



TE KURA O OAKURA  
OAKURA SCHOOL

## Oakura School Annual Report 2025

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Tēnā koutou e te whānau o Oakura School,

As we reflect on 2025, we can do so with immense pride in what has been another significant year of progress, connection, and achievement for our kura. Grounded in our guiding motto, *Be Our Best*, we have continued to build a school culture where high expectations, strong relationships, and a deep sense of belonging underpin all that we do.

Throughout the year, our strategic priorities: *Hauora*, *Akoako*, and *Hōkai Nuku*, *Hōkai Rangī* have remained central to our journey. We have strengthened our focus on wellbeing and school culture, ensuring our values of Manawanui, Whānaungatanga, and Kaitiakitanga are increasingly visible in everyday practice. Across our learning spaces, we have continued to embed structured literacy and mathematics approaches, refine our local curriculum, and ensure every learner is supported to achieve success.

Our commitment to Te Ao Māori has also continued to grow meaningfully. Through strengthened partnerships with whānau and Ngāti Tairi, the ongoing development of our kura tikanga, expanded kapa haka opportunities, and a deeper integration of te reo me ōna tikanga, we are building a school environment where Māori learners can thrive as Māori and all tamariki develop a richer understanding of Aotearoa's bicultural foundation.

2025 has been rich with opportunities for our students to shine, whether through academic growth, cultural leadership, sporting success, environmental initiatives, or community events. From our classrooms to Puanga celebrations, whānau lunches, sporting fields, and leadership opportunities, our tamariki have continued to demonstrate resilience, pride, and excellence. We have been supported by our FOOS (Friends of Oakura School) who have provided maths equipment, arts materials, kapa haka uniforms and classroom consumables.

The accomplishments of this year are only possible because of the collective efforts of our dedicated staff, supportive Board, committed whānau, and generous community. Your partnership and belief in our shared vision continue to make Oakura School a special place where children are empowered to flourish.

As we look toward 2026, we do so with confidence and clarity. Our focus remains on consolidating the strong foundations we have built, continuing to grow our people, and ensuring Oākura School remains a place where every child is inspired and supported to truly *Be Our Best*.

Ngā mihi nui,

Dave Smith  
Principal, Oākura School

## **Oakura Board of Trustees**

Nathan Vazey (Presiding Member and Finance), Jodie Orchard (Deputy Presiding Member), Paul Williams (Property), Kayla Pritchard (Personale), , Kiri Bailey (Te Ao Māori - Co-opted Member), Renee Hohaia (Policies), Dave Smith (Principal), Ulla Page (Staff Representative), Dianne Blackburn (Board Secretary).

# Statement of Variance 2025

Our statement of variance shows the progress that we have made over the last year towards achieving the targets set out in our annual implementation plan. It offers explanations for any differences and how we will address targets that were not achieved.

## Strategic Goal 1:

**Hauora - To enhance our school culture and uplift collective wellbeing and resilience**

## Annual Goals:

1. Review our current behavioural procedures: develop and maintain a positive behavioural system that rewards students demonstrating the school values and achievements. Ensuring school-wide consistencies.
2. Review our current student management system to ensure it effectively supports data-driven decision-making, streamlines administrative processes, and enhances communication with students, staff, and whānau.
3. Review our current 'reporting to parent' practices to ensure whanau are getting up-to-date and relevant information aligned with our strategic goals/progress.

*What do we expect to see by the end of the year?*

A consistent behavioural system across the school.

All communication, calendars, reporting, student behaviour, medical is recorded on Hero. We will no longer be using Skool Loop.

Useful information being 'reported' to parents.

A reduction in consistent absenteeism.

<b>Actions</b>	<b>What did we want to achieve?</b> What were the outcomes of our actions? What impact did our actions have?	<b>Evidence</b> This is the sources of information the board used to determine those outcomes.	<b>Reasons for any variances between the target and the outcomes</b> Think about both where you have exceeded your targets or not yet met them.	<b>Planning for next year... where to next?</b> What do you need to do to address targets that were not achieved.
<b>Action 1</b>  Embed our current behavioural procedures: develop and maintain a positive behavioural system that rewards students demonstrating the	<b>Embed the 'Be Our Best' Positive Reward System</b> – Implement a structured system that consistently acknowledges and rewards students demonstrating Manawanui (Determination), Whānaungatanga (Relationships/Connectedness), and Kaitiakitanga (Guardianship). Ensure	Children can talk to our Be Our Best reward system. Assemblies and classroom discussions.	Met	Continue to embed and refine.

<p>school values and achievements. Ensuring school-wide consistencies.</p>	<p>visibility and understanding across the school.</p> <p><b>Ensure Consistent Behavioural Expectations</b> – Establish clear, school-wide behaviour expectations aligned with the school values. Provide staff with professional development and resources to ensure consistency in expectations and responses.</p> <p><b>Monitor Behavioural Incidents &amp; Use Data for Improvement</b> – Track incidents using Hero (or another system), analyse trends, and provide feedback to staff. Use this data to inform targeted interventions and refine behaviour management strategies.</p> <p><b>Actively Teach &amp; Model the School Values</b> – Integrate the school values into daily routines, lessons, and interactions. Use real-life examples, student reflections, and visual reminders throughout the school.</p> <p><b>Engage Whānau &amp; Community in Positive Behaviour Support</b> – Communicate expectations and reward systems with whānau, encouraging consistency between home and school. Celebrate students' positive behaviour and achievements in newsletters, assemblies, and Hero updates.</p> <p><b>Build positive relationships</b> - model and promote positive relationships between staff and students to foster trust and respect.</p>	<p>Policy updated. Visible in classrooms.</p> <p>Hero being used to monitor behavioural incidents. Discussion at team leader and SLT level.</p> <p>Classroom discussions / assemblies / positive reward system.</p> <p>Hero updates / newsletters / assemblies.</p> <p>Buddy time, relationship, student - teacher interactions</p>	<p>Met</p> <p>Met - Continuing to improve and refine data collection</p> <p>Not met - Visual reminders not throughout the school.</p> <p>Met</p> <p>Met</p>	<p>Ongoing.</p> <p>Continue to refine - make simpler.</p> <p>Continue to model the School Values.</p> <p>Ongoing</p> <p>Ongoing</p>
<p><b>Action 2</b></p> <p>Embed Hero school-wide - ensuring it effectively supports data-driven</p>	<p><b>Build Staff Capability &amp; Confidence</b> – Provide ongoing PLD and support for</p>	<p>Hero being used for rolls/data collection.</p>	<p>Met</p>	

<p>decision-making, streamlines administrative processes, and enhances communication with students, staff, and whānau.</p>	<p>staff to effectively use Hero for assessment, reporting, and communication. Develop clear guidelines and best practices to ensure consistency across the school.</p> <p><b>Enhance Data-Driven Decision-Making</b> – Establish school-wide expectations for using Hero to track student progress, inform teaching practice, and guide interventions. Regularly review and analyze Hero data to support learning outcomes.</p> <p><b>Strengthen Whānau Engagement</b> – Encourage active use of Hero by whānau by, sending regular updates, and ensuring the platform is accessible and user-friendly. Promote Hero as the primary communication tool for school updates, learning progress, and key events.</p> <p><b>Streamline Administrative &amp; Reporting Processes</b> – Align Hero’s features with school systems to reduce duplication and increase efficiency in student records, pastoral care, and reporting. Regularly review processes to maximize Hero’s impact.</p>	<p>Data tracking and analysis - sorted into groups.</p> <p>Hero messages being received by whanau.</p> <p>Self-review.</p>	<p>Met</p> <p>Met</p> <p>Met</p>	<p>Support has been given to ICT lead, plus SLT. Will continue to grow teacher capability next year.</p> <p>Data needs to align with the new curriculum.</p> <p>Reporting to Parents built into Hero.</p> <p>Review reporting to parents guidelines to ensure they align with MoE expectations.</p>
<p><b>Action 3</b></p> <p>Implement and update ‘reporting to parent’ practices to ensure whanau are getting up-to-date and relevant information aligned with our strategic goals/progress.</p>	<p><b>Streamline &amp; Strengthen Hero as the Primary Reporting Tool</b> - Ensure Hero is consistently used to provide real-time updates on student progress, achievements, and next learning steps. Train staff to effectively use Hero for transparent and meaningful reporting.</p> <p><b>Align Reporting with Learning and Values</b> - Provide clear, strengths-based reporting that gives whānau insight into their child’s growth and next steps. Review the mid year and end of year reports in consultation with staff.</p>	<p>Hero being used.</p> <p>Staff consultation and self-review.</p>	<p>Not met. Real time updates not in place. Set times for reporting being used.</p> <p>Met.</p>	<p>Learning goals aligned to the curriculum need to be added to Hero.</p> <p>Collect whanau voice on effectiveness of end of year reporting.</p>

<p><b>Action 4</b></p> <p>Enhance engagement by monitoring and increasing attendance.</p>	<p><b>Track and Monitor Attendance Regularly</b> – Set up a system to track attendance daily and identify patterns of absence using Hero. This should include monitoring individual, class, and school-wide attendance rates.</p> <p><b>Engage Whānau Early</b> – Establish a system for reaching out to whānau as soon as attendance concerns arise, offering support and understanding to identify any barriers to attendance.</p> <p><b>Promote the Importance of Attendance</b> – Raise awareness of the importance of regular attendance through school newsletters, assemblies, and parent meetings (share attendance data if appropriate). Encourage students and whānau to value consistent attendance.</p>	<p>Data shared with parents in the end of year report.</p> <p>Letters created / evidence that they have been sent.</p> <p>Evidence of raising awareness - newsletters / parent hui.</p>	<p>Met.</p> <p>Met - letters have been sent (excluding whanau taking holidays)</p> <p>Not Met</p>	<p>We can make improvements in this area. Streamline processes to ensure poor attendance is recognised quickly.</p> <p>Medical not being captured in the data.</p> <p>This has not been a school priority - but it will need to be moving forward.</p>
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## Strategic Goal 2:

**Akoako - To learn and achieve highly through a refreshed, localised curriculum**

## Annual Goals:

1. Implement our vision and values to ensure they align with our strategic goals and reflect the evolving needs and aspirations of our school community.
2. Implement a Structured Mathematics programme aligned to the new maths curriculum.
3. Implement a Structured Literacy programme aligned to the new english curriculum. Focussing on Year 4-8. (This will start from Term 3)
4. Implement a robust Professional Growth Cycle system: including reflective practice and alignment with the strategic goals of the school. (Terms 1-2 Maths No Problem, Terms 3-4)

What do we expect to see by the end of the year?

- Our values are visible in everything we say and do.
- A consistent Maths programme across the school.
- Structured literacy stretching beyond Years 1-3 and into 4-8.
- Staff engaging with their Professional Growth Cycles - reflecting on and refining practice.

<p><b>Actions</b></p>	<p><b>What did we achieve?</b> What were the outcomes of our actions? What impact did our actions have?</p>	<p><b>Evidence</b> This is the sources of information the board used to determine those outcomes.</p>	<p><b>Reasons for any variances between the target and the outcomes</b> Think about both where you have exceeded your targets or not yet met them.</p>	<p><b>Planning for next year... where to next?</b> What do you need to do to address targets that were not achieved.</p>
<p><b>Action 1</b></p> <p>Implement our vision and values to ensure they align with our strategic goals and reflect the evolving needs and aspirations of our school community.</p>	<p><b>Embed the Vision and Values into Daily Practice</b> – Integrate the vision and values into all aspects of school life: classroom teaching, interactions, decision-making, and extra-curricular activities. Ensure staff model these values and encourage students to engage with them through learning activities, role-modelling, and school-wide initiatives.</p> <p><b>Ensure Alignment with Strategic Goals</b> – Ensure the vision and values directly support the school’s strategic goals. Use these as a framework for guiding actions, goal-setting, and performance reviews across all areas of the school, from curriculum delivery to staff wellbeing and community engagement.</p> <p><b>Monitor and collect feedback</b> - collect feedback from staff, students and whānau to see how our new school values have been embedded.</p>	<p>Children can talk about the School Values. (FOOS Te Reo fundraiser)</p> <p>Values shared in newsletters / assemblies / visible in classrooms.</p> <p>Teacher voice collected / conversation with tamariki and whānau.</p>	<p>Met.</p> <p>Met.</p> <p>Not met. No formalized feedback collected from whānau.</p>	<p>Ongoing.</p> <p>Ongoing. Visible in and around our kura.</p> <p>Potentially part of community consultation.</p>
<p><b>Action 2</b></p> <p>Implement a Structured Mathematics</p>	<p><b>Provide Targeted PLD for Staff</b> – Ensure all teachers receive professional development to</p>	<p>External providers.</p>	<p>Met. Modelled observations from expert providers.</p>	<p>Potentially visit local kura who are further along in their journey.</p>

<p>programme aligned to the new maths curriculum.</p>	<p>confidently deliver the Maths - No Problem! approach. Focus on lesson structure, mastery principles, and effective questioning techniques.</p> <p><b>Establish Consistent School-Wide Implementation</b> – Develop a shared understanding of expectations for lesson delivery, differentiation, and assessment. Provide model lessons and collaborative planning opportunities.</p> <p><b>Monitor Progress &amp; Use Data to Inform Teaching</b> – Track student achievement and engagement through regular formative and summative assessments. Use this data to adjust teaching strategies and provide targeted support.</p> <p><b>Engage Whānau in the Approach</b> – Run information sessions or provide resources to help whānau understand the Maths - No Problem! methodology and support learning at home.</p> <p><b>Resource the programme</b> - Ensure that teachers have the correct equipment and materials to provide the Maths - No Problem! approach.</p>	<p>Classroom observations.</p> <p>Hero data and analysis.</p> <p>Information evening or shared resources.</p> <p>Purchase MNP resources.</p>	<p>Met. Formalised classroom observations and coaching sessions. Principal follow up conversations as part of Professional Growth Cycles.</p> <p>Met.</p> <p>Not Met.</p> <p>Met</p>	<p>Continue classroom observations and support in teams.</p> <p>Map out MNP and the new maths curriculum to ensure coverage. Engage in further maths PD to ensure targeted supports can be put in place.</p> <p>Goal setting conversations / information shared with whānau about best ways to support their tamariki.</p> <p>We believe we are well equipped moving into next year.</p>
<p><b>Action 3</b></p> <p>Implement a Structured Literacy programme aligned to the new English curriculum. Focussing on Year 4-8. (This will start from Term 3)</p>	<p><b>Provide PLD &amp; Support for Teachers</b> – Train staff in BSLA strategies, ensuring alignment with structured literacy and the refreshed English curriculum.</p> <p><b>Embed BSLA into Daily Literacy Practice</b> – Integrate BSLA components, including vocabulary, comprehension, and fluency strategies, into reading and writing lessons.</p> <p><b>Monitor Progress &amp; Adapt Teaching</b> – Use assessment data to track student outcomes, inform instruction, and provide targeted support where</p>	<p>BSLA training completed by staff and support staff.</p> <p>BSLA being taught daily at Oakura School.</p> <p>Hero data and analysis.</p>	<p>Variance: All staff have completed their training and assessments in preparation for next year. Training wasn't available until Term 3.</p> <p>Not met - Day to day teaching has not started yet. Training wasn't available to start until late Term 3.</p> <p>Met. Reading and writing data captured.</p>	<p>Teaching BSLA with fidelity to begin in 2026.</p> <p>Teaching to begin in 2026. This will be the basis of Professional Growth Cycles and professional development.</p> <p>Map out BSLA to align with new English curriculum.</p>

	needed. <b>Resource the programme</b> - Ensure that teachers have the correct equipment and materials to provide BSLA in their classrooms.	Purchase BSLA texts - learning resources.	Not met. Purchases to be made in 2026.	Purchase texts and resources.
<b>Action 4</b> Implement a robust Professional Growth Cycle system: including reflective practice and alignment with the strategic goals of the school.	<b>Develop a clear Growth Cycle Framework</b> – Ensure it includes goal setting, observations, coaching, and reflection. <b>Embed Reflective Practice &amp; Collaborative Inquiry</b> – Encourage staff to engage in self-reflection, peer observations, and professional discussions to support continuous improvement. Walk-throughs being used by team leaders. <b>Increased capability</b> - Middle leaders to gain ‘coaching skills’ to support their kaiako. Create a coaching model for Oakura School.	Growth Cycle framework created.  Evidence of reflection and formalised observations.  Middle leaders receiving targeted PD in coaching	Met. High levels of engagement.  Met. All teachers and team leaders engaged in their Growth Cycles.  Met. EdLead worked with SLT and team leaders to create ‘Coaching at Oakura’ guide.	Focus on BSLA and classroom environment.  As above.  Middle leaders to lead growth conversations (coaching) within their teams.

### Strategic Goal 3:

## Hōkai Nuku, Hōkai Rangi - To grow our knowledge and expertise in Te Ao Māori

### Annual Goals:

1. Provide relevant and level appropriate professional development to staff to develop their understanding of tikanga, te ao Māori, te reo, and cultural capacity.
2. Aligning with Ngāti Tairi, whanau hui ropu and our wider community, create our ‘Oākura School tikanga’.
3. Investigate and explore the potential of a bilingual class at our kura, adopting a model based on best practice for second language acquisition

*What do we expect to see by the end of the year?*

- Classes are confident to run their own class-based mihi whakatau for new tamariki.
- Whānau hui being well attended and a ‘safe’ place to collaborate - Ngāti Tairi and whanau both represented.
- Extension rōpū showcasing their learning with the rest of the kura.

<p><b>Actions</b></p>	<p><b>What did we achieve?</b> What were the outcomes of our actions? What impact did our actions have?</p>	<p><b>Evidence</b> This is the sources of information the board used to determine those outcomes.</p>	<p><b>Reasons for any variances between the target and the outcomes</b> Think about both where you have exceeded your targets or not yet met them.</p>	<p><b>Planning for next year... where to next?</b> What do you need to do to address targets that were not achieved.</p>
<p><b>Action 1</b></p> <p>Provide relevant and level appropriate professional development to staff to develop their understanding of tikanga, te ao Māori, te reo, and cultural capacity.</p>	<p><b>Develop Individual &amp; Class-Based Mihi</b> – Support staff teaching Tangata Whenua Pepeha and kaiarahi to support individual mihi. Develop class-based Mihi-Whakatau to ensure all tamariki and kaiako can confidently introduce themselves and uphold kawa.</p> <p><b>Embed Pōwhiri Participation</b> – Provide structured opportunities for staff to observe, learn, and actively participate in formal pōwhiri, growing confidence in cultural protocols and responsibilities.</p> <p><b>Create a ‘Mātou’ Tikanga Folder</b> – Develop a school-specific tikanga guide, capturing key protocols, practices, and expectations to ensure consistency and sustainability.</p> <p><b>Kaiārahi-Led Pre-Learning Sessions</b> – Establish a Kaiārahi role to support and guide staff by sharing pre-learning before sessions, ensuring deeper engagement and understanding.</p>	<p>Tamariki being able to confidently introduce themselves.</p> <p>Host our own pōwhiri without external support.</p> <p>Te Ao Maori resources folder added too.</p> <p>Kaiarahi led professional development.</p>	<p>Variance. Our rōpū members would be able to engage in a class-based mihi whakatau.</p> <p>Met. Various staff members have been part of the process.</p> <p>Met. Resources are shared and up to date. Excellent puanga and matariki resources.</p> <p>Met. Start of the year and in preparation of puanga celebrations.</p>	<p>We want this to be a focus for next year. Class based mihi-whakatau for new tamariki / visitors.</p> <p>Being able to engage more staff members to be brave and courageous in this space.</p> <p>Kaiarahi to create Te Reo resources to ensure classroom lessons can continue weekly.</p>
<p><b>Action 2</b></p> <p>Aligning with Ngāti Tairi, whanau hui ropu and our wider community, create our ‘Oākura School tikanga’.</p>	<p><b>Engage in Whakapapa &amp; Relationship Building</b> – Strengthen connections with Ngāti Tairi, whānau hui rōpū, and local iwi to ensure tikanga reflects the identity, history, and aspirations of the community.</p> <p><b>Facilitate Hui &amp; Collaborative Wānanga</b> – Hold regular hui with iwi, whānau, and staff to co-design the school’s tikanga, ensuring it is</p>	<p>Ngāti Tairi representation at school events. Whānau hui being well attended.</p> <p>Consultation with all stake-holders of the school.</p>	<p>Met.</p> <p>Exceeded. Co-option of Board Member policy updated to reflect the wishes of our whānau hui rōpu.</p>	<p>Continue to engage and connect with Ngāti Tairi. We intend to visit Oakura Pa.</p> <p>Provide opportunities for learning and growth in Te Ao Māori.</p>

	<p>authentic, meaningful, and sustainable.</p> <p><b>Develop &amp; Embed School-wide Tikanga</b> – Clearly define tikanga that guides daily interactions, learning spaces, and school practices. Integrate tikanga into pōwhiri, classrooms, student leadership, and curriculum.</p> <p><b>Acknowledge the Māori maramataka</b>-celebrate events in the Māori calendar throughout the year. Whole school Puanga celebration and Te wiki o te reo Māori</p>	<p>Correct tikanga being used throughout school practices.</p> <p>Puanga and Te wiki o te reo being celebrated.</p>	<p>Met (to the best of our knowledge. Lots of learning throughout the hangi.</p> <p>Met - well attended and well supported.</p>	<p>Marae tikanga.</p> <p>Host a puanga celebration that celebrates e Ao Māori.</p>
<p><b>Action 3</b></p> <p>To embed and support the three extension rōpū effectively.</p>	<p><b>Define Clear Purpose &amp; Goals for Each Rōpū</b> – Establish the focus, objectives, and success criteria for each extension rōpū, ensuring they align with the school’s strategic goals and meet the needs of the students involved.</p> <p><b>Celebrate &amp; Showcase Learning</b> – Create opportunities for students to share their achievements, whether through whānau evenings, school assemblies, competitions, or through Hero/Google Classroom.</p> <p><b>Share and Gather feedback</b> – Regularly gather feedback from students, staff, and whānau to refine the structure, content, and impact of the rōpū, ensuring they remain meaningful and effective.</p>	<p>Planning and preparation.</p> <p>Tamariki sharing their learning.</p> <p>Whānau hui sharing and collecting feedback.</p>	<p>Met. Organised and well thought out teaching and learning sequence.</p> <p>Met (Exceeded). Hangi preparations. Putting on a production all in Te Reo. Puanga kapa haka performances. Mihi to whānau hui rōpū.</p> <p>Met. Akonga Māori survey. Whānau hui voice collected. Te Reo PAT.</p>	<p>In Whaea Monica’s absence we need to find ways that we are targeting our MASAM goal and providing learning opportunities in Te Ao and Te Reo Māori.</p> <p>Major learning focus across the school in Term 1, 2026 is <b>Our Land, Our Story</b></p> <ul style="list-style-type: none"> <li>• Research into New Zealand’s unique geography, from mountains and plains to the coastline.</li> <li>• Explore the history of Aotearoa.</li> <li>• Treaty of Waitangi.</li> </ul> <p>Using the analysis of our Akonga Māori survey to plan our learning for 2026.</p>

# Evaluation of Academic Progress 2025

This evaluation presents the Overall Teacher Judgement (OTJ) data for 397 students across our school. Our current roll sits at 400; the 3 students not included in this report are recent starters who have not yet been at school long enough for a reliable OTJ to be made.

This is our first formal end of year reporting cycle using the new curriculum progress indicators: Needs Support, Progressing Towards, Proficient, and Exceeding. Of these, *Proficient* is most closely aligned to the previous curriculum benchmark of *At Expected Level*. This is currently going through the feedback and consultation process. It is open to changes, including the addition of a fifth level descriptor.

To support consistent and robust OTJ decisions, team leaders and Deputy Principals have collaboratively developed a matrix for teachers. This matrix clearly maps the relationship between the new curriculum indicators and the previous expectations, ensuring shared understanding and consistency across the school.

The data that follows provides an overview of student progress across reading, writing, and mathematics at this end of year point.

The New Zealand Curriculum is currently going through considerable changes. We are still waiting for finalisation of what assessment will look like at school, including assessment materials and confirmation of level descriptors from the Ministry. This has had a considerable impact on our data, as it will across all kura in New Zealand. The below statement from The Ministry of Education highlights this further:

## **Statement from the Ministry of Education to Support Schools with Reporting to Parents**



As part of our focus on lifting student achievement we have introduced new, knowledge-rich and internationally-comparable curriculum this year for Maths in Years 0–8 and English in Years 0–6, and Te Reo Rangatira Years 0-6 and Pāngarau Years 0-8 wāhanga ako.

This means we are currently changing from the old to the new curriculum. We want to acknowledge that schools and kura will only have been using the new curricula from the start of 2025, which includes new teaching and assessment methods and content.

Because of this 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. If you have concerns or questions about your child's achievement, we strongly suggest you talk with your child's teacher or kaiako. They will also have used their own observations, classroom tasks and other tests to report on the progress your child is making.

## READING



temahau.govt.nz

- At the end of year, reading OTJs have been made using two curriculum frameworks, reflecting the staged implementation of the refreshed New Zealand Curriculum.
- For our junior students (Years 0–3), teachers have assessed against the **new English curriculum progress indicators**, supported by assessment recording sheets developed by the Deputy Principal. These sheets are designed to guide teacher judgments and ensure consistency across classrooms.

- For our Year 4–8 students, teachers have continued to assess against the **2007 New Zealand Curriculum** expectations, as the refreshed curriculum is not yet fully implemented at these levels.

	Needs support		Progressing towards		Proficient		Exceeding	
Whole school	26 /397	<b>6.49%</b>	49 /397	<b>12.35%</b> Mid 19.53%	261 / 397	<b>65.74%</b> Mid 57.78%	64/397	<b>16.12%</b>
Male	15 / 205	<b>7.31%</b>	24 / 205	<b>11.70%</b>	138 / 205	<b>63.31%</b>	28 / 205	<b>13.65%</b>
Female	11 / 192	<b>5.73%</b>	25 / 192	<b>13.05%</b>	122 / 192	<b>63.61%</b>	33 / 192	<b>17.19%</b>
Māori	6 / 48	<b>12.5%</b>	8 / 48	<b>16.67%</b>	28 / 48	<b>58.33%</b>	6 / 48	<b>12.5%</b>
Pasifika					2 / 2	<b>100%</b>		
Asian	1 / 12	<b>8.33%</b>	9 / 12	<b>75%</b>	2 / 12	<b>16.67%</b>		
MELAA			1 / 10	<b>10%</b>	7 / 10	<b>70 %</b>	2 / 8	<b>20%</b>
NZ European	20 / 322	<b>6.25%</b>	38 / 322	<b>11.80%</b>	212 / 322	<b>65.89%</b>	46 / 322	<b>14.49%</b>

- Overall Achievement:** 81.65% of students across the school are achieving at the *Proficient* or *Exceeding* level in reading.
- Overall achievement has increased from the mid year data, with less children progressing towards and more at the proficient level.
- Female students are outperforming males in reading, with 80.8% achieving *Proficient* or *Exceeding*, compared to 76.96% of male students.
- NZ European and Māori students show similar levels of achievement overall, with a higher proportion of NZ European students performing at the *Exceeding* level.

## READING RESULTS BY YEAR LEVELS

	Needs support		Progressing towards		Proficient		Exceeding	
1	4/43	<b>9.3%</b>	11/43	<b>25.58%</b>	12/43	<b>27.91%</b>	16/43	<b>37.21%</b> <b>Mid 9.52%</b>
2	4/53	<b>7.55%</b>	3/53	<b>5.66%</b> <b>Mid 35.29%</b>	20/53	<b>37.74%</b> <b>Mid 33.33%</b>	26/53	<b>49.06%</b> <b>Mid 25.49%</b>
3	6/46	<b>13.04%</b>	2/46	<b>4.35%</b>	23/46	<b>50.0%</b> <b>Mid 41.30%</b>	15/46	<b>32.61%</b>
4	3/54	<b>5.56%</b>	6/54	<b>11.11%</b>	45/54	<b>83.33%</b>		
5	3/52	<b>5.77%</b>	3/52	<b>5.77%</b>	46/52	<b>88.4%</b>		
6	1/49	<b>2.04%</b>	7/49	<b>14.29%</b>	41/49	<b>83.67%</b>		
7		<b>Mid 4.65%</b>	3/43	<b>6.98%</b> <b>Mid 46.51%</b>	40/43	<b>93.02%</b> <b>Mid 48.84%</b>		
8	5/46	<b>10.87%</b>	8/46	<b>17.39%</b>	28/46	<b>60.87%</b> <b>Mid 45.65%</b>	5/46	<b>10.86%</b>

There have been some noticeable shifts in data from the mid-year data.

- A significant increase in children exceeding in year 1.
- There has been a 30% drop in progressing towards and an increase in year 2 children achieving proficient and exceeding levels.
- There are more year 3 children reaching proficiency.
- The most noticeable improvement in the year 7 and 8 cohort with no children needing support in year 7, a smaller percentage of in year 7 of children progressing towards, and higher levels of children reaching proficiency. This is due to the targeted literacy support provided by Prue and the introduction of the code earlier on in the year by the class teachers.

## WRITING

- Years 1–2: Teachers have assessed students using writing progressions aligned with the new English curriculum, developed by the Deputy Principal to support consistency and clarity in making OTJs.
- Years 3–8: Teachers have used e-asTTle writing as one piece of evidence to inform Overall Teacher Judgements (OTJs), alongside classroom observations and other work samples.
- This mixed approach reflects our current transition between curriculum frameworks and ensures that judgements are informed, balanced, and developmentally appropriate across all year levels.

	Needs support		Progressing towards		Proficient		Exceeding	
Whole school	37 / 397	9.31%	103 / 397	25.94% Mid 24.8%	228 / 397	57.43% Mid 53.03%	29 / 397	7.30%
Male	25 / 205	12.19%	59 / 205	28.78%	113 / 205	55.12%	8 / 205	3.90%
Female	11 / 192	5.73%	25 / 192	13.02%	122 / 192	63.54%	34 / 192	17.71%
Māori	6 / 48	12.5%	15 / 48	31.25%	22 / 48	48.83%	5 / 48	10.41%
Pasifika			1 / 2	50%	1 / 2	50%		
Asian	1 / 12	8.33%	1 / 12	8.33%	10 / 12	83.33%		
MELAA	1 / 10	10%	3 / 10	30%	5 / 10	50%	1 / 10	10%
NZ European	28 / 321	8.72%	82 / 321	25.54%	188 / 321	58.57%	23 / 321	7.35%

- **Overall Achievement:** 64.73% of students across the school are achieving at the *Proficient* or *Exceeding* level in reading.
- There has been a slight increase from the mid year data of children reaching proficiency.
- Female students are outperforming males in reading, with 81.25% achieving *Proficient* or *Exceeding*, compared to 59.02% of male students.
- NZ European and Māori students show similar levels of achievement overall, with a higher proportion of Māori students performing at the *Exceeding* level.

## WRITING RESULTS BY YEAR LEVELS

	Needs support		Progressing towards		Proficient		Exceeding	
1	5 /43	<b>11.63%</b>	5/43	<b>11.63%</b>	30/43	<b>69.77%</b>	3/43	<b>6.98%</b>
2	5 /53	<b>9.43%</b>	16/53	<b>30.19%</b>	27/53	<b>50.94%</b>	5/53	<b>9.43%</b>
3	7/46	<b>15.22%</b>	10/46	<b>15.22%</b>	24/46	<b>45.65%</b>	9/46	<b>23.91%</b>
4	6/54	<b>11.11%</b>	15/54	<b>27.78%</b>	33/54	<b>61.11%</b> <b>Mid 42.00%</b>		
5	4/54	<b>7.69%</b> <b>Mid 17.65%</b>	12/54	<b>23.08%</b>	36/54	<b>69.23%</b> <b>Mid 56.86%</b>		
6	3/49	<b>6.12%</b>	13/49	<b>26.53%</b>	32/49	<b>65.31%</b>	1/49	<b>2.04%</b>
7	1/43	<b>2.33%</b> <b>Mid 16.28%</b>	21/43	<b>65.12%</b> <b>Mid 48.84%</b>	28/43	<b>65.12%</b> <b>Mid 27.91%</b>	1/43	<b>2.33%</b>
8	6/46	<b>13.04%</b>	15/46	<b>32.60%</b>	16/46	<b>34.78%</b>	8/46	<b>17.39%</b>

There have been some noticeable shifts in data from the mid-year data.

- An increase in the percentage of children achieving proficiency in year 4.
- There has been a 10% drop in year 5 children needing support and a 13% increase in children reaching proficiency.
- The most noticeable improvement in the year 7 children. There has been a shift with less children needing support and progressing towards, and a significant increase in children at the proficient level. This is due to the targeted literacy support provided by Prue and the introduction of the code earlier on in the year by the class teachers.

## MATHEMATICS

- The school is now using Maths No Problem as a consistent, school-wide maths programme. While it provides a strong foundation in conceptual understanding, it has required an adjustment period for both teachers and students.
- As we implement the programme, we are identifying gaps in students' prior knowledge. We are confident these gaps will reduce over time as students experience the full progression of the programme over several years.
- Formal assessments are not provided within Maths No Problem, aside from in-programme review pages. To support Overall Teacher Judgements (OTJs):
  - Years 0–2 have used assessment tools developed by Deputy Principals to guide teacher judgments.
  - Years 3–8 have continued to use PAT Mathematics, which aligns with the 2007 New Zealand Curriculum.
- This blended approach allows us to maintain reliable achievement data while navigating the transition to the refreshed curriculum.

	Needs support		Progressing towards		Proficient		Exceeding	
Whole school	23 / 379	5.97%	68 / 379	17.12% Mid 26.65%	278 / 379	70.03% Mid 53.56%	28 / 379	7.05%
Male	15 / 205	7.31%	25 / 205	12.19%	149 / 205	72.68%	16 / 205	7.80%
Female	8 / 192	4.17%	43 / 192	22.39%	129 / 192	67.19%	12 / 192	6.25%
Māori	3 / 48	6.25%	12 / 48	25.0%	31 / 48	64.58%	2 / 48	4.16%
Pasifika					2 / 2	100%		
Asian	1 / 12	8.33%			10 / 12	83.33%	1 / 12	8.33%
MELAA			1 / 10	10%	8 / 10	80%	1 / 10	10%
NZ European	18 / 321	5.60%	54 / 321	16.82%	225 / 321	70.09%	24 / 321	7.48%

- **Overall Achievement:** 77.08% of students across the school are achieving at the *Proficient* or *Exceeding* level in reading.
- There has been a drop in the percentage of students progressing towards and an increase in children achieving proficiency from the mid-year data.
- Male students are outperforming females in maths, with 80.48% of males and 73.44% of females achieving at the *Proficient* or *Exceeding* level.
- NZ European (77.57%) are achieving a higher percentage of maths compared to Māori tamariki (68.74%) in proficient and exceeding.

## MATHEMATICS RESULTS BY YEAR LEVELS

	Needs support		Progressing towards		Proficient		Exceeding	
1	3/43	6.98%	8/43	18.60%	32/43	74.42%		
2	6/53	11.32%	5/53	9.43% Mid 33.33%	37/53	69.81% Mid 52.94%	5/53	9.43%
3	1/46	2.17%	8/46	17.39%	26/46	56.52%	11/46	23.91%
4	1/54	1.85%	4/54	7.41% Mid 10.00%	49/54	90.74% Mid 62.00%		
5	4/52	7.69%	4/52	7.69%	44/52	84.62% Mid 70.59%		
6	2/48	4.17%	13/48	27.08%	32/48	66.67% Mid 48.00%	1/48	2.08%
7	1/43	2.33% Mid 6.98%	10/43	23.26% Mid 58.25%	30/43	69.77% Mid 32.56%	2/43	4.65% Mid 2.33%
8	5/46	10.87%	11/46	23.91%	21/46	45.65% Mid 32.61%	9/46	19.56%

There have been some noticeable shifts in data from the mid-year data.

- An increase in the percentage of children achieving proficiency in nearly all year levels. The year 7 cohort made the most progress with the percentage of children achieving proficiency more than double since the mid-year data.
- There has been a drop in the percentage of children progressing towards in years 2, 4 and 7.

## PROGRESS OVER TIME

At (Proficient) or exceeding expectation	2021	2022	2023	2024	Mid 2025	2025
READING	88%	91%	89%	92.5%	75.46%	81.65%
WRITING	84%	86%	81%	86.6%	65.95%	64.73%
MATHS	86%	86%	87%	91.7%	69.65%	77.08%

Our achievement percentage has significantly decreased this year for a number of reasons.

- We are transitioning to a new curriculum framework, which has required a change in how progress is assessed and reported.
- In the absence of Ministry-provided assessments, Deputy Principals have developed new assessment tools to support consistent OTJs.
- In previous years, a broader interpretation of "at standard" was applied. This year, teachers have made judgments using a more specific and refined set of expectations aligned with the new curriculum indicators. The new expectations for students are noticeably higher.
- In Mathematics, the continued implementation of the *Maths No Problem* resource has supported teachers to deliver lessons with greater consistency, regularity, and fidelity to the programme. It is pleasing to note an upward trend in the number of students achieving proficiency or higher.
- Reading achievement has also improved, with more children reaching proficiency or above. This reflects the targeted support provided to priority learners through structured literacy teaching and teacher aide interventions.
- Writing remains the area with the lowest levels of achievement. We have acknowledged this and, through the BSLA programme, will prioritise building consistency in writing instruction across teams and throughout the school.

### Next steps

- Develop a Writing Guidelines document for Years 0–3: The Momona te whānau are developing a set of guidelines that brings together key BSLA principles and expectations for writing. This will support greater consistency across the Year 0–3 teams.
- Review and strengthen Tier 2 support across Years 0–6: The teacher aide allocation and the structured literacy teachers' time will be reviewed to ensure Tier 2 interventions are well-resourced and effectively targeted across the Momona and Kiri teams. TA will continue to provide structured literacy support in the Wakamure team.
- Provide targeted reading resources for Kiri: Explore purchasing books for the Kiri team that are suitable for priority learners, not too young, but enjoyable, engaging, and relevant to their needs.

- Sustain gains in Reading and Mathematics: Continue the consistent use of *Maths No Problem!* and BSLA approaches, with ongoing support and guidance for teachers to maintain high-quality delivery.
- Once curriculum indicators and assessment has been released from the Ministry, we will provide the staff PD around how to make an accurate OTJ which aligns with the new curriculum.
- Staff professional development focused on the refreshed mathematics curriculum is planned for 2026. This will provide time to unpack the curriculum content, build a shared and consistent understanding, and ensure clarity around how the new progress indicators align with teaching and assessment practices.
- Teachers have identified students working below expected levels and recorded them in a Priority Learner group on Hero to closely monitor their progress. These students will be a focus for ongoing support, with regular Priority Learner meetings held with whānau to strengthen partnerships and share progress. The DPs will also set up tags on Hero to track Priority Learners, monitor which interventions have been used, and evaluate their effectiveness.

# Giving effect to Te Tiriti o Waitangi

At Oākura School, we are committed to honouring *Te Tiriti o Waitangi* by embedding its principles into our school culture, curriculum, and daily practices. Through authentic partnerships, the protection of te reo me ōna tikanga, and meaningful participation, we ensure that Te Ao Māori is woven into the fabric of our kura.

## Partnership – Honouring Whanaungatanga

- Strengthened relationships with Ngāti Tairi, working alongside iwi and whānau to shape and uphold our school's tikanga.
- Regular *whānau hui* to engage with Māori whānau, ensuring their voices influence school decisions.
- Collaboration with local hapū and iwi to incorporate local histories, pūrākau (stories), and mātauranga Māori into our curriculum.

## Protection – Upholding Te Reo Māori me Ōna Tikanga

- Whaea Monica has provided professional development to staff, equipping them with the knowledge and skills to integrate te reo, tikanga, and kaupapa Māori into their teaching practice, ensuring all ākonga feel supported in their learning.
- Development of 'Oakura School Tikanga' to ensure shared understanding and consistent practice of tikanga Māori across our kura.
- Investigating the establishment of a bilingual learning pathway, ensuring students have greater access to te reo Māori.

## Participation – Enriching Learning and Leadership

- Increased opportunities for tamariki to engage in kapa haka, pōwhiri, and cultural experiences that celebrate Māori identity.
- Integration of Māori perspectives across all learning areas, ensuring a holistic approach to the curriculum.
- Student leadership opportunities within our Māori student rōpū, encouraging agency and a strong sense of identity.

Through these initiatives, we continue to give effect to *Te Tiriti o Waitangi*, creating an inclusive and empowering learning environment where all tamariki can thrive.

# Statement of compliance with employment policy

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

Oakura School applies a range of policies to ensure that they are a good employer. These policies show our school's commitment to equal employment opportunity, diversity and inclusions and the elimination of barriers that cause or perpetuate inequalities in employment.

The related policies and documents are used to ensure Oakura School complies:

Equal Employment Policy  
Employer Responsibility Policy  
Health, Safety and welfare Policy  
Bullying and Harassment Policy  
Education and Training Act 2020  
Employment Relations Act 2000  
Human Rights Act 1988  
State Sector Act 1988  
Te Tiriti o Waitangi

The school is committed to:

- a. Providing equality of opportunity in employment irrespective of a person's sex, gender, gender identity, marital status, religious belief, ethical belief, colour, race, ethnic or national origin, disability, age, political opinion, employment status or sexual orientation
- b. Developing and maintaining a workplace culture that values and support diversity
- c. Identifying and eliminating any institutional barriers that cause or perpetuate, or tend to cause or perpetuate inequality in respect of the employment of any person or group of persons
- d. Ensuring that all its policies and practices uphold the principles of equal employment opportunity
- e. Ensuring that all staff appointments are made solely on the basis of merit, and that all promotions, advancements, salary reviews and professional/career development opportunities are based solely on merit
- f. Improving employment opportunities for groups who are traditionally under-represented in either occupational groups or levels of seniority, in particular women, Māori and Pacific people

Every year the Oakura School Board of Trustees collects information from all staff to understand employment, health and wellbeing. This is tabled

and discussed at a Board meeting once a year. The principal of the school is aware of employees that need extra support and endeavors to ensure that this happens regularly.

Our school subscribes to the eAP Support Service which supports staff, this is regularly shared with staff and newsletters are forwarded monthly.

The Oakura School Board of Trustees budgets for professional development of staff which staff access regularly. This is inclusive of our support staff, administration staff, cleaners and grounds staff. Teachers take part in a Professional Growth Cycle annually and work towards improved practice around goals selected from the NZ Teaching Standards.

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

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

# Statement of KiwiSport funding

KiwiSport is a government initiative aimed at increasing participation in sport for school-aged children. In 2025, Oakura School received \$6188.92 in KiwiSport funding, which was used to enhance sporting opportunities for our tamariki.

These funds contributed to:

- Supporting the participation of students in inter-school and regional sporting events, including AIMS Games and local competitions.
- Providing coaching and skill development sessions to improve students' confidence and ability in a range of sports.
- Purchasing sports equipment to ensure all students have access to quality resources for both PE lessons and lunchtime activities.

KiwiSport funding has played an essential role in promoting active lifestyles at Oakura School, ensuring that all students have opportunities to engage in physical activity, develop their skills, and experience the benefits of sport.

# OAKURA SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2025

#### School Directory

**Ministry Number:** 2208

**Principal:** Dave Smith

**School Address:** 16 Donnelly Street, Oakura

**School Postal Address:** 16 Donnelly Street, Oakura, New Plymouth, 4314

**School Phone:**

**School Email:** office@oakura.school.nz

**Accountant / Service Provider:**

**Education**  *Services.*  
*Dedicated to your school*

# OAKURA SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# Oakura 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.

Nathan Vazey

Full Name of Presiding Member

Dave Smith

Full Name of Principal



Signature of Presiding Member



Signature of Principal

25/05/2026

Date

25/5/26

Date

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

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	3,798,329	3,356,590	3,433,221
Locally Raised Funds	3	182,812	103,500	157,126
Interest		7,081	7,275	8,904
Gain on Sale of Property, Plant and Equipment		-	-	290
<b>Total Revenue</b>		<b>3,988,222</b>	<b>3,467,365</b>	<b>3,599,541</b>
<b>Expense</b>				
Locally Raised Funds	3	74,666	22,600	67,630
Learning Resources	4	2,847,871	2,364,638	2,446,851
Administration	5	173,611	170,200	165,705
Interest		7,136	3,000	2,738
Property	6	978,694	940,292	991,648
Loss on Disposal of Property, Plant and Equipment		2,838	-	-
<b>Total Expense</b>		<b>4,084,816</b>	<b>3,500,730</b>	<b>3,674,572</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(96,594)</b>	<b>(33,365)</b>	<b>(75,031)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(96,594)</b>	<b>(33,365)</b>	<b>(75,031)</b>

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

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

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		1,340,527	1,370,307	1,380,981
Total comprehensive revenue and expense for the year		(96,594)	(33,365)	(75,031)
Contribution - Furniture and Equipment Grant		35,389	-	-
Contributions from the Ministry of Education - Te Mana Tuhono		-	-	34,577
<b>Equity at 31 December</b>		1,279,322	1,336,942	1,340,527
Accumulated comprehensive revenue and expense		1,279,322	1,336,942	1,340,527
<b>Equity at 31 December</b>		1,279,322	1,336,942	1,340,527

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.

# Oakura School Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	224,349	293,610	219,514
Accounts Receivable	8	265,633	163,232	186,233
GST Receivable		11,656	14,350	11,855
Prepayments		9,302	10,380	793
Inventories	9	4,686	1,375	3,403
Investments	10	150,000	150,000	150,000
Funds Receivable for Capital Works Projects	17	39,939	-	-
		<u>705,565</u>	<u>632,947</u>	<u>571,798</u>
<b>Current Liabilities</b>				
Accounts Payable	12	306,266	165,877	221,772
Borrowings	13	5,083	5,083	5,083
Revenue Received in Advance	14	42,107	3,728	213
Provision for Cyclical Maintenance	15	61,337	60,143	79,237
Finance Lease Liability	16	29,857	21,199	13,687
		<u>444,650</u>	<u>256,030</u>	<u>319,992</u>
<b>Working Capital Surplus/(Deficit)</b>		260,915	376,917	251,806
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	1,146,851	1,061,726	1,161,645
		<u>1,146,851</u>	<u>1,061,726</u>	<u>1,161,645</u>
<b>Non-current Liabilities</b>				
Borrowings	13	3,812	13,978	8,895
Provision for Cyclical Maintenance	15	79,775	79,247	49,475
Finance Lease Liability	16	44,857	8,476	14,554
		<u>128,444</u>	<u>101,701</u>	<u>72,924</u>
<b>Net Assets</b>		<u>1,279,322</u>	<u>1,336,942</u>	<u>1,340,527</u>
<b>Equity</b>		<u>1,279,322</u>	<u>1,336,942</u>	<u>1,340,527</u>

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

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

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		782,052	741,862	733,548
Locally Raised Funds		226,835	103,500	154,368
Goods and Services Tax (net)		(2,046)	-	2,495
Payments to Employees		(532,131)	(458,000)	(488,747)
Payments to Suppliers		(397,891)	(260,779)	(331,359)
Interest Paid		(7,136)	(3,000)	(2,738)
Interest Received		7,319	7,275	9,094
Net cash from/(to) Operating Activities		77,002	130,858	76,661
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(37,869)	(35,000)	(82,749)
Net cash from/(to) Investing Activities		(37,869)	(35,000)	(82,749)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		35,389	-	-
Finance Lease Payments		(24,665)	(39,317)	(20,482)
Repayment of Borrowings		(5,083)	(5,083)	(5,083)
Funds Administered on Behalf of Other Parties		(39,939)	-	9,015
Net cash from/(to) Financing Activities		(34,298)	(44,400)	(16,550)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>4,835</b>	<b>51,458</b>	<b>(22,638)</b>
Cash and cash equivalents at the beginning of the year	7	219,514	242,152	242,152
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>224,349</b>	<b>293,610</b>	<b>219,514</b>

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

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

# Oakura School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### **Reporting Period**

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

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

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

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

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

###### **Cyclical maintenance**

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

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

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 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 16. Future operating lease commitments are disclosed in note 22b.

##### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

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

#### **Other Grants where conditions exist**

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

### **Donations, Gifts and Bequests**

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

### **Interest Revenue**

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

### **d) Operating Lease Payments**

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

### **e) Finance Lease Payments**

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

### **f) Cash and Cash Equivalents**

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

### **g) Accounts Receivable**

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

### **h) Inventories**

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

### **i) Investments**

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

### **j) Property, Plant and Equipment**

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Board-owned Buildings	50 years
Building Improvements	20-40 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
Leased Assets held under a Finance Lease	Term of Lease

### **k) Impairment of property, plant, and equipment**

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

#### *Non cash generating assets*

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

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

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

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

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

### **l) Accounts Payable**

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

### **m) Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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

#### **n) Revenue Received in Advance**

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

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

#### **o) Funds Held in Trust**

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

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

#### **p) Funds held for Capital works**

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

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

#### **q) Shared Funds**

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

#### **r) Provision for Cyclical Maintenance**

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

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

The School carries out painting maintenance of the whole school over a 1 to 33 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

#### **s) Financial Instruments**

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

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

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

**t) Borrowings**

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

**u) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**v) Budget Figures**

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

**w) Services received in-kind**

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

## 2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	793,465	729,362	716,649
Teachers' Salaries Grants	2,257,638	1,907,036	1,960,189
Use of Land and Buildings Grants	735,273	702,192	738,412
Other Government Grants	11,953	18,000	17,971
	3,798,329	3,356,590	3,433,221

## 3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Donations and Bequests	69,818	60,000	59,492
Fees for Extra Curricular Activities	76,703	18,300	58,517
Trading	3,839	2,200	4,942
Fundraising and Community Grants	7,763	-	10,095
Other Revenue	24,689	23,000	24,080
	182,812	103,500	157,126
<b>Expense</b>			
Extra Curricular Activities Costs	67,369	18,300	65,021
Trading	3,403	4,300	2,599
Fundraising and Community Grant Costs	3,894	-	10
	74,666	22,600	67,630
<i>Surplus for the year Locally Raised Funds</i>	108,146	80,900	89,496

## 4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	81,519	65,502	64,509
Employee Benefits - Salaries	2,628,687	2,180,036	2,261,689
Staff Development	13,050	9,100	11,253
Depreciation	124,615	110,000	109,400
	2,847,871	2,364,638	2,446,851

## 5. Administration

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Audit Fees	9,672	9,300	9,300
Board Fees and Expenses	14,108	13,400	10,992
Other Administration Expenses	37,372	39,300	36,695
Employee Benefits - Salaries	90,758	91,000	87,918
Insurance	8,941	4,000	8,860
Service Providers, Contractors and Consultancy	12,760	13,200	11,940
	<b>173,611</b>	<b>170,200</b>	<b>165,705</b>

## 6. Property

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Cyclical Maintenance	15,640	24,000	15,678
Heat, Light and Water	21,484	19,500	21,129
Rates	6,464	6,200	3,083
Repairs and Maintenance	50,596	52,400	69,337
Use of Land and Buildings	735,273	702,192	738,412
Employee Benefits - Salaries	101,533	94,000	101,451
Other Property Expenses	47,704	42,000	42,558
	<b>978,694</b>	<b>940,292</b>	<b>991,648</b>

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

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Bank Accounts	224,349	293,610	219,514
Cash and cash equivalents for Statement of Cash Flows	<b>224,349</b>	<b>293,610</b>	<b>219,514</b>

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

Of the \$224,349 Cash and Cash Equivalents \$42,107 is subject to restrictions for the following reasons:

- \$42,107 of Revenue Received in Advance is held by the school, as disclosed in note 14.

## 8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	239	7,813	6,795
Receivables from the Ministry of Education	22,178	-	4,188
Interest Receivable	559	987	797
Banking Staffing Underuse	-	14,195	-
Teacher Salaries Grant Receivable	242,657	140,237	174,453
	<u>265,633</u>	<u>163,232</u>	<u>186,233</u>
Receivables from Exchange Transactions	3,225	22,995	7,592
Receivables from Non-Exchange Transactions	262,408	140,237	178,641
	<u>265,633</u>	<u>163,232</u>	<u>186,233</u>

## 9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	2,113	885	865
Uniforms	2,573	490	2,538
	<u>4,686</u>	<u>1,375</u>	<u>3,403</u>

## 10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	150,000	150,000	150,000
Total Investments	<u>150,000</u>	<u>150,000</u>	<u>150,000</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Board-owned Buildings	362,786	-	-	-	(9,199)	<b>353,587</b>
Building Improvements	576,908	-	-	-	(27,593)	<b>549,315</b>
Furniture and Equipment	123,498	22,009	(2,838)	-	(38,996)	<b>103,673</b>
Information and Communication Technology	67,664	15,860	-	-	(18,550)	<b>64,974</b>
Leased Assets	30,789	74,790	-	-	(30,277)	<b>75,302</b>
	<b>1,161,645</b>	<b>112,659</b>	<b>(2,838)</b>	<b>-</b>	<b>(124,615)</b>	<b>1,146,851</b>

The net carrying value of equipment held under a finance lease is \$75,302 (2024: \$30,789)

### 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	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Board-owned Buildings	459,969	(106,382)	<b>353,587</b>	459,969	(97,183)	<b>362,786</b>
Building Improvements	938,504	(389,189)	<b>549,315</b>	938,504	(361,596)	<b>576,908</b>
Furniture and Equipment	503,212	(399,539)	<b>103,673</b>	487,941	(364,443)	<b>123,498</b>
Information and Communication Technology	177,693	(112,719)	<b>64,974</b>	161,833	(94,169)	<b>67,664</b>
Leased Assets	111,877	(36,575)	<b>75,302</b>	76,898	(46,109)	<b>30,789</b>
	<b>2,191,255</b>	<b>(1,044,404)</b>	<b>1,146,851</b>	<b>2,125,145</b>	<b>(963,500)</b>	<b>1,161,645</b>

## 12. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	23,780	10,752	27,147
Accruals	9,672	5,804	9,300
Banking Staffing Overuse	16,689	-	-
Employee Entitlements - Salaries	242,657	140,237	174,453
Employee Entitlements - Leave Accrual	13,468	9,084	10,872
	<b>306,266</b>	<b>165,877</b>	<b>221,772</b>
Payables for Exchange Transactions	306,266	165,877	221,772
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>306,266</b>	<b>165,877</b>	<b>221,772</b>

The carrying value of payables approximates their fair value.

### 13. Borrowings

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Loans due in one year	5,083	5,083	5,083
	5,083	5,083	5,083
Loans due after one year	3,812	13,978	8,895
	3,812	13,978	8,895

### 14. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	-	3,245	-
Other Revenue In Advance	42,107	483	213
	42,107	3,728	213

### 15. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	128,712	115,390	121,172
Increase/(decrease) to the Provision During the Year	15,640	24,000	15,678
Use of the Provision During the Year	(3,240)	-	(8,138)
Provision at the End of the Year	141,112	139,390	128,712
Cyclical Maintenance - Current	61,337	60,143	79,237
Cyclical Maintenance - Non current	79,775	79,247	49,475
	141,112	139,390	128,712

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

## 16. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	35,635	21,199	15,702
Later than One Year	49,576	8,476	15,883
Future Finance Charges	(10,497)	-	(3,344)
	74,714	29,675	28,241

### Represented by

Finance lease liability - Current	29,857	21,199	13,687
Finance lease liability - Non current	44,857	8,476	14,554
	74,714	29,675	28,241

## 17. Funds Held for Capital Works Projects

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

	2025	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
A,B,F,G,N,O,T Refurbishment		255430	-	-	(39,939)	-	(39,939)
Totals			-	-	(39,939)	-	(39,939)

### Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(39,939)

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
Block C ILE Alt		225650	(9,015)	26,543	(17,528)	-	-
Totals			(9,015)	26,543	(17,528)	-	-

### Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	-

## 18. Related Party Transactions

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

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

## 19. Remuneration

### *Key management personnel compensation*

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	3,405	3,790
<i>Leadership Team</i>		
Remuneration	740,017	520,889
Full-time equivalent members	6.15	5.00
<b>Total key management personnel remuneration</b>	<b>743,422</b>	<b>524,679</b>

There are 7 members of the Board excluding the Principal. The Board has held 8 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	110 - 120
Benefits and Other Emoluments	1 - 2	3 - 4
Termination Benefits	-	-

### *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	5.00	1.00
110 - 120	2.00	2.00
120 - 130	2.00	0.00
	9.00	3.00

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

## 20. Compensation and Other Benefits Upon Leaving

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

	2025 Actual	2024 Actual
Total	\$0	\$0
Number of People	0	0

## 21. Contingencies

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

### Holidays Act Compliance – Schools Payroll

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

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

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of \$476,135 (2024: \$0) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
A,B,F,G,N,O,T Refurbishment	476,135
<b>Total</b>	<b>476,135</b>

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

### (b) Operating Commitments

There are no operating commitments as at 31 December 2025 (Operating commitments at 31 December 2024: nil).

### 23. Financial Instruments

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

#### Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	224,349	293,610	219,514
Receivables	265,633	163,232	186,233
Investments - Term Deposits	150,000	150,000	150,000
Total financial assets measured at amortised cost	<u>639,982</u>	<u>606,842</u>	<u>555,747</u>

#### Financial liabilities measured at amortised cost

Payables	306,266	165,877	221,772
Borrowings - Loans	8,895	19,061	13,978
Finance Leases	74,714	29,675	28,241
Total financial liabilities measured at amortised cost	<u>389,875</u>	<u>214,613</u>	<u>263,991</u>

### 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.

## INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Oakura School (the School). The Auditor-General has appointed me, Carolyn Jackson, using the staff and resources of Baker Tilly Staples Rodway Audit Limited, 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

In our opinion the financial statements:

- present fairly, in all material respects:
  - the School's financial position as at 31 December 2025; and
  - the financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 25 May 2026. This is the date at which our opinion is expressed.

#### Basis for our opinion

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

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

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

#### Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless the Board intends to close or merge the School, or has no realistic alternative but to do so.

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

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

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information included in the Board's annual report**

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.

For the year ended 31 December 2025, the staff representative on the Board of Trustees was the wife of a non-audit staff member of Baker Tilly Staples Rodway. There are appropriate safeguards to reduce any threat to our independence as the staff member had no involvement in, or influence over, the audit of the School. Other than this matter, and our role as auditors, we have no relationship with or interests in the School.



Carolyn Jackson  
Baker Tilly Staples Rodway Audit Limited  
On behalf of the Auditor-General  
New Plymouth, New Zealand