

# WHANGAREI HEADS SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2025

**School Directory**

**Ministry Number:** 1128

**Principal:** Kelly Ward

**School Address:** 28 Whangarei Heads School Road

**School Postal Address:** 28 Whangarei Heads School Road RD 4, Whangarei, 0174

**School Phone:** 09 434 0844

**School Email:** [courtney.t@whangareiheads.school.nz](mailto:courtney.t@whangareiheads.school.nz)

**Accountant / Service Provider:**

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

# WHANGAREI HEADS SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# Whangarei Heads 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.

Rebecca Brown  
Full Name of Presiding Member

Kelley Ward  
Full Name of Principal

  
Signature of Presiding Member

  
Signature of Principal

7/5/2026  
Date

7/5/2026  
Date

## Whangarei Heads 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	1,676,653	1,607,548	1,749,650
Locally Raised Funds	3	99,014	55,178	127,231
Interest		4,455	10,000	17,910
Other Revenue		-	-	695
<b>Total Revenue</b>		<b>1,780,122</b>	<b>1,672,726</b>	<b>1,895,486</b>
<b>Expense</b>				
Locally Raised Funds	3	30,446	365	41,340
Learning Resources	4	1,221,673	1,195,546	1,220,138
Administration	5	136,811	131,897	128,189
Interest		1,892	2,600	2,158
Property	6	381,888	362,535	364,265
Loss on Disposal of Property, Plant and Equipment		670	-	143
<b>Total Expense</b>		<b>1,773,380</b>	<b>1,692,943</b>	<b>1,756,233</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>6,742</b>	<b>(20,217)</b>	<b>139,253</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>6,742</b>	<b>(20,217)</b>	<b>139,253</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.



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

	2025	2025	2024
Notes	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
<b>Equity at 1 January</b>	475,062	322,542	316,301
Total comprehensive revenue and expense for the year	6,742	(20,217)	139,253
Contribution - Furniture and Equipment Grant	-	-	19,508
<b>Equity at 31 December</b>	481,804	302,325	475,062
Accumulated comprehensive revenue and expense	481,804	302,325	475,062
<b>Equity at 31 December</b>	481,804	302,325	475,062

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.



**Whangarei Heads School**  
**Statement of Financial Position**  
As at 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	472,842	428,245	427,200
Accounts Receivable	8	101,108	74,006	98,567
GST Receivable		16,700	28,498	32,502
Prepayments		6,586	5,656	5,419
Inventories	9	-	160	80
Investments	10	100,000	-	-
Funds Receivable for Capital Works Projects	16	79,218	-	233,416
		<u>776,454</u>	<u>536,565</u>	<u>797,184</u>
<b>Current Liabilities</b>				
Accounts Payable	12	127,845	195,721	218,250
Revenue Received in Advance	13	-	2,037	8,830
Provision for Cyclical Maintenance	14	30,781	97,158	29,728
Finance Lease Liability	15	7,374	10,692	8,477
Funds held for Capital Works Projects	16	167,664	-	116,856
		<u>333,664</u>	<u>305,608</u>	<u>382,141</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>442,790</b>	<b>230,957</b>	<b>415,043</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	131,781	126,492	143,969
		<u>131,781</u>	<u>126,492</u>	<u>143,969</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	79,682	38,784	66,656
Finance Lease Liability	15	13,085	16,340	17,294
		<u>92,767</u>	<u>55,124</u>	<u>83,950</u>
<b>Net Assets</b>		<u><b>481,804</b></u>	<u><b>302,325</b></u>	<u><b>475,062</b></u>
<b>Equity</b>		<u><b>481,804</b></u>	<u><b>302,325</b></u>	<u><b>475,062</b></u>

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



**Whangarei Heads 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		356,024	351,300	397,098
Locally Raised Funds		93,764	55,178	132,575
Goods and Services Tax (net)		15,802	-	(4,004)
Payments to Employees		(204,339)	(198,027)	(174,184)
Payments to Suppliers		(199,677)	(309,518)	(253,165)
Interest Paid		(1,892)	(2,600)	(2,158)
Interest Received		3,915	10,000	17,910
<b>Net cash from/(to) Operating Activities</b>		<b>63,597</b>	<b>(93,667)</b>	<b>114,072</b>
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(18,099)	(9,000)	(26,964)
Purchase of Investments		(100,000)	-	-
<b>Net cash from/(to) Investing Activities</b>		<b>(118,099)</b>	<b>(9,000)</b>	<b>(26,964)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	19,508
Finance Lease Payments		(6,750)	(10,571)	(9,556)
Funds Administered on Behalf of Other Parties		106,894	-	(211,343)
<b>Net cash from/(to) Financing Activities</b>		<b>100,144</b>	<b>(10,571)</b>	<b>(201,391)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>45,642</b>	<b>(113,238)</b>	<b>(114,283)</b>
Cash and cash equivalents at the beginning of the year	7	427,200	541,483	541,483
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>472,842</b>	<b>428,245</b>	<b>427,200</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.



# Whangarei Heads School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### **a) Reporting Entity**

Whangarei Heads 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 14.



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

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

***Critical Judgements in applying accounting policies***

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

***Classification of leases***

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

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

**i) Investments**

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

**j) Property, Plant and Equipment**

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

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

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

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

**Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Board-owned Buildings	40 years
Building Improvements	40 years
Furniture and Equipment	10 years
Information and Communication Technology	4 years
Motor Vehicles	5 years
Textbooks	8 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

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

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

#### *Non cash generating assets*

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

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

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

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

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

### **l) Accounts Payable**

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

### **m) Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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



**n) Revenue Received in Advance**

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

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

**o) Funds Held in Trust**

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

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

**p) Funds held for Capital works**

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

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

**q) Shared Funds**

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

**r) Provision for Cyclical Maintenance**

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

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

The School carries out painting maintenance of the whole school over a 10 to 17 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	366,638	352,658	396,801
Teachers' Salaries Grants	1,004,725	980,747	1,019,138
Use of Land and Buildings Grants	304,758	274,143	326,425
Other Government Grants	532	-	7,286
	<b>1,676,653</b>	<b>1,607,548</b>	<b>1,749,650</b>

**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	29,080	25,408	45,273
Fees for Extra Curricular Activities	56,758	20,405	29,193
Trading	183	365	141
Fundraising and Community Grants	12,448	9,000	50,385
Other Revenue	545	-	2,239
	<b>99,014</b>	<b>55,178</b>	<b>127,231</b>
<b>Expense</b>			
Extra Curricular Activities Costs	26,312	-	5,260
Trading	264	365	162
Fundraising and Community Grant Costs	3,870	-	35,918
	<b>30,446</b>	<b>365</b>	<b>41,340</b>
<i>Surplus for the year Locally Raised Funds</i>	<b>68,568</b>	<b>54,813</b>	<b>85,891</b>

**4. Learning Resources**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	42,262	57,112	56,949
Information and Communication Technology	6,908	5,700	5,992
Employee Benefits - Salaries	1,123,345	1,086,934	1,104,084
Staff Development	6,058	9,590	8,823
Depreciation	32,960	28,210	35,996
Other Learning Resources	10,140	8,000	8,294
	<b>1,221,673</b>	<b>1,195,546</b>	<b>1,220,138</b>



**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	8,040	5,000	6,580
Board Fees and Expenses	8,488	7,160	4,676
Operating Leases	4,072	4,080	4,072
Other Administration Expenses	14,913	15,017	15,141
Employee Benefits - Salaries	88,632	91,840	86,928
Insurance	1,865	-	2,152
Service Providers, Contractors and Consultancy	10,801	8,800	8,640
	<b>136,811</b>	<b>131,897</b>	<b>128,189</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>
Consultancy and Contract Services	25,445	29,000	23,852
Cyclical Maintenance	14,079	22,132	(21,470)
Heat, Light and Water	14,313	11,060	11,292
Repairs and Maintenance	11,131	14,950	15,241
Use of Land and Buildings	304,758	274,143	326,425
Other Property Expenses	12,162	11,250	8,925
	<b>381,888</b>	<b>362,535</b>	<b>364,265</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**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	472,842	428,245	427,200
Cash and cash equivalents for Statement of Cash Flows	472,842	428,245	427,200

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

Of the \$472,842 Cash and Cash Equivalents \$167,664 is subject to restrictions for the following reasons:

- \$167,664 is held by the School on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 16.

**8. Accounts Receivable**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	-	30	125
Receivables from the Ministry of Education	4,496	-	3,110
Interest Receivable	540	-	-
Teacher Salaries Grant Receivable	96,072	73,976	95,332
	101,108	74,006	98,567

Receivables from Exchange Transactions	540	30	125
Receivables from Non-Exchange Transactions	100,568	73,976	98,442
	101,108	74,006	98,567

**9. Inventories**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Hats	-	160	80
	-	160	80

**10. Investments**

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	100,000	-	-
Total Investments	100,000	-	-



**11. Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	49,986	-	-	-	(3,276)	46,710
Furniture and Equipment	42,401	10,223	(535)	-	(7,951)	44,138
Information and Communication Technology	16,926	3,154	(135)	-	(10,131)	9,814
Leased Assets	22,791	3,343	-	-	(8,413)	17,721
Library Resources	11,865	4,722	-	-	(3,189)	13,398
	<u>143,969</u>	<u>21,442</u>	<u>(670)</u>	<u>-</u>	<u>(32,960)</u>	<u>131,781</u>

The net carrying value of equipment held under a finance lease is \$17,721 (2024: \$22,791)

*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
	\$	\$	\$	\$	\$	\$
Building Improvements	131,065	(84,355)	46,710	131,065	(81,079)	49,986
Furniture and Equipment	195,870	(151,732)	44,138	201,310	(158,909)	42,401
Information and Communication Technology	60,494	(50,680)	9,814	62,172	(48,365)	13,807
Leased Assets	33,570	(15,849)	17,721	35,143	(12,352)	22,791
Library Resources	48,798	(35,400)	13,398	44,076	(32,211)	11,865
Work in Progress	-	-	-	3,119	-	3,119
	<u>469,797</u>	<u>(338,016)</u>	<u>131,781</u>	<u>476,885</u>	<u>(332,916)</u>	<u>143,969</u>

**12. Accounts Payable**

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	16,515	112,844	112,821
Accruals	8,040	4,300	6,580
Banking Staffing Overuse	738	-	-
Employee Entitlements - Salaries	96,072	73,976	95,332
Employee Entitlements - Leave Accrual	6,480	4,601	3,517
	<u>127,845</u>	<u>195,721</u>	<u>218,250</u>
Payables for Exchange Transactions	127,845	195,721	218,250
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>127,845</u>	<u>195,721</u>	<u>218,250</u>

The carrying value of payables approximates their fair value.



**13. Revenue Received in Advance**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	-	1,951	4,000
Other Revenue In Advance	-	86	4,830
	<u>-</u>	<u>2,037</u>	<u>8,830</u>

**14. Provision for Cyclical Maintenance**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	96,384	113,810	156,155
Increase/(decrease) to the Provision During the Year	14,079	22,132	(21,470)
Use of the Provision During the Year	-	-	(38,301)
Provision at the End of the Year	<u>110,463</u>	<u>135,942</u>	<u>96,384</u>
Cyclical Maintenance - Current	30,781	97,158	29,728
Cyclical Maintenance - Non current	79,682	38,784	66,656
	<u>110,463</u>	<u>135,942</u>	<u>96,384</u>

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.

**15. Finance Lease Liability**

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	8,763	10,692	10,298
Later than One Year and no Later than Five Years	14,208	16,340	19,242
Future Finance Charges	(2,512)	-	(3,769)
	<u>20,459</u>	<u>27,032</u>	<u>25,771</u>
<b>Represented by</b>			
Finance lease liability - Current	7,374	10,692	8,477
Finance lease liability - Non current	13,085	16,340	17,294
	<u>20,459</u>	<u>27,032</u>	<u>25,771</u>



## 16. 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 \$
Classroom 1 Internal Refurbish		227700	-	883	(883)	-	-
Toilet Refurb, Deck, Ramp		234092	(23,059)	-	(26,731)	-	(49,790)
Floor, Cladding, Joinery		234088	(8,617)	254,619	(179,886)	-	66,116
Refurbishment Plans		234094	(3,015)	-	-	-	(3,015)
Site: Carpark Works - Stage 1		242470	116,856	-	(43,491)	-	73,365
1: Window Joinery Replacement		234090	(198,725)	513,241	(286,333)	-	28,183
Site Carpark Works Stage 2		248569	-	-	(26,413)	-	(26,413)
<b>Totals</b>			<b>(116,560)</b>	<b>768,743</b>	<b>(563,737)</b>	<b>-</b>	<b>88,446</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	167,664
Funds Receivable from the Ministry of Education	(79,218)

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
Block 1, Pool, Fence, & Shed		205964	(241)	-	241	-	-
Classroom 1 Internal Refurbish		227700	(883)	-	883	-	-
Toilet Refurb, Deck, Ramp		234092	321,010	15,549	(359,618)	-	(23,059)
Floor Wall, Window, Cladding		234093	15,549	(15,549)	-	-	-
Floor, Cladding, Joinery		234088	4,279	-	(12,896)	-	(8,617)
Block 3a Subsidence		234089	(23,639)	-	23,639	-	-
Refurbishment Plans		234094	(108,815)	-	105,800	-	(3,015)
Site: Carpark Works - Stage 1		242470	(112,001)	608,082	(379,225)	-	116,856
1: Window Joinery Replacement		234090	-	-	(198,725)	-	(198,725)
<b>Totals</b>			<b>95,259</b>	<b>608,082</b>	<b>(819,901)</b>	<b>-</b>	<b>(116,560)</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	116,856
Funds Receivable from the Ministry of Education	(233,416)

## 17. 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.



## 18. 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	1,590	1,700
<i>Leadership Team</i> Remuneration	267,897	251,885
Full-time equivalent members	2.00	2.00
<b>Total key management personnel remuneration</b>	<b>269,487</b>	<b>253,585</b>

There are 6 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	150 - 160	130 - 140
Benefits and Other Emoluments	-	-
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	3.00	2.00
110 - 120	1.00	2.00
	<b>4.00</b>	<b>4.00</b>

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

## 19. 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 \$0	2024 Actual \$0
Total Number of People	0	0



## 20. 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.

### Pay Equity and Collective Agreement Funding Wash-up

In 2025 the Ministry of Education provided collective agreement and pay equity settlement funding. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2025 has not yet been advised. The School has therefore not recognised an asset or liability regarding this funding wash-up, which is expected to be settled in July 2026.

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of \$3,004,318. (2024: \$3,530,951) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Floor, Cladding, Joinery	2,648,917
Site: Carpark Works - Stage 1	140,930
1: Window Joinery Replacement	214,471
<b>Total</b>	<b><u>3,004,318</u></b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

### (b) Operating Commitments

As at 31 December 2025, the Board has entered into the following contracts:

(a) operating lease of photocopiers;

	2025 Actual \$	2024 Actual \$
No later than One Year	4,072	4,072
Later than One Year and No Later than Five Years	7,467	11,539
Later than Five Years	-	-
	<b><u>11,539</u></b>	<b><u>15,611</u></b>

The total lease payments incurred during the period were \$4,072 (2024: \$4,072).



## 22. 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	472,842	428,245	427,200
Receivables	101,108	74,006	98,567
Investments - Term Deposits	100,000	-	-
<b>Total financial assets measured at amortised cost</b>	<b>673,950</b>	<b>502,251</b>	<b>525,767</b>

### Financial liabilities measured at amortised cost

Payables	127,845	195,721	218,250
Finance Leases	20,459	27,032	25,771
<b>Total financial liabilities measured at amortised cost</b>	<b>148,304</b>	<b>222,753</b>	<b>244,021</b>

## 23. Events After Balance Date

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

## 24. Comparatives

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



## Whangarei Heads School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Rebecca Brown	Presiding Member	Elected	Sep 2028
Kelly Mercer	Principal	ex Officio	
David McDonald	Parent Representative	Elected	Sep 2028
Emily Bengé	Parent Representative	Elected	Sep 2025
Amy Macdonald	Parent Representative	Elected	Sep 2028
Luke Ogle	Parent Representative	Elected	Sep 2028
Stephanie Versteeg	Parent Representative	Elected	Sep 2028
Dane Higgison	Staff Representative	Elected	Sep 2028

## **Whangarei Heads School**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$2,224 (excluding GST). The funding was spent on sporting endeavours.

## **Statement of Compliance with Employment Policy**

For the year ended 31st December 2025 the Whangarei Heads School Board:

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



**Strategic Goal 1 - Our learners / Akonga**

**Our students and staff are engaged and empowered in their learning**

**Annual Target/Goal: 1**

**Improving Writing Achievement in Akonga in Year 7 and 8**

Year 7 and 8 children who are below or of concern in Writing at the End of 2024

- Year 7 (in 2025) - 6 ākonga
- Year 8 (in 2025) - 3 ākonga

**Actions**

*List all the actions from your Annual Implementation Plan for this Annual Target/Goal.*

<p>Who will we achieve What are the outcomes of our actions What impact will our actions have</p>	<p>Evidence What sources of information the board use to determine if we achieve this outcome</p>	<p>Reasons for any differences (where they are) between the target and the outcomes Think about where you have exceeded your targets or not met them</p>	<p>Planning for next year - where to next What do you need to do to address targets that are not achieved Consider if these need to be included in your next annual implementation plan</p>
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### Action 1

#### Mid Year Data

Year 7 ākongā - 7/17 or 41% of ākongā are at expectation in Writing

This made an increase to the number of students in Year 7 working below or of concern to 10 ākongā based on 2025 data.

Year 8 ākongā - 8/14 or 57% of ākongā are at expectation in writing.

This also made an increase to the number of students in Year 8 working below or of concern to 6 ākongā based on 2025 data.

#### End of Year (December)

Year 7 ākongā - 11/17 or 65% of ākongā are at expectation

Year 8 ākongā - 12/15 or 80% of ākongā are at expectation

#### Year 7

### Mid year Data Report...

### December Data Rep...

### PAT Writing Results T...

Class teachers reported the following supports had some effect on achievement:

Having smaller class numbers allowed for more one on one instructions, feedback and feedforward.

Whole class discussions of the writing task ahead, when it was done with either mixed ability groups or whole class, this allows for more rich discussions and learning

Class teacher was a skilled writing kaiako, who had previous PLD in Writer's Toolbox

Development of writing tracking sheets that aligned to the English Curriculum

Gathering learner voice of what makes writing hard - idea generation, so idea's wall was established in class to help scaffold

Continue to work on learning the new English Curriculum so kaiako know what is expected from each level and what the students next steps and learning pathway is.

Whole staff PLD in Writing as the new English Curriculum is very complex and big.

Development of schoolwide progressions of what is taught in each level, aligned to the English Curriculum so kaiako are not having to fill in previous missing gaps.

Gain exemplars of other pieces of writing for intermediate levels

Continue to use and develop understanding of PAT Writing as an assessment tool

Refine assessment tools used for formative and summative assessment i.e.

## Action 5

Though there are still 6 Year 7 ākongā below or of concern the expectations, we saw a shift in 2025 from the mid year data to end of year, with 4 ākongā now being at expected level. We also saw a shift of 41% to 65% being at expected level.

### Year 8

Though there are still 3 ākongā working below or of concern the expectations, we saw a shift in the 2025 data from mid year to end of year data of 4 ākongā now being at the expected level. We saw a shift in the data from 57% to 80% in being at the expected level.

As we saw movement throughout both year groups, the target was achieved by improving writing achievement in Year 7 and 8 Writing.

What didn't work so well

When just working with a group that had the same ability, taurā would struggle with idea generation and were not exposed to natural scaffolds from other students in the class through whole class discussions. Kaiako noted the importance of using mixed ability groups.

The PLD of ALL (Accelerated Literacy PLD) was very outdated. This did not have a positive impact on the kaiako involved or the taurā.

The change of curriculum in October of 2025, when we were already trying to learn the new English Curriculum from the beginning of the year, added additional pressure for the kaiako. We decided to leave these changes to address in 2026.

PAT Writing, SMART Tool and in class tracking sheets.

Use both these exemplars and Standardised testing scores, in combination of Kaiako understanding of what "good writing" is at Phase 3 to ensure Kaiako have the confidence to make accurate OTJs.

**Strategic Goal 1 - Our learners / Akonga**

Our students and staff are engaged and empowered in their learning



**Annual Target/Goal 2: Improving reading achievement across Year 1-4, through a structured literacy approach**

Children who are below or of concern in Reading at the End of 2024 (adjustments made for children who left WHS over summer)  
 Year 2 - 4 children below, 3 of concern  
 Year 3 - 6 children below, 2 of concern  
 Year 4 - 7 children below, 7 of concern.

<p><b>Actions</b></p> <p><i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p>	<p><b>What did we achieve?</b></p> <p><i>What were the outcomes of our actions?</i></p> <p><i>What impact did our actions have?</i></p>	<p><b>Evidence</b></p> <p><i>This is the sources of information on the board used to determine these outcomes</i></p>	<p><b>Reasons for any differences (variances) between the target and the outcomes</b></p> <p><i>Think about both where you have exceeded</i></p>	<p><b>Planning for next year - where to next?</b></p> <p><i>What do you need to do to address targets that were not achieved?</i></p> <p><i>Consider if these need to be included in your</i></p>
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	Your targets for next year	Next school implementation plan	
<p><b>Action 1</b></p>	<p><b>MID YEAR DATA</b> 6/10 or 60% ākongā are at or above expectation in Reading in Year 2</p> <p>11/18 or 61% ākongā are at or above expectation in Reading in Year 3</p> <p>14/19 or 74% ākongā are at expectation in Reading in Year 4</p> <p><b>END OF YEAR DATA</b></p> <p>5/12 or 42% ākongā are at or above expectation in Reading in Year 2</p> <p>9/18 or 50% ākongā are at or above expectation in Reading in Year 3</p> <p>14/20 or 70% ākongā are at or above expectation in Reading Year 4</p> <p><b>Overall</b></p>	<p>Mid year Data Report...</p> <p>December Data Repo...</p> <p>PAT data analysis 202...</p>	<p>There was a change in expectation around the levels for achievement in 2025 with the Refreshed English Curriculum.</p> <p>Year 2 gained two new students</p> <p>There are many students in each of the year groups that are either on the SENCO Register or needing additional support and would be considered Tier 2 targeted or Tier 3/Individualised support needed.</p> <p>In Year 1 and 2 Kaiako use the BLSA approach and in Year 3 and 4 Kaiako use iDeal or Learning matters. During 2025 the Year 2 teacher trialed the iDeal approach and both Kaiako in Year 1 and 2 are now going to use iDeal from 2026.</p>
<p><b>Action 2</b></p>		<p>All staff to use the same approach to Reading through iDeal to give consistency and predictability to help reduce cognitive load on taurira</p> <p>All staff to use the same assessment tools for consistency in results</p> <p>Structured Literacy Approach Kaiako to remain working with these cohorts in 2026</p>	<p>All staff to use the same approach to Reading through iDeal to give consistency and predictability to help reduce cognitive load on taurira</p> <p>All staff to use the same assessment tools for consistency in results</p> <p>Structured Literacy Approach Kaiako to remain working with these cohorts in 2026</p>
<p><b>Action 3</b></p>		<p>Deputy Principal to run PLD on Older Catch Up readers and implementing them into kaiako reading</p>	<p>Deputy Principal to run PLD on Older Catch Up readers and implementing them into kaiako reading</p>
<p><b>Action 4</b></p>		<p>Continue to refine what structured literacy and explicit teaching reading looks like at Whangarei Heads School. What are the expectations of what needs to be included in a reading lesson?</p>	<p>Continue to refine what structured literacy and explicit teaching reading looks like at Whangarei Heads School. What are the expectations of what needs to be included in a reading lesson?</p>

Year 2 did not meet the target as the amount of students working below or of concerned remained the same with the end of 2024 data.

We had a positive shift in mid year data with more students working at the expected level, but by year end this progress had not been maintained. SLT need to consider why this may occur. It seems a common trend across all end of year data in 2025. Do we need more support for kaiako to make OTJs using the new assessment tools and content?

**Action 5**

Year 3 met the target during the mid year data collection, however the positive gain did not continue with the end of year data. It remained the same with the end of year data of 2024, with 8 students still working below or of concern.

1 class with the year 4 students introduced older catch up readers which had a positive impact on the engagement in their reading and their confidence

**Action 6**

Year 4 met the target of improving from the end of 2024 data, where 14 students were working below or of concern, now in 2025 only 6 students are working below or of concern.

Online PLD put a lot of pressure on kaiako as it was time consuming.

This was our first year of teaching reading explicitly through iDeal platform and Structured Literacy Approaches, kaiako were receiving PLD in Term 1-3 on



the how, whilst trying to implement it at the same time.

Kaiako have concerns around how the SL reading drives them to teach towards the middle. We saw a decrease in reading achievement of our most able by the year end PAT Reading Comprehension test.

Strategic Goal 1 - Our learners / Akonga

Our students and staff are engaged and empowered in their learning

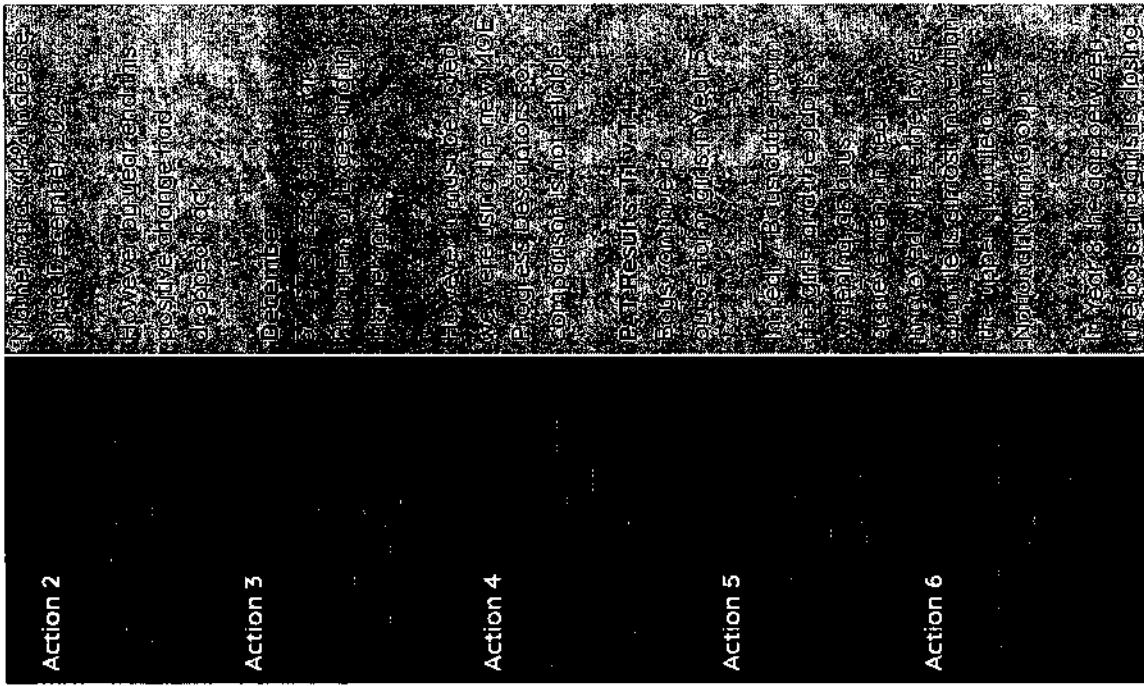


**Annual Target/Goal 3: Improving Maths Achievement of Girls in Year 5, 7 and 8**

Lift all areas of maths achievement for girls; by reducing the number of children below and of concern, and increasing those above in Maths

Year 5 - 2 below, 3 of concern, 2 at, 0 above  
 Year 7 - 0 below, 4 of concern, 3 at, 0 above  
 Year 8 - 2 below, 0 of concern, 2 at, 3 above

<p><b>Actions</b></p> <p>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</p>	<p>What did we achieve?</p> <p>What were the outcomes of our actions?</p> <p>What impact did our actions have?</p>	<p><b>Evidence</b></p> <p>This is the sources of information the board used to determine those outcomes.</p>	<p><b>Reasons for any differences (variances) between the target and the outcomes</b></p> <p>Think about both where you have exceeded your targets or not if you met them</p>	<p><b>Planning for next year - where to next?</b></p> <p>What do you need to do to address targets that were not achieved?</p> <p>Consider if these need to be included in your next annual implementation plan</p>
<p><b>Action 1</b></p>	<p>Girls Achievement in Maths</p> <p>Mid year</p> <p>We saw a positive shift of mid year on the target group</p> <p>41/57 or 72% of girls are at or above expectation</p>	<p>Mid year Data Report - ...</p> <p>December Data Report ...</p> <p>PAT data analysis 202...</p>	<p>2025 was a year of constant change in Education and this had a huge impact on our capacity to focus on this Annual Target.</p> <p>Kaimahi were invested in the Structured Literacy PLD and</p>	<p><b>Future recommendations based on class observations by Emily Drake, Maths Lead</b></p> <p><b>Inquiry &amp; Open Exploration</b></p> <p>Open-ended and structured inquiry tasks are already part of our practice. The next step would be to use them with the</p>



**From End of Year Data Monitoring for Target**

**Year 5 - Total girls 9**

**Emerging 1, Developing 2, Consolidating 4**

**Year 7 - Total Girls 7**

**Consolidating 1**

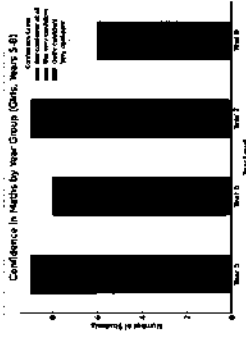
**Year 8 - Total Girls 7**

**Consolidating 2**

We had ALL for Writing. That left little time for focus on Girls in Maths.

Our Maths lead did engage in a student voice survey which was fed back to staff at staff hui.

See Graph:



**Summary of findings - Girls maths survey 2025**  
 Summary of findings - Girls maths survey 2025  
 The purpose of this survey was to gather feedback from girls on their confidence in maths and their learning experience. The survey was conducted in Term 3, 2025, and the findings are as follows:  
 1. Most girls reported feeling confident in their maths skills.  
 2. Girls who were not confident in their maths skills often cited a lack of understanding of the concepts and a need for more practice.  
 3. The majority of girls preferred learning through practical activities and group work.  
 4. The majority of girls preferred learning through practical activities and group work.  
 5. The majority of girls preferred learning through practical activities and group work.

At the planning day at the beginning of Term 3 staff set themselves a goal for improving outcomes for girls in maths.

☑ Maths Curriculum TOD ...

'Maths Investigation Cycle'.

**Using the Full Range of Rich Routines**

We're making great use of TLF routines. Continuing to dip into the full set (recallNreason, moveNprove, revisitNretain, discussNdefend) will strengthen consistency across classes.

**Connecting Representations**

Our use of hands-on materials is great. A next step is to keep drawing clear links between concrete, visual, and abstract representations so students see how their learning connects.

**Learner Agency**

We already encourage students to explain and share their strategies. We could explore giving them even more choice in which strategies they try and how they show their learning, so their voice and independence continue to grow (Especially in senior classes).

**Other recommendations:**

Continue with PLD for Emily Drake as Maths lead and feed

In Term 1 the highest score for girls was equi valent to the median for boys. But end of year the highest score equi valent to the median of the Boys. Both groups are above the National Norm group.

Based on Teacher Overall Judgements in December

The target was not achieved in Y5

The target was achieved in Y7

The target was achieved in Y8

this back to staff through Staff hui. This will ensure we are up to date with current practice.

Consider applying the Structured Maths staffing for a girls only maths group in 2026.

Kaimahi to remain mindful of how to support girls in maths when planning in 2026.

What really impacted the achievement for girls was the changes in content for maths. The 2025 Refreshed Maths Curriculum had many concepts introduced much earlier. In this first year of learning the refreshed curriculum for ākonga we saw the impact of this on our students directly. Especially in Year 4-6. These students were able to express to their teacher that they were finding Maths hard. These were typically girls.

Emily Drake, Maths Lead, conducted Class Observations in Maths across the school to identify next steps and areas of strength. These were shared with staff and help form our next steps.

**INDEPENDENT AUDITOR'S REPORT  
TO THE READERS OF WHANGAREI HEADS SCHOOL'S  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2025**

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

The Auditor-General is the auditor of Whangarei Heads School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates to carry out the audit of the financial statements of the School on 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 7 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 including Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, Members of the Board and Statement of KiwiSport funding.

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

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

#### **Independence**

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

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



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

