

Huia Range School

Annual Report 2025

Statement

Statement of variance

Evaluation of student progress and achievement

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

Statement of compliance with employment policy

Statement of KiwiSport funding

Annual financial statements

HUIA RANGE SCHOOL



Statement of Variance 2025

and

Evaluation of the school's student's progress and achievement

Huia Range School Statement of Variance

Goal 1

2025 Annual Target/Goal: We will continue to build awareness of and develop cultural partnerships within our school community to reflect the diverse cultures of our students, whānau & local community leading to continue building whānau partnerships. We will develop strategies to raise our profile in the community to increase visitors and enrolments into Huia Range School.

Actions (What did we plan to do?)	Actions (What did we actually do?)	Outcomes (what happened?)
<ul style="list-style-type: none"> • To continue to develop relationships within the local and school community. • Be a space where whānau felt welcomed and valued. • Host events and activities that showcased our school. • Move away from only touching base with whānau 2 x with parent: teacher interviews that traditionally were poorly attended. • Create opportunities for parents/caregivers to be in school with a purpose. • Make the school a positive environment & experience for visitors. • Principal and DP do some road patrol to connect informally with parents. • Kaiako will continue to grow an in-depth knowledge and cultural capability of Huia Range School student's Cultural identities, protocols and beliefs. • Have an increase of whānau supporting the school in a range of activities and events. 	<p>We hosted:</p> <ul style="list-style-type: none"> - MOE Teacher only days 80+ teachers - Junior tabloid sports/ Ki 'o' Rahi tournament - Huia Range School showcase <ul style="list-style-type: none"> • Reported engagement tracking monthly to the school board. • Termly mihi whakatau to welcome new students, whānau & staff. • School board attended 'meet & greet' with other local school boards • We asked students, families & staff what their aspirations and values were via feedback 'post it' notes and collated answers. • Cultural days were celebrated with the support and in partnership with whānau. • Invited whānau to our 'Parent/whānau' interviews. • Facilitated a school community BBQ to connect with families. • Invited & hosted local MP Mike Butterick to visit and learn about our leader badge system. Shortly after, receiving an email from the RH Minister of Education acknowledging our work and initiatives. • Started Breakfast Club. • Held our first Hangi in 17 years. 	<ul style="list-style-type: none"> • Continued to keep engagement and whānau through the gate at a high level of over 80%. 99+ parents attending parent interviews • We had 50+ enrolments throughout the school including some returning whānau. • A variety of cultural activities were seen throughout the school. We are known as the 'place to come' for Muslim students. • Parents continued to fundraise for camp, with 'working meetings' with principal/DP. • When events are on everyone was welcomed rather than closed meetings (i.e year 8 dinner). • The Huia Range Showcase remained the biggest 'puller', extended family come into school to see student work. • Our whānau and local iwi supported our hangi and acknowledged the school effort in organising it.

Actions (What did we actually do?)

Huia Range School's Matariki Hangi



The community Jam drop off bucket in the school office.



Huia Range School Showcase
Including displays and community feedback



Evaluation (where to next?)

- Consider can we encourage 'people through the gate' and into enrolments by initiatives such as offering free stationery in 2026 and NE polar fleeces.
- Reflect and ask the question "Are we embracing all cultures learning in our school?"
- Consider how we can increase the amount of parents/whānau helping on the day at athletics, interschool X-country, winter sports etc. without considering cancelling them.
- Review how Breakfast Club ran in its first year in 2025, what improvements could we make for 2026 (if any)?
- Organise Strategic Plan consultations in 2026 that reflect our school and local communities' aspirations and values
- How can we further raise our profile in the community?
- Do our students get the chance to have input into our events?

Huia Range School Statement of Variance Goal 2

2025 Annual Target/Goal: To promote a school culture that tracks, improves and keeps regular attendance at 90%.

Actions (What did we plan to do?)

Prioritise attendance and embed into 2025 Annual Plan.
 Improve attendance to a minimum of 90% in every class
 Twice daily attendance records kept.
 Office personnel contact parents for every absence
 Update & use our Huia Range School Attendance flowchart.
 Work alongside the attendance service in a mana enhancing way.
 Develop policy that 3 days continuous absence requires a medical certificate
 Principal/Tumuaki/DP to monitor attendance and have regular meetings with attendance officer.
 Focus on recalibrating expectations on attending school.
 Focus on "Hands on" and fun learning tasks
 Report monthly to BOT.
 Include the school community (digital platform/newsletter/1-1) into the attendance conversation.

Actions (What did we actually do?)

**Huia Range School
Attendance Flow Chart - 2025**

Irregular absence
80% - 90% attendance

Moderate absence
70% - 80% attendance

Chronic absence
Less than 70% attendance

Huia Range School

Regular attendance - students who have been to school for more than **90%** of the term.

By 2030, the government's aim is to get 80% of students attending regularly!

Name: _____ Date: _____

80-100% attendance - monitor 80% - 90% & celebrate those between 90% - 100%.

80% or below attendance (Week 1) (Moderate /Chronic absence)
 Reflection... why is there a decrease in attendance, is this habitual or a new issue like illness?
 To get attendance improved, the school is actively:
 • Texting the family - done through office initially/the DP/P - record evidence
 • Making phone calls to touch base - record evidence
 • Is support required? (SWiS, RTLB, LSC, SENCO etc.)

80% or below attendance (Week 2) - no improvement
 4. First letter to the whānau sent date: _____

(Week 3) No improvement after 10 working days?
 3. Second letter to the whānau sent date: _____

No improvement after 5 working days?
 1. Referral by school via Attendance Service Application (ASA)
 2. Home visit completed by attendance service and DP/Principal - record evidence.

No improvement after 10 working days?
 5. School hui with whānau - record evidence

No improvement after 10 working days?
 6. Referral made to Oranga Tamariki - record evidence

Outcomes (what happened?)

Source HERO SMS Attendance Rates 2025					
	0-70%	71-80%	81-90%	91-100%	Late %
All	5.84	10.11	19.36	64.67	2
Female	4.13	11.53	17.41	66.91	1.5
Male	7.30	8.89	21.03	62.76	2.38
Māori	7.40	12.80	22.16	57.61	2.75
NZ/E	.43	4.64	10.48	84.44	.88
Attendance Rates 2024					
All	2.34	12.11	22.27	63.28	3.34
Female	2.48	12.40	17.36	67.77	2.67
Male	2.22	11.85	26.67	59.26	3.94
Māori	2.61	17.65	24.18	55.56	4.69
NZ/E	2.82	1.41	15.49	80.28	1.14

Overview of Trends (2024 vs. 2025)

The data shows a polarising shift: while **regular attendance (91–100%)** and **punctuality** improved for most groups, there was also a notable increase in **chronic absence (0–70%)** for all cohorts except NZ European.

All Students

Regular Attendance (91–100%): Improved by **1.39%**, rising from 63.28% to 65%. The annual average school attendance rate for New Zealand was **57.8%** in the year to September 2025

Chronic Absence (0–70%): More than doubled, increasing from 2.34% to **5.84%**.

Punctuality: Improved significantly, with the late percentage dropping from 3.34% to 2%.

Female (F)

Regular Attendance (91–100%): Saw a slight decrease of **0.86%**, dropping to 66.91%.

Chronic Absence (0–70%): Increased from 2.48% to **4.13%**.

Punctuality: Improved by over 1%, dropping from 2.67% to **1.5%**.

Male (M)

Regular Attendance (91–100%): Increased by **3.5%**, rising from 59.26% to 62.76%.

Chronic Absence (0–70%): Saw a sharp spike, more than tripling from 2.22% to **7.30%**.

Punctuality: Improved from 3.94% to **2.38%**.

Māori

Regular Attendance (91–100%): Increased by **2.05%**, reaching 57.61%.

Chronic Absence (0–70%): Increased nearly threefold, from 2.61% to **7.40%**.

Punctuality: Showed the largest improvement in being on time, with lateness dropping from 4.69% to **2.75%**.

NZ European (NZ/E)

Regular Attendance (91–100%): Improved by **4.16%**, rising from 80.28% to 84.44%.

Chronic Absence (0–70%): Bucked the trend of other groups, decreasing significantly from 2.82% to just **0.43%**.

Punctuality: Remained the highest of all groups, with lateness dropping slightly to **0.88%**.

Summary Comparison Table

Category	Year	0-70% (Chronic)	91-100% (Regular)	Late %
All	2024 / 2025	2.34 → 5.84	63.28 → 64.67	3.34 → 2.00
Female	2024 / 2025	2.48 → 4.13	67.77 → 66.91	2.67 → 1.50
Male	2024 / 2025	2.22 → 7.30	59.26 → 62.76	3.94 → 2.38
Māori	2024 / 2025	2.61 → 7.40	55.56 → 57.61	4.69 → 2.75
NZ/E	2024 / 2025	2.82 → 0.43	80.28 → 84.44	1.14 → 0.88

Key Takeaway:

While the "middle" attendance brackets (71–90%) generally shrank as more students moved into the 91–100% category, the growth in the 0–70% bracket suggests a small but increasing group of students is facing more significant barriers to attendance.

Actions (What did we actually do?)

- Prioritised attendance and embedded it into Strategic Plan 2024 -25 & 2025 Annual Plan.
- Kept twice daily attendance records, paper copy and HERO SMS.
- Office personnel contact parents/whānau for every absence every day.
- Celebrated 'new enrolments' who had 100% attendance at our school at prize giving.
- Awarded a number of 100% attendance for the year at EOY prize giving.
- Awarded a number of 100% attendance for Term 1, 2 , 3 and 4 at school assemblies.
- Handed out 51 100% attendance certificates for Term 4 attendance which was the most we had ever given out.
- Used the Huia Range School Attendance flowchart.
 - sent letters out
 - rang whānau
 - met with parents/whānau
 - spoke to OT about section 19 processes
- Worked alongside the attendance service in a mana enhancing way.
- Developed expectation policy that 3 days continuous absence requires a medical certificate
- Principal/Tumuaki/DP monitored attendance and had regular meetings with attendance officer.
- Focused on recalibrating expectations on attending school and participating in school events.
- Reported monthly to BOT including with the 'Everyday matters' MOE reports for HRS, replaced with HERO data (more accurate)
- Included the school community (digital platform/newsletter/1-1) into the attendance conversation.
- Supported a whānau who had chronic attendance at all previous schools including ours into outside agency support.

Evaluation (where to next?)

- Celebrate the improvement and shift of 'regular' attendance from 63% - 65% (national data is 57.8%)
- Implement HRS Stepped Attendance Response (STAR) from the beginning of Term 1 2026 and the Attendance Management Plan (AMP)
- Use HERO resources and data to help manage and improve attendance at HRS.
- Report the previous week's attendance in the school newsletter.
- 2026 Goal – 15% improvement to 75% regular attendance by Term 4 2026





Huia Range School - Summary Attendance Management Plan

In line with the government's target of 80% of students regularly attending school by 2030.

We're currently at 65% at the end of 2025

Our school's target of 75% at the end of 2026

65% → 75%

Regular attendance¹ by Term 4, 2025

Regular attendance in Term 4, 2026

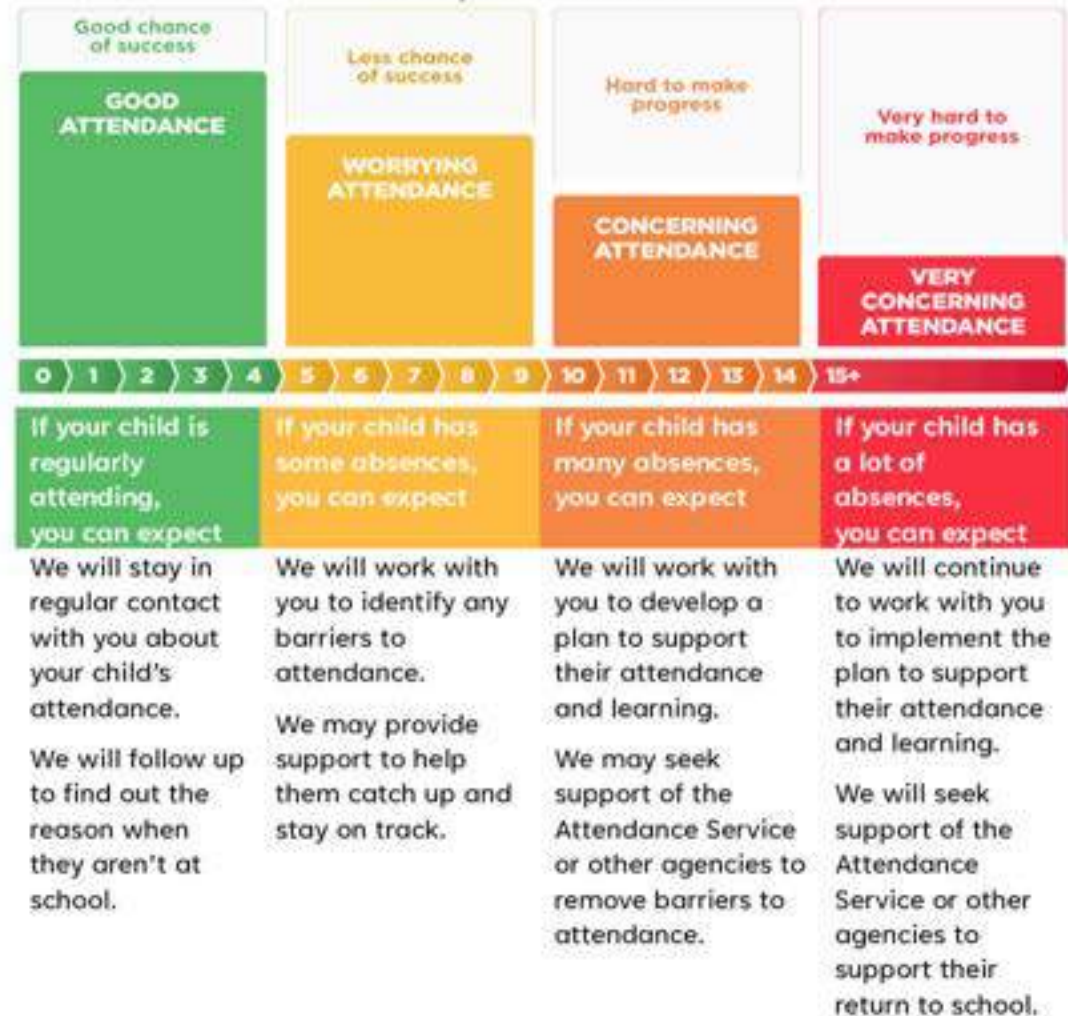
Our **Attendance Management Plan** sets out

- Why attendance is a priority for our school
- Legal requirements about attendance
- Our expectations of students, parents and our school staff

This includes

- How we manage attendance in our school
- How we identify concerning attendance
- How we respond to absences at different thresholds
- How we monitor and review the impact of our actions
- How we give the Board assurance that the school is managing attendance effectively

Our school uses the **Stepped Attendance Response (STAR)** to guide when and how we respond to absences.





Huia Range School School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual student absence.

Good Attendance	Worrying Attendance	Concerning Attendance	Very Concerning Attendance
Less than 5 days absence in a school term	Up to 10 days absence in a term	Up to 15 days absence in a term	15 days or more absence in a term
Whānau	Whānau	Whānau	Whānau
<ul style="list-style-type: none"> Ensure student attends every day they are able Reinforce good attendance habits Support other whānau to reinforce good attendance habits Follow school attendance management plan and procedures 	<ul style="list-style-type: none"> Return student to regular attendance Contact school to discuss reasons for absence and impact on learning Support student to catch up on missed learning Engage in supports offered 	<ul style="list-style-type: none"> Return student to regular attendance Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan Implement strategies at home 	<ul style="list-style-type: none"> Return student to regular attendance Engage in support plan Participate in regular meetings
Kura	Kura	Kura	Kura
<ul style="list-style-type: none"> Communicate with whānau about every absence Maintain contact details of all parents Provide students with regular updates on their own attendance Report regularly to whānau on attendance of 	<ul style="list-style-type: none"> Contact parents to discuss reasons for absence and impact on learning Support student to catch up missed learning where required Use in-school resources as appropriate to remove barriers, eg: counsellor, 	<ul style="list-style-type: none"> Contact parents to escalate concerns Hold meeting to analyse reasons for absence and to collaborate on a support plan Develop and implement a support plan tailored to the reasons and circumstances 	<ul style="list-style-type: none"> Contact parents to inform of escalated response Request support from Attendance Service or other agencies as needed Participate in multi-agency response Maintain implementation

Huia Range School Statement of Variance

Goal 3

2025 Annual Target/Goal: Promote high expectations & effective teaching practice in all areas of the curriculum and learning environment. To improve our maths to 75% of ALL students At/Above.

Actions (What did we plan to do?)

- Maths priority learners 3 – 5 per class to be identified at the start of the year. These students are tracked at reported at the school board meetings. Given the multiple curriculum version releases with major content change we focus on interventions and support for our PML (priority maths learners)
- Begin to unpack the final 2025 curriculum and then October 2025 curriculum. Some big changes were noticed such as the removal of Understand, Know, Do framework
- Undertake MOE led PLG for Huia Range Staff around maths.
- Undertake Kahui Ako led PLG for Dannevirke teachers around maths.
- Unpack the new curriculum refresh phases.
- Make a new maths LTP
- Start to prepare to transition from HERO SMS goals to phases.

Actions (What did we actually do?)

- Attended MOE and curriculum led PLD on the refresh maths curriculum.
- Unpacked the new Tāhūrangi website.
- Reported to the BOT developments and updates from MOE/govt.
- Ordered Numicon recourses.
- Kept teaching and learning consistent for our students while adapting to change.
- Sent teachers to Numicon open days in Palmerston North as they were offered.
- Hosted two Dannevirke MOE staff only days unpacking maths PLD.
- Given the new maths curriculum had significantly shift expectation down year levels OTJs would not be accurate as students were embedded in the curriculum for a such a short space of time – focus was on PAT results instead.
- Applied and received 0-6 MAP funding
- Applied and received Yr 7-8 MAP funding, appointed a teacher to run this for 2026 in our dedicated literacy & maths hub.

Outcomes (what happened?)

- Teachers observed each other and came up with new teaching tools and resources to use in school.
- At Dannevirke/Kahui Ako PLD workshop our teacher led the discussions and obviously know the new curriculum well.
- Students enjoy the Numicon equipment.
- Focused on unpacking the new curriculum and looked at PAT trends under 'item reports'. Staff looked for trends, gaps, student confusions for maths and this then was the focus for the remainder of Term 4 2025 (and Term 1 2026).
- We reported on what the students had been doing (with the support of HERO phases) and completed, as the progress indicators were just being rolled out
- Confirm we teach to the new curriculum not to the math resources programme.

Outcomes (what happened?)

Stanine levels in New Zealand are a scale from 1 to 9 that compare a student's performance to other students (national reference) in the same year level. Stanines are used in the Progress and Achievement Test (PAT).

What do the stanine levels mean?

1-3: Lower achievement 4-6: Average achievement 7-9: High achievement
9: Outstanding achievement

2025 PAT Results					
Group	Stanine 1 (Lower)	Stanines 2-3 (Lower)	Stanines 4-6 (Average)	Stanines 7-8 (High)	Stanine 9 (Outstanding)
NZ ref group (%)	14%	19%	54%	19%	4%
All	1%	16%	67%	13%	4%
Female	0%	19%	64%	12%	3%
Male	1%	12%	68%	13%	6%
Māori	1%	20%	65%	11%	2%
NZ/Euro	0%	16%	67%	13%	2%
Yr 3	0%	4%	69%	15%	12%
Yr 4	0%	12%	72%	12%	4%
Yr 5	0%	18%	56%	21%	3%
Yr 6	0%	31%	55%	10%	3%
Yr 7	0%	6%	85%	6%	3%
Yr 8	0%	20%	65%	13%	3%

2024 PAT RESULTS					
Group	Stanine 1 (Lower)	Stanines 2-3 (Lower)	Stanines 4-6 (Average)	Stanines 7-8 (High)	Stanine 9 (Outstanding)
NZ ref group (%)	14%	19%	54%	19%	4%
All	1%	17%	70%	10%	1%
Female	1%	18%	73%	6%	1%
Male	1%	16%	68%	13%	1%
Māori	1%	17%	67%	12%	1%
NZ/Euro	1%	19%	74%	4%	2%
Yr 3	0%	17%	83%	0%	0%
Yr 4	1%	30%	45%	21%	0%
Yr 5	6%	13%	71%	6%	3%
Yr 6	1%	3%	79%	14%	0%
Yr 7	0%	11%	72%	17%	0%
Yr 8	0%	21%	74%	0%	2%

Evaluation (where to next?)

- Celebrate the wins!
- Continue the Literacy & Maths Hub.
- Continue to use our Numicon resources.
- Facilitate the two govt directed Maths curriculum days in 2026 with DPA.
- Use the new reporting to parents' tools.
- Teach the curriculum (& make it fun!)
- Teachers choose priority maths learners to be 2026 Maths Priority Learners
- Review assessment timetable.
- Teach the 0-6 MAP and the Yr 7-8 MAP in the Literacy & Maths Hub



Overview of Trends (2024 vs. 2025)

Based on the data provided in the 2024 and 2025 PAT Results, there has been a general shift toward higher achievement across most demographics, though specific year levels (particularly Year 6 and Year 7) show unique shifts toward average or lower brackets.

High-Level Summary (2025 vs 2024)

- **Overall Achievement:** The percentage of students in the "High Achievement" category (Stanines 7–9) increased from **11%** in 2024 to **17%** in 2025.
- **Outstanding Performance:** Students reaching Stanine 9 grew from **1%** to **4%**
- **Lower Achievement:** The "Lower Achievement" bracket (Stanines 1–3) decreased slightly from **19%** to **17%**.

Demographic Comparison

Group	Lower (1–3) Trend	Average (4–6) Trend	High (7–9) Trend
All	-2% (Improved)	-3% (Shifted up)	+6% (Improved)
Female	Stable (19%)	-9% (Shifted up)	+8% (Improved)
Male	-6% (Improved)	Stable (68%)	+5% (Improved)
Māori	+1% (Slight Increase)	-2% (Shifted)	Stable (13%)
NZ/Euro	-5% (Improved)	-7% (Shifted up)	+9% (Significant Gain)

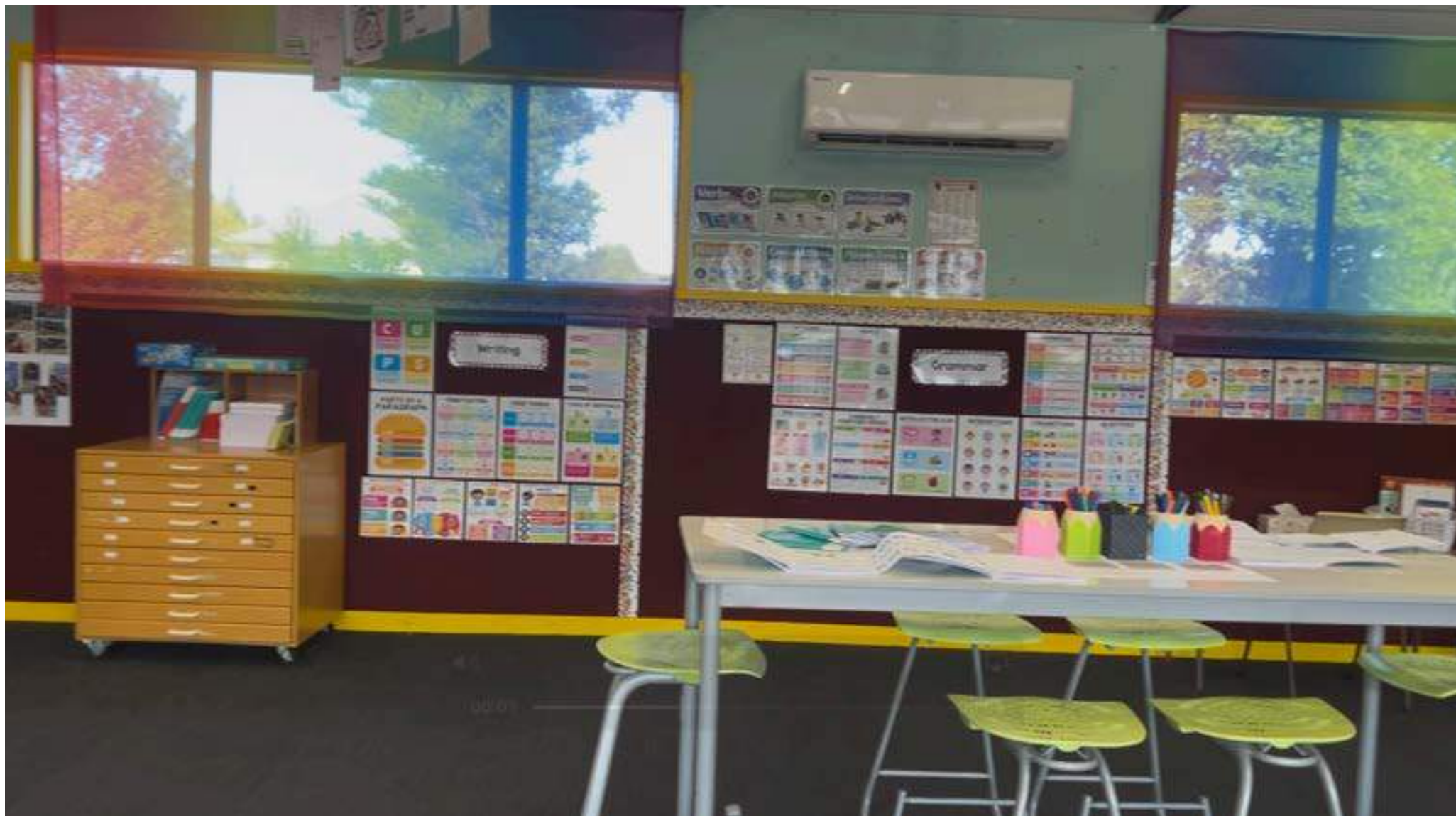
Year Level Analysis

- **Year 3:** Showed the most dramatic improvement. High achievement jumped from **0%** to **27%**, with **12%** of students reaching the "Outstanding" Stanine 9.
- **Year 4:** Successfully moved students out of lower brackets. Lower achievement dropped from **33%** to **12%**, with the Average bracket growing from **45%** to **72%**.
- **Year 5:** Significant growth in the top tier, with High achievement rising from **9%** to **24%**.
- **Year 6:** Observed a contrary trend; Lower achievement rose significantly from **6%** to **31%**, while Average achievement fell from **79%** to **55%**.
- **Year 7:** Saw a consolidation in the middle. High achievement dropped from **17%** to **9%**, while Average achievement rose from **72%** to **85%**.
- **Year 8:** Significant improvement in the top end, with High achievement increasing from **2%** to **16%**.

Notable Takeaways

- **Gender Gap:** In 2025, **19%** of Males reached High achievement compared to **15%** of Females. However, Females had a lower percentage in the "Lower" bracket (19%) compared to Māori (21%).
- **Māori Achievement:** Remains stable in the High achievement category (13%) but saw a reduction in the "Stanine 1" group (from 3% down to 1%).

2025 Literacy & Maths Hub



HUIA RANGE SCHOOL



STRIVING FOR EXCELLENCE

Strategic Plan
2024-2026
&
Annual Plan
2026

Self awareness

Aroha

Thinking

Te Hurihuri

Respect

Whakakoa

Integrity

Te Ngakaupono

Values

Tautokonga

Excellence

Mahina

Huia Range School
Strategic Plan
2024 -2026
“Striving for
Excellence”

Te Whakangārahu Ngātahi

Planning Together for Ākonga Success: Our School, Our Community

“Create a learning environment that is positive, respectful and supportive - an environment where students can STRIVE for excellence”

HUIA RANGE SCHOOL



Self awareness
Aroha
Thinking
Te Hurihuri
Respect
Whakakoa
Integrity
Te Ngakaupono
Values
Tautokonga
Excellence
Mahina

Ngā Ara Rautaki Strategic Pathways

2024 - 2026

Ko te Moemoeā/Our Vision: STRIVING for excellence.

Whāinga Iho Goals	Te Ara Tuatahi Initiatives	Te Ara Tuatahi Initiatives	Tukunga Successes
CONNECT Promote strong cultural identity & partnerships with the community	1.1 Create a school environment that motivates, inspires and grows positive contributors within our community.	1.2 Parents, whānau, and community feel a belonging and connection to the school, and support the learning of the school.	All ākonga and whānau feel a sense of welcome to the school. Our community have contributed to the success of our school.
BALANCE Promote a school culture that supports wellbeing for all	2.1 Prioritise the hauora, well-being and safety of our school whānau through our STRIVE values.	2.2 Facilitate programmes that identify and support healthy and safe lifestyles.	All ākonga and whānau are confident, happy and respectful.
ENGAGE Promote teaching practices that enhance quality outcomes for all ākonga	3.1 Kalako engage in professional learning and development to provide quality outcomes for all.	3.2 Provide a well-balanced curriculum that has quality outcomes for all ākonga supported by professional learning and development opportunities for Kalako.	Our learning environment engages, motivates and sets high expectations with quality outcomes so all ākonga will STRIVE for excellence.

Huia Range School's vision is:

“Create a learning environment that is positive, respectful and supportive - an environment where students can STRIVE for excellence”

We understand that our learners can STRIVE when they are immersed in the following learning environments:

Positive

Students are at the centre of ALL decision making

We acknowledge and use collective capacity and collective responsibility that engages, motivates and sets high expectations.

Respectful

We use restorative practice tools

We include everyone in solution-based conversations

Supportive

We value the partnership between whānau, community, iwi, home & school

We provide learning opportunities that deliver equitable outcomes for all ākonga with a focus on multi-cultural and inclusive practices



Our vision ties in the New Zealand Curriculum and sets our strategic direction by reflecting the National Educational Learning Priorities.

The Board of Trustees and Huia Range School meets the Mātaurangi Kaupapa of the NZ Curriculum & other documents by being committed to:

- The curriculum principles, giving effect to Te Tiriti o Waitangi, understanding that ākonga demonstrate success in more than one way, and holding high expectations for all.
- Recognising our Board commitments and responsibilities in relation to the Education Act 2020 and the National Education Learner priorities. “Creating a learning environment that is positive, respectful and supportive - an environment where students can STRIVE for excellence - preparing our ākonga to be lifelong learners.
- Recognising the individual cultural backgrounds and diversity of our learners. We believe in ensuring the sustainability of things that are successful for our students at Huia Range School.
- Identifying and supporting ‘Priority Learners’ and equitable outcomes for all.

Summary of information used to develop this plan (Deliberate acts of connection)

Over the past year we have used a variety of methods for community engagement to develop our Huia Range Strategic Plan for 2024 - 2026 through comprehensive consultation. We have a living document that reflects the aspirations and whakaaro of the Huia Range School community.

Feedback was sought on these key areas:

School culture: The wairua of Huia Range School for ākongā and kaiako.

Te Tiriti o Waitangi principles

Cultural values & beliefs, Mātauranga Māori and Tikanga

Learning opportunities and ideas

Strengthening partnerships

Huia Range School strengths & characteristics

Reflection on how & what we learn as we look forward as a school.

Parent & Community Showcase: Hosting a two-day open showcase to highlight the learning and mahi students have undertaken. Consultation board up with Strategic Planning questions, 1-1 kōrero.

Google Form Survey: Using technology like Google Forms focusing on what is important and what are the aspirations for our community. Shared with staff, teachers, students and local iwi.

Cultural Celebrations: Engaging with whānau during Matariki, Ramadan and other cultural celebrations.

Hui with local Iwi: one-one hui with both Rāngitane o Manawatū and Ngāti Kahungunu to discuss their aspirations.

Mihi Whakatau for new students, whānau and staff - to welcome and promote belonging to new families as they transition into our learning environment.

1-1 meetings with parents, whānau, ECE and local agencies - to gain an insight into our school community.

Whānau/CommunityBBQ - meet and greet is an opportunity to start the year right and to gather initial impressions and feedback.

Hard copy survey - parent voice ensured we captured those who did not have access to digital platforms.

Transition to school meetings /Transition to high school meetings - to ensure that our tamariki have the smoothest possible experience coming into and out of our school.

Parent-Teacher interviews - an essential part of developing school community relationships, establishing trust and gaining an understanding of aspirations of whānau

Hard copy survey - student voice it has been essential in gaining student voice to gain an understanding of how they see themselves as learners.

Messages on school apps or platforms - to communicate to our whānau who prefer this form for engagement.

By using a range of methods such as these for community engagement, we have taken a well-rounded approach to developing a strategic plan that reflects the aspirations, values priorities of the Tāmaki-nui-a-Rua & Huia Range Schooling community.

Guiding Kaupapa Mātairangi

We recognise the principles of Te Tiriti o Waitangi

We embrace the concepts of the NZ Curriculum
and Mātauranga Māori

Ākonga are at the centre of all we do

We meet the legislative requirements

We hold high expectations for all

Community partnerships

Implementation of the Statement of National Education and Learning Priorities in schools and kura



The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.



Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities.

Managers of private schools must have regard to the NELP in the operation of their school, and ensure that the school's principal and staff have regard to the NELP when developing and delivering the curriculum.

On 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will have to report on their engagement with the priorities in their strategic plans. More information on this will be provided closer to the time.

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education.	BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner.	QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau.	FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives.	WORLD CLASS INCLUSIVE EDUCATION New Zealand education is trusted and sustainable.


 Actions for schools and kura

1	2	3	4	5	6	7	8
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.	Collaborate with industries and employers/ākonga to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES DMLE).
Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours.	Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations.	Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them.	Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills.	Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture.	Identify gaps in teaching capability and invest in opportunities for teachers/kaiko and staff to strengthen teaching, leadership and learning support.	Support learners/ākonga to see the connection between what they're learning and the world of work.	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES DMLE).
Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying.	Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau.	Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective.	Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists.	Use development opportunities for teachers/kaiko and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori.	Develop teacher/kaiko confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches.	Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women.	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES DMLE).
Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong.	Build relationships with Māori, involve them in decision making, and partner with them to support rangatira, and Māori educational success as Māori.	Where possible, reduce non-fee costs, including costs associated with BYOD policies, and take advantage of policies to reduce financial dependence on families and whānau.	Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them.	Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement.	Expect and support teachers/kaiko to build their understanding of learners/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching.	Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education.	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES DMLE).

Strategic Goals Refer Regulations 7(1)(b)	Initiatives Refer Regulations 7(1)(b)	Link to Board Primary Objectives met (Section 127) 7(1)(b)	Links Education Requirements met Refer Regulations 7(d)	Expected Results Refer Regulations 7(g) Successes	How will we achieve or make progress towards our Strategic Goals? Refer Regulations 7(e), 7(f)	How will we measure success? Refer Regulations 7(g)
<p>STRATEGIC GOAL 1:</p> <p>CONNECT</p> <p>Promote strong cultural identity & partnerships with the community</p>	<p>1.1 Create a school environment that motivates, inspires and grows positive contributors within our community.</p>	<p>Sections of 127 apply:</p> <p>1 b (ii) (iii) 1c 1d (i) (ii) (iii) 2 a b c d e</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Te Whakangārahu Ngātahi: Planning Together for Ākonga Success: Our School, Our Community</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in education strategy</p> <p>The New Zealand Child & wellbeing strategy.</p>	<p>All ākonga and whānau feel a sense of welcome to the school.</p>	<p>We will ensure local iwi, and the school community will help decide what cultural programmes, practices, matauranga Māori, and tikanga are implemented at school.</p> <p>Ākonga voice & our school community will be canvased at least twice a year to ensure the school's learning environment still reflects their aspirations.</p>	<p>1.Base line data gathered in Term 1 2024 with focus groups. 2. Tracking using the Poutama Reo resource Term 3 3.Tangata whenua/whānau agree that matauranga Māori, te reo Māori, tikanga and other cultural practices are visible in our school. 4.Evidence of feedback from community engagement will be available.</p>
	<p>1.2 Parents, whānau, and community feel a belonging and connection to the school and support the learning of the school.</p>		<p>Ka Hikitia - Ka Hāpaitia</p> <p>Tau Mai te Reo</p> <p>Te Ata Huarau – School improvement framework.</p> <p>NZSTA's guidance for giving effect to Te Tiriti o Waitangi</p>	<p>Our community have contributed to the success of our school.</p>	<p>Our schooling community will be invited to a variety of community connection & engagement events.</p> <p>All ākonga, whānau and staff feel a strong connection and belonging to the school.</p>	<p>Tracking of community connections: Mihi Whakatau T1-4 Community BBQ T1 Cultural celebrations T1-4 Feedback 2 x year T1/3 Parent Showcase T3 Parent/kaiako interviews T1/T3</p>

Strategic Goals Refer Regulations 7(1)(b)	Initiatives Refer Regulations 7(1)(b)	Link to Board Primary Objectives met (Section 127) 7(1)(b)	Links Education Requirements met Refer Regulations 7(d)	Expected Results Refer Regulations 7(g) Successes	How will we achieve or make progress towards our Strategic Goals? Refer Regulations 7(e), 7(f)	How will we measure success? Refer Regulations 7(g)
<p>STRATEGIC GOAL 2:</p> <p>BALANCE</p> <p>Promote a school culture that supports wellbeing for all</p>	<p>2.1 Prioritise the hauora, well-being and safety of our school whānau, through our STRIVE values.</p>	<p>Sections of 127 apply:</p> <p>1 b (ii) (iii) 1c 1d (i) (ii) (iii) 2 a b c d e</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Te Mātaiaho – NZ Curriculum Refresh</p> <p>Common Practice Model</p> <p>The Te Mātaiaho – NZ Curriculum Refresh Implementation supports pack.</p> <p>Attendance & Engagement Strategy</p> <p>The NZ Child & Wellbeing Strategy</p>	<p>All ākonga and whānau are confident, happy, and respectful.</p> <p>Our Kura is a happy and safe place to work and learn.</p>	<p>Consistent teaching of STRIVE values (lessons) across the school.</p> <p>Inductions programme for new Kaiako.</p> <p>School participates in Kahui Ako Hauora & Relationships PLD.</p> <p>Employment assistance Programmes (EAP) available</p> <p>PB4L baseline data gathered Term 1.</p> <p>Within-school positions x 2 focus on Hauora & Relationships</p>	<p>Increased number of students meeting 90 % on ClassDojo.</p> <p>Track staff well-being through 1-1 and group discussions.</p> <p>Staff feel valued and supported.</p> <p>Track staff retention and length of service.</p> <p>Continue Zones of Regulation programme.</p> <p>STRIVE day at the end of each term.</p>
	<p>2.2 Facilitate programmes that identify and support healthy and safe lifestyles including lifting attendance rates to meet Government targets: 80% of students attending regularly 90% of the time by 2030.</p>		<p>Wellbeing in Education Strategy</p> <p>Ka Hikitia - Ka Hāpaitia Tau Mai Te reo</p> <p>Tau Mai Te Reo</p> <p>School Physical Reflection Tool</p>		<p>KOS (keeping ourselves safe) across the school Term 1.</p> <p>LSC and RTL support programmes for students with learning & behaviour needs.</p> <p>Healthy & Active Learning supported by SportsManawatu</p>	<p>Increased awareness of online content and platforms.</p> <p>Reduction of inappropriate engagements and incidences online.</p> <p>Healthy Lunches in school programme supplied by local iwi.</p>

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Strategic Goals Refer Regulations 7(1)(b)	Initiatives Refer Regulations 7(1)(b)	Link to Board Primary Objectives met (Section 127) 7(1)(b)	Links Education Requirements met Refer Regulations 7(d)	Expected Results Refer Regulations 7(g) Successes	How will we achieve or make progress towards our Strategic Goals? Refer Regulations 7(e), 7(f)	How will we measure success? Refer Regulations 7(g)
<p>STRATEGIC GOAL 3:</p> <p>ENGAGE</p> <p>Promote teaching practices that enhance quality outcomes for all ākonga</p>	<p>3.1 Kaiako engage in professional learning and development to provide quality outcomes for all.</p>	<p>Sections of 127 apply:</p> <p>1 b (ii) (iii)</p> <p>1c</p> <p>1d (i) (ii) (iii)</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Te Mātaiaho and the Common Practice Model</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy</p> <p>Ka Hikitia - Ka Hāpaitia Tau Mai te Reo</p> <p>The Literacy, Communication, and Maths Strategy</p> <p>Tau Mai te reo</p>	<p>All kaiako meet high expectations through facilitating equitable, high-quality programmes through targeted and monitored, positive & culturally responsive practices.</p>	<p>Teachers engaged in relevant, needs based PLD that is equitable and culturally responsive.</p> <p>Develop a refreshed localised curriculum based on Te Mātaiaho with our local community.</p> <p>Refine progress reporting systems in HERO</p>	<p>Professional Growth Cycles are used to improve practice and outcomes.</p> <p>Assessment data shows progress for all.</p> <p>Internal reviews through spiral of inquiries used to analysis the effectiveness of practice/programmes</p> <p>PLD will both internally and</p>

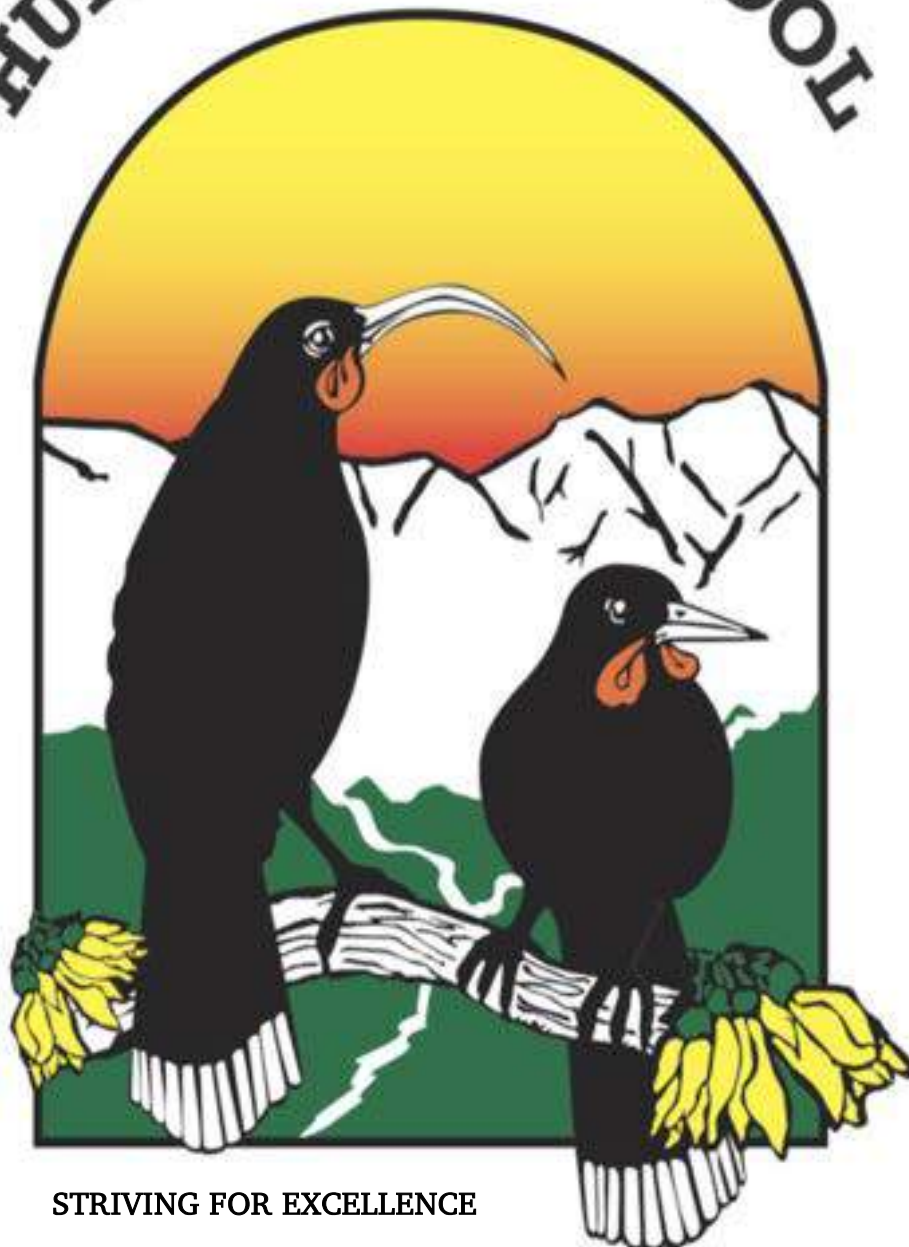
	<p>3.2 Provide a well-balanced curriculum that has quality outcomes for all ākonga supported by professional learning and development opportunities for Kaiako.</p>		<p>Te Ara Haurau – School Improvement Framework</p> <p>https://learning-languages.tki.org.nz/Learning-Languages-in-the-NZ-Curriculum/Learning-Language-Series</p>	<p>Our learning environment engages, motivates and sets high expectations with quality outcomes so all ākonga will STRIVE for excellence.</p>	<p>Continue to develop our Professional Growth Cycle plan.</p> <p>The school & community will engage in learning centred partnerships that enrich opportunities for students to become confident engaged active learners.</p>	<p>externally led, explicit to needs of school.</p> <p>Staff, ākonga and the local community can articulate the school's vision and its relevance to them.</p> <p>Ongoing consultation & review with staff, ākonga and the local community to ensure the aspirations and of everyone is acknowledged.</p>
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AI workshop Kahui Ako 2025



HUIA RANGE SCHOOL



STRIVING FOR EXCELLENCE

2026 ANNUAL IMPLEMENTATION PLAN

STRATEGIC PLAN

1 MARCH

MOE/PUBLISHED 2027

ANNUAL IMPLEMENTATION PLAN

31 MARCH

PREPARED/PUBLISHED 2026

ANNUAL REPORT

(INCLUDING STATEMENT OF
VARIANCE)

31 MAY MOE/PUBLISHED
2026

2026

National Education Priorities:

Revised NZ curriculum
1 hour day reading/writing/math
Structured Literacy & Numeracy
Revised reporting to parents
Assessment and Aromatawai
Stepped attendance response – STAR
(Te hātepe urupare ki te taetae kura)

Huia Range School Priorities:

Revised NZ curriculum
1 hour day reading/writing/math
Structured Literacy & Numeracy
Revised reporting to parents
Assessment and Aromatawai
Stepped attendance response – STAR
Giving effect to Te Tiriti o Waitangi
Following our Strategic Plan
Supporting priority learners

At Huia Range School:

We see every student as an individual who brings their own experiences and strengths to the learning environment.

We understand learning comes from a wide range of experiences.

We develop lifelong learners through our school 'culture of having learners at the centre of ALL decision making.

We believe in developing relationships and connecting with the school community.

We hold high expectations for all.

We are focused on solution-based conversations.

Huia Range School Strategic Plan 2024 -2026



Striving for Excellence

Self-Awareness (Aroha)

Thinking (Te Hurihuri)

Respect (Whakakoa)

Integrity (Te Ngakaupono)

Values (Tautokonga)

Excellence (Mahina)

To create a learning environment
that is positive, respectful and
supportive - an environment
where students can STRIVE for
excellence

Ratification of Strategic Plan 2024-2025 (2026)

Minuted 11th December 2023
HRS Board of Trustees Meeting
2023 targets 11th December 2023

Submitted to the Ministry of Education by 1st March 2024

Students will be encouraged to value:

Curiosity, a driving force of learning.
Questioning, an attitude and skill central to learning and thinking.
Thinking, an effective thinker uses caring, critical, and creative thinking as they interact with each other and the world around them.
Excellence, by aiming high and by persevering in the face of difficulties.
Diversity, as found in our different cultures, languages, and heritages.
Equity, through fairness and social justice.
Community and participation for the common good.
Ecological sustainability, which includes care for the environment.
Integrity, which involves being honest, responsible, accountable, and acting ethically.

We STRIVE to embed Mātauranga Māori (Māori knowledge) into learning content and:

- Encourage and support every student to see themselves as a successful learner.
- Raise and celebrate the progress & achievement of all Māori students.
- Teach Te Reo and Tikanga to all learners.
- Cater for Te Ao Maori in today's society.
- Strengthen relationships with all whānau through ongoing partnerships.
- Have mihi whakatau termly

ICT and AI:

Develop students into capable digital thinkers and use technology effectively and appropriately to prepare them to be lifelong learners.

Huia Range School

Strategic Plan 2024 -2025 (2026)

Strategic Goals Whāinga	Initiatives Te Ara Tuatahi	Initiatives Te Ara Tuatahi	Successes Tukunga Iho
<p><i>CONNECT</i></p> <p>Promote strong cultural identity & partnerships with the community</p>	<p>1.1 Create a school environment that motivates, inspires and grows positive contributors within our community.</p>	<p>1.2 Parents, whānau, manuhiri, and the community feel a belonging and connection to the school and support the learning of the school.</p>	<p>All ākonga, manuhiri and whānau feel a sense of welcome to the school.</p> <p>Our community have contributed to the success of our school.</p>
<p><i>BALANCE</i></p> <p>Promote a school culture that supports wellbeing for all</p>	<p>2.1 Prioritise the hauora, well-being and safety of our school whānau through our STRIVE values.</p>	<p>2.2 Facilitate programmes that identify and support healthy and safe lifestyles including lifting attendance rates to meet Government targets: 80% of students attending regularly 90% of the time by 2030.</p>	<p>All ākonga and whānau are confident, happy and respectful.</p>
<p><i>ENGAGE</i></p> <p>Promote teaching practices that enhance quality outcomes for all ākonga</p>	<p>3.1 Kaiako engage in professional learning and development to provide quality outcomes for all.</p>	<p>3.2 Provide a well-balanced curriculum that has quality outcomes for all ākonga supported by professional learning and development opportunities for Kaiako.</p>	<p>Our learning environment engages, motivates and sets high expectations with quality outcomes so all ākonga will STRIVE for excellence.</p>

2026 Annual Plan

Goal 1: CONNECT

Promote strong cultural identity & partnerships with the community

Initiative 1.1 Create a school environment that motivates, inspires and grows positive contributors within our community.

Regulation 9(1)(a)

Initiative 1.2 Parents, whānau, and community feel a belonging and connection to the school and support the learning of the school.

Regulation 9(1)(a)

Where we are currently at (2025)

As a school we engaged in strategies for engaging with our school community in an ongoing & sustainable capacity. We reached out and invited the local community into school when we could with the mindset 'we are a school within a community space' to promote our school. In 2025 our school land was handed back to Ngāti Kahungunu ki Tāmaki nui-a-Rua by the Crown. We hosted Dannevirke Kahui Ako PLD days, MOE staff only days, other schools, Dannevirke junior tabloid sports, Tararua Ki 'o' rahi competition, and the annual school showcase. We re-started Breakfast Club and formed a fundraising whānau roopu to support student needs and Year 8 leadership camp.

2026 Annual Target/Goal: We will continue to build on the cultural partnerships that we have developed within our school community to reflect the diverse cultures of our students, whānau & local community. We will continue to develop strategies to raise our profile in the local community to increase manuhiri and enrolments into Huia Range School.

Regulation 9(1)(a)

Successes:

- All ākongā, whānau & manuhiri feel a sense of welcome to the school.
- Our school community will have contributed to the success of our school and support the school in a range of activities and events.
- Increase in student enrolments

What do we expect to see by the end of the year 2026?

Regulation 9(1)(d)

1. Kaiako will have maintained an in-depth knowledge and cultural capability of Huia Range School student's Cultural identities, protocols and tikanga.
2. Increased enrolments across all year levels of school.
3. We will maintain the relationships with our school community including iwi, mahuhiri, ākongā, whānau, tangata whenua, outside agencies, and other community partners and seek opportunities to create others.
4. We will offer opportunities that encourage increased participation and contributions from within our community.
5. An increase of whānau supporting the school in a range of activities and events.

Actions	Who is responsible?	Resources required	Time Frame	How will we measure success?
Regulation 9 (1)(b)	Regulation 9 (1)(c)	Regulation 9 (1)(c)		Regulation 9 (1)(d)
The school's culturally responsive practices are visible around the school.	Principal Dannevirke Principals Assn. Senior Leadership Team Cultural leader All staff	- Cultural Leadership Allowance - Leadership unit allocation - Te Reo lessons - DPA PLD/ TOD - Ka Hikitia – Ka Hāpaitia (The Māori Education Strategy) 2026 Operations budget - The Hikairo Schema for primary – Culturally Responsive Teaching and Learning - Poutama Reo	Term 1 – Term 4	- Lesson plans and Professional Growth Cycles will include culturally responsive teaching (CRT) strategies such as Funds of knowledge, Prior Knowledge and students learning through their own cultural lenses (ALL cultures) - Huia Range School will undertake a survey at the end of Term 3 (to coincide with the HRS Showcase) around culturally responsive practices.
Students develop a strong sense of cultural identity by celebrating different cultural events and be taught through their own cultural lens.	School Board Principal Senior Leadership Team All staff School community	- He Reo Ka Tipu Ingā Kura (Growing Te Reo Māori in English-Medium Schools) - Niho Taniwha – Improving Teaching and Learning for Ākonga Māori - Operations budget - Identified local community connections and expertise.	Term 1 – Term 4	- Ākonga feedback (if they feel that they belong and that their voices and aspirations are seen in the school learning environment). - Events welcoming or recognising new students/ whānau or cultures is tracked. - Attendance is up, analysed and monitored. - Cultural days are celebrated.
Whānau and community are engaged to identify learning needs and are able to positively influence school practice and policy.	School Board Principal Senior Leadership Team All staff School community	- Operations budget - REAP - Ministry of Education's Toolkit on school planning and reporting for school boards, principals, and staff. - School consultation Term 3	Term 1 – Term 4	- Whānau and community feedback (that they recognise their goals and aspirations in the school's strategic plan and annual implementation plan). - The revised curriculum and reporting tools are unpacked with the school community as they are released/finalised.

Actions	Who is responsible?	Resources required	Time Frame	How will we measure success?
Regulation 9 (1)(b)	Regulation 9 (1)(c)	Regulation 9 (1)(c)		Regulation 9 (1)(d)
<p>A wide variety of community groups/members providing diverse learning experiences in a range of contexts.</p>	<p>School Board Principal Senior Leadership Team All staff School community Coaches & Managers Outside agencies</p>	<ul style="list-style-type: none"> - Ngāti Kahungunu ki Tamaki nui a Rua Iwi - Rangitane O Tamaki Nui A Rua Iwi - Identified local community connections and expertise. - 2026 Operations Budget - The Hikairo Schema for primary – Culturally Responsive Teaching and Learning. - Events, activities & tournaments 	<p>Term 1 – Term 4</p>	<ul style="list-style-type: none"> - Evaluation of Huia Range School’s developing relationships and networks with our local school community – including new ethnicities reflected in the school’s growing diverse roll. - Reflect on and track the range of diverse learning experiences offered to students.
<p>Parents & whānau chose to enrol their children Huia Range School after visiting the school. They recognise a positive learning environment where students are given a range of learning opportunities and become independent thinkers.</p>	<p>School BOT Principal Senior Leadership Team All staff Students School community</p>	<ul style="list-style-type: none"> - Cultural Leader allowance - Niho Taniwha – Improving Teaching and Learning for Ākonga Māori - 2026 Operations budget - Identified local community connections & expertise. - Enrolment packs/parent: whānau book - Digital presence - Iwi provided lunches, KidsCan & Fruit in Schools - Hats supplied - Free stationery – start of 2026 - Free NE Polar fleece 	<p>Term 1 -4</p>	<ul style="list-style-type: none"> - Feedback from parents: whanau on enrolment choice – follow up any whānau that chose an alternative school to ours after visiting HRS. - Track initial visits to number of students who enrol in 2026. - An increase of enrolments throughout the year in 2026.

2026 Annual Plan

Goal 2: BALANCE

Promote a school culture that supports wellbeing for all

Initiative 2.1 Prioritise the hauora, well-being and safety of our school whānau through our STRIVE values.

Regulation 9(1)(a)

Initiative 2.2 Facilitate programmes that identify and support healthy and safe lifestyles.

Regulation 9(1)(a)

Where we are currently at (2025)

STRIVE (Self-awareness, Thinking, Respect, Integrity, Values & Excellence) is taught explicitly & heavily embedded in our school culture. There was a heavy focus on imbedding 90% attendance into STRIVE to develop positive self-management & work habit skills and attitudes. Some school activities are based on students reaching 90% attendance to participate in. We worked in partnership with the Tararua attendance adviser and revised our attendance flowchart. The 2025 target was To promote a school culture that tracks, improves and keeps regular attendance at 90%.

2024 attendance: Lateness: 3.34% **0-70%:** 2.34% **71-80%:** 12.11% **81-90%:** 22.27% **91-100%:** 63.28%

2025 attendance: Lateness: 2.00% **0-70%:** 5.84% **71-80%:** 10.11% **81-90%:** 19.36% **91-100%:** 64.67%.

2025 attendance Term 4: 51/244 students (21%) achieved 100% attendance!

2026 Annual Implementation Target/Goal:

To implement the Huia Range School Attendance Management Plan & STAR (Stepped Attendance Response Framework) from Term 1 2026.

To increase Huia Range School's regular attendance by 15% (from 65% in 2025 65%) to 75% by the end of 2026.

To promote a school culture (that tracks through STAR) that improves regular attendance by making school an inviting place to be through interesting activities and programmes.

Successes:

- All ākongā and whānau are confident, happy, and respectful.
- 75% of students are regularly attending school for 90% or more of the term/year and students are wanting to come to school regularly

What do we expect to see by the end of the year 2026?

Regulation 9(1)(d)

1. Positive Behaviour 4 Learning data reflecting a decrease in major and minor posts on HERO.
2. An increase of teacher/staff capability and confidence in our PB4L programme.
3. A lift in attendance rates for all students and a reduction in absences/lateness.

Actions	Who is responsible?	Resources required	Time Frame	How will we measure success?
Regulation 9 (1)(b)	Regulation 9 (1)(c)	Regulation 9 (1)(c)		Regulation 9 (1)(d)
The classroom culture will be consistently characterised by the school values using PB4L and ClassDojo systems.	Principal Senior Leadership Team All Staff School Board	Classroom Dojo app Huia Range School PB4L resources 2026 PB4L Operations budget HRS badges/ badge system HRS bracelets	Term 1 – Term 4	<ul style="list-style-type: none"> - PB4L referral monitored, and the Big 5 data tracked. - Continue to deliver PB4L school-wide - More students eligible to attend STRIVE day. - An increase in Dojo points awarded - Classroom culture is consistent across the school (displaying STRIVE values) - More students are receiving leadership & honours badges
An environment is established that supports and promotes quality play, sport and physical activity.	School Borad Principal Sports Manawatu Sports Unit Holders All staff	Sports equipment Scooters & skateboards Sports Manawatu PLD Healthy Active 4 learning Sport Code Teams School Physical reflection tool Sports budget	Term 1 – Term 4	<ul style="list-style-type: none"> - Increased participation in school-wide and interschool sports days: swimming, cross country, athletics etc. - Teachers are confident and supported to deliver quality physical activity programmes. - The school environment will have a range of updated equipment available and painted resources. - Upgrades in the playground - Astro turf cricket pitch installed and used
Nurturing our staff and students by building wellbeing and resilience at Huia Range School.	School Board Principal All Staff	Dannevirke Principals Assn. Well-being PLD Well-being in education strategy The New Zealand Child & wellbeing strategy. 2026 Operational budget	Term 1 – Term 4	<ul style="list-style-type: none"> - Number of staff leaving and reasons analysed - Staff wellbeing survey - Behaviour Data Review - Number of students leaving and reasons analysed - School Roll numbers steady and/or tracking up. - Monitor staff engagement to understand positive drivers of retention, such as induction, professional development, leadership development, availability of resources
Establish and deliver a range of programmes and opportunities to support positive choices for all.	School Board/ Principal Midcentral Health Community & Whānau Wellbeing Team Health Promotion Advisor Healthy Active Learning Te Pae Hauora o Ruahine o Tararua Kahui Ako Within School leader All Staff NZ Police Outside agencies Fonterra/Kick Start	Revised NZ Curriculum Sports unit allowance School lunch programme Fruit in Schools KidsCan Technology budget	Term 1 – Term 4	<ul style="list-style-type: none"> - Increased awareness of online content and platforms. - Less standdowns due to inappropriate online activity - Updated school cell-phone police - Twice termly meetings with lunch providers - KOS programme delivered school-wide - Vape free programme delivered 2026 - Teacher’s book ‘The Hive’ delivering our own garden to table style programme - Regular attendance to HRS ‘Breakfast Club’ – all welcome!

Actions	Who is responsible?	Resources required	Time Frame	How will we measure success?
Regulation 9 (1)(b)	Regulation 9 (1)(c)	Regulation 9 (1)(c)		Regulation 9 (1)(d)
	KidsCan Lunch provider - Ngati Kahungunu ki Tamaki nui-a-Rua			
<p>The school will develop strategies and initiatives to encourage a positive attitude to coming to school and lifting attendance rates</p> <p>Set attendance targets for 2026</p> <p>Create and implement Huia Range School Attendance Management Plan (AMP)</p> <p>Create and implement Huia Range School Stepped Attendance Response (STAR)</p>	<p>School Board Principal School community All staff Outside agencies MOE Whānau</p> <p>Tararua : Wairarapa attendance Services</p>	<p>ClassDojo App. STRIVE incentives HRS badges & bracelets PB4L Budget Trip budget Attendance flowchart STAR resources/framework</p> <p>HERO SMS programme 100% certificates ERO -Attendance : Getting Back to School A guide for parents and whānau</p>	Term 1 -4	<ul style="list-style-type: none"> - Attendance targets for 2026 are met and or bettered. - Implement Huia Range School Attendance Management Plan (AMP) - Implement Huia Range School Stepped Attendance Response (STAR) - Baseline data then tracked & monitored throughout each term. - Increased MOE intervention - Monthly reporting to School Board - Updated SchoolDocs attendance policy as required - Analysis of attendance data from HERO & MOE Everyday matters reports. - Yearly review of Huia Range School Stepped Attendance Response framework - Yearly review of Huia Range School Attendance Management Plan (AMP)

2026 Annual Plan

Goal 3: ENGAGE

Promote teaching practices that enhance quality outcomes for all ākonga

Initiative 3.1 Kaiako engage in professional learning and development to provide quality outcomes for all.

Regulation 9(1)(a)

Initiative 3.2 Provide a well-balanced curriculum that has quality outcomes for all ākonga supported by professional learning and development opportunities for kaiako.

Regulation 9(1)(a)

Where we are currently at (2025)

As a staff we were carried out PLD around the revised NZ Curriculum in maths as unpacked the shift from stages to phases – noting that the final was revised in October 2025 removing Understand, Know, Do. With constant changes/directives from the government we prioritised changes to keep learning & teaching consistent for our learners and staff. Some PLD around the new curriculum was paused while new drafts & final documents were being released. Implementation timelines were also shifted. Staff attended the mandatory two of four MOE led staff only days that were organised by our Kahui Ako. Because of the constant shift we are keeping our 2025 annual target/goal for 2026. The staff are positive about the new Maths & Statistic curriculum content and other curriculum learning areas.

We undertook PAT Maths at the beginning of Term 4.

2026 Annual Target/Goal: Promote high expectations & effective teaching practices in all areas of the curriculum and learning environment. To improve our maths to 75% of ALL students At/Above and transition to use the equivalent common progress descriptors, Emerging, Developing, Consolidating, Proficient, and Exceeding. Subject to when the matrix for each progression gets released and students have been embedded in it long enough to produce reliable and accurate data.

Regulation 9(1)(a)

Successes:

- Huia Range School staff unpack and use the revised NZ Curricula **with confidence and support** due to the MOE and inhouse Professional learning development undertaken and received in 2025.

- As ākonga are exposed to and use the revised maths curriculum there will be improvement & progress in their maths development.

Note: As ākonga transition to the revised maths curriculum, data accuracy will improve over time. Current MOE data tracking prioritises broad curriculum coverage over performance on specific tasks/timeframes; therefore, student success remains dependent on any school's ability to provide comprehensive exposure across all learning areas. This applies to ALL curricula areas, and it should be a huge concern that the current NZ system rewards covering the curriculum in a specified timeframe rather than mastering a single task and doesn't acknowledge that children mature/learn at different rates and stages– Principal/Tumuaki

- Huia Range School will commit to a **holistic decision-making process** that values the 'whole child.' While the school recognises that data reliability will increase as ākonga engage with the revised curricula, we will balance academic coverage and mastery with the social, emotional, and cultural progress of every student to ensure our decisions reflect their complete growth.

Actions	Who is responsible?	Resources required	Time Frame	How will we measure success?
Regulation 9 (1)(b)	Regulation 9 (1)(c)	Regulation 9 (1)(c)		Regulation 9 (1)(d)
Staff will continue to undertake professional learning to unpack the NZ revised curriculum	School Board Principal Deputy Principal Senior Leadership Team Unit holders MOE adviser Dannevirke Principals Assn. (DPA)	October 2025 NZ Curriculum DPA PLD Staff meetings Unit allowance budget 2026 Operational Budget School-wide data HERO SMS MOE PLD 2 x in 2026: 29 th May 2026 21 st August 2026	Term 1 – Term 4	<ul style="list-style-type: none"> - Staff unpack and confidently use the October 2025 revised New Zealand Curricula and others as they are finalised. - TOD at the end of January 2026 will unpack release of draft learning areas Years 0-10 and other requirements including SMART tool. - Staff analysis PAT results in Term 1 and Term 4 – especially using the item reports to identify trends across the school in Maths and Punctuation & Grammar - Professional Growth Cycles which identifies current focus, progress, and next steps. - Plan developed to prepare to implement new curricula areas with MOE support - HERO guiding and supporting the revised Curricula for our school. - Consistency within Dannevirke Principal's Assn.
Participate in Dannevirke Principal Assn. PLD opportunities.	Dannevirke principals Principal/Tumuaki LSC ECE SWIS REAP	DPA PLD staff meetings DPA SOD PLD Budget HERO SMS	Term 1 – Term 4	<ul style="list-style-type: none"> - Huia Range School represented at Tamaki Nui a Rua Iwi hui - REAP meetings established within DPA i.e. DP/AP, SENCO, beginning teachers etc. - Support for into school transitions. - Support for transition to high school. - DPA focus on collectively collaborating and working together as one entity.

Actions	Who is responsible?	Resources required	Time Frame	How will we measure success?
<p>Regulation 9 (1)(b)</p> <p>All students show individual progress in achievement in end of year data. Target groups show accelerated progress. Rate of progress is considered when forming targets and actions in the annual plan. Student's individual learning styles, ages, stages and holistic skills & strengths recognised when reporting to parents/MOE</p>	<p>Regulation 9 (1)(c)</p> <p>School Board Principal/Tumuaki ERO All staff RTLb LSC SWIS DPA</p>	<p>Regulation 9 (1)(c)</p> <p>HERO subscription PLD PLG 2026 Operational Budget Intervention programmes CRT release Numicon</p>	<p>Term 1 -Term 4</p>	<p>Regulation 9 (1)(d)</p> <ul style="list-style-type: none"> - Ongoing student progress plans and reviews - Staff meeting based on achievement & progress - Staff sent to Numicon courses/open days - Principal reporting to the school board - Apply for ESOL funding - Unpack the Assessment & Aromatawai practices & tools - Undertaking Phonics checks/Hihira Weteoro at 20/40 weeks Year 1 - Undertaking for Skills check Year 2 - Undertaking standardised twice-yearly assessment (PAT's) Years 3-8 - Ongoing monitoring of priority learners reported to principal/school board - Review Hero integration into student achievement – moving from goals to phases - Analysis of data and identifying next steps. - Explore further numeracy opportunities of current practices and external developments to extend current programme. - Progress shown in STAR/PAT and other formal tests. - Priority learners identified and discussed at team meetings.
<p>Neuro diverse learners participate in learning opportunities that provide appropriate support and activities organised by the school SENCO.</p>	<p>Principal SENCO MOE RTLb LSC MOE Dannevirke High School REAP</p>		<p>Term 1 - Term 4</p>	<ul style="list-style-type: none"> - Individual Education plans developed and supported by TA/classroom teacher. - Support for students is available from MOE funding. - Support & ideas are available from RTLb, and other outside agencies including the chance to 'catch up' with others neuro diverse learners.

Actions	Who is responsible?	Resources required	Time Frame	How will we measure success?
Regulation 9 (1)(b)	Regulation 9 (1)(c)	Regulation 9 (1)(c)		Regulation 9 (1)(d)
<p>Apply for: SLA funding 0-6 .39 FTTE Maths Acceleration Programme Yr 3-6 .14 FTTE Year 7 and 8 Maths Acceleration Programme (MAPHP) And confirm the continuation of 'The Maths & Literacy Hub' for 2026</p>	<p>MOE Deb Masters - MOE School Board Principal Deputy Principal Maths & Literacy Hub teacher Pourato</p>	<p>Available teacher Classroom BSLA resources University of Canterbury resources Numicon resources Literacy resources</p>	<p>Term 1 – Term 4</p>	<ul style="list-style-type: none"> - In person delivery in the M&L Hub for students in sessions in the SLA programme (Structured Literacy Approaches) - In person delivery in the M&L Hub for Year 7/8 students 12-week programme - In person delivery in the M&L Hub for Years 3-6 students for Maths acceleration programme (MAP)
<p>Staff undertaking PLD for structured Literacy and Structured Maths</p>	<p>MOE University of Canterbury Numicon facilitators</p>	<p>CRT release Structured Literacy approach courses - BSLA</p>	<p>Term 1 -Term 4</p>	<p>Staff will be trained in BSLA across the school (including Tumuaki/TA/DP) Specific staff will be trained in SLA BSLA Tier 2 and Tier 3 interventions</p>

At Huia Range School we give effect to Te Tiriti o Waitangi in our learning environment by:

SEE

Signs, posters, labels in both English & Te reo Māori.

Te reo Māori content on digital platforms including emails, newsletters, and around Huia Range School in general.

Equitable integration of Mātauranga Māori (Māori knowledge) into learning content.

Te Tiriti o Waitangi documents

A wide range of books and resources on NZ Aotearoa stories/histories/legends

Maori games including Ki-o-rahi

Akongā Houses: **Kaitiaki**, **Kia Kaha**, **Maia Manawanui**

Rangatiratanga End of year trophy awarded at prize giving.

Ngāti Kahungunu ki Tāmaki nui-a-Rua in school

Rangitāne o Tamaki nui-ā-Rua in school

HEAR

Te reo Māori being naturally included and normalised in conversations around school.

NZ History being integrated into the local curriculum from both a Māori and non- Māori perspective.

Integration of tikanga Māori appropriate to local contexts (Iwi & hapu). Karakia, mihi whakatau, Pao, mihimihi, Waiata, haka Pōhiri, Tee Mauri o te Huia,

Communication between the Huia Range School community, whānau and local agencies is meaningful, ongoing, reciprocal, and transparent.

Greetings and instructions in Te Reo

Korero around next steps to giving Te Tiriti o Waitangi effect in our kura.

Morning waiata performed at Huia Range School.

FEEL

The deeply rich culture of Huia Range School, acknowledging student's culture backgrounds.

Māori values being normalised and lived such as manaakitanga, Kaitiakitanga, aroha, whanaungatanga, Kotahitanga and rangatiratanga.

Te reo Māori is valued by all and being actively used throughout Huia Range School.

Māori learners giving opportunities to learn through their own cultural lens.

A shared partnership decision making process with whānau, iwi, and the local community is normalised and embedded.

The commitment and relationship between akongā, kaiako and whānau is embedded and ongoing.

Huia Range School

Personnel Policy Compliance (s73 and s74 Public Service Act 2020)

For the year ended 31 December 2025

The Board:

- 1 Has developed and implemented personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
- 2 Has reviewed its compliance against both its personnel policy and procedures and Education Review Office Board assurance Statement Personnel (Section 4) and can report that it meets all requirements and identified best practice;
- 3 Is a good employer as defined by the Public Service Act 2020 and complies with the conditions contained in the employment contracts applying to teaching and non-teaching staff;
- 4 Ensures all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes, without bias or discrimination;
- 5 Meets all EEO requirements.

Huia Range School

Kiwisport Report

For the year ended 31 December 2025

During the year the Board was the recipient of additional Government funding for specific purposes:

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2025 the school received total Kiwisport funding of \$3,701 (excluding GST). The funding was put towards a range of sports equipment to resource the school to support and initiate student participation in a variety of sports.

The number of students participating in organised sport continues to be at excellent levels.

Huia Range School

Annual Financial Statements

FOR THE YEAR ENDED 31 DECEMBER 2025



School Directory

Ministry Number:	1662
Principal:	Lindsey Randall
School Address:	2 Cole Street, Dannevirke
School Postal Address:	2 Cole Street, Dannevirke
School Phone:	06 374 6444
School Email:	office@huirange.school.nz

Accountant / Service Provider:	Eclipse Solutions 4 Schools Ltd
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Huia Range School

Annual Financial Statements - For the year ended 31 December 2025

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Huia Range 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.

Elizabeth (Liz) Jackson

Full Name of Presiding Member



Signature of Presiding Member

21 May 2026

Date

Lindsey Ngareta Randall

Full Name of Principal



Signature of Principal

21 May 2026

Date

Huia Range School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	2,957,197	2,982,911	3,027,410
Locally Raised Funds	3	53,166	26,300	40,766
Interest		26,346	35,000	43,617
Gain on Sale of Property, Plant and Equipment		-	-	4,348
Total Revenue		3,036,709	3,044,211	3,116,141
Expense				
Locally Raised Funds	3	25,397	18,500	8,105
Learning Resources	4	2,128,051	2,010,959	2,038,864
Administration	5	337,985	453,729	472,272
Interest		1,245	1,352	1,502
Property	6	555,295	595,192	575,094
Loss on Disposal of Property, Plant and Equipment		-	-	1,586
Total Expense		3,047,973	3,079,732	3,097,423
Net Surplus / (Deficit) for the year		(11,264)	(35,521)	18,718
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(11,264)	(35,521)	18,718

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

Huia Range 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		1,124,495	1,130,000	1,105,777
Total comprehensive revenue and expense for the year		(11,264)	(35,521)	18,718
Equity at 31 December		1,113,231	1,094,479	1,124,495
Accumulated comprehensive revenue and expense		1,113,231	1,094,479	1,124,495
Equity at 31 December		1,113,231	1,094,479	1,124,495

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.

Huia Range School

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	325,189	143,000	241,804
Accounts Receivable	8	151,144	145,000	149,865
GST Receivable		28,528	15,403	12,655
Prepayments		20,297	18,000	18,334
Inventories	9	8,285	3,000	3,274
Investments	10	531,154	500,000	550,944
Funds Receivable for Capital Works Projects	16	787	-	-
		<u>1,065,384</u>	<u>824,403</u>	<u>976,876</u>
Current Liabilities				
Accounts Payable	12	268,706	180,000	174,389
Revenue Received in Advance	13	20,366	2,000	9,511
Provision for Cyclical Maintenance	14	30,647	-	72,862
Finance Lease Liability	15	10,127	10,000	10,547
Funds held for Capital Works Projects	16	64,674	-	41,471
		<u>394,520</u>	<u>192,000</u>	<u>308,780</u>
Working Capital Surplus/(Deficit)		670,864	632,403	668,096
Non-current Assets				
Property, Plant and Equipment	11	472,821	500,000	470,490
		<u>472,821</u>	<u>500,000</u>	<u>470,490</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	17,924	17,924	3,667
Finance Lease Liability	15	12,530	20,000	10,424
		<u>30,454</u>	<u>37,924</u>	<u>14,091</u>
Net Assets		<u>1,113,231</u>	<u>1,094,479</u>	<u>1,124,495</u>
Equity		<u>1,113,231</u>	<u>1,094,479</u>	<u>1,124,495</u>

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

Huia Range School

Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		1,071,475	839,887	862,551
Locally Raised Funds		62,624	20,300	40,889
Goods and Services Tax (net)		(15,873)	(6,000)	5,048
Payments to Employees		(546,584)	(492,974)	(581,696)
Payments to Suppliers		(476,428)	(192,880)	(372,137)
Interest Paid		(1,245)	(1,352)	(1,502)
Interest Received		33,055	30,000	43,043
Net cash from/(to) Operating Activities		127,025	196,981	(3,804)
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	8,930
Purchase of Property Plant & Equipment (and Intangibles)		(75,700)	(20,000)	(48,165)
Purchase of Investments		-	(100,000)	(31,111)
Proceeds from Sale of Investments		19,790	-	-
Net cash from/(to) Investing Activities		(55,910)	(120,000)	(70,346)
Cash flows from Financing Activities				
Finance Lease Payments		(10,146)	(8,981)	(7,479)
Funds Administered on Behalf of Other Parties		22,416	-	41,471
Net cash from/(to) Financing Activities		12,270	(8,981)	33,992
Net increase/(decrease) in cash and cash equivalents		83,385	68,000	(40,158)
Cash and cash equivalents at the beginning of the year	7	241,804	75,000	281,962
Cash and cash equivalents at the end of the year	7	325,189	143,000	241,804

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.

Huia Range School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Huia Range 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 21.

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) 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.

e) 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.

f) 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.

g) Inventories

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

h) 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.

i) 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:

Land and Building Improvements	10 - 50 years
Furniture and Equipment	1 - 10 years
Information and Communication Technology	3 - 5 years
Intangible Assets	4 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) 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.

k) 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.

l) Revenue Received in Advance

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

m) 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.

n) 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 8 to 21 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.

o) 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.

p) 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.

q) Budget Figures

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

r) 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	895,816	849,744	875,683
Teachers' Salaries Grants	1,521,003	1,426,161	1,444,221
Use of Land and Buildings Grants	360,984	393,720	393,720
Ka Ora, Ka Ako - Healthy School Lunches Programme	178,344	313,286	313,286
Other Government Grants	1,050	-	500
	<u>2,957,197</u>	<u>2,982,911</u>	<u>3,027,410</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	9,207	13,300	14,642
Fees for Extra Curricular Activities	4,602	6,500	4,579
Trading	4,757	6,000	6,591
Fundraising and Community Grants	29,104	-	12,905
Other Revenue	5,496	500	2,049
	<u>53,166</u>	<u>26,300</u>	<u>40,766</u>
Expense			
Extra Curricular Activities Costs	5,146	12,000	1,709
Trading	3,784	6,000	4,767
Fundraising and Community Grant Costs	16,467	500	1,629
	<u>25,397</u>	<u>18,500</u>	<u>8,105</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>27,769</u>	<u>7,800</u>	<u>32,661</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	108,632	119,139	129,550
Information and Communication Technology	4,916	6,000	4,842
Employee Benefits - Salaries	1,906,430	1,767,570	1,788,637
Staff Development	18,694	22,500	21,529
Depreciation	86,533	91,000	91,223
Other Learning Resources	2,846	4,750	3,083
	<u>2,128,051</u>	<u>2,010,959</u>	<u>2,038,864</u>

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	8,634	9,200	8,304
Board Fees and Expenses	19,547	12,350	10,971
Other Administration Expenses	35,709	34,064	31,922
Employee Benefits - Salaries	79,009	68,077	92,205
Insurance	9,242	9,252	8,384
Service Providers, Contractors and Consultancy	7,500	7,500	7,200
Ka Ora, Ka Ako - Healthy School Lunches Programme	178,344	313,286	313,286
	<u>337,985</u>	<u>453,729</u>	<u>472,272</u>

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cyclical Maintenance	15,466	20,328	13,483
Heat, Light and Water	22,590	25,500	23,678
Rates	11,528	10,600	11,208
Repairs and Maintenance	33,343	22,456	13,810
Use of Land and Buildings	360,984	393,720	393,720
Employee Benefits - Salaries	82,429	84,988	90,697
Other Property Expenses	28,955	37,600	28,498
	<u>555,295</u>	<u>595,192</u>	<u>575,094</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 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	325,189	143,000	241,804
Cash and cash equivalents for Statement of Cash Flows	<u>325,189</u>	<u>143,000</u>	<u>241,804</u>

Of the \$325,189 Cash and Cash Equivalents \$93,434 is subject to restrictions for the following reasons:

- \$17,302 of unspent grant funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is included in Revenue in Advance in note 13.
- \$64,764 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	506	5,000	501
Receivables from the Ministry of Education	2,984	-	2,828
Interest Receivable	3,578	-	10,287
Teacher Salaries Grant Receivable	144,076	140,000	136,249
	<u>151,144</u>	<u>145,000</u>	<u>149,865</u>
Receivables from Exchange Transactions	4,084	5,000	10,788
Receivables from Non-Exchange Transactions	147,060	140,000	139,077
	<u>151,144</u>	<u>145,000</u>	<u>149,865</u>

9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	8,285	3,000	3,274
	<u>8,285</u>	<u>3,000</u>	<u>3,274</u>

10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	531,154	500,000	550,944
Total Investments	<u>531,154</u>	<u>500,000</u>	<u>550,944</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Land and Building Improvements	310,386	32,384	-	-	(10,613)	332,157
Furniture and Equipment	55,961	28,084	-	-	(19,514)	64,531
Information and Communication Technology	78,485	15,232	-	-	(44,352)	49,365
Leased Assets	19,471	13,164	-	-	(11,281)	21,354
Library Resources	6,187	-	-	-	(773)	5,414
	<u>470,490</u>	<u>88,864</u>	<u>-</u>	<u>-</u>	<u>(86,533)</u>	<u>472,821</u>

The net carrying value of furniture and equipment held under a finance lease is \$21,354 (2024: \$19,471).

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
	\$	\$	\$	\$	\$	\$
Land and Building Improvements	443,633	(111,476)	332,157	411,249	(100,863)	310,386
Furniture and Equipment	601,286	(536,755)	64,531	573,450	(517,489)	55,961
Information and Communication Technology	433,636	(384,271)	49,365	418,404	(339,919)	78,485
Intangible Assets	3,000	(3,000)	-	3,000	(3,000)	-
Leased Assets	39,058	(17,704)	21,354	42,000	(22,529)	19,471
Library Resources	46,981	(41,567)	5,414	46,981	(40,794)	6,187
	<u>1,567,594</u>	<u>(1,094,773)</u>	<u>472,821</u>	<u>1,495,084</u>	<u>(1,024,594)</u>	<u>470,490</u>

12. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	112,767	25,000	21,581
Accruals	8,634	10,000	8,304
Banking Staffing Overuse	-	-	5,307
Employee Entitlements - Salaries	144,076	140,000	136,249
Employee Entitlements - Leave Accrual	3,229	5,000	2,948
	<u>268,706</u>	<u>180,000</u>	<u>174,389</u>

Payables for Exchange Transactions	268,706	180,000	174,389
	<u>268,706</u>	<u>180,000</u>	<u>174,389</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	7,129	-	5,732
Other revenue in Advance	13,237	2,000	3,779
	<u>20,366</u>	<u>2,000</u>	<u>9,511</u>

14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	76,529	2,717	135,285
Increase/(decrease) to the Provision During the Year	15,466	20,328	15,321
Use of the Provision During the Year	(43,424)	(5,121)	(74,077)
Provision at the End of the Year	<u>48,571</u>	<u>17,924</u>	<u>76,529</u>
Cyclical Maintenance - Current	30,647	-	72,862
Cyclical Maintenance - Non current	17,924	17,924	3,667
	<u>48,571</u>	<u>17,924</u>	<u>76,529</u>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's inflation adjusted 10 Year Property Plan and 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	10,127	10,000	10,547
Later than One Year	14,456	21,000	11,165
Future Finance Charges	(1,925)	(1,000)	(741)
	<u>22,657</u>	<u>30,000</u>	<u>20,971</u>
Represented by			
Finance lease liability - Current	10,127	10,000	10,547
Finance lease liability - Non current	12,530	20,000	10,424
	<u>22,657</u>	<u>30,000</u>	<u>20,971</u>

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

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	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Block A : LSPM Change Table in Universal Bathroom - 253171	-	16,862	(16,862)	-	-
Blocks A B & H Roofing Remedials & Replacement - 248363	41,471	100,000	(76,797)	-	64,674
Blocks A B C1 D2 & H Electrical Upgrades & Replacements - 248364	-	26,100	(26,887)	-	(787)
Totals	41,471	142,962	(120,546)	-	63,887

Represented by:

Funds Held on Behalf of the Ministry of Education	64,674
Funds Receivable from the Ministry of Education	(787)

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Sewer Drain Replacement	-	6,707	(6,707)	-	-
Blocks A B & H Roofing Remedials & Replacement - 248363	-	51,100	(9,629)	-	41,471
Totals	-	57,807	(16,336)	-	41,471

Represented by:

Funds Held on Behalf of the Ministry of Education	41,471
Funds Receivable from the Ministry of Education	-

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 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.

18. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	3,185	2,800
<i>Leadership Team</i> Remuneration	394,719	375,910
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	<u>397,904</u>	<u>378,710</u>

There are 6 members of the Board excluding the Principal. The Board has held 10 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 1

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

Principal 2

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	-	1 - 2
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	5.00	3.00
110 - 120	2.00	2.00
	<u>7.00</u>	<u>5.00</u>

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

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 a liability regarding this funding wash-up, which is expected to be settled in July 2026.

21. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$173,325 (2024:\$501,371) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Blocks A B & H Roofing Remedials & Replacement - 248363	171,212
Blocks A B C1 D2 & H Electrical Upgrades & Replacements - 248364	2,113
Total	<u>173,325</u>

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 not entered into any operating commitments.

(Operating commitments at 31 December 2024: \$nil).

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	325,189	143,000	241,804
Receivables	151,144	145,000	149,865
Investments - Term Deposits	531,154	500,000	550,944
Total financial assets measured at amortised cost	<u>1,007,487</u>	<u>788,000</u>	<u>942,613</u>

Financial liabilities measured at amortised cost

Payables	268,706	180,000	174,389
Finance Leases	22,657	30,000	20,971
Total financial liabilities measured at amortised cost	<u>291,363</u>	<u>210,000</u>	<u>195,360</u>

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.

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Huia Range School (the School). The Auditor-General has appointed me, Melanie Strydom, using the staff and resources of Auditlink Limited, to carry out the audit of the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information..

Opinion

In our opinion the financial statements:

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless the Board intends to close or merge the School, or has no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, a Report on how the school has given effect to Te Tiriti o Waitangi, a Statement of Compliance with Employment Policy, and Statement of KiwiSport funding

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

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

Independence

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

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



Melanie Strydom
Auditlink Limited

On behalf of the Auditor-General
Palmerston North, New Zealand