



— KAIKORAI —
PRIMARY SCHOOL
DUNEDIN, NEW ZEALAND

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 3753

Principal: Beth Downie

School Address: 22 Tyne Street, Roslyn, Dunedin 9010

School Phone: 03 464 0065

School Email: secretary@kaikorai.school.nz

Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

KAIKORAI PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

Index

Page	Statement
1	Statement of Responsibility
2	Members of the Board
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7 - 17	Notes to the Financial Statements
18 - 20	Independent Auditor's Report

Kaikorai Primary School

Statement of Responsibility

For the year ended 31 December 2025

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

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

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

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

Rachael Jenkins

Full Name of Presiding Member



Signature of Presiding Member

24/4/26

Date:

Beth Downie

Full Name of Principal



Signature of Principal

24/4/26

Date:

Kaikorai Primary School

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Rachael Jenkins	Presiding Member	Selected	Sep 2025
	Presiding Member	Elected	Sep 2028
Katie Devereux	Presiding Member	Elected	Sep 2025
Beth Downie	Principal	ex Officio	
Blair Collie	Parent Representative	Elected	Sep 2025
Nicola Mirkin	Parent Representative	Elected	Sep 2028
Wahineata Smith	Parent Representative	Coopted	Sep 2025
Mike Seymour	Parent Representative	Elected	Sep 2028
Jared Glue	Parent Representative	Coopted	Sep 2028
Tom Saul	Parent Representative	Coopted	Sep 2028
Rosarah Hardie	Staff Representative	Elected	Sep 2028
In Attendance Samantha Ker-Fox	Secretary		

Kaikorai Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	3,079,491	2,345,596	2,889,925
Locally Raised Funds	3	188,926	153,500	190,699
Interest		9,947	13,000	27,832
Total Revenue		3,278,364	2,512,096	3,108,456
Expense				
Locally Raised Funds	3	27,979	23,000	24,943
Learning Resources	4	2,248,847	1,956,972	2,066,583
Administration	5	134,517	136,470	125,973
Interest		1,522	-	2,139
Property	6	844,430	395,045	909,066
Loss on Disposal of Property, Plant and Equipment		53	-	33
Total Expense		3,257,348	2,511,487	3,128,737
Net Surplus / (Deficit) for the year		21,016	609	(20,281)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		21,016	609	(20,281)

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



Kaikorai Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January	1,312,659	1,312,659	1,291,612
Total comprehensive revenue and expense for the year	21,016	609	(20,281)
Contribution - Furniture and Equipment Grant	-	-	9,557
Contribution - Te Mana Tūhono	-	-	31,771
Equity at 31 December	1,333,675	1,313,268	1,312,659
Accumulated comprehensive revenue and expense	1,333,675	1,313,268	1,312,659
Equity at 31 December	1,333,675	1,313,268	1,312,659

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.



Kaikorai Primary School

Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	717,844	811,770	772,386
Accounts Receivable	8	194,078	152,385	152,385
GST Receivable		8,217	7,218	7,218
Prepayments		19,632	17,695	17,695
Inventories	9	2,017	677	677
		<u>941,788</u>	<u>989,745</u>	<u>950,361</u>
Current Liabilities				
Accounts Payable	11	211,566	181,306	181,306
Revenue Received in Advance	12	2,693	8,112	8,112
Provision for Cyclical Maintenance	13	9,991	9,991	-
Finance Lease Liability	14	8,095	9,759	9,759
Funds held for Capital Works Projects	15	15,496	94,063	94,063
		<u>247,841</u>	<u>303,231</u>	<u>293,240</u>
Working Capital Surplus		693,947	686,514	657,121
Non-current Assets				
Property, Plant and Equipment	10	676,876	674,003	700,303
		<u>676,876</u>	<u>674,003</u>	<u>700,303</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	29,988	34,694	32,210
Finance Lease Liability	14	7,160	12,555	12,555
		<u>37,148</u>	<u>47,249</u>	<u>44,765</u>
Net Assets		<u>1,333,675</u>	<u>1,313,268</u>	<u>1,312,659</u>
Equity		<u>1,333,675</u>	<u>1,313,268</u>	<u>1,312,659</u>

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



Kaikorai Primary School

Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		603,506	546,854	584,054
Locally Raised Funds		182,183	153,500	189,142
Goods and Services Tax (net)		(999)	-	4,586
Payments to Employees		(354,418)	(317,500)	(337,760)
Payments to Suppliers		(354,921)	(302,770)	(356,879)
Interest Paid		(1,522)	-	(2,139)
Interest Received		10,288	13,000	31,678
Net cash from Operating Activities		84,117	93,084	112,682
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(53,790)	(53,700)	(238,893)
Net cash (to) Investing Activities		(53,790)	(53,700)	(238,893)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	9,557
Finance Lease Payments		(3,104)	-	(4,610)
Funds Administered on Behalf of Other Parties		(81,765)	-	104,461
Net cash (to)/from Financing Activities		(84,869)	-	109,408
Net (decrease)/increase in cash and cash equivalents		(54,542)	39,384	(16,803)
Cash and cash equivalents at the beginning of the year	7	772,386	772,386	789,189
Cash and cash equivalents at the end of the year	7	717,844	811,770	772,386

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.

Kaikorai Primary School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

1.1. Reporting Entity

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

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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 10.



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 14. Future operating lease commitments are disclosed in note 20b.

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Operating Lease Payments

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

1.5. Finance Lease Payments

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



1.6. Cash and Cash Equivalents

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

1.7. Accounts Receivable

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

1.8. Inventories

Inventories are consumable items held for sale and are comprised of stationery and school 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.

1.9. Investments

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

1.10. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10–50 years
Furniture and Equipment	3–25 years
Information and Communication Technology	2-5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	10% Diminishing value



1.11. Impairment of property, plant and equipment

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

Non cash generating assets

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

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

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

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

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

1.12. Accounts Payable

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

1.13. Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

1.14. Revenue Received in Advance

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

1.15. Funds held for Capital Works

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

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

1.16. 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.



1.17. Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

1.18. Financial Instruments

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

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

1.19. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.20. Budget Figures

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

1.21. Services received in-kind

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

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	623,609	544,254	549,021
Teachers' Salaries Grants	1,784,359	1,560,172	1,614,743
Use of Land and Buildings Grants	670,071	238,570	724,093
Other Government Grants	1,452	2,600	2,068
	<u>3,079,491</u>	<u>2,345,596</u>	<u>2,889,925</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	108,236	88,000	115,830
Fees for Extra Curricular Activities	18,511	21,500	17,156
Trading	7,507	6,000	7,366
Fundraising and Community Grants	17,815	17,500	27,021
Other Revenue	36,857	20,500	23,326
	<u>188,926</u>	<u>153,500</u>	<u>190,699</u>
Expense			
Extra Curricular Activities Costs	17,448	17,000	17,663
Trading	7,596	5,500	6,305
Fundraising and Community Grant Costs	2,935	500	975
	<u>27,979</u>	<u>23,000</u>	<u>24,943</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>160,947</u>	<u>130,500</u>	<u>165,756</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	83,340	45,300	83,129
Information and Communication Technology	16,654	18,500	16,459
Employee Benefits - Salaries	2,053,152	1,796,172	1,863,321
Staff Development	12,298	15,000	22,334
Depreciation	81,982	80,000	79,728
Other Learning Resources	1,421	2,000	1,612
	<u>2,248,847</u>	<u>1,956,972</u>	<u>2,066,583</u>

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	11,270	11,270	7,711
Board Fees and Expenses	7,698	4,000	3,717
Operating Leases	-	7,000	1,926
Other Administration Expenses	26,999	29,700	27,145
Employee Benefits - Salaries	72,986	66,500	72,521
Insurance	8,872	12,000	8,141
Service Providers, Contractors and Consultancy	6,692	6,000	4,812
	<u>134,517</u>	<u>136,470</u>	<u>125,973</u>



6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	52,709	60,000	58,994
Cyclical Maintenance	7,769	12,475	13,504
Heat, Light and Water	28,641	28,500	28,282
Rates	19,815	14,000	12,968
Repairs and Maintenance	31,263	14,000	45,049
Use of Land and Buildings	670,071	238,570	724,093
Employee Benefits - Salaries	15,516	15,000	15,047
Other Property Expenses	18,646	12,500	11,129
	<u>844,430</u>	<u>395,045</u>	<u>909,066</u>

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

7. Cash and Cash Equivalents

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	473,286	576,511	537,127
Short-term Bank Deposits	244,558	235,259	235,259
Cash and cash equivalents for Statement of Cash Flows	<u>717,844</u>	<u>811,770</u>	<u>772,386</u>

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

Of the \$717,844 Cash and Cash Equivalents, \$18,189 is subject to restrictions for the following reasons:

- \$15,496 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 15
- \$2,693 of Other Revenue in Advance is held by the School. This is included in Revenue in Advance note 12.

8. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	11,200	3,900	3,900
Receivables from the Ministry of Education	12,394	3,818	3,818
Interest Receivable	1,247	1,588	1,588
Teacher Salaries Grant Receivable	169,237	143,079	143,079
	<u>194,078</u>	<u>152,385</u>	<u>152,385</u>
Receivables from Exchange Transactions	12,447	5,488	5,488
Receivables from Non-Exchange Transactions	181,631	146,897	146,897
	<u>194,078</u>	<u>152,385</u>	<u>152,385</u>

9. Inventories

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	624	325	325
School Uniforms	1,393	352	352
	<u>2,017</u>	<u>677</u>	<u>677</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2025						
Building Improvements	482,628	20,463	-	-	(25,006)	478,085
Furniture and Equipment	146,982	20,214	-	-	(24,964)	142,232
Information and Communication Technology	48,773	14,542	-	-	(21,468)	41,847
Leased Assets	21,681	2,852	-	-	(9,821)	14,712
Library Resources	239	537	(53)	-	(723)	-
	700,303	58,608	(53)	-	(81,982)	676,876

The net carrying value of furniture and equipment held under a finance lease is \$14,712 (2024: \$21,681).

Restrictions

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

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	633,639	(155,554)	478,085	613,176	(130,548)	482,628
Furniture and Equipment	449,716	(307,484)	142,232	429,502	(282,520)	146,982
Information and Communication Technology	292,910	(251,063)	41,847	278,368	(229,595)	48,773
Leased Assets	61,709	(46,997)	14,712	60,967	(39,286)	21,681
Library Resources	76,641	(76,641)	-	97,740	(97,501)	239
Balance at 31 December	1,514,615	(837,739)	676,876	1,479,753	(779,450)	700,303

11. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	19,945	18,779	18,779
Accruals	8,770	8,711	8,711
Employee Entitlements - Salaries	170,729	144,399	144,399
Employee Entitlements - Leave Accrual	12,122	9,417	9,417
	211,566	181,306	181,306
Payables for Exchange Transactions	211,566	181,306	181,306
	211,566	181,306	181,306

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	6,172	6,172
Other Revenue in Advance	2,693	1,940	1,940
	2,693	8,112	8,112



13. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	32,210	32,210	18,706
Increase to the Provision During the Year	7,769	12,475	13,504
Provision at the End of the Year	39,979	44,685	32,210
Cyclical Maintenance - Current	9,991	9,991	-
Cyclical Maintenance - Non current	29,988	34,694	32,210
	39,979	44,685	32,210

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

14. 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	8,988	11,221	11,221
Later than One Year	7,742	13,549	13,549
Future Finance Charges	(1,475)	(2,456)	(2,456)
	15,255	22,314	22,314
Finance lease liability - Current	8,095	9,759	9,759
Finance lease liability - Non current	7,160	12,555	12,555
	15,255	22,314	22,314

Represented by:

15. Funds Held for Capital Works Projects

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

2025	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
AMS Block 7 - 232760	7,568	22,426	(29,994)	-	-
Tyne Street Entrance -221845	33,342	-	(17,846)	-	15,496
Block 7 Accessibility -249735	53,153	3,016	(56,169)	-	-
Totals	94,063	25,442	(104,009)	-	15,496

Represented by:

Funds Held on Behalf of the Ministry of Education

15,496

2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
AMS Block 7 - 232760	(9,050)	178,247	(161,629)	-	7,568
Tyne Street Entrance -221845	-	40,627	(7,285)	-	33,342
Block 7 Accessibility -249735	-	59,753	(6,600)	-	53,153
Totals	(9,050)	278,627	(175,514)	-	94,063

Represented by:

Funds Held on Behalf of the Ministry of Education

94,063



16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	3,610	2,835
<i>Leadership Team</i>		
Remuneration	278,858	275,808
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	282,468	278,643

There are 6 members of the Board excluding the Principal. The Board held 8 full meetings of the Board during the year. The Board also has Finance and Property members that meet monthly.

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	140 - 150	150 - 160
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	3.00	4.00
110 - 120	2.00	2.00
120 - 130	1.00	-
	6.00	6.00

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

18. Compensation and Other Benefits Upon Leaving

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

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



19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Cyclical Maintenance

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, buildings and other facilities on the School site. Construction under the Schools Rebuild Programme is currently in progress. As a result, the School cannot make a reliable estimate of the maintenance required on the School's buildings. Hence, no cyclical maintenance provision has been recognised.

20. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$15,496 (2024: \$140,455) as a result of entering the following contracts:

Contract Name	2025 Capital Commitment
Tyne Street Entrance -221845	\$ 15,496
Total	15,496

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

(b) Operating Commitments

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

(Operating commitments at 31 December 2024: nil).

21. 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	\$ 717,844	\$ 811,770	\$ 772,386
Receivables	194,078	152,385	152,385
Total financial assets measured at amortised cost	<u>911,922</u>	<u>964,155</u>	<u>924,771</u>

Financial liabilities measured at amortised cost

Payables	211,566	181,306	181,306
Finance Leases	15,255	22,314	22,314
Total financial liabilities measured at amortised cost	<u>226,821</u>	<u>203,620</u>	<u>203,620</u>

22. Events After Balance Date

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

23. 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 Kaikorai School's financial statements for the year ended 31 December 2025

The Auditor-General is the auditor of Kaikorai School (the School). The Auditor-General has appointed me, Philip Sinclair, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on pages 3 to 17, 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:

- a) present fairly, in all material respects:
 - the School's financial position as at 31 December 2025; and
 - the School's financial performance and cash flows for the year then ended; and
- b) 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 24 April 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 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.

Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss Verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd.

Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.

© 2026 Findex (Aust) Pty Ltd

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, Report on how the school has given effect to Te Tiriti o Waitangi 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 independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand)* issued by the New Zealand Auditing and Assurance Standards Board.

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



Philip Sinclair
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Dunedin, New Zealand



Annual Report 2025

Statement of variance

Akoranga | Learning Goals

Create an environment and curriculum that fosters engagement and success.

Confident learners with a growth mindset.

Well-resourced classrooms.

All children succeed and make progress.

Our curriculum reflects Tikanga, Te Ao & Mātauranga Māori.

Hauora | Wellbeing

Cultivate and promote a culture of belonging where the school community are empowered to thrive

Effective well-being practices are implemented to support the whole learner, focusing on social and emotional capabilities.

Opportunities and experiences are planned for the community to come together.

Āhuatanga Okiko | Physical environment

Create an inviting and inclusive physical environment.

An environment that welcomes and caters to the needs of our community.

Spaces that are well-resourced and safe, and are continually being developed.

Mahi Tahī | Working together as a community

Foster and demonstrate a visible connection and collaboration between the school and the community.

School, whānau and community partnerships are strengthened through interaction, invitation and communication.

Commentary on the achievement of these goals

Akoranga | Learning Goals

Create an environment and curriculum that fosters engagement and success.

The mahi at Kaikorai Primary School is truly a team effort. From our office and support staff to our kaiako, we work collectively to provide the best possible opportunities for our tamariki.

This environment thrives because our children feel safe, heard, and valued. By providing exciting, well-planned, and varied learning opportunities, we ensure that every student is engaged and empowered to succeed. It is the dedication of our entire team that makes Kaikorai Primary School a vibrant place to learn and grow.

Our Community Consultation was full of strong praise for teachers and school culture – Families consistently describe Kaikorai Primary School as a safe, caring, inclusive school with high-quality teaching, strong relationships, and staff who genuinely know and support their students.

Children are happy, confident, and engaged learners – Many parents report their children love school, feel encouraged to be curious, enjoy learning (especially creative areas), and have grown in confidence and achievement.

Positive support for diverse and additional learning needs – Teachers are widely acknowledged for adapting learning, providing accommodations, and supporting neurodiverse students and those with additional needs.

Hauora | Wellbeing

Cultivate and promote a culture of belonging where the school community are empowered to thrive.

Our Community Consultation noted that Wellbeing and Hauora are clear strengths of the school. Families consistently describe Kaikorai Primary School as a safe, welcoming, inclusive environment where children feel cared for, listened to, and supported.

Strong relationships underpin student wellbeing – teachers, leadership, and support staff are widely praised for knowing students well, building trust, and creating spaces where children feel comfortable talking about their feelings.

Well-established wellbeing programmes are valued – Initiatives such as Zones of Regulation, Rūma Rangimarie, kapa haka, wellbeing weeks, restorative approaches, and mindfulness are seen as highly effective and should be maintained.

Positive impact on emotional literacy and self-regulation – Parents report children are better able to name feelings, manage emotions, build resilience, and apply wellbeing strategies at home as well as at school.

Āhuetanga Okiko | Physical environment

Create an inviting and inclusive physical environment.

Kaikorai Primary School Community Consultation noted a strongly positive overall view of the environment. The school is widely described as welcoming, modern, well-maintained, and visually appealing, with families feeling

fortunate to have such high-quality facilities.

Inclusion and accessibility are strengths – The environment is seen as accessible, supportive of diverse needs, and enhanced by quiet/sensory spaces, though more calm or low-stimulus areas would benefit some learners.

Mahi Tahi | Working together as a community

Foster and demonstrate a visible connection and collaboration between the school and the community.

Kaikorai Primary School successfully met this goal in 2025. Our Community Consultation noted communication is a strong overall strength – Most families feel well informed, welcomed, and connected through newsletters, Seesaw, email, phone calls, Facebook, and face-to-face contact, with leadership and staff described as approachable and responsive.

A strong sense of whānau and belonging – Parents consistently note the inclusive culture, daily personal welcomes, community events, and many opportunities to be involved, all of which build connection and trust.

Multiple engagement opportunities are valued – Curriculum evenings, class visits, sports teams, cultural events, volunteering, and well-run community activities are seen as meaningful and high quality.

Cultural and inclusive practices strengthen engagement – Support for Te Tiriti, neurodiverse learners, SENCO provision, and in-school support programmes were highlighted as key contributors to inclusiveness and community trust.

2025 Evaluation of the school's students' progress and achievement

Target for reading (whole school)

Whole school at or above 80-85%

2025 Results for reading

Year 1 56%

Year 2 66.5%

Year 3 65.9%

Year 4 80.4%

Year 5 80%

Year 6 90.5%

Whole school 73.3%

Commentary on the achievement of these goals

Achievement Data

We are pleased to report that **73.3% of our ākonga** are reading at or above their expected curriculum level. While we remain focused on our aspirational target of 80%, this result represents a significant achievement and a strong foundation for our learners.

The Shift to Structured Literacy

Our current focus is on the successful embedding of **Structured Literacy** across the school. This evidence-based

approach is a significant shift from previous methods. As our kaiako continue to refine their practice, we recognise that this transition also impacts our whānau.

Supporting Whānau at Home

We acknowledge that for many families, Structured Literacy looks and sounds very different from how they were taught to read. This has, at times, made it challenging for parents to know how best to support their children's reading at home.

A parent evening is scheduled for early 2026 to address significant shifts in curriculum, delivery, and reporting expectations. Insights from our 2025 Community Consultation revealed that many families feel unsupported in facilitating learning at home. This session is specifically designed to empower whānau with practical strategies to support their children's progress within the new framework.

Target for writing

Target for writing (whole school)

Whole school at or above 80-85%

2025 Results for Writing

Year 1 73%

Year 2 63%

Year 3 51.2%

Year 4 66.6%

Year 5 75.5%

Year 6 71.7%

Whole School 67.2%

Commentary on the achievement of these goals

Achievement Data

The 2025 writing data reveal a significant disparity between our students' reading success and their writing proficiency. Of particular concern is the Year 3 cohort; their results remain below school-wide targets, a trend consistent with their historical tracking.

We recognise that over the past three years, both school-wide professional development and national mandates have prioritised Structured Literacy (reading/spelling) and Mathematics.

To address the resulting gap in writing, our 2026 focus will provide the PLD that our staff have requested. We aim to implement a balanced writing programme that bridges the 'Science of Reading' with the 'Science of Learning,' ensuring writing instruction is as robust and evidence-based as our literacy approach.

Mathematics

Target for mathematics

Year 1 80%

Year 2 90%

Year 3 85%

Year 4 70%

Year 5 80%

Year 6 80%

Results for mathematics

Year 1 **87%**

Year 2 **79%**

Year 3 **61%**

Year 4 **86.3%**

Year 5 **77.8%**

Year 6 **77.3%**

Whole School 78.8%

Commentary on the achievement of these goals

Achievement Data

Our mathematics data is highly encouraging, reflecting the impact of high-quality PLD and the successful implementation of the new curriculum alongside **Oxford Mathematics** resources.

It is important to note that the new curriculum's benchmarks are significantly more rigorous; despite this higher threshold, our overall achievement remains strong.

However, the Year 3 cohort remains a focus. Their current results are consistent with their historical tracking, as they have consistently found it challenging to meet school-wide targets.

Recommendations for 2025 and evaluations of these recommendations.

Reading

- All staff, including part-time teachers, will participate in the Ministry of Education's Structured Literacy Professional Learning and Development. This will ensure consistent delivery of the iDeal programme and standardised use of assessment tools

The transition to Structured Literacy has been supported by a comprehensive professional development (PLD) strategy, ensuring a consistent approach across all levels of the school:

Universal Training: Every teacher, including part-time staff, has participated in the iDEAL Structured Literacy training, ensuring no child is left behind by personnel changes.

Empowering Support Staff: Our Teacher Aides also received specialised "micro-PLD," facilitated by our Team Leaders, Literacy Leader, and SENCO, to ensure their classroom support aligns perfectly with teacher instruction.

Leadership Support: Demonstrating a tangible commitment to both professional growth and staff wellbeing, the Principal allocated a specific portion of the relief budget to cover PLD sessions. This ensured that every teacher could attend training without losing their vital Classroom Release Time (CRT).

This investment ensures that our approach to literacy is deeply embedded and school-wide.

- A dedicated, trained literacy intervention teacher for Years 0-2 is crucial for supporting Tier 2 learners. Programme success depends on their availability and expertise.

To accelerate literacy progress, we utilised additional FTTE staffing resources to provide targeted teaching capacity for students requiring intensive support. The appointed teacher brought a high level of confidence in developing foundational literacy skills through to Year 2, supported by a proven ability to use formative assessment and data to drive instructional next steps. This role focused on re-engaging students who had become disconnected from their learning, utilising Tāhūrangi's evidence-based guidance to accelerate progress. By fully participating in PLD and Community of Practice sessions, this specialist ensured the school maintained a planned and measured approach, which was essential to the successful implementation of the new curriculum.

Writing

- We will continue to provide structured literacy training for support staff to deliver targeted writing interventions, with a focus on spelling.

In 2025, our support staff engaged in high-quality professional development led by our Junior Team Leader and Literacy Leader. To ensure a consistent pedagogical approach for our tamariki, the training included:

Practical Demonstrations: Staff observed sample lessons to see the theory in action.

Platform Integration: They gained full access to the IDEAL platform, equipping them with the resources needed to deliver the program effectively.

Methodological Alignment: By implementing the correct structured literacy methodology, staff ensure that spelling instruction remains uniform across all learning environments.

As a result, our support staff are now well-informed and, more importantly, confident in delivering a structured approach to spelling.

We recognise we need to grow this area further in 2026.

- Develop a consistent approach to the teaching of handwriting.

We have implemented a standardised approach to handwriting instruction. This ensures that as children progress through the year groups, they receive consistent cues and techniques, eliminating confusion and reinforcing their learning

- We will consistently apply the Kaikorai non-negotiables in both our writing moderation and instruction.

We have established a high-fidelity approach to moderation and writing instruction, which is reviewed annually during staff-only days. To maintain these standards and ensure long-term consistency, we have identified a need for more frequent check-ins and revisitation throughout the year.

- We will establish a detailed learner profile outlining the key attributes and skills of a Kaikorai writer.

Resources and time were redirected toward higher-impact priorities; consequently, this action was not progressed during this cycle.

Mathematics

- To ensure fidelity in implementing the new curriculum, we will collaborate with facilitators during the Ministry of Education's designated curriculum days.

We had 2 very well-planned and engaging professional learning sessions with the Ministry of Education facilitators. A 3rd day is scheduled for March 2026.

- To ensure effective implementation and address any challenges, termly staff meetings will focus on collaborative analysis of new resources and maintaining a balanced mathematics programme.

Our Teacher in Charge of Mathematics delivered targeted professional learning for the team. To prevent curriculum fatigue, these sessions were scheduled strategically and in direct response to identified staff and student needs

- Ensure staff have access to high-quality manipulative mathematical resources.

This needs to be a budget priority in 2026.

Recommendations for 2026

Successful curriculum transition depends entirely on staff wellbeing. To avoid change fatigue, we are prioritising adequate resourcing and manageable workloads, ensuring our team has the mental bandwidth to lead these improvements effectively.

We currently employ 11 support staff (Teacher Aides) across our 13 classrooms. While this represents a significant personnel investment, their presence is essential; we cannot successfully deliver the curriculum without the intensive, targeted support this skilled team provides to our learners.

Reading

- Learning support staff to have access to the Ideal structured platform.
- Consistent and clear reporting to whānau using the new MOE required descriptors.

- Increase the budget to ensure PLD is accessible, resources (readers, programmes, subscriptions) follow best practise guidelines

Writing

- Whole-staff professional learning and development (PLD) will be delivered to both teaching and learning support staff. This training will be led by the Junior Team Leader and the Literacy Leader to ensure school-wide instructional alignment.
- Consistent and clear reporting to whānau using the new MOE required descriptors
- Increase the budget to ensure PLD is accessible and that resources (readers, programmes, subscriptions) follow best-practice guidelines.

Mathematics

- A budget investment of \$1500 to mathematics manipulatives (hands-on materials).
- Consistent and clear reporting to whānau using the new MOE required descriptors.
- We maintain high fidelity in delivering a balanced mathematics programme by avoiding a 'one-size-fits-all' approach. Our curriculum integrates Oxford Maths, Rich Tasks, and Building Thinking Classrooms frameworks. By utilising 'low-floor, high-ceiling' activities, we acknowledge that there is no 'magic bullet' for numeracy; instead, we provide a diverse range of strategies to meet the unique needs of every learner.

Report on how the school has given effect to Te Tiriti o Waitangi

The school has prioritised Treaty-based professional development for all staff and Kaikorai Primary School Board members. Workshops and training sessions have been organised to deepen staff members' understanding of Te Tiriti o Waitangi and its implications for education in New Zealand. This has included seminars on Te Reo Māori, Tikanga Māori, and the historical context of the Treaty.

The Kaikorai School Board has strengthened its commitment to te Tiriti by co-opting a member from our Kaikorai whānau. This ensures a vital Māori perspective is integrated into our decision-making, reflecting the views and vision of our Māori community.

Tikanga Māori—Māori cultural practices and protocols—is now woven into the fabric of our school's daily operations and policies. We honour significant dates like Matariki and integrate cultural traditions into all formal ceremonies. A key milestone in our commitment to Te Tiriti o Waitangi occurred in 2025, when all tamariki were welcomed onto Arai te uru Marae with a pōwhiri, strengthening their connection to the land and Māori culture.

Kaikorai Primary School teachers demonstrated their commitment to our local community by volunteering at **Arai te uru Marae** for the **Pātaka Ora** service. With over 30 collective hours donated, our kaiako provided hands-on support, further strengthening the vital bond between our school and the marae.

Looking ahead to 2026, we have scheduled a **mihi whakatau** to welcome new members to our school community. This ceremony is a clear reflection of our ongoing commitment to **Te Ao Māori**, ensuring that our practices remain authentic and inclusive.

Kaikorai Primary School is actively honouring **Te Tiriti o Waitangi** through purposeful, transparent actions. We are committed to a culturally responsive learning environment by:

- **Prioritising** Treaty-based professional development for all staff.
- **Embedding** Te Reo Māori and Tikanga Māori into our daily school life.
- **Ensuring** Māori representation on our School Board to guide our governance.
- **Fostering** enduring partnerships with our local iwi.

Statement of compliance with employment policy

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

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>We have met our obligations to provide a safe and supportive working environment through the following proactive measures:</p> <ul style="list-style-type: none"> ● Rigorous Inspections: We conduct frequent site audits to identify and mitigate potential hazards immediately. ● Comprehensive Training: All staff participate in ongoing safety inductions, ensuring a deep understanding of school-wide protocols. ● Clear Policy Framework: We have implemented robust safety policies that are transparently communicated to all personnel. ● Resource Management: The school is fully equipped with essential safety equipment, including modern first-aid kits, fire extinguishers, and updated emergency evacuation kits. ● Emergency Preparedness: Regular drills ensure that both staff and tamariki are confident and prepared for a range of emergency scenarios. ● Collaborative Culture: We work closely with staff, students, and whānau to maintain a shared responsibility for a secure learning environment. ● Continuous Improvement: Our safety measures are subject to ongoing monitoring and review to ensure they meet current best practices.
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>Our EEO programme is foundational to Kaikorai Primary School’s commitment to fairness, equity, and inclusivity. We ensure that all aspects of employment are transparent and unbiased through the following core pillars:</p> <p>1. Equitable Recruitment and Selection</p> <ul style="list-style-type: none"> ● Bias-Free Processes: We implement transparent recruitment where job descriptions and selection criteria are strictly merit-based and free from prejudice. ● Inclusive Sourcing: We actively encourage diversity within our applicant pool to ensure our staff reflects the breadth of our community.

- **Fair Opportunity:** Every candidate is provided an equal platform to demonstrate their skills and potential.

2. Professional Growth and Development

- **Universal Access:** All staff members have equal access to professional development and career advancement, regardless of gender, ethnicity, or background.
- **Cultural Competence:** We provide specific training to enhance diversity awareness and strengthen the cultural safety of our workplace.

3. Inclusive Workplace Culture

- **Respect and Safety:** We maintain a supportive environment backed by robust policies that prevent discrimination and harassment.
- **Open Communication:** We prioritise the prompt and effective resolution of any concerns regarding inequality or unfair treatment.
- **Holistic Wellbeing:** We actively support a healthy work-life balance to ensure the sustained well-being of all employees.
- foster a culture of appreciation and teamwork, we have implemented a **Staff Shout-Out** initiative. This platform allows kaiako and staff to formally recognise the hard work and successes of their teammates. As a token of our appreciation, those acknowledged enter an end of term draw for a **wellbeing day off**, celebrating the collective excellence of our team.

How do you practise impartially selecting suitably qualified persons for an appointment?

To ensure the appointment of the most suitably qualified candidates, **Kaikorai Primary School** follows a rigorous, impartial selection framework:

1. Position Definition

- **Role Clarification:** We develop comprehensive job descriptions and person specifications that clearly outline the mandatory qualifications, skills, and experience required for the role.
- **Criteria-Led:** These specifications serve as the sole benchmark for evaluating all applicants.

2. Transparent Sourcing

- **Accessibility:** We ensure that the application process is clear and accessible to all potential candidates.

3. Fair Shortlisting & Interviewing

- **Unbiased Screening:** Shortlisting is conducted strictly against the pre-defined person specification to eliminate subjective bias.

	<ul style="list-style-type: none"> ● Balanced Panels: Where possible, we convene a diverse selection panel (including School Board and Senior Leadership) to provide multiple perspectives. ● Standardised Assessment: All candidates are asked a consistent set of core questions, ensuring a "level playing field" for evaluation. <p>4. Objective Decision Making</p> <ul style="list-style-type: none"> ● Evidence-Based Selection: Final appointments are made based solely on a candidate's demonstrated suitability and merit. ● Constructive Feedback: We uphold professional standards by providing meaningful feedback to unsuccessful applicants upon request. ● Process Integrity: We maintain thorough documentation of every stage, including the rationale for all key decisions, to ensure total transparency.
<p>How are you recognising Maori's aims and aspirations, employment requirements, and Greater involvement in the Education service?</p>	<p>Kaikorai Primary School is dedicated to honouring the aspirations of Māori and increasing Māori participation across all levels of the education service. We achieve this through three strategic pillars:</p> <p>1. Honouring Māori Aims and Aspirations</p> <ul style="list-style-type: none"> ● Community Engagement: We actively consult with our Māori whānau and wider community to ensure our strategic direction reflects their specific goals for their tamariki. ● Curriculum Integration: Māori perspectives, values, and pūrakau are authentically woven into our school curriculum, not as additions, but as foundational elements. ● Capability Building: We provide ongoing professional development to all staff, focusing on Te Reo Māori and Tikanga Māori to ensure a culturally safe learning environment. <p>2. Supporting the Employment Requirements of Māori</p> <ul style="list-style-type: none"> ● Cultural Safety: We provide comprehensive cultural competency training to all staff, fostering an inclusive workplace where Māori staff feel supported, valued, and empowered to lead. ● Recruitment Focus: Our EEO and recruitment policies actively seek to remove barriers for Māori applicants, ensuring our workforce reflects the diversity of Aotearoa. <p>3. Strengthening Māori Involvement in Education</p> <ul style="list-style-type: none"> ● Strategic Partnerships: We work closely with Māori community leaders—such as our partnership with Whaea Ana—to ensure Māori voices directly influence our decision-making processes.

	<ul style="list-style-type: none"> ● Governance Representation: We prioritise and maintain Māori representation on the Kaikorai School Board to provide kaitiakitanga (guardianship) over our school’s direction. ● Inclusive Policy Design: All school policies and daily procedures are reviewed through a Te Tiriti lens to ensure equity and inclusivity for all ākonga.
<p>How have you enhanced the abilities of individual employees?</p>	<p>At Kaikorai Primary School, we believe that the strength of our school lies in the continuous growth of our people. We have enhanced the capabilities of our team through the following strategic pillars:</p> <p>1. Personalised Professional Development</p> <ul style="list-style-type: none"> ● Tailored Learning Pathways: We provide access to high-quality professional development aligned with individual career goals and classroom needs. ● Skill Enrichment: Through targeted workshops, seminars, and specialist training, we ensure our staff, including all support staff, remain at the forefront of modern educational practices. ● Higher Education Support: We actively encourage and support staff in pursuing further academic qualifications and advanced certifications. <p>2. Cultivating Innovation and Agency</p> <ul style="list-style-type: none"> ● Creative Autonomy: We foster a high-trust work environment where staff are encouraged to explore new pedagogical ideas and innovative teaching methods. ● Psychological Safety: By allowing the freedom to take calculated risks and learn from trial and error, we empower our employees to develop new skills and build professional resilience. <p>3. Holistic Wellbeing and Support</p> <ul style="list-style-type: none"> ● Sustainable Practice: We prioritise a healthy work-life balance, ensuring our kaiako have the mental and physical capacity to thrive in their roles. <p>By investing in these strategies, we have successfully nurtured a culture of growth, enabling every staff member to flourish both personally and professionally.</p>
<p>How are you recognising the employment requirements of women?</p>	<p>Kaikorai Primary School is committed to ensuring that women are supported, represented, and empowered across all levels of our organisation. We uphold this commitment through the following targeted initiatives:</p> <p>1. Equitable Recruitment and Career Progression</p> <ul style="list-style-type: none"> ● Unbiased Selection: We implement transparent recruitment and promotion frameworks that guarantee equal opportunity for women in all roles, including senior leadership.

	<ul style="list-style-type: none"> ● Gender-Neutral Sourcing: All job descriptions and advertisements are rigorously reviewed to ensure gender-neutral language, removing subtle biases that might discourage diverse applicants. ● Merit-Based Advancement: We ensure that career pathways are accessible and based on capability, ensuring a clear trajectory for professional growth. <p>2. A Culturally Safe and Inclusive Workplace</p> <ul style="list-style-type: none"> ● Empowerment Culture: We foster an inclusive environment that actively values diverse perspectives and encourages women to contribute to their full potential in every aspect of school life. ● Robust Protections: We maintain a zero-tolerance approach to discrimination, harassment, and gender bias, backed by clear policies and safe reporting procedures. ● Leadership Representation: We actively monitor and support women's representation in decision-making and governance roles within the school.
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>Kaikorai Primary School is committed to providing an inclusive workplace that removes barriers and values the unique contributions of persons with disabilities. We ensure equitable employment through the following initiatives:</p> <p>1. Accessible Recruitment and Advancement</p> <ul style="list-style-type: none"> ● Universal Design in Sourcing: We ensure that all job advertisements, descriptions, and application platforms meet accessibility standards, allowing all candidates to engage with us easily. ● Equitable Selection: Our recruitment and promotion processes are designed to be fair and unbiased, ensuring that persons with disabilities have equal access to all roles and leadership levels. ● Reasonable Accommodations: We are committed to making necessary adjustments during the hiring process to allow every candidate to demonstrate their full potential. <p>2. A Supportive and Inclusive Environment</p> <ul style="list-style-type: none"> ● Dignity and Respect: We maintain robust policies that strictly prohibit discrimination, harassment, and unconscious bias, fostering a culture of psychological and physical safety. ● Inclusive Infrastructure: We continuously review our school environment and digital systems to ensure they remain accessible and supportive for all staff members. ● Advocacy and Awareness: We promote a workplace culture that understands and respects the diverse needs of our team, ensuring that every employee has the tools they need to succeed.

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

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

Kiwisport Statement

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

In 2025, Kaikorai Primary School received **\$4991.56**.

The funding received was spent on sports equipment and a contribution towards swimming lessons for the children of Kaikorai Primary School.

Beth Downie

principal@kaikorai.school.nz

Principal

26/2/26