TE KOPURU SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	1111
Principal:	Murray Hawke
School Address:	9 Norton Street, Te Kopuru, 0391
School Postal Address:	PO Box 20, Te Kopuru
School Phone:	09 439 1802
School Email:	office@tekopuru.school.nz
Accountant / Service Provider:	Ask Accounting Ltd

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Craig Gillatt	Presiding Member	Election (triennial)	2025
Joe Frearson	Presiding Member	Election (triennial)	2028
Murray Hawke	Principal ex Officio		
Vern Stevens	Acting Principal		Term 1 2025
James Frearson	Parent Representative	Election (triennial)	2028
Suzanne Vodanovich	Parent Representative	Election (triennial)	2028
Racheal Goldsworthy	Parent Representative	Election (triennial)	2028
Paula Guy-Stuve	Parent Representative	Election (triennial)	2028
Kylie Johnston	Staff Representative	Election (triennial)	2028
Kerry Little	Staff Representative	Election (triennial)	2025

TE KOPURU SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Te Kopuru 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.

Joe Frearson
Full Name of Presiding Member

Signature of Presiding Member

29.5.26
Date

MURRAY HAWKE
Full Name of Principal

Signature of Principal

29.5.26
Date

Te Kopuru 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	1,688,666	1,481,412	1,810,502
Locally Raised Funds	3	73,675	25,700	37,995
Interest		19,143	20,000	32,872
Total Revenue		1,781,484	1,527,112	1,881,369
Expense				
Locally Raised Funds	3	17,072	23,000	41,104
Learning Resources	4	1,304,604	1,088,380	1,315,181
Administration	5	184,997	118,306	262,089
Interest		1,134	210	601
Property	6	352,296	349,729	375,458
Total Expense		1,860,103	1,579,625	1,994,433
Net Surplus / (Deficit) for the year		(78,619)	(52,513)	(113,064)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(78,619)	(52,513)	(113,064)

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



Te Kopuru 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		1,017,243	1,011,833	1,122,565
Total comprehensive revenue and expense for the year		(78,619)	(52,513)	(113,064)
Contribution - Furniture and Equipment Grant		-	-	7,742
Equity at 31 December		938,624	959,320	1,017,243
Accumulated comprehensive revenue and expense		938,624	959,320	1,017,243
Equity at 31 December		938,624	959,320	1,017,243

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.



Te Kopuru 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	175,003	244,269	273,343
Accounts Receivable	8	107,552	108,800	105,004
GST Receivable		13,462	9,000	10,003
Prepayments		9,012	9,500	9,017
Inventories	9	543	900	829
Investments		437,615	420,000	419,300
Funds Receivable for Capital Works Projects	16	6,057	-	965
		749,244	792,469	818,461
Current Liabilities				
Accounts Payable	12	208,727	153,000	144,354
Revenue Received in Advance	13	939	-	-
Provision for Cyclical Maintenance	14	-	48,500	45,926
Finance Lease Liability	15	4,492	3,845	4,074
Funds held for Capital Works Projects	16	-	-	33,107
		214,158	205,345	227,461
Working Capital Surplus/(Deficit)		535,086	587,124	591,000
Non-current Assets				
Property, Plant and Equipment	11	445,633	412,415	460,044
		445,633	412,415	460,044
Non-current Liabilities				
Provision for Cyclical Maintenance	14	34,593	34,593	24,330
Finance Lease Liability	15	7,502	5,626	9,471
		42,095	40,219	33,801
Net Assets		938,624	959,320	1,017,243
Equity		938,624	959,320	1,017,243

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

BENNETT & ASSOCIATES AUDIT

Te Kopuru 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		665,678	524,219	545,117
Locally Raised Funds		72,543	25,362	38,420
Goods and Services Tax (net)		(3,459)	1,003	(1,112)
Payments to Employees		(413,887)	(337,069)	(379,248)
Payments to Suppliers		(337,601)	(217,630)	(277,548)
Interest Paid		(1,134)	(210)	(601)
Interest Received		21,728	19,910	31,844
Net cash from/(to) Operating Activities		3,868	15,585	(43,128)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(41,317)	-	(68,964)
Purchase of Investments		(18,315)	(700)	(225,551)
Net cash from/(to) Investing Activities		(59,632)	(700)	(294,515)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	(7,742)	7,742
Finance Lease Payments		(4,376)	(4,074)	(4,425)
Funds Administered on Behalf of Other Parties		(38,200)	(32,143)	31,892
Net cash from/(to) Financing Activities		(42,576)	(43,959)	35,209
Net increase/(decrease) in cash and cash equivalents		(98,340)	(29,074)	(302,434)
Cash and cash equivalents at the beginning of the year	7	273,343	273,343	575,777
Cash and cash equivalents at the end of the year	7	175,003	244,269	273,343

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.

BENNETT & ASSOCIATES AUDIT

Te Kopuru School
Notes to the Financial Statements
For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity
Te Kopuru 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.

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

c) Revenue Recognition

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

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

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

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

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

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

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

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

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

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

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

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

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

BENNETT & ASSOCIATES AUDIT

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

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

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

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

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

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

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

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

The estimated useful lives of the assets are:

Building Improvements	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	4-5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

k) Impairment of property, plant, and equipment
The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

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

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

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

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



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

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

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

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

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

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

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

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

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

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

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

The School's financial liabilities comprise accounts payable 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.

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures
The budget figures are extracted from the School budget that was approved by the Board.

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



2. Government Grants

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Government Grants - Ministry of Education	523,505	497,463	500,261
Teachers' Salaries Grants	879,169	755,863	915,506
Use of Land and Buildings Grants	209,812	209,086	244,725
Ka Ora, Ka Ako - Healthy School Lunches Programme	47,772	-	123,184
Other Government Grants	28,408	19,000	26,826
	1,688,666	1,481,412	1,810,502

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	-	-	435
Fees for Extra Curricular Activities	11,857	1,000	15,705
Trading	1,560	1,500	709
Fundraising and Community Grants	44,792	5,000	10,909
Other Revenue	15,466	18,200	10,237
	73,675	25,700	37,995
Expense			
Extra Curricular Activities Costs	10,015	10,500	27,099
Trading	2,406	6,500	11,683
Fundraising and Community Grant Costs	-	5,000	98
Other Locally Raised Funds Expenditure	4,651	1,000	2,224
	17,072	23,000	41,104
Surplus/ (Deficit) for the year Locally Raised Funds	56,603	2,700	(3,109)

4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Curricular	42,152	45,600	72,216
Information and Communication Technology	153	1,000	517
Employee Benefits - Salaries	1,200,631	987,151	1,178,809
Staff Development	2,322	5,000	4,597
Depreciation	58,552	47,629	57,849
Other Learning Resources	794	2,000	1,193
	1,304,604	1,088,380	1,315,181



5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Audit Fees	6,980	5,000	5,053
Board Fees and Expenses	22,826	14,650	10,906
Operating Leases	7,018	10,000	12,228
Legal Fees	6,540	-	-
Other Administration Expenses	16,945	14,200	23,307
Employee Benefits - Salaries	57,351	55,856	73,591
Insurance	7,121	5,000	3,991
Service Providers, Contractors and Consultancy	12,444	13,600	12,204
Ka Ora, Ka Ako - Healthy School Lunches Programme	47,772	-	120,809
	184,997	118,306	262,089

6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Consultancy and Contract Services	30,219	30,000	26,418
Cyclical Maintenance	27,896	17,599	5,873
Heat, Light and Water	13,435	13,000	14,049
Rates	2,575	3,500	3,444
Repairs and Maintenance	14,186	19,500	24,161
Use of Land and Buildings	209,812	209,086	244,725
Employee Benefits - Salaries	40,124	44,044	40,501
Other Property Expenses	14,049	13,000	16,287
	352,296	349,729	375,458

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	175,003	244,269	273,343
Cash and cash equivalents for Statement of Cash Flows	175,003	244,269	273,343

8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Receivables	3,233	1,500	1,162
Receivables from the Ministry of Education	14,690	2,300	2,312
Interest Receivable	2,325	5,000	4,910
Banking Staffing Underuse	-	-	5,409
Teacher Salaries Grant Receivable	87,304	100,000	91,211
	107,552	108,800	105,004
Receivables from Exchange Transactions	5,558	6,500	6,072
Receivables from Non-Exchange Transactions	101,994	102,300	98,932
	107,552	108,800	105,004



9. Inventories

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
School Uniforms	543	900	829
	543	900	829

10. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Current Asset	$	$	$
Short-term Bank Deposits	437,615	420,000	419,300
Total Investments	437,615	420,000	419,300

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	$	$	$	$	$	$
Land	13,300	-	-	-	-	**13,300**
Buildings	264,819	-	-	-	(12,621)	**252,198**
Furniture and Equipment	136,418	41,316	-	-	(22,685)	**155,049**
Information and Communication Technology	28,790	-	-	-	(18,198)	**10,592**
Leased Assets	13,888	2,825	-	-	(4,694)	**12,019**
Library Resources	2,829	-	-	-	(354)	**2,475**
	460,044	44,141	-	-	(58,552)	**445,633**

The net carrying value of equipment held under a finance lease is $12,019 (2024: $13,888)

Restrictions

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

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	$	$	$	$	$	$
Land	13,300	-	**13,300**	13,300	-	**13,300**
Buildings	504,845	(252,647)	**252,198**	504,845	(240,026)	**264,819**
Furniture and Equipment	508,597	(353,548)	**155,049**	467,281	(330,863)	**136,418**
Information and Communication Technology	196,010	(185,418)	**10,592**	196,010	(167,220)	**28,790**
Leased Assets	25,044	(13,025)	**12,019**	23,820	(9,932)	**13,888**
Library Resources	23,249	(20,774)	**2,475**	23,249	(20,420)	**2,829**
	1,271,045	(825,412)	**445,633**	1,228,505	(768,461)	**460,044**

BENNETT & ASSOCIATES AUDIT

12. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Creditors	24,969	40,000	34,854
Accruals	4,563	5,000	4,408
Banking Staffing Overuse	72,960	-	-
Employee Entitlements - Salaries	98,515	100,000	97,243
Employee Entitlements - Leave Accrual	7,720	8,000	7,849
	208,727	153,000	144,354
Payables for Exchange Transactions	208,727	153,000	144,354
	208,727	153,000	144,354

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Other revenue in Advance	939	-	-
	939	-	-

14. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Provision at the Start of the Year	70,256	24,330	64,383
Increase/(decrease) to the Provision During the Year	27,896	58,763	5,873
Use of the Provision During the Year	(63,559)	-	-
Provision at the End of the Year	34,593	83,093	70,256
Cyclical Maintenance - Current	-	48,500	45,926
Cyclical Maintenance - Non current	34,593	34,593	24,330
	34,593	83,093	70,256

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2027. This plan is based on the School's 10 Year Property plan.

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	5,365	3,845	5,092
Later than One Year	8,195	5,626	10,617
Future Finance Charges	(1,566)	-	(2,164)
	11,994	9,471	13,545
Represented by			
Finance lease liability - Current	4,492	3,845	4,074
Finance lease liability - Non current	7,502	5,626	9,471
	11,994	9,471	13,545

BENNETT & ASSOCIATES AUDIT

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 projects 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
	$	$	$	$	$
MOE Project LSC Space	1,415	-	(782)	(633)	-
MOE Project - Convert Cloakbay into Toilets	(965)	-	965	-	-
MOE Project - Distribution Board Replacement	14,425	751	(15,176)	-	-
MOE Project - Roof, Gutter & Clearlite Replacement	17,267	(1,915)	(15,352)	-	-
MOE Project - Electrical Upgrade	-	-	-	-	-
MOE Project - Hall Remedials & Sinking Floor	-	69,603	(75,660)	-	(6,057)
MOE Project - Hall Roof & Spouting	-	24,875	(24,875)	-	-
Totals	32,142	93,314	(130,880)	(633)	(6,057)

Represented by:	
Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(6,057)

2024	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
	$	$	$	$	$
LSC Space	2,044	-	(629)	-	1,415
Convert Cloakbay into Toilets	(510)	-	(455)	-	(965)
Distribution Board Replacement	(585)	16,200	(1,190)	-	14,425
Roof, Gutter & Clearlite Replacement	(698)	47,700	(29,735)	-	17,267
Totals	251	63,900	(32,009)	-	32,142

Represented by:	
Funds Held on Behalf of the Ministry of Education	33,107
Funds Receivable from the Ministry of Education	(965)

17. Related Party Transactions

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

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

BENNETT & ASSOCIATES AUDIT

18. Remuneration

Key management personnel compensation

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

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	3,315	5,395
Leadership Team		
Remuneration	241,796	346,145
Full-time equivalent members	2	3
Total key management personnel remuneration	245,111	351,540

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members may 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	40-45	-
Benefits and Other Emoluments	-	-
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	105-115	-
Benefits and Other Emoluments	0-5	-
Termination Benefits	-	-

Principal 3

The total value of remuneration paid or payable to the Principal was in the following bands:

	2025 Actual $000	2024 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	-	140-150
Benefits and Other Emoluments	-	0-5
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	4	1
110-120	1	1
	5	2

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

BENNETT & ASSOCIATES AUDIT

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	$2	-
Number of People	13,000	-

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 $Nil (2024:$64,616).

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	175,003	244,269	273,343
Receivables	107,552	108,800	105,004
Investments - Term Deposits	437,615	420,000	419,300
Total financial assets measured at amortised cost	720,170	773,069	797,647

Financial liabilities measured at amortised cost

Payables	208,727	153,000	144,354
Finance Leases	11,994	9,471	13,545
Total financial liabilities measured at amortised cost	220,721	162,471	157,899

23. Events After Balance Date

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



Annual Report
Te Kopuru School 2025



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Te Kopuru School Board Members

Board member names
Vern Stevens (Acting Principal)
Craig Gillatt (Presiding Member)
Paula Guy-Stuve
Kerry Little (Staff Rep)
Joe Frearson
James Frearson
Suzanne Vodanovich
Kerryn Kareko (Secretary)

***Strategic Goal 1*: Develop teaching and learning practices that support improving learner outcomes, particularly for Maori and other priority learners**

Actions	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the sources of information the board used to determine these outcomes.	Reasons for any differences?	Planning for next year - where to next?
• Effective pedagogy in the form of using the PGC (Professional Growth Cycle) to improve practice for learner outcomes • Shift in learner achievement for ALL learners • Teachers supporting learners to be confident, engaged and leading their learning • Collaborative teacher practice that uses effective strategies to promote engagement and learning • Teachers demonstrating a high level of relationship building capability and a high level of teaching skill	• Teachers have worked hard with PD in BSLA and ALIM • The expected shift in achievement did not happen • Teacher constantly supported the learners to be confident and engaged in their learning • Collaborative teacher practices worked well in the Junior Hub • Teachers are moving towards the goals through increased study and PLD	• Increased Student Engagement • Building Stronger Relationships with Students and Whanau. The impacts are starting to be felt in some rooms. • Professional Growth for Teachers. Teachers are benefiting from increased PDL opportunities to develop by observing others within the Kahui Ako	• Large staff turnover. Loss of Principal and D.P in the last term • A larger roll drop between 2023-118 students to the end of 2024 to 94	• Appoint a new Principal and then D.P • Further PD in BSLA and ALIM • Teachers to become more skilled at entering data onto Hero and ensuring all children are assessed, particularly at the end of the year

Strategic Goal 2: **Ensure the culture of Te Kopuru School reflects the identity and needs of the learners and wider community**

Action	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the sources of information the board used to determine these outcomes.	Reasons for any differences?	Planning for next year – where to next?
• Focusing on culturally responsive and relational practices and developing learner ownership of their learning • Culturally responsive practices used. Environments and contexts for learning are provided where the language, identity and culture of all learners and their families is affirmed. • Culturally responsive practices consistently used across the school with high expectations for Māori, actively building relationships with whānau and valuing ea o Māori	• Daily school mihi karakia and waiata as a whole school • Classroom karakia before breaks and eating • Teachers doing their PLD in Te Reo • Community involvement. We activily involved some community in the curriculum design process • PD in culturally responsive teaching • Continuing to develop a localised curriculum that reflects the unique culture, social and environmental context of our community	• Culturally responsive practices continue to be embedded throughout the curriculum • Teachers developed and continue to develop strategies for culturally responsive teaching and curriculum development. This growth is enhancing classroom practice with a more inclusive learning atmosphere	• We still do not have a teacher fluent in Te Reo Maori who is available to teach in the Bilingual unit • Our kapa haka Kaiako had numerous times off work due to unforeseen issues • Due to teacher shortage the junior bilingual unit has been shelved by the board	• Continues PLD for staff in te reo and tikanga • Develop a local curriculum design including Te Ao Maori

• Learner, teacher and whānau voice indicates a sense of deeply knowing our Māori learners seen in PGC Wellbeing for all is enhanced through actions which improve wellbeing. • Behaviour strategies are being consistently applied through the introduction of restorative practice. • Positive interpersonal relationships formed and maintained within the school. • Staff increase use of meaningful te reo into everyday school life seen in planning and teaching • Understand and use Māori pedagogy (tuakana/teina, peer mentoring, whānau inclusion) in practice as seen through professional growth cycle • Continue the support and development of the bilingual class • Improve the attendance at				

Te Kopuru to be closer to national expectation				

Strategic Goal 3: **Ensure Te Kopuru School has learner learning, achieving and progressing with a localised curriculum related to breath and depth of Te Mataiaho**

Action	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the sources of information the board used to determine these outcomes.	Reasons for any differences?	Planning for next year - where to next?
• Common language of learning that is used and understood by staff, learners and whanau • Grow productive and reciprocal • partnerships for learning between our school, whanau, hapu and iwi • Consistent use of effective inquiry model utilising learner voice and\ choice with goals and understandings • Applying deliberate teaching strategies to support authentic and meaningful learning through localised curriculum	• Through on-going PDL a common language of learning is being used and understood • The school continued to work at fostering reciprocal partnerships. Contact with the local Marae happens regularly • Communication between home and school has been enhanced by firstly	• Common language practices were embedded throughout the curriculum • Teachers developed new skills and strategies for culturally responsive teaching. This in turn made students feel more empowered and confident	• PLD was a little hit and miss • It takes time for this change in practice to become embedded • Possibly to much change too quickly and now we are looking at more change	• PLD through Evaluation Associates (whole school) to develop goal setting using a shared language • Collaborative planning • Focus on teaching Maths, Reading and Writing • Continue to build Whakawhanaungatanga

• Exciting, vibrant and innovative learning opportunities and experiences for learners. • Clear and open communication between school and whanau.	skool loop and now with the uptake of SMS Hero	• The Hero SMS in action assisting with reports and home communication		

2024 End of Year Data Summary Report

Student Progress and Achievement

Summary

Reading

Reading	Total below	Total at	Total above	Combined at & above
Whole school 42/94 Students	29 Students	10 Students	3 students	13 Students 47% at or above

Writing

Writing	Total below	Total at	Total above	Combined at & above
Whole school 42/94 Students	25 students	16 students	1 student	17 Students 40% at or above

Maths

	Total Below	Total at	Total above	Combined at & above
Whole school 42/94 Students	24 students	15 students	3 students	18 students 43% at or above

Statement of Variance Reporting

School Name:	Te Kopuru School	School Number:	1111

Strategic Aim:	**Facilitate student engagement, learning and achievement through culturally responsive practice through a localised curriculum**
Annual Aim:	Teachers will utilise innovative learning practices with a strong emphasis on literacy and numeracy to accelerate and strengthen student achievement
Target:	**Goal 1: Reading** To review assessment processes and data collection (triangulation, teacher observation and student feedback) We expect to have 60% at or above the expected level by the end of the year. **Goal 2: Writing** To review assessment processes and data collection. We expect to have 50% at or above the expected level by the end of the year. **Goal 3: Mathematics** To review assessment processes and data collection. We expect to have 60% at or above the expected level by the end of the year.

Baseline Data:

Reading Data End 2023

Years 4-8	No of students	At/Above Percentage
Whole School Nov 2024	118 Students	46%

Writing Data End 2024

Years 4-8	No of students	At/Above
Whole School Nov 2024	118 Students	29%

Maths Data End 2024

Years 4-8	No of students	At/Above
Whole School Nov 2024	118 Students	39%

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
Used existing assessment Reviewed assessment processes and data collection Cognition Maths PD continued. Used existing resources and planning from 2022. Reviewed resources and planning. Observation teacher practice. Developed hunches. **Actions Taken** • Used existing assessment methods. • Reviewed assessment processes and data collection. • Continued Cognition Maths PD. • Utilized existing resources and planning from 2022. • Reviewed resources and planning.	**Reading:** - **Goal:** 80% at or above the expected level. - **Actual Performance:** 31%. - **Variance:** -49%. -**Analysis:** The goal for reading was significantly missed. The substantial variance suggests that the data lack's reliability. Assessment methods and feedback mechanisms need to be refined to ensure more accurate and supportive evaluations. **Writing:** - **Goal:** 80% at or above the expected level. - **Actual Performance:** 40%. - **Variance:** -40%. - **Analysis:** The writing goal was also significantly missed. The data indicates that the current assessment processes and data collection methods were not effective in supporting student achievement. This large variance highlights the need for substantial revisions.	<u>Outcomes</u> • **Reading:** Only 31% of students achieved at or above the expected level. • **Writing:** Only 40% of students achieved at or above the expected level. • **Mathematics:** Only 39% of students achieved at or above the expected level. <u>Reasons for the Variance</u> • **Reading:** The substantial variance suggests that the data lack's reliability. This could be due to inadequate triangulation methods, gaps in teacher observation techniques, and ineffective student feedback mechanisms. Additionally, high staff turnover and changes in management may have disrupted continuity and consistency in instructional practices and assessments.	• **Reading:** - **Action:** Refine triangulation methods and improve teacher observation techniques. - **Strategy:** Provide targeted professional development for teachers on effective reading assessment strategies. Develop a more systematic approach for collecting and analysing student feedback. • **Writing:** - **Action:** Overhaul assessment processes and data collection methods. - **Strategy:** Implement comprehensive training for teachers on writing assessment. Introduce new assessment tools and techniques that better align with student needs.

	Mathematics: - **Goal:** 80% at or above the expected level. - **Actual Performance:** 43%. - **Variance:** -37%. - **Analysis:** The mathematics goal was not met, with a significant shortfall. The continuation of previous resources and planning from 2024, which only included data from year 4 to 8 students, likely contributed to the variance and suggests that the data lack's reliability when applied to the whole school.	• **Writing:** The significant variance indicates that the current assessment processes and data collection methods were ineffective. The existing strategies did not adequately support student achievement. Frequent staff changes and new management approaches might have also contributed to inconsistencies in teaching methodologies and evaluation standards. • **Mathematics:** The use of 2024 data, which only included students from year 4 to 8, and existing resources likely contributed to the variance. The data's lack of reliability when applied to the whole school underscores the need for updated and comprehensive assessment processes. Moreover, the high turnover of staff and changes in management could have led to gaps in resource allocation and instructional quality, further impacting student performance.	• **Mathematics:** - **Action:** Update and enhance existing resources and planning. - **Strategy:** Continue Cognition Maths PD but supplement it with new resources and updated planning strategies. Consider adopting new assessment tools that have shown effectiveness in other contexts.

General Comment:
- Across the 3 areas, teachers had difficulty in entering data in the new SMS. So that in some cases only data from half of the students were entered, in some cases teachers did not enter their data at all.
- Children were not familiar with using the assessment tool online
- There were also problems encountered with the school server connection, test not loading correctly or dropping out. Apparently a number of issues like this were experienced.

Planning for next year:

- **Reading:** Teachers will adopt more robust assessment methods, leading to better identification of student needs and more targeted support as recommended from PLD
- **Writing:** A shift towards more effective assessment tools will enable teachers to better track and support student progress.
- **Mathematics:** Updated resources and planning will provide teachers with better tools to support student learning and achievement as recommended from PLD

Identified Needs:

- **Teachers:** Ongoing professional development in effective assessment techniques, particularly in reading and writing.
- **Students:** Access to updated resources and more individualized support based on refined assessment data.
- **School:** Enhanced communication and collaboration among teachers to share best practices and successful strategies.

Funding/Resourcing:

- **Professional Development:** Allocate funds for targeted training sessions for teachers use
- **Resources:** Invest in updated assessment tools and educational resources.
- **Support Staff:** Consider hiring additional staff to support personalized learning plans and data analysis.

How we have given effect to Te Tiriti o Waitangi

Some of the ways Te Kopuru School has given effect to Te Tiriti o Waitangi.

- The development of our Local Curriculum that links to the Aotearoa Histories Curriculum. (Telling our local story)
- Inclusion of Māori perspectives in the delivery of teaching and learning programmes: incorporating Māori culture, history, and language throughout the day.
- Teaching students about important events in Māori history, traditional Māori stories and legends, and basic te reo Māori (Māori language).
- Cultural celebrations and events: Participating in cultural celebrations and events that honour Māori culture. Including Matariki (Māori New Year) celebrations, kapa haka performances, and guest speakers to share their knowledge and traditions.
- Integration of tikanga Māori. Incorporate tikanga Māori into daily practices and routines including Karakia kai, learning through kapa haka and following cultural protocols during school ceremonies and gatherings.
- Consultation and partnership with local Marae (Oturei and Ripia): Engaging in ongoing consultation and partnership with Māori communities. Including seeking input on matters related to Strategic Plan, Local Curriculum development, cultural initiatives and what the Iwi believe is important to see happening at our Kura.
- Staff professional development: Professional development opportunities for staff to deepen their understanding of Te Tiriti o Waitangi, Māori culture, and effective ways to incorporate these principles into teaching and learning.
- Inclusive school environment: Unpacking what this looks like with staff, students and then community to create an inclusive and culturally responsive environment where all students, regardless of their cultural background, feel valued and respected.
- Overall, by actively integrating Māori perspectives, culture, and language into its practices and policies, Te Kopuru School demonstrates its commitment to giving effect to Te Tiriti o Waitangi and upholding the principles of partnership, participation, and protection for Māori students and communities.

In 2024 we:

- Strengthening our relationships with our local iwi.
- All curriculum areas will be developed with a mātauranga māori lens,
- A school curriculum that reflects the aspirations of our Māori community.
- Taking all reasonable steps to make instruction available in Tikanga Māori and te reo Māori.
- Relationships to support learners' language, culture and identity enhance learner outcomes.

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Our board is responsible for the health and safety of all staff. We aim to create a safe physical and emotional environment, and a positive, inclusive culture to support effective teaching and learning. Our school monitors the health of workers as part of its primary duty of care. At Te Kopuru School: - we provide appropriate induction and professional guidance - workplace harassment or bullying is not tolerated - staff may request leave as required - staff may request access to professional development and mentoring, as required, to increase competency and confidence and reduce stress - staff may apply for flexible working arrangements to be considered - we recognise stress in the workplace as a hazard, work to manage it, and encourage staff to speak up if they need support - we have guidelines for the use of social media to protect staff and students - we understand the increased risk from working alone.
What is in your equal employment opportunities programme?	As required by the Education and Training Act 2020 (s 597), Te Kopuru School operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.
How have you been fulfilling this programme?	We have verify this in the following ways: - Actively recruit teachers and staff from diverse backgrounds. - Provide training for all employees. - Implement fair and transparent hiring and promotion processes. - Ensure accessibility for employees with disabilities. - Establish support networks or affinity groups for underrepresented employees. - Foster a culture of respect and inclusion throughout the school community.
How do you practise impartial selection of suitably qualified persons for appointment?	Te Kopuru School operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. At Te Kopuru School we: - Have an employment panel (including BOT rep for Senior Management positions) - Comprehensive application and suitability pack - Have comprehensive questions, referee checks and discussions
How are you recognising, - **The aims and aspirations of Māori,** - **The employment requirements of Māori, and** - **Greater involvement of Māori in the Education service?**	Some ways we recognise Māori at Te Kopuru School: - Display artwork, stories, or quotes representing Māori cultural values, aspirations, and goals. - Integrate Māori language greetings, phrases, or proverbs into school signage and communications. - Host cultural events or guest speakers who can share insights into Māori perspectives, aspirations, and achievements. - Offer professional development workshops focused on cultural competency and understanding Māori perspectives for staff. - Develop partnerships with local iwi, Te Uri o Hau, Ngāti Whatua and Ngāpuhi, Oturei and Ripia Marae to co-design and deliver educational programs or initiatives. - To improve engagement and participation in school activities, actively seek feedback from Māori students, parents, and community members. - One bilingual class and planning to open another one in 2025.

How have you enhanced the abilities of individual employees?	- Professional development (Local Curriculum, Aotearoa Histories, Literacy and Structured literacy), - Structured PGC (Professional Growth Cycle) - Developing a School-wide coaching model - Tailored staff meetings to support staff
How are you recognising the employment requirements of women?	Te Kopuru School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion). This is to ensure that we: - treat current and prospective staff fairly - make decisions based on relevant merit - work to eliminate bias and discrimination.
How are you recognising the employment requirements of persons with disabilities?	Te Kopuru School promotes equal employment opportunities, working alongside individuals with identified needs or conditions. (a) good and safe working conditions; and (b) recognition of opportunities for enhancement (c) open and honest dialogue to create a space that meets their needs

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

Kiwisport funding (required)

Report: Kiwisport Funding - 2023 Report

The aims of Kiwisport are to:

- Increase participation in children, both inside and outside of school hours;
- Increase the number of opportunities children have to participate in sport, by making opportunities accessible and available to them; and
- Develop skills in children to allow them to participate effectively in all sporting opportunities.

This brief report provides information on our implementation.

Kiwisport is a Government funding initiative to support student participation in organised sport. In 2023 the School received funding of $1816.60 (2022: $1568.70) to increase our student participation in organised sport.

This Kiwisport funding was used providing educational activities outside the classroom as follows:

Use of Funding in 2023: (excl GST)

Total Kiwisport Funding Income	**$1816.60**

Less expenditure - partly funded by Kiwisport funding

Kaipara Schools Sailing Day
- Bus to Kai Iwi Lakes $510.76

Less expenditure - fully funded by Kiwisport funding

Kaipara Schools Sailing Day
- Senior School cost of participation $1610.00

Total Kiwisport Funding Expenses	**$1816.60**

Financial statements (required)

The following is a summary of the financial statements that must be included in your annual report.

For further information, including examples (Kiwi Park model), see our Schools Annual Financial Statement Resources webpage.

Statement of responsibility signed and dated

This statement is signed by the principal and the presiding member. It acknowledges that the school board is responsible for the preparation and accuracy of the financial statements and states that the school board has established and maintained a system of internal control to safeguard the assets of the school or kura.

Statement of comprehensive revenue and expense

This statement summarises the revenue and expense of the school or kura over the financial year. It shows whether the school or kura has managed to operate within the funding they have received.

Statement of changes in net assets/equity

This statement shows the value and movements of the Government's investment over the course of financial year in the school or kura, (this is known as 'equity') in the financial statement.

Statement of financial position

This statement shows everything the school or kura owns (assets) and everything it owes (liabilities) as at 31 December of that year.

Statement of cash flows

This statement shows all cash received and all cash paid by the school or kura over the financial year.

Notes to the financial statements

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.

Independent auditor's report signed and dated.

This report is prepared by the auditor of the school or kura and must be included in the annual report. It provides an opinion to the readers of the annual report whether the financial statements comply with generally accepted accounting practice, and fairly represent the financial position, financial performance and cash flows of the school or kura.

Report on other special and contestable funding (required)

During the year your school or kura may have been the recipient of additional government funding for specific purposes. You may need to report on how these funds are used to support student development.

S.K. Bennett, C.A.
Director

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INDEPENDENT AUDITOR'S REPORT TO THE READERS OF TE KOPURU SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Te Kopuru School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates to carry out the audit of the financial statements of the School on pages 2 to 16, 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 29 May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

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

The other information obtained at the date of our audit report includes copies of the Statement of Variance including Evaluation of the School's Students' Progress and Achievement, Giving Effect to Te Tiriti o Waitangi, Statement of Compliance with Employment Policy, Members of the Board and Statement of KiwiSport funding.

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

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

Independence

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

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



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