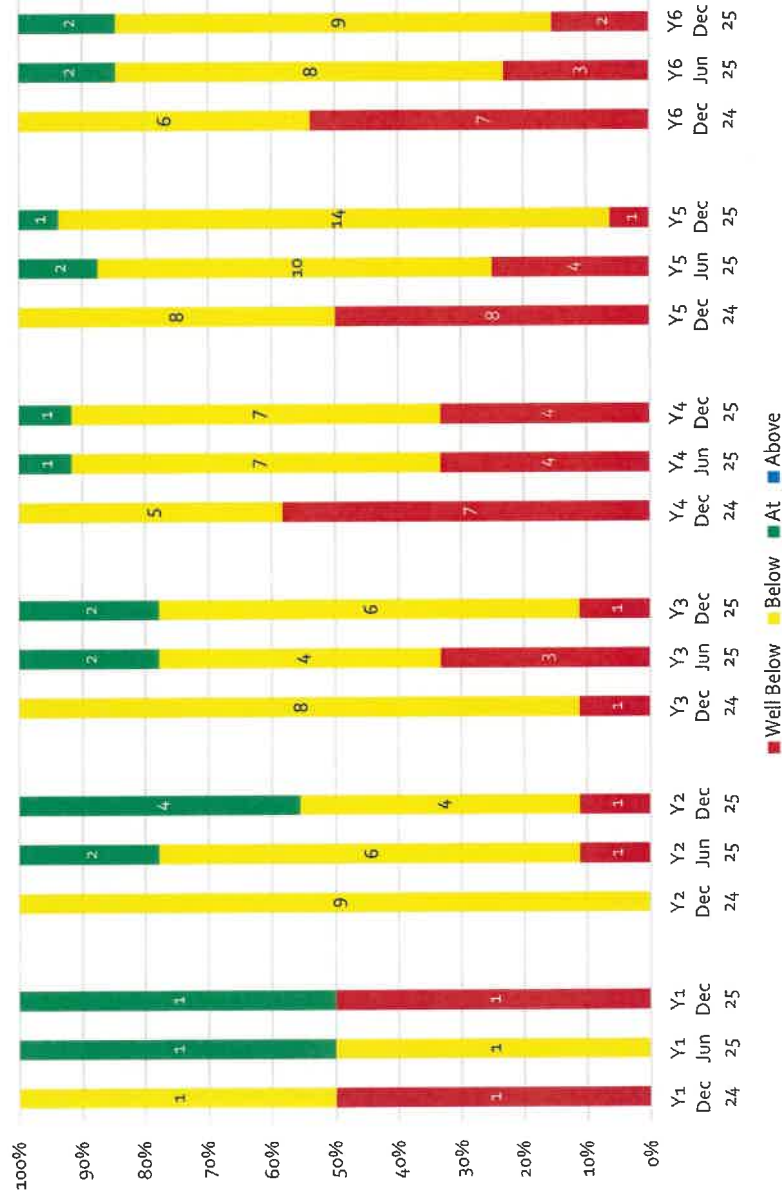


Females have 59% achieving at or above in mathematics while males have 64% achieving at or above in mathematics. An achievement gap of 5%. At mid year the gap was 3%.

Mathematics Target Students

9

Target Students for Mathematics

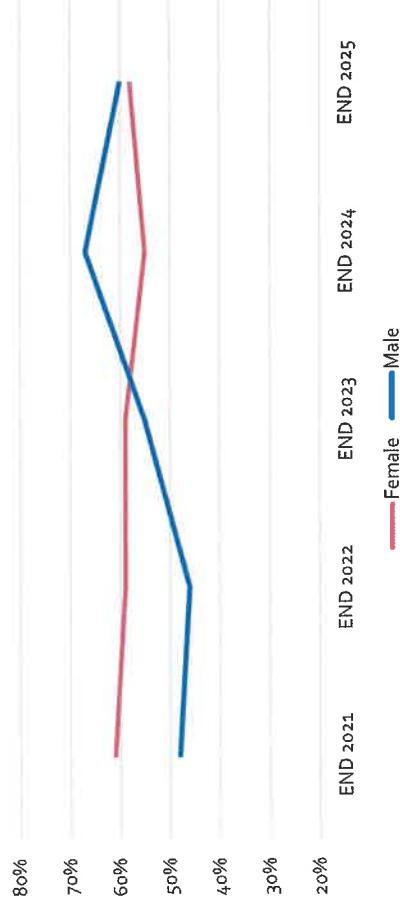


61 mathematics target students.
 18% (11 students) of our mathematics target students are now achieving at the expected level for their age group.
 At the beginning of 2025, 39% (25 students) of target students were achieving well below the expected level. This number has reduced to 16% (10 students).

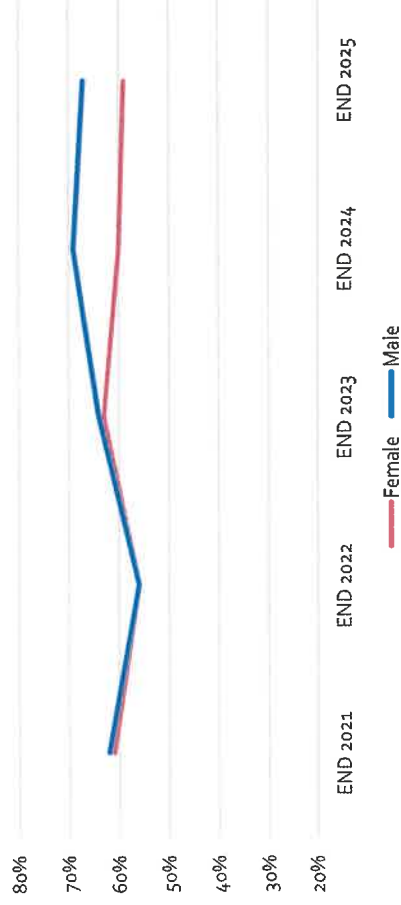
Gender End of Year Over Time

10

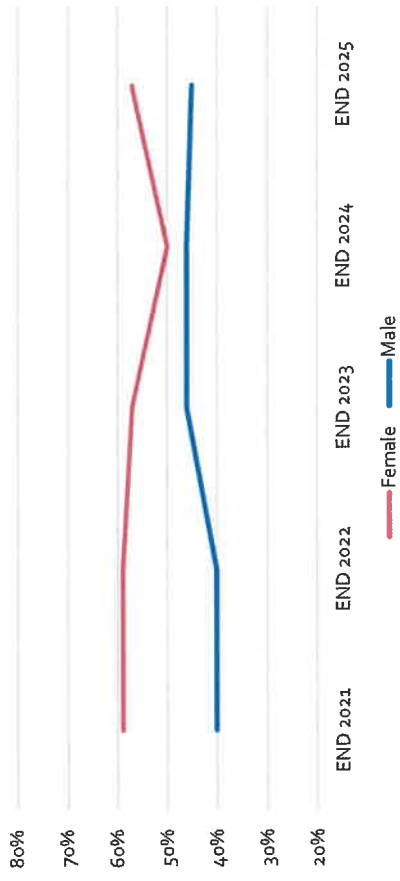
EOY Reading Gender



EOY Mathematics Gender



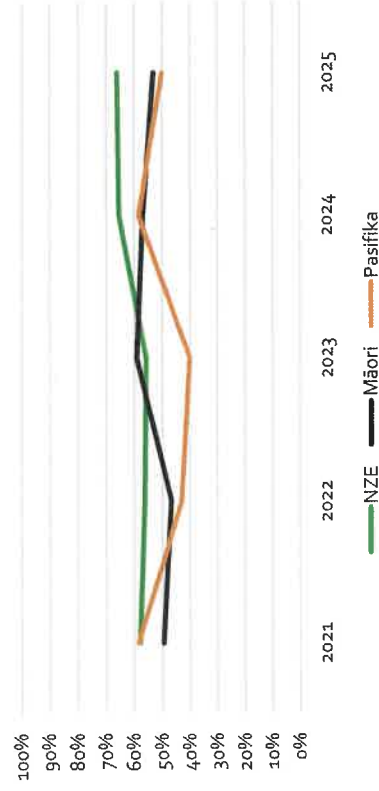
EOY Writing Gender



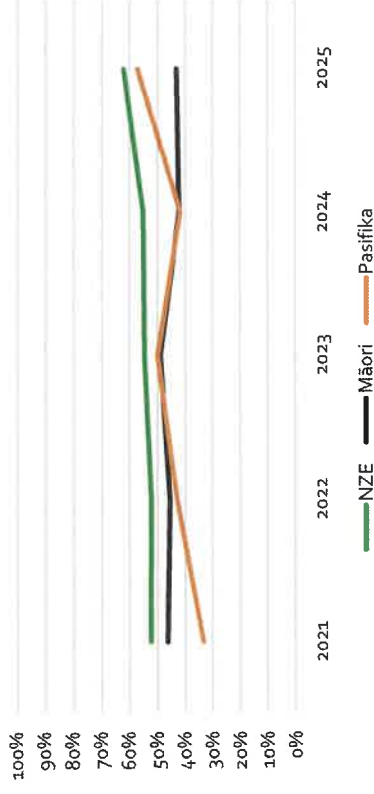
The achievement gap between male and female has generally decreased in reading when compared to 2024. The achievement gap in writing has increased when compared to 2024. The achievement gap in mathematics is similar to the gap in 2024.

Ethnicity End of Year Over Time

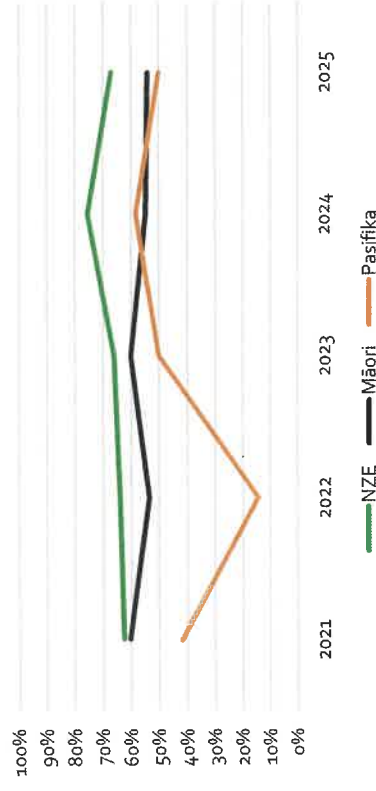
EOY Reading Ethnicity Gap



EOY Writing Ethnicity Gap



EOY Mathematics Ethnicity Gap



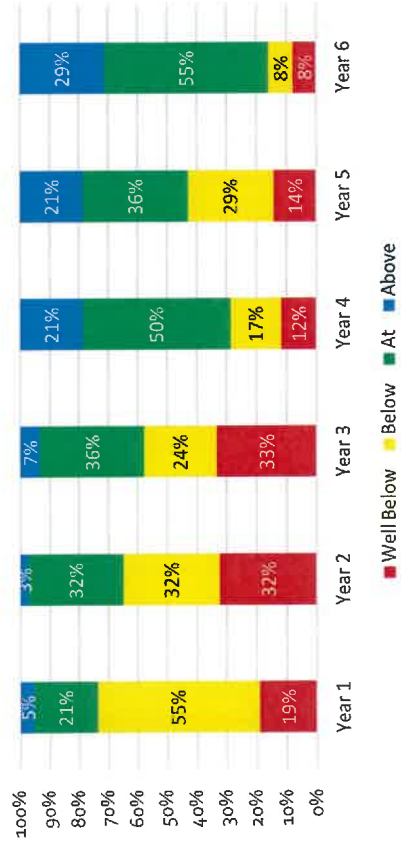
The achievement gap between Māori and New Zealand European has increased in reading and writing when compared to 2024. The achievement gap in mathematics has decreased when compared to 2024.

We assume that small number of students categorised as Pasifika is a factor in the larger variations in achievement from year to year. In 2025 there are 14 students classified as Pasifika.

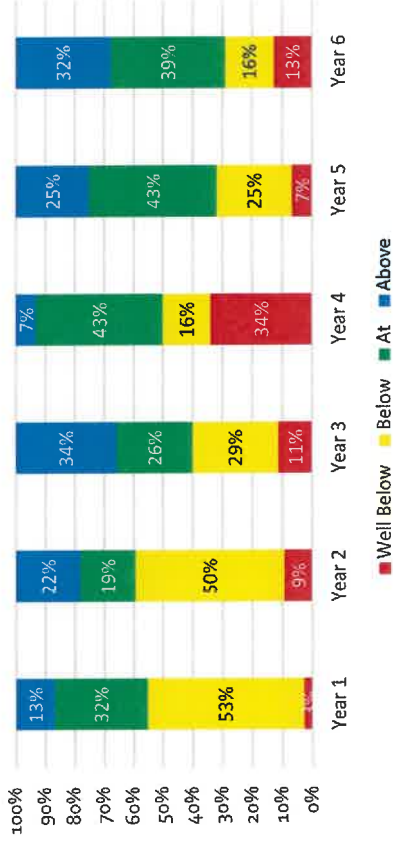
Year Groups Over Time

12

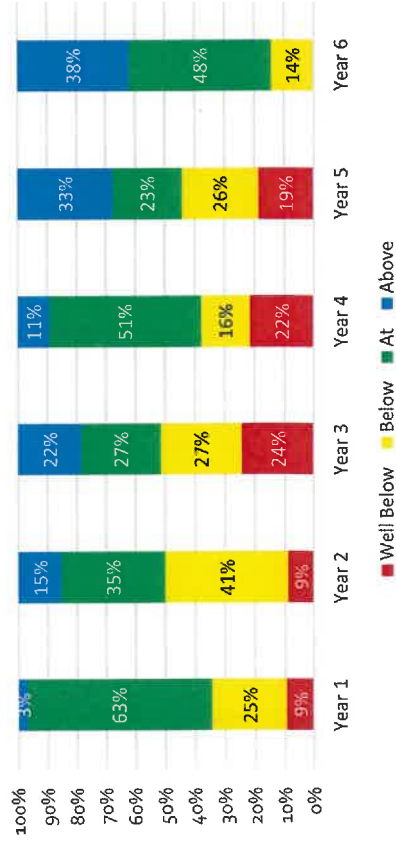
EOY 2022 Year Groups Reading



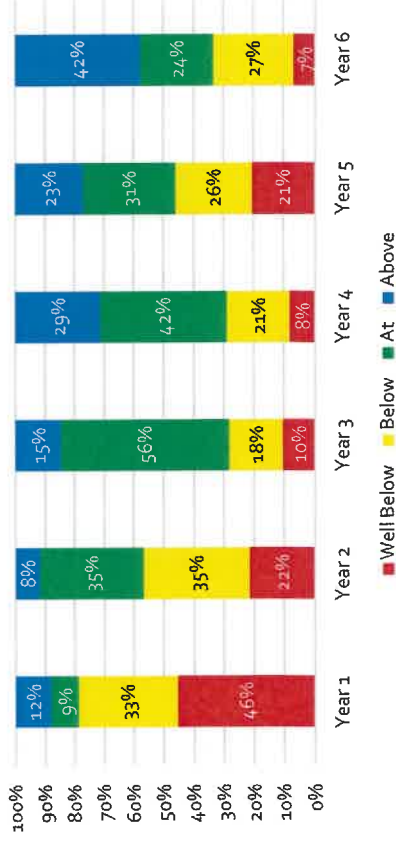
EOY 2023 Year Groups Reading



EOY 2024 Year Groups Reading



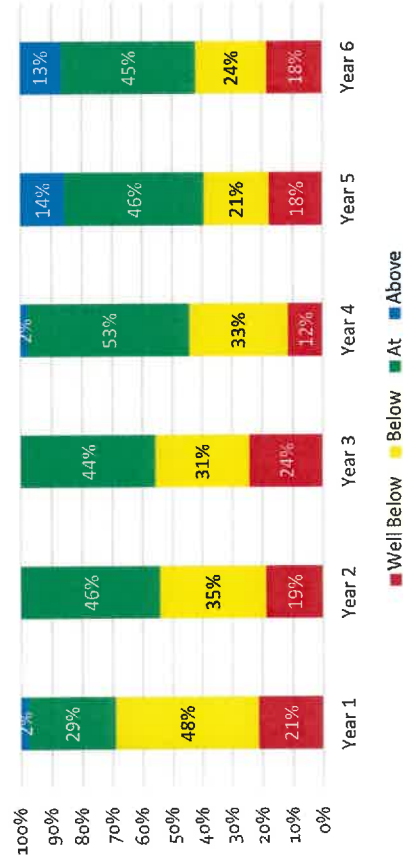
EOY 2025 Year Groups Reading



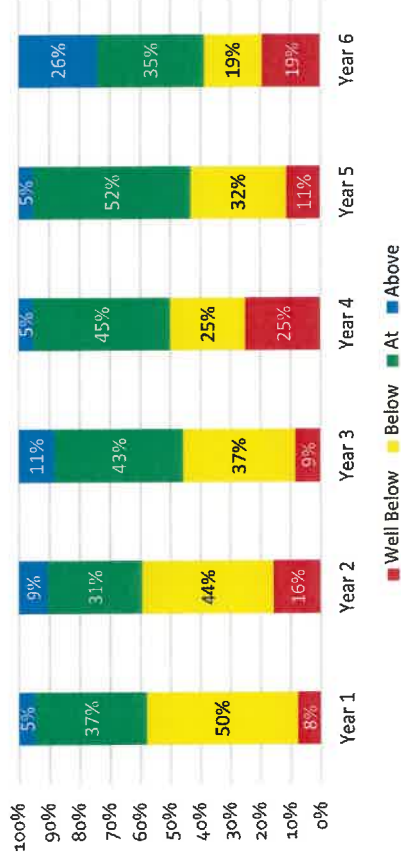
Year Groups Over Time

13

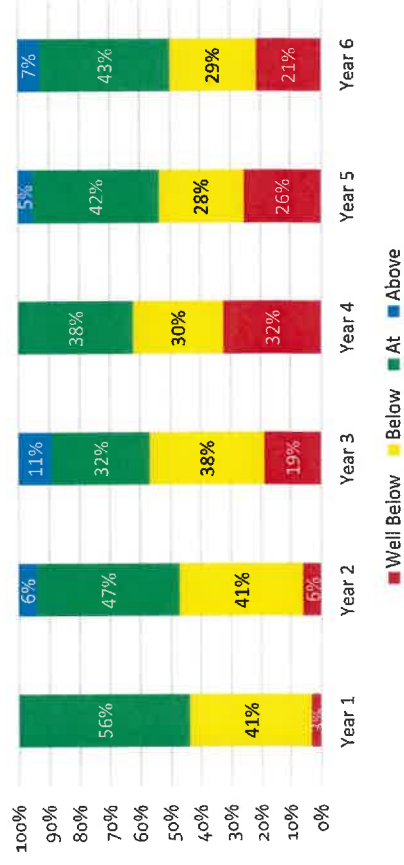
EOY 2022 Year Groups Writing



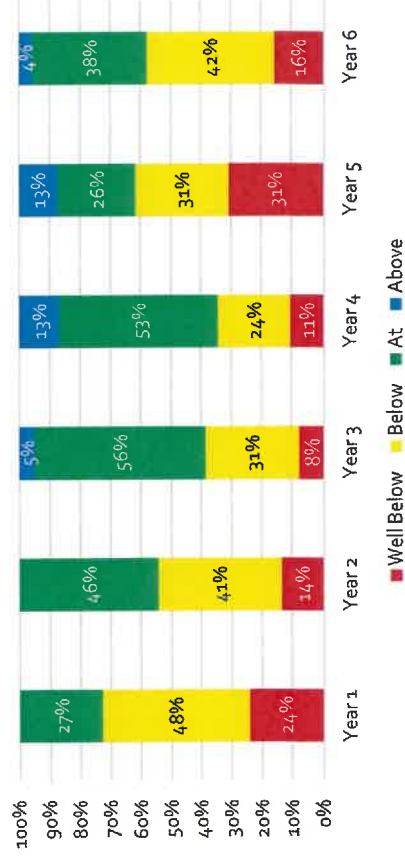
EOY 2023 Year Groups Writing



EOY 2024 Year Groups Writing



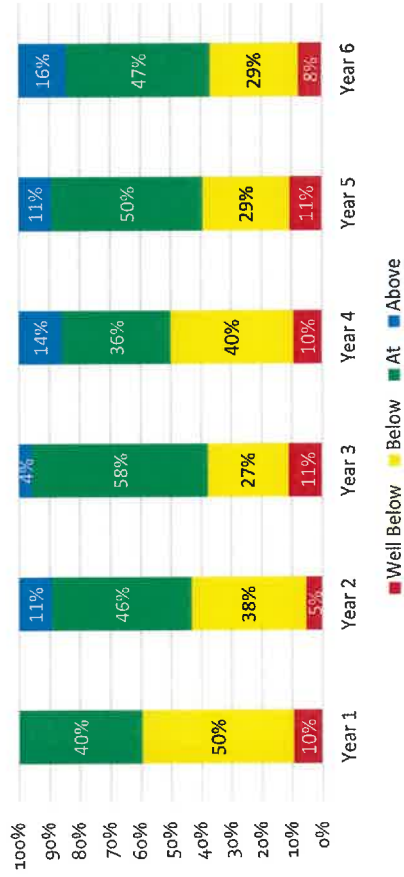
EOY 2025 Year Groups Writing



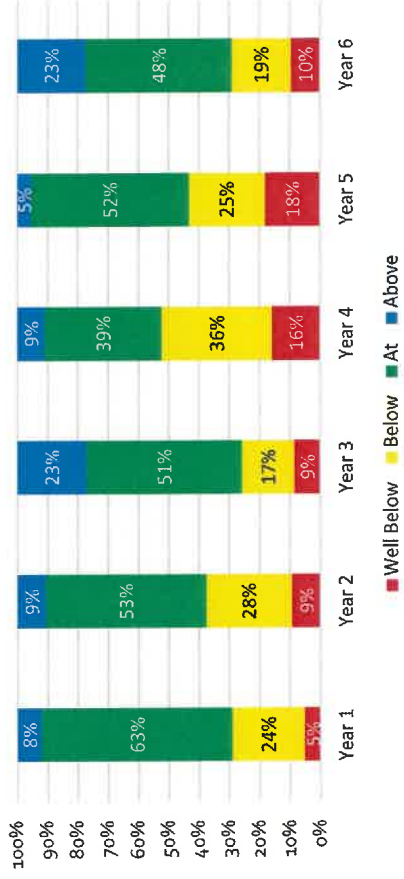
Year Groups Over Time

14

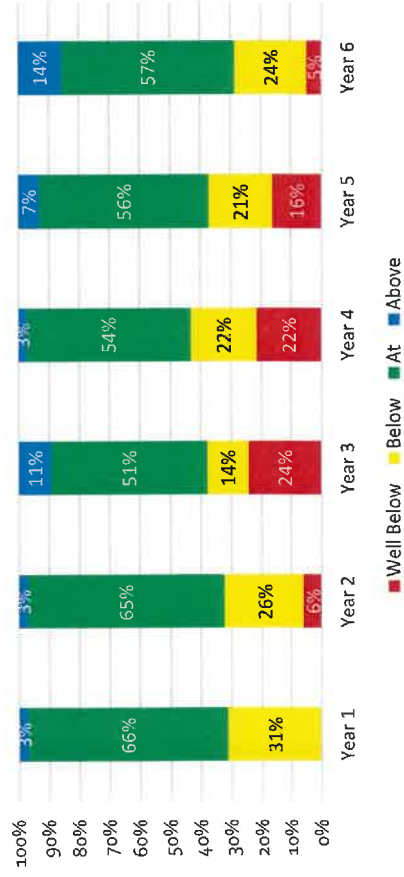
EOY 2022 Year Groups Mathematics



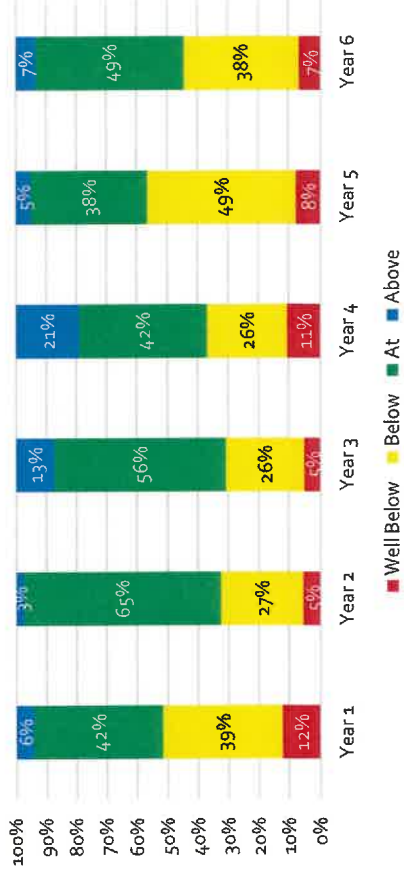
EOY 2023 Year Groups Mathematics



EOY 2024 Year Groups Mathematics



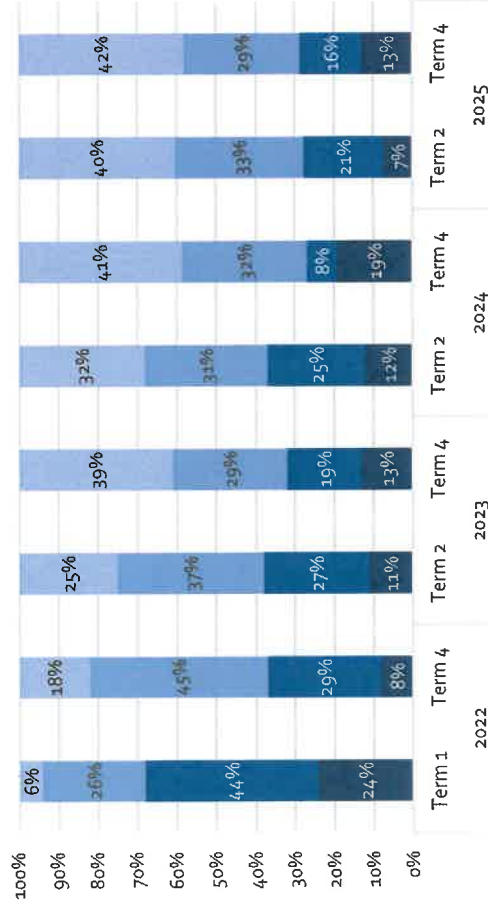
EOY 2025 Year Groups Mathematics



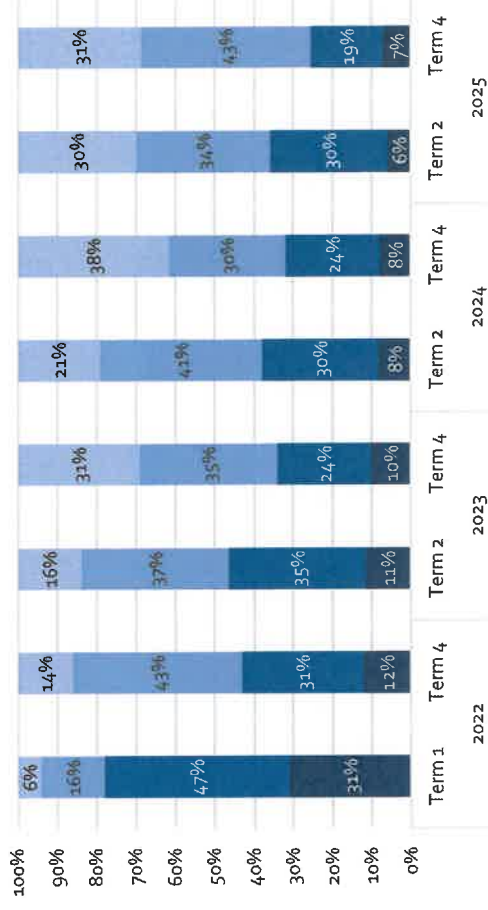
Student Agency

15

Student Agency (All Students)



Student Agency (Target Students)



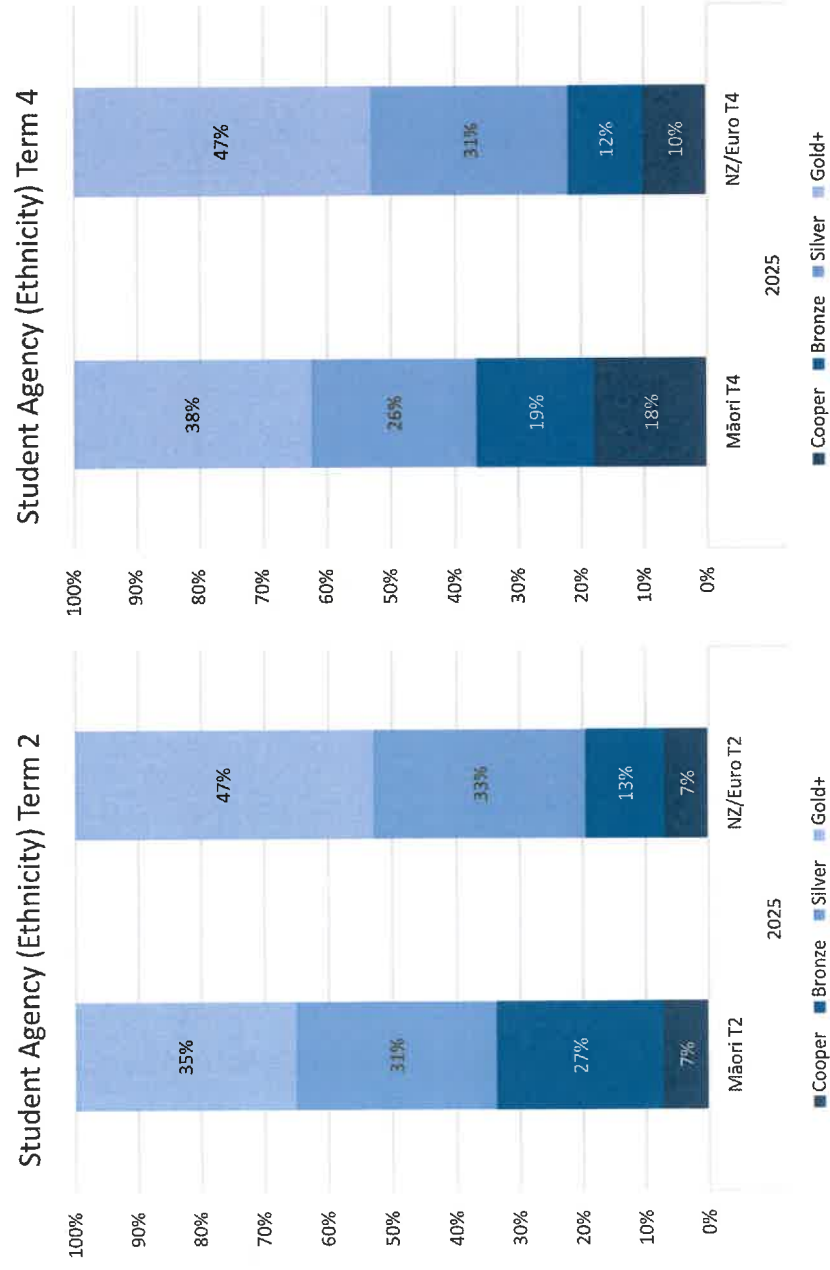
Student agency is similar to 2024 levels and mid year 2025 levels. 4.2% is the highest percentage of gold+ students ever.

Student agency for target students continues to be lower than for the general population at gold+ level but there is a higher number of silver level students and fewer at the copper level. At the end of 2024 we had a higher number of gold+ level students (38%) compared to 2025 (32%).

Gaps between Māori and NZ/ European

16

- Ethnicity Agency Gap (Gold +)
 - Term 2 12%
 - Term 4 9%
- Ethnicity Attendance Gap (above 90%)
 - Term 1 15%
 - Term 2 17%
 - Term 3 14%
 - Term 4 21%
- Ethnicity Reading Gap (at/above)
 - Term 2 21%
 - Term 4 13%
- Ethnicity Writing Gap (at/above)
 - Term 2 19%
 - Term 4 19%
- Ethnicity Mathematics Gap (at/above)
 - Term 2 19%
 - Term 4 13%



Conclusions

17

- The achievement gap and attendance gap between NZ European and Māori persists.
- The curriculum changes and implementation of PRIME Maths in 2025 add complexity when analysing the data and trying to identify areas where adjustments can be made to improve student achievement.
- The agency capabilities of students seem to have stabilised after several years of consistent improvement.
- Our year 1 students had a very high number of students reading well below the expected level this year (46%). When combined with the below students this total increases to 79% not reaching the year 1 expectations. This cohort will be the focus of our structured literacy intervention in 2026.